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Emerging Leaders:

Leadership Studies in Secondary Education

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Richmond, VA

April, 1997
EMERGING LEADERS:
LEADERSHIP STUDIES IN SECONDARY EDUCATION

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LEADERSHIP STUDIES SENIOR PROJECT
DR. GILL ROBINSON HICKMAN
APRIL 14, 1997
Introduction

The high school students of today that will be the leaders of tomorrow. These individuals will guide the country through the new changes and diverse conflicts that characterize the twenty-first century. How can these students learn the effective leadership skills that they will need to respond to this challenge? American educational systems must provide their students with the tools to cope successfully with such transitions. Programs such as Empowered Leaders of Hanover County High Schools therefore represent an attempt to respond to the need for modern leaders and a recognition of the value and importance of the instruction of leadership competencies at the secondary level.

The Empowered Leaders program at three Hanover County High Schools -- Atlee High School, Lee-Davis High School and Patrick Henry High School -- was created a year ago by students and faculty of the Jepson School of Leadership Studies so as to introduce leadership studies at the secondary level. The Jepson School of Leadership Studies is the nation’s first undergraduate school of leadership studies whose goal is “to develop in each student a base of knowledge about leadership that achieves the traditional goals of a liberal arts education and also provides conceptual tools which support the exercise of leadership in a variety of relevant settings”¹. The curriculum model and mission of the Jepson School of Leadership Studies has influenced the creation and development of the Emerging Leaders program. The program begins with a two week curriculum, which is conducted at the Jepson School over the summer, that provides a general introduction to the field of leadership studies. Students, who have all been deemed “gifted and talented” (GT), then meet in a seminar setting five times each month throughout the year for a period of two hours in order to expand on the concepts of the summer session.

This year-long program, however, does not feature an established curriculum. As a result, the teachers, all of whom have no previous background in leadership studies, do not have any guide for instruction. This lack of direction is evident in the complaints from both the teachers and students concerning the impracticality of these sessions to real-life situations and interactions.
The students, teachers and administrators involved in the *Empowered Leaders* program have therefore expressed a general desire to include more practical, hands-on learning experiences to make the studies more interesting and applicable to real-life settings.

As a result, this project plans to fill this void for the students by providing lesson plans and group activities that bridge the theories of leadership to practical experiences. In addition, in order to provide the teachers with the resources needed to teach leadership studies, the researchers involved with this project will demonstrate the instruction of these model lessons. Finally, since leadership studies is a relatively new field, this project will also attempt to strengthen a leadership studies program at the secondary level. Because of the recent birth of *Empowered Leaders*, this project cannot hope to cure all of its ailments. The sample lesson plans to be presented are therefore not a basic curriculum. Rather, this project will provide a model of leadership concepts and activities that can support the existing agenda.

Literature will show that leadership studies is capable of being taught to children of all ages; nevertheless, programs such as *Empowered Leaders* are rare in the American public school system. If successful, though, this program could potentially be replicated and implemented on a national level. This project must overcome several obstacles that hinder the acceptance of leadership studies as a valuable field of studies in order to achieve its goals. As a relatively new concept, the study of "leadership" not only breeds skepticism regarding its legitimacy as a field of study but also results in a scarcity of knowledgeable individuals to teach the subject matter. Another obstacle is the potential incapacity of the students to grasp the theoretical framework of leadership studies without the significant amount of practical application that students at the Jepson School practice and observe. High school students must focus on general education and therefore may not have the time available to them be exposed to the practical applications of leadership. Our ultimate goal, nevertheless, is to consider these and then provide a foundation that will expose students to the theories of leadership in a practical manner through group activities, case studies, role plays, and personal experience.
Literature Review

The modern world is plagued by both national problems, such as drugs and homelessness, and international crises, such as nuclear weapons and terrorism. These troublesome issues demand strong leadership to defuse the problematic situations. Where can such leaders be found? The answer lies within the classrooms of America's public schools. The students of today will be the leaders of tomorrow. The current formal education that most students receive, however, is not adequately equipped to arm students with the weapons of knowledge that they need to become these future leaders. While such disciplines as social studies, science, math and English are essentials to a student's academic development, in recent years leadership studies has become recognized as an increasingly important discipline to be included in an educational curriculum. However, as Philip Porter complains in his article "We Should Be Teaching Leadership Skills and Competencies," while leadership skills are needed, "the typical high school curriculum provides little structured opportunity for young people to develop such competencies." This project therefore seeks to develop a tangible curriculum for the instruction of leadership and to observe its effects on a group of gifted and talented students.

Many question whether leadership studies is a concrete field that may actually be taught in an educational setting, arguing instead that "leaders are born, not made." Studies have proven though that leadership skills can be taught to children at an early age. Infants as young as six months of age have been shown to demonstrate leadership capacities when interacting with peers of the same age. Then, according to Charles Edward Skinner in his book Child Psychology, even preschool age children exert leadership traits, the most common being "the kind that shows itself through intimidating influences or the kind that shows itself through inspiration and encouragement." Finally, an early study by L. J. Jack in 1934 and a later experiment by F. Merei in 1973 both prove that individuals may be trained to exhibit certain leadership skills in group interaction. Such studies thus provide evidence that support the presupposition that leadership skills may not only be taught to students at an early age but also be honed and trained in students at a later age.
In addition, there is strong evidence that leadership skills may be taught successfully at the secondary level. According to Dr. Gill Hickman, a professor at the Jepson School of Leadership Studies, “Although leadership programs are relatively new in K-12 education, positive and encouraging results are being reported by program participants and stakeholders. They [the leadership students] are already making a difference in their schools, communities, the lives of others, and to themselves.”

Despite these success stories, very few school systems have integrated leadership skills into their curriculum so that students may have the opportunity to develop such competencies. "It is incumbent on school administrators to recognize the need for leadership instruction and to work toward the development and implementation of some type of curricular offering to meet this need.”

One such school that has answered this call recognizing the value of the indoctrination of leadership studies into the basic high school curriculum is John F. Kennedy High School in Silver Spring, MD. This high school has not only included leadership skills into their current curriculum, but also has created a comprehensive leadership studies class. This four year course demands that students critically evaluate contemporary and historical leadership concepts and theories, apply critical and creative thinking skills to the study and practice of leadership, describe fundamental leadership competencies such as conflict resolution, decision making, motivation, and managing change, observe different leadership settings, effective communication, and provides an increased awareness of community and volunteerism. According to Dr. Hickman, a consultant to the program, "Well-developed and solidly supported leadership education programs can make profound changes in the quality and quantity of leadership in society. Young people are demonstrating that they can and will assume responsible roles when provided the content, climate, and competencies to develop their leadership capabilities.”

This program is a direct support of
the success that a leadership program can have in secondary education.

From the example set by this leadership program and other programs, such as the Jepson School of Leadership Studies, several components have been identified as fundamental to the successful instruction of leadership studies. In her article, "Promoting Leadership," June Stark delineates five components of leadership instruction: moral education; analysis of leadership styles; communication education; creative problem-solving; and organization skills development."11 Burns also provides a guide for leadership instruction in which he emphasizes the moral aspects of leadership by "prescribing three essential elements for leadership education: treatment of students as joint seekers of the truth with no effort to coerce or indoctrinate; aid to students in defining their moral values; and encouragement of students to use those higher stages of moral reasoning identified by Lawrence Kohlberg."12 Finally, the 1989 Report on Adolescent Development explains that certain lessons should be included in a curriculum for this age group to ensure ideal child development. The five components of ideal child development are:

1. An intellectually reflective person, analyzing problems and issues, developing new solutions, having good self-expression and listening skills, and being competent in understanding perspectives of multiple cultures.
2. A person en route to a lifetime of meaningful work, seeing work both as a means of economic survival and a source of self-definition; feeling that race, gender, and ethnicity do not limit his or her career options; understanding the importance of high school graduation and postsecondary training, and . . . being able to adjust to a world of changing economic and employment circumstances...having the ability and motivation to continue learning across the life span.
3. A good citizen, contributing responsibly to the events and institutions of his or her community; understanding the values of our nation and acting to promote these values across all levels of society, and feeling responsible for enhancing the health and community at local, state, national, and international levels.
4. A caring and ethical individual, thinking and acting ethically; understanding the difference between good and bad; accepting responsibility for his or her actions; showing honesty, integrity, tolerance, and appreciation of diversity; and developing and maintaining close relationships with family
A healthy person, showing physical and mental fitness, having a positive self-image, maintaining self-understanding, and possessing appropriate coping skills.\textsuperscript{13}

Particular leadership lessons can help achieve these descriptions of ideal adolescent development. First, lessons on critical thinking and leadership in multi-culturalism should be included to stimulate intellectual reflection. Second, lessons on decision making, motivation, and leading individuals should be incorporated into a curriculum so as to enable students to accommodate change better. Third, the idea of proper development in terms of civic responsibility could be communicated through the implementation of lessons on social movements, community organizations, service learning, and leading change. Next, the need for moral leaders to motivate diverse groups in society can be addressed through the teaching of classes on ethics, cultural and historical contexts, gender and leadership, and communication. Finally, lessons on conflict resolution and positive reinforcement should be included in order to promote cooperation and to teach the role an individual plays as a member of a team. The guidelines for child development that the \textit{1989 Report on Adolescent Development} outlines thus provide insights regarding the different classes that should be instituted to promote development.

These developmental concepts can be seen as underlying principles of the curriculum for the Jepson School of Leadership Studies as described by Dr. Karin Klenke.

Leadership for the twenty-first century calls for men and women who are architects and catalysts for change. . . The architects of the Jepson School had certain goals in mind when they designed the curriculum. These goals included the ability of students to serve effectively in formal and informal leadership roles in a variety of contexts; to think critically and creatively about leadership theory and practice; to apply multiple knowledge bases to the study, observation, and practice of leadership; and to demonstrate moral judgment, imagination, and courage in the exercise of leadership.\textsuperscript{14}

These ideas of adolescent development and the goals of curriculum of leadership studies show how leadership lessons can help adolescents achieve mature and proper development. These lessons should thus be incorporated into a secondary educational program.
Furthermore, the subjects participating in this study have been identified as “gifted and talented” students. Various definitions have been developed to describe such giftedness and talents and its relationship to leadership. Lewis M. Terman concluded that “the most responsible positions should be held by the most capable individuals (that is, those with the highest IQ scores).”\textsuperscript{15} This view of the correlation between giftedness and leadership capabilities was further expounded by Gallagher’s 1975 definition of giftedness:

Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas:

1. General intellectual ability
2. Specific academic aptitude
3. Creative or productive thinking
4. Leadership ability
5. Visual and performing arts
6. Psychomotor ability\textsuperscript{16}

Then, in his book \textit{Frames of Mind} Gardner identified seven intelligences as representative of giftedness. Two of these intelligences directly relate to leadership. First, intrapersonal intelligence skills enable people to use certain emotions as guides to their behavior. Second, interpersonal intelligence skills enable people to interpret the interests of other individuals and then utilize this "knowledge" in a leadership capacity. It has been shown that individuals that possess these two abilities have the potential to excel in a leadership role.\textsuperscript{17} Research has thus shown that gifted and talented students have a greater potential of possessing traits that many have attributed to leadership.
The curriculum for the instruction of leadership studies must be tailored to these gifted and talented students. According to Porter, "Selection of an appropriate vehicle for leadership instruction will depend upon the types of students who are to receive it." The curriculum to be developed for the Emerging Leaders Program will therefore use the current research on gifted and talented students as a guide for the development of a curriculum that is subject-specific. Joanne Whitmore states the necessity of providing an invitational environment in order to encourage participation and positive group perception among gifted students. Second, she advocates structuring the general curriculum to include group participation since she believes that gifted children especially benefit from the social learning and self-knowledge that activities such as role playing, drama and group projects offer. Then, in their article, "Giftedness, Diversity, and Problem-Solving," Maker, Nielson and Rogers describe the goals that should guide a leadership program for exceptional children. They state, "One of the most important goals of these programs is to increase the individual learner's control of the learning process and opportunities for decision making in situations involving both learning and other aspects of living. To us, this is true empowerment - an essential but often neglected part of education." Research on the special learning needs and interests of gifted and talented children thus influences the type of instructional environment that best suits the creation of a leadership studies program especially for gifted and talented high school children.

