Iranian Journal of Economic Studies

Shiraz University

Designing a Competency Model based on the New Leadership Literacies in Today's Economic Climate: A Qualitative Content Analysis

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Article History	Abstract
	The current skills of leaders will not be enough to succeed in the future. Future leaders should be equipped with new literacies. This study aimed to generate a new pattern for the new leadership literacies for senior managers in today's economic climate. This research used qualitative content analysis to analyze the data (Hames, 2007; Johansen, 2017). The unit of analysis was a theme. The study findings included 184 basic themes related to leadership literacies, of which the top ten themes were as follows: 1. Networked intelligence: Adaptation through learning; 2. Futuring: Coping better with complexity; 3. Strategic navigation: Helping to assure the long-term viability of the whole system; 4. Deep design: Continuous consciousness; 5. Brand resonance: Using viral forms of communication; 6. Looking backward from the future: Clarity; 7. Voluntary fear engagement: Turning fear into something positive; 8. Leadership for shape-shifting organizations: Dynamic leadership; 9. Being there when you are not there': Skillfully choosing the best media for communication, and 10. Creating and sustaining positive energy: Balancing personal energy. In the new era, managers should be equipped with new literacies to be able to develop their organizations, help their staff, respond effectively to the changes in their environment, and gain competitive advantage.

1. Introduction

As competition intensifies at work, identifying factors which can lead to organizational success becomes necessary. Human resources are the key to the success of any organization. In this regard, Alshuwairekh (2016) and Ejere (2013) stated that human factors were important in achieving organizational goals and objectives. According to Dull (2010), a leader is at the top of the list of human factors. Managers, as the main human resources and decision-makers in dealing with organizational problems, play a pivotal role in the success or failure of their respective organizations (Rappe and Zwick, 2007). In a turbulent economic situation, leadership and performance management play an important role in creating competitive advantages by using pressure indicators to

improving efficiency and reduce costs (Hall & Rowland, 2016). Accordingly, organizations should try to identify, attract, and keep the most effective managers to gain a competitive advantage.

Education is considered one of the most important means to ensuring a sufficient number of qualified staff, at the society level, and achieving administrative and managerial positions, at the personal level (Mullins, 2007). Some programs have been established and carried out to develop managers' capabilities at different levels of management and help them improve their effectiveness in their organizations. These programs are considered to be the most important and valuable objectives and missions of organizations (Rahimnia & Hoshyar, 2014).

As Hames (2007) noted "leadership today [however] is profoundly different from what it was yesterday. And it certainly will be different again tomorrow" (p. 9). During an era of extremely rapid changes, Manders (2014) outlined four major messages from the future: 1- Our VUCA (Volatile, Uncertain, Complex, and Ambiguous) world would be more complex and more ambiguous in the future; 2- This VUCA world involves both risks and opportunities; 3- In this VUCA world, leaders need to learn new skills to build a better future; and 4- This VUCA world will require 'more than traditional approaches to leadership development'. According to Johansen (2017), this VUCA world "does have a hopeful side: volatility yields to vision, uncertainty to understanding, complexity to clarity, and ambiguity to agility" (p.17).

To deal with this complexity and ambiguity requires managers to have specific training; training is considered as one of the key factors that can enhance managers' competencies, but most of the training programs currently offered in different organizations rely largely on the common competencies of managers and do not provide managers with the foresight to be able to act decisively in this highly complex and changing era. Currently, all training offered to managers is focused on two types of technical/professional and general competencies. In an attempt to criticize such training programs, Johansen (2017) stated that traditional skills would not "be enough to thrive in the future world that is emerging" (p.17). A single leadership literacy would not suffice either. Thus, "leaders will need to be multiliterate in this future world, just as international leaders are much stronger if they are multilingual" (p. 17). A review of the literature revealed that Torkzad and Torkzad (2017), Teymouri Naghdeh and Amin (2016), Rahimnia and Hoshyar (2014), in Iran, and Sangka (2017), Hall and Rowland (2016), and Hayden (2015), outside Ian, among others, investigated managers' competencies. Nevertheless, no study has so far been published on managers' literacies, especially the new leadership literacies. The term 'new leadership literacies' was first introduced by Hames (2007), in his book entitled 'The Five Literacies of Global Leadership', and later by Johansen (2017), in his book entitled 'The New Leadership Literacies'; (however, in these two books, no clear indicators are introduced for the ten new literacies. Accordingly, and given the importance of the new leadership

literacies to managers' success and consequently their organization, the present study was carried out to, first, explore the novel knowledge, skills, and attitudes explicated by Hames (2007) and Johansen (2017) in their books about leadership literacies and, then, develop a competency model based on the New Leadership Literacies for mangers in today's economic climate by synthesizing and categorizing those knowledge, skills, and insights.

2. Theoretical Background and Literature Review
2.1 Leadership Literacies (Theoretical Background)

As a response to the complexities of the contemporary world, leadership literacies can provide managers with a language to express their concerns and confront the hegemonic insistence in this domain on a single literacy agenda. Such an issue is of great importance since significant transitions have already been caused by the changes which are encouraged by leadership, learning, and life in the early 21st century.

Fairhurst (2009) considered discursive leadership as "the bag of terminology tools, metaphors, the themes, [and] the conventional forms of reasoning" provided to contextualize leaders with a set of linguistic resources (p. 1617). The term "literacy", together with some other terms, started to be used more frequently mainly due to the advent of information and communication technologies in the late half of the 20th century.

The "leadership literacies" emerged as a concept in the literature mainly from the beginning of the 21st century (Rosen, 2000; Hames, 2007; Renesch, 2007; Johansen, 2017). Furthermore, Sensenbaugh (1990) used the concept in his review of the term "literacies" within the business and industry literature prior to the 1980s. To be 'literate' implies a deeper understanding of a particular phenomenon, with the ability to visualize, understand, interpret, analyze, respond to, and interact with complex sources of information and experiences related to that phenomenon.

The emergence of the concept of 'literacies' has been associated with the rapid changes in communication technologies and employed in other domains of investigation, such as leadership and sustainability studies. Nussbaum (2011) believed that leadership literacies were creative intelligence, or 'fluencies', which enabled leaders to frame problems in a new way and find original solutions to tackle them (p. 4). Similarly, some other researchers have employed the concept of literacies in other domains. Two examples in this regard are 'sustainability literacies' (Stibbe, 2009) and 'environmental literacies' (Orr, 1992). Along with such developments, Freire's (1970) approach to literacy, as a perfect facilitator of social empowerment, social transformation, and liberation of people and planet earth, has attracted renewed interest.

2.2 Leadership Literacies (Literature Review)

In general, to the best of our knowledge, no research has been conducted to specifically investigate leadership literacies in Iran and abroad. However, there

are some studies which present different models of competency. For instance, Rashnavadi et al. (2017) adopted a mixed-method approach to find the native pattern of organizational leadership in the Iranian higher education system based on soft power. They found that behavioral-ethical, social-communicative, skill-related and professional, cultural-normative, political-intuitive, and belief-related and moral elements had a strong influence on the native pattern.

In an attempt to develop a model for leadership competencies, Torkzad and Torkzad (2017) explored the competencies required for the leaders to be qualified for the succession planning of organizations. Teymouri Naghdeh and Amin (2016) aimed to assess leadership competencies and capabilities in higher education and offered a list of key capabilities and competencies required for strategic leadership in universities and higher education institutions within a framework, which included cognitive (mental), interpersonal, and personal competencies as well as general competencies. Also, Rahimnia and Houshyar (2014) proposed a model for leadership competencies for directors in the banking system which incorporated four domains, i.e. environmental, individual, technical, and administrative.

