Pop Goes the Program: Using Popular Culture Artifacts to Educate Leaders

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The problem and the solution. Creating leaders requires both leadership education and leadership development activities. This article describes an innovative leadership education program that uses the popular culture artifacts described in this issue as a foundation for creating leaders. This program provides a flexibility that makes it applicable to delivery in either educational institutions or organizations.

Keywords: popular culture artifacts; leadership education; leadership development

As the first article of this special issue on using popular culture artifacts (PCA) in leadership development programs argues, leadership is an integral part of human resource development. As practitioners and scholars, human resource development (HRD) professionals are often charged with the task of teaching leadership. Though there are many ways to accomplish this goal, the aim of this issue has been to describe various PCA as teaching tools. This concluding article integrates these artifacts into a broader leadership development program.

This practical article provides a framework for developing a program designed to emphasize the theories associated with leadership by using the PCA presented in this issue. PCA and other innovative delivery tools are often used in adult learning programs. We offer the present program as an example for how to provide background on leadership theory in a way that captures the attention and interest of participants. To set the stage for the program, we first explore the distinctions between leadership development and leadership education. We frame leadership education as the delivery of content about leadership as a theoretical and practical construct and leadership development as the process through which leadership knowledge, skills, and abilities are created. We then explore considerations for the design and development of the educational component of a leadership program using PCA. We conclude with
suggestions for extending the leadership program from leadership education to leadership development and for incorporating a broader array of artifacts from popular culture into the leadership education and development process.

Can Leadership Be Taught?

There are many opinions as to whether or not leadership can be taught or learned. Allio (2005, p.1073) considers that “leadership cannot be taught, although potential leaders can be educated”; nevertheless, leadership programs can provide instruction in leadership theory and expose the learner to case studies. In other words, they teach about leadership. Although some may agree with the notion that leadership cannot be taught, textbooks on leadership are successful as many classroom educators use them to teach leadership theory.

We suggest that there are two aspects of teaching leadership: leadership development and leadership education. Leadership education is the content and leadership development is the process through which this content is facilitated. Leadership educators understand the difference in educating about leadership and leadership development. The educators’ role is to provide a theoretical foundation from which an individual can begin to build a knowledge base for understanding leadership and its diversities. Through leadership development a person can take this educational foundation and build upon it to develop leadership knowledge, skills, and abilities.

Leadership development is defined as “expanding the collective capacity of organizational members to engage effectively in leadership roles and processes” (McCauley, Moxley & Van Velsor, 1998, p.4). While we analytically distinguish between leadership development and leadership education, the two
are not mutually exclusive. There is a process in which future leaders can learn leadership and begin to develop their leadership capabilities. We suggest that leadership education is a necessary but not sufficient requirement for individuals to become leaders; leadership development must accompany leadership education for a comprehensively successful leadership development program. These two components of a comprehensive leadership development program have a reciprocal influence; in other words, the order of development and education is not a fundamental consideration (see Figure 1).

By linking the theory (leadership education) and practice (leadership development) together as a process completes the education, and thus a person is more prepared to apply the knowledge and become an effective leader. In this issue, we have focused on the education component of the leadership development process.

**Leadership Education**

There are many approaches to leadership education. Training experiences can provide both leadership education and leadership development depending on if the practitioner provides both the theoretical foundation and the activities necessary to practice the knowledge gained. Many educators present leadership theories in a classroom setting, and even in corporate settings, using traditional PowerPoint presentations and textbooks. This provides a clear, albeit rote, understanding of the theories and the history of how the theories were developed. Classroom discussions, written assignments, and questionnaires or surveys are typically used to evaluate learning, and subsequently, a basic knowledge of leadership is developed. A survey completed in 1995 by The American Society for Training and Development indicated that 85% of companies that engage in leadership development activities use formal classroom programs (ASTD, 1995). However, Mello (2006) suggests that learning theories without some type of application is less effective. In addition, Day (2001) indicates that classroom programs suffer from transfer of training challenges and high start-up costs, among other limitations.

