

A BRAIN STYLES MODEL OF CHANGE RESPONSIVENESS AND DISTRIBUTED LEADERSHIP IN 21ST CENTURY NETWORK ORGANISATIONS

Neil McAdam

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ABSTRACT

An extensive and growing literature over the last decade has heralded the coming ascendancy of post-corporate, loosely coupled, flexible, innovative networking organisation. Limerick and his colleagues (see especially: Limerick, Cunnington & Crowther 1998) have most fully evaluated the implications of this 'Fourth Blueprint' organisation for the managerial and structural characteristics required for their effective operation. They stress the need for a new form of psychological contract between the organisation and the network of empowered 'Collaborative Individuals' they see as providing the critical generative element in the new dynamic. However, while they have made some tentative and equivocal suggestions about the personality style of the 'Collaborative Individual' and the appropriate psycho-dynamics of leadership and influence in the new organisation, few theorists appear to have made those issues the focus for an in-depth empirical or theoretical analysis. This paper seeks to fill that theory gap and uses a conceptual mapping methodology to build a theoretical model of the brain styles patterns relating to leadership and change responsiveness in Fourth Blueprint organisations based on the integration of a wide range of related theory and research.

Keywords: network organisations, collaborative individualism, leadership, transformation, psychological type, brain dominance, environmental complexity, and discontinuity.

EXPLORING ORGANISATIONAL DYNAMICS OF NETWORKS: TOWARDS A NEW PARADIGM

A weighty, diverse and growing literature in the last decade has presaged a fundamental paradigm shift in the way twenty-first century business will be done and organisations managed, at least in advanced western societies. Limerick, Cunnington and Crowther (1998, pp. 3-4) summarised the broad thrust of these trends as follows:

“(I)n contrast to conventional organisations, the new, post-corporate, network organisation: has evolved to deal with a new era of change; reflects broader patterns of social change; has a radically different pattern of organisation; has a subtly different corporate culture; requires a new, strategic mindset; and is participant focused, not manager focused. Clearly, organisations that have these characteristics also have new forms of management. To us, management in the new organisation is process oriented rather than structurally oriented; it is ecologically driven

Neil McAdam (budapest@netconnect.com.au) was Senior Lecturer in Management in the School of Business at the University of Ballarat from July 1990 to June 2001. He is now a management consultant, but retains a research association with the School of Business at the University of Ballarat.

rather than hierarchically driven; it is value-added rather than competitive; and it is holistic rather than functional.”

Limerick et al. (1998) labeled this emerging approach the ‘Fourth Blueprint’ of management theory and extensively explored its implications for management theory and practice in contrast to previous management ‘blueprints’. Other theorists proposed similar trends but, while the varying versions on the ‘New Organisation’ theme all have their own signature characteristics, they commonly see the future of organisational life becoming more uncertain, discontinuous and, to use Weick’s term, requiring ‘loosely coupled’ integrating mechanisms (Orton & Weick 1990). They also view the internal dynamics of organisations as moving towards a more interactive and emergent style requiring collaborative, rather than directive, approaches to the construction of meaning, leadership and change.

Also, there is often a list of the behavioural or personal characteristics that are felt to capture the essence of the ‘new employee’ or the ‘new leader’. However, reference to new mindsets aside, there seems to have been only limited consideration of the specific underlying mental or cognitive dynamics that will need to change, both within individuals and across the polity, if we are to reach a positive and confident adjustment to the new post-industrial world. Thus, the primary focus of this paper can be stated as follows: ‘What are the key cognitive and/or personality style settings that underpin effective adjustment to a post-industrial, loosely-coupled organisational reality and what are the leadership dynamics most suited to those mindsets and organisational relationships?’ However, to examine those issues, we need to briefly sketch the critical trends in the managerial environment of the 21st century seen to be driving the new organisational dynamics and describe the key characteristics of the networking designs referred to by Limerick et al. (1998) as The Fourth Blueprint.

Before we proceed, we should clarify the objectives and methodology to be applied in this paper. They recognise the fundamentally post-modern context within which questions such as those outlined above are embedded. The fundamental premise of the post-modern philosophy is that social organisation will remain a negotiated and ‘emergent’ work in progress that will continually evolve. So how do we build a more complete and ‘useful’ picture of the leadership and personality dynamics that are relevant to effective and adjusted managerial behaviour in Fourth Blueprint mode and discontinuous environments? Karl Weick, in an editorial overview written for a 1990 symposium on ‘Theory Building in the Organizational Sciences’ (Weick 1990, p. 516) may have some answers for us:

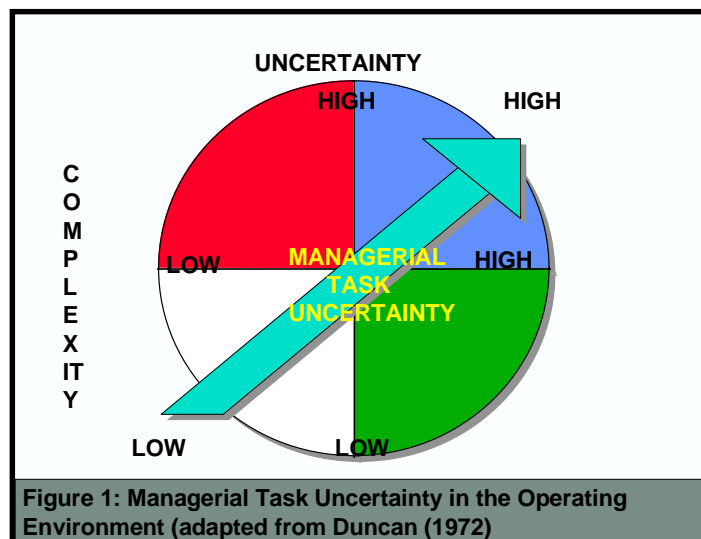
Theorists often write trivial theories because their process of theory construction is hemmed in by methodological strictures that favour validation rather than usefulness (Lindblom, 1987). These structures weaken theorizing because they de-emphasize the contribution that imagination, representation and selection make to the process, and they diminish the importance of alternative theorizing activities such as mapping, conceptual development and speculative thought ...

Weick, in suggesting this approach, is concerning himself with the process of effective theory **building** (or generative thinking). He is explicitly **not** referring to validation. Thus the objectives of this paper will be to build a model of the psychodynamics of leadership and followership behaviour in hypercompetitive, post-corporate environments, especially those proposed under the Fourth Blueprint. In doing so, our ‘methodology for theory building’ will make significant use of the formulations of other theorists as primary data for our theoretical exploration and integrate them by the use of an iterative process of “mapping, conceptual

development and speculative thought”, as suggested by Weick (1990, p. 516). However, this article will be ‘constructive’, not ‘critical’. The limitations of space and the complexity and diversity of the three or four distinct bodies of literature we will be drawing from to construct our model preclude any extensive evaluation, either theoretical or empirical, of the validity of each of the theoretical frameworks, **on their own merits**. Thus, the model finally articulated is intended to be integrative and provocative; stimulating and guiding further theoretical questioning and empirical exploration; rather than definitive and prescriptive. It will be a ‘first camp’ in the foothills of this conceptual terrain, which down the track may, or may not, prove to be the best first step on the path to the summit.

THE MANAGERIAL ENVIRONMENT OF THE 21ST CENTURY: COMPLEXITY, DISCONTINUITY AND CHAOS

Classifying organisational environments according to the degree of uncertainty and complexity has become a commonplace since Duncan suggested the formal fusion of the two variables into a four-quadrant matrix (Duncan 1972) as illustrated in Figure 1.



In considering the impact of changing environmental conditions upon organisational forms, Limerick et al. (1998, p. 57) commented:

What led to these newer forms of organisation? ... at the heart of (it) was one phenomenon — discontinuity. The idiom that ‘the only constant thing in the world today is change’ turned out to be the ultimate illusion. Even change changed! ... what was needed was an organisation that could cope not so much with an extraordinary degree of change, but with a different kind of change. It had to be able to deal with discontinuity.

So the ‘discontinuous’ environment is something more than just one characterised by ‘an extra-ordinary degree of change’. What was that something more? Limerick et al. (1998) suggest: “... *an organization is facing discontinuous change when its past does not prepare it for its future.* (emphasis added)”. So where does the discontinuous environment reside in the four quadrants in Figures 1? The simple answer to that question is: ‘In the upper right or Turbulent quadrant.’ The justification for that answer relates to the complexity variable in Figure 1. The interactive impact of the high levels of complexity in the operational and strategic environments at the turn of the twenty-first century, with the increasing pace of

change, is the critical source of discontinuous change. A central feature of this increasing complexity is the emancipation of 'independent', now empowered, actors within the ambient environment nationally and globally who, notwithstanding their legal and resource-based independence, are 'interconnected' parts of the web of life that confronts us all.