In addition, Khorshidi and Akrami (2012) divided the factors influencing managers' competencies into the three levels of individual, organizational, and strategic competence as follows: 1- An understanding of individual differences, 2- Change management, 3- Financial management, 4- Team building, 5- Crisis management, 6- An understanding of the mission of the organization, 7- An understanding of organizational facts, 8- Continuous learning, 9- Human resource management, 10- Planning, 11- Active participation, 12- Customer-oriented attitudes, 13- Technical skills, 14- Stability, 15- Attention to organizational interests, and 16- Establishment of challenging goals for managers' competencies.

Sangka (2017) aimed to identify the competencies required for operational managers and design a comprehensive model encompassing the related competencies of these managers in the Indonesian logistic industry. He used the Analytic Hierarchy Process (AHP) approach to categorize 15 competencies into four dimensions, namely, logistic, managerial, business, and Internet and communication technology. In his model, the top five most important competencies were transportation and distribution management (TDM), project management (PM), warehouse and inventory management (WMI), continuous improvement (CI), and leadership (L).

Likewise, in their research on leadership development for managers in difficult times, Hal and Rowland (2016) noted that in a turbulent economic environment, in which organizations are under "pressure to improve productivity and reduce costs" (p. 953), effective leadership and management play an important role in ensuring a competitive advantage for the organizations. Hayden's (2015) study also reported that a typical manager in an organization should have thirteen competencies and capabilities; these competencies included leadership, client relations, project planning, performance measurement,

communicating, organizational effectiveness, team building, staff development, perspective, negotiation, risk management, problem-solving, and decision-making.

Moreover, Visagie et al. (2011) argued that leadership competencies (requirements) in the future would be determined by five critical forces, including (a) global competition, (b) information technology, (c) rapid and flexible organizations, (d) teams, and (e) different staff needs. As Barrett and Beeson (2002) stated, most organizations in the future need a leader who can motivate the employees and establish a coordination and team-based approach to solve the problems.

Kenneth et al. (2010) evaluated more than seven thousand managers and board members from around the world, including North America, Europe, New Zealand, Australia, Asia, South America, and Africa. They found that there was a striking similarity between competencies which were considered vital for leaders and managers around the world. They argued that it was possible for a manager to be ranked as one of the top 10 managers around the globe by having only fifteen of those competencies. These competencies were referred to as ethics and values, integrity and trust, intellectual horsepower, functional/technical skills, customer focus, managing diversity, an action-oriented approach, perseverance, approachability, drive for results, comfort around higher management, independence, technical learning, and learning on the fly. Correspondingly, with a great deal of similarity and regardless of the region, almost all managers were found to lack the following competencies: Political savvy, communication with the boss, patience, self-knowledge, innovation management, personal learning, technical learning, dealing with paradox, total work systems, creativity, work/life balance, caring about direct reports, compassion, career ambition, personal disclosure, and humor.

3. Research Methodology

The method utilized to analyze data was qualitative content analysis using summative content analysis, in which specific words or themes in the text are identified and quantified with the aim of understanding the context which underlies the text. In qualitative content analysis, the focus is on the identification of fundamentals terms and themes (Hsieh & Shannon, 2005).

a. References for sampling and data collection: *The Five Literacies of Global Leadership* by Hames (2007) and *The New Leadership Literacies* by Johansen (2017) were tapped into as the main reference books for this research. The rationale for selecting these two books was that Hames's was the only book properly addressing leadership literacies. In addition, Johansen's (2017) book was found to be the most comprehensive source published after Hames's (2007) book. In brief, by the time this research was conducted, the only available and reliable sources were the above-mentioned two books and the researchers studied them in detail before sampling data collection.

b. Analysis unit: In qualitative content analysis, the unit of analysis can be a word, a symbol, content, the clause, and the sentence (Wimmer & Dommick, 2006; Collis & Hussey, 2003). In the present study, the unit of analysis included words, phrases, themes, sentences, and paragraphs related to new leadership literacies in two books, entitled '*The Five Literacies of Global Leadership*' (Hames, 2007) and '*The New Leadership Literacies*' (Johansen, 2017).

4. Findings: What elements can be found in a competency model based on new leadership literacies in today's economic climate?

Content analysis was used to explore and extract the elements of new leadership literacies. first, the themes related to five types of Hames's (2007) literacies, as reflected in his book entitled '*The Five Literacies of Global Leadership*', and themes related to five types of Johansen's (2017) literacies, as reflected in his book entitled '*The New Leadership Literacies*', were extracted. These themes are shown in Tables 1 to 10.

4.1 The extracted themes from 'networked intelligence' literacy

From Hames's (2007) point of view, 'networked intelligence' is the 'ability to communicate with others' and 'express the complexity of the ecosystem':

Today, there is an urgent need for organisations to be viable . . . Indeed systemic viability, along with strategic relevance, innovation and speed of learning, will soon be recognised as the crucial factors determining survival and well-being within an increasingly complex, global, highly uncertain and forever-changing social and business environment.

In the exhausting race for ideas it is vital that leaders grow enterprises that are nimble, adaptive, intelligent and appreciative. (Hames, 2007, p. 183)

The extracted themes are written in the following tables.

4.1.1 The extracted skill themes from 'networked intelligence' literacy

Table 1. Competencies related to the skill themes based on the "Networked Intelligence" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Skill	Growing nimble, adaptive, intelligent, and appreciative enterprises; continuously changing how to change; sharing information; creating real-time intelligence; distributing knowledge and authority from center to the outside; eliminating value-chain misalignments; decreasing costs; improving operational efficiencies; growing revenues; make adaptation possible through learning; promoting self-regulation through distributed intelligence; coevolving through instability; responding to the markets' vagaries and derived demands; outsourcing research and development to a global web of freelancers; designing a pertinent, democratised, engaging strategic management system that generates and uses real-time networked intelligence as its raison d'être; creating the means whereby leaders can consider their responsibility to the business ecosystem of which they are a part.

4.1.2 The extracted insight themes from 'networked intelligence' literacy

Table 2. Competencies related to the insights themes based on the "Networked Intelligence" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Insight	Avoiding past–present loops; discarding a set of erroneous assumptions and beliefs; escaping from the legacy of prejudice, arrogance, and intolerance; making fresh sense of our reality; providing exemplary leadership within the business ecosystem; understanding the dynamics of global markets; creating and leveraging new value on behalf of its ecosystem; building resilience; being highly sensitive to the environment; being unpredictable and uncontrollable.

4.1.3 The extracted knowledge themes from 'networked intelligence' literacy

Table 3. Competencies related to the knowledge themes based on the "Networked Intelligence" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Knowledge	Being able to meet the derived demands of all stakeholders in real time; scanning the globe for smart new business idea; scanning the globe for instant insights to entrepreneurial minds; using consumers suggestions for improvement; applying a mixture of hypersensitive awareness to circumstances, dynamics, morphology, and relationships (within and between business ecosystems) coupled to a deep understanding of the consequences, both intended and unintended, of what is happening; knowing how to make decisions when encounter asymmetric risks; being wired into a 'community of mind'.