Management education has popularized problem-based learning (Sherwood, 2004), which is similar to the “case-in-point” method suggested by Parks (2005) in her book, *Leadership Can Be Taught*. Both approaches are similar to case studies, but the problem-based learning cases may be so similar to workplace situations and politics that fear may prevent engagement in the issues. However, the case-in-point method depends on the people engaged in the learning to create or present a problem to study. Although this simulates a real-time issue, some groups may never present a problem to be solved.

Leadership educators must be open to using new and innovative ways to move beyond the outdated notion that leadership development occurs in such a limited way. By using PCA, an alternative resource to leadership education is introduced and helps transcend theory and practice. Teaching theory is what
the program presented in this article is designed to do; however, it also sets the stage for applying these theories to practice. By providing examples where one can observe and recognize how theories are being applied helps provide a “real” context in which a great understanding can occur.

Research has demonstrated how film can be used as a powerful tool for illustrating topics and concepts, and for “providing a source of pedagogical material more stimulating and motivating than conventional methods” (Huczynski & Buchanan, 2004, p. 316). Other sources of pedagogical material include popular television series and fiction and nonfiction books.

There are many advocates who believe that PCA can be an effective teaching tool to engage participants in the learning process. Having an emotional connection with something is the best way to remember it; PCA create the emotional connection, suspending the real world temporarily and allowing the participants to transcend into another world/experience. Although many of the artifacts found in popular culture are fictional, they still provide a sequence of events that can be observed as leadership theory emerges through the events.

Film and television series have an incomparable ability to hold the attention of learners, particularly when the audience prefers watching a film to reading a book. Gioia and Brass (1985) argue that television and movies, through the use of visual imagery, affect the way today’s college students learn skills and concepts. Because today’s college students are tomorrow’s leaders, appealing to the learning preferences of this group when they begin to engage in learning in the workplace is likely to yield stronger leaders. By using a mixture of literature and visual media, the various learning styles can be accommodated.

Integrating Popular Media into Training Experiences

Using PCA is not a substitute for good teaching, facilitating, or training; it is not sufficient to pop a videotape or DVD into the machine and then leave the room for a few hours to catch up on other work! Not only must educators spend more effort designing and developing their leadership development programs, but they must also spend more time preparing participants for using the PCA for educational purposes. PCA, especially television and movies, are often seen as effortless entertainment (Hobbs, 1998). Educators must actively engage students to get them to critically assess the PCA instead of viewing this method as an easy escape from the “hard” work of a learning experience. This section provides an overview of the considerations that educators must make when preparing to use PCA as a teaching tool.

Considerations for using a popular culture artifact include whether to use the work in the training session or as an outside-of-meeting assignment, whether to use the entire work or excerpts, and whether to use an inductive or deductive approach in analyzing leadership within the selected work. First, in preparing to use PCA as a technique for strengthening learning experiences, educators must decide whether to engage the PCA during interactive sessions.
or to ask participants to engage the PCA on their own prior to interactive sessions. Key questions include: How long is the work? Is it a three-hour movie or a 250-page novel? Is the work conducive to collective engagement by participants?

Second, educators must decide whether to use the entire work or excerpts. Hobbs (1998) maintains that there are at least two ways to use popular film or television in educational settings. Educators can use a “Hey! Look at this!” (p. 263) approach by using clips to highlight specific points or capture attention and interest; educators can also use a “Change the way you watch” (p. 263) approach by using full works selectively to engage students in critically assessing the full text of the work as it relates to leadership. Key questions include: Are particular scenes most representative of the relevant point for the learning experience? Are participants prepared to critically analyze the work for the leadership lessons? Do you have enough time to engage the full work during an interactive session? Or, if using a full work that takes longer than the session itself to experience, will the participants be prepared to engage the work outside of an interactive session?

Finally, educators must decide whether to use the work as an inductive or deductive learning tool. In general, the choice of using the full work or excerpts is closely linked to this decision point. Will participants be asked to search for elements of leadership as presented in the work (an inductive approach)? Or will specific scenes or selections be highlighted to represent key elements of leadership (a deductive approach)?

Deductive approaches, by necessity, require even more preparation work by program facilitators. Specific scenes or readings must be identified ahead of time. Deductive approaches might include showing preselected scenes or clips from movies or television shows that exemplify specific elements of the leadership concepts associated with the module. Key points from fiction or nonfiction readings might be highlighted in meeting sessions; excerpts could be read by participants to exemplify specific leadership theories while simultaneously increasing learner involvement.

