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A Glimpse at Teaching Leadership in America: Case Studies Illuminate the Problems

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A Glimpse at Teaching Leadership in America:
Case Studies Illuminate the Problems

By

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ABSTRACT

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Leadership is everywhere in America. The concept of leadership is nearly impossible to define and means many different things to many different people, yet it permeates American society at all levels. Moreover, the American people seem to be obsessed with the notion of leadership, and within their obsession, have projected a value on the concept, making it a quality desired by many. The obsession of leadership is exemplified by the proliferation of the leadership industry and an increased emphasis on leadership development in the corporate world. Furthermore, higher education has been similarly affected by the leadership phenomenon and often aims to matriculate students with leadership experience and leadership potential. Many collegiate institutions are now in the business of teaching leadership.

Rooted in a curiosity about the leadership phenomenon in America, I raise some larger questions about the widespread teaching of leadership, namely, if the teaching of the concept is even necessary. My research is aimed at gaining a foundational understanding of what leadership is and an exploration of the effects of the phenomenon, as viewed through the lens of teaching leadership in higher education. I draw upon the conceptualizations of three leadership scholars; John Gardner, James MacGregor Burns, and Barbara Kellerman respectively to create a foundational framework for leadership. Although each scholar possesses distinct leadership views, there are commonalities which the scholars agree upon. Based on these commonalities, I provide an overview of three different case studies, each a different collegiate institution that teaches leadership. The case studies include, *The Jepson School of Leadership at The University of Richmond*, the *United States Military Academy at West Point*, and *The Wharton School of Business at The University of Pennsylvania*. The case studies help illuminate some of the problems that have emerged in our contemporary democracy in connection to the rise of the leadership obsession.

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Introduction

For approximately that last ten years or so, I have found myself to be holding some type of leadership position. I have spent half of my life as leader. Although these leadership positions have required different sets of skills, served diverse groups of people, served for different purposes and involved varying ranges of responsibility, they have always become a mainstay in my life in some way or another. Some of these roles I pursued, some I was chosen for, some just emerged out of a need, and some I did not even realize were leadership roles at the time I held them. Regardless of these circumstances, leadership has become a part of my identity, for better or worse.

Based on these personal experiences, and my awareness and interest in the world around us, I have observed that leadership is everywhere in contemporary American society. Although it is a bit of a visceral reaction, I believe that our culture is obsessed with leadership. Leadership is inherent to society; it is found in organizations, group dynamics, institutions, government, corporations, etc., and without leadership, American society would look much different. Although leaders are paramount to leadership, as are followers, something which I will touch on later, I would like to distinguish my claim regarding leadership, from leaders. My intentions when making the claim that leadership is everywhere is to bring to light the fact that this difficult to define, widely interpreted, and ambiguous concept- which is seemingly superimposed onto the word *leadership*- pervades every aspect of American society. Despite the various meanings and widespread interpretations, there is an overwhelming presence and emphasis on leadership in many different facets of society.

Some key aspects of American society where the emphasis on leadership can be found include higher education and the corporate and business fields. Consider that there is an entire industry, which promotes, develops, creates, sells and promises to cultivate leadership in its clients. In higher education, this emphasis on leadership is evident in the college admissions applicant process. Although a broad generalization, it can be argued that most college applications require applicants to report information geared at gaining insight as to who the applicant truly is and their past experiences. This information helps demonstrate the leadership potential of an applying student. The Common Application, used by much of the elite collegiate institutions in the U.S., including our own beloved, Union College, certainly requires that applicants report leadership experience in some capacity. Moreover, at Union College, the unique Minerva House program claims to be rooted in the idea of creating spaces for students to live, learn and lead. Although the leadership emphasis seems to be particularly strong at the collegiate level, students are exposed to it at younger ages as well. For example, when I first began researching and writing this thesis, I was discussing the topic with a family friend who is a freshman in high school. After telling him the topic, he informed me that all students at his elite, private, all-boys school, The Haverford School, are required to take a course on leadership during their freshman year.

In corporate America, the emphasis on leadership is evident in the many internship and training programs, which often include the word leadership in their titles or mission statements. Furthermore, many large corporations have their own leadership development programs, and in some extreme cases, entire leadership development campuses. In other cases, corporations may outsource to leadership industry consultants,

to cultivate leadership within entry-level employees to top-executives, and everyone in between. Joshua Rothman characterizes this phenomenon in the *New Yorker*,

“Schools that used to talk about “citizenship” now claim to train “the leaders of tomorrow”; academics study leadership in think tanks and institutes; leadership experts emote their way through talks about it on YouTube. According to an analysis by the consulting firm MiKinsey, two-thirds of executives say that “leadership development and succession management” constitute their No. 1 “human capital priority;” another study found that American companies spend almost fourteen billion dollars annually on leadership-training seminars.”¹

This obsession with leadership can be considered a fetish of sorts, and it is a fetish that has exploded over the last several decades. There is minimal indication that the obsession will slow down in the near future, and will most likely continue to grow exponentially.

Important to the rise of the leadership fetish is the rise of the leadership industry. Barbara Kellerman, of the Kennedy School of Government at Harvard University qualifies what the industry encompasses, ““now countless leadership centers, institutes, programs, courses, seminars, workshops, experiences, trainers, books, blogs, articles, websites, webinars, videos, conferences, consultants, and coaches,’ claiming to teach people, usually for money, much money, how to lead.”² Furthermore, in the post-World War II era, the concept of leadership has become more ambiguous and less concrete, in the process, making leadership more appealing to the masses. Rothman argues that this softening of leadership has helped catalyze the emergence of the leadership industry. He contends, “The notion that you don’t have to be officially powerful to lead has allowed more people to think of themselves as leaders.”³ The rise of the leadership industry and

¹ Rothman, Joshua “Why The Leadership Industry Rules” in *The New Yorker*, February 29, 2016, <http://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession>.

² Kellerman, Barbara, *Hard Times: Leadership in America*, Redwood City, US: Stanford Business Books, 2014, p.1.

³ Rothman, Joshua, *Why The Leadership Industry Rules*.

the weakening of the concept of leadership are just two factors, which help provide some of the context as to why and how the leadership fetish exists in America. Furthermore, given the existence of the leadership fetish, it becomes easy to see why leadership is emphasized in many different aspects of American society.

The complexities of a global and technologically advanced world-system presents unique challenges to leadership. Despite the leadership fetish and the emergence of the leadership industry, leaders seem to be struggling in the face the challenges that modernity presents. A breakdown of institutions and a lack of trust has resulted in failing institutions and organizations. In the United States, distrust in government and frustrations with the democratic system has resulted in the election of a populist president, one who arguably lacks the experience and knowledge to effectively lead the country through difficult times. Throughout this thesis, the challenges of leadership will be consistently discussed, as it is essential to understanding where leadership must go in the future.

For as long as I can remember, I have known that I wanted to attend liberal arts institution. The prospect of developing a broad, yet deeply concentrated breadth of knowledge always drew me to the interdisciplinary foundations of liberal arts colleges. As the capstone experience of writing a senior thesis presented itself, I felt naturally inclined to draw upon the many academic disciplines which I have been exposed to throughout my four years. This senior thesis is representative of a quintessential liberal arts educational experience. It is multidisciplinary in nature, although notably focused in the social sciences, while also deeply developed around the core idea of leadership.

Furthermore, my experiences both inside and outside of the classroom, piqued my interest and inspired me to pursue this topic.

In the broadest sense, the purpose of this thesis is to raise some questions and bring an awareness to obsession of leadership. The widespread leadership fetish is puzzling because the state of the Nation and the World is arguably more challenged than before, despite the increase in leadership education. Furthermore, the emphasis on leadership has undermined the concept of citizenship and civic duty. The leadership fetish has heightened the attractiveness of leadership and given it a value of sorts, a value which is thought of with very high regard. In turn, individuals have become more motivated to pursue leadership positions and experiences. But, herein lies a problem; if everyone is a leader or wants to be a leader, then who will be the followers. Note that followers in this sense refers to the people who contribute and participate and who take stake in the shared vision of the group or organization. If a collective constituency, that being a collective group of followers who are supposed to perpetuate and promote the goals and visions of a given group or organization, are non-existent, then real change, real problem solving, and success become difficult to produce. This interesting phenomenon, which is illuminated by the weakening of leadership, clearly has a stronghold on American society. This is worth pointing out because the rise of leadership at the cost of followers or citizenship does not seem to be drastically improving the human experience.

There are several objectives of this thesis on leadership. First is to point out the leadership fetish and its influence in contemporary American culture and raise some questions surrounding the phenomenon. Second is to distinguish what exactly the concept

of leadership encapsulates. Although arguably an impossible task, the first chapter is an attempt to conceptualize leadership. The first chapter presents three different approaches to thinking about leadership based on works of three different leadership scholars. These scholars include John Gardner, James MacGregor Burns and Barbara Kellerman. The first chapter culminates with an overview of the common themes of leadership and my own personal interpretation of the subject. The third objective is to explore the phenomenon in application. As previously mentioned, one of the sectors of American society where the leadership fetish seems to have had significant influence is in higher education. Based on three different case studies of three different collegiate institutions, this thesis presents an overview of how leadership is taught to college students. The three case studies include the *Jepson School of Leadership* at The University of Richmond, the *United States Military Academy* and *The Wharton School of Business at The University of Pennsylvania*. Inherent to the teaching of leadership is the implication that leadership students will one day be the future leaders of our government, companies, military and organizations. The case studies function to exemplify the influence of the leadership fetish and illuminate the extent to which leadership education teaches the common themes of leadership. In other words, are these colleges and universities, which teach leadership, doing a good job. The case studies help to provide insight into the question of whether leadership is something that should even be taught in the first place. Ultimately, this thesis presents an evaluation and comparison of the programs, which is rooted in the leadership framework established by the three scholars. There is a need for leaders, and a need for good ones at that. Within that need, we must ensure that we are educating and preparing individuals to lead for the right reasons and with the right knowledge.

Chapter 1

Conceptualizing Leadership

Leadership is a rather nebulous concept. It is ambiguous and can suggest or mean many different things to many different people. Arguably, there are infinite definitions and interpretations of leadership and a widely accepted and understood definition is seemingly intangible, even in the age of the leadership obsession. Despite leadership's ill-defined qualities, there is an entire academic field and a professional industry dedicated to the subject. Conceptualizations of leadership run the gambit and can include a wide range of characteristics; however, there are several common themes to understanding what leadership is, which can be found throughout the academic literature. To name a few, some of these commonalities include leaders, followers, and shared goals, among others. This first chapter presents three different perspectives and conceptualizations for understanding leadership, each based on the scholarly works of three well known academics in the leadership discipline, Gardner, Burns and Kellerman. Each scholar's approach is distinct from the others, yet an overview of all three reveals some of the common themes of leadership, which will be further explored later in this chapter. Following the disposition of the common elements of leadership, I will conclude with my own impressions and interpretations of the concept of leadership and how it exists in contemporary American culture.

Leadership Concept One: John Gardner

The first leadership perspective is John Gardner's. His approach can be characterized as traditional, institutional leadership. Gardner defines leadership as, "the

process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.”⁴ Clearly, Gardner's conceptualization requires the existence of a group and an individual or small group of individuals which hold(s) a position above that group. Mr. Gardner’s background serving in leadership positions is extensive; for example, he served in the military during World War II, served as secretary of Health, Education and Welfare from 1965-1968. He also served as the director of many large corporations including Shell Oil and the New York Telephone Company. Moreover, he served on several presidential task forces, and worked in the White House in various capacities and under several presidential administrations. Gardner’s own leadership experiences and his access to other leaders and colleagues in government and in the private sector, is situated within a framework of large institutions and organizations. Therefore, not surprisingly, Gardner’s conceptualization of leadership is reflective and rooted in the institutionalization of leadership; Gardner contends, “To exercise leadership today, leaders must institutionalize their leadership. The issues are too technical and the pace of change too swift to expect that a leader, no matter how gifted, will be able to solve personally the major problems facing the system over which he or she presides.”⁵ While Gardner’s approach to leadership insinuates the presence of an individual or a small group of individuals, which hold explicit leadership positions, he suggests that it is both the leaders and the followers, more specifically the entire institution, which ultimately determines the ability to succeed and achieve. Within this institutional framework,

⁴ Gardner, James, *On Leadership*, The Free Press, A Division of Macmillan Inc. New York, 1990, p.1.

⁵ Gardner, *On Leadership*, p.10.

Gardner proposes several items, which he refers to as tasks, and which he beholds as paramount to understanding what exactly the role of a leader is.

Gardner's leadership tasks, which he outlines in *On Leadership*, refer to nine specific qualities, which leaders should strive to achieve and actively do while serving as a leader within an organization. They are worth reviewing. The first task is *Envisioning Goals*. Envisioning goals looks different for different leaders and the goals emerge from a variety of sources. While envisioned goals are made for both the short term and the long term, goal setting often requires some sort of prior research or collecting of information before the goals begin to take shape. Gardner suggests these goals can function to determine what is in the best interest of the group, present solutions or focus the energies of the group.⁶ The second task of leadership is *Affirming Values*. Gardner suggests that one of the common denominators of all great civilizations is a "shared vision; it is a shared norms, expectations, and purposes."⁷ The shared values of a people, a civilization or a group are found within the minds of the people. A leader must affirm these values for the group. Furthermore, while society, cultures, and contexts change, so do values. So, leaders must constantly regenerate these values so that they can persist in constantly changing social environments.⁸

The third task of leadership is *Motivating*. Gardner contends that motivation is not created out of nothing but rather, leaders, "unlock or channel existing motives." By working within existing channels of motivation which exist within group members, a leader cultivates action, pursuit, and a sense of pride. In turn, group members find contributing to and participating in the shared vision of the group to be a meaningful

⁶ Gardner, *On Leadership*, pp.11-12.

⁷ Gardner, *On Leadership*, p.13.

⁸ Gardner, *On Leadership*, p.13.

experience.⁹ The fourth task of leadership is *Managing*. Gardner proposes that although management and leadership are distinct from each other, they also share many common themes and responsibilities. Therefore, it is justified in saying that at some points, leaders must also manage. Given this idea that leaders must act as managers in certain contexts or situations, Gardner proposes several aspects of leadership which can be considered management practices. Some of these managerial behaviors include; planning and priority setting, organizing and institution building, keeping the system functioning, agenda setting and decision making, and finally, exercising political judgement.¹⁰

Gardner's fifth task of leadership is *Achievable Workable Unity*. In society, an institution or organization always serves a social function, among other things. The institutional perspective of leadership, such as Gardner's also acknowledges the social functions of the group. To function properly, a social institution must have some form of unity, cooperation and cohesive spirit; a leader must reinforce and encourage this unity. A key component to achieving a workable sense of unity and community is trust in one another and in the leader.¹¹

The sixth task of leadership suggested Gardner is *Explaining*. While he notes that explaining may seem too obvious a task to include in his distinguished list of leadership tasks, Gardner contends that it is one of the most important. The people in an institution or organization want to have the information; they want to understand the problems, and want to know the reasoning behind certain things, such as why they might be asked to do something specific. This requires explaining on the part of the leader. Furthermore, "The task of explaining is so important that some who do it exceptionally well play a

⁹ Gardner, *On Leadership*, p.14.

¹⁰ Gardner, *On Leadership*,.14-16.

¹¹ Gardner, *On Leadership*, pp.16-17.

leadership role even though they are not leaders in the conventional sense.”¹²

Interestingly, in his overview of explaining, Gardner also mentions teaching. He offers that, “Teaching and leading are distinguishable occupations, but every great leader is clearly teaching- and every great teacher is leading.”¹³ The seventh task of leadership is *Serving as a Symbol*. A leader serves to reflect the collective identity of the group in every action, reaction, speech, presentation, etc. Gardner argues that overtime, leaders have simply become symbols of management, but it remains that leaders are charged with speaking for their constituents, and it comes at the cost of being able to speak for themselves.¹⁴ The eight task of leadership is *Representing the Group*. The leader must act as the collective symbol, as the representation of the shared vision, when engaging with external affairs. Gardner argues that as the leadership positions rise in a hierarchical system, dealing with external systems increases, and thus the pressure to represent increases. Representation is especially important when leaders meet or must engage with other leaders of other institutions, organizations or systems. Furthermore, Gardner argues, that the more worldly, open minded and experienced across different fields and disciplines a leader is, the better they are at representing their own organization.¹⁵

The ninth and final task of leadership is *renewal*. Gardner proposes that most leaders come into this position and assume the responsibility to see to the tasks he has proposed, while working within an existing system. Moreover, a common pattern of rising and falling, multiple times and over time, is universal to institutions. In other words, the many changes, natural to the human experience and to society, make it

¹² Gardner, *On Leadership*, pp.17-18.

¹³ Gardner, *On Leadership*, p.19.

¹⁴ Gardner, *On Leadership*, p.18-19.

¹⁵ Gardner, *On Leadership*, p. 20.

difficult for institutions to keep up with communities, cultures and the world in which they operate. Moreover, leaders often enter leadership positions with the frame of mind that they will accept the system the way it is and just try and do their best to lead it. Gardner says that this approach is no longer conducive in a contemporary context. But rather, continuous renewal is paramount to leadership and leaders must actively work to renew and regenerate all aspects of the institutions, which they lead.¹⁶ Furthermore, Gardner offers the consistent purposes of renewal, which leaders, of any human system, must be aware of.

These include;

“To renew and reinterpret values that have been encrusted with hypocrisy, corroded by cynicism or simply abandoned; and to generate new values when needed. To liberate energies that have been imprisoned by outmoded procedures and habits of thought. To reenergize forgotten goals or to generate new goals appropriate to new circumstances. To achieve, through science and other modes of exploration, new understandings leading to new solutions. To foster the release of human possibilities, through education and lifelong growth.”¹⁷

Leadership is complex, and as Gardner’s point to renewal suggests, there are many issues, factors, problems, situations, dynamics, etc., which a leader must navigate. But ultimately, many of the issues that leaders come face to face with are out of their control. Something as complex as leadership cannot be boiled down to a list of nine items which explicitly distinguish leadership, from non-leadership, and Gardner admits to this. He states, “Any attempt to describe a social process as complex as leadership inevitably makes it seem more orderly than it is. Leadership is not tidy.”¹⁸ Given that leadership is

¹⁶ Gardner, *On Leadership*, pp. 21-122.

¹⁷ Gardner, *On Leadership*, p.122.

¹⁸ Gardner, *On Leadership*, p.18.

so untidy, it seems logical that Gardner emphasizes that importance of renewal and regeneration in leading an organization. Although Gardner admits that his list is not a guaranteed “how-to” for leaders, it is an attempt to create something of the sort.

Interestingly, he does not offer guidelines for assessing one’s ability to carry out the tasks of leadership. Without assessment of the tasks, it is difficult to determine first, if Gardner’s list is effective in the first place, and second, if it is effective, how do leaders know they are being good leaders.

Leadership Concept Two: James MacGregor Burns

This brings us to the second approach to consider for conceptualizing leadership. James Macgregor Burns book published in 1978, entitled *Leadership*, aims to present an encompassing and thorough understanding of what leadership is. It is worth noting that that Burns’ framework for conceptualizing leadership is rooted in political leadership. From his perspective, past leadership studies failed in trying to create a foundational understanding of the topic because in their studies, leaders and followers were studied separately. Per Burns contends that true leadership study requires that the separate literatures on leaders and followers be brought together.¹⁹ Within the contexts of the leader/follower relationship, the main idea that Burns wants readers to take away from the text is an understanding of the two types of leadership that exist. He proposes that there are two types of leader/follower relationships, one is transactional leadership and the other is transformational. Transactional leadership refers to a more traditional type of leadership involving the day-to-day tasks of leaders and followers. Transactional leadership is reflective of managerial leadership and is exemplified by the standards

¹⁹ Burns, James MacGregor, *Leadership*, Harper and Row, New York, 1978, p.3.

manager- general employee relationship. On the other hand, transformational leadership is characterized as elevated leadership. In other words, both the leader and the follower have a heightened sense of purpose and aim to achieve goals that go above and beyond what is required of the organization. Both types of leadership will be explored further at a later point in this section.

Not surprisingly, Burns begins his book by discussing power; after all, power and leadership are inherent to politics. Although *Leadership* was written roughly forty years ago, Burns makes a claim that is not far off from the aforementioned leadership fetish. Burns suggests that there is a near-obsession with power, but this obsession is a product of the fact that in the twentieth century, the world could not escape from power.²⁰ Burns' hope in presenting his concept of leadership is to breakdown the obsession with power, and in turn, get individuals to realize that power is about, "... seeing that the most powerful influences consist of deeply human relationships in which two or more persons engage with one another. It lies in a more realistic, a more sophisticated understanding of power, and of the often far more consequential exercise of mutual persuasion, exchange, elevation, and transformation- in short, of leadership."²¹ Burns clearly distinguishes the relationship between power and leadership in that individuals in leadership positions have the potential to hold power, however, holding that power does not necessarily make the individual a leader.²² Ultimately, Burns defines leadership as; "leaders inducing followers to act for certain goals that represent the

²⁰ Burns, *Leadership*, p.9.

²¹ Burns, *Leadership*, p.11.

²² Burns, *Leadership*, p.18.

values and the motivations- the wants and needs, the aspirations and expectations- of both leaders and followers.”²³

Another distinction Burns makes to support his conceptualization of leadership is the role that authority plays within it. He discusses the role of authority in the western tradition in that several centuries ago, authority was “the source and the legitimation of state power.”²⁴ Moreover, in a society or country where church and state were unified, the authority of those in leadership positions, presumably priests and rulers, held legitimated authority, which functioned to create and maintain order. This order was characterized as the preservation of the relationship between leaders and constituents. Burns argues that this type of legitimate authority was rather one sided and was only qualified as legitimate based on, “tradition, religious sanction, rights of succession, and procedures, not by mandate of the people.”²⁵ Burns also points out that in the seventeenth and eighteenth centuries, the legitimate authority and its order-keeping function, effectively broke down.²⁶ Arguably, the emergence of the Enlightenment, the Protestant Reformation, and several revolutions throughout the western world during this era, among other factors, contributed to the demise of legitimate authority. Through the struggle of these revolutions, authority emerged in the hands of the people and source of legitimacy was the citizens. Constitutions were created, including our own U.S. Constitution, which included safeguards for both the people and the leaders and strived to promote new ideals, values and morals. Burns exclaims, “powerful new doctrines proclaimed the rights of individuals against rulers, set forth goals and values

²³ Burns, *Leadership*, p.19.

²⁴ Burns, *Leadership*, p.24.

²⁵ Burns, *Leadership*, p.24.

²⁶ Burns, *Leadership*, p.24.

beyond those of simple order or security, and called for liberty, equality, fraternity, even the pursuit of happiness.”²⁷ Burns argues that the doctrine of authority emerged in the contemporary era fragmented, and further, that this fragmentation created an intellectual gap. He characterizes the intellectual gap as, “the absence of a doctrine of leadership with the power and sweep of the old doctrine of authority but now emphasizing the influence of followers on leaders.”²⁸

The intellectual gap, which Burns references, may explain how the concept of leadership has weakened over time. If nothing else, it at least provides some insight as to why the distinction between leader and follower seems to be on a trajectory of becoming more unclear as time passes, especially within the American tradition. Of course, there are other factors which contribute to this blurring of lines, which will be explored later in this chapter within the contexts of the Barbara Kellerman perspective. However, expanding upon Burn’s conceptualization of leadership, and more specifically, the role that authority plays in leadership, it is important to discuss German sociologist, Max Weber’s theory on leadership, as it pertains to legitimate authority. Much of Weber’s theories and published works are rooted in a fascination and attempt to understand modernity. Furthermore, as a sociologist, it is not surprising that Weber’s understanding of modernity emphasizes human connection and relationships. In short, he studied modernity through the social interactions of people. Remember that Burns also believes that at the core of leadership is a deeply human relationship between the leader and follower. Weber proposes that the stability of power, meaning the power of a leader or ruler, is implicit of the legitimacy of the ruler’s authority. Furthermore, he proposes

²⁷ Burns, *Leadership*, p. 24.

²⁸ Burns, *Leadership*, p.25.

three types of legitimation. These include traditional, legal-rational, and charismatic legitimation of authority.²⁹ Weber contends that, “Traditional authority is validated by custom; legal-rational authority by impersonal rules; charismatic authority by the extraordinary qualities of the leader.”³⁰ Weber further contends that it is difficult to identify finite examples of these characterizations in the real world, because these characterizations are societal ideals. He suggests that an understanding of these ideals help individuals, and leaders for that matter, understand the complexity of the societies, which they face constant exposure to, and which they are required to navigate daily. John Breuilly characterizes this approach to understanding legitimate authority and the connection to leader-follower relationships in the modern context; “These particular concepts are what Weber called genetic ideal types, by which he meant that they do not merely describe but suggest a dynamics of change, the typical patterns of emergence, operation, persistence and decline of types of legitimate domination.”³¹ Ultimately, Burns suggests that Weber’s attempt to theorize authority from a refreshed point of view and within a modern context was not all that successful.³² That being said, it is difficult to ignore the connection between Weber and Burns. Weber claims that there are certain patterns in leader-follower relationships, which suggests that legitimate authority ebbs and flows over time. Similarly, Burns’ claim that there is a crisis of leadership, and a crisis suggests that something that was functioning well enough before, suddenly is not. In other words, Burns suggests that a change in the source of legitimate power has resulted in the absence of a modern theoretical concept of leadership. The absence of

²⁹ Breuilly, John. “Max Weber, Charisma and Nationalist Leadership” in *Journal of the Association for the Study of Ethnicity and Nationalism.*” 17:3, 2011, Wiley Online Library, p.478.

