

CHAPTER ONE

What's Leadership Got to Do With Futuring?

Every person reading this book aspires to become a more effective leader and is looking forward to new career challenges. While leadership and forward thinking appear to be linked, futurist Joel Barker observes that most leaders are not futurists, but they know that scanning environments and creating visions of the future will drive individual and organizational success. The most important ingredient in the leadership-futuring link is the enthusiasm of the formal leader of the organization. If leaders are excited about creating a better tomorrow for their organizations and each person in the organization, others will catch the vision and observe the leadership behaviors required to drive the vision. Remember, “You can’t light a fire with a wet match.” One method to inspire others about a vision and to build a fire under the staff or school board is a visual of the “generic kid” (a smiley face with big eyes and smile and a sprig of hair). This round-faced “kid” is magic in bringing focus to planning sessions, team-building activities, or staff meetings. The notion of centering on what is best for the kids or clients brings focus to the main thing—teaching and learning in education, or, in business, producing the finest product. The following story best illustrates how the leadership of a caring coach made a boy’s vision come true.

MONTANA AND COACH WEIS

When we wonder about the link between the acts of leadership and visioning, we need to look no farther for the answer than the following true story. Early during the week before the Notre Dame–University of Washington football game, Cathy Mazurkiewicz contacted the Notre Dame football office to ask if a player could come to their home in Mishawaka, a suburb of South Bend, and visit with her 10-year-old son Montana, who had an inoperable brain tumor and had only hours to live. No player came, but Charlie Weis, the Notre Dame coach, did. He took time from his busy week of preparation to visit with Montana—a great young fan of Notre Dame football. Weis and Montana talked about football and about Montana’s inoperable tumor. Weis shared that his daughter Hannah had some problems as well since she suffered from global development delay, a rare disorder similar to autism. Coach Weis told Montana that he was Joe Montana’s roommate during his playing days at Notre Dame and about the pranks they pulled on each other. According to Tom Coyne of the Associated Press, Montana told Weis “about his love for Notre Dame football and how he wanted to make it through this game this week.” Weis sat in a big chair holding Montana in his lap and helped him pass a football to his mother. Weis signed the football, “Live for today for tomorrow is always another day.” Weis asked Montana if there was something he could do for him. Montana said, “Call a pass to the right on the first play in the game this Saturday.” Weis promised him it would be the first play against the University of Washington on Saturday. After hugging Montana, Coach Weis left to go practice. Montana never got to see the play. He died Friday at his home.

According to Coyne’s news story, Weis heard about the death and called Cathy Mazurkiewicz on Friday to assure her he would still call Montana’s play. Weis said, “This game is for Montana, and the play still stands.” Weis told the team about the visit. He just wanted the team to know people like Montana were out there. The real test of compassionate and ethical leadership by Weis happened when the Irish recovered a fumble inside their own one-yard line. Montana’s mother wasn’t sure Notre Dame would throw a pass to the right in such a vulnerable spot. Quarterback Brady Quinn asked Coach Weis what play to call. Weis said, “We have no choice—we’re throwing to the right.” Weis called a play where most of the Irish

went left; Quinn ran right and looked for tight end Anthony Fasano on the right. Fasano caught the pass and leapt over a defender for a 13-yard gain. "It was almost like Montana was willing him to beat the defender and take it to the house," Weis said. Cathy Mazurkiewicz was happy. "It was an amazing play. Montana would have been very pleased," she said. Weis called her after the game, a 36–17 victory, and said he had a game ball signed by the team and he took it to her on Sunday. Cathy ends the story by saying, "He's a very neat man. Very compassionate. I just thanked him for using that play, no matter the consequences." This story is a clear example of how the compassionate leadership of a high-profile football coach made Montana's vision happen even though he did not get to see it. His mother told Charlie Weis that "Montana had gone to join the angels."

Thus, this first chapter will provide an overview of leadership and leadership studies and explore the links between leadership and futuring. In addition, the reader will find valuable insights into the visioning process, definitions and examples of vision, belief, and mission statements, and an explanation of how to use goal statements to motivate others to follow and realize their personal and shared visions.

THE POWER OF LEADERSHIP

Leadership remains a most intriguing concept in the course of human history. Since antiquity, leaders have created magnificent cities, powerful nations, buildings, monuments, literature, and art, e.g., Babylon, Rome, London, New York City, the Parthenon, St. Paul's Cathedral, the Guggenheim Museum in Bilbao, Michelangelo's *David*, Rembrandt's *Night Watch*, Picasso's *Two Clowns*, Virgil's *Aeneid*, and Maya Angelou's *I Know Why the Caged Bird Sings*. Inspiring stories are told about prophets, warriors, explorers, scientists, and educators whose leadership created new pathways to progress. However, from ancient times to the present, observers have remained perplexed about the actual essence of leadership and how to teach it. While researchers report multiple studies about leadership effectiveness, they find a complex mixture of myths, historical artifacts, and historical accounts that influence research findings about the characteristics of effective leaders.

10 Leadership and Futuring

Leadership scholars labor over data from investigations that have tried to determine whether leaders must be born with specific leadership traits; e.g., intelligence, judgment, aggressiveness, desire to excel, vision, energy, verbal facility, and self-confidence are important attributes for leaders. Strong evidence indicates that different leadership skills and traits are required in different situations. The behaviors and traits enabling a football coach to gain and maintain disciplined control over a team are not the same as those required of an artist mentoring young artists in mastering their disciplines. Leadership scholars Warren Bennis and Burt Nanus (1985) and Ralph Stogdill (1981) found over 350 definitions and characteristics of leadership in the literature, and they join others who challenge the lingering belief that successful leadership is a combination of innate intellectual, physical, or personality traits, that is, that only those born with these traits will become leaders. While physical size and strength are important for leadership in athletics and other activities that require strength and agility, and while innate intelligence is important to successful leadership, the puzzle remains about why some people with similar physical and intellectual traits become leaders while others do not. Leadership researchers have concluded that leaders are not born, but those who do excel as leaders display similar personal attributes and patterns of behavior.

