ANALYSING THE DISCOURSES OF LEADERSHIP AS A BASIS FOR

DEVELOPING LEADERSHIP COMMUNICATION SKILLS IN A

SECOND OR FOREIGN LANGUAGE

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ABSTRACT

A key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies. Although many studies present conceptualizations of leadership, they fail to offer accounts of the conceptualization process itself. In this thesis, we offer an account of the leadership conceptualization process. In doing so, we explore the following: 1) how leadership is conceptualized by leaders in semi-structured interviews, and 2) how the conceptualizations of leadership obtained in the interviews with leaders are transformed (i.e., resemiotized) by undergraduate students in Japan in an online forum.

The thesis is divided into two interlinked Parts. Part 1 of this thesis explores the narratives concerning the leadership beliefs and communication experiences of 20 leaders drawn from the fields of business, law, government, medicine, sports, counseling, and academia. These narratives were collected through a process of semi-structured interviews (Grindsted, 2005) by Skype (audio only), by telephone, and face to face. Viewing such research interviews in terms of a social practice generating data co-constructed by the interviewer and interviewee (Talmy, 2011), the narratives were then investigated by means of content, narrative and metaphor analyses.

Part 2 of this thesis focuses on how findings from Part 1 were applied innovatively in the leadership development curriculum of undergraduate L2 students in the International Business Career (IBC) major in the Department of International Communication (IC) at Kanda University of International Studies (KUIS) in Chiba, Japan. Part 2 describes and explains how such program development at KUIS can be said to constitute a *nexus of practice* (Scollon, 2001) to be analyzed in terms of Scollon's three-step discourse analytical methodology, viz.

1) engaging the nexus of practice, 2) navigating the nexus of practice, and 3) changing the nexus of practice. In Part 2, the IBC students' conceptualizations of leadership that emerge from the nexus of practice are explored.

The thesis concludes with an exploration and reflective discussion of the leadership conceptualization cycle of the instructor/researcher/author of this thesis and its impact on how leadership was taught to the IBC students. In view of that leadership conceptualization cycle, it is argued that project-based learning (PBL) in the context of business case study programs (Knight, 2014 a, b) when implemented prior to, and taught concurrently with, organizational leadership seminars and online fora can serve as a productive approach to teaching leadership.

STATEMENT OF CANDIDATE

I certify that the work in this thesis entitled **"Analysing the Discourses of Leadership as a Basis for Developing Leadership Communication Skills in a Second or Foreign Language"** has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree to any other university or institution other than Macquarie University.

I also certify that the thesis is an original piece of research and it has been written by me. Any help and assistance that I have received in my research work and the preparation of the thesis itself have been appropriately acknowledged.

In addition, I certify that all information sources and literature used are indicated in the thesis.

The research presented in this thesis was approved by Macquarie University Ethics Review Committee, reference numbers: 5201100504 and 5201100861D on 7 July 2011 and 26 April 2012 respectively.

Kevin Robert Knight (Student I.D. 41620895)

1 October 2014

ACKNOWLEDGEMENTS

When I started my studies at Macquarie University six years ago, I was seeking a life changing experience. I have not been disappointed.

I have come to understand that leadership is a conceptualization. Further, I now view leadership as *creating in collaboration with others*. Leadership communication is at the heart of such creative activity; i.e., 1) communication to create a vision, and 2) communication to achieve that vision.

I am grateful to the following individuals and organizations as they have empowered me to come to such an understanding of leadership.

The IBC students in my organizational leadership seminars and EBC classes at KUIS demonstrated that they understood leadership by achieving historic milestones for KUIS in their leadership projects.

TESOL International Association gave me the opportunity to transform myself into a leader. Such experiential learning shaped my personal conceptualization of leadership.

My wife, Megumi, and our two sons, Bryan and Christopher, continue to inspire me to research, teach, practice, reflect on, and publish about leadership.

1. Introduction

1.1 Introduction

Fairhurst and Grant (2010, p. 171) published what can be called in metaphorical terms "a sailing guide" for leadership scholars "to chart future paths for social constructionist leadership research." We follow Fairhurst and Grant in metaphorically describing the introductory chapter (1) of this thesis as a *mapping* of the *exploration* of our *research question* about the conceptualization of leadership. (See section 1.3.) Our account of such exploration and of the related discoveries appears in the following chapters (2 – 8) of this thesis. Accordingly, this chapter (1) has been divided into the following sections in which we respond to 5 questions:

1.2 Why did we conduct this research?

1.3 What are our research questions?

1.4 How did we address our research questions?

1.5 What are our findings?

1.6 What are the parts of this thesis?

From our responses to the 5 questions above, we clarify the contents of this thesis and thereby create the *map* of our *exploration* as researchers. In connection with charting future paths for leadership research, we will outline in this thesis overview in Chapter 1 how our innovative research approaches in Chapters 2 – 8 provide direction for leadership scholars who are intent on or engaged in exploring the leadership conceptualization process.[1]

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[1] In view of our objective in this introductory chapter (1) to provide an overview of this thesis, we replicate relevant material from Chapters 2 – 8 of this thesis in the following sections (1.2 – 1.6) of this chapter (1).

1.2 Why did we conduct this research?

In this section (1.2), we explain why we conducted the research on which this thesis is based. In this connection, we provide our account of the motivational relevancies of the instructor/researcher.[2] Accordingly, we first draw upon Crichton (2010, p. 28) to describe such motivational relevancies:[3]

> Through the notion of motivational relevancies, Sarangi and Candlin [2001] draw both ontological and methodological questions into the relationship between the analyst and participants. At the most general level, motivational relevancies include assumptions about the nature of social reality itself. As noted above, these ontological decisions in turn affect and are affected by methodological decisions on the appropriate focus of research and methods for investigating it. On the methodological side, motivational relevancies include questions which influence how the 'quality' of research is to be understood, as foreshadowed by Ciccourel's (1992) call for accountability. These questions, Sarangi and Candlin argue, include the analyst's stance on what to investigate in doing discourse analysis; whether this involves searching for particular phenomena or leaving the research design open to discovery; the role of description and explanation in researching discourse; and how the analyst values specific research methods. They (2001, p. 383) conclude that in order to make explicit these decisions, 'there is the need for…a reflexive alignment of our accounting practices' which would require that 'one critically reflect on one's own practices.'

> The need for a reflexive understanding of the relationship between the analyst, research practices and participants is also taken up by Sarangi and Roberts (1999a), who have argued that the analyst is inevitably situated within the broader social context and therefore has a responsibility to pursue research 'integrated' both with theory development and with advancing participants' needs. They call the latter 'practical relevance', and recommend that, as the kind of social change analysts pursue will reflect their orientations to social theory, 'practical relevance and

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[2] The instructor/researcher and author of this thesis is one and the same person. Such motivational relevancies are also investigated in Chapter 8 in connection with the leadership conceptualization cycle of the instructor/researcher.

[3] This quotation is replicated at the beginning of Chapter 8.

theoretical illuminations should resonate together'. This requires that the process of research and the relationship between the participants and the researcher become a 'topic of reflexive scrutiny' (1999a, p. 39) for the researcher.

In view of our reflection upon such motivational relevancies as described above, we see that the research on which this thesis is based was conducted in order to provide the instructor/researcher with an understanding of leadership as a conceptualization. We will show progressively in Chapters 2 – 8 how the instructor/researcher's increasing awareness of the leadership conceptualization process enhanced his leadership-related program development at Kanda University of International Studies (KUIS) in Chiba, Japan.

Knight (2014a, p. 8) writes that the specific courses offered to undergraduate students in the International Business Career (IBC) major in the Department of International Communication (IC) at Kanda University of International Studies (KUIS) in Chiba, Japan and "aimed at preparing KUIS undergraduate students for success in internships overseas and as leaders in the global workforce upon graduation, were not created in a vacuum but were instead the result of various influences over time." In connection with the practical relevance of such program development at KUIS, we conducted the research described in the two interlinked parts of this thesis.

The research conducted in Part 1 (Chapters 2 to 6)[4] and Part 2 (Chapters 7 and 8) of this thesis addressed the need of the instructor/researcher to understand leadership as a conceptualization. Further, we will illustrate in Part 2 of this thesis how the leadership conceptualization cycle of the instructor/researcher is connected to program development at KUIS. In what follows in this section (1.2) of this introductory chapter (1), we will provide a brief and historical overview of program development at KUIS that resulted in the need for

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[4] Part 1 of this thesis consists of Chapters 1 to 6.

and sponsorship of the instructor/researcher to conduct research on leadership as a conceptualization.[5]

KUIS belongs to the Kanda Gaigo (i.e., foreign languages) Group, which is under the Sano Educational Foundation and includes the following organizations[6]:

- Kanda University of International Studies (KUIS)
- Kanda Institute of Foreign Languages (KIFL)
- Kanda Gaigo Career College (KGCC)
- Kids' Club
- Kanda Gaigo Associates, Inc. (KGAI)
- British Hills (BH)

In April 1996, KGCC, which is one of the organizations listed above, was established in the building where the Sony Language Laboratory (Sony L.L.), Shimbashi School in Tokyo, Japan had been located. At the same time, KGCC acquired the business of the corporate service division of Sony L.L.[7] The instructor/researcher had been working for Sony as coordinator in the corporate service division which was located in the Sony L.L., Shimbashi School. He was recruited by the Sano Educational Foundation to work as faculty administrator and program developer in the corporate service division of KGCC.

After working for 10 years (April 1996 to March 2006) in faculty administration and corporate-related program development at KGCC in Tokyo, Japan, the instructor/researcher was transferred to the Career Education Center of KUIS in Chiba, Japan. He has been

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[5] The instructor/researcher's participation in the Macquarie University doctoral program was sponsored by the Sano Educational Foundation. KUIS is one of the institutions in the Kanda Gaigo Group under the Sano Educational Foundation.
[6] See also sub-section 7.3.1 of Chapter 7.
[7] Sony had decided to not to continue the operation of the Sony L.L. Schools. The corporate service division was profitable and therefore a desirable acquisition for KGCC.

involved in training and program development at KUIS from April 2006 to the present. He also became a lecturer in the Department of International Communication (IC) at KUIS in April 2009 when the International Business Career (IBC) major was launched. He acquired tenure in April 2012.[8]

In regard to course development at KUIS, there was a need conveyed in April 2006 by the instructor/researcher's supervisor in the Career Education Center of KUIS to provide training to develop the English language communication skills of KUIS students in the area of business, and with a focus on leadership. To address such a need, a business internship program and other courses (i.e., marketing, management, business communication) created and taught by the instructor/researcher were initially offered in the Career Education Center of KUIS. The need for the instructor/researcher to create additional courses arose in connection with the launch of the IBC major. An overview of this course development is portrayed in Table 1.

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[8] The professional background of the instructor/researcher includes other experiences in the private, public, and academic sectors not described in this thesis. For example, the researcher/instructor was dispatched by KGCC/KUIS on a part-time basis for a period of 7 years to the International Affairs section of the Japan Patent Office (JPO) where he edited professional communications and participated in meetings of the Trilateral Offices (United States Patent and Trademark Office, European Patent Office, JPO) in Tokyo.

Table 1.1 KUIS courses listed in order of development

	Course(s)	Department at KUIS	Reason for development
1	Business internship program featuring simulated company where students acted as business consultants	Career Education Center	Internships in Japan did not provide students with substantial business/leadership experience using English.
2	English for Business Career courses (EBC 1, 2, 3, 4)	International Business Career major, Department of International Communication	The four EBC courses, which combine English language communication skills with business content, became a core component of the newly created IBC curriculum.
3	Organizational leadership seminars (1 and 2)	International Business Career major, Department of International Communication	As one of four core instructors of the IBC major, the instructor was required to teach seminars to second and third year students. In view of the business internship program and EBC courses, the leadership seminars became capstone courses.

We discuss the development of the courses in Table 1 in connection with a *nexus analysis* (Scollon, 2001), English for specific purposes (ESP), and project-based learning (PBL) in Chapter 7 of this thesis.

During the period of time that the instructor/researcher was at KGCC, he was sponsored by the Sano Educational Foundation to acquire an MBA degree. [9] At present, the instructor/researcher is being sponsored by the Sano Educational Foundation to obtain a PhD

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[9] The instructor/researcher obtained his MBA degree in an online program conducted by California State University, Dominguez Hills (CSUDH). He graduated summa cum laude. In this connection, he obtained an agreement for KGCC to provide support services for CSUDH Online MBA students in Japan.

in Professional/Organisational Communication/Linguistics. [10] The focus of the instructor/researcher's doctoral research is the conceptualization of leadership.

We will show in Part 2 of this thesis that the instructor/researcher's leadership conceptualization cycle, identified and contributed to by means of the research on which this thesis is based, provided him with the awareness and resources to more effectively develop leadership-oriented curriculum for KUIS students. Further, the leadership conceptualization cycle clarified how and why he was teaching leadership at KUIS. Accordingly, we will argue in Chapters 7 and 8 that the instructor/researcher was able to achieve the objective of his research; i.e., his understanding of leadership as a conceptualization enabled him to adjust his teaching methods and course contents to better prepare his students at KUIS to act as leaders in the global workplace.

1.3 What are our research questions?

In the previous section (1.2) of this chapter, we discussed the motivational relevancies that had an impact on our decision to conduct *research* on leadership as a conceptualization. In sum, Parts 1 and 2 of this thesis were initially intended to address the perceived need for undergraduate students at Kanda University of International Studies (KUIS) in Chiba, Japan to acquire global competencies through the English language in order to become successful leaders in the global workforce (Knight, 2006, 2007a, 2007b, 2008a, 2008b, 2008c, 2009, 2010a, 2010d, 2011f, 2012a)[11]. In this section (1.3) of Chapter 1, we discuss how our insights from a literature review in Chapter 2 generated the 2 *research questions* (below) of this thesis.

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[10] The instructor/researcher transferred from the Doctor of Professional Communication program at Macquarie University to the Doctor of Philosophy in Linguistics.
[11] In Chapter 7, we examine program development at KUIS in more detail in view of its impact on the conceptualizations of leadership of the instructor and the students.

A key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies.[12] Our review of leadership research in Chapter 2 reveals that there are numerous conceptualizations of leadership. Further, although many studies present conceptualizations of leadership, they fail to offer accounts of the conceptualization process itself. In this thesis, we offer an account of the leadership conceptualization process. In doing so, we focus on addressing the following two questions.

1. How is leadership conceptualized by leaders as elaborated in semi-structured interviews?

2. How are these conceptualizations of leadership deriving from the interviews with leaders transformed (i.e., resemiotized (Iedema, 2003)) by undergraduate students in Japan in an online forum?

We describe our approach to answering these two research questions in the next section (1.4) of this chapter.

1.4 How are we going to address our research questions?

In arguing that "leadership" is a conceptualization, the objective of the studies (Ref. No. 5201100504, Ref. No. 5201100861D) on which this thesis is based was not to investigate how leadership is taught *per se* but rather to view the formation and transformation of the conceptualization of leadership over time in specific *sites of engagement* (Scollon 2001, Scollon & Scollon 2003, 2004).[13]

In this thesis, we address the two research questions presented in the previous section (1.3) of

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[12] See Chapter 2.
[13] See Chapter 3.

this chapter by exploring the leadership conceptualizations of the following participants *in* different sites of engagement:

1. 20 self-identified leaders in the private, public, and academic sectors *in* semi-structured interviews (Grindsted, 2005)

2. KUIS undergraduate students in the public domain online forums *in* the instructor/researcher's organizational leadership seminars in the IBC major at KUIS

3. The instructor/researcher [14] *in* the publications generated by his leadership conceptualization cycle

Further, we investigate how those conceptualizations of leadership of the 20 leaders, the IBC students, and the instructor/researcher came together in a nexus of practice; i.e., the creation and implementation of the organizational leadership seminars and public domain online forums on leadership at KUIS.[15]

Our approach to collecting and analyzing the conceptualizations of leadership of the leaders and IBC students consists of the following three steps.

Step 1 was to explore how leaders conceptualized and achieved leadership. Accordingly, we needed leaders to participate in our investigation of leadership for this thesis. In regard to the challenge of selecting the 50 greatest leaders for an article in *Fortune* magazine, Colvin (2014, p. 64) writes:

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[14] In Chapter 8, we note that the instructor/researcher is also a self-identified leader. Accordingly, in this thesis, we investigated the leadership conceptualizations of two groups: 1) self-identified leaders and 2) undergraduate students.

[15] Chapter 7 focuses on our investigation of such a nexus of practice.

> Choosing [the leaders] necessarily required judgment. "There is no formula for leadership," says *Leading Marines*, a book that all U.S. Marines are required to read, and on this we may regard the Marines as authoritative….Then we made our final judgments based on the reality that while leadership can't be measured, we all know it when we see it.

In selecting the leaders for our research in Part 1 of this thesis and in view of the *Fortune* article above, we believed that *leaders* know leadership because they not only see it but do it. We did not identify leadership a priori. Accordingly, we obtained the agreement of 20 self-identified leaders from the public, private, and academic sectors to participate in our investigation of leadership. From these 20 leaders, we collected narratives concerning their leadership beliefs and communication experiences drawn from the fields of business, law, government, medicine, sports, counseling, and academia. These narratives were collected through a process of semi-structured interviews (Grindsted, 2005) by Skype (audio only), by telephone, and face to face. Viewing such research interviews in terms of a social practice generating data co-constructed by the interviewer and interviewee (Talmy, 2011), the narratives were then investigated by means of content, narrative, and metaphor analyses.[16]

Step 2 consisted of exploring in Part 2 of this thesis how the findings from Part 1 were applied innovatively in the leadership development curriculum of undergraduate L2 students in the International Business Career (IBC) major in the Department of International Communication (IC) at Kanda University of International Studies (KUIS) in Chiba, Japan. Such program development at KUIS can be said to constitute a *nexus of practice* (Scollon, 2001) to be analyzed in terms of Scollon's three-step discourse analytical methodology, viz. 1) engaging the nexus of practice, 2) navigating the nexus of practice, and 3) changing the nexus of

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[16] See Chapters 4 – 6 respectively for our innovative content, narrative, and metaphor analyses.

practice.[17]

Our means of investigation included adducing and analyzing particular textual evidence associated with the development and implementation of online forums in an organizational leadership seminar at KUIS. Scollon's (2001, p. 1) mediated discourse analysis (MDA) was relevant to our investigation of actions involved in the development and implementation of the online forums.

In Step 2, the IBC students' conceptualizations of leadership that emerge from the nexus of practice in Part 2 are investigated and compared with the conceptualizations of leadership of the leaders in Part 1.

Step 3 is the exploration and reflective discussion of the leadership conceptualization process of the instructor/researcher and its impact on how leadership was taught to the IBC students.[18] In view of that *leadership conceptualization cycle*, the program development and teaching of leadership at KUIS is investigated.

In connection with the three steps described above, we present our findings in the next section (1.4) of this chapter (1).

1.5 What are our findings?

Our objective in this section (1.5) of this chapter is to provide an overview of our findings in this thesis. In this thesis, the chapters are interlinked. Accordingly, our findings in one chapter led to the investigation we conducted in the next chapter. In the following sub-sections (1.5.1

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[17] See Chapter 7.
[18] See Chapter 8.