³⁰ Breuilly, “Max Weber, Charisma and Nationalist Leadership” p.478.

³¹ Breuilly, “Max Weber, Charisma and Nationalist Leadership,” p.479.

³² Burns, *Leadership*, p.25.

such a concept or discourse adheres to Weber's claim that legitimate authority is not a constant.³³ The two seem to agree that the forces of change have consistently impacted leadership throughout human history and thus, leadership has changed and will always continue to change. In short, the constant of leadership is change.

As noted above, one of the key aspects of Burns' concept of leadership is the relationship between leaders and followers. Although, the leader has the upper hand in the relationship; he or she takes initiative and creates networks within the system for communicating. Moreover, the leader has a much stronger sense of the motives and desires of his or her followers than does the follower have of their leader. Ultimately, it is the leader who is the primary person to carry out, facilitate and promote the shared vision of the leader-follower relationship.³⁴ Burns draws on psychological, sociological, historical intellect and an understanding that leadership is a complex and multi-disciplinary concept and concludes that there are two basic forms of leader-follower relationships. Since leader-follower relationships are foundational to his definition of leadership, these two basic forms then inherently qualify the two types of political leadership that Burns identifies. The first is transactional leadership and the second, transformational leadership.

Transactional leadership is defined as, "occurring when one person takes the initiative in making contact with others for the purpose of an exchange of valued things."³⁵ In instances of transactional leadership, each party is able to recognize their wants and goals. Further, transactional leadership can only exist if certain modal values are present. These include, "honesty, responsibility, fairness and the honoring of

³³ Burns, *Leadership*, p.25.

³⁴ Burns, *Leadership*, p.20.

³⁵ Burns, *Leadership*, p.20.

commitments.”³⁶ Bernard Bass expands upon Burns’ transactional definition; “transactional leadership depends on the leader’s power to reinforce subordinates for their successful completion of the bargain. Reinforcement can be materialistic or symbolic, immediate or delayed, partial or whole, implicit or explicit, and in terms of rewards or resources.”³⁷ To illustrate this, consider that a citizen votes for the candidate who supports the issues that the citizen feels strongly about; this is an example of transactional leadership. The candidate recognizes that he/she wants to seek office but needs voters to elect them in order to achieve that. The voters recognize that they need representation in government that will actively work, to the best of their ability, to see through that the desires, preferences and values, which are important to the constituents, are upheld and pursued in government affairs and decisions. While transactional leadership continues to exist at many different levels and in many different institutions and organizations, Burns seems to suggest that transformational leadership is the primary lens for which leadership should be understood and emphasized in the contemporary setting.

Burns describes transformational leadership as “one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality... Their purposes, which might have started out as separate but related, as in the case of transactional leadership, become fused.”³⁸ Moreover, transformational leadership emphasizes achieving end goals by motivating and elevating

³⁶ Burns, *Leadership*. 426.

³⁷ Bass, Bernard M., “Does the Transactional-Transformational Leadership Paradigm Transcend Organizational and National Boundaries?” in *American Psychologist*, vol. 52, no. 2, Feb. 1997, p.133.

³⁸ Burns, *Leadership*, p.20.

followers. Some of these end goals may include, “liberty, justice, and equality.”³⁹ As its name suggests, transformational leadership, takes something, in this case, the collective purpose and shared vision of both the leader and the follower, and heightens it. Bass proposes that, “authentic transformational leaders motivate followers to work for transcendental goals that go beyond immediate self-interests... Transformational leaders move followers to transcend their own self-interests for the good of the group, organization, or country.”⁴⁰ To illustrate transformational leadership, consider that an individual is elected to congress and that said congressman ran on a platform which included a policy to increase spending on public education. While in office, the congressman not only increased funding for public education in their district, but also helped to increase funding for public education statewide. While this is a simplistic characterization, it exhibits that transformational leaders, take a shared vision and have the potential to achieve more than was originally intended. Transformational leaders exist because these types of leaders have a fundamental understanding of the relationship between the leader and the follower and furthermore, the effect that they have on each other is at the core of transformational leadership. Burns proposes that transformational leadership, which he transposes on leadership in general, is everywhere. He says that it pervades more sectors of society than one might even recognize and that it is found in all instances where there is “the process and the achievement of intended change.”⁴¹

Despite the complex and ambiguous nature of leadership, Burns proposes that there are recognizable patterns which can be found overtime and in many cases of

³⁹ Burns, *Leadership*, p.426.

⁴⁰ Bass, “Does Transactions-Transformational Leadership Paradigm Transcend,” p.33.

⁴¹ Burns, *Leadership*, pp.426- 427.

leadership. Because these patterns exist, Burns says he can propose a general theory on the concept. He states,

“We have seen that leadership, as we have defined it, is a function of complex biological, social, cognitive, and affective processes, that is closely influenced by the structures of opportunity and closure around it, that it may emerge at different stages in different peoples’ lives, that it manifests itself in a variety of processes and arenas...”⁴²

Just as Gardner proposes a checklist of sorts, so too does Burns. These are the patterns,

which are recognizable in leader/follower dynamics and which reinforce Burns’

conceptualization of leadership. Burns says that leadership is collective, it is dissensual, it

is causal, it is morally purposeful, and transforming leadership is elevating. On the

collective nature of leadership, Burns suggests, “Leaders, in responding to their own

motives, appeal to the motive bases that binds leader and follower together into a social

and political collectivity.”⁴³ The dissensual nature of leadership refers to the connection

between conflict and engaged leaders. Burns states that, “Conflict relevant to popular

aspirations is also the key democratizer of leadership. It causes leaders to expand the field

of combat, to reach out for more followers, to search for allies. It organizes motives,

sharpens popular demands, broadens and strengthens values.”⁴⁴ The causal nature of

leadership holds that the interaction of leaders and followers and the values, goals, and

visions which each brings to the relationship, implies that there will be certain effects on

social relations and political institutions.”⁴⁵ Burns characterizes leadership as morally

purposeful in that it is goal-oriented. Both the leader and the follower will connect over

the shared purpose or connect over creating a shared purpose, but there needs to also be

⁴² Burns, *Leadership*, p.428.

⁴³ Burns, *Leadership*, p.452.

⁴⁴ Burns, *Leadership*, p.453.

⁴⁵ Burns, *Leadership*, p.454.

some sort of end goal.⁴⁶ And finally, Burns upholds that transformational leadership is elevating. He states, “leaders engage with followers, but from higher levels of morality; in the enmeshing of goals and values both leaders and followers are raised to more principled levels of judgement.”⁴⁷ While Burns acknowledges the complexity of leadership and the ambiguities and misinterpretations of power, authority, legitimacy, and even leadership, he ultimately believes that there are recurring patterns in leadership. Further, identifying and understanding these patterns, is useful for political leaders and leaders at large.

Leadership Concept Three: Barbara Kellerman

In the decades since Burns published his comprehensive work on leadership and challenged future leaders to be transformational, an entire industry focused on leadership has emerged. This industry, which reinforces the leadership fetish does not seem to be slowing down anytime soon and its influence on contemporary American society is rapidly growing. This brings us to the third perspective of leadership, Barbara Kellerman’s concept. Kellerman is considered one of the top leadership scholars of the twenty first century. Although she serves as a professor in the Harvard Kennedy School of Government, she is also highly regarded in the business world and by business schools for her leadership theories. Just as American culture has evolved and changed over the last century, so too has leadership scholarship. Drawing on many of the ideas of those who studied and worked before her, including Gardner and Burns, Kellerman discusses and proposes a contemporary conceptualization of leadership for the 21st Century. Gardner muses on institutional leadership. Burns considers the many factors which

⁴⁶ Burns, *Leadership*, p.155.

⁴⁷ Burns, *Leadership*, p.155.

impacted political leadership overtime and then proposes a concise characterization of the types of leadership in the Twentieth Century. But Kellerman's conceptualization expands upon leadership and develops a broader and more holistic framework for understanding leadership.

At the core of Kellerman's leadership theory is an understanding that leadership is a system of three moving parts and therefore must be approached, defined and studied as a system. The three components of leadership include the leader, the follower, and the context.⁴⁸ In comparison, Gardner's concept of leadership is focused on the leader and the role that a leader plays in his or her respective institution, although he does acknowledge the need for a constituency. Burns is steadfast that the relationship between the leader and the follower is paramount to his conceptualization, and further that through that relationship, the leader must engage, motivate and transform the goals of the group to pursue real, social change. However, in both cases, the prime responsibility and the base of leadership still seems to rest on the leader. Kellerman's concept rejects any notions of leader superiority and instead focuses on the equal legs of her system. Furthermore, just as Burns proposed a crisis in leadership, Kellerman suggests the same, although her crisis is slightly different. Burns suggested that the crisis in leadership can be credited to the breakdown of legitimate authority in leaders. On the contrary, Kellerman contends, "The crisis in American leadership is much less about leaders themselves and much more about the complex context within which they are expected to operate."⁴⁹ This statement helps explain why Kellerman is so adamant that context is as important as the leaders and followers. Moreover, it is a lack of consideration for context which drives the leadership

⁴⁸ Kellerman, *Hard Times: Leadership in America*, p.4.

⁴⁹ Kellerman, *Hard Times: Leadership in America*, p.4.

crisis. With disregard for context, leaders have become weaker, in turn weakening leader/follower relationships. This crisis and the closing of the gap between leaders and followers has resulted in compromised and devalued leadership in America, in institutions, government, groups, and organizations.⁵⁰ Kellerman believes there is a crisis in leadership, but she also recognizes that American culture fetishizes over leadership.

This paradox between the devalued existence of leadership and the fetish with the very idea is something that Kellerman finds extremely troubling. She claims, “Being a leader has become a mantra. It is a presumed path to money and power: a medium for achievement, both individual and institutional; and a mechanism for creating change sometimes- though hardly always- for the common good.”⁵¹ One of Kellerman’s main points for contention is the rise of the leadership industry. She claims that it is solely focused on leaders, at the expense of followers. This is only further confirmed by the industry’s buzzwords including, ‘skill development,’ ‘self-improvement,’ and ‘self-awareness.’ These are individualistic words, which only promote the growth and success of one individual, in this case, the leaders. These words encourage individuals to focus on themselves and their own improvement as opposed to the improvement of the group to which they belong. Ultimately, Kellerman holds that the biggest issue with the leadership industry is that in its forty-year history- interestingly, that’s roughly the time since Burns published *Leadership*- the human condition has not improved in any significant way, or in any recognizable enough way to consider the industry successful.⁵² Under the

⁵⁰ Kellerman, *Hard Times: Leadership in America*, p.257.

⁵¹ Kellerman, Barbara, *The End of Leadership*, Harper Collins, New York, 2012, p.xiiv.

⁵² Kellerman, *Hard Times: Leadership in America*, p 3.

pretenses of the leadership paradox, the leadership industry has practically exploded while leaders themselves are underperforming.⁵³

Although Kellerman does not dive nearly as deep into the history of leadership as does Burns, she does provide an overview of the trajectory of leadership. She claims that throughout history, the followers have routinely been underappreciated, while the focus remains on the leader. And yet, as power and influence change and evolve, they are almost always surrendered to the followers. She also contends that the leadership industry fails to recognize this pattern and continues to promote and create its leader-centric programs and materials.⁵⁴ This speaks to Kellerman's leadership crisis. If the power is always surrendered to the followers, then it is interesting that there continues to be such a strong emphasis on leaders.

One of the three moving parts of Kellerman's leadership system is the followers. As leaders are becoming weaker, it makes sense that followers are getting stronger, or at least encroaching on the spaces and the roles, which were once occupied by leaders. One way in which followers are empowered at the expense of leaders is the ever present and instantaneous access to information about anything and anyone. Technological advancements, and arguably the advancement of the world-wide web are largely responsible for the widespread access to information. A lack of privacy is key to this interesting phenomenon. Kellerman states, "When everyone is exposed to the point of being vulnerable- no matter their status or station- the gap between leaders and followers shrinks to near the vanishing point."⁵⁵ Furthermore, this strengthening of followers and the prominence of self-expression only, "further fuels our sense of entitlement and

⁵³ Kellerman, *The End of Leadership*, p.xv.

⁵⁴ Kellerman, *Hard Times: Leadership in America*, p.23.

⁵⁵ Kellerman, *Hard Times: Leadership in America*, p.36.

empowerment, and it further devalues those better schooled or credentialed, more informed than we.”⁵⁶ On the flip side of the leadership coin is the leaders. Kellerman upholds that as follower power has only grown overtime, limitations on leaders have increased, or at least grown tighter. Limits are both formal and informal, and can be found at the personal, professional and political levels. Every leader in today’s day in age is subjected to the cultural and social constraints which they must operate inside of in addition to the constituency of followers who are so empowered that they feel they can freely express their opinions of leaders, both in the negative and the positive.⁵⁷

Barbara Kellerman’s concept of leadership is equal in its three parts. For Kellerman, the leader, the follower, and the context each hold equal stake in an equation of leadership. Conceptually, however, the three parts are unequal. The leader and follower components refer to human beings and therefore are dependent upon human behavior. The concept of context relates to many different things such as culture, history, social norms, etc. Although human interactions are the fundamental element of leadership, Kellerman emphasizes the importance of context more so than the leader or the follower. Most likely because she identifies herself as belonging to the minority as one of the few, and quite possibly the only leadership scholar that gives context such weight. Just as Gardner and Burns provided a laundry list to help distinguish and determine what leadership is, Kellerman proposes her own list of sorts. However, Kellerman’s list is entirely focused on context, a context for the Twenty First Century leader. Kellerman believes that to be a leader in the twenty first century, one must have as much understanding of context as possible, and it is the context of leadership that has

⁵⁶ Kellerman, *Hard Times: Leadership in America*, p.37.

⁵⁷ Kellerman, *Hard Times: Leadership in America*, p.39.

been missing from the discourse in the past.⁵⁸ *Hard Times: Leadership in America* (2015), provides a comprehensive checklist of context for leaders in the twenty first century. Kellerman suggests that a contextual background and education could help solve the failures of the leadership industry.⁵⁹ Additionally, she says that leadership in America has always been particularly difficult because there is inherent conflict between leadership and democracy. Leadership is facing more challenges and difficulties in contemporary America than it ever has before.⁶⁰

Kellerman breaks up context into four different larger categories. The first is *Foundations of American Culture*, the second is *Evolution within American Culture*, the third is *Revolutions in America*, and the fourth refers to the *Populations in America*. The *Foundations of American Culture* encompasses both the history and the ideologies, which can be traced to the beginning of our young nation. The fact that the United States of America was born out of revolution and rebellion greatly impacts the dynamics of leadership in America. Moreover, we have only ever known democracy, which is much less efficient to lead through than is autocratic leadership.⁶¹ Moreover the revolutionary inception of the U.S. creates some unique traditions. These traditions include a political culture which favors anti-authority, which thus, encourages conflict between leaders and followers. The political structure of the U.S. also makes it difficult for anyone to lead at any level of government. Moreover, the American national character is individualistic and independent. Finally, the U.S. is characterized by documents which specifically

⁵⁸ Kellerman, *Hard Times: Leadership in America*, p.1.

⁵⁹ Kellerman, *Hard Times: Leadership in America*, p.3.

⁶⁰ Kellerman, *Hard Times: Leadership in America*, pp.9-10.

⁶¹ Kellerman, *Hard Times: Leadership in America*, p.16.

articulate the fulfillments of both followers and leaders.⁶² These histories make political leadership quite difficult in the United States, consequentially creating difficulties for leadership in other aspects of American life. Ultimately, power and authority in the United States have never truly been a main priority or focus.⁶³

The second aspect of American foundations is the context of ideology. At the core of American ideology, is the belief, which the framers overwhelmingly held, that man is first and foremost a self-interested being.⁶⁴ This self-interest is evident throughout the documents and government, which our founders wrote and created. The checks and balances in our federal government and the fragmentation of that government exhibit that the founders feared self-interested rulers. The U.S. government exemplifies that, “The American ideology is implicitly about constraints on leaders and it is explicitly about liberties for followers.”⁶⁵ Both the revolutionary birth of our nation and the ideologies it was founded on, influence leadership in numerous ways. Namely, the concentration and concern for democracy and the fact that it consumes American collective thinking has allowed it to persuade and pervade throughout the U.S., overtime. Further, American ideology impacts leadership and followership in every aspect, just as the ideologies influence and impact all aspects of American culture. Finally, because democracy is based on the principle of government for the people, by the people, leaders in a democracy are sometimes at odds with their legitimacy.⁶⁶ In other words, because the power is ultimately supposed to rest in the hands of the people, the power of the people

⁶² Kellerman, *Hard Times: Leadership in America*, p.22.

⁶³ Kellerman, *Hard Times: Leadership in America*, p.23.

⁶⁴ Kellerman, *Hard Times: Leadership in America* p.25.

⁶⁵ Kellerman, *Hard Times: Leadership in America*, p.29.

⁶⁶ Kellerman, *Hard Times: Leadership in America*, pp.34-35.

can sometimes undermine the power of those in leadership positions (i.e. representatives in government).

The second category of Kellerman's leadership context list is American evolutions. These are the aspects of American life and culture which have evolved since the country was founded. The first evolution is that of religion. Religion was important to the founding of the U.S. and Christian principles are a key component of American political life, which suggests that "Leadership and religion in America have proved mutually reinforcing."⁶⁷ However, the decline in religious affiliation overtime and especially the decline of the authority of religious leaders (clergy members), in the U.S. is reflective of the weakening of leadership. Religious peoples are much more likely to take more control of their religious experience today, as opposed to relying on the clergy to guide their experience, as was the norm in the past. This shift in the role of religion in American culture and the change in the way individuals view, or do not view their religious experiences contributes to the weakening of leadership.⁶⁸ Politics, and more specifically, the opinion of politics is another evolution to consider. Now, more than ever, people believe that government is in decline, that it is broken, and not functioning as it should. Kellerman argues that at the fundamental levels, government is actually working quite well. But, there is a certain level of distrust that is aimed at the political leadership class. This distrust is a result of contexts that are internal to government and politics, such as decline in political parties and increased polarization, and outside contexts such as globalization and technology.⁶⁹

⁶⁷ Kellerman, *Hard Times: Leadership in America*, p.40.

⁶⁸ Kellerman, *Hard Times: Leadership in America*, p.49.

⁶⁹ Kellerman, *Hard Times: Leadership in America*, pp.50-52.

A third evolution can be found in economics. Kellerman contends that Americans, in general, have a hard time grasping the ideals that uphold our economic system. The American people believe they have a right to private property, which ought to be protected by the federal government. Additionally, a capitalist society is subject to certain implications of capitalism, and inequality is chiefly among them.⁷⁰ Ultimately, it is important to know that contemporary capitalism is complex and difficult to master and tame. Power in economics is diffused and divided among many, while the general economy has gone global. Lastly, there is inherent tension between democracy and capitalism.⁷¹ The evolution of the institution is also important to acknowledge. Kellerman contends that institutions are the foundation of the American experiment and supports pretty much everything in American society. She states, “If our faith in institutions erodes, so it is presumed, does our faith in the United States of America, and indeed, in democracy more generally.⁷² And this is exactly what is happening. Kellerman points to three main reasons for the decline in institutional confidence. These include change in culture and technologies, a sense of a loss of control because change is so rapid, and finally, witnessing that our own nation does not measure up to how it existed in the past or with other countries.⁷³ The evolution of organizations is another important one in America, according to Kellerman. Traditional, hierarchical, top-down organizations, as classified by Max Weber in the early twentieth century, have been the ideal for the organizations the world over. This top down style of organization, with a strong leader at the top is very often applied in the business world. The fact that business schools often

⁷⁰ Kellerman, *Hard Times: Leadership in America*, pp.63-64.

⁷¹ Kellerman, *Hard Times: Leadership in America*, pp.72-73.

⁷² Kellerman, *Hard Times: Leadership in America*, pp.74-75.

⁷³ Kellerman, *Hard Times: Leadership in America*, p.79.

focus their efforts on developing executives, managers and elites is reflective of the top-down organizational influence.⁷⁴ The final evolution in America, which is important to the context of leadership is business. Kellerman asserts that, “The study of business lags behind the study of American politics.”⁷⁵ She also points out that as we move further into the Twenty First Century, the role of business and government in America are about the same. Some argue that the role of business is even larger than government.⁷⁶

Kellerman also denotes several revolutions, which have played out in America overtime, and which have impacted leadership. These include technology, media, money, innovation, and competition. The rapid rate of technological advancements and the information revolution make it difficult for leaders to navigate technology, big data and the abundance of information available today.⁷⁷ The media also creates a unique context in the U.S., in which leaders must face a freer flow of ideas, widespread distribution of information and many manifestations of public participation.⁷⁸ In terms of the money revolution, the most important thing to note is that so much of the money in America is held by an extremely small population.⁷⁹ I would argue that the revolutions of innovation and competition go hand in hand in the United States. Not that long ago, the United States was the most innovative, leading country in the world, but that is not the case anymore. Further, innovation can be viewed as threatening to leadership, because it encompasses new ideas, which often challenge the traditional leadership.⁸⁰ Kellerman maintains that there is inherent competition among leaders and followers, however the context for that

⁷⁴ Kellerman, *Hard Times: Leadership in America*, pp. 85-86.

⁷⁵ Kellerman, *Hard Times: Leadership in America*, p.105.

⁷⁶ Kellerman, *Hard Times: Leadership in America*, p.105.

⁷⁷ Kellerman, *Hard Times: Leadership in America*, pp.119-125.

⁷⁸ Kellerman, *Hard Times: Leadership in America* p.140.

⁷⁹ Kellerman, *Hard Times: Leadership in America*, p.142.

⁸⁰ Kellerman, *Hard Times: Leadership in America*, pp.155-162.

competition has drastically changed in the last decade. She states rise of globalization creates a competitive stage both within the U.S. and with other nations.⁸¹

The final category of contexts is populations. These populations include class, culture, divisions, and interests. In thinking about class, Kellerman states that the American ideal is one based on equality and opportunity. An equal society, would be one without classes, yet, America has never been equal.⁸² Moreover, culture in America, that is the norms, processes and practices, which we have learned, which we share and pass on to future generations continue to change. Legitimate authority and complacently following orders are not so much a part of contemporary American culture today. Kellerman proposes that, “Now we have a different habit: we challenge people in positions of authority, all of us emboldened by the spread of democracy, by flattened hierarchies, by rhetoric of empowerment, and by the practice of participation.”⁸³ Additionally, many Americans believe that our nation is deeply divided. There are both specific divides and general ones, but regardless, divides shape and form many different populations.⁸⁴ A final context for populations is interests. As James Madison warned, human beings naturally pursue factions and groups with shared interests, ideals, morals, values, etc. The evolution of special interest groups and factions in American society have given them a permanent role in American politics and therefore also impact leadership.⁸⁵ There are many different populations in the United States, which are formed and created in several different ways. A twenty first century leader must be cognizant of

⁸¹ Kellerman, *Hard Times: Leadership in America*, .163.

⁸² Kellerman, *Hard Times: Leadership in America*, p.177.

⁸³ Kellerman, *Hard Times: Leadership in America*, p.189.

⁸⁴ Kellerman, *Hard Times: Leadership in America*, p.199.

⁸⁵ Kellerman, *Hard Times: Leadership in America*, p.199.

these populations and how they could affect, in either a positive or negative way, the ability of a leader to lead.

Kellerman's systematic approach to leadership puts equal weight on all three legs, the leader, the follower, and the context. That said, she overwhelmingly discusses context more than the other two legs. She believes that the absence of context in other academic discourses on leadership may explain why there is a crisis in leadership. In general, she feels that those studying leadership and those teaching it fail to acknowledge context, and further, the implications that context has on leaders and leadership. *Hard Times: Leadership in America*, is an attempt to reconcile the disconnect between leadership studies and context. Kellerman is hopeful providing leaders with the background on the historical, social, economic, political, etc. realities that exist in the 21st Century will help them to be more successful leader in the future, and further, that this will help solve the leadership crisis.

