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# A PRISM FOR VIEWING 21<sup>ST</sup> CENTURY LEADERSHIP PEDAGOGY

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## **A Prism for Viewing 21<sup>st</sup> Century Leadership Pedagogy**

### **Synopsis:**

This research study was designed to increase understanding of the diversities of leadership training needs for the 21st century. Through analysis of the research and literature, leadership training in the 21st century lacks the elements of decision making and technology literacy which will require more engagement activities to support the traditional theoretical approaches that have been used to teach leadership skills.

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### **Abstract:**

Leadership training needs a holistic, contemporary approach to meet the global workforce challenges of the 21<sup>st</sup> century. Metaphorically, a kaleidoscope can provide the lens through which we view the diversity of positions on leadership training. Change evolves with each individual viewing through the lenses. An appreciation of the uniqueness of students in problem solving of necessity, moves leadership training from a static to a fluid event and involves all constituent groups, namely, students, faculty, business leaders and community members. This paper examines the changes in leadership training from the 20th century to the pedagogical dilemma of leadership training in the 21<sup>st</sup> century. Research was conducted using the curriculum of seven leadership-training groups with the results having implications for future studies and modifications to academic curricula.

## **INTRODUCTION**

21<sup>st</sup> century pedagogy for business higher education will resemble a fine piece of tapestry or mosaic and each country's unique educational approach will be viewed through a kaleidoscope resulting in a new educational paradigm for addressing leadership skill sets in preparing the workforce for the future. Effectuating change requires a look back at 20<sup>th</sup> century gains and forward to 21<sup>st</sup> century challenges. We must not become stuck in the past and assume erroneously that past successes will deliver future successes. We are solidly in the 21<sup>st</sup> century and somehow seem to have reached an instructional plateau. The majority of the focus for academic performance improvement has been from the higher education perspective. Discussions with educational leaders revealed that the focus needed to be in both directions, higher education as well as the K-12 grade levels. Leadership development is a life long pursuit and cannot simply be picked up off the shelf when there is need for a group leader.

The purpose of this study was to review the basic evolutionary processes in leadership and training in management, examine leadership curricula, and make perspective recommendations for further study. There needs to be a sense of urgency among practitioners, communities, and businesses. A more contemporary, holistic long-range perspective is needed to enhance global competitiveness. Instruction needs to acknowledge this fact and design performance strategies that recognize "individuation" of all students.

### **Introduction to the Problem**

Scholars have been concerned with the issue of leadership and its influence on leadership skill development. "The philosophies of leadership implicit in leadership development programs of the past are no longer adequate for dealing with the problems of today (Sandmann, and Vandenberg, 1995). Leadership should be used as a platform to connect and serve communities, institutions, and organizations. Effective leaders are successful at organizing resources and motivating people to solve problems in their communities. They help communities learn how to shape and respond to national, regional, global issues, and global events. The need for effective leadership in an increasingly global, rapidly changing, and knowledge-based society is more apparent than ever.

The Industrial Revolution brought about changes in agriculture, transportation, economic policies, and the social structure. During this era, leadership development modeled a top-down, bureaucratic approach (Uhl-Bien, Marion and McKelvey, 2007). Whereas, this paradigm was effective for an economy based on physical production, it is proving to be ill suited for a more information-oriented society. As society moves forward into a knowledge economy, much of what is taught and practiced on leadership is becoming out-of-date. The information age also known as the Digital Revolution places leadership in a primary role, which is an essential part of achieving productivity and performance" (Sierra Health Foundation, 2010). However, change is much more rapid in this era, and this will require a new way of thinking about and teaching leadership in the 21st century. An important part of young people's preparation for adulthood will be the development of leadership skills. However, "despite what is known about the importance of youth leadership development, society generally does not do a thorough job of

engaging youth in leadership or decision-making” (Sierra Health Foundation, 2010). Thus, there is a need to examine the curricula for youth leaders in the 21st century.

## **Background of the Study**

Leadership has been defined as the process of social influence in which an individual can recruit the support of others to accomplish a goal or task (Chermers, 2010). It is expected that individuals who are appointed to leadership positions are interested in helping others achieve a high-level of excellence (Thomas, 2010). In the 21<sup>st</sup> century, there are many new challenges for leaders and there is concern that the traditional leadership of the 20th century will not effectively satisfy leadership expectations in this new era.

Traditionally it was believed that authority comes from delivering results. Therefore, leaders have been accustomed to making decisions based on rank or status. Changes in the market, organizations with less hierarchical structures, and dynamic partnerships have given the 21<sup>st</sup> century leader many roles. These changes will require the leader of today to do more than just serve as an autocratic figure. Twenty-first century leaders will need to realize the importance of taking action and that leadership attitudes and behaviors determine the context in which this action will occur. This will call for a shift in the traditional paradigm in which leaders are accustomed.

The behavior of the 21<sup>st</sup> century leader must be reassessed to help leaders lessen the restrictions of the traditional way of thinking to a new model that is more effective in a unique and complex environment. Leaders need to possess adequate personal and professional attributes to match his or her form of leadership and according to Bennis, “we will need a new generation of leaders, not managers, if we are going to survive the 21<sup>st</sup> century” (Bennis, 1991,p.2).

Currently much of what has been studied surrounding leadership has influenced the actions of adults. Adults partake in leadership development and leadership positions, which provide them with a wide assortment of experiences in which they learn and develop. Youth may receive education on leadership however; they often lack the experience that allows them to fully develop the skills needed to lead effectively. Because this element is absent, the characteristics required for leadership are not effectively taught to youth. Therefore, the state of youth leadership requires re-evaluation.

Leadership and management are two unique and complementary systems of action (Kotter, 1990). Good management produces consistency and order while leadership produces motivation and ideals with change. Leaders do not have subordinates; they motivate others to accomplish a goal or task. They set direction and provide structure in order to deliver results (Kirkpatrick and Locke, 1990). These individuals should inspire by example, creating an environment in which others are involved in the decision-making process. Educators must develop these factors to develop leadership programs that prepare students to deal with reality of a diverse world so they are able to handle constant change. The English word educate can be traced back to the Latin word *educere*, which means to lead out. According to Wilhoit, this etymology reminds us that education is the process of leading students from where they are to a place where they can see the world including the spiritual and natural dimensions, in a more accurate way (Wilhoit, 1986).