– 1.5.7) in this section (1.5), we present the focus of our investigations and the findings of each chapter (2 – 8) in order. In particular, see sub-section 1.5.7 in this chapter (1) for an overview of our conclusions of this thesis and implications for future research by leadership scholars.[19]

1.5.1 Chapter 2 focus and findings

Research focus: To understand leadership from a review of the literature

Findings:
- A key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies.
- There are many different conceptualizations of leadership, but many writers consider leadership to be in some sense an influence relationship.
- Although many studies present conceptualizations of leadership, they identify leadership a priori. Further, they fail to offer accounts of the conceptualization process itself.
- One approach may be insufficient to understand how leadership is conceptualized, and multiple approaches and perspectives may be required.

1.5.2 Chapter 3 focus and findings

Research focus: To identify the most appropriate methodology for conducting research on leadership as a conceptualization

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[19] See section 8.4 of Chapter 8.

Findings:

- Multiple research methods are used in qualitative studies of leadership in a review of leadership research by Bryman (2004a), but the sectors as well as the focus of this thesis differ from those studies.

- Different theories/research methods relevant to our investigation of leadership conceptualizations are compatible; e.g., linguistics and ethnography are compatible (Rampton, Maybin, & Roberts, (2014)).

- Self-identified leaders are qualified to provide conceptualizations of leadership.

- In analyzing the data, we follow Layder (1998) et al. to integrate content analysis, metaphor analysis, narrative analysis, and nexus analysis.

1.5.3 Chapter 4 focus and findings

Research focus: To conduct content analysis to identify and clarify the conceptualizations of leadership of the 20 leaders

Findings:

- The 20 leaders would be inclined to describe favorably leadership in terms of their professions because the interview questions resembled those questions in job interviews and MBA/Graduate School admissions interviews.

- Utilizing NVivo 10 software to analyze transcripts from semi-structured interviews is an effective approach for identifying themes such as "act" and "change" in the interview datasets.

- Separating what the leaders consider to be "leadership" from what the leaders consider necessary to become a leader or to enhance the performances of a leader is necessary to understand the 20 leaders' conceptualizations of leadership.[20]

- Insights gained from content analysis are limited because conceptualizations of leadership are contextually bound, and therefore, such context should be clarified in any explanation of a conceptualization of leadership.

1.5.4 Chapter 5 focus and findings

Research focus: To conduct narrative analysis to identify and clarify the conceptualizations of leadership of the 20 leaders

Findings:

- Comparing how a leader defines leadership in the interview data with how a leader explains his/her leadership actions in a leadership-related narrative is a productive approach to exploring a leader's conceptualization of leadership.

- The original definitions of leadership provided by the 20 leaders by means of the semi-structured interviews were sometimes narrowly and sometimes broadly defined.

- The S.T.A.R./C.A.R. [21] frameworks served to facilitate the comparisons among conceptualizations of leadership of the 20 leaders.

- The S.T.A.R./C.A.R. narratives involved the leaders persuading subordinates, peers, superiors, and other stakeholders to achieve the leaders' objectives or visions.

- The approaches used by leaders to influence others varied and appeared to depend both on particular individual leaders and the context of the situation of leadership displays.

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[20] For example, we argue that "listening" in and of itself is not leadership.
[21] See Chapter 5 for detailed explanation of S.T.A.R. (Situation, Task, Action, Result) and C.A.R. (Challenge, Action, Result) frameworks.

1.5.5 Chapter 6 focus and findings

Research focus: To conduct metaphor analysis to identify and clarify the conceptualizations of leadership of the 20 leaders

Findings:

- Utilizing NVivo 10 software to conduct word frequency analysis on the definitions of leadership of the 20 leaders is an effective approach for identifying potential linguistic metaphors in conceptualizations of leadership.

- Viewing conceptualizations of leadership in terms other than those used to describe the leaders' occupations in the S.T.A.R./C.A.R. narratives was an effective approach in identifying metaphorical leadership roles and systematic metaphors (Cameron, 2007, 2010, nd) for the conceptualizations of leadership of those 11 leaders. (See Table 1.2.)[22]

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[22] Table 1.2 is replicated from Chapter 6.

Table 1.2. Systematic metaphors and leadership roles in metaphor scenarios of the 11 leaders

Leader	Leadership role(s) in metaphor scenario	Systematic Metaphor
1	Rescuer; Guide	*LEADERSHIP IS GETTING OTHERS TO THE PLACE THEY WANT TO GO.*
4	Leader of country; God	*LEADERSHIP IS MOVING THE GROUP TO A BETTER PLACE.*
5	Shipwright; Captain	*LEADERSHIP IS MOVING THE STAKEHOLDERS IN THE DIRECTION THEY WANT TO GO.*
10	Military intelligence chief	*LEADERSHIP COMES FROM KNOWING WHERE TO TAKE PEOPLE.*
12	Military operations leader	*LEADERSHIP IS GETTING THE GROUP TO THE IDEAL END STATE.*
13	King; Throne	*LEADERSHIP IS INFLUENCING OTHERS TO FOLLOW THROUGH ON THEIR COMMITMENTS.*
14	Assassin	*LEADERSHIP IS SEEING WHERE TO GO AND EXECUTING A PLAN TO GET OTHERS THERE.*
16	Coach[23]	*LEADERSHIP IS CREATING A TEAM OF STRONG INDIVIDUALS.*
17	Master	*LEADERSHIP IS ENROLING OTHERS TO ADVANCE A VISION.*
18	Superhero	*LEADERSHIP IS INFLUENCING OTHERS BY BEING VISIBLE.*
20	Leader of his people; Religious leader	*LEADERSHIP IS ORGANIZING PEOPLE TO HAVE A COMMON UNDERSTANDING.*

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[23] See Chapter 6 for our clarification of the meaning of "Coach" in this context.

- Table 1.2 implies that two aspects of leadership are important: 1) creating a vision and 2) achieving a vision; i.e., the conceptualizations of leadership of the 11 leaders involve influencing others to create or to achieve a vision.

- The Discourses[24] on which the 11 leaders draw in providing their original definitions of leadership and in telling their S.T.A.R./C.A.R. narratives facilitate our understanding of their conceptualizations of leadership.

1.5.6 Chapter 7 focus and findings

Research focus: To conduct nexus analysis (Scollon, 2001) to identify and clarify the conceptualizations of leadership of the KUIS IBC students and the instructor/researcher

Findings:

- The students' conceptualizations of leadership as *influencing followers* is more oriented to maintaining the status quo whereas the 20 leaders' conceptualizations of leadership as taking *action* is more oriented to changing the status quo.

- When the instructor came to perceive leadership as creating and achieving a vision,[25] the focus of the nexus of practice was transformed from trying to understand leadership to one of trying to encourage students to create and achieve visions.

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[24] See Gee (1996, 1999).
[25] See Figure 1.1.

Figure 1.1 Reflective practice group contest submission at Macquarie University[26]

- The combination of courses in Table 1.1[27] which featured project-based learning, business case studies, and exposure to leadership beliefs and accounts of leadership became a productive and dynamic approach to teaching leadership.

- The instructor/researcher was able to draw upon the various components displayed in the outer circles of Figure 1.2 to provide students with the opportunity to learn to create and achieve visions as leaders.

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[26] See Figure 8.2 in Chapter 8 for a resemiotized version of Figure 1.1.

[27] Table 7.3 in Chapter 7 and Table 1.1 in this chapter (1) are the same.

Figure 1.2 Leadership development conceptualization of the instructor/researcher[28]

- The leadership development conceptualization of the instructor/researcher in Figure 1.2 adheres to such pedagogic principles as those set forth by Candlin, Maley, Crichton and Koster (1994, p. 49) in connection with their design of professional development for lawyers.

1.5.7 Chapter 8 focus and findings

Research focus: To conduct as a reflective practitioner an analysis of the instructor/researcher's leadership conceptualization process

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[28] Adapted from Knight (2014d).

Findings:

- Taking the stance of Schön's (1983) reflective practitioner was an effective approach to examining the instructor/researcher's leadership conceptualization process.

- The instructor/researcher has a tacit understanding of leadership as a self-identified leader who was also recognized by others to be a leader.

- The *leadership conceptualization cycle* of the instructor/researcher consists of the components of *experience*, *reflection*, and *framing*.

- The following three factors should be considered in any investigation of the leadership conceptualization process: Discourse, motivational relevancy, and connections/relationships.

- By examining Discourse and motivational relevancy, the connections that form a leadership conceptualization cycle may be identified.

- The instructor/researcher gained a deeper intellectual and experiential understanding of leadership conceptualizations and leadership development through the activities in Figure 1.3.

Figure 1.3 Activities that increased awareness of instructor/researcher about leadership

- The researcher/instructor's understanding of conceptualizations of leadership enabled him to make adjustments to the curriculum he created to enhance therein the leadership development activities.

- The instructor/researcher's research and teaching of leadership was enhanced by his recognition that leadership is a conceptualization and discursively constructed.

- Self-reflection was instrumental to the creation of the instructor/researcher's conceptualizations of leadership and leadership development.

- Leadership scholars should account for the conceptualizations of leadership presented in their research by answering guiding questions related to critical discourse analysis, interactional sociolinguistics, and linguistic anthropology.

- In this thesis, we have followed Candlin et al. (Bargiela-Chiappini, Nickerson, and Planken, 2013, p. 6) in utilizing innovative, interdisciplinary, and multiperspectival approaches to investigate and successfully clarify the leadership conceptualization process.

- The leadership conceptualization in Figure 8.1 (replicated as Figure 1.1 of Chapter 1) and the related leadership conceptualization process in Figure 8.4 has had a positive impact on the instructor/researcher's leadership development efforts involving his students, his peers, and himself.

1.6 What are the parts of this thesis?

In this concluding section (1.5) of Chapter 1, we present the parts of this thesis. As we have noted, this thesis is divided into two interlinked Parts. Part 1 consists of Chapters 1 – 6. Part 2 consists of Chapters 7 – 8. In what follows in this chapter (1), we summarize the contents of each chapter.

PART 1

Chapter 1 – (Introduction) In this chapter (1), we provide an overview of the thesis in which we present our reasons for conducting the research on which this thesis is based, our research question, our approach to answering the research question, our findings, and the parts of this thesis.

Chapter 2 – (Literature review) In the second chapter (2) of this thesis, we ask what leadership is, achieve partial success in defining leadership, examine conceptions of leadership, discuss the state of academic research regarding organizational leadership, gain

insights into business leadership through directed conversations with leadership experts, investigate qualitative research on leadership, consider leadership as a discursive practice, and state our research questions.

Chapter 3 – (Methodology) In the third chapter (3) of this thesis, we present the contexts and sites of engagement where research was conducted, explain the selection of the 20 leaders for Part 1 of thesis, describe the semi-structured research interviews for Part 1 of thesis, cover the creation of the questionnaire for Part 1 of thesis, discuss the interview procedures, describe the collection of data for Part 2 of thesis, and explain the methods for analyzing the data.

Chapter 4 – (Content analysis) In the fourth chapter (4) of this thesis, we present the interview as an opportunity to frame understandings of leadership, describe our data analysis, analyze the definitions of leadership provided by 20 leaders, investigate the 20 leaders' orientation to leadership, describe leadership qualities and performance, describe interpersonal communication skills and communication challenges, describe securing, performing, and shaping leadership roles, and describe strategic communication stories about leadership.

Chapter 5 – (Narrative analysis) In the fifth chapter (5) of this thesis, we review narrative inquiry, explain the S.T.A.R./C.A.R. methods, present S.T.A.R. summaries, examine the alignment between S.T.A.R./C.A.R. stories and original definitions of leadership, and investigate accounting for success in leadership.

Chapter 6 – (Metaphor analysis) In the sixth chapter (6) of this thesis, we review defining and investigating metaphors, identify metaphor potential of leadership definitions in word clouds, and investigate metaphors in leadership definitions and in S.T.A.R./C.A.R. narratives.

PART 2

Chapter 7 – (Scollon's (2001) nexus of practice) In the seventh chapter (7) of this thesis, we discuss Scollon's nexus of practice and its relevance, review **c**ourse development at KUIS, present the instructor's conceptualization of leadership, analyze the conceptualizations of leadership of the students, and investigate **l**eadership projects of the KUIS students.

Chapter 8 – (The leadership conceptualization cycle and conclusions) In the eighth chapter (8) of this thesis, we conduct a Q/A investigation of the instructor/researcher's conceptualization of leadership, examine the instructor/researcher's leadership conceptualization cycle, and state our conclusions of this thesis.

In sum, our *mapping* of the *exploration* of our *research question* about the conceptualization of leadership is now complete. In the next chapter (2), we continue Part 1 of this thesis with an exploration of how leadership is conceptualized by leadership experts and in leadership research.

2. Leadership

2.1 Introduction

Nohria & Khurana (2010, p. 6) of Harvard Business School call for "serious research and scholarship on leadership":

> We need to make it an intellectual activity undertaken by the best scholars in the mainstream of the academy. We need to mobilize not only the leading established scholars to refocus their energies toward this topic, but also the next generation of scholars by teaching PhD courses and encouraging dissertations that center on leadership.

This call for research serves to re-establish the credibility of business schools, which is currently being questioned as "our current leaders (especially in business, but also in government and other spheres of public life) have lost legitimacy" (p. 1). Further, as Starkey (2012) of the University of Nottingham notes, "if we are to create a new business model out of the chaos of a crisis to which business schools contributed, we will need to take a long hard look at how leadership is taught in our schools." In view of the above, business schools do seem to have a motive for framing leadership as something not entirely understood. However, given the large number of conceptualizations of leadership, including those considered in the subsequent sections of this chapter, it is certainly possible to argue that there is a need for scholarly research on how *conceptualizations* of leadership are constructed, and this thesis takes up that challenge. Understanding how a leader conceptualizes leadership is important, because the way a person thinks and the way a person acts are often intertwined. The literature review in this chapter confirms that leadership has been conceptualized in a variety of ways and concludes that qualitative research using tools from sociology, ethnography, and linguistics/discourse analysis can shed light on how leadership is conceptualized by leaders.

2.2 What is leadership?

Clifton (2012, p. 148) makes leadership into something of a mystery by writing that "[various] authors (e.g., Alvesson & Svenningson, 2003; Barker, 1997) have claimed that despite the fact that leadership is currently one of the most researched phenomena, we still know relatively little about it and indeed we are unsure as to whether it exists at all." Further, viewing leadership as a mystery is nothing new, as Liu (2010, p. 1) quotes Burns (1978, p. 2) stating over 30 years ago that "[leadership] is one of the most observed and least understood phenomena on the earth." In a review of leadership literature supported by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations, Southwell & Morgan (2009, p. 18) also state that "[as] noted by many, leadership eludes comprehensive definition (Jameson, 2006; Marshall, 2006)." This sentiment seems to be echoed in the comments of Hackman (2010, p. 107) who writes in regard to a Harvard Business School Centennial Colloquium on leadership that he is "*tempted* [italics mine] to suggest that [the colloquium's] focal concept [of leadership] is little more than a semantic inkblot, an ambiguous word onto which people project their personal fantasies, hopes, and anxieties about what it takes to make a difference."

2.3 Partial success in defining leadership

Although leadership is said either to elude definition, or when defined is misunderstood, it might be assumed that the attempts to define it have resulted in at least some degree of success. In this regard, Glynn & Dejordy (2010, p. 121) credit Bass (1990, pp. 19-20) for "[cutting] through the bog" with the following "integrative definition" of leadership:

Leadership is an interaction between two or more members of a group that often involves structuring or restructuring of the situation and the perceptions and expectations of the members. Leaders are agents of change – persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group.

Almost 18 years later, however, Bass & Bass (2008 p. 24) cite Ciulla (1998, p. 11) ten years earlier in accounting for the various definitions of leadership that have arisen.

…the problem of definition is not that scholars have radically different meanings of leadership. Leadership does not denote radically different things for different scholars. One can detect a family resemblance between the different definitions. All of them discuss leadership as some kind of process, act, or influence that in some way gets people to do something. A roomful of people, each holding one of these definitions of leadership, would understand each other…The definitions differ in their implications for the leader-follower relationship…[and] how leaders get people to do things…and how what is to be done is to be decided.

This reportedly shared-recognition of leadership as an influence relationship is an important point because, if it is true, one should be able to discern in the various definitions of leadership some reference to such an influence relationship. Further, an investigation conducted on conceptualizations of leadership could focus on the similarities and differences between these influence relationships.

2.4 Conceptions of leadership

Although there may be a "family resemblance" among certain definitions of leadership as an influence relationship, there are certainly differences. Southwell and Morgan (2009, p. 18) quote Leithwood & Levin (2005, p. 7) in identifying two functions considered to be indispensable to leadership – "direction setting" and "*influence*" (italics mine) – and also

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provide an overview of the theories, conceptions, and forms of leadership and their

proponents (pp. 19-20) (see Table 2.1 below, replicated from Southwell and Morgan).

> Concepts and theories about leadership can be divided between those that focus on
> individual, formal or hierarchical forms of leadership and those that focus on
> collective, participatory or shared forms of leadership. The former focuses on formal
> and/or traditional leader traits, behaviours, power and influence….The latter group of
> theories include transformative leadership, team leadership,
> inclusive leadership, shared leadership and distributed leadership...

Table 2.1 illustrates how leadership definitions change over time, which again raises the

question of how and why definitions of leadership are constructed and against which

epistemologies.

Table 2.1 An overview of conceptions of leadership (after Jameson, 2006; Marshall, 2006)[29]

Theory	Conception of leadership	Forms	Proponents
Trait theories	Leadership is found in the 'traits' or 'personal qualities' of an individual.	Charismatic theory	Stogdill, 1948 Méndez-Morse, 1992 Conger & Kanungo, 1998
Behaviour theories	Leadership is found in the 'behaviour' or 'style' of an individual.	Autocratic, democratic and laissez-faire approaches to leadership	Stogdill & Coons, 1957 Blake & Mouton, 1964; 1978 McGregor, 1960 Ramsden, 1998
Power and influence theories	Leadership is determined by the use of power by an individual to lead or influence others.	Legitimate power Reward power Coercive power Expert power Referent power	Weber, 1945 Heifetz, 1994 Yukl, 1999 French & Raven, 1959
Contingency theories	Leadership is determined by the interaction between the individual's behaviour and the context within which they lead.	Situational leadership	Fiedler, 1967 Vroom & Yetton, 1973 Hersey & Blanchard, 1988
Cognitive theory	Leadership is socially constructed. Cognitive processes influence the perception of leaders and leadership by both leader and follower.		Fiedler, 1986 Fiedler & Garcia, 1987
Cultural/symbolic theory	Leadership is a continuous process of meaning-making for and with organisational members.		Bolman & Deal, 2003
Social exchange theories	Leadership is determined by the individual's ability to fulfil the expectations of the followers.	Path–goal theory Transactional leadership Transformational leadership Servant leadership LMX theory	House & Dessler, 1974 Manz & Sims, 1980 Kouzes & Posner, 1987 Greenleaf, 1996; 2003 Graen & Uhl-Bien, 1998 Ackoff, 1998
Complexity and chaos theory	Leadership is laden with values and has a moral dimension. Leadership is shared. Leadership is determined by the individual's emotional intelligence, ability to be collaborative, and ability to link entrepreneurialism, accountability and globalisation to educational leadership.	Emotional intelligence Moral purpose Community building	Wilcox & Ebbs, 1992 Brown-Wright, 1996 Astin & Astin, 2000 Kezar, 2002 Ferren & Stanton, 2004 Kezar, Carducci, & Contreras-McGavin, 2006 Goleman, 2004 Scott, 2007

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[29] Note in Southwell and Morgan (2009): "This work is published under the terms of the Creative Commons Attribution-Noncommercial-ShareAlike 2.5 Australia Licence. Under this Licence you are free to copy, distribute, display and perform the work and to make derivative works. Attribution: You must attribute the work to the original authors and include the following statement: Support for the original work was provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations."

