


## Chapter 22

# Integrating the Arts for Leadership Education and Development: Holistic Learning for the Future of Work

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### ABSTRACT

*The arts involve engaging the human imagination and sensory skills to communicate and create experiences, artifacts, and surroundings shared with others. Conventionally, education providers have compartmentalized the arts and sciences as separate and disparate disciplines. Yet, the future of work will continue to demand that organizations and their members remain agile, creative, and innovative in the face of ongoing uncertainty and change. As a result, leadership paradigms and models have been changing from top-down, command and control to relational, participative standards due to the need for collaborative expertise and organizational agility. This chapter will address the skills required for relational leaders and learning organizations, how higher education programs must model the way, and how integrating the arts within other disciplines could answer the call for deeper learning and collaborative engagement in the 21st century.*

### INTRODUCTION

It has become widely acknowledged that tomorrow's world is rapidly changing and will be different from today (Aoun, 2017; Schein & Schein, 2017; Weise et al., 2018). Technology has advanced to the point that humans and machines have been collaborating closely for decades and will continue to do so as artificial intelligence continues to advance (Aoun, 2017). As a result, skills from the fields of science, technology, engineering, and math (STEM) will continue to be valuable, but these proficiencies

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will be inadequate without the unique and creative human skills that can “endure in the face of automation” (Weise et al., 2018, p. 3). As Aoun (2017) aptly stated in his recent book *Robot-Proof*, “when the economy changes, so must education” (Introduction section). Moreover, the question remains as to how education providers can keep pace with future jobs yet to exist.

Lao Tzu once said, “In pursuit of knowledge, every day something is acquired; in pursuit of wisdom, every day something is dropped” (as cited in Weick, 2007, p. 5). Weick (2007) used this saying to highlight the dangers of hanging on to tools, concepts, assumptions, and other norms that weigh people down and prevent the agility needed in key moments. Personal growth requires letting go of old paradigms with the advent of new understanding. Likewise, the emergence of new paradigms of leading in an age of rapid change and uncertainty has created important considerations for leadership education and development. Leaders and education providers can no longer be considered the preeminent experts in everything, especially in an age when the only constant is the inevitability of change (Purg & Sutherland, 2017; Senge, 2006; Senge & von Ameln, 2019). In the complex and rapidly changing global business environment, managers and leaders must foster adaptive and creative solutions collectively within their teams (McKenna & Wenzel, 2016; Raelin, 2006; Rowland, 2016; Schein & Schein, 2017; Senge, 2006; Stenmark et al., 2011; Zaccaro & Banks, 2004). In response to these new realities, the traditional notions of leadership have already been shifting from top-down, heroic images of leadership to grounded and relational leadership models for thriving in the current dynamic, knowledge-driven, and culturally diverse environment (Owens & Hekman, 2012; Schein & Schein, 2018).

These emerging models are driven by an increasing concern for the ethical responsibilities of leading others (Ciulla, 2014; Lawton & Páez, 2015). Reports of inhumane treatment of individuals and corporate scandals across many different private and public sector administrations have led to increasing distrust in leaders, causing educators to revisit how to develop leaders who will make a positive difference in their organizations and communities (Crossan et al., 2013). These situations underscore many criticisms regarding leadership theories or developmental practices that deny the holistic nature of leadership by excluding the relational or shared aspects of leading (Lichtenstein et al., 2006; Weise et al., 2018). Thus, to examine leadership appropriately, one must begin with the understanding of the leader—and their followers—from a holistic perspective, as intellectual, physical, spiritual, and relational beings influenced by personal cultures (Schein & Schein, 2017).

Therefore, educational models focused on technical skills and management processes alone will be insufficient for preparing future leaders for the learning needs of 21st-century organizations (Schein & Schein, 2018; Watkins et al., 2017). To facilitate rapid, complex change in business organizations, leaders must develop a growth-oriented team environment as they model adaptability (Higgs & Rowland, 2010, 2011). This growth-oriented environment requires creating safe and creative spaces for employees to contribute ideas and learn through change. Recent studies have revealed humble leadership can answer these challenges because such leaders model teachability, appreciate others’ contributions, and create an environment where followers feel safe to seek the help of others and contribute their own ideas (Schein & Schein, 2018; Walters & Diab, 2016; Wang, Liu, & Zhu, 2018). Because humble leaders create psychologically safe environments for collaboration and appreciate the strengths of all contributors, they foster learning environments where agility and innovation are possible. Thus, the question remains as to how educators and training facilitators effectively instill these relational skills for effective group processes.

Historically, scholars have argued models for developing skills for leaders were scarce because of an overemphasis on trait-based leadership principles (Lord & Hall, 2005; Rost & Burns, 1991). The individualistic approaches to leadership theory neglected the inherent social dynamic within organiza-

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