To develop students to become the next leaders of the world, educators must understand students as they are. They should encourage them to become connected to their environment, to listen, facilitate, encourage, and to serve others. Today teaching is something done primarily in a classroom however, this will not satisfy the leadership needs of the 21<sup>st</sup> century and beyond. The youth of today will also need experience in leadership positions to encourage the concepts of teamwork and service.

The majority of the literature on leaders and leadership has focused on the development of adult subjects, while youth leadership has remained under-developed (Bowen and Shapiro, 1998). Youth are often thought to have the potential to lead later in life, therefore various competencies are taught to explain the actions that youths should take to lead in the future (Davis, 1997). However, it has been argued that effective leadership is learned from experience rather than instruction (MacNeil, 2006), and this suggests that youth should take an active role in leadership sooner rather than later.

### **Nature of the Study**

Traditionally, youth leadership programs have employed a lecture-based method to teach skills based on bureaucratic principles. This approach has created a development gap within the youth leadership process, and will no longer be sufficient for youth leadership development. The 21<sup>st</sup> century will require a holistic, hands-on approach to allow young people to develop both personally and professionally. Therefore, current youth leadership curricula will need thorough reexamination and enhancement for today's generation.

Youth leadership programs are known for consisting of workshops and activities that foster civic responsibility, educational reform, and community organization. However, are youth leadership curricula providing an approach that will allow youth to become what is required of an effective leader in the 21<sup>st</sup> century? Using a grounded, qualitative design approach, a theoretical examination was performed to describe the alignment of youth development curriculum to 21<sup>st</sup> century leadership characteristics.

According to Burns, "leadership is one of the most examined and least understood phenomena"(Burns, 1978, pp.1-2). From this phenomena many definitions, perceptions, and theories have derived and many leadership styles have emerged and re-emerged as more researchers study various aspects of leadership.

The primary goal of the study is to discover methodically more about the state of youth leadership in the 21<sup>st</sup> century therefore a grounded theory research method is employed. A systematic approach is used to construct a theory during the data collection phase of research. The research is conducted in four phases: (1) a review of literature surrounding leadership, youth leadership, and 21<sup>st</sup> century leadership characteristics; (2) a random set of youth leadership curricula was selected as the sample for examination; (3) the curricula were queried for leadership characteristics necessary for 21<sup>st</sup> century leadership; and (4) the curriculum text was reviewed to provide an interpretive perspective on the factors contributing to leadership development today. Qualitative analysis was conducted to gain a realistic understanding of the essence of the problem statement and to investigate feasible responses to the research questions.

## LITERATURE REVIEW

### Leadership Development

According to Phillips, “all activities of organizations, public or private, religious or family-oriented are influenced either directly or indirectly by the established principles associated with leadership” (Phillips, 2009, p.4). In a recent review of books, articles, and presentations on leadership, there are more than 7,000 pieces of material on the subject (Hogan, Gordon and Hogan, 1999). Key influences in the understanding of leadership can be found within the last 200 years and it appears that theories of leadership have built upon each other over time. They begin with the Personality Era. Within this era, there are two periods described: The Great Man Period and The Trait Period. In the 1800s, The Great Man Period surfaced providing research on individuals and their ability to influence society. During this time, leadership was thought of as an innate quality possessed primarily by men. The theories in this period often portrayed these male figures as heroic with big personalities, charm, and intelligence. This period was criticized for its over simplified premise and lack of scientific research however, it would be 100 years before another period emerged slightly advancing leadership research.

The Trait Period emerged from the Great Man Period. During the Trait Period, attempts were made to identify traits that would enhance leadership potential and performance (Van Seters and Field, 1988). In 1974 Stogdill identified the following as the main leadership traits: adaptable to situations, alert to social environments, ambitious and achievement-oriented, assertive, cooperative, decisive, dependable, dominant (a desire to influence others), energetic, persistent, self-confident, tolerant of stress, and willing to assume responsibility (Stogdill, 1974).

The Influence Era improved upon the Personality Era declaring that leadership is a relationship between individuals and not just the possession of character traits. Within this era arose the Power Relations Period and the Persuasion Period. Within both of these periods, the use of authority and its relation to effective leadership were the focus. Although the Persuasion Period is less coercive than the Power Relations period, both employed an authoritative approach to leadership. However, these approaches fail to entertain subordinate participation. This failure caused a decline in the response to their influence.

The Behavior Era took leadership in a direction that focused on performance (David & Luthans, Yukl, 1984). This era divided the Behavior Era into three periods: early, late, and operant. The Early Behavior Period was thought to be an extension of the Trait Period with a specific focus on the development of behavior traits. The Late Behavior Period advanced the former by making it applicable to the concept of management. The theories within both periods were based upon the belief that leaders were made not born therefore, researchers began to evaluate the behavior of successful leaders to determine behavior and specific leadership style classifications.

The Operant Period stressed that the more people for whom consequences are controlled, the more potential exists to encourage desired responses from subordinates. It also suggested that leaders should seek to acquire control over issues, which individuals are most sensitive. A major

criticism of the operant approach is the reluctance to acknowledge cognitive skills of subordinates (David & Luthans 1979).

The Situational Era made a “significant step forward in advancing leadership by acknowledging the importance of factors beyond leader and subordinate” (Van Seters & Field 1988, p.6). During this era the Environmental Period, Social Period, and Socio-Technical Periods surfaced. The Environmental Period helped to introduce variables into leadership, which affect a leader’s course of action. Variables such as economic, societal, technological, and environmental were thought to bring out different facets of an individual’s identity.

