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## Rethinking Leadership and Its Practices in the Digital Era

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*Abstract.* Digitalization causes disruptive changes in leadership practices. Understanding digitalization is thus important yet our review of the literature shows that: (1) the science and practice of leadership are still immature and need more research; and (2) the current driving force of changes in leadership is the long-time neglected contextual factor. In our paper, we aim to tackle both, theoretical and practical needs in leadership research.

The theoretical part of our paper starts with a review of leadership literature. The old ways of leading people will not work in the creative economy where the competitive advantage of organizations is founded on learning, creativity, and innovation. We introduce an emerging leadership paradigm where trust, collaborative learning, co-creation, sharing and communicating in networks, connecting people dominate rather than commanding and controlling.

The empirical part of our paper is exploratory where we seek to identify the implications of digitalization by answering two questions: *How is digitalization changing current and future leadership practices? Who are the digileaders?* We rely on the findings of a qualitative survey that targets middle managers as active business practitioners in Finland. Our survey focuses on two areas: (1) the current and future leadership tasks and practices of middle managers; and (2) the competencies and qualifications of digileaders. We also aim at identifying those leadership tasks that could be digitalized in the future. We discuss the overall impact of digitalization on leadership practices.

*Keywords:* digitalization, new leadership paradigm, creative economy, leadership practices, digileader competencies

### 1 Introduction

Digitalization is often seen as an essential factor in the 4<sup>th</sup> industrial revolution (World Economic Forum 2016b) and being such a factor, it has been powerful enough to have implications on current and future leadership practices. The digital revolution is changing the work environment because it has made information abundant, available, and less costly. Clerkin (2015: 175-187) points out that such changes bring forward the need for creative leadership, the need for connecting with others, and the need for social intelligence, soft skills, empathy, passion, open mindedness, creativity, innovation, and critical thinking of leaders and followers.

The number of leadership theories and models is quite large because leadership is a relatively recent study object in academia (Salicru 2015: 159). Despite the increase in the amount of studies, it is still not clear what leadership exactly is. Jackson (2015) calls for help of scholars and practitioners to work more, ‘to unify, or at least better understand’... ‘to clarify the science *and* practice of leadership – making it more understandable and useful for a broader audience’ (ibid.: 241, emphasis original). With our paper, we seek to address such calls for further research and clarification of leadership.

Leadership literature and research have also tended to neglect the context of leadership practices. For example, Bolden and O'Regan (2016: 438) write that digital technology has 'significant implications for leadership theory, practice, and development that, as yet, remain largely unexplored in mainstream academic literature'. Accordingly, our paper aims to address this research gap by focusing on implications of the digital context on recent and future leadership practices.

Therefore, the goal of our paper is to focus on the changes in leadership practices that could occur with the shift to the digital, virtual world. In the theoretical part of the paper we overview the literature to identify the need for research and changes in leadership paradigms. The main questions we seek answers in our empirical research are *How is digitalization changing current and future leadership practices? Who are the digileaders?*

Our research approach includes a literature review and two small-scale empirical research activities (workshop and survey) that collected the views of current business practitioners in Finland. This paper has the following sections: first, we show how the assumptions about people, leadership processes, and context have changed in the literature; second, we present the new emerging leadership paradigm, its characteristics, and our own framework of emerging leadership practices; third, we discuss the leadership paradoxes, challenges. Next, we report the findings of our empirical research and, finally, we briefly conclude by indicating the implications of digitalization on leadership.

## **2 Leadership does not happen in a vacuum**

To understand the current complexity of leadership as a study object, one needs to look at the historical development of approaches, i.e. the so-called four schools of thoughts on management (dogmatic, humanistic, pragmatic, holistic). These schools clearly show how the assumptions about humans and organizations have changed and how the importance of the context became more acknowledged (Jewell 1996).