In creating and implementing a curriculum of leadership studies, there are many sources and readings that may be used. These additional research aids are compiled in the attached bibliography.

Methodology

Subjects

This project focuses on two distinct groups of participants. The first group is twenty-three senior high school students from three Hanover County public high schools. The participating area high schools include: Atlee High School, Lee-Davis High School, and Patrick Henry High School. All of these students are enrolled in the Emerging Leaders: A Collaborative
Investment in the Future program (see Appendix A). This program consists of two components -- the Summer Leadership Institute and the Academic Year Continuation. The students will receive one carnegie unit towards graduation requirements upon successful completion of these two program components. All students who have been specified as "academically gifted and/or talented in the art department, music department or a certain academic verbal or quantitative area are invited to join this program. In order to be eligible for this program, all invited students must then submit an application in mid-March (see Appendix B). This application is then reviewed by a selection committee that consists of Elizabeth C. Nelson, Assistant Director for the Gifted and Talented, Dr. William S. Howe, III, Assistant Professor of Leadership Studies at the Jepson School of Leadership Studies, Will Kitchen, a teacher from Atlee High School, Chris Lundberg, a teacher from Patrick Henry High School, and Jean Maurer, a teacher from Lee-Davis High School.

The Summer Leadership Institute is an eight day-long program that is held at the Jepson School of Leadership Studies, whose objective is to "establish a foundation of challenging experiences for leadership exploration and development." The curriculum of this intensive summer program covers all aspects of leadership studies and examines leaders from the past and present at local, state, national and international levels. In addition, the students participate in a one day excursion to the Challenge Discovery Course. This program is then resumed in the Academic Year Continuation, which provides the opportunity to "build on summer experiences and engage in direct leadership activities," such as mentorships, internships, individualized student leadership plan focusing, leadership skill-building workshops and teleconferencing. This unique curriculum experience features weekly class meetings at each of the three high schools as well as one total group assembly meeting each month.

The second group of participants in this action-oriented research project are three teachers from the three separate high schools. The teachers are selected by each of the high school building principals. While one teacher has a background in gifted and talented education, neither of the other two teachers have any previous academic interaction with these gifted and talented
students. Furthermore, none of these teachers have any previous background in the field of leadership studies.

The researchers involved in this project are both graduating seniors of the Jepson School of Leadership Studies. As leadership studies majors, they have taken a combined 83 hours of courses in this major. "The curriculum for the leadership studies major includes ten hours of academic credit for courses that address three types of discrete experiential education: service learning, internships, and senior project." In addition, each student is required to fulfill twelve credit hours in "core courses", six credits hours in "competency" courses, six credit hours in "context" courses, and three credits in "selected issues" in leadership studies courses. This unique program is designed to educate students for and about leadership.

**Procedure**

This project used participatory action research as the main method of research. Participatory action research is distinguished from other standard methods of research because "in participatory action research, some of the people in the organization or community under study participate actively with the professional researcher throughout the research process from the initial design to the final presentation of results and discussion of their action implications." In this project, the researchers and the participants in the Emerging Leaders program actively interacted in meetings, brainstorming sessions and teaching sessions throughout the course of the project. In addition, this project was guided by the action-research integration cycle, as described by Whyte in his book *Participatory Action Research*. This methodology is most appropriate in this specific project because it incorporates both the actions we will take to achieve several changes and the research that is needed to support our efforts.

The first step was the **identification of the problem(s) and other causal factors**. The researchers identified three problems through a meeting with the three faculty members and the director of the Empowered Leaders program, which delineated their perspectives, as well as a brainstorming session with the three groups of students, which revealed the students' interests. First, the three teachers who are currently involved with the program do not have any background
in the field of leadership studies. Second, the program lacks a bridge between the theoretical and experiential aspects of leadership. Finally, the students' interest levels are low because of a lack of practical application.

The second step was the **proposal of changes to correct the identified problems.** First, the researchers suggested "teaching the teachers" by having them observe their example as instructors. In addition, they planned to provide them with a literature review of relevant sources to be used in the curriculum as well as videotapes of class sessions as an additional guide. Second, a handbook of lesson plans, including lecture material and group activities, was suggested for future students in the program. The purpose of these lesson plans was to incorporate both theoretical instruction and practical application to help students better understand the field of leadership studies.

The third step was the **initiation of the proposed changes.** To achieve the aims of this project, the researchers attended several classes at each of the three area high schools: Atlee High School, Lee-Davis High School, and Patrick Henry High School. The class sizes ranges from six to ten students, depending on the high school. These meetings, which took place between 2:00 and 3:30 on even meeting days of the class schedule, provided a forum for the introduction of a theoretical leadership concept to the class. Then, in order to provide a practical learning experience and to reinforce the theoretical concepts, they led group activities that built on the theoretical frameworks introduced on that day. In addition, the teachers were present at these class meetings in order to observe the researchers' personal leading and teaching approaches.

Besides these weekly meetings, once a month the three classes meet for a group class session at one of the high schools during their regular class period. At the first meeting of the spring semester on Friday, February 5, the researchers taught a lesson on leadership ethics, supplemented by specific case studies and discussion periods. After the lesson they shared their personal experiences in leadership studies, such as internships, service, group projects, classroom experience and the opportunities and practical applications of a degree in leadership studies. Subsequent group meetings followed the same general format with variations in the specific
The fourth step was the **assessment of the implemented changes**. First, throughout the course of the project the researchers assessed each lesson that we teach based on student participation and interest as well as teacher feedback. Then, they planned to evaluate continuously their performance as well as student reaction to the program by utilizing an instrument that Whyte calls, "Multiple Time Surveys", which are surveys which are given before implementation and after. This measure therefore “allows us to check predictions based on the first survey, by looking at the second, and they also allow us to discover the antecedents of findings in the second survey as they existed in the first.” Next, regular brainstorming sessions were scheduled for once a month at the Hanover County School Board in Ashland, VA. These meetings were attended by Elizabeth Nelson, Dr. William Howe, III, Will Kitchen, Chris Lundberg, and Jean Maurer. During these sessions the researchers heard updates from the teachers on the progress of class sessions and discussed their personal observations and recommendations as well as listened to the teachers' feedback regarding performance. These instruments will enable us to assess the effectiveness of the lesson plans and identify any problems that still remain or new ones that may have been formed.

The fifth and final step of this cycle was **deepen, institutionalize and diffuse change**. This step consists of strengthening the program based on the findings obtained throughout the course of data collection and analysis. This step will result in the solidifying of the *Empowered Leaders* program, thereby making it more effective for future students and teachers of the program.

**Limitations**

Despite the value of many of the aforementioned, they are not without their limitations. Brainstorming is an effective way of generating ideas, however, students may have a biases towards less theoretical concepts because they might not realize its educational value. Surveys, though very helpful, also present some potential problems. First, surveys provide only the short term implications of this program. Thus, they might not demonstrate any considerable difference
over the course of three months. Additionally, if the surveys are done using the Lichert Scale (1 = least effect / 5 = most effect), then they do not provide an appropriate standard for the judgment of the influence of subjective feelings. Likewise, questionnaires or narrative surveys are often too subjective. Moreover, such surveys depend on a sufficient sample size in order to provide accurate results. The teachers' lack of expertise in leadership studies, which may affect their evaluations of our performance and their understanding of our instruction, poses yet another obstacle to the progress of this project. Finally, videotapes, though a valuable source of observation and analysis, are limited by our interpretation of the group dynamics.

Additional limitations arise due to the nature of leadership studies as a field of study. Little information is available on such a curriculum, and even less has been done regarding secondary education. Until recently, leadership education has been limited mainly to military personnel and senior executives of large organizations. The introduction of leadership studies into the secondary level is a recent occurrence; therefore the waters that researchers must tread are rather murky.

One final limitation is the researchers' lack of experience in education and more specifically, curriculum development. Therefore, this project will be guided by established curriculums such as those found in the Jepson School of Leadership Studies at the University of Richmond and the Leadership Training Institute at John F. Kennedy High School in Silver Springs, MD.

This project should not be hindered by ethical considerations since the students' participation is voluntary and the researchers' involvement was at the request of the Emerging Leaders program.

**Findings**

The purpose of this project was to determine and implement the changes needed to strengthen the Emerging Leaders program. Through discussions with the teachers and the students as well as the researchers' own observations, the main problems that were immediately apparent with the program were a lack of practical application of theoretical concepts and hands-
on activities; consequently the original role of the researchers was to create lesson plans that would address these deficiencies of the program and then teach these lessons in order to both “teach the teachers” and to assess the success of the lessons. The action segment of this project was conducted under the guiding principle that leadership can successfully be taught as a field of study at a secondary educational institution that was garnered from research pertaining to the developmental level of high school students, particularly gifted and talented students, as well as research concerning other secondary leadership programs. While this presupposition, which is supported by much data and studies, did not change throughout the course of the project, the original focus and purpose were amended based on later findings regarding the current status and success of the program.

After observing, participating in, and analyzing the Emerging Leaders program, the researchers realized that the program was not achieving its objectives. As stated in the official agreement between the University of Richmond Jepson School of Leadership Studies and Hanover County Public Schools, who are copartners in the creation of the pilot program that is targeted to develop leadership capabilities in gifted high school students, “Hanover, with the assistance of the University of Richmond Jepson School of Leadership, will develop the academic continuation component.” The agreement thus charges Hanover County Public Schools, with the secondary support of the Jepson School, with the main responsibility of sustaining the program throughout the year; however, the commitment to fulfill this portion of the agreement has yet to be demonstrated. In addition, the agreement also states that “Hanover will provide the staff to facilitate the academic year continuation component.” While the teachers have been supplied for the instruction of the year-long portion of the program, these teachers have not been trained in the instruction of leadership studies. The findings that were uncovered through the first four steps of Whyte’s action-research integration cycle thus revealed that the program was not operating in consideration of the agreement that had been established with the creation of the program.

The findings were obtained through the researchers’ personal observations and data
collection from meetings with the director of the program and the three teachers of the program. In addition, further findings were obtained in the classroom environment through interactions with both the teachers and the students. Finally, much research was completed on the development of a leadership curriculum at the secondary educational level as well as on the individualized instruction of gifted and talented children.

In the initial phase of the project, other methods of obtaining information, such as the use of surveys, questionnaires and video recorders, had been identified as viable methods applicable for use in this project. These forms of data retrieval, however, were thwarted by the lack of student attendance. The small number of students present at the majority of the class meetings that were attended by the researchers therefore did not offer a wide enough sample group to be used as a test group.