While Gardner, Burns and Kellerman's perspectives are each distinct from the each other's, there are also several connections and common themes that are found in each of the scholars' discourses. Of course, at the base of leadership is the requirement of a leader, or small group that leads, and the followers. Though the scholars disagree on the power that each entity holds and disagree on the role of the relationship within the study of leadership, a leader/follower relationship is essential for understanding leadership. Further, the scholars all agree that leadership is goal oriented, especially in the sense of a collective, or shared purpose. In other words, leadership strives to set forth and achieve goals that are shared by both the leader and the followers. Given the existence of this dynamic, it is also held that leadership serves a certain social function, that it is a

collective process of human interactions. Moreover, each scholar acknowledges the complex nature of leadership, and the difficulties that come with trying to understand and comprehend leadership. Because of these complexities, leadership is dynamic, and requires change, renewal and regeneration. As the world and the United States continue to grow and change at rapid paces, leadership must try and keep up with the changes as well. Furthermore, there are patterns which are found throughout history and in the modern U.S., which exhibit cycles of success and failure, strength and weakness within leadership. Arguably, these peaks and valleys in leadership are a result of the multitude of changes that confront leadership, and which leaders must continuously navigate. Kellerman extends this point even further to suggest that understanding the context, which leadership must operate inside of, is the key to leadership surviving these patterns and cycles of rise and decline.

My Theory of Leadership

After reading and synthesizing the conceptualizations of leadership, which Gardner, Burns and Kellerman propose and from personal experience, I have expanded and developed my own sense of what leadership is. Like the scholars, I believe that leadership is based in human relationships and the pursuit of a shared vision, which can be called intrinsic goals. Furthermore, it is complex and essentially impossible to define universally, so it is important to think of it from multiple perspectives. The best approach to thinking about leadership is an interdisciplinary approach. Like Kellerman, I think that context must be given specific considerations. Her system of leadership, including the leader, the follower and the context considers how many different social, historical, societal, cultural and emotional factors converge at a point, which is leadership. I agree

with the scholars that these factors change at rapid rates and thus, leadership needs to keep up with the change and simultaneously change itself. In the contemporary era, leadership is failing to keep up with change. It is from this failure that the leadership fetish has exploded and infested so many aspects of our modern lives, but its effectiveness is unclear and may even be ineffective. I recognize that this is a paradoxical relationship. On the one hand, the obsession with leadership is everywhere, yet leadership does not seem to be succeeding. Hence why some people, like Burns and Kellerman believe there is a leadership crisis. I too believe there is a leadership crisis. Leadership has become far too associated with elitism, status, and wealth; in the process, good, productive work is being compromised. Furthermore, I believe that many individuals now pursue leadership or aspire to be leaders because of the perceived benefits that it will provide them. It seems that the American Citizen is at a crossroads, given this paradox. More people want to be leaders and achievers, but in their aspirations, have forgotten what it means to be a citizen, a stakeholder, a contributor. In other words, people have forgotten how to be a follower.

The United States of America was built on a foundation of government for the people, by the people: a representative democracy. In a democracy, power is placed in the hands of the people, by giving citizens the ability to elect their representatives. In turn, representatives are entrusted to act on behalf of their constituents and make decisions with their best interest in mind. The status and responsibility that elected representatives possess is suggestive of leadership. Representatives in a democracy make decisions that affect those who they represent, just as a leader in organization or a business executive makes decisions that affect their subordinates. However, there is difference between

representation and leadership. In a democratic government, an individual who is a representative is supposed to first and foremost be a public servant. The public servitude aspect of leadership in a democracy sets it apart from broader concept of leadership. While many leaders in many different fields practice servant leadership, the servant leadership required in a democracy is much more elevated because a representative's legitimacy comes from the people.

A central factor to understanding leadership in a democracy is the role that power plays. It can be argued that politics is about who has the power and what are they doing with it. In the case of leadership, the leader typically has the power and the legacy of a leader is ultimately dependent upon what leader does with their power. History illustrates that leaders do not always use their power for good. For this reason, the founders of the United States intentionally formed a representative democracy in hopes of reducing the abuses of power by government leaders. Furthermore, the safeguards of the United States Constitution are intended to limit representatives in a democracy. This creates a distinct disposition for leadership in a democracy; leadership is weakened by the core principles of a democracy, yet leaders are essential for democracy to survive and thrive. As Kellerman suggests, the relationship between leadership in America and our democratic foundations may be a major contributing factor to the challenges that leaders face today and the so-called leadership crisis.

While I am skeptical of the leadership phenomenon, I do not think the outright end of leadership in America is the answer to our problems; in fact, I believe quite the contrary. Leadership is extremely important for the maintenance of order and of safety and for ensuring that we do not destroy our nation and our communities. But as the

scholars point out, there is a certain cycle found within leadership. It ebbs and flows as time moves on and as it faces the complexities of the world. Leadership and world complexities are seemingly more at odds with each other than ever before, yet, we continue to teach, educate and form leaders for the future. Kellerman holds that providing future leaders with the context to navigate the complexities of modern society is their best chance at creating real, positive change, and I hope she is right. My objective in writing this thesis is not to propose how to solve this crisis or get rid of the leadership fetish, but rather, acknowledge that it is there, that it exists. Furthermore, I am interested to find out if future leaders are exposed to this crisis. Are they aware of it, or are they simply a product of the leadership fetish?

Interestingly, there is one other common theme held by all three scholars, which was not previously mentioned, because it guides the remainder of this thesis. This is the relationship between teaching and leadership. In many ways, a leader must be a teacher, and a teacher must be a leader. As the leadership industry has grown exponentially over the last several decades, a parallel growth has occurred in higher education. In this, I am referring to the countless programs, schools, majors, etc. which are solely focused on teaching, forming and creating leaders for the future. Just as leadership is an often debated and contested, so is the teaching of leadership. John Gardner proposes that yes, leadership can be taught, however there are unique challenges to teaching leadership. He says that teaching leadership is, “emphatic because most of the ingredients can be taught, qualified because the ingredients that cannot be taught may be quite important. The notion that all attributes of a leader are innate is demonstrably false.”⁸⁶ Personally, I believe that leadership is a product of the combination of learning, teaching and

⁸⁶ Gardner, *Leadership* p.157.

experiencing. Furthermore, I believe that a leader must actively engage in and continue to pursue more learning, teaching and experiential opportunities throughout the course of their life. An education based in the liberal arts, one which is interdisciplinary and offers broad exposure to subjects and ideas while also encouraging deep questioning and critical thinking prepares students to face challenges with intellectual agility. With such a broad range of exposure, a liberal arts education prepares students to lead better than a narrowly trailed educational institution or program. Just as Gardner proposed that regeneration is one of the tasks of leadership, the ability to adapt and change one's own leadership abilities in an instance is critical to success. It is undeniable that leadership is and needs to change just as the environment around it is changing. The ability to change is arguably the most important skill for a leader to have in his or her arsenal.

Moving forward, I will be exploring and comparing three different case studies, all which involve the teaching of leadership. Each case study is representative of a different school and the different programs and courses offered by each school. The first case study is the *Jepson School of Leadership, at the University of Richmond*, which offers an undergraduate degree in Leadership Studies. The second will be the *United States Armed Services Academy at West Point* and finally the *Wharton School of Business at the University of Pennsylvania*. I will be evaluating content, mission statements, founding principles, and other key qualities of each program to present a comprehensive overview of the construction of leaders within each of these respective leadership programs. At the conclusion of each chapter, I will answer the same set of benchmark questions, which are derived from the common elements found in Gardner, Burns and Kellerman's leadership approaches. The function of these benchmark

questions is to demonstrate how well the school teaches leadership within the framework of the leadership scholars, and illuminate how they compare to the other case studies. Ultimately, I hope to gain an understanding of what type of leaders we can expect in the future. Additionally, as evidenced by the three case studies, many institutions of higher education clearly believe in the merits of leadership education. In light of this, I will consider if leadership is something worth teaching at all and evaluating whether collegiate institutions are caught up in the leader-centric fetish, or if they seem to have a broader understanding of the need for dynamic and adaptable, yet tenacious leaders in 21st Century Democracy.

Chapter 2

The Jepson School of Leadership Studies at University of Richmond

Leadership education, as evidenced by the case studies in this thesis, is often integrated via programs, initiatives or specific courses. However, as the leadership phenomenon has seemingly expanded over the last several decades, many colleges and universities have implemented far more expansive and comprehensive leadership curriculums. At some schools, students can major or minor in leadership studies. Similarly, Master's Degree programs in leadership studies also appear to be on the rise. The University of Richmond takes the leadership phenomenon a step further with its Jepson School of Leadership Studies, an entirely undergraduate college, within the larger University, which aims to both educate and produce leaders. The content explored in this chapter is largely drawn from the Jepson School website and course syllabi.

The Jepson School of Leadership Studies was first opened in 1992 and members off Jepson's first graduating class are members of the class of 1994. *Draft No. 4: A Proposal for the Jepson School of Leadership* (abridged), provides background on the founding of the school. Initial planning for the school began in 1987, when it was announced that Mr. and Mrs. Robert S. Jepson Jr. had gifted the University with \$20 million. The gift was coupled with a challenge for the University to develop a comprehensive leadership studies program.⁸⁷ Referring to the need for leaders and some of the primary motivations behind the formation of the school, *Draft No. 4* states,

⁸⁷ *Draft # 4*, "Notes on the Founding of the Jepson School of Leadership Studies," *jepson.richmond.edu*, 1998, <http://jepson.richmond.edu/about/Draft%20No.%204.pdf>, p.1.

“The fabric of democratic civilizations depends upon citizens who understand that leadership means service and that their very citizenship carries an obligation to lead when circumstances demand. Not all who have borne the name of a leader are to be emulated. Indeed our country began with the rejection of one model of leadership and its replacement with another. But the need for leadership, properly understood, has not disappeared. Our nation and the world remain in urgent need of compassionate, knowledgeable, and dedicated men and women in such roles.”⁸⁸

Although *Draft No. 4* was written in the late 1980s, almost three decades ago, the document distinctly points out the increase in leadership education programs and courses within higher education. The document further suggests that while such leadership education is important for the future of the United States and the global world, teaching leadership in higher education must be intentional in its goals, practice and application.⁸⁹ Furthermore, in the shaping of their unique program, the University of Richmond faculty and staff heavily draw upon the leadership theories of John Gardner, one of the primary leadership scholars discussed in chapter one. Quoting Gardner several times within *Draft No. 4*, the document upholds that higher education is an integral player in the development of future leaders, and furthermore, that the role of higher education is to take the natural abilities and talents of individuals and help those individuals harness, refine and strengthen their own abilities to become the leaders of the future.⁹⁰ Drawing on Gardner’s themes and the belief that institutions of higher education possess the privilege and opportunity to play an active role in shaping and forming the leaders, who will one day solve the problems of our complex global world, the Richmond administrators and faculty set out to create a one-of-a-kind leadership studies program, which comprises the Jepson School of leadership.

⁸⁸ *Draft #4*, p.2.

⁸⁹ *Draft #4*, pp.3-4.

⁹⁰ *Draft #4*, pp.3-4.

At the core of the Jepson school is its interdisciplinary foundation, rooted in the liberal arts tradition of the University of Richmond. The Jepson school claims to be the first of its kind in the nation, in that it was and is the first Leadership Studies school or program that utilizes an entirely multidisciplinary curriculum. The *About Jepson* page of the school's website proposes that, "The School draws upon the liberal arts to educate students for and about leadership. At Jepson, students use the academic lenses of anthropology, economics, history, literature, philosophy, politics, psychology, and religion to examine the worthwhile topic of leadership and explore fundamental questions about who we are, how we live together, and how we influence the course of history." Inherent to a liberal arts education is the opportunity to explore and expose one's self to multiple disciplines, often orchestrated through common curriculum or general education requirements. Students at liberal arts colleges and universities are given opportunities to develop an education background with a broad breadth of knowledge, furthered by more focused major and minor studies. Although a generalization, it can be argued that a goal of a liberal arts education is to equip students with a wide array of knowledge to best prepare them for the multitude of challenges that they are sure to come across in their future endeavors. In short, liberal arts institutions aim to provide students with the skills and knowledge in hopes that they will be successful in the future. In many ways, a liberal arts degree encourages and aspires future leadership. The Jepson school takes this a step further by conscientiously creating a liberal arts program that is explicitly guided by the concept of leadership. Additionally, this page states that, "Change is certain. Leadership ensures that change is intentional."⁹¹ This statement seems to embody the Jepson

⁹¹ "About Jepson: Why Study Leadership," *jepson.richmond.edu*, n.d., <http://jepson.richmond.edu/about/index.html>.

approach to conceptualizing leadership and most likely influences the philosophy and mission of the school in all aspects. Moreover, this notion of the relationship between change and leadership is a key component of all three leadership scholars which are discussed in the first chapter. Arguably, understanding change, and further, the ability to maneuver through periods of change with adeptness and confidence is one of, if not the most important quality to possess for a successful 21st century leader.

Draft No. 4 also includes the University's goals for developing and creating the Jepson School. According to the document, at the time of its designing, the Jepson School served five main purposes. These include;

1. *“develop a school of unquestioned academic excellence”*
2. *“strengthen the entire University by creating a resource for both academic and student-life programs”*
3. *“expose the University of Richmond to the world and the world to the University,”*
4. *“change the lives of our students by broadening their perspective on leadership and responsibility and deepening their understanding of moral and contemporary issues, thereby shaping their growth as leaders who will make a lasting impact for their good of society,”*
5. *“serve society by promoting productive interaction among people in business, government, social institutions, the professions, and the academy...”*⁹²

The curriculum, which will be explored in the next section of this chapter certainly exemplifies the application of these goals within the school. Additionally, *Draft No. 4* also notes the intended co-curricular nature of the Jepson school. Similarly, the Wharton School of Business values co-curricular and experiential learning within its leadership

⁹² *Draft #4*, p.7.

education initiatives, something that will be discussed further in the Wharton chapter. The Jepson school values student experiences both inside and outside of the classroom, and further, identifies these experiences as integral to students' personal leadership development. The document states, "The primary task of the of the school is to provide a rigorous and disciplined education with a focus upon ethical and responsible leadership. The University's students will be challenged to recognize their obligation to serve [society] by solving the problems and building the potential of their community."⁹³ Evidently, the school has a core focus on public servitude in the sense that leaders develops leaders, all the while keeping in mind that students are headed in future directions involving public leadership. Furthermore, in developing the School and the curriculum, Richmond hoped to produce a new type of leader, leaders with "integrity, compassion, and imagination."⁹⁴

The key points of *Draft No. 4*, include interdisciplinary academics, the commitment to producing a new generation of leaders who are equipped to navigate a changing world, and ultimately establishing an unparalleled (in the higher education community) school of leadership have remained a consistent foundation for the Jepson School over the decades. Also worth noting from the Jepson website is the school's mission statement, purpose, and overarching goals in their current form. These are important to keep in mind when considering the requirements of the school and the courses which students take, as they should provide the framework which the courses and school initiatives are built upon.

Mission Statement: The school's mission statement proposes that, "*The Jepson School draws upon the liberal arts to advance the understanding*

⁹³ *Draft #4*, p.8.

⁹⁴ *Draft #4*, p.8.

of leadership and the challenges of ethical and effective engagement in society.”

Purpose: *“The study of leadership explores fundamental questions about who we are, how we live together, and how we influence the course of history. It exemplifies the spirit of the liberal arts: to educate people to take an active role in the world. The Jepson School helps students realize their distinctive capacities and apply their learning for the good of society.*

Goals: *“The Jepson School fosters students’ understanding of leadership and encourages them to lead lives of consequence that connect intellectual pursuits with moral and competent leadership.”*

1. *“The Jepson School advances scholarly understanding of leadership, nationally and internationally.”*
2. *“The Jepson School enhances public understanding of leadership.”*⁹⁵

Ethical Leadership

Another important facet of the Jepson School and overall leadership learning experience is the emphasis on ethics. Critical thinking and ethical reasoning have been given special consideration and focus within the Jepson curriculum since its inception. This emphasis on ethics permeates a Jepson education at many levels and is worth noting, when the overview of the curriculum is presented later in this chapter. Ethics are discussed and connected throughout much of the coursework, assignments and experiences that Jepson students come across throughout their four undergraduate years. However, there is one component of the Jepson educational experience, that places an even stronger emphasis on ethics and that is the capstone course for Jepson students, *Leadership Ethics (LDST 450)*. The Jepson website notes that the school’s approach to thinking about the

⁹⁵ “About Jepson: Mission and Purpose,” *jepson.richmond.edu*, n.d., <http://jepson.richmond.edu/about/mission.html>.

relationship between ethics and leadership is that leadership is a subset within the broader discipline of ethics.⁹⁶ In other words, leadership studies falls within the study of ethics, therefore, an immersive leadership education requires extensive knowledge of and exposure to the discussions of ethics. The rationale behind this ethical foundation to leadership is based on the premise that the leader/follower relationship is first and foremost a moral relationship. Furthermore, faculty are given a wide breadth of freedom in how they can approach the teaching of ethics. *LDST 450* is an applied ethics course, which draws on ethical theories and examines case studies to discuss, based on the ethical point of view, the challenges that leaders face. Furthermore, “Professors aim to expand students’ moral point of view by considering personal ethics, leadership and the common good, and ethics in a global community.”⁹⁷

As a result of the complex relationship between leadership and change, it is possible that there are infinite moral and ethical questions which challenge leaders. change. That said, there are several main questions, which students enrolled in *LDST 450* may explore throughout the course. Since the course is a capstone course, it is probably that students are expected to draw on past coursework and experiences to inform their discussion of these ethical questions. Some of these questions include; “What role do individual leaders play in influencing the social or political balancing of competing ethical values?” Also, “How do the new cultural and economic realities, challenges, and opportunities of a globalizing world affect how we view our personal and social obligations and our identity(ies)?” And, “Do persons from privileged groups have more ability to shape social morality, and if this is the case, to what extent is the guide of

⁹⁶ “Major and Minor: Leadership Ethics,” *jepson.richmond.edu*, n.d., <http://jepson.richmond.edu/major-minor/leadership-ethics.html>.

⁹⁷ “Major and Minor: Leadership Ethics.”

morality employed to uphold social hierarchies?”⁹⁸ These are challenging questions, which may or may not have right and wrong answers. However, *LDST 450* is an ethics course and ethics intend to provoke deep and thoughtful discussions. *LDST 450*, is just one of several core requirements of a Jepson, Leadership Studies Major. Ethics is one of the primary concepts and values which Jepson’s curriculum rests upon. For this reason, a discussion of the role that ethics plays in a Jepson education seemed important to note prior to exploring the curriculum at large. The Jepson School and its core curriculum will be further discussed and developed in the next section of this chapter.

The Jepson School Curriculum and Course Requirements

Students wishing to matriculate in the Jepson School of Leadership Studies have two means of doing so. There are two courses, *Leadership and the Humanities (LDST 101)* and *Leadership and the Social Sciences (LDST 102)*, which meet the requirement to enter Jepson. Any student at the University of Richmond student is eligible to enroll in either of these courses. In providing a general synopsis of the program, the Jepson website contends that, “By combining multidisciplinary investigation with the broad knowledge base of the liberal arts, students learn to see the world through both a wide lens and a focused eye. Classes are often discussion-based and involve an experiential learning component.”⁹⁹ One could argue that the academic approach in higher education that purports establishing a wide lens with a focused eye is a hallmark of a liberal arts education. In the case of the Jepson School, the wide lens refers to the many disciplines which comprise the School and its faculty, including anthropology, economics, history,

⁹⁸ “Major and Minor: Leadership Ethics.”

⁹⁹ “Major and Minor: Course of Study.” *jepson.richmond.edu*, n.d., <http://jepson.richmond.edu/major-minor/index.html>.

literature, philosophy, politics, psychology, and religion.¹⁰⁰ Moreover, the focused eye in this case of leadership studies is ethical leadership intended to inform and produce public service oriented leaders. Overall, Jepson’s philosophy on the teaching of leadership is built around the concepts of teaching leadership, “as it was, as it is, and as it should be.”¹⁰¹ This can be interpreted as using historical examples of leadership, discussing leadership as it is applied in contemporary society and furthermore, using this background knowledge and discussions to develop the leaders of the future. As previously mentioned, Jepson upholds that the leader/follower relationship is a moral relationship, this implies that leadership is a social process. Moreover, the curriculum is supposed to explore and reflect upon the social nature of leadership. In describing the curriculum, the site states that its intent is to, “help students understand leadership not only as a position but also as a process and a relationship among people, learn how to examine issues from varied perspectives, and seek innovative solutions to problems. Courses challenge students to think critically, communicate effectively, and anticipate change.”¹⁰² Given an understanding that the Jepson curriculum is rooted in the liberal arts, and largely the social sciences, especially under the implied social construct of leadership, the Jepson school curriculum should provide an education that is simultaneously wide and narrow as it challenges students and to think critically and consider multiple perspectives in order to lead in a complex and ever changing world.

After taking one of the two gateway courses required to enter the Jepson school, students can apply for admission in the fall semester of their sophomore year. To acquire a Bachelor of Arts in Leadership Studies, students pursuing the major must enroll in a

¹⁰⁰ “Major and Minor: Course of Study.”

¹⁰¹ “Major and Minor: Course of Study.”

¹⁰² “Major and Minor: Course of Study.”

minimum of eleven courses or units. Leadership studies majors must take both introductory/gateway courses; *Leadership and the Humanities (LDST 101)* and *Leadership and the Social Sciences (LDST 102)*. Moreover, students must take *Justice and Civil Society (LDST 205)*, *Critical Thinking and Methods of Inquiry (LDST 250)*, and *Theories and Models of Leadership (LDST 300)*. Furthermore, students are required to take four upper level courses (courses above 300), of their choosing, which fall under one of three larger categories. The categories for upper level electives include, Ethical Area courses, Historical Area courses, and Social/Organizational Area courses. Lastly, students must enroll in two 400-level courses, one being *Leadership Ethics (LDST 450)*, and the other *LDST 488*, which is a leadership based internship and concurrent seminar course. Internships take place in several professional fields including, corporate, government, and non-profit. *LDST 488* is one contributing element of the experiential learning component of a Jepson education.¹⁰³

For comparative purposes, each case study in this thesis includes a deeper exploration and overview of a course on leadership. In the case of the USMA it is *PL300- Military Leadership*, and in the Wharton chapter, *MGMT 100- Leadership and Communication in Groups*. These courses serve as the concrete example to illustrate how the specific institution teaches leadership. Although elements of both the courses referenced in the other two case studies can be interpreted and applied in the scope of general leadership, each course is ultimately serving a larger educational mission, military and business, respectively. However, the case study of the Jepson school is different. Of course, there are characteristics and qualities which Jepson hopes to instill in

¹⁰³ “Major and Minor: Major and Minor Requirements,” *jepson.richmond.edu*, n.d., <http://jepson.richmond.edu/major-minor/requirements.html>.

its leadership students, some of which have already been discussed, and some which will be discussed later, but in general, the school aims to produce leaders in a broader sense of the word. Leadership is not taught through one, or just a select few courses, but rather, the entire curriculum revolves around the very concept, thus making it difficult to evaluate just one leadership course. After reviewing syllabi for several courses throughout the various levels of the curriculum, to provide substantial material to compare to the other case studies, I have determined that an overview of three courses should suffice as the primary examples for the content section of this chapter.

Teaching Leadership at Jepson: LDST 101, LDST 102, and LDST 300

A fully conclusive case study of the Jepson School of Leadership would require an in-depth presentation of each course within the school's curriculum. However, that would most likely constitute an entire thesis in and of itself, so for the sake of length and for comparison purposes (to the other case studies), there are three core courses which, in conjunction with one another, will serve as the primary examples of leadership teaching at Jepson. Moreover, the content of these three courses seem to be most similar and succinct in delivering general leadership educational. The courses which comprise the course content section of this chapter are both Jepson gateway courses; *Leadership and the Humanities (LDST 101)* and *Leadership and the Social Sciences (LDST 102)*. The third course is *Theories and Models of Leadership (LDST 300)*. It should also be noted that the material referenced to present the following course content(s) come from a Fall 2016 Semester syllabi for each of the respective courses. For clarification, the syllabi referenced in this section were distributed to the students who were most recently

enrolled in each of these three courses, and as such, they represent the most current iterations of the courses.