According to Tables 1-3, based on Hames (2007), one of the manifestations of 'networked intelligence' literacy is "nimble, adaptive, intelligent, and appreciative" enterprises (p. 183). He defines 'networked intelligence' as "a mixture of hypersensitive awareness to circumstances, dynamics, morphology and relationships (within and between business ecosystems) coupled to a deep understanding of the consequences, both intended and unintended, of what is happening" (p.199) and taking advantage of "new tools and techniques for enabling people to visualise the dynamic complexity with which they have to deal" (p. 197).

Elsewhere, he considers 'ecology centered thinking' as a symbol of 'networked intelligence': "Smart companies provide exemplary leadership within their business ecosystem by first ensuring that they understand the dynamics of global markets and are able to meet the derived demands of all stakeholders in real time" (p. 193).

Moreover, he considers the 'past–present loops' as a clear threat to the 'networked intelligence' literacy of managers:

The structure-function traps of convention (expectations, practices and habits) keep us firmly rooted in past–present loops and therefore in a set of erroneous assumptions and beliefs. Furthermore, most attempts to break out of these mind traps invite scorn and derision or, perhaps worse, all manner of

rational explanations for maintaining the status quo, from those whose motives may be good but who simply do not comprehend the significance of the changes that are taking place in the world today. (p. 184)

He also refers to the utility of customers' comments to improve products and services as another manifestation of 'networked intelligence' literacy. He adds that for companies like Toyota and LEGO, "customers can express their design preferences using web-based technology, with a click of the mouse" on the test prototype (p. 195).

Hames (2007) also believes:

The creation of networked intelligence is much more than just monitoring discrete information about particular classes of stakeholder_ like competitors or customers for example. For networked intelligence as a strategic advantage with knowledge of perceiving what is going on around and use to change how things are. (p. 199).

Below, all the competencies extracted based on the 'networked intelligence' literacy are presented (Figure 1).
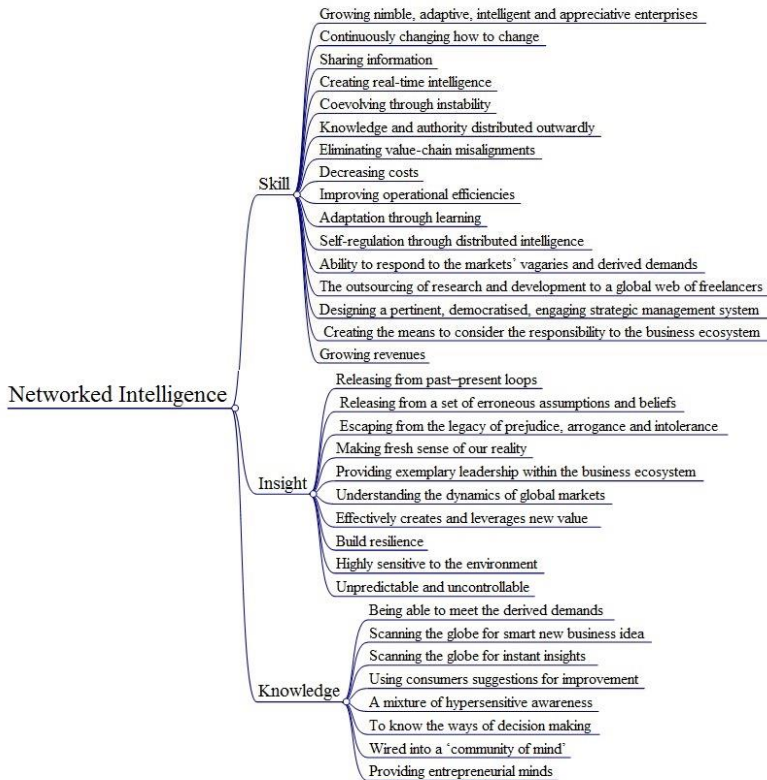
Figure 1. All the extracted competencies based on the 'Networked Intelligence' literacy

4.2 The extracted themes from 'Futuring' literacy

This literacy is reflected in the ability to see and imagine the possibilities of the future, or as Hames (2007) explains:

To do things differently, we need to perceive things differently. The processes and systems surrounding us in our globalised world are complex and ambiguous. But that should not stop us from making them intelligible and knowable" (p. 226). He adds "the power of dominant worldviews trap us into seeing the world a certain way. We instinctively then reach for our toolkit when we should first become more aware of our 'window' on the world (view) which defines everything we perceive to be real. In other words, our personal window on the world, our 'worldview', isn't simply a framework for the thinking we use in order to make the choices we make, but also serves to validate and affirm those choices as being logical – the 'right' decisions. (p. 218-9)

The extracted themes are presented in Tables 4-5.

4.2.1 The extracted skill themes from 'Futuring' literacy

Table 4. Competencies related to the skill theme based on the "Futuring" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Skill	Making structural decisions; coping better with complexity; having the ability to rapidly connect with other influential people and networks (fitness); making coherent and integrated decisions.

4.2.2 The extracted knowledge themes from 'Futuring' literacy

Table 5. Competencies related to the knowledge theme based on the "Futuring" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

| Knowledge	The future will be determined by how the total array of choices made yesterday might play out as they collide in time and space; emphasizing that the global economy goes real time and digital; supporting an emergence view of future.

According to Tables 4-5, 'futuring' can be associated with both repetitive and static choices. As Hames (2007) states, we only see that part of the world that we would like to and interact with it as we desire to. The future is determined by the choices we have "made yesterday and will make again today" (pp. 213). He also points out that 'futuring' may result in a conflict between different choices in different 'times and spaces' and between "the manner in which they happen to influence (or do not influence) each other" (p. 213).

Similar to complexity scientists, Hames (2007) refers to this as 'fitness' and describes it as:

The ability to rapidly connect with other influential people and networks. Located at the opposite end of the scale, these kinds of decisions tend towards being structural, if subliminal, in nature. They often emerge not from a single deliberate act but from innumerable decisions that are, in themselves, mostly unremarkable. (p. 213)

He also maintains that "structural decisions have the potential to change fundamentally the patterns of human beliefs and activity" (p. 213) because "today's trivial decisions may combine with trivial others, morphing by sheer numbers into what to all intents and purposes become structural decisions at some stage in the future" (p. 214). This literacy, with its desirable compatibility with complexity and emphasis on real-time and digitalized economy, reveals the emergence of new paradigms. Hence, Hames suggested that "new paradigms will emerge, even though it may take decades. The main feature of the new paradigm will be "to cope better with complexity . . . as the world becomes more connected and the global economy goes real time and digital" (p. 218).

Figure (2) shows the above-mentioned competencies based on the 'futuring' literacy.
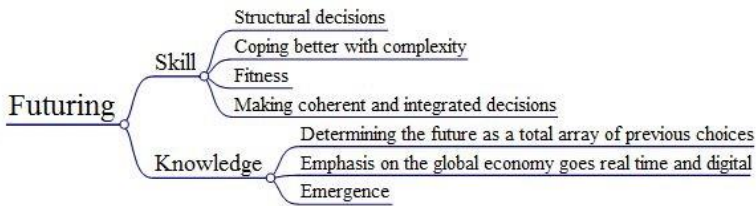
Figure 2. All the extracted competencies based on the 'Futuring' literacy

4.3 The extracted themes from 'Strategic Navigation' literacy

In short, this literacy can be described as the ability to adapt at the same pace of changes:

Navigation is very much a leadership art, yet it is precisely this art that ensures every member of an enterprise would respond appropriately and in real time to emergent strategic issues. And, it would assist in coevolving the business to higher levels of wisdom where people can collectively be conscious of their choices and the consequences flowing from those decisions. (Hames, 2007, p. 228)

Marvin Oka and Hames (2007) call this capability 'strategic navigation':

Strategic Navigation is a continuous conversational braiding of collective reflection and decision making informed by real-time intelligence. It is also the art of confidently and ethically finding viable paths into the future, negotiating unknown terrain and unprecedented complexity while retaining integrity and relevance. (pp. 228-9)

Hames (2007) holds that "conventional strategic planning is dead! In a world where strategy is a commodity, navigation and imagination become the critical factors from which value is extracted" (p. 229). He also adds that "strategic navigation adds a level of elegance to conventional planning that is altogether different and more sophisticated" (p. 229). The themes from this literacy are captured in Tables 6-7.

