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Leadership redefined: with a handbook for developing a leadership repertoire

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Leadership Redefined with A Handbook
For Developing a Leadership Repertoire

By
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April, 1997
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I. Statement of Research Problem

As a freshman at the University of Richmond during the Fall of 1993, I was introduced to the Jepson School of Leadership Studies. The Jepson School was the new buzz on campus. Its state of the art building seemed to possess the vital energy of students participating in a breakthrough education called leadership studies. I decided to visit the School one afternoon that fall and research the opportunities that it had to offer.

Over three years later, I find myself concluding my career at the University of Richmond. In January of 1995, I entered my first class in leadership studies, the Foundations of Leadership Studies, with Dr. J. Thomas Wren as my professor. Today, my educational journey through the field of leadership studies is culminating in this senior project.

After two years of classes and numerous hours spent immersed in leadership studies readings, projects, and applications, I am prepared to attack the basic questions of leadership once again. The goal of this project is three-fold. The first part of this project is a theoretical analysis on the basic leadership questions. In essence, I am aiming to redefine leadership. The second part of this project focuses on developing a leadership handbook for advanced high school and college students. Finally, the third part of this project is the rational behind choosing the leadership topics for my handbook, and an assessment of the Jepson School's leadership education.

James H. McMillan and Sally Schumacher (1993) authored a book on research titled, Research In Education. In their work, they describe several sources of research
problems. One source of research problems is personal experience and insights. They feel that "personal experience and insights may suggest research problems that should be examined more in depth through qualitative methodologies" (McMillan & Schumacher, 1993, p. 75). I would like to rewind to my first semester in the Foundations course and examine the basic questions of leadership that were posed to me by Dr. Wren. After examining the basic questions of leadership, I am going to analyze them and present the answers to those questions that I feel are appropriate for today's advanced high school and college student. My analysis will be based on qualitative research of the leadership studies field and personal experiences here at Jepson.

The impetus for this project evolved from my desire to redefine leadership and assess my education in the Jepson School. I feel strongly that his project will provide closure to my leadership education.

In addition, the project will provide a useful resource for current and future Jepson majors, who will have the opportunity to examine my views and feelings on the leadership era that I studied. I hope that a Jepson major in the year 2005 will be able to pick up my project and read about the state of leadership studies from 1995 to 1997. Then that student will be able to compare my work with the current state of life and education at Jepson. Finally, the handbook that follows the first section of my project can be picked up and read by anyone with a desire to learn about leadership studies and develop a personal leadership style.

In essence, this project is a theoretical analysis of leadership studies with a Pond
twist. It will examine the purpose of leadership education, as well as address several questions: what is leadership? who can lead?, who follows?

II. Methodology

James H. McMillan and Sally Schumacher authored a work titled Research In Education. Their work offers a conceptual approach to research in educational fields. McMillan and Schumacher define methodology as "the ways one collects and analyzes data" (McMillan & Schumacher, 1993, p. 8-9). They continue to state that "research methodology is systematic and purposeful. Methodology refers to a design whereby the researcher selects data collection and analysis procedures to investigate a specific research problem" (9).

A. Description of Research Design

The research design for this project will be qualitative. McMillan and Schumacher state that, "qualitative research presents facts in a narration with words" (14). They also describe the following characteristics of qualitative research:

• Qualitative research is more concerned with understanding the social phenomenon from the participants perspectives.

• Qualitative researchers use an emergent design and makes decisions about the data collection strategies during the study.

• Qualitative researchers become "immersed" in the situation, present or past, and the phenomenon being studied (14-15).

The past two years of my education have been focused on understanding the phenomenon of leadership studies. I have been "immersed" in the situation since the
Spring of 1995, and read countless articles and texts on leadership studies.

McMillan and Schumacher introduce the reader to qualitative research by stating that:

Qualitative research is naturalistic inquiry, the use of noninterfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. Most qualitative research describes and analyzes people’s individual and collective social actions, beliefs, thoughts, and perceptions. Qualitative researchers collect data by interacting with selected persons in their settings (field research) and by obtaining relevant documents. (372-373)

Qualitative research focuses on the study and examination of "naturalistic-phenomenological philosophy" (McMillan & Schumacher, 1993, p. 373). Descriptions of qualitative studies are expressed in words rather than numbers. The goal of qualitative research is the "understanding the social phenomenon from the participants' perspective" (373).

McMillan and Schumacher also feel that, "most qualitative research interests come from personal experiences and a long interest in a topic developed from accidents of current biography and personal history" (91). This project was derived from my passion for leadership studies and my thorough education in this phenomenon at the Jepson School of Leadership Studies. Qualitative research is also utilizes inductive reasoning. "Inductive reasoning allows to explore and discover with an emerging research design" (91).
have access to the faculty's personal collections of leadership texts.

The first step of my literature search involved the First Search option on the World Wide Web. First Search allows you to access information on the internet. I located journal, magazine, and newspaper articles on leadership studies. Another facet of First Search is First Search Select, which is also located on the World Wide Web. My next source of information was LEXIS/NEXIS. LEXIS/NEXIS provides a range of possible searches dating back many years. Almost every major newspaper is available. This source also allows you to focus your searches to certain time periods. My final search was in the periodical indexes. Indexes such as the Reader's Guide, Social Sciences Index, and PAIS are all accessible. Periodicals such as Time, Newsweek, U.S. News and World Report, The New York Times, The Washington Post, and the Wall Street Journal.

The second major element of my literature review involved using the knowledge that I have gained as a student in the Jepson School of Leadership Studies. By looking across my leadership courses, I will be able to assess my education and the material that is available on leadership studies. I have referenced a large list of leadership texts and articles. I have utilized many of the major texts used in the Jepson curriculum.

The amount of literature on leadership studies is simply too large and complicated to examine thoroughly. I have decided to focus on the leadership studies material that is readily available at the leadership school through professors and the library. By studying the material available in the Jepson School, I am able to focus on the core leadership
education that the school provides. I am able to focus my time and energy on redefining leadership based on my experiences here at the Jepson School.

The current lot of leadership studies material is found in several textbooks used by the faculty of the Jepson School for undergraduate education for students that have not been exposed to the field of leadership studies. One of the most important sources that I will utilize is James MacGregor Burns' work, *Leadership* (1978). This work is heralded for its thorough analysis of leadership and leadership's effect on people in today's society. Some of Burns basic writings include transforming leadership, transactional leadership, leadership and followership, and leadership as change.

Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy (1993) have authored a work on the lessons of leadership and experience. Their work, *Leadership: Enhancing the Lessons of Experience*, provides insight on the notion of leadership as process. They feel that leadership is not simply a position assumed by a CEO or political leader. Instead, leadership is a careful process cultivated by education and experience. "Leadership involves an interaction between the leader, the followers, and the situation" (Hughes, Ginnett, and Curphy, 1993, p. 88). Their work also focuses on the leader and a leader's characteristics, followers and their characteristics, and the leadership situation.

*Leaders and the Leadership Process* is a collection of articles that aid in the study of the leadership process. The editors, Jon L. Pierce and John W. Newstrom (1995), state that the purpose of their edited work is "to serve as a catalyst for the student of leadership's thinking and dialogue about leaders and the leadership process" (Pierce and
Newstrom, 1995, p. iv). Their work contains information on the leadership process, a leader's traits and behaviors, charismatic and transformational leadership, and the application of leadership to our society.

Gary Yukl provides an examination of leadership in organizations in his work, *Leadership in Organizations*. Organizations possess common and significant leadership issues. The leaders, followers, and contexts of organizations are vital to their success. Each organization is different; it varies from others in terms of size, location, and power levels. Yukl's work provides a wonderful source on the issues of power and influence, cultural leadership, and leadership in decision making.

J. Thomas Wren, an professor at the Jepson School of Leadership Studies provides two works that examine the issue of leadership. Dr. Wren edited *The Leader's Companion*, which is a collection of insights on leadership. This work is devoted to the basic questions of leadership that I am posing and redefining. It was an integral part of my research and project.

IV. Presentation of Data

The previous sources that I have mentioned provide the foundation for my project analysis. With the large amount of information available today, I feel that I have referenced a healthy list of leadership material. Each author or editor is well-respected in the leadership studies field, and I am including a wide range of authors, both young and old. Finally, I am able to incorporate the insights of various Jepson School professors.

I feel that the basic questions of leadership are significant to every individual in
our society today. It is the job of our schools, businesses, and organizations to introduce the idea of leadership studies to our society. The questions presented and defined in this project are vital to the future success of our country in politics, economics, and religion. This project will stress why leadership is essential to the essence of a vivacious and fulfilling life and career.

A. What is leadership?

Before we can proceed into our discussion of leadership studies, we must answer the basic question, what is leadership? In order to consider this phenomenon, we must convince individuals, young and old, that leadership is concrete and imperative to our daily activities. James MacGregor Burns feels that "one of the most universal cravings of our time is a hunger for compelling and creative leadership" (Burns, 1978, p. 1). With this statement, Burns introduces what he calls the "crisis of leadership" in today's society. Burns feels that the crisis of leadership involves the lack of a "central concept of leadership."

With Burns' comments in mind, we can attempt to answer the question, what is leadership? Leadership today, and for many years, has been considered by many a dirty word. Far too often, we hear or read about people or companies that are scared or intimidated by the word leader. Unfortunately, the past has been dominated by power mongers who considered themselves leaders but in reality were actually vicious dictators with big titles and plush offices in towering sky rises.

Thomas E. Cronin, a longtime expert on politics in Washington, discusses his
views on the essence of leadership. Before Cronin attacks this question, he provides several arguments against the teaching of leadership. First, many people feel that leaders are still born and not made. I can only hope that every student in the Jepson School feels that this comment is absurd. If they accept this comment, then they do not belong in an education designed to "make" and develop leaders. John W. Gardner, another early leadership scholar, vehemently argues that leaders are made. He feels this way because leaders are forced to learn from their followers, contexts, and experiences. Yes, some of us students were born to lead, but others are simply being introduced to the concept and practice of leadership. Students both young and old begin to recognize their potential for leadership. They can find out whether or not they are better suited as motivators, facilitators, or loyal followers. Cronin feels that students can at least be "profitably exposed to leadership, discussions of leadership skills and styles, and leadership strategies and theories" (Cronin, 1984, p. 30). Cronin is simply asking that students have the opportunity to be exposed to the topic of leadership. Once exposed, students may either reject the idea, or gain some insight from the subject. This leads to a desire to learn more.

