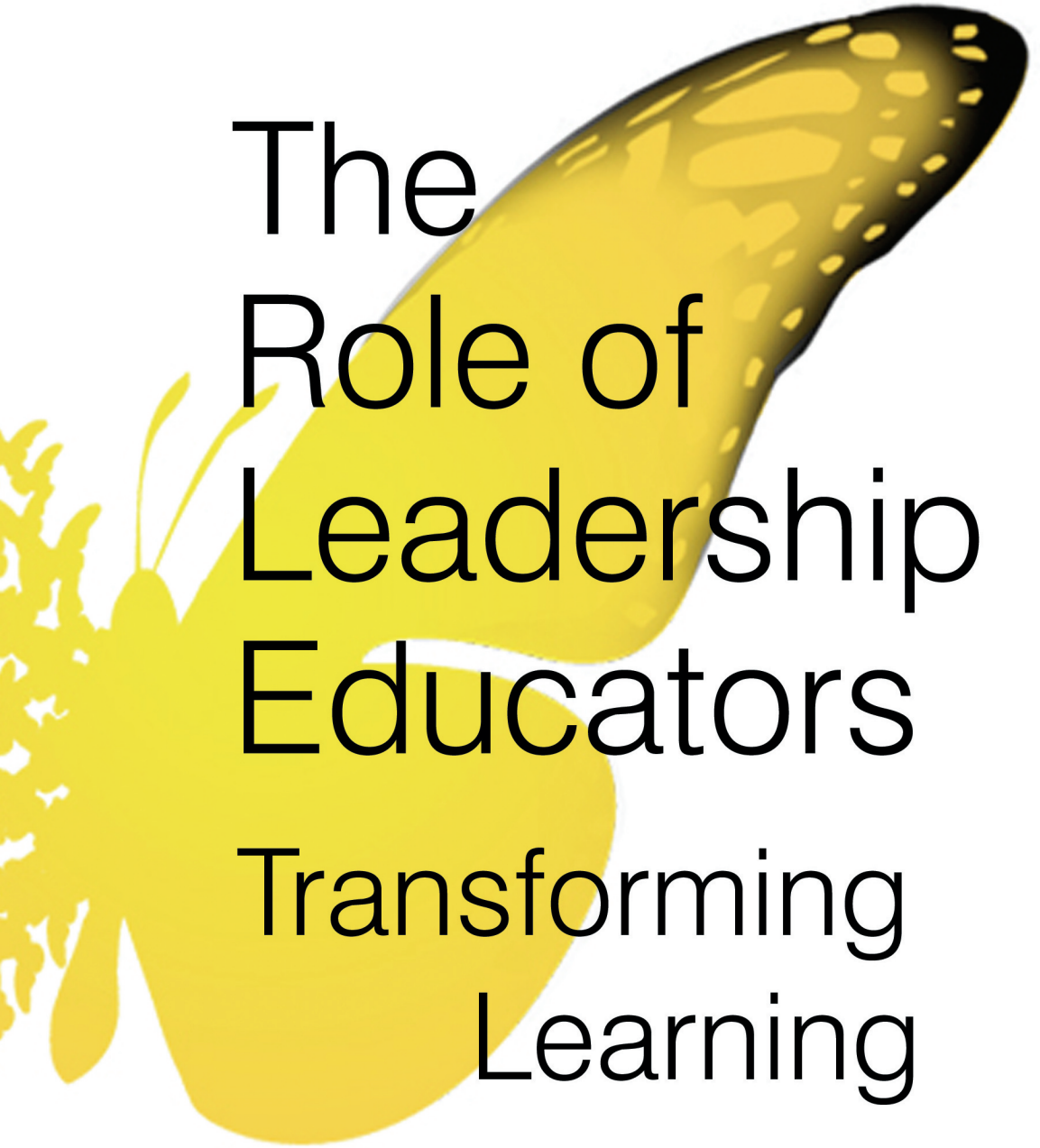


A VOLUME IN
CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



The Role of Leadership Educators Transforming Learning

Kathy L. Guthrie & Daniel M. Jenkins

The Role of Leadership Educators Transforming Learning

A Volume in
Contemporary Perspectives on Leadership Learning

Series Editor
Kathy Guthrie
Florida State University

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Kathy Guthrie, Editor

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by Kathy L. Guthrie and Daniel M. Jenkins

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FOREWORD

Jay A. Conger

When I began my career as a leadership educator in the late 1980s, it was a field dominated by a relatively small number of academic frameworks and constructs—from the task and social roles to the contingency/situational/path goal models to the transactional versus transformational models to the “big picture” frameworks related to leading change. These models were the cornerstones of how we thought about leadership and ultimately what we taught in course work. The purpose of the leadership educator was relatively straightforward—explore the thinking behind these constructs and find ways to link them to ‘real world’ situations that students would face.