In terms of the source of discontinuity discussed above, the critical issue is positive feedback. The previous paradigm was of open systems in **dynamic homeostasis**. That is, maintaining equilibrium. The key control mechanism for that is negative feedback. However, as indicated by Stacey (1993), complexity theory allows for **both** positive **and** negative feedback. While negative feedback ensures ongoing iterative adjustments to maintain behaviour/performance within a narrow range around a prior-specified standard, positive feedback takes small, and often quite random, variations in initial conditions and exponentially amplifies them till the system finds itself: 'far from equilibrium'. Or "*on the edge of chaos.*" To quote Aram & Noble (1999, p. 328) "*complex adaptive systems are **most alive at what has become known as the 'edge of chaos', a space where order and disorder co-exist.***" Thus, the message of complexity theory is that, if we want flexible, innovative strategic repertoires to characterise our operations, then the majority of our people will need to be predominantly working on the 'edge of chaos'. They will need to be comfortable with paying attention rather than driving action; developing capability rather than assessing activities; and allowing new, jointly constructed realities to '**emerge**' gradually from interaction and exploratory dialogue. They will also need to live continually with the paradoxical fusion of '**both/and**' rather than seeking the security of 'either/or'.

In summary, the organisational environment confronting the 21st century manager is:

- uncertain;
- complex;
- turbulent;
- discontinuous;
- with a future that is, in principle and practice, unknowable; and
- in any case, sufficiently ephemeral as to require maximum diversity and flexibility, in both skills/knowledge and action repertoires, and loose-coupling in organisational systems and social relationships.

It is within just such a turbulent, complex and challenging managerial environment that Limerick et al. (1998) have charted the development of an organisational form and managerial paradigm that seeks to maximise both flexibility and individual creativity, on the one hand, and strategic focus and communal commitment, on the other.

THE FOURTH BLUEPRINT OF MANAGEMENT: COLLABORATIVE INDIVIDUALS BUILDING NETWORKS AND STRATEGIC ALLIANCES

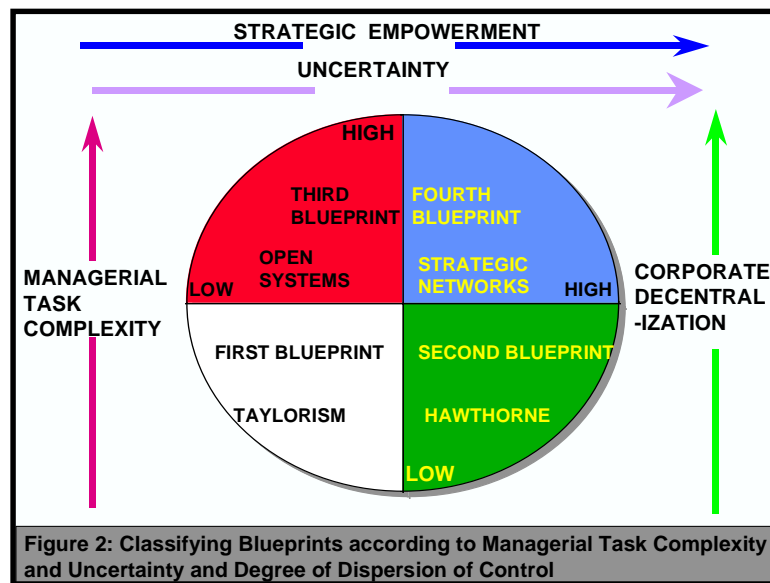
Limerick et al. (1998) based their formative theoretical analysis of the new management upon an historical review of the dominant managerial paradigms that had progressively occupied centre stage as the discipline of management was born, developed and reached maturity more or less within the currency of the 20th century. The essential features that require our attention are presented in Table 1, drawn from Limerick et al. (1998, p. 30).

Table 1: The four managerial blueprints

	<i>First Blueprint</i>	<i>Second Blueprint</i>	<i>Third Blueprint</i>	<i>Fourth Blueprint</i>
	<i>Classical</i>	<i>Human</i>	<i>Systems</i>	<i>The Collaborative Organisation</i>
<i>Organisational forms</i>	Functional Mechanistic Organic	Interlocking Matrix	Contingency Divisional	Loosely Coupled Networks and Alliances
<i>Management principles</i>	Hierarchy	Supportive Relationship	Differentiation	Empowerment & Collaborative Individualism
<i>Managerial processes/form</i>	Management functions	Democratic leadership	Open systems analysis	Management of meaning
<i>Managerial Skills</i>	Person – to – person control	Goal setting Facilitation	Rational/ Diagnostic	Empathetic Proactive
<i>Managerial Values</i>	Efficiency Productivity	Self actualisation Social Support	Self-regulation	Social sustainability Ecological balance

The general thrust of the first three schools listed in Table 1 will be quite familiar to the serious scholar of the history of managerial thought. Perhaps the most useful insight we can add to the analysis at this time is to chart the relative position of each school with regard to its 'best fit' with a particular environment as illustrated in Figure 1. The positioning is presented in Figure 2. According to the Limerick et al. (1998) analysis, the relevance of Classical models is limited to the lower left quadrant where a simple, certain environment allows extensive pre-design and pre-scheduling of both output and process. As the uncertainty that comes with social diversity and individuality intrudes, but still in a strategically simple, single-focus operation, we encounter the rich insights of the Hawthorne experiments and the human relations theorists and the proposition that more scope be provided for directed work behaviour to be moderated by micro-group processes and 'local democracy'. This is the territory of the lower right quadrant.

The move into paradigm status for the Systems school started in the 1960s and consolidated over the next 20 to 25 years. During this period, the Western democracies progressively dropped the Bretton-Woods agreement on the gold standard and moved towards floating currencies and, consequentially more open economies. In such environments, the range and diversity of potentially empowered competitors accelerates exponentially. At the same time, the impact of technological change on fluid access to information and on micro-processing control over repetitive tasks also escalated. Hence, as a first transformation, the potential complexity of competitors and stakeholders increased intensively while work design simplified and automated. As a result of these trends, managerial environments were becoming significantly more **complex** though not initially more uncertain as the Western world, anchored by a US hegemony, geo-politically, technologically and economically, intensified its marginal returns from the old mass production paradigm.



The first defence against the increased managerial task uncertainty that came from this complexity was to divisionalise and focus, using Strategic Business Units (SBU'S). As indicated by the arrow on the right of Figure 2, this led to a wave of corporate decentralisation and performance-based audits of SBU's but didn't necessarily increase workplace democracy overall. As Limerick et al. (1998, p. 43) note, the first response to this increased managerial task uncertainty was the move to **interdependent** and cohesive teamwork as a performance control system in lieu of direct hierarchy. So while group-based 'work autonomy' increased, empowerment at the level of strategic choice may, in practice, have decreased and mechanisms of social, interactive constraints proliferated (Korac-Kakabadse, Korac-Kakabadse & Kouzmin 1999). As Limerick et al. (1998) note, both the Classical and Human Relations Schools founded themselves upon contrasting views of the 'one best way' to manage with a strong internal focus. The Open Systems School, on the other hand, based itself on an emphatic attention to the evolving competitive environment and sensitivity to the variability in that environment. From this integrated systems and contingency analysis arose the 'Third Blueprint' driven by assumptions such as interdependence, openness, unity, rationality, objectivity and the importance of teamwork and cohesive groups.

In contrast to this relatively tightly coupled and extensively monitored and controlled organisational regime, Limerick et al. (1998) noted an emerging organisational design and interactive pattern that was different. They articulated the essential elements of this emerging Fourth Blueprint as:

- discontinuity;
- loosely coupled systems;
- synergies and alliances;
- collaborative individualism;
- social sustainability;
- holism;
- leadership diversity; and
- participant-centered.

Limerick et al. (1998, p. 45) note that all previous blueprints saw the organisation as “caught in a dilemma between centralisation and decentralisation”. The Fourth Blueprint seeks to transcend this dilemma by generating a mindset that “calls simultaneously for both loosely coupled structures and higher levels of synergy.” The vehicle designed to transcend the Third Blueprint model was networking and the central dynamic maintaining coherence and direction was the continuing empowered dialogue of collaborative individuals. Thus, while both blueprints encompass complexity, the Third Blueprint response is to reduce the resulting managerial task uncertainty by design through business specialisation, operational delegation and strategic centralisation and control. Conversely, the Fourth Blueprint accepts the uncertainty and manages it by strategic devolution and continuous dialogue. This captures the essential challenge of the Fourth Blueprint social architecture. In the new world, the full value of the individuality and diversity within our human resources will be harvested in the service of **both** productivity **and** creativity, **both** focus **and** flexibility and **both** strategic integration **and** broad repertoire. It is the almost heroic dimensions of these competing demands that prompts networking theorists to accord such a central place in their thinking to the Collaborative Individual.