Stephen Hawking, a leading scientist and Lucasian Professor of Mathematics at Cambridge University and victim of ALS, is confined to a wheelchair and uses a computer speech synthesizer to write and speak. His leading research proved that Einstein's general theory of relativity implied that time had a beginning in the big bang and an end in black holes. By combining relativity with quantum theory, Hawking and his colleagues created the second great scientific development in the twenty-first century. Mother Teresa and Mohandas Gandhi were not tall, imposing, aggressive leaders, but because of their spiritual and intellectual gifts they became role models for social justice and democracy around the world. These and other leaders have modeled and helped transform top-down, authoritarian rule toward bottom-up, empowered organizations stressing relationships. Hawking, Mother Teresa, and Gandhi, along with other great servant leaders, have mentored and inspired future leaders, e.g., Martin Luther King, Jr., Pope John Paul, and others. Max De Pree (1989) says it best: "Leaders are responsible for future leadership. They need to identify, develop, and nurture future leaders" (p. 14). As

a result of the work of a new generation of leaders influenced by new ways of thinking about organizations (Wheatley, 1992, 2002; Kanter, 1983; Greenleaf, 1991; Glickman, 1993), organizations are gradually changing from top-down, boss-led, controlling, bureaucratic "efficiency" models with clear lines of authority and exclusive participation in decision making into organizations rich in relationships among people where trust and teamwork replace control and fear.

The literature reveals mixed evidence about why some leaders in certain situations are successful and others are dismal failures. Observers ponder why some successful leaders use a consistent style in all situations and others apply a more situational style. Research is sparse on analyzing relationships between leadership styles and institutional performance across schools, universities, and other public and private agencies. However, reports indicate that some leaders are better than others in scanning the environment and adjusting their style to address ongoing and emergent issues.

Definitions and categories of leadership styles continue to expand in the postmodern literature, which is centered on ethical leadership that opens the doors for individuals and groups that have been excluded from leadership opportunities in the past. The ethics literature takes on new meaning as society becomes more politically, racially, and economically divided. Thus, attention to moral and spiritual leadership stressing race, gender, poverty, and education grows each year. Gary Martin (2005) of Northern Arizona University indicates that much work is needed to select and prepare leaders who can help shape a just and moral society. Martin believes that a new breed of leader must step up to do the right thing for diverse communities facing injustice or exclusion from a better life. As a result, leaders in diverse settings need new skills and greater understanding of social and organizational dynamics. Thus, in these times, Martin writes, "It is difficult to find consensus on what makes an effective leader. . . . Gaining expertise in leadership requires time, commitment, an adequate knowledge base and a working plan for learning and growth" (p. 19). Martin asserts that, without a professional development plan and mentoring to help individuals learn how to solve growing social injustice and organizational personnel problems and their underlying causes, administrators will "deal with the same types of problems day after day" (p. 19). Thus, leaders must be carefully selected and given the best possible formal education, well-crafted professional development, and clinical, real-world experiences. While

12 Leadership and Futuring

some individuals may inherit attributes for leadership, much more is required from environmental influences for them to wear the mantle of leadership. A mix of luck and skill is part of both successful leadership and playing a hand of cards. Some individuals are born into families with a full house of wealth and influence to begin their climb to success. Others are born into families with a pair of deuces of little wealth and influence to begin their journey. Why do some people with a pair of deuces rise to greater heights than others holding a full house? Some play the hand they are dealt and rise to become successful leaders, and others squander away their chances for success. Therefore, it is concluded that leaders are made and not born.

LEADING CHANGE

Individuals who can lead organizational change with minimal disruption rise above the rest. Leading change has never been more stressful than it is now, due to the risks of corporate and individual survival. More changes on our planet are made each second than were made in a year in 1800. According to futurist Lynn Burton (2003), "We live in an exciting, tumultuous era, during which our environment and experiences will change more than during any comparable span of history" (p. 3). These profound changes require leaders to think and act in new ways each year, day, and hour. Burton implores leaders to consider the following issues if ongoing change is to occur:

- Understanding the likelihood and possibility of different futures, and the opportunity to shape those futures.
- Enhancing flexibility in policy making and implementation.
- Broadening perspectives.
- Encouraging creative thinking (about possible, plausible, probable, and preferred futures and their potential impacts). (p. 5)

Observers agree that, even if the above suggestions are followed, the most difficult task of leaders is moving others toward personal and organizational change. We do not like change unless it benefits us personally either in financial or personal growth. The old adage that "only wet babies welcome change" holds for most people in

most organizations. People can be forced to change if their jobs are on the line. Spencer Johnson (1998) in his metaphorical book *Who Moved My Cheese?* shows the pain involved in sudden change. When we are moved from one position to another or told to learn a new skill, we scream, "Who moved my cheese?" When downsizing in companies occurs, people are usually willing to learn new job responsibilities in order to take home a paycheck. Star high school quarterbacks recruited by NCAA Division I universities may be forced to move to wide receiver for playing time, and assistant professors often teach out of their special areas during their first few years on the faculty. Change is rarely welcome, but it is necessary for survival in most organizations. It seems naïve to simply recommend that teamwork and a willing spirit will solve most organizational problems. When budget crunches come and staff must be reduced or reassigned, tough decisions must be made for company or school-district solvency.

Thus, the most difficult skill is leading organizational change when people are fearful of losing their jobs, being demoted, and losing their sense of value as individuals. Kurt Lewin (1948) provided a profound process to help understand how to bring about change. He said leaders must break the equilibrium in individual "force fields" by an "unfreezing" process. That is, leaders with foresight and influence must help others let go of old attitudes, values, and behaviors tightly held. Once the mental thaw begins, it is possible to introduce change and begin stressing new values, attitudes, and behaviors. Once the thaw has occurred and new values, attitudes, and behaviors begin, it is time for "refreezing." This helps to protect and ensure key attitudes toward long-range retention of the changes. Otherwise, one tends to slip back into old ways of doing and thinking (Cunningham, 1982).