LDST 101- Leadership and The Humanities

One of four professors to teach *LDST 101* in fall 2016 was professor Gary L. McDowell. Professor McDowell's syllabus for the course states that the course is about establishing the foundations of leadership. That said, the objective of the course is not to read traditional leadership studies literature, but rather look at several classic texts, which cover the multiple disciplines within the humanities. Through such classic texts, the course will, "touch upon the problems and prospects of leadership as the manifestations of the problems and prospects of human nature, books that have the ability to enlighten our understanding of the often elusive concept of leadership."¹⁰⁴ The required texts for the course include: *The Federalist Papers*, by Alexander Hamilton, James Madison and John Jay, *Leviathan* by Thomas Hobbes, *Selected Speeches and Writings* by Abraham Lincoln, *Two Treatises of Government* by John Locke, Niccolo Machiavelli's, *The Prince*, *Coriolanus* by Shakespeare and lastly, Thucydides, *The Peloponnesian War*.¹⁰⁵

The assignments for this offering of *LDST 101*, include a midterm and final exam, as well as a short written assignment on a 'to be determined' topic. Furthermore, the course is broken down into seven thematic groupings, which correlate with certain texts. The first theme is *Leadership and the Human Condition*, which includes readings and texts from Aristototele, Hobbes, Plato, Thomas Wren, and an excerpt from one of the leadership scholars discussed in the first chapter, James MacGregor Burns. The second

¹⁰⁴ McDowell, Gary L., "Leadership and the Humanities, Fall 2016 Syllabus," *jepson.richmond.edu*, 2016, <http://jepson.richmond.edu/major-minor/syllabi/f16-101-5-mcdowell.pdf> p. 1.

¹⁰⁵ McDowell, Gary L. "Leadership and the Humanities," p. 2.

theme is *Leadership and Film*, and according to the syllabus, students are required to view the films *Camelot*, *1776*, *The Iron Lady*, and *Patton*. The third theme of the course is *Leadership and History*. Accompanying readings for this theme are all assigned from Thucydides', *The Peloponnesian War*.

The fourth theme explores *Leadership and Political Philosophy*. The supporting texts for this section of the course include *The Prince*, *Leviathan* and *Two Treatises of Government*. The fifth theme, *Leadership and Literature*, uses William Shakespeare's *Coriolanus* as a basis for class discussions. The sixth theme centers around *Leadership and Politics* and the texts include *The Federalist Papers*, as well as several of the founding documents of The United States, such as the Declaration of Independence, The Articles of Confederation, and The U.S. Constitution. Abraham Lincoln's, *Selected Speeches and Writings* is another reading assignment for this section of the course. The seventh and final theme is entitled, *Can Leadership be Taught*.¹⁰⁶ The final section does not include any readings. However, one could infer that in class discussions which take place during this period of the course draw upon previous class discussions and course texts. Students most likely draw on the course material to ultimately discuss and determine whether leadership is something that can be taught.

As Professor McDowell points out, *LDST 101* is a foundational course for leadership studies at Jepson, therefore it is not surprising that the course draws upon several disciplines. At the core of The Jepson School is an interdisciplinary curriculum, which should be reflected in introductory leadership courses. The use of many classic texts, some of which were written by some of the most notable leaders in American History, creates an integrative approach to studying the history of leadership. Moreover,

¹⁰⁶ McDowell, Gary L. "Leadership and the Humanities," pp. 2-4.

the disciplines, which are drawn on and which are represented by the texts are quite distinctly humanities courses. Although *LDST 101* may not directly teach leadership, it does raise important questions and expose student to perspectives which are important to consider as one develops as a leader. This is particularly true of the inclusion and emphasis on political texts including both political philosophy texts as well as the politics in action texts. The fact that the course references and includes such classic texts gives the impression that this course naturally gets students thinking about leadership and like leaders.

LDST 102- Leadership and the Social Sciences

The other introductory or gateway course for the Jepson school is *LDST 102- Leadership and the Social Sciences*. Any Richmond student can take either of the two courses, but both are required of students who ultimately choose to major in leadership studies. Although not explicitly stated, the two gateway courses are the complements of one another in that one is based on the social sciences and the other on the humanities. The academic disciplines that make up the foundation of the Jepson School can be deemed as belonging to either the humanities or the social sciences. One of three professors to teach *LDST 102* this past fall was Professor Crystal Hoyt. In Professor Hoyt's course syllabus, she provides a description and goals for the course. Hoyt suggests that, "In this course we will focus on theoretical and empirical explorations of social interaction... The overarching goal of the course is to advance your understanding of

leadership through an increased appreciation of the rich complexities of human behavior.”¹⁰⁷

Required texts for the course include, *Outliers*, by Malcolm Gladwell, *Predictably Irrational*, by Dan Ariely, and *Evicted: Poverty and Profit in the American City*, by Matthew Desmond. Assignments for the course include two separate written assignments in addition to two exams. Furthermore, students enrolled in Prof. Hoyt’s section of *LDST 102* are required to attend outside (of class) speakers and presentations and participate in/or attend local presentations of research.¹⁰⁸ The course is divided into six distinct sections, each with a different focus or theme. Part 1 is entitled, *Social Scientific Approaches to Understanding Our World* and introduces students to the methodology of the social sciences in academia. Part 2, *No (Wo)Man Is an Island*, explores concepts such as the need to belong and the role of the group in leadership, as well as the importance of context, meaning culture, community, faith and generation.¹⁰⁹ The fact that the entire course is based on understanding leadership from the social science perspective, the social aspect of leadership is implied. Part 2 reinforces that Jepson firmly holds that leadership is a social process.

Part 3, *Focusing on the Leader*, begins with a subunit on approaching leadership from a trait perspective. Part 3 also involves a discussion of self-control, self-regulation and how they apply to leadership. Further, the relationship between power and corruption, as well as rational vs. irrational individuals are explored in this section of the

¹⁰⁷ Hoyt, Crystal, “Leadership and the Social Sciences: Leadership 102-Fall 2016 Syllabus,” *jepson.richmond.edu*, 2016, <http://jepson.richmond.edu/major-minor/syllabi/f16-102-1-hoyt.pdf>, p.1.

¹⁰⁸ Hoyt, Crystal, “Leadership and the Social Sciences” p.2.

¹⁰⁹ Hoyt, Crystal, “Leadership and the Social Sciences” p.4.

course. Lastly, Part 3 looks at self-serving biases and self-justification.¹¹⁰ Part 4 is entitled, *Focusing on the Followers: Perceptions, Expectation and Leadership*. Topics explored during the section of the course include understanding why the mind gets what it wants and how the unconscious mind works in a general. Moreover, perceiving leaders and the threat that stereotypes could pose on leadership are discussed during Part 4 of the course.¹¹¹ Part 5 of the course, *An Interpersonal Perspective to Leadership* discusses and explores several of the social tactics that are often employed by leaders. These include persuasion and implications of social influence. Further, the relationship between obedience and authority and the vulnerability of followers in instances of toxic leaders.¹¹² The sixth and final part of the course entitled, *Leadership to What Ends: Taking a Social Science Perspective to Contemporary Social Problems*, looks at some of the challenges that face leaders in contemporary society, paying close attention to the role of poverty and inequality in the American social landscape.¹¹³

As one of the introductory courses for the Jepson curriculum, *LDST 102* also approaches leadership from a broader perspective. It introduces some of the basic theories that the social sciences have developed over the years in regards to leadership. The social sciences, which are rooted in empirical studies and evidence are important to understanding the study of leadership. This course exposes students to the empirical side of leadership and in doing so explores how the mind (psychology), money (economics), and society (sociology), among other factors, challenge and influence leaders daily. It is also quite clear that *LDST 102* is the complement to *LDST 101*, and in conjunction with

¹¹⁰ Hoyt, Crystal, "Leadership and the Social Sciences" p 5.

¹¹¹ Hoyt, Crystal, "Leadership and the Social Sciences" p 6.

¹¹² Hoyt, Crystal, "Leadership and the Social Sciences" p7.

¹¹³ Hoyt, Crystal, "Leadership and the Social Sciences" pp.7-8.

one another, provide a broad, yet strongly developed foundation for studying leadership. The courses also serve a larger purpose of getting students to start thinking about leadership and hopefully spur personal leadership development.

LDST 300- Theories and Models of Leadership

The third course, which completes the trifold of the course content section for the case study on The Jepson School of Leadership Studies is *Theories and Models of Leadership (LDST 300)*. Like the introductory courses discussed in this section, *LDST 300* is one of the courses required of all Leadership Studies Majors. One of two professors who taught the course in the fall of 2016 was Professor George R. Goethals. In introducing the course on the syllabus, Professor Goethals' writes, "This course considers theories and models of leadership. Together we will explore a range of classic and contemporary approaches to leadership, and their application to understanding leaders, followers, and the situations they encounter."¹¹⁴ The course has two required texts, *Leading Minds*, by Howard Gardner and *Blink*, by Malcolm Gladwell. Furthermore, a large portion of the reading assignments are either articles or certain chapters of books, which Professor Goethals makes available online. The assignments for the course include two exams as well as a final term paper which expands upon one of the leadership theories discussed throughout the semester. Additionally, there is a group project component that breaks the class into five separate groups. Each group is tasked with leading a class discussion guided by a certain set of readings.¹¹⁵ This group project is another example of the experiential learning component of Jepson.

¹¹⁴ Goethals, George R., "Theories and Models of Leadership: Fall 2016," *jepson.richmond.edu*, syllabus, 2016, <http://jepson.richmond.edu/major-minor/syllabi/f16-300-2-goethals.pdf>. p.1.

¹¹⁵ Goethals, George R., "Theories and Models of Leadership: Fall 2016," p.1.

Some of the theories and concepts which are explored throughout the course include, power, communication, persuasion and cognitive dissonance. Also, personality and the relationship between effective leadership and personality traits. The concept of multiple intelligences and how it relates to leadership is another main topic of the course. The syllabus for *LDST 300* demonstrates that the class spends a few class periods discussing charismatic and transformational leadership, which is a major aspect of Burns' approach to thinking about leadership. Furthermore, one of the group project/presentations revolves around this topic. Other themes included in the course includes the unconscious processing of leadership, which refers to perception and the how understanding the mind plays into leadership. Also, social cognition and social identity as they relate to leadership follow next in the class discussions on the mind and unconscious leadership.¹¹⁶ Legitimacy, which is something that Burns also explores in his historical analysis of leadership is one of the key concepts explored in *LDST 300*, especially as it relates to power and influence and the leader follower relationship. Other topics explored in the course include the relationship between gender and leadership. Interestingly, the subunit on transformational leadership is accompanied by an assigned reading from Burns' *Leadership*. Additionally, Captain Ahab from Herman Melville's *Moby Dick*, serves as a case study to support the transformational leadership discussion. Following the transformational leadership, the next class discussions are guided by *Leadership without Easy Answers* written by R.A. Heifetz, and Barbara Kellerman's, *Bad Leadership*. The final topic formally discussed in the course is military leadership. The

¹¹⁶ Geothals, George R., "Theories and Models of Leadership: Fall 2016, pp.2-7.

accompanying readings for this topic are John Keegan's, *The Mask of Command*, and a chapter from Howard Gardner's, *Leading Minds: An Anatomy of Leadership*.¹¹⁷

Theories and Models of Leadership (LDST 300) explores and presents several leadership theories, many of which can be found in the other case studies as well. Not surprisingly, theories involving transformational and charismatic leadership, as well as the implications of personality and the mind on leadership are some of the more prominent concepts explored throughout the semester course. The course seems to expand upon the introductory courses, especially *Leadership and the Social Sciences (LDST 102)*, in that a theoretical approach to leadership is often based on empirical evidence. A broad foundational understanding of leadership most likely aids class discussions and provides some real-world examples, which helps students to examine the theories in application. Furthermore, exposure to these theories most likely contributes to the personal leadership development of students. Although the syllabus does pinpoint personal leadership development as an objective of the course, discussion of leadership theories naturally provokes self-reflection and therefore contributes to leadership development.

Does the Program Fit our Framework?

Although the first chapter clearly distinguishes between the three distinct leadership perspectives, there are also certain qualities and characteristics, which Gardner, Burns and Kellerman agree upon as being integral to understanding leadership. To gauge the overall quality of the leadership education offered by each of the case studies included in this thesis, I will be using these common themes as benchmarks. In

¹¹⁷ Geothals, George R., "Theories and Models of Leadership: Fall 2016," pp.6-8.

other words, does the program adhere to the framework of leadership, which is set forth in the first chapter?

It can be argued that The Jepson School fits within the framework better than the other two schools, because the school draws directly upon the theories of the three scholars which are referenced in the first chapter of this thesis. Of course, the other case studies include discussion of some of the concepts and theories proposed by the three scholars, some even directly reference the scholars. However, Jepson is the only case study which has explicit examples to demonstrate the influence of the scholars on the field of teaching leadership. Gardener is referenced and quoted in the founding document for the school, *Draft No. 4*. Discourse written by both Burns and Kellerman is assigned for reading materials in *LDST 300*. These are just the explicit examples of how Jepson acknowledges these scholars, and therefore, fits within their framework for thinking about leadership. However, there are also implicit examples of their influence as well, such as any discussion of transformational leadership, a concept which was largely developed by Burns and first suggested by Burns. It is not surprising that all three leadership scholars are included in the Jepson School curriculum since the school approaches leadership from a general point of view. Similarly, the scholars write about leadership in a general sense. The leadership framework established in the first chapter is broad in its nature and compared to the other two case studies, which approach leadership with more tailored points of view (business and military), the Jepson School aligns more directly with this framework.

1. Does the Program acknowledge a leader/follower relationship?

The short answer to this question is yes, the program does acknowledge the leader/follower relationship. The Jepson school upholds that the leader/follower relationship is a moral relationship. This belief drives the ethical emphasis that permeates the educational program at all levels, which culminates in the senior capstone course on leadership ethics. As discussed earlier, Jepson views leadership as a subset of ethics, not the other way around. Moreover, the school is influenced by and in many ways, aims to produce a leader for public service. Public service leadership inherently suggests that a leader serves a certain set of people, a constituency; the chief role of someone in a public servitude position is to serve their followers. Moreover, the course content of *LDST 101*, *LDST 102*, and *LDST 300* all include themes which suggest that leadership requires both a leader and a follower. Topics such as transformational leadership, persuasion, coercion, and perceptions, among others all exemplify that leadership is ultimately about leaders and followers.

2. Leadership is goal oriented, especially in the sense of a collective goal or shared vision, held by both the leader and the follower. Does the program include or discuss goal setting and vision?

Of the five benchmark questions, this is the most difficult to determine. The three courses which comprise the content section of this chapter do not illustrate that Jepson values the importance of goal setting and vision. Compared to the other case studies, which have examples of teaching goal setting as part of leadership, Jepson seems to be lacking this. That said, it is possible that goal setting is explored more specifically in a

different course within the broader Jepson curriculum- a course which may not have been researched for this chapter. Furthermore, goal setting is overwhelmingly something that is included in most leadership discourse, which makes it difficult to believe that Jepson would leave this out of their leadership curriculum. Additionally, one of the core ideas, which the school is based upon is that change is one of the only constants of the complex contemporary society. Thus, leaders must anticipate change and further know how to provoke and guide change. The ability to navigate through change requires a vision and goals. Because Jepson suggests that change plays such crucial role in the application of leadership, it is odd that goal setting is absent from the curriculum. Although the evidence provided in this chapter does not explicitly validate the inclusion of goal setting in Jepson's leadership curriculum, it is most likely covered or discussed at some point throughout a Jepson student's educational experience.

3. Does the program acknowledge that leadership is a social process?

The Jepson School contends that leadership is certainly revolved around a leader/follower relationship. This sentiment also suggests that leadership is a social process. As previously mentioned, Jepson prides itself as a truly one-of-a-kind educational institution because its foundations are so deeply rooted in the liberal arts and interdisciplinary studies. Moreover, several of the disciplines which contribute to the Jepson school are classified as social sciences, this further confirms that Jepson believes that leadership is a social process. The Jepson curriculum intentionally challenges students to think about leadership as a naturally social process. Additionally, several of the concepts mentioned in the content section of this chapter and also several of the courses offered by the school exemplify that leadership is a social process. For instance,

one of the three broader areas of leadership, which students can choose to take upper-level electives in is the *Social/Organizational Area Courses*. Courses that fall under this category include, *Group dynamics*, *Conflict Resolution*, and *Leaders in Organizations*, among others. Overwhelmingly, the content of this case study and the information provided on the school's website suggest that The Jepson approach to thinking about leadership revolves around the notion that it is a social process.

4. We live in a complex world that is always changing and moving, thus leadership must change with it. Does the program prepare students to serve as leaders in a dynamic and complicated world?

On the “About” page on the Jepson School website, there is a quote which states, “Change is certain. Leadership ensures that change is intentional.”¹¹⁸ This sums up the answer to this question in the most succinct way and in doing so suggests that at Jepson, change is the one constant of leadership that is guaranteed in a complex, global world. Jepson seems to suggest that understanding change, and furthermore, equipping students with the skills to face change and also make change is a primary objective of a Jepson education. In addition to exposing students to and preparing them to change, there are several courses at Jepson which provide the contexts of modern society. There is not a guarantee that these contexts will affect a future leader, but exposure to them increases a leader's ability manage the challenges should they one day come face to face. Some of these courses include, *Leadership in International Contexts*, *Leadership and Governance in the Contemporary American Metropolis*, *The Creation of the American Republic*,

¹¹⁸ “About Jepson: Why Study Leadership,” *jepson.richmond.edu*, n.d., <http://jepson.richmond.edu/about/index.html>.

Leadership in Cultural and Historical Contexts, Gender and Leadership, and Leadership in a Diverse Society, among others. Based on courses such as these, it can be inferred that one of the primary aims of a Jepson education is to provide students with as much contextual information as possible, to best equip them with the knowledge to be practical and pragmatic leaders in the future. Interestingly, Jepson also offers an elective course entitled *Leading Change (LDST 356)*, this further reinforces that Jepson is very focused on educating leaders to serve in dynamic and complicated world, and especially, to anticipate change.

5. In leadership, there is a pattern of rising and falling, succeeding and failing. Does the program acknowledge this and provide leaders with resources to survive the ebbs and flows of being in their position?

Based on the course material presented within this chapter and review of the Jepson School's website, acknowledgement of the rising and falling of leadership is not entirely explicit. However, the inclusion Barbara Kellerman's *Bad Leadership in MGMT 300*, suggests that Jepson does anticipate all leaders are successful. Moreover, one of the elective courses offered by the school is on the topic of *Good and Evil* as it relates to leadership. These examples speak to the fact that at Jepson, there is an understanding that leader and leadership does not always function productively and effectively. Also, the inclusion of topics such as toxic leadership, coercion, power, and legitimacy within the curriculum, further highlight some of the threats to leadership. Interestingly, in reviewing the materials which this case study is based upon, mention of failure and the quality of resilience, and overcoming failure in difficult situations is largely absent. The emphasis on understanding, applying and operating as a leader within the framework of change

may help explain the absence of the success/failure pattern within the Jepson curriculum. In other words, it is possible that a leadership education, which is focused on equipping students with the ability to navigate change, will naturally provide students with the skills to survive the rising and falling pattern of leadership.

Chapter 3

The United States Military Academy at West Point

This case study takes us to the shores of the Hudson River, north of New York City to the United States Military Academy (USMA), at West Point. West Point is the collegiate institution which educates cadets to become future leaders in the United States Army. It is also the oldest military post in the U.S. to be continuously occupied. Arguably, one of the oldest true leadership schools, producing future leaders has always been central to a West Point education, since its founding in 1802. There are several well-known leaders in American history who are graduates of West Point and who exemplify the leadership aspirations of the Academy. Some of these notable alumni include two U.S. Presidents, Ulysses S. Grant and Dwight D. Eisenhower. Interestingly, both the United States Military Academy and Union College belong to an distinguished group of collegiate institutions, which have had the privilege of educating two U.S. Presidents. Jefferson Davison, President of the Confederate States of America during the civil war also graduated from the Academy. In addition, there are several notable generals in American history who graduated from the Academy; Robert E. Lee, Stonewall Jackson, John J. Pershing, Douglas MacArthur, and George Patton, to name a few. These notable alumni exemplify the merit of West Point's leadership teaching abilities.

While the institution was originally founded as a school for engineers, it has always been for the arts and sciences of warfare, which inherently requires leaders and leadership. The father of the USMA, Colonel Sylvanus Thayer, was the first superintendent of the school and set a precedence for strong academic standards and

military discipline, while also upholding the value of honorable conduct. Over the course of its two-hundred-year history, the curriculum at West Point has changed and broadened as the needs of our nation and technological advancements have grown and changed. Furthermore, the occurrence of major wars and the participation of USMA cadets in those events has historically spurred change and growth at the academy as well.¹¹⁹ Despite these changes, leadership has always been a hallmark of the cadet experience at West Point. This case study provides an overview of the teaching of military leadership at West Point. The research collected for this case study is largely drawn from West Point's website and as provided by Captain, Nick Eslinger. Captain Eslinger is an instructor of *PL300: Military Leadership*, which will be discussed later in this chapter. In addition to providing me with several documents to support my research, I also spoke with Captain Eslinger on the telephone and exchanged several emails with him. Captain Eslinger was an essential resource to forming this case study.

To gain an understanding of how leadership is taught at West Point, it is important to acknowledge the core values of the institution. In most cases, core values of a group or organization influence all aspects of said organization. The same can be said about West Point. Per the USMA's Character Development Strategy document, "The United States Military Academy educates, trains, and inspires leaders of character. The Army and the Nation deserve and demand West Point graduates committed to the ideal of Duty, Honor, Country, and Army Ethic."¹²⁰ It is these values of Duty, Honor, Country and Army Ethic, which Cadets are expected to learn, maintain and exemplify while at West Point and for the rest of their lives. In general, the West Point philosophy upholds

¹¹⁹ A Brief History of West Point." *usma.edu*, n.d. <http://www.usma.edu/wphistory/SitePages/Home.aspx>.

¹²⁰ "Character Development Strategy: Live Honorably and Build Trust," created by *The William E. Simon Center for Professional Military Ethic*, provided by Captain Nick Eslinger, 2014, p.3.

that over the course of the forty-seven-month cadet experience, the objective of internalizing the core values will be realized. Moreover, the internalization of these core values will help to “ensure that West Point remains the Nation’s premier leader development institution.”¹²¹ The internalization and realization of West Point core values can be attributed to USMA’s Character Development Strategy; *Live Honorably and Build Trust*.

Just as Colonel Thayer established in the infancy of the academy, the commitment to *honorable conduct*, which is equated to *character*, has remained steadfast over the past two hundred years of West Point history. The Character Development Strategy and its accompanying document serves as a guide of sorts to explain and determine how *character* should be constructed, cultivated and supported throughout the forty-seven month cadet experience. The document sets forth the mission statement of the U.S. Military Academy, which contends. “Educate, train and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country, and Army Ethic, and prepared for a career of professional excellence and service to the Nation as an officer in the United States Army.”¹²² These core values and the Character Development Strategy is intended to permeate every aspect of Cadet education and experiences and it helps to explain and provide perspective as to the type of leader, which the USMA aims to produce. The next section of this chapter provides an overview of arguably, one of the most important components of cadet education; the actual course, which teaches leadership, *PL300*.

¹²¹ “Character Development Strategy: Live Honorably and Build Trust,” p.3.

¹²² “Character Development Strategy: Live Honorably and Build Trust,” p.6.

PL 300- Military Leadership

There are only two academic requirements of all West Point Cadets, that is, only two courses, which all cadets must take. The first is General Psychology, which all cadets enroll in during their first year. The second requirement *PL300* is the topic of this section, and is known as *Military Leadership*. Cadets enroll in *PL300* during their third year. In addition to *PL300* there is also an academic major at the USMA known as Leader Development Science, which is part of the Department of Behavioral Sciences and Leadership. However, for this case study, I will be focusing on *PL300* because it is universally taught to all Army Cadets. By the time that cadets reach their third year and enroll in *PL300*, they will have already had two different leadership experiences.¹²³ The introductory letter included in the *PL300* course guide states, “It is our sincere hope and expectation that *PL300* is the most memorable and relevant class you will ever take at West Point... *PL300* is about arming you with the knowledge that will help you be a better leader, develop better leaders and make your teams and organizations more effective.”¹²⁴ The fact that the course is one of only two, which is universally experienced by cadets and also the fact that the introductory letter suggests that *PL300* is the most relevant academic course that cadets will ever take, speaks to the importance of the course. The importance of this course further reinforces how integral leadership in general is to the USMA Cadet experience.

The *PL300* course guide offers cadets taking the course some background on the breadth of knowledge, which supports and shapes the course and a course purpose. In regards to the foundational disciplines of the course, the guide states,

¹²³ Phone Call with Captain Nick Eslinger, December 15, 2016.

¹²⁴ Smith, Daniel (PL300 Course Director), “PL300: Military Leadership Course Guide”, provided by Captain Nick Eslinger, 2016, p.i.

“The knowledge upon which this course rests, is drawn from the disciplines that study human behavior at the levels of the individual, group, organization and society: individual psychology, social psychology, organizational psychology, management, and sociology. Leadership is an art. But gaining a pragmatic, working knowledge of these sciences is an important part of preparing the artful leader.”¹²⁵

Furthermore, there are three main goals, which are established at the start of the course. The course purpose and goals are aimed at ensuring that cadets gain the knowledge, experience, and ability to reflect so that they can one day effectively lead their organizations, particularly in a dynamic and ever changing world. The three goals of the course are as follows:

“1) Cadets learn to apply knowledge from the behavioral, organizational, and sociological sciences to understand, explain, predict, and influence human behavior in organization.”