In applying an inductive approach, full movies may be used during the session as a capstone for a module of a group of leadership theories; participants may be asked to identify scenes within the movie that depict the leadership concepts presented during the module. Another example of an inductive approach would be to ask participants to read fiction or nonfiction works in their entirety prior to a meeting. Participants could be assigned to maintain a reflective journal that highlights the leadership concepts identified in the narrative; in session, dialogue groups can be used to explore the insights gained.

Evaluation Considerations

Whether inductive or deductive approaches are used to integrate PCA into a leadership development program, evaluation of these highly popular elite
leadership development programs is typically seen as necessary to justify their high cost. Too often, however, trainers think about evaluation only when the program is nearing conclusion, and the primary mode of evaluation used in training programs tends to be short, end-of-training surveys (Russ-Eft & Preskill, 2001), sometimes referred to as “smile sheets.” Such a narrow view of evaluation limits access to opportunities for building reflection, learning, and evaluation into the program itself. Evaluation should be incorporated throughout the program—not simply as an afterthought. For that reason, this section on evaluation is presented before the framework for the leadership learning program is presented so that our approaches to evaluation can be described as the learning program unfolds.

This section describes how to incorporate evaluation into the leadership education program presented in this article. Although the evaluation does not specifically address PCA, we argue that conducting evaluations is of such vital importance that the presentation of any kind of learning program requires a discussion of evaluation mechanisms. Two primary evaluative approaches guide our work for this program: goal-free evaluation (Scriven, 1979) and participatory or collaborative evaluation (Cousins & Earl, 1992).

Scriven (1979) notes that “goals are really just a manager’s instrument” (p. 70). Goal-free evaluation was developed in an attempt to explore outcomes of programs independent of the espoused goals of program developers or managers (Russ-Eft & Preskill, 2001). This evaluative approach seeks to discover the unintended consequences of learning programs by using primarily qualitative approaches. Goal-free approaches do not necessarily involve participants in the evaluation process. However, participatory or collaborative evaluations actively involve participants in the process. Participatory evaluations democratically engage program participants to assess the outcomes of the program (Russ-Eft & Preskill, 2001). Grounded in early stakeholder evaluation approaches, participatory evaluations value the insights provided by those who are practicing in the program and, therefore, seek participant assessment of their own outcomes (Cousins & Earl, 1992).

In the leadership program presented here, four evaluation tools are incorporated: reflective writings, learning boards, narrative assessment interviews, and end-of-course questionnaires. The primary evaluation method to ensure participants understood the readings is a three-minute reflective writing exercise. Reflective writings are appropriate for both goal-free and participative evaluations. These writings encourage participants to reflect on what they feel they have learned without prescribing objectives to the learning; they also engage participants in providing personal assessments of the learning. Reflective writings give participants the opportunity to respond to a general question associated with the readings. These in-class reflections engage participants in the material, they provide an opportunity for personal reflection on the meaning of the readings, and they provide insight regarding to the participants’ general understanding of the material (Beall, 1998). When using strictly
experiential techniques in the classroom, it is imperative that participants understand all assigned readings prior to attending the interactive session.

A learning board technique used at the end of each training session provides additional formative and summative evaluation opportunities. Learning boards are records of key insights from each session captured on flip-chart paper by each learner. These learning boards are posted in the training room at the beginning of each session for each learner; at any point during the session, the learner may add a new insight to the record of learning. Educators can follow the insights and compare them with the concepts they intended to teach in each model. At the final session, learners are asked to reflect upon the list of insights about leadership they gained through the course of the program. This serves as a reinforcement of the learning they experienced throughout the modules of the program.

Another very common approach to evaluating leadership development programs is to measure individual leadership competencies both before and after the training program. However, leadership research (e.g., Sosik & Megerian, 1999; Axelrod & Sashkin, 2000) reveals that pretest and post-test self-report leadership surveys typically do not yield significant results; participants in elite leadership development programs are likely to enter the program with very high scores on such instruments. Thus, there is concern that traditional self-report survey instruments cannot effectively measure changes in leadership ability. The key contribution of leadership development programs is a significant increase in participant self-awareness. In other words, participants gain a greater understanding of themselves as leaders.