THE COLLABORATIVE INDIVIDUAL AND DISTRIBUTED LEADERSHIP IN THE FOURTH BLUEPRINT

It would be easy to assume that in Collaborative Individualism we simply have another attempt at ‘both/and’. In one respect, that is a fair interpretation — we are seeking individual expressiveness and distinctiveness at the same time as we achieve group coherence. However, the advocates of the Fourth Blueprint most definitely do not equate collective and collaborative processes. Their collaboration is the mature, reflective **and empowered** action in concert of autonomous individuals not the pre-designed coherence of bureaucratic compliance or the socially orchestrated harmonics of the cultural clan. Perhaps the acid test of collaboration of this type is the quiet, firm but determined withdrawal from engagement by the individual when conscious that either their self-interest or their values are no longer served by further involvement. In fact, it is this fundamental ‘right of withdrawal’ element that gives collaborative individualism its sharp edge as a philosophy of organisational engagement. As Limerick et al. (1993, p. 19) put it:

Collaborative individualism asserts that the individual is the basic building block of the organisation. Network organisations are no longer seen as being made up of interlocking teams and committees to which individuals are assigned in order to achieve organisational goals. They are made up of mature, autonomous, pro-active individuals who collaborate to achieve personal and organisational goals and, **through this collaboration**, create what we call the organisation

So what are the critical characteristics of the effective and well adjusted Collaborative Individual? Limerick et al. (1998, pp. 120-121) suggest they are:

- autonomous and proactive;
- empathetic;
- intuitive and creative;
- transforming;
- politically skilled;
- networking;
- mature; and

- lifestreaming.

If these are the stylistic characteristics of the key contributors to the new organisation, how are we to lead them? Limerick et al. (1998) expressed some doubts about the unreserved application, within Fourth Blueprint environments, of transformational leadership theory as it has been generally presented in the recent literature. The quote below (from Limerick et al. 1998, pp. 125-126) encapsulates those concerns.

Organisational transformations are usually sanctioned at the top. Some writers argue that that is where transformational leadership exists, and that below that level the need for transformational leadership diminishes ... Those in Fourth Blueprint organisations would be less than comfortable with the whole direction of the current debate ... A model of shared leadership, or multiple leadership roles is far more congruent with collaborative individualism.

Thus, the concept of ‘distributed leadership’. This sees the need for many and varied leaders at all levels of the organisation — although it also expects to see a significant decrease in the numbers of layers in the structure as the flat, web-like design of the network is progressively adopted. So our collaborative individuals are their own leaders — and must be comfortable with often being followers as well.

ALTERNATIVE MODELS OF LEADERSHIP DYNAMICS

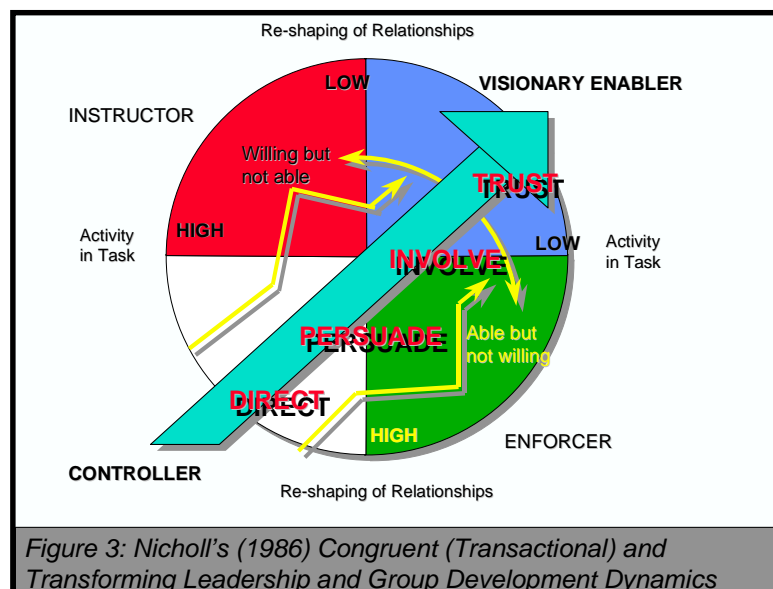
The concept of the ‘leader as hero’ seems deeply embedded in the western psyche, especially in countries such as Australia and the US that spent their formative years on the frontiers of western colonial expansion. Central to the concept is an action-oriented focus on the individual leader as initiator of pro-active or remedial intervention in an often-harsh world in crisis. The resultant situational and contingency theories of leadership (see e.g., Fiedler 1967 and Hershey & Blanchard 1969) prescribed either more emphasis on task and structure and less on consideration for people, or vice versa, contingent upon a limited set of variables including the willingness, ability and past experience of the leader’s followers. Such theories were supported by a package of policies designed to ensure high levels of extrinsic rewards and career security for compliant and committed followers.

The leader’s role was to fine-tune his behaviour to simulate a variety of styles depending on a sophisticated understanding of the level of enthusiasm, competence and task clarity of his subordinates. One concern this elicited was as to the behavioural, cognitive and temperamental flexibility (or lack of it) among the ‘organisation men’ of the 1960s (Fiedler 1967). However, an even more central difficulty surfaced as the environmental trends outlined above took hold during the last two decades of the 20th century. The assumption was that the goals to be pursued were known in advance and non-controversial and the job of the leader was simply to galvanise and audit team implementation. The disturbed and reactive 1980s and speculative and turbulent 1990s put paid to such pre-programmed views of control. Enter James Macgregor Burns (1978) with his distinction between the transactional leader (basically as summarised above) and the transformational leader. According to Bass (1990), the following elements comprise transformational leadership:

- Charisma and inspiration;
- Intellectual stimulation, and
- Individualised consideration (which, according to Bass & Avolio 1993 is more focused on enabling and supporting personal and development growth than on the

more instrumental issues suggested by the classic “consideration for people’ situational variable).

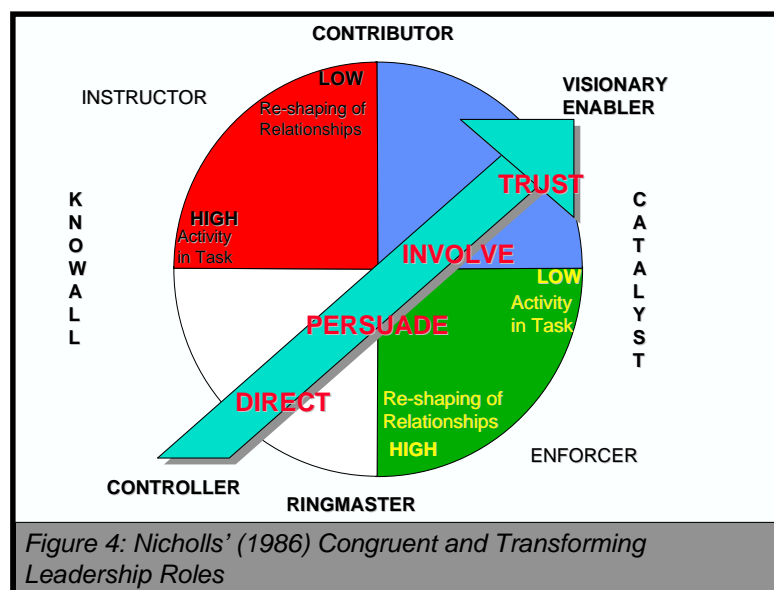
The transformational leader was “likely to be more pro-active than reactive, more innovative in ideas and less inhibited in ideational search for solutions” (Bass 1985, p. 38). S/he was thus an active reframer for a world in flux seeking to provide both direction and inspiration for followers. A sense of personal presence and visionary zeal provided the motive force behind this leader’s impact. One theorist who explored the micro-mechanisms of this new view of leadership was Nicholls (1986). Nicholls’ analysis of ‘Congruent and Transformational’ leadership, as he called them, was developed in an article which attacked the consistency and completeness of the situational leadership theory of Hershey and Blanchard (1969). The substance of that attack is not important here. However, the model he built provides a useful demonstration of the contrasting dynamics of the old and new paradigms. It also allows us to further elaborate our conceptual map by charting the various leadership roles attaching to transactional and transformational approaches. The model is presented in Figure 3 which maps leadership behaviour across two continua related to the leader’s level of ‘activity in task’ and involvement with the ‘reshaping of relationships’.



On the lower left of the figure both of those leadership behaviours are high. At the upper right, both are low. According to Nicholls’ analysis, the journey to group maturity and effectiveness from the initial formation is from lower left to upper right. The ‘Visionary Enabler’ role at the top right, and the trust which must underpin it, is both a destination for the journey and a necessary precondition within operating teams for any networking, loosely coupled relationship to develop. The two thinner arrows with detours (to the upper left or the lower right) in our figure are Nicholls’ way of addressing what he calls ‘imbalances in ability and willingness’. The formation and maturation of a new team under coherent leadership should normally be accompanied by steady increases in both ability and willingness. However, Nicholls recognised that situations might arise at various times to waylay this orderly progress. So the detour up and to the left towards the ‘Instructor’ role indicates a need to delay evacuation of the active task leadership role to attend to the development of new

skills, while the detour down and to the right signifies the perceived need to actively reconstruct/renegotiate team roles and relationships.

The second level of analysis focuses on the demands of transformational leadership and, in particular, the content and role complements for the Visionary Enabler. Nicholls (1986, p. 50) sees this role as “the target at the transactional level and the foundation at the transformational level”. Figure 4 illustrates the detailed role content options that, for Nicholls, characterise, or contrast with, transformational leadership. The Visionary Enabler is “concerned to create a sense of mission which will give the team a vision of what their job is about ... beyond the narrow confines of daily routine (putting) work into a context of meaning and value” (Nicholls 1986, p. 49). This has themes reminiscent of Bass’s ‘inspirational’ role as mentioned above, although its relationship to the classic specification of charisma is less clear.



