1999

Leadership at 20 : integrating new materials into the current Foundations of Leadership course

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Leadership at 20: Integrating New Materials into The Current Foundations of Leadership Course

By

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Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, Virginia

May, 1999
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Integrating New Materials into 
The Current Foundations of Leadership Studies Course

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April 14, 1999
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Introduction

A conference titled Leadership at 20 took place in 1998 at the University of Maryland with the purpose of discussing issues relevant to James MacGregor Burns text, Leadership and celebrating the twentieth anniversary of its publication. During the conference leadership scholars from the Jepson School of Leadership Studies, the University of Maryland, and other educational institutions presented papers that focused on certain issues discussed within Burns' text. Students attended the conference from the Jepson School and other institutions, which made the interactive discussions between the speakers and the students even more fruitful. Leadership at 20 as a whole was a success and as a result, the papers were incorporated into an edited book by Richard Couto and videotapes of the conference sessions were edited for use in classes throughout the Jepson School.

Our project sought to integrate the Leadership at 20 text with current material in the Foundations of Leadership Studies course. In doing so we enhanced the students perspective and understanding of leadership studies. To foster a smooth transition we have developed a teacher's manual that provides activities, which parallel the readings to ensure that these materials are used in an effective and efficient manner.

It was through our classroom facilitation of several class sessions in a Foundations of Leadership Studies course and our focus group that we were able to gather data that helped us to test components of the manual and recognize the importance of implementing the Leadership at 20 materials into future Foundation of Leadership Studies courses. The teachers' manual focuses primarily on activities and questions based
upon the Leadership at 20 text. This text and teacher's manual enhance the course content and supplement current activities in the primary text, the Leader’s Companion. We hope that our work will enrich the learning experiences of students in the foundations courses for many years.
**Literature Review**

**Purpose**

The literature review for this project is comprised of the articles contained in *Leadership at 20*. The information outlined in the literature review is essential to the understanding of the educational importance of integrating new materials into the current Foundations of Leadership Studies course.

I) **Leadership**

James MacGregor Burns' text, *Leadership*, for more than twenty years has served as the foremost authority on the study of leadership. Burns' text formulated a paradigm of transforming and transactional leadership that has been supported and challenged by hundreds of leadership scholars and students. Burns defines the transforming leader as one who "recognizes and exploits need or demand of a potential follower. The results of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and converts leaders into moral agents" (Burns,4). He contrasted this form of leadership with transactional leadership, where "leaders approach followers with an eye to exchanging one thing for another"(Burns,4). These concepts provided significant paradigms of leadership that Burns' contributed to the field discussed. The Leadership at 20 articles expand or challenge Burns' seminal work and provide contemporary perspectives on his original ideas.

II) **Reflections on James MacGregor Burns**

Barbara Kellerman vehemently disagrees with Burns' notion of leadership as having a moral entity. She refutes this notion and says that it is idealistic as opposed to realistic. Kellerman focuses on the ends and does not place much importance on the
means to getting there. Essentially, she wants to know “what works?” (Kellerman, 4).
She discusses her work on presidential leadership and makes it clear that she is disinterested in the values and ethics behind their presidencies, but rather interested in their effectiveness. The driving question in her research was, “was the president able to get his way when he wanted to?” (Kellerman, 4).

Kellerman explains that she is at odds with Burns’ position that “leaders engage followers (and) power wielders inflict themselves on respondents” (Kellerman, 4). Rather she does not differentiate between the two and would call each one leadership as long as the individual was effective in accomplishing that which he/she set out to do. Kellerman also addresses a commonly disputed leadership question of whether or not Hitler was a leader. While she never specifically states her position, it is clear that she would find Hitler a leader because he was effective in accomplishing his goals.

The final portion of Kellerman’s paper highlights Burns’ life and the contributions that he has made to leadership studies. Kellerman writes this paper as a forum to thank and praise Burns for the many significant contributions that he has made to the leadership studies field and to the continuance of its place in academia.

III) The Challenge of Leadership

Ronald A. Heifetz approaches the study of leadership by examining the roles of power and authority. He sets out to create a recognizable difference between leadership and authority, “both formal authority, as well as informal authority” (Heifetz, 2). Heifetz distinguishes between formal and informal authority by defining both. He refers to formal authority as “the authority one gets because he or she is appointed or elected into an office, and informal authority as “the degree to which people look to them (leaders)
with trust, with admiration, with respect to represent a value or point of view that they hold dear” (Heifetz, 2).

Heifetz argues that informal authority is the true essence of leadership because it influences individuals to achieve greater things and to work towards a common end without having to use coercion or force to produce a successful outcome. Heifetz illustrates leadership without authority by telling various stories which accentuate and reinforce the notion that leadership without formal authority can serve as a potent force for attaining outstanding results. In citing examples of how leadership can be accomplished without authority, Heifetz does not refute the notion that leadership with authority can also be effective.