In spite of the pain associated with leading change, most observers conclude that working in collaboration to build trusting relationships, creating clear and inclusive communication networks, empowering others, and developing leaders within the organization can reduce the amount of pain in change. Unless people are included in the vision and guided through the reasons and steps for change, the resistance will increase. Creating systems to manage change is a gradual process; managers can lead incremental change over time and lead others through the change process. Leaders must never lose sight of the power of human relationships; they may need to work

14 Leadership and Futuring

with one person at a time in guiding organizational change. An effective strategy in leading change is best summed up by Ken Blanchard in his *Whale Done* (2002). After observing Sea World trainers change the behavior of killer whales at Sea World, Blanchard concludes that the power of positive relationships is the key. He writes, "Everybody knows that accentuating the positive works best. But what do you do when somebody does something that has a negative impact? That's where Chuck and the Sea World trainers opened my eyes. Instead of focusing energy, as most of us do, on what went wrong, they redirect that energy toward a positive outcome" (p. ix). It is not wise to slap a 4,000-pound killer whale for making a mistake—it may be our last leadership act! Only through patience and positive reinforcement can we lead whales or people to successful performance. When individuals find that they are engaged in the jobs or roles they best fit and are offered positive support and state-of-the-art professional training, they welcome change much more easily than others forced into unfamiliar roles they are not encouraged or prepared to play. While this advice may not apply to all change pressures, it can bring about positive attitudes about change better than other, more Machiavellian power methods. Change is painful and can bring on mourning for the good old days, but not to change is to stagnate and take others with you.

Research on creating change in most urban school districts reveals that successful change is not the result of simply providing more financial resources for instruction and computers for every student. Rather, it is the result of focusing on one educator, student, or parent at a time. A recent study of urban school dropouts revealed that unless the CEO established a systems approach to reducing the number of dropouts, little progress was made. None of the ten urban districts in the study was meeting all the needs that a successful dropout program would have. The district leadership seemed to be aware that the dropout problem was the skunk under the porch: Everyone knew it was there, but it was rarely seen and only mentioned in passing. The researchers concluded that in urban districts where minimizing dropouts is a high priority, CEOs are displaying systems leadership and appointing key administrators to collaborate with community, state, and federal agencies and individuals to create strategies to improve the dropout problem one student at a time (Hoyle & Collier, 2005).

John Simmons (2005) sums up what policy makers know, but fail to implement in transforming urban and other poorly performing

schools. He believes that districts that have clear goals, open communication with parents and teaching staff, specific objectives, and cost-effective policies and practices aligned to accelerate student learning will change with the times. These changes can be facilitated by concentrating on four strategies:

1. Create leaders at every level. Leadership is shared among teachers, parents, and administrators.
2. Transform the structure and culture of the district. Move to the collaborative model supporting solutions proposed by those closest to the problem.
3. Improve instruction. Administrators must support high-quality professional development to help teachers apply more effective instructional strategies and help one another to meet the diverse needs of all students.
4. Engage parents and make funding adequate and equitable. Strong partnerships with parents and equitable funding are essential for accelerating and sustaining the transformation process. (Simmons, p. 18)

Change occurs when individuals have common beliefs; are given advanced, correct information; are provided strong professional development to adjust to organizational change; and are encouraged to work together for a common cause. Change theory based on changing the system to emphasize the talents and goals of people first and the goals of the organization second holds strong potential to guide leaders in transforming schools, public agencies, and universities to adapt to our changing world.

LEADERSHIP STRATEGIES AND STYLES

Observers of leadership practices find that categorizing leadership styles is difficult. Gary Crow, Joseph Matthews, and Lloyd McCleary (1996) summarize major leadership themes in the literature:

1. Leadership as a personal quality.
2. Leadership as a type of behavior.

16 Leadership and Futuring

3. Leadership depending on the situation.
4. Leadership as relational.
5. Leadership as a moral quality for systemic improvement.

However, the most common leadership labels in the literature and the choice for this book include the following four categories: authoritarian, transactional, participative, and transformational (Hoy & Miskel, 2005).

Authoritarian Leaders

Authoritarian leaders use Machiavellian principles to manipulate people and use political power unfettered by traditional ethical norms. Niccolo Machiavelli (1469–1527) published the famous book *The Prince* (1532/1992), which became the guide to acquiring and maintaining political power and learning strategies to become a despot to rule over others. Former Italian dictator Benito Mussolini used ideas from *The Prince* to become *Il Duce* (leader) and led a coup d'état in Rome to concentrate power into the hands of the Fascist Party. However, Mussolini's thirst for power and his military defeats left Italy in ruins, turning thousands of hungry homeless people against his ruthless authoritarian leadership. He was captured wearing a dress and hiding with his mistress in the back of a small Italian truck attempting to flee to Switzerland. Mussolini was tried in court and executed in Milan, Italy, on April 28, 1945.

While most authoritarian leaders are not power-hungry despots who destroy a nation, they display a need to control the organization by expecting unquestioned obedience to management rather than encouraging individual free expression and shared decision making. This style harkens back to the scientific management of Fredrick Taylor (1947) and other efficiency figures that emphasize production over people and to McGregor's (1985) Theory X style of leading, which assumes people are lazy and must be forced to work. That is, people must be closely supervised and rewarded or punished according to their level of productivity. Authoritarian leaders worship traditional top-down, divide-and-conquer line-and-staff organizational charts with clear levels of authority and communication patterns. Two cartoons best illustrate and remind us of the predominance of authoritarian leaders in all types of organizations: Mr. Dithers

continues to drop-kick Dagwood, and Pointy Hair continues his acrimony with Dilbert and the other office workers.

Take-Charge School Leaders. When school boards faced with low test scores hire “take-charge” superintendents to “right the ship,” authoritarian leadership and forced followership rule the entire school district. Findings are mixed about what leadership styles are superior in terms of increasing test scores across school situations, but research into best practices finds that some leaders are better than others in scanning the environment and adjusting their leadership styles to address problems of student achievement and meeting the mandates of the No Child Left Behind Act (NCLB). Since this act became law, there is growing evidence that the pressure for higher student and teacher performance increases each school year, and authoritarian leadership styles dominate and control the curriculum, instruction, and testing. While this leadership style may result in improved efficiency and test scores, teachers and school administrators warn that narrowing the curriculum to teach to the test restricts teacher creativity and can have a negative effect on preparing students to face new problems and learn creative thinking skills to adjust to the dramatic changes in a digital and competitive world.

Law Enforcers or Peace Officers? When city councils decide to “get tough on crime,” they instruct the current police chiefs to increase police visibility, establish a tighter teen curfew, and increase the number of citations for a variety of reasons. If these more stringent steps are not taken to the satisfaction of the city council, the discussion turns to finding a new chief who will enforce their tougher policies to cut the crime rate by using a more authoritarian leadership style. There is general agreement among scholars that authoritarian leadership is necessary in emergency situations or when organizational goals are not being met, but over the long haul authoritarian leaders create more problems than individuals in the organization can solve.