The two complementary styles are Contributor and Catalyst. The Contributor role is the classic ‘light on the hill’ and, in Bass’s formulation, would seem very close to the Intellectual Stimulation element of transformational leadership. Likewise, the Catalyst with their moderate involvement in relationship seems to equate with the Bass and Avolio (1990) specification for Individualised Consideration. The two anchor, or antagonistic, roles of ‘Knowall’ and ‘Ringmaster’ provide further clarity to the nature of Transformational Leadership. While the Contributor can be seen as the ‘wise and stimulating’ Instructor, the Knowall is the ‘insecure and inhibiting’ Trainer. Or while the Catalyst can be seen as the ‘avuncular and aspirational’ developer, the Ringmaster is the ‘interfering and limiting’ Sergeant Major. Nicholls refers to them as the two faces of ‘overleading’.

The central value in the Nicholls’ model is the insight that those roles at the top right of Figure 4, in their very psychodynamic essence, underpin the possibility of transformation. Equally, those roles at the lower left represent the psychodynamic anchors that will stall and, in the end, swamp our attempts at genuine empowerment, creative individuality, collaborative sharing and flexible responsiveness in the Fourth Blueprint networks of the 21st century. It is to these concerns that we now direct our attention.

LEADERSHIP DYNAMICS IN THE FOURTH BLUEPRINT — DISTRIBUTING TRANSFORMATIONAL PROCESS

Under Fourth Blueprint management, by the time we reach the stage of renewal, metastrategy has become a process in which the entire organisational community is involved. There are still leadership roles to be played – but leadership is not considered to be the property of a single individual or elite group at the apex of the hierarchy. Those at the hub become facilitators of appreciative processes that involve the whole network community in redefining identity and vision (Limerick et al. 1998, p. 186).

When organizations become less bounded and more flexible, they function more like ‘weak situations’... It is precisely under such weak circumstances that leadership, as opposed to management becomes important. In the absence of stable structures and strong cultures, there are no substitutes for leadership, and **leaders have to provide the mental models and frameworks** to coordinate the behaviour of organizational members (Shamir 1999, pp. 56-57).

The above quotes capture two opposing views on the nature and role of leadership in turbulent, ambiguous environments. As noted earlier, Limerick et al’s (1998) view was grounded on a postmodern understanding of the discontinuous and ephemeral nature of the operating and strategic environment and the essentially ‘socially constructed’, rather than ‘impersonally observed’ nature of ‘reality’. As we have seen, this is the natural homeland of the transformational leader and the visionary enabler. However, the issue of shared or distributed leadership is an important element of their vision of the Fourth Blueprint. This raises a further question. Regardless of who the specific leaders are, and how widely throughout the organisational structure we distribute them, if they are genuinely transformational or charismatic in their style, will there be a danger of them swamping and nullifying collaborative process by the power of their presence? Or, as suggested in the Shamir quote, does the very dynamism, discontinuity and confusion of the 21st century environment demand the security, clarity and structure that such ‘strong’ leaders supply?

Limerick et al. (1998, pp. 83-87) recognise the threats that a rampant, competitive response characterised by uncontrolled and disconnected individualism might pose to both social coherence and human adjustment and satisfaction. Driven by this concern, they searched for loose coupling in design but emergent connectivity in action. Hence, concepts such as ‘Collaborative Individualism’. Shamir’s argument for strong leadership in the relative vacuum of post-modern organisations makes sense under the bright light of a strong need for security and clarity. However, it is in danger of reestablishing the most limiting and restrictive conditions of the control culture on the one hand or ripping the cooperative, interactive fabric that makes for social coherence within our institutions on the other. The Fourth Blueprint theorists seek to transcend this dilemma by strengthening the interactive access and competence of all the constituents of the expanding complexity within our emergent workplace. The glue is not identification with the charismatic visionary or efficient compliance with legitimate bureaucratic authority. The glue is constant, open and widely distributed dialogue that is subject to persistent questioning throughout the organisation.

Shamir’s contrary perspective asserts that, in boundaryless organizations, the “main function of organizational leaders becomes that of being ‘centres of gravity’ in the midst of weakening frameworks” (Shamir 1999, p. 59). However, he also concedes that the role of leaders as change agents has led to a relative neglect of their role as ‘centres of gravity’ and agents of continuity. In seeking to reassert the value of the leader as continuity he returns to the issue of

charisma and the access to symbolic and emotional commitment that implies. He concludes that: “As change becomes a permanent feature of organizational life rather than an infrequent occurrence, charisma, in the sense of meaning-giving leadership and strong trusting relationships between leaders and members, becomes increasingly necessary for effective organizational adaptation and action.” (Shamir 1999, p. 64) His preferred resolution is to more fully develop an ‘identity-based’ theory of leadership. In his discussion of this approach he notes an important qualification to the unconditional endorsement of the charismatic leader. Thus he says (Shamir 1999, p. 65):

The theory de-emphasizes personal identification with the leader in the psychoanalytic sense of identifying with an infantile father figure. It emphasizes social identification with the leader as primarily identification with the leader as a **representative character and symbol of the group.** (emphasis added)

Armed with these comparisons, we can now consider what each of the Nicholls’ Transforming Leadership model and the Four Blueprints analysis might contribute to our deeper understanding of the other model. This conceptual mapping is presented in Figure 5.

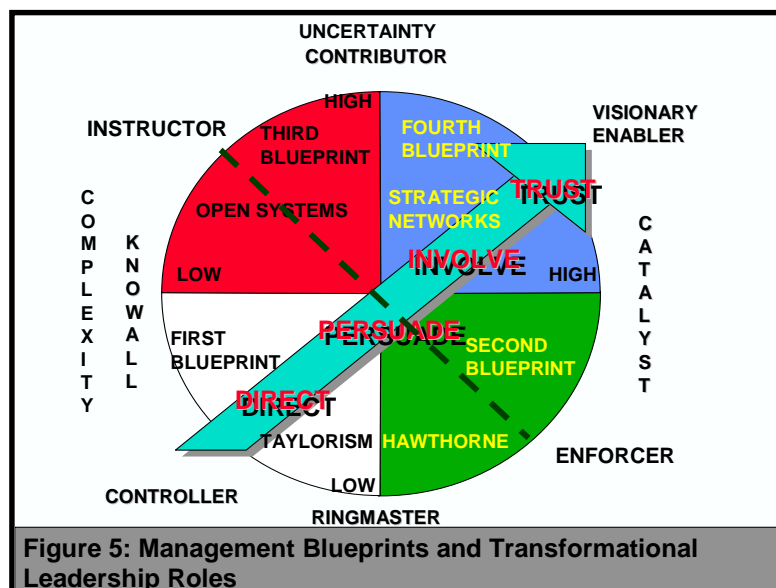


Figure 5: Management Blueprints and Transformational Leadership Roles

The thick dotted line running across the figure between ‘Instructor’ in the upper left and ‘Enforcer’ in the lower right reminds us that we have now left behind the Third Blueprint concepts of Congruent Leadership. Figures 3 and 4 showed the upper and right hand quadrants as low in both ‘Activity in Task’ and ‘Reshaping of Relationships’. So read in conjunction with those figures, Figure 5 is telling us that, as both uncertainty and complexity increase towards their maximum, the appropriate strategy for the leader is to evacuate the operational and primary strategic response zone of the team. From a Fourth Blueprint perspective, the various roles indicated would become distributed throughout the team so no individual becomes the focus for dependent followers.

The second purpose of the dotted line is to emphasize that the psychic territory of the Fourth Blueprint organisation must be maintained within the upper right half of the map. An important meta-strategic task for such organisations is to ensure that all their specialist collaborative individuals enter their project groups and task assignments with the maturity and

style profiles to carry their responsibilities as part of the fully empowered team. The third purpose of the dotted line is to remind us of the 'shadow side' of leadership in the lower left of the figure — the regression to insecurity, over-control and interference in the freely expressive group processes of an otherwise responsive and creative team of empowered colleagues.

Finally, if we are to address Shamir's (1999) case for strong leadership providing a centre of gravity and a sense of continuity, how might we achieve that without releasing the furies of the charismatic's rigid focus and the follower's blinded identification? After all, as De Vries, Roe & Taillieu (1998) note, actively practiced, charismatic leadership has a tendency to evoke a "need for (strong) leadership" amongst followers leading to a level of inertia and dependence in the absence of the referent charismatic. Figure 4 reminds us that the Visionary Enabler is a 'Lo-Lo': low activity in task and low reshaping of relationship. This role comes with a caftan! It is the continuity of ageless verities and wisdom not the driven clarity of treasured goals or the emotional regression to a past haven. However, the need for a committed identification with the team as an evolving organism is acknowledged. Perhaps McMaster (1996, p. 76) captured the balance best when he said:

Leadership, in a complex intelligent system, is the ability to exercise fully the possibilities available to that system. The nature of effective leadership is one of self-expression without attachment to identity. The self expression to come from those who see themselves as part of a complex system — in which they are both influencing and influenced.