He reiterates some of the major issues which Burns struggled with in his book *Leadership*, which are issues still being debated by leadership scholars today. One main issue that Heifetz and Burns both grapple with is the idea of leadership being value free. When in reality, leadership is viewed by many as value laden. Heifetz contends that in different realms different individuals focus on leadership in different manners and therefore, leadership at times can be value free, value laden and value neutral. While the word leadership can evoke this many different value systems Heifetz is in agreement with Burns that the issue of values in relation to leadership must be addressed and not skirted.

Finally, Heifetz challenges Burns’ notion of transforming leadership and would not agree with Burns’s positive connotation, but rather he would describe it as in danger of becoming "an idolized hero” (Heifetz, 6). Heifetz feels that if people feel a leader is capable of being transformational and achieving success in one area, then he/she is capable of producing positive results in all areas. Heifetz refutes this notion, because he
says that the use of transforming leadership hurts ordinary leadership in that it “runs the risk of taking responsibility from others to solve problems” (Heifetz, 7).

IV) Moral Agency and Transforming Leadership

Joanne Ciulla’s article, *The Personal Morality of Leaders*, begins by discussing her difficulty with defining leadership, and Burns’ ideas of morality dealing with modal and end-values. Ciulla explains that Burns concept of “transactional leadership rests on the values found in the means of an act. These are called modal values, which are things like, responsibility, fairness, honesty, and promise-keeping” (Ciulla, 3). While “transforming leadership is concerned with end-values, such as liberty, justice, and equality” (Ciulla, 3). It seems evident that by performing transactional and transforming leadership one would be able to accomplish a means to an end. At this point we began to see a discrepancy in Burns argument for transactional and transforming being separate entities. For example, if you are in negotiations with a local business partner and you practice fair and honest bargaining techniques, which are the modal values, then in most cases the end result will be transforming leadership where a form of justice or equality will prevail. In Burns' original work, he does not consider the possibility of a linkage between transactional and transforming leadership nor that both in fact are intertwined.

Ciulla maintains that the personal morality of leaders structure their outlook and performance. She argues that Burns’ modal and end values distinctions are not in line with today’s leadership process. She cites cases, such as, the Hitler problem, and Princess Diana’s marriage problems. These cases provide support for her argument that, “leaders still have responsibility for their organizations, but unless they can depend on every individual to behave ethically, they are responsible for something over which they have
no control” (Ciulla, 8). So in conclusion one must look at these factors, such as moral resources, that would help the leader to control these types of situations, so that a leader can take full responsibility for his/her organization.

V) Mapping a Multi-Level of Analysis of Leadership

Tiffany Keller’s article, Mapping a Multi-Level of Analysis of Leadership, takes a look at Burns’ theory of leadership using a level of analysis in order to reinforce some of the established principles highlighted in the text, Leadership. Keller centers her discussion around three points referred to as leadership alternatives, which are differences between groups, differences within groups, differences independent of groups. The first alternative, differences between groups, looks at leadership being, “… often described as a consequence of personality traits” (Keller, 2). This alternative looks to some leaders as being better suited for the role due to certain characteristics that they exemplify, such as charisma. It requires the leader to apply these same characteristics in order to provide the best style of leadership that is otherwise known as Average Leadership Style (ALS). The second alternative, difference within groups or vertical dyad linkage, requires the leader to recognize a time restraint, which ultimately influences the level of relationship he/she has with the follower. These types of situations often cause the formation of in-groups and out-groups, which also require different styles of leadership. The last alternative, differences independent of groups, asserts that “superiors view each subordinate as a unique individual rather than an undifferentiated mass or one individual relative to another” (Keller, 2).

All of these alternatives contribute to the style of leadership that is implored when developing a transforming organization. In reference to the transforming organization
Keller states that, “transactional leadership is a precondition for transforming leadership as the relationship begins as centered on self and the focus shifts to the environment” (Keller, 3). With the help of multi-level analysis one is able to understand what types of leadership styles are necessary in certain contexts, which was a factor not addressed by Burns’s *Leadership*. Keller expanded upon his theories of transactional and transforming leadership by further analyzing the levels of interaction between, within, and independent of groups. By making these comparisons Keller was able to identify the different types of leadership that are dependent upon the level of interaction in the situation.

**XI) A Life-Span Approach to Communication and Leadership**

Jablin incorporates communication across different situations and age spans with leadership and makes several profound conclusions. He asserts that “children learn a considerable amount about communication, both in task settings and in leader-follower relationships from their interaction with family members” (Jablin, 4). Jablin continues to differentiate between the various experiences that children have as they mature into adults and how these experiences mold their leadership understanding and astuteness of communication.

Jablin discusses the variety of situations and aspects of life that shape a person’s communication and leadership skills over their life span. One particularly important point that Jablin makes is in reference to media and the role that it plays in socialization. Media often misrepresents or distorts reality. While individuals find that media such as television is an outlet for stress and can serve as a form of entertainment, simultaneously it “selectively reinforces certain types of communication” (Jablin, 8). Jablin concludes
his paper by reinforcing the thoughts of Burns in that "leadership communication is focused on developing the skills and knowledge that will allow them to be effective in enacting leadership in exchange," (Jablin, 9). This point which essentially reverberates the concept of Burns transactional leadership. However, Jablin adds the role of communication to the development of Burns' concept of transactional leadership. Jablin uses exchange as a term for bargaining tools, which he argues is the essence of Burns' transactional leadership.