It was the Contingency Era, which declared for the first time that, “leadership was not found in any of the pure, un-dimensional forms discussed previously, but rather contained elements of them all” (Van Seters & Field, 1988, p.7). This era argues that there is no best way to categorize leadership because of the various variables that may be present in a given situation. Therefore, the contingency theory takes a broader examination of leadership that includes factors about leadership capability and other variables within a situation. With the emergence of this era, many researchers were convinced that the source of leadership effectiveness had been found until the study of leadership was re-vitalized once more by the Influence Era. During this time, the influence between the leader and the subordinate was reexamined. At this stage of leadership’s evolutionary development, “the influence process had been elevated to acknowledge a reciprocal relationship between the subordinate, the leader, and the development of their relative roles over time”(Van Seters & Field, 1988, p.7).

One popular contingency theory, Path-Goal, contends that the leader must motivate subordinates. They may do this by identifying the relationship between subordinates and the organizational goals or by facilitating the path that subordinates take to fulfill their need or the needs of the organization. In this period researchers attempt to describe how leaders motivate followers to achieve goals. However, the Path-Goal theory has been criticized as complex in nature. It also places a significant amount of responsibility on the leader, slowing the progression of goal setting and accomplishment (Greenberger, 1988).

The Transaction Era arose closely resembling the Influence Era. Transactional leadership can be observed when a relationship is formed between leaders and followers to meet their respective needs. During this time the Exchange Period and the Role Development Period were developed. The Exchange Period is based on the expectation of receiving a reward from interaction with others. The main limitation of this type of leadership is that it assumes that people are largely motivated by simple rewards (Kurnik, 2010).

The Role Development Period examined the elements of exchange that relate closely to roles of the leader and the subordinate. Just as a leader acts as a role model and a creator of positive expectations, so too the leader’s behavior can be a reaction to subordinate maturity, interpersonal skills, and competence (Van Seters & Field, 1988). Empirical research to support this theory has been conducted, however, it has not provided a concrete framework to fully explain leadership effectiveness.

Since prior paradigms had not theorized completely the effectiveness of leadership, the Anti-Leadership Era arose. The Ambiguity Period and The Substitution Period developed in this era. During this time, The Ambiguity Period emerged with the theory that leadership may only be in the mind of the observer (Mitchell 1979). Within this era, it was thought that there were few meaningful distinctions in leadership. It was also thought that it was problematic to discover empirically effective leadership due to this lack of distinction. Some researchers still argue that leadership theory is still not successful in providing solutions that will help leaders solve the challenges that they face (Zaccaro and Horn, 2003).

The Substitution Period was a more constructive development phase and attempted to identify substitutes for leadership (Kerr and Jermier, 1978). Kerr and Jermier introduced substitutes for leadership theory that focused on providing an explanation for the lack of empirical evidence of relationships between leader traits and subordinate satisfaction and performance (1978). According to the Leadership Theories and Studies Encyclopedia of Management website, substitutes for leadership theory suggest that characteristics, tasks, and subordinates compensate for the effects of leadership (2009). Unfortunately, many of the empirical testing for the substitute theory did not prove to be encouraging as it can weaken relationships between leader behaviors and organizational outcomes (Podsakoff, 1997).

The Culture Era superseded the Anti-Leadership Era, changing the leadership focus from the quality of work performed by an individual to the quality of work performed by the group. This era promotes the idea that the culture determines the criteria for leadership and who should serve as a leader. It is viewed as “a natural extension to the Substitute Period since it implies that, if a leader can create a strong culture in an organization, employees will lead themselves. It is also “a logical descendant of the Transactional Era, since culture can be created by emergent leadership at lower levels and then directed to the top (Van Seters and Field, 1988). Cultural leadership is not without its limitations however, according to Trice and Beyer. Cultural leadership rests heavily on the acceptance and approval of followers, which makes it less likely to endure without continuous successful performance from the leader (Trice and Bayer, 1991).

The Charismatic and Self Fulfilling Prophecy Periods represent the Transformational Era. The Charismatic Period builds upon the Culture Era adopting the theory that leader traits, behavior, influence, and situational factors combine to increase the subordinate receptivity to ideological appeals (Trice and Bayer, 1991). According to Roberts, the Charismatic Period built upon the Culture Era by interpreting leadership as a collective action process (Roberts, 1985). Charismatic leaders stimulate enthusiasm and commitments in followers by expressing a compelling vision and boosting confidence in achieving that vision. Although charismatic leaders drive others with their energy and enthusiasm, they believe more in themselves rather than others (Rao, 2010). A downfall of this type of leadership is that once charismatic leaders depart, the vision of the task is lost, and the work often comes to a halt.

The Self-Fulfilling Prophecy Period (SFP) deals with individual transformation. SFP occurs when a false situation causes a new behavior to make the situation true. SFP is a dynamic process involving a continuous cycle of actions and reactions between the leaders and the subordinates or organizational member (Roberts, 1985). Although SFP has the potential to promote a positive influence, there is greater potential for negative influences. Because the

leader's expectations about the future can cause the expected event to occur, SFP can condition workers to do nothing unless supervised.

“We can begin to see some clear indications by extrapolating the trends developed in the previous nine eras” (Van Seters and Field, 1988, p.12). Although these trends have advanced leadership through the 20<sup>th</sup> century Uhl-Bien, McKelvey, and Marion, point out that leadership theory is still largely grounded in a bureaucratic framework more appropriate for the Industrial Age (Uhl-Bien, Russ, and McKelvey, 2007). Therefore, a more dynamic framework will be needed in the 21<sup>st</sup> century to address the issues of the information age.

In an article published by Michigan State University Extension (2007), the partnership for 21<sup>st</sup> Century Skills identifies common skills, knowledge and expertise that enhance students' learning in order to prepare them for the unique challenges of the century. The report explains that in addition to core knowledge instruction, youth must also develop important skills in critical thinking, problem solving, communication, and collaboration. The specific life and career skills include flexibility, initiative, cross-cultural skills, accountability, leadership, and responsibility.

In addition to the development of important soft skills, youth that are adequately prepared for the 21<sup>st</sup> century should also receive education in new emerging topics including global awareness, financial literacy, civic literacy, health literacy, environmental literacy, and technology. These topics address important educational themes that are unique to the challenges of today's world. These subjects can be addressed through the lens of a traditional textbook, but push educators into new subject areas that may not have historically been an area of focus. Therefore, imparting these skills to youth may require new educational models, curriculum, and teaching unique experiences.

