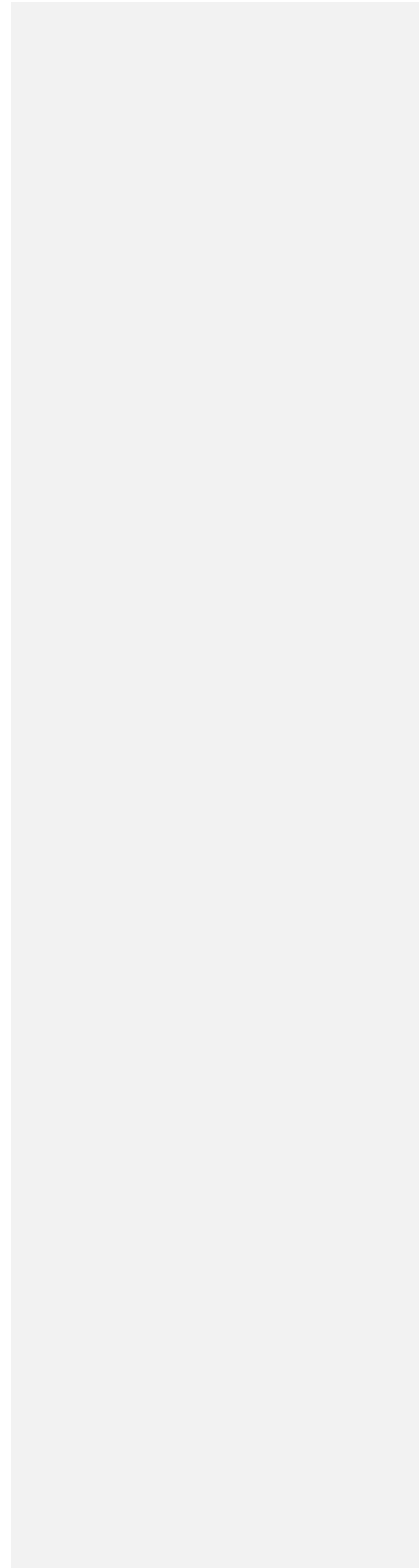


Leadership Goals for the Future: Leadership Seminar Final Synthesis Paper

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The Leadership Seminar class focused on different leadership styles. Each style had benefits depending on the context in which it was applied. Learning about the different leadership styles provided an understanding of a personal approach to leadership in the past. Studying the different leadership styles has also facilitated developing personal leadership goals for the future. This paper will analyze leadership abilities in the past and discuss leadership goals as they apply to doctoral study and the future.

Leadership Origins

The initial exposure to leadership in a professional setting occurred while running the residential program for a small private boarding school for children with disabilities. The original philosophy of supervision was to attempt to be kind and friendly with everyone. Flexibility was allowed in terms of schedules and when the staff failed to meet the expectations of their position there was no recourse. Though this passive approach to leadership seemed easy, it was ineffective and failed to generate the desired respect from the staff. To correct this problem the style of leadership was changed to one that was extremely strict. Rigid expectations were provided to the staff and failure to follow them resulted in disciplinary action. The staff performance improved but both morale and staff retention was low. The leadership style evolved to an assertive approach that demanded the job expectations be fulfilled but met the needs of the staff. In discussing whether it is better to be hated or feared, Machiavelli takes the position that it is better to be feared but to escape hatred (Machiavelli, 2004). The first approach to leadership while running the residential program attempted to inspire love for the leader and the authoritarian approach inspired fear. The assertive approach balanced love and fear to improve staff performance while increasing morale and retention.

Comment [pme1]: Why?

Comment [pme2]: To be clear, you need to clarify that it is your leadership style. You can do this through careful use of the first person, or (as one student did) make it a case study of your self and then write things, like: Initially, David employed a leadership approach that..."

The current position being held has many responsibilities but possesses little authority. The responsibilities pertain to ensuring that a separate private day program is in compliance with licensure and accreditation standards. Accomplishing this requires that the program supervisors make sure their staff members are adhering to different deadlines and processes. The program supervisors are not always able to follow through with this and individuals need to be prompted to complete tasks. This is leadership without portfolio as there is no direct authority yet people are willing to comply with any prompts to complete tasks. Developing relationships with the program supervisors and members of the staff has allowed this leadership style. Hanh discusses the importance of being mindful and using the virtues of cutting off anger, loving, and insight, to handle power skillfully (Hanh, 2007). When meeting with others, mindfulness is demonstrated by focusing solely on that person and the topic of conversation. Maintaining an even temperament and showing respect for others in every communication and reminder demonstrates use of the three virtues. Engaging in behavior that supports mindful interactions and adherence to the three virtues has helped earn the respect of program supervisors and staff members. Having this respect facilitates the ability to exercise leadership without a position of authority or portfolio.

Running the residential program and the current administrative position required different types of leadership. The appropriate style of leadership was determined by the context of the situation. Both positions required leadership that dealt with issues and situations that were encountered in the present. There was no need for decisions or actions that went beyond the daily operation of each program.

Leadership Goals and Future Directions

Comment [pme3]: You need a bit more transition here. Such as: In contrast with the position discussed above...

Comment [pme4]: Do the staff members each have different deadlines and processes or is it that the school has an array of different deadlines and processes for meeting them?

Comment [pme5]: Why?