McCollum and Callahan (2002) adapted a 30-minute semi-structured interview protocol (the Narrative Assessment Interview or NAI) to evaluate this change in leader self-perception. The NAI was developed by Angus and Hardtke (1994) to assess changes in self-image and understanding in psychotherapy clients. The interview consists of a pre-intervention narrative of the participants’ images of themselves as leaders. At the end of the leadership development program, participants respond to the same semi-structured interview questions. They are then asked to review their responses from the first interview, make comparisons with the first interview, and speculate on the catalysts for any changes in self-image. McCollum and Callahan (2002) found that although written responses were sufficient in detecting changes in self-image, interviews resulted in richer reflections by participants regarding the nature and extent of their personal leadership development.

The NAI also constitutes both a goal-free and a participative approach to evaluation. Because it does not attempt to link specific outcomes with specific program objectives, unintended consequences of the training intervention can emerge. This is consistent with a goal-free evaluative approach. The NAI is based upon participant evaluations of their own development and change; the interview protocol asks participants to reflect upon the differences in their responses from the pretraining interview to the posttraining interview and to
identify potential catalysts for those changes. In this way, the NAI is consistent with a participatory evaluative approach.

Finally, smile sheets are not without value! These end-of-program evaluations typically assess participant reactions immediately following the learning experience (Russ-Eft & Preskill, 2001). This type of information gathering represents a **Level 1** evaluation (Holton, 1996), which is perhaps one of the most common types of evaluation conducted in learning programs in both organizational and educational settings. Although participant reactions are not designed to reveal the extent to which learning has actually occurred, they do reveal the extent to which participants enjoyed the learning atmosphere. Enjoyment and entertainment associated with a learning experience increase the potential for participants to learn important concepts shared in the program (Gregory, 2005).

**Framework for a Leadership Learning Program**

Because using PCA is not a traditional teaching technique, despite its increasing popularity, this section provides a basic framework on how to use the PCA presented in this volume to teach leadership to adults. Using experiential techniques, we incorporate projects and in-class evaluation methods; however, we do not include traditional academic assignments for the purpose of this generic leadership program.

We make several assumptions about the development of programs to teach leadership:

- **Interactive sessions**: We assume that educators are likely to use a variety of different delivery formats, including face-to-face and online delivery. However, because participants have been socialized to see PCA as mindless entertainment, we argue that educators must take responsibility for facilitating the learning process to critically engage the work as it relates to leadership.

- **Flexibility of delivery**: We also assume that educators will have some degrees of freedom in determining when and how to schedule the learning modules. We suggest a module-based program with 5 six-hour meeting sessions, which can be segmented into 10 three-hour sessions. This makes the program readily feasible for delivery in multiple contexts from corporate to higher education.

- **Working-adult audience**: While leadership courses are extremely popular in undergraduate settings, we frame our discussion for working-adult audiences. We do not, however, distinguish between educational settings. We argue that teaching fundamentals of leadership is applicable to both corporate and educational institution settings. Though there will necessarily
be some differences (for example, educational institutional settings typically require graded participation), these distinctions are not the core elements of using PCA as a teaching technique.

- **Relatively small numbers of participants**: Our considerations for using PCA as a learning technique for leadership include a relatively small number of participants in the program. Our approach is based on an audience of 12-20 participants.

**Introduction: Module I**

The first interactive session provides an introduction to the program and to the program participants. In addition to addressing opening issues such as introductions and group formation, it is important to establish a context for the leadership program and to prepare for evaluating the program. Therefore, in this introductory module, we ensure that three primary objectives are accomplished.

First, we address relevant logistic details to begin the program. We review the agenda and the readings for the five modules. We also review the learning and evaluation mechanisms that are incorporated into the five modules. Though not required, participants are encouraged to maintain a journal documenting instances, found in the readings and personal experiences, of the 10 leadership theories that form the foundation for the program. Second, we collectively define concepts of popular culture and leadership using any variety of collective idea generation techniques. In addition to gathering participant perceptions of popular culture and leadership, we also suggest stimulating dialogue by providing classic and contemporary definitions of each. Finally, we set the stage for evaluation by conducting a pre-intervention assessment for each participant—the Narrative Assessment Interview.