2.5 State of academic research regarding organizational leadership – Harvard Business School

In regard to why definitions of leadership change, one answer may be found in the influence of social forces. As presented in the introduction of this chapter, Nohria & Khurana (2010, p. 5) note the societal pressure for business schools to develop not only better leaders but better knowledge about leadership: "If society expects us to develop better knowledge about leadership and a better ability to develop leaders who will benefit society, we must meet the call or risk undermining our legitimacy (as business schools are now painfully experiencing)." In commenting on the state of research on leadership, Nohria & Khurana (2010, p. 7)[30] identify:

> a set of dualities that…seem to be at the heart of research on leadership:
>
> (1) the duality between the leader's role in producing superior ***performance*** or results and the leader's role in making ***meaning***;
>
> (2) the duality between the leader as a **special *person*** (with a unique personality and character traits emphasized by disciplines such as history psychology, and psychoanalysis) and leadership as a ***social role*** (defined as an *influence relationship* [italics mine] between the leader and society, emphasized in fields such as sociology, political science and economics);
>
> (3) the duality between leadership being ***universal*** (there's something in common that unites leaders across all situations and contexts) and leadership being ***particular*** (each person must lead differently depending on his or her own identity and that of the situation);
>
> (4) the duality between the leader's ability to exercise ***agency*** (the power, influence, will and ability to do, to act, to change) and the leader's need to attend to ***constraints*** (such as the organization's history, myriad demands, and constituencies); and

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[30] Bold font added for emphasis.

(5) the duality between thinking of leader development in terms that emphasize leaders' capacity for ***thinking and doing*** (which puts an emphasis on various competencies) to ***becoming and being*** (which puts an emphasis on an evolving identity).

These five dualities (summarized as 1. *performance* vs. *meaning*; 2. *special person* vs. *social role*; 3. *universal* vs. *particular*; 4. *agency* vs. *constraints*; 5. *thinking & doing* vs. *becoming & being*) seem to not only reflect research directions but also beliefs about leadership and how leadership is portrayed and promoted. (See Figure 2.1) Accordingly, in an attempt to better understand how leadership definitions are constructed, these dualities were transformed into interview questions for the research conducted for this thesis. Figure 2.1, however, can be misleading. It would seem to be an effective tool for displaying a person's orientation to the concept of leadership. However, as noted in the previous section (2.4) of this chapter (2), leadership is widely considered to be an "influence relationship," and in the dualities on which Figure 2.1 is based, "influence relationship" is listed under *leadership as a social role*. What is needed is a way to display what a person means by leadership as an influence relationship, which is something considered later in this thesis.

Figure 2.1 Dualities at the heart of leadership research
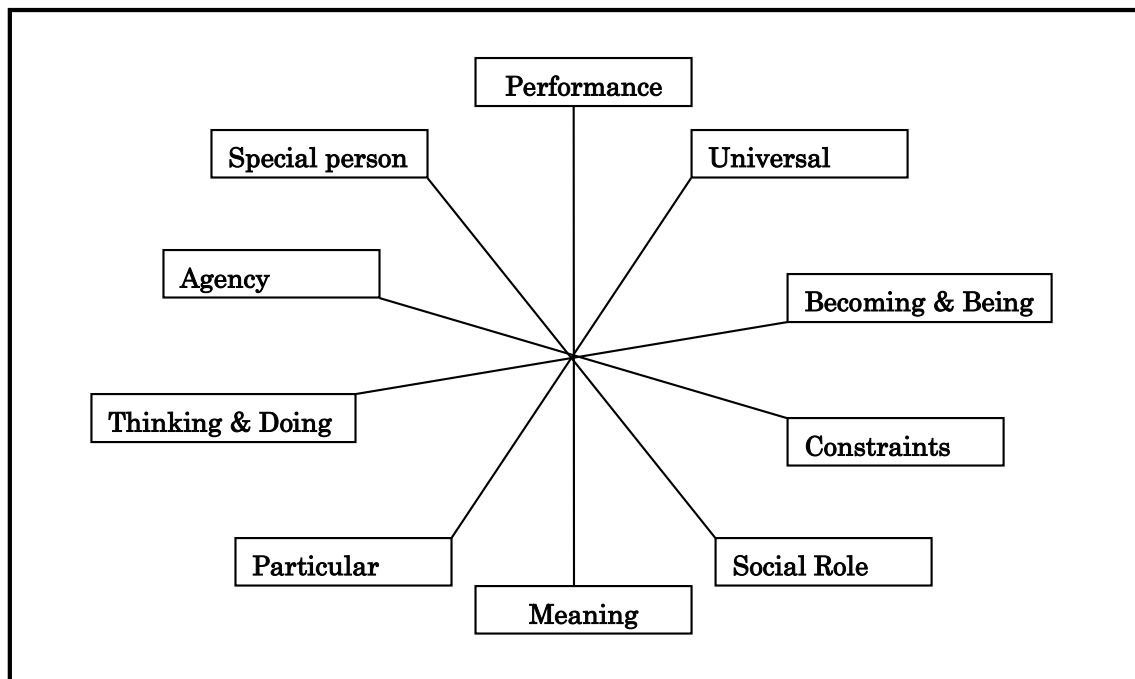
2.6 Understanding business leadership through directed conversations with leadership experts

Liu (2010) takes an approach to understanding leadership (i.e., via *conversations* with 13 "management gurus") that appears to provide insights into the beliefs of leaders about leadership, and in the foreword to Liu's book, Warren Bennis, University Professor and Founding Chairman of the Leadership Institute at the University of Southern California, highlights the importance of Liu's approach.

> The way I learn most effectively, I discovered long ago, is in conversation with others. It is in the playful, exhilarating, joyous thrashing out of ideas with brilliant people that my own ideas are brought to life, refreshed and vetted. George Braque once observed, "The only thing that matters in art is the part that can't be explained." Perhaps the only thing that matters in leadership is the part that we struggle to capture and bottle. Conversation has been one of my main pathways to pursue it. (p. xi)

Although the interactions between Liu and his interviewees are edited, the published extracts of conversations provide insight into how leadership is defined by "leadership experts" by the means of semi-structured interviews. Consider the following interaction between Liu and one of the experts, James March, who is Jack Steele Parker Professor of International Management, Emeritus at Stanford University. March uses novels, plays, and poetry to teach leadership, and is co-author of *On Leadership* (March & Weil, 2005). March explains in the interview with Liu that "[the] research on leadership is not very good. There are many assertions, many claims. Either it is hard to figure out what they mean, or there is not much evidence to support them." When Liu asks, "How do you define leadership?" March replies, "Well, I don't, because I don't use the term very often." (pp. 158-159) In another part of the conversation, Liu comments, "So you're saying that the main factors known to influence whether one becomes a leader are outside of the individual's control?" March responds, "That's right. We're not very good at predicting who's going to be a leader. There are a lot of studies trying to do that, but the results of the studies do not agree with one another. When I read them, I say: you can't tell." (pp. 158-159)

The collection of *leadership definitions* from the interviewed leaders displayed in Table 2.2 seems to confirm that "[there] are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (Stogdill, 1974, p. 259). Further, since the interviews provide a forum for these management gurus to explain and promote their own leadership beliefs, on which they have already published widely, new concepts of leadership may not be revealed.[31] However, the interviews do provide a body of knowledge which Liu (2010, pp. 3-20) (after defining leadership as being "about activity, not about position" and

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[31] See the *leadership conceptualization cycle* of the instructor/researcher in Chapter 8 of this thesis for an example of how leadership conceptualizations may be re-framed, but not essentially changed, for publication.

"about change, not about management")[32] summarizes and interprets in terms of the "eight disciplines of leadership":

Discipline #1: Connecting with people
Discipline #2: Learning from failure
Discipline #3: Reflecting on experience
Discipline #4: Thinking deeply
Discipline #5: Storytelling
Discipline #6: Being a teacher
Discipline #7: Knowing yourself
Discipline #8: Becoming yourself

Liu (2010, p. 5) frames the management gurus as "Masters" and the "same themes" to which the Masters refer "time and again" as "disciplines" that he "would argue, and the Masters would agree, that the foundation of leadership is in these eight disciplines."

In contrast to what business schools, trainers, and publishers may desire the public to believe about the relationship between the educational institution, leadership development, and leadership-related publications, Liu (2010, p. 5) writes that in defining leadership, he chose "the word 'discipline' particularly to address another misunderstanding of leadership– that it can be taught and learned in classrooms, in seminars, and/or by self-help books" because for Liu, learning refers to "reflecting on your experience and practicing."[33] However, it should be noted that Liu (2010, p. 89) does recognize the effectiveness of a leadership training center.

Arguably, the world's best business school is the fabled Crotonville in Ossing, NY, where General Electric (GE) has located its management-training center since 1956. Now called the John F. Welch Leadership Development Center in honor of its former CEO Jack Welch, under whose leadership it flourished, Crotonville has developed into

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[32] These themes of *activity* and *change* appear throughout this thesis starting with the results of the content analysis conducted in Chapter 4.
[33] See Chapter 8 of this thesis for such an account of the instructor/researcher's reflection and practice.

both a talent machine producing leaders at every corporate level, and a change-driving engine.

Further, reading the conversations with the business leadership experts (in what could be arguably termed a "self-help book") provides one with the opportunity to learn what management gurus believe leadership to be and to reflect thereby on one's own leadership experience.

A close look at Table 2.2 reveals that the leadership experts tend to view leadership as an influence relationship. Some key words italicized in Table 2.2 and indicative of an influence relationship include the following: *mobilizing others, impact, aligning, bringing together, commitment, trust, accomplishing…through other people, promotes the behaviors of people, get other people to do things without forcing them, mobilizing people to make great things happen, make a positive difference, get extraordinary things out of ordinary people, creation of meaning, control of personnel, lead people to their own selves,* and *actualize their full potential*.

However, such a listing of definitions does not necessarily show us how a leader (i.e., not a leadership expert) conceptualizes leadership and how the leader's conceptualization of leadership relates to how the leader influences others. If leadership is viewed as an influence relationship, then it becomes important to conduct an investigation with leaders to learn more about the connection between: 1) a leader's beliefs on leadership and 2) the related leadership performances.

Table 2.2 Global leadership experts interviewed in Liu (2010)

	Master	Interview Extracts – Definitions of Leadership (*Italics mine*)
1	Jim Kouzes Kouzes, J., & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations* (5th ed.). San Francisco, CA: Jossey-Bass. "Jim Kouzes is a bestselling author, an award-winning speaker and, according to the Wall Street Journal, one of the twelve best executive educators in the United States…. A highly-regarded leadership scholar and an experienced executive, Jim served as president, CEO, and chairman of the Tom Peters Company from 1988 through 1999, and prior to that led the Executive Development Center at Santa Clara University (1981–1987)." http://www.leadershipchallenge.com/About-section-Our-Authors-Jim.aspx[34]	"In our book, we define leadership as *the art of mobilizing others to want to struggle for shared aspirations.* And each of those words is chosen very carefully." (p. 31) "*If you are going to learn about leadership that is not based on a position, you need to study people who are across the range of leadership roles. The best way to do that is by asking them to tell a story about their best experience as a leader.* If you do enough of that, you find enough people agreeing on certain things, and common themes become apparent. So like any initial observational research, that's what we did. The Five Practices of Exemplary Leadership emerged from our analysis of the hundreds of cases and interviews. Later, we tested the validity and reliability of our findings using an assessment questionnaire, The Leadership Practices Inventory (LPI) that measured the extent to which leaders engaged in The Five Practices and the impact these behaviors had on the attitudes and performance of team members. In addition to our research, after 25 years, more than 400 doctoral studies have been done using this model in a variety of different settings, testing its validity and its reliability. Ours is one

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[34] The quoted descriptions of the leadership experts are from the websites at the end of the quotes.

		of the most rigorously tested leadership models in use today." (p. 30)
2	Warren Bennis Bennis, W. (2009). *On becoming a leader: The leadership classic.* New York, NY: Basic Books. "Warren Bennis (Los Angeles, CA), born in 1925, is an American scholar, organizational consultant and author who is widely regarded as the pioneer of the contemporary field of leadership. Bennis is University Professor and Distinguished Professor of Business Administration and Founding Chairman of The Leadership Institute at USC." http://www.warrenbennis.com/	"I teach a course called 'The Art and Adventure of Leadership'….What I told my students in the last class this semester was, 'Leadership is not simply like a marketing course. This is a course about life. This is a course about what you want. This is about what your purposes are, what will give the most happiness, impact, and benefit. *Whom do you want to benefit? What kind of impact do you want? And what will make you happy and lead a good life?* You're going to answer those questions. This is what this course is really about." (pp. 55-56)
3	Bill George George, B. (2007). *True north: Discover your authentic leadership.* San Francisco, CA: Jossey-Bass. "Bill George is professor of management practice at Harvard Business School, where he has taught leadership since 2004. He is the author of four best-selling books: *7 Lessons for Leading in Crisis, True North, Finding Your True North,* and *Authentic Leadership.*" http://www.billgeorge.org/	"In the old days, we used to think in terms of leaders and followers, and that the leader's job was to develop many followers. I think today it is not about leaders and followers: *it is about aligning people, or bringing them together around a common mission and a common set of values.* That is the most challenging thing; and then empowering other people to step up and lead." (p. 59)

4	Peter Senge	"…*a deeper understanding of leadership as action,*
	Senge, P. (1990) *The fifth discipline: The art and practice of the learning organization.* New York, NY: Doubleday/Currency.	as opposed to leadership as position, illuminates capacities that people have always valued: courage, which, by the way, comes from a French word meaning 'tears or openings of the heart,'
	"Dr. Peter M. Senge is the founding chairperson of SoL and a senior lecturer at the Massachusetts Institute of Technology. Dr. Senge is the author of *The Fifth Discipline: the Art and Practice of the Learning Organization* and *The Necessary Revolution: How Individuals and Organizations are Working Together to Create a Sustainable World.*" http://www.solonline.org/?page=PeterSenge	*taking risk, and bringing to life a challenging undertaking in ways that create a social field of imagination, commitment and trust among others.*" (p. 77)
5	Noel Tichy	"The way I often teach is
	Tichy, N. & Bennis, W. (2007). *Judgment: How winning leaders make great calls.* New York, NY: Penguin Group.	'*leadership is accomplishing something through other people that wouldn't have happened without you.*'
	"Dr. Tichy is Professor of Management and Organizations and the Director of the Global Business Partnership, which for over a decade ran the Global Leadership Program, a 36-company consortium of Japanese, European and North American companies partnered to develop senior executives and conduct action research on globalization…. Noel M. Tichy's past work includes running GE's Leadership Center, the fabled Crotonville, where he led the transformation to action learning at GE." http://www.bus.umich.edu/FacultyBios/FacultyBio.asp?id=000119681	It does not require a formal position. It is asking: 'Have I made something happen?' *The true leader makes things happen through other people that wouldn't happen without him.* That is fundamental to being a leader." (p. 90)

6	Jerry Porras	(Liu: "Do you have a name for your favorite type of leader?") "Yes, I call them 'Organizational Architects'….The idea is that
	Porras, J. & Collins, J. (2002). *Built to last: Successful habits of visionary companies*. New York, NY: HarperCollins.	*a leader needs to consciously build the organization in such a way that it promotes the behaviors of people in the organization that make the organization successful, but also the behaviors that help the individual to develop and grow.*
	"Jerry I. Porras is the Lane Professor of Organizational Behavior, Emeritus….He joined the Stanford faculty in 1972. …Professor Porras is author of *Stream Analysis: A Powerful Way to Diagnose and Manage Organizational Change* (Addison-Wesley, 1987); co-developer of the Stream Analysis Software Package (1999); and coauthor of *Built to Last: Successful Habits of Visionary Companies* (Harper Business, 1994) and "Building Your Company's Vision," *Harvard Business Review* (1996)." http://public-prod-acquia.gsb.stanford.edu/users/porras	So it's a dual bottom line." (p. 115)
7	Howard Gardner	"I'm a scholar of mind and intelligence. I'm trained in thinking about the mind. So when I began to study leadership, as a psychologist I naturally looked at people who were very effective leaders.
	Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York, NY: Basic Books.	*I defined leaders as people who could get other people to do things without forcing them….*
	"Howard Gardner is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He also holds positions as Adjunct Professor of Psychology at Harvard University and Senior Director of Harvard Project Zero. …The author of twenty-eight books translated into thirty-two languages, and several hundred articles, Gardner is best known in educational circles for his theory of multiple	So a leader has two challenges: The first challenge is coming up with a story that people pay attention to….The second thing is that this story has to be embodied in the life that the leader lives and in the way the leader behaves….That's the core of a cognitive approach to leadership.

	intelligences, a critique of the notion that there exists but a single human intelligence that can be adequately assessed by standard psychometric instruments." http://howardgardner.com/biography/	You might say it's computer science plus Darwin, because all these stories are competing. In the most recent presidential election…the person that is most effective in getting people to vote for him or her, is the one whose story you can connect with." (pp. 127-128)
8	John Kotter Kotter, J. (2012). *Leading change*. Boston, MA: Harvard Business Review Press. "John P. Kotter is internationally known and widely regarded as the foremost expert on the topics of Leadership and Transformation. He is the <u>Konosuke Matsushita</u> Professor of Leadership, Emeritus at the Harvard Business School and a graduate of MIT and Harvard. … Kotter has authored 17 books, twelve of them bestsellers. His works have been printed in over 120 languages and total sales exceed two million copies." http://www.kotterinternational.com/aboutus /bios/john-kotter	(Liu: "What is your definition of leadership?") *Ultimately, leadership is mobilizing people to make great things happen. It is not about small things.* I can get you to move your notebook four inches over there, but if I achieved that, nobody is going to say I just led you. Leadership tends to be about bigger problems and issues, and about making great things happen. It is also about mobilizing. People often do their own thing, and slowly. Yet to make great things happen often takes a group effort, it takes energy, and it takes everybody marching toward a specific, sensible direction. And mobilizing is a good word, at least in English. I like things short and simple. So, '*mobilizing people to make challenging things happen.*' There you go." (p. 154)
9	James March March, J. (1999). *The pursuit of organizational intelligence: Decisions and learning in organizations*. Oxford, England: Blackwell.	(Liu: "In your book you said, 'There are two essential dimensions of leadership: plumbing and poetry.' From this statement, I take it that you don't distinguish leadership from management as some people do?") "*What I call 'plumbing' is what most people call*

	"James G. March is Professor Emeritus at Stanford University, where he has been on the faculty since 1970. He holds appointments in the Schools of Business and Education and in the Departments of Political Science and Sociology. He is best known professionally for his writings on decision making and organizations…He has also written nine books of poetry and two films." http://www.gsb.stanford.edu/users/march	*'management,' and what I call 'poetry' is what most people call 'leadership.'* In almost any position in life, you need the mix, whether you're an artist, writer, manager, or plumber." (p. 159) (Liu: "Some people say great leaders do some things in common.") "Again, you can define the terms, so it is true. But I never found such an exercise very useful." (p. 160)
10	Joseph Badarraco Jr. Badaracco, J. L., Jr. (2002). *Leading quietly: An unorthodox guide to doing the right thing*. Boston, MA: Harvard Business School Press. "Joseph L. Badaracco is the John Shad Professor of Business Ethics at Harvard Business School. He has taught courses on business ethics, strategy, and management in the School's MBA and executive programs.,,,Badaracco's current research focuses on the practical challenges facing responsible leaders in fluid, highly uncertain, intensely competitive environments. He has written several books on leadership, decision-making, and responsibility." http://www.hbs.edu/faculty/Pages/profile.aspx?facId=6415	*"I define a leader as somebody who is willing to take responsibility and who uses that responsibility to make a positive difference.* I'm not talking about great moments of history. It could be 'quiet leadership.' I'm not saying it's only in political life or someone who is known publicly. I think it's quite simple. Part of it has to do with character. That's why I emphasize taking responsibility. Part of it has to do with outcomes, which is why I emphasize making a positive difference." (p. 175)
11	Manfred Kets de Vries Kets de Vries, M. (2009). *Reflections on leadership and career development - On the couch with Manfred Kets de Vries*. West	(Liu: "How do you define leadership?") *"Leaders get extraordinary things out of ordinary people.*

	Sussex, England: John Wiley and Sons. "MANFRED F. R. KETS DE VRIES brings a different view to the much-studied subjects of leadership and the dynamics of individual and organizational change…A clinical professor of leadership and organizational change, he held the Raoul de Vitry d'Avaucourt Chair of Leadership Development at INSEAD, France, Singapore and Abu Dhabi from September 1992 until March 2013. …He is the author, co-author, or editor of thirty-five books and has published over 350 scientific papers as chapters in books and as articles. His books and articles have been translated into thirty-one languages." http://www.insead.edu/facultyresearch/faculty/profiles/mketsdevries/	As the saying goes, people will work for money but die for a cause. The key question is, how to get that extra effort out of people. Of course, leaders need to provide focus. They need a good understanding of what makes their people tick. They need to walk the talk; they need to set an example, otherwise, they are not believable. Leaders need to be good at execution. After all, a vision without action is a hallucination. *The defining factor, however, between mediocre and great leadership is always the same: the creation of meaning.* I genuinely believe that the most highly effective leaders are the ones who are good storytellers; they know how to tell the stories that provide meaning in their organizations. Maybe this isn't so easy if you work for a cigarette company, or a company that makes weapons. But when it comes down to it, people are searching for meaning. I hear it all the time." (p. 201)
12	Cho-yun Hsu Hsu, C. (2012). *China: A new cultural history*. New York, NY: Columbia University Press. "Cho-yun Hsu is professor emeritus at the University of Pittsburgh and holds the position of special distinguished research fellow at Academia Sinica in Taiwan. He is the author of numerous books, and his works Han Agriculture and Ancient China in Transition have played an important role	"To me organization is the institutional side, and leadership is the personnel side [of the same coin]. *Leadership is the control of personnel.*[35] Organization is the institutionalized structure in which to place all those individuals, the slots for a particular set of people….Therefore what I regard as leadership would involve cultural elements, psychological elements, personalities, and so on. On the organizational side, we see the economic, sociological, and political elements.

