Foresight Leadership: Anticipating the Future of Doctoral Education in Nursing

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UNIVERSITY OF MINNESOTA
School of Nursing

Learning Objectives

- Discuss the concept of nursing foresight leadership to anticipate challenges and opportunities associated with doctoral education in the nursing profession.

- Generate ideas to advance awareness, knowledge, insight, and action related to the future of doctoral education in the discipline of nursing.

- Explore references and resources to improve future literacy and foresight leadership related to doctoral education in nursing and the health professions.

Overview

- AACN Vision for Academic Nursing
- The Future of Universities
- Knowledge Complexity and Nursing
- Logical Levels of Learning and Leading
- Polarities and the Squiggle Sense
- Integral and Meta Integral Theory
- 21st Century Meta Learning
- Future Consciousness
- Change versus Transformation
- Future Literacy and Foresight Leadership
- Crowdsourcing New Ideas
- Teaching Learning Challenges (TLC)
- Pledge to the Future

AACN Vision for Academic Nursing

- Clarify preferred educational pathways and the preparation necessary to succeed in evolving and future roles for nursing professionals.

- Evaluate the future needs of the nursing workforce; consider academic nursing's role in promoting population health while addressing the social determinants of health and advancing interprofessional engagement.

- Propose overarching and broad-based curricular recommendations for baccalaureate and graduate nursing programs.

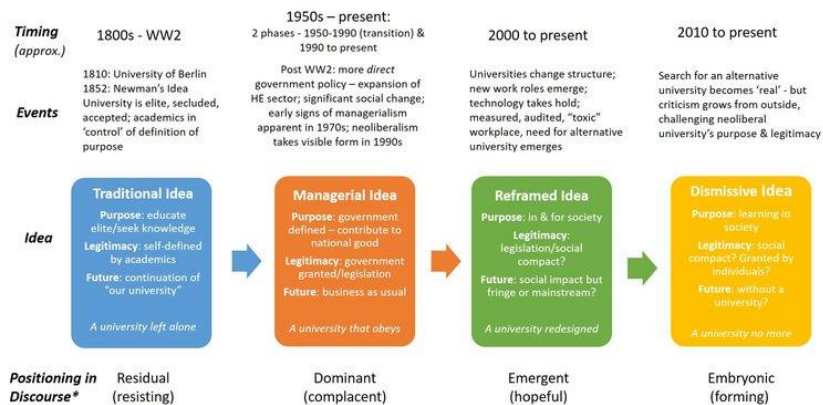## AACN Vision for Academic Nursing Goals

- Advance diversity and inclusion in nursing education and practice.
- Transition to competency-based education and assessment.
- Increase collaboration between education and practice through expanded and more formalized academic-practice partnerships.
- Increase emphasis on faculty development and career advancement.
- Explore and adopt opportunities for resource efficiencies.

Vision For Academic Nursing

"Further thinking and action will need to address implementation strategies and actions to realize any or all the visionary goals."

University Futures

|	1800s - WW2	1950s – present: 2 phases - 1950-1990 (transition) & 1990 to present	2000 to present	2010 to present
Timing (approx.)				
Events	1810: University of Berlin 1852: Newman's idea University is elite, secluded, accepted; academics in 'control' of definition of purpose	Post WW2: more *direct* government policy – expansion of HE sector; significant social change; early signs of managerialism apparent in 1970s; neoliberalism takes visible form in 1990s	Universities change structure; new work roles emerge; technology takes hold; measured, audited, "toxic" workplace, need for alternative university emerges	Search for an alternative university becomes 'real' - but criticism grows from outside, challenging neoliberal university's purpose & legitimacy
Idea	**Traditional Idea** Purpose: educate elite/seek knowledge Legitimacy: self-defined by academics Future: continuation of "our university" *A university left alone*	**Managerial Idea** Purpose: government defined – contribute to national good Legitimacy: government granted/legislation Future: business as usual *A university that obeys*	**Reframed Idea** Purpose: in & for society Legitimacy: legislation/social compact? Future: social impact but fringe or mainstream? *A university redesigned*	**Dismissive Idea** Purpose: learning in society Legitimacy: social compact? Granted by individuals? Future: without a university? *A university no more*
Positioning in Discourse*	Residual (resisting)	Dominant (complacent)	Emergent (hopeful)	Embryonic (forming)

*Adapted from Raymond Williams, 1997

Used with permission Maree Conway See
https://www.universityfutures.net/blog/2019/10/30/contested-ideas-of-the-university

Nursing Knowledge Work

"The future happens at the intersection of knowledge and service and if you have the knowledge your can provide the service."

