



# CONCEPTS & CONNECTIONS

A Publication for Leadership Educators

*The Literature of Leadership:  
Established vs. Fad*

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# Connections from the Editor

by *Michelle L. Kusel*

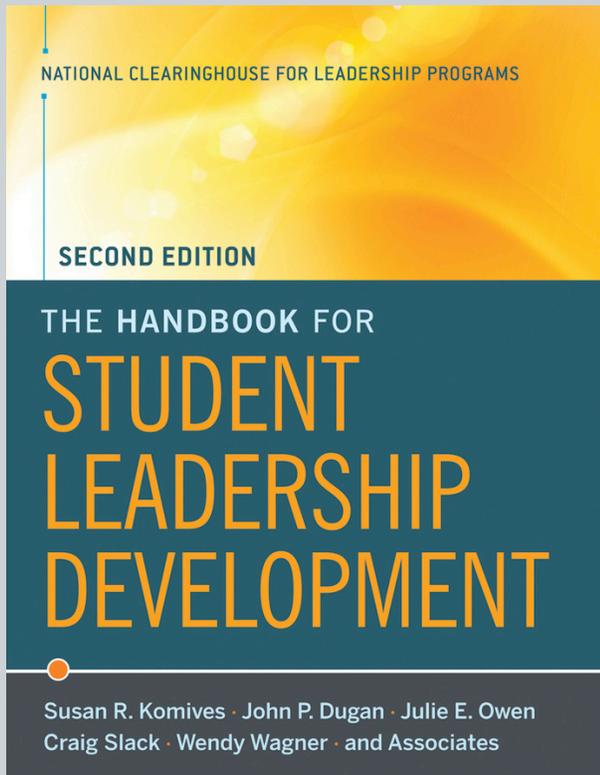
In this edition of *Concepts and Connections* we turn our attention to a theme of the literature of leadership ... established versus fad. Our authors grapple with what constitutes a fad or fact, similarly how many of us often do when we are developing our leadership programs and curriculum. Dr. John Dugan calls out in this edition that “we bear an enormous responsibility for shaping the curriculum and educational experiences that deepen students’ understandings of leadership ... what we emphasize sends both implicit and explicit messages regarding what is valued, who is valued, and the relative rigor and accessibility of this important work.” No pressure, leadership educators!

But do not fear! This edition of *Concepts and Connections* is packed with program spotlights highlighting

leadership courses, co-curricular programs, and an immense amount of experience. The articles are full of examples and ideas that you can directly implement into your programs. While editing this edition, I wrote down about a dozen different resources I can use!

And while it is my hope that this edition will help demystify the topic of leadership fads versus established literature, I am confident (and hopeful!) it will also create new questions for you! We hope you enjoy, reflect, and learn from this edition of *Concepts & Connections*. ■

*Michelle L. Kusel*



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# The State of Leadership: An Interview with Barbara Kellerman

by *Dr. Bruce H. Jackson*

It's time to ask where are we going with the research, study and practice of leadership? Now that we are firmly rooted in the 21st century, where are we today and where are we taking this discipline in the future? Even more important: how are we honoring the field? Are we building better leaders within every arena and level of society? What about followers, context, and history? These are big questions—one's Dr. Barbara Kellerman and I wrestled over this month at Harvard University's Kennedy School of Government.

As a student of peak performance and leadership with 25 years of research, study, and practice, I come to the Kennedy School as a mid-career student seeking to understand leadership within the “big spaces” (regional, national, and international communities) from the best minds in the world. Dr. Kellerman is one of the minds.

As the James MacGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government, Dr. Kellerman was the Founding Executive Director of the Kennedy School's Center for Public Leadership, from 2000 to 2003; and from 2003 to 2006 she served as the Center's Research Director. Kellerman has held professorships at Fordham, Tufts, Fairleigh Dickinson, George Washington, Dartmouth, and Uppsala Universities.

Her most recent books in addition to *Bad Leadership* and *Followership* are *Leadership: Essential Selections on Power, Authority, and Influence* (McGraw-Hill 2010), and *The End Leadership* (HarperCollins 2012).

Other recent books are *Bad Leadership: What It Is, How It Happens, Why It Matters* (2004); a co-edited (with Deborah Rhode) volume, *Women & Leadership: State of Play and Strategies for Change* (2007); and *Followership: How Followers are Creating Change and Changing Leaders* (2008).

## DEFINING LEADERSHIP – LET'S NOT

We began our conversation by defining leadership and both of us agreed that while leadership continues to spout ever-evolving definitions at higher levels of abstraction—that power, influence, authority, context, and time remain central themes. Each of these, however are unique and inter-connected and must be appreciated in their complexity. Discussing the possibility that a shared model might emerge from this international discussion and we agreed that it's best to let multiple flowers bloom, but within the context of a collaborative garden.

## THE STATE OF SCHOLARSHIP—WE NEED MORE

We discussed the current state of scholarship and from Kellerman's point of view, it's meager. While there are many important works, most focused on research and reference compendiums the academic, student and industry thinkers and doers need to take a hard look at how it is advancing this important field.

Are there some good books out there? Of course. Kellerman points to her mentor James MacGregor Burns and his book: *Leadership* (1978) then her own: *Leadership: Essential Selections on Power, Authority, and Influence* (McGraw-Hill 2010). Recognizing that leadership draws from multiple disciplines, we discussed her other classic text “*Leadership: Multi-disciplinary Per-*

*“In addition to multiple perspectives, we must also look at multiple contexts and histories.”*

spectives” as a solid source for a more complete understanding.

“In addition to multiple perspectives, we must also look at multiple contexts and histories” explain Kellerman. “The Academy has a schizophrenic mind about leadership” she says. At the undergraduate level leadership programs continue to grow in scope and popularity, yet there is not enough research to show what’s working. Our mutual friend and colleague Dr. Susan Komives with her research teams have and continue to move the needle in this area within the student areas, but much more needs to be done—and not just at the human resource levels within organizations. “We need more metrics and long-term data to show that what we are doing at every level of society”.

Continuing the discussion we spoke about the many non-theoretical or “fad” leadership books on the market. While many of them sell, much of the literature remains “not strong” and “too commercial” according to Kellerman.

## **INFLUENCING STUDY AND PRACTICE – WE NEED A COURSE CORRECTION**

I asked Dr. Kellerman to give some straight advice to the scholars, practitioners, students and consultants about how to advance the discipline. From her perspective we need to:

- “Slow the whole process of leadership development down”. “The customers are so eager to create leaders fast that they don’t give the study of leadership the time it deserves.”
- Decree that leadership cannot be understood by doing 7 of this or 3 of that. Let it be known that leadership is a multi-pronged, inter-disciplinary science and that we should not seek to boil it down just to sell models and books.
- Be more honest about what is working and what is not.
- Make it clear that followership is just as important of leadership.
- Understand both dark side and the sunny side of leadership. It’s compelling to see that we can learn from both sides of this equation. Many of the skills are the same, but the intent and value structure is much different.

*“How is it that we can we have such a struggle with leadership at every level of society while at the same time, leadership development firms, programs and consultants continue to grow in their success?”*

On this note, Kellerman emphasizes that the leadership industry needs to take a deep and critical look at itself. Perhaps the most striking rhetorical question that Kellerman rose was the following:

“How is it that we can we have such a struggle with leadership at every level of society while at the same time, leadership development firms, programs and consultants continue to grow in their success?”