**The Leadership Theories: Modules II, III, and IV**

As with many overviews of leadership theory, the content modules for this leadership development program are reviewed chronologically:

- **Module II**: Leader-focused theories (power, traits, skill, style)
- **Module III**: Situational theories (contingency, situational, path-goal)
- **Module IV**: Social dynamic theories (transformational leadership, leader-member exchange, team leadership)

In general, two texts form the core of the readings for this program—Peter G. Northouse’s (2004) *Leadership: Theory and Practice* and John Antonakis and his colleagues’ (2005) *The Nature of Leadership*. The supplemental readings for
each module are updated each time the program is delivered; these readings include classics in the leadership theories presented in the content module as well as new works that address the leadership theories. Though most of the supplemental readings are from scholarly journals, popular literature may also be added to provide current relevance (e.g., newspaper, magazine, or Internet articles).

Because the program is designed to be highly experiential, lecturing on theory is minimal—representing less than 15% of each interactive session. Instead, participants are encouraged to engage in a variety of activities designed to expose them to concepts of leadership and to provide them opportunities to practice leadership behaviors or characteristics from multiple theoretical perspectives. Activities that play a major role in the program include using improvisation to tell a story associated with a particular theory, engaging in simulated role plays, analyzing case studies, and dialoguing based on key questions found in each article of this special journal issue.

Decisions to hold discussions in small groups or large groups are generally left to educator’ discretion. When dialogue occurs in small groups, the larger group can benefit from each group reporting on the key elements of their discussion. Another strategy to share multiple group perspectives is to hold a second round of small-group dialogues in which members of the first groups are matrixed together into new groups represented by at least one member from each of the first discussion groups. When time is short, large-group sharing can occur through “walk-around observations” in which learners walk around and read the notes posted on flip-chart paper offered by each small group.

The modules—with topics, objectives, activities, and discussion questions—are provided in Tables 1-3 as templates for leadership educators to use as a springboard for their own popular culture infused training seminars. The PCA described in this issue include:

- Into Thin Air (nonfiction book)
- Endurance: Shackleton’s Incredible Voyage (nonfiction book)
- Divine Secrets of the Ya-Ya Sisterhood (fiction book)
- Year of Wonders (fiction book)
- Harry Potter and the Goblet of Fire (film)
- Lost (television)

**Synthesis and Reflection: Module V**

The final module is designed to integrate the theories presented in the previous modules and to engage the creative energies of program participants. To that end, the module begins with a dialogue activity focused on the fiction and nonfiction readings. Small groups analyze the leadership theories evident in the books, critically assess the similarities and differences between the fiction and nonfiction works, and share their findings with the rest of the participants.
### TABLE 1: Module One: Leader Focused Theories (Power, Traits, Skills) Time: 6 hours or two 3-hour sessions

**Learning Objectives:**
- Participants will comprehend how power, traits, and skills are manifested in the workplace.
- Participants will draw connections between the PCA and their own professional experiences.
- Participants will evaluate the extent to which each theory is relevant in their own practice.

**Power (French & Raven, 1959)**

<table>
<thead>
<tr>
<th>PCA</th>
<th>Activity: Unequal Resources</th>
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<tr>
<td></td>
<td>Students are broken into smaller groups and asked to complete a task with the use of materials provided to them. Each group has different resources with which to complete the task. The students must bargain, share, or trade in order to complete the task. Following the activity, discuss the students’ feelings and attitudes toward having the power to complete the task versus not having the power to complete the task. Power is based on materials needed for task completion.</td>
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| Discussion Topics from *Harry Potter and the Goblet of Fire* | Give examples of characters in *Harry Potter and the Goblet of Fire* that have: (a) reward power, (b) coercive power, (c) legitimate power, (d) expert power, and (e) referent power. |

In the scene where Harry is trying to understand the clue for the second trial, describe the power relationship between Cedric and Harry. What about between Neville and Harry? Is Neville a leader? Relate the types of power to Voldemort and his followers.