Knowledge Complexity Framework
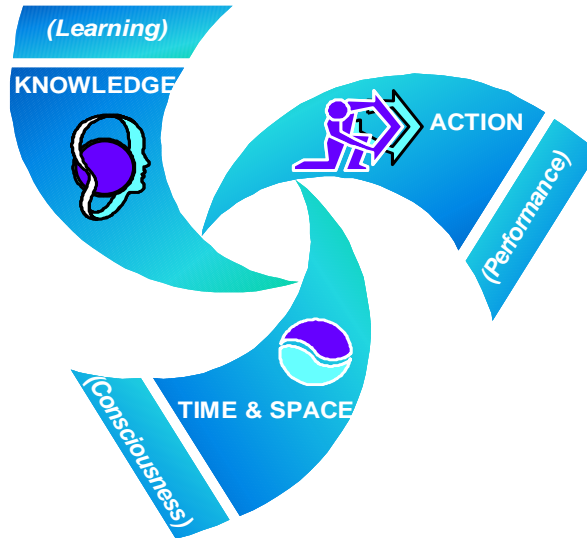
Allee, Verna (1997). *The knowledge evolution: Expanding organizational intelligence.* Butterworth Heinemann Boston, MA

Knowledge Complexity

(©Verna Allee, 2002, 2003, used with permission)

Category	Description
Data	statistics, financial data, metrics
Information (Procedural)	procedures, standards, user guides, specifications, regulations, audits, filing and classification, order processing
Knowledge (Functional)	workflow planning, priorities, graphs, engineering, historical data, tracking, database design & management
Meaning (Managing)	business plans, goals, objectives, budgets, resources, roles, culture, managing variables, developing projects
Philosophy (Systems)	strategic planning, systemic mapping, competitive analysis, market forecasts
Wisdom (Renewing)	values, vision, future trends
Union	social, environmental & global issues, activism, ecological values work

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| Time	Consciousness	Knowledge Orientation	Learning Mode	Action Focus	Performance
Right Now (this moment)	Awareness	Data	Instinctual	Data (input)	Feedback (awareness)
Present (very short)	Physical Sentience	Information	Single-Loop	Procedural (procedure)	Efficiency (know what)
Expanded Present (short)	Self-Reflective	Knowledge	Double-Loop	Functional (engineer)	Effectiveness (know how)
Medium to Long (past to future)	Communal	Meaning	Communal	Managing (context)	Productivity (know why)
Long Term (far past and future)	Pattern	Philosophy	Duetero	Integrating (systems)	Optimization (create why)
Very Long (distant past to future)	Ethical	Wisdom	Generative	Renewing (purpose and values)	Integrity (care why)
Timeless (inter-generational)	Universal		Synergistic	Union (co-creating)	Sustainability (greater good)

Systems Thinking and Learning Organizations
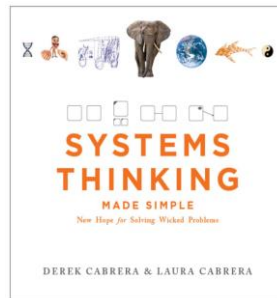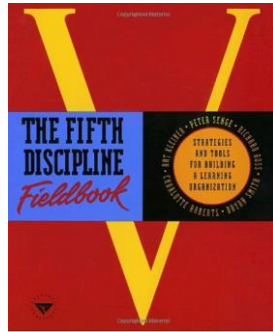
Systems Thinking
Shared Vision
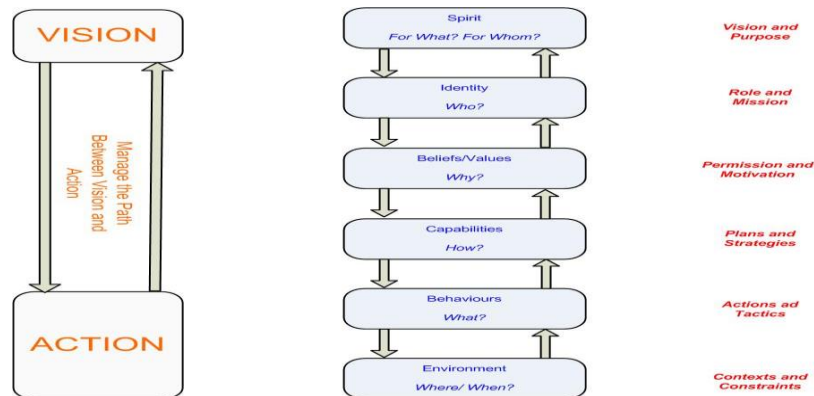Team Learning
Mental Models
Personal Mastery
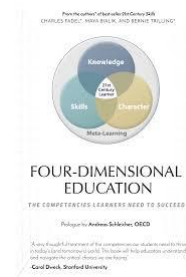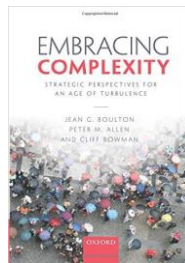
Leadership, Vision, Action, and Logical Levels

Reproduced from Dilts Strategy Group: Success Factor Modelling

Dilts, R. (2014) A brief history of logical levels

The Squiggle Sense

The squiggle sense exposes a basic truth that both complementary aspects and their dynamics are required for understanding. If you see things like:

- yin and yang
- organism and environment
- nature and nurture
- mind and body
- friend and enemy
- living and dying
- creation and annihilation
- Nursing ~Negligence

…as mutually related and inextricably connected, as being complementary, you are using your squiggle sense.

If you see them as mutually exclusive contraries, us versus them, nature versus nurture, mind versus body, or if you overemphasize one extreme over the other, you are not using your squiggle sense.

Kelso, J. S., Engstrom, D. A., & Engstrom, D. (2006). The complementary nature. MIT press.