Thus, identity continually evolving, focusing and blurring, in sensitive response to the changing environment, and in a collaborative interaction with fellow explorers summarises the Fourth Blueprint understanding of the emotional and cognitive challenge to be met by leaders and followers alike. This is a view of issues of trust, emotional sensitivity and interactive commitment that seems much more challenging and demanding of advanced levels of maturity and cognitive complexity than we see in the tribal harmonics of the driven charismatic and their dependent devotees. So how might we locate and develop the potential occupants of these challenging roles? One hint comes from Shamir (1999, p. 58) himself when he suggests that: "In strong situations, much of the behaviour of members is determined by hierarchical structures, reward structures, and normative frameworks. In weak situations behaviour is determined more by factors such as personality dispositions and self-concepts." Thus, the need for strong leadership to provide clearly articulated and more committed perspectives on organisational identity may itself be moderated by critical individual difference in personal style. Also, the negative connotations of charismatic leadership for the growth of open, mature, distributed dialogue may only be relevant to those leaders with particular psychological types or styles.

PSYCHOLOGICAL TYPE AND BRAIN DOMINANCE PROFILES: EXPLORING COMMON PSYCHIC DOMAINS

The focus on the development of empathy and love in managers has brought with it new areas of interest and lively debate in the management literature. The 1980s saw re-awakening of interest in the use of the Jungian personality typology, represented in the burgeoning use of the (MBTI), and the Hogan and Champagne Personal Styles inventory. Related in some ways to the use of Jungian typology is the current interest in brain laterality and personality functioning (Limerick et al. 1998, p. 139-140).

The quote above captures the essential relevance of personality types and styles to the issues of performance and adjustment in Fourth Blueprint settings. Both the Jungian personality schema and the brain laterality concept constitute typologies with elaborate theoretical structures underpinning their interpretation and measuring instruments. Also, the key dynamic is the playing out of competing ‘tensions’ with the individual’s personality and/or cognitive style representing their current point of resolution of the range of tensions in terms of their perceptual, judgmental or action repertoires. We can now focus on these two related psychological typologies. Consider firstly the general pattern of stylistic relationships suggested by Figure 6.

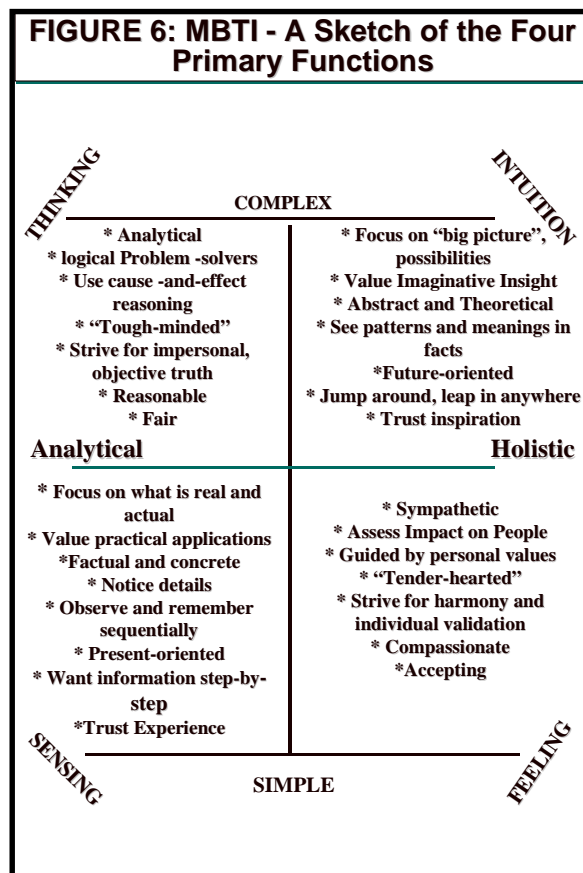
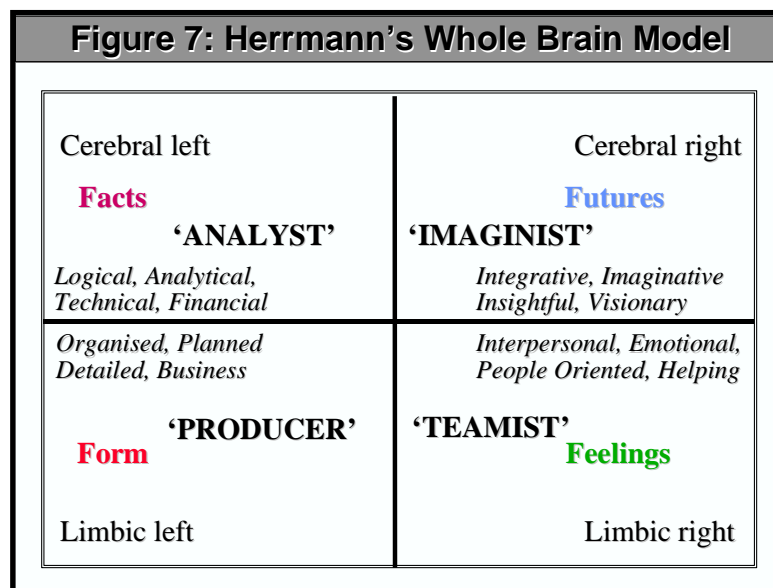


Figure 6 shows the summary descriptions of the four ‘primary functions’ of the Myers-Briggs Type Indicator, constructed on a Jungian theoretical base. The internal content of each quadrant has been adapted from Table 3 on page 39 of Fitzgerald (1997). Space precludes a review of the voluminous research literature on the MBTI and related Jungian tests, the quantum of which would overwhelmingly support the location of the four primary functional styles as they have been in Figure 6. The reader interested in gaining a more detailed picture of these relationships is referred to Fitzgerald & Kirby (1997) which contains several chapters of relevant research.

The alternative framework mentioned in the above quote from Limerick et al. was brain laterality. In recent years, there has been an explosion of interest in that area of cognitive psychology variously described as ‘hemispheric specialisation’, ‘brain-dominance’ or ‘left brain-right brain thinking’. In one of the seminal works on the area, Ornstein (1972, p. 108) summarised the major thrust of relevant theory as follows:

The left hemisphere ... is predominantly involved with analytical, logical thinking especially in verbal and mathematical functions. Its mode of operation is primarily linear ... (and it processes) ... information sequentially ... (whereas) ... the right hemisphere seems specialised for holistic mentation. It is primarily responsible for our orientation in space, artistic endeavour, crafts, body image and recognition of faces. It processes information more diffusely than does the left hemisphere and its responsibilities demand a ready integration of many inputs at once.

Some models and test instruments retain this simple dichotomy. However, many recent developments, especially those directed towards managerial and organisational behaviour, have utilised a more elaborate four-quadrant classification such as Ned Herrmann's 'Whole Brain Model' (Herrmann 1989; 1996). Figure 7 illustrates this approach which distinguishes between right and left hemisphere **and** cerebral and limbic levels of the brain.

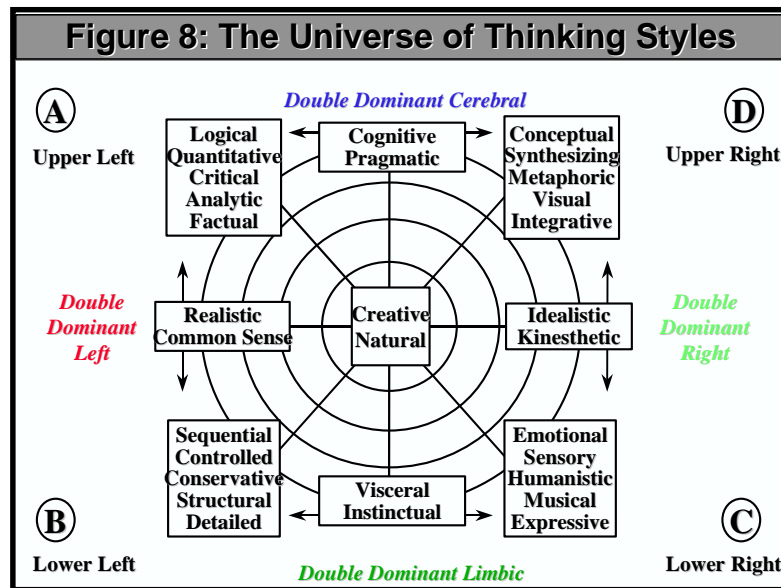


This later dichotomy comes from the work of McLean (1981) who describes the cerebral system, or outer layer, of the brain as the intellectual information processor with clearly specialised hemispheres, and the limbic system as specialising in processing emotion and regulating visceral and instinctual behaviour. Herrmann (1989) goes a little further and specialises the functions of the two limbic hemispheres as well. The substantive distinctions of behavioural style implied by the model in Figure 7 could be characterised by the following summary titles for each quadrant.