**Traits**

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<th>PCA</th>
<th>Activity: Historic Characters</th>
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<tr>
<td></td>
<td>Sketch on large self-adhesive notes the outline of several recognizable, well-known leaders (MacArthur, Hitler, Gandhi, etc). Have the participants write down who they think the characters are and list some of the characters’ leadership traits. Discuss the answers in a large group.</td>
</tr>
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</table>

| Discussion Topics | Reflect upon individuals who you consider to be great leaders. What were their leadership traits? Discuss the answers in small groups. |

(continued)
TABLE 1  (Continued)

Skills & Style

PCA

Into Thin Air – Keller (this issue)
Lost, Subbrack and Trombley (this issue), Table 1
Endurance: Shackleton’s Incredible Voyage, Browning
(this issue), Table 2

Activity: Role Play
(Into Thin Air)

Assign participants to specific characters from the book. Provide specific guidance regarding skill levels for each character. Then, ask students to act out a particular scene from the book.

Activity – Role Play
(Endurance: Shackleton’s Incredible Voyage)

Assign participants to specific characters from the book. Provide specific guidance regarding skill levels for each character. Then, ask students to act out a particular scene from the book.

Discussion Topics

After both role-play activities are complete, ask students to discuss their characters’ feelings, attitudes, fears, and other important emotions during the scene. Compare and contrast the different leaders and the skills they exhibited.

TABLE 2: Module Two: Situational Theories (Situational Leadership Model, Contingency, Path-Goal) Time: 6 hours or two 3-hour sessions

Learning Objectives:

Participants will comprehend how the situation leadership model, contingency theory, and path-goal theory are manifested in the workplace.
Participants will draw connections between the PCA and their own professional experiences.
Participants will evaluate the extent to which each theory is relevant in their own practice.

Situational Leadership

PCA

Into Thin Air – Keller (this issue), Table 1 – Harry Potter and the Goblet of Fire, Rosser (this issue), Table 2

Activity: Group
Discussion from
Harry Potter and the Goblet of Fire

During the dance class, what development level are the boys? And the girls?

Analyze the leadership style that Mad-Eye Moody provides Harry before the first trial of the tournament.

According to the situational leadership model and assuming Harry develops his ability, what leadership style would you expect Harry to need the next time he fights a dragon?
### TABLE 2  
(Continued)

| Discussion Topics from Into Thin Air | Cite specific examples of Hall or Fischer using each of the following styles: (a) Directing, (b) Coaching, (c) Supporting, (d) Delegating. How did differences in technical ability among clients affect the styles chosen by the leaders? |

<table>
<thead>
<tr>
<th>Contingency</th>
<th>PCA</th>
<th>Endurance: Shackleton's Incredible Voyage, Browning (this issue), Table 3</th>
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<tr>
<td>Activity:</td>
<td>Students are provided a situation to strategize for and once they begin the activity, the rules change. This could be something as simple as taking their cell phones or their car keys from them and asking them to explain how they will communicate or get home or something else that seems trivial but actually displays contingency theory.</td>
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<tr>
<td>Discussion Topics</td>
<td>The author of Endurance: Shackleton's Incredible Voyage suggests on page 14 that different leaders excelled in different kinds of situations. Whereas many situation-oriented theories suggest that the leader changes to fit the situation, contingency theory suggests that leaders are most effective in situations that suit their approach. Do you agree? Why or why not?</td>
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<tr>
<th>Path-Goal Theory</th>
<th>PCA</th>
<th>Year of Wonders, Table 3 / Lost</th>
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<tr>
<td>Activity: Create a Village</td>
<td>Break participants down to groups of three to five people. Ask them to take on the roles of the characters in the novel, specifically Anna, Elinor, and Michael. Additional participants can be villagers affected by the happenings in the village. Then provide participants with differing scenarios that happened in the novel and have them discuss and plan how they would handle the scenarios given their differing leadership roles and responsibilities.</td>
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<tr>
<td>Discussion Topics</td>
<td>Who exhibits path-goal behavior in the novel? Provide specific examples. What leader behaviors does Elinor exhibit and how does she use those to demonstrate path-goal theory with Anna?</td>
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</table>
### TABLE 3: Module Three: Social Dynamic Theories (LMX, Transformational Leadership, Team Leadership) Time: 6 hours or two 3-hour sessions

**Learning Objectives:**
- Participants will comprehend how LMX, transformational, and team leadership theories are manifested in the workplace.
- Participants will draw connections between the PCA and their own professional experiences.
- Participants will evaluate the extent to which each theory is relevant in their own practice.

