

[**AL** STATE OF THE ART
REPORT]



TITLE

ARTFUL LEADERSHIP – State of the Art Report

AUTHORS

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SCOPE

ARTFUL LEADERSHIP is an international project, supported by the European Commission under the Erasmus+ programme, and aims to develop a new generation of servant leaders through arts.

Advancis (Portugal), the School of Arts - Catholic University of Porto (Portugal), the Rotterdam School of Management (Netherlands), ISTUD Business School (Italy), the University of Western Macedonia (Greece) and Storybag (Netherlands) are working to develop an innovative and creative set of digital learning resources & a new learning pathway with an arts based approach to inspire and nurture a new generation of Servant Leaders.

This State of the Art Report pretends to summarize the research results from the various observations and assessments, and present the main findings, providing a baseline for the next stages of the project.

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EXECUTIVE SUMMARY

The world is in turmoil.

Globalization, technology, profound demographic changes, financial crisis, ethical dilemmas lead us to question the validity of our educational and management paradigms.

The new generations arriving to the workforce have different expectations and demand for more ethical, people-centered management.

The future leaders are growing - socially, politically and economically - in the digital era and through a profound social, financial and economic crisis. These future leaders demand for purpose, meaning and connection and they will be working in organizations also shaped by the globalization of knowledge, markets and customers and the information and communication technology.

“With such changes have come new priorities and responsibilities and it is in this environment that the theory of servant leadership has flourished as a management style for the redefined business world of today, one that can serve as a cornerstone for organisations wishing to build corporate structures based on stewardship, empowerment and trust.”

DIRK VAN DIERENDONCK, RSM INSIGHT 3RD QUARTER, 2011

This state of the art report intends to provide a clear and synthetic overview about the core concepts of the Artful Leadership project - **the servant leadership characteristics and the artful based learning approach** – and how these concepts may be combined to maximize the potential impact of a leadership development strategy.



RESEARCH DESIGN

The research stage of the ARTFUL LEADERSHIP has been designed in order to assess and analyze:

- (I) the evolution of the Servant Leadership model;
- (II) the Arts-based learning potential as a learning tool applied to management and leadership education;
- (III) the emergence of new learning methods linked to arts-based learning, such as digital storytelling, design thinking, etc;
- (IV) the in-depth knowledge about the target group and future end-users- leaders, school managers and Millennials&Gen2020 generation - its characteristics, needs and desires.

Our research methodology was designed as a quest for knowledge, one where both researchers and research participants have an active role. In fact, the approaches and techniques selected allowed for a continuous involvement of the research participants, not only as respondents but as agents of analysis, reflection and action.

The research journey was designed around three main phases:



ACROSS THE VALLEY OF DESK RESEARCH



INTO THE WOODLAND OF A PARTICIPATORY RESEARCH



CLIMBING THE HILLS OF PRACTICE



PHASE ONE: Across the Valley of Desk Research

Aiming at providing deeper insights into both domains (Servant Leadership & Arts-based learning) it allowed the consortium to have a broader perspective about the current developments on the specific fields of study.

Phase 1 was conducted in a divergent-convergent continuum and embraced two main stages.

1st stage: two sources of data were explored - Media research collection and Personas. The first – Media research collecting aimed to collect a diverse set of resources from different sources and in different formats related with the project topics. The Personas were developed in order to collect information about inspirational characters in the domains of Leadership, Arts & Learning.

2nd stage: the research team analysed the information, references and sources selecting the most appropriate resources to the Artful Leadership aims. In the end, the consortium listed a total of 50 literature references linked to the Artful Leadership domains.

PHASE TWO: Into the woodland of a participatory research

This activity included two key processes of interaction with the target groups:

- Present Acknowledgement: to select, analyse and share projects or organizations that could act as inspirational sources for end-users.
- Future Foreknowledge: to map society trends, particularly related to Learning and Industry environments.

In total, six strategic foresight workshops were organized in the four countries of the partnership, involving more than 70 participants from different backgrounds (e.g. Academia, Business, Policy Makers, etc.).ins.

PHASE THREE: Climbing the hills of practice

At this stage the aim was to compile and analyse all the elements previously gathered, in order to map the key leadership competences and ensure a comprehensive analysis of the artful based methods that can be used to support leadership training and development.

The results were presented to a Panel of Experts, invited by the consortium and counting with 10 experts from diverse academic and professional backgrounds.

PINPOINTING THE BASES OF CHANGE

CREATIVE
MESS

FUGGLE

Research has been showing that the traditional management and leadership paradigms are no longer answering the current challenges that organizations are facing and are not being able to answer the expectations and needs of the new work-forces/structures/knowledges.

WHAT PEOPLE MEAN WHEN TALKING ABOUT BIG TRENDS?¹

CK
AH!

¹ Participants in the national seminars discussed about how society, business and learning institutions will evolve and how we must follow the change.

THIS IS IT

Education & teaching to promote autonomy and to flourish personal and social development that command the path – stimulate shared leadership through communication.

Investment in the people talent regardless of their age; flourish employees' potentiality for the organization, recognizing different talents with different ages.

Multidisciplinary teams mobilized by curiosity and motivation for a common goal; are autonomous for the definition of why, what and how – bigger effectiveness in human actions and open and participative innovation.