The main findings of the Emerging Leaders program can be grouped into three separate yet overlapping categories: the leader, the follower and the situation. First, an examination and analysis of the leader circle, which included the directors and the teachers of the program, demonstrated the lack of a basic familiarity with or knowledge of leadership studies. Each of the instructors of the course were disadvantaged due to their lack of knowledge in the field of leadership studies; consequently, they did not have the resource of knowledge to guide them in the instruction of their students. Furthermore, the Emerging Leaders program is limited to students that have been identified as gifted and talented students; however, only one of the participating teachers has been trained in the instruction of such students. The other two teachers were thus at an even greater disadvantage since they lacked both experience in teaching GT students as well as in teaching leadership studies. Finally, this lack of such qualifications seemed to have created a lack of teacher enthusiasm and motivation in the successful fulfillment of the program.

Second, after investigating the role that the followers, who were the student participants, played in the success of the Emerging Leaders program, the researchers discovered that the program was plagued by a lack of student attendance. While each class size ranges from six to
ten students, two of the three classes that were taught at the individual high schools had only two students in attendance. The third class had six out of eight students in attendance. In addition, the fourth class consisted of all three high school classes meeting in a group setting. Out of twenty-three students, though, approximately thirteen were in attendance. As a result of this poor attendance, practical application of theoretical concepts could not be achieved because group activities could not be performed. The lessons therefore could not be used as a bridge between theory and practice. In addition, the researchers found that while these gifted and talented students were perceived by the school administrators and teachers to be more motivated than their peers, they nevertheless lacked the motivation necessary to make the commitment to this program. In actuality, according to one of the teachers, many of these students regarded the *Emerging Leaders* program as more of an “after school club” than as a serious class, attesting to the low commitment level of the students.

Finally, the third aspect of the program that was investigated was the situation, or the structure of the actual program and the classroom environment in which it was implemented. The first finding was the lack of a standard curriculum as a guide for both the teachers and students. While the *Summer Institute* component of the *Emerging Leaders* program is organized by a comprehensive curriculum to be accomplished throughout the course, the *Academic Year Continuation* component is not yet characterized by any such foundation; consequently, not only are the individual lessons haphazardly prepared but also each of the three teachers at the different high schools teaches different lessons. Furthermore, the program is not supported by such resources as a standard text or other published materials. As a result, without a unified plan of study or standard textbooks and materials, all of the students, who are enrolled in the same program, receive differing levels and types of instruction depending upon the specific high school that they attend.

In addition, the researchers discovered that the program did not follow standard grading procedures. For example, instead of applying the traditional grades that range from an “A” to an “F,” the students receive either a “S,” or Satisfactory, or a “U,” or Unsatisfactory. This lack of a
concrete, substantial grading scale in turn contributed to the decreased student motivation since they were not accountable to any standard evaluative measures. The researchers also found that the program is not allotted an equal amount of course credit as other standard classes in a high school curriculum. Since the students participating in the Emerging Leaders program receive only one carnegie unit toward graduation requirements, both the students and teachers do not maintain the same level of commitment to this class as they do to other classes that are worth more credits. Finally, the structure of the program is weakened by infrequent and irregular meeting times.

In summary, the researchers discovered that the Academic Year Continuation component of the Emerging Leaders program was plagued by several flaws at all three interacting levels -- the leaders, the followers and the situation. As a result, the focus of the project was shifted from the strengthening of an already existing foundation to the development of recommendations for a foundation for the program in order to ensure its future success.

**Discussion of Findings**

The purpose of this project was to determine the necessary changes to ensure the success of the Emerging Leaders program; however, the formidable nature of this task became clear throughout the progress of the project. The complications are not due to the inability of a leadership program to be taught at the secondary level. The success of other similar leadership programs, such as the Summer Institute component of the Emerging Leaders program, is evidence of the feasibility of this goal. The Academic Year Continuation component of this program is not an exception to the proven assumption that leadership studies may successfully be taught at the secondary level; however, if this program is to remain viable, changes must be made. In their book *Leadership: Enhancing the Lessons of Experience*, Hughes, Ginnet, and Curphy develop an interactional framework for analyzing leadership that provides for an examination of leadership among three separate, but overlapping elements -- the leader, the follower, and the situation (see Diagram 1).
An Interactional Framework for Analyzing Leadership

Diagram 1.

This model allows for the interpretation of leadership scenarios using each element of leadership as a separate mode of analysis. More importantly though, the overlapping spheres of these separate elements enables an examination of the leadership process through an analysis of the interactions that occur. These complex interactions demonstrate the plethora of variables that influence the leadership process, making it a complicated web of interrelated relationships rather than one straightforward connection between a leader and a follower. In order to create an interactional framework that is conducive for the teaching of leadership studies at the secondary educational level, the following recommendations that are based on the findings of this project should be instituted.

The first level of analysis in the interactional framework applies to the leader component. The teacher as the leader must possess the supporting knowledge of leadership studies; consequently, a training program should be instituted to train the teachers of the Emerging Leaders program. This training should be comprised of observation sessions at other programs, such as the Jepson School of Leadership Studies, seminars, and suggested readings on leadership studies, such as The Journal of Leadership Studies. In addition, since this program was created for gifted and talented students, the participating teachers should be experienced in the instruction of these students. Such training would combat the typical assumptions that are made concerning the motivation and commitment of GT students as compared to their peers in regular educational programs. If such educators are not available, then the program should be opened to students who meet other predetermined standards. Finally, educators involved in such a program should generate excitement amongst the students in order to guarantee the success of the program.
According to Joanne Whitmore in her book *Giftedness, Conflict, and Underachievement*, "The teacher is the most instrumental factor in determining the extent to which the classroom environment is invitational." Thus, these teachers should rely upon charismatic leadership in order to translate their enthusiasm to their followers. According to Yukl, "charismatic leaders give the work of the group more meaning and inspire enthusiasm and excitement among followers." The leader is therefore a fundamental and necessary player who influences the leadership process.

The second level of analysis applies to the followers -- the students of the *Emerging Leaders* program. Hughes, Ginnet, and Curphy enunciate the importance of the follower’s role in the interactional framework of leadership, stating, "Although the importance of good leaders cannot be denied, followers play an equally important – yet often overlooked – role in the success of any group or organization." The followers must therefore play an active role. In the *Emerging Leaders* program, this role may need to be reinforced with a strict attendance policy. The success of class exercises, like the ones created for this program, is dependent upon the interaction of all students. If students are not present, then this goal cannot be accomplished. Second, the motivation of the students should be improved by increasing their accountability to the program. Suggestions for resolving these problems include goal setting and expectations of performance. While the role of the follower is often overlooked in the leadership process, they are as significant as the leaders in the interactional framework.

The third level of analysis is the situation, or the *Emerging Leaders* program itself and the environmental context in which it is taught. Different environmental, task, and organizational factors affect both leaders and followers. In fact, "perhaps no factor in the interactional framework is as complex as the situation." The structural environment of this program should express a commitment to the success of the program. First, a set curriculum should be implemented so as to act as a guideline for both the teacher and the students. For example, the Jepson School of Leadership Studies is based on a curriculum which consists of four components, "(1) core knowledge of leadership studies, (2) leadership contexts, (3) leadership
competencies, and (4) leadership experiences. . . in sum, then, the Jepson School curriculum emphasizes a knowledge-in-application approach to leadership education.”35 This model may be applicable to the secondary level by paralleling lessons to the developmental stages of high school students. Currently, the program addresses the fourth component, leadership experiences, through the mentoring and shadowing elements. However, the program should address the other three components. This goal can be attained through the use of a leadership text that provides a comprehensive overview of leadership studies, such as J. Thomas Wren’s, The Leader’s Companion: Insights on Leadership Through the Ages. This book could provide a foundation to arm the students with a knowledge base for further study. Finally, the creation of a standard curriculum would make the Emerging Leaders program consistent among each of the three participating high school classes.

Secondly, the structure of the program should model the format of regular high school classes, such as math, english, science, etc. To accomplish this goal, the program should be characterized by regular grading procedures (A, B, C, D, and F). This change would legitimize the class as a real course of study. Next, the program should have frequent and regular meeting times each week, thus expressing the commitment of the school to this program. Finally, increased credit should be given to students participating in this program. The current one credit should be raised to the standard class credit. Once again, this change would formalize the Emerging Leaders program. The situation or context in the interactional framework thus influences both the roles of the leaders and the followers.

Each one of the previous factors, the leader, the follower, and the situation, which contribute to the interactional framework is incomplete in describing leadership. Not until they are looked at as a whole can the concept of leadership be examined. While each of the three circles represent different independent components, they are all dependent on one another. If one circle is flawed, the other two will be negatively effected, just as a chain is only as strong as its weakest link. The end product of this cycle represents a breakdown in the leadership process. This occurs at the point where the three meet (see diagram 2).
Therefore, the issues facing the teachers, students, and the *Emerging Leaders* program itself are incomplete until they are examined together. Only when these separate components are joined can the organization as a whole be examined. When this examination of the framework is completed, further issues arise that need to be addressed if a secondary educational leadership program such as *Emerging Leaders* is to be successful.

In the *Emerging Leaders* program, the interaction that exists among the teachers, students and structure of the program, influences the development of the organization. Many of the problems that affect the other components stem from the structure of the program, thus adversely affecting the teachers, the students, and the organization as a whole. The first of these issues arises from the informal grading policy that currently exists. This lack of formal grading then decreases the students accountability to the program. The absence of accountability adversely relates to a decrease in motivation and effort invested into the program by the students. The resulting trend is a lack of student attendance that thwarts the teacher’s efforts to teach the class; therefore student attendance should be made part of the grading criteria.

The second issue is propagated by the lack of significant credit that is given to the course. This lack of credit differentiates the *Emerging Leaders* program from other classes because teachers may feel less accountable to the program then with their other classes that are allotted the standard amount of credits. As a result, the teachers may not prepare focused lessons which could encourage student participation, thus decreasing student commitment, morale, and excitement for the program.
Upon examination of the three individual components of the organization, or the teachers, students, and program, it is evident that the organization can be fixed by the correction of the problems which stem from the overlapping areas. To make the Emerging Leaders program or any other leadership program successful, the goals of the program must be clearly stated and the program must also make a serious commitment to these goals. As Hughes, Ginnett and Curphy explain, "From the leaders perspective, it involves presenting followers with some future end state (a goal) and convincing them they can achieve it if they exert effort toward it."36 This dedication would consequently give the students and teachers something to work for.

This project has shown that leadership studies can be effectively taught at the secondary level. However, certain conditions must exist for this to occur as shown by the problems with the Emerging Leaders program (see Diagram 3):

![Effective Secondary Leadership Program Model](image)

Diagram 3.
Based on analysis of the recommendations of this project, these six components represent the core elements of a successful leadership program at the secondary level. Future leadership programs should examine these issues during development as to avoid similar issues. Based on these issues,
the researchers of this project have developed a model detailing the necessary elements of a successful secondary educational leadership program. This goal can only be realized with the harmonious and committed interaction amongst each of the components that embody the "Effective Secondary Leadership Program Model."
Lesson One: Ethics and Leadership

I
Purpose of the Lesson

Like many other disciplines, leadership has its own set of morals and values that students need to comprehend in the emulation and evaluation of leadership. The Jepson School’s mission statement reads, “The Jepson School will develop people who understand the moral responsibilities of leadership and who are prepared to exercise leadership in service to society.” This statement is important because it declares that students of leadership studies will be taught that about the moral responsibilities that leaders have to their followers and society. This is because leaders tend to be role models and the values that they possess may have a direct impact on the socialization of followers. Many often state that there are no ethics in big business or that government is full of individuals who are selfish and deceiving. By studying ethics students may gain an appreciation of ethical conduct and practice it in every aspect of their lives especially because it will be these students that will be the future leaders of these institutions.