Jablin links transforming leadership to communication as he says that "transforming leaders are parents and peers, friends" (Jablin, 10). It is through managing conflict and communicating in these relationships that the leader/follower interactions utilize the concepts emphasized in transforming leadership. Finally, Jablin recognizes the fact that communication and leadership truly are a life-span approach which need to be cultivated and embellished by fostering and engaging individuals in a life long discussion on leader and follower interactions.

VII) Relating Leadership to Active Followership

Hollander's article emphasizes three areas of Burns's seminal work that peaked his interest, such as "the role of followership, the place of ethical-moral issues in leadership, and the way power is involved in these" (Hollander, 1). Hollander strives to challenge traditional views of leadership which assert that the leader is the key figure in the leadership and decision-making process, as he affirms that emphasizing followership participation shows that decision making can be a joint rather than leader-centric process. Hollander believes that "leaders and leadership both depend upon followership;" however, seldom has considerable attention been given to the followership component of
the leadership process (Hollander, 2). Thus, “this imbalance also neglects the important role of followers in defining and shaping the latitudes of a leader’s action” (Hollander, 2).

Hollander furthers his argument that followers have an equally important stake in the process of leadership, by drawing upon the notion that followers often dictate how the leaders will interact with their constituents. He contends that leaders must assess how their followers will view them and what values the followers deem essential to the overall leadership process. He directs that leaders and followers must strike a balance between relationship and task oriented work environments. In doing so, the followers needs are satisfied through the development of interpersonal relationships, while the task is accomplished in a timely, effective manner.

Hollander challenges the dichotomy that Burns creates when he separates transforming and transactional leadership by making them two separate entities. Hollander affirms that the difference between transforming and transactional leadership is consecrated by individuals who are “considering only tangible rewards and failing to acknowledge the intangible ones followers receive from transforming as well as transactional leaders” (Hollander, 6). Hollander concludes by noting that “whether leaders are called transforming or transactional, the common element that unites them is attention to followers needs” (Hollander, 7). Therefore, it is evident that Hollander agrees with Burns’s notion that followers are integral to the leadership process; however, he uses followership to challenge several other assertions that Burns makes in his seminal work.
By empowering individuals from “the bottom up” a leader is able to witness a transformation throughout the community. Walters concludes that if leaders are able to express the importance of fulfilling the roles of heroic leaders our communities will begin to see a benefit as a whole. Through this innovative leadership practice that occurs on all levels, rather than traditional top down filtering of information, which creates resentment rather than collaboration.

**Methodology**

Our research attempted to help instructors introduce students in the Foundations of Leadership Studies course to the perspectives of various scholars in relation to Burns’ seminal work *Leadership*. Our project sought to integrate the scholar’s papers in *Leadership at 20* into several components of the Foundations course. We used a modified form of action research in order to accomplish this goal.

We developed several questions to guide the research process:

1. How should the new material in Leadership at 20 be integrated effectively into the existing Foundation of Leadership Studies course?
2. How can effective links be made between the seminal work of Burns and the issues being raised by subsequent scholars?
3. Does the Leadership at 20 material serve to enhance the Foundation of Leadership Studies course? Why or why not?

Margulies and Raia outline action research as incorporating the following steps: “Problem awareness, analysis, data collection, hypothesis testing, action planning, implementation, and evaluation” (74). We modified and implemented these steps in the following manner. Initially, our work consisted of showing that a supplemental text
Presentation of Data

Summary

During the semester we taught three classes based upon the selected Leadership at 20 readings, which were Edwin P. Hollander's article “Relating Leadership to Active Followership”, Richard A. Couto's piece Innovative, “Transforming Leadership of Adaptive Work”, and Joanne Ciulla's work on “Moral Agency and Transforming Leadership”. Subsequent to teaching these class sessions, we concluded a focus group with twenty students in Dr. Price's Foundations class. The basis for the focus group was to see how effectively the new material had been integrated into the foundations course, and whether or not the material enhanced the study of leadership that is envisioned for the foundations course. Below are the seven questions that were asked during the focus group and the feedback we received.

1) Did you find the concepts addressed in the Leadership at 20 articles to be clearly articulated?
   ♦ The articles seemed to cover a lot, so it was somewhat hard to follow at times. They just seemed cluttered. The discussions did help clear up any problems that I had with understanding, though.
   ♦ For the most part, I thought the articles were clear. They were really long at times and I found myself losing some points.
   ♦ Sometimes. Some of the articles came across clearly, but some were so long and involved with a number of different concepts that by the time I finished the article, I forgot about what the author said at the beginning.
   ♦ The article got confusing in that they brought up many terms and ideas that were complicated for us to understand.
   ♦ More difficult than Wren
   ♦ Really long
   ♦ Complex
   ♦ Transformational versus transactional pointed out a continuum not found in Wren's text.

2) What did you like about the presentation of the Leadership at 20 articles?
Even though they did cover a lot, they were often broken down into sections, so it
gave me a chance to re-gather my thoughts and concentrate on a new topic. That aspect of the articles helped with comprehension.