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[35] See the conceptualizations of leadership of the students in Chapter 7 of this thesis.

	in the study of Chinese agrarian history." http://chinaconnectu.com/lang/en/2011/10/31/cho-yun-hsu/	They reflect the two sides of the same question but they're not totally separable. They are mutually supplemented and interactive parts. You cannot envision leadership without structure or vice versa." (p. 213)
13	Debashis Chatterjee Chatterjee, D. (2012). *Timeless leadership: 18 leadership sutras from the Bhagavad Gita*. Singapore: John Wiley and Sons. "Professor Debashis Chatterjee has taught leadership classes at Harvard University and at the Indian Institutes of Management (IIM), Calcutta, Lucknow, and Kozhikode, for nearly two decades....A pioneer in the field of Asian models in leadership, Professor Chatterjee is currently Director of the IIM, Kozhikode. He also serves as an independent director on the boards of several multinational and Indian companies." http://www.debchat.com/	(Liu: "How do you define leadership?") "I define it in one simple sentence. *I think that the task of the leader is to lead people to themselves....Lead people to their own selves - to their own magnificence as spiritual beings in the human form.* This is the number one job of the leader. Number two is that leaders attend to human sufferings.... *I think the real job of a leader is to address human suffering in terms of people not being able to reach their full potential.* If the leader did not address human suffering he would not be a leader for long because, eventually, it is in the human context that I look at leadership largely. I don't look at leadership from the point of view of business performance, because performance comes when human beings within the organization reach their full potential. *So, it is the leader's job to enable people to arrive at their ultimate potential, to remove their sufferings and those blocks for them to actualize their full potential.*" (p. 241)

Why have the conceptualizations of leadership of the leadership experts emerged? In Table

2.2, Liu asks questions that elicit from the leadership experts their conceptualizations of

leadership. In this manner, the conceptualizations of leadership have been co-constructed by Liu and the leadership experts. Different questions from Liu may have elicited different conceptualizations of leadership from the leadership experts. In this thesis, we investigate how various factors, including the questions used in an interview, influence the conceptualizations of leadership obtained in the research of leadership.

2.7 Qualitative research on leadership

Qualitative research has been used extensively in efforts to understand and to define leadership. In a review of qualitative research on leadership, Bryman (2004a, pp. 732-743) identifies "leadership style and leader behavior emphasized" in the research publications reviewed. Table 2.3 below includes two columns (year of publication and author; leadership style and behavior emphasized) from a table in Bryman's article (which also lists sector, research design, research methods, and key findings, not included in Table 2.3).[36] From Table 2.3, it is apparent that qualitative research has contributed to the body of knowledge on how leadership is "talked about" (i.e., defined). Nevertheless, in regard to the review, there are some factors that should be considered and appraised. In Bryman & Bell (2007, p. 93), Bryman offers a critique of his "narrative review of qualitative research on leadership"[37]:

1. Leadership research is a field that has been dominated over the years by quantitative investigations, so it struck me as potentially interesting to examine the growing number of qualitative studies that were appearing.
2. I decided to examine only articles that had appeared in journals that publish only articles that have been reviewed by peers.
3. I did not have a specific focus to my review, although I was interested in general terms in the question of how similar qualitative research was to the quantitative research that dominated the field of leadership.

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[36] See Chapter 3 of this thesis for the other columns of Bryman's (2004a) table in connection with a focus on methodology in this thesis.
[37] The content was extracted and directly quoted from that critique.

4. On the basis of my findings, I suggested that qualitative research differed from the quantitative studies in the following ways: qualitative studies were more likely to emphasize leaders as people who promote change or who change their behavior as leaders in response to change[38]; qualitative studies were more likely to emphasize the ways that leaders have to take context into account; they were also more inclined to emphasize senior leaders rather than lower-level leaders; qualitative studies were more likely to emphasize different kinds of leadership from the quantitative studies; qualitative studies were less cumulative, in the sense that they tended not to build on each other's findings; some qualitative studies made relatively scant use of the existing literature; qualitative studies were more likely to stress the significance of the language of leadership; and they were more likely than quantitative studies to question the very idea of leadership.

5. I also pointed to two ways in which qualitative and quantitative studies did not differ: they both tend to ignore informal leadership, and when qualitative studies relate the behaviour of leaders to outcomes (like morale) within a cross-sectional design, the findings could look strikingly similar in form to quantitative ones.

In examining the list of qualitative studies in Table 2.3, it is possible to determine to some extent whether the leadership styles and behaviors listed imply or directly state that leadership is conceived as being an "influence relationship." Consider the wording used in the descriptions of the first four studies in which the leader "infuses…purpose and commitment," "moulds organizational culture," "[creates] mutual trust," and "[delegates]." For those who are interested in leading, it is this influence relationship between leader and follower that merits a search for deeper understanding of the qualitative research and raises the following questions:

1. How does a leader infuse purpose and commitment?

2. How does a leader mould organizational culture?

3. How does a leader create mutual trust?

4. How does a leader delegate?

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[38] "Change" is also a theme that appeared in our findings. See Chapters 4 to 6 of this thesis.

However, the answers to these questions do not exist in a vacuum. One needs to know something of the social/cultural and institutional forces that impact how the leader acts and how the researcher interprets and records accounts and performances of leadership. Further, these studies present us with "conceptualizations of leadership" in which the researcher has been a co-creator through interpretation, but the studies themselves may not reveal in detail how and why these conceptualizations redemerge. Leadership itself is being presented as an "influence relationship."

Similarly, Schnurr (2013, pp. 150-151) writes that "some of the activities typically associated with leadership in the literature (e.g., Dwyer 1993, Gardner 1990, Yukl 2002)" include the following:

> Envisioning goals and motivating others; getting things done by making decisions, organising, coordinating, and directing other's performances while at the same time allowing subordinates some autonomy; developing group cohesiveness; creating and maintaining a productive work climate; guiding and supporting subordinates; ensuring effective communication within the team and across the wider organization….A closer look at these items shows that most (if not all) of them in one way or another involve communicating with others.

If leadership is conceptualized as an influence relationship, as is indicated in the examples above, then such a conceptualization implies that communication is involved and that a close examination of the communication of leaders is important for understanding the conceptualization of leadership.

Table 2.3 Studies of leadership based on qualitative research

(Adapted and directly quoted from Bryman, 2004a, pp. 732-743 for the purpose of illustrating the various conceptualizations of leadership)

Year of publication and author(s)	Leadership style and leader behavior emphasized
Pettigrew (1979)	Leader as a manager of meaning who infuses the organization with purpose and commitment. Use of values, beliefs, language and rituals in the process of infusion. Significance of the leader's vision.
Smircich (1983), Smircich and Morgan (1982)	The leader is a manager of meaning who moulds organizational culture.
Roberts (1985), Roberts and Bradley (1988)	Charismatic leadership. At district level, leader viewed as visionary, enthusiastic, creator of mutual trust. At state level, seen as innovative but no longer as charismatic. Importance of context (lack of crisis, pressures on leader's time).
Statham (1987)	Female managers more people oriented than men but just as task oriented. Men and women equally prepared to delegate but women more likely to want to be involved in what others are doing.
Tierney (1987)	President's use of symbols to convey her leadership style. Lack of understanding about the intended meaning of symbols among staff.
Bryman et al. (1988)	Whether leader is directive or participative in dealings with subordinates is contingent on the nature of the situation with which he or she is faced.
Vanderslice (1988)	Leadership occurs throughout the organization and not in terms of hierarchical position.
Bensimon (1989)	Presidents were more likely to conceive of good leadership within one of four frames (mainly bureaucratic or collegial) or within a pair of frames (mainly collegial/symbolic or collegial/political). The bureaucratic frame largely dominates the perceptions of presidents by others.
Birnbaum (1990)	Majority conceptualized leadership in terms of use of power/influence over others or of behavior, such as motivating others.
Tierney (1989)	Presidents as symbolic actors. Emphasizes their use of: metaphors, physical symbols, distinctive modes of

	communication, structural symbols, people as symbols, and symbols to represent their institutions.
Graham (1991)	Important for leaders not just to be visionaries but also to enable others to become competent agents in their own right. Servant leaders have a moral capacity, which enhances followers' agency and recognizes their needs.
Alvesson (1992)	Importance for the company of leaders being expressions of the culture and of promoting the company's integration in the face of fissiparous tendencies.
Knights and Willmott (1992)	No specific leadership styles or forms of behavior emphasized.
Neumann (1992)	Leaders use budgets both as ways of conveying information and as symbols. The 'story' is crucial to how budgets are received by staff.
Dana and Pitts (1993)	Shift from metaphor of principal as loner to principal as team player, from principal as the school to principal as facilitator of the school, from running faculty meetings to facilitating them.
Gaines (1993)	Significance of charismatic leader in the founding of Body Shop International, along with the negative impact of charismatic leadership, including problems of routinizing it.
Weed (1993)	Significance of founder's charismatic leadership in the formation of the movement and the subsequent problems of routinizing her charisma along with problems arising from her power, insensitivity to and inconsistency in dealing with others, and an excessive focus upon her.
Dyck (1994)	Significance of: having a strong sense of mission; empowering others; listening to others for shaping ideas; being able to articulate a philosophy; and having integrity.
Feyerherm (1994)	Emphasis on informal leaders. Many forms of leader behavior identified but grouped into: surfacing own or others' thoughts and assumptions; creating new ideas; and initiating collective action. Leaders manage meaning.
Flannery and May (1994)	Significance in the fostering of environmental leadership of, such factors as: environmental protection values and attitudes towards the environment among top executives; pressure from stakeholder groups; and overcoming impediments to environmental behavior.

Selsky and Smith (1994)	Importance of forging strategic alliances.
Shamir et al. (1994)	Salience of several flourishes for engendering motivational effect, such as: references to history and tradition; an emphasis on collective identity; identification with followers; and references to values, hope and followers' self-efficacy.
Bogotch et al. (1995)	Lack of leadership led to lack of direction. As a result, it led to proliferation of new programs that were inconsistent with district policy and mission.
Bresnen (1995)	Leadership is socially constructed through leaders' and others' cognitions and actions.
Hunt and Ropo (1995)	Importance of taking a processual perspective that recognizes, e.g. the significance of past success for current leader behavior and past strategy and vision for current strategy and vision.
Neumann (1995)	Instilling a vision; being open and consultative; responding to others' points of view
Brooks (1996)	Need for CEO and his team to gain acceptance of changes. Adopted a consensual, non-coercive approach, creating a sense of urgency. Used his own language and actions as symbols to convey the kind of direction he wanted to take.
Bryman, Stephens & A Campo (1996)	Significance of instrumental leader behavior relative to all other forms of leadership style. Also important were: creating trust; empowering others; good communication; leading by example; and consideration.
Bryman, Gillingwater, & McGuinness (1996)	Transactional and transformational leadership in relation to organizational transformation. Context can result in 'frustrated' transformational leadership.
Coleman (1996)	Importance of integrity, honesty, being participative, vision, and spending a lot of time in school.
Romano (1996)	Tendency to emphasize relationships with others, to be accessible, less hierarchical, and to stress the team. Need for female leaders to be aware of implications of their gender for others.
Rusaw (1996)	Importance of leaders integrating flocks' symbols and beliefs into worship services and sharing service goals with local nonreligious organizations. Importance of celebrating accomplishments and integrating congregations' themes with theological interpretations. Importance of vision but one rooted

	in scripture.
Card (1997)	Through symbolic leadership, satisfying different stakeholders' expectations after appointment. Importance of, for example: developing an understanding of the organization's needs and its staff; demonstrating competence; and forming a consensus about what needs to be done.
Den Hartog and Verburg (1997)	The role of rhetorical displays in getting a message across. The contrasting positions between the leaders with regard to the internationalisation of their businesses.
Gabriel (1997)	The degree to which the contact is enchanting or disenchanting. Importance in accounts of how far leader is someone who: cares for followers; is accessible; is omniscient and omnipotent; and has a legitimate claim to lead. Whether these were confirmed or disconfirmed led to feelings of enchantment or otherwise.
Spaulding (1997)	Detrimental effects on teachers' morale and motivation of: a nonparticipative, directive approach; lack of support from the principal; showing favoritism; lack of confidence in teachers; poor communication; and several other styles of leadership.
Välikangas and Okumura (1997)	Cross-cultural differences between the CEOs: US CEO's leadership evaluated in terms of its consequences for the firm; in Japan, the issue is one of behavior in terms of what is expected of a CEO.
Renshon (1998)	Importance of: being ambitious; having integrity; and being able to articulate convictions. Lack of self-promotion may have restricted his success.
Waldman et al. (1998)	Clear vision and commitment of top managers to TQM are crucial to its success. Important that commitment is seen as unwavering and planned. Importance of leaders changing culture to support TQM.
Beyer and Browning (1999)	Significance of a sense of crisis in providing the foundations for the emergence of charismatic leadership. The degree to which it was possible to routinize charismatic leadership.
Gronn (1999)	The two leaders formed a 'leadership couple' which acted as a substitute for leadership.
Kekale (1999)	Importance of being supportive and democratic.
Mouly and Sankaran (1999)	Need to distinguish between temporary/interim leaders and those who are more or less permanently acting leaders.

Parry (1999)	Emphasis on leadership as a social influence process that entails enhancing adaptability in the face of uncertainty and the specific strategies employed by leaders to reduce follower uncertainty. Also emphasizes importance of leaders having a clear role.
Scribner et al. (1999)	Importance of building trust; limits of laissez-faire.
Starck, Warner, & Kotarba (1999)	Importance of empowering faculty; need to instill a vision; build culture of trust; build consensus.
Greene et al. (2000)	Importance of union leaders adopting a participative style of leadership, ensuring good communication and being trusted for members' levels of commitment and participation.
Jones (2000)	Leadership has shifted from an exclusive emphasis on participative and supportive leadership to a visionary approach emphasizing importance of shared values.
Alexander, Comfort, Weiner, & Bogue (2001)	Leadership in partnerships is distinctive in the emphasis on: systems thinking (e.g. importance of appreciation of communities' organizational systems); vision-based leadership; collateral leadership (leadership not concentrated); powersharing; and process-based leadership (importance of interpersonal and communication skills).
Buttner (2001)	Variety of factors relating to leadership: making sure tasks and the running of the business run smoothly; importance of empowering others; developing a climate for good teamwork; significance of vision (not a major theme).
Datnow and Castellano (2001)	Emphasis on instrumental forms of leader behavior and some attention to vision.
Denis et al. (2001); also Denis, Langley, & Cazale (1996), Denis, Langley, & Pineault (2000)	Collective leadership needs to involve distinct roles whose incumbents work harmoniously but this is a fragile process. Collective leaders must be perceived as legitimate, which depends on their credibility. Extreme pluralism makes collective leadership vulnerable.
Dillon (2001)	The leader was a servant leader, rather than a charismatic leader. She enabled others to become competent therapists and leaders in their own right, focused upon the greater good, and building a consensus around an imaginative vision. In addition, she treated others in a respectful and caring way.
Mumford and Van Doorn (2001)	Franklin's performance as a pragmatic leader was more significant than being a transactional, transformational, or charismatic leader.

Rantz (2002)	Crucial for leaders to be good communicators who are seen as having integrity, which is earned through ethically sound leadership.
Brown and Gioia (2002)	E-leadership is defined by the unique context of internet firms and is dispersed throughout the top management team rather than being concentrated in just one or two individuals.
Pescosolido (2002)	Leaders are more likely to emerge to manage group emotion when: situations are ambiguous; appropriate group norms have developed; and when they exhibit charisma and empathy. NB Small amount of quantitative research in this study.
Upenieks (2002)	Being a female leader seen as advantageous. Importance of ensuring nurses have tools to do their jobs and being passionate about nursing. Need for good business acumen.
Weinberg and McDermott (2002)	Traits, including having interpersonal skills, e.g. empathy, trust in others' abilities; democracy vs. autocracy; importance of shared vision for group cohesion; developing climate conducive to sharing opinions; communication.
Youngs and King (2002)	Importance of establishing trust and creating structures.
Alvesson and Sveningsson (2003a)	Views about what leadership is and should be are deeply contradictory. Leaders feel under pressure to exhibit widely criticised forms of leadership (e.g. micromanagement), at the same time as extolled ones (e.g. vision and strategy). Leaders are caught between contradictory leadership discourses.
Alvesson and Sveningsson (2003b)	Great variety in what leaders mean by leadership. Leaders are often confused and contradictory about what they mean by it and about what they do as leaders. Is leadership important and does it exist?
Rigano and Ritchie (2003)	Main elements of his implementation of change: challenging teachers' complacency; challenging the school culture; and encouraging students to have a voice in their education.
Trevino et al. (2003)	Concern about people; role modeling; having integrity; create and institutionalize values; use of rewards and punishments.
Vangen and Huxham (2003)	The process of leading partnerships poses dilemmas that force leaders to straddle ideological commitment and pragmatism. Importance of trust and giving members sense of ownership.