In dogmatic approach to management (mid 1840's - beginning of 1900's) people were assumed to be 'rational economic animals', i.e. a rather mechanistic view of human work practices. The work was seen as fragmented and divided into independent tasks that could be measured to increase the efficiency. The humanistic approach to management (1930's – 1940's) assumed that a human being was a 'social animal' and argued that good human relations improve the performance of people. Organizations were assumed to be informal, social systems. This school started to emphasize the democratic ways of leadership. In 1950's the pragmatic approach to management moved towards the organic view of organizations and assumed that 'complex men' should focus on creativity rather than on efficiency. In this phase of development of management theories the context became important (i.e., contingency theory of management). Management and leadership were seen as happening in a context, where history, time and technology would play an important role in determining appropriate practices. Pragmatic approach also assumed that there are no single best solutions for problems. Since 1950's a holistic school of management started to evolve. This approach focuses on relationships between technology, human and the environment (Jewell 1996). It sees leadership as a journey, as an evolving and dynamic process, escaping precise definitions, since 'our understanding of leadership has changed as the contexts in which leadership occurs evolve' (Amaladas 2015: 78) i.e., in the contexts of systems thinking, complexity, and wicked problems.

In brief, humanistic, pragmatic and holistic approaches all contribute to the overall understanding of management and leadership as phenomena that are essentially human, context-based, and continuously evolving. At the same time, a multitude of approaches resulted in a variety of interpretations of leadership and a lack of 'unequivocally uniform definition' of it (Noble 2015: 49). For us, this confirms that leadership is always contextual, a phenomenon that happens in a social, technological, economic, political, legal global context. In fact, definitions of leadership may depend on the type of

context studied. Yet, the studies of the contexts of leadership are rather neglected fields (Prentice 2013: 177-185) that need more attention in leadership research, especially nowadays because of the rapid technological changes, growth in diversity, complexity and challenges in a global, more participatory world, where the context determines how we sense, feel, think and interact.

In this paper, we choose to focus particularly on the digital aspect of the leadership context, namely on the impact of digitalization on leadership, as our society goes through the fourth wave of industrial revolution (World Economic Forum 2016b), when technology (robotics, information technology, big data, cloud computing) is changing our lives. Gantz and Reinsel (2013) predict that the infrastructure and telecommunications of the digital universe, i.e. M2M (machine to machine) communication, will have grown by 40% by 2020 as opposed to 2012. And since communication is probably the most essential practice of leaders, we wonder what will happen to this practice of leadership if M2H and M2M (machine to human / machine to machine) communication becomes dominating in the digital era.

This paper is also motivated by a significant leadership crisis in the world (The *Outlook on the Global Agenda 2015* World Economic Forum 2016a: 16). Leadership is an art of ‘influencing people to perform assigned task willingly and in an efficient and effective manner’ (Jewell 1996: 512). We hope that more context-based studies of leadership could help to answer how leadership could be enlightened by intellectually curious and emotionally open leadership practices, that focus on others with empathy (Satterwhite, McIntyre Miller and Sheridan 2015: 59) in the context of increasing digitalisation.

### 3 A new leadership paradigm is emerging

New trends in the business environment require a new paradigm for future leadership (Tshabangu, 2015: 103). Our review of leadership literature suggests that there is a move from the ego-centric (i.e., leader-centric) leadership toward the altrocenic leadership (figure 1).