Bernard M. Bass provides his preliminary views on leadership in his work, The Meaning of Leadership. Bass feels that leadership is:

- the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form or persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many
combinations of these definitions. (Bass, 1990, p. 38)

This definition of leadership is extremely broad, but it focuses on the fundamentals of our studies. It focuses on the leader, the followers, traits, and goal achievement. It is not a bad start to the examination of leadership for students.

Hughes, Ginnett, and Curphy devote the first pages of their work, Leadership: Enhancing the Lessons of Leadership, on the question, what is leadership? They feel that leadership consists of various elements and experiences. They provide the reader with several definitions of leadership that they used to derive their own definition. For the purposes of their work, they define leadership as "the process of influencing an organized group towards accomplishing its goals" (Hughes et al., 1993, p. 8). This definition is widely accepted by many students and scholars today. It is simple, straightforward, and substantive. More importantly, it leads us logically to the question, what is followership?

Now, to answer the question posed at the beginning of this section, what is leadership? The definition of leadership is up to each and every individual that studies this phenomenon. No one can agree on one solid definition of leadership. This is one of Joseph Rost's major gripes about leadership studies. Rost is upset at the absence of a universal definition of leadership. However, this universal definition is not possible. Each and every individual is different, therefore individuals possess different definitions of leadership that they use in their studies and every day activities.

Dr. Wren asks his students to define leadership on the first day of his
Foundations class. In fact, Dr. Wren brings a unique approach to the defining of leadership on the first day of his Foundations' class. Dr. Wren brings several large sheets of banner paper to class and several colored markers. He asks each group of students to illustrate their ideas and definitions of leadership. Typical illustrations include military drawings, ancient kings giving orders, or corporate hierarchies. I remember vividly the first day I sat in Dr. Wren's class. When requested to draw our ideas on leadership, I suggested illustrating a inverted power pyramid that was typical to most businesses and corporations. Our drawing portrayed the low level worker as the most essential person in an organization. At the bottom we placed the president or CEO. This startled many students, but I firmly believe in this definition of leadership, and our illustrations provided an interesting set of questions to be considered.

The important thing for students to remember is that leadership has no concrete definition. Leadership is a culmination of skills, knowledge, and experience. Leadership is what you make it, and each individual practices leadership in a different way. A student can only arm him/herself with the willingness to learn and study the concept of leadership. Below are a list of some past definitions of leadership, study each one carefully and use these definitions as a guideline in developing your own personal definition of leadership.

*The creative and directive force of morale (Munson, 1921).

*The process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959).

*The presence of a particular influence relationship between two or more persons (Hollander & Julian, 1969).
*Directing and coordinating the work of group members (Fiedler, 1967).

*An interpersonal relation in which others comply because they want to, not because they have to (Merton, 1969).

*Transforming followers, creating visions of the goals that may be attained, and articulating for the followers the ways to attain those goals (Bass, 1985; Tichy & Devanna, 1986).

*The process of influencing an organized group toward accomplishing its goals (Roach & Behling, 1984).

*Actions that focus resources to create desirable opportunities (Campbell, 1991).

With these definitions in mind, as well as your own, we can now examine the next question vital to the study of leadership, what is followership?

B. What is followership?

A leader is useless without a follower. If a leader is faced with an empty room and an absent audience, what good is their leadership? Who are they leading? Why are they leading? Therefore, the follower is essential to the process of leadership. Hughes, Ginnett, and Curphy (1993) introduce us to the concept of followership. They feel that leadership and followership go hand in hand. "There is no simple line dividing them; they merge" (Hughes et al., 1993, p. 9). The art of leadership is the ability to lead and to follow. In many situations, America's board rooms consist of only leaders. If every member of a board meeting is used to leading, who is going to follow? First of all, no one will be willing to follow. Each individual is accustomed to leading. Secondly, no one knows how to follow. Thus, leadership studies focuses on the idea of leadership and followership.
The venerable Burns provides his own insight on the idea of followership. Burns feels that we must first decide who we are trying to lead. Many times leaders are merely leading themselves. It is simple self-motivation. However, leaders must also decide whom they are seeking to lead. Followership involves the "motives, aspirations, values, and goals that are to be mobilized within the followers, within their groups" (Burns, 1978, p. 460). It is now evident that it is the leader's job to realize the potential, goals, and aspirations of his/her followers. The skill of recognizing these needs does not come easily. It takes time and effort in evaluating and watching our potential followers. Even long years of relationships do not provide the true, and actual needs of our followers. Burns suggests that the heart of followership is to:

- define our potential followers, not in the manipulative sense of how to persuade them to our own ends, such as they are, but in terms of mutuality and of future motives that may be stimulated as present motives are variously realized or blocked. (Burns, 1978, p. 460)

Pierce and Newstrom (1995) support Burns, Hughes, Ginnett, and Curphy by stating that "the relationship between leader and follower is a reciprocal relationship." They take it a step further by suggesting that the leader thrives off of the follower, and the follower off the leader. In some cases, the follower is waiting for a leader to carry them to a common goal or vision. In other cases, the leader relies on the followers to interact with them and result in mutual success. The unifying element between the leader and follower
is the situation or context around them. This was first suggested by Murphy when he stated that, "leadership is an interactive and dynamic process, whereby the leader influences the follower, the follower influences the leader, and both are influenced by the context surrounding this leader-follower relationship" (Murphy, 1941, p. 119).

Fillmore H. Sanford and Gary Yukl both discuss the role of the follower in the leadership process. They base their writings on the idea that followers are drawn to leaders based on a leader's traits and personality. The concept of charismatic leadership is derived from these ideas.

According to Yukl, charismatic leadership involves, "the interactive process between leader and followers. Some leader attributes such as self-confidence, strong convictions, poise, speaking ability, and a dramatic flair" (Yukl, 1994, p. 341). Charismatic leadership is based on a leader's ability to bring out the best in his/her followers. It is a knack, a special gift, that separates good leaders from great leaders.

Sanford feels that "leadership is a relation" (Sanford, 1954, p. 132). Sanford supports the idea of mutual dependency between the leader and follower. He continues to assert that, "The individual follower has his own unique pattern of needs and attitudes that constitute his readiness for leadership. He has problems which the leader must solve" (132). This presents an interesting element to the discussion of followership. Sanford feels that different followers add different elements that prepare them for leadership. Can leaders attract only certain types of followers? Sanford's definition seems to suggest that
individuals must be ready for leadership. Until an individual's needs and desires are recognized by the leader, they will not follow. Sanford also suggests that the follower has the ability to judge the leader and the leader's capabilities over them.

As we have now seen, followership is essential to the process of leadership. One cannot exist without the other. In fact, one cannot survive without the other. One of the challenges of leadership is to recognize and mobilize potential followers. There is no specific method by which this can be accomplished. However, there are various methods and strategies available to leaders in their attempt to sway followers. Leaders must rely on intelligence, intuition, and charisma in order to succeed with followers in the leadership process.

C. The Situation

We now understand the role of the follower in the process of leadership. We have attempted to define leadership, defined the role of the leader and follower, and now must focus on third major element of the leadership process, situation. The situation or context in which leadership takes place plays a significant role in the type and style of leadership that is exemplified. Whether in the office, classroom, or football field, situational leadership is:

is an attempt to demonstrate the appropriate relationship between the leader's behavior and a particular aspect of the situation---the readiness level exhibited by the followers. (Hersey and Blanchard, 1979, p. 145)

Paul Hersey and Kenneth H. Blanchard provide us with this definition of
situational leadership. They continued their research on situational leadership by
developing the Situational Leadership Task and Relationship Leader Behaviors:

<table>
<thead>
<tr>
<th></th>
<th>Task</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>S2</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>S3</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>S4</td>
<td>Low</td>
<td>Low</td>
</tr>
</tbody>
</table>

This leadership behavior chart provides an interesting and compelling analysis of
situational leadership and leader behaviors. Hersey and Blanchard feel that leaders have
the ability to be both high task oriented and high relationship oriented. These are the
leaders that are the most successful and the most loved by their followers. In contrast,
leaders that are very high task oriented also have the tendency of being low relationship
oriented. They continue to suggest that the leader must analyze the context in which their leadership is taking place. It is their job to recognize what is missing from their situation, and add the necessary elements for the accomplishing of goals.

D. Who can lead & Who can follow?

Now that we have defined leadership and its relationship with the follower and the situation, we can make a better suggestion on who can actually lead and who can actually follow? This question may seem a bit trivial, but it is nevertheless important. If we go on the assumption that leaders are both born and made, it would appear obvious that anyone can lead. Can the answer to this question be that simple? I think that it is. Simply put: Anyone can lead. It does not matter what kind of background you come from, your race, religion, sexual preference, age, or gender. We can all lead, and we all can follow. Teachers and professor lead students. In return, the students lead teachers and professors. We can return to the theory that leadership is a learning process. It happens to us everyday in different situations.

John W. Gardner attempts to assist us with the question of who can lead? Gardner feels that "leadership is not a mysterious activity. It is possible to describe the tasks that leaders perform" (Gardner, 1990, p. 7). If leadership is not a mystery, then it must not be that difficult to understand who can lead. I still believe that anyone and everyone can lead in some form or another. Gardner continues to add that:

men and women go through their lives using no more than a fraction---usually a rather small fraction---of the potentialities within them. The reservoir of unused
human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind. Among the untapped capabilities are leadership gifts. For every effectively functioning leader in our society, I would guess that there are five or ten others with the same potential for leadership who have never led or perhaps even considered leading.

Why? Perhaps they were drawn off into the byways of specialization...or have never sensed the potentialities within them...or have never understood how much the society needs what they have to give. We can do better. Much, much better. (7)

This passage should be the inspiration for every leader today, and all of the leaders in our future. Gardner presents a simple argument for the need for leadership. He prefers to call it the "cry for leadership." Gardner helps us support the theory that anyone can lead. Most people do not feel that they are leaders, because they are unaware and ignorant of their talents. They either fear or intentionally neglect the potential for leadership within them. It is now our goal and task as individuals and as a society to tap the wealth of potential leaders. The Jepson School is taking that step, and has now produced over 400 leadership majors armed with the knowledge and experience to change the world.

V. Interpretation and Recommendations

The following pages provide a rationale for the topics that are covered in the Spinning Your Web Handbook. Each topic was chosen by the author based upon his
experiences at the Jepson School of Leadership Studies at the University of Richmond from 1995 to 1997.

Why we need to study leadership now and forever...

For years, people have been using the words leader and leadership. However, how many of us really know what leadership is or means? The idea of leadership differs from person to person, and this is what makes it so unique and interesting to study. It is our job to tackle the basic principles behind the phenomenon of leadership.