PhD ~ DNP

Polarities to Manage

Polarity Map
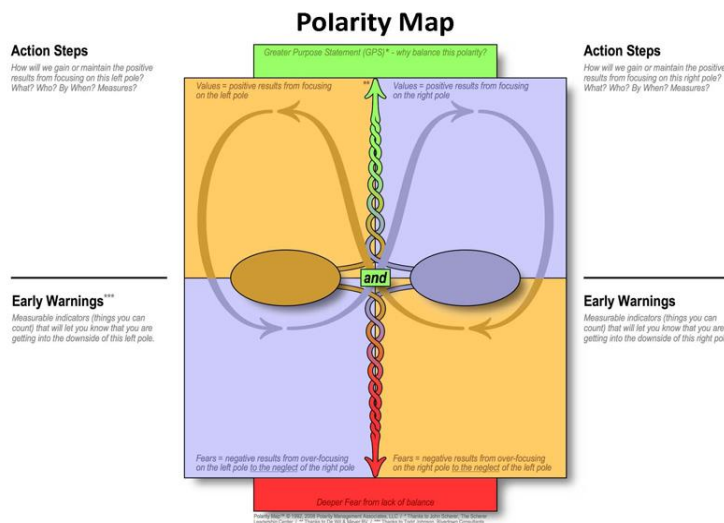
Scott, E. S., & Cleary, B. L. (2007). Professional polarities in nursing. Nursing outlook, 55(5), 250-256.

Missing Logic https://www.missinglogic.com/

Integral Theory Principles

"Integral" means comprehensive, inclusive, balanced, not leaving anything out.

✓ Nonexclusion : acceptance of truth claims that pass the validity tests for their own paradigms in respective fields

✓ Enfoldment: sets of practices that are more inclusive, holistic and comprehensive than others

✓ Enactment: various types of inquiry disclose different phenomena depending on the quadrants, levels, lines, states and types of the inquirer.
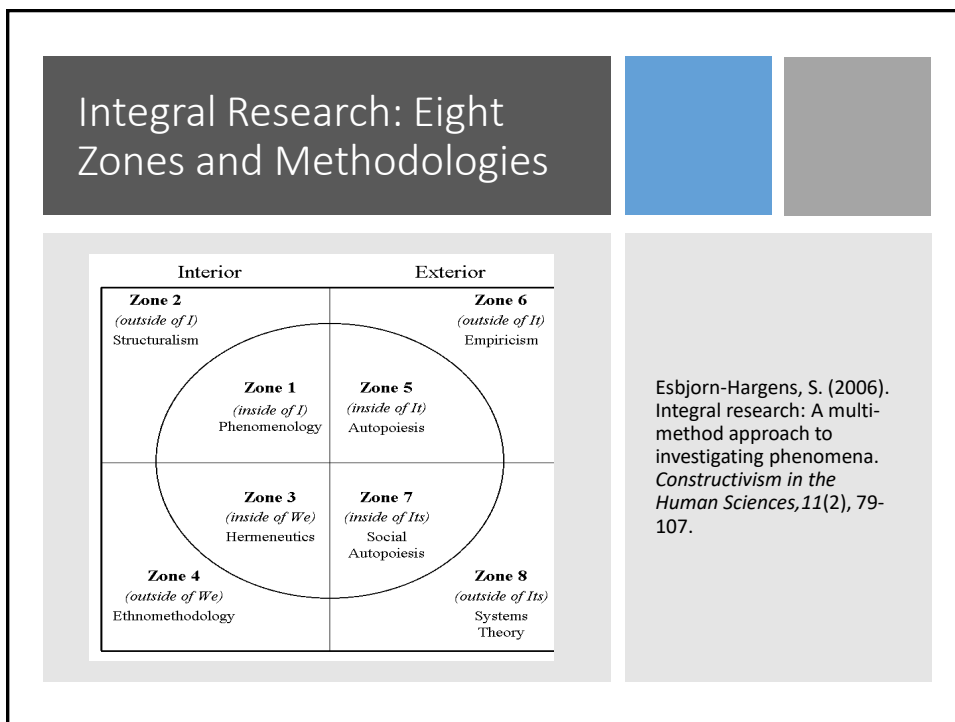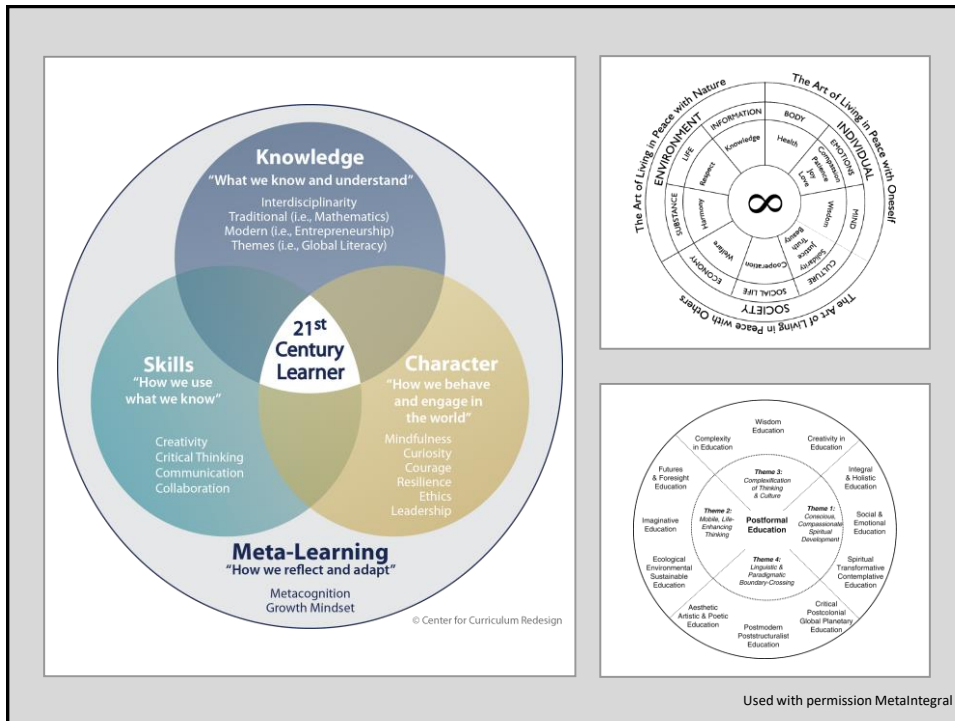
Wilber, K. (2002d). "Excerpt D" *The look of a feeling: The importance of post-structuralism,* unpublished manuscript