Since 9/11 the American people have a new appreciation for the heroism of our law enforcement officers and firefighters. They put themselves in harm's way for people they do not know each day and hour. In some cases, these servants for safety must take aggressive action to avert dangerous situations, but otherwise they work to make communities better places for children, schools, and families. In working with the California Commission on Peace

Officer Standards and Training (POST), I have been impressed with the high quality of the law enforcement leaders with the highway patrol and the city and county police forces and with their many programs for children and youth. These varied programs in collaboration with schools, churches, and youth centers are designed to help young people become good citizens and gain a greater understanding of the role of law enforcement in creating safe communities.

Transactional Leaders

Transactional leaders require the integration of organizational goals and expectations with the needs of the people doing the work. This model is based on the dual organization, where the bureaucratic side has natural conflicts with the professional one. This people-versus-organization balance is very clear in the Getzels-Guba social systems model (1957), which is a two-dimensional transactional model. The model delineates the differences between the *idiographic*—representing the needs and dispositions of individuals, and the *nomothetic*—representing the goals of the organization, and it describes the transactions and potential conflicts between the two. This model displays the dynamics between the needs of people and the purposes of the organization. The workers may feel that the production goals of management are beyond their abilities, training, equipment, and energy. This conflict or stress found in organizations of all kinds is important for management to understand to maintain a critical balance between staff morale and production levels. Theorists agree that a proper balance of dynamic tension between organizational goals for production and the personalities and needs of employees can be healthy. This conflict is compared to the grit in a mollusk shell that produces a beautiful pearl. Excess grit can cause abnormal pearls, just as too much control and pressure in organizations can cause poor production.

James Macgregor Burns (1978) observes that transactional leaders motivate workers by offering rewards for organizational productivity. Robert Owens (2000) writes that “transactional educational leaders can and do offer jobs, security, tenure, favorable ratings, and more in exchange for the support, cooperation, and compliance of followers” (p. 209). Transactional leadership reflects the reality of most work places and appears to dominate most organizations, including schools and universities.

High-Stakes Exams. Public school superintendents and principals facing the pressures of accountability for higher student performance on high-stakes tests and NCLB criteria find themselves balancing the spinning plates of interpersonal relationships with teachers along with the plates of higher performance demanded by the community. One Florida superintendent told this writer that he wants the teachers and administrators on each campus to know that he cares about them and their families, but on the other hand if the student test scores do not improve the school board will have his head on one of those spinning plates. His vision statement is "Whatever It Takes." My work with the leadership team emphasized the need to set higher standards for teachers and students but never to neglect the interpersonal communication, kindness, and dignity necessary for the teachers to share the vision of "Whatever It Takes." If this balance is maintained between the administrators and teachers, the tension between the goals of the organization and the needs of the staff can be viewed as a positive dimension that drives a school or corporation to higher performance.

Each semester at Texas A&M University, this writer teaches a graduate seminar on leadership and organizational behavior, and the students face the dreaded midterm exam. As the exam time approaches, several of the advanced doctoral students will ask that the exam be a take-home, or they ask to be allowed to substitute a research paper covering the test items. Each semester my response is same: The test is nonnegotiable because the course content encompasses the cradle of the disciplines of educational administration and leadership. And if they fail to master this material, they may not pass the required comprehensive written and oral exams. Each semester the grades range from 80 percent to 90+ percent, and the students find the material very valuable at comprehensive exam time. Thus, graduate school and other organizations apply transactional leadership where compliance with important procedures for successful performance is a good trade-off for the employee and the organization.

Participative Leaders

Participative leaders view organizations as humans working together to accomplish tasks rather than building artificial barriers that force productivity. Participative leaders espouse participative

20 Leadership and Futuring

leadership and view schools and other organizations as social systems in which people's social needs are valued equally with the organization's goals for high performance. Rosa Beth Kanter, Tom Sergiovanni, Terry Deal, and many others stress participative leadership in building productive organizations that balance the need for productivity with the personalities and needs of people. These scholars observe that, if management projects authoritarian or certain transactional styles of leadership, the system is perceived by employees to be impersonal, ruled by fear hidden in the chain of command, and that they are mere pawns for management. Employees are told when to work, how to work, and how to account for their work. Unless participative leadership prevails, management blames individuals for mistakes rather than improving the system they run.

In contrast, participative leaders communicate, provide professional development, delegate, encourage diversity, and encourage collective effort to seek quality in each task and final product. This collaborative process brings a family atmosphere to the workplace and creates respect for the contributions of each member. Mike Cargill, superintendent of the Bryan, Texas, Independent School District, exemplifies participative leadership by encouraging input from central office staff, district administrators, teachers, parents, and college and university faculty, students, and staff. Cargill's humble welcoming spirit of participation is producing higher student achievement, lower numbers of dropouts, higher teacher morale, and a smooth working relationship with the board of education. While planning new schools, including a new high school, and with growing numbers of low-income students entering the district each year, Cargill and the school board are moving together as a team of eight to meet the challenges of future enrollments and higher costs with less funding. In addition, Hurricanes Katrina and Rita led many evacuees to the Bryan school house doors. The first persons to welcome these displaced and frightened students were Mike Cargill and members of his team. Mike Cargill and participative leadership are synonymous.

Transformational Leaders

Transformational leaders create an environment where persons are empowered to fulfill their highest professional needs and are encouraged to become members of a supportive learning community.

Transformational leaders are servants to others and guide them in creating and embracing a vision for the organization that inspires and brings forth top performance, diversity of thought, and inclusion of all races and ideologies. Subsumed in this style are moral leadership (Fullen, 2003; Sergiovanni, 1992), leading with love (Hoyle, 2002a), leadership for social justice (Tillman et al., 2003), and spiritual leadership (Wheatley, 2002).