Liquidity has been described as synonymous of de-structured, uncertain, complex and modern in general. the advent of digital/internet revolution and big data systems, creating free and out of controls interactions that imply risks in terms of security, privacy and so on.

Education & teaching to promote autonomy and to flourish personal and social development that command the path – stimulate shared leadership through communication.

The whole is different than the sum of the parts: value each individual and the co-construction that allows to a group to create with the participation of each element; in today social context, the collaborative approach is even more relevant and applied; it is important that education in general and of leaders in particular promote the capacities of co-construction and the attention to individual through his/her initiative, autonomy, critical thinking and creativity.

WHAT

Computerization, with a particular reference to the spreading of computer and robots which endanger the traditional relation between people and machines.

Sustainability, considered as the capacity of exploiting resources without threatening the life and wellbeing of future generations.

Multidisciplinary synergies are a connection phenomenon between people with different competencies an common goals and causes; intends to be align with the several social challenges in terms of current problems' solving and future society evolutio – develop solution validated by collective connection; promote the intentional connection between people; facilitate the divergent thinking for the common good; enable the inclusive leadership.

Societal fragmentation. It has been described as a progressive process involving societies and families, turning communities into individuals sometimes deprived of their roots and tradition.

Secularization and de-secularization. the cultural changes occurred in the last 50 years as the result of the progressive weakening of strong membership ties. Leaders and organizations cannot rescind from this variable, being called to offer strong values, identity and sense of membership even within organizational boundaries.

Connection the possibility to connect and relate to different people whose thoughts can be shared and co-built in community. The leader should mobilize all members for common goals but teams have a sustainable leadership afterwards.

Virtual connection for co-construction: the virtual connection is needed but demands a set of tools that enable the co-creation of solutions for society, organizations, communities. The leader should empower members for individual decisions needed abroad finding a balance between the virtual connection and the disconnected responsibilities.

Lack of resources. the example of the sharing economy as a viable way to cope with this challenge.

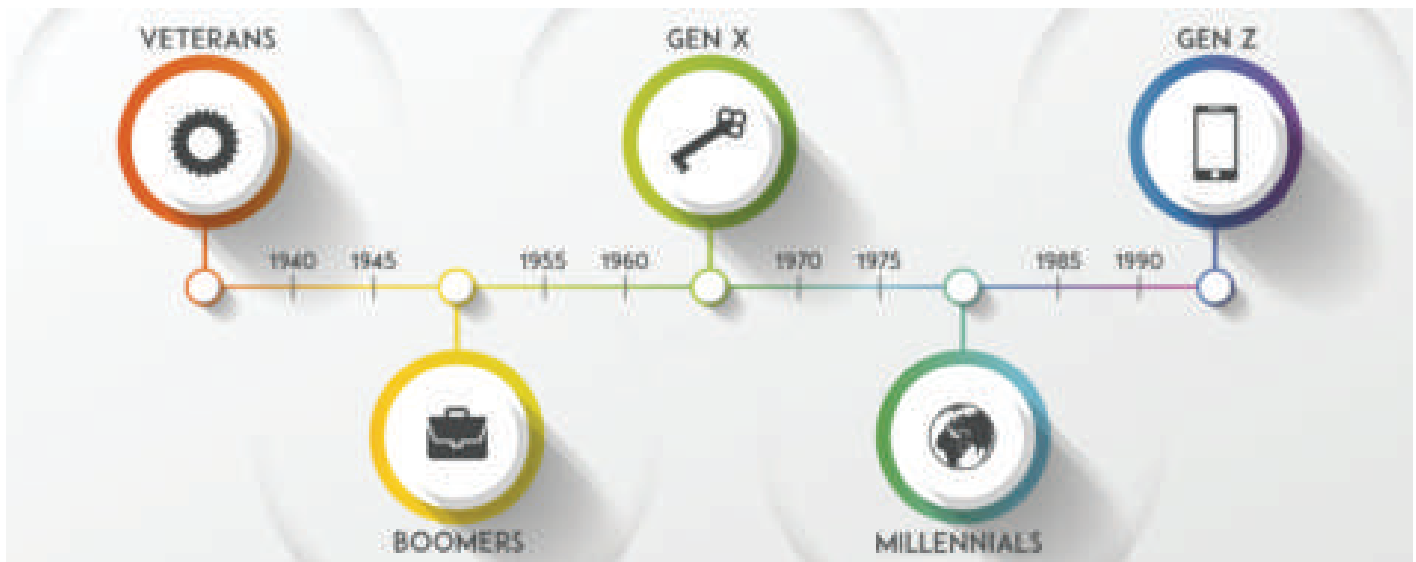
Fear: a growing sense of fear has been described as a key-factor of the near future, being fear the consequence of terrorism, rapid changes and general political/social instability.

CURRENT CHALLENGES

#SOCIETY

The combination of the increase in life expectancy with the decreasing rates of birth results on an ageing population. The ageing phenomena is crossing borders at a fast pace and countries have been unable to give proper answers to the societal and economical negative impacts.

The demographic changes affect society and states' welfare, as well as businesses and the Labour market that faces new challenges managing people, both workforce and clients. In fact, most businesses are experiencing a crossover between the share of their workforce that is 50 years and older and the share that is younger than 40 years old (Barroca, A., 2015).