Due to the increased interaction that students have with both people and the world as they enter high school, it is increasingly important that they solidify their morals and values. This allows them to think, interact with others, and make decisions more easily.

II
Description of the Lesson

Since this lesson will be the first for this project, the class will be begun with an icebreaker to get all involved acquainted with one another. To do this, the class will be arranged in a circle at which time a ball of yarn will be given to the first individual. This person will state their name and a leadership based adjective that they feel describes themselves. While holding onto one end of the yarn and keeping the line taught, the individual will then pass the ball across the circle to someone opposite them. This person will be required to do the same as the first. The activity will continue until everyone has finished, thus creating a “web” of yarn in the middle of the circle. A volleyball will be placed in the center to see if the webbing could support it. The individual who begins the activity will be told to release their end of the yarn. The person on the other end will
then be told to do the same. This will continue until no one is holding onto the yarn and the ball has fallen to the ground. The purpose of this is to demonstrate the importance of working together and that in a group, if one person “lets go”, then it negatively effects the rest of the group.

The next part of the lesson will consist of handing out “The Parable of the Sadhu,” a story about a businessman’s encounter in the Himalayas. Students will be asked to read this and discuss. Students will be asked to think about the situation, offer their feelings and opinions, and discuss the ethical ramifications of the story and decisions in their own lives.

The final component of the lesson entails a case study which will introduce an ethical dilemma in the workplace. Students will be encouraged to analyze and discuss the situation with each other. The purpose of this is to facilitate a discussion of ethics in a practical application.

III
Assessment of the Lesson

For the first lesson, it was completed with much success. The students responded very well to the material and were willing to take part in the discussion. It was obvious which students were more interested than others. Fortunately, the teachers tried to encourage some of the more reserved students to contribute to the discussion. One of the weaknesses of the class was that towards the end, students began to lose their attention and began to talk amongst themselves. It is evident that in future lessons, activities will need to foster a greater degree of interaction and involvement from the students. Another observation was that students should be arranged in a circle to facilitate an easier discussion and to include all of the students.
After encountering a dying pilgrim on a climbing trip in the Himalayas, a businessman ponders the differences between individual and corporate ethics.

It was early in the morning before the sun rose, which gave them time to climb the treacherous slope to the pass at 18,000 feet before the ice steps melted. They were also concerned about their stamina and altitude sickness, and felt the need to press on. Into this chance collection of climbers on that Himalayan slope an ethical dilemma arose in the guise of an unconscious, almost naked sadhu, an Indian holy man. Each climber gave the sadhu help but none made sure he would be safe. Should somebody have stopped to help the sadhu to safety? Would it have done any good? Was the group responsible? Since leaving the sadhu on the mountain slope, the author, who was one of the climbers, has pondered these issues. He sees many parallels for business people as they face ethical decisions at work.

Mr. McCoy is a managing director of Morgan Stanley & Co., Inc., and president of Morgan Stanley Realty, Inc. He is also an ordained ruling elder of the United Presbyterian Church.

Illustration by Geoffrey Moss.

The parable of the sadhu

Bowen H. McCoy

Last year, as the first participant in the new six-month sabbatical program that Morgan Stanley has adopted, I enjoyed a rare opportunity to collect my thoughts as well as do some traveling. I spent the first three months in Nepal, walking 600 miles through 200 villages in the Himalayas and climbing some 120,000 vertical feet. On the trip my sole Western companion was an anthropologist who shed light on the cultural patterns of the villages we passed through.

During the Nepal hike, something occurred that had a powerful impact on my thinking about corporate ethics. Although some might argue that the experience has no relevance to business, it was a situation in which a basic ethical dilemma suddenly intruded into the lives of a group of individuals. How the group responded I think holds a lesson for all organizations no matter how defined.

The sadhu

The Nepal experience was more rugged and adventuresome than I had anticipated. Most commercial treks last two or three weeks and cover a quarter of the distance we traveled.

My friend Stephen, the anthropologist, and I were halfway through the 60-day Himalayan part of the trip when we reached the high point, an 18,000-foot pass over a crest that we’d have to traverse to reach to the village of Muklinath, an ancient holy place for pilgrims.

Six years earlier I had suffered pulmonary edema, an acute form of altitude sickness, at 16,500 feet in the vicinity of Everest base camp, so we were understandably concerned about what would
happen at 18,000 feet. Moreover, the Himalayas were having their wettest spring in 20 years; hip-deep pow­der and ice had already driven us off one ridge. If we failed to cross the pass, I feared that the last half of our "once in a lifetime" trip would be ruined.

The night before we would try the pass, we camped at a hut at 14,500 feet. In the photos taken at that camp, my face appears wan. The last village we'd passed through was a sturdy two-day walk below us, and I was tired.

During the late afternoon, four backpackers from New Zealand joined us, and we spent most of the night awake, anticipating the climb. Below we could see the fires of two other parties, which turned out to be two Swiss couples and a Japanese hiking club.

To get over the steep part of the climb before the sun melted the steps cut in the ice, we departed at 3:30 A.M. The New Zealanders left first, followed by Stephen and myself, our porters and Sherpas, and then the Swiss. The Japanese lingered in their camp. The sky was clear, and we were confident that no spring storm would erupt that day to close the pass.

At 15,500 feet, it looked to me as if Stephen were shuffling and staggering a bit, which are symptoms of altitude sickness. (The initial stage of altitude sickness brings a headache and nausea. As the condition worsens, a climber may encounter difficult breathing, disorientation, aphasia, and paralysis.) I felt strong, my adrenaline was flowing, but I was very con­cerned about my ultimate ability to get across. A couple of our porters were also suffering from the height, and Pasang, our Sherpa sirdar [leader], was worried.

Just after daybreak, while we rested at 15,500 feet, one of the New Zealanders, who had gone ahead, came staggering down toward us with a body slung across his shoulders. He dumped the almost naked, barefoot body of an Indian holy man—a sadhu—at my feet. He had found the pilgrim lying on the ice, shivering and suffering from hypothermia. I cradled the sadhu's head and laid him out on the rocks. The New Zealander was angry. He wanted to get across the pass before the bright sun melted the snow. He said, "Look, I've done what I can. You have porters and Sherpa guides. You care for him. We're going on!" He turned and went back up the mountain to join his friends.

I took a carotid pulse and found that the sadhu was still alive. We figured he had probably visited the holy shrines at Muklinath and was on his way home. It was fruitless to question why he had chosen this desperately high route instead of the safe, heavily traveled caravan route through the Kali Gandaki gorge. Or why he was almost naked and with no shoes, or how long he had been lying in the pass. The answers weren't going to solve our problem.

Stephen and the four Swiss began stripping off outer clothing and opening their packs. The sadhu was soon clothed from head to foot. He was not able to walk, but he was very much alive. I looked down the mountain and spotted below the Japanese climbers marching up with a horse.

Without a great deal of thought, I told Stephen and Pasang that I was concerned about with­standing the heights to come and wanted to get over the pass. I took off after several of our porters who had gone ahead.

On the steep part of the ascent where, if the ice steps had given way, I would have slid down about 3,000 feet, I felt vertigo. I stopped for a breather, allowing the Swiss to catch up with me. I inquired about the sadhu and Stephen. They said that the sadhu was fine and that Stephen was just behind. I set off again for the summit.

Stephen arrived at the summit an hour after I did. Still exhilarated by victory, I ran down the snow slope to congratulate him. He was suffering from altitude sickness, walking 15 steps, then stopping, walking 15 steps, then stopping. Pasang accompanied him all the way up. When I reached them, Stephen glared at me and said: "How do you feel about contrib­uting to the death of a fellow man?"

I did not fully comprehend what he meant.

"Is the sadhu dead?" I inquired.

"No," replied Stephen, "but he surely will be!"

After I had gone, and the Swiss had departed not long after, Stephen had remained with the sadhu. When the Japanese had arrived, Stephen had asked to use their horse to transport the sadhu down to the hut. They had refused. He had then asked Pasang to have a group of our porters carry the sadhu. Pasang had resisted the idea, saying that the porters would have to exert all their energy to get themselves over the pass. He had thought they could not carry a man down 1,000 feet to the hut, reclimb the slope, and get across safely before the snow melted. Pasang had pressed Stephen not to delay any longer.

The Sherpas had carried the sadhu down to a rock in the sun at about 15,000 feet and had pointed out the hut another 500 feet below. The Japanese had given him food and drink. When they had last seen him he was listlessly throwing rocks at the Japanese party's dog, which had frightened him.

We do not know if the sadhu lived or died.
You manage a data processing department. Three years ago, you hired Fred Jones, a twenty-five year old computer programmer. He proved to be an excellent worker who consistently received high performance ratings. Jones was very quiet and rarely socialized with other employees, however, whenever anyone had a computer problem, you could count on him to solve it.

A few months ago, Jones didn't show up for work and didn't call in. The next day you received a call from his mother. She said that Jones had been arrested and charged with the murder of his girlfriend. Later that week you received a letter from Jones. He said that he was devastated by the loss of his girlfriend. He went on to explain that the reason why he was a suspect is because he had argued in public with his girlfriend prior to her death. When the police came to question him, he had no one to back up his alibi because he had taken a long run in the country at the time of the murder. Jones ended the letter by saying that he was now living a nightmare. He lost his loved one and is accused of a brutal crime that he did not commit. He asks for an unpaid leave of absence. The company grants his request.

Jones goes on trial and the jury finds him guilty. His lawyer appeals the case on a technicality. Jones is given a new trial and he is found innocent. One month later, Jones calls and says that he is ready to work again. You are ambivalent, but you see no reason why he shouldn't come back. After all, he has not been convicted of crime and he is a valuable employee. You mention to a colleague that Jones will be returning to work.

The next morning a group of employees are waiting for you at your office. They tell you that they refuse to work with Jones because they are afraid that he is dangerous. They demand that he be fired or moved to some other part of the company. What should you do?

Questions:

1. What are your moral obligations in this situation?

2. Is it wise to hire back Jones even if his presence might result in low morale and low productivity in your office?

3. Are the employees discriminating against Jones?

4. Would the image of the company be harmed by reemploying someone who had been charged with murder?

5. Would your ethical obligations in this case change if Jones was not accused of murder, but rather was found to have AIDs?

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Lesson Two: Conflict Resolution and Leadership

I
Purpose of the Lesson

Leaders often function as mediators, solving disputes among his/her followers or among external audiences. The students in the Emerging Leaders program must therefore be able to act as successful negotiators in situations of conflict. For most adolescent students, however, high school is a period in which new conflicts arise rather than a time during which to master different approaches to conflicts. Due to increased interaction among peers of both genders, high school students often develop more intense relationships than encountered before the years of secondary education. As these teenagers mature and develop, these strong relationships often induce higher levels of conflict than they have previously experienced. These personal conflicts are then compounded by other sources of stress typical of the high school years. Often searching for individual identities as oars to guide them through turbulent waters, they encounter friction among the diverse forces in their lives -- family, institutions, friends, personal ambitions, external expectations and inner desires. These frictions create situations of conflict that many high school students have never experienced before.

A basic understanding of conflict resolution thus aids in the mature development of adolescents, who are beginning to form personal value systems and opinions. Practicing the skill of negotiation will enable these students to better interact with their peers as well as their elders. In addition, this skill will encourage them to be more tolerant of others' needs and interests. Finally, as they begin to look to the future, a knowledge of conflict resolution will design a basic perspective through which they can analyze personal interactions and situations.

