

Leadership Discourses: What We Can Learn From Students' Definitions of Leadership

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Intended Outcomes for this Workshop

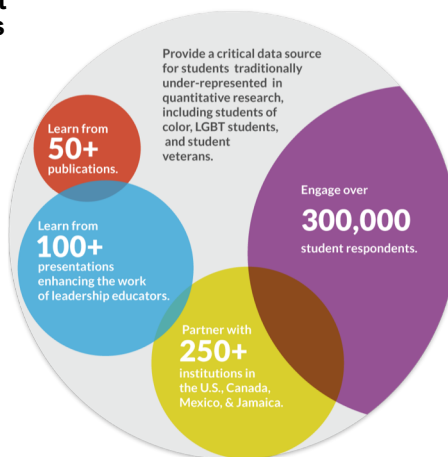
- Identify prominent leadership discourses and related frameworks;
- Recognize the potential of card sorting for group facilitation and qualitative research;
- Highlight specific examples of leadership discourses, as expressed through college students' definitions of leadership.

Purpose of the MSL



To examine student leadership values at both the institutional and national levels with specific attention to the campus experience factors that influence leadership development in college students.

To build an international research program that advances college student leadership development.

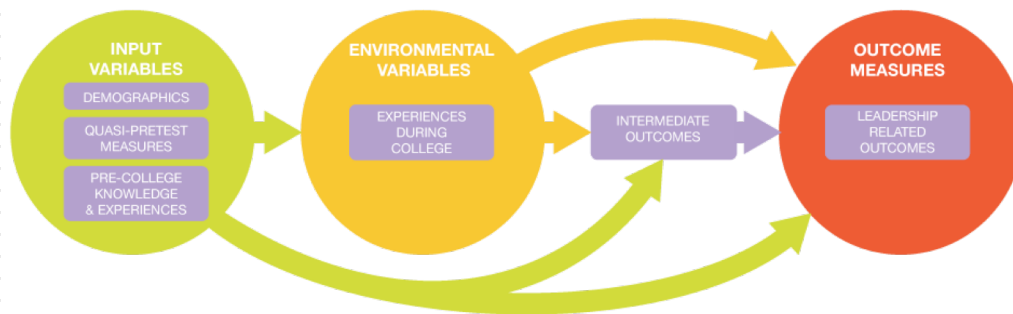


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MSL Conceptual Model



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Outcome Measures



- Quantitative scales: Social Change Model; Leadership efficacy; Growth in cognitive complexity; Social perspective taking; Resiliency; Hope; Social change behavior frequency; Collective racial esteem; Spirituality and Motivation to lead
- Open ended prompt:

Please provide a brief definition of what the term leadership means to you.

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Why Care About Leadership Definitions?

- Definitions help us gauge where students are in their development and inform our coursework (Komives, et al., 2005).
- Definitions may reveal a student's discourse of leadership, which gives rich insight into their experience (Western, 2013).
- Definitions can be used to help us plot the development of students' leadership development across time (Keating, Rosch, & Burgoon, 2014).