James MacGregor Burns (1978) feels strongly that "compelling and creative leadership" is desired by everyone in today's society. John W. Gardner (1990) cries out to us and asks "why do we not have better leadership?" Ronald Heifetz (1994) feels that "today we face a crisis in leadership in many areas of public and private life." Thomas Cronin feels that students and all people must have the opportunity to be exposed to leadership studies. With this in mind, we must address this issue and begin our journey through leadership studies by focusing on the needs and desires for leadership in our society.

What is leadership?

Now that we understand the crisis of leadership and the absence of it in our society, we can begin to delve into the realm of leadership studies. The first question that must be addressed is what is leadership?. We must examine this question in order to grasp
the concept of leadership in today's society. Bernard Bass states that leadership is "the focus of group processes" (Bass, 1990, p. 38). In fact, leadership is a process. Hughes, Ginnett, and Curphy feel that leadership is "the process of influencing an organized group towards accomplishing its goals" (Hughes, Ginnett, and Curphy, 1993, p. 8). Therefore, examining this question is at the heart of leadership studies.

What is followership?

After an introduction to leadership studies, we must understand the "other half" of the leadership process, followership. Followership must be taught because it allows us to understand that successful leadership is dependent upon followers. Leadership and followership go hand in hand. Hughes, Ginnett, and Curphy feel that "there is no simple line dividing them; they merge" (9). Pierce and Newstrom stress that "the relationship between the leader and follower is a reciprocal relationship" (Pierce and Newstrom, 1993, p. 119). Robert E. Kelley wrote an article titled, "In Praise of Followers." In this article, Kelley suggests that leadership and followership should be treated as equal roles. He states that "Instead of seeing the leadership role as superior to and more active than the role of the follower, we can think of them as equal but different activities" (Kelley, 1988, p. 201). James MacGregor Burns feels that followership involves "motives, aspirations, values, and goals that are to be mobilized within the followers, within their groups" (Burns, 1978, p. 460). All of these views help us in understanding the necessity of teaching followership.

Zen Leadership...
Leadership at times is very personal. After all, a leader is an individual. Therefore, a leader cannot neglect the importance of personal discipline and serenity. If a leader questions him/herself or is easily rattled on the job, then he/she will lack the effectiveness necessary for success. The key to Zen leadership is to attain self-knowledge. If a leader does not know oneself, then they cannot know others. The leadership process breaks down in its beginning stages.

Zen leadership must also be taught because Zen leadership focuses on truths. The Zen lessons "illustrate the art of combining ultimate and ordinary truths, using society and conduct as a way into Zen enlightenment, by the practice of constructive criticism and higher education" (Cleary, 1989, p. xv).

Once complete knowledge of oneself is obtained, individuals are prepared for the leadership challenges that lie ahead.

The Leader...

Now that we understand that leadership is a basic process involving the leader, follower and situation, we are ready to focus on the leader as an individual. Leaders come in all shapes, sizes, titles, and positions. Leadership is not determined merely by the fancy title that precedes one's name. Leadership is about the individual, and his/her ability to gain followership and start the leadership process. John W. Gardner states that "leadership is not a mysterious activity" (Gardner, 1990, p. 7). We must understand the leader in order to understand the follower and the situation. James M. Kouzes and Barry Z. Posner (1987) describe five fundamental practices in exemplary leadership:
• Leaders challenge the process. They search for opportunities. They experiment and take risks.

• Leaders inspire a shared vision. They envision the future. Leaders enlist others in the dream.

• Leaders enable others to act. They foster collaboration.

• Leaders model the way. They set an example for others to follow. Leaders plan small wins.

• Leaders encourage the heart. Leaders recognize contributions and celebrate accomplishments.

It is obvious that the leader plays a fundamental role in the leadership process. Therefore, careful examination of the role of the leader is essential to the discussion of leadership studies.

Ethics and Leadership

We now have a firm understanding of the leadership process and its components. We have examined the basic characteristics of the leader and now must understand the specific traits and personal leadership styles practiced by leaders. A leader's first responsibility is to set a moral or ethical code for him/herself. Michael Powell, son of General Colin Powell, feels that leaders, or any individual in general, should write down 5-10 personal ethical standards that will guide them through life. The purpose of these standards is to provide a checklist during decision-making and daily activities. If any
action or decision violates one standard that you have set, then the individual should choose not to act in that manner.

Leadership is based on the individual and that individual's character. Throughout history we can accuse leaders of behaving unethically, and today we can learn the importance of being ethical and moral leaders. The true leader is not only talented, intelligent, and motivated, but a highly ethical and moral character not willing to violate his/her ethical standards.

A recent survey asked people who they thought had the highest character in the world. The number one response was Mother Theresa, and a close second was General Colin Powell. What does it take to be deemed the most respected person in the world. This question and the answer are two parts of our quest in leadership studies. The study of ethics is essential in answering this question. In addition, the Jepson School of Leadership Studies at the University of Richmond devotes a semester long class to this topic.

**Transformational and Transactional Leadership...**

Every leader possesses specific leadership abilities that provide for a unique leadership style. It is imperative in the field of leadership studies to examine the various styles of leadership and utilize them in establishing one's own style of leadership.

Transforming and transactional leadership were first introduced by James MacGregor Burns in his work *Leadership*. It was Burns who stated that "one of the most universal cravings of our time is a hunger for compelling and creative leadership" (Burns,
Transforming leadership is one form of creative leadership. It involves the leader "transforming" his/her followers towards a common goal or vision. Transactional leadership suggests that leaders offer their followers rewards or trade-offs in return for following their wishes. Transactional leadership promotes the idea of "I'll scratch your back if you scratch mine," because it encourages mutual success. A basic understanding of these two principles are therefore imperative to leadership studies.

Charismatic Leadership...

Some leaders possess talents and traits that separate them from others. Certain leaders have been defined as charismatic, because they possess a natural, radiant personality that draws people towards them. R. J. House feels that a charismatic leader is "for leaders who by their influence are able to cause followers to accomplish outstanding feats" (House, 1976, p. 203). Charismatic leadership must be taught. It provides a foundation for the discussion and development of leader's traits. David A. Nadler and Michael L. Tushman feel that there is leadership beyond charisma. They state that "effective leaders of change need to be more than just charismatic" (Nadler and Tushman, 1990, p. 112). The introduction of charismatic leadership allows an individual to begin thinking about leadership traits and styles beyond the area of charisma.

Critical Thinking...

A well rounded leader possesses many traits and skills necessary for leadership in
his/her field. Therefore, critical thinking is an essential component to any leader or discussion of leadership studies. The Jepson School of Leadership Studies offers a semester long course devoted to critical thinking. In the Fall of 1995, I had the opportunity to take the course under the guidance of Dr. Joanne B. Ciulla. The class left a profound mark on my intelligence and analytical skills. My education in that class is utilized every day. Critical thinking teaches analytical, argumentative, and writing skills.

Stephen D. Brookfield (1987) feels that:

- Critical thinking is a productive and positive activity. Therefore, critical thinking should be taught to all individuals, especially leaders.
- Critical thinking is a process, not an outcome.
- Manifestations of critical thinking vary according to the contexts in which it occurs.
- Critical thinking is triggered by positive as well as negative events.
- Critical thinking is emotive as well as rational.

With this in mind, critical thinking should be taught to all individuals, especially leaders.

**Leadership is an Art...**

We have reached the final stage of our leadership journey. It is now time to synthesize the information that we have learned into one integrated perspective. I prefer to think of this perspective as a band or symphony. Each band or symphony is made up of different instruments and individuals. Each instrument is a tool and plays a part in the overall sound of the symphony. We, as individuals, are the tools of society. It is our job
to develop a personal leadership style that will contribute to the overall harmony of society.

Leadership is an art. Each individual plays a different tune, paints a different picture, or acts a different role. Together, social harmony is established. As leaders, it is our job to guarantee a harmonious society full of self-directed individuals who work together like a symphony or band.

The importance of teaching leadership as an art is to stress the importance of individual style as well as group dynamics in the leadership process.

Max De Pree who devoted an entire work to the idea that leadership is an art writes: "leadership is an art, something to be learned over time not simply by reading books. Leadership is more tribal than scientific, more a weaving of relationships than an amassing of information, and, in that sense, I don't know how to pin it down in every detail" (De Pree, 1995, p. 3).

Leadership and the Individual...

Political theorist, Leonard T. Hobhouse, wrote an entire work on the concept of liberalism. His work, Liberalism, focuses on the importance of a liberal society in America. One of Hobhouse's basic principles is the concept of self-directed individuals. Hobhouse's ideal society consists of individuals who have become self-disciplined in areas such as "will, of personality, of self control, or whatever we please to call that central harmonizing power which makes us capable of directing our own lives" (Hobhouse, 1964, p. 66). Self-directed individuals then provide a strong foundation for a community to grow. Hobhouse states,
Liberalism is the belief that society can safely be founded on this self-directing power of personality, that it is only on this foundation that a true community can be built, and that so established its foundations are so deep and wide that there is no limit that we can place to the extent of the building. (Hobhouse, 1964, p. 66)

It is important to teach the role of the individual in leadership. Much like Zen leadership, the individual must know oneself in order to lead others.

Communication...

Leadership relies on effective and constant communication. Whether audibly, paper, over the fax machine, or now over the Internet, communication drives the leadership process. Michael Z. Hackman and Craig E. Johnson wrote an article on leadership communication titled, "Leadership Communication Skills." They feel that the communication-based definition of leadership is: "leadership is human (symbolic) communication which modifies the attitudes and behaviors of others in order to meet group goals and needs" (Hackman and Johnson, 1991, p. 428).

Personally, I feel that communication should start in a child's education at a very early age. By the time students reach college, they should be prepared to specialize their communication skills and become effective speakers and writers. Max De Pree, author of Leadership Jazz and Leadership is an Art, titles one of his chapters simply "Communicate!"

Samuel E. Bleecker (1994) devoted an article to the idea of the virtual organization. His article, "The Virtual Organization," discusses the technology
movement in corporations heading into the 21st century. The era of cellular phones, E-mail, voice mail, pagers, and the internet have forced organizations large and small to specialize in all forms of communication. Therefore, communication in all forms is fundamental to the leadership process.

To Lead or Not to Lead? Leadership and Literature...

Leadership studies can be found in many different contexts. One of these contexts being literature. Leadership scholars and students have been able to examine past literary works and assess the leadership implications in various works from Shakespeare to Machiavelli.

A good friend of mine, and fellow student, Lauren Fitzgerald, devoted the last semester of her senior year at the Jepson School of Leadership Studies to a literary analysis of leadership in Shakespeare's King Lear. Fitzgerald's analysis provides an excellent resource for the presence of leadership in classic literature. Shakespeare is considered by many as the greatest writer/playwright in history. Why not turn to him and ask for his feelings on leadership?