## **THEORETICAL FRAMEWORK**

### **Leadership Model**

#### *Bolman and Deal's Four-Framework Model*

Leadership models help us to understand that circumstances drive the behavior and style of a leader. For example, Bolman and Deals' Four-Framework Approach model suggests that leadership can be put into one of four categories when applicable. Bolman and Deals' Four Framework Approach model suggests that leaders need to consider four categories when involved with decision making and organizational responsibilities (Bolman and Deal, 2009). These frameworks specifically are the structural framework, symbolic framework, political framework and human resources framework. The four frameworks provide direction for organizational options. The four-framework model guides the decision maker towards a more comprehensive approach. There is often a tendency to utilize the frameworks for which one is most comfortable rather than selecting all four. It is generally more effective to use four frames when dealing with young adults.

This lack of attention to the development of youth leadership must be addressed, as the 21st century requires a more comprehensive and interactive leadership model than the past. Considering the century long slow movement to change leadership pedagogy, the researchers in this study combined two theories to form the foundation for understanding leadership education geared to younger students and young adults. The theoretical frameworks historically have been applied to understanding adult situations. They are now being applied to understanding leadership needs for younger generations of students.

Several framework approaches in combination will be most successful. Bolman & Deal's four frames (2009) are as follows:

*Structural.* Leaders who make change using this approach focus on structural elements within the organization as well as strategy, implementation, and adaptation. Changing institutional structures works well when goals are clear, when cause-and-effect relationships are well understood, and when there is little conflict, uncertainty, or ambiguity.

*Human resource.* Leaders who approach change from a human resource frame focus on people. This approach emphasizes support, empowerment (perhaps through distributed leadership mechanisms), staff development, and responsiveness to employee needs. A focus on people works well when employee morale is a consideration and when there is relatively little conflict.

*Political.* Leaders who use a political approach to facilitate change focus on the political realities that exist within and outside organizations. This approach emphasizes dealing with interest groups (and their varying agendas), building power bases, coalition-building, negotiating conflicts over limited resources, and creating compromises. The political approach is appropriate when resources are scarce or diminishing as well as when goals or values are in conflict.

*Symbolic.* Leaders who make change using a symbolic approach focus on vision and inspiration. Symbolic leaders feel that people need to believe that their personal work, and the work of the organization, is important and meaningful. Traditions, ceremonies, and rituals are very important to the symbolic approach, which is most appropriate when goals and/or cause-and-effect relationships are unclear.

According to Bolman and Deal, the human resource framework is a favored among teachers because “It highlights the importance of individual needs and motives. It also assumes that social systems work best when needs are satisfied in a caring and trusting environment” (Bolman and Deal, 2009, p.7).

## **RESEARCH METHODOLOGY**

The first phase of this research consisted of a literature review to examine the current state of youth leadership. During this process, leadership characteristics needed in the 21st century were identified. The original servant leadership characteristics identified by The Greenleaf Servant Leadership Center (2015) were used in this study. The characteristics are as follows: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, and

community. These characteristics were used because they have been identified as the characteristics needed to change the paradigm of leadership in the 21st century.

In phase two, a random sample of youth leadership curricula was selected. Using an Internet keyword search, seven curricula from various types of organizations were included in the study.

Phase three employed a summative content analysis approach. Content analysis is defined as the manual or automated coding of text for purposes of analysis. This type of analysis was chosen because it is a replicable technique, systematic in nature, designed to quantify, and categorize text based on specific rules. This type of analysis is used to determine the presence of certain characteristics, concepts, phrases, or sentences to quantify their presence in an objective manner. This technique supports the examination of trends and patterns and allows inferences to be made based on criterion set within the application. This analysis was performed on the random sample of leadership curricula to quantify the presence of characteristics that are contributing to youth leadership development in the 21st century. The identified characteristics were examined to determine if they were used in the context of leadership in each curriculum.

In phase four, the characteristics were interpreted from each curriculum. A qualitative approach was used to build a narrative to describe how these characteristics are being used in youth development curricula currently. From this process, an overall determination about the state of youth leadership was realized.

Upon completion of this empirical analysis, the research questions were addressed. The characteristics identified in servant leadership literature, also identified as 21st century characteristics, were the focus of the examination. As a result, insights were drawn from the curricula that can assist in the determination of the progression of youth leadership education.

### *Data Collection*

The data collection began by identifying youth programs with leadership curricula. Key word searches on “youth leadership development” (filetype:pdf) and “student leadership curriculum” (filetype:pdf), in a common search engine assisted in the selection of a random sample of youth leadership curricula. Seven youth development organizations were selected and their youth leadership curricula were included in the study. The level of analysis was determined based on Greenleaf’s servant leadership characteristics identified in the literature. The data was imported into QSR NVivo content analysis software as source data. The source data was then coded into nodes, which allowed the data to be categorized and examined.

A word frequency search query was created and run on each of the nodes to identify the existence of the following servant leadership characteristics within each curriculum: *stewardship, growth, community, empathy, healing, listening, awareness, persuasion, conceptualization, and foresight.*

The frequency query displayed an overview of the data. These queries provided each word, its length, the number of times present, and the percentage of each characteristic within the text. The queries were exported to separate sheets in an Excel workbook. Each sheet was compiled into a

single spreadsheet. A title column was inserted into the compiled spreadsheet and curriculum titles were added in order to link the query dataset to its appropriate source. A pivot table was designed on a separate spreadsheet, to display all the servant leader characteristics from each of the curriculum. All tenses of the characteristics were taken into consideration. The results of the pivot table are shown in Table 3.