She laments that there is such a wedge between how we are doing as a society in general and the growth of the leadership development industry. Something important is missing. Is it selfish interest or an inability to produce better leaders? Most likely it’s too much commercialism and not enough rigorous development of true leadership in a society desperate to create new leaders quickly.

## **TRENDS IMPACTING LEADERSHIP DEVELOPMENT – NEW VARIABLES REQUIRED**

While contingency models of leadership seek a more multi-disciplinary approach, “scholars have not paid enough attention to history and technology” explains Kellerman. Technology itself has changed the nature of leaders and followers. Technologies such as Facebook have helped to initiate revolutions by those on the front lines. (Think Arab Spring).

The fact is, ordinary people have more power now, which may be as some have called it “The End of Big.” What does this mean? It means that the capacity for leadership is falling into everyone’s lap. It demonstrates that each of us has the capacity to influence the world with new tools and technologies allowing the unheard to discover their voice.

These are big issues and they are issues that the scholars, teachers, and practitioners of leadership will have the opportunity to tackle. To do this, Kellerman wants each of us to continue on a multi-disciplinary path, yet critical look at what we are doing with the industry and our motives for involvement (for monetary gain or to change the world?) We must put renewed emphasis on the interdependency of leadership. We must look at new variables (history, context, technology, etc...). We must commit to rigorous and valuable methods, tools, and practices, and then seek a more selfless approach to the art and science of leadership. If we can move in this direction we can more effectively advance this vitally important

discipline and help make a significant difference in the world through the process. ■

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**Dr. Jackson** just completed his role as the Director for The Center for the Advancement of Leadership at Utah Valley University. Dr. Jackson also serves as

the CEO of The Institute of Applied Human Excellence, a training firm dedicated to helping individuals and teams, through high adventure experiences, achieve peak performance. His new book: *Finding Your Flow: How to Identify Your Flow Assets and Liabilities—the Keys to Peak Performance Every Day*—was written to help individuals, teams and organizations increase performance within any Meaningful Life Arena. As a philanthropist, Dr. Jackson di-

rects the C. Charles Jackson Foundation—the focus of which is to promote leadership, character, and life-skills development for students of all ages.

*“It demonstrates that each of us has the capacity to influence the world with new tools and technologies allowing the unheard to discover their voice.”*

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# Program Spotlight: Using the Social Change Model as a Curricular Framework at The University of Tennessee, Knoxville

by *Sally G. Parish*

The Center for Leadership & Service, a unit within the Division of Student Life at The University of Tennessee, seeks to educate and engage all students to lead and serve in their global communities. This mission, founded upon the Social Change Model of Leadership Development, is achieved through a variety of leadership and service educational and programmatic offerings, including The University of Tennessee's Emerging Leaders class.

The Emerging Leaders class began prior to the formation of the Center for Leadership & Service and has evolved over its ten year life-span. In its early years, the course was very much aligned with leadership "fads." What are the hot-button issues? Who are the popular leaders? Have any social, athletic or government icons recently published? If so, that would definitely be the course text. While the material was relevant, interesting and popular... it was not necessarily rooted in fact, theory or a consistent framework. After extensive assessment and a realignment of course outcomes, the Emerging Leaders course began using the Social Change model as its core framework in 2009 and has seen significant growth in student learning ever since. While leadership heroes of yesteryear still make a guest appearance, they are examined through the lens of theory, instead of through their latest motivational text.

## COURSE OVERVIEW

Currently, the Emerging Leaders class, framed entirely in the Social Change Model, is designed to provide students with a strong base of knowledge and experience as they prepare to assume responsibility in leadership roles on campus and within the community while

providing a strong theoretical background in contemporary leadership theory. The course also aims to educate students about the importance of mentorship and leading a legacy. As one former participant said, *"This has undoubtedly shaped my entire view of the impact that I can make on campus and the legacy that I can leave for future student leaders."*

Taught by staff members and graduate assistants from the Center for Leadership & Service, in partnership with UT's College of Education, Health & Human Sciences, the primary purpose of the course is to develop socially responsible leaders through the facilitation of learning and leadership opportunities and experiences that provide students with the knowledge, attitudes

*"The class has transitioned to a true academic experience in the eyes of our students, administrators and faculty and has gone on to lay the groundwork for UT's first ever leadership minor."*

and skills necessary to lead intentionally, ethically and effectively. This is accomplished through the following course objectives:

- To provide a foundation for the enhancement and future application of leadership skills.
- To examine and apply the Social Change Model of Leadership Development to experienced and observed leadership contexts
- To examine leadership and its life-long application to employment, marketability and career success.
- To develop an understanding of the nature and dynamics of organizations and how to lead effectively within an organization
- To understand one's personal mission, leadership style and ability to lead in a variety of settings, not contingent upon a positional role
- To encourage and develop an understanding and appreciation of diversity of identity, thought and experiences
- To develop self- awareness and build self confidence
- To examine leadership theories and their application to overall leadership development
- To examine and develop interpersonal and communication skills

Additionally, a critical educational component of the Emerging Leaders class is their leadership exchange experience, in which students spend four days immersed in the leadership of another area within the region. The trips still seek to incorporate leadership “fact” not fad, as they are intended to be educational experiences rooted in the theoretical concepts that frame the class. Much different than your average fad “field trip,” these trips include a visit to multiple universities, interactions with student leaders at other institutions (typically an institution similar to our own as well as a visit to a historically black college or university), a service experience, conversations with local alumni, and experiences related directly to the cultural heritage of the trip site. Past trips have included visits to Washington D.C., Baton Rouge, Birmingham, Auburn, Tallahassee and more.

## PARTICIPATING STUDENTS

The Emerging Leaders class is offered in two sec-

tions of 25 sophomore and junior student leaders (50 students total). Interested students apply for the course, and are selected through an interview process. Currently the process is very competitive, with an average of 20% of the applicants being granted admission to the course. Participating students represent every academic college and a wide variety of student leadership experiences on our campus. While the class may maintain a significant amount of positional student leaders, the instructors also strive to include students who perhaps are not leading through a position but who are leading change nonetheless. Since 2009, 99% of accepted Emerging Leaders have received full-credit for the course, and have continued to persist to graduation at The University of Tennessee. Over the years, the course has evolved from being seen as a way to “get involved” and has instead taken its place on our campus as one of the most significant and “learning rich” courses offered to our students. Students view the course now as a way to strengthen their leadership knowledge base, instead of as another “club” or activity to round out their collegiate resumes. In short, the class has transitioned to a true academic experience in the eyes of our students, administrators and faculty and has gone on to lay the groundwork for UT's first ever leadership minor.

## COURSE CURRICULUM

Using the Social Change Model as a framework has allowed the instructors of the Emerging Leaders course to integrate a variety of leadership readings and resources into a comprehensive course packet. The curriculum is delivered in three content domains: Individual leadership development; Group leadership development; and Community leadership development.