Moral Leadership. Moral leadership is based on dignity and respect for the rights of others to self-determination within moral boundaries of the organization. Schools with moral leadership focus on the welfare of each student, teacher, and staff member who shares in the belief that the school family should work to inspire higher levels of trust and commitment to every child and each other in the school community. Thomas Sergiovanni (1992) says it best: "When moral authority drives leadership practice, the principal is at the same time a leader of leaders, follower of ideas, minister of values, and servant to the followership" (p. 38). Leaders guided by these moral principals can expect greater organizational productivity because employees are motivated to take personal responsibility in assuring the quality of the entire organization. The works of Edwards Deming (1982, 1993) paved the way in caring about the employees and using good data to improve the organizational system by basing it on moral principles of trusting employees rather than blaming them for failures. This leadership style encourages all employees to share the organizational vision or aim and embrace the larger context of the organization in society, and it provides encouragement and professional development for all team members. Max De Pree (1989) expressed the need for transformational leadership thus: "Without understanding the cares, yearnings and struggles of the human spirit, how can anyone presume to lead a group of people across the street?" (p. 221).

Unconditional Love and Leadership. Leading with unconditional love is linked to transformational leadership. This leadership style reaches beyond leading with heart, soul, and morality and moves on the concept of love in an attempt to reteach the lessons of history's great leaders. The most powerful leaders in history are remembered not for their positions, wealth, or number of publications, but for their unconditional love for others. Leading with love revisits the

22 Leadership and Futuring

ideas that guide human kindness, social justice, and servant leadership and rediscovers ways to replace anger, violence, mistrust, and hatred with love. The Greeks used the word *agape* as the highest form of love. *Agape* is unselfish love, love of unlovable people, and love that overwhelms animosity in schools, universities, and other organizations (Hoyle, 2002a).

Social Justice and Leadership. Closely linked to leading with love is leadership for social justice. According to Tillman et al. (2003), leadership in social justice “enables us to have a way to create momentum to bring people together who have worked for equity. . . . Social justice means more than equity; it means an activist, interventionist stance” (p. 85). This postmodernist position has heightened the need for research in educational administration and other social sciences to examine its theories to ensure that new voices are included in the literature and that these voices influence school and university administrator and faculty search committees in their efforts toward greater inclusiveness, equity, and justice.

Spiritual Leadership. Some scholars believe that the capstone of transformational leadership is spirituality. Deepak Chopra (2002) observes that leaders are the symbolic souls of the organizations they lead, and great leaders respond from the higher levels of spirit and grow from inside out. The spiritual and administrative sides are of equal importance when guiding a school or university dedicated to helping each student become a successful, ethical individual. Spiritual leaders assert that without a spiritual side, a leader lacks depth in understanding human needs and can destroy morale with a thoughtless comment or action. Missing the spiritual dimension of leadership can lead to children’s failure in school by ignoring the child’s background or family circumstance. To ignore children’s failure and injustice is spiritless leadership (Hoyle, 2002b). Spiritual leadership is encouraging others to seek the highest vision, reaching for the highest human endeavors, and serving before being served. Writers concur that this is the most sought-after form of transformational leadership.

The evolution from top-down authoritarian to transformational leadership is occurring in America’s corporations, agencies, schools, and universities. To facilitate this change, refined research methods are needed to seek connections among leadership styles, staff morale,

What's Leadership Got to Do With Futuring? 23

and human performance. Until research provides clearer evidence that newer forms of leadership actually promote greater equity, empowerment, morality, love, and higher performance, corporations, agencies, schools, and universities will continue to rely more on authoritarian and transactional leadership. Perhaps in time when research and best practice provide support for transformational leadership it can move to center stage .

The following self-report instrument may assist you in gaining insight into your leadership style.

Directions: Circle the number that best measures your self-perception on each leadership characteristic. Add all the circled numbers to find your score.

<i>As a leader I am . . .</i>	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Rarely</i>			
1. Caring	6	5	4	3	2	1	0
2. Optimistic	6	5	4	3	2	1	0
3. Creative	6	5	4	3	2	1	0
4. Forgiving	6	5	4	3	2	1	0
5. Patient	6	5	4	3	2	1	0
6. Visionary	6	5	4	3	2	1	0
7. Respectful	6	5	4	3	2	1	0
8. Honest	6	5	4	3	2	1	0
9. Selfless	6	5	4	3	2	1	0
10. Loyal	6	5	4	3	2	1	0
11. A listener	6	5	4	3	2	1	0
12. Persistent	6	5	4	3	2	1	0
13. Energetic	6	5	4	3	2	1	0
14. Collaborative	6	5	4	3	2	1	0
15. Diplomatic	6	5	4	3	2	1	0
16. Enthusiastic	6	5	4	3	2	1	0
17. Dependable	6	5	4	3	2	1	0
18. Persuasive	6	5	4	3	2	1	0
19. Articulate	6	5	4	3	2	1	0
20. Ethical	6	5	4	3	2	1	0

Score: 120–110 = Transformational/Participative Leader

109–71 = Transactional Leader

70 or below = Authoritative Leader

WHAT IS FUTURING ANYWAY?

Futuring is an intellectual process of peering into the future through creative visioning, speculation, brainstorming, and disciplined research. The art and science of the study of *futurism*, *futuristics*, or *future studies* (the three terms are used interchangeably) has emerged as a respected field of inquiry in universities, corporations, government, military, law enforcement, agriculture, and other organizations and fields. The search for a more understandable and successful tomorrow is the quest of most humans, and the need to anticipate and manage a brighter future is a universal need. Obviously, not all look to a brighter future in this life. Since 9/11 and the U.S. response in Iraq, numerous religious fanatics who believe that their reward is in another life choose to strap bombs to their bodies and end their earthly future and the future of innocent people. Thus, futuring depends on anticipating and managing change but also counts on continuity and respect for others and their future.

Future studies has grown from a topic for isolated groups of social scientists, novelists, and artists to achieve widespread interest, and now there are organized groups that study it, such as the World Future Society with over 40,000 members. This global interest has moved futurism away from its popular image, which includes reading tea leaves, fortune-telling, palm reading, and crystal balls, to sophisticated Web systems for trend analyses, multiple scenario creations, and futures gaming on almost every topic. The “vision thing” is thrown about with reckless abandon and can lose its power as a result. Some people, such as Steve Jobs, I. M. Pei, Bill Gates, Oprah Winfrey, Hillary Clinton, and Jimmy Carter, have vision. Others may never have it no matter how hard they try. People tend to limit themselves and fail to achieve their dreams because they limit their vision and do not believe in themselves enough. In the same vein, an old coach told his hurdler, “Never build hurdles in your mind, because hurdles on the track are much smaller than the hurdles in your mind.” Moreover, the adage “if you believe you can or you can’t, you are right either way” is the truth.

