



Journal
of
Leadership Education

...is an international, refereed journal that serves scholars and professional practitioners engaged in leadership education.

...provides a forum for the development of the knowledge base and professional practice of leadership education world wide.

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The Journal of Leadership Education

The Journal of Leadership Education (JOLE) is the official publication of the Association of Leadership Educators. The purpose of JOLE is to provide a forum for development of the knowledge base and practice of leadership education. The journal is intended to promote a dialogue that engages both academics and practitioners. Thus, JOLE has a particular interest in applied research and it is the premise of JOLE that feedback between theory and practice tests both and makes each better. The journal provides several categories for submittals to promote diversity of discussion from a variety of authors.

The members and board of the Association of Leadership Educators became aware of the need for a journal about leadership education in the early 1990s. The challenge of educating people about leadership is particularly provocative, complex, and subtle. Other journals with leadership in the title focus primarily on defining and describing leadership, and journals concerning education seldom address the subject of leadership. Indeed, one common argument in society is that leadership is innate (you have it or you don't) and teaching leadership is difficult and often ineffective. This attitude is expressed, perhaps, in the dearth of leadership courses on our university campuses.

In this context, JOLE provides a means to test the hypothesis that leadership education is possible. Our journal sits at the nexus of education theory and practice and leadership theory and practice, and from this divide, this mountain pass, there is a need to look "both ways". Whether or not leadership education is a discipline of its own is unclear, at least at present. If nothing else, by looking both ways this journal hopes to provide a passageway between two disciplines, enriching both in the process.

JOLE is an electronic journal open to all, both as writers and readers. The journal has been conceived as an "on-line" journal that is available on the world-wide web and is to be self-supporting. To this end, at some time in the future a fee may be charged for publication. At present, all editorial, Board, and reviewer services are provided without cost to JOLE or its members by volunteer scholars and practitioners.

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From the Editor's Clipboard

“Lights, Camera, Action!” We’ve all heard anecdotes of film directors shouting these words to motivate their crews in shooting the perfect movie scene. Although leaders do not shout out “lights, camera, action,” they do influence groups to accomplish tasks. This issue of JOLE contains several manuscripts that describe how leadership educators motivate groups to complete an objective. Whether a teacher in a classroom, a facilitator of training, or a researcher creating theory, the authors in this issue present several plans for successful leadership education.

Maybe leadership is like a movie... Successful leaders articulate an organization's vision – just like a movie director expresses a script. And, just as a movie director moves a script from words on paper to visual images, leaders transform vision into action. Perhaps the leadership/movie analogy can be extended even farther. The film genre is not dominated by one successful formula. In fact, viewers seek out comedies, tragedies, documentaries, animations, full-length and short features. So, film directors exist to produce very different products. They labor hard to match their work to the audience they seek to entertain or inform. Leaders also find themselves serving different audiences and accomplishing extremely diverse tasks. Leaders are faced with both critical and long-term projects. Some leaders motivate individuals to accept danger as a part of their tasks while other leaders encourage people to remain tenacious and unwavering in expression of a long-term vision. It appears leaders can learn much from the ever-evolving film industry: maintain focus but be ready to change for a purposive audience. Lights, camera, action – leaders at work – what is their history; what is their future?

JOLE is a repository for the past and the future. The theory of leadership education is still relatively young and exciting. In the literary world, “volume 2” is considered a very young document. JOLE will continue to grow and develop just as an infant does. As we look toward the future, the Journal of Leadership Education seeks to accumulate the best and most intriguing studies and reports that provide answers to the question, “what are the paramount techniques needed to create successful leadership education?”

In their review of the submitted documents, representatives of the JOLE Editorial Board provided a juried assessment of a manuscript's scholarly significance and relevance. Both Research Features and Application Brief documents were closely scrutinized to ensure selected manuscripts advance the theory and practice of leadership. This issue of JOLE supports leadership scholars in their quest for successful leadership education.

Respectfully submitted,

Christine Townsend, Editor

Continuing Education Needs of Leadership Program Alumni

Susan Fritz, Susan Williams, and John Barbuto disseminate an assessment identifying the leadership education needs of leadership program alumni. Training needs identified involved creating a vision, inspiring others, finding the right people, and influencing others. Readers will also find the methodology of this piece stimulating. The focus group techniques used is an important research tool for leadership educators seeking answers to intimate questions relating to program outcomes.

Supervisory Options for Instructional Leaders in Education

Authors Carrie Fritz and Greg Miller look to the world of education in testing a supervisory model. As a part of their management activities, instructional leaders supervise teachers of all levels of experience. Teacher supervision can become complicated since the teacher's clientele – students – do not remain constant. The authors propose a model that can be used to accommodate varying circumstances.

Leadership Studies and Liberal Education

In this manuscript, Robert Colvin presents leadership studies as an integrating discipline in undergraduate liberal education curricula. He argues that, since one mission for liberal educators is to prepare students for citizenship, then, a symbiotic relationship between liberal education and leadership studies is a natural event. He also proposes that the knowledge, attitudes, and skills necessary for effective leadership are closely aligned with learning outcomes of many college courses of study.

Reel Leadership: Hollywood Takes the Leadership Challenge

Graham, Sincoff, Baker, and Ackermann create an exciting and useful leadership education teaching tool in their article. Just like Dorothy and Toto, in the movie *Wizard of Oz*, leadership educators embark on new classroom ventures all the time. This manuscript uses Kouzes and Posner's *The Leadership Challenge* as a template for teaching leadership theory through movies. The authors present teaching ideas that work with "students of leadership in any setting."

Study Abroad: A Powerful New Approach to Developing Leadership Capacities

Garee Earnest reasons that leadership skills can be learned in a focused study-abroad program. Not only do leaders need to experience the global arena, they need to incorporate attitudes of change into their leadership tool kit. This manuscript describes a successful program that creates contemporary classrooms from diverse international venues.

Continuing Education Needs of Leadership Program Alumni¹

Susan M. Fritz, Ph.D.
Associate Professor
Agricultural Leadership, Education and Communication
University of Nebraska-Lincoln
Lincoln, NE
sfritz1@unl.edu

Susan N. Williams, M.S.
Extension Educator
Southeast Research and Extension Center
University of Nebraska-Lincoln
Lincoln, NE
swilliams1@unl.edu

John E. Barbuto, Jr. Ph.D.
Associate Professor
Agricultural Leadership, Education and Communication
University of Nebraska-Lincoln
Lincoln, NE
jbarbutojr1@unl.edu

Abstract

An assessment identifying the leadership education needs of three groups of leadership program alumni was developed through focus group interviews. Respondents (386 of 1,063 or 36%) were most interested in training on: engaging others in a common vision, inspiring others, attracting the right people for the task, and influencing others. They preferred to participate in one or two workshops per year. Face-to-face delivery was the format most preferred by respondents with distance-delivery strategies identified as the preferred means by 34% or less, and respondents preferred to pursue regional collaborations in their state. The results will be the basis for advanced leadership development training for alumni of leadership development programs offered through Cooperative Extension. It was recommended that this study be replicated with community leaders that have not participated in formal leadership programs as the basis for developing initial and advanced training needs.

Introduction

One of the issues facing Cooperative Extension is the development of programming to increase the pool of effective leaders in rural communities. Rural communities face many challenges including: maintaining a viable economy, retaining young people, ensuring the sustainability of natural resources and the environment, and supporting a changing social structure.

Local officials are often part-time volunteers in service to their communities. They frequently find themselves overwhelmed at the number and scope of decisions they must make. They also encounter stress from criticism expressed by their constituency (Rinehart, 1995). Local funds are often insufficient to support programs and services. Local leadership often lacks the skills to mobilize citizens to address community concerns. Thus, leadership and managerial skills in such situations are essential qualities for elected and appointed officials. Extension programs must be poised to equip local leaders with skills to manage and direct change in their towns and cities (Rohs, 1988).

Although the Extension System has a long history in leadership development, there is little widespread understanding of the range of skills taught or the amount of effort directed towards teaching leadership skills (Paxson, 1993). Vague and competing definitions of leadership development and the miscommunication about how Extension teaches leadership development identifies a need for both research and policy. Despite the large volume of formal leadership training there has been little research on its effectiveness (Yukl, 2001). Extension needs to decide which skills should be taught as part of its leadership development effort (Paxson, 1993). There is also a need for accurate assessments of leadership program impacts when employing self-reporting measures such as pre-post and then-post designs (Rohs, 2002). Calculating the monetary return on the investment of leadership education programs also presents a challenge—converting outcome measures to monetary values is not easily done (Rohs, 2003).

The development of leadership skills is a process not an event. Community leaders may take part in a leadership development program, however, when the program ends the need for continued development does not end. Studies suggest that rural leaders learn best by a process of action and reflection. Complex leadership skills are difficult to learn in a short training course with limited opportunities for practice and feedback (Yukl, 2001). Practice and feedback often occur in three ways: short refresher courses, follow-up sessions, and specific projects (Yukl, 2001). Follow-up sessions at appropriate intervals after training are important to help leaders discuss successes and problems. Leaders can also practice acquired skills by implementing specific projects. Refresher courses help leaders refocus efforts and refine skills. Learning results from both success and failure in attempting to achieve particular goals. This is one reason why rural leadership development process is as important as the product (Dhanakukmar, Rossing & Campbell, 1996). The need for advanced leadership training is varied

and the data collected in this needs assessment will assist Cooperative Extension faculty in the establishment of educational programs to meet these needs.

Purpose

The purpose of this study was to gain information about the continued leadership education needs of community leaders that had already participated in established, in-depth leadership training programs. An important part of the assessment also included how they preferred that information to be delivered. The data collected will help shape the leadership development training efforts of the Cooperative Extension, supporting academic departments and programming teams.

Methods

For the purpose of this needs assessment, three established, in-depth leadership development programs were studied. Program One annually selects 30 farmers, ranchers and agri-business leaders. During the two-year program participants are involved in 13, three-day seminars and two study/travel seminars. Program Two recruits family and community leaders who participate in a Cooperative Extension-sponsored institute that takes place over two-weekends. The leadership institute assists individuals in developing skills to help them take an active part in their community. Program Three is for extension faculty in the north central United States and consists of four, one-week retreats to study and experience leadership.

Two focus groups were conducted to establish the questions for the study (Worthen, Sanders & Fitzpatrick, 1997). A group of four alumni of Program One from eastern Nebraska and a group of four alumni of Program Two from the western Nebraska Panhandle were interviewed. During the focus group, participants were asked to describe their current leadership development needs, preferred method of delivery and plans for future leadership involvement. The results of the focus groups were transcribed and returned to the participants for validation. Questions for the survey were developed from the similarities in the focus group sessions. The first section of the survey contained 18 leadership-training topics. The respondents were asked to rate their helpfulness in increasing their effectiveness as leaders in their community using a Likert-type scale (1=Not helpful, 3=Somewhat helpful, 5=Very helpful). Other questions focused on: level of leadership development training desired; preferred means of receiving training; collaboration strategies; past, current and future leadership roles; and demographics (e.g., level of education, age, gender, occupation).

Alumni rosters were obtained from the sponsoring units of the three programs. Because of the differences in population sizes, it was decided the sample would be the entire population. Cover letters, questionnaires, and return envelopes were mailed to all alumni during the spring of 2001. Appropriate follow-up procedures were used (Salant & Dillman, 1994). Data was coded, entered and analyzed using

SPSS-PC. The data collected was deemed reliable with a Cronbach’s alpha of .89. Comparisons of first, second and third respondents indicated no differences in respondent groups.

Surveys were mailed to 1,063 adult alumni of the three leadership programs in Nebraska. Three hundred and eighty-six surveys were returned (Program One, 215/500 or 43%; Program Two, 156/545 or 29%; and Program Three, 15/18 or 83%). Male and female respondents were balanced across the study, however, they were not balanced within program response groups. Seventy-six percent of program one respondents were male, 75% of Program Two respondents were female, and 60% of Program Three respondents were male. Most respondents (75%) ranged in age from 41-60 years. The majority of respondents had attained a bachelor’s degree (159 or 41%), 103 or 26% had attained a graduate degree (Masters, Ph.D. or Ed.D.), 36 or 9% had attained an associate’s degree, and 66 or 17% had attained a high school diploma.