2.8 Leadership as a discursive practice

In view of leadership involving communication as noted in section 2.6, investigating leadership as a discursive practice would seem to be a promising approach to understanding the conceptualization of leadership.[39] We outline the theory of discursive leadership, before giving our reasons for eschewing it.

Schnurr (2013, p. 169) describes the discursive leadership approach as follows:

> Discursive leadership draws on tools and methods developed by discourse analytic approaches in order to analyse leadership discourse. Discourse in this context is conceptualised as taking two different forms: discourse (or 'little d' discourse) and Discourse (or 'big D' discourse).[40] In distinguishing between these two forms, Fairhurst (2007: 6) explains that discourse 'refers to the study of talk and text in social practice'. In other words, the actual language used by the interlocutors and the interaction processes (Potter and Wetherell 1987 as cited in Fairhurst 2007: 6) are particularly important for this conceptualisation of discourse. The notion of Discourse, on the other hand, is heavily influenced by the work of Foucault. In this conceptualization of Discourse, 'power and knowledge relations are established in culturally standardized Discourses formed by constellations of talk patterns, ideas, logics, and assumptions that constitute objects and subjects' (Fairhurst 2007: 7). Or, as Foucault (1972: 49) put it, Discourse is viewed as 'practices that systematically form the objects of which they speak'. 'Little d' discourse can be analysed by drawing on a wide range of discourse approaches, such as ethnomethodology, sociolinguistics, conversation analysis and interactions analyses, while 'big D' discourse is often analysed by critical and postmodern discourse analyses that 'heavily focus on systems of thought' (Fairhurst 2007: 7).

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[39] In *The SAGE Handbook of Leadership*, Bryman, Collinson, Grint, Jackson, and Uhl Bien (2011, pp. v-vii) divide their volume into 5 different parts: 1) overview perspectives, 2) macro and sociological perspectives, 3) political and philosophical perspectives, 4) psychological perspectives, and 5) emerging perspectives. Discursive leadership is listed under "emerging perspectives," and Fairhurst is the author of the representative chapter titled *Discursive Approaches to Leadership*.

[40] See Gee (1996, 1999) and sub-section 3.4.2 of Chapter 3 (of this thesis).

The discursive approach can be utilized to investigate a range of factors, from the micro to the macro, that influence the production of text and therefore bring to mind the work of Fairclough (1992).[41]

In describing how leadership has come to be viewed in terms of discourse, Clifton (2012, pp. 149-150) sums up the past 75 years of leadership research and the corresponding theories as follows:

> …following Bryman (1996), the last 75 years of leadership research can be summed up in four broad movements: trait theory, the style approach, contingency theory, and new leadership. Trait theory, also known as the great man theory, which dominated thinking until the late 1940s, attempted to locate and define key personality traits of leaders which were then classified under headings such as physical attributes, abilities, and personality. The style approach, in fashion from the late 1940s until the late 1960s, moved away from what leaders are to what leaders do. The contingency approach, in vogue until the early 1980s, began to pay more attention to the situated nature of leadership. The contingency approach was replaced by what Bryman (1996, p. 280) defines as new leadership which has been used to categorize and describe a number of approaches to leadership (e.g., transformational, charismatic, visionary) which revolve around the notion of the management of meaning. Whilst most of this research has been quantitative and rooted in social psychology, leadership research has recently seen the emergence of discursive approaches which seek to complement concepts of leadership derived from social psychology and to show the discursive resources by which the management of meaning is achieved (e.g., Clifton, 2006; Fairhurst, 2007, 2008, 2009; Nielsen, 2009). Discursive leadership can be summed up as an approach to leadership which considers that leadership is a language game in which meaning is managed. Leadership therefore equates with the management of meaning (cf. Smircich & Morgan, 1982; Thayer, 1995) and….can emerge through decision making since decision-talk frames and defines an issue that a projection of future action (the decision) sets out to resolve. In this language game, rights to assess and, therefore, to define the organizational landscape are negotiated in talk and the person, or persons, who have most influence in this process emerge as the leaders. Thus, from this perspective, leadership is not a zero-sum game, rather it is in constant flow as talk

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[41] In connection with *discourse analysis* as an approach to investigate leadership, see Chapter 3 of this thesis.

progresses. Consequently, leadership is not necessarily the property of any one person; it can be distributed and it is open to challenge. However, those most likely to emerge as leaders are those who have access to more powerful discursive resources with which to influence the process of the negotiation of meaning.

We will argue below that discursive leadership scholars in their defining of leadership above are *competing* with other leadership scholars to promote specific conceptualizations and theories of leadership.

Berkelaar, et. al. (2009: 9) describe Fairhurst's discursive leadership theory as follows:

> Fairhurst's (2007) discursive leadership theory offers a broad counterpoint to these traditional definitions and Discourses. Her theory seeks to engage the d/Discourses that underlie and intertwine with leadership theories and practice to examine the *process* of leadership, making communication and context primary. Discursive leadership theory concerns itself with how leadership "is achieved or 'brought' about in discourse" (Fairhurst, 2007, p. 5). Rather than essentializing leadership, a discursive approach to leadership looks at how leaders employ publicly available cultural resources in *contextually* variable ways (Hammersley in Fairhurst, 2007, p. 10), including how they use talk-in-action (discourse) while appropriating various cultural ideas and assumptions (Discourses). From this perspective, leadership is a process of meaning-making and influence, an attribution by followers that is influenced by and shapes the particular context within which it is discussed and enacted.

In other words, as Fairhurst comments during an interview, "Leadership gets constructed in communication. That back and forth that takes place is all part of it….[Leadership] doesn't have to be the same thing today as yesterday" (Kennerly, 2007). In this thesis, we are not defining leadership as "meaning-making" and "influence." Further, we are not investigating how meaning is managed by leaders. Our research focus is on understanding leaders' conceptualizations of leadership and how those conceptualizations of leadership emerge.

In contrast to Fairhurst's discursive theory, which focuses on examining how leadership is constructed in present interaction, is Iedema's (2003, p. 41) concept of "resemiotization [which] is about how meaning making shifts from context to context, from practice to practice, or from one stage of a practice to the next" over time; "This perspective is about historicizing meaning. It asks how, why, and which meanings become recontextualized (Bernstein, 1990: 60, 192)." Resemiotization is an important concept as it allows the researcher to focus on the processes and practices, such as the creation and implementation of a leadership program in a university, which has as one of its objectives the development of conceptualizations of leadership, and draws upon them also in an iterative and dynamic way through processes such as those outlined by Iedema.

In Clifton's summary above, leadership is described as an influence relationship over time, and under the "discursive leadership approach," the leader is conceptualized as the winner of the "language game." [42] Accordingly, under the discursive approach, how a leader *conceptualizes* leadership is not being investigated.

Fairhurst (2005 pp. 170-171) accounts for the differences in definitions of leadership on the assumption that the world is something that we "craft rather than discover."

> For example, trait, situational, and contingency leadership theories suggest that there is an 'essence' to either the leader or the context or both (Grint, 1997; 2000). As Grint (2000) observed: 'what counts as a "situation" and what counts as the "appropriate" way of leading in that situation are interpretive and contestable issues, not issues that can be decided by objective criteria' (p. 3). Thus, what some would regard as a disquieting picture of leadership as an attribution (Calder, 1977), a romanticization (Meindl, 1993; Meindl et al. 1985), a myth (Gemmil & Oakley, 1992), or an ontologically variable phenomenon (taking form in individual traits, behaviors, influence, interaction patterns, role relationships, outcomes, or the occupation of an administrative position) (Alvesson & Sveningsson, 2003; Gronn 2002; Kerr & Jemier,

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[42] See Wittgenstein (1953).

1978; Rost, 1991; Shamir, 1999) is really not so disquieting at all. It is quite consistent with a view of leadership that is framed by leadership scholars for their purposes in some setting at some historical moment. Their essentialist thinking runs counter to the notion that leadership is socially constructed by them, ultimately bound by context and always contestable.

In this quotation, Fairhurst makes the point that "leadership is framed by leadership scholars." However, as we note above, discursive leadership is no different in this respect, and it brings us no closer to understanding how leadership is conceptualized.

Discursive leadership is essentially a construct deriving from social constructionist theory. We note that in defining such social constructionist approaches to leadership, Fairhurst & Grant (2010, 175-176) highlight the following characteristics:

1. …[social constructionist leadership approaches] eschew a leader-centric approach in which the leader's personality style, and/or behavior are the primary (read, only) determining influences on follower's thoughts and actions.
2. …emphasis is given to leadership as a co-constructed reality, in particular, the processes and outcomes of interaction between and among social actors. Communicative practices – talk, discourse and other symbolic media – occasioned by the context are integral to the processes by which the social construction of leadership is brought about (Fairhurst, 2009).
3. Social constructionists are more likely to endorse an attributional, eye-of-the-beholder view of leadership (Barker, 2002; Calder, 1977; Meindl, 1993, 1995). This is because "what counts as a 'situation' and what counts as the 'appropriate' way of leading in that situation are interpretive and contestable issues, not issues that can be decided by objective criteria" (Grint, 2000, p. 3)….Analysts often choose a constructionist path over essentializing theory because it supplies the necessary tools to grapple with communications's unending variety and detail (Fairhurst, 2007).
4. Paraphrasing Hacking (1999), Fairhurst (2007) suggests that a constructive stance on leadership holds the following:

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I.   Leadership need not have existed or need not be at all as it is. Leadership, or leadership as it is at present, is not determined by the nature of things; it is not inevitable.

However, often a constructionist stance will go further.

II.   Leadership is quite bad as it is.
III. We would be much better off if leadership were done away with or at least radically transformed.

Again, we note how such an analysis conceptualizes leadership to be an influence relationship. Further, again according to Fairhurst & Grant (2010, 171 & 176-177), the literature concerning the social construction of leadership can me mapped into the four dimensions displayed in Figure 2.2 below. We argue that a key limitation of the social constructionist approach in an investigation of the conceptualization of leadership still remains that it assumes a priori what leadership is. The four dimensions in the sailing guide can be listed as

1. The construction of social reality versus the social construction of reality

2. Theory versus praxis

3. Critical emancipatory versus pragmatic interventionist

4. Monomodal versus multimodal

As the authors note, "We see the sailing guide as a means to get researchers to clarify their own constructionist stance and perhaps consider a wider range of approaches to studying leadership than might otherwise have been the case" (p. 195).

Figure 2.2 "A sailing guide to the social construction of leadership" (Replicated from Fairhurst and Grant, 2010, p. 177)
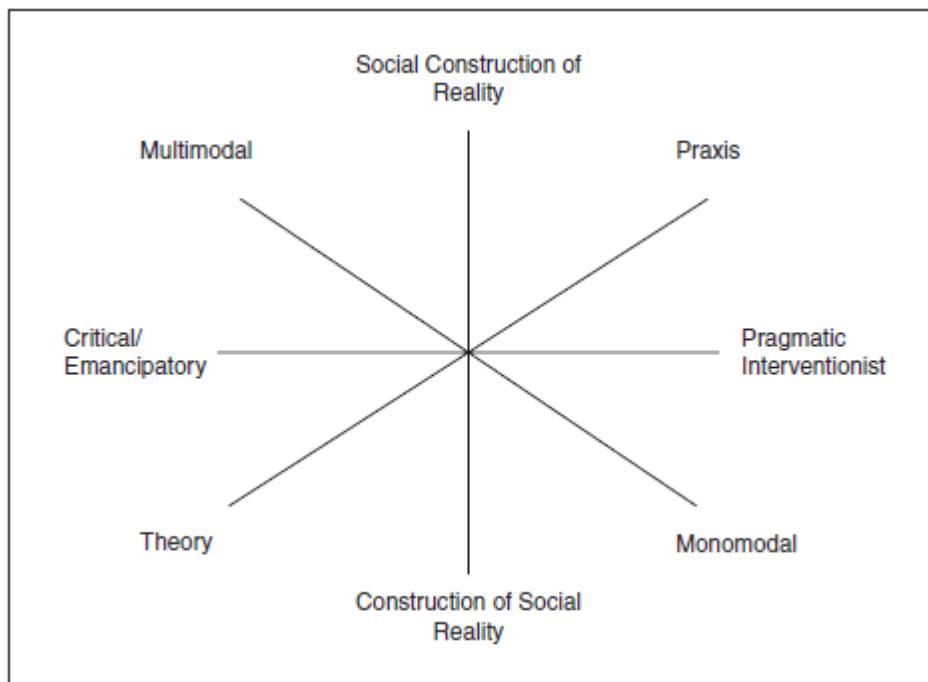
In regard to leadership development, Liu summarized the lessons of leadership experts to create the eight disciplines of leadership, as previously noted. Fairhurst (2011) approaches leadership development via framing, which she labels as the "language of leadership" in the subtitle of her book and defines as "the very stuff of reality-making itself" (p. 2). In listing the following "rules of reality construction" (pp. 1-6), she also defines leadership as an "influence relationship" (see rule 5):

1. Control the context – Leaders often cannot control events, but they can control the context under which events are seen if they recognize a framing opportunity.

2. Define the situation – At its most basic level, framing reality means defining "the situation here and now" in ways that connect with others.

3. Apply ethics – "Reality" is often contested. Framing a subject is an act of persuasion by leaders, one imbued with ethical choices.

4. Interpret uncertainty – It is the uncertainty, confusion, and undecidability of "the situation here and now" that opens it up for interpretation and provides an opportunity for the more verbally skilled among us to emerge as leaders.

5. Design the response – Ultimately, leadership is a design problem. Leaders must figure out what leadership is in the context of what they do and, through framing and actions, persuade themselves and other people that they are doing it.

6. Control spontaneity – Effective framing requires that leaders be able to control their own spontaneous communications.

More specifically, Rule 5 conceptualizes "leadership" as "a design problem," again assuming a priori that leadership is an influence relationship.

In summary, our dissatisfaction with discursive leadership theory is based on the following considerations. Discursive leadership theory is not focused on how leadership is conceptualized. Instead, discursive approaches are employed, as highlighted previously in this chapter, to "examine the *process* of leadership, making communication and context primary" (Berkelaar, et. al, 2009, p. 9) and to "show the discursive resources by which the management of meaning is achieved (e.g., Clifton, 2006; Fairhurst, 2007, 2008, 2009; Nielsen, 2009)" (Clifton (2012, pp. 149-150). In this thesis, discourse analytic approaches are also employed but for a different purpose than to show how leadership emerges or is brought about in practice. This thesis aims to show the discursive resources that leaders use to convey their beliefs and accounts of leadership; i.e., how leadership is conceptualized, and is achieved by drawing upon semi-structured interviews with leaders.

Further, this thesis examines how leadership conceptualizations are resemiotized through the creation and implementation of a leadership program at a university. Such an investigation of leadership differs from those of the TESOL scholars published in Coombe, Wiens, Davidson

and Cedro (2014). In the introduction to that volume, Davidson and Coombe (2014, p. vii) write:

> Writing in *Multibriefs*, Andy Curtis (2013[a]) bemoans the lack of books on leadership and management in English language teaching (ELT) compared to books on other areas such as methodology. He is only able to conjure up four titles to demonstrate the dearth of publications available in this crucial, but ultimately overlooked, area in ELT. Curtis (2013[a]) also points out that the lack of books in ELT leadership and management is surprising given the literally thousands of language program administers around the world.

> Books on student leadership are even scarcer than books on leadership and management in education. Of the handful of books that are available on student leadership, notably Buchard (2008), Komives et al (2011), Komives et al (2013) and Seemiller (2013), none are related to ELT. The editors of this volume, *Perspectives on Student Leadership Development*, therefore deserve accolades for at least beginning to fill the void with this volume. Divided into three sections, the 19 chapters are essential reading for all educators who want to ensure that their students are equipped with the leadership skills they will need to cope with the demands of the 21st Century.

The three sections into which Coombe et al. (2014) is divided are: 1) Perspectives on leadership, mentoring and coaching; 2) Developing leadership skills; and 3) Case studies in student leadership development. In Part 2 of this thesis, we will discuss leadership development in the context of exploring *conceptualizations of leadership*. Further, we will argue in Chapter 8 that the instructor/researcher's recognition of such conceptualizations of leadership influenced the focus of the leadership training provided to his undergraduate students.

In the next section (2.9) of this chapter, we consider four discourse-oriented approaches to leadership research that have been adopted in this thesis.

2.9 Discourse-oriented approaches to leadership research[43]

Although the discursive leadership approach as described in section 2.8 of this chapter would not be appropriate as an overarching framework for this thesis, we have made use of four discourse-oriented approaches to leadership research. These are content analysis, narrative analysis, metaphor analysis, and nexus analysis.[44]

Insch, Moore, and Murphy (1997, p.2) describe content analysis in *leadership research* as:

> …a research method that facilitates the examination of written and oral communication. While not unambiguously a quantitative or qualitative method for leadership researchers (e.g., Gephart, 1993), content analysis possesses some advantages generally associated with qualitative methods such as richer detail, preservation of greater context information, and the potential for grounded theory development.

Accordingly, content analysis enables researchers to identify general themes in semi-structured interview data using a grounded theory approach together with quantitative analyses conducted with research software.[45]

Narrative analysis is another discourse-oriented approach that can be used effectively in leadership conceptualization research. Rhodes and Brown (2005, p. 6) describe "five of the principal research areas within organization studies to which narrative has been directed: (1) sensemaking, (2) communication, (3) politics and power, (4) learning/change, and (5) identity

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[43] In the next chapter (3), we list and consider many qualitative approaches to leadership research in our discussion of methodology, many of which involve the analysis of discourse and communication.

[44] We describe each of these 4 approaches in additional detail in Chapters 4 to 7 respectively.

[45] See Chapters 3, 4, and 6 for additional information about NVivo 10.

and identification." In view of Rhodes and Brown (2005), we see the applicability of narrative analysis to the research of leadership conceptualizations for the following reasons:

1. Conceptualizations of leadership constitute versions of the leader's reality.

2. A leader's conceptualization of leadership in an organization (i.e., the leader's "reality") appears in the narratives that he/she co-constructs discursively with an interviewer.

3. Narrative research provides the opportunity to understand how "buy in" (i.e., achieving the support of stakeholders) is constructed.

4. Narrative research reveals the identity of a leader.

Metaphor analysis provides researchers with the discursive tools needed to more deeply investigate conceptualizations of leadership after conducting content and narrative analyses. In the Metaphor Analysis Project of the Open University, Todd and Low (nd) note in connection with metaphor research "the diversity of approaches to data collection and to epistemology." However, the leadership metaphor research of Oberlechner and Mayer-Schoenberger (2002) and Charteris-Black (2008) reflects what has been the dominant theory of metaphor analysis; i.e., the cognitive-based Conceptual Metaphor Theory (CMT) of Lakoff and Johnson (1980). As an alternative to CMT, Cameron's (2003, 2007) Discourse Dynamics Framework approach to metaphor analysis gives priority to language over thought in identifying metaphors.[46] Accordingly, we see the Discourse Dynamics Framework to be the preferable approach to metaphor research of leadership conceptualizations.

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[46] In Chapter 6, we investigate Conceptual Metaphor Theory and the Discourse Dynamics Framework approach in greater detail.