Additionally, the English department at the University of Richmond offers a special topic course on "Leadership Ancient and Modern." This class focuses on leadership in literature, focusing on such works as The Prince, The Godfather, All the King's Men, The Mayor of Castorbridge, and Brave New World. Dr. William Howe taught a class at Jepson, "Leadership and Literature," and the Hartwick Humanities Institute have developed over fifty case studies on leadership that make use of classic
The necessity of teaching literary leadership is essential to the learning process. Many colleges and universities devote semester long courses to this context of leadership. Even at the Jepson School, Dr. Marc Swatez taught a course on "Leadership in Science Fiction."

Political Leadership...

When most people think of leadership, they think of politics. It is easy to understand why so many people feel that leadership is only found in the political arena. After all, our political leaders are elected, and they supposedly speak on the behalf of their constituents. "We attribute our problems too readily to our politicians and executives, as if they were the cause of them. We frequently use them as scapegoats" (Heifetz, 1994, p. 2). Leadership in politics is an important area of study and interest to many people. Many students drew pictures of a political scene during the first exercise on leadership in Foundations class. Therefore, the history of political leadership lends well to the our leadership education and should be taught at all levels. Evidence of the necessity of teaching political leadership can be found in a semester long course at the Jepson School of Leadership Studies.

Servant Leadership...

One of the most important aspects of leadership that has not been addressed yet is the idea of servant leadership. Servant leadership involves leaders that do not recognize
the fact that they are leading. According to Robert K. Greenleaf, who devoted an entire work to servant leadership, "the servant leader is servant first" (Greenleaf, 1977, p. 22). Greenleaf also feels that servant leadership is based on the assumption that "the only way to change a society (or just make it go) is to produce people, enough people, who will change it (or make it go)" (22).

Dr. Richard A. Couto, an outstanding leadership scholar in community organizations and experiential learning, authored an article titled, "Defining the Citizen Leader." The citizen leader is one form of the servant leader. In fact, many people would consider them synonymous. Couto writes that "the citizen leaders I have in mind facilitate organized action to improve conditions of people in low-income communities and to address other basic needs of society at the local level" (Couto, 1992, p. 12).

It is clearly evident that servant and citizen leadership possess an entire section of the leadership studies phenomenon. It is imperative to teach due to its ability to cause self-reflection and experiential learning. The Jepson School Of Leadership Studies involves experiential learning at the core of its curriculum. Students are required to participate in service learning as well as an extensive internship. Servant leadership is by far one of the most important and fascinating elements of leadership studies.

VI. Conclusions

The first section of this project has focused on my journey through leadership studies. I have revisited my first day in the Foundations class, and examined the basic
questions of leadership studies. My project would not be complete without an assessment of my education at the Jepson School. On the first day I entered the Jepson School, I was seeking an education in leadership studies, and striving to become a better human being. Today, I am reflecting back on my education and assessing the role of the Jepson School in the fulfillment of my educational expectations.

My expectations entering the Jepson School were all related to the basic principle of becoming a better human being. I wanted to utilize the education offered to me at Jepson to develop competencies and a personal leadership style. The following list of expectations is what I hoped would be fulfilled at the Jepson School.

1) What is leadership?
2) Who can lead?
3) Who can follow?
4) What is the purpose of leadership studies?

The list is the same set of research questions that I posed at the beginning of this project.

The first question that I posed was, what is leadership? This question was first addressed on the first day of Foundations of Leadership. As mentioned before, Dr. Wren asked us to draw pictures of our definitions of leadership. At the end of the semester, we even attempted to write down a solid, personal definition of leadership. I was not able or willing to define leadership at that time. I felt that I was only in the early stages of my leadership education. I wanted to make sure that I was introduced to several definitions of
leadership and the other elements that are found in this phenomenon. The Foundations class provided a good basis for my future leadership education and quest for a definition for leadership.

The next two years of classes continued to assist in my defining of leadership. Histories and Theories was able to provide historical analysis of past leaders and leadership theories. We were introduced to the theories of transforming, transactional, path-goal, and several others. I felt that each theory was a continuation of my quest to answer the questions posed in Foundations. Critical Thinking was another class that helped me come to terms with the defining of leadership. In that course, we read parts of Joseph Rost's, *Leadership in the 21st Century*. Rost had several problems with the current status of leadership studies. One of his biggest complaints was the lack of a universal definition of leadership. His criticism forced us to think about our definitions of leadership at the importance of even having a universal definition.

The next question that I have posed in this project is who can lead? My first introduction to the leader as an individual was also in the Foundations class. However, I feel that the Foundations class provided only an overview of several leadership ideas and theories meant to spark an interest in the students. The class was almost like a "teaser" meant to start the leadership education process. The professors were leading--- the students were following--- and the school was the situation in which this process was taking place. Developments in the answering of this question continued for the next two years. Leadership in Formal Organizations was a great course on the role of the leader in
different organizations and contexts. Histories and Theories also contributed to the answer to this question. In that class, we studied passed leaders, their styles, and the outcome of their leadership. We recognized both the positive and negative traits in their leadership styles.

One of the major contributors to the answer to the question of, who can lead?, was my internship. Last summer I participated in the COMPS seminar. I performed my internship at the Richmond Peace Education Center. At the Peace Center, I was able to witness servant and citizen leadership. It was amazing to see the dedication and desire to lead at the grass roots level. The Peace center participated in conflict resolution, and social movements, such as the death penalty.

Finally, the Leading Groups class was a good examination of the idea of leadership at a group level. It taught us about who can and can not lead in a group setting. It also examined the idea of leading groups versus individual leadership.

Foundations of Leadership also started the process of answering the question, who can follow? Our first task in Jepson was to understand the concept of leadership. After being introduced to this phenomenon, we studies the leadership process. We were first introduced to the leader and attempted to understand their role in the leadership process. Once we had a basic understanding of the leader, we examined the "other half" of the leadership process, the follower. Followership was originally very strange to me. During the course of my life, I had been encouraged to be a leader. At school, in Little League, and in church, I was encouraged to take leadership roles. I enjoyed leading, but I was
ignorant to the concept of followership. It did not seem logical to want to follow.

Once I arrived at the Jepson School, I was introduced to the idea of followership. I began to realize that I had followed often, and began to reflect back on these times. Leadership in Formal Organizations was a good class to discuss and understand the importance of the follower. At work, I was following and began to understand why the corporate leaders were attempting to make things better for their workers. Histories and Theories helped us examine Maslow's hierarchy of needs, House's charismatic leadership, and Burns transforming and transactional leadership. Leadership in Political Systems was also a good class for the question of followership. We examined the role of the follower in political contexts. Followership makes up the core of a politician's constituency. A politician must keep in mind the feelings and views of his followers in order to get reelected.

The final question that was posed at the beginning of this project was what is the purpose of leadership studies? This question provides an ongoing debate for students and scholars in the leadership studies' field. Almost every day, fellow students at the University question the intent and significance of leadership studies. The purpose of leadership studies to me is quite simple. Leadership studies is designed to develop and produce better human beings who can make significant contributions to our society and community. Yes, some of our education is common sense, but it is also a specified training in logic, critical thinking, ethics, decision making and many other competencies. Each and every class at the Jepson School helps in the understanding of the purpose of
leadership studies.

The end of my leadership journey is now here. I feel that the answers to all of these questions still possess some ambiguity and question marks. I feel that every day of the rest of my life will contribute to my quest to answer these basic questions of leadership. I am much closer to answering these questions today than I was during my first day in Foundations. Honestly, if I needed to, I could provide definitive answers to these questions. However, all of my answers would be changed by the end of the week.

That is what makes the Jepson School and leadership studies so unique. Leadership is a process, and so is a leadership studies education. Every day I am exposed to situations or experiences that accentuate my education at the Jepson School.

The quality of the answers that I received at the Jepson School are exceptional. The Jepson School is a pioneering venture designed to teach the art of leadership studies. The faculty and staff are leading the way in research, practice, and writings. and we are constantly consulted and referenced by every major organization or school looking to teach leadership studies.

I feel that the answers that Jepson has helped me define are of high quality. Each professor that I have had here at Jepson, has added his/her own unique touch to my leadership studies education. Since each professor has a specific background, the students are exposed to many disciplines and their relation to leadership studies. The multidisciplinarian background in Jepson allows the students to examine the basic questions of leadership studies with professors who possess English, political, community,
psychological, historical, organizational, and ethical backgrounds. The variety of professors and their backgrounds are some of the stronger assets of the Jepson School.

After spending time in this project assessing my education at the Jepson School, I felt it would be logical to offer suggestions for improvements in the curriculum and overall experience at Jepson. The biggest obstacle that the school faces, at this time, is its reputation. Many times we focus too much on our positive reputation for producing leaders and leadership studies majors. We fail to recognize the negative reputation that we receive from other students and disciplines at the University. Many students hear horror stories about the amount of work and time needed to complete the leadership major. Although some of this is true, the work load is manageable. The school needs to focus on the uniqueness of leadership studies and its educational value. This will begin to happen when our students learn to express our education in a positive and meaningful way to their friends and fellow students. Leadership studies is not going to suit everyone. It takes a keen mind and willingness to learn new ideas and theories in order to survive in this major. Our students must convey the importance of our education, and explain that the apparent, excessive workload is worth while in the long run. Additionally, as students, we are at the University of Richmond to participate in a rigorous and distinguished education.

When it comes to suggestions for classes, there are not too many significant changes that I would suggest. I have to keep in mind that I am still a student, and not familiar with the logistics behind class selection. However, I feel it is necessary for this
school to grow in the number of faculty members. The more faculty members with various educational backgrounds that are available to our students will increase the quality and opportunities of our students. Several classes could be combined into one class and save both faculty time and energy in teaching these courses. I feel that Leading Groups and Decision-Making could be combined into one class stressing the interaction between them. Conflict Resolution should become a required course in order to introduce students to negotiation and conflict resolution skills. The world around us is becoming more and more hostile every day. Conflict resolution and the art of negotiation are vital to an individual's success in our society. Finally, the senior project is in dire need of changes, which I heard is happening next year. One semester is not enough time to produce thought provoking and quality work. The senior project in most cases wanders from the rest of the experiential learning classes at Jepson. The senior project should be a continuation of the internship, and focus on culminating leadership education and service. This will make it easier to "give back" to Jepson and the community. Finally, I feel that the senior project should add an element of personal satisfaction and meaning. The senior project is the final work that Jepson majors put together. Many of us chose to complete a project that had a large amount of personal meaning. I felt uncomfortable leaving our school without bringing closure to my education here. I wanted to reflect back to my Foundations class and reexamine the basic questions of leadership that I was first introduced to in the Spring of 1995. Personally, I feel like I have evaluated and redefined the basic questions of leadership studies. The second part of my project focuses on giving
back to the Jepson School and our community.