Within each domain, students are assigned readings which correlate specifically with one of the “7 C's” of the Social Change Model. Each class meeting features at least two academic readings, a related activity, a guided discussion and an out-of-class reflection component. According to a former participant, “The growth I experienced during the Emerging Leaders class was immeasurable. Not only did I find purpose within myself but I learned the importance of infusing my values into my leadership style. In class we worked with the Social Change Model of Leadership which helped me strengthen my voice as a social justice advocate.”

Texts such as *Exploring Leadership* (Komives, et al); *The 21 Irrefutable Laws of Leadership* (Maxwell); *Motivating the*

Middle (Sullivan); *The Student Leadership Challenge* (Kouzes & Posner); *Leadership* (Northouse); *The Servant as Leader* (Greenleaf); *Leadership for a Better World* (Komives, et al) and a variety of multimedia resources (TedTalks, blogs, journal articles, etc) are utilized throughout the course and are discussed through the lens of the Social Change Model. In class activities strive to make meaning and connect practical applications of each topic and include student participation in various self-assessments (Consciousness of Self), personal mission and goal setting (Commitment); values spectrum and ethical decision making activities (Congruence); a class debate (Controversy with Civility); teambuilding and challenge course activities (Collaboration); creating class goals and leadership definitions (Common Purpose); and community development simulations (Citizenship).

*“As leadership fads come and go, it is important to provide data to substantiate the “fact” based learning and development that the course provides.”*

At the end of the course, the students examine the concept of change on a larger scale and prepare “Proposals for Change” as their final projects. In harmony with UT’s strong support of “Big Orange, Big Ideas,” these proposals identify an area of change that a student would like to make, research/benchmarking related to the change and the application of the 7 C’s to facilitating said change on our campus or within our community. Previous proposals have included restructuring student organizations, strengthening partnerships between university divisions, and plans for community service, education and programming opportunities.

## DATA & COURSE IMPACT

According to one former participant, *“It was the best thing to happen to me in college. It opened doors and made me realize my potential.”* Additional assessment has shown that the course experience has contributed positively to persistence as well as to a student learning in a variety of domains. As leadership fads come and go, it is important to provide data to substantiate the “fact” based learning and development that the course provides. Through post assessment analysis, it has been determined that:

- *Consciousness of Self:* 100% of Emerging Leaders can articulate their personal leadership style
- *Congruence:* 100% of Emerging Leaders recognize and respect the ethical components of leadership
- *Commitment:* 100% of Emerging Leaders frequently set and articulate personal goals
- *Common Purpose:* 100% of Emerging Leaders feel confident in their ability to inspire a shared vision
- *Collaboration:* 100% of Emerging Leaders feel confident in fostering collaboration with other leaders
- *Controversy with Civility:* 96 % of Emerging Leaders often work cooperatively with others and listen to other points of view
- *Citizenship:* 96% of Emerging Leaders contribute to community service

Additionally, 100% of Emerging Leaders report that the class helped them to recognize that leadership is a process and not merely a position.

As alumni, UT’s Emerging Leaders go on to work for congressional offices, non-profit organizations, K-12 education systems, radio stations, small businesses and large scale corporations, while others choose to continue their pursuit of higher education through medical, law or master’s degree programs. Since 2009, eight of UT’s Emerging Leader alumni have gone on to pursue careers in Student Affairs and are educating student leaders at institutions across the country. It is our hope that the legacy of each and every Emerging Leader will continue to inspire leadership, service and social change within and beyond The University of Tennessee for years to come. 🏡

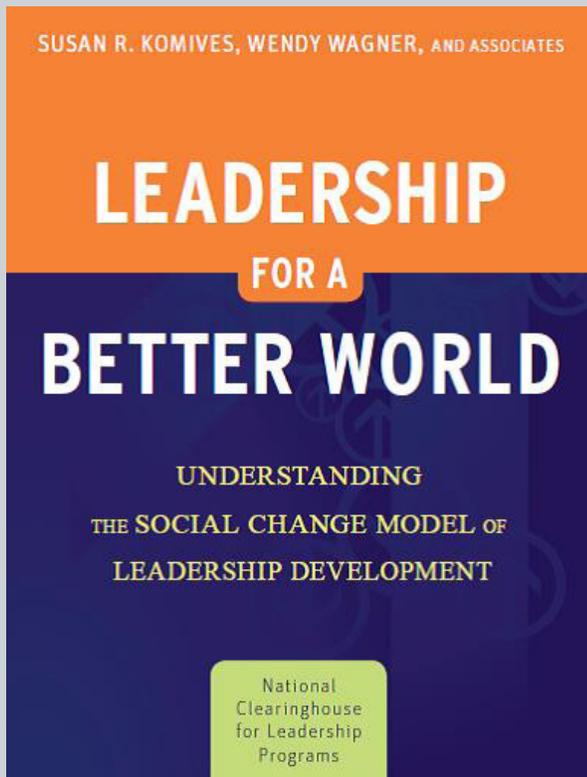
*For more information regarding the Emerging Leaders class at The University of Tennessee, Knoxville, contact the Center for*

*Leadership & Service at [leadserve@utk.edu](mailto:leadserve@utk.edu) or online at [leadershipandserviceutk.edu](http://leadershipandserviceutk.edu).*

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**Sally Parish** currently serves as the Director of the Center for Leadership & Service, a department in the Division of Student Life at The University of Tennes-

see, Knoxville. Sally received her undergraduate degree in Journalism from The University of Memphis and her Masters degree in Higher Education Administration from Florida International University. In her current role she teaches six leadership classes each year and advises a variety of leadership & service programs within the Center which seeks to educate and engage all students to lead and serve in the global community. Sally may be reached at [sgates2@utk.edu](mailto:sgates2@utk.edu).



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# Program Spotlight: Leadership Fad “Book Report”

by *Daniel Ostick, Ph.D*

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In a recent visit to my local mega-bookseller, I went on the hunt for “leadership” books. Not surprising, there was no section on leadership. “Leadership” books were spread all over the store in biographies, military history, self-improvement, sociology, psychology, and business. It is no wonder the concepts of leadership sometimes seem disjointed. Bennis & Nanus (1985) wrote that “leadership is the most studied and least understood concept of any in the social sciences” (p. 4) and that “never have so many labored so long to say so little” (p. 20). In leadership, as in many social sciences, the definitions vary greatly and it can be difficult to find agreement on the meanings of important concepts and elements. In fact, if you write a book and people buy that book, then your definitions get to compete in the marketplace of ideas.

For the past few years, I have taught a leadership theory class for students in the Minor in Leadership Studies at the University of Maryland. This course, EDCP 417, Advanced Leadership Seminar, comes near the end of a series of courses designed to expose these students to the principles of socially responsible leadership. They enter the course with a great number of ideas of what leadership means and what it means to them. Some of these ideas directly contradict each other.

At the start of the semester, I want students to understand that everything we read in class comes from a particular point of view, from a particular context, and relates to the larger field of leadership studies in the way

it describes leadership. Rarely does a text sit alone – it is influenced by a scholarly discipline and sometimes by a publishing industry that has its own priorities.