**Transformational**

| PCA | *Harry Potter and the Goblet of Fire* – Rosser, Table 3  
| Year of Wonders – Whitener, Table 4 |  
| *Divine Secrets of the Ya-Ya Sisterhood* – Mathis, Table 2 |

**Discussion Topics**
- Select and describe the character that is the most obvious transformational leader. Which is the most obvious transactional leader?
- Think of a transformational leader and a transactional leader whom you know. Compare and contrast their approaches and your reactions to their leadership.

**LMX**

| PCA | *Lost* – Article 7 / *Divine Secrets of the Ya-Ya Sisterhood* – Article 4, Table 1 |

**Activity: The Dance of Leadership**
- Show several examples of partner dancing (especially West Coast Swing video clips available online through sources such as Google Video). After watching what it looks like to lead and follow, pair participants and give each a dollar bill (or some other paper currency). Ask one partner to lead and the other to follow while holding opposite ends of the bill; the objective is to keep the bill level to the ground and somewhat taut. The leader leads the partner for a short time, and then they are called to switch positions. The partners are rotated with new leader-follower pairings and role reversals. Music is added to a final pairing to add context to which the partners must respond.

**Discussion Topics**
- Large-group discussion occurs around what it was like to lead and follow in the activity. How did it feel to partner with someone new? How did it feel to have to pay attention to a more complex environment (i.e., music)? Participants are asked to relate their experiences to components of LMX.
The final capstone project for the program is a group project that is creative in nature. Because the course focuses on PCA as means to illuminate concepts associated with leadership, small groups are charged with creating a leadership learning experience using PCA. Groups may select a movie released in the past five years and, using clips from the movie, teach a 90-minute block associated with leadership theory during this last module. The final product is a complete lesson plan with descriptions of relevant scenes and film time clip sequences. An alternative to the off-the-shelf PCA approach would be for the group members to take responsibility for creating their own PCA product and teach a 90-minute block associated with leadership theory based on that new product. The final product is, again, a complete lesson plan. The group-generated PCA may be a video, an in-session drama, a montage of artwork, or any number of creative outlets.

The final evaluation mechanism for the program is the follow-up Narrative Assessment Interview. If conducted in an interview format, this takes approximately 90 minutes per person—30 minutes to conduct the interview, 30 minutes for the participant to listen to the first interview, and 30 minutes for the participant to reflect on any areas of change in leader self-concept and the catalysts for that change. Obviously, if done in a written format, the NAI takes

<table>
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<th>TABLE 3 (Continued)</th>
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<tr>
<td>Team Leadership</td>
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<tr>
<td>PCA Activity: Survival</td>
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<tr>
<td>Into Thin Air – Article 5/ Lost – Article 7</td>
</tr>
<tr>
<td>Any number of survival activities available online.</td>
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<tr>
<td>Divide participants into small groups in which they must respond to a crisis scenario in which they must decide from a list of resources (which vary based on the scenario) what items will be most important for their survival. At the end, read the list of expert answers. How did the team responses differ? What roles did team members play as they selected resources? What determined the emergence of the leader or leaders of the team?</td>
</tr>
<tr>
<td>Discussion Topics from Into Thin Air</td>
</tr>
<tr>
<td>How did the disparate abilities of individual team members affect the effectiveness of the group?</td>
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<td>On page 171, Krakauer (1997) states, “In this godforsaken place, I felt disconnected from the climbers around me—emotionally, spiritually, physically—to a degree I hadn’t experienced on any previous expedition. We were a team in name only.” What does this comment say about the “unified commitment” of the team members?</td>
</tr>
<tr>
<td>How did Hall and/or Fischer fail to align their teams into cohesive units?</td>
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substantially less time. As an important component of this final interview, each participant is asked to offer his or her own personal philosophy of leadership. To stimulate recall, the learning board record of learning insights maintained by each participant is provided at the beginning of the interview.