The second part of my project is a leadership studies handbook designed for advanced high school and college students. My curriculum is a combination of what I feel should be taught in leadership studies, and the topics or classes that I feel the Jepson School taught well or could improve on and add to its curriculum in the future. I feel that the Jepson School exceeded its expectations of teaching us for and about leadership. My handbook is designed to highlight my favorite classes at Jepson, and add my own ideas for topics that I feel are essential to answering the basic questions of leadership studies.

The mission of the Jepson School of Leadership Studies is to teach individuals for and about leadership. In the spirit of this mission, the senior project is a culmination of our education with the purpose of "giving back" to the community or Jepson School. I feel that my project is a wonderful conclusion to my education at Jepson. I have been able to return to my first semester in the school, and answer the questions that were posed to me during that course. I feel confident now that I am able to answer those questions with the knowledge gained from this project. I feel that the senior project fails to understand the importance of the project to the individual student, as well as the community. I have become personally satisfied with my project and the knowledge that I have gained from completing this project. I find this personal satisfaction to be an integral component of this project. I conducted a qualitative research project, and what I am going to take with me is a thorough understanding of leadership studies and a personalized leadership style. I am able to give back to the community and Jepson School
by offering a handbook on leadership studies, and the rationale behind what should be
taught. I feel this fulfills the requirements of the course, and provides an appropriate
conclusion to my goal of becoming a "better" person after my education here at the Jepson
School of Leadership Studies.

During the course of this project, I ran into several obstacles and problems with
my research and overall project. When choosing to develop a handbook of leadership
studies, it is hard not to be influenced by the Jepson School's curriculum and classes. I
have been immersed in this environment for two years, and the Jepson School is one of
the leading researchers in the field of leadership studies. Therefore, any curriculum or
book developed on leadership studies can be traced back in some way to the Jepson
School. I also ran into problems with research over the World Wide Web and the
Internet. When I entered the word "leadership" into the First Search option, it provided
me with two types of leadership materials. The first I consider "pop" or "fad" leadership.
My search turned up every possible article or person's views on leadership. The other part
of the search yielded true, academic articles. These articles extend beyond the ordinary
basics of leadership and provide thought provoking knowledge.
SPINNING YOUR OWN WEB

A LEADERSHIP STUDIES HANDBOOK FOR
DEVELOPING YOUR OWN LEADERSHIP REPERTOIRE

created by Wayland T. Pond IV
The purpose of the following handbook is to teach individuals the importance of leadership studies. Many people, both young and old, do not recognize the potentialities that they possess, and an introduction to leadership studies will help in the recognition and development of those skills. The curriculum is designed to expose the reader to a variety of leadership issues, while attempting to aid the reader into establishing their own personal leadership style. Finally, this leadership studies curriculum is designed to make us better human beings that can make significant contributions to our families, employers, and communities.

Please keep the following objectives in mind during the study of this handbook. At the end of the handbook, we will revisit the objectives and determine if they have been met.

♦ To gain an understanding of the phenomenon of leadership studies

♦ To become effective practitioners of leadership

♦ To develop your own personal leadership style

♦ To become better human beings that can make significant contributions to our families, employers, and communities
Leadership does not have easy answers. It is a life long quest for knowledge and self-development. Do not be frustrated if you become overwhelmed with all of the information contained in this handbook. For those seeking definitive and logical explanations for this phenomenon, please put all those expectations aside. Leadership studies does not contain simple, straightforward answers or explanations. This handbook provides a framework for your leadership development, as well as the leadership issues that I feel are most important for people to learn. It is up to you to develop your own answers and opinions on this subject. Good Luck!
Session 1-Why We Need Leadership Now and Forever

For years, people have been using the words leader and leadership. However, how many of us really know what leadership is or means? The idea of leadership differs from person to person, and this is what makes it so unique and interesting to study. It is our job to tackle to basic principles behind the phenomenon of leadership studies.

James MacGregor Burns feels strongly that "compelling and creative leadership" is desired by everyone in today's society. John W. Gardner cries out to us and asks "why do we not have better leadership?" With this in mind, we must address this issue and begin our journey through leadership studies by focusing on the needs and desires for leadership in our society.


Exercise and Reflection: Draw a picture of what leadership is/means to you on a large piece of paper or poster board. Keep illustration handy for rest of your journey through this handbook.

Conclusions: After reading Burns and Gardner, you should have a basic understanding of the purpose for leadership studies. When something is lacking in society, people go out and try to change what is wrong. Therefore, a lack of leadership calls for a heightened awareness of leadership studies and the leadership process. The illustrations will help the individuals put their ideas down on paper, and open their minds to the idea of effective and desirable leadership.
Session 2- What is leadership?

After a basic discussion involving Burns, Gardner, and Heifetz, we are now prepared to begin discussion on basic leadership theories. Since we have been introduced to the need for leadership, The first major element of leadership studies is to understand that "leadership is a process." This view is held by many theorists, including Hughes, Ginnett, Curphy, Pierce, and Newstrom.


Conclusions: After completing the suggested readings, we should have a basic understanding of the leadership phenomenon. We are able to read several theorists' views on the question, what is leadership?. These views should help us begin to think about our own ideas of leadership and the leadership process.
Leadership at times is very personal. After all, a leader is an individual. Therefore, a leader can not neglect the importance of personal discipline and serenity. If a leader questions him/herself or is easily rattled on the job, then they will lack in the effectiveness necessary for success. The key to Zen leadership is to attain self-knowledge. If a leader does not know oneself, then they can not know others. The leadership process breaks down in its beginning stages.

The Zen masters of China are world-renowned for their beliefs and teachings concerning spiritual authority and the personal qualities necessary for the mastering of leadership. Mingjiao said: "Nothing is more honorable than enlightenment, nothing is more beautiful than virtue" (Cleary, 1).

Zen leadership also focuses on truths. The Zen lessons "illustrate the art of combining ultimate and ordinary truths, using society and conduct as a way into Zen enlightenment, by the practice of constructive criticism and higher education" (xv).

Once complete knowledge of oneself is obtained, that individual is prepared for the leadership challenges that they will face.


Exercises and Reflection: Choose 5 of your favorite Zen lessons and write down why they are your favorites (see appendix). Participate or attend local personal meditation or yoga classes.

Conclusions: Personal satisfaction is imperative to the daily function of all individuals whether at work or play. Until an individual becomes satisfied and confident with their being, they will struggle in the leadership field as well as in life. Zen leadership teaches us about our individuality and its role in our communities.
Session 4—What is Followership?

After an introduction to leadership studies, students will be introduced to the "other half" of the leadership process, the follower. Followership must be taught because it allows us to understand that successful leadership is dependant upon the follower. Leadership and followership go hand in hand. Hughes, Ginnett, and Curphy feel that "there is no simple line dividing them; they merge." Pierce and Newstrom stress that "the relationship between the leader and follower is a reciprocal relationship." James MacGregor Burns feels that followership involves "motives, aspirations, values, and goals that are to be mobilized within the followers, within their groups." All of these views help us in understanding the necessity of teaching followership.


Exercises and Reflection: Think back to your early school days when you were forced to follow the class leader. How did that make you feel? What did you do to become the class leader?

Conclusions: I remember vividly my early school days when I was forced to follow the class leader whenever we left our classroom. Little did I know that I was being introduced to leadership at such a young age. I was a follower at age 5, and I remember striving to become the class leader for the next week of school.

Followership is basic and necessary. We were introduced to it at a very young age, and we are still forced to follow the leader in today's society. At work, I follow my boss. At school, I follow my professor, dean, or organizational leader. We will always follow and that is essential to the leadership process.
Session 5-Leadership is a Process

The understanding and appreciation of the relationship between the leader and follower is essential to the theory that leadership is a process. Leadership rises and falls as a process. Although there is no set process of leadership, there is a framework for the leadership process. The framework involves the leader, the follower, and the situation. Bernard Bass feels that leadership is the "focus of group processes" (Bass, 1990, p. 38). Hughes, Ginnett and Curphy feel that leadership involves "the process of influencing an organized group towards accomplishing its goals" (Hughes et al., 1993, p. 8). Whatever the process, the leader and follower are dependant upon one another. The situation or context in which the leader and follower interact is the third element in the leadership process.


Exercises and Reflection: Think of a recent organization that you have been involved with. Determine and write down the players in the leadership process. Identify the leader, follower, and situation. Reflect on how you felt as a follower and how you felt about the leader. Did the situation effect the leadership process in anyway? Examine the Situational Leadership Readiness Levels and Situational Leadership Task and Relationship Leader Behaviors. Reflect back the organization and determine where the leader(s) would fall.

Conclusions: We now understand that leadership is a process that involves three major elements: the leader, the follower, and the situation. Leadership inevitably will vary in different situations and contexts. One of the biggest challenges of any leader is the ability effectively lead in a variety of situations, both pleasant and stressful.
Session 6-The Leader

Now that we understand that leadership is a basic process involving the leader, follower and situation, we are ready to focus on the leader as a character. Leaders come in all shapes, sizes, titles, and positions. Leadership is not determined merely by the fancy title that precedes one's name. Leadership is about the individual, and his/her ability to gain followership and start the leadership process. John W. Gardner states that "leadership is not a mysterious activity" (Gardner, 1990, p. 7).


Exercises and Reflection: Complete worksheet in appendix on The Leader.
Session 7- Ethics and Leadership

We now have a firm understanding of the leadership process and its components. We have examined the basic characteristics of the leader, and now must understand the specific traits and personal leadership styles practiced by leaders. A leader’s first responsibility is to set a moral or ethical code for his/herself. Michael Powell, son of General Colin Powell, feels that leaders, or any individual in general, should write down 5-10 personal ethical standards that will guide them through life. The purpose of these standards is to provide a checklist during decision-making and daily activities. If any action or decision violates one standard that you have set, then the individual should choose not to act in that manner.

Leadership is based on the individual and that individual’s character. Throughout history we can accuse leaders of behaving unethically, and today we can learn the importance of being ethical and moral leaders. The true leader is not only talented, intelligent, and motivated, but a highly ethical and moral character not willing to violate his/her ethical standards.

A recent survey asked people who they thought had the highest character in the world. The number one response was Mother Theresa, and a close second was General Colin Powell.