To help students get a lay of the leadership landscape, one of our early assignments is a “leadership fad book report.” The purpose of this assignment is to take a brief glimpse into the genre of leadership books, identify some common themes and elements of these works, and begin to analyze popular notions of leadership. As we move through the semester, examining different leadership theories, we can place these theories into the

cultural context we have established through this assignment. Every year it seems a “hot” book on leadership or management climbs to the top of the bestseller list by promising a new, radical, or revolutionary take on the subject. Popular press books on leadership have come to saturate the market.

For this assignment, students are assigned a popular book about leadership, asked to review its content, and create an

Executive Summary (1-2 pages) to distribute to the class. The summary focuses on the central ideas or premise of the book. Students are not expected to read the book (although they are welcome to do so). Rather, they are expected to research the book on the web (using sites like Amazon, the NYT Review of Books, and websites run by the author or otherwise tied to the book) and report from those sites. The goal of the assignment is not for everyone in class to know all these leadership books. It is to understand the ways in which leadership studies

*“Rarely does a text sit alone – it is influenced by a scholarly discipline and sometimes by a publishing industry that has its own priorities.”*

are portrayed in the popular press and to be exposed to some of the most commonly used leadership texts.

Rost (1993) identified several “rituals” surrounding leadership studies that provide an assurance that we are producing new knowledge and progressing in our efforts to understand leadership. Many of these rituals show up in the leadership fad books we explore in class. These rituals include giving tests, developing models

*“Books are no longer just about leadership, they are about leadership that is primal, total, fierce, radical, or tribal.”*

and diagrams to explain processes, drawing figures with squares (and circles, triangles, and rectangles) connected by arrows, and producing programs and materials to train on leadership styles.

Beyond the rituals described by Rost, the class is quick to identify other themes that emerge from a review of the books. These include:

- Leadership Laws and Rules – the number of leadership texts that have “laws” or “rules” to follow is staggering. There seems to be a push to explain leadership as a series of irrefutable laws, that once followed, lead to success.
- Numbers – leadership texts seem very interested in numbers, from 7 habits (and an 8th) to 21 laws of leadership to 48 laws of power to leadership 101 to 5 dysfunctions. I imagine there is a marketing team somewhere studying what the right number is for leadership.
- Proliferation of Products – we do not just have books anymore; we have an industry of products to support those books. Many books now come with a companion website, a facilitation guide, a

student workbook, an activity book, and sometimes even a stuffed carrot or fish.

- Not Just “Leadership” – books are no longer just about leadership, they are about leadership that is primal, total, fierce, radical, or tribal.
- Politics and Playbooks and Battlefields – when a team wins a championship, a politician wins office (or overcomes adversity) or a general takes center stage, you can almost count the months before a book comes out detailing the leadership lessons learned. For politicians, it seems to be a rite of passage to publish a book explaining how wonderful a leader they are.
- Leadership as Fable – there are a great number of leadership books that spin wonderful stories to illustrate important leadership lessons. From mice finding cheese, a manager learning how to be a “go-giver,” a fish market learning how to treat its customers, or a CEO resisting temptation, these books draw us in. They are often shorter texts that can be easily digested and are popular for training programs in the business world.
- Historical Figures – of course, many biographies contain powerful lessons about leadership (and fill up the bestseller lists), but there are also books specifically about leadership and historical figures, from Leadership the Eleanor Roosevelt Way to Leadership Secrets of Attila the Hun.
- Point of Views – a recurring theme across many of the books is their lack of research. While some

*“Leadership lessons can come from anywhere. Our challenge is to place these lessons in context and in comparison to other lessons.”*

books are based on quality and thorough research, most are based on anecdotes and lessons borne from personal experiences.

Certainly, the themes that arise in class are a result of the books I choose for students to review. I imagine I could generate additional themes if needed (leadership as a spiritual journey or leadership as self-improvement, for instance).

The goal of the assignment is not to diminish the importance of the books reviewed or even to comment on their worth. Many of the books chosen are incredibly popular or heavily used in leadership programs and many contain powerful lessons about leadership that are worth considering. Students are already familiar with some of the books and have found them helpful in framing up concepts or challenging pre-existing beliefs about leadership. Leadership lessons can come from anywhere. Our challenge is to place these lessons in context and in comparison to other lessons. 🏠

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**Daniel Ostick, Ph.D.** is the Coordinator for Leadership Curriculum Development and Academic Partnerships in the Adele H. Stamp Student Union - Center for Campus Life at the University of Maryland. He received his Ph.D. in College Student Personnel at the University of Maryland with a focus on LGBT leadership self-efficacy. He received his masters from Indiana University in College Student Personnel Administration and his bachelors in Advertising from the University of Georgia. Daniel has held positions in residence life at the University of Maryland, University of Texas at Austin, and the University of Illinois at Urbana-Champaign.

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# Program Spotlight: Literature of Leadership – Gender

by *Shelly Morris Mumma, Ph.D*

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When I teach the Leadership Studies Capstone Course every spring, I cover all the “standard” theories with the students. When we’ve made our way through those, we cover the chapters on diversity, gender, and ethics. Every year, I think I’ve given those topics short shrift and wonder if I should reconfigure the course, try to find a different text or create some different experiential way to have the students explore these topics in much greater detail.

Our short time with the topic of gender inevitably includes students telling me that there are no gender differences when it comes to leadership. However, they also go on to describe very traditional gender roles in their families of origin and will very rarely identify women as leaders.

Last year, I was able to go back to the drawing board with a course called Gender and Leadership. It had been offered once on our campus several years earlier and I wanted to bring it back to life. So, I did. And, in this way, I feel I was able to offer our students a greater understanding of gender, diversity and ethics.

I really did have to start from scratch, but was able to put together a course with which I was very happy. For me, it was important to start with some historical understanding of leadership related to women and women’s issues.

## THE PAST

I pulled a number of readings from Kellerman’s (2010) “Leadership: Essential Selections on Power, Authority and Influence.” The key pieces were Mary Wollstonecraft’s, “A Vindication of the Rights of Women,” and Elizabeth Cady Stanton’s “Declaration of Sentiments.” Both pieces provided knowledge that the students in my class (mostly juniors and seniors) didn’t have. We were also able to bring in some information about gender during the Civil Rights Movement to talk

about differences impacted by race and/or ethnicity.

To assist with class discussion on the first wave of the women’s movement, we also watched the movie, “Iron Jawed Angels.” This experience allowed the class to talk about the suffragists in a way that made their struggle a little more real.

As I looked to bring the conversation forward, we talked about the changes that women experienced in the 1960’s (Collins, 2009). The shift from women being in the workforce during the war, to staying home was part of the postwar propaganda that led women to believe that “the good life” was being able to stay at home. And, when that was dissatisfying, it was blamed on either menstruation or “housewife fatigue” (Friedan, 1963; Collins, 2009). The racial conflict and the frustration of educated white women brought the second wave of the women’s movement to the forefront (Ulrich, 2007). I felt it was also important to talk about the difference between liberal feminism and radical feminism. For so many young women today, feminism is a ‘bad’ word. I believe it’s because young women today believe feminism to be what radical feminism was in the 1960’s and 1970’s. Whereas, liberal feminism is closer to what we would describe as civic engagement – working within the political system, supporting particular candidates, drafting legislation and lobbying legislators (Ulrich, 2007). And, even though both types of feminism are obviously valid, it seems that many young women can’t identify with street theater tactics or consciousness-raising groups (Ulrich, 2007).