Findings

When ranked by mean score, the top six topics alumni of leadership development programs identified as helpful were: 1) engaging others in a common vision; 2) inspiring others; 3) attracting the right people for the task; 4) influencing others; 5) generating solutions to problems; and 6) improving facilitator skills (see Table 1). The items alumni identified of less importance but still “somewhat helpful” were: 1) gathering information through use of computers and Internet; 2) developing multimedia presentations; 3) growing from failure; and 4) mentoring emerging leaders. Participants in Program Three, Cooperative Extension faculty, rated 1) gathering information through use of computers and Internet, 2) developing multimedia presentations and 3) improving presentation skills, considerably lower than respondents in the other programs. Program Three participants also rated “seeking funding” considerably higher than the other two groups.

Table 1. Training Topic Means and Standard Deviations of Leadership Program Alumni

Topic	Program 1 N=215		Program 2 N=156		Program 3 N=15		Total Mean N=386	Total SD N=386
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Engaging others in a common vision	4.07	.78	4.10	.83	4.13	.64	4.08	.80
Inspiring others	4.02	.77	4.06	.82	3.93	.96	4.04	.79
Attracting the right people for the task	3.98	.86	4.01	.86	3.80	1.15	3.99	.87
Influencing others	4.00	.81	3.98	.85	3.53	.99	3.97	.83
Generating solutions to	4.03	.84	3.83	.95	3.67	.90	3.94	.89

problems								
Improving facilitator skills	3.92	.82	3.98	.90	3.80	1.08	3.94	.86
Improving presentation skills	3.94	.88	3.82	.99	3.20	1.08	3.86	.94
Listening	3.94	.97	3.73	1.12	3.13	1.19	3.83	1.05
Helping followers implement ideas	3.72	.87	3.82	.81	3.87	.92	3.76	.85
Influencing groups through public speaking	3.82	.97	3.61	1.04	3.53	.99	3.73	1.00
Rewarding and recognizing others	3.66	.90	3.73	.99	3.53	.99	3.68	.94
Seeking funding	3.56	1.02	3.70	1.17	4.00	1.07	3.63	1.08
Managing time effectively	3.74	1.00	3.50	1.08	3.07	1.27	3.62	1.05
Developing a sharper personal image	3.61	.96	3.57	1.10	3.33	.82	3.58	1.01
Mentoring emerging community leaders	3.54	.90	3.61	1.04	3.40	1.12	3.56	.96
Growing from failure	3.54	.99	3.43	1.04	3.20	.87	3.49	1.00
Developing multimedia presentations	3.39	1.05	3.46	1.15	2.67	1.23	3.39	1.11
Gathering information through use of computers and Internet	3.41	1.05	3.37	1.26	2.33	.90	3.35	1.15

Note. 1=Not helpful; 2=A little helpful; 3=Somewhat helpful; 4=Helpful, 5=Very helpful.

When comparing helpfulness of leadership topics by level of education, respondents that had graduate degrees reported four topics would be less helpful than respondents with bachelors, associate or high school degrees: 1) improving presentation skills, 2) generating solutions to problems, 3) growing from failure and 4) developing a sharper image. In each instance graduate degree recipients report significantly lower needs for training, across topics (see Table 2).

Table 2. MANOVA of Leadership Development Topic by Levels of Education

Topic	High School Diploma N=66		Associate Degree N=36		Bachelors Degree N=159		Graduate Degree N=103		F
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Managing time effectively	3.70	1.00	3.97 ^b	.85	3.69 ^c	1.00	3.60 ^{bc}	1.05	4.94*
Inspiring others	3.95	.88	4.00	.73	4.11	.74	3.99	.80	.97
Engaging others in a common vision	4.05	.83	3.89	.71	4.19	.72	4.04	.83	2.21
Influencing others	4.10	.81	3.97	.75	4.03	.80	3.81	.89	1.83
Listening	3.93	.99	3.97	.91	3.93 ^c	1.19	3.52 ^c	1.15	4.01*
Rewarding and recognizing others	3.82 ^a	.89	3.69	.79	3.78 ^c	.89	3.39 ^{ac}	.99	4.16*
Gathering information through use of computers and Internet	3.57 ^a	1.14	3.36	1.05	3.46 ^c	1.10	2.97 ^{ac}	1.20	4.77*
Developing multimedia presentations	3.49	1.06	3.39	.96	3.46 ^c	1.11	3.12 ^c	1.15	3.21*
Helping followers implement ideas	3.73	.78	3.80	.72	3.70	.91	3.84	.83	.42
Improving facilitator skills	3.93	.94	3.97	.91	4.05	.78	3.74	.90	3.44*
Seeking funding	3.73	1.06	3.80	.83	3.55 ^c	1.07	3.62 ^c	1.19	.88
Improving presentation skills	4.07	.80	4.20	.68	3.97	.82	3.39	1.12	12.72*
Growing from failure	3.52 ^a	1.00	3.72 ^b	.85	3.59 ^c	1.00	3.16 ^{abc}	.97	6.02*
Mentoring emerging community leaders	3.60	.91	3.58	.73	3.56	.93	3.48	1.10	.57
Influencing groups through public speaking	3.90 ^a	.94	3.75	.73	3.82 ^c	1.03	3.71 ^{ac}	1.00	4.48*
Generating solutions to problems	3.98 ^a	.81	4.19 ^b	.71	4.06 ^c	.84	3.59 ^{abc}	.99	7.97*
Developing a sharper personal image	3.78 ^a	1.01	3.81 ^b	.82	3.65 ^c	.97	3.23 ^{abc}	1.04	5.89*
Attracting the right people for the task	4.20 ^a	.68	4.08	.73	4.01 ^c	.88	3.76 ^{ac}	.95	4.68*

Note. 1=Not helpful; 2=A little helpful; 3=Somewhat helpful; 4=Helpful, 5=Very helpful.

*Significant difference (p<.05) among 4 means.

^aDenotes significant difference between High School and Graduate degrees as a result of Tukey Post Hoc tests.

^bDenotes significant difference between Associate and Graduate degrees as a result of Tukey Post Hoc tests.

^cDenotes significant difference between Bachelors and Graduate degrees as a result of Tukey Post Hoc tests.

Alumni of established leadership educational programs most frequently preferred to attend one or two yearly workshops to improve their leadership skills (see Table 3). However, they were also interested in certification programs, obtaining Continuing Education Units and degree programs. Twenty-two percent (84 respondents) expressed interest in completing a leadership development graduate program. Program One participants were twice as interested in leadership development programs as Program Two participants.

Table 3. Frequencies for Preferred Levels of Leadership Development Training

Education/Training Level	Program 1 N=215	Program 2 N=156	Program 3 N=15	Total N=386
One or two yearly workshops	156 (73%)	102 (65%)	10 (66%)	268 (69%)
Enroll in leadership courses for CEU's for your employment	63 (29%)	17 (11%)	15 (100%)	105 (27%)
Series of workshops to achieve a leadership certificate	57 (27%)	34 (22%)	6 (40%)	97 (25%)
Enroll in leadership development course for undergraduate credit	63 (29%)	17 (11%)	15 (100%)	95 (25%)
Complete a leadership development graduate program	72 (33%)	10 (6%)	2 (13%)	84 (22%)

Face-to-face delivery was an overwhelming choice of training method across all respondent groups (Table 4). All other forms of delivery were identified by 38% or less of the respondents. Satellite delivery was the least preferred (13%), however there was nearly a 100% percentage difference in preference between “satellite” and “satellite with onsite facilitation” as means of training delivery.

Table 4. Frequencies for Preferred Means of Training Delivery

Methods of Delivery	Program 1 N=215	Program 2 N=156	Program 3 N=15	Total N=386
Face-to-face	181 (84%)	121 (78%)	13 (87%)	315 (82%)
Videotape	57 (27%)	51 (33%)	0 (0%)	108 (28%)
Satellite with onsite facilitation	48 (22%)	43 (28%)	7 (47%)	98 (25%)
On-line (Web-based)	82 (38%)	43 (28%)	8 (53%)	133 (34%)
Satellite	23 (11%)	26 (17%)	2 (13%)	51 (13%)

When asked if they were interested in collaborating with other alumni from their program, respondents preferred primarily to work with alumni from their region

of the state (43%), followed by working with alumni from several surrounding counties (28%), their county (9%), their community (5%) or multi-state groups (4%). If they were to assemble a leadership group that would encompass alumni from their program and other programs, they preferred that the leadership group be from their region of the state (47%) followed by working with alumni of their surrounding counties (31%), county (7%) or community (6%).

Conclusions and Recommendations

When ranked by mean scores, the top six topics alumni of leadership development programs identified as useful were more leadership than operational skills. These skills included: engaging others in common vision, inspiring others, attracting the right people for the task, influencing others, generating solutions and facilitation skills. We might suggest these high-level skills are better obtained through education, action and reflection. Respondents, however, preferred to attend yearly workshops in face-to-face settings. Such single meeting, event driven programming may be less likely to produce results in transformational skills.

Low mean scores on technology-related topics such as satellite and web-base program delivery may be a result of educational levels or access to technology at work and access to technology training at work.

It appears as if the Program One respondents are interested in process-driven programming (undergraduate, graduate, certificate, etc.) more than Program Two respondents. This could be a reflection of the type of leadership program they participated in—Program One participants made a significantly greater time commitment to gain leadership skills than alumni of programs two and three. Program One participants have invested a considerable amount of time in leadership development and are willing to invest even more time to develop key skills.

When leadership topics were compared by educational levels, respondents with graduate degrees reported four topics would be less helpful than respondents with bachelors, associate or high school degrees: improving presentation skills, generating solutions to problems, growing from failure and developing a sharper image. Many of these skills are developed in formal education programs.

The desire for high touch, face-to-face programming, that could be expensive, may be tied to two factors. Participants may be comfortable with prior classroom learning experiences, and may not have been involved in extensive distance-delivered programming. It is also possible that participants value networking with others as a means of learning and sharing experiences. This is more likely to occur in a face-to-face situation.

Regional programming across the state may attract those seeking a more advanced set of leadership skills. This may stem from a desire to gather new ideas

from other communities. Program One and Program Three participants traveled to new locations for study of leadership during their original leadership development training. This survey reflects they see merit in connecting with others from different regions.

It is recommended that the next step of the data collection be pursuing responses from community leaders who have not participated in established, in-depth leadership development programs. The comparison between continued educational needs of leadership development program alumni and non-alumni should provide direction in developing initial and advanced leadership development program curricula.

In general, inconsistencies of leadership programming content and duration across Cooperative Extension-sponsored leadership initiatives complicate comparisons of multiple program outcomes and needs. Therefore, Cooperative Extension faculty are encouraged to implement guidelines for leadership programming that will lead to content similarity, replications, and benchmarks.

Educational Importance

Cooperative Extension is involved in leadership development initiatives in a variety of program scopes and intensity. This needs assessment provides the basis for developing a planning tool to establish continuing leadership education programs for rural leaders. Complex skills related to leadership are difficult to learn in short training courses (Yukl, 2001). Opportunities to practice skills, discuss leadership strategies and take refresher courses provide leaders with action and reflection. Learning results from both success and failure in attempting to achieve particular goals. This is one reason why the process in rural leadership development in Extension is as important as the product (Dhanakumar, Rossing & Campbell, 1996). Matching what we know to be effective in leadership development with the needs identified by alumni will challenge us to develop a program with the right set of skills delivered in the best way to strengthen the leadership pool of effective leaders in rural communities.

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¹University of Nebraska, Agricultural Research Division, Journal Series Number 14195. The authors thank Laverne Barrett and Dan Wheeler for their input in the early stages of this work. Contact S. M. Fritz, University of Nebraska-Lincoln, Lincoln, NE 68583-0709 or e-mail (sfritz1@unl.edu).