From the different generations at society and already working, employers deal with different needs and expectations for the different age groups of employees. Moreover, and besides this mix of self-characteristics, employees live, explore and argue differently from the past decades – the technology and connectivity worldwide offer on time knowledge and information for uncountable subjects, creating a knowledge based society (Ministry of Employment and the Economy from Finland, 2012).

While economies keep struggling to gain in innovation and competitiveness, keeping current employees motivated to work involves new compliance measures that foster social innovation and responsibilities.

FACTS & WORRIES FROM NATIONAL WORKSHOPS

“The older they are, the more intimidated they feel about the digitalization of processes and from the more knowledgeable, younger colleagues.”

“While seniors and professionals generally agree with the traditional idea of leaders as “those ones who lead” focusing their attention on corporate as well as collective “dimensions of organizations, students have stressed the idea of “leaders” as “those ones who create the proper conditions for”, focusing their attention on the relational/individual dimensions of organizations.”

“Emphasis on responsibility and sustainability which represent the “social” side of leadership, regarded as a bridge linking companies with people and the society as a whole.”

#MANAGEMENT

Technology has changed the way we do business. A new order in organisations is adjusting the structure, the proceedings and the results (or the way products/services are delivered).

The digital age is immersing employees, and mainly the new workforce generations, in technology throughout their lives, which will have a significant impact on the way future workers and leaders will communicate. “However, a challenge related to the opportunities that technology provides is the need for everyone to be “digitally literate” and to keep abreast of constantly changing technologies” (Rikleen, L. S., 2011).

At the same pace, teams are no longer built considering the workforce in one department or area of work; instead, organisations are promoting the link between different areas of work (operational, management, research, design, etc.) and various areas of knowledge (ethnography, engineering, philosophy, arts, chemistry, etc.) to ignite the creative side and foster innovative solutions to present in the market (van Knippenberg, D., van Ginkel, W., Hoever, I. & Barkema, H., 2013). This hybrid and transdisciplinary teams are already requiring for different professionals - the T-shaped – “who are deep problem solvers in their home discipline but also capable of interacting with and understanding specialists from a wide range of disciplines and functional areas” (IfM and IBM, 2008).

For new teams, new working spaces. We can assess how changes in the organisational structure are already in progress. They started adopting the arrangements in space and in work methods from coworking and collaborative economies and the results were in fact very optimistic (Jones, 2013).

New organizational structures have allowed middle managers to come forward. Their proximity with the top management and the operative employees at the same time is a key to assure that the organisation perfectly communicates the strategy and effectively monitors the expected results. Thus, besides the need to adapt middle managers to new work arrangements and multidisciplinary teams – the T-shaped -, they gained responsibility over results, resources and people. Their success “must rely on strong influencing skills and the ability to marshal a complex network of resources to get results” (McKinney, R., McMahon, M. & Walsh, P., 2013).

FACTS & WORRIES FROM NATIONAL WORKSHOPS

“The leadership model will change because of the digital services, which leads to more collaborative leadership models.”

“The leader should live out of the digital bubbles and the leader should break the bubbles of his partners... in order to make space for new challenges, using digital services sparingly.”

“Growing and shared need of a “reason why” policy, capable to confer a meaning to the working life, but not only... This perception could be well regarded as a sort of reaction to the globalization and secularization processes, which is more and more common among young people increasingly looking for certainties and stability.”

#LEARNING

There are new and different job positions (technologically, objectively and/or structurally different) that can demand for a different knowledge, skill and attitude.

“Employers globally declare that educational institutions are not adequately preparing young people with appropriate skills for the jobs they have available. The deficit is greatest in the area of soft skills”.

Living in the chaos, uncertainty and rapid pace of change demands for one of two roles: either you consider following the pace and continuously learn and self-adapt to the unknown; or, live the anxiety of being behind the last innovation. To inspire such knowledge and preparation for tomorrow’s needs, educational institutions must share this same understanding of the world. They need to “recognize that preparing students to become effective and enlightened leaders is critical to their future job prospects, leading deeply fulfilled lives, and becoming positive contributors to society in increasingly difficult times. The need to think differently about preparing young people for the future is driven by a number of major forces. One is the Millennial generation itself” (Gergen, C. & Rego, L., 2014).

FACTS & WORRIES FROM NATIONAL WORKSHOPS

"It is a fact that in the educational system in Greece, teachers are after positions like school headmasters and school advisors. They consider those as the main positions in which leadership applies."

"It is a fact that educators in Greece have "learnt" to work in a specific manner over the years and the structure of the educational system facilitates that. So, in most cases it takes time for them to comply with new trends and/or to open up their minds to something different."

"It seems that they have started to understand that the way of functioning in the contemporary world is being gradually transformed and eventually the traditional leadership model (being a boss and not a leader) is becoming obsolete."

"Students cannot be fruitfully involved in traditional contexts, disregarding their attitude towards dialogue and peer-to-peer relations."

AND TODAY?? FOR FACING THE UNKNOWN, WHICH LEADER SHOULD WE PUT ON?? ²

Sense-making leadership, based on the assumption that leaders are requested to cope with the growing demand of “reason why”, rising from their collaborators.

LOGIN: Leader, open, generated, interaction, new/network
LOGIN: Leader, order, global, interconnected, knowledge.