Cerebral left 'Analyst' or 'Thinking' style
 Limbic left 'Producer' or 'Sensing' style
 Cerebral right 'Imaginist' or 'Intuition' style
 Limbic right 'Teamist' or 'Feeling' style

A particularly interesting feature of the neurological underpinnings of this model is the concept of 'dominance'. Hemispheric dominance means that individuals habitually perceive the world, and process information about it, according to patterns that are typical of the functions and strategies of one brain hemisphere rather than the other. In quadrant-based models, the concept needs to be broadened to include consideration of 'dominant' (primary) styles, 'back-up' (secondary/alternative) styles — used commonly where the primary style

has not been effective — and ‘avoided’ styles which are used only when all else fails and, even then, reluctantly. Thus, dominance provides a useful diagnostic and developmental device, allowing for identification of the most likely response repertoire for an individual (or group) and areas of avoided/undeveloped response patterns. This involves the use of ‘combined styles’ analysis (a combination of dominant and back-up styles). In the Herrmann model, these are called ‘thinking styles’ (see Figure 8). These ‘thinking styles’ are naturally and conceptually opposed; more of one implies less of the other. The same applies to the ‘left dominant versus right dominant’ and ‘cerebral versus limbic’ trade-offs.



Over the last 25 years, much conceptual and empirical research effort has been devoted to addressing the question of whether the Jungian typologies and brain laterality models were, in fact, tapping into the same psychic and conceptual terrain (see e.g.: Bunderson 1989; Hartman, Hylton & Sanders 1997; James 1986; Power, Kummerow & Lundsten 1999; Power & Lundsten 1997; Shiflett 1989; Taggart & Kroeck 1991). Over time, the clarity and consistency of results have crystallized around a conclusion that the four primary functional types (i.e. Thinking, Sensing, Intuition and Feeling) are conceptual and practical equivalents to (in order) Left Cerebral, Left Limbic, Right Cerebral and Right Limbic brain styles. So our further consideration of the connections among typology, leadership and the Fourth Blueprint environment will be illustrated using a Brain Styles model. Those more familiar with Jungian typology should use the equivalence coding suggested above.

A BRAIN DOMINANCE MODEL OF RESPONSIVENESS TO CHANGE AND COMPLEXITY

Most people tend to consistently use more than one of the primary styles but also to **avoid** at least one, and often two, of the styles. The ‘double-dominant’ or ‘thinking’ styles (as Herrmann 1989; 1996 has called them) are the most useful summary of an individual’s probable behavioural, emotional and problem-solving repertoire. These broadly different styles result in people with quite divergent reactions to the demands of organisational change who will be more or less effective in different strategic and operational roles. This is illustrated in Figure 9 which is intended to be a theoretical framework based upon an open

systems analysis of the demands on any organism transacting with its environment. The diagonal and horizontal axes suggest the three primary transactions characterising effectively operating organisms.

- They reach out to define and delineate their world — **they gather data;**
- They evaluate that data and determine how they will respond to it — **they evaluate and decide;**
- They take action on a continuing and cyclical basis — **they act.**



In Figure 9, each diagonal represents a continuum with conceptually dichotomous poles. For example, the left limbic provides largely unrefined, ‘primitive’, experienced reality as its contribution to the organisation data-base, whereas the essential role of the right cerebral is to generate new patterns by spatial re-arrangement of, generally, visual images — not necessarily based on previous experience. Equally, the left cerebral’s logical, sequential, formalised method of processing data to reach judgement can be opposed to the instinctive, emotional sense of internal coherence (we typically call ‘gut feel’) emanating from the right limbic. There is no a-priori reason to assume the supremacy of one pole over the other. Consistent preference of one pole over the other is the central character of learnt hemispheric dominance and probably stems from the organism’s history of systematic and random interaction with its past environment and the resulting learning.

It is suggested that the purpose of the limbic system is to address the first major responsibility of an open system - that is, to survive. Hence the broad labeling across the Limbic area of Figure 9 is Maintenance. Likewise, it now seems clear that the cerebral cortex is not only relatively flexible in its localisation (e.g. transferring cognitive functions after brain trauma)

compared with the more structured and constrained limbic system. It also appears to have much more potential/capacity than is currently under demand (see: Herrmann 1986). It is designed to serve the other primary responsibility - to function or perform - which, given an uncertain and complex environment, requires effective Adaptation. Hence we find that heading across the cerebral area in Figure 9. The general application of the analytical framework in Figure 9 relates to dominant responses to environmental change and preferred strategies for managing change. Thus:

- **Limbs:** are the operational integrators — the routine, team-based operational ‘ring-masters’. In their minds, change disrupts smooth process and productive and interpersonal continuity and is to be avoided whenever possible. However, they may well be charismatic defenders of simple, well entrenched positions and internally-focused improvers or transformers of members’ capacity and willingness to excel in the service of the dominant paradigm;
- **Left brainers:** are the operational implementers — producing elaborate plans for implementation, constructing mechanical and/or organisational vehicles for delivery of plans and fine-tuning systems and products. To them, change introduces complexity, which is a challenge, and uncertainty and imprecision which is a horror to be avoided at all costs. Also, they are intensively short-term and time-driven - ‘slaves to the urgent’;
- **Cerebrals:** are into strategic re-alignment — they are the visionary designers and initiators of realignment in complex systems whose imaginations generate much scope in terms of possible alternatives and whose need for precision and detail leads to extensive generation of complex analysis. Change stimulates and energises them but turbulent environments can lead to ‘cerebral overdose’ where they seem to spend all their life ‘flying too close to the sun’. Also, they may well be in danger of focusing on the ‘beat of their own drum’ rather than pursuing dialogue in search of a changing perspective amongst their colleagues. Practical implementation is **not** their strong suit; and
- **Right brainers:** are the organisational renewers — the visionaries with their feet planted in the organic soil of their social and interpersonal world. They see the challenge of change, but value it most as an opportunity for personal growth for themselves and those around them. They see process as often more important than immediate results and they seek integrated (holistic) health in the systems they deal with. Right brainers have no sense of time urgency. They are ‘seekers after ‘meaning’.

As suggested in Figure 9, individuals whose brain-dominance concentrates around the left-brain and limbic poles will not be change-friendly. They will seek out, and operate best under, conditions of environmental stability and/or continuity. Conversely, those who are cerebrals or right-brain dominants, are the initiators and integrators of major systems changes in organisations. The cerebral style combines the reframing and visualising capacities of the right-cerebral with the precise and formula-based interpretative talents of the left-cerebral. As our world becomes more complex and turbulent, a higher percentage of CEOs have this as their dominant or back-up style (Herrmann 1996, p. 185). It is an important element in the environmentally responsive, ‘initiator’, and ‘designer’ styles advocated by the new systems thinkers, such as Senge (see e.g.: Senge 1992; Senge & Carstedt 2001).

However, it is the right-brain style that combines a facility for envisioning a range of alternative possibilities and continuing to work on many options at one time, while maintaining real sensitivity and empathy for the emotional and personal commitments of individuals and groups within the organisation's constituencies, both internal and external. It is from this style that we learn to grieve for our lost history and celebrate our past achievements at the same time as we become energised by new challenges and excited by the opportunity for personal growth and change. It is the right-brain factor that preserves and nurtures the best of our organic core — our sense of positive identity — while opening up the possibility for personal growth through shedding our psychic and social 'skins' and trying out new ways of relating.

BRAIN STYLES, TRANSFORMATION AND DISTRIBUTED LEADERSHIP ROLES FOR THE FOURTH BLUEPRINT

Limerick et al. (1998) placed some core elements of personal style such as empathy, intuition, creativity and transformational capability at the heart of their specification of the contrasting psycho-dynamics of the Collaborative Individual. Having laid down the general structure of a relevant personality analysis, we are now in a position to continue our conceptual mapping of the interactive domains of type, leadership and the Fourth Blueprint environment. As a first step we should briefly return to Figure 9 and review its implications from the perspectives of transformation and change. First we should note that the skills, attitudes and values summarily represented on the left and bottom of the chart serve the maximising ethos of operational management. They are the anchors of continuity in a stable, linear world. And they represent the transactional leadership imperatives of pre-determined goals and negotiated productivity contracts. On the other hand, the upper and right sections of Figure 9 summarise the strategic reframing and organic renewal perspectives so central to transforming leadership.