4.3.1 The extracted skill themes from 'Strategic Navigation' literacy

Table 6. Competencies related to the skill theme based on the "Strategic Navigation" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Skill	Having the art of leading; having the art of negotiating about unprecedented complexity and unknown terrain while protecting integrity and relevance; having the potential to engage literally everyone across an enterprise_ and beyond into the broader business ecosystem; having a strategic plan which is different and more sophisticated than conventional planning; using knowledge of living systems to create an entirely upgraded operating system for managing complexity; having the art of confidently and ethically finding viable paths into the future; being nimble; Having a different skills set, entirely new classes of proficiency; having foresight (the kind of knowledge entailed in identifying and comprehending the driving forces for change).

4.3.2 The extracted knowledge themes from 'Strategic Navigation' literacy

Table 7. Competencies related to the knowledge theme based on the "Strategic Navigation" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Knowledge	A continuous conversational braiding of collective reflection and decision making informed by real-time intelligence; helping to assure the long-term viability of the whole system; having an ecodiagnosing and ecodesigning model for assuring ongoing viability of the whole business ecosystem.

On the other hand, the nimbleness of strategic navigation can easily overcome strategic planning and dominate it because strategic navigation, by adopting a different and complex function of thoughtful planning, can add "a level of elegance to conventional planning that is altogether different and more sophisticated" (p. 229).

This literacy is far more sophisticated than traditional strategic planning due to its advanced tools, techniques and mechanisms, different ways of apprehending and comprehending, a different skills set, new classes of proficiency, "enhanced intellectual skills (involving systems thinking and managing paradox), finely tuned emotional skills (such as being comfortable with non-closure, uncertainty, and ambiguity), and exceptional relating skills (such as collaborative learning, strategic conversation and group reflection)" (p. 233).

In what follows, all the competencies based on the 'strategic navigation' literacy can be reviewed (Figure 3).

Figure 3. All the extracted competencies based on the 'Strategic Navigation' literacy

4.4 The extracted themes from 'Deep Design' literacy

This literacy concerns the ability to create knowledge through dialogue. Hames (2007) contends that "design is the first sign of human intention to change from what is currently available to something better. […] Design affects every aspect of our lives. We live in a totally designed world" (p. 275). However, such an issue is not actually attended to in the field of business, governance, and organization. In a world where "effectiveness is often sacrificed for cost[,] . . . *Deep Design* is a way of thinking about the way we create, manage and sustain relationships of all kinds. It is the essence of our connection with those with whom we interact, from investors and staff to customers (and even noncustomers), analysts, suppliers, regulators and citizens" (original emphasis, p. 276). It is important to mention that Deep Design is a new conceptual framework, "a framework in which economic activity creates goods and services that generate ecological, social and economic value; where waste is a thing of the past; and where human needs are balanced by nature's realities" (Hames, 2007, p. 276). The themes from this literacy are presented in Tables 8-10.

4.4.1 The extracted skill themes from 'Deep Design' literacy

Table 8. Competencies related to the skill theme based on the "Deep Design" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Skill	Low impact; ecologically responsible; rethinking how we think about designing and planning our cities: from conceiving the city as a machine to understanding the city as an ecology; not wasting time and resources; putting people, flows and cooperation at the centre of the governance agenda, turning conventional practices on their head; engaging in collaborative learning; resonant; aligning with our most deeply felt values and ethos; culturally appropriate; economically feasible; a part of our identity; living intelligently and benevolently; taking a balanced view between economic and ecological benefit; ethically defensible (ethic oriented); using sustainable practices at all stages in the lifecycle; balancing nature's needs with commercial realities, but on a human scale.

4.4.2 The extracted insight themes from 'Deep Design' literacy

Table 9. Competencies related to the insight theme based on the "Deep Design" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Insight	Consciousness in every aspect of the lifecycle; compassion in every aspect of the lifecycle; sustainable now and into the future; a philosophy which focuses primarily on human agency.

4.4.3 The extracted knowledge themes from 'Deep Design' literacy

Table 10. Competencies related to the knowledge theme based on the "Deep Design" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Knowledge	Being so critical to our future health and well-being; using an ecologically intelligent method; exploring an integral way of thinking.

Hames (2007) suggests that "consciousness and compassion must permeate every aspect of the lifecycle from innovation through production to delivery, usage and beyond" (pp. 276-7). To commit ourselves to environmental sustainable development, "no damage must be done or accrue to people or to the environment by deep design. Sustainable practices must be used at all stages in the lifecycle" (p. 277) because "Deep Designs are a part of our identity and must align with our most deeply felt values and ethos" (p. 277).

He also characterizes Deep Design to be of low impact; that is, "ecological linkages ensure the use of soft pathways where the costs are accounted for over the full lifetime of the product or system and meet key criteria for renewability, recyclability and non-toxicity" (p. 277). Hence, Deep Design is strategic as it is "sustainable in terms of being socially desirable, ethically defensible, culturally appropriate, ecologically responsible and economically feasible, now and into the future" (p. 277). Elsewhere, Hames (2007) points out that "we need to shift our thinking from how things look in the landscape to how things can work better for society_ balancing nature's needs with commercial realities, but on a human scale. That is the role of Deep Design" (p. 278). Deep Designs help us to achieve that intelligently and benevolently. While "aiming to make our cities' water cleaner, their air fresher, and their people happier" (p. 281), the deep design uses "ecologically intelligent" principles. Therefore, to build a new world for children, we need to rethink how we live, and this is crucial to our future health and well-being.

Figure 4 includes all the competencies extracted based on the 'Deep Design' literacy.
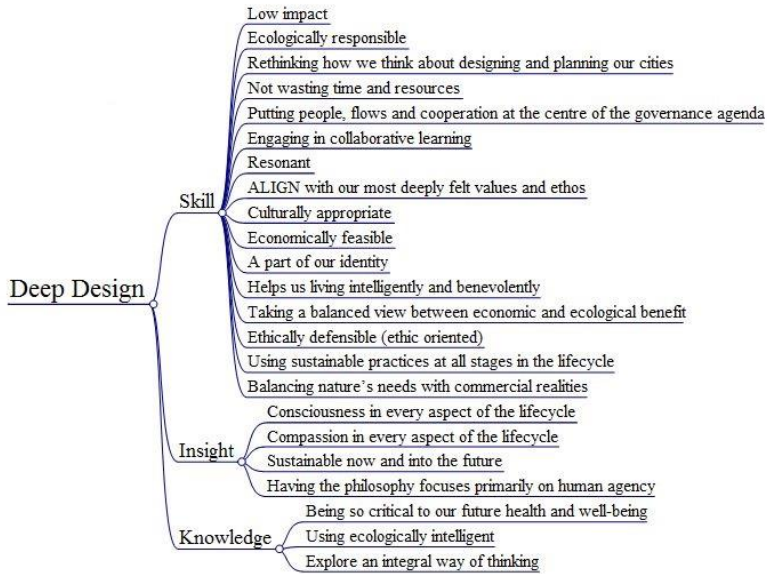
Figure 4. All the extracted competencies based on the 'Deep Design' literacy

4.5 The extracted themes from 'Brand Resonance' literacy

Hames (2007) describes this literacy as the ability to create attention about your "products and services that reinforce a sense of your uniqueness [and] reflect your identity" (p.307). He fleshes out that brand resonance is "the idea of an individual or a fabricated object (like … ultra-personalised banking cards and products … for example) absorbing and projecting more than just its own materiality" (pp. 307-8). Simply put, "the emotional and psychological attachment we bring to the products we buy creates a highly personalised 'resonance' that helps each one of us project a more desirable public image" (p. 307).