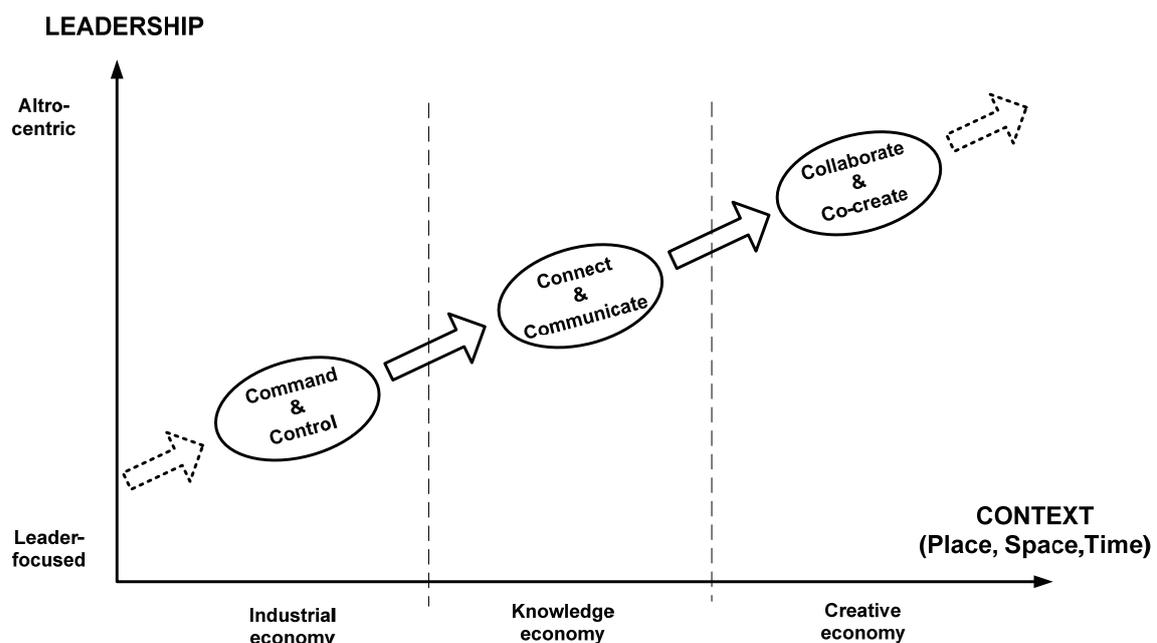


Figure 1: Evolving leadership practices (created by Jakubik)

The leader-focused or ego-centric leadership models are not working in the knowledge economy and in the creative economy. There is a need for a new leadership model where the leader is not in the centre, where leadership is distributed and shared with others. That model is called altrocentric leadership. Altrocentric leaders are aware that they cannot be successful alone, they rely on collaboration, teamwork, they create and enable high-performing teams, communities, and they are in constant connection with stakeholders. Altrocentric leaders create meaning in their organizations, they delegate power, and they act with high maturity, integrity, and empathy. (Salicru, 2015: 163-165).

As Figure 1 above has shown, not only the focus on leadership but also the actual practices of leadership have changed in different contexts (place, place and time). In the knowledge and creative economy, the leader’s main practices become connecting and communicating with others and collaborating and co-creating together with other people.

Table 1 below presents the main characteristics of this emerging new leadership paradigm where the power shifts from the centre toward the distributed forms of leadership. In the creative economy, the role of teams and communities is increasing and organizations will become organic, open systems. In the knowledge economy, where knowledge workers know how to work, the leader’s role is to provide a vision. Furthermore, in the creative economy, we move from knowledge to practical wisdom, we need phronetic leadership, we need wise leadership (Amaladas 2015: 79-80; Nonaka and Takeuchi 2011). Phronetic leadership is not a new concept. Aristotle wrote about phronesis (i.e., practical wisdom) that is ‘the capacity to act well with regard to human good’ (Amaladas 2015: 79). The wise leader makes remote goals real; makes enlightened choices with practical wisdom; deliberates justly; subordinates self to common ends; and holds fast to binding norms (ibid.: 80). According to Nonaka and Takeuchi (2011), phronetic leaders can judge goodness; can grasp the essence; create shared contexts; communicate the essence; exercise political power; and foster practical wisdom in others. In the creative economy, a leader is required to anticipate the future. ‘Anticipatory leadership is about taking people to a place they would not go on their own, disrupting the core, upsetting the status quo, and possessing and utilizing the proper skills to envision a preferred future’ (Doublestein 2010).

Table 1: Emerging leadership paradigm

| <b>Time</b>                 | <b>Industrial Economy</b>                      | <b>Knowledge Economy</b>   | <b>Creative Economy</b>                                    |
|-----------------------------|--|--|--|
| <b>Focus on context</b>     | Physical place                                 | Place and space  | Space (digital, virtual space)                             |
| <b>Knowledge</b>            | Applying existing knowledge                    | Sharing knowledge  | Enabling new knowledge creation, innovation                |
| <b>Organizations are</b>    | Formal   | Informal, open systems   | Organic, open systems                                      |
| <b>Communication</b>        | Human to human (H2H)                           | Human to machine (H2M)   | Machine to Human (M2H), Machine to machine (M2M)           |
| <b>Becoming a leader</b>    | Inherited position, appointed by other leaders | Leader has voluntary followers based on his/her behaviour, actions | Leaders are emerging through their values, believes        |
| <b>Leadership</b>           | Leader-focused (egocentric)                    | Relational/Shared/distributed leadership                           | Altrocentric/ Phronetic/ Anticipatory/ Creative leadership |
| <b>Leadership practices</b> | Command &Control                               | Connect & Communicate  | Collaborate & Co-create                                    |

(created by Jakubik)

Taking people to the digital era in business can be a challenging task in leadership: a high interconnectedness of virtual teams via technology could cause an identity crisis for leaders (Jenkins, Endersby and Guthrie 2015: 127-129). Leaders' role is changing, yet many questions remain. Who are exactly the leaders of the digital age? Who creates and owns the information and knowledge? From where innovations will come? How to lead the value co-creation process virtually? Where and how is leadership going to happen in the creative economy? Current leadership is full of paradoxes and challenges.