2) Cadets will be inspired to ownership of their own development and to life-long learning in topics pertaining to leadership and organizational effectiveness.

3) Cadets will reflect on their leadership and become better, more self-aware leaders”¹²⁶

To support the course goals and purpose, there is a course reader textbook. The course reader is published specifically for the *PL300* course and includes a combination of leadership theories, and writings by past and active duty officers who write about leadership. Unfortunately, I was unable to get a copy of the text because it published so exclusively. Captain Eslinger suggests that the Course Guide is very comprehensive and outlines the various theories and concepts, which are included in the text book.¹²⁷ Like all college courses, *PL300* also includes several assignments and exams. There are three assignments throughout the course and that make up a larger *Leader Development*

¹²⁵ “PL300: Military Leadership Course Guide,” p.i.

¹²⁶ “PL300: Military Leadership Course Guide”, provided by Captain Nick Eslinger, 2016, p.ii.

¹²⁷ Phone Call with Captain Nick Eslinger, December 15, 2016.

Portfolio. These assignments include a Journey Line Paper, an Individual Development Plan, and finally a Leader Philosophy Paper.¹²⁸ These assignments are individualistic in nature and exemplify the course's emphasis on personal leadership development and awareness. Moreover, the course also includes both a midterm and final exam. Although not a specific assignment, Cadets enrolled in *PL300* are also tasked with finding a mentor and establishing a relationship. Mentors are supposed to be key sources of support to the Cadets as they create their Leader Development Portfolio throughout the course. Incidentally, many of the mentor/mentee relationships continue even once the course is completed.¹²⁹ The following section examines the content of the course in follow to the purpose of *PL300* and the expectations of cadets enrolled in the class.

Course Overview

The course content of *PL300* is divided into three different blocks. Within each block, there are different theories, topics, and discussion questions that are addressed. I think for my purpose, it is fine to go ahead and assume that these cadets are expected to learn and internalize these ideas both through outside work, such as readings and assignments and also through in-class lectures and discussions. This three-block structure offers three different sub categories, which seem to reflect three different aspects of leader development that are most important in the eyes of the USMA. Block number one is entitled *Preparing Yourself to Lead*, block two is entitled *Leading and Developing Others*, and the third and final block is *Building Great Organizations*. The next three sections of this paper will explore the contents of each block and dive a bit deeper into some of the theories and concepts which are included in the course content. In exploring

¹²⁸ "PL300: Military Leadership Course Guide," p.vii.

¹²⁹ Phone Call with Captain Nick Eslinger, December 15, 2016.

some of these topics further, the distinctions between each of the three blocks should become apparent.

Block 1: Preparing Yourself to Lead

The first block, *Preparing Yourself to Lead*, begins by introducing the course and developing foundational concepts such as the leadership development model. The USMA's *Leadership Development Model* holds that personal readiness for development + developmental experiences (assessment, challenge, support) + attaining new capacities and knowledge and having the ability to reflect + time, results in officer development.¹³⁰ Clearly, this first block emphasizes development and awareness of the self as a leader. This self-development is further reinforced and supported by the general character development strategy; *Live Honorably and Build Trust*. To aid in the discussion of character development, the course also uses Peterson and Seligman's "Values-in-Action Inventory of Strengths."¹³¹ Lesson 4 introduces the crucibles of leadership, as determined by W.G. Bennis and R.J. Thomas. These academics suggest that there are three types of crucibles, in which leaders grow from. These skills include, engaging others in shared meaning, a distinctive and compelling voice, integrity, and adaptive capacity.¹³² Lesson 5 introduces the concept of authentic leadership and explores several key concepts that support authentic leadership. These include concepts include; learning from your life story, knowing your authentic self, practicing your values and principles, balancing your extrinsic and intrinsic motivations, building your support teams, integrating your life by staying grounded and empowering people to lead.¹³³

¹³⁰ "PL300: Military Leadership Course Guide," p.65.

¹³¹ "PL300: Military Leadership Course Guide," pp.12-14.

¹³² "PL300: Military Leadership Course Guide," p.16.

¹³³ "PL300: Military Leadership Course Guide," p.16.

Following a foundational understanding of authentic leadership, the course looks at perceptions and biases, decision making, and emotional intelligence. These lessons emphasize building an awareness of the self and how perceptions can impact how individuals process certain things, creating biases. The self-concept characteristics, or 3-Cs, help to illustrate how we as human beings perceive ourselves. Additionally, the decision-making unit differentiates between rational and non-rational decision making and explores individual versus group decision making. The decision-making lesson is also intended to spur discussion regarding making ethical decision making considerations. Lesson 8, which focuses on emotional intelligence looks at Goleman's five components of emotional intelligence and suggests that emotional intelligence impacts the effectiveness of leaders and their organizations.¹³⁴ Lesson 9 discusses resilience and overcoming failure and how leaders should promote the resilience of other people and the impact that failure has on a leader. The lesson also includes a discussion of the Model of Resiliency, which is at the conclusion of block one of the course, is a case study.¹³⁵ *PL300* course instructors are given some latitude in terms of the content and discussions, which they include in the course.¹³⁶ One of the ways that they can exercise their personal preferences in teaching leadership is via the case studies, which are discussed every so often throughout the course. Because the instructors are given personal choice in determining the content of case studies, the specifics of the case study are not included in the guide.

¹³⁴ "PL300: Military Leadership Course Guide," pp.17-19.

¹³⁵ "PL300: Military Leadership Course Guide," p.20-21.

¹³⁶ Phone Call with Captain Nick Eslinger, December 15, 2016.

In reviewing the course guide and general content of the first block of *PL300*, and in thinking about the name which it bears this grouping of concepts and theories, there is a distinct factor which distinguishes this block from the other two, that distinction being a strong emphasis on developing personal leadership. In other words, the first block is all about the individual, the cadet, gaining the knowledge and understanding to develop into the best military leader possible. By looking at some of the key ideas and theories, which I have just mentioned, further supports and reinforces the personal leadership development emphasis. The Model of Leader Development, seems to provide Cadets with an approach to thinking about how their own leadership shall be developed throughout their 47-month experience at the academy. The end result in this model is officer development, which I interpret to mean full leadership abilities are realized by the cadet. This framework provides a foundation for Cadets enrolled in *PL300* to think about every subsequent idea, theory, or leadership example and how the exposure to those new concepts fits within their development as an officer and as a leader.

The next theorem discussed in the first block is the crucibles of leadership. Warren Bennis and Robert J. Thomas contend that a crucible is a “transformative experience through which an individual comes to a new or an altered sense of identity.”¹³⁷ The authors also identify several common types of crucibles which contribute to shaping leaders. These common crucibles include, learning from difference or experiencing prejudice, prevailing over darkness and traumatic experiences, and finally, meeting great expectations, such as cases of enduring having to answer to a demanding supervisor. Moreover, Bennis and Thomas also propose that there are four

¹³⁷ Bennis, Warren & Thomas, Robert J., “Crucibles of Leadership, in *Harvard Business Review*, September 2002, <https://hbr.org/2002/09/crucibles-of-leadership>.

skills, which are essential for leaders to possess and which incidentally are also the skills that help leaders find substance and learning opportunities through difficult crucible-like experiences. These skills include engaging others in shared meaning, having a distinctive and compelling voice, possessing a sense of integrity, and lastly, having adaptive capacity. The authors emphasize adaptive capacity as the most important skill and ascribe it to “in essence, applied creativity- an almost magical ability to transcend adversity, with all its attendant stresses, and to emerge stronger than before. It’s composed of two primary qualities: the ability to grasp context, and hardiness.”¹³⁸ The inclusion of the crucibles of leadership suggests that USMA believes that experiencing difficult and potentially life-altering situations has an impact on the development of a leader.

Another key idea which is explored in the first block is authentic leadership. *PL300* uses Harvard Business School professor, B. George’s authentic leadership approach to discuss this idea. Interestingly, at the core of George’s “Authentic Leadership,” which can be found in his 2003 book, is the concept that an individual’s character is the most important aspect of a leader.¹³⁹ It’s not surprising that the USMA would choose to use this character based leadership model given their own commitment to developing leaders of character. Moreover, an integral component of George’s authentic leadership is concept of emotional intelligence (EQ), in the sense that an authentic leader develops their leadership overtime, just as their EQ is developed.¹⁴⁰ Emotional Intelligence, and more specifically, Daniel Goleman’s characterization of it, is another key idea explored during the first block. Goleman, building on a concept first

¹³⁸ Bennis, Warren & Thomas, Robert J., “Crucibles of Leadership.”

¹³⁹ George, Bill, “The Truth About Authentic Leaders,” in *Harvard Business School Working Knowledge: Business Research for Business Leaders*, March 6, 2017, <http://hbswk.hbs.edu/item/the-truth-about-authentic-leaders>.

¹⁴⁰ George, Bill, “The Truth About Authentic Leaders.”

developed by psychologists Salovey and Mayer, identifies five components of emotional intelligence in action. These include self-awareness, self-regulation, internal motivation, empathy, and social skills.¹⁴¹ In short, emotional intelligence is all about having an awareness of one's own emotions and the emotions of others, and further, how one's emotions can have an impact on other's emotions.

The final lesson in block one focuses on resiliency and overcoming failure. This a logical ending point for a sub-unit on personal leadership development, as evidenced by the crucibles of leadership. The inclusion of the crucibles and the concept of resiliency suggest that the USMA upholds that overcoming hardship is essential to a leader's development. Furthermore, the emphasis on authentic leadership and developing a strong character while also employing the skills to strengthen and develop one's EQ supports the overall theme of individual leadership development which seems to constitute the first block of *PL300*.

Block 2: Leading and Developing Others

This brings us to the second block of the Military Leadership course; *Leading and Developing Others*. Put more simply, this section focuses on the relationship between leaders and their followers. The beginning of block two heavily emphasizes motivation, an aspect of leadership which is often discussed by Gardner, Burns and Kellerman. Lessons 11-13 all focus on motivation, yet each has a distinct focus within the broader concept. Lesson 11 looks at content theories, and Herzberg's Motivator-Hygiene Theory and McClelland's Needs Theory. Lesson 12 examines and discusses expectancy and equity through 'Vroom's Expectancy Theory' and 'Adam's Equity Theory.' These

¹⁴¹ Sonoma State University, "Daniel Goleman's Five Components of Emotional Intelligence" in *Philosophy 101: Critical Thinking- Paper #1: Emotions Paper*, February 1, 2009, http://www.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm.

theories can be pragmatically applied both in the case of motivating one's self and motivating others. Finally, lesson 13 explores the importance of goal setting in the motivation of followers.¹⁴² As you'll recall from the first chapter, goal setting and a shared vision is one of the hallmarks of leadership, which Gardner, Burns and Kellerman all agree upon. Lesson 13 draws up E.A. Lock and D.R. Smith to explain how goal setting can impact and influence performance of followers.¹⁴³

Lessons 14 and 15 explore power and influence as it relates to leadership. Lessons on power draw upon B. H. Raven's six bases of power to gain an understanding of how power and influence tactics can influence and ultimately lead to obtaining the desired outcomes. Raven's bases of power included; coercive power, reward power, legitimate power, expert power, referent power and information power. Lesson 16 dives into the Full Range Leadership Model (FRLM). Transformational leadership, transactional leadership and passive-avoidant leadership are differentiated within the FRLM.¹⁴⁴ Lesson 17 delves deeper into transformational leadership, the transformational leadership model, and explains the connections between conditions, behaviors, components, processes and outcomes of transformational leadership. Lesson 18 discusses the toxic triangle and toxic leadership. According to the course guide, the toxic triangle involves destructive leaders, susceptible followers, and conducive environments.¹⁴⁵ Lesson 29, which is centered on shared leadership takes the approach that shared leadership should be considered a counter model or alternative to traditional leadership. Moreover, traditional leadership is

¹⁴² "PL300: Military Leadership Course Guide," pp.22-24.

¹⁴³ "PL300: Military Leadership Course Guide," p.24.

¹⁴⁴ "PL300: Military Leadership Course Guide," p.26.

¹⁴⁵ "PL300: Military Leadership Course Guide," p.27-28.

attributed to transformational leadership.¹⁴⁶ At this point in the course, there is another instructor determined case study, and then Cadets take their midterm exam.

The final lessons within block two include a lesson on counseling and three lessons on negotiations. The lesson on counseling instructs students on the key concepts of attending behaviors, listening skills and questioning skills. The lessons centered on negotiations explores how preconceived notions can have an impact on a negotiation process. Moreover, there are two primary types of negotiation situations, which include principled negotiation and positional bargaining. Per the course guide, there are seven specific elements of principled negotiations, which leaders must prepare for. This is known as the ‘Seven Element Negotiations Framework.’¹⁴⁷

Just as I further explored some of the theories and concepts from the first block, I’ve also dived a bit deeper with the second block to try and determine what exactly the USMA values in terms of leader-follower relationships. The first several lessons of the block focus on motivation, an idea which frequents much of the leadership literature. Within the motivation section there are several theories that are presented. The first is the Herzberg’s Motivator-Hygiene Theory, which suggests that there are specific factors that ultimately lead to dissatisfaction and some which lead to satisfaction in the workplace. Some examples of factors in the work environment which can lead to dissatisfaction include; company policy, supervision, work conditions, and relationship with supervisors, among others. On the other hand, factors which contribute to satisfaction include; achievement, recognition, work itself, responsibility, advancement, and growth.¹⁴⁸

¹⁴⁶ “PL300: Military Leadership Course Guide,” p.29.

¹⁴⁷ “PL300: Military Leadership Course Guide,” pp.33-34.

¹⁴⁸ “Herzberg’s Motivation-Hygiene Theory (Two Factory Theory)” in *NetMBA: Business Knowledge Center*, n.d., <http://www.netmba.com/mgmt/ob/motivation/herzberg/>.

Although psychologist Herzberg studied workplace environments, it is evident that the USMA believes his theory can be applied generally to all organizations where there is some type of leadership. Another theory relating to motivation that is explored in the first block is McClelland's needs theory. McClelland's theory states, "an individual's specific needs are acquired over time and are shaped by one's life experiences. Most of these needs can be classed as either *achievement*, *affiliation*, or *power*. A person's motivation and effectiveness in certain job functions are influenced by these three needs."¹⁴⁹

Another motivation based theory referenced during the second block is Vroom's expectancy theory. Vroom's theory suggests that "behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain... an employee's performance is based on individual factors such a personality, skills, knowledge, experience and abilities."¹⁵⁰ Yet another motivation based theory is Adams' Equity Theory. Adams' Equity theory expands upon her peers in the workplace motivation psychology field and suggests that job motivation not only comes from personal efforts and awards, but also comes from making comparisons to those who one considers to be in a similar situation as themselves.¹⁵¹ Yet another motivation-linked theory is E.A. Locke's Goal Setting Theory. Locke's theory proposes that setting specific goals influences how workers (or in this case) follower perform tasks. A leader who provides specific goals for his or her followers and reinforces these goals with feedback,

¹⁴⁹ "McClelland's Theory of Needs" in *NetMBA: Business Knowledge Center*, n.d., <http://www.netmba.com/mgmt/ob/motivation/mcclelland/>.

¹⁵⁰ "Summary of Expectancy Theory," *ValueBasedManagement.net*, January 6, 2016, http://www.valuebasedmanagement.net/methods_vroom_expectancy_theory.html.

¹⁵¹ "adams' equity theory: J. Stacey Adams- equity theory on job motivation," *businessballs.com*, December 2007, <http://www.businessballs.com/adamsequitytheory.htm>.

can expect positive and better task performance on behalf of their followers.¹⁵² Another aspect of the motivation content which is worth noting is goal setting. Although motivation is important for maintaining positive leader/follower relations, there must be some sort of end-result or goal, which the motivation can be applied towards. When I consulted various literatures on leadership, motivation and goal setting were two of the characteristic that I frequently came across. It is not surprising that the USMA would spend a great deal of time and several lessons exploring this topic. Believing in the very goal or purpose, which an individual or a group is striving towards is fundamental to success. Motivation, and furthermore, the maintenance of motivation seems to play an important role in leader/follower situations and the fact that *PL300* places such a strong emphasis on it during the second block, reaffirms that West Point thinks a strong leader/follower relationship is essential to effective leadership.

Included within the lessons on power and influence, the course discusses the six bases of power (coercive, reward, legitimate, expert, referent, information), and the eleven influence tactics. The Keller Influence Indicator holds that there is a difference between hard and soft influence tactics. Furthermore, “The harder an influence is, the more it resembles a military order or command to be followed without question.” While hard tactics do produce results, they are not always appropriate for every situation, so soft tactics are also employed at certain times. Having the ability to adeptly utilize and employ multiple influence tactics at any given time will warrant the best results for a leader. The eleven influence tactics which are referenced in *PL300* is actually a list of influences which was compiled and published by the University of Nebraska. The list

¹⁵² MSG Experts, “Goal Setting Theory of Motivation,” *managementstudyguide.com*, n.d., <http://www.managementstudyguide.com/goal-setting-theory-motivation.htm#>.

spans from hard tactics to soft tactics and are supposedly the key influence tactics that leaders should possess. These tactics include; pressure, assertiveness, legitimating, coalition, exchange, upward appeals, ingratiating, rational persuasion, personal appeals, inspirational appeals, and consultation, respectively.¹⁵³

Transformational leadership, which Burns discusses at length, is also one of the main ideas to be taken from block 2. The course guide includes the transformational leadership model and hopes to distinguish for Cadets the differences between transformational and transactional leadership, just as Burns does. In the Transformational Leadership Model, there are leader behaviors such as developing and communicating a vision, using unconventional strategies and communicating high expectation, confidence in follower, and demonstrating self-sacrifice, among others, which lead to Transformational Leadership Components. These components include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Additionally, there are certain conditions, such as crisis, change, instability, mediocrity, opportunity, and disenchantment, which also factor into the overall process of transformational leadership. Important to the process is personal identification, social identification, internalization and self-efficacy. Ultimately, each of these factors leads to an outcome of both transformed leader(s) and organizations.¹⁵⁴ Transformational leadership seems to serve as the leadership benchmark for the USMA. In other words, USMA educated leaders should strive to become transformational leaders, because it supports overall harmony and consistency between and among leaders and followers.

¹⁵³ MSG Experts, "Goal Setting Theory of Motivation."

¹⁵⁴ "PL300: Military Leadership Course Guide," p.60.

Another model which is included in block 2 is the toxic leadership model. The visual model, illustrates that there are three components that makeup the toxic triangle of leadership. The first is toxic leaders, the second conducive environments and lastly, susceptible followers. Factors which contribute to forming toxic leaders include vision, charismatic leadership, personality, and a personalized need for power. Environment which make the list as conducive to creating toxicity include instability, threat, cultural values and a lack of checks and balances. As the last leg of the toxic triangle, susceptible followers includes both conformers and colluders. Conformers come from unmet needs, low self-concept, and low maturity. Colluders arise when people have a similar world view and ambition. While the hope is that USMA leaders will be successful in their positions, it would be naive to think that all leaders are good and successful. Furthermore, there are many factors, which are often out of the control of one individual or even a group of individuals, which can threaten or negatively impose upon leader/follower relationships. The inclusion of the toxic leadership model signifies that USMA Cadets are equipped with the knowledge and therefore the foresight to prevent themselves from becoming toxic leaders. Also, important to understanding toxic leadership for a cadet is the ability to recognize when others may be at risk for developing into toxic leaders. Furthermore, an understanding of some of the factors that contribute to toxic leadership may help future leaders to eradicate these threats, should they arise. Undeniably, leadership is not an easy task. But for someone to be a leader, he or she must maintain followership, and collectively, both entities, the leader(s) and the followers must have stake in the same shared vision. Block 2 equips Cadets, as future leaders in the Military, with some tools and an understanding of how to build and develop that relationship.

Block 3 takes leadership development to the next level and discusses ways a leader can maintain the very organizations, which they grown and developed.

Block 3: Building Great Organizations

The third and final block of *PL300* lessons is entitled, *Building Great Organization*. Lessons in this block focus on the organization leadership and how groups and organization function. Furthermore, the information provided in this block offers leaders knowledge and background intended on equipping them with the tools to sustain the groups and organizations, which they will one day lead. Integral to understanding organizational leadership and organizational effectiveness is having an awareness of the external factors and forces which can impose upon and influence organizations in positive and negative ways. This third block also attempts to provide Cadets with the resources to distinguish what some of these forces might be and how to navigate them in an ever-changing society.

The first lesson in block three discusses team dynamics. Using the Team Effectiveness Model, the lesson equips Cadets with the knowledge to maintain organizational effectiveness. Lesson 28 looks at Group Development and explores concepts of group cohesion. Per the course guide, there are five sources of cohesion. Lesson 29 uses Tuckman's "Five Stages of Group Development" to delve further into group cohesion and development.¹⁵⁵ Naturally, conflict is bound to occur within a group or organization at one point or another. Lesson 30 looks at task conflict, relationship conflict, the six common sources of conflict, the six structural approaches to conflict management and the five conflict handling styles to present students to offer various

¹⁵⁵ "PL300: Military Leadership Course Guide," pp.36-38.

resources for managing organizational conflict.¹⁵⁶ Lesson 32 discusses organizational justice and how perceptions of justice within an organization have a connection or organizational effectiveness.¹⁵⁷

Lesson 33 emphasizes organizational culture, particularly, Schein's three levels of culture and Schein's eleven mechanisms for changing (or maintaining) culture. Subsequently, lesson 34 discusses organizational change and Kotter's Eight Steps of Organizational Change.¹⁵⁸ The next lesson focuses on socialization of an organization and specifically, the goals of socialization, the three-phased model of organizational socialization and the six socialization of tactic pairs. Lesson 36 explores cross-cultural competence, that is cultural context. Lesson 39, the final formalized lesson of the course discusses leadership in extremis.¹⁵⁹ When I spoke to Captain Eslinger, he clarified that leadership in extremis is essentially leadership in death. The course seems to have saved the most difficult concept to prepare for and comprehend for the end.

Block 3 is all about creating and maintaining a strong organization. Organizational strength is an important aspect of leadership because a strong organization should be successful. The first topic in block 3 is the Team Effectiveness. The model upholds that organizational and team environment factors, such as rewards, communication, structure, leadership and physical space, coupled with team design and team process leads to team effectiveness. Team design involves task characteristics, team size and team composition. Team processes includes team development, team norms, team cohesiveness and team trust. Team effectiveness is determined by the ability to

¹⁵⁶ "PL300: Military Leadership Course Guide," p.39.

¹⁵⁷ "PL300: Military Leadership Course Guide," p.41.

¹⁵⁸ "PL300: Military Leadership Course Guide," pp.42-43.

¹⁵⁹ "PL300: Military Leadership Course Guide," pp 45-47.

accomplish tasks, satisfy member needs and maintaining team survival.¹⁶⁰ As mentioned in the team effectiveness model, group cohesion and development is an important aspect of organizational leadership. *PL300* utilizes Forsyth's sources of group cohesion to educate Cadets on ways to develop group cohesion. The five sources of group cohesion are social, task, collective, emotional and structural. Social refers to the "attraction of members to one another and to the group as a whole." Task refers is "commitment to working together as a coordinated unit in the pursuit of group goals." Collective refers to "consensual identification with the group; unity based on shared identity and belonging." Emotional refers to "emotional intensity of the group and individuals when in the group." Structural refers to "integrity based on structural features (e.g., norms, roles, and inter member relations)."¹⁶¹

Culture (of the organization) is also an emphasis of block 3. To discuss culture, the course refers to Kinicki and Kreitner's four functions of organizational culture. Additionally, the course uses Kotter's 8 Step Change Model to discuss organizational change. The first step of Kotter's plan is increased urgency. The next step is building the right team, followed by getting the right vision and communicating for buy-in. Steps 5-8 includes, empowering action, creating short-term wins, not letting up, and finally, making it stick.¹⁶² Another component of block 3 is the lesson on cross-cultural competency. Remi Hajjar suggests, "Part of the U.S. military's contemporary transformation focuses on enhancing cross-cultural competence. An emphasis on increasing the understanding of and ability to interact with people from different regions (e.g., Middle East, Africa, Asia,

¹⁶⁰ "PL300: Military Leadership Course Guide," p.64.

¹⁶¹ Forsyth qtd. in "Mansfield University PSY 311," 2014, <http://coursework.mansfield.edu/psy3311/3311%20-%20Group%20Cohesion%20-Spring%202015.pdf>.

¹⁶² Webster, Martin. "Successssful Change Management- Kotter's 8-Step Model," *leadershipthought.com*, n.d., <http://www.leadershipthoughts.com/kotters-8-step-change-model/>.

etc.) helps explain the litany of emerging cultural programs and initiatives in the military.”¹⁶³ Evidently, the U.S. Military values cultural competency within its own ranks, as it draws from a diverse population of Americans to build its organization. Furthermore, cultural competency helps support the international component of serving as an officer in the Military, given a changing and complex world. Block 3 suggests that the USMA pays close attention to organizational culture, structure and dynamics. After all, this is an educational institution of one branch of the Armed Services, and there is a certain cultural expectation inherent, that being a militant culture. On the one hand, the theories and key concepts in block three seem educate Cadets regarding the culture expectations of the U.S. military, and on the other hand, provide them resources and ways for cultivating and perpetuating that culture.