Finally, this lesson addresses the problem that the students, teachers and administrators of the Emerging Leaders program expressed -- impracticality of the learning experiences. Conflict is a basic component of society, which is comprised of many diverse groups; consequently, conflict resolution is a practical skill that will enable each of the students to emerge as leaders in the case of a conflict situation. This ability to negotiate can be practically applied to all facets of life.

II
Description of the Lesson

27
In order to be a successful negotiator, one must understand both one’s personal negotiating strategies and the different styles of the various other players in a negotiation. The first part of the conflict resolution lesson is thus a questionnaire that is known as the “Personal Bargaining Inventory.” (See Attachment --). This unit of measurement can help to clarify individual perceptions of various dimensions of negotiating, such as power and abuse of power, deception and honesty, cooperation and competition, and winning and losing. In addition, this questionnaire can demonstrate the differing understandings of negotiation that exist among people. Upon completion of the Personal Bargaining Inventory, students will be asked to pick the six statements that they feel most strongly about. After writing these six statements on 3 x 5 index cards, they will then display their personal negotiating profile to their classmates. Next, the participants will form groups of two based on similar profiles. These groups of two will then link with another similar group. This group, which now consists of four people, will join with one final corresponding group. These groups will then attempt to understand how different people approach the negotiation process by discussing each individual’s philosophy of negotiation effectiveness. Finally, one person from each group should be selected as spokesperson to deliver a report to the class that summarizes the different negotiating styles of the individuals in the group.

The next portion of the lesson consists of a discussion of the basic sources of conflict, including resources, needs, values. (See Attachment --). An understanding of the most common causes of conflict situations will create an awareness in the students of potentially problematic issues throughout their personal experiences. In addition, this discussion will focus on creative ways for avoiding conflict. A real-life situation should be used as a concrete example. In this case, the conflict over the city of Broko between the Serbs and the Croates in the struggles in Eastern Europe will be used to demonstrate both common causes of conflict and to develop innovative solutions to the problem. (See Attachment --). Other historic and present conflict

*Note: The number of students in each group may be adjusted to the size of the particular group.
situations may be utilized to solidify these concepts.

Finally, the students will participate in a negotiation exercise entitled “The Disarmament Exercise.” (See Attachment --). According to the case introduction, “the purpose of this exercise is to engage [the participants] in working together in a small group, making decisions about the nature of your relationship with another group” (Lewicki, p. 561). This case will allow the students to enact their personal negotiating styles in a staged, realistic situation. Furthermore, the events of the disarmament exercise will demonstrate the effects of personal negotiating strategies within a group and on other external groups. Finally, the group interaction in this case will show the important role that decision making plays in a negotiation.

III
Assessment of the Lesson

The success of this lesson was mitigated by the lack of students. Three female students attended class on the day of this lesson; however, the corresponding group activities that were planned prior to the class meeting time all involved larger groups. While we scaled the adapted the lesson and activities to a group of four, which was comprised by the three students and the instructor, the lack of students negatively affected the impact of the overall lesson plan. First, the group activities did not succeed simply because there was no group to implement them. As a result, the use of practical applications to reinforce theoretical concepts could not be tested. In addition, the small number of participants resulted in stifled input in discussions. The three students thus seemed to remain apathetic throughout the class period.

Furthermore, the teacher negatively contributed to the success of the lesson. In the beginning of class she stated that the eight absent students rarely attended class. In fact, some had not been yet this spring semester. When questioned, however, about why she did not take action to derail these continual absences, she admitted that she did not like conflict, and, therefore, often ignored problems. Her inability to act as a leaders in her own classroom thus set a poor example for the students in the Emerging Leaders program. Also, throughout discussion she was as shy and reticent as her students.
tment on the seven-point scale by writing in one number closest to your personal
yourself:

Statement

I am sincere and trustworthy at all times. I will not lie, for whatever ends.
I would refuse to bug the room of my opponent.
I don’t particularly care what people think of me. Getting what I want is more
important than making friends.
I am uncomfortable in situations where the rules are ambiguous and there are few
precedents.
I prefer to deal with others on a one-to-one basis rather than as a group.
I can lie effectively. I can maintain a poker face when I am not telling the truth.
I pride myself on being highly principled. I am willing to stand by those principles
no matter what the cost.
I am a patient person. As long as an agreement is finally reached, I do not mind
slow-moving arguments.
I am a good judge of character. When I am being deceived, I can spot it quickly.
My sense of humor is one of my biggest assets.
I have above-average empathy for the views and feelings of others.
I can look at emotional issues in a dispassionate way. I can argue strenuously for my
point of view, but put the dispute aside when the argument is over.
I tend to hold grudges.

Criticisms don’t usually bother me. Any time you take a stance people are bound
to disagree, and it’s ok for them to let you know they don’t like your stand.
I like power. I want it for myself, to do with what I want. In situations where I must
share power I strive to increase my power base, and lessen that of my co-power
holder.
I like to share power. It is better for two or more to have power than it is for power to
be in just one person’s hands. The balance of shared power is important to effective
functioning of any organization because it forces participation in decision making.
I enjoy trying to persuade others to my point of view.
I am not effective at persuading others to my point of view when my heart isn’t really
in what I am trying to represent.
I love a good old, knockdown, drag-out verbal fight. Conflict is healthy, and open
conflict where everybody’s opinion is aired is the best way to resolve differences of
opinion.
I hate conflict and will do anything to avoid it—including giving up power over a
situation.
In any competitive situation I like to win. Not just win, but win by the biggest margin
possible.
In any competitive situation I like to win. I don’t want to clobber my opponent, just
come out a little ahead.
The only way I could engage conscionably in bargaining would be by dealing honestly
and openly with my opponents.
SOURCES OF CONFLICT

RESOURCES

NEEDS/INTERESTS

VALUES
EXERCISE 1
The Disarmament Exercise

INTRODUCTION
The purpose of this exercise is to engage you in working together in a small group, making decisions about the nature of your relationship with another group. Your group will be paired with another group. Each group will have the opportunity to make a decision about a series of "moves." The outcome of those moves (in terms of the amount of money that your team wins or loses) will be determined by the choice that your group makes, and the choice that the other group makes. Your group cannot independently determine its outcomes in this situation. The nature of your group's choices, and how well it performs in this exercise, will be determined by: (1) your group's behavior toward the other group, (2) the other group's behavior toward your group, and (3) the communication between groups when this is permitted.

ADVANCE PREPARATION
None.

PROCEDURE

Step 1: 5 Minutes
Divide the class into three to six persons per group (your group leader will tell you how to do this). Pair off the groups so that all groups are paired. If there is more than one pair, the group leader will assign a referee to monitor each pair of teams. Designate specific rooms for each team.

Step 2: 15 Minutes
Read the following instructions—Rules for the Disarmament Exercise—carefully. When you have finished reading the instructions, the group leader will answer any questions that you have. You will then be given time to discuss the rules with your teammates, and plan the strategy you will use.

RULES FOR THE DISARMAMENT EXERCISE

The Objective
You and your team are going to engage in a disarmament exercise in which you can win or lose money. You may think of each team as a country with weapons—some of them are armed and others are not. There are three rounds in the exercise, and each round has seven moves. In this exercise your objective as a team is to win as much money as you can. The team opposing yours has the identical objective.

The Task
1. Each team is given 20 cards. These are your weapons; each card represents one weapon. Each card has one side marked X and an unmarked side. When the marked side of the card is displayed, this indicates that the weapon is armed; conversely, when the blank side of the card is displayed this shows the weapon to be unarmed. Each team also has an A (Attack) card; this will be explained later.
2. At the beginning of the exercise, each team places 10 of its 20 weapons (cards) in the armed position with the marked side up, and the remaining 10 in the unarmed position with the marked side down. All weapons will remain in your possession throughout the exercise, they must be placed so that the referee (group leader) can see them, and out of the sight of the other team.
3. During this exercise there are three rounds with up to seven moves each. Payoffs are calculated after each round (not after each move), and are cumulative.
   a. A move consists of a team turning two, one, or none of its weapons from armed (X) to unarmed (blank) status, or vice versa.
   b. Each team has three minutes to decide on its move and to make that move. There are 30-second periods between moves. At the end of three minutes, a team must have turned two, one, or none of its weapons from armed to unarmed status, or from unarmed to armed status. Failing to decide on a move in the allotted time means that no change can then be made in weapon status until the next move. In other words, failure to make a move by the deadline counts as a move of 0 weapons.
   c. The length of the three-minute period is fixed and unalterable.
   d. The referee (instructor) will verify each move for both teams after it has been made.
4. Each new round of the exercise begins with all weapons returned to their original positions, 10 armed and 10 unarmed.

The Finances
If your referee chooses to use real money in this exercise, money will be distributed as described. If you use imaginary money, assume that each team member has made an imaginary contribution of $2.00, and that the money is also distributed as described.

Each member will contribute to the treasury. The money you have contributed will be allocated in the following manner:

a. 60 percent will be returned to your group to be used in the task. Your group may diminish or supplement this money depending on the outcomes during the exercise. At the end of the exercise your group's treasury will be divided among the members.

b. 40 percent will be donated to the World Bank, which is to be managed by the referee. This money will not be returned at the end of the exercise, and should be considered as no longer yours.

c. The opposing team's money will be allocated in the same way.

The Payoffs
If there is an attack during a round:

a. Each team may announce an attack on the other team (by notifying the referee) during the 30 seconds following any three-minute period used to decide upon a move (including the seventh, or final, decision period in any round). To attack, you must display your A (attack) card to the referee. You may not attack without a card. The moves of both teams during the decision period immediately before an attack count. An attack may not be made during negotiations (see below).

b. If there is an attack (by one or both teams) the round ends.

The team with the greater number of armed weapons wins 5 cents per member for each armed weapon it has over and above the number of armed weapons of the other team. These funds are paid directly from the treasury of the losing team to the treasury of the winning team. If both teams have the same number of armed weapons, the team that attacked pays 2 cents per member for each armed weapon to the World Bank, and the team that was attacked pays 1 cent per member for each armed weapon to the World Bank. If both teams attacked, both pay the 2-cent rate.

2. If there is no attack by the end of a round:

a. At the end of each round (seven moves), when there has been no attack, each team's treasury receives from the World Bank 2 cents per member for each of its weapons that is at that point unarmed, and each team's treasury pays to the World Bank 2 cents per member for each of its weapons remaining armed.

b. When a team wins funds, they are awarded by the World Bank. When a team loses funds, they are paid to the World Bank.

3. Teams may run a deficit with the World Bank.

The Negotiations
Between moves each team has the opportunity to communicate with the other team through negotiations chosen by the team members for this purpose. You may not communicate with the other team before the first move.
2. Either team may call for negotiations (by notifying the referee) during any of the 30-second periods between decisions. A team is free to accept or reject any invitation from the other team.

3. Negotiators from both teams are required to meet after the third and sixth moves.

4. Negotiations can last no longer than five minutes. When the two negotiators return to their teams, the three-minute decision period for the next move begins.

5. Negotiators are bound only by: (a) the five-minute time limit for negotiations, and (b) required appearance after the third and sixth moves. They are otherwise free to say whatever they choose, and to make an agreement which is necessary to benefit themselves or their teams. They are not required to tell the truth. Each team is similarly not bound by any agreements made by their negotiators, even when those agreements were made in good faith by the negotiators.