Exercises and Reflection: Defining of Personal Ethical Standards, Case Study: "Does Personal Morality Matter" Joanne B. Ciulla. "Innocent or Guilty" Joanne B. Ciulla. "The Dilemma at Hammond Inc" (appendix) original case by Wayland T. Pond IV.
Session 8-Transformational and Transactional Leadership

Every leader possesses a specific leadership style that provides for the uniqueness of their character and leadership ability. It is imperative in the field of leadership studies to examine the various styles of leadership, and utilize them in establishing one's own style of leadership.

Transformational and transactional leadership were first introduced by James MacGregor Burns in his work *Leadership*. It was Burns who stated that "one of the most universal cravings of our time is a hunger for compelling and creative leadership" (Burns, 1978, p. 1). Transformational leadership is one form of creative leadership. It involves the leader "transforming" his/her followers towards a common goal or vision. Transactional leadership suggests that leaders offer their followers rewards or trade-offs in return for following their wishes. Transactional leadership promotes the idea of "I'll scratch your back, if you scratch mine."


Exercises and Reflection: Watch the film *Sister Act* and watch for the elements of transformational and transactional leadership.
Session 9-Charismatic Leadership

Some leaders possess talents and traits that separate them from others. Certain leaders have been defined as charismatic, because they possess a natural, radiant personality that draws people towards them. R. J. House feels that a charismatic leader is "for leaders who by their influence are able to cause followers to accomplish outstanding feats" (House, 1976, p. 203). Charismatic leadership must be taught. It provides a foundation for the discussion and development of leader's traits. David A. Nadler and Michael L. Tushman feel that there is leadership beyond charisma. They state that "effective leaders of change need to be more than just charismatic" (Nadler and Tushman, 1990, p. 112). The introduction of charismatic leadership allows an individual to begin thinking about leadership traits and styles beyond the area of charisma.


Exercises: Watch the film Sister Act and reflect on presence of charismatic leadership contained in the film.
Session 10-Critical Thinking

A well rounded leader possesses many traits and skills necessary for leadership in his/her field. Therefore, critical thinking is an essential component to any leader or discussion of leadership studies. The Jepson School of Leadership Studies offers a semester long course devoted to critical thinking. In the Fall of 1995, I had the opportunity to take the course under the guidance of Dr. Joanne B. Ciulla. The class left a profound mark on my intelligence and analytical skills. My education in that class is utilized every day in all situations. Therefore, critical thinking should be taught to all individuals, especially leaders.


Exercises and Reflection: Exercises in Kahane's work. Daily reading of periodicals searching for logical fallacies.
Session 11-Leadership is an Art

We have reached the final stage of our leadership journey. It is now time to put all of the information that we have learned together into one gigantic mass of information. I prefer to think of this mass as a band or symphony. Each band or symphony is made up of different instruments and individuals. Each instrument is a tool and plays a part in the overall sound of the symphony. We, as individuals, are the tools of society. It is our job to develop a personal leadership style that will contribute to the overall harmony of society. Leadership is an art. Each individual plays a different tune, paints a different picture, and acts a different role. Together, harmony in society is established. As leaders, it is our job to guarantee a harmonious society full of self-directing individuals that work together like a symphony or band.

Max De Pree who devoted an entire work to the idea that leadership is an art writes: "leadership is an art, something to be learned over time not simply by reading books. Leadership is more tribal than scientific, more a weaving of relationships than an amassing of information, and, in that sense, I don't know how to pin it down in every detail" (De Pree, 1995, p. 3).


Exercises and Reflections: Think about the role of individual musicians in an orchestra or symphony. Reflect on how you can develop your personal skills and become better tool for society.
Session 12-Communication

Leadership is dependant upon communication. The absence of communication anywhere in our society leads to failure and sometimes even death.

Leadership relies on effective and constant communication. Whether audibly, on paper, over the fax machine, or now over the internet, communication drives the leadership process. Michael Z. Hackman and Craig E. Johnson wrote an article on leadership communication titled, "Leadership Communication Skills." They feel that the communication based definition of leadership is: "leadership is human (symbolic) communication which modifies the attitudes and behaviors of others in order to meet group goals and needs" (Hackman and Johnson, 1991, p. 428).

Personally, I feel that communication should start in a child's education at a very early age. By the time students reach college, they should be prepared to specialize their communication skills and become effective speakers and writers. Max De Pree, author of Leadership Jazz and Leadership is an Art, titles one of his chapters simply as "Communicate!"

Samuel E. Bleecker (1994) devoted an article to the idea of the virtual organization. His article, "The Virtual Organization," discusses the technology movement in corporations heading into the 21st century. The era of cellular phones, email, voice mail, pagers, and the internet have forced organizations large and small to specialize in all forms of communication. Therefore, communication in all forms is fundamental to the leadership process.

Session 13-To lead or not to lead? Leadership and Literary Analysis

A good friend of mine, and fellow student, Lauren Fitzgerald, devoted the last semester of her senior year at the Jepson School of Leadership Studies to a literary analysis of leadership in Shakespeare's *King Lear*. Fitzgerald's analysis provides an excellent resource for the presence of leadership in classic literature. Shakespeare is considered by many as the greatest writer/playwright in history. Why not turn to him and ask for his feelings on leadership.

Readings: "Classic Leadership Case: *King Lear*" Lauren Fitzgerald.

Exercises and Reflection: Read short passages from various Shakespeare plays. Pull quotes from the text and explaining the leadership theory or significance present in the quote. Go to a local library and locate Hartwick Cases on classic literature. Read one of your favorites.

Conclusions: Upon completion of this session, you will have had the opportunity to apply leadership theory to a literary work, such as a play. This exercise allows leadership to branch out beyond theory and strict leadership studies fields. Leadership is an art, as mentioned before, and Shakespeare's plays represent artistic ingenious.
Session 14-Political Leadership

When most people think of leadership, they think of politics. It is easy to understand why so many people feel that leadership is only found in the political arena. After all, our political leaders are elected, and they supposedly speak on the behalf of their constituents. "We attribute our problems too readily to our politicians and executives, as if they were the cause of them. We frequently use them as scapegoats" (Heifetz, 2). Leadership in politics is an important area of study and interest to many people. Many of you may have even drawn pictures of a political scene during the first exercise on leadership. The history of political leadership lends well to the our leadership education.


Exercises and Reflections: Watch C-SPAN or another political show and watch the major players during debates. Volunteer in a local organization by lobbying members of the government, or volunteer in a political office.
Session 15- Servant Leadership

One important aspect of leadership that has not been addressed yet is the idea of servant leadership. Servant leadership involves an individual serving first, then recognizing his/her leadership role in society.

Readings: "Servant Leadership" Robert K. Greenleaf "Defining a Citizen Leader" Richard C. Couto

Exercises and Reflection: Read Herman Hesse’s Journey to the East and write brief 3-5 page paper on elements of servant leadership found in his work.
Conclusions:

If we return to the initial objectives set for this handbook, we can conclude that they have all been met. Our first objective was to gain an understanding of the phenomenon of leadership studies. At this point, we have been given an introduction to the basic questions and theories of leadership studies. We can now answer questions like "What is leadership?" and "Who can lead?"

The second objective of this handbook was to become effective practitioners of leadership. We should now be able to take one principle from this handbook and apply it to a personal situation or context. At the next Rotary Club meeting or local charity group meetings, individuals will be able to at least apply a theory learned in this handbook.

Thirdly, we wanted to develop our own personal leadership styles. After completing this handbook, each of us is able to determine what we would like to possess in our leadership repertoire.

Finally, we wanted to use this handbook in hopes of becoming better human beings. I find this to be the most important objective in the field of leadership studies. Well respected leaders, such as Mother Theresa and General Colin Powell, are much more desired than leaders of poor character. It is our duty in life and to our society to aid in its maintenance and growth. I personally feel that without an introduction to leadership studies, each and every individual in our society is lacking one of the most important elements in the development of the individual. Without developed individuals, society
as a whole can not progress.

References


Burns, J. S. (1996). Defining Leadership: Can We See the Forest for the Trees? 


Appendix

I will deal with leadership as distinct from mere power-holding and as the opposite of brute power. I will identify two basic types of leadership: the transactional and the transforming. The relations of most leaders and followers are transactional—leaders approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions. Such transactions comprise the bulk of the relationships among leaders and followers, especially in groups, legislatures, and parties. Transforming leadership, while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.

From p. 4 of James MacGregor Burns' work, Leadership.
Zen Lessons Worksheet

List your five favorite Zen lessons and explain what they tell us about leadership.

1.

2.

3.

4.
The Leader

Fill out the following worksheet after completing the readings for this session. Make sure you think back on leadership traits and characteristics that were mentioned.

Male Leader- Female Leader

Followers:

Situation:

Style:

Traits:
"I'll tell you what I think. I think that someday a man will be elected who'll bring the speakership into real respectability again. He'll be the real leader of the House. He'll be master around here, and everyone will know it" Sam Rayburn, 1923

Part I- A Brief Overview of the History and Evolution of the American Speakership

Introduction

Over the course of the semester, we have studied congressional-presidential relations with a focus on the 104th Congress. Many of our course readings, like Drew's *Showdown*, Fiorina's *Divided Government*, and Thurber's *Rivals for Power*, discussed presidential leadership and its effect on presidential-congressional relations. The readings suggest that the president's main function as leader is to persuade, and
bargain with Congress in order to get legislation passed. When discussing leadership on Capitol Hill, the focus was on the "leader of our country," the President of the United States of America. Unfortunately, there was an absence of discussion on congressional leadership in Congress, especially the Speaker of the U.S. House of Representatives. The Speaker is one of the most important leadership positions in the country. The job requires facilitation between the two major parties in America, and a amicable working relationship with the president. The first part of this paper will discuss the evolution of the Speakership. The second part will assess the leadership style of House Speaker Newt Gingrich during his first session as Speaker of the U.S. House of Representatives.

The Evolution of the American Speakership

The Speaker of the United States House of Representatives is one of the most important and most powerful leadership positions in the United States today. Ronald M. Peters, Jr., a well-known political scientist, devotes an entire work, *The American Speakership*, to the history and evolution of the American Speakership. From the times of the first great Speaker, Henry Clay of Kentucky, the American Speakership has been a position of struggle for power and influence in congressional-presidential relations. In Peters' work, he divides the history of the Speakership into four major categories: the parliamentary era, the partisan era, the feudal era, and the democratic era (Peters, *The Speaker*, 3). Peters characterizes each category by time periods, the political systems, the policy agendas, and the major roles of the Speaker.
The parliamentary Speakership, from 1789-1860, is characterized by Peters as the time period just before the Civil War. The political system was made up of fragmented parties and a weak committee system. The policy agenda was set for America as a "federal state," where slavery, tariffs, and the national bank were the key issues of the time period. During this era, the role of the Speaker was mainly as the presiding officer. The dominant speaker of this time period was Henry Clay of Kentucky. Clay used his position as speaker to set a political agenda that contained the major views and policies that he stood for.

