Foresight Leadership: Anticipating the Future of Doctoral Education in Nursing

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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
• Polaries 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

Timing
1800s - WW2
1810: University of Berlin
1852: Newman’s idea
University is elite, variegated, academic in control of definition of purpose

Events
University: elite, variegated, academic in control of definition of purpose

Idea
Traditional Idea
Purpose: education
Extra/in surf knowledge
Legitimacy: defined by academics
Nature: commercial
A university that exists

Managerial Idea
Purpose: government
Extra/in surf knowledge
Legitimacy: government preordained
Nature: commercial
A university that exists

Refined Idea
Purpose: for society
Extra/in surf knowledge
Legitimacy: government
Nature: commercial
A university that exists

Dissipate Idea
Purpose: learning
Extra/in surf knowledge
Legitimacy: social
Nature: commercial
A university that exists

Positioning in Discourse
Residual (resisting)
Dominant (complacent)
Emergent (hopeful)
Embryonic (forming)

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

Nursing Knowledge Work

“University Futures” by Maree Conway, used with permission. See https://www.universityfutures.net/blog/2019/10/30/contested-ideas-of-the-university

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


Knowledge Complexity

(©Verna Allee, 2002, 2003, used with permission)
The knowledge work we engage in needs to be supported in different ways in order for us to
**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.


PhD ~ DNP

Polarities to Manage


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.


The Four Quadrants

Used with permission Metaintegral
Igniting Brilliance

Integral Education for the 21st Century

Jennifer M. Gidley

Postformal Education
A Philosophy for Complex Futures

Springer

Edgar Morin

Seven Complex Lessons
in Education for the Future

Pierre Wett

The Art of Living in Peace

UNESCO Publishing

Faith in Future Development

UNESCO Publishing

Four-Dimensional Education
The Competencies Learners Need to Succeed

Andreas Schleicher, OECD

Prologue by Andreas Schleicher, OECD

'A very thoughtful treatment of the competencies our students need to thrive in today's fast-changing world. This book will help educators understand and navigate the choices we face.'

- Carol Dweck, Stanford University
Integral Research: Eight Zones and Methodologies

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
Create the Future Through Renewal


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.


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.

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.

Future Blind

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


Change versus Transformation

The PRIMES are universal patterns of group behavior that outfit you to work with any group to solve any problem

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


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**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

Foresight ~ Insight ~ Action

Nursing Foresight Leadership

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.


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.

“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**


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?”

Discern Consequences of Trends and Disruptions

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
https://www.nesta.org.uk/feature/innovate-policymakers-board-game/

Planetary Health
Alliance of Nurses for Healthy Environments
https://envrn.org/
https://envrn.org/e-textbook/

https://planetaryhealthalliance.org/
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

Human Service 2035

- Scenario 1: Reductions and Rebounds (Expectable) - Assumes a period of likely human service cuts during the 2017-2021 as 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”.


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**
- 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?”

**INTERIOR**
- How does this influence the operating culture?
- How does this 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?”

**INDIVIDUAL**
- 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?”

**EXTERIOR**
- 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**

Source: A. Hines

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Navigate Change With the Creative Power of Appreciation, Influence and Control

### PHILOSOPHY

<table>
<thead>
<tr>
<th>Purpose</th>
<th>R&amp;E QUESTIONS</th>
<th>R&amp;E CAPACITY</th>
<th>R&amp;E PROCESS POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The source of power</td>
<td>What level of purpose is central here - goals, values, or ideals?</td>
<td>Wisdom</td>
<td>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.</td>
</tr>
<tr>
<td>Appreciation</td>
<td>What are the possibilities? What are the realities?</td>
<td>Intuition Sensing</td>
<td>Keep the process open. Use art, or other imaginative means to express appreciation and cause suspension of disbelief. Receive appreciation in silence.</td>
</tr>
<tr>
<td>Influence</td>
<td>What are the priorities? Who will support and who oppose?</td>
<td>Thinking Feeling</td>
<td>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.</td>
</tr>
<tr>
<td>Control</td>
<td>What will you commit to? Will it achieve the purpose?</td>
<td>Action Reflection</td>
<td>Allows those responsible to choose what they will do, given the insights from above. Let them be responsible for the results.</td>
</tr>
<tr>
<td>Feedback Cycle</td>
<td>How are we doing?</td>
<td>Commitment</td>
<td>Place reviews of progress at the center of your organizing process.</td>
</tr>
</tbody>
</table>

Be Clear and Intentional About a Leadership Legacy


The Achievement Center: [Build an Organizational Legacy](#)

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The Surprising Power of Liberating Structures

Anticipating the Future of Doctoral Education in Nursing
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 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
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
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

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