Today, the field of leadership has become far richer and as a result more complicated to teach. We can now take deep dives into what had been a singular dimension of leadership (for example, emotional intelligence is the richer and more nuanced variant of the early “social roles” of leaders). Our notion of leadership embodied primarily in a single individual has given way to the importance of a complicated process called shared leadership. We are now equally curious about the other side of the equation—followership—and what it takes to be a “good” follower. Reflecting a growing cynicism about institutional leaders, we adamantly talk about the importance of authenticity. Yet our understanding of this attribute is incomplete like so many new constructs that have normative appeal. We also still struggle with drawing meaningful distinctions between the activities of managing versus leading. For example, when is coaching a managerial activity or a leadership activity? The implication is that we as educators work in a field that is evolving, expanding and incredibly

dynamic. We must be continually refreshing our perspectives as well as making sense of an ever growing, complex universe of research that underpins what we teach.

The second demand facing leadership educators is the breadth of choices in pedagogy that we have today. These choices are the result of innovations and “borrowed” pedagogies from fields such as adult education and psychotherapy that appeared in the 1980s and 1990s. As a doctoral student, I can recall thinking that teaching leadership was primarily a choice of which case studies and readings to use and how best to structure a compelling lecture that would follow a classroom discussion. In my first year as a professor, I had the good fortune to join the faculty at McGill University where experiential learning methods were being honed to teach leadership to MBA students. Simultaneously, the Center for Creative Leadership was pioneering powerful instruments such as 360 assessments to provide more reliable feedback on perceptions of an individual’s leadership style as well as launching leadership simulations like the Looking Glass. I began to experiment with both innovations. Today I realize that I was standing at the dawn of a new age of pedagogy for leadership development. The traditional classroom experiences suddenly appeared too narrow and limiting. My personal challenge became one of growing my repertoire of pedagogies beyond those that I had honed so well. I had to make significant investments in new ones often without experienced mentors to guide me.

These two forces rising up in the 1980s and 1990s—expanding bodies of research and emerging nontraditional pedagogies—have created the Renaissance that we enjoy today in leadership education. They have pushed education beyond traditional classrooms resulting in an explosion of curricular programing. As the authors note, there are now more than 2000 programs worldwide. At same time, they are redefining in powerful ways how we must think and act as leadership educators. In this book, Guthrie and Jenkins have taken this remarkable moment in our field to help us reflect more deeply on what this era demands of us as leadership educators.

While there are many lessons to be learned from reading this book, I want to highlight several that resonate with me so personally. As leadership educators, we must hold ourselves to a higher standard than our colleagues in other fields. Our classroom explorations of leadership often focus on the demonstration of exemplary behavior, the content of an individual’s character and the role of decisions guided by a moral compass. To be credible as leadership educators, we have to model these very behaviors, worldviews, and values that we teach. I can think of few academic disciplines that require this demanding standard of behavior. In addition, we are on parallel personal journeys of learning with our students. Most of us were drawn to the field because of a deep interest in human potential. We see leadership as a primary means to achieve that end. By necessity, we

are curious about human behavior and often about our own. As a result, it is incumbent upon us to explore and understand who we are and how our multiple identities influence our roles as educators. After all, the teaching of leadership requires “engaged pedagogy.” While I believe most of us practice this form of pedagogy, it is a demanding practice. We appreciate the fact that the models of leadership we teach are often in a format of abstractions—generic competencies, linear frameworks. Their “translations” require a blend of pragmatism and creativity. More challenging is the fact that learning of leadership requires extensive practice. Yet our classrooms are structured for episodic learning in settings that are often removed from real world leadership challenges and offer limited opportunities for practice. While working within the constraints of a college or university setting, we have to be far more thoughtful and creative about how we bridge learning beyond the classroom.

Hand in hand with engaged pedagogy is the notion of *agitation*. Guthrie and Jenkins describe this as the practice of disrupting our students thinking and frames of reference to deepen their engagement around learning leadership. This is not easy to do. Ronald Heifetz at the Harvard Kennedy School is one of the rare masters at this skill. If anything, most of us err on the side of creating learning environments that are far removed from agitation. So how do we balance the seeming opposing forces of surprise and challenge with learning environments that are psychologically safe?

Finally, we live in a world where most individuals will have to lead masterfully across departments, functions, organizations, and cultures. Most of this leadership requires influence without authority. It is therefore an imperative for us as educators to create more integrative learning situations for our students to prepare for this demand. Ideally, we should be structuring learning experiences built around collaboration across departments/programs as well as combining curricular and co-curricular activities. To pull this off as educators, we have to be more adept at building powerful partnerships across our campuses. We have to cultivate our own networking and persuasion skills to enroll other departments and program owners to join along.