The Four Quadrants

Used with permission MetaIntegral

Used with permission MetaIntegral

Integral Research: Eight Zones and Methodologies

Interior		Exterior	
Zone 2 *(outside of I)* Structuralism		**Zone 6** *(outside of It)* Empiricism	
	Zone 1 *(inside of I)* Phenomenology	**Zone 5** *(inside of It)* Autopoiesis	
	Zone 3 *(inside of We)* Hermeneutics	**Zone 7** *(inside of Its)* Social Autopoiesis	
Zone 4 *(outside of We)* Ethnomethodology			**Zone 8** *(outside of Its)* Systems Theory

Esbjorn-Hargens, S. (2006). Integral research: A multi-method approach to investigating phenomena. *Constructivism in the Human Sciences,11*(2), 79-107.

4 Dimensions

- 4 Types of Impact
  Clear, High, Wide, & Deep
- 10 Types of Capital
  Health, Human, Manufactured,
  Financial, Natural, Cultural, Social,
  Knowledge, Psychological, & Spiritual
- 3 Types of Data
  Subjective (1p), Intersubjective (2p),
  & Objective (3p)
- 4 Types of Bottom Lines
  Profit, Planet, Purpose, & People

Used with permission Meta Integral

THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT

Create the Future Through Renewal

Pesut, D. J. (2004). Create the future through renewal. Reflections on nursing leadership/Sigma Theta Tau International, Honor Society of Nursing, 30(1).

Katharine J Densford International Center for Nursing Leadership

"A profession in its thinking should be a generation or two ahead of the public. Keeping abreast of the world situation is not enough. At the same time, its position of leadership demands the nursing profession take on more and more responsibility for service, locally, nationally and even internationally. My job as President has permitted me to travel widely and associate with nurses all over the world. And this broad experience has borne out my conviction that what anyone of us does anywhere affects all of us everywhere, in nursing too, there is only one world."

Katharine J. Densford Address to the President American Nurses Association, 36th annual convention in Chicago, Illinois May 31, 1948

Dimensions of Future Consciousness

- Time perspective: understanding of the past, present and future and the value of long-term thinking.
- Agency beliefs: trust in ability to influence future events.
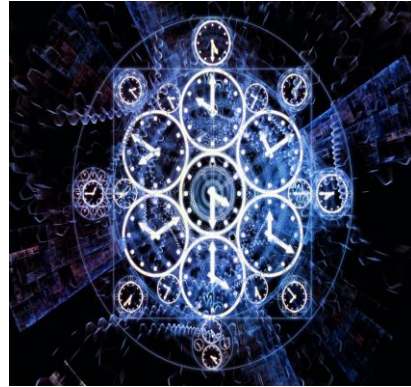
Ahvenharju, S., Minkkinen, M., & Lalot, F. (2018). The five dimensions of futures consciousness. *Futures*, 104, 1-13.

# Dimensions of Future Consciousness

- Openness: critical questioning of established truths and seeing possibilities of change.
- Systems perspective: ability to see interconnectedness between human and natural systems and complex consequences of decisions.
- Concern: for other's aspirations for a better world for everyone.

Ahvenharju, S., Minkkinen, M., & Lalot, F. (2018). The five dimensions of futures consciousness. *Futures*, 104, 1-13.

Future Blind

Future Blind

- Lost and trapped in yesterday's decisions, choices and consequences – become risk aversive.

- Betrayed by expectations - must negotiate the expectations of youth with the experience of life.

- Social systems once protective are destabilizing.

Hudson, Frederic (1999). *The Adult Years: Mastering the art of self-renewal.* Jossey-Bass: San Francisco, CA.

Future Blind

- Overwhelmed with information and decisions.
- Bewildered by change, complexity and discontinuities.
- Develop discourse of regret versus hope.

Hudson, Frederic (1999). *The Adult Years: Mastering the art of self-renewal.* Jossey-Bass: San Francisco, CA.