While students in the class – male and female – believe sexism to be in the past, they didn’t know the history of women’s rights and feminism. When watching “Iron Jawed Angels,” they were truly surprised by the stories portrayed. They had also never put all the pieces together to understand that “Rosie the Riveter” was asked to work outside the home, but when all the male veterans returned home Rosie was also told to go home.

## THE GLASS CEILING

As we talked through the women's movement and events that students see as things that have happened so far in the past they're not sure they connect to them, we talk about the glass ceiling. Does the glass ceiling still exist? There are a number of articles out there that say the glass ceiling has been broken. And, many students – male and female – believe that is true. In our discussions, students said now that the glass ceiling has been broken, women just need some time to move into those top positions. But, time lag theory posits that at the current rate, it will take until the “turn of the twenty-second century” before gender balance is reached in the global political arena (Dahlerup in Kellerman & Rhode). The idea of equality between men and women coming in due time is losing its credibility (Dahlerup in Kellerman & Rhode).

Using the term, labyrinth, is more accurate now than the glass ceiling because barriers are much more subtle than they used to be and it describes the difficulty of finding the route to success (Eagly & Carli, 2007). Kellerman & Rhode (2007) refer to the “psychological glass ceiling” which is when women internalize the stereotypes that individuals with masculine styles are more likely to emerge as leaders.

In my class, students seem more comfortable with this idea, especially as we talk in more depth about career routes that some women take. Students have seen their own mothers stop out of a career to stay at home with them for a few years or they've watched them make decisions to not take promotions because of the impact on their family. In their eyes, a labyrinth is a much more accurate representation.

From here we moved into more conversation about leadership. What is leadership? How does leadership happen? Is there such a thing as a natural leader?

## LEADERSHIP THEORY AND GENDER

Eagly and Carli (2007) discuss the Big Five Personality Traits related to gender and are able to tie that to ethics. And, while they are able to identify some ways that women differ from men in ethical qualities, there really aren't any research studies that relate specific ethical qualities to leadership (Eagly & Carli, 2007).

When looking at the Great Women Theory of Leadership, it has been found that the differences be-

tween men's leadership and women's leadership tend to be less pronounced in actual leadership situations than in laboratory situations (Pittinsky, Bacon & Welle, 2007). One of the suggestions of Pittinsky, et al. (2007), is that we need to recognize that there are far more similarities between men and women than differences. This is especially important knowing that women's leadership behaviors are molded by others' expectations and the behaviors create a self-fulfilling prophecy which stifles women's full leadership potential (Pittinsky, et al., 2007).

We also know that there can be resistance to female leaders. People tolerate self-promotion, assertiveness and dominance in men more than women (Carli & Eagly, 2007). Even speech patterns impact people's reac-

*“I had each student... write down the leaders they admire. They were able to write down as many people as they wanted. Twelve students in the class wrote down a total of 34 people. Twenty-eight of those were male and ranged from family members to athletes to politicians to celebrities. The remaining six were female and all of them were family members.”*

tions to leaders (Carli & Eagly, 2007)

When it comes to Full Range Leadership, female managers tend to adopt a transformational style and use more rewards for appropriate behavior, while male managers are slightly more likely to attend to subordinates' failures to meet standards (Carli & Eagly, 2007).

The class discussions surrounding these findings that are specifically related to leadership theory were eye opening for the class. Some were just surprised that there was actually research about gender within the theories. While others were surprised that the research supported that there are gender differences and it impacts others' perceptions of leadership.

At the beginning of the semester, I had each student fill out an information sheet. I asked them to write down the leaders they admire. They were able to write down as many people as they wanted. Twelve students in the class wrote down a total of 34 people. Twenty-eight of those were male and ranged from family members to athletes to politicians to celebrities. The remaining six were female and all of them were family members. When I revealed this to them, they were all very surprised. And, while it's certainly not a scientific study, I believe this supports that we view male and female leaders differently.

## LEADERSHIP IN CONTEXT

Kellerman and Rhode (2007) devote a section of their text to writings on women in politics. This helps add a global perspective to the course, because students rarely understand how many more women are political leaders in countries other than the United States. We're able to talk about the ways that other countries are able to have those numbers of women in leadership positions. And, it leads to a difficult discussion for students about how not instituting quotas or reserved seats for women will continue to perpetuate the low numbers of female political leaders (Dahlerup, 2007).

We also used a chapter from Roth's (2006) "Selling Women Short" to examine the corporate world in relation to gender and leadership. As a part of our conversation regarding women's roles in their families, we learned about the culture on Wall Street.

Anytime I can pull in a movie or readings that show the topics we're discussing in action, I try to bring those into the classroom. I find that students are more willing

to discuss our topics when they can use these other examples. Whether it's because it allows them to not have to personalize a topic or it just provides a more concrete example, I find our discussions to be richer.

## WHAT NOW?

Something that I appreciate about both Eagly & Carli (2007) and Kellerman & Rhode (2007) are that each text provides opportunity to think about what can be done. Eagly & Carli (2007) point out that as feminist activism has slowed, individual women will have to find their own way through some of these complicated situations without ideological guidance from activist groups as was more likely in the 1970's and 1980's. The Kellerman & Rhode (2007) text has a section of articles that talk about how we might create different solutions to the problems addressed throughout their text. One article discusses the importance of relationships and how they help create opportunities for women (Meyerson, Ely & Wernick, 2007) The relationships we create will help guide us through any issues that come up in our work experiences.

Both texts also try to provide some discussion about the role of men in women's leadership, which I believe to be helpful. The class I taught was about 40% men and I didn't want the class to turn into an opportunity to bash them. So, having the opportunity to talk about men's role in the workplace, community and even the home, in a way that allowed the class to see ways they could be helpful was a positive conversation.

Overall, I enjoyed teaching the class. Unfortunately, I don't know that it solved my dilemma in the capstone course I mentioned at the beginning. However, it has given me some additional ideas about how to bring gender into additional discussions throughout the course. It also brought different perspectives to the students in the course. I believe that they thought some of the ideas related to gender difference were not true in the 21st century. However, after reading more and being encouraged to talk with friends and family members about gender and leadership, I believe they started to understand that there are both differences and similarities that are still influencing our thoughts and actions. ■

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# Program Spotlight: Finding the Fact in the Fad

by *Melissa Rocco*

I find value in the vast majority of leadership literature. Certainly, no piece is the go-to for all contexts and programs, and some are more scholarly than others. I do think, though, that even fad literature can offer interesting opportunities for introducing leader development concepts and generating deeper discussion in co-curricular leadership programming. The challenge is in how we introduce a book to students, what we ask them to do with the book other than simply trust that they will read it, and how we craft experiences for students to apply the learning in meaningful ways.

My greatest success with leadership literature, both fact and fad, has been with my Student Leadership Advocates (SLA) cohort program. SLAs provide leadership workshop and retreat facilitation services for the student organization community at Ohio State. The cohort program also features three distinct years of leadership development and education for its members, throughout which I utilize a variety of leadership literature. I highlight two of our most successful projects here.