Reminders
1. Each move can consist of turning over two, one, or zero of your weapons to the unarmed side—or the armed side.

2. You have three minutes to decide which of the above moves you will choose.

3. If there is no attack, at the end of the round (seven moves) your team receives 2 cents per member for each unarmed weapon and loses 2 cents per member for each armed weapon.

4. If there is an attack, the team with the greater number of armed weapons wins 5 cents per member for each armed weapon it has over the number the other team has.

5. A team may call for negotiations after any move. Mandatory meetings of negotiators occur after moves three and six.

Step 3: 15 Minutes
1. Once you have clarified and understood the rules, each team has 15 minutes to organize itself and to plan strategy.
   a. You must select people to fill the following roles (the persons can be changed at any time by a decision of the team): (1) A negotiator—activities as stated under "The Negotiations"; (2) a team spokesperson to communicate decisions to the referee about team moves, attacks, initiations or acceptances of negotiations, etc. The referee will only listen to the team spokesperson, and the spokesperson cannot also be the negotiator; (3) a team recorder to record moves of the team, and to keep running accounts of the team's treasury.
   b. You should discuss with your team members the way that you want to play, what the other team might do and how that affects your strategy, the first move that you will make for the first round, whether or not you desire negotiations, and what you might say to the other team if you or they initiate them.

Step 4: 10–20 Minutes
Round 1:
1. The referee will signal that the first round begins.
2. Your team has three minutes to decide on its first move, and then to actually move one, two, or no cards.
3. When the referee returns, show him or her your move. You may also attack at this point, and/or you may call for negotiations.
4. If neither team attacks or calls for negotiations, the referee will proceed to the second move.
5. Remember that there will be mandatory negotiations after moves three and six. Also remember that the game will proceed for seven moves, unless there is an attack.
6. When the round ends, the referee will state how many missiles each team had armed, and whether either team attacked. Each team will calculate its financial status. Money (if used) will be transferred from one team's treasury to the other or to/from the World Bank.
7. After accounts are settled, return the cards to their "opening" position (10 X-side up and 10 X-side down).

Step 5: 5 Minutes (at the Referee's Discretion)
Answer the questions for round 1 on the Disarmament Exercise Questionnaire.

Step 6: 5 Minutes
Evaluate your team's strategy and outcomes in round 1. Use your reactions to the Disarmament Exercise Questionnaire as a guide, then discuss the strategy you wish to pursue in round 2.

Step 7: 5–20 Minutes
Round 2. Proceed as in round 1 (Step 3).

Step 8: 5 Minutes (at the Referee's Discretion)
Complete the questions for round 2 on the questionnaire.

Step 9: 5–20 Minutes
Additional rounds may be played at the discretion of the referee.
Disarmament Exercise Questionnaire

For round 1, circle the appropriate number on each scale which best represents your feelings. (For subsequent rounds, use boxes or triangles or colored pencils to indicate appropriate number.)

1. To what extent are you satisfied with your team's current strategy?
   - highly satisfied
   - 1 2 3 4 5 6 7
   - highly dissatisfied

2. To what extent do you believe the other team is now trustworthy?
   - highly trustworthy
   - 1 2 3 4 5 6 7
   - untrustworthy

3. To what extent are you now satisfied with the performance of your negotiators?
   - highly satisfied
   - 7 6 5 4 3 2 1
   - highly dissatisfied

4. To what extent is there now a consensus in your team regarding its moves?
   - very little consensus
   - great deal
   - 1 2 3 4 5 6 7

5. To what extent are you now willing to trust the other people on your team?
   - less than before
   - more than before
   - 1 2 3 4 5 6 7

6. Select one word to describe how you feel about your team:

7. Select one word to describe how you feel about the other team:

Negotiators Only: Please respond to the following questions.

How did you see the other team's negotiators?

- phony and incoherent
- authentic and sincere

DISCUSSION QUESTIONS

1. How effectively did your team work together?
   a. How did your team make decisions? (Did one or two persons make the decision for the whole team? A minority make decisions for the whole team? Always a democratic vote? Majority kept overriding the minority?)
   b. Did your team make maximum use of information available? Did the team members really listen to each other? Why not? Were the opinions of the less vocal members sought? Why not? Did the team really try to obtain every piece of information from the negotiators, which was the team's only direct source of information about the other team?

2. Did your team have a viable strategy?
   a. Did your team have a consistent plan or was it "pushed around" by other teams?
   b. Was your team's plan naive? If so, why?
c. To what extent was your team trying to "win a lot," but not risking anything to do that?

3. How did your team react to cooperation and competition?
   a. Why is cooperation so difficult to achieve?
   b. What are the barriers that stand in the way of developing trust?
   c. What assumptions did your team have about the other team which may have prevented trust and cooperation?
   d. What happened to your team's morale and decision-making structure when it won? When it lost?

   a. How committed were you to your negotiator? Where you willing to stand by him or her through thick and thin, or did you abandon trust in your negotiator at some point?
   b. Did some of the negotiators lie? If they are not basically dishonest people, why did they? If they lied, how did they feel about this afterward?
Lesson Three: Decision Making and Leadership

I
Purpose of the Lesson

Decisions are actions that we make an infinite amount of times in a day. Whether they be small and seemingly insignificant as what to wear, to more monumental decisions about our lives such as whether or not we should join certain groups, companies, or institutions. As a leader, an individual will have to make many decisions regarding their followers. Yukl (1989) says that "making decisions" is one of the four primary leadership behaviors. As leaders, individuals are expected to implement change, therefore to accomplish this goal, good decision making must be made. This idea is crucial since the trust which followers may place in their leaders' decisions have much impact on the leaders effectiveness as well as the performance of the group (Klenke 1993). Many equate decision making and conflict resolution with one another, however, this is an inaccurate assumption. It is true that in conflict resolution an individual must make important decisions, but in many cases there need not be conflict in a decision to be made.

Decision making is classified as a competency. Therefore it is a challenge for individuals to recognize problems in different contexts which will require decisions to be made. In these contexts generating creative solutions are encouraged. Therefore, through education, students may gain the ability to make such decisions in anything that they do.

High school students are increasingly required to make many decisions. In fact, it is often at that age that many of the decisions that parents make for their children become the child's responsibility. The ultimate separation of parental decision making occurs often when the children go off to college. By implementing a lesson on decision making into secondary education, it can help prepare students for the decisions that they will make in the future and help them see the different consequences of those decisions. Some important decisions that are necessary to make for high school students are those regarding relationships, health choices, and postsecondary education or career choices.

II
Description of the Lesson
In order to make effective decisions, students must understand “proper” decision making processes, the traps that they can fall into, seeing alternatives, but most importantly, it is important that they realize that their personalities shape, both positively and negatively, the decisions that they make. Therefore, it is the intention of this lesson to accomplish all of these goals.

Students will first be asked to complete a version of the Myers-Briggs Type Indicator Test called The Keirsey Temperament Sorter. After this has been completed, students will be identified by their “sort” which consists of introvert/extrovert, sensing/intuitive, thinking/feeling, and perceiving/judging (it is important to understand that these tests are nothing more than indicators which may or may not be accurate). The students should then be asked to discuss their personality types, whether or not they were accurate, and how these “personality indicators” effected their own decision making, if at all.

Next, the students will be given handouts which contain the steps and descriptions of the rational approach to decision making (Russo 1989), definitions of the eight types of deciders (Dinklage 1966), and a list of the ten most dangerous decision traps (Russo 1989). A discussion will then be facilitated after a brief review of these concepts.

After this review of “decision making theory” a case study will be distributed to the students to help them “practice” some of these concepts in a fictional simulation. After the case is read by the students, a discussion on why people decide to take certain actions and how decision making theories are relevant in the decision making process.

Finally, the students will be shown a clip from the movie, “The Bridge Over the River Kwai”. The scene was one where the commander of the British troops interacts with the commander of the Japanese forces. This will be used as a demonstration of a situation where a leader made certain decisions that some people might have thought questionable.

**III**

**Assessment of the Lesson**

The high level of discussion from the students was a good indicator that this lesson was
successful. Fortunately, at this session, only one student was absent from class, so the lack of people was not an issue during this session. The teacher was also very involved in the discussion which helped in the success of this lesson. Through leading questions and a good rapport and knowledge of the students, the interest level was kept high. An additional reason for the lessons success can be attributed to the relevant topics that were discussed. Issues such as decisions about college/future plans and relationships tended to be the basis for much of the discussions. It is clear that if the rest of the lessons incorporate topics which are very relevant to the students lives, they will continue to be successful. One way this can be accomplished is through the increased interaction of the teachers and the familiarity of students which is achieved by the researchers over time.
A revival of the idea of temperament in the 1950s was accidental. Isabel Myers dusted off Jung's book on psychological types and with her mother Katheryn Briggs devised the Myers-Briggs Type Indicator, a tool for identifying sixteen different patterns of action. The test was used so widely that it created international interest in the idea of types of people and revived interest in Jung's theory of psychological types. But it also revived interest in the ancient theory of four temperaments because the sixteen Myers-Briggs types fell neatly into the four temperaments of Hippocrates, Adickes, Kretschmer, Spranger and Adler.

Suppose it is so that people differ in temperament and that therefore their behavior is just as inborn as their body build. Then we do violence to others when we assume such differences to be flaws and afflictions. In this misunderstanding of others we also diminish our ability to predict what they will do. Likewise, we cannot even reward others should we want to, since what is reward to us is, very likely, a matter of indifference to the other. To each his own, different strokes to different folks. To achieve the intent of these sayings will take a lot of work in coming to see our differences as something other than flaws.

The payoff of such work is that you can look upon your spouse, for example, as a DIFFERENT person—someone you don't quite understand, but someone you can, with a sense of puzzlement perhaps, gradually come to appreciate. Similarly, you can gain an appreciation of your offspring, parent, superior, subordinate, colleague and friend. Much to gain, nothing to lose.

But first it is necessary to study yourself. If you don't have yourself accurately portrayed, no way can you portray anyone else accurately. The best way at present to do this is to take the Myers-Briggs Type Indicator test. This can be done by attending a workshop on the Myers-Briggs types or by going to a counselor or psychologist who is authorized to administer this test. In the meantime it may help you to read this book with more personal involvement than otherwise to answer the questions on pages 5 through 10. An answer sheet is provided on page 11. Decide on answer a or b and put a check mark in the proper column of the answer sheet. Scoring directions are provided at the bottom of page 11. There are no right or wrong answers since about half the population agrees with either answer you choose.