He also asserted that this resonance is "applicable to individuals (the branding of self) as much as goods and services and even communities and nation-states" (p. 307). The themes extracted from this literacy are listed in Tables 11-13.

4.5.1 The extracted skill themes from 'Brand Resonance' literacy

Table 11. Competencies related to the theme of skill based on the "Brand Resonance" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Skill	Capturing ideas digitally that can flow freely between consumers; utilizing viral forms of communication; creating deep emotional attachments of belonging to objects, each other and entire communities; engaging collaboratively with customers; connecting, growing, nurturing and liberating communities as a strategy; reverberating internally within an enterprise as well as reaching far beyond its boundaries; creating value for more than just a single stakeholder in the business ecosystem.

4.5.2 The extracted insight themes from 'Brand Resonance' literacy

Table 12. Competencies related to the insight theme based on the "Brand Resonance" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Insight	Reinforcing a sense of uniqueness; attracting customers' attention and earning their trust; having a trend that takes us beyond fashion.

4.5.3 The extracted knowledge themes from 'Brand Resonance' literacy

Table 13. Competencies related to the knowledge theme based on the "Brand Resonance" literacy, taken from "The Five Literacies of Global Leadership" (Hames, 2007)

Knowledge	Tapping into customers' intellectual capital.

Hames (2007) notes that this literacy enables the well-equipped leaders to have a functional role in reflecting organizational identity and thus reinforcing a sense of uniqueness regarding the brand by offering the products and services which belong to the organization. Also, these leaders will have the capability "to create deep emotional attachments of belonging to objects, each other and entire communities" (p. 308.). This leads to a trend that takes us "way beyond fashion as we currently understand it. But it also has important implications for corporations as they seek the attention of purchasers by trying to remain distinctive in an otherwise bland global marketplace where invisibility can mean death" (p. 308.)

He considers this literacy as a smart way to attract customers' attention and earn their trust. Leaders with this literacy are capable to "create value for more than just a single stakeholder in the business ecosystem" (p. 319). Of course, "brand resonance must reverberate internally within an enterprise as well as reaching far beyond its boundaries" (p. 323).

All the competencies based on the 'brand resonance' literacy are shown in Figure 5.

Figure 5. All the extracted competencies based on the 'Brand Resonance' literacy

In the above section, the themes related to the five global leadership literacies were presented and described from Hames's (2007) perspective. In the

next section, the themes related to the new leadership literacies, as described by Johansen (2017) in his book entitled '*The New Leadership Literacies*', are discussed.

4.6 The extracted themes from 'looking backward from the future' literacy

This literacy is a kind of foresight, as we may be able to move forward between five and ten years and return with some predictions to act in the present. In explaining this literacy, Johansen (2017) says: "Looking long will help differentiate between the waves of change that can be ridden and those that must be avoided. Judging too soon will be dangerous, but deciding too late will be even worse" (p. 11). He clarifies that although "we need to look into the future with an open mind, but the challenge for leaders is to come back from that forecast future with insight and a plan of action in the present" as "the future will reward clarity, but punish certainty" (pp. 11, 35). Thus, the "leaders will have to develop their clarity but moderate their certainty" (p. 40). The themes extracted from this literacy are presented in Tables 14-15.

4.6.1 The extracted skill themes from 'looking backward from the future' literacy

Table 14. Competencies related to the skill theme based on the "looking backward from the future" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Skill	'Dilemma Flipping', the ability to turn dilemmas, which, unlike problems, cannot be solved, into advantages and opportunities.

4.6.2 The extracted knowledge themes from 'looking backward from the future' literacy

Table 15. Competencies related to the knowledge theme based on the "looking backward from the future" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Knowledge	Using foresight to induce a head-jerking turn; thinking about the unthinkable; recognizing signals of a plausible, internally consistent, provocative recurring story from the future; linking foresight to hindsight that can be a stimulus for innovation; finding a wonderful way that can provoke insight and lead to action; fostering clarity, as the ability to see through messes and contradictions to a future that others cannot yet see; thinking systematically about the future.

Johansen (2017) elaborates that "looking backward from the future will help leaders think about the unthinkable and, increasingly, it will be important to do just that" because by going to the future, about ten years, they can predict the potential risks and vaccinate their organizations against them (p. 25). He even suggests that "ten-year forecasting is easier than one-year forecasting" and that

"the more complex the future, the further ahead leaders will need to look" (p. 34).

According to Johansen (2017), this literacy is a futuristic system of thinking as "thinking systematically about the future helps us to loosen up, keep an open mind, and question our own assumptions" (p. 27). He insists that "foresight is a wonderful way to provoke insight even if you don't agree with the forecast" as it provokes insight that can lead to action. Similarly, clarity will help the best leaders to create insight and transform it into what they want and where they want to reach it. In fact, clarity is the "ability to see through messes and contradictions to a future that others cannot yet see" (p. 31).

Figure (6) displays all the competencies based on the 'looking backward from the future' literacy.
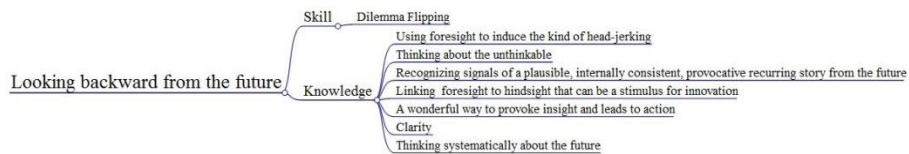
Figure 6. All the extracted competencies based on the 'looking backward from the future' literacy

4.7 The extracted themes from 'voluntarily fear engagement' literacy

We can think of this literacy as "gaming for grit, creating readiness for an increasingly frightening and unpredictable world" (p. 11). As previously mentioned, since leaders in the next decade must be prepared to deal with the VUCA world, and definitely being in such a situation will be fearful, Johansen (2017) cautions us that the best strategy to defeat fear is "to engage with it directly, rather than avoid it" (p. 41). In fact, this literacy suggests that by gaming, you face your fears in the low-risk simulated worlds. Since the chaos of the next generation is very 'dangerous and difficult to understand', a safe zone is needed so that you can immerse yourself in fears and figure out how you may succeed.

Exercising and learning from others are the ways army uses to lead war games. Then, you could return to real terms. In fact, you need to "think of this as gaming for grit, creating readiness for an increasingly frightening and unpredictable world. Again, the kids will have a competitive advantage since many of them have grown up playing video games" (p. 11). The themes extracted for this literacy are reported in Tables 16-18.