Comment [pme6]: The way this sentence connects to the prior one suggests that relationships already in place led to a certain leadership style.

The course taught that there is more to leadership than the level associated with supervision in a professional setting. Leaders help provide guidance towards goals in enhancing an organization or field. New leadership goals have been developed based on this understanding of leadership. The leadership goals consists of a vision to the future, building knowledge through research, and evaluating systems based on the parts as they relate to the whole. The interaction of these components will allow for a collaborative analysis of current knowledge to determine how it will impact the trends of the future. Leadership does not deal only with the issues that are being faced in the present but also deals with confronting the issues that may be faced in the future. Researching and refining paradigms based on present data may not be relevant when projected future data is applied. Therefore, it is important to apply the projected information of the future to determine if that paradigm will still be applicable or if a system needs to be developed.

Comment [pme7]: Buzz word. Be specific about what you mean.

Coach Laranaga talked about meeting with the basketball team when he started coaching at George Mason University. During that meeting the team discussed what an ideal college basketball team consisted of and the changes they needed to make to become that ideal team. The team had consistently lost games prior to Laranaga's arrival and it was his responsibility to transform the team into a successful one. Laranaga's activity is consistent with concepts from both Wheatley and Fullan. Fullan's concept of moral purpose consists of both the ultimate goal and the path towards it. It is the driving force behind an organization and is interdependent with the organizations sustainability (Fullan, 2001). Wheatley states that in order to survive, both an organization needs to change and adapt to their surroundings. Failure to adapt puts the organization at risk of becoming stagnant and unable to maintain itself in a changing world (Wheatley, 2006). Laranaga came to a team that was unsuccessful and started by creating a

Comment [pme8]: Is this an illustration of the framework you discuss in the previous paragraph?

vision of the steps that needed to occur to become successful. He helped the team realize that their current approach was not effective and that they needed to make changes in order to survive. The vision included both the end goal and the path towards it. He remarked that the vision of the ideal team is revisited yearly to determine if it is consistent with the current environment or if it needs to be changed to help the team adapt.

Wheatley and Fullan present the importance of building knowledge. Wheatley discusses the relevance of gathering information from many different sources. New connections and relationships will help facilitate communication and the development of the knowledge being built. It is important to recognize that there is more to information than the facts that are presented. The facts are prone to interpretation from varying perspectives. The meaning of the facts depends on the interpretation that is made (Wheatley, 2006). In interpreting information, people will analyze it based on their backgrounds and experiences. Experiences based on cultural backgrounds may contribute to the differing interpretations of the same information. It is important to recognize and respect the interpretation that everyone has to offer in order to effectively build knowledge. Fullan's model of knowledge building entails taking explicit knowledge and turning it into tacit knowledge meaning that an organization takes knowledge and transforms it into practice. An organization must facilitate the development of knowledge amongst all of its members to fully utilize its resources (Fullan, 2001). Building knowledge through research as a leadership goal is essential to perpetuating the research and scholarship in the educational policy. The practice will develop knowledge that may help inform policy decisions as the application of knowledge is analyzed in practice.

In looking at systems it is important to focus simultaneously on the parts and the whole. In conducting research on the parts, one must focus on how they relate both to each other and to

Comment [pme9]: Hofstede's article would fit nicely here.

the system as a whole. Understanding how the parts work together and relate to the whole provides a deeper understanding of the system (Wheatley, 2006). Hanh discusses systems in terms of parts and wholes when presenting the noself concept. According to the noself concept, there are no individuals as everyone is related to both each other and to the human race. There are no separate entities in this system as everyone depends on everyone else in some fashion (Hanh, 2007). Looking at systems based on their parts and their wholes is important in studying paradigms. When an anomaly is discovered it may be necessary to develop a new paradigm that will account for the previous parts and the anomaly. Therefore, it is essential to understand all of the parts as they relate to the whole in conducting research that will either refine a paradigm or developing a new one.

Having vision for the future, building and sharing knowledge, and looking at systems in their entirety are all important in conducting research. Research becomes stagnant without the vision for the future as the same concepts are studied repeatedly in the context of the present. Building and sharing knowledge allows the development of a community of practice where the knowledge within a field can be developed and refined in establishing theories and models. Looking at systems as wholes is relevant to making sure that the big picture is not being lost and that a researcher is able to account for everything that is known. The educational field is always changing and though research will guide the direction of that change, the field will never reach any ultimate goal where it ceases to change. Therefore, leaders in the field must possess the vision to look to the future in building knowledge to ensure that current paradigms and systems will still apply.

This assignment is one where you either need to use pronouns or treat yourself as a case study. The first page plus were a tad confusing because it wasn't clear who's leadership was

Comment [pme10]: If you apply a vision for the future to your scholarship, is there a danger of predetermining the outcome of the research?

Comment [pme11]: Not all research should be used to enact change. There are a number of examples in our history where "scholarship" has been used to support very suspect policy decisions.

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being critiqued. The four themes you identify as your leadership framework are good ones, but could easily have been supported by some of the other readings from the class. 18 points

References

Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Hanh, T. H. (2007). *The Art of Power*. New York: HarperOne.

Machiavelli, N. (2004). *The Prince*. New York: Pocket Books.

Wheatley, M. J. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World*. San Francisco: Berrett-Koehler Publishers, Inc.