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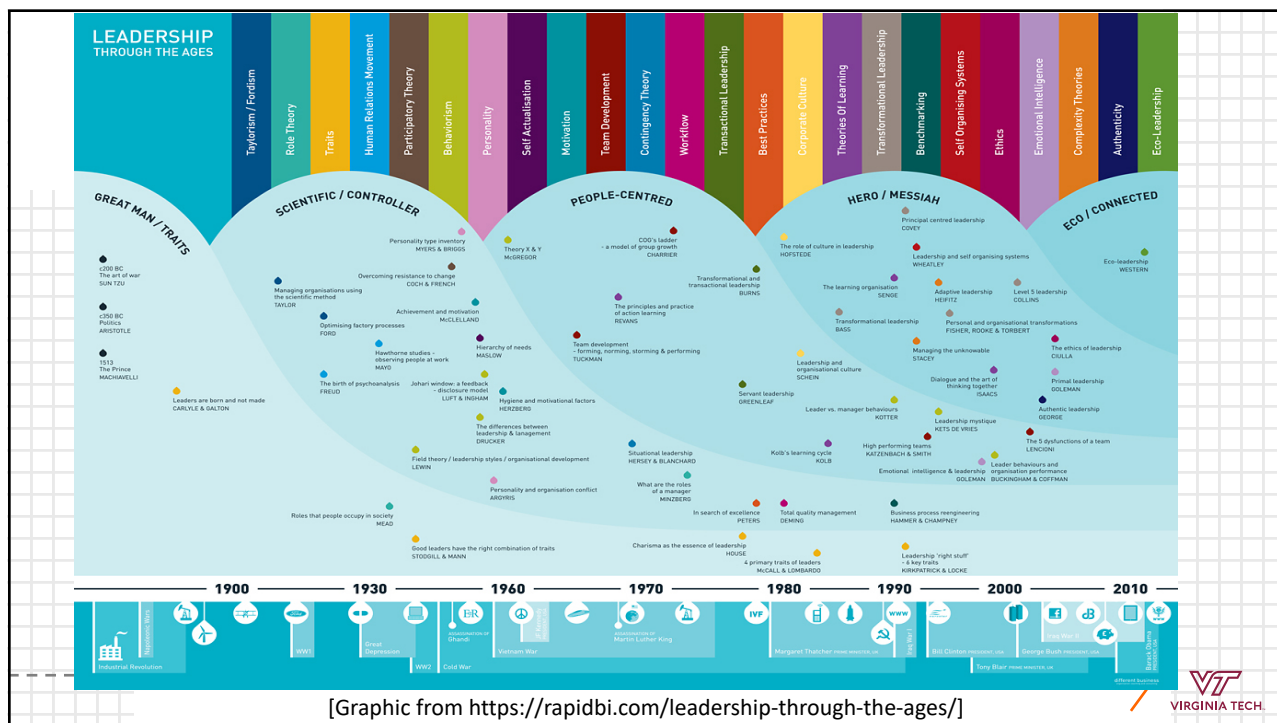


How Do You Make Sense Thousands of Definitions of Leadership?

“Part of the problem is the number of employees who think they know the solution.”

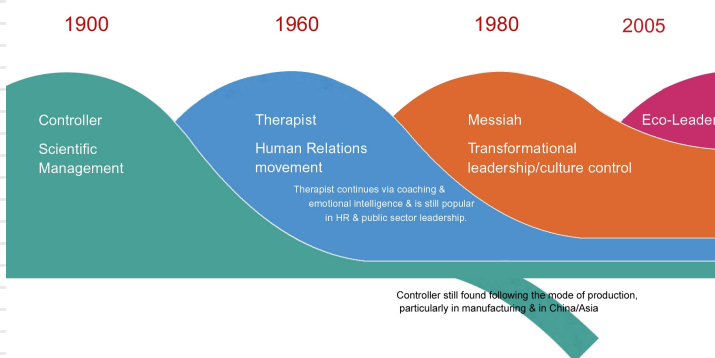
- There are as many definitions of leadership as there are persons who have attempted to define it (Bass, 1990).
- As a leadership educator, what model or framework would you use to organize students’ leadership definitions in a meaningful way?

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Discourses of Leadership

Western (2013) identified these discourses from a meta-analysis of leadership from historical, socio-political, and economic perspectives.



www.simonwestern.com



Leadership Perspectives Taxonomy

While Grint's (2010) taxonomy captures different perspectives, they are not mutually exclusive.