#### **4 Leadership paradoxes and challenges**

As leadership is still a relatively recent object of study, it is a controversial topic with many paradoxes. Huczynski and Buchanan (2007: 694-729) summarize in chronological order six perspectives, i.e. views on the nature of leadership. They argue that until 1940's the focus was on the individual leader's skills and characteristics; until 1960's the focus was on identifying an effective leadership behaviour; until 1980's the focus was on the contingency theories of leadership; until 2000's transformational, inspirational, visionary, motivational leadership theories were popular. Nowadays (i.e., in the knowledge economy) distributed leadership is the leading theory because knowledge workers need to be inspired and coached rather than managed. Finally, Huczynski and Buchanan (ibid.) present the perspective that questions the need for leaders. They argue that leaders could cause harm to organisations, as they may not see through the implementation of changes. This perspective places managers before leaders, as they are who implement constant changes effectively.

We can argue that recent perspectives on leadership are still very controversial and paradoxical. There are several questions waiting for answers: Is leadership an individual competence or is it a group competence? Will digitalization strengthen dehumanization in leadership practices? What leadership practices could be digitalized without the loss of human touch? Will the virtual communication of leaders be as effective as the face-to-face communication?

Leadership practices face challenges in the future, because geographical and physical presence will be less important due to digitalization. There will be virtual platforms for sharing, learning and communicating. In the future, business environment will have fewer hierarchies and fewer differences between leaders and followers. Everybody could be a leader and follower at the same time. Workplaces will be more mobile, flexible, adaptable, multilingual, and culturally sensitive. (Tshabangu 2015: 104).

While these might be challenges today, technology in the future might find solutions by allowing us re-thinking leadership practices. Yet there are practices and skills which are difficult or cannot be computerized (Clerkin 2015: 178): perception and manipulation (physical flexibility, dexterity, and balance); creative intelligence (artistic ability, originality); and social intelligence (persuasion, negotiation, caregiving). This brought us to collect the insights of practicing managers and leaders on the possible impacts of digitalisation on their practices. How will leadership practices be influenced by moving to the virtual and digital spaces?

#### **5 Researching leadership practices in the digital era**

In the context of the above-mentioned theoretical advancements on the nature and scopes of changes in leadership practices of today and the future, the authors of this paper sought to test their ideas in a small community of professionals to whom leadership practices and digitalisation are of relevance. To do so, the authors designed two mini pilot experiments: an ideation workshop and a questionnaire with several qualitative inquiries.

### ***5.1 Ideation workshop***

The ideation workshop was conducted with a group of master level students (about 35 students) from business degree programmes at Haaga-Helia University of Applied Sciences, Finland in December 2016, who included Finnish and non-Finnish mid-managers and entrance level employees from a variety of industries, positioned both in Finnish and international companies. The workshop asked the students to use their experience and knowledge to reflect on the nature and scope of digitalisation's impacts on leadership practices in the future. The reflection was organised as a teamwork, where the students had to arrive at collaboratively construed viewpoints. The workshop lasted almost two hours and allowed the student teams to comment on each other's' visions constructively via debate.

The workshop participants brought forward an interesting vision of the future leadership contexts, where leadership practices implemented in ever and ever-faster cycles, due to the increase in efficiency and faster pace of work life in general. The participants believed that such impacts would result in an increased level of stress in work life of leaders and subordinates. Additionally, the participants argued that digitalisation would require more transparency and accountability from leaders. Leadership, according to the participants could turn into a PR exercise, whereby leaders would need to develop celebrity cults of themselves to create followership and trust. The participants were quite uncomfortable with the prospects of such celebrity leadership, as they saw an increased risk of character fraud, publicity manipulations, and so on.