Supervisory Options for Instructional Leaders in Education

Carrie Fritz, Ph.D.
Assistant Professor
University of Tennessee
Knoxville, TN
cfritz@utk.edu

Greg Miller, Ph.D.
Associate Professor
Iowa State University
Ames, IA
gsmiller@iastate.edu

Abstract

The principal purpose of this article was to identify supervisory approaches available to instructional leaders in education. Selected supervisory approaches served as the basis for creating the Supervisory Options for Instructional Leaders (SOIL) Model. Instructional leaders in a variety of educational settings could use this model. The SOIL Model is divided into three levels of supervision. The supervisory approaches included in each level are placed along a continuum of reward and risk. Reward is defined as “something given or offered for some service or attainment” (Mish, 1989, p. 628). Risk is defined by Mish (1989) as “the exposure to possible loss or injury” (p. 632).

As the instructional leader and teacher develop in the supervisory process, it is proposed that the approach of supervision used should change. As professional readiness increases and as the circumstances dictate, the instructional leader should progress in an upward direction on the continuum and facilitate more teacher-directed approaches of supervision. With teacher-directed approaches of supervision, instructional leaders and teachers may experience greater reward from the supervisory process.

Introduction

“Instructional supervision is the function in educational systems that draws together the discrete elements of instructional effectiveness into a whole educational action” (Glickman, Gordon, & Ross-Gordon, 1995, p. 15). Supervision, teaching, and learning are major components of this educational system (Montgomery, 1999). Without these components the educational system may not be effective.

Each student who applies constructive, cumulative, self-organized, goal oriented, situated, and individually different (Montgomery, 1999) knowledge achieves effective learning, which should be the teacher's primary focus in education. Glickman, Gordon, and Ross-Gordon (2001) suggest that blame for lack of student learning could be placed on teachers and their teaching techniques. Because the teacher cannot learn for the student, learning essentially becomes the responsibility of the learner (student). Therefore, the teacher's role is to facilitate and promote learning.

Montgomery (1999) noted, "Effective teaching is occurring where the majority, preferably all the pupils, learn most of what the teacher intended. The pupils want to learn and do not have to be made to" (p. 126). This goal is very difficult to accomplish, and for some teachers it may take several years, if it happens at all. In previous research, Cogan's (1973) argument was "the difficulties teachers face in learning how to teach and in improving their teaching on the job is at the root of the major problems in the preservice and inservice education of teachers" (p. 15). Current research by Montgomery (1999) has also publicized that most teachers lack grounding in relevant teaching theory and become susceptible to fashions and fads in teaching. Therefore, many teachers are unable to develop an effective system for teaching. Effective leadership by the instructional leader, however, may provide a platform for improving the teaching process.

Situational leadership, developed by Hersey, Blanchard, and Johnson (2001), has been a platform used for leadership development in several educational organizations. Hersey et al.'s (2001) Situational Leadership Model has three major components: 1) the relationship behavior of the leader, 2) the task behavior of the leader, and 3) the readiness level of the follower(s). Task behavior is defined by Hersey et al. (2001) as "the extent to which a leader engages in spelling out the duties and responsibilities for the group" (p. 173); relationship behavior defined as "the extent to which the leader engages in two-way or multiway communication" (p. 173); and readiness is defined as "the extent to which a follower demonstrates the ability and willingness to accomplish a specific task" (p. 175).

In the Situational Leadership Model, the task and relationship leadership behaviors are matched with the readiness of the follower to form four main categories. Those categories are 1) telling, 2) selling, 3) participating, and 4) delegating. During the telling phase of the model, the leader must give specific instructions and closely supervise followers. The followers at this level do not display the necessary knowledge or skill to perform a particular task and therefore are not confident in their abilities. As the model progresses into the selling phase, followers still do not display complete knowledge or skill for a particular task, but they have become more confident or committed toward the work environment. The leader must still provide guidance but must also include the opportunity for dialogue with followers. The participation phase for the leader shifts from a directive role to an encouraging and communicating role. The followers at this

level understand the tasks to be achieved but now may lack motivation and/or commitment. The final phase, delegating, allows the leader to observe/monitor followers. In addition, the leader provides opportunities for followers to take responsibility and to implement tasks. The followers in this phase have the required knowledge and skill to perform a particular task. Additionally, they are confident and motivated.

Leadership, in addition to being situational, should be a developmental process. Human development, accredited to the cognitive scientist Piaget, changes as individuals encounter new and different situations (Włodkowski, 1985). This developmental process progresses through four stages: sensorimotor, preoperational, concrete operations, and formal operations (Ginsburg & Opper, 1979). The latter two stages are more applicable to adults. Adults at the concrete operations stage can perform logical functions (Glickman et al., 2001). Adults at the formal operations stage can rationalize and formulae abstract concepts (Glickman et al., 2001). In addition to the formal operations stage, a fifth stage, postformal operations, has been added (Kitchener, Lynch, Fischer, & Woord, 1993). The postformal operations stage describes adults that are engaged in scholarly thought. Instructional leaders that understand this type of developmental process may establish a better professional relationship with teachers (Reiman & Thies-Sprinthall, 1998).

Encouraging teacher development can be challenging; however, the school system hinges on the effectiveness, knowledge, and openness of an instructional leader (Reiman & Thies-Sprinthall, 1998). As noted by Glickman et al. (2001), effective supervision is the glue that holds together individual teachers' needs and school goals. Glickman et al. (2001) also noted, "Glue, if functioning properly, cannot be seen" (p. 9). Likewise, when supervision functions properly, it also goes unnoticed; but when glue quits sticking, as in the case of inadequate supervision, the object (the school system) will collapse.

Supervision provides an opportunity to promote teacher efficiency, abstract thought, and a reflection on the teacher's own instructional methods (Glickman et al., 1995). If the instructional leader lacks adequate knowledge of supervision and does not know how to meet the needs of the teacher, then an unproductive working relationship may be established (Acheson & Gall, 1980). The teacher could spend time being upset with the instructional leader and might not devote sufficient effort toward teaching students. More importantly, students' desire, ability, and levels of learning may be affected (Beach & Reinhartz, 2000). When the instructional leader cannot meet the teacher's needs, the entire teaching experience may not be as effective as it could have been (Sergiovanni & Starratt, 1988).

Purpose and Objectives of Study

The principal purpose of this article was to identify supervisory approaches available to instructional leaders in education. The specific objectives were to:

- Identify and explain approaches to instructional supervision.
- Present a model for instructional leaders to use when selecting a supervisory approach appropriate for a particular context.

Methodology

A library search was performed to obtain information on a variety of approaches and techniques of supervision. Educational Resources Information Center (ERIC) and Psychological Abstracts (PsychLit) were the databases used to identify articles focusing on instructional supervision. Articles were gathered from the following sources: *Association for Supervision and Curriculum Development Yearbook*, *Journal of Agricultural Education*, *Educational Researcher*, *Educational Leadership*, *Journal of Curriculum and Supervision*, *Journal of Teacher Education*, *The Journal of Higher Education*, *Journal of Staff Development*, *Viewpoints*, and *Principal*. A Midwestern land grant university library catalog was also searched for holdings related to instructional supervision to locate books and other sources of information not indexed in ERIC and PsychLit.

The analysis of information progressed in two phases. The initial phase involved selecting supervision approaches and focusing on how they could be used by instructional leaders. The approaches chosen 1) fit along a continuum of potential growth for instructional leaders and teachers, 2) provided specific explanations of the models' utility, and 3) had a record of successful application. The second phase of analysis focused on how the supervisory approaches could be used by instructional leaders.

Findings and Conclusions

Although several instructional supervision models and approaches were mentioned in the literature, this article is based on five supervisory models (clinical, conceptual, developmental, contextual, and differentiated), which acknowledged a developmental process for both the instructional leader and the teacher. Instructional leaders, in this context, are defined as any individual who is responsible for the supervision of teaching performance. Examples of instructional leaders are peer coaching leaders, master teachers, principals, superintendents, and university teacher educators.

Clinical Supervision

Clinical supervision is a form of inquiry designed to encourage reflection and analysis of supervisory methods and to develop and test hypotheses about what is effective and why (Cook, 1996). Goldhammer, Anderson, and Krajewski (1993) and Cogan (1973) identified five major steps in clinical supervision: 1) planning conference, 2) classroom observation/data collection, 3) analysis/strategy, 4) postobservation conference, and 5) postconference analysis. There are several procedures to follow within the five major steps that can help direct the instructional leader.

The planning conference is designed to inform the instructional leader of the objectives for the lesson. The teacher prepares a detailed lesson plan for the instructional leader to critique and provide a basis for suggestions (Cogan, 1973; Goldhammer et al., 1993).

During the classroom observation/data collection step, the instructional leader observes the teacher teaching the lesson outlined in the lesson plan. The instructional leader should use an observation instrument to collect data on the lesson being taught (Cogan, 1973; Goldhammer et al., 1993). This procedure provides written information for the teacher in the postobservation conference. The analysis/strategy stage is the core of clinical supervision; the instructional leader conceptualizes what was observed in the classroom and converts the analysis into readable data for the teacher (Cogan, 1973; Goldhammer et al., 1993). The teacher then has a representation of how the instructional leader perceived the lesson.

The post-observation conference allows the instructional leader to dialogue with the teacher on the observed lesson (Cogan, 1973; Goldhammer et al., 1993) and allows the teacher to give input on the lesson. In addition, the instructional leader and teacher work together to establish goals to be met at the next observation date.

The post-conference analysis is primarily for the instructional leader, who must analyze if the best supervisory practices were used with the teacher. This analysis provides a reflection exercise to help the instructional leader to improve the next supervisory conference (Cogan, 1973; Goldhammer et al., 1993).

Conceptual Supervision

This approach emphasizes the need for instructional leaders to familiarize themselves with influences affecting the teaching process. The conceptual approach is supported by the organizational theory which emphasizes that individuals are unified by a common set of ethics and that they work together within a system of structure to accomplish specific goals and objectives (Beach & Reinhartz, 1989). The key to the conceptual approach is for instructional leaders

to understand the system of structure which they are leaders for. The components of the school structure (environment, fellow colleagues, administrators, etc.) influence the performance of the teacher.

The conceptual approach is based on the supervisory steps of clinical supervision and the collaboration established by the instructional leader and teacher. In addition, the instructional leader considers other factors that may affect teaching. Edmeirer and Nicklaus's (1999) conceptual approach outlines organizational factors (e.g., work load, classroom climate, support of colleagues, decision making, role conflict, and support from instructional leader via supervision) and personal factors (e.g., life stage, teaching assignment, interpersonal, intrapersonal, conceptual level, experience in education, and knowledge of subject) that can affect a teacher. These factors influence teacher commitment and trust in the teaching system as well as the performance quality of the teacher. An instructional leader should understand how factors a teacher can and cannot control might affect teaching effectiveness.

The instructional leader and teacher set certain benchmarks based on personal and organizational factors influencing the teacher's performance. Changes in organizational and personal factors should be made when possible, and improvements toward the benchmarks evaluated in each supervisory visit. For example, if the teacher is preoccupied with the notion that other teachers do not like him or her, the teacher's teaching effectiveness may suffer. The instructional leader should help the teacher with these feelings, whether they are warranted or not, because in the teacher's mind they are reality. This type of approach builds on a relationship between the instructional leader and the teacher and is initially used to develop trust.

Developmental Supervision

Glickman et al. (2001) define developmental supervision as "the match of initial supervisory approach with the teacher or group's developmental levels, expertise, and commitment" (p. 197). The instructional leader operating in developmental supervision gives three types of assistance: 1) directive, 2) collaborative, and 3) nondirective. Teachers who have low conceptual thinking, expertise, and commitment to their teaching will be matched with directive assistance. Teachers at earlier stages of development often have problems making decisions and defining problems, and they have learned few ways of responding to problems. Directive supervision places the instructional leader as the expert in charge of writing goals for the teacher. Teachers at moderate levels of abstract thinking, expertise, and commitment are best matched with collaborative assistance (Glickman et al., 2001). With this type of assistance, the instructional leader and teacher establish goals, identify how they will be achieved, and as a team note when the achievement should be noticed. The teachers who think abstractly and demonstrate high expertise and commitment to teaching are best matched with nondirective assistance (Glickman et al., 2001). Nondirective assistance allows

the teacher to be in control of how and when the goals will be achieved. The instructional leader is still involved, but takes a more passive role in the supervisory process. Glickman et al. (2001) identify the behaviors of the instructional leader in this role as listening, reflecting, clarifying, encouraging, and problem solving.