A discourse-oriented approach that has not been used before this thesis in analyzing

leadership is a nexus analysis.[47] Scollon and Scollon (2007, p. 608) describe a nexus analysis

as follows:

> Nexus analysis takes human action rather than language or culture as its unit of
> analysis….A nexus analysis takes the constitution of human social groups and
> languages as a problem to be examined, shifting the focus away from groups toward
> action as the prime unit of analysis. This shift disrupts power relations between
> ethnographer as participant and observer and those observed who are now
> participants and observers in partnership, with consequences concerning when,
> where, and with whom ethnography can be done, consequences for the security of
> subjects as well as national security.

The three main activities in such a nexus analysis are: 1) engaging the nexus of practice, 2)

navigating the nexus of practice, and 3) changing the nexus of practice. In a nexus analysis,

the researcher (in the role of participant) changes the interactions among participants. In a

study of the leadership conceptualization process, a nexus analysis enables the researcher to

analyze by means of discourse analysis how actions of the participants affect leadership

conceptualizations.

Finally, in a review of current practices in applying mixed methods to leadership research,

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[47] Although nexus analysis has not been used in investigating leadership before this thesis,
Lou and Stockburger (2010, pp. 3-4) write of the influence of Scollon and Scollon: "During
these thirty some years, Ron's work and his collaboration with Suzie [i.e., Scollon and
Scollon] have contributed to (and in some cases, created) a wide range of fields, including
language acquisition (essay by Lyn Fogle), New Literacy Studies (Virginia Zavala; Peter
Vail),interactional sociolinguistics (Peter Vail; Margaret Toye); media discourse (Margaret
Toye),multimodal discourse analysis (Sigrid Norris), mediated discourse analysis (Tom
Randolph, Margaret Toye, Sigrid Norris, Najma Al Zidjaly), discourse in place or
geosemiotics (AidaPremilovac), constructive epistemology (Barbara Soukup),
computer-mediatedcommunication (Najma Al Zidjaly; Jackie Lou), intercultural
communication (Anna MarieTrester; Cecilia Castillo-Ayometzi; Yuling Pan), public policy
analysis (Alexandra Johnston;Jackie Lou), narrative social analysis (Andy Jocuns), responsive
communication (Ingrid deSaint-Georges), political science (Guy Shroyer), and reoccurring in
many of these essays, the issue of power and justice in society."

Stentz, Plano Clark, and Matkin (2012, p. 1) argue that multiple approaches are necessary to understand leadership:

> …much of what is currently understood about leadership has been developed primarily through quantitative, statistical approaches. Bass (2008) argues that methodological and substantive issues in leadership research are likely to broaden by presenting the possibility of a new paradigm for leadership that combines the use of both objectivist and subjectivist views toward better understanding of leadership as a complex phenomenon. Therefore, to best understand relevant leadership processes and dynamics, the field of leadership research calls for the application of multiple research approaches.

Although multiple approaches would seem to be important, in their review of articles published in *The Leadership Quarterly*, Stentz, Plano Clark, and Matkin (2012, p. 8) identify only 15 leadership studies using mixed methods published between 2004 and June 2012. Accordingly, we see the need for mixed methods research of *leadership as a conceptualization* where leadership has not been identified a priori.

2.10 Summary

A key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies. Indeed as this summary critical review of the literature has shown, there are many different conceptualizations of leadership, but many writers consider leadership to be in some sense an influence relationship. Further, although many studies present conceptualizations of leadership, they fail to offer accounts of the conceptualization process itself. Further, it seems that one approach may be insufficient to understand how leadership is conceptualized and that multiple approaches and perspectives may be required. This thesis examines the

conceptualization process accordingly. In doing so, this thesis focuses on answering two questions:

1. How is leadership conceptualized by leaders as elaborated in semi-structured interviews?

2. How are these conceptualizations of leadership deriving from the interviews with leaders transformed (i.e., resemiotized (Iedema, 2003)) by undergraduate students in Japan in an online forum?

In the next chapter (3), we explore the methodological approaches that may be used to address these two questions.

3. Methodology

3.1 Introduction

What is the best approach to investigating leadership as a conceptualization? In the review of studies of *leadership* based on *qualitative research* that we discussed in Chapter 2[48], Bryman (2004a, pp. 732-743) lists three types of research under the category of *research design*. (See Table 3.1.)[49]

- Case study
- Cross-sectional design
- Multiple case study

Under the category of *research methods* in Table 3.1, Bryman (2004a, pp. 732-743) lists 22 methods[50] in 67 studies dated from 1979 to 2003. The research methods in Table 3.1 are listed below in order of appearance:

- Qualitative interviewing
- Documents
- Archival material
- (Participant) observation
- (Auto) ethnography

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[48] We argued in Chapter 2 that such leadership studies as those in Bryman (2004a) reveal many different conceptualizations of leadership but fail to offer accounts from leaders as to how such leadership conceptualizations were created.

[49] In this chapter, we replicated additional columns of Bryman's table (2004a, pp. 732-743) to clarify Bryman's descriptions of research design and methods.

[50] Note that some items in the list are strictly speaking not methods but datasets to which qualitative methods have presumably been applied; e.g., document *analysis*, archives *analysis*, diary *analysis*. We also suggest that the descriptions of research methodologies be standardized and clarified; e.g., does *discourse analysis of qualitative interview transcripts* of Alvesson and Sveningsson (2003a,b) apply to other studies including Den Hartog and Verburg's (1997) *discourse analysis of documents*? Do other studies include *discourse analysis* as a research methodology? Further, the research methodology in Vangen and Huxham (2003) needs to be clarified.

- Conversations
- Biographical interview
- Survey
- Observation of meetings
- Critical incident analysis
- Thematic content analysis of a speech
- Public domain documents and interviews
- Discourse analysis of documents
- Narrative analysis of written accounts
- Answers to open questions in questionnaires
- Diaries kept
- Nonparticipant observation
- Focus groups
- Discourse analysis of qualitative interview transcripts
- Mainly naturally occurring data

Table 3.1 below makes it clear that multiple research methods were used in various qualitative studies of leadership. Qualitative interviews appear most frequently in Table 3.1 followed by analysis of documents and participant observation.

Table 3.1 Studies of leadership based on qualitative research
(Replication of five columns of Bryman's (2004a, pp. 732-743) table)

Year of publication and author(s)	Sector	Research design	Research methods	Nature of key findings
Pettigrew (1979)	Private British public school	Case study	Qualitative interviewing, documents and other archival material	Impact of leadership succession on the course of the school's history.
Smircich (1983), Smircich and Morgan (1982)	Insurance company in USA	Case study	Participant observation; qualitative interviews; documents	Course of events surrounding company president's attempt to solve some organizational

				problems by inaugurating a company-wide initiative to address it.
Roberts (1985), Roberts and Bradley (1988)	School district superintendent/ school commissioner in US	Case study	Archives; participant observation; interviews	Impact of leader on others and in terms of driving the organization forward.
Statham (1987)	Female and male managers in financial firm, manufacturing firm, and technical institute in US	Cross-sectional design	Qualitative interviews	Gender differences in management styles, as viewed by managers and their secretaries.
Tierney (1987)	Leader of a liberal arts college in US	Case study	Ethnography, including participant observation, qualitative interviewing, and documents	How the President dealt with a series of crises with which the college was faced.
Bryman et al. (1988)	Construction projects in the UK	Multiple case study (3)	Qualitative interviews	Leaders need continually to adjust their styles of leadership to suit different people and circumstances (e.g. whether dealing with subcontractors and different stages in the project cycle).
Vanderslice (1988)	US workerowned restaurant	Case study	Qualitative interviews, conversations,	Leadership in a formally leaderless organization.

				observation
Bensimon (1989)	Higher education institutions in US	Cross-sectional design	Qualitative interviews	Perceptions of good leadership among higher education presidents.
Birnbaum (1990)	Same as Bensimon (1989)			Implicit leadership theories among higher education presidents.
Tierney (1989)	Same as Bensimon (1989)			Perceptions of good leadership among higher education presidents and how they themselves enact their leadership roles.
Graham (1991)	Servant–leaders in USA	Multiple case study (3)	Not entirely clear (observation, documents)	The nature and significance of servant leadership.
Alvesson (1992)	Computer consultancy company in Sweden	Case study	Qualitative interviews, some participant observation, documents	Leadership is an expression of organizational culture and therefore constrained by it. Shows how leadership changed over the years.
Knights and Willmott (1992)	UK life assurance firm	Case study but article based largely on a single transcript of data	Qualitative interviews and other research methods but transcript derives from a recorded conversation.	Leadership is viewed as something that is accomplished discursively in the process of interaction.
Neumann	University	Multiple case	Qualitative	Presidents' leader

(1992)	presidents in USA	study (2 out of 8)	interviewing	behavior in good times and bad times.
Dana and Pitts (1993)	Elementary school principal in US	Case study	Qualitative interviews, participant observation and autoethnography (second author is the principal)	Role of metaphors in helping the principal to make sense of his roles and changes he intended to achieve his vision of change.
Gaines (1993)	Leader of a UK retail chain	Case study	Qualitative interviewing; documents	Anita Roddick as a charismatic leader.
Weed (1993)	Leader of a US reform movement/ pressure group	Case study	Qualitative interviewing, participant observation, documents	The process through which Candy Lightner formed MADD (Mothers Against Drunk Driving)
Dyck (1994)	Leader of a Canadian farming reform movement	Case study	Participant observation, biographical interview, survey	Nature of the leadership of the leader of Shared Farming with respect to leadership for environmental change.
Feyerherm (1994)	Agencies charged with responsibility for environmental protection in USA	Multiple case study (2)	Observation of meetings; qualitative interviews; documents	Impact of different leadership behaviors on shared frameworks for creating regulatory frameworks.
Flannery and May (1994)	An organization in the waste management	Case study	Qualitative interviewing with top and	Extension of an emerging model of factors leading to

	industry in USA		middle managers and documents	environmental leadership.
Selsky and Smith (1994)	Action research projects in USA	Multiple case study (2)	Critical incident analysis; participant observation	How community entrepreneurs can make an impact as leaders of small organizations.
Shamir et al. (1994)	A political speech by a US presidential candidate	Case study	Thematic content analysis of a speech	The process whereby the motivational effects of Jesse Jackson's charismatic leadership are triggered through rhetorical prowess. 'Effects' based on a prior theory of motivational effects of charisma.
Bogotch et al. (1995)	High level administrators in urban school district's central office in USA	Case study	Qualitative interviews	Relationship between central office work and school administration and significance of leadership in that relationship.
Bresnen (1995)	Same as Bryman et al. (1988)			Managers' individualistic implicit theories of leadership.
Hunt and Ropo (1995)	A CEO's tenure at a US car manufacturer	Case study	Public domain documents and interviews relating to Roger Smith's	The relative strengths and significance of grounded theory and mainstream

				tenure as CEO at General Motors	approaches in accounting for Smith's and GM's failure to reorganize and perform well.
Neumann (1995)	College in USA	Case study	Qualitative interviews		Impact of a new leader on a college's culture and direction. Importance of how others respond to leaders and what they do.
Brooks (1996)	An NHS Trust hospital in the UK	Case study	Qualitative interviews		Role and nature of leadership in relation to cultural change process.
Bryman, Stephens & A Campo (1996)	Police officers in UK	Multiple case study (2) and cross-sectional design	Qualitative interviews		Perceptions of what constitutes effective and poor leadership.
Bryman, Gillingwater, & McGuinness (1996)	Community transport organizations in UK	Multiple case study (3)	Qualitative interviews; documents.		Role of leaders in organizational transformation and significance of contextual factors in facilitating or impeding leaders' actions.
Coleman (1996)	Schools in UK	Cross-sectional design	Qualitative interviews		Styles and forms of behavior of head teachers.
Romano (1996)	Female leaders of student	Cross-sectional design	Qualitative interviews		Approaches to leadership with

	campus organizations in USA			specific reference to gender issues.
Rusaw (1996)	Churches in US	Multiple case study (3 congregations and their pastors)	Qualitative interviews; documents	Pastors as informal leaders and their leadership approaches in connection with diversity issues.
Card (1997)	Newly appointed state agency directors in Ohio	Multiple case study (3)	Qualitative interviews; documents	The process of 'taking charge' among public managers.
Den Hartog and Verburg (1997)	Speeches by 3 business leaders (UK, Holland and Canada)	Multiple case study (3)	Discourse analysis of documents	The rhetoric of charismatic CEOs' speeches particularly in connection with the international dimensions of their businesses.
Gabriel (1997)	British organizations	Multiple case study (3)	Narrative analysis of written accounts of followers' meetings with top leaders.	The experiences of followers when they encounter a supreme leader and how these relate to their fantasies about the leaders concerned.
Spaulding (1997)	School principals in USA	Cross-sectional design	Answers to open questions in questionnaires and qualitative interviewing	Teachers' views on ineffective leadership behavior among principals.
Valikangas and Okumura (1997)	A US and a Japanese company	Multiple case study (2)	Qualitative interviews; documents	CEOs' approaches to leadership and their

				motivational appeal as
				seen through the lens of two change programs.
Renshon (1998)	A candidate for the US presidency	Case study	Documents	How a political candidate (Bob Dole) gets across (in this case) his credibility as a candidate and the role of leadership within that process.
Waldman et al. (1998)	Manufacturing plant, hospital and police force in Canada	Multiple case study (3)	Qualitative interviews; documents	The links between leadership and TQM programs.
Beyer and Browning (1999)	A consortium in the US semiconductor industry	Case study	Ethnography; qualitative interviewing; documents	Extent to which the leader of the organization can be viewed as a charismatic leader.
Gronn (1999)	Australian school	Case study	Documents	The leadership of the founder of the school and its first head.
Kekale (1999)	University departments in Finnish universities	Multiple case study (8)	Qualitative interviews	Different academic discipline cultures' contrasting beliefs about how leaders should behave and what constrains them.
Mouly and Sankaran (1999)	An Indian R&D organization	Case study	Observation, qualitative interviewing, documents	The leadership style of the leader of a dying organization.
Parry (1999)	Australian local	Multiple case	Qualitative	Leadership in

	government organizations	study (3)	interviewing	relation to organizations undergoing turbulent change.
Scribner et al. (1999)	Schools in USA	Multiple case study (3)	Observation; qualitative interviews	Principals' leadership styles crucial to professional development
Starck, Warner, & Kotarba (1999)	Deans of graduate schools of nursing in USA	Cross-sectional design	Qualitative interviews	Approaches to managing change; communication issues; future leadership skills needed.
Greene et al. (2000)	Union leaders in relation to British metal manufacturing organizations	Multiple case study (2 companies)	Qualitative interviewing and diaries kept	Influence on union leaders' leadership styles on commitment and participation of rank-and-file union members.
Jones (2000)	A British worker cooperative	Case study	Qualitative interviews; nonparticipant observation; questionnaires (findings not reported)	How to lead in an organization committed to democracy and worker participation and with a perceived problem of 'free riders'.
Alexander, Comfort, Weiner, & Bogue (2001)	Collaborative community health partnerships in US	Multiple case study	Qualitative interviews	Differences between leadership in partnerships and in traditional organizations.
Buttner (2001)	Female business	Cross-sectional design	Focus groups	Leadership styles and forms of leader

	entrepreneurs in USA			behavior of entrepreneurs especially as they relate to employees and clients.
Datnow and Castellano (2001)	Schools in USA	Multiple case study (6)	Qualitative interviews and focus groups	Principals' leadership styles in promoting a program of school reform.
Denis et al. (2001); also Denis, Langley, & Cazale (1996), Denis, Langley, & Pineault (2000)	Hospitals in Canada	Multiple case study (5 'change situations')	Documents, qualitative interviews, and observation of meetings	How leaders can collectively achieve strategic change in pluralistic organizations in which objectives are conflicting and power is dispersed.
Dillon (2001)	An occupational therapy educator at a US college	Case study	Qualitative interviews	The leader behavior of the head of an occupational therapy program.
Mumford and Van Doorn (2001)	Critical incidents in Benjamin Franklin's political life	Multiple case study (10)	Documents	The relative significance of different approaches to leadership to notable leadership acts.
Rantz (2002)	Presidents of public higher education institutions in US	Multiple case study (5)	Qualitative interviews	Presidents' perceptions of issues facing their organizations and their approaches to dealing with them.
Brown and Gioia (2002)	Internet unit of a large US firm	Case study	Qualitative interviews	The nature of leadership in fast changing,

				ambiguous and complex contexts and in which issues of organizational identity were unresolved.
Pescosolido (2002)	Semiprofessional jazz groups and collegiate rowing crews in US	Multiple case study (20)	Observation; group interview in connection with critical incident	The role of informal leaders in the management of group emotion.
Upenieks (2002)	Nurse leaders in USA	Cross-sectional design	Qualitative interviews	Nature of successful leadership in health care.
Weinberg and McDermott (2002)	Sports and business organizations in USA	Cross-sectional design	Qualitative interviews	Styles and leader characteristics viewed as contributing to organizational success.
Youngs and King (2002)	Schools in USA	Multiple case study (9)	Observation; qualitative interviews	Leadership styles and behavior that contribute to organizational effectiveness.
Alvesson and Sveningsson (2003a)	Leadership in international biotech company	Case study	Discourse analysis of qualitative interview transcripts; some observation	Managers' views on the nature of leadership and of good and bad leadership.
Alvesson and Sveningsson (2003b)	Minicases of leadership in international biotech company	Case study/ Multiple case study (6)	Discourse analysis of qualitative interview transcripts	The managers' accounts of the nature of their leadership.

Galanes (2003)	Leaders in several sectors in USA	Cross-sectional design	Qualitative interviews	What interviewees do as leaders and what effective leaders generally do.
Rigano and Ritchie (2003)	A science educator who became head of department in an Australian school	Case study	Qualitative interviews	How the individual led changes to science teaching.
Trevino et al. (2003)	Ethics compliance officers and CEOs in US	Cross-sectional design	Qualitative interviews	Variety of forms taken by ethical leadership.
Vangen and Huxham (2003)	Leadership of partnerships in UK public sector organizations	Multiple case study (13)	Mainly naturally occurring data deriving from authors' roles as facilitators	How leadership is done among managers involved in partnerships.

The approaches listed in Table 3.1 above reflect those listed in the *SAGE Handbook of Leadership*, where Bryman (2011, p. 17) lists the following approaches for researching leadership:

- Questionnaire
- Experiment
- Observation – structured observation
- Observation – observation in qualitative studies
- Interview – structured interview
- Interview – qualitative interview
- Content analysis – traditional content analysis
- Content analysis – historiometric studies
- Content analysis – qualitative/textual content analysis

- Discourse analysis[51]
- Meta-analysis/systematic review
- Mixed methods research

Discourse analysis of qualitative interview transcripts is one of the research methods listed in Table 3.1 (e.g., see Alvesson and Sveningsson, 2003a,b) and in Bryman (2011) above. In regard to the use of discourse analysis more generally in qualitative research, Antaki (2008, p. 432) writes the following (See Table 3.2.):

> There is no lack of methods available to discourse analysts once they have decided where their interests lie. Since the 'linguistic turn' in the social sciences of the nineteen seventies, qualitative methods textbooks have laid out an increasingly varied menu of discourse analytic methods, which have over the years moved from novel and marginal to familiar and central. Picking a method among these is apparently straightforward, once analysts have a clear idea of what interests them.

We selected the methodologies for collecting and analyzing the data for this thesis not only upon consideration of how leadership has been investigated in the past but also in view of the following background information, which makes it clear that the sectors as well as the focus of this thesis differ from the studies listed. In Table 3.1, some of the research designs and research methods are applicable, including those set out in in Table 3.2 below.

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[51] Alvesson and Sveningsson (2003a) is listed by Bryman (2011, p. 17) as the example of the discourse analysis approach.