Although futurists never attempt to predict the future, they can design alternative futures based on different data sets; then they use creative thinking processes to solve social and technical problems at the local or global levels. According to Ed Cornish, founder of the World Future Society, and others, futurists focus on three key areas as

a foundation for forecasting possible, probable, or unlikely futures. *One*, they believe that the world and all of its systems and inhabitants are interconnected and thus dependent on each other for survival. *Two*, futurists are focused on time as a critical factor in choice. They believe that to change the course of events, one begins now, not next week or next month. The future of the environment, the quality of the air, water, and food supply, and human interactions is not determined in five years but now, today! *Three*, ideas of the future are a driving motivational force for improving the lot of humankind. For example, imagine in 2025 an ideal, safe, self-sustaining community for 50,000 people with adequate food supplies, health care, education, and quality jobs. Imagine a world where children around the world no longer sleep on the ground and cry themselves to sleep due to hunger, and envision each child in a warm clean house with adequate food with available health care.

Based on these three areas, futurists strive to anticipate what may occur. Some events are easier to forecast than others. For instance, demographics are relatively easy to predict because data are accessible on world, national, and local population trends, and we know about those already born. The U.S. population is over 285 million, its birth rate is 14.2 per 1000 population, and its average life expectancy is 77.12 years. America is 52 percent Protestant, 25 percent Catholic, 1.3 percent Jewish, and 0.5 percent Muslim. The U.S. population includes 72 percent whites, and this figure will decrease to 64 percent by 2020. By 2060, the country will be evenly divided between white and nonwhite populations.

World population is 6.8 billion, and population projections for 2025 range from 8.2 billion to 11.4 billion, depending on numerous factors including adequate health care, the AIDS epidemic in Africa, and global water and food distribution. By 2025, the population of Africa will be three times that of Europe (1.58 billion versus 500+ million). Behind these alarming statistics lies the reality: Each human being requires daily 2,000 to 3,000 calories of food and 4 ½ pints of water. Obviously this need is not being met for many in Africa and other troubled spots in the world today (Kennedy, 1993; Population Reference Bureau, 2006).

Other trends in economics, technology, agriculture, medicine, education, social psychology, and religious belief systems remain very difficult to forecast, much less manage. Because 80 percent of the new technologies necessary to compete in world markets have not

been discovered yet, because China is now a member of the World Trade Organization (Friedman, 2005), and because other nations are competing with the United States and Europe in offshoring and outsourcing, multiple scenarios and new research methods are necessary to design visions of the future and act on them. The futurist community continues a quest for more sophisticated research methods and techniques, and some see the possibility of a genuine science of the future—not a natural science like chemistry or biology, but a social science like sociology and anthropology. According to Cornish (2004), futurists count on some continuity in human activity and organizations as a launching pad for what can happen in the future. He writes, “If everything constantly changed, we could not possibly know anything about the future or anything else, for that matter. Though change is normally our focus, we have to recognize that much remains constant, and it is this continuity that allows us to anticipate future events and plan what we should do” (p. 48). Therefore, to get a better feel for the future in a complex, competitive world, we must make some assumptions about how future studies or futurism can guide our visioning.

Assumptions of Futuring

Assumption #1. To affect the future, we must begin now! It is impossible to change course on a roller coaster because about all we can do is hang on until it comes to a stop. We must assume that we can change our course as a captain would steer a boat to the harbor or down a rapidly moving river. The swifter the stream and the larger the boat, the sooner the steering must begin for the ship to arrive safely at its moorings. We must begin now to avoid running aground.

Assumption #2. We must remain flexible about the number of assumptions we consider because false assumptions can lead us in the wrong direction and harm people, property, or morale. It is wise to analyze multiple data sets and consider a range from the most pessimistic to the optimistic alternatives to avoid pitfalls along the way (Bishop, 1994). There is an assumption that the United States needs to drill for oil in the wilds of Alaska to reduce our dependence on foreign oil, but the assumption may prove to be wrong because of possible irreparable damage to the environment. The assumption that distance education is equal in quality to traditional education

may prove to be correct, but current research does not necessarily support that assumption. Alternative assumptions are very important in attempting to alter organizations, environments, and people.

Assumption #3. An alternative future that is owned only by its creator is doomed to failure unless it is viewed and clearly described by those who must make the vision happen. When dedicated educators believe that “all kids can learn,” they must work to make that vision happen by changing beliefs among teachers and the community that children of poverty cannot overcome years of poverty and abuse. This assumption, based on research and best practice, begins with an inspiring vision followed by strategies to improve the system to overcome the status quo and change prevailing belief systems. One person’s vision driven by research and love can move mountains and prove that poor children of color and those with language differences can learn at the highest levels. To assume that crime is a form of human variation and inevitable is to turn away from the power of building lives one at a time through collaborative community action.

Assumptions about what we know and the continuing search for knowledge inspire Allen Tough (2003) to see futuring as “rapidly expanding your efforts to develop future-oriented knowledge, ideas, insights, understanding, visions, and wisdom. You need to know far more about world problems, social change, potential futures, and . . . caring about future generations” (p. 129). Futurists cannot predict the future in detail, but the field of study enables us to anticipate problems along the way and provides trend analyses and techniques and skills to guide organizations in achieving long-term goals. William Shakespeare knew the power of futuring when he penned,

There is a tide in the affairs of men
Which taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

—William Shakespeare,
Julius Caesar, Act IV, Scene 3

Studying the Future

Futurism requires individuals to peer into the unknown, analyze trend data, and take the risks required to step into the unknown with scenarios of what may occur and what to avoid. Since 1960, more and more universities have been offering courses on future studies, while government, business, and the military are engaged in futuring processes to anticipate the purchasing habits of customers, the educational needs of citizens of all ages, and the housing needs of growing populations. They are looking for ways to manage food supply and distribution to millions, health systems to serve greater numbers, and technological advances in communications, trade, and travel.