I thought that they were good extensions of the Leader's Companion. For instance, the social capital article helped to clarify the citizen leadership piece from earlier in the year.

The articles sub-heading were very helpful.

I like the headings on many of the articles; it helped to keep track of what was being discussed.

Broke down into sub-sections

Interesting to hear real examples, not all abstract ideas

3) What did you dislike about the presentation of the Leadership at 20 articles?

- Again, they just had too much in them sometimes.
- Just that their length made it difficult. I found that I could talk at length about the first few points, but when it came to their conclusions and the last points, I read it but had lost interest and couldn't pay attention.
- Having them online made reading them more difficult, and printing them out used a lot of paper.
- Confusing and long

4) How did the class sessions facilitate your understanding of the text?

- Without the discussions and Kerry's and Matt's help, I would have been lost on a few things. Plus it was good to see where we could take the topics we read about and how many different areas we could apply them to.
- Helped to talk through inconsistencies between and within pieces. Also, the social capital video was great.
- They helped me to pick out the main ideas, especially with the more complicated articles.
- They really helped to explain and clarify what the articles discussed

5) Were you able to draw relations to other readings based on the new knowledge you gained from the Leadership at 20 text?

- Yes. Many of the things we read about in the articles were also present in our Leader's Companion readings. It was good to already have some advanced knowledge on the topics.
- Yes, I mentioned social capital. Leadership from the bottom up extended the charismatic leadership article about Martin Luther King.
- Yes, they used a lot of the same terms as our textbook, but provided a new view.
- To some extent it gave more insights to many of the articles in the leaders companion.
- Yes, made connections.

6) Did the Leadership at 20 readings provide you with new information or was it a restatement of prior readings?
This project facilitated heightened experiential learning for both us and those involved in our research project. We feel that this project helped to compile many of the leadership theories that we have contemplated over our time as Jepson majors. It is our intention that this project will serve as an instrument for integrating the Leadership at 20 material into all of the Foundations of Leadership courses in the future. We realize that the Leadership at 20 text will not replace the current text; however, we feel that many of the articles presented in the Leadership at 20 text will provide key supplemental and innovative information in order to enhance the current curriculum.

While our research was limited based upon the small sampling of individuals who we were able to utilize in our focus group. Therefore, we must make extrapolations and derive conclusions based upon the successful integration of the curriculum within one section of the Foundations course. However, our experiences and the information that we collected provided positive indications that the materials can be successfully incorporated into other sections of Foundations of Leadership Studies courses.

In addition to being limited by a small sampling, we also were concerned with the notion that students may not fully express their thoughts in a candid manner in the focus groups. However, the data that we obtained through the focus group was beneficial in helping us to reassess and re-evaluate the work we did in trying to successfully add portions of the Leadership at 20 text into the current Foundations curriculum. We assert that the feedback both positive and negative was instrumental in giving us direction for structuring the teacher’s manual. Part 2 of this project contains the teacher’s manual that we developed for use in future classes.
Works Cited


Walters, Ron. 1999 “Leadership from the Bottom Up.”

Wheatley, Margaret 1999 “A New Paradigm for New Leadership.”


Yarmolinski, Adam 1999 “Change and Leadership.”
Appendix 1

Focus Group Questions

1) Did you find the concepts addressed in the Leadership at 20 articles to be clearly articulated?

2) What did you like about the presentation of the Leadership at 20 articles?

3) What did you dislike about the presentation of the Leadership at 20 articles?

4) How did the class sessions facilitate your understanding of the text?

5) Were you able to draw relations to other readings based on the new knowledge you gained from the Leadership at 20 text?

6) Did the Leadership at 20 readings provide you with new information or was it a restatement of prior readings?

7) What activities would you recommend in constructing a teachers manual to correspond with the text?
Appendix 1

Focus Group Questions

1) Did you find the concepts addressed in the Leadership at 20 articles to be clearly articulated?

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Leadership at 20 Teacher's Manual

By

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April 14, 1999
Leadership at 20 Teacher's Manual
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Purpose: To provide educational material from the text of Leadership at 20 for foundation level leadership courses. In order to effectively communicate the Leadership at 20 materials it is essential to use these guiding questions and activities in order to facilitate the learning process.

Introduction: This teacher's manual looks to draw upon the concepts addressed in the Leadership at 20 material. We designed this teacher's manual to expand upon the current issues discussed within the Leader's Companion. The proposed activities and questions that we have recommended serve as a foundation that will help to foster understanding of the process of leadership. We encourage that you to be innovative and creative in implementing the proposed materials. It is our belief that the questions and activities will highlight each articles important lessons.
Chapter 1: Reflections on James MacGregor Burns
Author: Barbara Kellerman

1. Kellerman obviously strays from Burns in her vehement opposition to the notion of leadership needing to have a moral component. Kellerman is more concerned with what works. With Kellerman’s and Burns’s contrasting views in mind, what role do means and ends play in the leadership process? Are means and ends equally important? Or does one hold precedence over the other?