Table 3.2 Discourse analytic methods and data according to researcher's interests (Replicated from Antaki, 2008, p. 32)

What actions are to be revealed	Candidate theory/method	Typical data
Personal meaning-making	Narrative Analysis, Interpretative Phenomenological Analysis	Interviews, diaries, autobiographies, stories
Imposing and managing frames of meaning and identities	Interactional Sociolinguistics, Ethnography of speaking	Audio and video recordings, ethnographic observations
Accomplishing interactional life in real time	Conversation Analysis	Audio and video recordings
Displaying and deploying psychological states; describing the world and promoting interests	Discursive Psychology	Audio and video recordings, texts
Constituting and representing culture and society	[Generic] Discourse Analysis	Texts, interviews
Constituting and regulating the social and the political world; the operation of power	Critical Discourse Analysis	Official and unofficial texts, speeches, media accounts and representations, interviews

In contrast to Antaki's support of discourse analytic methods above, Bryman (2011, pp. 23-24) provides the following comments on and critique of discourse analysis in the study of leadership:

> Crucial to discourse analysis is the notion that discourse is not 'just' a neutral medium of communication. Instead, discourse analysts view social reality as socially constructed and propose that discourse plays a central role in the constitution of the social world. As such the orientation of discourse analysis is somewhat different from that of many other qualitative methods. Instead of treating the social world as given, practitioners emphasize how everyday notions and objects are constituted through discourse....One of the chief arguments often levelled at discourse analysis generally is that its focus tends to occlude the operation of wider structures and the use of power (e.g., Reed, 2000). This orientation does not sit well with leadership theorists and organizational researchers more generally of a critical persuasion. However, as can be seen in the Alvesson and Svenningson (2003) study, discourse analysis can be deployed in such a way that it can interrogate and illuminate larger-scale issues and concerns such as the capacity of wider Discourses to influence and, in this case, confuse the discourse of managers. Also, writers whose research is influenced by critical discourse analysis tend to be less implicated in this accusation (Phillips and Di Domenico, 2009).

In view of the above, we see the value of utilizing discourse analysis in innovative ways to understand how leaders co-construct their *conceptualizations* of leadership.

Further, we recognize that different theories/research methods relevant to our investigation of leadership conceptualizations are compatible. As Rampton, Maybin, and Roberts (2014, p. 3) argue in regard to the compatibility between linguistics and ethnography:

> …there is a broad consensus that:
> i)   the contexts for communication should be investigated rather than assumed. Meaning takes shape within specific social relations, interactional histories and institutional regimes, produced and construed by agents with expectations and repertoires that have to grasped ethnographically;
> ii)   analysis of the internal organization of verbal (and other kinds of semiotic) data is essential to understanding its significance and position in the world. Meaning is far more than just 'the expression of ideas', and biography, identifications, stance, and nuance are extensively signaled in the linguistic and textual fine-grain.

Accordingly, it becomes clear that multiple methods are necessary for the effective research of leadership conceptualizations.

In connection with such multi-method research focused on business discourse, Bargiela-Chiappini, Nickerson, and Planken (2013, pp. 17-18) write:

> One of the defining features of business discourse research is that it has not relied on any one approach or methodology. In the analysis of authentic data in particular, researchers have allowed themselves to be data rather than theory-driven, and have selected the most appropriate type of analysis on the basis of the data set they have been interested in. In this respect, business discourse researchers have taken a similar stance to that of the genre analysts John Swales and Vijay Bhatia. They have been more interested in saying something useful about a set of data through reference to an appropriate theoretical approach and associated methodology (data-driven research),

rather than the other way around (theory-related research). In the process, they have also been able to make a contribution to the development of theory….It has also been characteristic of business discourse to combine one or more approaches in order to say something useful about a set of data.

We follow researchers in the areas of discourse and genre such as Swales and Bhatia above in conducting data-driven research in this thesis.

We discuss later in this chapter the multiple methods that we identified and used to obtain and analyze conceptualizations of leadership.

3.2 Background to the thesis: Context and sites

In regard to research purpose, we draw again upon Bargiela-Chiappini, Nickerson, and Planken (2013, p. 18-19) who write:

> Business discourse research has been both descriptive and prescriptive in its research aims. With its roots primarily in the business communication tradition in North America and the applied linguistics tradition elsewhere, much of the early research that was carried out at the end of the century was pedagogically motivated. Business language was not investigated as an end to itself, but largely to inform teaching or training programmes, for pre- or post-experience business people respectively….In contrast, although the pedagogical or wider prescriptive implications are often clear, there is now a large body of work in business discourse where the primary aim is to describe and interpret, and therefore understand better, how people communicate using talk or writing as social action in commercial organizations in order to get their work done.

This thesis is both prescriptive and descriptive in its research aims as we explain below.

This thesis was initially inspired by the perceived need for undergraduate students at Kanda

University of International Studies (KUIS) in Chiba, Japan to acquire global competencies through the English language in order to become successful leaders in the global workforce (Knight, 2006, 2007a, 2007b, 2008a, 2008b, 2008c, 2009, 2010a, 2010d, 2011f, 2012a).[52] In acknowledging that "leadership" is a conceptualization, the objective of the studies (Ref. No. 5201100504, Ref. No. 5201100861D) on which this thesis is based was not to investigate how leadership is taught *per se* but rather to view the formation and transformation of the conceptualization of leadership over time in specific *sites of engagement* (Scollon 2001, Scollon & Scollon 2003, 2004). Our means of investigation included adducing and analyzing particular textual evidence associated with the development and implementation of online forums in an organizational leadership seminar at KUIS. Scollon's (2001, p. 1) mediated discourse analysis (MDA) was relevant to our investigation of actions involved in the development and implementation of the online forums. As he writes:

> Mediated discourse analysis is a framework for looking at such actions with two questions in mind: What is the action going on here? and how does discourse figure into these actions? In a sense, there is nothing very new or different about mediated discourse analysis in that it is a program of linkages among other well-established theoretical and methodological approaches. Mediated discourse analysis seeks to develop a theoretical remedy for discourse analysis that operates without reference to social actions on the one hand, and social analysis that operates without discourse on the other...mediated discourse analysis takes the position that social action and discourse are inextricably linked on the one hand (Chouliaraki and Fairclough, 1999) but that on the other hand these links are sometimes not at all direct or obvious, and therefore in need of more careful theorization.

In line with MDA, we drew on multiple theories/methods (including Critical Discourse Analysis, Interactional Sociolinguistics, and Linguistic Anthropology)[53], in looking at how discourse "figures into" (see the quote above) the formation of leadership conceptualizations

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[52] In Chapter 7, we examine program development at KUIS in more detail in view of its impact on the conceptualizations of leadership of the instructor and the students.
[53] See Chapter 7 which is concerned with Scollon's nexus analysis.

in semi-structured interviews with leaders and in online forums with students.

Our approach to exploring actions in different sites of engagement is reflected in Wodak and Meyer's argument (p. 171):

> In MDA we take the position that no action or no site of engagement is defined by a unique practice….Once we have identified the significant practices in a particular action, then we can study those separate practices at other sites of engagement as a way of isolating them….it is among the more common research strategies.

Adopting such an approach revealed that a common framework was being used to conceptualize leadership in the sites of engagement in our investigation.[54]

The focus and the issues raised by Jones (2004, p. 1) below on computer mediated communication is of particular relevance to the online forums associated with the organizational leadership seminars discussed and explored in Part 2 of this thesis.

> Computer mediated communication presents further challenges to those interested in the relationship between time/space and mediated actions, involving additional layers of time (synchronous, asynchronous) and the convergence of multiple built environments ranging from the physical environments where participants operate their computers to the 'virtual' environments created by computer programs and user interfaces.

We will argue in Part 2 of this thesis that computer mediated communication in a public domain online forum is a primary site of engagement for exploring leadership conceptualization in the organizational leadership seminars held at KUIS. It is also the case that computer mediated communication is to some degree relevant to Part 1 of this thesis because computers are used for spoken communication in the research interviews conducted

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[54] We discuss the framework in Chapter 5.

with leaders.[55]

Although we address more fully the creation and implementation of the online forum in the organizational leadership seminar in Part 2 of this thesis, it may be useful here to provide an overview of how Part 1 and Part 2 of this thesis are related:

Part 1. The collection and analysis of "conceptualizations of leadership" obtained from leaders in the context of semi-structured interviews.

Part 2. The discussion and transformation (or resemiotization)[56]of these "conceptualizations of leadership" in public domain, online forums in the context of organizational leadership seminars at KUIS.[57]

Some of the interviews with participants in the studies conducted for this thesis offered the opportunity of gathering a range of conceptualizations of leadership that were discussed, transformed, and resemiotized by other participants primarily in the public domain, online forums. The sites of engagement are described more fully in sections 3.6 and 3.7 of this chapter as well as in Chapters 7 and 8 of this thesis.

3.3 Selection of 20 leaders for Part 1 of thesis

Concerning the creation and implementation of a public domain, online forum for the discussion of leadership in the context of an organizational leadership seminar, the first

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[55] See section 3.4 of this chapter.
[56] Iedema (2003, p. 29) notes the following regarding resemiotization: "Resemiotization is meant to provide the analytical means for (1) tracing how semiotics are translated from one into the other as social processes unfold, as well as for (2) asking why these semiotics (rather than others) are mobilized to do certain things at certain times."
[57] Conceptualizations of leadership also emerged through self-directed projects accomplished by the students.

challenge was to gain access to the personally formulated "conceptualizations of leadership" which would subsequently be discussed by the KUIS students. The approach to gaining access to these conceptualizations of leadership was based on the following assumptions:

1. That it would be possible to identify exemplary leaders based on their professional occupations in society and on the leadership roles that they play in those professional occupations.

2. That it would be possible to ask any such nominated leadership individual whether he or she considers him/herself to be a leader and believes him/herself qualified to comment and expand on leadership qualities and characteristics based on his/her leadership knowledge and experience.

At the time that the study was conducted, the 20 leaders selected for the study were engaged in professional occupations in which they had occupied a range of different roles which required them to be in charge of others. Our selection of leaders was initially based on the leaders' job titles. (See Table 3.3.) In addition, during the interviews, the leaders described their leadership roles in more detail. (See Table 3.4.) Further, by agreeing to participate in Part 1 of this study, the participants were confirming that they so identified themselves as leaders qualified to participate in the study, as set out in the following extract drawn from the Information and Consent Form approved by the Ethics Committee of Macquarie University, and which was signed by all of the participants (Ref. No. 5201100504):

> You are invited to participate in a study of leadership communication. The purpose of the study is to analyse the discourses of leadership of leaders, who are native or proficient speakers of English, as a basis for developing leadership communication skills in individuals who are learning English as a second or foreign language.

The study will initially focus on what leaders think of leadership and on how leadership is performed from the perspective of communication. One outcome of the research will be the development of a curriculum for developing leadership communication skills for a nominated learner/trainee group.

The participants had to be knowledgeable of the concept of leadership and its qualities/characteristics, and be able and willing to discuss their personal leadership experiences, as a means of grounding their conceptualizations of leadership.

In order to provide KUIS students with multiple conceptualizations of leadership during the associated organizational leadership seminar, leadership participants were selected according to the following criteria:

- They should be drawn from a wide range of occupations.
- They should be able to communicate in English, with the majority having English as their first language.
- They should not all reside in the same location.
- They should not all be of the same gender.
- A sufficient number and range of the leaders should be selected so as to generate a wide spectrum of perspectives.
- The perspectives of leadership that participants provided should be potentially valuable to the undergraduate students in the associated organizational leadership seminars in KUIS.
- The selected leaders should be willing and able to participate in a one to two hour interview either face to face, on the phone, or by Skype (audio only, no video).
- They should be willing to share openly, to the extent possible, their beliefs and insights about leadership in the context of their personal narratives of leadership.

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In order to meet the conditions described above, the following actions were taken in the data collection process:

- Twenty (20) leaders were to be selected as this number was considered sufficient to provide a wide range of perspectives.

- The professional occupations of the leaders were to be drawn from the private, public, or academic sectors.[58]

Thirty-two (32) prospective leaders were contacted. Twenty-one (21) agreed to participate and were interviewed. One (1) of those 21 leaders was eliminated as his English language level was too low for the purpose of the interview. It was also the case that his initial responses to the interview proposal indicated that he was not qualified as a leader to participate in the study. The professional occupations of the 20 leaders who participated in the study are displayed in Table 3.3. During the semi-structured interviews, the 20 leaders identified their leadership roles, which are displayed in Table 3.4.

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[58] It should be noted here that several of the 20 leaders also had high-level leadership positions as volunteers in organizations of various sizes, and this aspect of leadership was discussed in the interviews. Volunteer leaders were not actively sought for the study in Part 1 of the thesis, as students in the department of the Japanese university where the leadership program was being taught were not encouraged to obtain positions with non-profit organizations.

Table 3.3 Twenty (20) leaders interviewed in Part 1 of thesis

Leader	Location at time of interview	Native language	Occupation	Gender
1	Japan	English	MBA/graduate school admissions counselor; independent business owner	male
2	Japan	Japanese	Medical doctor caring for patients; lab researcher (lungs); famous university hospital; personal physician of Emperor of Japan	male
3	Japan	Japanese	Founder (one of four) and former head of sales of corporate language training company; current corporate advisor to the president	male
4	US	English	Founder of own language training company in the US; current client includes several senior citizens homes	male
5	US	English	Dean of undergraduate/graduate school at university in the US; government policy expert for former US presidents (telecom policy and trade policy)	male
6	Japan	English	Director of English Language Institute at university in Japan	male
7	US	English	Co-Director of International Business Communication Program at university in the US; independent consultant and teacher trainer	female

8	Japan	Japanese	Chairman of test prep and academic consulting company	male
9	Japan	English	Partner in Tokyo-based executive search firm recruiting high-performance leaders; founder of non-profit fundraising organization promoting literacy in developing countries	male
10	US	English	Leader of talent sourcing group in HR department of high-tech company	male
11	US	Japanese	Senior Manager of Labor Relations and Human Resources Dept., Steel Corporation	male
12	Japan	English	Founder and CEO, training company, lead vocalist in rock band	male
13	US	English	Director of Career Services at US university	male
14	US	Chinese	Partner, Business owner, Director of sourcing in the construction industry	female
15	US	English	Women's water polo coach of championship teams and players at university in the US for 28 years; coach of national team	male
16	US	English	Intellectual property lawyer in the field of plant physiology	male
17	US	English	Partner, wine maker; global broker of grapes in charge of domestic and international sales	male

18	US	English	Director of Educational Programs in international association	male
19	US	English	Founder, CEO of Internet company; High tech and Internet Consultant	male
20	US	English	Director of Programs, Consultancy of large university	male

We originally intended to have an equal number of male and female leaders as participants. However, only a few women accepted our invitation to participate. Further, only one female participant permitted her narrative extracts to be used in the training program for KUIS students. (See Chapters 5 and 6.)[59]

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[59] As is well known, ways of speaking are 'gendered' (Holmes, 2006). However, in this thesis, as noted on p. 79, discursive approaches are employed "but for a different purpose than to show how leadership emerges or is brought about in practice." It aims to show the discursive resources that leaders use to convey their beliefs and accounts of leadership; i.e., how leadership is conceptualized, and is achieved by drawing upon semi-structured interviews with leaders.

Table 3.4 Leadership roles[60] of leaders in Part 1 of the thesis

Leaders	Leadership Roles mentioned in Interview
1	• Coach of mostly business school applicants (i.e., MBA program/graduate school admissions counselor) • Father of one kid • Part-time lecturer at engineering school of top-ranked university • Business owner/founder • In charge of setting up workshop on MBA interviews in conference for admissions counselors
2	• Medical doctor in a top-ranked university hospital, which involves: - Education for the medical students - Research in a laboratory, basic or clinical research - Examining or treating patients, the clinical section • Personal physician to Royal Family (but not stated as leadership role)
3	• Corporate advisor (to the president) • Former director of the sales department • One of four founders of the company
4	• Father of two children • Husband • Business owner • Member of steering committee at synagogue • High commissioner of kindergarten to second grade boys and girls basketball league at elementary school
5	• Dean of graduate school and college of large university • Top-level policy expert in US Presidential administrations • (Multiple roles not mentioned; e.g., Board of Directors, etc.)
6	• Director of an English language institute at a small private university • Director of an external language consultancy center • In charge of hiring faculty and running operations of Self-Access Learning Centers established in other educational institutions
7	• Member of board of directors of international association for English language teachers • Founding chair and mentor of the English for specific purposes group

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[60] Table 3.4 is comprised of the responses of the leaders to the following question: "What are your leadership roles now?" We did not define the term "roles" for the leaders. We agreed with three of the leaders that family was a setting for leadership. Leader 20 responds to the question about roles in terms of his *actions* as Director.

	• in the international association • Co-director of the international business communication program at a university • Mentor for teachers and researchers in the area of ESP and general language teaching
8	• CEO • Former Chairman of the Board • Former President of the company
9	• Managing partner of a recruiting firm • Leader of a global movement for children's literacy
10	• Leader of strategic talent identification team in large, global wireless technology company • In charge of hiring head of, and for staffing in, Latin America • Initiating innovative changes in HR (e.g., new six sigma approaches)
11	• Senior manager of HR department in large steel manufacturer

12	• President and Chief Enthusiast of company
	• Father with two little kids and a wife
	• Leadership roles in American Chamber of Commerce
	  - Independent Business Committee
	  - HR Committee
	  - Membership Relations Committee
	  - Two-time winner of the Leader of the Year award
	• Lead vocalist and front man for a rock band
	• Leadership roles in Correspondent's Club

13	• Director of career services and alumni of large, top-ranked public university • President of home owners' association • Chair of career services directors group in Association of Professional Schools of International Affairs • Member of the board of directors of the YMCA and chair of the fund raising campaign
14	• Sourcing team leader (usually representing US buyer in sourcing from Chinese suppliers) • Consultant
15	• Head coach of women's water polo team of large, public university • Director of group operations for women's water polo club • Chair of coaches advisory committee
16	• Head of the patent group of major law firm • Head of the plant IP (intellectual property) group

	● Head of the bio-fuel sub-group
17	● Partner in brokerage for wine business
	- HR responsibilities in partnership
	- Some financial responsibilities in partnership
	- Wine broker in partnership
	- In charge of looking after Europe and Australia offices
18	● Director of education programs at international association for English language teachers
	● In former position with NPO, worked as project leader to get ten Japanese cities to participate in global sister-city project
19	● Founder and owner of business
	● In charge of managing software product management group
	● Leader of his own life
20	● Direct the organization (i.e., consultancy in large, top-ranked public university)
	- Manage the people
	- Monitor the finance
	- Set the financial goals
	- Negotiate the contracts
	- Lead the strategic direction (as first among equals)
	- Represent the organization to senior management
	● Former head of the English language program at the university
	● Served on the board of the association of English programs (for several years)

All of the leaders who participated in the study mentioned that they typically took on multiple leadership roles. One of the 20 leaders described "leadership" as being founded on a "technical competence" or the core expertise relevant to a leadership role; i.e., others would submit to the decisions of a leader who had such technical competence.