Welcome to the new world of the leadership educator. If you wish to be one, it is no longer enough to be an effective classroom teacher. We all need to be agents of change who can rally our campus colleagues to rethink how we teach leadership to young people in the context of educational institutions. We must think expansively so that learning stretches far beyond the classroom and reaches into every nook and cranny of a student’s life.

Guthrie and Jenkins have provided us with a wonderful rich resource to reflect deeply on who we are and who we need to become. This book will challenge you to become the best leadership educator you can possibly be. You will be inspired to do so.

FOREWORD

Susan R. Komives

There is an old Kenyan proverb that sticks tied together in a bundle are unbreakable. Higher education has many “sticks”—courses, majors, departments, activities, residence halls, bands, athletics, recreation—that bring quality education and experience to students. The institution also has many “threads”—transcendent values and learning outcomes like critical thinking, multiculturalism, and leadership—that weave among those sticks and bind them together. Those threads belong everywhere across the college environment.

Treads like leadership development are not just the responsibility of the campus’s leadership program, Center for Student Involvement, or the business school but by every major, student employment position, and area for student learning and involvement. Kathy Guthrie and Dan Jenkins have masterfully captured how leadership learning can be enhanced in these diverse experiences across the whole environment. Indeed, every single student experience is and must be an opportunity to develop leadership in every student.

Just as any student has the potential to develop leadership capacity, all educators have the potential to expand their educator identity to include being a leadership educator. Indeed, Guthrie and Jenkins define leadership educators as “... anyone who intentionally develops and delivers leadership initiatives” (p. 4, this volume). This book provides the foundation perspective and scaffolds the experiences of educators to make that

a reality. Users of this book must be open to mindfully confront their own leadership philosophies and perspectives and enhance their own leadership practices. It starts with you!

Guthrie and Jenkins affirm that developing students' leadership capacity is a transformative experience symbolized by the butterfly on the cover of this book. Educators must remember that one does not grow a butterfly by merely sticking wings on a caterpillar. True transformation changes a person by adding perspective and complexity that fundamentally changing what Kegan (1994) called changing one's stage of consciousness. It is a developmental process. Our leadership identity development research (LID; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005) indeed showed that one's leader identity changed as one developed a more complex view of leadership often through learning the language of leadership. That evolution happened in the context of reflection on meaningful engagement with supports from adults and peers.

I challenge readers to focus on four important dimensions of their own leadership educator development and in the development of capacity in their students that are dimensions of this book.

(1) Educators must address their own and their students' leadership self-efficacy. No amount of study of leadership or skill building in leadership will be enacted if one does not have the leadership efficacy to be willing to engage with others, try new skills, and think "I can do this" or "I can learn how to do this!" This involves two types of developmental readiness- one to learn and one to engage in the leadership behavior (Reichard & Walker, 2016). These important aspects of readiness are related to current scholarly work presented in this book on fixed and growth mindsets (Dweck, 2008).

(2) Admittedly, educators' mindset about teaching and developing leadership is to influence *individual* students to develop their leadership awareness and capacity. Individuals do need to understand themselves, enhance their awareness of others, and build their individual capacities. We are good at that. It is a bigger challenge to develop the personal mindset that leadership happens among people working together in groups. We must move from an entity ("the leader") approach to a leadership approach ("the group's process") (Komives, Lucas, & McMahon, 2013; Uhl-Bein & Ospina, 2012). This means teaching groups how to work more effectively together and developing student organizations to be leader-full environments not just leader-led environments.

(3) I applaud and encourage readers to develop their skills to design and facilitate meaningful discussions particularly to enhance students' capacity to engage in discussions around difficult social and cultural issues. Dan Jenkins' research, presented in this book, identified "discussion" to be the signature pedagogy for leadership education. Our Multi-institutional study of Leadership identified the high impact practice of engaging in

cultural conversations to be critical to leadership development (see Dugan, Kodama, Correia & Associates, 2013). Meaningful discussion teaches listening skills, dialogue skills, develops social perspective taking, clarifies worldview, and supports developing a growth mindset. Take this seriously!

(4) All kinds of mentoring matters and educators should ensure that mentoring is part of their own and their students' experience. This book emphasizes the role of faculty, staff, and peer mentors in developing leadership capacity. A powerful finding in our LID research was that peers who served as mentors actually developed further leadership capacity through being mentors (Komives et al., 2005). Developing peer leadership mentor programs in academic majors, among office staff, and in organizations supports the continued leadership development of all students.

This book thoughtfully abounds with scholarship, research, good practices, and resources to support the development of each leadership educator and diverse leadership programs on each campus. The comprehensive treatment of the range of teaching, learning, and developing leadership is impressive. Treat yourself to a personal journey of becoming a better leadership educator and a better leader. Your students will benefit by your commitment to the goals of engaging with this fine book.