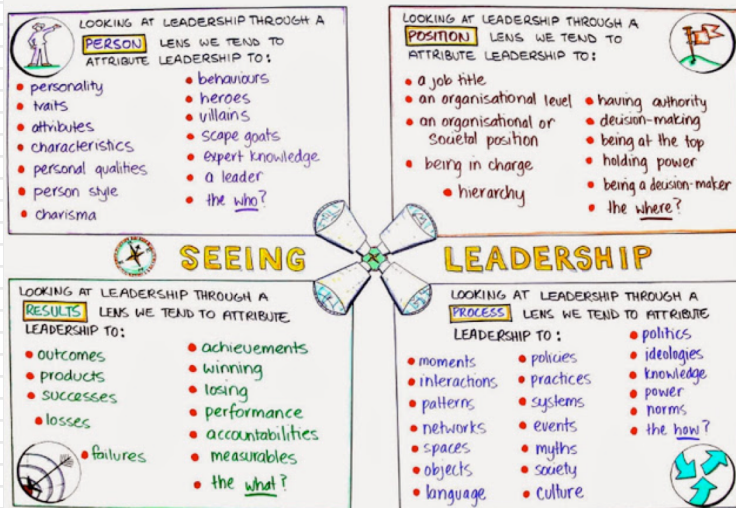


Image developed by Brad Jackson (2009) for "What's So Different (and Difficult) About Leading in New Zealand?"

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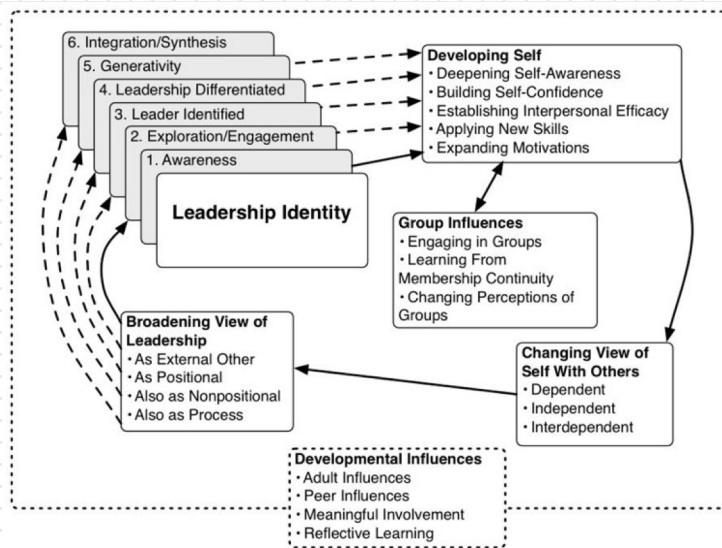
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Leadership Identity Development (LID)

A key advantage of the LID model provided by Komives and colleagues (2005) is that it is an emergent grounded theory from research with college students.



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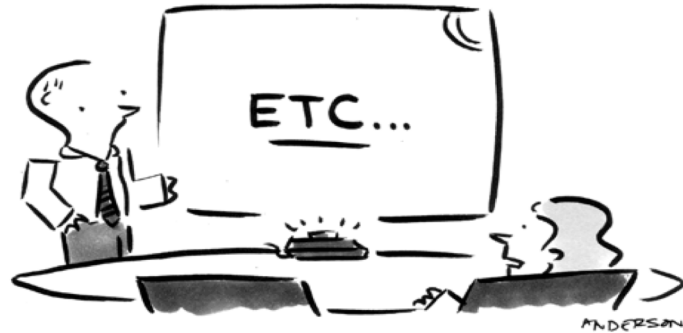


Other Models & Frameworks

What categories would your recommend?

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"This slide needs work."