**The Keirsey Temperament Sorter**

1. **At a party do you**
   - (a) interact with many, including strangers
   - (b) interact with a few, known to you

2. **Are you more**
   - (a) realistic than speculative
   - (b) speculative than realistic

3. **Is it worse to**
   - (a) have your “head in the clouds”
   - (b) be “in a rut”

4. **Are you more impressed by**
   - (a) principles
   - (b) emotions

5. **Are you more drawn toward the**
   - (a) convincing
   - (b) touching

6. **Do you prefer to work**
   - (a) to deadlines
   - (b) just “whenever”

7. **Do you tend to choose**
   - (a) rather carefully
   - (b) somewhat impulsively

8. **At parties do you**
   - (a) stay late, with increasing energy
   - (b) leave early, with decreased energy

9. **Are you more attracted to**
   - (a) sensible people
   - (b) imaginative people

10. **Are you more interested in**
    - (a) what is actual
    - (b) what is possible

11. **In judging others are you more swayed by**
    - (a) laws than circumstances
    - (b) circumstances than laws
13. Are you more  
   (a) punctual  
   (b) leisurely

14. Does it bother you more having things  
   (a) incomplete  
   (b) completed

15. In your social groups do you  
   (a) keep abreast of other's happenings  
   (b) get behind on the news

16. In doing ordinary things are you more likely to  
   (a) do it the usual way  
   (b) do it your own way

17. Writers should  
   (a) "say what they mean and mean what they say"  
   (b) express things more by use of analogy

18. Which appeals to you more  
   (a) consistency of thought  
   (b) harmonious human relationships

19. Are you more comfortable in making  
   (a) logical judgments  
   (b) value judgments

20. Do you want things  
   (a) settled and decided  
   (b) unsettled and undecided

21. Would you say you are more  
   (a) serious and determined  
   (b) easy-going

22. In phoning do you  
   (a) rarely question that it will all be said  
   (b) rehearse what you'll say

23. Facts  
   (a) "speak for themselves"  
   (b) illustrate principles

24. Are you more often  
   (a) somewhat annoying  
   (b) rather fascinating

25. Are you more often  
   (a) a cool-headed person  
   (b) a warm-hearted person

26. Is it worse to be  
   (a) unjust  
   (b) merciless

27. Should one usually let events occur  
   (a) by careful selection and choice  
   (b) randomly and by chance

28. Do you feel better about  
   (a) having purchased  
   (b) having the option to buy

29. In company do you  
   (a) initiate conversation  
   (b) wait to be approached

30. Common sense is  
   (a) rarely questionable  
   (b) frequently questionable

31. Children often do not  
   (a) make themselves useful enough  
   (b) exercise their fantasy enough

32. In making decisions do you feel more comfortable with  
   (a) standards  
   (b) feelings

33. Are you more  
   (a) firm than gentle  
   (b) gentle than firm

34. Which is more admirable:  
   (a) the ability to organize and be methodical  
   (b) the ability to adapt and make do

35. Do you put more value on the  
   (a) definite  
   (b) open-ended
36. Does new and non-routine interaction with others
   (a) stimulate and energize you
   (b) tax your reserves

37. Are you more frequently
   (a) a practical sort of person
   (b) a fanciful sort of person

38. Are you more likely to
   (a) see how others are useful
   (b) see how others see

39. Which is more satisfying:
   (a) to discuss an issue thoroughly
   (b) to arrive at agreement on an issue

40. Which rules you more:
   (a) your head
   (b) your heart

41. Are you more comfortable with work that is
   (a) contracted
   (b) done on a casual basis

42. Do you tend to look for
   (a) the orderly
   (b) whatever turns up

43. Do you prefer
   (a) many friends with brief contact
   (b) a few friends with more lengthy contact

44. Do you go by
   (a) facts
   (b) principles

45. Are you more interested in
   (a) production and distribution
   (b) design and research

46. Which is more of a compliment:
   (a) "There is a very logical person."
   (b) "There is a very sentimental person."

47. Do you value in yourself more that you are
   (a) unwavering
   (b) devoted

48. Do you more often prefer the
   (a) final and unalterable statement
   (b) tentative and preliminary statement

49. Are you more comfortable
   (a) after a decision
   (b) before a decision

50. Do you
   (a) speak easily and at length with strangers
   (b) find little to say to strangers

51. Are you more likely to trust your
   (a) experience
   (b) hunch

52. Do you feel
   (a) more practical than ingenious
   (b) more ingenious than practical

53. Which person is more to be complimented: one of
   (a) clear reason
   (b) strong feeling

54. Are you inclined more to be
   (a) fair-minded
   (b) sympathetic

55. Is it preferable mostly to
   (a) make sure things are arranged
   (b) just let things happen

56. In relationships should most things be
   (a) negotiable
   (b) random and circumstantial

57. When the phone rings do you
   (a) hasten to get to it first
   (b) hope someone else will answer

58. Do you prize more in yourself
   (a) a strong sense of reality
   (b) a vivid imagination
60. Which seems the greater error:
   (a) to be too passionate  (b) to be too objective

61. Do you see yourself as basically
   (a) hard-headed  (b) soft-hearted

62. Which situation appeals to you more:
   (a) the structured and scheduled
   (b) the unstructured and unscheduled

63. Are you a person that is more
   (a) routinized than whimsical
   (b) whimsical than routinized

64. Are you more inclined to be
   (a) easy to approach
   (b) somewhat reserved

65. In writings do you prefer
   (a) the more literal
   (b) the more figurative

66. Is it harder for you to
   (a) identify with others
   (b) utilize others

67. Which do you wish more for yourself:
   (a) clarity of reason
   (b) strength of compassion

68. Which is the greater fault:
   (a) being indiscriminate
   (b) being critical

69. Do you prefer the
   (a) planned event
   (b) unplanned event

70. Do you tend to be more
   (a) deliberate than spontaneous
   (b) spontaneous than deliberate

Directions for Scoring

1. Add down so that the total number of "a" answers is written in the box at the bottom of each column (see next page for illustration). Do the same for the "b" answers you have checked. Each of the 14 boxes should have a number in it.

2. Transfer the number in box No. 1 of the answer sheet to box No. 1 below the answer sheet. Do this for box No. 2 as well. Note, however, that you have two numbers for boxes 3 through 8. Bring down the first number for each box beneath the second, as indicated by the arrows. Now add all the pairs of numbers and enter the total in the boxes below the answer sheet, so each box has only one number.
THE SAUDI ARABIAN PRINCE
A Decision Making Case

The Transplant Candidate Evaluation Team of the Medical College of Virginia (MCV) receives hundreds of transplant candidate referrals from hospitals around the country each year. Add these referred candidates to patients who come directly to the transplant center, and the result is an overwhelming pool of potential transplant recipients. Obviously, MCV cannot handle such a magnitude of patients, so from the pool of candidates, the Transplant Candidate Evaluation Team decides which ones are appropriate for MCV's transplant program.

The following case is an adapted, fictionalized account of the people, facts, and events involved in one of the most challenging and multi-faceted transplant candidate decisions faced by the team in recent years.

The Candidate

The transplant candidate is Saudi Arabian Prince Ahmed Rashid. Ahmed Rashid, now fifty-two entered the House of Saud close to thirty years ago. From the beginning, he found that his life as a diplomat provided very well for his alcoholic tendencies. As is customary, because of strict and expensive Saudi Arabian liquor import regulations, the prince's diplomatic visitors brought him alcoholic gifts. And what his diplomatic connections did not provide, he found on the black market. Ahmed Rashid was a severe alcoholic by the time he was thirty-five years old.
Decades of abuse have caused the prince to develop the alcohol liver disease, cirrhosis. It has caused the destruction of his liver cells and the degeneration of his liver's functioning. Prince Rashid is now in the advanced stages of the disease. His liver is almost completely taken over by scar tissue and is in seventy percent failure, thus making a liver transplant his only chance of survival.

The Referral

Prince Ahmed Rashid's case was referred to MCV by Pittsburgh Memorial Hospital, where the prince originally went seeking a transplant. Pittsburgh Memorial Hospital is among one of the top transplant institutions in the U.S.. They turned him down however, because their transplant center has a policy which, essentially, prohibits them from performing liver transplants on alcoholics. This was when they contacted Dr. Pond, a transplant surgeon, at MCV.

"Dr. Pond, this is Dr. Lester at Pittsburgh Memorial. We have a patient here who we would like to refer to you for care."

"What's the diagnosis?"

"An Arab man, early fifties, alcoholic with cirrhosis. He'll need a liver transplant soon or he'll die."

"That's right up your alley, why aren't you doing it? Everybody playing golf?"

"We had to turn Prince Rashid down because we have a policy which says the transplant center will not offer transplants to alcoholics. It is our belief that patients with alcohol liver disease do not warrant transplants because they knowingly brought about the degeneration and failure of their liver, and could have actively stopped the process but chose not to quit drinking and follow medical directives. Furthermore,
we believe that transplanting such patients takes opportunities away from patients whose liver disease is no fault of their own, and uncontrollable/curable."

"That's a mighty ethical stance you take there. If you fax me his profile, I'll bring his case to my Transplant Candidate Evaluation Team and we'll determine his eligibility and get back to you."

"That's great and in the mean time we'll keep him under our care until we find a willing center. You should know though, that we've also referred Ahmed Rashid's case to Johns Hopkins, in an attempted to get a timely response."

The Transplant Candidate Evaluation Team's Decision-Making Meeting

After he received Prince Ahmed Rashid's referral, Dr. Pond promptly called a meeting of MCV's Transplant Candidate Evaluation Team to discuss the case, because as the Pittsburgh representative said "time was running short and another hospital has been asked to consider the candidate." Ed Pond did not know why, but for some reason he had a horrible suspicion that this candidacy decision would be one of the most trying ones the team had ever made. He knew that his head was already spinning with indecision.

The team, which is a committee of three and includes Dr. Pond, Dr. Wayne Coggeshall, chief psychiatrist at MCV, and Mark Reavis, transplant center administrator, convened and began what was to be a long meeting. Each team member was given a copy of Prince Rashid's profile. After all had finished their review, Mark Reavis started the discussion.

"I think we should start out by putting on the table what factors we should consider while we make our decision."

"Okay." interjected Wayne "let's state the obvious, the man's medical status.
Prince Rashid has cirrhosis and has lost seventy percent of the functioning of his liver. A transplant is his only viable treatment option at this point."

"Yes he has cirrhosis which has destroyed his liver. And why does he have cirrhosis? Because he's a chronic alcoholic. His alcoholism therefore, is definitely an issue we need to consider in his candidacy because it has great implications for him pre and post-transplant. It says in his profile that the man has been a heavy drinker for the last thirty years of his life, and is still drinking. We need to think about how his body will react to going cold turkey, because that's what'll have to happen for the transplant. Do you all realize the withdrawal he'll go through? Would it be wise of us to perform a transplant considering the state his system would be in? His alcoholism also has implications for him post-transplant. Will it affect the body's acceptance/rejection of the liver? On top of that how do we know that the prince won't go right back to the bottle after the transplant?"

"Those are good points, Wayne. Those are definitely factors we should weigh heavily in our decision," said Reavis. "I also think we need to consider the hospital's position in all of this. There are implications if we do and if don't accept him. Transplanting him will bolster the hospital's image just because of the fact that he's a Saudi Arabian prince and was entrusted into our care. But then again if he dies under our care or the transplant doesn't take that may reflect poorly on us. We also need to think about how we'll look to the medical community, his family, etc. if we decide not to admit him."

Ed interjected at this point saying, "Our decision could conceivably have political implications. This may have repercussions for future relations between our two countries. Damn this decision is getting more complicated by the minute! It's not as easy as him having the need and the money."

"The money is a consideration too," voiced Wayne. "Do you all realize what this man would probably be willing to pay for his transplant? The money alone makes it a tempting decision."

"Maybe we should also take into account Pittsburgh Memorial Hospital," said Ed. "They took a tough stance, but do we want what they did to set a precedence? MCV views alcoholism as a disease and therefore we agree to transplant substance dependent people, but should we maybe follow PMH's lead? I don't know. I just think either way, whatever we decide, is going to in some way influence how other centers will operate. That makes this decision an important one."

Then Mark Reavis spoke up. "You know something else? I feel like we're in a competition with Hopkins for this transplant. I don't know about you, but I don't want to make a decision on Rashid's transplant like it's some kind of bidding war and yet I can't help considering what stance they'll take."
The team got quiet for the first time in two hours. Each member was considering the immense proportions of the decision they had before them. It was at this time that an orderly rushed through the door.