Contextual Supervision

Contextual supervision matches supervisory styles with the teacher's development or readiness level to perform a particular teaching task (Ralph, 1998). Readiness levels are a function of the teacher's confidence and competence. Competence is the extent of the teacher's knowledge, skill, and ability to perform a certain task while confidence is the degree of self-assurance, willingness, motivation, interest, or enthusiasm to become engaged in the task (Ralph, 1998). Contextual supervision requires that the instructional leader have the ability to provide different leadership styles to match the teacher's developmental level of teaching. The contextual approach provides four quadrants for the instructional leader to use in determining the readiness level and confidence of the teacher (Ralph, 1998). The first quadrant is labeled high confidence and low competence. The teacher is energetic toward teaching but is not completely proficient with the material taught. The instructional leader establishes low support and high task for the teacher. Ralph (1998) refers to support as the amount of encouragement/motivation given to the teacher and task is the amount of guidance provided in subject matter areas. The second quadrant of contextual supervision is labeled low confidence and low competence. The teacher is not energetic about teaching and not proficient in a particular subject area. The instructional leader provides the teacher with high support and high task. The third quadrant of contextual supervision is labeled low confidence and high competence. In this quadrant, the teacher is not confident in his/her teaching abilities but is knowledgeable about the subject taught. The instructional leader would provide high support and low task to the teacher. The final quadrant of contextual supervision is labeled high confidence and high competence. The teacher is enthusiastic about teaching and is proficient in the subject area. The instructional leader merely provides feedback to the teacher if there were any immediate concerns.

Differentiated Supervision

Differentiated supervision is particularly teacher-driven and allows the instructional leader to become more of a mentor to the teacher. Additionally, the instructional leader can focus efforts where they are needed most (Glatthorn, 1997).

Glatthorn (1997) suggests four options for differentiated supervision: 1) intensive development (a special approach to clinical supervision), 2) cooperative professional development, 3) self-directed, and 4) administrative monitoring. The

teacher chooses one of the supervisory options; the instructional leader and teacher then focus on that area.

Glatthorn (1997) suggests that intensive development, the first option of the differentiated supervisory model, is a process which requires many instructional leader observations which focus on learning outcomes instead of teaching methods. Intensive development should be used with a small number of teachers who experience difficulty with the teaching process. Intensive development includes eight components that involve five or more cycles and multiple observations. The first component, the taking stock conference, is held any time the instructional leader and teacher want to discuss their professional relationship or to reflect on what has been accomplished. The second (pre-observation), third (diagnostic observation), fourth (analysis of diagnostic observation), and fifth (diagnostic debriefing) components of the intensive development option are equivalent to the planning conference, classroom observation, analysis/strategy, and supervision conference of the clinical supervision model. The sixth component of the intensive development option, the coaching session, provides an opportunity for the instructional leader and teacher to select one skill from the diagnostic process on which to concentrate. The seventh component, focused observation, highlights one skill, using a form intended to assemble information about the teacher's use of that skill. The focused debriefing conference, the eighth component, allows the instructional leader and teacher to review and analyze the results of the focused observation.

The second option, cooperative professional development, is a mutually respectful process in which a small group of teachers agree to work together to facilitate their own professional growth (Glatthorn, 1997). The teacher becomes part of a two – or – three teacher teams undergoing the mentoring process together. The teachers observe each others' classes and give feedback on each others' teaching. This type of supervision is less time consuming for the instructional leader because the teachers conduct the supervisory process, and the instructional leader serves only as a resource. Cooperative professional development can be used with more experienced teachers who seek collegiality (Showers & Joyce, 1996) or a beneficial mentoring experience.

The third suggested option of differentiated supervision is self-directed. Beach and Reinhartz (2000) state that self-directed supervision enables the individual teacher to work independently on professional growth and allows the instructional leader to have a more relaxed supervisory role. In this case, the teacher develops and carries out individualized plans for professional growth with the instructional leader as a resource. This technique is specifically for the teacher who prefers to work alone, yet seeks the aid of the instructional leader as a mentor (Glatthorn, 1997). Glatthorn (1997) and Beach and Reinhartz (2000) state that the teacher self-evaluates his/her teaching using videotape, inventories, reflective journals, or portfolios to critique his or her teaching procedure. The instructional leader does not need to evaluate the lesson, but through individual conferences the

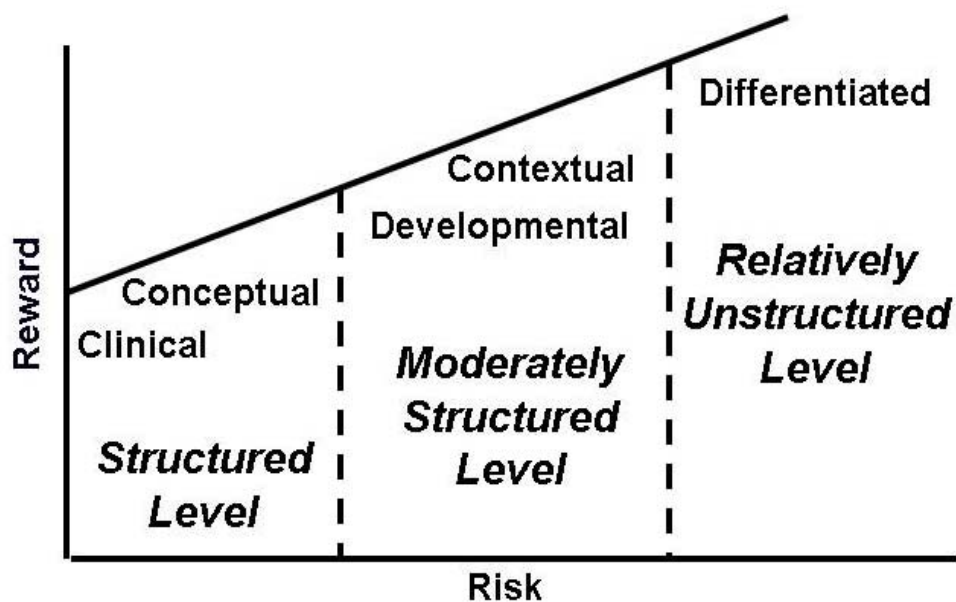
instructional leader could provide feedback on improving the instruction if the teacher so desires.

The final option available to teachers utilizing differentiated supervision is administrative monitoring. Glatthorn (1997) defines administrative monitoring as a process by which the instructional leader monitors the teacher's classroom with brief, unannounced visits. This option is used to monitor activity in the classroom and enables the instructional leader to be aware of any problems the teacher might be having.

SOIL Model

The SOIL Model (Figure 1) is a unique representation of supervisory models available to instructional leaders in education. The previous supervisory models discussed were analyzed and placed into three developmental levels (structured, moderately structured, and relatively unstructured) for the instructional leader to use when deciding which approach would be appropriate for a particular teaching situation. These developmental levels were determined by utilizing the theoretical frameworks of situational leadership (Hersey et al., 2001) and the developmental research of Piaget (Wlodkowski, 1985). The Situational Leadership Model by Hersey et al. (2001) suggests different leadership approaches to employ based on the follower's readiness level and a particular situation. Along a similar vein, the SOIL Model encourages the instructional leader to utilize a variety of supervisory models by an instructional leader with particular teaching situations and teacher readiness levels.

Figure 1. Supervisory Options for Instructional Leaders (SOIL) Model



Structured Level

Supervision approaches were placed along a continuum representing the level of structure required by the approach and the potential reward/risk for using the approach. The left side of the model begins with the structured level. The structure level consists of clinical and conceptual supervision; the approaches were chosen due to their step-by-step processes. In addition, the approaches were also used to familiarize the teacher with basic supervisory practices.

The structured instructional leader is more administrative and structured in the supervisory process. Moreover, the instructional leader at this level may typically focus on completion and success of the supervisory process. Although the structured level may not allow the teacher as much freedom as the moderately structured and relatively unstructured levels, it allows the teacher to develop self-confidence in his/her teaching role. The structured level should be used primarily with the teacher who is new to teaching and needs structure in the supervisory visit and assistance with teaching techniques. After conducting structured supervisory visits and assessing the teacher, the instructional leader may develop a better understanding of this type of supervisory approach and then be more prepared to utilize supervisory models from the moderately structured level.

Moderately Structured Level

As the instructional leader and teacher continue to move from the structured to the moderately structured level, they should mutually start to mature, gain more confidence, and develop more knowledge of educational practices. The

moderately structured level introduces approaches appropriate for instructional leaders and teachers who are ready for more flexible supervisory approaches. This level, made possible by previous experience, starts a self-discovery process related to different types of supervision.

Two models recommended for the moderately structured level are developmental and contextual supervision. This level still requires some guidance from the models themselves, but the rigidity of the structure begins to diminish. The instructional leader and the teacher develop a deeper understanding of supervision based on their experiences, advanced education, and reflection on their own practices. However, the instructional leader and teacher reflect and grow throughout each supervisory model used. With reflection as an ongoing process, the instructional leader and teacher should start to witness more rewards or satisfaction with a moderately structured level of supervision.

This level is recommended for instructional leaders who may be working with teachers who have taught for at least three years, are receiving advanced education, and are comfortable with their teaching abilities. This level should be accompanied by more reflection from the instructional leader who identifies results meaningful to the teacher. The moderately structured level is a stepping stone in the developmental process that leads the instructional leader and teacher to develop supervisory skills necessary for the relatively unstructured level.

Relatively Unstructured Level

The relatively unstructured level is considered the most powerful level in the model and should be the most rewarding to both the instructional leader and teacher. Since the relatively unstructured level includes the differentiated approach, which is based on the teacher's choice of supervision, an instructional leader must be confident that he/she can guide the teacher accordingly. Furthermore, this encourages the supervision process to be teacher-driven and enables the instructional leader to have a more flexible, supervising role.

The relatively unstructured level assumes that the instructional leader has acquired 1) experience, 2) specialized knowledge of the model, and 3) thorough academic preparation related to supervision, and that the teacher has attained a high level readiness. In addition, this level would best suit a teacher who has substantial classroom experience, exhibits high levels of leadership, and has gained professional development in his/her teaching area.

Risk

Risk is defined by Mish (1989) as "the exposure to possible loss or injury" (p. 632). Some examples of these risks for the instructional leader as a result of incorporating more teacher driven models of supervision could be: 1) colleagues criticizing work ethic, 2) losing identity of a job title, 3) teachers' not fulfilling

their responsibilities, and 4) accountability for teaching performance. The structured level requires less risk for the instructional leader but is potentially less rewarding when compared with less-structured models found in the moderately structured or relatively unstructured levels. Hersey et al. (2001) point out that highly achievement-motivated individuals tend to take more risks that in turn can produce greater results. In contrast, a more conservative instructional leader tends to feel secure with structure and is confident that there is little danger of any mistake being made.

Reward

Reward is defined as “something given or offered for some service or attainment” (Mish, 1989, p. 628). Several rewards could be gained if instructional leaders employ more teacher-driven types of supervision. Some possible rewards are: 1) reflection opportunities for the teacher to measure growth over time, 2) flexibility for the instructional leader, 3) collaboration opportunities for the instructional leader and teacher, and 4) job satisfaction. For example, less directive instructional leaders can provide an opportunity for the teacher to gain more self-control, which could lead to teacher job satisfaction (Hersey et al., 2001). Moreover, there are potential risks involved for the instructional leader when supervision is teacher-driven and the structure of supervision diminishes. Therefore, rewards gained in this model may be offset by potential risks to achieving those rewards. Each instructional leader is unique and defines reward differently. Therefore, rewards may be gained prior to the relatively unstructured level as projected in the SOIL Model.

Although readiness level of the teacher is not a major component of the SOIL Model, it should be a consideration of the instructional leader when choosing to use a particular supervisory approach. Hersey et al. (2001) define readiness as “the extent to which a follower demonstrates the ability and willingness to accomplish a specific task” (p. 175). The instructional leader who works with a teacher new to teaching should use more structured models of supervision. Instructional leaders who work with teachers with some teaching experience and have attended workshops or training courses may consider using more flexible supervisory approaches. Instructional leaders working with teachers who exhibit substantial experience in the classroom and exhibit high levels of leadership, and have gained professional development in their teaching area should consider utilizing more teacher-driven models of supervision.