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Card Sorting



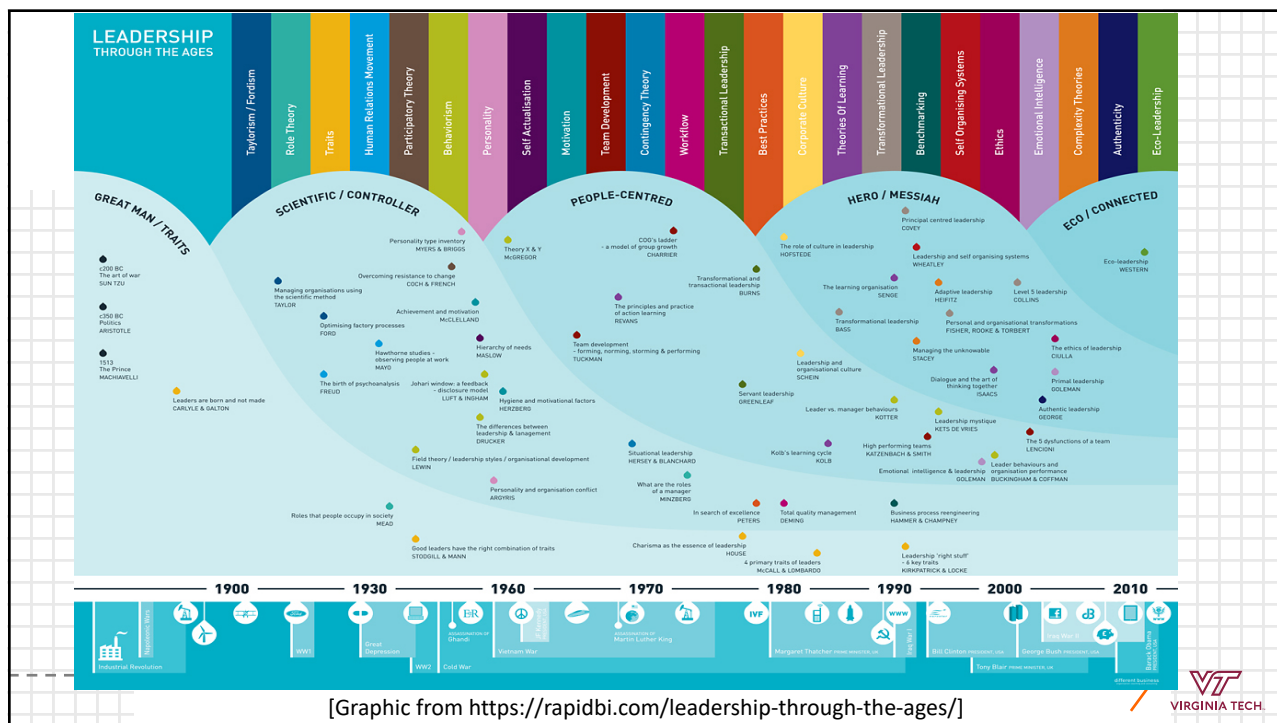
- Technique for revealing mental models for how information is organized (Hinkle, 2008).
- Exploratory technique for identifying categories of significance (Rugg & McGeorge, 2005).
- Can be a qualitative substitute for a quantitative factor analysis (Santos, 2006).

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Findings & Insights



Implications for You and Others?

"What if we don't change at all...
and something magical just happens?"



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Questions for Consideration?



**"I had a miraculous dream in which
our list of questions all had answers."**

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Guidance for Categorization Using Grint's (2010) Taxonomy

When considering categories for definitions of leadership, one option for a closed card sort comes from Grint's (2010) taxonomy in *Leadership: A Very Short Introduction*, where he considers four perspectives: (1) leadership as position, (2) leadership as person, (3) leadership as result, and (4) leadership as process. While this taxonomy captures different perspectives, they are not mutually exclusive. There are a variety of scholarly commentaries discussing the complexities of Grint's framework. For a practical overview, though, Webster (2013) offers a helpful summary:

- Leadership as Position: Position-based leadership assumes it is *where* people operate that makes them leaders. This view usually takes the form of authority in a formal hierarchy (e.g., the general or CEO). This definition implies that the character of the leader is less important than their position.
- Leadership as Person: This definition of leadership emphasizes the importance of the person's character. Person-based — or character-based — leadership says it is *who* you are that makes you a leader.
- Leadership as Result: With this definition of leadership we look at the results of leadership. Results-based leadership focuses on *what* leaders do.
- Leadership as Process: The process-based definition of leadership considers the relationship between leader and practice. It is what leaders *do* that matters.