We should also note the focus of the fused right brain styles on 'Identity' — the topic of such importance to Shamir (1999) — in the search for a centre of gravity in the leaders of boundaryless organisations and the juxtaposition of the term 'self organising' with the Cerebral Right style and 'self renewing' beside the Limbic Right style. Hames (1994) is the source of this distinction, which he draws from Ilya Prigogine's theory of dissipative structure. He defines the principle of 'self renewal' as "preserving what is already known" and 'self organisation' as "seeking to transform that which is known in order to improve." He then states (Hames 1994, p. 116):

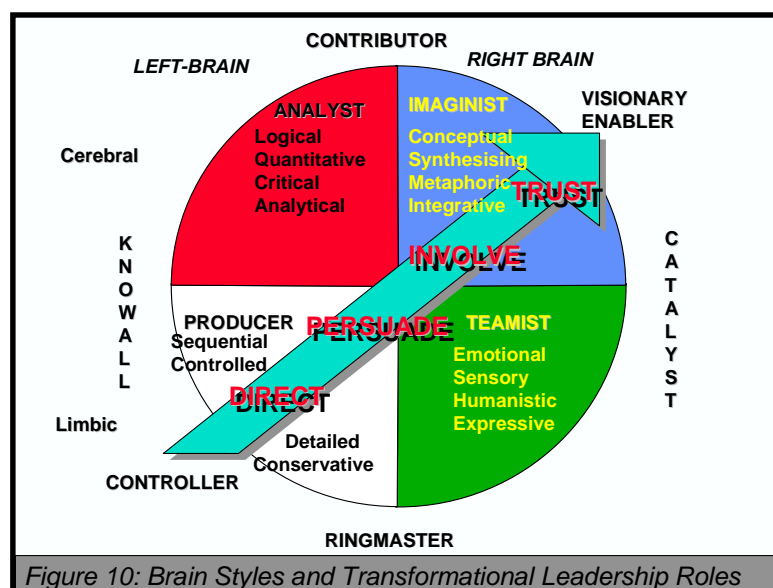
We can only conclude that the traditional need for self renewal (through management) is increasingly inappropriate and unnecessary, while the need for self organisation (through leadership) is increasingly vital. Because of the turbulent nature of current environmental change, appreciative systems require an ecology of self organisation, an ability to continuously transform themselves in order to survive.

The old managerial mindset, to the extent that its self renewing focus was on people, is represented in Figure 9 by the Limbic. The Left-Brainer is the self renewer or, more precisely, the continuous improver of systems. While Hames would probably have us attach our hopes for a newly organised future with the cerebral right, theory and research on brain styles suggest that people rarely come with so finely focused a style. To the extent that, in any individual, the cerebral right, 'Imaginit' preference comes attached to a strong analytical backup, we have a cerebral or 'Contributor'. In them, self-organising zeal will be in danger of lacking a firm organic grounding in the sense of identity that Shamir so correctly invokes as

central to long-term human adjustment, especially in ambiguous environments. On the other hand, when providing the backup for the Imaginist, the right limbic can be recognised as a worthy element of the ‘Catalyst’ role. However, their self-renewing preferences may inhibit the learning process by seeking to reinstate the comfort of familiar arrangements and avoiding the perturbation attendant upon the conflict of ideas.

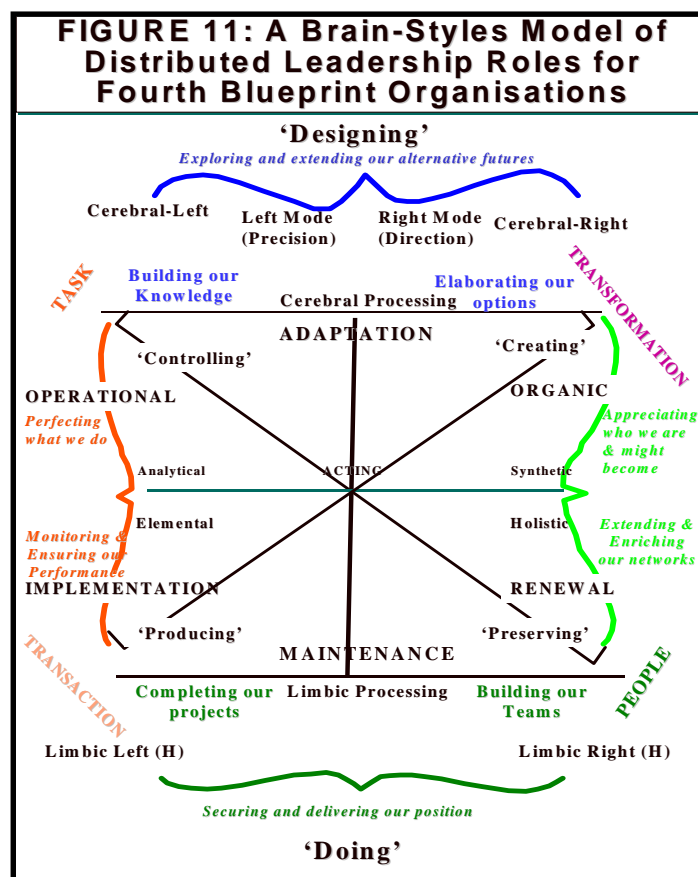
It is in the continual balancing tensions and collaborative dialogue in processes between conceptual strategic alignment and emotional integration and identity that the process of transformation can be effectively trimmed to point directly into the winds of discontinuous change. Our analysis of psychological type or brain laterality demonstrates how critical a sensitive understanding of individual differences in personality can be to such a demanding process. To continue our conceptual mapping process, in Figure 10 the Brain Styles model has been superimposed on the Transforming Leadership model from Figure 4. Several questions are prompted by Figure 10, including:

- If the Right brainers and cerebrals are likely to be the Contributors and Catalysts of transformational processes in Fourth Blueprint environments, how available are individuals with such profiles within the ranks of high potential aspirants for the new paradigm organisations?
- Equally, if the left-brainers and limbics are the prime candidates for regression to the antagonists roles of ‘Knowall’ and ‘Ringmaster’, how prevalent a presence are they among our high potentials? Also, could their dominant presence as hold-overs from the Third Blueprint be the most critical barrier to our effective adjustment to the new millenium?
- Thirdly, is it time to dispense with a good deal of the left and limbic baggage of a past era in the hope of ‘freeing the field’ for the creative and integrative cerebrals and right brainers? Or alternatively:
- Is this the time to actively use distributed leadership designs and crafted learning assignments in ambiguous and vexatious environments to attempt to modify the interactive styles and collaborative confidence of the highly-trained specialist professionals that will be so critical to handling the systems complexity of the new environment?



The first two questions are subjects for research, some of which has already been done (see e.g.: McAdam 1994). It suggests that, amongst the ranks of managerial aspirants in the western world, there is a general deficit in right brain profiles and a moderate availability of cerebrals at the very top executive echelons, which falls away quickly below senior middle management to be replaced by a surfeit of Limbics in operational management and supervisory positions. While this might be manageable in the traditional steep hierarchy, with the conceptual/strategic thinking roles clustered at the apex, a flat network emphasizing collegial empowerment needs fluid and complex strategic thinkers spread throughout its ranks. However, the overwhelming finding is the dominance of the left brain profile in the broadly distributed managerial cadres of most Western organisations. This raises a caution about the transformative potential of our left-brain and limbic warriors. Many, especially the Left brainers are conceptually strong. They can easily understand, at a cognitive level, the strong case in complexity and uncertainty for the new styles and they will publicly espouse the transformational processes as advocated by the networkers. However, under any level of environmental stress and uncertainty, the metaphorical collaborative Caftan is ripped asunder, revealing the fine bespoke weave of the hierarchical suit underneath.

The issue of reversion to basic type/style under stress may be critical to attempts to build a more open, experimental and collegial climate in Fourth Blueprint organisations. For example, a study by Ware, Rytting & Jenkins (1994) found a general tendency for young adult students to move to a Jungian style dominated by Introversion, Sensing and Thinking under stress conditions. McAdam (2002) presents compelling evidence of the impact of environmental stress (especially related to uncertainty and performance deadlines) in prompting stylistic regression towards left brain coping styles. Thus, the process by which a distributed leadership regime is progressively implemented and defended while ensuring strategic empowerment and flexibility for experimentation in both control and resources should be an important research focus for Fourth Blueprint transformers. A Brain Styles model of distributed leadership roles that might contribute to an effective networking organisation in a complex and discontinuous environment is presented in Figure 11.



The eight broad distributed leadership roles arrayed around the borders of the figure are, of course, ‘fitted’ to the particular brain style preferences in their proximal territories. They can be taken to imply a limiting, selection-oriented approach to the problem of staffing responsibilities in network organisations. Alternatively, we might see them as mapping proximal learning and growth opportunities and suggesting learning/mentoring partners for the iterative construction of the new organisation. This author certainly prefers the latter developmental and collegial approach to harvesting benefits from the insights of brain styles, personality type or any other typology. Such an approach would see the schema in Figure 11 as a design for an interactive learning laboratory directed to the emergent building of a collaborative, flexible response system for Fourth Blueprint environments.

From this perspective, the detailed specifications for each of the distributed roles are not critical. Rather the individual, dyadic and group opportunities for growth and transcendence that come from both effectively ‘fitted’ role occupancy **and** challenging ‘discordant’ role assignments **in collaborative proximity and developmental support** of each other are the formative foci. So there is scope for the team climate to be progressively shaped by the open interaction of diverse types in collaborative decision making and action. Equally, individuals have the impetus for growth and change as they confront new perspectives in the supportive environment of a learning team. There seems no better breeding ground for the emergence of Collaborative Individuals.