Interpreting the Three Blocks of PL300

As previously stated, *PL300- Military Leadership* is divided into three distinct sections or blocks; *Preparing Yourself to Lead*, *Leading and Developing Others*, and *Building Great Organizations* respectively. Based on the the titles of each block and the core concepts and theories, which are included therein, it is my impression that each block explores three distinct aspects of leadership. Furthermore, one could argue that these distinct aspects are reflective of what the USMA holds to be the most important components of understanding leadership. The first block is based on personal development of the individual as a leader, while the subsequent sections focus on developing and maintaining a leader-follower relationship, and lastly, maintaining a functional and effective organization. Interestingly, when we compare these three aspects

¹⁶³ Hajjar, Remi M., “A New Angle on the U.S. Military’s Emphasis on Developing Cross-Cultural Competence: Connecting In-Ranks’ Cultural Diversity to Cross-Cultural Competence,” in *Armed Forces and Society*, 36(2), Sage Journals: Armed Forces & Society, 2009, pp.247-263.

of conceptualizing leadership to those, which Gardner, Burns and Kellerman all agree upon, they seem to be in alignment. Among other qualities, Gardner, Burns and Kellerman all agree that leadership requires the existence of a leader/follower relationship, which we see in the first two blocks. Arguably, serving as a leader requires a certain level of self-awareness and personal development. It seems to me that the USMA does not believe that leadership can be taught, but rather, the combination of life experiences and the acquiring of knowledge and skills can transform an individual into a leader. The content of block one, and the USMA values and principles in general, furthers this argument by suggesting that realizing one's full leadership is solely in the hands of the beholder (the Cadets). But to fully exercise as realized leader, an individual leader requires followers. This explains the content of block 2. The focus of block 2 is all about building the necessary relationships with followers, which are needed to pursue the end goal or vision. A successful organization, and a successful leader is rooted in the ability of the collective group to come together for a shared purpose and purpose. Lastly, block 3, *Building Great Organizations* equips Cadets with the information to help them build and create organizational structure, culture and environments that will be the most effective. I would argue that this third section is also the most military focused in the sense that there are certain expressed qualities which are in turn expected to be a part of all military organizations. While each block serves a different purpose, and promotes a different aspect of leadership, collectively they provide an in depth and holistic breadth of knowledge for shaping the best possible future military leaders.

Does the Program Fit our Framework?

There are several aspects, which make this case study unique, yet there is one that stands above rest. That is the fact that PL300 is first and foremost an education program intended for military men and women. A military education is inherently different than other types of schooling institutions because of militant values and practices that are an integral part of the learning experience. When I think of militant values in the general sense, the words order, structure, discipline, civic, honor, and respect all come to mind. Additionally, we know that the West Point specifically aims to uphold the core values of Duty, Honor, Country, and Army Ethic. It is my understanding that the *PL300* content is intended to be learned, internalized and built upon a foundation of these guiding principles. In this regard, *PL300* is influenced by military practices. However, I would argue that *PL300* is in fact, not teaching distinctly military leadership. Yes, there are certain aspects, which co certainly have military undertones, but in general, I think *PL300* is teaching more broadly defined leadership. Overwhelmingly, the concepts, theories and main ideas explored throughout the course content could be applicable in any situation of leadership. They may be applicable in military situations; however, these generalities give the impression that leadership, or at least the conceptualization of leadership that West Point uses, is universal. It is likely that case studies and in class discussions may apply the theories to military examples and tailor perspectives to fit within a military framework. However, considering both the specific topics and the overarching blocks of the course, a civilian could also learn a great deal from the United States Military Academy's course on leadership.

The benchmarks questions listed below, which are included in each case study in this thesis serve to demonstrate similarities and differences among the different schools.

Furthermore, the questions represent the attributes, which Gardner, Burns and Kellerman mutually agree upon as constituting leadership. Using a filter of these five benchmark questions illuminates how well West Point is teaching leadership. I will be offering my interpretations of West Point's teaching of leadership.

1. Does the Program acknowledge a leader/follower relationship?

The U.S. Military Academy's definition of leadership states, "Leadership is the process of influencing people by providing purpose, direction and motivation while operating to accomplish the mission and improve the organization."¹⁶⁴ Within this very definition, the USMA acknowledges the need for a leader/follower relationship to constitute leadership. Furthermore, block 2 of the course, incidentally the longest, offers theories and practical information to build and strengthen this very relationship. It seems to me that the USMA values the leader/follower relationship and the shared visions, which is to be held by both. Although there is not a specific type of leader, that the USMA is hoping to create per se, the content of the course does place an emphasis on transformational-type leadership. Transformational leadership is often found in cases of values based organizations, much like the US Military. A true transformational leader will utilize the collective vision to elevate him or herself and also his or her followers to merit a cohesive, productive, effective and accomplished organization. To put it simply, *PL300* acknowledges the need for a leader and a follower in leadership instances.

¹⁶⁴ Eslinger, Nick, "PL300 Military Leadership, Lesson 2: Leader Development," Fall 2016, Power Point.

2. Leadership is goal oriented, especially in the sense of a collective goal or shared vision, held by both the leader and the follower. Does the program include or discuss goal setting and vision?

The short answer to this question is yes, *PL300* does include goal setting and vision as part of its curriculum. Block 2, *Leading and Developing Others*, is particularly connected to goal setting and creating a vision. As previously mentioned, the first several lessons within the block focus on motivation. A key aspect of group motivation is goal setting, and more specifically shared goals. In order to reach their goals, both the leader and the follower must have stake in the vision of the collective group. Also included in block 2 is a lesson on transformational leadership. Inherent to true transformational leadership is an established goal or set of goals, which through a number of processes, collectively motivate both the leader and the followers. Moreover, I would argue that several of the theories and ideas included in the course also reinforce the notion of goal setting as part of leadership. Topics such as group dynamics, organizational culture and socialization also support goal setting. Lastly, one of the three assignments included in each Cadet's Leadership Profile is an individual development plan. Although this is speculation, I would suggest that developing personal goals is a major aspect of an individual's personal leadership development plan. Not only does *PL300* include a specific lesson on goal setting, but there are other examples of goal setting theory, which are subliminally embedded throughout the course content.

3. Does the program acknowledge that leadership is a social process?

This question is a little more difficult to answer, mainly because I'm drawing conclusions based on a course outline and a few other minimal resources, not the full in-depth, class discussions and presentations. While I do not know if leadership is ever explicitly presented as social a social process, I can reasonably surmise that the USMA believes leadership is a social process based on several aspects of the course content. Furthermore, I would imagine that Cadets enrolled in *PL300* would similarly recognize the social underpinnings of leadership. I would argue that if a program acknowledges the importance of the leader/follower relationship, which I've established as being true of the USMA, then that would suggest the program does uphold that leadership is social. Furthermore, the emphasis of block, to build a strong organization through the leader/follower dynamic also supports that leadership is social. Lastly, the third block, *Building Great Organizations*, is almost exclusively created around the idea that leadership is social. If something is social, there are certain factors, which could influence both internally and externally the overall organization of the group. However, block 3 equips Cadets (future leaders), with a breadth of knowledge to maintain and control the organization, to the best of their ability, despite these threatening factors. Topics like group cohesion, group dynamics, managing conflict, creating cultural change, and even socialization also suggest that leadership is very much a social process. Evidence aside, it is quite clear to me that the USMA absolutely believes that leadership is a social process, it may just be such rudimentary and foundational assumption of leadership, that presenting it as a social process in an explicit way is not necessary.

4. We live in a complex world that is always changing and moving, thus leadership must change with it. Does the program prepare students to serve as leaders in a dynamic and complicated world?

While I think some of the lessons in *PL300* certainly validate that the course sets out to prepare Cadets to function as leaders in a changing world, I think my phone conversation with course instructor, Captain Nick Eslinger, provides the best insight in regards to this question. When I asked Captain Eslinger what type of leader the USMA was trying to create through this course and the 47-month experience at the academy his response was something to the effect of, 'we're not trying to create one specific type of leader, but rather, provide cadets with the knowledge, information, and exposure to diverse leadership examples, theories, and ideas.' The goal is to provide cadets with the tools and experience necessary to serve as pragmatic leaders.' To me, this notion of being a pragmatic leader suggests that the USMA does prepare Cadets to lead in a complex world. I think it is difficult to gauge how effective the course is, or in other words, how effective the leadership preparation is, since we as human beings cannot predict the future, and therefore can never fully be prepared. That said, if future leaders are being taught that this unknown, this complexity of living in a global world is constantly, not constant, and also that leadership will always feel the effects of this change, then the best leadership educators can do is to try and provide leaders with the tools and skills to navigate through this landscape to the best of their ability. I think *PL300* does a pretty good job of this.

5. In leadership, there is a pattern of rising and falling, succeeding and failing. Does the program acknowledge this and provide leaders with resources to survive the ebbs and flows of being in their position?

This question is difficult to answer when it comes to *PL300* and the USMA. On the one hand, the course content does include several concepts, which would suggest that the program does acknowledge the ebbs and flows of leadership. For example, the lessons on resilience and overcoming failure, the toxic triangle, and leadership in extremis suggests that there are challenges to leadership. But in most of these cases, these challenges seem to be imposing on the individual leader. For this reason, I don't think I can confidently conclude that *PL300* successfully provides Cadets with the resources to survive. As I mentioned in my analysis of question four, I think the USMA does a great job of providing Cadets with a breadth of knowledge to be able to navigate the leadership landscape. However, one can only hope that that information will successfully guide them through, but success is not a guarantee. My answer to this question is two-fold. On the one hand, yes, the course acknowledges patterns of success and failure, but I do not think it spends enough time discussing this aspect of leadership in a broad context. So on the other hand, there is no guarantee that leaders will survive the turbulence that comes along with being in their position, and therefore, I do not think the course fully prepares Cadets to successfully survive the ebbs and flows of leadership.

Chapter 4

The Wharton School of Business at The University of Pennsylvania

This chapter serves as a case study for the teaching of business leadership. As discussed in the first chapter, there seems to be an increasing emphasis placed upon developing leaders and leadership skills within the larger business world. Moreover, this leadership phenomenon is not solely focused on leaders in the traditional business sense of the word. In general, most businesses have hierarchical structures with executives, junior executives, managers, directors, etc. Hierarchies like these make it easy to identify the individuals who hold leadership positions those who do not. Even though leadership, and the individuals who serve as the leaders in a business is typically established in a definitive and concrete manner, the leadership phenomenon effects all levels of business. Increasingly, the concept of leadership and leadership development is a part of the employee experience for entry-level employees to executives.

The inclusion of leadership education and development programs within corporate business models has been trending in recent years, and business schools seem to be following suit. The Wharton School of Business, which is a part of The University of Pennsylvania, is highly regarded as one of the top business schools in the country. The college can also claim that the current President, Donald Trump, is a graduate of its school. Wharton serves as a case study for evaluating how leadership is taught from a business perspective. While I am sure that leadership is both expected, and emphasized throughout the educational experience of a Wharton Student, The McNulty Leadership

Program provides the primary support for promoting and fostering leadership education within the school. Thus, the McNulty Leadership Program serves as the primary source for which this case study is based on. Research presented in this case study was collected via two main sources, the McNulty Program website and through conversation and email inquiries with the Deputy Director of the McNulty Leadership Program, Professor Anne Greenhalgh Ph.D. Additionally, it should be noted that the McNulty Program is considered a facet of the Management Department of The Wharton School. When I spoke with Prof. Greenhalgh on the telephone, she was very clear that the McNulty Program is exactly that, a program. It is not an academic department, but rather an encompassing and holistic program, made up of administrators and professors. Together, the McNulty staff create, support, and promote leadership initiatives for The Wharton School and its students.

The McNulty Leadership Program, formerly the Wharton Leadership Program was created in 1992. The program was renamed in 2016 when it was announced that Anne McNulty '79 had gifted Wharton with \$10 million dollars to expand the program. In recognition of the gift, the program was renamed the Anne and John McNulty Leadership Program to honor Anne and her late husband, John.¹⁶⁵ Per the program website, the vision for the McNulty Leadership Program contends that “Leadership development at Wharton bonds together scholarship, relationships, and experiences that link knowledge to action and provide structure opportunities for learning and growth. At the core of all programming is an opportunity to test, reflect, learn and apply the

¹⁶⁵ “The Wharton School of the University of Pennsylvania Announces \$10 Million Gift to Name and Expand the Impact of the Anne and John McNulty Leadership Program,” press release, *Wharton.upenn.edu*, January 27, 2016, <https://news.wharton.upenn.edu/press-releases/2016/01/wharton-school-university-pennsylvania-announces-10-million-gift-name-expand-impact-anne-john-mcnulty-leadership-program/>.

intellectual foundations of accomplished faculty.”¹⁶⁶ Furthermore, Professor Greenhalgh noted that the program was founded on the notion of experiential learning, a foundation which continues to influence all aspects of the program. The various aspects of the McNulty program, which will be explored later in this chapter, exemplify how experiential learning is put into practice at Wharton. The McNulty Program credits educational theorist, David Kolb, as highly influential in forming the foundations of the program.¹⁶⁷ Kolb’s experiential learning theory (ELT) provides insight on classroom dynamics and teaching techniques, and further, how these interact with one another in the classroom setting. For example, “The ELT model emphasizes a need for learner involvement in all educational activities and addresses the concept of how experience makes learning meaningful.”¹⁶⁸ Devi Kella characterizes Kolb’s definition of experiential learning, “Kolb defines experiential learning as a ‘holistic integrative perspective on learning that combines experience, cognition and behavior.’ Learning, he further argues is ‘a continuous process grounded in experience’. A process through which knowledge is generated as new information and experiences are assimilated.”¹⁶⁹ The emphasis on experiential learning is worth noting because of the central role it play in the McNulty Program. At the core of the program is the desire to create opportunities for experiences, both good and bad, so that Wharton students can reach their full potential as future leaders in business.

¹⁶⁶ “McNulty Leadership Program: History and Vision,” *leadership.wharton.edu*, n.d., <https://leadership.wharton.upenn.edu/history-and-vision/>.

¹⁶⁷ Phone call with Dr. Anne Greenhalgh, January 26, 2017.

¹⁶⁸ Akella, Devi, “Learning Together. Kolb’s Experiential Theory and Its Application” in *Journal of Management and Organization*. Vol. 16, Issue 1, March 2010. pp.100-112.

¹⁶⁹ Akella, Devi, “Learning Together,” pp.110-112.

The Wharton School of Business at The University of Pennsylvania serves undergraduates, Masters of Business Administration (MBA) graduate students, Executive MBA students and Senior Executive students. Currently the McNulty leadership program serves the MBA student population more so than the other student groups. However, there is also a focus on serving the undergraduates, a focus which is in the process of changing and expanding. For consistency purposes and because the other two case studies in are about undergraduate institutions, this case study provides an overview of the undergraduates provides an overview of the undergraduate programs and initiatives. Moreover, this overview includes information on the programs as they exist in their current form, but also discusses the direction in which they are headed as part of the upcoming leadership program expansion. As the Deputy Director of The McNulty Leadership Program, Dr. Anne Greenhalgh. is tasked as the lead staff member of undergraduate initiatives within the program. Additionally, Greenhalgh is one of several faculty members who teaches *MGMT 100- Leadership and Communication in Groups*, the basic leadership course on leadership required of all first-year Wharton students.¹⁷⁰ MGMT 100 will serve as the primary example for the teaching of leadership at Wharton, to be discussed later in this chapter.

For context purposes, The University of Pennsylvania has roughly 20,000 students enrolled; 10,000 are undergraduates and 10,000 are graduates. In total, there are twelve schools affiliated with the University, and The Wharton School of Business is one of them. Of the twelve schools, there are only four schools which undergraduates accept and enroll undergraduates. Each year, 540 first year students, matriculate in The Wharton School of Business as undergraduates. Additionally, about one hundred more students

¹⁷⁰ Phone Call with Dr. Anne Greenhalgh, January 26, 2017.

join the class the following year. By the second year, the Wharton undergraduate class includes approximately 650 students because of external transfers and also transfers internal to UPenn. Many of these internal transfers are students who aim to pursue a dual degree in both business and any of the other degrees offered by UPenn. For example, a student may want to pursue dual degree in nursing and business. Dr. Greenhalgh suggests that Wharton is particularly unique as an undergraduate business school, especially when compared to other business schools. This uniqueness is a result of the fact that Wharton undergrads begin taking business courses at the start of their undergraduate careers. Greenhalgh contends that most other undergraduate business institutions require students to take their liberal arts and core-curriculum courses during the first two years. In the latter years of the undergraduate experience, students at other business schools can take more specialized business courses. However, at Wharton, from the beginning, students take their business courses alongside their liberal arts courses, which continues throughout the four undergraduate years.¹⁷¹

The McNulty Leadership Program

To understand the function and purpose of The McNulty Leadership Program, it is important to consider that the program is first and foremost a co-curricular program. Meaning, it aims to support the academic side of business education and in that, leadership development.¹⁷² The intent of the program is not to educate leaders, but rather provide experiences and opportunities for Wharton students to grow as leaders. There are several ways which the McNulty program achieves this for undergraduate students. The first is the aforementioned, *MGMT (Management) 100- Leadership & Communication in*

¹⁷¹ Phone Call with Dr. Anne Greenhalgh, January 26, 2017.

¹⁷² Phone Call with Dr. Anne Greenhalgh, January 26, 2017.

Groups. A course that is required of all first-year Wharton students. As a subset of Wharton's Management Department, *MGMT-100* is guided and informed by the McNulty Program. Furthermore, an additional course, *MGMT 240- Group Dynamics*, is a required course of first time MGMT 100 Teaching Assistants (T.A.s).¹⁷³ MGMT- 100 will be explained further in the next section of this chapter.

The second sector of the McNulty program, which supports and creates co-curricular leadership development opportunities is the *Wharton Leadership Ventures* or WVLs. Per the WLV site,

“WLV provide a set of engaged, hands-on experiences for exploring and mastering the capabilities for effective individual and team leadership in business and beyond. Leadership Ventures are experiences that facilitate self-discovery, leadership, and character development. Participants are able to step out of their comfort zone, exceed personal limitations, and experience leadership firsthand.”¹⁷⁴

There are three different types of Leadership Ventures, which undergrads can participate in. These include workshops, intensives, and expeditions. Moreover, there is a Student Advisory Board, made up of Wharton students, which oversees the planning and coordination of each venture. A *Workshop WLV* is a one-day program, which takes place in the local region and is usually aimed at developing a specific skill set. An *Intensive WLV*, is typically one or two days and takes place at a location within driving distance from Wharton. During an intensive experience, students can expect low-medium physical intensity. Both workshops and intensives do incur an additional cost for students. The final type of WLV is an expedition. An *Expedition WLV* is usually several days long, about 7-10 days and is an overnight excursion. Moreover, students who participate in an

¹⁷³ “McNulty Leadership Program: Undergraduates,” n.d., <https://leadership.wharton.upenn.edu/undergraduates/>.

¹⁷⁴ “McNulty Leadership Program: Leadership Ventures,” n.d., <https://leadership.wharton.upenn.edu/leadership-ventures/>.

expedition can expect high physical intensity. These programs take place all over the globe- Greenhalgh mentioned Antarctica and Patagonia as examples. What distinguishes expeditions from other WLVs is the fact that, expeditions are outdoor, experiential-based treks that provide genuine environments of uncertainty and challenge.”¹⁷⁵ The WLV site lists several characteristics of an expedition; limited distraction, immersion event, critical decision-making, authentic uncertainty, opportunities of stress, expedition and goal oriented with many opportunities for reflection.”¹⁷⁶ Expedition WLVs do have an additional cost associated with them, which varies depending on the expedition. When I inquired further about WLVs and the role they play in the Wharton undergraduate experience, Greenhalgh informed me that the experiences are optional for Wharton students. Moreover, she said that a minority of students actually choose to participate in WLVs and that they are a “boutique experience,” but the program hopes to change this in the future.¹⁷⁷ Based on this assessment, I hypothesize that the expedition WLVs are probably the most attractive type, however the additional cost prevents many students from participating. Cost aside, all three Wharton Leadership Ventures exemplify the commitment to experiential learning that Wharton and more specifically, The McNulty Program upholds.

One thing that is evident both on the McNulty Program website and something that Professor Greenhalgh mentioned several times is that leadership is “an act”- leadership requires action. This sentiment also reinforces the importance of experiential learning at Wharton in that leaders learn how to act as such from their past experiences. It seems that for Wharton, leadership is very much experienced at a personal level, and

¹⁷⁵ “McNulty Leadership Program: Leadership Ventures.”

¹⁷⁶ “McNulty Leadership Program: Leadership Ventures.”

¹⁷⁷ Email from Dr. Anne Greenhalgh, January 29, 2017.

personally developed. However, there are several key aspects to coaching leadership which Greenhalgh offers. Greenhalgh suggests that teaching future business leaders means encouraging students to read and listen. Moreover, providing students opportunities to embark on stretch experiences, which put them in situations outside of their comfort zone is important. Additionally, another key component of fostering strong business leaders is to create environments where people are honest and truthful with one another, where feedback and support is constant. Lastly, those coaching leadership must promote action and reflection in their students.¹⁷⁸ In other words, leadership students use their past experiences to inform their future leadership endeavors.

MGMT 100- Leadership and Communication in Groups

As previously mentioned, *MGMT 100- Leadership and Communication in Groups*, is a required course of all first-year Wharton students. The MGMT 100 page on the McNulty Program website states, “The course focuses on teamwork, group dynamics and leadership development... MGMT 100 is designed to increase students’ understanding of leadership and communication in teams and help build skills that necessary for professional success.”¹⁷⁹ The Fall 2016 syllabus for MGMT 100 states the objective of the course,

“Through the process of action, reflection, experimentation, and application, Management 100 aims to develop your leadership, teamwork, and communication skills. The course provides many occasions to strengthen your ability to exercise leadership through service, to speak persuasively, and to work collaboratively with a diverse group of individuals. Over the course of the semester, you will acquire a heightened sense of your individual strengths and opportunities for growth through feedback (or “feedforward,” forward-looking constructive coaching.)”¹⁸⁰

¹⁷⁸ Phone Call with Dr. Anne Greenhalgh, January 26, 2017.

¹⁷⁹ Barone & Boyer, et. al., “MGMT 100: Leadership and Communication in Groups,” fall syllabus, provided by Dr. Anne Greenhalgh, 2016, p.1.

¹⁸⁰ Barone & Boyer et. al, “MGMT 100: Leadership and Communication in Groups,” p.1.

Given the emphasis on experiential learning, it is not surprising that a primary component of the MGMT 100 course is a team project. Each section of MGMT 100 has approximately sixty students in it. Furthermore, each section has six recitations. These recitations are run by TAs of the course and determine the project teams. Thus, each section of MGMT 100 has six teams of ten students working on field projects throughout the semester course. These field projects task each group to work with a real client in the community in either a community service oriented or consulting capacity, to support the client in some way, shape or form. MGMT 100 TAs facilitate the group projects and provide advice in regards to the project itself and the client relationship.¹⁸¹ The inclusion of the group project as part of the MGMT 100 course curriculum entails a unique classroom experience for both the students and instructors. The course syllabus refers to this unique situation as an “upside down, backwards and high touch,” learning experience. For instance,

“The course is upside down because the project team experience is the primary text of the class, supported by readings and classroom activities and discussion. The course is backwards because you, “take the test first and then study”- in other words, you go out into the community, meet with your clients, work on your projects, and then return to the classroom and reflect on what happened and on what you would do the same or differently. The course is high touch because you roll up your sleeves and complete a task, but you must also build strong relationships with each other and your client.”¹⁸²

Given this approach to teaching and learning leadership and teamwork, MGMT requires of its students, strong participation, a high level of interaction and action. In other words, students engage both in the classroom and outside of it with their project team colleagues and throughout the lifespan of the field project to experience and hopefully develop their leadership abilities.

¹⁸¹ Barone & Boyer et. al, “MGMT 100: Leadership and Communication in Groups,” p.2.

¹⁸² Barone & Boyer et. al, “MGMT 100: Leadership and Communication in Groups,” p.1.