## GETTING ON THE BALCONY

I have been using Marcy Levy Shankman and Scott Allen's Emotionally Intelligent Leadership (EIL) series

*“Leader development, at its core, is really just human development through a ‘leadership lens.’”*

with my SLAs in the second year of their cohort experience.

Combining emotional intelligence, student development theory, and a variety of leadership theories, EIL outlines 21 capacities for leadership incorporated into three overarching facets: Consciousness of Self, Consciousness of Others, and Consciousness of Context (Shankman & Allen, 2008). The series includes a book outlining the EIL framework, an inventory, a student development guide, and an activity and facilitation guide.

In the second-year of the cohort program, SLAs become responsible for consulting with various student organizations to help identify organizational and individual member needs for education and development. They then design educational interventions (retreats and workshops) to help address the identified needs. The EIL model is a perfect framework to accompany these learning goals. The students read the book on their own and then take the personal inventory all together in the same room, (the inventory is designed so that the process of taking it is just as valuable of a reflection experience as the actual results, so the students are less likely to rush through it if they take it on my time rather than their own.) We discuss inventory results as a group, which helps students identify the facets and capacities with which they are most and least comfortable. Inevitably, most of the students identify a personal need for developing

“Consciousness of Context.” In an effort to help them practice the elements of this facet, I have my students do an ethnographic “Get on the Balcony” project. The idea comes from the EIL chapter on Environmental Awareness in which the authors present a challenge to the reader to engage in a unique observation exercise at their next student organization meeting. They are then presented with a list of questions to ask themselves as they observe what happens in the room related to atmosphere, emotion, group dynamics, and communication (Shankman & Allen, 2008). I have the students do

exactly this and then blog about their experience “on the balcony.” The reflection is always full of rich description, reflection, and insight. Many students express how difficult it was to observe with such thought and intention, but that the experience has helped them become better consultants and facilitators.

Projects like the “Get on the Balcony” have helped Emotionally Intelligent Leadership become a favorite book amongst my students. They find the framework to be incredibly user-friendly in helping them to understand how they interact with others and how to be keen observers.

## THE LAST LECTURE BOOK CLUB

To be fair, most would not classify Randy Pausch’s “The Last Lecture” as leadership literature. When Pausch discovers he is dying of pancreatic cancer he decides to deliver the ultimate last lecture to his university community. The process of crafting his lecture ends up being just as cathartic as his delivery of the lecture itself. In his book, Pausch takes the reader on his journey through pulling together each piece of his lecture, sharing personal stories and lessons found in both the grandiose and simple parts of his life. While not about leadership explicitly, the book provides a compelling look into some of the most human aspects of leadership: relationship building, ethics and honesty, finding purpose, mentorship, and authenticity, to name a few. At the same time, Pausch’s writing style emphasizes the art of storytelling and the value of vulnerability, both of which are earning much attention in our world of leadership education and development.

I began using The Last Lecture with the graduating seniors in SLA just this past school year. Admittedly, we had struggled for years to create a third-year curriculum that consistently and meaningfully engaged graduating students as they attempt to sort through a rather significant time of change. Schlossberg (1984) defines transition as “any event or nonevent that results in change in relationships, routines, assumptions, and/or roles within the settings of self, work, family, health, and/or economics” (p. 43). Senior year for our traditional college students would certainly qualify as a transition, arguably one of the more challenging, confusing, and at times stressful transitions in a young person’s life. So, rather than attempting to engage my graduating seniors in the same way I had when they were underclassman, I decided to use their transition as the inspiration for an entirely

new kind of learning opportunity. Enter, “The Last Lecture Book Club.”

In designing the book club, I had to consider that after two years in the cohort and countless additional developmental opportunities, our graduating SLA seniors do transition into either stage five or six of the Leadership Identity Development Model.

According to the research, students in stage five are concerned for the sustainability of their groups and are interested in teaching and developing younger peers. Students in stage six recognize they will always have a great deal to learn from others and are open to the continual process of self-development (Komives et al, 2006).

*“I am a believer that fact and fad literature can add a new layer of learning and higher-order thinking to collegiate leadership education.”*

The Last Lecture Book Club project is divided into three parts over the span of the school year: (1) Reading and discussing the book; (2) exploring the practices of storytelling, catharsis, vulnerability, and reflection through a series of workshops and group experiences; and (3) individually developing and delivering a “last lecture” that highlights their own lessons-learned throughout college. The majority of the project is coordinated and managed by the students themselves, and they have complete creative freedom throughout the process. They plan out their own reading schedule and discussion topics, hold their book club meetings wherever and whenever they prefer, request topics and experiences for their workshops, and craft their last lecture with as much individuality as they would like. I serve as the students’

coach, asking questions to help them tie Pausch's lessons to their own lives, talking through some of their more confusing or challenging college experiences, and helping them thoughtfully pull together the most meaningful snippets into their last lecture presentation.

At the end of spring semester the graduating seniors deliver their last lectures to the other members of the cohort plus whomever else they would like to invite to attend. We have had last lectures take place in student's favorite indoor and outdoor places all over campus. Background music, video clips, clever use of props, group yoga, guest appearances from family members – we've seen it all in the students' last lectures. Our students shine with maturity, strength, and gratitude in their delivery. The younger cohort members get to learn from their older peers in a more personal environment and the visitors get a unique glimpse into a student's life on campus. The project is vastly different from anything else our students do in their campus involvement and has become one of the most eagerly anticipated pieces of the SLA experience. The seniors have come to see The Last Lecture Book Club as an important step in making meaning of their student leader experience and leaving their legacy on campus.

## FINAL THOUGHTS

Leader development, at its core, is really just human development through a "leadership lens." We can learn many valuable, human lessons from all kinds of literature, both those that present compelling research as well as those with which we connect on more personal or emotional level. Thus, I am a believer that fact and fad literature can add a new layer of learning and higher-order thinking to collegiate leadership education. I hope you will consider new ways to utilize some of

your favorite literature as student learning tools moving forward. 🏠

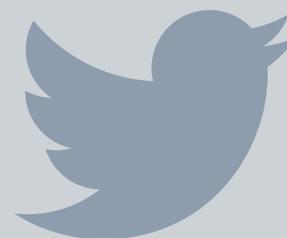
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# Program Spotlight: Balancing Growth and Continuity in a Leadership Minor

by Fredric A. Waldstein, Ph.D

The purpose of this article is to share how the interdisciplinary leadership minor at one college seeks to balance the centrifugal and centripetal forces at work in the program to maximize the potential benefits of each. The centrifugal forces and their implications are discussed first. The preponderance of the article discusses the centripetal forces which are intended to mitigate the potential negative tendencies of the former with particular emphasis on common course readings.

The leadership minor under review has experienced robust growth since its inception in 1997. In recent years more than 12% of the approximately 1800 students matriculated at the college enroll in the minor, representing more than 30 different majors. In addition, each student in the program is expected to design a curriculum that integrates the requirements of the minor with the student's major fields of study. There are only three required leadership courses. The other three courses are selected by the student. In addition to meeting the course requirements the student must also satisfy components including: taking initiative, engaging in group work, engaging in service to others, and appreciating the value of diversity. These may be satisfied in curricular or co-curricular settings. The summative activity is the creation of a leadership portfolio which doc-

uments the student's leadership development in meeting the minor requirements. Every student portfolio is unique to the experiences of the individual student. Finally, the interdisciplinary nature of the program and desire of faculty and staff to teach in it has resulted in a teaching faculty with multiple disciplinary backgrounds. Those who offer courses in the minor are encouraged to bring their areas of expertise to the leadership classes they teach.