Challenging leadership, it can be described as a leadership model based on courage and rapid/clear decisions which turn out to be crucial to cope with a global complexity which can sometimes cripple the decision-making processes.

Membership leadership, based on the assumption that leaders should be able to enforce a common sense of identity by strengthening the corporate membership and engagement.

Trust-based leadership. Differently from the traditional paradigms, based on a top-bottom mandate, new leaders increasingly embody an authority stemming from the collective sense of trust. In some ways, trust is the real precondition of the leadership exercise which cannot rise from a superior mandate, but only from a sort of democratic consensus from the inferior and sometimes informal levels of the organizational structure.

Collaborative leadership, based on the active empowerment of resources and the crossing of traditional hierarchical structures.

Flexible leadership, well represented by the symbol of a sponge that has been mentioned by one of the participants. It can be described as a way of exercising authority without disregarding the internal and external scenarios (including the inner dimension of organizational cultures).

Wellbeing leadership, based on the ambition to focus leaders' attention on the creation of a proper and comfortable work environment.

Mentoring leadership, based on the assumption that leaders should be mainly focused on the professional and personal growth of people under their responsibility, assuming the role of mentors and coaches.

Systemic leadership, based on the idea that leaders should be able to carry on a long-term approach to their activities and roles, involving not only the shareholders, but also the society as a whole.

Relational leadership, Emotions, as a matter of fact, are strictly related to the dimension of human environment, but in order to be translated in organizational terms they must be able to create a structure which is strengthened and enforced by means of relational ties. When emotions create relations, organizations come to light and start to distinguish themselves as effective and operative structures.

Authoritative leadership. Since a global and complex society requires under some circumstances clear rules and control, democratic approaches should be integrated in a wider frame which cannot disregard the importance of authority which does not mean however authoritarianism.

Emotional leadership, leveraging the inner resource represented by emotions as an effective and powerful instrument for creating empathy and cohesion beyond institutional and formal rules.

Networking leadership New leaders cannot rescind from the capacity of moving within and among network-based systems, where networks are not simply represented by different operational dimensions, but also by various cultural assets which interact on the common stage of the "global village".

Camel (resistance, focus, carrying knowledge): able to adapt to contexts and people; Lion (strength, courage, grab): mobilizes and breaks paradigms; Child (recreate, curiosity, adaptation): the child reinvents.

Leader as someone that take the risk searching again and again to create and recreate.

Leader facilitator, providing direction intentionally and connected to collaborate and interact.

Leader as someone who loves, has passion and humor in work empowering the team members to be autonomous and take the best of themselves.



LEADERSHIP, SERVANT LEADERSHIP

#INTRODUCING THE CONCEPT TODAY

“The servant-leader is servant first [. . .] It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions [. . .] The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature.”

ROBERT GREENLEAF, 1970

In 1977, Robert Greenleaf published the book “Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness” and after that moment the concept of servant and its application to leadership gain more and more relevance.

Since then, the application of this concept has been developed and studied by several authors in the world (Spears, 1995; Laub, 1999; Russell & Stone, 2002; van Dierendonck & Nuijten, 2011; Correia de Sousa, 2014) into different perspectives - business, academy, politics and governmental organizations, among others. Even with specific focus for each case, one can realize that each profession or professional sector demands more than knowledge of a subject matter, it asks for the gifted ability to interact with others. Each time we have the duty over others it includes a set of understandings, activities, interactions, relationships and beliefs that are beyond the ancient forms of management by control.

This was what Greenleaf meant to share in 1977, the approach to the concept of servant leaders “as ‘functionally superior’ because they are closer to the ground, they hear things, see things, and know things, and their intuitive insight is exceptional”. These sensitive skills make servant leaders able to bring out the best in their teams, knowing each one of the team members and understanding their abilities, needs, desires, goals and potential.

In contrast, leadership was for a long time related with a “where - a hierarchical position, a who - a person, and a what - a set of behaviours or actions”. However, the new trends in society, businesses and learning disrupt with this arguments to select leaders; organisations are flat, people are diverse in every sense and work environments drink from the new social and knowledge based economy.

In such a world and workplace, the leader must “create opportunity and alternatives that support and provide autonomy for those we serve” and “create an environment that allows shared power and autonomy, one that centers on stewardship and service as an ultimate goal” (Nichols, 2011).

The academic leadership research has been showing how Servant leadership is capable to fit this fifth Age of work, both inside organisations – in meeting the needs of highly talented employees – and for the community - serving multiple stakeholders (Asag-Gau & van Dierendonck, 2011).

#EXPLORING THE MAIN CHARACTERISTICS

“The servant leader should feel a responsibility towards employees as individuals and must have a sense of stewardship for them and the organisation as a whole.(. .) In addition, the servant leader works toward building a learning organisation where individuals are encouraged to grow and be of unique value.”

DIRK VAN DIERENDONCK, 2011

From the origin of the concept of servant leader, gave birth by Robert Greenleaf, many assumptions emerged; although, most of all are connected with the essence of the leader. The leader as the one who serves the others [the followers] and guides them towards the same direction has a set of distinctive characteristics.