The second era in the evolution of the American Speakership was the "partisan Speakership," from 1861-1910. The political system in this era was dominated by a strong two-party system. The Speakership was a strong position that was made famous by Joe Cannon. America was more of an "industrial state" during this era, and the agenda was focused on the regulation of production and distributive properties. The Speaker's role during this time period was more of a hierarchial leader, that made sure his subordinates were all staying in line with the Speaker and the Congress.

The third era Peters describes as the "feudal era" which lasted from 1910-1961. During this time, the two major parties in America were becoming decentralized. The committees held a lot of power and were autonomous compared to the weak role that committees played in the "parliamentary era." America considered itself a "welfare state" and the policy agenda was set to focus on the regulation of the financial system and redistributive policies. During this time, the Speaker was more of a broker, and the committee chairmen held the power. During this era, the revolt against Cannon
The final era of the Speakership is called the "democratic Speakership," which began in 1961 and is still present today. Peters feels that weak parties are present in this era, and the autonomous members controlled the House. The fragmented committee system that was present in the early parts of this era has slowly rebuilt itself. America now considers itself a "regulatory state," and sets its agenda focusing on regulatory policies, budget policies, and off-budget programs. (Note: the information contained in the previous paragraphs on the evolution of the Speakership came from Figure 1 in Peters' work, The American Speakership, the figure is attached in the appendix)

A Speaker's Quest for Power

Ronald Peters stated that "the search 'for power in the House' is endless" (Peters, The American Speakership, 1). He concluded this after examining Congressman Richard Bolling's work, Power in the House: A History of Leadership of the House of Representatives. The history and evolution of the Speaker has been based on the Speaker's ability to hoard power. Power was seen as the tool for getting things done, especially passing legislation. The parties had played a large role in the extent and amount of power that the Speaker possessed. Today's speaker still must possess power in order to get certain things accomplished. However, the definition of power and the use of power are quite different in today's Congress.

Power in today's Congress has been dispersed from committee chairman and
placed in the hands of individuals like the Speaker. Carl Albert, the forty-sixth
Speaker of the U.S. House of Representatives, authored an article titled, The
Speakership in My Time. His article discusses and reflects on his tenure as Speaker.
Part of his article talks about the power that he had while Speaker.

"My purpose was not to increase the office's power for my own gain. Instead, it
was responsibility. More accurately, it was a machinery rebuilt so that those
who were responsible for legislating had the tools to do the job in a responsible
way. The Speaker's responsibility was not to legislate but to see that those who did
were responsible to their party, their office, and their nation" (Peters, The Speaker,
192).

Carl Albert took over as Speaker in 1971, during the early part of Peters' "democratic era." Albert's remarks illustrate the role of the Speaker during his term in
the House of Representatives. He did not desire to gain power for his own personal
gain. Albert was more of a facilitator, and made sure that the work was getting done.
The office has changed slightly since Albert's years as Speaker. Today, Newt
Gingrich acts as both a facilitator and legislator. He makes sure people do their jobs,
but he also has enough tools and power to legislate.

The Institution vs. The Individual

For many years, political scientists have written an abundance of works on
congressional leadership as an institution. Studying congressional leadership as an
institution focuses on the context in which the leaders are submerged. The institution
seems to dictate the leader and their behavior. Since the majority of works on
congressional leadership have been institutionally focused, the role of the individual, the leader, has been overlooked. Randall Strahan, a political science professor at Emory University, focused one of his works on the absence of the individual in congressional leadership. He states, "political scientists today usually view congressional leaders as being more influenced by, than influencing, institutional forms or other features of a political 'context'" (Hertzke and Peters, 199). He continues to argue that political scientists fail to examine the individual leader and his/her personal qualities, and their relation to leadership positions. Strahan then goes on to discuss what he calls to "innovative leaders," Thomas Brackett Reed and Dan Rostenkowski.

Strahan’s work brings up an interesting subject that is often overlooked in political science writings. What has been absent in political science writings, has been made up for in recent leadership studies articles. Leadership scholars have focused many articles on the personal dynamics of individuals as leaders. They analyze and define an individual’s leadership style and how it relates to the situation that the leader is in. Histories and theories of leadership go back to the ancient Greek civilizations. Today, several articles have been devoted to political leaders such as: John F. Kennedy, Gandhi, Roosevelt, Mandela, and others. The assessment and characterization of certain leaders and their leadership styles provides a wonderful learning tool for students and teachers alike.

The second part of this paper will focus on the role of the individual in congressional leadership. Newt Gingrich, the Speaker of the United States House of Representatives, was placed in an institution full of history and traditions. Traditions
and history that date back to the early 1940's when the Democrats took control of the Congress. Newt Gingrich is a perfect example of an individual leader that effected and dictated a political institution. Gingrich's strong personality and revolutionary leadership style provides an excellent opportunity to assess his role as Speaker and as a congressional leader.

Part II- An Assessment of House Speaker Newt Gingrich: The Leader

The Speakership Today

Today, the Speakership shares many similarities with the past but is also quite different from its previous counterparts. Today, the basic duties of the Speaker are to legislate and facilitate. Barbara Sinclair, a professor of political science and author of several works, discusses the role of the Speaker in today's House of Representatives:

"Satisfying the expectations of followers and of other significant actors is central to successful leadership. To meet those expectations, the congressional majority party leadership must perform two principal functions. First, the leadership is charged with building winning coalitions on major legislation and thereby satisfying the legislative output expectations of its membership. Second, the leadership must keep peace in the family. 'Keeping peace in the family' (also referred to as 'party maintenance') dictates that leaders help members satisfy their expectations about their individual roles in the chamber;" (Deering, 135-136).

Sinclair's above paragraph provides a political scientist's view on the leadership role of the Speaker. Now, as a student of leadership, I will assess the leadership role of House Speaker Newt Gingrich in the 104th Congress.
Leadership is a Process

When discussing the phenomenon of leadership, it is important to understand several general concepts and principles. First and foremost, it is important to understand that leadership is a process. Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy co-authored a book titled: *Leadership: Enhancing the Lessons of Experience*. In the introduction of their work, they define the basic premise of leadership, "leadership involves something happening as a result of the interaction between leaders and followers. The most fundamental way to understand leadership, though, is as a process involving various aspects of power and influence tactics" (Hughes, et al., 1). Leadership is not simply about titles or positions that certain individuals hold. It is a complex process that involves several variables like vision, leader-follower relations, situational, power, skills, values, and behaviors.

For many years, leadership has been a mystical topic of intellectual discussion. Many scholars like, James MacGregor Burns, John Gardner, and Bernard Bass, have devoted their lives to the study of leadership and published several works on their findings. These scholars laid the foundation for the study of leadership in today’s academic and business world. In today’s world, the word *leadership* still has negative connotations to many people. To others, leadership is a fascinating field of study that reveals the rhyme and reason behind the actions of individuals and companies.

The study of leadership contains several "catch phrases" that students and teachers use in discussing leadership. In the following part of my paper, I will use many of these phrases, and I would like to provide clear meanings of these phrases.
and words. The first term that I will use frequently is leader. The leader is Newt Gingrich, because the rest of my paper is devoted to assessing Gingrich as a leader. The second term that I will be using is followers. In the context of this paper, the word followers will relate to the Republican members of the House of Representatives. Their leader is Newt Gingrich. Other terms like vision, transactional, transformational, power, leader-follower relations, will be defined in their respective paragraphs.

Newt Gingrich: The Speaker

In January of 1995, Newt Gingrich took over as Speaker of the House of Representatives. It was the first time in forty years that the Republicans had control of Congress. In the previous forty years, the House had been dominated by the Democratic leadership. The Democrats had established many traditions, and their own personal style of leadership. When Gingrich took over as Speaker, he was well aware of the Democratic past in the House. Gingrich did not like the "culture of the House." He wanted change, especially now that he was the leader and the Republicans held the majority. Newt's desire to change the culture in the House gives us the first hints of his leadership ability. Gary Yukl defines culture as "the basic assumptions and beliefs shared by members of a group or organization" (Yukl, 355) Gingrich realized that the culture developed by the Democrats needed to be changed to accommodate his followers. Therefore, Gingrich wanted to establish new assumptions and beliefs that could be shared by the Republican party. Vin Weber, a long time friend and advisor
to Gingrich, stated that,

"Newt felt that if they were to achieve a real realignment of the country, it would take more than gaining a majority. It would mean changing their expectations and the behavior patterns of Members of Congress in a very fundamental way. It would mean changing their expectations about what is possible politically. The Contract was most importantly a way of changing the culture" (Drew, 36).

Newt Gingrich: The Leader

"I'm not a natural leader. I'm too intellectual; I'm too abstract; I think too much." August, 1995

"Gingrich also derives his strength from the absence of any challengers capable of matching him in political vision and leadership skill." CQ writer Jackie Koszczuk, (CQ, 2574)

Despite the personal doubt of his leadership capabilities, Newt Gingrich is one of the most prolific Speakers and congressional leaders in the history of the House of Representatives. Jackie Koszczuk, Congressional Quarterly Weekly Report (CQ) writer, feels that "Gingrich remains the most influential Speaker in nearly a century, since Joseph G. Cannon, R-Ill., in the early 1900's. He has set a national agenda, compelled committee chairmen to go along with it and won most major floor votes" (Koszczuk, CQ, 2574). Gingrich's ability to establish a vision, communicate it to his followers, and convince them to follow him in achieving that vision, defines him as a great leader. Along with vision, I have chosen several criterions in assessing Gingrich as a leader: power, transactional leadership, transformational leadership, and leader-follower relations. The following paragraphs of this paper will present each basis for criteria, and discuss Gingrich's performance in each one.
The Visionary

"Gingrich was a true visionary." Elizabeth Drew, author of Showdown, page 86.

One of the most inherent traits in any great leader is the ability to state and express his/her vision for the future. James M. Kouzes and Barry Z. Posner, two leadership scholars in organizations, define vision simply as "an ideal and unique image of the future" (Kouzes and Posner, 85) Gingrich illustrated his vision during his first days as Speaker. His vision was the Contract for America. The Contract for America was a national agenda that the Speaker and Republican party stood by and supported. The Contract was made up of issues dealing with the balanced-budget amendment, crime, welfare, social security, term limits and capital gains. Establishing a vision was never a big problem for Gingrich, he "had a vision of what he called an 'opportunity society' to replace the 'welfare state'---a vision he spelled out in his opening day speech" (Drew, 26). His colleagues also saw him as a visionary. During a retreat in Maryland in January of 1994, he preached to his fellow House members about the importance of a common vision. He wanted to make sure that everyone was on the same page.