**Table 3. NVivo Frequency Query Results**

Leadership Data	Characteristics	Rank
Linking Leadership to Instruction	441	1
ASPIRA Youth Leadership Development Curriculum	94	2
Lionel Newsome Student Leadership Institute	51	3
Leadership Development Institute	37	4
Multicultural Youth Leadership (SOAR)	34	5
Leadership Class Curriculum	30	6
Teen Leadership and Training	4	7
<b>Total</b>	<b>691</b>	

A total of 691 instances of the characteristics were retrieved through Nvivo analysis. The Teen Leadership and Training (TLT) text includes four instances or 58% of the characteristics while the Multicultural Youth Leadership text had 34 instances or 4.92%.

The Lionel Newsome Student Leadership Institute text had 51 instances or 7.38%. The Leadership Class Curriculum contained 30 instances or 4.34% of the characteristics and the Leadership Development Institute text contained 37 instances or 5.35%. The ASPIRA Youth Leadership Development text contains 94 instances or 13.6%, while the Linking Leadership to Instruction (LLI) curriculum contains 441 instances or 63.82% of the characteristics.

The significant gaps in the occurrence of the characteristics suggest that one organization is providing a more inclusive form of 21st century leadership instruction while another provided significantly less. Based on the results of the frequency queries, the Linking Leadership to Instruction curriculum had 468 mentions of the characteristics. The ASPIRA Youth Leadership Development Curriculum yielded 347 less mentions than the Linking Leadership to Instruction curriculum and the Lionel Newsome Student Leadership Institute curriculum yielded 390 less. The Leadership Development Institute yielded 404 less mentions and the Leadership Class Curriculum yielded 411 less. The Multicultural Youth, Leadership curriculum was 407 short of the LLI curriculum and the Teen Leadership and Training yielded 437 less.

*Second Phase Analysis of the data – curriculum characteristics*

The considerable gaps cannot be thoroughly explained without examining each mention of the characteristics within the context from which they came; therefore, a second phase of the research was conducted to further examine the data. An examination of the characteristics within the context of each document was conducted to provide further reliability to the numerical findings. Each curriculum was reviewed for leadership characteristics to answer the research questions. Only the relevant mentions directly related to instruction are discussed within the

study. Therefore, areas of the document indirectly related to the curriculum were not included in the examination process.

### *The Teen Leadership and Training Curriculum*

The Teen Leadership and Training (TLT) curriculum contained the following characteristics: “community” and “listening”. The Teen Leadership Training program was established to empower and further the training of Pathfinders in the areas of self-efficacy and leadership. The Pathfinders program is an organization operated by the Seventh Day Adventist Church. One of their objectives is to provide a skill-building environment in which youth can learn and develop. According to the TLT, the development of these skills will increase self-confidence and motivation to achieve goals.

### *The Multicultural Youth Leadership SOAR Curriculum*

The Multicultural Youth Leadership SOAR curriculum contained the following characteristics: “awareness”, “community”, “growth”, and “listening”. The SOAR program is designed to provide a basic understanding of leadership. This organization encourages instructors to build upon the activities provided. The activities included are referred to as cross-cultural and bridge-builder activities and are designed to demonstrate and encourage leadership. The SOAR curriculum is focused on the success of all children and is designed to position youth as leaders in their own communities and beyond. The program targets youth and the curriculum modules are designed to engage students in various activities that introduce them to leadership skills such as service learning, arts, writing, history, and family engagement.

The curriculum objectives include gaining an understanding of how culture influences the actions of a leader and learning and how leaders can develop ethical decision-making skills. While students work together, the curriculum requires them to be aware of how well they are working and where improvements can be made. They are also encouraged to be mindful of whether they are working as bridge-builders. This term is used to describe a cross-cultural leader.

The bridge-builder concept is demonstrated in an activity where students focus on the differences and similarities among different group members. The objective is for participants to introduce themselves to one another and to discover something about each other’s background. By performing this activity, students are able to gain an understanding and appreciation for the diversity of the group. A focus on community can be found in a shared activity where students begin to build the community through recognition of similarities and differences within a group. This activity should invoke emotion as students learn about the culture and heritage of others.

In a second activity, students are required to examine their feelings about being a part of a community, and they are introduced to an example of a leader who is a viable part of the community in which they live. They are also asked to identify a leader within their community and describe an attribute of that leader. From these activities, the class can begin to see that there are different ways to be a leader and through working in areas such as social justice, writing, or media they can have a voice and become leaders in the community. Within the curriculum,

teachers are also instructed to explain that a person's attitude toward their community exhibits leadership and through leadership, communities become stronger.

### *Cultural Influences*

To understand how culture influences leadership, a role-playing activity is also included. The activity allows students to demonstrate group decision-making situations and discuss how culture could influence group decisions. In the curriculum students are encouraged to engage in group discussion where students discuss times when they have served as bridge builders, how to be bridge-builders, and how bridge-builders can work together to make decisions.

Questions are also included to encourage students to reflect on their activities and discussions about bridge building. To start these discussions, students are given scenarios that depict how bridge building can be used by young people as well as adults. This suggests that there is continuous growth in the bridge building process. In the supplemental activity section, writing, media, and performance are listed as additional tools to help introduce the bridge building concept.

Throughout the curriculum the characteristic "listening" is used to require students to pay attention to others within the classroom. For example, an activity instructs students to participate in a group decision-making exercise. Upon completion of the exercise, the students are asked a series of questions that require them to reflect upon the process. They are then asked to share their experience within the group and to ask their group members questions to learn more about the perspective of each other's experiences. To accomplish the exercise, students must listen to one another and respond accordingly to what they have heard. Another activity uses a handout on cultures that asks students to think about their own culture. This activity is designed to encourage thoughts about age, class, poverty, wealth, geographic origin, gender, and sexual orientation. In leadership scenarios the characteristic "listening" is found in an example that explains the importance of respectfully listening to one another. Students are asked to plan an event and observe the decision-making process while planning. Once the event has been sufficiently planned, the students are asked to describe what it was like listening to others within the group.

### *Leadership Development Institute Curriculum*

The Leadership Development Institute curriculum contains the following characteristics: "awareness", "conceptualization", and "community". The institute was established by Alpha Phi Alpha Fraternity to develop a 21st century generation of leaders. The program includes various courses that are broken into 100 and 200 levels. These courses are grouped into three sessions: leadership development, citizenship, and educational development, which are designed to introduce parliamentary procedures, conflict resolution, models of leadership, public speaking, community involvement, and civic engagement.