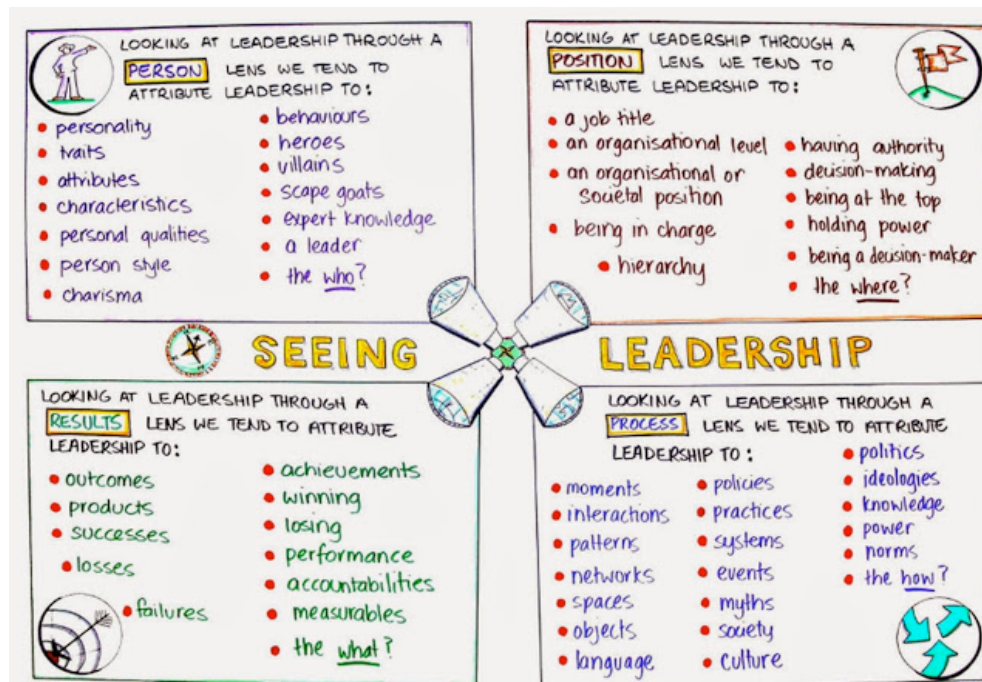
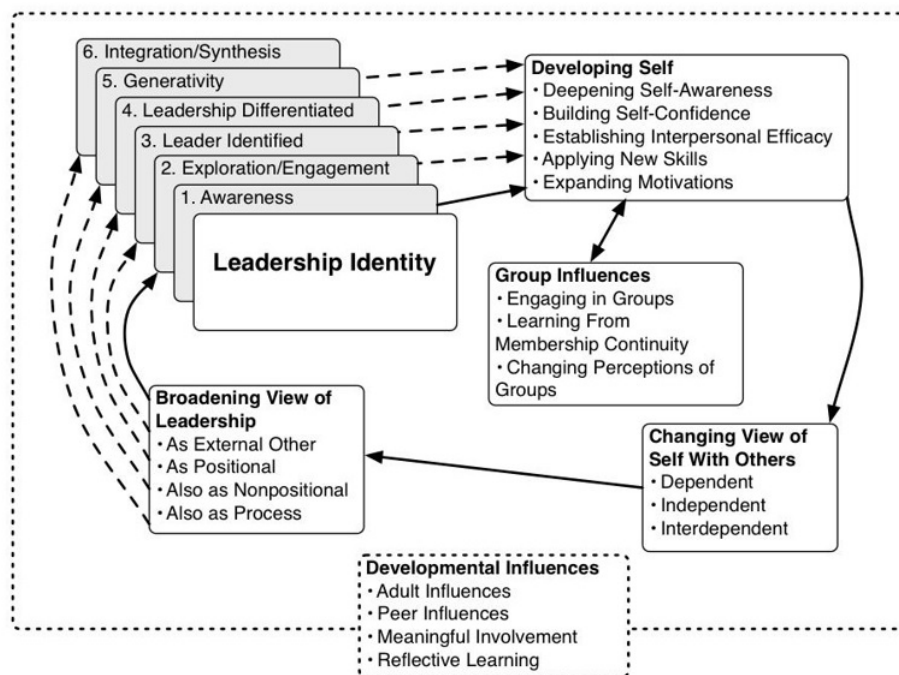


Image developed by Brad Jackson (2009) for "What's So Different (and Difficult) About Leading in New Zealand?"