Change versus Transformation

The PRIMES are universal patterns of group behavior that outfit you to work with any group to solve any problem
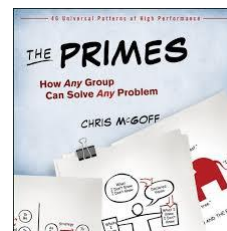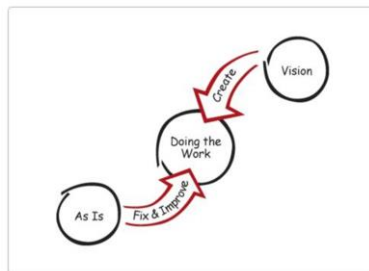
McGoff, Chris. (2011). The Primes: How Any Group Can Solve Any Problem, Victory Publishers, and New York, NY. www.theprimes.com   used with permission

Foresight Leadership Styles

- Futurist: think in terms of 5-20 years
- Activist: introduce new ideas commit to a cause
- Opportunist: change the future leverage present possibilities
- Flexist: grounded in present, use innovations to enhance survival
- Equilibrist: work in present integrate new ideas into systems
- Reactionist: protect and sustain organizations; wary of change and support the status quo

Dian, N. (2009). Foresight styles assessment: A theory-based study in competency and change.
Journal of Futures Studies, 13(3), 59-74.

Alpha Leadership:
Anticipate, Align, Act

Wonder

If a time traveler from 25 years in the future could give you the answer to one question about the future of Doctoral Education in Nursing, what would it be?

Pride

If you were looking back 10 years from now and telling the tale of the AACN'S greatest success regarding Doctoral Education in Nursing, what would the story be and why?

Shame

If you were looking back 10 years from now and telling the tale of AACN'S greatest failure regarding Doctoral Education in Nursing, what would the story be and why?

Memory

Regarding Doctoral Education in Nursing, What does the organization (AACN) need to forget?

What must it always remember?

Imperatives

What are the most important strategic decisions we will have to make as an organization regarding Doctoral Education in Nursing?

Obstacles and Dangers

What will prevent us from succeeding?

What are the greatest risks and dangers?

Priorities

If you had the power to do one thing related to Doctoral Education in Nursing, what would it be, and why?

Into the future

- Wonder
- Pride
- Shame
- Memory
- Imperatives
- Obstacles and Dangers
- Priorities

1-2-4- all
Progressive, Rapid Cycle Conversation
http://www.liberatingstructures.com/1-1-2-4-all/

The New Leadership Literacies

- Look backward from the future
- Voluntary fear engagement
- Leadership for shape-shifting organizations
- Being there when you are not there
- Create and sustain positive energy

THE NEW LEADERSHIP LITERACIES

Thriving in a Future of Extreme Disruption and Distributed Everything

BOB JOHANSEN
Institute for the Future
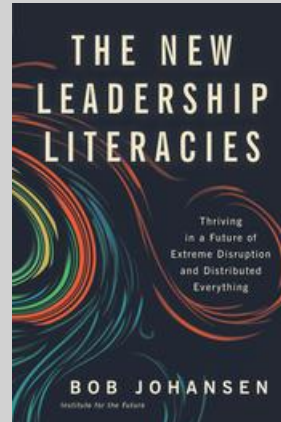
Foresight ~Insight~ Action

Nursing Foresight Leadership

UNIVERSITY OF MINNESOTA
School of Nursing
Driven to Discover

NURSING FORESIGHT

2017 SUMMIT
September 21-23, 2017
UNIVERSITY OF MINNESOTA I SCHOOL OF NURSING
KATHARINE J. DENSFORD
INTERNATIONAL CENTER FOR NURSING LEADERSHIP
Minneapolis, MN
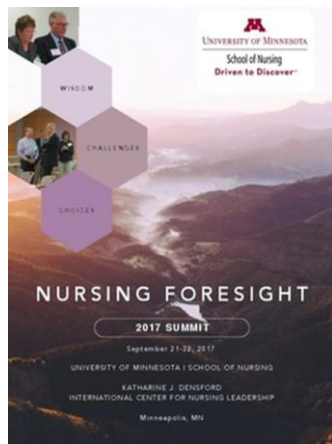
Nursing foresight is the ability and act of forecasting what will be needed in the future considering emergent health care trends which have consequences for population and planetary health, as well as the nursing profession's purpose, definition, professional scope, and standards of practice.

Develop Foresight Leadership

- Know your personal, and your organization's orientation toward time.
- Appreciate the value of innovation, design, and hybrid thinking to develop foresight leadership.
- Develop future fluency and literacy skills.
- Actively monitor industry trends, forecasts, disruptions.
- Discern logical consequences of trends using futures thinking tools, methods, and techniques.

Pesut, D. (2000). Looking forward: Being and becoming a futurist. *Nurses Taking the Lead. Personal Qualities of Effective Leadership. Pennsylvania, PA: WB Saunders Company*, 39-65.

Develop Foresight Leadership

- Appreciate and value the use of vision-based scenarios.
- Stimulate strategic conversations about espoused visions looking backwards from the future.
- Navigate change efforts with Appreciation, Influence and Control.
- Be clear and intentional about creating a professional and organizational leadership legacy.