2. Kellerman makes the point of not differentiating between leaders and power wielders while Burns’s seminal work Leadership forcefully illuminates the difference between the two. What effect does power have on the leaders ability to accomplish their task?

3. When Kellerman studied presidential leadership, the driving question in her research was, “was the president able to get his way when he wanted to?” (Kellerman, 4). How important is it for a leader to solely get his/her way? What role does the overall process and the outcome of the followers have to do with the effectiveness of a person’s leadership?

4. It is often noted that the whole is greater than the sum of its parts. Therefore, it seems obvious when Kellerman writes that “So far as I have been concerned, the whole of Leadership matters more than its parts.” However, when broken down, it seems as though she is really saying that the ends far outweigh the means? What does this conclusion imply for the overall process of leadership?

5. Finally, Kellerman’s main quest in regard to leadership is to figure out “what works,” and to exercise this in order to get positive end results, but how in the future can “what works” be also what is moral and non-coercive?

Activity

Divide the class into two groups and ask them to debate the importance of means and ends. The students should be advised that during this debate they must push aside their personal feelings and debate from their assigned position. In de-briefing this activity see if they come to any conclusions on the importance of each. Take a vote and decide if the students' value ends, means, or feel they both are equally integral to the overall process.

*Note- The instructor may want to take a current event or current leadership case and ask students to use that case in order to provide support for the debate.
Chapter 3: The Challenge of Leadership

Author: Ronald A. Heifetz

Discussion Questions

1) Heifetz centers much of his paper on leadership utilizing both formal and informal authority. How can one gain informal authority and sustain it since no formal title accompanies this role?

2) Heifetz defines formal authority as “the authority one gets because he or she is appointed or elected to office.” How can a leader still be effective even if they are elected or appointed? Which do you think is more effective formal or informal authority?

3) Heifetz describes Burns’s transforming leadership as dangerous because one can easily become “an idolized hero” Heifetz argues that this hurts ordinary leadership in that it “runs the risk of taking responsibility from others to solve problems.” Do you agree with Heifetz on his notion of transforming leadership? Why or why not?

4) Heifetz believes that citizen leadership can bring about significant social change. How can we then encourage all citizens to actively pursue and take part in this leadership challenge? How do we make individuals recognize their innate ability to lead?

Activity

Divide the class into small groups of four or five students and ask them to develop a specific plan for drawing upon the potential of all citizens to exercise leadership. For example, by heading a clothing drive, or working in some type of community service project. The ideas are limitless, but the essential part of this project is to ask students to develop action steps for implementing and enabling such citizen leadership efforts.
Chapter 4: Moral Agency and Transforming Leadership
Author: Joanne Ciulla

Discussion Questions

1) What do modal and end-values contribute to the process of leadership?

2) Who selects what modal and end-values are proper for the existing organization?

3) What does the Hitler problem, Princess Diana case and the Mother Theresa issue show us about the ideas of morality, and whether or not one is an effective leader?

4) What moral responsibilities do leaders have to the community?

5) How can a leader control and change an organization through the use of moral resources?

6) Ciulla mentions that "the meaning of a word (such as leadership) evolves through usage and experience." Does this mean that leaders such as Hitler were exercising leadership based on the limited experience of that period, but now because of new knowledge we would say he did not exercise leadership?

7) If we cannot develop a definition for leadership, then what implications does this have on the future as we try to emulate our "so-called" great leaders of the past?

Activity

Split the class into groups and have a debate on personal vs. private morality. Some questions that can help to shape the debate are: Do personal and private morality count equally?; or if someone is able to effectively lead and be publicly moral should we not hold their personal lives to the same level of ethical accountability? This activity should allow the students to actively argue and discuss key issues surrounding leadership and morality while using examples from Ciulla's article to support and substantiate their claims.
Chapter 5: Mapping a Multi-Level of Analysis of Leadership

Author: Tiffany Keller

Discussion Questions

1) Do you think that a leader can be effective by adjusting his/her leadership style as a consequence of personality traits of those followers in the organization?

2) Would a leaders effort to create in-groups and out-groups have a positive or negative effect on the organizational culture? Why?

3) Is it realistic for a leader to evaluate each follower as an individual, therefore, using a different style of leadership to accommodate for each member?

4) Does this type of adaptation and execution of situational leadership by a leader have a potential to hinder the efficiency in the organization and does it leave too much room for error on part of the leader?

5) Keller contends “that transactional leadership is a precondition for transforming leadership as the relationship begins centered on self and the focus shifts to the environment.” Based upon your leadership studies do you agree with this quote? Can you find any inconsistencies? Please cite examples.

Activity
Administer the Myers-Briggs personality indicator to all the students and have them assess their own results. From this test a discussion can be generated about the validity of multi-level analysis in relation to Keller’s assertions on personality traits and the leadership process.
Chapter 6: A Life-Span Approach to Communication and *Leadership*

Author: Frederic Jablin

**Discussion Questions**

1. Jablin discusses that while media can serve as a form of entertainment it often distorts reality and therefore, “selectively reinforces certain types of communication” (Jablin, 8). Is it our values and behaviors that dictate what media will portray or is it media that dictates the values we espouse?