The Curriculum Development session introduces students to the importance of civic engagement and community awareness. Within the session, the works of Martin Luther King Jr. and the responsibility of empowerment of the African American community are discussed. In the Understanding Critical Issues Facing African Americans course, using publications and other

relevant materials to discuss various issues affecting the African American community raises the awareness level of students.

The characteristic “conceptualization” was found once in the curriculum information. Within the Money and Investment course the concept of wise money management practices is introduced. Students plan short-term and long-term financial goals. These goals are created to increase his or her savings and investments. Educational funds, retirement plans, or saving for a house are some of the ideas students are exposed to in this course.

In the Citizen Development session, it is explained that the community is intimately associated with the essence of each individual. Community service projects are used in this session to help students understand the need for African American leadership activism within the community. The Political Involvement/Civic Engagement course teaches students about participating in the political process. It also encourages dialogue about building bonds and trust with community leaders.

School and community service is required in this course to help students appreciate connections among individuals. A movie list is also provided containing videos to supplement the learning experience and serve as resources for personal development. This type of media depicts communities in various ways to help students gain a better understanding of community and culture.

#### *The Lionel Newsome Student Leadership Institute Curriculum*

The Lionel Newsome Student Leadership Institute curriculum contained the following characteristics: “awareness”, and “community”, the institute was established on the campus of Central State University to provide a range of leadership theories and practices. The curriculum places emphasis on advocacy for the weak, a heightened concern for peace, an acceptance for differences, and equal opportunities for all. The core values of the institute reflect the core values of the university: honesty, hard work, caring, and excellence. The program is designed to inspire, prepare, empower, and encourage students to become leaders in their local, national, and global communities. A series of courses were developed to support the mission of the program and the core values of the university.

The modules within the first course, Leadership 101, are designed to introduce community service, service learning, civic engagement, character, and integrity of a successful leader. The second course, Leadership 102 encourages students to explore further the responsibilities of being a leader. Within the Leadership 101 course, students acquire a deeper understanding of cultural, social, ethnic, political, and gender-related issues. In the Leadership 102 course students work with people from different cultural, socio-economic, political, and gendered backgrounds. They are introduced to leadership approaches and encouraged to find an approach that works best for them. All curriculum activities require students to work with persons from various cultural, ethnic, socio-economic, political, and gender backgrounds.

The program includes a forum on various issues to raise consciousness on social, political, and economic issues. The university wide forum not only raises awareness of leadership issues, it

also fosters a sense of community among the students involved in the leadership program. Whereas the Leadership 101 course focuses on community engagement and building local, national, and global community, the Leadership 102 course focuses on building community on the university campus.

### *The ASPRIA Youth Leadership Development Curriculum*

The ASPRIA Youth Leadership Development Curriculum contained the following characteristics: “awareness”, “community”, and “growth”. ASPIRA aims to provide a cultural competence program. The goal of the curriculum is to develop cultural awareness within students to prepare them for leadership. Students gain knowledge of the Latino culture and issues related to diversity. The curriculum is based on building skills in the areas of resiliency, self-esteem, and positive youth development.

A primary focus of the program is to stress community involvement for the Latino population. The curriculum is arranged into 11 units designed to expose the youth to activities that promote personal and academic awareness, community involvement, and leadership development. Each unit consists of modules followed by activities. Through this program, youth gain an understanding of what it means to be a leader by examining such concepts as influences in culture, finances, public policy, and social issues. Along with cultural awareness, students are introduced to career planning and community involvement.

One activity teaches that there are times when awareness can be achieved through relating experiences to text. For example, students are asked to choose or create a quote that fits their life experiences and explain the relevance to them. This helps students understand each other’s personalities and backgrounds. Through community involvement assignments students are able to learn about their culture, history, and build community. The curriculum allows them to examine culture’s influence on the community and through community service projects, students are able to become familiar with their society and assist others around them. One such project requires students to take the initiative to assist someone from their school or family and describe the experience. Upon completion of the project, students must share his or her experience with their peers.

Students are also given compromising scenarios, and they are asked to provide a response on how they would take charge in various situations. The responses are discussed within the classroom and students are allowed to ask questions and express their opinions. Through this activity, growth takes place, as everyone is involved in listening and learning more about each other through their responses.

### *The Leadership Class Curriculum*

The Leadership Class Curriculum contained the following characteristics: “community”, “growth”, “healing”, and “listening”. The Leadership class curriculum was established by the Life-Learning Academy to provide opportunities for young people to practice leadership. Within the program, students perform tasks designed to enhance their consciousness of leading. The

leadership program was developed to include a series of workshops, council meetings, and team building exercises.

These components enable students to reflect on their lives and grow as leaders. A course was specifically developed to support leadership and provide new perspectives on how leadership is demonstrated. The course also exposes students to social issues where they can serve as change agents to better their communities. The curriculum provides additional leadership opportunities such as event planning and public speaking. These experiences allow students to interact cooperatively with one another to further develop their leadership skills in social settings.

The curriculum uses a project based approach to teach the youth about leadership behavior. This approach was chosen to help students to understand how they can be change agents in their community. In the Leaders Film class, students participate in activities that build community. They engage in discussions about self-reflection, cultural diversity, and everyday challenges. To participate in these discussions students form groups and students begin to see the value in connecting with and building up the school and the community.

In a decision-making activity, students are asked to think about their health and what they need in order to recover if it were ever compromised. This encourages students to become an advocate for those in the community who may have less than good health. The activity also allows students to explore topics on wellness and healing that could be passed on to others. Listening and speaking strategies are included in the curriculum to address stereotypes about culture. Students engage in conversation about their backgrounds and ask questions to learn more about different cultures.