Implementation of the SOIL Model

The SOIL Model is relatively simple to implement. First, the instructional leader and teacher need to discuss the teacher’s prior teaching experience, familiarity with a variety of teaching methods, and the theory of pedagogy. These factors will help determine a teacher’s style of teaching in the classroom and readiness level to take on challenging tasks. For example, a teacher who has limited experience in

the classroom (e.g., 2 years) but is grounded in learning theory (e.g., experiential learning) and accommodates her teaching to many learning styles may be ready for a moderately structured supervisory approach. The rationale would be that the teacher is demonstrating higher levels of teaching abilities but lacks classroom experience. With the lack of classroom teaching, the supervisor would need to monitor the teacher for an extended period time; however the moderately structured level of supervision would continue to accommodate the teacher's teaching ability and readiness levels. In addition, the moderately structured level would, to a greater extent, embrace the teacher in the supervisory process.

Additionally, the instructional leader must evaluate his/her own readiness level to accommodate a particular teacher. It is the instructional leader's duty to understand and be able to implement the supervisory models within the SOIL Model. Furthermore, the essence of the SOIL Model is to accommodate the teacher; therefore instructional leaders should have a variety approaches to select from. Utilizing the previous example, if an instructional leader utilized a more structured model of supervision with this particular teacher this may hinder the teacher's future growth in the classroom. This teacher obviously has a clear understanding of student's learning but only lacks classroom experience. An instructional leader must be able to recognize the teacher's level of development and adjust the supervisory approach accordingly.

Finally, an instructional leader must be willing to take additional risks in the supervisory process with the understanding that rewards may be gained because of the risks taken. Maintaining structure may be more accommodating for the instructional leader but will not work for every teacher; therefore, allowing teachers to be involved in the supervisory process may be essential for teacher growth.

Summary and Conclusions

This article represents an exercise in theory building that should prove useful for future research and practice related to the supervision of instruction. Ary, Jacobs, and Razavieh (1996) stated that the ultimate goal of educational research is the formulation of scientific theory. In addition, "theories summarize existing knowledge, make predictions, and explain relationships...theories represent our best efforts to explain the world we live in" (p. 17). According to Warmbrod (1986), studies involving teaching and learning should begin and end with a look at theory. Therefore, the SOIL Model is grounded in theoretical underpinnings that can aide instructional leaders in a variety of situations.

As previous explained, the SOIL Model has several supervisory models to select from. This type of selection doesn't restrict or limit a supervisor or teacher in the supervisory process. Instead, it provides many opportunities for both parties to be actively engaged in educational development.

Implications for Leadership Educators

Instructional leaders are found in a variety of educational venues: peer coaches, principals, master teachers, principals, superintendents, and university teacher educators. All are supervising individuals and assisting with the development of humans. Often, instructional leaders will implement the identical supervisory approach for all teachers in spite of the fact that some approaches are more or less suited to a particular situation. The SOIL Model challenges instructional leaders to explore a variety of approaches to aide in the development of ALL types of teachers.

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Leadership Studies and Liberal Education

Robert E. Colvin
Assistant Professor
Coordinator of Leadership Studies in Political Science
Department of Government and Public Affairs
Christopher Newport University
Newport News, Virginia 23606-2998
rcolvin@cnu.edu

Abstract

This article explores leadership studies as a complementary and integrating discipline in undergraduate liberal education curricula. A significant historical purpose of liberal education was to liberate and prepare its graduates to be active and capable participants and leaders in social, economic, religious, and political realms. This historical purpose has become resurgent in recent critical examinations of liberal education. Some now argue that the undergraduate liberal education should return, in part, to preparing citizens for leadership responsibilities necessary to strengthen our communities, nation, and democratic institutions.

There appears to be a symbiotic relationship between liberal education and leadership studies. The knowledge, attitudes, and skills necessary for effective leadership appear to be closely aligned with the desired learning outcomes of a liberal arts education, regardless of major. This article concludes that leadership studies may be an important and beneficial component of undergraduate liberal education curricula.

Introduction

"The call for leaders is one of the keynotes of our time" according to Pulitzer Prize winner and acclaimed leadership scholar James MacGregor Burns (1978, p. 451). The late John Gardner (1990, p. xxi), former U.S. presidential cabinet secretary and leadership author, observed that "the reappraisal of policy and practice that is being forced upon us by the swift flow of history opens up extraordinary opportunities for creative leadership."

Since its founding, the United States has expected higher education to provide for scientific and cultural advancement, prepare leaders, and preserve the capacity for democracy (Greater Expectations, 2002). Higher education responded admirably to that charge. In the last part of the 20th Century, higher education in the United States was criticized for losing focus of its core purposes and principles (Bunting, 1998; Greater Expectations, 2002; Rhodes, 2001).

The pendulum seems to be swinging back. There is a current call for liberal education to develop “global thinkers who, enjoying a sophisticated world view, consciously integrate their studies into the life of the community and the world” (Greater Expectations, 2002, p. 21). Engaging diverse people in a global environment is essential. Accordingly, some (Bunting, 1998; Greater Expectations, 2002) suggest that the undergraduate liberal education should return, in part, to preparing citizens for leadership responsibilities necessary to strengthen our communities, nation, and democratic institutions. In that context, leadership studies may be an important and beneficial component of undergraduate liberal education curricula.

Leadership education “sits at the nexus of two disciplines, the art and science of leadership and the art and science of education” (Gallagher, 2002, p. 2). This article explores contemporary ideas regarding that relationship.

Leadership as a Role

A report of the Harvard University Leadership Roundtable 2001-2002 asserts that “the heroic model of leadership, in which larger-than-life heroes perform awe-inspiring feats, is unrealistic and misleading to students. A preferable model, one that would have greater relevance to students in their future leadership roles, is one that would focus on small acts of leadership and heroism performed in everyday life” (Center for Public Leadership, 2002, p. 16). The goal should be to prepare students to participate meaningfully in the leadership process (Brungardt, Gould, Moore, and Potts, 1997).

We can consider leadership as a reciprocal relationship process in which followers are influenced by someone acting in a leadership role, so that the followers and the leader genuinely want to accomplish an authentically shared goal, vision, or mission. Followers also have an important role in influencing the group and the leader, which is why leadership is considered a relational process (Komives, Lucas, and McMahon, 1998; Rost, 1995).

The word *role* is used because, in our daily lives, we may serve as in a leader role in some settings and in a follower role in many other settings. The person acting in the leader role goes first, shows the way, and is proactive in engaging others initially. The leadership role may shift from person to person as events dictate. Effective participants of the group can shift between follower and leader roles with dexterity as needed. Accordingly, in this article the word *leader* is intended to mean a person acting in a leadership role, not as a title of nobility.

Leadership involves establishing trust and achieving change through shaping vision, values, and culture. Leaders are needed who can identify important issues; heighten public awareness and understanding; develop imaginative solutions and strategies; and mobilize others to give of themselves to achieve the vision of a

better tomorrow. Leadership occurs in families, neighborhoods, communities, civic clubs, organizations, states, and nations. "Everyone needs to learn important leadership skills so as to allow leadership to flow in all directions rather than from a top-down direction only" (Hashem, 1997, p. 90). Liberal education may provide an opportunity for developing students to effectuate the role of leadership.

Leadership Study and Liberal Education Outcomes

As noted above, there has been a reconsideration of the appropriate role of liberal education. For example, the American Association of Colleges and Universities (AAC&U) assembled a national panel of leaders from education, business, and government to conduct a two-year study of higher education in the United States. Their draft report, "Greater Expectations: The Commitment to Quality as a Nation Goes to College," was issued in March 2002 and recommends that graduates become empowered, informed, and responsible for civic values (Greater expectations, 2002).

In other examples, Josiah Bunting, in *An Education for Our Time* (1998), argues that undergraduate education should cultivate not only the mind, but also leadership and service. Mary Marcy, co-director for the Project on the Future of Higher Education at Antioch University, writes that the aims of liberal education are the basis for an educated citizenry capable of engaging in the affairs of state (Marcy, 2002). This is important because in democracies power is dispersed; society needs informed citizen leaders who are prepared to accept the responsibility of self-governance.

Presidents of colleges represented in the Association of American Colleges and Universities have formed a campaign for the advancement of liberal education. Their purpose is to ensure college students gain the full benefits of a liberal education in response to the societal quest for understanding of the "most basic questions about social trust, civic duty, international justice, world cultures, and sustainable health" (AAC&U, 2002, p. A22).

Frank H. T. Rhodes, president emeritus of Cornell University, writing in the *Chronicle of Higher Education* (2001, p. 6) posits that undergraduate education should help provide students with "a sense of direction, with the self-discipline, values, and moral conviction to pursue it. These prominent examples above suggest a similar theme: the capacity and passion to engage others in making a positive difference in society. In a word, this is leadership.

Research has shown that persons who successfully fill leadership roles tend to engage in certain practices, share certain traits, and enact a strong moral analytical capability. Liberal education and the study of leadership help individuals acquire the intellectual, affective, and behavioral foundations that support effective leadership. To examine this idea further, we will consider facets of successful leadership in juxtaposition with recently prescribed goals of liberal education.

Leadership Practices and Liberal Education Outcomes

According to the AAC&U presidents, a quality liberal education should aim to:

- develop intellectual and ethical judgment;
- expand cultural, societal, and scientific horizons;
- cultivate democratic and global knowledge and engagement; and
- prepare for successful involvement in a dynamic economy.

Students can draw from the cognitive foundations listed above to discern what is important, formulate a vision, and engage others in seeking a better future.

Extensive empirical research by Kouzes and Posner (1989) revealed five core practices for successful leadership: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.

- *Challenging the process* means to go first, foster change, take risks, make tough decisions, and effectively communicate with others.
- *Inspiring a shared vision* requires the leader to formulate and communicate a mental picture of desired ends and purposes.
- *Enabling others to act* means getting other people involved in decisions, sharing information, building cooperative relationships, and charging others with important and visible tasks.
- *Modeling the way* means to show clear convictions and live important values. Effective leaders encourage continued efforts through personal perseverance and enthusiasm.
- *Encouraging the heart* means celebrating team achievements and recognizing individual accomplishments.

The taxonomy above, while helpful, does not provide an exhaustive description of the behaviors required for effective leadership. For example, other skills include critical and creative thinking, problem solving, team building, conflict resolution, negotiation, and consensus building (Brungardt, Gould, Moore, and Potts, 1997). All of the skills outlined in this section can be developed in liberal studies and enhanced in concentrated leadership study. Welch (2000, p. 71) suggests that leadership studies should help students “to grasp the problems and issues facing society, to develop analytical and problem solving skills, and to learn to communicate and work effectively as members of a team . . . to establish goals and motivate others to achieve those goals.”

Leadership Traits and Liberal Education Outcomes

According to Rhodes (2001) qualities common to university graduates should be:

- ability to understand problems within social contexts
- self-confidence and curiosity (quantitative and formal reasoning)
- a commitment to responsible citizenship
- a sense of direction, with the self-discipline, personal values, and moral conviction to pursue it.
- openness to others and the ability to communicate with clarity and precision
- an ability to get along with, and respect for, others

These qualities listed above appear congruent with traits desired of persons in leadership roles. Research efforts in the past 100 years have identified an extensive list of qualities, characteristics, or traits that have been attributed to persons successfully filling a leadership role. Northouse (2001) condensed this list to five traits that reflect the essence of the research findings: intelligence, self-confidence, determination, integrity, and sociability.

- *Intelligence* includes strong perceptual ability, honed reasoning skills, and the ability to craft a vision and make hard decisions. It also suggests a sense of direction and purpose, and the ability to evaluate and integrate competing possibilities.
- *Self-confidence* comprises self-assurance (but not arrogance) that the leader and followers can exert control over their mutual destiny, for the better.
- *Determination* involves tenacity, persistence in the face of obstacles, self-motivation, initiative, and being proactive in pursuing opportunities and solutions.
- *Integrity*, identified consistently in trait studies, is the essential ingredient in establishing trust with followers.
- *Sociability* includes extroversion, diplomacy, seeking cooperative relationships, and showing a genuine concern for the well-being of followers.