2. How does managing conflict by communicating within relationships enhance or detract from leader-follower relationships?

3. What implication does the socialization theory have on the development of leaders?

4. In your opinion do you feel that communication development occurs more in task settings or in leader-follower relationship settings? Which environment fosters better leadership opportunities?

**Activity**

The class should break into five groups, to simulate some type of production company. Each group would be given the same tasks, however, they would have to perform under different mediums of communication. This exercise will allow for the class to observe how different types of communication mediums foreshadow varied results. It will also highlight the different styles of leadership necessary for this task, and how they are related to depths of communication. After the activity has been completed it necessary to debrief the exercise using the insights from both group members and observers.

Group 1: Exercise all forms of communication
Group 2: Can only use written communication
Group 3: Can only use verbal communication
Group 4: Can only use body language and gestures to communicate
Group 5: Will elect one observer for each of the groups. Their responsibility is to record the actions taken by the members of the group to accomplish the task.
Chapter 7: Relating Leadership to Active Followership

Author: Edwin P. Hollander

Discussion Questions

1. How can leaders bring out the best in and maximize the attributes of their followers?

2. How can a leader use their leadership traits effectively among different followers? Do certain traits work better with some individuals than others? How can both leaders and followers adapt to or accommodate for the various traits of each group?

3. How much emphasis do you think should be placed on the idiosyncratic credit model, when dealing with active followership?

4. What does Hollander say about how transactional leadership relates to transforming leadership and vice-versa in working to achieve active followership?

5. Should we hold followers to the same moral standards as leaders? Is it possible to hold individuals accountable for their moral actions? If so, how? If not why not?

Activity

Have students divide into four small groups and ask two groups to compile a list of traits, characteristics or behaviors, which they associate with effective followership and how these traits, characteristics and behaviors enabled active followership to take place. Have the remaining two groups work together to identify traits, characteristics or behaviors of leaders that encourage passive followership. After the students have compiled the list have them put their lists on the board and discuss and debrief the activity. The purpose of this is to determine how future leaders can actively engage their followers.
Chapter 8: Change and Leadership
Author: Adam Yarmolinski

Discussion Questions

1. Yarmolinski and Burns have opposing views on leadership and change. Yarmolinski ensures us that change is the “law of life” (Yarmolinski p. 1) in every society by saying that when things change people are forced to react and adapt. Do you agree with Yarmolinski that a leader is not needed to initiate change? Or, is it leadership when someone steps in and takes the courage to change something that isn’t perceived by society as needing adjustment?

2. Yarmolinski believes that change happens without leadership. He says “change was bound to happen. The question was how it was going to happen”(Yarmolinski p. 3). He further substantiates this claim by citing physics in that the world is always in some form of motion and that a leader recognizes the need for change, but that change occurs regardless of ones actions. Undeniably change is occurring all around us, but how is change carried out and taken to the next level? Is it through the support of strong leadership? Or is change a naturally occurring process and leadership is solely one venue through which to facilitate these changes?

3. How can leaders who recognize the need for change enable his/her followers to also perceive this change and embrace the need to change prior to running out of time?

4. Yarmolinski views a leader as “a mediator, a moderator, someone who adjusts the facts of change and the intransigent facts of organizations and institutions” (Yarmolinski p. 2) What tools, characteristics or behaviors enable a leader to mediate and facilitate this change process?

5. Yarmolinski states that “demands for immediate change may do more harm than good” (Yarmolinski p. 3). With this in mind, how can a leader persuasively encourage necessary change and make others realize the urgency of adjusting to this change without making demands? What else can a leader do to show the importance of adapting to and working to implement this change?

Activity

Ask students to divide into small groups and talk about a change, which is occurring within our society and ask them to develop an outline for how they would advise that this change be sustained and maintained throughout time. This outline should include steps for achieving this process in addition to individuals who would be necessary for instituting the initiative.

For an individual assignment students could be asked to identify and discuss a change that they would like to see in the University and explain why this change is so urgent and what steps they would pursue to see that this leadership task becomes reality.
Chapter 9: Transforming Identity in Organizational Life
Authors: J. Davidson "Dusty" Porter and Zachary G. Green

Discussion Questions
1) What role does one’s identity play in a working organization?

2) How does the social identity theory and transforming identity effect leadership styles throughout the organization?

3) Does the social identity theory ensure a fair opportunity for all members of the group? Why or why not?

4) How do leaders and followers create an organizational identity while maintaining their own individual identity?

5) Is there an effective and efficient manner in which to bridge the gap between the two, so that both can coexist?

Activity

Show a portion of "Footloose" the end of the movie when they have the dance. No one is dancing until Ren (Kevin Bacon) and Ariel (Lori Singer) come in and begin to dance. It is once they begin to dance that everyone else joins in and realizes that dancing is acceptable. At this point the transformation took place because of the innovative nature of the two main characters. After showing this clip, the students can engage in a discussion based on the clip and the relevant excerpts from the article which substantiate or refute the process by which the social identity theory took place in the movie.
Chapter 10: Leadership and a Place Called Hope
Author: Robin Gerber

Discussion Questions

1) What does Gerber mean by “conjuring leaders with the moral purpose and values to bring the nation to a higher understanding of democratic mission and process?” How can this process be facilitated?