#### *The Linking Leadership to Instruction Curriculum (LLC)*

The Linking Leadership to Instruction Curriculum (LLC) contained the following characteristics: “awareness”, “community”, “empathy”, “growth”, “healing”, “listening”, and “stewardship”. The Linking Leadership to Learning curriculum was established in 2001 by The Virginia Department of Education (VDOE). The goal of the curriculum is to identify important skills, and opportunities for leadership in grades K-12. Students are encouraged to help others on their grade level and to collaborate to find ways to help younger students to become stronger academically. The model uses a horizontal approach, allowing the instructors to use the curriculum independently of others. The goals of the curriculum focus on citizenship and leadership within the academic environment and the community. The curriculum defines leadership through identifying leadership characteristics, develops leadership skills through learning to communicate effectively, and provides opportunities to practice leadership through community service.

Within the curriculum students identify their community based needs and demonstrate that they understand what it means to be a good citizen. Assignments include activities that enhance the awareness of self-image and personal characteristics. Students also gain awareness through service projects that allow students to help others in the community that are homeless or less fortunate. The assignments require students to develop awareness for the opinions of others. One assignment asks students to perform a group activity where everyone provides input. Students

must then explain how their perspectives on the assignment was influenced by others in their group.

Through case studies, students are able to make leadership decisions. The curriculum includes several case studies where students become aware of realistic issues where critical thinking, problem solving, and decision-making are required. This platform allows students to learn about others that exemplify leadership. Students also begin to learn about community through exploring customs and traditions. Knowing more about these areas enable young people to be able to identify with their society and the needs within the community. Such consciousness helps the youth to grow into responsible citizens. Students are also required to identify leaders in various communities and compare their characteristics to those they have identified for leadership. They must investigate ways that leaders are concerned about their community in order to select community service projects such as recycling clothes and food drives, or helping the homeless to sharpen their skills.

The curriculum also encourages students to evaluate their desire to lead in their society and how this will influence their family, community, state, and nation. They also appraise the methods that leaders use to protect their environment. Storytelling exercises develop listening skills. The curriculum provides storytelling exercises that teach students how to deal with conflict, while simultaneously sharpening the listening skills of those who are engaged in the lesson.

Although the characteristic “stewardship” was not explicitly mentioned in the curriculum, it is listed as an expectation. The activities within the curriculum also increase the understanding of stewardship. Since the youth will be next in line to care for the nation, it is fitting that this is an expectation when discussing community issues. Activities, which focus on improving society’s transparency, include the concept of stewardship however since this concept may be new to some students it should be explained within the activity itself. The characteristic “empathy” was mentioned in the developing skill portion of the curriculum but it was not explicit in the activities. However, since this emotion can be harder to master than others, students should be made aware that this emotion is a part of the various assignments throughout the curriculum.

Table 4. Interpretive Results Table

Leadership Data	Characteristics	Rank
Linking Leadership to Instruction	129	1
ASPIRA Youth Leadership Development Curriculum	62	2
Lionel Newsome Student Leadership Institute	32	3
Multicultural Youth Leadership (SOAR)	25	4
Leadership Class Curriculum	24	5
Leadership Development Institute	20	6
Teen Leadership and Training	4	7
<b>Total</b>	<b>296</b>	

### *Utility of findings*

Although there were 691 of the characteristics throughout the curricula, only 296 of the instances mentioned were considered useful for this study. From the Teen Leadership Training curriculum four instances or 1.35% were included in the study while 25 instances or 8.45% were included from the Multicultural Youth Leadership text.

From the Lionel Newsom Youth Leadership text, 32 instances or 10.81% were included. The Leadership Class Curriculum contained 24 or 8.11%, which were included, and the Leadership Development Institute contained 20 or 6.76%. From the ASPIRA Youth Leadership text, 62 or 20.95% of the characteristics were used and in the Linking Leadership to Instruction curriculum 129 or 43.58% of the characteristics were included.

The disparities in the “mentions” of the characteristics support the numerical findings. These disparities also suggest that one organization is providing a more inclusive form of 21st century leadership instruction while another is providing significantly less. Based on the interpretive investigation, the Linking Leadership to Instruction curriculum has 129 mentions of the characteristics. The ASPIRA Youth Leadership Development Curriculum yielded 67 less mentions than the Linking Leadership to Instruction curriculum and the Lionel Newsome Student Leadership Institute curriculum yielded 97 less. The Multicultural Youth Leadership curriculum was 104 and the Leadership Class Curriculum yielded 105 less. The Leadership Development Institute yielded 109 less and the Teen Leadership and Training only yielded four mentions which were 125 less.

### **ANALYSIS OF THE FINDINGS**

The research revealed that The Linking Leadership to Instruction curriculum contains the highest occurrence of leadership characteristics however; the qualitative analysis confirmed that the Linking Leadership curriculum, in fact, provided the most applicable instances of the leadership characteristics. This suggests that this curriculum is the best representation of 21st century leadership.

The ASPIRA Youth leadership Development curriculum ranked second in the frequency query table. The curriculum contained 94 mentions of characteristics however only 62 were included in the study. The curriculum was also ranked second in the interpretive results table. The ranking for the Lionel Newsome Student Leadership Institute curriculum is also consistent between both tables. Ranked 3rd, the frequency table displays 51 characteristics were present and the interpretive results table displays 32 mentions as included in the study.

The Leadership Development Institute was ranked fourth on the frequency table, however it ranked sixth on the interpretive results table. The frequency results table displays 37 mentions. Of these only 20 mentions were considered relevant to youth leadership development and included in the study. The SOAR Youth Multicultural Leadership curriculum was ranked as fifth, on the frequency results table and fourth on the interpretive results table.

The frequency table listed 34 mentions of the leadership characteristics. Twenty-five of those mentions are included as part of the interpretive results table. In the Leadership Class Curriculum, the themes were frequent 30 times and 24 of the mentions were included in the study. This curriculum ranked sixth on the frequency results table and fifth on the interpretive results table. The Teen Leadership Training Curriculum is ranked as seventh on both tables. Although the themes were frequent 37 times, only four of the mentions were deemed useful and included in the research.

After examining the results of the study, it is evident the characteristics of leadership are present throughout the curricula. It is also evident that *no single curriculum contains all of the characteristics* therefore there is room for improvement.