The World Futures Society reminds us that futurism has grown into a coherent body of techniques and knowledge known as *futurism*, *futuring*, or *future studies*. Thinking about what is beyond the next curve is more important than ever before due to the abilities of the Internet, wireless communications, and biotechnologies to increase the rate at which change occurs, possibly causing environmental damage or facilitating terrorism on a scale unimaginable before 9/11. Thus, futuring is the act of seeing and feeling and anticipating alternative futures that are either in the near (5–10 years away), middle (11–20 years away), or far future (21–50 years away). Futuring can be done by individuals or groups depending on the need. The futuring process begins with an idea or beliefs that can range from the probable or realistic to the improbable or unrealistic. Explorers of the future are time travelers that, according to Cornish (2004), need to learn the following seven lessons:

1. Prepare for what you will face in the future.
2. Anticipate future needs.
3. Use poor information when necessary.
4. Expect the unexpected.
5. Think long term as well as short term.
6. Dream productively.
7. Learn from your predecessors. (pp. 1–7)

FUTURING AND VISIONING

The terms *futuring* and *visioning* are frequently used interchangeably in the literature and in this book. While *futuring* reaches beyond *visioning* in terms of strategic planning to set the *futuring* process in motion, either term inspires individuals and groups to create desired futures or avoid them. The late futurist H. G. Wells showed he knew the importance of attaining new knowledge about global problems, human behavior, and new technologies when he stated, "Human history becomes more and more a race between education and catastrophe." That is, a positive future is the result of learning about global change, geopolitical processes, and collaboration to solve growing environmental degradation and human conflict. *Visioning* and *futuring* stimulate the intellectual and creative corners of the mind. Bill Gates chased his vision from his garage workshop to the megacorporation called Microsoft. His vision enticed other entrepreneurs and venture capitalists to cast their future with Gates, and many of them became millionaires. Margaret Fuller, a transcendentalist writer in the 1840s, wrote about equal rights for women in American life. Her works challenged male domination over women in higher education and society. Rosa Parks envisioned a free and just society by refusing an order to give her bus seat to a white person. Her defiant refusal to be denied equal treatment changed the nation. President John F. Kennedy had a vision that changed our world forever in 1960 by declaring that the United States would have a man on the moon by the end of the decade. His vision inspired the nation to allocate the funding, select and train astronauts, and place Neil Armstrong on the moon in 1969. Peter Senge (1990) reminds us that for a vision to be effective for organizations it must be shared by others and they must feel committed to making the vision happen. When a vision is realized, it is the result of total commitment by individuals who carry the responsibilities required for completion and success.

Vision Statements

A vision statement, to be significant, must inspire others to strive for their highest spiritual and professional ideal, and it must capture the imagination and energy of others in the school district, agency,

30 Leadership and Futuring

or business. The school executive leads the way by sharing his or her vision for the district and openly encouraging others to improve the wording for more inclusive acceptance of the key ideas in the vision statement. The statement should inspire the hearts and minds of the entire district staff—those that do the teaching, counseling, mentoring, nursing, food serving, bus transportation, custodial and maintenance services, and administration. Clement Bezold, president of the Institute for Alternative Futures, says that a vision must address the heart; that is, “A vision is a compelling statement of the preferred future that an organization or community wants to create. Visions move and inspire us by stating why we are working together, what higher contribution flows from our efforts, and what we are striving to become. Vision development is the most powerful way to clarify where you would like change to go” (as quoted in Cornish, 2004, p. 75). In other words, “Visionary leadership is knowing how to inspire hearts, ignite minds, and move hands to create tomorrow” (Hoyle, 2002a, p. 29). A vision statement must be brief, inclusive, and inspiring. Hallmark cards say it well: “When you care enough to send the very best.” This is one school district’s vision statement: “The [district] acts to guide and inspire all students to reach their highest achievement and moral development.” This is the reason schools and educators exist. Everything else is peripheral.

Belief Statements

In recent years, futurist and visionary leaders have been including *Belief Statements* in their planning with others to strengthen the links between vision and mission statements. Belief statements represent the core values held by individuals affected by the school district or other organizations. One educator told this writer that belief statements that help all kids succeed in life must mean enough to those who write them that “they would be willing to fight to see them fulfilled.” Individuals in different communities or organizations may hold certain core values that vary from those of others. However, Robert Kidder writes that most people around the world embrace *honesty, fairness, compassion, respect, and responsibility* (as cited in Hoyle, 2002b). Thus, in spite of religious, cultural, and ethnic diversity, belief statements can be developed to create a common ground in academic, social, and ethical excellence for all students and their development. (In Chapter 5 of this text the reader

will find a thorough step-by-step visioning and belief statement process that was applied in the Huntsville, Texas, Independent School District to create belief statements that will guide policy decisions for the coming years. A Council of Excellence whose 90 members were selected from the community was involved in the year-long visioning process and created the beliefs.)

Mission Statements

A mission statement is developed by the group to explain to external individuals or clients what the organization does and how it carries out its tasks. The mission statement is more detailed than the vision and belief statements because it should include multiple missions and processes for the customers or clients. Guided by the vision and belief statements, what does the organization do to develop a comprehensive inclusive mission? What mission statement is in place to ensure that this vision and belief statements are to be realized? As an example, the mission statement of a school district might include the following:

The mission of [district] is to provide multiple learning and personal development opportunities for all students by employing outstanding educators and staff who possess the skills and leadership qualities to provide the highest quality academic and other activities to promote student development now and for future careers.

To ensure mission success, the school board, superintendent, and all employees are dedicated to providing the required curriculum and other learning opportunities that will prepare graduates to succeed in higher education, the work force, the military, and other future endeavors. The [district] will provide a complete range of learning opportunities for all students, and will ensure that benchmark curriculum materials, teaching methods, and student assistance are in place and that every student's progress is monitored and the student's parents or guardians are kept informed about the student's academic progress and personal development.

The mission statement can go into greater detail about the required state curriculum at each grade level and can provide information about

32 Leadership and Futuring

curriculum guides, vertical alignment of teaching, and assessing the curriculum and instruction grade by grade. It can include additional teaching strategies and student intervention strategies that will be provided to offer every student the opportunity for academic and personal success in school. The mission statement must be comprehensive enough to include the why, what, and when of all school instructional and cocurricular programs and processes, including those for assessment and for student safety and well-being, in a readable and jargon-free format.