At the same time, the workshop participants tended to agree in the vision that the core essence of leadership will remain the same and, even more so, very human. The participants argued that digitalisation is not going to bring forward the automatization of leadership per se, but only tools to automatize managerial practices in reporting, HR, and so on. The outcomes of the workshop also included an increased awareness of the challenges that exist in leadership education and training, as well as in leadership research and actual leadership practices. The participants seemed to prefer having an optimistic view on leadership and digitalisation, and commented on the importance of more research in such area.

### ***5.2 Questionnaire***

The questionnaire (Appendix 1) was distributed in May 2017 and over the course of several weeks attracted some interest: 35 respondents altogether, out of who 15 respondents filled in the entire questionnaire. The list of potential respondents included the authors' colleagues and master-level students from Haaga-Helia University of Applied Sciences, Finland, as well as contacts in professional networks. Since the nature of the inquiry is mostly qualitative, i.e., with the aim of gathering insights from a handful of participants, the following review of the results will limit itself to mentioning those highlights that may be relevant in further research on leadership and digitalisation.

When reflecting on changes in leadership practices in the future (in 20 years or so), respondents imagined the following new role of a leader: leader as a data and information mentor/coach, whose work is much faster, more engaged, and in an increasingly remote way, via virtual channels. At the same time, respondents believed that such a new role would also result in leadership practices that would be more personalised and easier to implement. Additionally, respondents commented that empathy and ability to motivate will remain very important and that many managerial tasks will be outsourced to subordinates.

When asked to reflect on which aspects of leadership practices would mostly be impacted by digitalisation in the future, the respondents pointed towards knowledge sharing, communication, and innovation, noting that digitalisation will contribute to these practices through effectiveness and

efficiency. It was also interesting to observe that none of the respondents believed in digitalisation as a tool to increase trust in leaders or to enable leaders to have more power.

When commenting in more detail about the opportunities that digitalisation will bring to leadership practices, the respondents focused on efficiency and freedom to choose place/time/channel. For example, some respondents believed that digitalisation would offer more opportunities to filter the information flow and data more efficiently, saving thus time, whereby leaders will gain more time to work in a truly global and increasingly virtual offices. Leaders would also be able to specialise more in various areas, as more time will allow them to develop themselves. Another opportunity possibly brought by digitalisation could be more connection between leaders and customers.

When asked to reflect on possible challenges that digitalisation could bring into leadership practices, the respondents seemed to be concerned for communication skills, including face-to-face communication and human touch. Several respondents wondered whether digitalisation dehumanises leadership, making it challenging to create trust, to lead change. Additionally, respondents believed that digitalisation could put additional strains on leaders and demand a new type of agile, data-oriented mentality, fit for continuous 24/7 leadership.

Thus, the respondents' views on digitalisation, when approached from the future perspective, seems to be rather constructive and pro-change, with an optimistic and expert-like approach. Yet, when the respondents were asked about how they see the impacts of digitalisation on leadership practices already happening in their respective workplaces, their views seemed to be somewhat negative and pessimistic.

The respondents commented that so far digitalisation has only increased the amount of workload, such as emails, etc. amid continuous reduction of the personnel. The respondents also commented that leaders have become less personal and that the future of their workplace seemed to them unsure and uninspiring. Several respondents saw almost no changes in their workplaces brought by digitalisation. The only impacts noted by such respondents were the emerging leadership styles and clashes between these styles, the amount of work growing and thus less time for socialising at work. At the same time, several respondents professed their positive mindset and wrote that they welcome being the “guinea pigs” of digitalisation and the impacts of digitalisation on their workplace, such as easier planning and more virtual meetings.

Altogether, the workshop and the questionnaire outlined several ideas that the current and the aspiring leaders may have about the impacts of digitalisation on leadership practices in the future. These ideas, while perhaps difficult to systematise, are nevertheless indicative of a possible shift in the thinking of future leaders: that of an increased awareness of leadership trends and a more willing participation in leadership studies. Based on the reflections highlighted above, the participants seemed to be realistic about the phenomenon of digitalisation and its possible impacts on leadership practices. The overall conclusion about the participants' opinions could be summarised perhaps as follows: digitalisation will bring both opportunities and challenges into leadership practices and will enhance leadership tools towards more efficiency. At the same time, the core of leadership will remain, as it is today, increasingly human and more important than ever.