However, the research literature is equivocal as to the prospects for such a learning climate to spontaneously emerge in such a situation. In regard to dyadic interaction, for example, it appears that, mostly, opposites may attract. Using the Myers-Briggs Type Indicator, Nutt

(1986) found that action-oriented types such as Sensing/Feeling, Intuition/Thinking, and Intuition/Feeling prefer to deal with their opposites, but that the action-averse Sensing/Thinking types have difficulty coping with other styles. On the other hand, DiMarco and Tate (1994) in a comparative study on managerial dyads in Ireland and the US found that the smaller the difference in type, the higher the superior rated the subordinate on satisfactoriness. So it appears that the ‘opposites attract’ effect may not be entirely reciprocal. Another study using a ‘Cognitive Style’ variable distinguishing between intuitives and analyticals (Allinson, Armstrong & Hayes 2001) could be helpful in clarifying the issue. The authors see this variable as either a broad Right-Brain versus Left-Brain measure. They examined 142 manager-subordinate dyads as to their profile similarity to test the similarity-attraction hypothesis. Their ‘outcome’ variables related to the perceived dominance and nurturance of supervisors within the relationships and the subordinates’ satisfaction with the quality of leadership. They found that intuitive leaders were seen to be less dominant and more nurturing than analytical leaders; intuitive members with intuitive leaders were more dominant in their dyads than were analytical members with analytical leaders; and the more intuitive were leaders compared to their members, the less they talked in meetings.

Allinson et al. (2001, p. 213) concluded that: “The relatively accommodating style (of intuitives) would be perceived in positive terms by subordinates, especially analyticals who want to impose their own structure on the problem (but that) the more focused approach of the analytical leader would create a relatively ‘cold’ climate and a dislike of the leader.” If their view is cogent, it poses severe dilemmas for distributed leadership in Fourth Blueprint regimes. On the one hand, the intuitive type will probably be more liked and respected in leadership roles. They are also likely to encourage growth and development in all members of the group if they are empowered to do so. On the other, it seems that, even in formally structured situations, the analytical type, whether designated leader or follower, will tend to be more dominant in their style and rigid in their views. In the fluid, rotating, emergent leadership dynamic of Fourth Blueprint regimes, the intuitive might rarely ‘emerge’.

These interactive dynamics become particularly critical when we consider the relative balance of style/type among current elite managerial samples. For example, a study of MBTI profiles for 26,477 aspiring executives who attended the Center for Creative Leadership’s Leadership Development Program from 1985 to 1993 (Fleenor 1997, p. 119) found this sample of aspiring middle to senior managers was strongly Thinking and Judging oriented rather than Feeling and Perceiving in type. This type of normative imbalance can have a crucial effect upon organisational climate, especially those elements related to developmental issues and change. Kirby (1997, p. 27) notes that there is a tendency for some of the following effects to occur as a result of significant group imbalance:

- Dominant types have a great influence on how ‘reality’ is defined;
- Dominant types tend not to see a need to modify their type preferences;
- The group may verbalise and demonstrate a definite bias for the imbalance;
- People of minority types may be annoyed and angry at dominant types; and
- May mask their true preferences and unconsciously adapt their style to match the majority.

This can lead to the collusive, even sometimes quite unconscious, construction of in-group cultures that remain internally robust even when they run out of performance currency. Thus Markham & Murry (1994) reported an MBTI-based study in which their modal managerial group of **Introvert/Sensing/Thinking/Judging** was, notwithstanding its dominance, displaying

a type which was negatively related to performance outcomes. So setting up work teams or project groups of specialists in discontinuous, uncertain environments and letting them run on their own dynamics after a short introduction to collaborative principles seems unlikely to spontaneously produce either flexible responsiveness or distributed leadership processes as envisioned by Fourth Blueprint Theorists.

There is a further issue raised by the research literature that bears upon the quality of leadership and decision-making likely to emerge from various combinations of styles/type in teams of freely collaborating individuals. Once again using MBTI types, It appears that Sensors (Ss) and Feelers (Fs) seem to favour participative management styles more than Intuitives (Ns) and Thinkers (Ts) who tend to be more autocratic (see e.g.: Schweiger & Jago, 1982). On the other hand, a study by Tetlock, Petersen and Berry (1993) found a high correlation between ‘Integrative Complexity’ — defined as the capacity for both evaluative differentiation and conceptual integration - and Intuitives and Perceivers (Ps) from MBTI. This characteristic is held to be a critical cognitive weapon in tolerating ambiguity and creating innovative responses to complexity. So, the Ns, Ps and Ts — effectively the Cerebrals in our terms — are the most likely to tolerate the discontinuity and uncertainty of our ‘edge of chaos’ environment. However, the Ss and Fs (The Limbics), if given equal voice in the distributed leadership process, are likely to take over the group processes and drive hard towards a clannish defence of the old order under the guise of participative equity. We would thus have collaboration of a sort but little of the individualism and exploratory learning that we identified as so crucial to effectiveness in complexity.

Thus, as we did in the past, we still need to distribute opportunities for, and expectations of, contribution to the leadership process around the full circle of those functions. However, the balance must change, if we are to have genuine ‘Learning Organisations’ (Pedler, Burgoyne & Boydell 1997; Watkins & Marsick 1993). The processes we employ to develop the new strategically empowered networks should acknowledge the potentially malign impact of the need for control and certainty, and the capacity for social and interactive regression that drives the mental models of the left-brain and limbic warriors of the third blueprint. As Limerick et al. (1996, pp. 104-106) concede, team empowerment did not necessarily lead to the emancipation of individual expressiveness and creativity especially in the Third Blueprint. Their solution for this in the Fourth Blueprint is to emphasize the collaborative dialogue and appreciative inquiry of an ‘Action Learning’ regime (Pedler 1996; Revans 1983) as the continuing *modus vivendi* for the network organisation.

Such a radical change to interactive patterns and rituals of legitimisation within the organisation may well be necessary if we are to reach the post-modern nirvana we have been contemplating. However, the most fundamental focus for our learning will be our own personal and interactive maturity. At the core of that focus should be our capacity to acknowledge and accept the importance and impact of personal styles as well as to continually seek, and provide others with, space and support to transcend the limitations of those styles. Until we achieve that, we will likely need unusually transcendent, third party facilitators to ensure that our collaborative process do not disempower our learning.

So, a summary statement of the implications of our conceptual mapping might be along the following lines. “The Collaborative Individual will be naturally found in the interactive fusion of the Right Brain (for Collaboration) and Cerebral (for Individual). It is in the more open, frequent and empowered interaction of these styles that a culture of transformative learning

and stylistic transcendence might be able to develop and sustain genuine learning organisations.” The message of this conceptual mapping process and the two core models derived from it is that, if we hope to achieve these new dynamics, we should enact the steps of the following logic:

- Among the managerial cadres operating in Fourth Blueprint, networking mode, a significant numerical shift in stylistic balance will be required:
- Towards Cerebral and Right Brain styles; and
- Away from Left-Brain and Limbic styles;
- However, a numerical shift in the balance, while a necessary first step, is not sufficient to recover transformational force. Even if such a shift is accomplished, we can still expect dysfunctions of individual and group decision-making and learning processes to occur within an empowered distributed leadership structure while:
- Left-Brainers confront and resist the changed value sets and operating modes and reach a realisation that the climate will no longer sustain their direct domination at a transactional level; and
- Limbics confront the need to release group process from the stranglehold of participative democracy and start exploring complexity and ambiguity with the support of their colleagues; and
- Even if the balance can be changed as in the first step above, the stylistic relearning processes outlined in the second step are unlikely to succeed without third party facilitation directed towards energetic confrontation of the warriors of the old paradigm; **but**
- Notwithstanding the difficulties and ‘rough remedies’ outlined in the second and third points above, we cannot escape our stylistic intransigent Left-Brainers and Limbics by the simple mechanism of selecting them out. Not only will we need their critical skills but also, the nature of networks is that they need to operate with the best loosely coupled resources available so, at the micro-operational level, the selection decision will often not be ours. In any case, where is our source of creative, paradoxical tension if we totally remove half the stylistic universe from the dialogue?

Still, we should recall the caution expressed in the introduction concerning the perspective from which our models have been constructed. They are elements of a first base camp in challenging and shifting terrain. Hopefully, they will aid the further elaboration of the psychodynamics of Fourth Blueprint organisational environments both theoretically and by the exploratory and reflective action of practitioners. The message of the Fourth Blueprint is alluring. The vision it conveys of a mature, open, individually developmental but collegially harmonic culture is compellingly attractive. That said, it remains in this author’s view, an open question as to whether the prospects for implementing the Fourth Blueprint are very bright. If the MBTI norms above do, indeed, reflect the dominant styles of the bulk of managerial aspirants for the new millennium, a perplexing, perhaps even vexatious, challenge of transformation awaits them in the complex, ambiguous and emergent realities of the Fourth Blueprint. However, it certainly seems worth the effort to undertake the journey of discovery. Perhaps Hal Leavitt (1978, p. 78) said it best, as he is wont to do:

We need, don’t we, both analysis and imagination. We need symbols; we need pictures, and we need to feel. We need many kinds of people with many kinds of education and training and many kinds of thinking propensities. But beyond that, we need some way to bring them together into that beautiful blend that will yield the best of all possible worlds.

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