Key characteristics	Laub (1999)	Wong & Davey (2007)	Barbuto & Wheeler (2006)	Dennis & Bocarnea (2005)	Liden, Wayne, Zhao & Henderson (2008)	Sendjaya, Sarros & Santora (2008)	Van Dierendonck & Nuijten (2011)
Empowering and developing people	Develops People	Serving and developing others Consulting and involving others		Empowerment Trust	Empowering Helping subordinates grow and succeed	Transforming influence	Empowerment
Humility	Shares Leadership	Humility and selfness	Altruistic calling	Humility	Putting subordinates first	Voluntary Subordination	Humility Standing back
Authenticity	Displays Authenticity	Modeling Integrity and authenticity				Authentic self Transcendental spirituality	Authenticity
Interpersonal Acceptance	Values People		Emotional healing	Agapao love	Emotional healing	Covenantal relationship	Forgiveness
Providing direction	Providing Leadership	Inspiring and influencing others	Persuasive mapping	Vision	Conceptual skills		Courage Accountability
Stewardship	Builds Community		Organizational stewardship Wisdom		Creating value for the community Behaving ethically	Responsible morality	Stewardship

FRAMEWORK OF THE KEY CHARACTERISTICS OF SERVANT LEADERSHIP BY AUTHOR (VAN DIERENDONCK, 10TH SERVANT LEADERSHIP SYMPOSIUM, 2014)

As the field of research around servant leadership grows, several interpretations for the key characteristics also emerge. The Artful Leadership consortium has selected Van Dierendonck (2011) proposal of a servant leadership model based on 6 key characteristics. Thus, the essence of a servant leader is someone who is humble, authentic, understands and experiences the feelings and motivations of others, expresses stewardship, demonstrates empowering and helps developing people and provides direction.

These 6 characteristics present as “a strong indication of how a servant leader should function” (van Dierendonck, 2011).



- giving people in the workplace responsibility for their own actions.
 - acknowledging the talents and strengths of employees.
 - encouraging employees in their actions and in their personal growth.
- acknowledging that employees are not merely subordinates, but that each is an individual in their own right



- acknowledging that they [servant leaders] are neither omniscient nor omnipotent and that employees may have more knowledge and experience.
- acknowledging fallibility and the limits of one's own knowledge, which helps to facilitate a learning environment: one in which employees can learn and develop through their own experimentation and by learning from others.



- showing to employees that not only can they be themselves, but also that the work environment genuinely encourages and welcomes this.
- acting with integrity: do as they have promised; show consistency in actions and morality; and be true to themselves and the spirit of the leadership principles they preach.



- understanding and experiencing the feelings and motivations of others.
- accepting employees as individuals: being empathetic and forgiving, accepting that people can and do make mistakes.



- showing what is expected from each employee.
- making work dynamic and have it tailored to the abilities and needs of employees.



- taking the responsibility for the larger institution and to focus on service instead of control and self-interest.
 - acting as caretakers but also as role models for others.
- setting the right example, leaders can stimulate others to act in the common interest.

Although the 6 key characteristics described above are all important, not all the characteristics may be central; instead, they respect a specific order: empowerment, stewardship, authenticity and providing direction are placed together as the core of servant leadership behaviour; and, humility and interpersonal acceptance (as feeling gratitude, forgiveness and altruism) are conceptualized as virtuous attitudes (van Dierendonck & Patterson, 2015).

Recently the research has also highlighted compassionate love as a core component of servant leadership. Compassionate love is the attitude that “will encourage a virtuous attitude in terms of humility, gratitude, forgiveness and altruism. This virtuous attitude will give rise to servant leadership behaviour in terms of empowerment, authenticity, stewardship and providing direction” (van Dierendonck & Patterson, 2015).

#MATCHING SERVANT LEADERSHIP WITH TODAY'S NEEDS ³

Servant leadership emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision making.

LARRY SPEARS, 1996

Servant leadership benefits are expected to impact organizations in multiple ways:

- by strengthening the sense of belonging of employees in relation to the organization, increasing their efforts and conscientiousness in their attitude to the organisation, the work, colleagues, and clients;
- by setting the basis for a sense of autonomy that encourages creativity and risk innovation;
- by empowering team performance through an inclusive and supporting climate.

Moreover, several authors have been testing the benefits of this leadership model in organisational contexts. Research correlating the positive impact of servant leadership in different aspects from work has been showing how this model fits the new ways of doing business and suggesting how organisations may input the necessary flexibility to face it.

Considering the mega trends identified in society, business and learning, there are already valuable evidences to explore, include and measure this model of leadership into today's organizations

#SOCIETY

The capacity to be at a work with a purpose, ethical and flexible enough to accept and care about others emphasize the importance of this leadership model in today's organisations. For the new generations at work and responding to a diversity of needs, characteristics and expectations, organisations can implement servant leadership to address the psychological needs of people in general and so building a sense of community within the workplace. “If employees have a sense of belonging to something that they perceive is of genuine importance to them, a powerful spirit of responsibility is engendered, which in turn creates a greater likelihood of individuals putting in more effort and being more conscientious in their attitude to the organisation, the work, colleagues, and clients”.

The intention and passion in each procedure and result overtake the organisation's walls offering the community with meaningful final products and services. This ethical approach of business, which is linked with the servant leadership model, offers employees and society a “focus on caring for people, integrity, trustworthiness and serving the good of the whole”.