## **6 Conclusions and implications**

In this part of our paper we, first, conclude the literature review, then we answer the two empirical research questions, we indicate the managerial implications, and finally we acknowledge the limitations of our study and suggest further research areas.

Based on our literature review, we presented the new emerging leadership paradigm (*cf.* Figure 1) and its characteristics in the creative economy (*cf.* Table 1). The review demonstrated how the context may

influence leadership practices, such as a shift from egocentric to altrocentric leadership in the creative economy, whereby sharing and influencing leadership practices become relevant. We argue with the scholars that the new leadership paradigm focuses on learning, creativity, and innovation. Trust, collaborative learning, co-creation, sharing and communicating in networks, connecting people rather than commanding and controlling them emerge as the most valuable leadership practices.

Inspired by the above literature review, we decided to conduct a small-scale empirical research (workshop and survey, Appendix 1) to see whether our literature review could be validated by the opinions of practitioners. The findings of our empirical research help to answer the two questions we stated in the Introduction: 1) how is digitalisation changing the current and future leadership practices? and 2) who are the digileaders?

### ***6.1 How is digitalization changing current and future leadership practices?***

According to the insights of our respondents, current leadership practices have already become digitalized. Communication with employees, customers, and other stakeholders happens electronically in many contexts. Responses also suggest that the human touch of leadership will remain essential. Regardless of the digital communication tools, people will require face-to-face connections to discuss, share ideas and give/receive care.

In the future the success of leadership practices will rely on stress management skills, empathy, ability to motivate and energize others, to build trust, to maintain transparency, and accountability. The contribution of digitalization can be mostly seen in enabling participative and shared leadership. With digital infrastructure, anybody can be a leader and a follower at the same time. Yet the digital tools per se will not compensate for the visionary and wise leadership. These qualities will have to be in place irrespectively of the communication tools used.

### ***6.2 Who are the digileaders?***

Our literature review can be summarised here with this quote:

‘As the leadership paradigm shifts from independence to *interdependence*, from control to *connection*, from competition to *collaboration*, from individual to *group*, and from tightly linked geopolitical alliances to loosely coupled *networks*, we need to encourage a new breed of leaders who can respond effectively to such conditions.’ (Lipman-Blumen, 1996: 226 in Burn and Houston, 2015: 233-234, emphasis original)

This new breed of leaders will work in a digital environment, where communication, science, thinking and reasoning, problem solving, and self-discipline will be important (Mack, 2015: 15-16). Similarly, leaders in the digital era should encourage others, have different perspectives, be oriented toward the future, try new approaches, be innovative, act differently, learn and unlearn, and have empathy (Prentice, 2013: 179). In addition, a new leader would be able to act as a ‘*quiet leader*’, who without lot of talking gets the job done, provides the big picture, facilitates the activities of others, creates the context and opportunities for collective actions, has a service attitude, inspires, motivates others, and who is passionate about his or her job (Prentice, 2013: 185).

When it comes to the insights of our respondents, they thought that the digileaders would need the following skills:

- social intelligence, passion, empathy
- open mindedness, creativity, critical thinking
- virtual teamwork, co-creation, collaboration
- communication, sharing, collaborative learning
- delegating power, empowering others

- anticipate the future, provide vision, goals

Based on the above literature review and a small-scale qualitative survey, we believe there are certain implications to consider. *First*, and most evidently, the digitalization of business processes and the changes in leadership practices that it contributes is a factor that should be taken into the account more seriously. More studies should be devoted to the interplay of digitalisation and the evolution of leadership styles and more attention should be given to the results of such studies. *Second*, leadership education and training, both in universities and in business life, should find more ways to incorporate the topics that we presented above and to nurture the future leadership skills. *Third*, recruitment and human resources professionals should pay more attention to the abilities and skills of their candidates and employees, with a radar onto the skills that are relevant for the future leadership practices.