Pesut, D. (2000). Looking forward: Being and becoming a futurist. *Nurses Taking the Lead. Personal Qualities of Effective Leadership. Pennsylvania, PA: WB Saunders Company*, 39-65
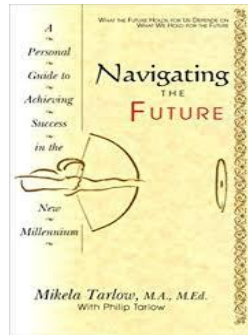
"What the future holds for you depends on what you hold for the future"

Mikela Tarlow

Know Your Personal and Organizational Orientation to Time

Time Perspectives

- Past-negative
- Past-positive
- Present fatalistic
- Present hedonistic
- Future
- Transcendental future
- The time paradox survey
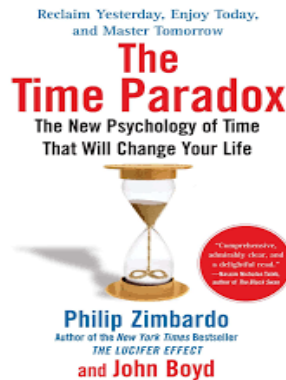
Bluedorn, A. C., & Denhardt, R. B. (1988). Time and organizations. Journal of management, 14(2), 299-320.

Slawinski, N., & Bansal, P. (2017). The paradoxes of time in organizations. The Oxford Handbook of Organizational Paradox, 373.

Appreciate the value of innovation, design, and hybrid thinking, to support foresight leadership.

Develop Futures Literacy and Foresight

Future Studies

The purpose of future studies is not to predict the future, but to envision desirable futures and avoid or prevent catastrophic ones.

https://thevoroscope.com/2017/02/24/the-futures-cone-use-and-history/

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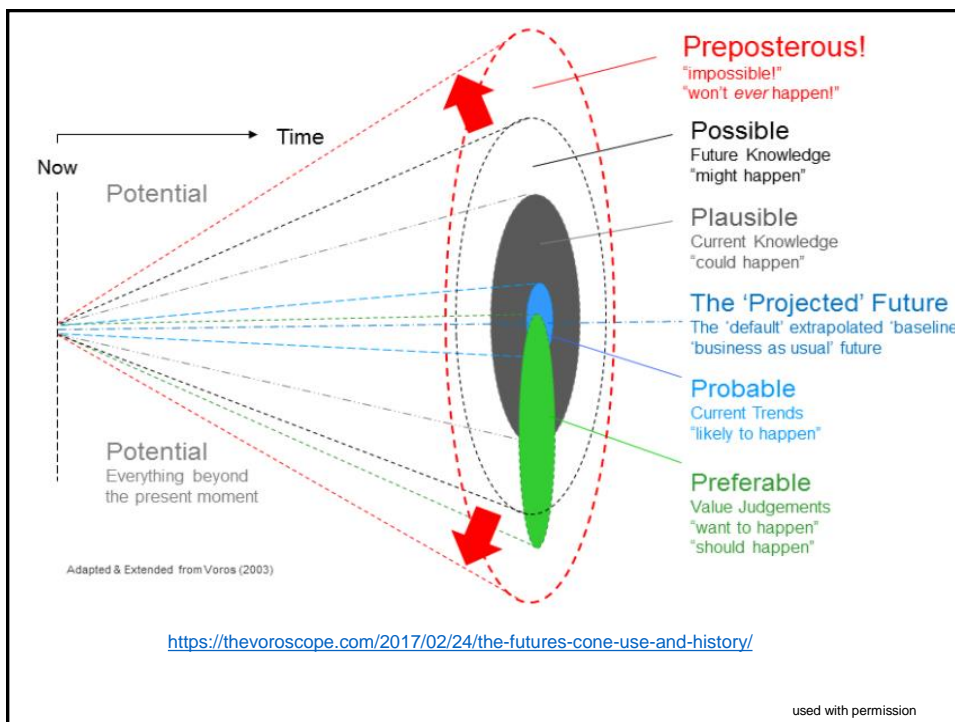
Actively Monitor Industry Trends, Forecasts, Disruptions

"If your organization is more frog than bat, perhaps you need to change it?"

University of Minnesota Library Foresight Leadership: The Future of Nursing and Health Resource Page

Foresight Leadership: The Future of Nursing and Health

Deering A., Dilts, R., & Russell, J. (2002). Alpha leadership: Tools for business leaders who want more from life. John Wiley, NY.

Discern Consequences of Trends and Disruptions

Personal
Professional
Organizational
Social
Planetary
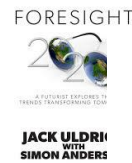
The Medical Futurist

- Empowered patients
- Gamifying health
- Eating in the future
- Augmented and virtual reality
- Telemedicine and remote care
- Re-thinking health professions curriculum
- Surgical and humanoid robots
- Genomics and personalized medicine
- Body sensors inside and out
- Hospitals of the future
- The medical tricorder and portable diagnostics

- Growing organs in a dish
- Do it your self biotechnology
- 3-D printing revolution
- Iron man powered exoskeletons and prosthetics
- End of human experimentation
- Medical decisions- artificial intelligence
- Nanorobots living in blood
- Virtual digital brains
- Recreational cyborgs
- Cryonics and longevity

Mesko, Bertalan (2017). The Guide to the Future of Medicine, Create Space, USA

Impact Game

Planetary Health

Alliance of Nurses for Healthy Environments

https://envirn.org/

Environmental Health in Nursing

https://envirn.org/e-textbook/

https://planetaryhealthalliance.org/

DRAWDOWN
THE MOST COMPREHENSIVE PLAN EVER PROPOSED TO REVERSE GLOBAL WARMING
EDITED BY PAUL HAWKEN

https://www.drawdown.org/

Appreciate the Use of Vision Based Scenarios

A scenario is a method for telling a story about the future. It can be based on reliable or speculative data.
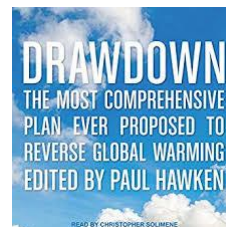