³ Some examples: firm performance (Peterson, Galvin & Lange, 2012), team effectiveness (Hu & Liden, 2011; Irving, 2005), job satisfaction (Anderson, 2005; Drury, 2004), trust (Dannhauser & Boshoff, 2006; Sendjaya & Pekerti, 2010), organizational commitment (Asag-Gau & van Dierendonck, 2011; Liden et al., 2008), commitment to change (Kool & van Dierendonck, 2012), creativity (Neubert et al., 2008), integrity (Bobbio et al., 2012), organizational citizenship behavior (Ehrhart, 2004; Bobbio et al., 2012), engagement (van Dierendonck & Nuijten, 2011), psychological empowerment (Asag-Gau & van Dierendonck, 2011).

#MANAGEMENT

In addition to the motivation to lead, servant leaders have in their essence the need to serve both employees and organisation. The base of this model focuses on people - it considers the followers at the center nurturing their potential for organisational growth.

Considering the knowledge professionals already at work, both in terms of knowledge gained and transversal, the servant leader may answer to their need for a meaningful and challenging work.

“First, servant leadership allows workers to partially define the tangible and intangible container and to extend it to the external environment (induces permeable boundaries). Second, it is an inclusive process that welcomes diversity and participation across different levels (embraces significant differences). Third, servant leadership stimulates an increased number of connections by putting emphasis on the autonomy of workers (creates transforming exchanges). Finally, servant leadership promotes an organizational environment that fosters meaningfulness, giving the organization a clear sense of purpose that prevents it from turning into chaos (giving just enough tightness to the conditions of complex adaptive behaviour)”
(Correia de Sousa & van Dierendonck, 2010).

<i>Meaning perspective of knowledge workers</i>	<i>Servant leadership basic characteristics</i>	<i>Practical examples of leadership behavior</i>
Calling orientation	Service to others Holistic approach to work	Allow workers to focus on their work and eliminate unnecessary overheads Allow for job crafting (people are able to define the boundaries of their own work) Create opportunities for workers to participate in social projects and activities outside the job that make use of their knowledge and skills Provide training and development opportunities fitting the specific needs of the worker
Membership association	Promoting a sense of community	Create communities of practice where workers can share their experiences and knowledge with peers Support the involvement of workers in external networks where they can share their experiences and knowledge
Need for autonomy	Sharing of power in decision making	Link work to society and goals beyond the organization itself Involve knowledge workers in creating the vision of the organization Create an environment of trust and psychological safety where knowledge workers feel room to take risks and be truly empowered Promote and support emerging leadership Support sound individual initiatives (even outside the delineated organizational strategy)

THE RELATION BETWEEN SERVANT LEADERSHIP AND GLOBAL MEANING AMONG KNOWLEDGE WORKERS (CORREIA DE SOUSA & VAN DIERENDONCK, 2010)

Moreover, the ability of servant leaders to know and understand individuals, providing the needed orientation for growth and decision making, makes organisations inclusive and supportive. This knowledge based workers and organisations may then have the flexibility to adjust to changes with their peers, properly answering to stakeholders' demands and social responsibility. The servant leader disrupts with a hierarchical and centralized decision making system as he/she nurtures a positive, meaningful and passionate environment through the link between all workers and the share of their knowledge and experiences with peers.

#LEARNING

The fast pace in which knowledge evolves makes even more challenging for organisations and leaders to answer on time to complex challenges.

The servant leadership model “works toward building a learning organisation where individuals are encouraged to grow and be of unique value” (van Dierendonck, 2011). In this sense, it is crucial that learners keep engaged for learning, acting as learning agents that are full of curiosity and open to dynamic challenges.

The capacity of servant leaders to learn the gifts and talents of each one of the followers (van Dierendonck & Patterson, 2015) benefits employees and the organisation as it allows to know each one’s potentiality and trigger the needed curiosity to individually search for more and collaboratively take the risk for innovative results.

This is also related with the humble leader, another characteristic of this leadership model, since “Humble leaders catalyze learning and growing by exemplifying a learning attitude, by being open about their mistakes and limitations and by actively encouraging others strengths” (van Dierendonck & Patterson, 2015).

HOW 'ARTS' CAN HELP DESIGNING THE LEADER??⁴

Child (recreate, curiosity, adaptation)
the child reinvents

Camel (resistance, focus, carrying knowledge).
the camel is able to adapt to contexts and people

I (inventing, innovating, intention)

The lion mobilizes and breaks paradigms

The use of paintings and what they
express about leadership.

From the musical arts, the example of the orchestra with
its conductor as an example of hierarchical leadership.

The use of drawings in meetings to open up and allow for a different
way of showing what you like and where you stand – perspectives.

Storytelling and the use of metaphors are seen as important skills
for leaders to convey the vision and mission to the organization.

To promote autonomy and to flourish personal
and social development.

ARTS BASED

INTRODUCING THE CONCEPT TODAY

“Arts-based learning enhances the ability to change, be creative and innovative, experiment, make sense of extremely ambiguous situations, and move forward through uncertainty.”