In the ASPIRA Youth Leadership Development Curriculum, leadership development through cultural awareness is the main focus. Understanding culture allows leaders to design agendas and make decisions to benefit society. Leaders must be empathetic to the needs of the community in order to support the needs of society therefore; developing an empathetic nature serves a leader well.

The Lionel Newsome Student Leadership Institute places a focus on advocacy for the underrepresented. This responsibility can be a significant task however; learning to supervise smaller groups can be a good place to start. The concept of stewardship will help students to understand the importance of advocating for others, and should be transparent in the lesson materials that focus on advocacy.

The Multicultural Youth Leadership curriculum engages students in the area of leadership and bridge building. Bridge builders serve as a liaison between groups or cultures. This role focuses on exercising persuasion, as misunderstandings may occur between people of different cultures. Developing persuasion skills will be vital for youth to develop if they wish to serve as bridge builders in communities.

The Leadership class curriculum was designed to afford young people the opportunity to practice leadership. By learning to serve as a change agent, youth are able to address social issues that will allow them to further develop their leadership skills. Developing foresight is an essential component for those who serve as change agents; thus, the characteristic foresight should be explained and practiced alongside the concept of a change agent and their role in society.

Throughout the Civic Leadership Development Institute Curriculum, civic engagement and financial responsibility are the primary focus. With financial planning comes a level of responsibility that should be taught, therefore the characteristic “stewardship” should be transparent in activities that teach about financial planning and investment.

The primary objective of the Teen Leadership Training curriculum is to encourage active participation in leadership, and decision-making. The objectives are met through developing communication and networking skills. The characteristic “listening” is a major component of both the communicating and the decision-making process and should be developed in each. Although this curriculum ranked as providing the least amount of 21st century leadership

instruction, it is significant to recognize that this curriculum includes a lesson, which focuses on religious aspects of leadership. This suggests that youth exposed to this curriculum may obtain sufficient exposure to what is being required of the 21st century leader.

The Linking Leadership to Instruction curriculum stresses leadership through identifying leadership characteristics, developing communication skills, and providing opportunities to practice leadership. In order to practice leadership, youth activities must provide students with relevant issues that they are able to address. To address these issues young people must possess vision and critical thinking skills. They must also be able to conceptualize the problem, its influence, and a solution.

## **CONCLUSION**

Based on the results of the study it is evident that current curricula are missing skills contributing to successful leadership. None of the curricula examined possessed all of the characteristics that were identified as 21st century leadership therefore; there is room for improvements to be made in the activities included in each of the curriculum. The use of this assessment approach in the study will allow organizations to reexamine their leadership curriculum and develop their lessons and activities. This approach will also allow academia to glean from and further develop curricula in order incorporate leadership skills into academic programs. The inclusion of servant leadership and applied learning are imperative for successful 21st century leadership development.

Studies, such as this, help to examine important influences that affect society. When students develop into responsible human beings, they begin to find ways to preserve their community and recognize the importance of society as a whole. Young people need social competencies such as leadership development to make positive decisions. It appears that leadership is to the 21st century what management was to the 20th. As more research and education programs are designed that address leadership, it becomes imperative for professionals to redefine continually and expand their understanding of leadership.

In this era, leadership is no longer an authoritarian activity. Although hierarchy will continue to exist, the best leaders will be those that empower their followers to also be leaders. The use of real experiences help to influence youth development and the ability to reflect on those experiences to help youth to grow as leaders in the 21st century. Therefore, youth programs should at the very least introduce the concept of leadership in curricula, provide relevant role models, and require service activities to develop leadership skills.

This study could serve as a model for assessing leadership curriculum in order to validate its effectiveness for the time in which it is used. In organizations where there is an abundance of material, content analysis can assist in this process. However, use of this software should not be a substitute for continuously reviewing content and identifying opportunities for improvement. A thorough examination of the curriculum and supporting material will help institutions to stay abreast of leadership trends and where these trends can be integrated into a leadership program.

Reviewing the curriculum will allow the organization to ensure that the characteristics are matching the goals of the institution and truly reflecting a leadership focus.

Expanding the scope of this research to include all of the various types of programs that teach youth leadership would provide a more detailed analysis. This study only provided a look at seven organizations however; there is an abundance of organizations that focus on the development of youth leadership at some level. Also, the term “youth” is general in nature, therefore a more specific look at the various ages that are considered youth could assist in identifying more leadership needs.

## **IMPLICATIONS FOR FUTURE STUDY**

A plethora of leadership theories and curricula have been examined for the purposes of this study. A noticeable change that is needed for 21st century leadership is the concept of community in decision-making. This sort of participative leadership can be found most distinctly in leadership that fosters service to others. This type of leadership emerges from a desire to help others. Leaders assuming this leadership style place the well being of others ahead of their own in order to accomplish a common goal. What is also glaringly apparent is the lack of discussion regarding “technology literacy”. The topics of technology and technology instruction and utilization were not listed as critical characteristics in youth leadership training. Students will not be academically prepared or professionally capable of successful interactions in the workplace without technology competencies. Researchers such as Dr. Scott McLeod, Founding Director of the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), are actively involved in pioneering work on the role of technology in education leadership (2005). His work includes full discussions on the role of technology in education leadership and provides implications for students, faculty, and business and community members.

This study has identified the critical skills needed for the 21<sup>st</sup> century. It is not a complete study without future focus on the strides being made globally. To ensure successful interactions in the global marketplace further study needs to focus on bolstering students and employees with technological competence. In the 21<sup>st</sup> century, students will compete on a global technological basis that changes daily. It is imperative to prepare them with the leadership skills to fully participate in that society.

Further implications may include but are not limited to:

- Formal instruction related to coursework focusing on the varied forms of technology to enhance the use and understanding of leadership.
- Targeted competencies for students, faculty and related stakeholders in technology and the critical skills needed for the 21<sup>st</sup> century leader.
- Reinforcing the understanding of the global market through webinars and online seminars.
- Applied activities that support leadership diversity and decision-making.
- Mentoring experiences by shadowing professionals and transformative leaders.

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