Health and Health Care 2032

http://www.altfutures.org/pubs/RWJF/IAF-HealthandHealthCare2032.pdf
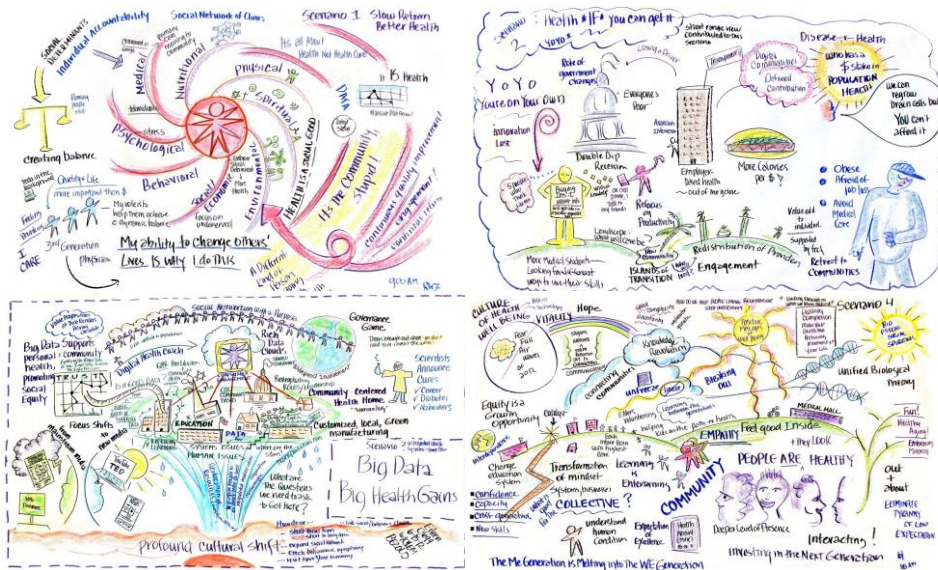
Human Service 2035

- Scenario 1: Reductions and Rebounds (Expectable) - Assumes a period of likely human service cuts during the 2017- 2021as well as the evolution of human service delivery, automation and the use of intelligent agents in all sectors of the economy along with expectable job loss.

- Scenario 2: Navigating Unending Challenges (Challenging) considers some key things that "could go wrong" (including another great recession, funding cuts).

- Scenario 3: Building Human Potential (Visionary) - Explores human progress in attitudes; technology including "abundance advances," and policy.

- Scenario 4: Thriving Communities (Visionary) --successful changes in attitudes, technology including job loss to automation, policy transformations, and the "abundance advances".

Human Progress and Human Services 2035: A Scenario Exploration

Institute for Alternative Futures

THE KRESGE FOUNDA

http://altfutures.org/wp-content/uploads/2018/10/IAF_Human_Services_and_Human_Progress_2035.pdf

Stimulate Strategic Conversations Looking Backwards from the Future

- How plausible does the scenario seem?
- What thoughts does it suggest?
- What feelings does it generate?

Strategic Conversations

- What are the implications for society, healthcare and the health care professions?

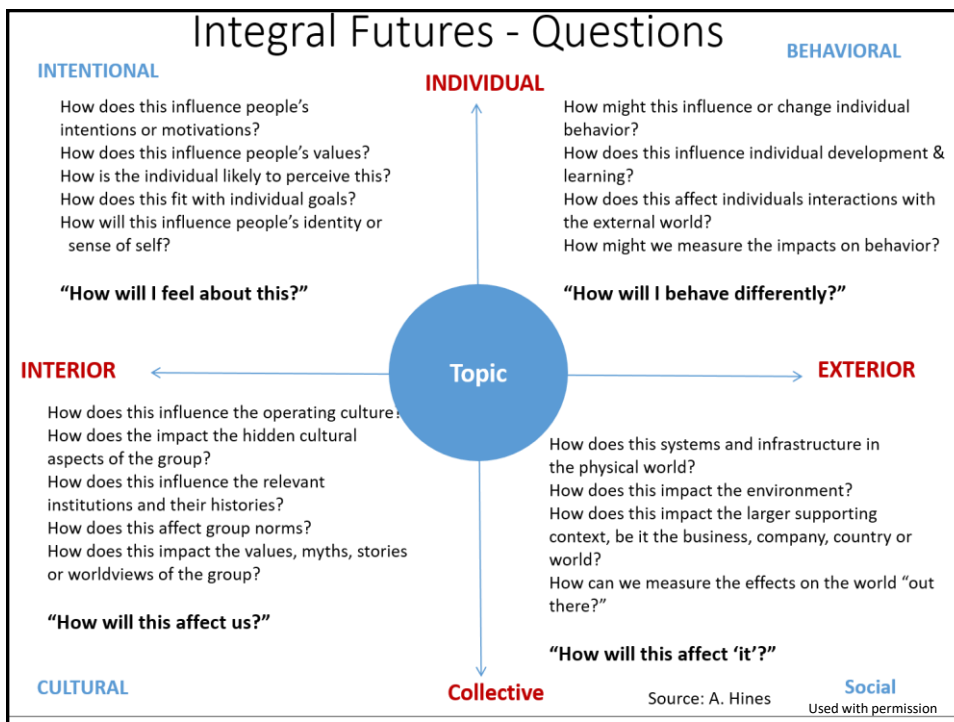- If parts of the scenario are desirable what actions need to be taken to increase the chances of it happening?