"Dr. Lester with Pittsburgh Memorial just called. He said that Johns Hopkins made a decision. You have fifteen minutes to call them with your decision."

"Okay guys," said Reavis "What are we going to do?....."
The Ten Most Dangerous Decision Traps

1. **Plunging In** - Beginning to gather information and reach conclusions without first taking a few minutes to think about the crux of the issue you're facing or to think through how you believe decisions like this one should be made.

2. **Frame Blindness** - Setting out to solve the wrong problem because you have created a mental framework for your decision, with little thought, that causes you to overlook the best options or lose sight of important objectives.

3. **Lack of Frame Control** - Failing to consciously define the problem in more ways than one or being unduly influenced by the frames of others.

4. **Overconfidence in Your Judgment** - Failing to collect key factual information because you are too sure of your assumptions and opinions.

5. **Shortsighted Shortcuts** - Relying inappropriately on "rules of thumb" such as implicitly trusting the most readily available information or anchoring too much on convenient facts.

6. **Shooting from the Hip** - Believing you can keep straight in your head all the information you've discovered, and therefore "winging it" rather than following a systematic procedure when making the final choice.

7. **Group Failure** - Assuming that with many smart people involved, good choices will follow automatically, and therefore failing to manage the group decision-making process.

8. **Fooling Yourself About Feedback** - Failing to interpret the evidence from past outcomes for what it really says, either because you are protecting your ego or because you are tricked by hindsight.

9. **Not Keeping Track** - Assuming that experience will make its lessons available automatically, and therefore failing to keep systematic records to track the results of your decision and failing to analyze these results in ways that reveal their key lessons.

10. **Failure to Audit Your Decision Process** - Failing to create an organized approach to understanding your own decision-making, so you remain constantly exposed to all the above mistakes.

DEFINITIONS OF THE EIGHT TYPES OF DECIDERS

1. INTUITIVE: One who makes a decision on the basis of feelings which have not been verbalized. This is the "it feels right" type. Very little attention to steps 2, 3, and 4 on the Planful model.

2. PAINFUL: One who spends much time and thought in gathering data and analyzing alternatives, but gets lost in the pile of information gathered and never gets on to decision point. This is the "I can't make up my mind" type. Completes steps 1-4 of the Planful model again and again.

3. DELAYING: One who delays thought and action on a problem until later. The "I'll think about that tomorrow" type. Never even gets to step 1 on the Planful model.

4. IMPULSIVE: One who takes the first alternative available, without looking at other alternatives or collecting information. The "decide now, think later" type. Skips from step 1 to step 5 on the Planful model.

5. FATALISTIC: One who leaves the decision to environment or fate. The "whatever will be, will be" type.

6. COMPLIANT: One who goes along with the plans of someone else rather than making his or her own decisions. The "if it's OK with you, it's OK with me" type.

7. PARALYTIC: One who accepts the responsibility for decision but is unable to set the process in motion to make a decision. The "I know I should but I just can't get with it" type.

8. PLANFUL: One who makes a decision based on the rational approach and has a balance between the cognitive and the emotional. The "I am planful and organized" type. Follows all steps in the planful model.

SOURCE:

DECISION MAKING:
THE RATIONAL APPROACH

STEPS or STAGES: (1) Set Objectives; (2) Search for Alternatives; (3) Compare/Evaluate Alternatives; (4) Make the Decision; (5) Implement the Decision; (6) Follow-Up and Control

CHARACTERISTICS OF OBJECTIVES: (1) Relevance (to organizational purposes); (2) Practicality (Do they recognize constraints?); (3) Challenge (for leaders and others); (4) Measurability (they must be assessed); (5) Schedulability (to ensure progress); (6) Balance (take into account the strengths and weaknesses of the organization); (7) flexibility (do they lock the organization into a particular action?); (8) Timeliness (Is the time right?); (9) State of the Art (current technological developments); (10) Growth (growth rather than mere survival?); (11) Cost effectiveness (benefits exceed costs?); (12) Accountability (do they allow for assessment?)

SEARCHING FOR ALTERNATIVES: Imperfections and Flaws: (1) People gather information and don’t use it; (2) People ask for more information and then ignore it; (3) People sometimes make decisions first and then look for relevant information afterwards; (4) People often gather a great deal of information that has little or no relevance to the decision-making situation. Factors to Consider: (1) Cost of the information; (2) Payoffs for the information obtained; (3) Aspiration levels; (4) Availability of information; (5) Time constraints

COMPARING/EVALUATING ALTERNATIVES: How to Do It: (1) Judgment; (2) Bargaining (compromises among factions); (2) Analysis. Differentiating Alternatives: (1) Good alternative (will result in a positively valued state of affairs); (2) Bland alternative (likely to produce either a positively or a negatively valued outcome); (3) Mixed alternative (likely to result in both a positively and a negatively valued outcome); (4) Poor alternative (likely to result in a negatively valued outcome). Predictability of Outcomes: (1) Certainty (assumed that there is complete and accurate knowledge of consequences); (2) Uncertainty (consequences cannot be defined); (3) Risk (assumed that there is accurate knowledge of consequences)

MAKING THE DECISION: Constraints: (1) Cognitive limitations; (2) Incomplete or imperfect information. (3) Time and cost restrictions; (4) Psychological forces (time pressures, etc.). Difficulties: (1) Two or more alternatives seem equally attractive; (2) No alternative seems adequate; (3) Undesirable consequences seem overwhelming; (4) Alternatives are overabundant and hence confusing; (5) Decision task is ambiguous/unclear; (6) Alternatives are highly complex; (7) A choice cannot be reversed once implemented.

IMPLEMENTING THE DECISION: A decision is successful if it: (1) Remains viable following implementation; (2) Demonstrates congruence between actual outcome and expected outcome; (3) Elicits enthusiasm and skill from those who must carry it out. Obstacles: (1) Reduced importance of the decision once made and implemented; (2) Control of the outcome of a decision by those who were not involved in making it; (3) New problems and situations that command the attention of decision makers once the decision has been implemented.

DECISION FOLLOW-UP AND CONTROL: Steps in Control Process: (1) Establish standards; (2) Measure performance against those standards; (3) Correct deviations from those standards. Possible corrective actions: (1) Reordering operations; (2) Redirecting personnel; (3) Resetting the objectives.
Lesson Four: Gender and Leadership

I
Purpose of the Lesson

Change as a factor in the modern world is not limited to the global level. Rather, this force has seeped into the daily workplace environment, uprooting traditional customs and restructuring typical situations. The branches of the traditional hierarchical tree, which all levels of employees used to swing and climb, are now being extended into new heteragarchies. Leaders, who previously remained hidden behind closed doors, now interact with followers creating a more relationship-oriented environment. Workplaces that were once dominated by white males are now being infiltrated by diverse groups. These waves of change are thus sweeping the nation's business organizations.

As a result, current leadership programs must keep abreast of these changes in order to make their students adaptable to realistic situations. The purpose of this lesson is therefore to provide the students with a new lens through which to view the modern organization.

Throughout high school, the differences between the genders become more exacerbated. Both male and female students often fail to consider issues from the other's perspective. The examination of the dynamics between gender and leadership studies is thus important because it teaches the consideration and respect for divergent viewpoints that is necessary for modern-day leaders to have. The relationship between gender and leadership has sparked much debate in the field of leadership studies, provoking the frequently asked question of whether males or females make better leaders.

II
Description of the Lesson

In order to appreciate the diversity of leaders and followers, students must be exposed to the different frames of reference that influence the individual thought process. This lesson aims to enable the students to get a first-hand look through the lens of the opposite gender.

The students will first be engaged in a debate over the statement "women are better leaders than men". The male students will be requested to argue in defense of the statement, while the female students will be asked to contest it. Next, the students will be exposed to the
current statistics and facts regarding the differences between men and women in leadership positions. In a discussion following this information, the students will be asked to share any personal experiences that have highlighted these differences between the genders. Finally, the students will participate in an exercise derived from *Voices of Diversity*. This exercise, which gives students characters to role play, forces them to see another perspective. A discussion on the exercise will be facilitated after the exercise has been concluded.

III

Assessment of the Lesson

Once again, a class meeting was plagued by poor attendance. Upon arrival at the school, only three students out of seven were present and one of the students had to leave after 15 minutes so that she could take a test for another class. This was a prime example of the priority that students place on the program. This situation is also an example of the lack of commitment of the administration to make this a serious program or class since this was not the first time this had occurred. To add insult to injury, the two students that remained were both female, thus prohibiting them from engaging in debates regarding gender differences in leadership as well as allowing them to experience the role play from another perspective. The one salvageable part of this lesson was that the two girls were interested in talking about the issue of gender and leadership. This discussion sparked some interesting dialogue that could have become a great discussion had other students attended the class.
Appendix A:
"Emerging Leaders" Program: A Description
This prospectus sets forth a pilot program designed to enable gifted high school students to understand and practice leadership and to become potential leaders in society at large. Objectives and a description of the program components follow.

**OBJECTIVES**

- Students will . . .
  - analyze different leadership qualities and styles.
  - recognize the complexity of leadership.
  - analyze similarities and differences in leaders.
  - explain the contribution of creativity and invention to leadership.
  - discuss/debate issues as they relate to leadership.
  - gain leadership skills in (a) goal setting; (b) communication with strong emphasis on listening and speaking; (c) organization; (d) team building and working together; (e) problem solving; (f) decision making; and (g) evaluation.
  - develop and implement leadership plans which focus on the solution of a real-life problem in the school and/or community.
  - explore leadership in-depth through participation in mentorships and internships with corporate, governmental, and professional leaders in the greater Richmond area.
  - create an individual leadership model for the future.

**COMPONENT I - SUMMER LEADERSHIP INSTITUTE**

A two-week Summer Leadership Institute will be held on the University of Richmond campus and will be conducted in the summer session. All rising seniors from each of the ten high schools will receive a formal offer. Through an application process, thirty rising seniors, ten from each of the ten high schools, will be selected to attend the Summer Leadership Institute and take part in the Academic Year Continuation.

All aspects of leadership will be explored and leaders from the past and present at local, state, national, and international levels will be studied. Examples of methods and resources to be used include socratic; reading; shadowing; telephone conferencing with local, state, national, and International leaders; debating; point/counterpoint presentations; interviewing; seminars; role playing; case study; videotaping; and teleconferencing.

The Institute will establish a foundation of challenging experiences for leadership exploration and development.

**COMPONENT II -- ACADEMIC YEAR CONTINUATION**

During the senior year students will build on summer experiences and engage in direct leadership activities, including the following:

- Mentorships with outstanding community leaders, with a related seminar and career focus.
- Internships, with a related seminar, which are task-oriented in citizenship responsibilities.
- Individualized student leadership plan focusing on the solution of a real-life problem.
- Leadership skill-building workshops conducted throughout the year.
- Teleconferencing providing link-ups with national and international leaders.

Community leaders from a broad spectrum of professions and disciplines will provide hands-on experiences for students.
Endnotes


6. ibid. p.237


27. "Agreement Between University of Richmond Jepson School of Leadership and Hanover County Public Schools." *Emerging Leaders: A Collaborative Investment in the Future* (Hanover County Public Schools, 1996) p.3.

28. ibid. p.3.


30. ibid. p.91.


34. ibid. p. 310.


Cited Sources
for Lessons Plans and Other Suggested Leadership Resources


Works Consulted


Gallagher, J. *Teaching the Gifted Child*. Boston, MA: Allyn and Bacon, 1975