Goal Statements

Goal statements are the detailed, specific statements directed at making the vision (aim) happen—they are linked to belief statements, and they are designed to carry out the mission. Goal statements include specific measurable objectives or enablers that determine if the benchmarks are being reached and that find the discrepancies if they are not. In public education, all states have developed forms of high-stakes tests that are designed to assess whether students may advance to the next grade or, in most states, whether they may receive a high school diploma. Thus, with heightened pressure to drill students on the high-stakes test objectives and meet the required standards of the No Child Left Behind Act, curriculum objectives take on a whole new and stressful meaning. However, evidence is growing that, while teaching to the test may limit the broader creative and problem-solving abilities of students, test-driven instruction has improved the academic performance of children of color, children who live in poverty, and children for whom English is a second language. Thus, there is some skepticism about creating narrow, goal-driven instructional systems based on too many goals and objectives that may or may not measure the most important elements in helping students become confident problem solvers and creative thinkers (Popham, 2003).

In any field of endeavor, there is little reason to initiate a plan if teachers and students are overwhelmed by the number of goals and objectives that may not be measurable. If a public school improvement plan has instructional goals that cannot be accurately assessed in a given time period, or if the plan fails to provide teachers with test data on a regular basis to assist students in reaching their maximum academic and personal potential, then steps must be taken

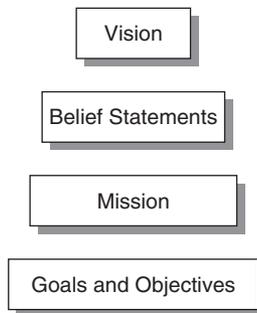
to adjust the number and clarity of the goals and the formative assessment processes to make the system appropriate for all students. Well-developed goal statements are instrumental in creating a successful outcome-measured system. If the goal statements closely align with the vision and mission statements and are the basis for both formative and summative assessment, there is strong evidence that a school district, a public agency, or a university will serve clients well. Goals quickly lose their value if they can be reached with little effort or if the goals are unclear or unreachable.

Figure 1.1 sums up the elements described in this section and their proper sequence in making a vision happen.

CONCLUSIONS

Great leaders possess a deep grasp of human behavior and the forces impacting change. Moreover, these great leaders embrace a democratic sense of why people need to be informed and given equal access to educational, social, and economic systems to earn dignity, provide for their families, and contribute to the general welfare of the nation. While some individuals appear to be destined for leadership due to family status or wealth, most leaders are incubated by families, teachers, counselors, school administrators, religious leaders, coaches, scout leaders, university faculty and staff, and mentors of all ages and backgrounds. It is among these individuals that

Figure 1.1 The Four Essential Elements for Making Visions Happen



34 Leadership and Futuring

leaders observe effective and noneffective leadership styles and learn the value of compassion for those they lead.

The standard authoritarian leadership style is definitely moving over for leaders displaying more participatory, transactional, and transformational styles. While these person-centered styles are emerging in the literature and among executives striving to lead organizations to success and solvency, research is underway to refine the attitude and methods that lead to success. Leadership gurus Warren Bennis, Rensis Likert, Henry Mintzberg, Rosabeth Kanter, and Peter Drucker all have pronounced the death of the dictator in leadership studies. People do not want or need bosses who demand that they become higher performers with a strong commitment to the organization. People need and deserve leaders who care about them as individuals, who recognize that they have lives outside the organization, and who know that the people they're leading want to find a strong sense of accomplishment, be recognized for good work, and become more productive professionals each month and year. Leaders with a passion for their organizations and a belief in the dignity of each employee have already moved in the right direction toward success. If these leaders are also visionaries who use futuring strategies to inspire others to accomplish specific and more difficult goals, and who help align the forces in the system toward the aims of the organization, great things happen.

Leading Fortune 500 companies, top universities, schools, city governments, law enforcement units, public and private agencies, and sports teams striving to become the best must create and share inspiring visions of greatness and compelling belief statements to guide others toward accomplishing their missions. The heart and soul of leadership is inspiring people to reach greater heights in their individual performance and encouraging a collective passion for producing the highest-quality products. Thus, effective leadership inspires others through a vision for greater performance and guides the organization beyond what others believe possible. According to Cunningham and Cordeiro (2005), "Leadership concentrates on vision, the direction an organization should take. It draws others into the active pursuit of strategic goals" (p. 155). Finally, Grant Teaff (1994) sums leadership up best: "Leadership is physically and mentally tiring. And most often, worthwhile goals are the hardest to attain and take the longest. Therefore, mental and physical endurance is essential to a successful leader" (p. 206).

A Scenario: Leadership with Vision

This chapter concludes with a scenario written by a 16-year-old high school student who understood the important link between vision and leadership:

My name is Armando and it is now 2020, and I am sitting on the fourth deck of Kyle Field football stadium at Texas A&M University watching a football game between the Aggies and the Texas Longhorns. I am proud of this fourth deck since I built it two years ago to help accommodate over 100,000 fans who wish to follow their national powerhouse team. I not only built this deck, but I also built a geodesic dome over the entire central campus to preserve the buildings from the acid rain from the air pollution caused by extended use of fossil fuels and to maintain a climate-controlled educational environment. I also created alternative fuels from grain and hydrogen that would help reverse pollution, but the petroleum industry and lobby remained too powerful to consider my cheaper and clearer fuels.

Oh! Hold it while I use the instant replay binoculars I designed in 2007. Yes, that blind referee missed another call in favor of the enemy! After leaving high school, I entered Texas A&M University and earned degrees in architecture and engineering and went to work with a large engineering firm. After two boring years playing the corporate loyalty and nonrisk game, I stole their best ideas and formed my own company. I guess you would call me an entrepreneur. I hired several imaginative risk-takers who were educated about future studies, and the results have been remarkable! My group can create a new town in two or three weeks in practically any spot on earth; we are growing food on the ocean floor and in outer space; we can literally feed the hungry of the world, provide health care to third-world nations, and provide resources for improved educational opportunities for all urban and rural poor children and youth. Along the way, in 2012, I received a law degree from Harvard University to help me deal with the litigious society of the time. I am pleased with my life and the capability to help others less fortunate. When I think back to my time in high school, I had little hope for an education since my grandmother was my only support. People helped, and now I can return that

36 Leadership and Futuring

love and kindness. I plan to move into the housing industry soon and take the ideas from former President Jimmy Carter and help build thousands of Habitat for Humanity homes. Much remains to be done, but with hard work, vision, and a lot of leadership, I shall prevail.