2) Who defines moral purpose and values that bring our nation to a higher understanding of democratic mission and process? Is there a set of universal values or morals? What characteristics, traits, and/or values do you feel should compose or do compose a universal value system?

3) How does one overcome the main problems in political leadership, which is reuniting the public and government? How do you bridge the gap?

4) Do you believe that public service and politics are mutually exclusive? Explain, why or why not?

5) How do citizens go about finding leaders that “look afresh at those who consent to be governed not as passive, faceless mass to be polled, but as those to lead in the future?” Is there any full-proof method, or does this work via trial and error? Explain.

Activity

Separate the class into groups and have them identify a political case where government and the public have bridged the gap to work together towards achieving a common goal. The class will be split into four groups, where two groups will think of issues where collaborative efforts have worked providing the details and framework for its success. While the other two groups will work to identify shortcomings of this type of leadership and what aspects impinged upon the success of this collaboration. For example, the Dudley Street initiative in Massachusetts shows how local government and citizens bonded together to reinvigorate and restore one of Boston’s most impoverished and dilapidated neighborhoods. This example, shows how effective collaborative leadership can be when you combine all forces together in order to actively initiate a change effort. This rallying of several forces around a common goal is what carried this task to fruition and is also a key reason why the Dudley Street neighborhood is still being well maintained today.
Chapter 11: A New Paradigm for New Leadership  
Author: Margaret Wheatley

Discussion Questions

1) What does Wheatley's quote, "people who are in the organization are a living system" tell you about the basis for development of her leadership theories?

2) How are we able to manage these systems effectively?

3) What characteristics are necessary for leading these living systems effectively? Are certain traits or characteristics better suited for a certain situation or can these traits and characteristics be uniform throughout all situations?

4) "This principle, in a living system, if it moves off its health, if it is not functioning well, the way to make it healthier is to connect it more up to itself" How does a leader go about creating a process that enables organizations to connect up to more of itself?

5) Once the organization connects up to itself what steps can leaders and followers take to insure the life of the organization flows from within, and extends their energy outwardly?

Activity

Show the students the Walt Disney Video, from Tom Peter's "In Search of Excellence," that aims to show the importance of utilizing every member to create a living system. The importance of this video is to show how effective a collaborative effort can be in conveying a vision and permeating to the outside environment the aims which it strives to meet. This video displays that the life and values of an organization can extend outwardly which increases the resources by externalizing the network. However, what is important is to show the steps that were taken in order to accomplish this process. After showing this video clip, the class can have an active discussion using the above questions while tying in examples from the Wheatley piece and the video, in order to facilitate a greater understanding of the key concepts, which she addresses.
Chapter 12: Innovative, Transforming Leadership of Adaptive Work

Author: Richard A. Couto

Discussion Questions

1. How does social capital aid in empowering citizens to engage in active leadership roles?

2. In your opinion, what effect does social capital have on leader-follower relationships?

3. How does innovative leadership build upon the concepts outlined in transforming leadership? What steps must the leaders and followers take to embody this style of leadership?

4. How does a leader manage to balance the responsibilities between political and economic roles when dealing with civic leadership and increasing social capital?

5. What is the main difference between innovative leaders, and ordinary or visionary leaders? What effect do the differences have on the quality of leadership that each of these type of leaders emanate?

Activity

The "Mud Creek" video should be shown in the beginning of class. This video clip is approximately 30 minutes in length and it clearly illustrates a community's effort to recognize and utilize their social capital in order to enact civic change within their community. The video will help students to understand further the abstract concepts, which are emphasized throughout the article and will serve as a foundation upon which to build a thought provoking discussion.
**Chapter 13: Explaining the Transforming in Leadership**  
Author: Georgia Sorenson

**Discussion Questions**

1. Sorenson expounds on Burn's notion of transforming leadership, by adding the dimension of mentoring to the concept. With Sorenson's views in mind, how does mentoring enable transforming leadership to take place?

2. Sorenson uses Kathy Kram's work as a foundation for her paper as she provides a framework for mentoring by defining the steps used in the mentoring approach. These steps are initiation, cultivation, separation, and redefinition. At what point in the mentoring process does transforming leadership occur? How does mentoring facilitate the transforming process? Or, how does mentoring inhibit the transforming leadership process?

3. Sorenson makes the claim that each individual possesses the "potential to contribute leadership in their lives". If this is true, how can leaders help others realize their capability to make valuable contributions to society?

**Activity**

Ask the students to divide into small groups of four to five, and tell them to discuss a time when they were mentored and how this mentoring transformed them and raised them to heightened levels. Note that some students may not have been able to experience a mentor, so have them talk about a coach, or older person who was able to help them grow personally and what characteristics or factors made this possible.
Chapter 14: Leadership and the Social Imperative of Organizations
Author: Gill Hickman

Discussion Questions

1) What are the underlying assumptions in transformistic organizations about the purpose of organizations, the role or value of human beings and the role of economic factors? How are they different from the assumptions of bureaucratic organizations?