BARNETT, 2004

Dramatic changes in markets, society and technology have set the scenery for arts-based learning in business. the complexity of the twenty-first century society cannot be solely understood by logic; the arts, and arts-based practices, are paramount in enabling different ways of relating to that complexity and letting different answers emerge (Ladkin & Taylor, 2010). there is rising acknowledgment that a more innovative and creative learning and work environment is key for organizations in the present volatile, uncertain and complex economy.

The role of arts within an organisation can be interpreted as a catalyst, a lever, and a trigger to support and drive organisational changes, to increase the competencies of an organization and to develop its potential and latent energy (Schiuma, 2009).

The goal of arts-based learning is not to teach people to be artists, but to create intense immersive learning experiences through artistic processes that facilitate new insights and perspectives about business challenges, hence contributing to individual and organizational learning and development (Nissley, 2010).

Arts-based learning has emerged as a viable approach to enhance employee skills in areas such as communication, creativity, innovation, leadership, high-performance teamwork, change management and intercultural communication (Darsø, 2004, 43).

EXPLORING THE MAIN CHARACTERISTICS

“...to be artful is to transform self through profound learning experiences that expand human consciousness, often facilitated by artistic processes. In management education and development this suggests a shift from instrumental management towards a paradigm of artful creation of managerial self...”

KERR & DARSØ (2008)

Since 21st century business “is anything but business as usual (...) the time is right for the cross fertilization of the arts and leadership” (Adler, 2006).



SKILLS
TRANSFER



PROJECTIVE
TECHNIQUE



MAKING



ILLUSTRATION
OF ESSENCE

FOUR ARTS-BASED LEARNING METHODS PROCESSES.
ADAPTED FROM TAYLOR & LADKIN (2009, PP.56-60)

Taylor and Ladkin (2009, pp. 56-60) categorize four processes in which arts-based learning methods contribute to the development of leaders and managers:

- skills transfer, fostering the development of artistic skills that can be applied in organizational contexts;
- projective technique, using the arts as a way of facilitating reflection through projection (revealing inner thoughts and feelings inaccessible through more conventional methods);
- illustration of essence, enabling participants to apprehend the "essence" of a concept;
- making, accessing our deep interior life using art making as a way to self-express.

Taylor (2008) specifies four essential advantages of arts-based learning:

- they correspond to tacit/embodied forms of knowing and experiencing;
- these experiences can be understood holistically instead of through logical and systematic processes;
- they foster meaning-making linked to personal experiences;
- they may have lasting impacts as a result of being shareable and enjoyable.

Involvement with the arts can empower people in organizations to see more and see differently, discovering new ways of seeing and doing things in an artistic intervention, can be an energizing experience that activates the will to act and engage in change, leading to outcomes of both personal and collective value (Berthoin Antal & Anke Strau, 2009).

#MATCHING ARTS-BASED LEARNING WITH TODAY'S NEEDS

"As leaders and management educators seek to find other ways of communicating, creating knowledge, and making sense of the complexities of managing in the New Economy, we are likely to see the continued growth of arts-based learning in organizations."

NISSLEY, 2002

Arts-based learning benefits are expected to impact organizations in several areas (Darsø, 2004; Lloyd, 2008):

- providing alternative ways of thinking, seeing, feeling, being and doing, thus helping organizations to navigate the chaos;
- enhancing skills important for businesses such as communication and presentation, active listening, storytelling, teambuilding and collaboration, resulting in improved performance;
- fostering creative thinking and promoting the development of new leadership models.

#SOCIETY

Adler (2006) explored what has changed in society that made business executives, management professors and consultants turn to arts and artistic processes as an inspiration for their thinking and actions.

Five key trends can help understand this organizational shift:

- progressive global interdependence;
- increasing supremacy of market forces;
- a chaotic and turbulent environment;
- the desire for significance, as success ceases to be enough;

- and, as the use of technology decreases testing costs, the organization's most limited resource becomes their dreamers and not their testers.

Arts-based learning programs can have a decisive role in the improvement of indispensable and essential skills in today's economy, such as implementing and developing new ideas, taking considered and deliberate risks, and cooperating with other organizations in the community. The alignment of businesses with arts results in organizations more in tune with the creative process, transferring the knowledge to the workplace (Nissley, 2010).

#MANAGEMENT

Business organizations and the arts generally don't share the same frame of reference, but it is exactly this difference that is considered to make art and artistic processes so appealing and attractive for organizations (Berthoin Antal, 2009).

Today's global economy, urges organizations to seek innovative and strategic approaches to create value and develop new competences in order to create and develop new business solutions (Schiuma, 2009).

Arts-based learning has surfaced as a broadly used approach to the development of employee skills in diverse fields such as intercultural communication, change management and high performance teamwork. This emergence of arts-based learning in business became visible when 400 of the top America's Fortune magazine 500 companies, started using artistic processes, experiences and skills to foster creative thinking and increase innovative processes (Seifert, Harvey & Buswick, 2010).

In the 2010 IBM Survey, *Capitalizing on Complexity*, which gathered more than 1500 chief executive officers at an international level, arts-based learning emerged as a possible solution for the problems businesses are exposed to, "more than rigor, management discipline, integrity or even vision – successfully navigating an increasingly complex world will require creativity".