**Beyond Leadership Education—the Next Steps**

As mentioned previously, education on the theories of leadership is only one part of the broader leadership development process. Leadership exists at an individual level of development, and, at a fundamental level, development of people who work within organizations is what constitutes HRD (Gilley, Eggland, & Gilley, 2002). This development consists of the advancement of individual knowledge, skills, and competencies; this concept of development can be seen as shaping individuals to fit within the organization (Lee, 2001). Development can also be seen as an empowering, transformative voyage or an emergent exploration of self in society. In all cases, there is a clear focus on individual development (often within organizational or societal contexts) and also a philosophical commitment to the professional advancement of people (often within an organization). This advancement of individuals through personal development occurs through a variety of formal and informal and structured and self-directed experiences designed to enhance learning and performance (Gilley, Eggland, & Gilley, 2002). Although we have focused in this issue on activities that occur in formal, structured learning programs, the development of leaders goes beyond leadership education and into the realm of leadership development (practice).

An important factor is to realize that after attending a leadership workshop or educational class, the individual acquires a baseline understanding of leadership and thus can begin to utilize different approaches to developing specific skills. One of the most effective means of putting leadership theory into practice is through mentoring relationships. Day (2001) and Allio (2005) agree that mentoring relationships, both formal and informal, can be used by a variety of people in different settings and provide one of the most effective means for leadership development. In addition, coaching can provide one-on-one feedback necessary to develop specific leadership skills, particularly in the corporate setting. Day (2001) also suggests that although networking, job assignments, and 360-degree feedback are intended to improve performance, these practices can be used to develop leadership knowledge, skills, and abilities. Leadership educators can be creative in helping to continue the leadership development process.

**Conclusion**

We argue that both leadership education and leadership development must be used to create leaders in organizations. Leadership education is an important
part of HRD and the development of leaders within an organization. There are many approaches that are successful in helping one to understand leadership theories and apply them to everyday practices. PCA are a unique way in which the learner can take theory and immediately recognize and observe how it is utilized.

Movies, television, fiction and nonfiction books are easily obtained, widely recognized, and more readily understood forms of popular culture, which is why these forms of media were used as the vehicles of choice for this issue. There are, however, a wide variety of creative PCA choices that educators might use to facilitate leadership education. For example, music is perhaps even more pervasive in popular Western culture than any other type of artifact. However, music is not as easily incorporated into learning experiences as other genres of popular culture, and music has not been widely studied for its educational value in leadership programs (McMahon & Bramhall, 2004). Music can highlight differences in leadership approaches through different schools of music (e.g., jazz, country, blues, rock) or even different mixes of the same song. Music has served as a galvanizing learning tool for centuries (Horton, 1990); music lyrics are poems rhythmically joined with instruments. Poetry is also a vehicle for teaching leadership concepts (Frank, 2005). Poetry offers different ways of seeing and interpreting the world and different insights to the tasks of leadership. Artistic works such as paintings and sculptures can also be tapped for their leadership insights; participants can be encouraged to identify in great works of art what speaks to them with respect to the learning environment (V. Marsick, personal communication, May 24, 2006).

This issue has demonstrated how existing PCA can be used to illustrate leadership concepts and to serve as opportunities for recognizing the application of those concepts, but participants can gain an even richer understanding of leadership by creating their own artifacts of popular culture (as suggested in one of the application projects of the leadership program framework presented here). Gibb (2004) demonstrates how arts-based training, especially improvisational theater, can be used to facilitate management education. In addition to improvisational theater, arts-based training can include scripted dramas, video production, music creation, painting, sculpting, and more. These artifacts of popular culture creation further extend the process of leadership education because participants must understand leadership concepts well enough to depict them metaphorically through art forms.

PCA, whether they currently exist or whether they are created, serve as metaphors for learning about leadership concepts. Metaphor is an important vehicle for making sense of HRD as a field of research, practice, and education (Short, 2001). Narrative and visual PCA serve as another manifestation of metaphor within HRD that has yet to be explored. In this issue, our aim has been to show various forms of PCA can be made more instructive as metaphors for leadership.
References


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