While these are desirable outcomes for an interdisciplinary program (relatively large numbers of students from diverse academic backgrounds and an interdisciplinary teaching faculty), they nevertheless provide

centrifugal challenges which could threaten the cohesion and continuity of the minor. To counteract these centrifugal challenges strategies and tools have been developed which have a centripetal effect and serve to provide the continuity and cohesion which give the minor its identity.

The first centripetal force is to have a simple, clear definition of leadership that is plainly linked to the college mission statement. The leadership minor is administered through the

college Institute for Leadership Education (ILE). The ILE defines leadership as "taking responsibility for our communities, and making them better through public action." This civic engagement orientation is consistent

*"The first centripetal force is to have a simple, clear definition of leadership that is plainly linked to the college mission statement."*

*“This effort to balance between centrifugal and centripetal forces can take advantage of an academically diverse and interdisciplinary student population and teaching faculty while preserving the identity and integrity of the minor to the benefit of all participants.”*

with and supports the mission statement of the College, “challenging and nurturing students for lives of leadership and service as a spirited expression of their faith and learning.” The connection is made repeatedly throughout the three required courses and intentionally linked to the content of those courses. By the time the students write their portfolios they are familiar with this language and reasoning. However, this does not mean students are expected to adopt this definition of leadership as their own. Rather, using the rationale for it, they are encouraged to develop a definition that is consistent with their own priorities and sense of vocation.

The second centripetal force is a common pedagogy adopted by all who teach the required courses. Defined as “Triangulated Learning” (TL), the pedagogy integrates traditional learning, experiential or service learning, and peer learning. TL relies on the interdependence of these three elements. Space constraints limit a more comprehensive discussion of TL which may be found elsewhere. (Waldstein, 2012) For present purposes it is sufficient to acknowledge that those teaching in the minor understand it, accept it as a binding force for the mi-

nor, and use it intentionally when they teach one of the three core courses. This does not mean, however, there is a rigid, prescriptive format about how TL is used. Depending on the course and the instructor, the “shape” of the triangle may be Equilateral, Isosceles, or Scalene with more or less emphasis on different aspects of the pedagogy.

The third centripetal force pertains to the assigned reading for the core courses. The focus for the balance of this article will be the readings for two of the three core courses which are discussed in greater detail. These are *LS115 Exploring Elements of Leadership* and *ID315 Leadership Theories and Practices*.

*LS115 Exploring Elements of Leadership* is the introductory core course for the minor. Students are encouraged to enroll in LS115 their first or second year. The goals of the course are to: 1) introduce the student to leadership as an academic discipline; 2) help them understand how the college defines leadership and why; 3) provide them with tools to help them assess their own leadership skill sets; and 4) the format for completing the minor and Triangulated Learning which provide its pedagogical framework. In AY2013-13 six sections of this course are offered, each with a different instructor. Each section has its own syllabus constructed by the instructors for their respective sections. Each instructor is expected to address the goals noted above and each is expected to use at least two common readings. One is Robert Greenleaf’s *The Servant as Leader* which provides an “outside” theoretical perspective for discussing how leadership is framed at the college. The second is Tom Rath’s Strengths Finder 2.0 which is a personal asset mapping tool. This leaves plenty of opportunity for the teaching faculty to bring in other resources in their areas of expertise. But the expectation is that these will be linked to course goals and the two common readings. Another common element for LS115 is that each student is given the opportunity to begin to develop an individual leadership plan for those who wish to pursue the minor.

*ID315 Leadership Theories and Practices* is the second core course. It has been offered for more than 20 years as a course which fulfills an interdisciplinary graduation requirement. The primary goals of the course are to expose students to a spectrum of leadership theories, and to provide experiential learning opportunities where students can test and reflect upon various aspects of different theories in applied settings. Students must have third or fourth year status to enroll in any ID

course offered. In AY2012-13 five sections are offered with four different instructors. Because it may be three years since students working toward completion of the minor have taken *LS115*, a review of the approach to leadership education taken by the college serves to re-inforce its common elements. A working paper written specifically for this purpose is used at the beginning of the course by all sections (Waldstein, 2009). Different section instructors identify the general reader they wish to use for their sections. Readers by Gill, Kellerman, Northouse, and Wren, among others, have been used to serve this purpose. Because such a large part of this course is the experiential learning component (at least 1/3) it has been deemed important to have a reading which provides a common lens for connecting experiential learning with different theoretical perspectives when students write integrative essays. *Leadership on the Line* by Heifetz and Linsky has been used for this purpose since its publication.

This effort to balance between centrifugal and centripetal forces can take advantage of an academically diverse and interdisciplinary student population and teaching faculty while preserving the identity and integrity of the minor to the benefit of all participants. ■

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Check out the collaborative web site, [socialchangemodel.org](http://socialchangemodel.org) for more information on using the **Social Change Model of Leadership Development**. Share resources with colleagues and find the latest resources for users of the model.

# Scholarship and Research Updates: What is Privileged in Leadership Texts: Differentiating between Established Works, Popular Press, and Dominant Narratives

by *John P. Dugan, Ph.D*

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As educators we bear an enormous responsibility for shaping the curriculum and educational experiences that deepen students' understandings of leadership. This is not to suggest that students are mere passive receptacles for knowledge, but it does position leadership educators as mediators of student learning. What we emphasize sends both implicit and explicit messages regarding what is valued, who is valued, and the relative rigor and accessibility of this important work. In many ways, leadership educators serve as distributors of knowledge and hopefully create a context in which it can be critically deconstructed. Yet, scholars have at times questioned the degree to which leadership educators are adequately prepared for this role (Astin & Astin, 2000; Kellerman, 2012; Owen, 2012). To what extent have we implicated ourselves and our own biases as influencing leadership development? Perhaps nowhere is this more evident than in the texts that we choose to introduce as valued in our educational experiences. What we position as valid knowledge as well as what we exclude has significant implications for student learning and the evolution of leadership as a critical area of student development. The goal of this column is to challenge what is situated as normative in leadership education in terms of texts as well as explore potential implications this has on the rigor and accessibility of leadership development efforts.