The outcomes of liberal education suggested by Rhodes seem supportive of the desired traits for successful leadership. In congruence with this view, the Greater Expectations draft report (2002) suggests that liberally educated students should have a sense of accountability for their actions and for social justice, intellectual honesty, active participation as a citizen, and the discernment of ethical consequences of decisions.

Moral-Analytical Component and Liberal Education Outcomes

Leadership also has an important values, ethics, and moral-analytical component. When a person (leader) chooses to influence others to pursue a particular goal, that person is choosing to affect the lives of others. Selecting and promoting a vision is inherently a moral responsibility, because the vision is an expression of the values and moral choices of leader and followers. This is a serious undertaking that places moral responsibility on the leader to be open with followers regarding the intent and motivation for achieving the vision.

The essence is that followers should not be used as pawns to secure the self-serving goals of a leader. To borrow from philosopher Immanuel Kant, followers should be treated as ends in themselves, not merely a means to an end. Accordingly, leadership is a philosophical undertaking embodying a moral-analytical component (Fairholm, 1991).

Liberally educated graduates should be able to “weave a larger sense of commitment to ethical standards and moral reasoning into the fabric of life and work” and should accept “an active role in helping society shape its ethical values

and then in seeing those values in operation” (Greater Expectations, 2002, p. 19). Similarly, the Harvard University Leadership Roundtable suggested that aspiring leaders need to develop their capacity for ethical thinking, critically analyzing morality, synthesizing different value traditions and developing cohesion among them, communicating, and building trust with followers (Center for Public Leadership, 2002).

Integrating Leadership Study into the Liberal Education Curriculum

Given the apparent similarities between leadership studies and liberal education, a vital question is, what does leadership studies provide that exposure to a general liberal education does not? Perkins (2002, personal communication) asserts that “leadership studies is not just a repackaging of liberal arts, but a conscious directing of liberal arts toward current issues and problems.” Leadership studies can provide a way, the how and why, to enact a liberal education (Perkins, 2002.). “Knowledge implies nothing to our purpose unless we act on it in some way” (Bunting, 1998, p. 20).

Leader development can be divided into at least three realms: behavioral, affective, and cognitive (Daft and Lengel, 1998; Komives, Lucas, and McMahan, 1998). Of course, there is interconnectivity among these three realms. Behavioral skills of leadership (written and oral communication, reasoning, team building, motivating, listening, planning) and affective commitments (personal responsibility, ethical foundation, choices of values, personal commitment) should be approached in the classrooms of many disciplines, modeled by faculty, and experienced outside of the classroom, in programs such as service learning.

Interweaving the behavioral and affective elements of leadership among courses in various disciplines is a key element to integrating leadership studies in a curriculum. This would involve faculty development and commitment to make it happen in the classrooms and elsewhere on campus. More detailed discussion on interweaving the behavioral and affective elements across disciplines is essential, but beyond the scope of this article. Perhaps others will take up this discussion.

The cognitive realm of leadership studies, in part, could be introduced to students using a Foundations of Leadership course at the first year or early sophomore level. The course would examine the nature of leadership to include the interaction of leaders, followers, and context in the leadership process. Students would explore historical and contemporary theories of leadership, to include the traits, practices, and moral-analytical elements important for successful leadership. In addition, students would learn characteristics of good followership, and examine contemporary societal factors that shape leadership context.

The first year leadership foundations course may include a field laboratory element that includes service, teamwork, followership, and examination of

leadership. The key would be for students to bring practical experience back into the classroom for analysis and critical reflection from a leadership view. At the junior or senior level, additional service learning opportunities would allow practice in leading teams.

As students traverse their other undergraduate courses, they would be prepared to identify linking concepts and build on the elements introduced in the foundations course. This is particularly viable because multiple disciplines support leadership study. These include political science, philosophy, history, sociology, psychology, business, education, literature, military science, and communication, among others.

For those students with a particular interest in a more in-depth study of leadership, a minor or concentration in leadership could be available as a program of study. For example, courses in the program might include Leadership Theory and Research, Values-based Leadership, and Leading Change, all of which are applicable across disciplines. A course on historical leaders or leadership in literature might be offered. Studying the lives of historical leaders--their achievements, strengths, failures, and weaknesses--is invaluable in learning how to successfully navigate the leadership process (Bunting, 1998).

A course related to Leadership Issues should be taken from the student's major field of study. Culture (context) has a significant affect on leadership, and a course on culture could be included. Finally, students in the program may benefit from a capstone Leadership Integration course. Detailed discussion of curriculum design for a minor is beyond the scope of this article, but these example courses provide a point of departure for further discussion.

Conclusion

Quality liberal education prepares students for active participation in our dynamic global community (Greater Expectations, 2002). There are ample challenges, at home and abroad, awaiting future leaders. The need today is for university graduates who use their intellectual prowess and analytical skills to frame and seek answers to basic questions about the problems confronting their relevant communities.

There appears to be a symbiotic relationship between liberal education and leadership studies. Liberal learning "helps develop habits of mind that will enable students to appreciate a variety of issues, to think independently and critically, and to learn independently, outside as well as within their ultimate area of specialization" (Stearns, 2002, p. 43). Liberal education should "develop graduates who have intellectual power, mental agility, a deep understanding of human society in all its manifestations, and a sense of responsibility for their actions" (Greater Expectations, 2002).

The knowledge, attitudes, and skills necessary for effective leadership seem closely aligned with the desired learning outcomes of a liberal arts education, regardless of major. "Leadership is--or can be made to be--the most genuinely interdisciplinary program I have known" (Burns, 2001). Multiple disciplines support leadership study. Leadership study can be a complementary and integrating discipline in undergraduate liberal arts curricula, empowering graduates to engage others in making a positive difference in their selected fields of endeavor. Leadership study can help empower students to enact their liberal education.

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Reel Leadership: Hollywood Takes the Leadership Challenge

T. Scott Graham, Ph.D.
Assistant Professor of Organizational Leadership
Wright State University
Dayton, OH
scott.graham@wright.edu

Michael Z. Sincoff, Ph.D.
Associate Professor of Management
Wright State University
Dayton, OH
michael.sincoff@wright.edu

Bud Baker, Ph.D.
Professor of Management
Wright State University
Dayton, OH
bud.baker@wright.edu

J. Cooper Ackermann
Graduate Student, College of Education & Human Services
Wright State University
Dayton, OH
ackermann.2@wright.edu

Abstract

Movies have mesmerized audiences for years, crossing boundaries of race, gender, age, culture, and nationality. They have also been used to teach people how to lead. One text that zeroes in on the essence of leadership is *The Leadership Challenge*, by Kouzes and Posner (2002). Through their research, they have highlighted five practices of effective leaders. It is our intent to share how we apply movies to teach the tenets of the groundbreaking leadership research of Kouzes and Posner, with proven ideas that work with students of leadership in any setting.

Using movies to teach leadership is a winning strategy; however, diligent planning is required to incorporate them successfully into leadership education. Movies are entertaining, informative, energizing, and educational, if used skillfully. The more facilitators use film, the more skilled they will become and the more the participants will benefit.

Scene One

Americans flock to cineplexes and video/DVD rental houses to be entertained, to escape, to enjoy. Using Hollywood productions to teach leadership offers an appealing way to capitalize on that momentum. Films can provide magic vehicles that move go beyond entertainment, to education. This article explains how teachers can use Hollywood movies to grab an audience, put them into that magic vehicle, and transport them on an educational journey to Leaderville.

We have made Hollywood feature-length movies a staple in our students' diet of leadership lessons. These students range from traditional and nontraditional graduate and undergraduate students, to clients in corporate leadership development training programs, seminars, and workshops.

Feedback from our use of Hollywood movies to teach leadership has been overwhelmingly positive. The only negative comment we hear has been along the lines of "Oh no, don't stop there...can't we please watch just a few more minutes of this one?" That type of response suggests we have given the students just enough, but not too much.

Why Movies?

Our students are predominately adults. Those of us in education, training and/or consulting have experienced first-hand the principles of Androgogy, or the study of how adults learn. Adults learn better when: (1) their individual learning needs and styles are met, (2) their previous knowledge and experience are valued and used, (3) they have active mental and physical participation in the learning activity, and (4) there is a focus on the practical applications of the learning (Sheal, 1989).

One reason people view movies is for enjoyment. The Society for Human Resource Management (SHRM, 2002) found 76% of workers believe there is less fun at work than there should be. Moviemakers are expert storytellers. Teachers in all settings are turning to storytelling to drive home difficult or complex points about leadership, vision, teamwork, and customer service (Carley, 1999). Wood (2001) suggests films create a useful way to view modern organizations. Seglin has noted, "You can learn some truly useful lessons if you're willing to scratch beneath the surface. Instead of looking at how businesses are portrayed, focus on what the movies have to say about some common management challenges" (Seglin, 2001).

Movie Review

Through our work we know that movies are a powerful way to help students become better leaders. Leadership students praise films concerned with ethical

and personal conflicts, portrayed by realistic characters, who deal with fundamental issues like integrity or trust (Buchanan & Hofman, 2001).

Films portray the human aspects of an organization. “What movies do more than anything else is provide a fictional situation that can be translated into a hypothetical situation in the workplace. They serve as launching pads for discussions about real-life cases” (Higgins, 2003). Movies should be selected for availability, entertainment quality, variety of lessons, quality of leadership lessons, suitability for the audience, and workplace applications (Clemens & Wolff, 1999).

The Leadership Challenge

One text that provides rich opportunities for movie infusion into the leadership learning process is *The Leadership Challenge, 3rd ed. (TLC)*, by Kouzes and Posner (2002). After thousands of cases and interviews with leaders in all walks of life, these authors set forth three findings: (1) leadership can be learned, (2) anyone can learn leadership skills, and (3) leadership development is, ultimately, self-development.

Kouzes and Posner claim we learn about 80% of leadership from experience. One of the overriding lessons in *TLC* is that leadership is not the preserve of a select few—Leadership is everyone’s business (2002). From nearly two decades of research, *TLC* describes five practices essential for effective leadership (Kouzes & Posner, 2002):

Practice #1: MODEL THE WAY

- Find your voice by clarifying your personal values.
- Set the example by aligning actions with shared values.

Practice #2: INSPIRE A SHARED VISION

- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations.

Practice #3: CHALLENGE THE PROCESS

- Search for opportunities by seeking innovative ways to change, grow and improve.
- Experiment and take risks by constantly generating small wins and learning from mistakes.

Practice #4: ENABLE OTHERS TO ACT

- Foster collaboration by promoting cooperative goals and building trust.
- Strengthen others by sharing power and discretion.

Practice #5: ENCOURAGE THE HEART

- Recognize contributions by showing appreciation for individual excellence.

- Celebrate the values and victories by creating a spirit of community.

Movies Take the Leadership Challenge

Having reviewed the value of movies for learning leadership as well as the leadership lessons from *TLC*, it is time to connect these two areas. The successful integration of movies with *TLC* has several key components. Clemens and Wolff (1999) suggest a successful four-step process of teaching with films: (1) while watching the movie, students take notes; (2) they pair with other participants and share notes; (3) they develop leadership insights from the movie; and, (4) they discuss how to apply those insights at work.

Set-up

It must be assumed that, regardless of the audience experience level or the popularity of the movies used, some participants do not know (or remember) the film. Thus, there must be an appropriate set-up. The set-up should be brief, yet detailed enough to provide adequate perspective and understanding of exactly who the characters are, the specifics of the scene, and any important relationship and personality nuances. When the clip begins, all participants should understand what they are about to view.

Clip

Selecting an appropriate clip requires an understanding of the movie and the scene selected. Show enough of the film to give a clear feel for the application. Know when to stop—showing too much of the film may tend to disengage members; showing too little will not allow adequate understanding of the desired lessons. Once the clip starts, remain quiet and watch.

Debriefing

Allow participants to complete and review their notes. Have two or three broadly applicable open-ended questions for the learning teams to focus on during their discussion time. Let learning teams share their thoughts with the entire group. Finally, reinforce the themes from the movie clips to bring closure to that segment and its associated lessons. Proceed to the next clip, restarting at the Set-up phase.