4.7.1 The extracted skill themes from 'voluntarily fear engagement' literacy

Table 16. Competencies related to the skill theme based on the "voluntarily fear engagement" literacy, taken from "The New Leadership Literacies" (*Johansen, 2017*)

Skill	Creating safe zones for learning; building resistance; improving the ability to cope with stress; securing higher goal achievement; having immersive experience and immersive engagement for learning (the ability to immerse yourself in unfamiliar environments and to learn from them in a first-person way); turning fear into something positive; simulating failure in cheap and quick ways; learning how to combat everyday fear; making possible faster and fuller recovery from illness or injury; establishing closer relationships; learning systematically from experience or after action reviews (AARs); creating a chance to practice very difficult circumstances with little risk; creating 'low-risk spaces' for themselves where they 'can practice rapid prototyping for innovation'.

4.7.2 The extracted insight themes from 'voluntarily fear engagement' literacy

Table 17. Competencies related to the insight theme based on the "voluntarily fear engagement" literacy, taken from "The New Leadership Literacies" (*Johansen, 2017*)

Insight	Safely scared in the interest of developing their own readiness and resilience; less depression and anxiety; new pattern development in the brain after trauma; emotionally laden attention.

4.7.3 The extracted knowledge themes from ' voluntarily fear engagement' literacy

Table 18. Competencies related to the knowledge theme based on the "voluntarily fear engagement" literacy, taken from "The New Leadership Literacies" (*Johansen, 2017*)

Knowledge	Leaning the "Art of Failure"; learning from your mistakes; learning from the enemy; providing a rich pedagogy for learning; developing effective and efficient responses.

Johansen (2017) maintains that by creating "effective and efficient responses, turning fear into something positive", this literacy can lead to "an interest in developing . . . readiness and resilience" (p. 42). Gaming creates "safe zones [that] allow leaders a chance to practice very difficult circumstances with little risk" (p. 43). By acquiring this literacy, leaders, in addition to learning from their mistakes, can learn from the mistakes of their enemies their own experiences; thus, they will be able to create a giant database from all the lessons learned from previous mistakes. This literacy is, in fact, a sort of experience-based training that helps leaders to "recover more quickly after stressful experiences" (p. 43) and be able to build resistance. In addition, this literacy leads to "[the] improved ability to cope with stress", "higher goal achievement", "emotionally laden attention", and "closer relationships" (pp. 45-7). It also enables leaders to learn from failures and enhance their morale and endurance when encountering challenges in the next stages of their leadership.

In what follows, all the competencies based on the 'voluntarily fear engagement' literacy are shown (Figure 7).
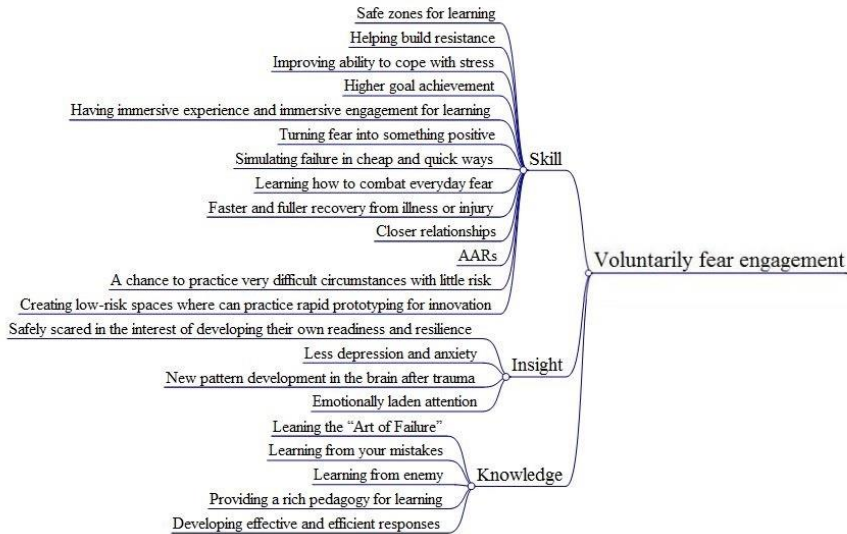

Figure 7. All the extracted competencies based on the "voluntarily fear engagement" literacy

4.8 The extracted themes from 'Leadership for shape-shifting rganizations' literacy

Johansen (2017) emphasizes that leaders need to learn to lead and succeed in organizations that have a fluid, uncontrollable structure, without organizational hierarchy. 'Shape-shifting organizations' have a fluid hierarchy, i.e. "hierarchies come and go as needs arise" (p. 70). The themes extracted from this literacy can be seen in Tables 19-21.

4.8.1 The extracted skill themes from 'leadership for shape-shifting organizations' literacy

Table 19. Competencies related to the skill theme based on the "leadership for shape-shifting organizations" literacy, taken from "The New Leadership Literacies"
(*Johansen, 2017*)

Skill	Packet switching; creating more robust networks; providing flexible ways to create business and social value; Not being open to controlled but be guided; having the ability to organize 'more messy but more productive than traditional organizations'; doing after action review; having no center; having the power to organize without organizations; depolarizing constructively; exchanging values without central authority; being able to distribute authority and move beyond traditional centralized ways of organizing; creating 'a radical increase in the potential for serendipity and mysterious opportunity'; fueling communication and miscommunication.

4.8.2 The extracted insight themes from 'leadership for shape-shifting organizations' literacy

Table 20. Competencies related to the insight theme based on the "leadership for shape-shifting organizations" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Insight	Risk and rewards sharing; fluid hierarchy; promoting liquid leadership; commons creation; improvement together with innovation and diversity; memes trading; a shift from more closed to more open in commons creation.

4.8.3 The extracted knowledge themes from 'leadership for shape-shifting organizations' literacy

Table 21. Competencies related to the knowledge theme based on the "leadership for shape-shifting organizations" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Knowledge	Clarity about the organization's aims and flexibility about their fulfillment; an understanding of true innovation

Liquid data need liquid leadership. Liquid data means that "data created in one place can flow easily to other places. By the same token, liquid leadership means that "leadership created in one place can flow to another across boundaries" (p. 63). Johansen (2017) also anticipates that "shape-shifting organizations will create a radical increase in the potential for serendipity and mysterious opportunity" and that "leaders in shape-shifting organizations of the future will trade in memes" (p. 74-75). He also warns that "shape-shifting organizations will be difficult to lead" (p. 77). All the extracted competencies based on the "leadership for shape-shifting organizations" literacy are captured in Figure 8.
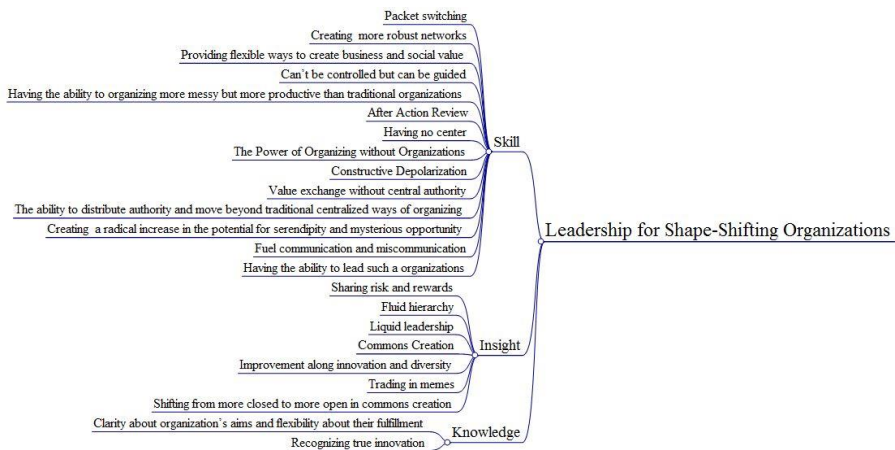
Figure 8. All the extracted competencies based on the "leadership for shape-shifting organizations" literacy

4.9 The extracted themes from 'being there when you're not there' literacy

Although "most leaders today are at their best when they are there physically", this presence is not always possible (p. 81). Leaders will need to recruit people who are geographically, organizationally, and temporarily dispersed. Leaders need to know what the best method is, what the best strategies and techniques are, and where they should be utilized.