Although the syllabus characterizes the group field project as serving as the text for the course, there are actual texts which accompany the course. There is a required course pack, and also suggested texts. The suggested texts include, *Economical Writing*, and *The Business Writer's Handbook*. There are both individual and team assignments required of students throughout the course. There are individual and group speaking assignments such as individual status reports and also group client presentations. There is an individual writing assignment, *Image of Leadership Essay and Tags* and also group writing assignments including client letters of engagement and a team case study. Additionally, there are also both individual and team performance reviews. It is expected that corresponding individual and group performance reviews will be submitted simultaneously. For example, the initial individual performance review and the initial team performance review are due on the same day. Similarly, the self-portrait and the team portrait are also due the same day. Throughout the course, students are also expected to submit individual surveys and team portraits. These individual surveys include such things as the Hogan Personality Inventory and the VIA survey of Character Strengths. Team portraits include character strengths, personality, interpersonal behaviors, communication style and negotiation style.¹⁸³

The Images of Leadership assignment is as straightforward as it sounds. Students are required to submit an image of something, which they think embodies leadership. Additionally, students must write 250 words arguing why the image is suggestive of leadership and connect it to their own conceptualization of what leadership means. The writing assignment provides TAs an opportunity to provide feedback. The group writing assignment, *Email/Letter of Engagement*, asks that students provide a 500-word letter to their new client (after meeting them for the first time). The letter must, “show your client that you understand his or her needs, gives a realistic appraisal of the scope of your undertaking so that you can deliver what you promise, and specifies

¹⁸³ Barone & Boyer et. Al, “MGMT 100: Leadership and Communication in Groups,” pp. 5-10.

a time from for project completion.”¹⁸⁴ Additionally, there is suggested that the group’s overall vision, mission and values be kept in mind as they write the letter. Once these are established, the group should be able to apply them to the overall goals and scope of the project. A projected budget is also expected to be included in the letter of engagement. Another group assignment is the *Team Case Study*. This assignment asks group members to write a 500-word case study about an issue which the group has encountered or is continuing to encounter. Students are reminded of three key characteristics of a case study; case studies are partial, historical and clinical. They are partial in the sense that a comprehensive solution is not included in the case study. They are historical because they present the facts in the linear path in which they took place, and they are clinical in the sense that they have clinical objectivity. In other words, they should be written in a third-person narrative voice.¹⁸⁵

Throughout the MGMT 100 course, students will give five separate group reports. Each report is supposed to focus on one of the main course topics and each is characterized as a round. Round 1 focuses on character strength, round 2 is coupled with personality characteristics, round 3 with interpersonal behaviors, round 4 with communication styles, and finally, round 5 is based on negotiation styles. The topics are intentionally broad in nature and rather ambiguous, that way, students are encouraged to report on their group's progress in the most authentic way.

Additionally, students are required to support the overall strength of their report by referencing a legitimate academic source and scholastic material from within management academia.¹⁸⁶ The final group speaking assignment is the *Final Client Presentation*. Students are expected to give a fifteen-minute presentation and prepare for five minutes of additional question and answer time.

The groups are given an opportunity to practice a “dry-run” of their final client presentation

¹⁸⁴ Barone & Boyer et. Al, “MGMT 100: Leadership and Communication in Groups,” pp. 5-10.

¹⁸⁵ Barone & Boyer et. Al, “MGMT 100: Leadership and Communication in Groups,” pp.5-10.

¹⁸⁶ Barone & Boyer et. Al, “MGMT 100: Leadership and Communication in Groups,” p.7.

during class. The group is supposed to articulate what they think they next step is for the client based on what was accomplished over the course of the semester. Furthermore, all recommendations and content of the presentation should be consolidated based on one specific theme.¹⁸⁷ Just as the course syllabus makes clear from its opening paragraph, the assignments for MGMT 300 are very much about learning through experiences. Students are actively engaged as part of team and working on a project in real time to evoke and enhance leadership skills, of course, all the while, including elements of business and management. Seemingly, self-reflection and personal leadership development is a goal of these assignments and the course in general. This is distinct from the other leadership courses and case studies in this paper. I would argue that personal leadership development at Wharton is unique, at least unique in comparison to the other case studies because it is based on experiences of working as part of a team, not just individual growth and experiences at large.

A Changing Program- The McNulty Program Moving Forward

As I briefly mentioned before, the McNulty Leadership Program, and more specifically, the MGMT 100 aspect of it is in the process of changing. Everything that has been discussed in this chapter has been a part of the Wharton Undergraduate leadership initiatives for the last twenty years or so, but starting with first year students entering Wharton in the fall of 2017, leadership education within the Wharton undergrad curriculum is going to look a bit different. Although this new program has not officially rolled out yet, Dr. Greenhalgh provided me with some insight as to how it is going to work moving forward. Additionally, there is some basic information provided on the Wharton website which discusses this new program for perspective students and their families.

¹⁸⁷ Barone & Boyer et. Al, "MGMT 100: Leadership and Communication in Groups," pp.5-10.

Dr. Greenhalgh informed me that Wharton has undergone a curriculum review in recent years and one thing that came out of that review was that Wharton professors wanted their students to gain more from the leadership program. In other words, there was a desire to expand leadership development within the core Wharton curriculum to become more than just one course MGMT-100. As Greenhalgh puts it, “MGMT-100 is a casualty of its own success.” So, considering this need and desire, the core parts of MGMT-100 have been unpacked and separated into four new, and further developed parts, which will be incorporated in the Wharton educational experience over the course of the four undergraduate years. This new leadership education initiative is being called *The Leadership Journey*, and includes four, half-credit courses. As an aside, most UPenn/Wharton courses are given one credit or course unit as they call them. So, over the course of their four undergraduate years, Wharton students will receive two full course units for their *Leadership Journey* coursework.¹⁸⁸

It is important to note that the first three years of The Leadership Journey are involved required courses, and the fourth year is marked by a senior capstone or project. The first-year course, entitled *Wharton 101- First Year Gateway/Business Pathways*, serves as an introduction to the *Leadership Journey* and also to life as a Wharton Student. Some of the course objectives include; “introduce students to the wide range of curricular opportunities available at Wharton, make students more aware of their strengths and leadership potential, and orient students to the Wharton experience and empower them to become engaged members of the scholarly and co-curricular community.”¹⁸⁹ Greenhalgh informed me that Wharton 101 would be collaboratively taught by several different faculty members and administrators at Wharton, including herself. In following the three objectives of the course, there are three different main ideas which make up

¹⁸⁸ Phone Call with Dr. Anne Greenhalgh, January 26, 2017.

¹⁸⁹ “Undergrad Inside: The Leadership Journey,” *wharton.upenn.edu*, n.d., <https://undergrad-inside.wharton.upenn.edu/requirements-2017/leadership-journey/>.

the full course. The first is introducing students to the support and resources that the Wharton faculty can specifically provide for their students. The second emphasizes the general resources that UPenn students have and particularly, the resources that Wharton students have. In this section, things resources like mental health management and career counseling, etc., will be explored and discussed. And finally, the third section focuses on the development of Wharton students as leaders. This is the section that Dr. Greenhalgh is most deeply involved in and the component, which she will be teaching. In essence, this section of Wharton 101 is all about the opportunities and experiences to develop one's self a leader that a Wharton education provides its students. Essentially, this section is all about the McNulty Program.¹⁹⁰

The next course in *The Leadership Journey* is *Wharton 201- Oral and Written Communications*. This course, intended for Wharton sophomores focuses on all things communication. That is, both the written and verbal communication skills necessary to perform as leader in the business world. The Junior year leadership course is entitled *Teamwork and Interpersonal Dynamics*. As the course title suggest, this portion of the journey is centered around working as part of a team, more specifically, how to maximize team performance and productivity. Lastly, the senior capstone course or project rounds out *The Leadership Journey*. There is an intended range of courses which should fulfill this requirement, but integral to the capstone experience is involvement and work on a group project or projects. Students should be practicing and applying past coursework and experiences towards projects and work for actual clients or simulated ones. Furthermore, students should be utilizing the critical thinking, analytical, problem solving and communication skills acquired throughout their four years. The capstone should have a group or team aspect to it, and within that, students should reflect both on

¹⁹⁰ Phone Call with Dr. Anne Greenhalgh, January 26, 2017.

their contributions individually and also the dynamic of the team as a whole.¹⁹¹ The fact that this new leadership initiative is being integrated into the curriculum for Wharton undergrads reaffirms my argument that there is indeed a growing emphasis on developing leaders and leadership skills, especially in the business world. The McNulty program believes that leadership is developed through experience and that leaders exercise their leadership by acting. This perspectives and conceptualization of leadership suggests that leadership education is continuous and is integral to successful development as a business person throughout an individual's career. Although I do not have enough in-depth, comparative research on other business schools and businesses to confidently say that this experiential approach to leadership is ubiquitous throughout business; I would not be surprised if it was in fact commonplace as a general leadership philosophy in the business world. The more an individual has opportunities to experience and apply the skills necessary to succeed as a leader, particularly in business, the logical outcome is a stronger, more developed and confident leader. This experiential learning idea may also help to explain why leadership development programs, for all employees, is trending with more and more corporations and companies. Just as the McNulty program believes in the need to create opportunities for leadership skills to be practiced so that growth and learning can occur, so too do these large corporations and companies.

Teaching Leadership at Wharton

After examining the MGMT 100 syllabus and discussing the curriculum changes of the leadership journey, I was keenly aware that there was little information discussing the type of leader that Wharton aims to produce. The evidence clearly exhibits how Wharton values experiential learning, but the actual leadership styles and leadership theories which are present in the other

¹⁹¹ "Undergrad Inside: The Leadership Journey."

case studies was missing from the Wharton program. I further inquired on this point with Greenhalgh and she provided me with a document used in the graduate school and written by MGMT 610 faculty. While this is a graduate level course and the content of the document is intended to guide graduate students in their personal development as business leaders, Greenhalgh suggested that it is also applicable to the undergraduate leadership courses and initiatives. The document entitled, *The Adaptable Leader*, clearly suggests that adaptability is an essential trait to leadership, especially for leaders in the modern era. The document contends, “When leaders fail to adapt, organizations fail... The ability to adapt to different circumstances and changing conditions is a critical competency that separates good leaders from great leaders. More than ever, adaptability is a key leadership skill.”¹⁹²

The Adaptable Leader, points to three specific factors which impose on leaders in our complex world, and which made adaptability difficult. The first is rapid globalization, the second, changing employee expectations, and lastly, new modes of organizing work. In regards to rapid globalization, business leaders need to be able to make changes and appreciate and support different cultural norms.¹⁹³ In other words, business leaders need to be able to operate successfully in the global world and navigate the many different cultures, which participate in the global business system. The changing demands of employees is in line with a changing business world where employees expect more individualized treatment. The third challenge to adaptability as a business leader is the new modes of organizing work. The digital age and the advances of technology have introduced new methods of communication and information organizing systems, in the process speeding up the time needed to get work done, but also introducing new and

¹⁹² Management 610 Faculty, “The Adaptable Leader,” The Wharton School, University of Pennsylvania, provided by Dr. Anne Greenhalgh, 2016, pp.2-3.

¹⁹³ Management 610 Faculty, “The Adaptable Leader,” p.3.

complicated challenges for the work force.¹⁹⁴ Just as there are three challenges to the adaptability of leaders, there are also three ways in which leaders can be adaptable, according to MGMT 610.

The Adaptable Leader proposes three crucial ways that a leader can be adaptable. These include selecting, crafting, and stretching. “Selecting involves choosing leadership roles and situations that match one’s style... Crafting involves altering, shaping, or modifying one’s leadership role or position to leverage strengths or compensate for weaknesses... Stretching involves modifying one’s style and behaviors to better match the requirements of a leadership role or situation.”¹⁹⁵ Additionally, there are five personality traits, known as the big five which help explain personality variation. At Wharton, students are encouraged to use their awareness of the big five to inform how they select, craft and stretch in their leadership positions. The big five personality traits include; “extraversion, emotional reactivity, agreeableness, openness, and conscientiousness.”¹⁹⁶ In addition to the big five personality traits, the faculty members of MGMT 610 point out that effective leaders are successful because they learn how to adapt their behaviors in certain situations. By referring to behaviors, the authors of the document are actually referring to transformational and transactional leadership, two concepts which we are already familiar with. The authors state that transformational and transactional leadership should be used in different situations. For instance, “transactional leadership is everyday leadership that is useful for managing business as usual, while transformational leadership is change-oriented leadership that is particularly critical in times of turbulence, crisis, threat, and opportunity.”¹⁹⁷ Transactional and transformational leadership fits in nicely with the idea of an adaptable leader given that leaders

¹⁹⁴ Management 610 Faculty, “The Adaptable Leader,” p.3.

¹⁹⁵ Management 610 Faculty, “The Adaptable Leader,” p.4.

¹⁹⁶ “Management 610 Faculty, qtd. in, “The Adaptable Leader,” p.5.

¹⁹⁷ Management 610 Faculty, “The Adaptable Leader,” p.11.

must adapt to the situation at hand and understand which is the more appropriate leadership approach to take in various situations.

Based on this document, it would seem that Wharton aims to produce adaptable leaders. Given an increased global system, especially in regard to business, professionals come into contact with different cultures and different types of people. Furthermore, the complexities of a developed world, which are further complicated by the speed at which technology creates change, requires adaptability above all else. A leader who is able to adapt quickly and efficiently based on the circumstances in which they are operating as a business leader should be a successful business person. Furthermore, self-awareness of one's own skills and personality traits, and how to use those skills to one's advantage as a leader helps to illustrate the importance of adaptability. It seems that the aim at Wharton is for students to use their experiences both inside and outside of the classroom to gain a better understanding of their personal capabilities, and how groups and teams work to ultimately adapt quickly and act as successful business leaders in the future.

Does the Program Fit our Framework?

As suggested in the first chapter, Gardner, Burns and Kellerman each have their conceptualization of leadership. However, there are also several factors of leadership, which the academics agree upon. I have identified five qualities of leadership, which are common throughout all three leadership literatures, and I will be using them as benchmarks to determine the effectiveness and quality of each case study and to help compare the different leadership education programs. I think it is quite clear that The Wharton School of Business emphasizes experiential learning and leader development through co-curricular programs. Furthermore, I would suggest that the Wharton philosophy is intended to stay with undergraduates once they leave and the intent is that

they will pursue future opportunities and experiences to develop themselves and their colleagues as leaders. That said, the resources I consulted and the information further provided by Dr. Greenhalgh in regards to the McNulty leadership program is somewhat general and lacks the same level of content- in terms of theories, leadership models, etc.- that the other case studies make more readily available. To try and gain a more developed understanding of what Wharton includes in its leadership education and to better analyze the program within the framework of the benchmark questions, I have consulted a source written by one Wharton's most well-known professors, Michael Useem.

Michael Useem is a professor is a Professor of Management at Wharton and is also Director of the Center for Leadership and Change Management, a compliment to the McNulty Program. He is also affiliated with the McNulty Program. Although he primarily teaches MBA, and Executive- MBA students, his study of leadership seems to influence many aspects of leadership education at Wharton. For instance, the first thing listed at the top of the MGMT-100 fall 2016 syllabus is a quote by Useem; "Leadership is at its best when the vision is strategic; the voice persuasive, the results tangible."¹⁹⁸ Useem has published several books on leadership and often contributes to other print and media outlets on the topic of leadership.¹⁹⁹ In 2011, he contributed to Forbes Magazine, a piece which is essentially a summation of his book, *The Leader's Checklist*. Similarly, to Gardner, Useem believes there is a checklist that can be learned and internalized to ultimately create effective leaders. Useem proposes that the checklist serves as "a complete set of vital leadership principles that provide a clear map for navigating through

¹⁹⁸ Useem, Michael, qtd. in, "Barone & Boyer et. Al, "MGMT 100: Leadership and Communication in Groups," p.1.

¹⁹⁹ "McNulty Leadership Program: Mike Useem," *leadership.wharton.edu*, n.d., <https://leadership.wharton.upenn.edu/mike-useem/>.

virtually any leadership moment.”²⁰⁰ This checklist is a compilation of the most common mission-critical leadership principles, which Useem has found to exist within most companies, throughout his work with hundreds of business people and businesses both abroad and domestically. The list is as follows; first, articulate a vision and communicate that vision to all employees (or followers). Next, think and act strategically and articulate how the company is going to achieve the vision. Number three is honor the team, which translates to acknowledging that you trust and have confidence in those who work with you and for you, and to do so often. Number four is to take charge and five is to act decisively. Number six states to communicate persuasively, while seven is about motivating the troops. Motivating the troops refers to using the unique strengths that each person brings to the organization and using those strengths to build collective motivation. Number eight is to embrace the frontlines, which suggests that apart from strategic decisions, authority can and should be delegated. Number nine is to build leadership in others and ten contends to manage and perpetuate personal relationships with those who you work with. Eleven is to identify personal implications and twelve is to convey your character. Thirteen is to dampen over-optimism, number fourteen encourages building a diverse top team, and lastly, fifteen is to place common interest first.²⁰¹ This list of leadership principles helps to further enlighten us as to the type of leaders and types of situations, which a Wharton education aims to produce and prepare its students for.

²⁰⁰ Useem, Michael “The Leader’s Checklist” *forbes.com*, June 24, 2011, <http://www.forbes.com/sites/forbesleadershipforum/2011/06/24/the-leaders-checklist/#61ce3a566f99>.

²⁰¹ Useem, Michael, “The Leader’s Checklist.”

1. Does the Program acknowledge a leader/follower relationship?

Much of the McNulty program is about working as leader within a team. The leader/follower relationship is much less explicit. That said, I would infer that the acknowledgement of a leader/follower relationship is much more implicit within the broader Wharton curriculum and collegiate experience. After all, this is The Wharton Business School, at the University of Pennsylvania, which in and of themselves suggest elitism. The Ivy League status of Wharton and UPenn suggests that only the best of the best are admitted to the college and ultimately awarded degrees. Furthermore, there is an inherent expectation that these students will go on to be successful in businesses. In business, success often translates to serving in executive and high-level management positions, hence why the leader/follower relationship is implied. Although not a guarantee, most Wharton grads will have careers in which they are serving in leadership positions. Within this, there will be natural subordination of employees or followers, which the executives are expected to manage and oversee.

2. Leadership is goal oriented, especially in the sense of a collective goal or shared vision, held by both the leader and the follower. Does the program include or discuss goal setting and vision?

It is my impression that goal setting is paramount in leadership education at Wharton. While the emphasis is put experiential learning, these experiences require students to set goals, have a vision, and see them through. In the least, Wharton seems to suggest to its students that to be successful in the hands-on-experiences, students should have a vision and goals. In the case of MGMT-100, the group field project assignment

requires each group to create a letter of engagement, which among other things, sets forth the goals and scope of the project. Additionally, the Wharton Leadership Ventures, especially the expedition ventures, are typically goal oriented and participants must work together to pursue that goal. Arguably the best evidence to support the claim that Wharton does discuss goal setting is Michael Useem's aforementioned leadership list. The very first leadership principle on that list is to articulate a vision. Useem says that leaders must construct and develop a concise and persuasive vision, which should be conveyed to all members of the group, or in this case, employees of business.²⁰² While I've only looked at specific leadership based courses in the Wharton curriculum, I would assume that general business courses, and even some of the liberal arts courses that Wharton students enroll in during their undergraduate years, discuss the importance of setting goals and creating a shared vision.

3. Does the program acknowledge that leadership is a social process?

As I've mentioned several times throughout this chapter, at Wharton, leadership learning experiences are often based in team and group style exercises. Whether it is embarking on a ten-day journey throughout Patagonia, or working with nine other students on a MGMT-100 field project, Wharton students are expected and required to work as part of a team. Moreover, the Wharton curriculum seems to suggest that through teamwork and experience with group dynamics, students learn how to become better leaders individually and gain a self-awareness for the skills that they bring to the table as a leader. With the new curriculum, *The Leader Journey*, students in their junior year will spend the entire course learning and discussing teamwork and interpersonal dynamics as

²⁰² Useem, Michael, "The Leader's Checklist."

they relate to leadership and leader development. Similarly, to the leader/follower dynamic, acknowledging that leadership is a social process is implicit rather than explicit. The significance of teamwork throughout the Wharton educational experience and especially in the leadership initiatives upholds that the Wharton believes that leadership fundamentally is a social process.

4. We live in a complex world that is always changing and moving, thus leadership must change with it. Does the program prepare students to serve as leaders in a dynamic and complicated world?

My initial research of Wharton and McNulty program made it difficult to conclude how effective Wharton is at preparing students to engage and serve as leaders in a dynamic and complicated world. It was unclear as to the type of leader that Wharton aimed to produce. However, further inquiry with Dr. Greenhalgh, and her passing along of *The Adaptable Leader*, revealed that above all, Wharton aims to produce an adaptable leader. Possessing the quality of adaptability suggests that a leader should be able to navigate the challenges of the contemporary world with swiftness and agility. The emphasis on experiential learning seems to reinforce adaptability and provides Wharton students with opportunities to practice. I would hope that Wharton students experience a diverse set of leadership opportunities throughout their undergraduate years, and further, that they would feel prepared to act as a leader in any type of situation. That said, it remains unclear as to how a Wharton education helps students internalize the notion of adaptability. It is one thing to desire adaptable leaders, but another to develop them, and I am not convinced that succeeds at this. It is possible that the leadership experiences and

the scope of the curriculum is too narrowly tailored to the business world, that students may not be prepared for everything that comes their way. But considering that Wharton is first and foremost a business school, which inherently makes it narrowly tailored, a narrowly constructed program is somewhat unavoidable. I think that Wharton certainly attempts and desires to prepare their students to navigate as an adaptable leader in a changing world, yet it is difficult to gauge how effective the school is at forming the leaders to succeed in the modern complexities of the business world and the global world.

5. In leadership, there is a pattern of rising and falling, succeeding and failing. Does the program acknowledge this and provide leaders with resources to survive the ebbs and flows of being in their position?

One thing that I did not come across in my research was any mention of overcoming failure or resiliency. That is not to say it is not discussed as part of the leadership curriculum, or even in the broader business curriculum, but I did not find anything explicitly addressing this issue. While everyone would love to be successful, failure is a fact of life, and this is especially true in business. I also would argue that failure, or at least falling short of your own expectations and the expectations of others is also essential to leader development. Experiencing failure helps to avoid it in the future, and in turn make an individual or individuals better leaders moving forward. The individual and group progress reports as part of the MGMT-100 assignments provide some opportunity to acknowledge setbacks and areas for improvement. Additionally, the group case study assignment also requires the group to pinpoint something which is causing the group difficulty. These two exercises touch on the fact that leadership is not

always easy, but in terms of a realistic sense of just how often leadership fails and succeeds, and moreover, how often that can change, seems to be missing. It is possible that this is discussed in different courses, which I did not consult, or maybe the new leadership curriculum and *The Leader Journey* will touch upon it. But for a program that is keen on experiential learning, I found it surprising that the experience of failure and the resiliency to overcome such shortfalls is not a hallmark of the program.

Conclusion

The idea for this thesis is rooted in personal experience, observation, a visceral reaction, and a desire to understand human behavior more deeply. Writing a thesis challenges senior students to use and apply the knowledge, skills, and experiences that they have acquired over their four-year collegiate experience. Something that has marked my own college years at Union is the fact that I have held several leadership positions for various clubs and organizations. Furthermore, I have recognized that many of my peers have held leadership positions throughout their four years as well. Additionally, my role as a leader on our own college campus has translated into a keen awareness for the role of leadership in American culture in general. In short, I have noticed that America, as a culture, is obsessed with leadership. When I first began brainstorming senior thesis topics, I could not ignore the overwhelming presence of leadership in my own life and the world around me.

Reflecting on the behavior and choices of myself and my peers has lead me to question whether the leadership obsession is a good thing. It seems there are more opportunities than ever to gain leadership experience by participating in programs, attending workshops, or by taking on a position with a title in an organization. Furthermore, it feels as if there is a certain pressure that as contributing members of society, we are expected to have possess this ill-defined quality called leadership. Leadership is so loosely defined and abstract that even after studying it for roughly the past six months, I feel as if my understanding of it is even more complicated and contradictory than before. In the context of the abstraction and ambiguity, the concept of leadership, and the obsession with it becomes even more interesting. It is my belief that

the leadership obsession has put on a value on leadership, which makes it a desirable trait. This projected value suggests that leadership brings individuals success, wealth, and elite status, among other things. Additionally, this value motivates individuals to pursue “leadership” in many shapes and forms. This is troubling because it is unclear if the motivation to pursue leadership derives from the perceived and associated status or in a true passion for the visions a leader must perpetuate and promote. I would argue that some are motivated by the status, some are motivated by the work, and some are motivated by both. Considering the leadership phenomenon, more individuals today may be motivated by the perceived benefits of leadership as opposed to the potential impact (for the good of the whole) that leaders have. The obsession of leadership in contemporary culture is something that is worth discussing and researching.

The case studies and the teaching of leadership illustrates that the leadership fetish is a factor of the contemporary American landscape. Moreover, there is a crisis in leadership because of the obsession. The crisis is found in the paradox of many people wanting to be leaders or who are leaders, yet America continues to be gripped by many of the same problems as in the past. Over the last century, the United States of America has undergone immense change. Social and economic change has worsened some of the issues that have historically plagued America and introduced some new challenges as well. There is widening of American society, which is exemplified by increased polarization and income inequality, among other issues. The widening in America also presents new challenges to leadership. Some would argue that the United States is worse off today when compared to several decades ago. These issues, which have more recently emerged, make studying leadership worthwhile today, as opposed to a generation ago.