2) How does transforming leadership help to overcome pragmatic challenges faced during building a transformistic organization?

3) How does a leader work to incorporate dual missions? For example, maintaining a healthy bottom line while cultivating personal growth.

4) What other styles of leadership are necessary in creating this type of organization?

5) In the 21st century is it possible to have dual missions, and still be competitive economically versus socially?

Activity

Assign each small group of four or five students to come to class prepared to discuss an organization which has successfully implemented a dual mission, which touches upon both social and economic issues. The purpose of a dual mission is to ensure that social capital is being built internally and externally and organizations needs are met while simultaneously assuring that the company is profitable and maintains a healthy bottom line. For example, Timberland employees engage in community projects funded or supported by the company. They use lessons that were learned during community service to enhance teamwork and better relations with the company. Since they have become involved in social enterprise, their bottom line is stronger than ever.
Chapter 15: “We, the People:” The Leadership of Ordinary People
Author: Larraine Matusak

Discussion Questions

1. Matusak says “positive change comes when society reaps the benefits and contributions from all of its citizens, institutions and organizations”. With this in mind, how can future leaders work to build collaborative leadership efforts to conquer the ever changing and growing social problems which plague society?

2. If fear of failure and fear of change are two big factors, which inhibit enacting civic change, what can leaders and followers combined do in order to overcome these obstacles, which thwart progress?

3. Matusak emphasizes the concept of “power of the people,” but how can leaders empower others in a genuine sense, so that the individuals are able to make decisions on their own, create changes, and avoid the hierarchical chain of command?

4. How does positional power affect the way that leaders and followers interact? What can be done to overcome the mental constructs associated with positional power, so that in the future these barriers will not inflict the leadership process?

Activity

Divide the class into groups of 4 or 5 and ask each group to pick a social problem. Once they have decided upon an issue, the next step is to discuss and develop this issue in a small group. Following this discussion, they will present to the class how they would frame the issue and what they would do to involve as many individuals in a collaborative effort in order to positively enact change to fix the social problem.
Chapter 16: Leadership and Popular Sovereignty
Author: J. Thomas Wren

Discussion Questions

1. Using the notion of Popular Sovereignty which is rule by the people, can you identify a person who leads like this today? Is this type of leadership successful in our current society? Why or why not?

2. Wren asserts that leadership must be “of, for, and by the people” with this in mind, what can effective leaders do to facilitate this type of process?

3. The article taps into ethics and morals as it seeks the need to create the common good for all rather then the good for the ruling class. How do future leaders work to achieve the common good for all? and is this really necessary when so few people are actively engaging in the leadership process?

4. Wren discusses the feasability of pursuing the common good through the use of an established set of moral values, such as integrity. With this in mind, who establishes this moral value standard? To what extent does society hold leaders accountable for keeping their actions aligned with the moral value standard? Is the concept of a moral value standard realistic or idealistic and why?

Activity

Use the tragedy of the commons example for this activity. Originally, whaling was an open activity for any sea-faring individual, but as popularity gained without restrictions and limitations the whaling population rapidly declined and risked extinction. As extinction loomed on the brink, laws were enacted in order to curb whaling. Prior to the instatement of restrictions, everyone was free to do what he/she saw fit, which in time limited the once available resources. Furthermore, once these resources were depleted, it became evident that constructs needed to be implemented in order to thwart further chaos. The class can divide into groups of four or five students and work to develop a scenario, which highlights the limitations of popular sovereignty.
Chapter 17: *Leadership from the Bottom Up*
Author: Ronald Walters

**Discussion Questions**

1) Is it possible to be an effective leader by having sound ideology and charisma alone? Are there other characteristics that are necessary?

2) Are "heroic leaders" able to be effective in just the crisis situation, or can they be effective over a long period of time? Explain.

3) How does Walter's notion of "heroic leaders" compare to Heifetz's concept of "idolized hero?" Which concept do you support? Explain.

4) What role does moral leadership play in "leadership from the bottom up"? Is there a set format? Can they change according to the situation? And how does one find the rights moral issues in which to target?

5) How does Burns's model of transforming leadership parallel Walters's idea of "leadership from the bottom up"? Are there any differences?

6) How can a leader in reality accomplish his/her goals, and have followers believe in a vision solely based upon the values they prioritize?

**Activity**

Divide the class into small groups of four or five students and ask them to think of a personal experience where they experienced grass roots leadership similar to the examples that Walters provides in his discussion of the Civil Rights Movement.

In addition to citing personal examples, the instructor could have the class view the movie "Stand and Deliver". In this movie it clearly shows how one individual Jaime Escalante turns a group of struggling students into high achieving followers by understanding the difficulties associated with their environment. He works diligently to help these students achieve and understand the meaning of education. The film shows how he is able to empower individuals to heightened levels of excellence by believing in their abilities. It is recommended that the students view this movie prior to class and write a 1-2 page reflection paper combining the key points from the movie and the Walters article.