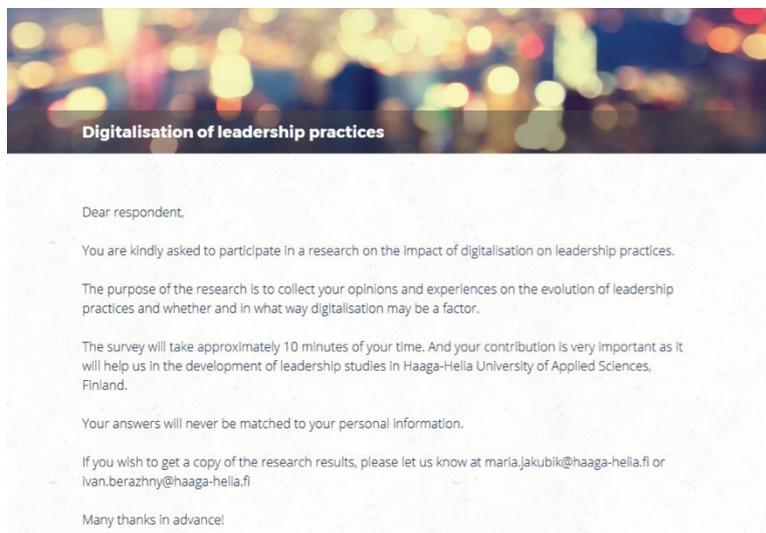
Our suggestions here, naturally, are by no means prescriptive. In fact, our study has been rather limited in its scope due to lack of empirical data and time constraints for literature review, even if the insights that we have received have been very rewarding. We hope that our study will inspire further endeavours to replicate our survey in other contexts with a broader coverage and to deepen our understanding of how leadership practices could be evolving in the future.

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## Appendix 1: Questionnaire



**1. Please let us know your age**

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or older
- prefer not to answer

**2. and your gender**

- Female
- Male
- Other
- prefer not to answer

**3. Which of the following categories best describes your employment status?**

- 
- Employed, working full-time
  - Employed, working part-time
  - Not employed, looking for work
  - Not employed, NOT looking for work
  - Retired
  - Disabled, not able to work
  - Other
  - prefer not to answer

**4. What is your job role?**

- Individual Contributor
- Team Leader
- Manager
- Mid-manager
- Senior manager
- Management / C-Level
- Partner
- Owner
- Volunteer
- Intern
- Other
- not applicable

**5. What is the scope of your leadership experience?**

- I am a very experienced leader
- My leadership experience is rather substantial
- I am rather new to being a leader
- I do not have leadership experience
- Other
- prefer not to answer

**6. How do you define leadership at this stage of your studies/career?**

Leadership is...

**7. What is your preferred leadership style? Why?**

My preferred leadership style is

because

**8. How will leadership practices change in digitalised societies during the next 20 years?**

Leadership practices will change in the following ways

because

**9. What will be the most important and outdated qualities/skills /competences of the future leaders?**

The most important qualities/skills /competences will be

The most outdated qualities/skills /competences will be

**10. Please share any other thoughts on the future of leadership practices**

I believe that

**11. Please indicate the impact of digitalisation on the following aspects of leadership (1=no impact; 10=extremely impactful)**

|                   | 1                     | 2                     | 3                     | 4                     | 5                     | 6                     | 7                     | 8                     | 9                     | 10                    |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Communication     | <input type="radio"/> |
| Networking        | <input type="radio"/> |
| Collaboration     | <input type="radio"/> |
| Effectiveness     | <input type="radio"/> |
| Efficiency        | <input type="radio"/> |
| Productivity      | <input type="radio"/> |
| Innovation        | <input type="radio"/> |
| Power             | <input type="radio"/> |
| Trust             | <input type="radio"/> |
| Knowledge         | <input type="radio"/> |
| Knowledge sharing | <input type="radio"/> |

**12. What opportunities digitalisation offers to leaders?**

**13. What challenges digitalisation brings to leadership?**

**14. What are the impacts of digitalisation on leadership practices at your workplace right now?**

**15. What will such impacts be in the future?**

16. How could leaders become prepared for digitalisation?

17. How could relationships between leaders and followers change due to digitalisation?

18. How could relationships between leaders and stakeholders change due to digitalisation?

19. Please list three things essential for an effective digileader

1

2

3

20. Please list three essential characteristics of a successful digileader

1

2

3

21. Please name three most important leadership practices in a digitalised work environment

1

2

3

22. How could digileaders create and maintain trust in a digitalised work environment?

23. How could digitalisation help leaders drive towards better results at work?

24. Could digitalisation effect strategy formulation? Why and how?

25. Would you also like to participate in a face to face interview for this research?

Yes, here is my contact info

No, thank you, I feel that

26. Would you like to get access to the results of this research?

Yes, please contact me at

No, I feel that

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