- If parts are undesirable what actions need to be taken to prevent them from happening?

Integral Futures - Questions

INTENTIONAL · **INDIVIDUAL** · **BEHAVIORAL**

How does this influence people's intentions or motivations?
How does this influence people's values?
How is the individual likely to perceive this?
How does this fit with individual goals?
How will this influence people's identity or sense of self?

"How will I feel about this?"

How might this influence or change individual behavior?
How does this influence individual development & learning?
How does this affect individuals interactions with the external world?
How might we measure the impacts on behavior?

"How will I behave differently?"

INTERIOR ← **Topic** → **EXTERIOR**

How does this influence the operating culture?
How does the impact the hidden cultural aspects of the group?
How does this influence the relevant institutions and their histories?
How does this affect group norms?
How does this impact the values, myths, stories or worldviews of the group?

"How will this affect us?"

How does this systems and infrastructure in the physical world?
How does this impact the environment?
How does this impact the larger supporting context, be it the business, company, country or world?
How can we measure the effects on the world "out there?"

"How will this affect 'it'?"

CULTURAL · **Collective** · **Social**

Source: A. Hines
Used with permission

33

Navigate Change With the Creative Power of Appreciation, Influence and Control
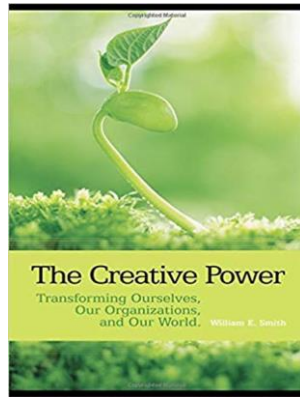
The Simplicity Beyond Complexity

The Creative Power of AIC

PHILOSOPHY	KEY QUESTIONS	KEY CAPACITY	KEY PROCESS POINTS
Purpose The source of power	What level of purpose is central here - goals, values, or ideals?	**Wisdom**	Realize that *all levels of purpose are present and* the more aware you are of them all the more power you release for application to your issue.
Appreciation Our *power to* attract purpose through resonance with the whole.	What are the possibilities? What are the realities?	**Intuition** **Sensing**	*Keep the process open.* Use *art,* or other imaginative means to express appreciation and cause suspension of disbelief. Receive appreciation in *silence.*
Influence Our *power with* others we cannot control but who can affect our purpose.	What are the priorities? Who will support and who oppose?	**Thinking** **Feeling**	*Keep engaged.* Keep the dialogues going. Do not try to settle for one solution. Emphasize the quality of the options and engagement of others rather than focusing on a solution. Seek resolution of value differences.
Control Our *power over* the resources we own, relative to the purpose.	What will you commit to? Will it achieve the purpose?	**Action** **Reflection**	*Allows those responsible to choose what they will do,* given the insights from above. Let them be responsible for the results.
Feedback Cycle	How are we doing?	**Commitment**	Place reviews of progress at the center of your organizing process.

Smith, W. E. (2008). The creative power: Transforming ourselves, our organizations, and our world. Routledge.
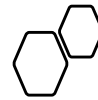
Used with permission

Be Clear and Intentional About a Leadership Legacy

Hinds, P. S., Britton, D. R., Coleman, L., Engh, E., Humbel, T. K., Keller, S., & Walczak, D. (2015). Creating a career legacy map to help assure meaningful work in nursing. *Nursing outlook*, *63*(2), 211-218.

The Achievement Center: Build an Organizational Legacy

The Surprising Power of Liberating Structures

Anticipating the Future of Doctoral Education in Nursing

25/10 **25/10 Crowd Sourcing**
Rapidly generate and sift a group's most powerful actionable ideas

On index cards, each participant writes:

• **If AACN was 10 times bolder in advancing Doctoral Education in Nursing what should it do?**

   No names
   Write legibly

25/10

25/10 Crowdsourcing
Rapidly generate and sift a group's most powerful actionable ideas

• **Pass cards around while milling**

• **5 rounds: stop & rate the card in hand**

• **Rate each card: 1 = ho-hum to 5 = fabulous, "I'm in!"**

• **Decide* before looking at other scores Put rating on the back of the card**

25/10

Final Steps
Rapidly generate and sift a group's most powerful actionable ideas

- Add all the scores* after the last round (max score 25)
- If you have a score of 25 find a microphone and share the idea
- Cards will be collected and shared with organizational leadership

* If you have more than 5 scores, add them together, divide by the total number of scores, then multiply by 5

5
4
3
2
1

Knowledge Work Questions

- What concepts, ideas, tools, theory, technique or resources are most useful?
- How can the information be used?
- Why is the information important?
- Why care about the information?
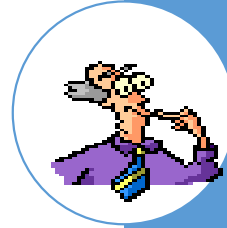
Pledge to Future Generations

Tough, Allen. (1993). Making a Pledge to Future Generations, *Futures,* 25,90-92

Foresight Leadership: Anticipating the Future of Doctoral Education in Nursing

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