Sample Movies and Scenes

Table 1 identified films and their associated *TLC* practices that have proved extremely useful for teaching leadership. Here are sample scenes illustrating how this process can work:

***TLC* PRACTICE #1: MODEL THE WAY**

Movie: Schindler's List

1. Set up

Oskar Schindler (Liam Neeson) is an empathetic factory owner in Nazi Germany. Schindler intends to give Jews work in his factory, so ultimately he can sneak them out of Germany. Though the Jews cannot work as hard as healthy German citizens, Schindler is thinking not of profit, but of saving lives. He must hide his intentions from the Nazi camp commandant (Ralph Fiennes). In this scene, Schindler is supervising the typing of a list by his assistant (Ben Kingsley) officially said to be a set of workers' names but, in reality, the names of the Jewish people he intends to save.

2. Show Clip

From the list generation through the end of the movie where American troops liberate the prisoners. (Approximately 15 minutes)

3. Guided Discussion

1. From your list of "Model the Way" behaviors, what examples from *The Leadership Challenge* do you see in this clip from Schindler's List?
2. How can we incorporate the learning from this clip into our own organizational work lives?

TLC PRACTICE #2: INSPIRE A SHARED VISION

Movie: Field of Dreams

1. Set up

Ray (Kevin Costner) has built a baseball field in an Iowa cornfield. Former baseball player, Shoeless Joe Jackson, enters the playing area where Ray and his wife, Karen, stand. Karen wonders if Joe is a ghost. Joe wonders if he is in Heaven. Ray's answer, "It's Iowa," points out that the characters and people who arrive after them see it as both. It's Heaven because baseball draws together so many Americans, and also because the field is a spiritual meeting place for those with "unfinished business" with loved ones who have passed on.

2. Show Clip

From Ray and Karen's financial discussion at the kitchen table to where Shoeless Joe walks into the cornfield and disappears. (Approximately 12 minutes)

3. Guided Discussion

1. What particular behaviors under “Inspire a Shared Vision” do you see in this clip?
2. In what ways is Ray inspiring?
3. Can you relate yourself to Ray in any way? If so, how?

TLC PRACTICE #3: CHALLENGE THE PROCESS

Movie: Remember the Titans

1. Set up

Coach Boone (Denzel Washington), the rookie head coach of the newly integrated high school football team in northern Virginia, challenges his team to get to know each person of the other race. Until they do, they will undergo two-a-day practices. If they still don't get to know each other, they will go to three-a-days.

2. Show Clip

From Boone's cafeteria challenge to learn about team mates of the opposite race, through the end of Boone's speech by the Gettysburg battlefield. (Approximately 10 minutes)

3. Guided Discussion

1. What behaviors from *The Leadership Challenge* appear in this scene?
2. How can you relate to the turmoil of a new team, with diverse teammates?

TLC PRACTICE #4: ENABLE OTHERS TO ACT

Movie: Twelve Angry Men (original version)

1. Set up

One juror (Henry Fonda) in a murder trial tries to help other jurors consider all the facts and avoid making assumptions. He convinces each juror, one by one, to change his vote.

2. Show Clip

From the first vote through the end of the second round of votes. (Approximately 15 minutes)

3. Guided Discussion

1. How did Fonda's character enable others to act in this clip?

2. In what way can we be like Fonda's character, each day?

TLC PRACTICE #5: ENCOURAGE THE HEART

Movie: Shawshank Redemption

1. Set Up

Andy (Tim Robbins) is serving a life sentence in Shawshank Prison for a murder he did not commit. While there, he has been writing to convince community leaders to send books to improve the library for his fellow inmates. He finally gets money for needed resources.

2. Show Clip

From the arrival of the check for Andy in the warden's office to where the guard breaks into the office to stop the music playing over the camp speakers. (Approximately 7 minutes)

3. Guided Discussion

1. How is this clip an example of "Encouraging the Heart"?
2. What can you take away from this clip and apply to your world?

The Final Scene

Using movies to teach leadership works; however, significant planning is required to incorporate movies successfully into leadership education. Movies must be available, properly formatted, and positioned. They must be shown on equipment that is dependable (a back-up system is a must), and have appropriate screen size for the room and audience. The facilitator must be conversant with the film and guide the discussion to strengthen the connection between film and workplace application.

Now...all quiet on the set....we're ready to roll film....and...**ACTION!**

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Table 1. Five Practices and Sample Movies

MODEL THE WAY	INSPIRE A SHARED VISION	CHALLENGE THE PROCESS
A Man for All Seasons Rudy Glory Saving Private Ryan Anna and the King Bridge on the River Kwai Fail Safe Ghandi Gettysburg Das Boot It's a Wonderful Life To Kill a Mockingbird Wall Street Zulu Air Force One Fargo Little Women Schindler's List Twelve O'clock High Twister	Chicken Run Pay It Forward The Perfect Storm Elizabeth Field of Dreams Buggy Braveheart Excalibur Fitzcarraldo	Courage Under Fire Working Girl Secret of My Success Patch Adams Hunt for Red October Lords of Discipline Men of Honor Crimson Tide Moby Dick Roger and Me Norma Rae Apollo 13 Erin Brockovich Elizabeth Field of Dreams
ENABLE OTHERS TO ACT	ENCOURAGE THE HEART	
Twelve Angry Men (original) Chicken Run Philadelphia Twelve O'clock High Twister Lean on Me Remember the Titans Stand and Deliver Tuskegee Airmen Lord of the Rings The Wizard of Oz Fried Green Tomatoes Gung Ho The Miracle Worker	Chocolat Hoosiers Mr. Holland's Opus Harry Potter Tuskegee Airmen October Sky Dead Poets Society Billy Elliot Shawshank Redemption	

Study Abroad: A Powerful New Approach for Developing Leadership Capacities

Garee W. Earnest
Program Leader and Associate Professor
Ohio State University Leadership Center
109 Agricultural Administration Building
2120 Fyffe Road, Columbus, OH 43210-1084
614-292-3114
earnest.1@osu.edu

Abstract

Participation in a leadership-focused study-abroad program is a highly effective way to learn about leadership, based on student responses that cite powerful leadership learning experiences. To operate effectively in the expanding global arena, current and future leaders will need the ability to deal with different cultures and languages almost on a daily basis. Leaders will need to be prepared to lead in fast-changing environments that include a multiplicity of cultures and traditions and a complex labor force. While traditional approaches to leadership education will continue to provide a firm foundation for tomorrow's leaders, new leadership approaches will be as important, if not more so, in the global world. A leadership-focused study-abroad program offers an excellent teaching technique for preparing participants in the leadership process.

The Role of Study Abroad in Leadership Education

Participation in a leadership-focused study-abroad program offers leadership learning experiences for future leaders. Such experiences are vital as leaders will find themselves dealing with different cultures and languages almost on a daily basis. Moreover, this situation will likely intensify due to ever-increasing globalization.

Recent participants in Ohio State University's leadership-focused study-abroad program expressed in compelling statements the value of their leadership learning experiences and the effect of those experiences on their philosophy of leadership. Their statements gave potent testimony to the worth of study abroad in providing opportunities for leadership learning. Moreover, the students' statements confirmed that the leadership advantages of these experiences go far beyond the usual and obvious benefits of visiting other lands, learning about other cultures, and opening one's mind to new possibilities.

In the words of the participants, experiences in this program allowed the students to learn the value of listening; to learn how to solve problems; how to let everyone interact in a group and work as a team while accepting everyone; how to step up and get the job done when it would not get done otherwise; and how to be a better person when in unusual situations. The students also reported that participation in this study-abroad program allowed them to learn their own strengths and weaknesses during a period of personal leadership growth. They reported gaining insight into their own character and learning about themselves as leaders as well.

This paper explores changes in leadership in today's world and describes the new type of leader that today's and tomorrow's society requires. Next, this paper examines the leadership-focused study-abroad program and its importance in terms of educating this new leader. Comments from student participants give potent testimony to worth of this educational approach. Finally, the paper explores the implications of the study-abroad approach and the challenges facing leadership educators who seek to use study abroad to teach leadership skills.

Today's Society Requires a New Type of Leadership

In today's and tomorrow's world, leaders will need the ability to operate effectively in the global arena. On almost a daily basis, leaders will find themselves dealing with different cultures and languages. This situation will likely intensify due to the ever-increasing globalization of the world — the global economy; the instant access to people and information through the Internet, distance education, and conferencing; and the ease of travel that makes far reaches of the world readily accessible for those who wish or need to go there.

As a result of globalization, the type of leadership required in society as a whole is changing (Apps, 1994; Handy, 1989, 1994; Kotter, 1996; Rost, 1992). Traditional approaches to leadership focus upon the leader's ability to work with and through others (i.e., transactional leadership). While these leadership competencies will continue to be a firm foundation for tomorrow's leaders, new leadership approaches will be as important, if not more so. These newer approaches — transformational leadership — use a leader's firm personal values and philosophy of leadership in order to create and communicate a shared organizational vision for the future; manage the ambiguity inherent in complex and rapid social and technological change; build bridges between people and ideas, communities and commodities; and develop and sustain effective empowered teams in the workplace.

These new leadership approaches require new skills on the part of future leaders. It will not be enough for tomorrow's leaders to just be technically competent, or only know individuals within their own community or with whom they work, or remain at the same job until they retire. Future leaders will need to be prepared to lead under diverse, fast-changing environments. Leaders will have to understand a

multiplicity of cultures and traditions, while dealing with a complex labor force. At the same time, they will have to motivate followers who show less loyalty under a more individualistic frame of reference. The leader of the twenty-first century will have to be the glue that will tie organizations/communities together. (Perruci, 1999, p. 59)

This demand for new leadership skills has given rise to concern that colleges and universities are graduating students who may have expert technical or subject-matter skills, yet be deficient in the critical leadership and citizenship skills necessary to be successful in today's workplace and diverse society. As a result, the connection between a student's academic program and that student's future occupation and responsibilities as a citizen has become increasingly important in recent years.

Employers Want Leaders, Not Just Subject Matter Experts

Contemporary careers demand much more of college graduates than merely being subject-matter experts in a focused discipline area (Bosshamer, 1996). Today's employers demand not only technical expertise within a focused area but also broader interpersonal and organizational skills critical to successful business and industry. Examples include team building, multifaceted problem solving, critical thinking, visioning, and change management, each of which is an integral component of leadership (Kotter, 1996; Kouzes and Posner, 1995).

Within the past 25 years, numerous scholars, citizens, and authors have reexamined the role of higher education in preparing an educated citizenry, tomorrow's leaders. Although no authors disagree with the role of the university in transferring highly specialized knowledge within the scope of academic and professional disciplines, several espouse the need to reexamine the relationship of such knowledge within the larger societal context (Bok, 1980; Boyer, 1987). Lynton and Elman (1987) suggest that "universities, in their teaching as well as in their other professional activities, relate theory to practice, basic research to its applications, and the acquisition of knowledge to its use" (p. 3). Glassick, Huber, and Maeroff (1997) summarize this new perspective by stating: America's colleges and universities need a fresher, more capacious vision of scholarship...a new paradigm that views scholarship as having four separate but overlapping dimensions: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. (p. 9). Universities and colleges can address these four dimensions through leadership development programs and activities on their local campuses as well as through their study-abroad programs.

All of this has a direct bearing on leadership and how universities educate and develop those leaders. According to Trubek: The first challenge is to rethink what our students need today and what they will need 20 years from now to operate effectively in the international arena. A much larger percentage of the student

body will need to develop international skills in the future than has been the case in the past (p. 312). Perruci (1999) argues that the development of leadership studies programs is directly impacted by the internationalization of labor. Therefore, leadership development urgently needs to prepare students “who can understand (and survive) globalization” (p. 58).

Contemporary businesses and industries recognize that an educated and motivated workforce not only is critical to organizational, financial, and commodity goals but also serves as an important link to the broader community. For example, consider the results of the visioning phase of The Ohio State University’s strategic planning effort involving its College of Food, Agricultural, and Environmental Sciences. During this phase, stakeholder focus groups indicated that the college needs to “educate the ‘whole’ student; develop critical thinking, creativity, and leadership skills in addition to technical, scientific information” (CFAES, 1996). These same stakeholders also stated that the college needs to “increase ‘hands-on’ learning experiences” (CFAES, 1996) in the curriculum. According to these stakeholders, universities and colleges must take a deeper look into their curriculum to ensure that the students’ education includes preparation for the workforce and living in the local as well as the global community.