Guidance for Categorization Using LID Model

When considering categories for definitions of leadership, one option for a closed card sort comes from the Leadership Identity Development (LID) model provided by Komives and colleagues (2005). A key advantage of the LID model is that it is an emergent grounded theory from research with college students. The five leadership identity stages include:

- Awareness (Stage One): becoming aware that there are leaders “out there” who are external to self, like the President of the United States, one’s mother, or a teacher;
- Exploration/Engagement (Stage Two): a period of immersion in group experiences usually to make friends, a time of learning to engage with others (e.g., swim team, scouts, youth choir);
- Leader Identified (Stage Three): viewing leadership as the actions of the positional leader of a group, an awareness of the hierarchical nature of relationships in groups;
- Leadership Differentiated (Stage Four): viewing leadership also as non-positional and as a shared group process;
- Generativity (Stage Five): a commitment to developing leadership in others and having a passion for issues or group objectives that the person wants to influence; and,
- Integration/Synthesis (Stage Six): acknowledging the personal capacity for leadership in diverse contexts and claiming the identity as a leader without having to hold a positional role (Komives, et al., 2005).



Guidance for Categorization Using Western's Discourses

When considering categories for definitions of leadership, one option for a closed card sort comes from Western (2013) leadership discourses, based on a meta-analysis of leadership from historical, socio-political, and economic perspectives. The four discourses of leadership during the past century include: (a) controller, (b) therapist, (c) messiah, and (d) eco-leader. The following table maps the four discourses (reprinted from Western, 2012).

Leadership Discourse	Controller	Therapist	Messiah	Eco-Leadership
Vision Aims	Iron cage Maximises production through transactional exchange, control and coercion.	Motivate to Produce Maximises production through increasing motivation, personal growth and team work	Culture Control Maximises production through identifying with the brands strong culture, and leader's values and vision.	Holistic and Sustainable Success is re-defined, value is measured not only in financial terms. Quality, sustainability and social responsibility are connected.
Source of Authority	From Above Science The leader passes authority down the hierarchy. Leaders gain authority from position power and scientific rationalism	From Within Humanism The power of therapeutic discourse is translated into management discourse and techniques (e.g. 360 feedback, psychological contracts)	From Beyond Charisma The charismatic leader embodies the company values and vision, utilizing a secularized form of transcendent authority (e.g. Steve Jobs)	From the Eco-system Inter-dependence Eco-leadership draws its authority from the laws of nature, and from the belief in inter-dependence and connectivity. It also gains authority from an ethical and spiritual conviction to save the planet and society.
Perceptions of Employee	Robots Employees are human assets, working as unthinking robotic machines 'cogs in the wheel'	Clients Employees are clients to be healed and made whole through reparation and creativity at work	Disciples Employees follow the leader and learn to be more like them. Identity is created by belonging within a community of believers.	Actors in a Network Employees are part of a network, with agency and with autonomy, yet also as part of an inter-dependent, connected greater whole
Leads What?	Body Focus on the body to maximise efficient production, via incentives and coercion.	Psyche Therapist focuses on the psyche, on motivation, designing job enrichment that enables autonomy, and self-actualising behaviours	Soul Followers align themselves to the vision, a cause greater than the self (the company). The <i>Messiah</i> leader is a role model, linking success with personal salvation.	Network Eco-leaders lead through paradox, by distributing leadership throughout the network, making spaces for leadership to flourish
Organisational Metaphor	Machine Takes a technical and rational view of world, thinks in closed systems. Controls internal environment to maximise efficiency	Human Organism Creates the conditions for personal and team growth, linking this to organizational growth and success.	Community The <i>Messiah</i> leads a community (at its extreme this can mimic a cult). The emphasis is on strong cultures, the brand before the individual.	Eco-System Leads through connections in a network. Organisations are inter-connected networks; eco-systems connected to the wider eco-systems that affect the social context and the environment.