One would think that an abundance of people who have supposed leadership experience, would translate into strong, qualified leaders. Thus, the United States should be able identify capable leaders to solve the real problems that persist in society. But this does not seem to be the case. This paradox is most likely a result of the rise of the leadership industry over the past several decades and its ability to creep into many different sectors of society. Overtime, leadership has weakened and taken on a less formal existence. As discussed in the introduction, I raise the question again, at what point is the leadership obsession creating too many leaders and not enough followers for society to prosper. Leaders are certainly important, but to function to its full capacity, leadership also requires followers. Leadership needs people who contribute and participate, individuals that hold stake in the same vision that their leader is trying to promote, a value which seems to be too often forgotten in the world of teaching leadership.

Presenting case studies on the teaching of leadership narrows the scope for evaluating how the leadership obsession pervades social society. As previously, suggested collegiate institutions love leadership, especially elite institutions. Elite institutions carry a hefty price tag and accept only the best and brightest, in turn promising students a leg-up in the professional world, and presumably an easier path to success and wealth. Additionally, these schools supposedly admit those with the most leadership potential, then present them with opportunities to practice and gain leadership skills through various activities as undergrads, and in some cases, teach them about leadership and how to be leaders. In short, elite collegiate institutions, whether implicitly or explicitly expressed, aim to produce leaders. It is worth noting that all three of the

collegiate institutions, which are used as case studies in this thesis can be classified as elite institutions. Similarly, Union College falls under the same category. I note the elite status of my own collegiate institution because it is likely that my sentiments towards the leadership phenomenon have been highly impacted by my own, elite collegiate experience, and the leadership experiences I have had over the past four years. It is possible that had I not been accepted or chosen to attend an elite college or university, that I might have a different impression of leadership.

In the introduction, I suggested that the overall purpose of this thesis was to raise some questions and bring an awareness to this leadership obsession. After researching leadership for the past several months, there are two questions which remain largely unanswered. The first question is the issue between the leadership and followership and the fact that the leadership industry promotes the development of leaders- of those at the top- while disregarding followership. This is a problem because at the core of leadership is the organically human, leader/follower relationship. In leadership, followers are just as integral as the leaders. Leadership will not thrive or survive without followers; leadership requires people who contribute to the attainment of the shared goals of the group. The second unanswered question is in regards to the exclusionary nature of leadership education. It seems that leadership education and the obsession with leadership favors the elites. The value that has been projected onto leadership and leadership skills is something that is further perpetuated, and in many ways controlled by the elites. The elitist undertones of leadership bring into question the extent to which people should be given access to leadership/followership education.

This thesis looks at three different case studies of the teaching of leadership at elite collegiate institutions. Each school has slightly different aims but the overall task at hand is teaching the future generation of leaders. While I think the teaching of leadership is generally a good thing and an important contribution to forming the next generation of leaders, leadership education, and especially the emphasis on developing those at the top as leaders, has become too widespread. When the teaching of leadership becomes too widespread than nearly everyone views themselves a leader and may struggle in situations which require them to act as a follower. This is undermining true leadership. I believe that the increased teaching of leadership, which is especially influenced by elitism, is contributing to and further exemplifies the leadership crisis. It is certainly acceptable for some schools to be teaching leadership, and there are many schools which teach it, other than the three discussed here. There are also many colleges and universities which do not teach leadership. It is not so much the teaching of leadership at large that is the problem. It is the teaching of leadership in the vein of elitism that contributes to the crisis. The problem often stems from schools that teach leadership simply because they think they should, because it gives their students an advantage in society. Some schools seemingly “buy into” the leadership industry and teach leadership because it is trendy, because it makes their institution more appealing to the consumer, the student. However, all the while, these schools disregard the real need for leaders and leadership. These problematic schools further reinforce the elitist tendencies of leadership. To avoid this problem, the teaching of leadership needs to be intentional in its aims and the type of leader it is educating.

In the introduction of this thesis, I set forth my own interpretations of leadership. Based on these ideas and my research of the case studies, I have formulated my own opinions on the direction that leadership education should take as the 21st Century advances. Intentional leadership education must address and acknowledge several things to produce well-rounded, adaptable leaders. It should also be noted that while leadership education is not necessarily a bad thing, not all that are educated in leadership should become leaders. In other words, providing individuals with information about leadership is not a problem. Rather, instilling in individuals the notion that the information on leadership that they hold inherently makes them a leader, is problematic. Leadership can be trained to some extent, however, at a certain point, experience needs to take over in leadership development. Not surprisingly, all three of the case studies include some form of experiential learning in their overall education. Whether it is a trip abroad, or serving as team leader on a group project, hands on experience is just as important, if not, more important than the leadership material taught in the classroom. The knowledge acquired in leadership educational programs is not enough to deem someone qualified to be a leader. There are other factors such as past experiences, personality traits, emotions, etc., which contribute to an individual's ability to lead and which should be considered.

Something else that leadership education should be doing is highlighting that leadership requires self-awareness. Furthermore, personal awareness of strengths, weakness and passions should help a leader recognize in which instances it is appropriate for them to be a leader or follower. This helps ensure that leadership is intentional. Furthermore, leadership students must be able to recognize the equally important roles of leaders and followers. Leadership education should teach that there are differences

between leaders and followers, however the relationship between the two is essential for successful leadership. A good leader should also be a good follower. Leadership is largely results driven, and because of this, both leaders and followers must value and possess the same intrinsic goals, which they collectively strive to attain. Successful attainment of intrinsic goals, requires leaders to persuade and motivate their constituents (followers), and foster a sense of connection and commitment to the goals. Ideally, both entities of leadership should feel equally as strongly about the shared vision. It is the responsibility of leaders to demonstrate to their followers a high level of passion and commitment to the intrinsic goals and the vision. Additionally, a good leader should be able to identify with followers and understand the follower perspective. Moving forward, leadership needs to be taught as a joint, collaborative process, not a one-sided effort on the part of the leader.

Another key aspect that should be included in leadership education is the distinction between transactional and transformational leadership; transactional refers to the day-to-day routines that require guidance and facilitation, and transformational refers to the attainment of intrinsic goals via an elevated sense of purpose. Closely related to transactional and transformational leadership is the difference between leadership skills and administrative skills. Administrative skills follow in line with transactional leadership and ensure that the daily functioning of group or organization is as smooth as possible. Transactional leadership is necessary in certain situations, for example in the corporate world. However, transformational leadership serves a higher purpose and aims to create real, positive change, or solve problems through the attainment of the intrinsic goals. It is especially important for future public leaders, such as those who will one day

serve in the government, to understand transformational leadership because it is the form of leadership that creates change. In a democracy, the ideal leader is someone who persuades his or her constituency and then energizes the constituency to pursue the shared vision. This is transformational leadership in application. Burns was one of the first to distinguish between these two types of leadership and he was correct in suggesting that an understanding of their fundamental differences is essential for leaders.

Furthermore, being able to determine the appropriate time and place to practice either transactional or transformational leadership contributes to successful leadership.

Leadership education needs to make clear from the very beginning of a leadership student's learning experience, that the one constant of leadership is change. The constant of change effects leadership in two ways. On the one hand, there are external factors, which can be called context, and which impact leadership in all aspects. Furthermore, the globalization of 21st Century and the advances of technology causes the environment which leaders operate inside of to change at extremely rapid rates. The other side of change is internal to leadership. Because of the rapidity of external change and the complexities of modernity, leaders must be able to change the direction, goals, and practices of their group or organization in an instant. Thus, leadership education should aim to produce adaptable leaders who are pragmatic decision makers and possess a keen awareness of their surroundings and the ability to conduct environmental scans, in both the literal and figurative sense.

Good leaders should strive to be perpetual students. Furthermore, institutions with strong leadership education should help their students internalize this notion. The knowledge attained in the classroom is important, and certainly not detrimental to a

leader. However, leadership potential is realized through the combination of traditional classroom learning, experiential learning, and self-reflection. Additionally, leaders should always pursue more experience and more knowledge, although not necessarily in the traditional academic sense. A leader takes everything they have learned and every experience they have had and uses it to inform future decisions. A key aspect of the lifelong-learning of leaders is self-reflection and assessment. Leaders need to be able to identify and recognize how well they are doing as an individual and simultaneously recognize how well their constituents are doing, at any moment in time. Leadership education needs to emphasize the importance of continual evaluation. Furthermore, when a leader conducts a self-assessment and recognizes that the group is not moving in the correct direction, the leader needs to switch the course of action or renew and reenergize the task at hand. Self-assessment and continual evaluation are very important given the challenges and complexities that contemporary leadership encounters.

The actual teaching of leadership is a more recent phenomenon, one which emerged just about the same time as the leadership industry began to take off. The founding of The Jepson School of Leadership at the end of the 1980s and the founding Wharton's McNulty Leadership program in the 1990s exemplify this point. Thus, the teaching of leadership at the collegiate level provides a lens through which we can gain a deeper understanding of where leadership is headed. To some extent, a college degree and the credentials that come with it are suggestive of leadership. In general, individuals who have a college degree can get better jobs, make more money, and hold positions in groups and organizations, because their degree deems them more qualified. Furthermore, the credentials of an elite collegiate institution, such as the case studies in this thesis,

arguably elevate the potential that graduates have, simply because they are graduates of said institution. The teaching of leadership takes the implication of elitism a step further in that leadership students are expected to be the leaders of the future.

The three scholars Gardner, Burns and Kellerman, which are discussed in the first chapter each discuss leadership from a slightly different perspective. However, there are also commonalities found in all three. Interestingly, something that is very apparent in all three case studies is the emphasis on teaching the process of leadership as opposed to the actual act of leadership. By action, I mean the task of leaders to identify intrinsic goals and the facilitation of and hopeful achievement of said goals. The emphasis on process over the action of setting and achieving goals is surprising considering that goal setting is one of the major commonalities proposed by all three scholars. All three case studies aspire for their student's to be able to act as leaders, and in most cases, give them opportunities to practice this. However, the educational aspect itself, meaning the coursework, the assignments, and the class discussions all revolve around the process. Understanding process may be helpful for a leader and could contribute to success. But, a leader is ultimately judged based on their actions as a leader, not the thought process behind their actions. Another aspect of American society that faces a similar conundrum is the education of teachers. Education colleges and universities often teach process over content. In other words, education majors learn the process of how to be a teacher, not the content or material, which they will be expected to teach. Moving forward, leadership education needs to feature the goal setting, achievement, and action aspects of leadership more prominently.

While the scholars acknowledge the complexity of the concept of leadership, they also point out several aspects, which are common to leadership. The benchmark questions which are located at the end of each case study reflect the commonalities of leadership. Moreover, an analysis of each case study based on the benchmark questions helps illuminate how well the given school or program is teaching leadership and reveals where some of the problems in leadership education lie. That said, the nature of the research conducted on the three case studies makes it difficult to assess the effectiveness of the programs. My research process did provide information as to real world experiences of leadership program graduates. Aside from the USMA and the military officer positions that graduates hold, there is no way of knowing if graduates of these programs went on to serve in leadership positions. Additionally, there is no way of knowing how effective the programs are at preparing future leaders, if graduates do in fact go on to serve as leaders.

The *Jepson School of Leadership* at The University of Richmond is the case study that represents general and less specified leadership. The aims of the Jepson school are to produce individuals and future leaders who view leadership from multiple perspectives. This is further reinforced by an emphasis on civic duty and public leadership. As a more developed and comprehensive curriculum than the other case studies, the school's educational approach is twofold; on the one hand, they teach students about leadership and on the other, they teach them to be leaders. Another distinguishing aspect of the Jepson School is the role that ethics plays. In forming leaders, Jepson places greater value on ethical leadership and even argues that leadership is ultimately a matter of ethics. Given that Jepson promotes civic leadership, the importance of ethics makes sense. Public leadership entails serving a constituency and making decisions for the good of the

whole. Arguably, there is more at stake for a civic leader because of the responsibility that their representation holds, and thus, decisions should be guided by morals and ethics.

As the most general, yet comprehensive leadership teaching case study, it is not surprising that the Jepson School fits within scholars' framework better than the other case studies. Interestingly, all three of the scholars discussed in the first chapter of this thesis are referenced and included in the Jepson curriculum. The same cannot be said of the other two case studies. Based in its liberal arts, Jepson attempts to create well rounded leaders. Moreover, the type of leader Jepson aims to form is one who is ethical and focused on public leadership. Arguably, exposure to a wider range of disciplines and topics should enable a leader to act pragmatically. Furthermore, the constant of change and the relationship that change and leadership have with each other is a central theme of the overall school experience.

It is evident that Jepson encourages students to learn both in the classroom and from outside experiences. However, it is unclear if the program stresses the importance of continued learning post-graduation. Hopefully Jepson students develop enough during their undergrad years to recognize the necessity of learning and growth throughout the life-cycle of leadership. While differentiating between transactional and transformational leadership is a part of the curriculum, it could have more of a presence. Both are practices which need to be internalized by leaders and the more exposure to them, the better. While Jepson does teach that the leader/follower relationship is a social process, there could be a stronger emphasis placed on the role of the followers. Like many leadership programs, the school seems to focus on the development of leaders, which detracts from the equally important role that followers play. Although goal setting is discussed in some of the

course content, based on my research, Jepson undervalues goal setting and attaining goals is undervalued within the Jepson School. In other words, Jepson emphasizes the process over the actions of leadership. That said, it is possible that my research was too broad an overview to recognize the full scope of leadership teaching that Jepson offers, and within this the role that setting and attaining values has in leadership.

The other two case studies, *The U.S. Military Academy at West Point* and *The Wharton School of Business at The University of Pennsylvania* both provide more narrowly tailored leadership education. Each school is aimed at educating its student with specific vocations in mind. While all three schools share commonalities, and recognize the difference between transactional and transformational leadership, both the Wharton and West Point programs tend to favor transactional leadership. This tendency is logical considering the anticipated career paths of West Point and Wharton students. In the case of West Point, the intention is to educate students to become officers in the army. The curriculum is tailored and reflective of this end goal. Serving as an officer in the army entails serving in a leadership position inside of an existing organization. Thus, there are certain practices, norms, policies, etc., which have long been in existence and which the leader is required to maintain. The military operates within a hierarchical structure; thus, maintenance of the existing institutionalized practices requires a certain degree of transactional leadership.

On the other hand, the aim of a Wharton education is to produce future business executives and leaders. In some cases, Wharton students may be required to work within an existing organization, or may choose to take an entrepreneurial approach and create their own framework. Furthermore, some Wharton grads may begin their leadership

careers by working in an existing framework. But they could go on to change and adapt their institution as needed, to survive the ever-changing landscape of the business world, and the global economy. Like the military, management and maintenance of a productive business, especially those with hierarchical structures, requires transactional leadership to ensure that a given business is operating functionally and regularly.

The entire forty-seven-month cadet experience at USMA is devoted to cultivating leaders, suggesting that experiences both inside and outside the classroom contribute to leadership development. However, the core course, PL300 breaks down leadership in a very explicit manner introducing theories, models and case studies. Serving as a military leader is implied, however, I would argue that the course content of PL300 is applicable in leadership outside of the military. Furthermore, it is most likely understood that cadets may go on to serve in other leadership capacities in the private or public sector after they have completed active duty. The PL300 curriculum approaches leadership more in the abstract. However, the case studies included in the course content help connect general leadership to military leadership, among other factors. Arguably, the military experience of the cadets may also inform their learning of the course content. As someone with minimal military background, my research of the USMA and specifically, PL300 was very informative. Throughout my research, I was often able to connect the course content to my own leadership experiences. PL300, or at least a version of it, could be used to inform leaders in other fields. To illustrate, consider that in one semester, PL300 touches upon many of the same topics that Jepson school covers in three years. This validates West Point's goal of producing pragmatic leaders.

The USMA leadership development process, which refers to the full undergraduate cadet experience does a nice job of teaching self-reflection and assessment. Furthermore, the overall experience challenges students to consider the many factors that contribute to their personal leadership potential. Although not explicitly noted, by encouraging self-assessment and awareness, West Point is teaching intentional leadership. Intentional leadership refers to the notion that some people are more qualified to serve as a leader in certain situations. Upholding the importance of reflection and assessment in leadership hopefully gives cadets the ability to recognize when it is appropriate for them to be a leader and when it is not. Although it could be stronger, PL300 does stress the role that both leaders and followers have in leadership. That said, the emphasis remains on leader development, not follower development, which brings into question how well a West Point educated leader can understand the follower perspective. A leader who does not fully understand the perspective of his or her followers could potentially be self-destructive.

Transactional and transformational leadership is clearly distinguished over the course of PL300. Furthermore, military leadership requires both types of leadership at different times. It is unclear, however, how well West Point teaches students to recognize the types of situations that require one type of leadership as opposed to the other. In other words, West Point seems to be teaching the process of leadership, the “how to be...” of leadership, as opposed to the action of leadership. That said, the opportunities to serve as leaders in capacities outside of the classroom as part of the cadet experience may reinforce the action side of leadership more so than the classroom material. Of the three case studies, West Point seems to grasp and teach the importance of goal setting and

achievement the best. It is discussed several times throughout the course and is an implied aspect of leadership. One aspect of the West Point experience and curriculum that is somewhat lacking is the implications of change. The complexities of modern society and the context, which future leaders must operate inside of seem to be more absent from the curriculum when compared to the other two case studies. It is possible that context does not play as important of a role in military leadership because the United States Military is an institution, which is so established and steadfast. Overall, the USMA wants to prepare its cadets to be pragmatic army leaders. Despite the inability to gauge the effectiveness of these case studies, including West Point, my research of USMA leads me to believe that West Point comes close to achieving their aims.

The case study of *The Wharton School of Business at the University of Pennsylvania*, and more specifically, the McNulty Leadership program serves to exemplify how leadership is taught from a business point of view. In general, Wharton is aimed at producing future executives in business, and more specifically, top executives. This is evidenced by elitist undertones of the Wharton School. Professor Anne Greenhalgh contends that above all, Wharton aims to produce adaptable leaders. This adaptability suggests that Wharton recognizes the challenges that change subjects to leadership in the 21st century. Interestingly, I had to specifically ask Greenhalgh what type of leader the McNulty Program aims to produce, as it was not clear from my original research. From examining its leadership program and courses, I think Wharton falls somewhat short in educating students to ultimately become adaptable leaders. The business world is not immune from the effects of constant change and therefore, future business leaders must be able to navigate change and in some instance, create change. My

research on Wharton, revealed the overall message from the McNulty program stresses the importance experiential learning its leadership education, but not adaptability. The experiential focus is evident in the programs that McNulty offers for experiential learning and leadership growth, such as the Wharton Leadership Ventures. Moreover, the curriculum created by the McNulty program, namely *Management 100*, involves hands on assignments in the form of group projects. While hands on learning is a key aspect of leadership development and education, it not clear how the McNulty program ensures its students become adaptable leaders. Wharton may have fall into the trap of the leadership industry and its overemphasis leadership development. The content of the curriculum and the leadership initiatives that fall under the program put a strong emphasis on the leaders, but discussion of followers in near absent. Moreover, there is little discussion of the intentions of leaders. My impression of the McNulty program is that it sends a message to its students which makes them assume that they will all, one day, be leaders in business. Furthermore, this implication is seemingly validated by the prestige, status and credentials that a Wharton degree supposedly possesses. This assumption of future leadership, which the McNulty Program seems to uphold for its students is troubling because it may lead to individuals serving in positions, which they are not necessarily fit for.

Something that Wharton does seem to teach well is the importance of assessment. Integral to MGMT 100 and Wharton Leadership Ventures is self-reflection. One would think that the emphasis on reflection would continue as Wharton grads enter the professional world and become leaders in business, although it is difficult to say for sure. Another aspect of the McNulty program which is of merit is its ability to promote life-

long learning. As evidenced by the substantial focus on experiential learning, the program upholds that leadership development comes from the classroom and outside experiences. Moreover, the fact that the McNulty Program serves undergraduates, MBAs, and executives is reflective of the value on life-long learning. Additionally, Wharton provides special professional development courses and workshops for business professionals at different stages in their careers.

Transactional and transformational leadership is discussed in the curriculum, however neither is featured as predominantly as it should be. As previously mentioned, Wharton also tends to focus more on transactional leadership because of the general task at hand, meaning the administrative and managerial tasks, which are required of business leaders. It is understandable that the teaching of business leadership would place an emphasis on hierarchical, managerial practices. However, in this case, the perspective is too narrow and operates on elitism assumptions. Lastly, goal setting is an aspect of the leadership ventures and is discussed in the curriculum. However, it is not apparent that the McNulty program teaches goal setting as a core foundation of leadership. As one of the primary principles of leadership, as proposed by the scholars, Wharton students, who are serviced by the McNulty program would benefit from an education that has an increased focus on identifying and facilitating intrinsic goals.

The rise of the leadership obsession and its implications on contemporary American society and culture are worth studying. The United States continues to be plagued by many social, economic, and political challenges, which have persisted for decades without much improvement. Moreover, the recent election of a non-traditional populist president, Donald Trump, presents even more uncertainties for the future.

Innovative, passionate, and visionary leaders are needed now, more than ever, to drive real change in America. Although opportunities to develop as a leader are ever-present throughout American society, the over education of leaders is undermining the quality of leadership.

The teaching of leadership in higher education illuminates a paradigm that arguably extends to the teaching of leadership at large. Most likely in conjunction with the rise of the leadership industry, a shift has occurred in leadership education. Leadership is taught in a broad and general perspective, thus lacking clarity and focus in regards to its intention. This shift is almost entirely leader-centric in its elitist undertones and development of those at the top. Moreover, many of the educational programs fall short in their consideration for the importance of followership within leadership. In the broader context of American Democracy, followership translates to citizenship. Generations of students that attended college prior to the emergence of the leadership phenomenon were educated first and foremost to be American citizens and contributing members of society. In comparison, today's generation of college students are educated to be leaders, especially at elite institutions, which comes at the expense of teaching citizenship. In general, this shift in leadership education is a mistake.

Understanding citizenship is foundational to understanding leadership. To lead the citizens successfully, an individual must know how to also be a citizen. Similarly, good leaders must understand the perspective of their followers. Citizenship is suggestive of qualities such as responsibility, respect, service, hard work, and commitment, among others. Furthermore, the values of citizenship help ensure and protect our Democracy and its ideals. American Democracy requires the support and contributions of the citizens for

it to function as the founders intended. In a democracy, all men (and women) are created equal by the governmental protection of their inalienable rights. While democracy does require leadership, an understanding of citizenship, and experiencing citizenship fosters an understanding of appropriate leadership. The connection between citizenship and leadership raises a question of whether citizenship should be a prerequisite of leadership. Should leaders be required to experience the processes and the work that their constituents are carrying out at every level? This idea of citizenship as a prerequisite of leadership extends further than public service and government. For instance, it is worth considering if a CEO should understand all the positions and responsibilities of employees within their company. How can executive make decisions about marketing, or human resources, if they do not possess a basic understanding of marketing and human resources practices? In any group, organization, hierarchy or institution, it is likely beneficial for those at the top to understand the perspective and experiences of those at the bottom.

The teaching of leadership and the leadership obsession will likely remain an aspect of American Culture for many years to come. As the complexities of the 21st Century's global world create change, leadership must reflect this and move in a direction driven by change. The teaching of leadership is not the problem here and it just fine for it to keep moving in the direction that it is. The problem lies within the relationship between the teaching of leadership and the leadership phenomenon. The case studies help illuminate this. While the founding purposes, vision statements, and goals of leadership institutions are often reflective of good, intentional, adaptable leadership, the follow through falls short. I would argue that the case studies of this thesis are some of the better

programs and schools. That said, schools teaching leadership may want to take a step back and refocus.

The emphasis on leader development at the expense of citizenship is created by the pressures of the leadership phenomenon. Ultimately, colleges and universities operate as businesses, marketing their “unique experiences” and credentials to the consumer: students. In the process, colleges and universities fall prey to the effects of the leadership industry and allow the market to influence their educational product, as evidenced by the increase in leadership programs in higher education. These schools claim to offer exceptional educational experiences and, in not so many words, promise to turn their graduates into the next generation of great leaders. All the while, the leadership phenomenon’s effect on higher education clouds the original intentions of leadership programs. Thus, the programs lose sight of the task at hand; producing intelligent, pragmatic, innovative, adaptable leaders to solve today’s problems, tomorrow. In the end, the students are the victim in this narrative. Too often today, students operate inside of the false expectations that their credentials provide them with. Many millennial college students believe that their “leadership experiences,” and their degree(s), make them destined to achieve, success and gain wealth. I may be a member of the minority on this issue, but I would much rather have a leader, and frankly, be a leader who is more concerned about making an impact in my community, my country and even than world, than be consumed by the supposed economic value and materialistic benefits of leadership.

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