In the last few years corporate executives are shortening the distance between arts and organizations, bringing artists and artistic processes to their practice. Some examples of this cross-fertilization are observable in the work that poet, David Whyte, has done in major aerospace and aircraft manufacture companies, by addressing their senior executives; and in the workshop offered in the 2004 World Economic Forum, in Davos (Switzerland), entitled "If an artist run your business?" (Adler, 2006).

#LEARNING

Seeing and interpreting the world through the artist's lens and mind urges leaders to engage in "anticipatory creativity (...)" which calls for levels of inspiration and passionate creativity that have been more the domain of artists and artistic processes than most managers" (Adler, 2006).

The arts-based learning experience allows people to have a different perspective on what they do, becoming more aware of their own learning and working paths, hence fostering both critical reflection and imagination in the creative process (Lloyd, 2008).

Arts-based learning allows businesses to integrate the arts and artistic practices in a strategic process of transformation, where leadership, culture, personal development, creativity and innovation all play a defining role (Darsø, 2004).

Harvard Business School Professor, Rob Austin, stresses that "the economy of the future will be about creating value and appropriate forms, and no one knows more about the processes of doing that than artists" (Adler, 2006, p.487).

Adler (2006) also lists examples of the impact in business Schools of cross-fertilization between arts and businesses. Denmark was the first country in the world to open a business-school-based center for Art and Leadership. Leading business schools such as Wharton, MIT, University of Chicago and Oxford University are adding arts-based courses to their curriculum:

- Wharton's MBA Workshop "Leadership through the Arts" (<https://leadership.wharton.upenn.edu/>);
- MIT's Sloan Leadership courses "Unconventional Leadership: A performing advantage" and "Leadership as acting: Performing Henry V" (<https://www.yumpu.com/en/document/view/33038962/to-be-or-not-to-be-a-leader-leadership-center-mit>);
- Chicago's University Leadership Exploration and Development course, where MBA's students write, produce and showcase a film (<https://www.chicagobooth.edu/programs/evening/academics/effective-leadership>);
- Oxford's University course "Leadership as a Performing Art" in 2003 (<https://www.youtube.com/watch?v=gT4r10aiNWc&list=PLtXf43N26ZicyeUw66IXCTILuXV28b-yt&index=10>)

DRAWING SOME CONCLUSIONS

We have to realize that no company is the same. There are lots of (complicating) variables, a few examples: the type of organisation (size / producer / service provider / commercial / NGO etc.), the composition of (co)workers / employees (e.g. age, experience, gender, education, cultural origin); the context in which an organisation is at a certain moment (e.g. acquisition/merger, reorganisation, imminent bankruptcy, upcoming IPO, switching to sustainable production...) and the (situational) leadership that is required for that (leadership can be temporal / short-term as well, depending on owners' / shareholders' policy).

Developing soft skills and subsequent behaviour can support the development of a distinguishable organisational culture and well-being.

What is the difference between an economist approach of the world and an artist approach?

And which schools do we want to create? Schools which prepare people to have financial success?

Persons that contribute to the happiness of the humankind? Persons that contribute to the understanding of themselves?

People that have an autonomous and critical perspective of the world?

And how this project is orientated toward those goal(s)

Where is the artistic in what is more fundamental?

MR. CUNO VAN STEENHOVEN (LL.M.) – FORMER CEO OF DTZ ZADELHOFF (REAL ESTATE), NL

By using an arts-based approach to deliver new leadership competences, the ARTFUL LEADERSHIP consortium will be fostering those transversal skills development and contributing to the growth of a new generation of workers and leaders that will be characterized by new thinking patterns and more meaningful and ethical work and leadership styles.

Such leadership requires a set of meaningful characteristics that call people for the organisational purposes. Thus, servant leadership benefits are expected to impact organisations in multiple ways: by strengthening the sense of belonging of employees in relation to the organisation, increasing their efforts and conscientiousness in their attitude to the organisation, the work, colleagues, and clients; by setting the basis for a sense of autonomy that encourages creativity and risk innovation; by empowering team performance through an inclusive and supporting climate.

Those characteristics' development and flourishing require a wide range of learning approaches by which management educators and leadership/organisation facilitators can put into practice: knowing and perceiving creative skills, capacities and capabilities; reflection; awareness; imagination; collaboration; and, adaptability.

Looking through the artful based learning we concluded that if an artist is focused in his feelings and in acting out those feelings through practice, the artist is consequently focused in his intimate thoughts and when he practices and externalizes such feelings through art it might also touch the others emotionally (in this sense, there is empathy).

The other important characteristic from the artist way of working that might impact when applied as a learning approach is the freedom he has to work on art as many times he wants, to stop and pause and practice again the issue if he wants. Thus, learners/leaders must have the autonomy to incorporate their own ways of "practicing" their inner issues and to depend more on themselves.



EMPATHY AND AUTONOMY
BECAUSE ART LIVES OF THESE PROCESSES OF CONNECTEDNESS

Everything we sense (see, feel, smell, taste, hear) enters our sensory memory. When we pay attention to it (watch, read, etc.) is transferred to our working memory, which is only capable of retaining a few items at a time.

Only when we do something with this information (read aloud, reflect / talk about, draw, sing... it is stored in our long-term memory in schemes (context). Any knowledge added to these schemes can change the scheme. That is, I think, what we call 'learning'.

PETER FRUHMANN – CEO OF STORY BAG, NL

FOOD FOR THOUGHT

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