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PREFACE

Leadership as a discipline, leadership education as a field, and leadership educator as a profession are still in their infancy and rapidly evolving. For the last 30 years, the field of leadership studies has continued to expand. Guthrie and Osteen (2016) challenged higher education to reclaim their role in development leadership capacity of students. Further, Chunoo and Osteen (2016) argued that higher education's purpose, mission, and context directly align with the environment and resources necessary to provide quality leadership education in both academic/curricular and co-curricular contexts.

Because of this alignment, as professionals in higher education, we are constantly asked to provide opportunities for students to learn leadership. However, little if any professional development occurs in how to create such learning opportunities. Jenkins (2017) found that fewer than one-quarter of leadership educators have a terminal degree in leadership or a related field, and fewer than half of leadership educators have completed any graduate-level coursework in leadership, higher education, college teaching, college student development, or a closely related field.

This book is written to fill that gap. Its primary audience is leadership educators in a variety of contexts, including student affairs professionals who work with co-curricular leadership programs in higher education. Often times student affairs professionals are called on to provide student leadership education for positional leaders including student organization officers, student employees, conduct board members, orientation leaders, peer mentors, and so on. Divisions of student affairs also often provide

trainings to the larger student body in various forms, for example, a lecture on being engaged through campus activities, offering self-assessments through a career center, or leadership workshops on various knowledge, skills, and values through the leadership office. This book would also benefit any college instructor who has been tasked with teaching a leadership course at either an undergraduate or a graduate level. Because leadership is multidisciplinary, this cuts across colleges, majors, departments, and programs. Finally, this book was written for anyone seeking to advance capacity to facilitate leadership learning. This could be graduate students who will be facilitating such leadership learning opportunities in future positions, those in current positions who have been tasked to develop and deliver leadership education programs, or those simply interested in learning more.

With our focused audience in mind, the overall organization of this book provides resources for leadership educators in three sections. The first section, *Leadership Can Be Taught: Education and Educator*, sets the stage for leadership education and the professional work of leadership educators. Chapter 1 provides a broad view of leadership education and the historical underpinnings of the field and profession. Exploring how our multiple identities influence our professional identity as a leadership educator is in Chapter 2. Culminating in Chapter 3 is a variety of professional development resources for leadership educators, including professional associations, journals, potential books and textbooks, and other interesting resources.

Designing Opportunities for Leadership Learning, the second section, collectively provides information, resources, and examples of leadership program design with learning at the center. Chapter 4 introduces a leadership learning framework that focuses on six aspects of leadership learning: content, development, training, observation, engagement, and metacognition. The importance of context is explored in Chapter 5, examining multiple layers of context, as well as institutional settings such as academic/curricular, co-curricular, undergraduate, graduate, discipline-specific, interdisciplinary, and integrated. After in-depth review of literature, five characteristics of distinctive programs emerged, which is discussed in Chapter 6. Next, Chapter 7 provides examples of distinctive programs in various contexts. Finally, Chapter 8 addresses assessment of both individual leadership learners and leadership education programs. Together these five chapters provide in-depth information on leadership education program design.

The third and final section, *Delivering Leadership Education*, offers specific instructional and assessment strategies for leadership learning. With the Leadership Learning Framework introduced in Chapter 4, this section aims to provide an array of instruction strategies with facilitate transformational leadership learning. Chapters 9 to 17 focus on a range of instructional

strategies, including discussion, case study, reflection, team-based learning, service learning, self-assessments, role-play, simulation, games, and art, to fulfill learning outcomes. Each of these chapters provides an overview of the instructional strategy, situates it in leadership education, provides specific examples, and finally provides summary points and ways to put it into practice.

Much like the butterflies on the cover of this book, we hope the information provided can help leadership educators transform leadership learning. We have enjoyed our journey as leadership educators and are excited for you to join us in this community of practice.

ACKNOWLEDGMENTS

No book is ever written “in a vacuum” or in isolation without a lifetime of influence from multiple factors. It takes countless conversations, listening, thinking, reflection, and learning to develop ideas and concepts into something worthy of others reading. When I think about all of the individuals who have been there for me to engage in these conversations about leadership, taught me about what it means to be a leader, taken chances on me, and role model what true, authentic leadership is, I could write a book on just those lessons. However, some people directly influenced this book, and I cannot miss the opportunity to mention them. My co-author, Dan, I am thankful you agreed to go on this journey with me. Besides our shared love for FSU, I appreciate our common appreciation for all things leadership, connecting others, engaging in discourse for the sake of moving forward, and just having fun!

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Kathy L. Guthrie

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Daniel M. Jenkins
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