Along with stating his vision, a leader must also communicate to his followers the importance of the vision and how to obtain it. Beverly Ann Scott, an organization development manager at the McKesson Company states, "To enlist people in a vision, a leader must know your followers and speak their language. People must believe that you understand their needs and have their interests at heart" (Kouzes and Posner,
Along with his vision was Gingrich's model of "strategy, tactics, and planning" (Drew, 14). Not only did Gingrich have a vision, he had a model for implementing the vision. Many of his followers admired his visionary ability. Nancy Johnson, a moderate from Connecticut and

"unabashed Gingrich admirer, said that Gingrich's whip strategy team (a first), of which she was a member, 'met with Newt every Wednesday for an hour for a couple of years.' She continued, 'We talked ideas, what are our goals, what's our strategy, what are our tactics" (Drew, 25-26).

This is just one example of Gingrich's ability to communicate with his followers and discuss the strategy that he had for obtaining the goals of the Contract for America. Gingrich's ability to establish a common vision for his party led to a feeling of unity and togetherness. A unity that was imperative in order to lead his Republican revolution in Congress after forty years of Democratic control.

**Newt's Power**

"If power is the ability to get results, he is still getting results. And he is still getting the results that he wants." Rep. John Shadegg, R-Ariz., (CQ, 2574)

James MacGregor Burns, the father of leadership studies, feels that "leadership is a special form of power" that is based motives and resources (Burns, 12). From his first days in Washington, Gingrich began to make friends and build his army. Gingrich made friends quickly and often in the Republican ranks. Every conversation
and every person Newt befriended were small steps towards his dream of becoming Speaker of the House of Representatives. One of his more bolder power moves was the committee appointments that he made early in his term. After appointing committee chairs, Gingrich also rearranged the committee assignment process. He did all of this to gain more power over his followers, the Congress, and the President.

One of his aides stated that:

"we reconfigured it to give Newt absolute power" (Drew, 37). It is important to note that Gingrich was not power hungry in the traditional sense. He was not out for power so that he could become a monarch and rule supremely. He derived his power from his followers in order to stand strong against the Democrats and lead his revolution.

"Gingrich mastered the art of power-by-inclusiveness. He had developed a participatory style that led other Republicans to believe that he was truly listening to them, and sharing responsibility. As he acquired power, he didn’t dominate meetings, and for the most part didn’t choose to run them—but would sit back and listen attentively, taking notes. He accumulated indebtedness by handing out responsibilities—'hand out the monkeys,' he would say—and letting people run with them. He kept a lot of things in his head, wasn’t followed around, as many members were, by staff members taking notes. After an interval of, say, three weeks, he would ask a member how such-and-such a project was going. Paxton aid, 'You only lit it slip once, because you want to be part of his team. And the more you prove you can do it, the more responsibility you get" (Drew, 38).

Elizabeth Drew’s above paragraph defines Gingrich as the ultimate leader. A leader that listened and delegated, yet held the power and influence over his followers that resulted in respect and the desire to succeed and be part of the team. Vin Weber told Gingrich a story one day about a taxi driver that complimented Gingrich. The taxi driver said, "I like this guy. He reminds me of an African tribal leader. Weber
knew that Gingrich would like to be seen that way—as having power based on more than official responsibility, based on culture and shared values" (Drew, 43).

**Transactional and Transforming Leadership**

Transactional and transforming leadership are two of the basic and most important leadership theories in today's world. James MacGregor Burns developed the theories of transactional and transforming leadership. Burns wrote what is considered the "bible" of leadership studies, *Leadership*, in 1978. His work was heavily influenced by his political background in Democratic National Conventions and his two volume biography of Franklin Roosevelt, *Roosevelt: The Lion and the Fox*, and *Roosevelt: The Soldier of Freedom*.

Burns feels that the "relations of most leaders and followers are transactional—leaders approach followers with an eye to exchanging one thing for another. Such transactions compromise the bulk of the relationships among leaders and followers" (Burns, 4). Transactional leadership was prevalent in the first one hundred days of the 104th Congress. Gingrich had a strong relationship with his followers and understood what he wanted and what they wanted. In exchange for loyalty and support, Gingrich gave his followers many things, including committee chair positions, sub-committee positions for freshman, and the funds to run their campaigns for reelection. By utilizing the theory of transactional leadership, Gingrich gained the power and loyalty that he desired from his party, and his Republican House members got the desired
positions and legislation that they desired. However, the relationship between Gingrich and his followers did not stop there.

Once Gingrich utilized the theory of transactional leadership, he began to transform his followers towards the common vision that they shared. Burns said:

"Transforming leadership, while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (Burns, 4).

When Newt Gingrich and the Republicans took over control of the House for the first time in over forty years, Gingrich needed to transform his party and the House into achieving the goals of the party, and reaching the vision of the Contract for America. The House was faced with new members, a new Speaker, and new power in the form of the majority. On the other side of the Hill was the Oval Office, which was being run by the opposing party and their President. The Republicans were not used to being in power. They were unaccustomed to their position as the majority, and they needed their leader to step forward and guide them into the 104th session of Congress. Nancy Gibbs and Karen Tumulty, co-authors of the Time magazine feature on Newt Gingrich, said that Gingrich has:

"a level of political talent that few people outside his inner circle ever imagined he had. To wield that kind of power from the House required that he transform a weak, discredited institution into a humming legislative engine that
could tow the Senate and White House behind it" (Time, 1).

Therefore, by first initiating the transactions with his followers, Gingrich was able to take them to the next level. The next level was political success and the revolution that they all badly wanted.

**Leader-Follower Relations**

One of the basic elements of leadership is the relationship between a leader and his/her followers. Dr. J. Thomas Wrenn, a leadership professor at the Jepson School of Leadership Studies, feels that, "if the goal of leadership is the accomplishments of group goals, the interrelationship between leaders and followers becomes a critical issue" (Wren, 86). Newt Gingrich has been extremely successful in this endeavor. Gibbs and Tumulty stated that Gingrich "spent 10 full years methodically recruiting and training his own private army" (Time, 57), once again illustrating his visionary ability. One of the first ways to achieve a good relationship with your followers is to overcome the titles of power that have historically tainted leaders and their followers. For many years, political leaders and corporate leaders across the world have been looked upon as "god-like" and omnipotent. Many times, these leaders are given fancy titles like CEO and Speaker, and placed in high level, plush offices. Newt decided to overcome this barrier during his first days in Washington. He rarely used his Speaker's office, he continually encouraged people to call him Newt, and nothing else. In 1979, he tried to explain why he insisted that people call him Newt, "One reason I try to get people to call me Newt is to break down barriers. It’s a whole lot
easier for someone to say, "Newt, you’ve got a spot on your tie," than it is to say, "Congressman" (Time, 82). The simple gesture of removing a title and establishing relationships on a first name basis with his colleagues has enabled Gingrich to remove the power titles associated with his position. Gingrich now comes off as an equal, he is just another member of Congress that is working hard to accomplish the goals of his party and the desires of his constituency.

Another facet of leader-follower relations is the ability of the leader to establish loyalty among his followers. Gingrich established this loyalty by doing away with the seniority system for committee chair appointments. Gingrich overlooked several senior members of the House, and placed the less experienced members, like Thomas Bliley, and Robert Livingston in key committee chairmanships. These appointments were deliberate. Gingrich knew that some members of the Republican party were more open and responsive to the leadership. He could count on them for their continued support in their common vision, the Contract for America. Loyalty was not only seen in the upper ranks of the party, but also in the presence of the incoming freshman in the House. Gingrich placed several freshman on key sub-committees, once again breaking with tradition. Drew concluded that these appointments both for chairs and sub-committees was "thus guaranteeing himself loyalists where they counted most" (Drew, 36).

Conclusion

Newt Gingrich is already one of the most controversial and well-known
Speakers in the history of the United States House of Representatives. After the first one hundred days of his revolution in early 1995, Gingrich was the most popular and well-known political figure in the United States. Gingrich and the Republican enjoyed their early success as the majority in Congress. They established their vision for the future, the Contract for America, and managed to get 65% of the Contract passed into law. Gingrich made bold leadership moves and challenged the long time dominance of the Democratic party. There was even talk of Newt for President in 1996. But, then "the wheels fell off" the political machine that Gingrich was leading. A quarrel with the President over the balanced-budget amendment resulted in a government shutdown. Even though most experts would place the blame on both President Clinton and the Gingrich-led House, the American public inappropriately blamed the majority of the problems on Gingrich and the Republicans. The revolution halted. Gingrich's approval ratings dropped to very low numbers, and the Republicans were struggling to save face.

What's in Store for the Future, the 105th Congress?

With the election results from November 5, President Clinton got reelected, and the Republicans held on to the majority in Congress. Two weeks ago, Newt Gingrich was unanimously renominated as Speaker of the House, and the two sides will go at it again for another session. Gingrich is already promising a more pragmatic and tame session. During his interview with Jim Lehrer last week, Gingrich said: "I hope that I am more wiser and maturer, this will be an implementation Congress."

Last week, we had the opportunity to talk with James D'Derrian, a member of
Tom Bliley’s staff over the phone in Washington D.C. When I posed the question of Newt Gingrich’s leadership abilities to him, he gave an interesting and insightful answer to my question. I thought it would be appropriate to conclude with an "insiders" view (besides Drew and others) of Gingrich and his leadership style.

D’Derrian described congressional leadership as a learning curve. He seemed to think that Gingrich and the Republicans had found a groove. He described Gingrich as a "paramount energy source" that was made up of talent, flaws, skills, and fears. Yet, he would not go as far as saying that he was charismatic, although I would have to disagree. Gingrich’s intellectual and political energy had such an overwhelming effect on his followers, that he compared it to "moths drawn to a flame." There seems to be an uncontrollable draw that one can’t help themselves from following this leader. It challenges modern leadership theories such as charismatic leadership, and opens the door for a new study in political leadership. A study that I began to discuss in this paper, and that I hope to devote more time to this spring.

Newt Gingrich is what many would call an definitive leader. His political and personal prowess and skill resulted in a revolutionary session of Congress, one that will be remembered for many years. Newt Gingrich is an interesting study of the good and bad in leadership. This paper only focused on the positives of his leadership style in the first one hundred days of his term. The 105th Congress will tell a lot about the real capabilities of Newt Gingrich as a leader. Can a leader like Gingrich, who had the "House captive" for over one hundred days, really change his stripes? Only time will tell.