In explaining this literacy, Johansen (2017) observes:

Most of today's leaders are best in person, but they will not be able to be there in person all the time. Their ability to lead will be reduced dramatically if they cannot continuously feel present even when they are not present. New digital tools will allow leaders to bridge the valley created by their absence in ways that move beyond being there. The best leaders will be close—but not too close—even when they are at a distance. (p. 12)

The themes extracted from this literacy are presented in Tables 22-24.

4.9.1 The extracted skill themes from 'being there when you're not there' literacy

Table 22. Competencies related to the skill theme based on the "being there when you're not there" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Skill	Being skilled in multiple media; developing one's brand of blended-reality presence; working any time/any place; organizing smart-mobs; developing conversation skills in the new blended reality.

4.9.2 The extracted insight themes from 'being there when you're not there' literacy

Table 23. Competencies related to the insight theme based on the "being there when you're not there" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Insight	Choosing what and how to see; holding clear and consistent values and vision; communicating leadership presence continuously; creating rich cultures of communication that include a wide array of media options; focusing on outcomes and not physical presence.

4.9.3 The extracted knowledge themes from 'being there when you're not there"' literacy

Table 24. Competencies related to the knowledge theme based on the "being there when you're not there" literacy, taken from "The New Leadership Literacies"
(Johansen, 2017)

Knowledge	Investing in very high-quality audio as the centerpiece of virtual presence; shifting from technology tools to media ecology; being 'skillful in choosing which medium is good for what, with whom'; rethinking the basic idea of a meeting; having a personal skills development plan; using sensor data as embodied systems to link workers with leaders through biomarkers without intruding on their privacy; making the outcomes much more explicit and measurable; becoming very skilled at choosing which medium is good for what and how to communicate their own personal style of leadership; developing a personal multimedia flair to match the media to one's own personal style and work needs; developing blended-reality leadership that includes both human and artificial intelligence.

Leaders equipped with this literacy "are skilled in the use of multiple media" (p. 80). These leaders are also "very skilled at choosing which medium is good for what and how to communicate their own personal style of leadership—with flair—through the chosen media" (p. 92). By acquiring this literacy, it can be seen that contrary to the usual leaders, they "are focused on outcomes not physical presence" of individuals (p. 91). Accordingly, "the literacy of beyond being there will require leaders to become smart-mob organizers", which is "the ability to bring together, engage with, and nurture purposeful business or social-change networks through intelligent use of electronic and other media" (p. 86). Future leaders "need to create rich cultures of communication that include a wide array of media options" (p. 82). Furthermore, "leaders need to work any time/any place" (p. 83). In fact, this type of leadership involves both human and artificial intelligence. In the same context, the blended-reality creates new opportunities that are more effective, more productive, and more convincing than ever. Figure (9) includes all the competencies based on this literacy.
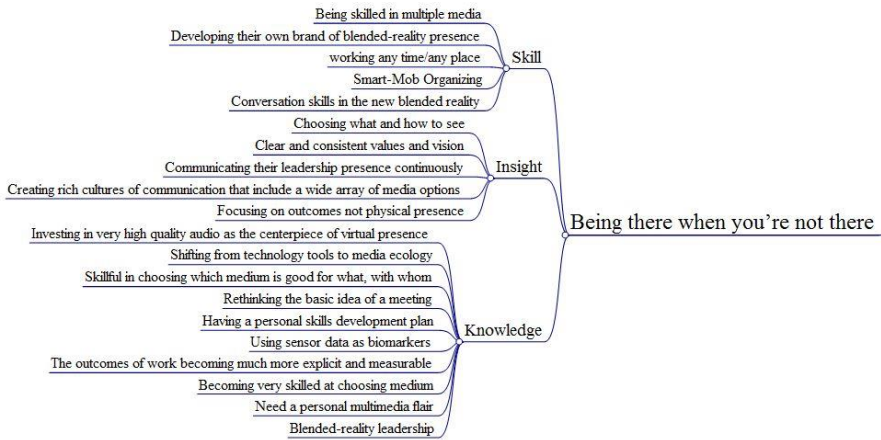
Figure 9. All the extracted competencies based on the "being there when you're not there" literacy

4.10 The extracted themes from 'creating and sustaining positive energy' literacy

In defining this literacy, Johansen (2017) states that future leaders must regulate their personal energy so that they have "focus, stamina, and resilience when they need it. The VUCA world will be exhausting for everyone—but especially for leaders" (p. 19). Therefore, "leaders will need to radiate positive energy all the time, and that will require them to have physical, mental, and spiritual well-being. In this highly uncertain future, hope will be the key variable—particularly for young people" (p. 12). The themes extracted from this literacy are provided in Tables 25-27.

4.10.1 The extracted skill themes from 'creating and sustaining positive energy' literacy

Table 25. Competencies related to the skill theme based on the "creating and sustaining positive energy" literacy, taken from "The New Leadership Literacies"
(*Johansen, 2017*)

Skill	Radiating positive energy; creating 'space for the people' so that they can "balance their own physical, mental, and spiritual energy"; being skilled at failing successfully; performing best when you are at the edge of your own competence; using body hacking to enhance your own performance and other workers' performance; moderating 'peaks and droops' and being 'resilient under pressure'; encouraging "model, and reward positive energy in others"; radiating too much energy; being able to do work-life navigation; being able to see things from nature's point of view and understand, respect, and learn from nature's patterns ('bio-empathy')

4.10.2 The extracted insight themes from 'creating and sustaining positive energy' literacy

Table 26. Competencies related to the insight theme based on the "creating and sustaining positive energy" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

Insight	Physical well-being; interpersonal well-being; in-work well-being; spiritual well-being; mindful well-being; societal well-being; financial well-being; quiet transparency with strength, humility, and empathy; "seeding hope in the face of the VUCA world"; being givers in long-term interpersonal relationships; avoiding toxic personalities, or at least toxic behavior; having 'a disciplined approach' to one's 'own physical, mental, and spiritual (not necessarily religious) fitness in the face of daily work pressures, private life, and the external world'; accountability through transparency.

4.10.3 The extracted knowledge themes from 'creating and sustaining positive energy' literacy

Table 27. Competencies related to the knowledge theme based on the "creating and sustaining positive energy" literacy, taken from "The New Leadership Literacies" (Johansen, 2017)

|	
Knowledge	Using neuroscience principles in practical ways.

Future leaders "will have to be extremely fit, physically and psychologically—much more so than leaders in the past". Moreover, they "will need spiritual (though not necessarily religious) grounding and a sense of meaning in the midst of extreme disruption" (p. 19).