This expressed need for leaders who have the interpersonal and organizational skills that would allow them to operate effectively in a global society points up the need for effective ways to develop these leaders. Educating this new breed of leaders calls for new approaches to leadership development. Leadership-focused study-abroad programs offer the powerful learning experiences needed to undertake this new role.

Study-Abroad: Preparation for Leadership

Leadership development is a strong component of land-grant institutions and ranges from grass-roots leadership development through cooperative extension programs to discipline-focused programs such as the adult agricultural Leadership Education and Development (LEAD) program. Historically, the discipline of agriculture has structured and encouraged traditional approaches to youth leadership development through 4-H and FFA. Brown and Fritz (1994) identify 35 university departments of agricultural education that currently offer traditional resident instruction courses in leadership at the undergraduate or graduate levels. “The mark of an educated person has always been the development of a broad, cosmopolitan outlook about the world,” according to Matz (1997, p. 115). One way to help develop this cosmopolitan individual is through study-abroad programs as part of the university curriculum. Study abroad has been used as a teaching tool since 1923 when the University of Delaware sent students to France to study language (McNabb, 1996). Today, by comparison, The Ohio State University's Office of International Education offers more than 100 study-abroad programs in some 40 countries and in numerous fields of study. With all of these study-abroad programs, why is a study-abroad experience important to college

graduates? The study-abroad experience provides many opportunities, among them opportunities to develop a broader perspective and a new sense of history. The well-conceived study-abroad experience that incorporates leadership components into its program offers even more — opportunities for self-discovery and insight into one's character and opportunities to develop strong leadership skills and capacities.

Matz (1997) states, “the main benefit of study abroad is an increased maturity and a broader perspective about the human condition in the world. American students are first confronted with a new sense of history” (p. 120). The fact that the United States is a young country shocks most students as they visit historical sites and museums and study the history of their host country. Other benefits cited by Matz (1997) include:

- Being shocked to learn that their foreign counterparts are much farther along in their major field of study.
- Being thrust into the role of being the resident expert on American affairs and being unprepared to debate the U.S. position on foreign policy, economics, etc.
- Coming to appreciate that other cultures are simply different rather than right or wrong when compared to the American culture.
- Being humbled by how others who are less fortunate and struggle with greater obstacles in life than most Americans are able to persevere and still prevail.

A study by Carlson, Burn, Useem, and Yachimowicz (1990) concludes that students who participate in a study-abroad program (compared to students who do not) rate their experience high regarding values such as self-discovery, critical thinking, independence, and intellectuality. The knowledge students acquire while abroad also includes the “host country's system of postsecondary education, its cultural life, its customs and traditions, its social structure, and the social issues dominant in the host country” (Carlson, et al., 1990, p. 56). Lastly, participants involved in a study-abroad program gain insight into their own character. Individuals learn their own strengths and weaknesses during this period of internal and external leadership growth. According to Welch, Cleckley, and McClure (1997), “they come to realize how much their own values are culturally based and how different cultures support different values” (p. 117).

By exploring various leadership models (Apps, 1994; Kotter, 1996; and Kouzes & Posner, 1995), it becomes apparent that several of these components (critical thinking, intellectuality, self-knowledge, and independence) are critical to developing strong leadership skills and capacities. Apps (1994) encourages individuals to examine their beliefs and values about leadership, develop a personal leadership philosophy, and become aware of their histories to know another side of themselves. Lifelong learning (willingness to seek new challenges, willingness to reflect honestly on successes and failures) and competitive drive (desire to do well, self-confidence) explain why individuals do well in their careers (Kotter, 1996). Competitive drive helps create lifelong learning, which

increases “skill and knowledge levels, especially leadership skills” (Kotter, 1996, p. 178). Finally, Kouzes and Posner (1995) find that admired leaders are broad-minded, intelligent, competent, independent, and determined. Leadership educators can use these and other leadership models to develop a study-abroad program that incorporates many leadership skill-building and capacity-building components. Here’s what one Midwestern university does and how it incorporates leadership training and development into its study-abroad program.

How One University’s Study-Abroad Program Educates Leaders

The Ohio State University leadership-focused study-abroad program is part of a larger two-year experiential leadership development program for undergraduates who have demonstrated excellence in their academic discipline. The program enables these promising students to relate their academic disciplines to current and emerging leadership issues in food, agriculture, and natural resources systems by working with identified academic and commodity leaders in their specialized profession.

During the early phase of this leadership development program, the students are engaged in two seminars centered on (a) transformational leadership and team building and (b) diversity and pluralism. These two seminars not only help prepare the students for their future careers but also for the study-abroad experience. During these two seminars, the students develop a common language for leadership, increase their understanding of individual differences, bond as a group, and learn to value and support diversity and pluralism.

During the six-week study-abroad period, the students are engaged in study, direct observation, and first-hand experience. Students explore historical, institutional, organizational, and individual leadership perspectives of a contemporary foreign society. The exploration of these perspectives helps them critically examine, reflect upon, and directly link individual leadership to organizational and societal change in America.

Through formal and informal dialogue and teaching, at the individual and organizational levels, students gain knowledge and insight into transformational leadership by sharing information and perceptions regarding leadership. Students explore, understand, and apply transformational leadership from a global perspective by:

- Studying the host country’s (Brazil) historical and social development.
- Exploring fundamental changes in Brazil’s governmental, religious, educational, and cultural institutions.
- Observing and experiencing fundamental changes in the foreign country’s industry, agriculture, social service organizations, and families.
- Experiencing (staying in host family homes) and reflecting upon both traditional culture and emerging issues facing people in Brazil, through active dialogue with current and emerging foreign leaders.

The program of study incorporates the contents specified in the syllabi for the three five-credit-hour courses, which are:

- Agricultural Economics 697: Brazil's Agricultural and Natural Resources Economy
- International Studies 697: Brazilian History, Culture, Government, and Language
- Rural Sociology 697: Brazilian Rural Development and Natural Resource Management.

The courses are taught by four Brazilian faculty members at the University of São Paulo's Escola Superior de Agricultura Luiz de Queiroz (ESALQ). The faculty members are in the Department of Economics, Administration, and Sociology. These courses are not the typical agricultural economics or rural sociology courses taught at the Midwestern university. The courses are directly linked to the real-life study of Brazil's culture, history, economics, government, education, geography, politics, agriculture, and environment. In addition to learning in the classroom, the students are able to experience first-hand how Brazil's various levels of leadership have affected and still continue to affect these crucial elements of the country's society today.

During the six-week study abroad, students attend classes from 8 a.m. to 6 p.m. with a two-hour lunch break Monday through Wednesday. Thursday through Sunday, they participate in field trips. There are numerous one-day field trips, a three-day trip to São Paulo, a 10-day trip through five states, and a three-day excursion to Rio de Janeiro. During these trips students visit sites such as museums, the largest commercial farm in Brazil, a sugar mill and sugar plantation, research stations, street markets, cooperatives, multiple historical sites, various universities, cultural events, and many others.

What the Students Learned — and Valued

The students are asked to evaluate their study-abroad experience immediately after returning to the United States. Here are two specific questions the students are asked, along with individual comments from some of the students.

What are some thing(s) about this study-abroad experience that you valued and learned from?

- We learned so much about ourselves as leaders and how we approach different aspects of leadership. We learned that every person is a little different and how to respect those differences and communicate to those differences.
- The program allowed me to open my mind to whatever differences are out there.
- We learned how to communicate with people from different backgrounds, different knowledge bases, and learned how to let everyone interact within a group and work as a team while accepting everyone.

- Become more open and expand my ability to work with others. Resolving conflicts between different disciplines and thoughts is something that appeals to me — created a future possibility for me.
- This experience has helped us all realize what strengths we have as leaders and gives us more confidence to interact with others.
- I think I have learned many things on this trip and it has made me a better person. I learned more about being with people I don't know and how to deal with strange situations. If something went wrong, we had to figure out how to fix it ourselves instead of relying on someone else.
- There are some unique things about each culture you will never be able to learn or appreciate until you experience them yourself. Learning a second language is difficult, which makes communications also difficult. Study abroad makes you appreciate instead of take for granted the things you like in your own native culture.

How has your philosophy of leadership changed or been stretched because of participating in this study abroad?

- I learned a lot about leadership just by observing our group and comparing them to the Brazilians' way of operating. I probably learned more by being a silent observer than I would have by being more vocal throughout.
- I learned that as a leader, you have to be a member of the group first, and the leader second. As a leader, it is your job to keep the group together.
- Being in an unusual situation doesn't give you an excuse to be less of a person, no matter how hard it may be.
- I really learned a lot about working and living in group situations. I learned that a lot of the time you have to sit back and listen. I also learned though that sometimes you really need to step up and get a job done because if you leave it to someone else it might never be done. My philosophy has changed because I have learned that you need a good balance of the two.
- I believe this trip has built on the diversity seminar. In another culture, you have to keep an open mind in order to adapt to the culture. In addition, there are times that you have to be assertive and ask questions to gain the maximum amount of knowledge.
- I have recognized the need for extreme patience in trying times and that a good leader must step up in times of stress and disagreement rather than allow himself be taken over by emotions. In addition, I learned people are more willing to follow someone who they feel has treated them with respect and are even more willing if they consider the person a friend.

What Are the Implications for Leadership Educators?

Study abroad is a highly effective way to learn about leadership, based on student responses from the participants in The Ohio State University's leadership-focused program. Because study abroad is such an excellent teaching technique for preparing students to participate in the leadership process, this presents a challenge to leadership educators.

Whether students are high school students, undergraduates, graduate students, or adult learners, leadership educators need to create and develop quality study-abroad experiences for them. A quality experience enhances an individual's leadership skills and capacities in areas such as communication, diversity, multiculturalism, conflict management, self-awareness, group dynamics, and many others, as shown by statements from student participants. Perruci (1999) argues that "college graduates need to be prepared to succeed in an environment that calls for multicultural proficiency" (p. 61).

If educators succeed in creating this quality experience, then study abroad becomes a powerful learning opportunity. The study-abroad technique needs to include classroom teaching, experiential and interactive approaches, group dialogue, and debriefing sessions to help students learn new leadership skills and capacities. Brungardt, Gould, Moore, and Potts (1997) state it "is not so much to teach students to be leaders, but rather, prepare them to be capable of participating in the leadership process" (p. 57).

The key to a successful study-abroad program that has a leadership focus is for the leadership educator to always stay engaged and experience what the students are experiencing. This is extremely important for the debriefing sessions and group dialogues that must take place throughout the study abroad. The leadership educator must ask questions such as "What have you been noticing?" and "What have you been thinking about?" The leadership educator needs to thoughtfully encourage the students to share their observations and feelings in order to help them make connections between isolated events that may not seem connected at the time but really do have an impact upon what they are learning. It is vitally important to be ready for the teachable moments that will arise to help the students understand a situation or learn a new way of thinking.

Additionally, if the experiences a student encounters during a study abroad are to be effective in learning leadership skills, those experiences need to be based on strong communication involving the host institution, the host institution faculty members, the sponsoring university's faculty member, and the students. An unfailing flexibility and a positive relationship between both participating institutions and their respective faculty are also essential.

Leadership educators must be clear and concise when establishing guidelines for the study abroad, but they also must possess flexibility when approaching preconceived ideas such as how leadership is to be taught (formally vs. experientially). The host institution must communicate cultural and educational differences like class time (i.e., four-hour block vs. a 60- or 90-minute class), meal schedules, and communicating and staying with host families who do not speak English. At the same time, the host institution needs to understand the importance of meshing with the standards of another university.

According to Matz (1997), "The expectation of study-abroad programs is that the students will return from their time abroad not with only factual knowledge, but also with a broader outlook and with tolerance and empathy for others who are different" (p. 123). From this author's experiences and the student evaluation comments, study abroad is an excellent teaching technique for leadership educators to prepare students for participation in the leadership process, whether in their careers, their home communities, civic organizations, families, or around the world.

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