Typically, this column synthesizes evidence from empirical and theoretical research as a means to frame the theme of the issue. However, there is a frustrating dearth of literature examining the nature and impact of leadership texts on student learning. A number of schol-

ars outline influential and commonly used theories and texts in leadership education, but these are generally descriptive in nature offering little differentiation between quality and/ or impact (Eich, 2003; Mainella & Martinez Love, 2011). Using data from the Multi-Institutional Study of Leadership Institutional Survey, Owen (2012) examined the leadership theories and models most prevalent in leadership education. Although not a direct assessment of texts that are used, there are correlations with common readings. Results positioned the social change model, heuristic/skills-based approaches (e.g.,

*“As educators we bear an enormous responsibility for shaping the curriculum and educational experiences that deepen students’ understandings of leadership.”*

Strengths, MBTI, Seven Habits), relational leadership, and servant leadership as the most frequently applied. Harris, Bruce, and Jones (2011) conducted a content analysis exploring the type of texts used in agricultural leadership programs using a sample of members from the Association of Leadership Educators. Findings identified the most frequently used popular press and academic texts along with underlying ways in which these two types of texts differed. Among the most commonly used academic texts were: *The Leadership Challenge* (Kouzes & Posner, 2007), *Leadership: Theory and Practice* (Northouse, 2011), and *Leadership: Research Findings, Practice, and Skills* (Dubrin, 2009). Popular press texts used most frequently included: *Good to Great* (Collins, 2001), *Leadership Jazx* (DePree, 2008), *Servant Leadership* (Greenleaf, 2002), *The Five Dysfunctions of a Team* (Lencioni, 2002), and *The Seven Habits of Highly Effective People* (Covey, 2004). The results suggest that perhaps even leadership educators confound the difference between an academic text and one from the popular press. Furthermore, the results are limited solely to agricultural leadership contexts. Nevertheless, the limited research described above does paint a picture of what is situated as normative.

## DOMINANT NARRATIVES

The dominant texts employed in leadership education can largely be organized into three themes: leadership studies, established texts, and popular press contributions. Each is explored in the following sections.

*Leadership Studies.* Kellerman (2010, 2012) offers conceptual arguments regarding the critical importance of literature from leadership studies as a foundation in leadership education. She passionately contends that an overinflated emphasis on leadership skill building in lieu of leadership education has resulted in an oversimplifi-

cation of content and the expansion of one-size-fits-all, self-help style books. Kellerman (2010) stresses the importance of grounding leadership education in the liberal arts. In her book *Leadership: Essential Selections on Power, Authority, and Influence* she offers excerpts from a wide array of texts ranging from Plato's *The Republic* to Nelson Mandela's *I am Prepared to Die*. She frames the criteria for selection as such:

*“What we emphasize sends both implicit and explicit messages regarding what is valued, who is valued, and the relative rigor and accessibility of this important work.”*

Let me put this as plainly as I can: some of the leadership literature is gorgeous, a revelation to read and reread because of the beauty of the language. Of course, most of the leadership literature is not in the least “gorgeous.” But it can be compelling in another way- so urgent it is impossible to resist. (p. xxiv)

Kellerman's collective works (2010, 2012) remind us that leadership texts need not be contemporary academic pieces or works from popular press to serve as powerful tools for learning. This calls to question the degree to which we integrate some of the most captivating elements of liberal arts as texts in our educational interventions. Are we reliant on texts that emphasize skills and practice at the expense of deep thinking?

*Academic Texts.* Harris et al. (2011) defined academic texts as focused on leadership in the context of organizations and team. Perhaps a more nuanced definition would position academic texts as necessarily situated in theory and derived from research and written to target the academic marketplace. The largely descriptive accounts of various academic leadership texts demonstrate clear differences based on the disciplinary home of the work (i.e., communications, education, public policy). A number of texts emerge consistently within the college student leadership literature and seemingly represent the “go to” texts for curricular interventions. These include theoretical summary books such as Northouse's (2011) *Leadership: Theory and Practice*, those examining specific theories or models such as Komives, Wagner, and Asso-

*“Implicate our use of the literature would further require the often painful process of examining the extent to which the literature continues to represent and replicate a dominant narrative that excludes and/or silences various communities and perspectives.”*

ciate’s (2009) *Leadership for A Better World: Understanding the Social Change Model of Leadership Development*, texts attempting to reframe or advance the study of leadership such as Heifetz’s (1994) *Leadership Without Easy Answers*, and texts attempting to summarize research and dive more deeply into specific topical areas such as Eagly and Carly’s (2007) *Through the Labyrinth: The Truth About How Women Become Leaders*. Use of texts varies depending on the focus of a particular course and learning objectives. The value of academic texts lies in the rigor with which they are generated and their contributions to evolving the leadership literature.

*Popular Press Texts.* Popular press texts are described as having a primary focus on professional practice and personal development and written for a broader public marketplace (Harris et al., 2011). The popular press leadership arena spans a vast array of contributions both in quality and quantity. The accessibility of these texts is purposely designed to be high as they are written for a more general audience without particular exper-

tise in leadership. It is important to emphasize here that this not to suggest that the context is of a lesser quality. Indeed, compelling contributions can come from popular press books. However, the responsibility for vetting quality lies on leadership educators, which may be difficult if they are not adequately trained in leadership development. Additional responsibility lies on the leadership educator to situate popular press books within the broader content of leadership literature.

## **SHIFTING THE FRAME: A CRITICAL APPROACH**

The most commonly used leadership texts can be organized into three over-arching categories based on the intended audience and emphasis of content including leadership studies, academic texts, and popular press books. Collectively, these books typically represent the dominant narrative of leadership framing what and who is valid. Perhaps more important than finding thematic patterns among books or debating the relative merit of academic texts versus popular press books is deconstructing the degree to which both reinforce power structures that are potentially antithetical to the espoused values of contemporary leadership theory and practice.

Numerous scholars acknowledge the troubling absence of attention to issues of race, gender, sexual orientation, and culture in leadership research and theory (Ayman & Korabik, 2010; Dugan, Kodama, & Gebhardt, 2012; Eagly & Chin, 2010; Fassinger, Shullman, & Stevenson, 2010; Munin & Dugan, 2011; Ospina & Foldy, 2009). I would take this a step further and argue that there is indeed a substantive existing research that better integrates the voices and expertise of traditionally marginalized communities, but that we have rendered these works as niche, lacking in rigor, or as distal to the primary literature of leadership (e.g., community organizing and social activism). The works of Bordas (2007), Chin, Lott, Rice, and Sanchez-Hucles (2007), Preskill and Brookfield (2009), and Walters and Smith (1999) are just a few of the significant contributions that offer a critical lens on leadership and need to be centered in the literature of our courses. Decades ago Peggy McIntosh asked famously if the women’s studies literature had been filled with white authors on white topics and frustratingly answered that it had. I would assert that posing the same question of the leadership literature results in the same troubling answer. That does not mean

that this information does not exist, though. Kellerman (2010) advocates for a more inclusive approach to building the leadership studies literature and includes both non-western voices and those from varying racial and gender backgrounds in her anthology. A similar push must happen in the academic and popular press arenas if we are to bring into better alignment our espoused and actualized values around the role of social justice in leadership.

## CONCLUSION

The attempt to systematically distill the leadership literature into categories of established works versus fads seems fairly impossible given the near total lack of research examining its structure or impact. Furthermore, it feels like a task predicated on the further privileging of certain works as “classics” or inherently of greater value. Perhaps we must first implicate ourselves in our use of the leadership literature. This would require both a critical analysis of leadership educators’ abilities to understand the rigor and utility of a particular work for a particular context with a particular audience. This would serve the community better than an artificial rendering of works as dualistically rigorous or non-rigorous. Implicate our use of the literature would further require the often painful process of examining the extent to which the literature continues to represent and replicate a dominant narrative that excludes and/ or silences various communities and perspectives. Both of these tasks offer pathways to construct a more inclusive, rigorous, and developmentally appropriate base of literature informing leadership development. ■

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