Johansen (2017) points out that leaders equipped with this literacy should "radiate positive energy" everywhere they walk into. For that purpose, they must "have a disciplined approach to their own physical, mental, and spiritual (not necessarily religious) fitness in the face of their daily work pressures, their private life, and the external world" (p. 96). He continues that it is necessary for the future leaders to be able to "balance their personal energy throughout their working day (they moderate their peaks and droops)" and be resilient under pressure (p. 96). They do so by creating space for other people they lead. Future leaders give special importance to their exercise and physical well-being. Johansen (2017) suggests that such leaders:

Use body hacking to enhance their own performance—and the performance of other workers, use neuroscience principles in practical ways, perform best when they are at the edge of their own competence, and seed hope in the face of the VUCA world. (p. 108)

These leaders are skilled at failing successfully and resilience to 'fail gracefully at the edge of their' own knowledge (p. 111). All the competencies based on this final literacy are shown in Figure (10).
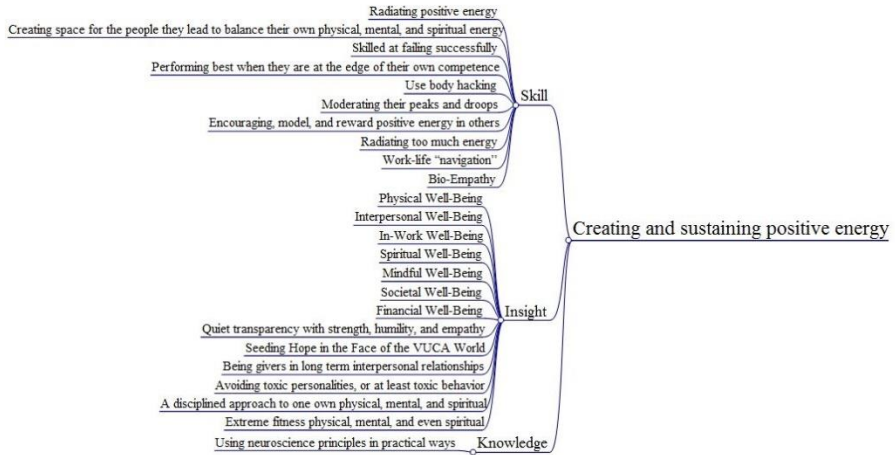
Figure 10. All the extracted competencies based on the "creating and sustaining positive energy" literacy

Based on the findings of this study, all the themes related to the new leadership literacies were integrated into one model, as illustrated in Figure (11).

Figure11. The developed competency model based on the new leadership literacies

5. Discussion and Conclusions

The complexity and rapid changes in the present economic era are undeniable. Organizations, such as enterprise firms, for being and remaining viable in such a complex age, which is described as a VUCA world, need visionary leaders. Likewise, leaders, as the most important competitive advantage of organizations, need to know how to utilize the merits of this age so that they can compete with other formidable rivals. As leadership in today's world is totally different from that of the past and, needless to say, it is going to be different from that of the future, "skills . . . won't be enough to thrive in the future world that is emerging" (Johansen, 2017, p.17). The new leadership literacies, which were discussed in this article, would aid managers and leaders to gain the necessary competencies which are critical for success in the new economic era.

A closer look at each of the ten literacies introduced by Hames (2007) and Johansen (2017) reveals that each one of them would be useful, if not vital, to an

organization. To explain this, it can be argued that leaders equipped with the network intelligence literacy are capable of communicating with others, developing strategic relations with the organization and beyond its boundaries, managing systematic viability, innovation, and the speed of learning in the organization. This, according to Hames (2007), will lead to "nimble, adaptive, intelligent, and appreciative" organizational development (p. 183).

In a world characterized by constant change and an increasingly competitive environment, it is important that leaders acquire network intelligence literacy to make the best decisions by analyzing the conditions, dynamics, and relationships that govern the business climate (Hames, 2007). In other words, the leaders should be able to manage in a globalized economy by making the best decisions for their organizations. Such leaders will not be caught up in the "past–present loops" because they are not trapped in a set of erroneous assumptions and beliefs. Therefore, the leaders need to keep the organization an open platform for both employees and customers so that they express their opinions and suggestions. This can be done by promoting creativity and innovation and preventing getting into a rut. By understanding what is going on and taking advantage of new tools and techniques, these leaders would assist their employees to see the dynamic complexity that they deal with and benefit from this literacy as a strategic advantage to promote their respective organizations.

Intense economic fluctuations and a dominant competitive environment have built up executives' pressure. In such a condition, leaders must thrive to improve the quality of service delivery and minimize costs, attract more resources, maintain and increase the share of the market, and expand their activities by using facilities and human resources effectively.

Both 'futuring' (Hames, 2007) and 'looking backward from the future' (Johansen, 2017), as two of the literacies discussed above, refer to the same idea and invite managers and leaders to reflect more sensibly on the consequences of yesterday's and today's choices. Furthermore, in order to pursue the growth and progress in the future, leaders can focus on strategic navigation literacy (Hames, 2007).

In tough economic times, during which the economic climate of the country is overwhelmed with a variety of unexpected changes, the voluntary fear engagement literacy would help leaders to not only maintain their dominance but also willingly embrace such fears and seek an opportunity to exploit them. This literacy enables them to create and sustain positive energy to promote their own performance and their employees' performance (Johansen, 2017).

Managers and leaders with the deep design literacy are committed to sustainable environmental development and do their best to preserve the environment and pose the least threat to it. As a result of this literacy, they design and build their offices in such a way that creates a balance between human needs and the realities of nature, thereby not sacrificing effectiveness for the cost (Hames, 2007). Since both Hames (2007) and Johansen (2017)

acknowledged that the literacies they introduced were not necessarily all the necessary literacies needed by leaders in a VUCA world and welcomed the introduction of new literacies, the authors of the present study suggest that leaders be equipped with the literacy of illiteracy. That is, each leader has full knowledge of his/her capacities, knowledge, and abilities and is fully aware when using his/her experiences or the ten literacies offered above. Therefore, we argue that it would be more propitious if leaders are first encouraged to detect their own shortcomings, i.e. illiteracy, and then helped to compensate for that illiteracy by acquiring new knowledge. Once this is accomplished, leaders can consider themselves as part of the competitive advantage of their respective organizations.

In general, and according to the results of this study, "people are the strategic assets"; that is, they are "the set of difficult to trade and imitate, scarce, appropriable, and specialized resources and capabilities that bestow the firm's competitive advantage" (Amit & Shoemaker, 1993, p. 36). Ultimately, people, as the repository of knowledge and skills, are the most valuable and necessary assets for any firms in their efforts to compete and generate competitive advantages (Gorman et al., 2004; Lopez-Cabrales et al., 2006; Shee & Pathak, 2005).

In this study, business literacies included knowledge, skills, and insights. Today, without business knowledge and skills, communication is impossible. Managers and executives should be prepared to run their companies professionally and properly to ensure long-term competitiveness. This implies that a new training program is needed to make executives and leaders prepared to manage in the strategic environment of their companies/organizations. Training should be considered as a process rather than a product. Held and run by organizations, such training programs can empower managers, help them achieve the required competencies, and familiarize them with the emergent strategic orientation of their respective companies. Therefore, providing managers and leaders with the necessary training and development programs is an important strategy to get them involved in the strategic processes of the companies they (will) work for.

6. Empirical Recommendations

It is recommended that:

1. Some courses be designed specifically for managers to familiarize them with the components of the new leadership literacies;
2. The necessary conditions for the development of 'networked intelligence' and 'deep design', as two important leadership literacies, be established through the formation of virtual forums, which allow their members to share the successful experiences of entrepreneur mangers;
3. Some practical guidelines and a road map be offered to top managers to help them achieve 'brand resonance'.

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