3.4 Semi-structured research interviews for Part 1 of thesis

As the means of eliciting conceptualizations of leadership from these leaders, we selected semi-structured interviewing as an appropriate method of data collection. Grindsted (2005, pp. 1015-1016) describes the semi-structured interview as follows:

The semi-structured research interview is a widely used research instrument in the social sciences. Compared to the structured interview, which is often used to verify people's behavior, opinions, beliefs, values, etc., at any given moment, the aim of the semi-structured interview is to gain insight into how people attribute meaning to their worlds in social interaction. The point of departure of this paper is, however, that the interview texts do not merely refer to some reality beyond the texts. The interview itself constitutes interaction between an interviewer and an informant and is of interest in its own right. If the interview is to be considered a valid and reliable research instrument, it is therefore necessary to examine how the joint construction of the interview between interviewer and informant influences the kind of knowledge produced.

The semi-structured interview allows for conceptualizations of leadership to emerge through the discussion of leadership between the interviewer and the leader being interviewed. These conceptualizations are shaped not only by the questions that are listed in a "questionnaire"[61] but also, in a co-constructed way, by the follow-up questions asked by the interviewer and by how the leader in question chooses to respond to such questions.

Talmy (2011, p. 27) provides a table that presents "contrasting conceptualizations of the research interview" (See Table 5 and also Talmy & Richards 2011 generally.)

Table 3.5 Contrasting conceptualizations of the research interview (Replicated from Talmy, 2011, p. 27)

	Interview as research instrument	Research interview as social practice
Status of interview	● A resource for collecting or eliciting	● Involves participation in social practices

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[61] The term *questionnaire* in this context refers to the LEADERSHIP COMMUNICATION INTERVIEW QUESTIONS. See Tables 3.7, 3.8, 3.9, and 3.11 in section 3.5 of this chapter. We sent this "questionnaire" to the 20 leaders prior to conducting the semi-structured interviews.

	information	● A site for investigation
Status of interview data	● Data are reports of truths, facts, and/or the attitudes, beliefs, and mental states of self-disclosing respondents	● Just as with knowledge in general, data are viewed as socially constructed ● Data are thus *representations* or *accounts* of truths, facts, attitudes, beliefs, mental states, etc., co-constructed between interviewer and interviewee
Voice	● Interviews give voice to interviewees	● Voice is situationally contingent and discursively co-constructed
Bias	● Interviewers must work against contaminating data	● Reflexive recognition that data are collaboratively produced (and analysis of how they are); data cannot therefore be contaminated
Analytic approaches	● Decontextualized content or thematic analysis, summaries of data, and/or straightforward quotation, either abridged or verbatim ● Often minimal discussion of analytic procedures used to identify themes, beyond that they 'emerged'	● Data analysis focuses not just on content, but on how meaning is negotiated, knowledge co-constructed, and the interview is locally accomplished ● Any analytic approach that acknowledges the sociality of the interview, including, but not limited to various forms of discourse analysis
Analytic focus	● Product-oriented	● Process-oriented

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		● 'What'	● 'What' and 'how'

In the light of Talmy's (2011) characterization of the research interview set out in Table 3.5 above, we argue that the conceptualizations of leadership that emerged in the study resulted from the freedom to interact in an interview. Grindsted (2005, pp. 1016-1017) draws on Suchman and Jordan (1992) in explaining the importance of such freedom:

> Fundamentally, interviewing procedures are about how to generate valid responses; such a validity requires a mechanism that will make sure that the parties involved in the enterprise have a common understanding of what the questions mean and how the answers are to be understood. To secure this validity, active collaboration between the parties is required. For this reason, Suchman and Jordan recommend that the interviewer be allowed to talk about the questions, to offer clarifications and elaborations, and, to a limited degree, shape the recipient design and engage in common-sense inference.

This freedom to interact allows the interviewer and interviewee to explore matters in depth and permits the co-construction of meaning and conceptualization to be encouraged.

Wengraf (2001, p. 3) in writing about "some features of depth interviewing as designed practice" offers the following concerning the semi-structured interview as a data collection method:

- The interview is a research interview, designed for the purpose of improving knowledge.
- It is a special type of conversational interaction; in some ways, it is like other conversations, but it has special features which need to be understood.
- It has to be planned and prepared for like other forms of research activity, but what is planned is a deliberate half-scripted or quarter-scripted interview; its questions are only partially prepared in advance (semi-structured) and will therefore be largely improvised by you as interviewer. But only largely: the interview as a whole is a joint production, a co-production, by you and your interviewee.

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- It is to go into matters 'in depth'.

The pursuit of knowledge regarding leadership emerged clearly as one important aspect of the semi-structured interviews. An understanding of the topic of leadership was important to the interviewer in his role as a teacher of the organizational leadership seminar. Accordingly, the interviewer naturally directed follow-up questions about specific aspects of leadership, such as "buy in" (i.e., stakeholder agreement). These pivotal roles (Sarangi, 2010) of the interviewer as researcher and teacher as well as leader are addressed in Part 2 of this thesis, describing as it does the creation and implementation of the organizational leadership seminar at KUIS.

The questionnaire[62] used in the process of conducting the semi-structured interviews was created in order to elicit the comprehensive views of the leaders about leadership, while recognizing that the data produced would be co-constructed (Mann, 2011; Talmy, 2011; Talmy & Richards, 2011).[63] One of our objectives was to obtain the beliefs of leaders about *how leadership was conceptualized in their terms*. To address this objective, questions that displayed aspects of leadership from a variety of contrasting perspectives were presented to leaders.

In sum, the approach required leaders to clarify their own views on the conceptualization of leadership in light of their own knowledge and firsthand experience with leadership. The interviewer's follow-up questions often involved asking the leaders to explain their beliefs more deeply, and as such, were a primary means by which the interviewer could contribute to the conceptualization of leadership formed in an interview. This process is described later in

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[62] See footnote 61 for a definition of the term "questionnaire" in the context of this thesis.
[63] The semi-structured interviews were not selected as a tool for determining how the leader-follower relationship was created (i.e., discursive leadership, or the winner of the language game as described in Chapter 2).

Part 1 of this thesis in an analysis of the interview data.

Finally, the semi-structured interview gave leaders the opportunity to draw on various Discourses in conceptualizing leadership.[64] Gee (1996, p. viii) describes the big "D"[65] Discourses as follows:

> Discourses, then, are ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing that are accepted as instantiations of particular roles (or 'types of people') by specific *groups of people*, whether families of a certain sort, lawyers of a certain sort, bikers of a certain sort, business people of a certain sort, church members of a certain sort, African-Americans of a certain sort, women or men of a certain sort, and so on through a very long list. Discourses are ways of being 'people like us'. They are 'ways of being in the world'; they are 'forms of life'. They are, thus, always and everywhere *social* and products of social histories.

Fairhurst (2011, p. 33) similarly refers to Discourse as "the common ground that all members of a culture share – be it a societal, institutional, organizational, or other cultural grouping" and uses the term *cultural Discourse* to "signify a way of thinking and speaking that is common to all culture members." (See Table 3.6.)[66]

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[64] In this thesis, the focus was not on culture but instead on how leaders utilized discourse/Discourse to conceptualize leadership. Such discourse/Discourse is effectively synonymous with culture (in most of its current meanings) as we show with Gee (1996) and Fairhurst (2011) in the subsequent paragraphs. Similarly, Reisigl (2007, p. 375) writes in the *Handbook of Intercultural Communication* that for Scollon and Scollon, the "third and broadest meaning of 'discourse' is linked to a whole self-contained system of communication with a language or jargon shared by a particular social group, with a particular ideological position and with specific forms of interpersonal relationships among members of the group." Finally, van Dijk (2001, p. 353) writes that according to Fairclough and Wodak (1997, 271-80), "discourse constitutes society and culture." See also Fairclough (1992).

[65] See sub-section 3.5.2 in this chapter for Gee's (1999, pp. 6-7) comparison of "big D" and "little d" discourses.

[66] Table 3.6 is used by Fairhurst (2011, pp. 38-39) as a teaching tool to help readers identify the types of Discourses they combine in their professional communications (i.e., what they say to others at work). Fairhurst (p. 38) advises her readers to "ask [themselves] what terms, metaphors, themes, and lines of argument are complementary enough to merge"; in doing so, Fairhurst points to discursive *hybridity* (Sarangi and Roberts, 1999) and to *interdiscursivity* (Candlin and Maley, 1997; Candlin, 2006). In our investigation of the 20 leaders'

Table 3.6 Type of Discourse table replicated from Fairhurst (2011, pp. 38-39)

Type of Discourse	What is Culturally Shared
Technology	Knowledge of a technology's features, uses, or applications (terms: apps, bandwidth)
Military	Issues of control, order, or hierarchy (metaphors: chain of command, top gun)
Environmental	All things ecological, sustainable, recyclable (metaphors and terms: green, sustainability)
Science	Scientific principles, research with a scientific lens (terms: controlled studies, control group)
Quality	Total quality management, six sigma (terms: continuous improvement, zero defects)
Coaching	Mentoring, support, or career advising issues (terms: mentor-protégé, coach)
Visionary Leadership	Charismatic or transformational leadership style (metaphors and terms: vision, leader versus manager)
Team	Knowledge about group influence processes (terms and metaphors: collaboration, team spirit)
Sales	Marketing information related to distribution of a product or service (terms: campaign, quota)
Change	Knowledge about complex change in organizations (metaphors and terms: vision, small wins)
Ethics	Knowledge related to moral responsibilities (terms: values, accountability)

*One key to understanding the b*eliefs of the 20 leaders about leadership was to identify the Discourses which the leaders drew on in conceptualizing leadership during the interviews. Drawing on the broadly transcribed interview data, we could identify and compare the Discourses that the 20 leaders used to conceptualize leadership.[67]

conceptualizations of leadership, we identify such Discourses and interdiscursivity in conjunction with a metaphor analysis. (See Chapter 6 of this thesis.)

[67] The identification of Discourses was especially important in our narrative and metaphorical analyses described in Chapters 5 and 6 respectively. In these chapters (5 and 6), we recognize and illustrate that the Discourses on which the majority of the 20 leaders drew

3.5 Creation of the questionnaire for Part 1 of the thesis

The design of the facilitating questionnaire sets down the specific interactional processes of the interview as a genre by establishing an interviewer-interviewee relationship. As Rampton, Maybin, and Roberts (2014, p. 8) argue:

> Genres help us to construe what is happening in interaction and to work out the direction of activity from one moment to the next, and they channel the kind of inferences we make (e.g., laughing or being alarmed by some drastic report, depending on whether or not it's told in a joke): 'Genres guide us through the social world of communication: they allow us to distinguish between very different communicative events, create expectations for each of them, and adjust our communicative behavior accordingly' (Blommaert nd; Gumperz 1972: 16-18).

In the semi-structured interviews we conducted with leaders, the interviewee is expected by the interviewer to demonstrate his/her knowledge of, and to share his/her personal experiences related to, the conceptualization of leadership. Further, the questionnaire can serve as a constraint and guideline to the discursive co-construction of the conceptualization of leadership between the interviewer and interviewee. A different questionnaire or approach to collecting the data might well have resulted in different conceptualizations of leadership.[68]

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in conceptualizing leadership include those Discourses (e.g., professional sports such as baseball) that clearly reflect aspects of U.S. culture. As indicated in Table 3.3, the 20 leaders are identified as being located in Japan or in the United States at the time of the interview. We had greater access to leaders in those two countries because of the educational and professional background of the instructor/researcher as a U.S. citizen and permanent resident of Japan. Further, the background of the instructor/researcher facilitated the analysis of the leaders' conceptualizations of leadership and the related Discourses. It should be noted that the Chinese speaker in Table 3.3 is an American citizen and familiar with American culture. As explained in Chapter 5, the influence of U.S. culture was also the primary reason that the STAR/CAR approach was used to analyse narrative data. See also sub-section 8.4.4 of Chapter 8 for a discussion of the influence of U.S. culture.

[68] As we discuss in Chapter 2: "Different questions from Liu may have elicited different conceptualizations of leadership from the leadership experts. In this thesis, we investigate how various factors, including the questions used in an interview, influence the conceptualizations of leadership obtained in the research of leadership."

The related questionnaire was drafted with the following objectives in mind:

- To stimulate the thinking of the leaders being interviewed in regard to their conceptualizations of leadership

- To allow for the leader to take the role of an expert on leadership and for the interviewer to take the role of an active learner, enabling the interviewer to pose exploratory questions

- To address a wide-range of perspectives on leadership and its conceptualization

- To allow for the interview to be conducted face to face or on the telephone in a period of not more than two hours, and ideally no more than one hour

- To provide the leaders being interviewed with the opportunity to draw upon various Discourses (see above) as they conceptualize leadership

The objectives above were achieved by adapting materials from primarily two contrasting sources ((Nohria & Khurana, 2010; and Fairhurst, 2011) to compose the questions listed in the questionnaire. Some of the questions were also inspired by the work of other scholars including Candlin (2008), Hargie, Tourish & Hargie (1994), and Sarangi (2010). The following describes the nature of the questionnaire. It also includes commentary on the questions and their reception by leaders.

The questionnaire was divided into 3 sections with a total of 11 questions.

- Section 1.   Beliefs about leadership (Questions 1 to 4)

- Section 2.   Beliefs about leadership roles (Questions 5 to 8)

- Section 3.   Beliefs about leadership communication (Questions 9 to 11)

These three sections are described in the following sub-sections (3.5.1 – 3.5.3) of this chapter (3). The questionnaire responses were recorded (audio only). (See Table 3.7.)

Table 3.7 Instructions in the questionnaire

LEADERSHIP COMMUNICATION INTERVIEW QUESTIONS

Instruction to Participants: The following questions will be used in a semi-structured interview conducted face-to-face or via Skype, and the interview will be recorded. The recording will be audio only. You may find it helpful to read through the questions and to consider your responses in advance.

3.5.1 Section 1 of the questionnaire

Section 1 of the questionnaire included four questions. (See Table 3.8, which is followed by our comments about Section 1 of the questionnaire.)

Table 3.8 Questions in section 1 of the questionnaire

Beliefs about Leadership

1) **How would you define *leadership* in your own words?**

2) **I will read to you five pairs of statements[69] about leaders and leadership. After hearing a pair of statements, quickly decide with which statement in the pair that you agree more. Choose one statement or the other but not both. There is no right or wrong answer.[70] If a statement is not clear, please feel free to ask me questions. Also, please feel free to explain the reasons for your choices.**

1a   A leader's primary role is producing superior *performance* or results.

1b   A leader's primary role is making *meaning*.

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[69] Statements adapted from Nohria and Khurana (2010, p. 7).

[70] Question design adapted from Fairhurst (2011, p. 15).

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2a   A leader is a special *person* (with unique personality and character traits).

2b   Leadership is a *social role* (defined as an influence relationship between the leader and follower).

3a   Leadership is *universal* (there is something in common among leaders across all situations and contexts).

3b   Leadership is *particular* (each person must lead differently depending on his or her own identity, understanding of leadership, and particular situation).

4a   A leader has the ability to exercise *agency* (the power, influence, will, and ability to do, to act, to change).

4b   A leader needs to attend to *constraints* (such as the organization's history, myriad demands, and stakeholders).

5a   Leadership development should be thought of in terms that emphasize leaders' capacity for *thinking and doing* (which puts an emphasis on various competencies).

5b   Leadership development should be thought of in terms that emphasize leaders' capacity of *becoming and being* (which puts an emphasis on an evolving identity).

3)   **What qualities epitomize your idea of an effective leader (e.g., independent, intelligent, generous, assertive, strong-willed, healthy, passionate, risk taking, supportive, witty, articulate, wise, etc.)?   List your top three qualities in order of importance.[71]   Please explain why those qualities are so important.   Would they be equally important in all leadership situations?**

4)   **What qualities do you view yourself as having as a leader?   How important are those qualities to you personally?   (Are they an important part of your identity?)   How important are those qualities to your followers?   How do you exhibit those qualities?**

The first question in Section 1 was designed to elicit an original definition of leadership from the interviewee, but this question may have had limited effectiveness for the following reasons:

1.   The Ethics Committee of Macquarie University required that the questionnaires be

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[71] Question adapted from Fairhurst (2011, pp. 45-46).

provided to the participants in advance; therefore, the leaders being interviewed had the time to consider whether to provide an original definition or to provide a definition from another source, as was done openly in one interview.

2. As the leaders were able to consider all of the questions in the questionnaire in advance, they may have framed their personal definition of leadership to align with the other responses they planned to provide to the questions in the questionnaire during the interview itself.

The core of Section 1 of the questionnaire was Question 2, which was divided into five pairs of statements incorporating the dimensions of leadership research identified in the Harvard Business School symposium (Nohria & Khurana, 2010). The format of Question 2 replicated the format of questionnaire items in a Communications Style Inventory created by Fairhurst (2011, pp. 15-17)[72]. Question 2 was particularly effective in generating an interviewee's beliefs about leadership, and for the following reasons:

● Each of the statements in a pair offered one common perspective of leadership, and the question required the interviewee to make a choice between the two statements in a pair.

● The statements in a pair were not always direct opposites, although they were listed as dyadic statements in the original material.

● The five pairs of statements covered the current scope of leadership research as presented at the HBS symposium.

● In many cases, an interviewee would provide an explanation for a choice. In other cases, they would provide an explanation after being asked to do so, and these explanations led to follow up questions.

One minor limitation of this question was that it asked leaders to choose quickly. In some

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[72] According to Fairhurst (2011, p. 15), the Communications Style Inventory itself was derived from O'Keefe (1988, 1997) and Willihnganz, Hart, and Willard (2002). Fairhurst (2011, p. 222) gives credit to O'Keefe and her students for the format.

cases, those leaders who had prepared for the interview in advance explained during the interview that they had chosen quickly and marked down the choices in their notes. However, it is not possible to verify in all cases whether choices were made quickly. Further, we discussed with leaders their choices, and in some cases, the leaders changed their responses as a result of those discussions.

Questions 3 and 4 in Section 1 were adapted from material in Fairhurst (2011, pp. 45-46). Fairhurst (2011, pp. 43-44) created the original questions to help readers of her book identify their own mental models in a "Framing Tool Exercise" and draws on Senge (1990a), to which she attributes the bullet points in the quotation below in explaining mental models of leaders:

> We have also known for some time now that effective leaders should have four mental models of their own:
>
> - A vision for the future (Where are headed in the next five years? The next ten years?)
> - A mission (What is our purpose? Why are we here?)
> - A core set of values (What really counts in this organization? What does it take to get ahead?)
> - A collective identity (Who are we?)
>
> Peter Senge, John Kotter, Warren Bennis, and many others have argued since the mid-1980s that these four models are the core of a leader's governing ideas.

In regard to the quotation above, Senge, Kotter, and Bennis were among the group of leadership experts interviewed by Liu (2010) as described in Chapter 1 of this thesis.[73]

Questions 3 and 4 also consisted of four separate questions each. One (1) of the outcomes of

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[73] See the following in connection with Senge (Liu, 2010, pp. 75-88), Kotter (Liu, 2010, pp. 141-154), and Bennis (Liu, 2010, pp. 45-56).

listing multiple questions together in this way was that interviewees could choose to respond to only one or to all of the questions listed. In addition, the follow-up questions asked by the interviewer had the potential to result in one or more of the four questions listed under Question 3 or Question 4 being omitted.

Finally, the listing of qualities in Question 3 had an influence on the wordings that the interviewees used to describe themselves. In the majority of the interviews, the interviewees limited themselves to the wordings that appeared in the list.

3.5.2 Section 2 of the questionnaire

Section 2 of the questionnaire included four questions, focusing on leadership roles. (See Table 3.9, which is followed by our comments about Section 2 of the questionnaire.)

Table 3.9 Questions in section 2 of the questionnaire

<u>Leadership Roles</u>[74]

5)   What are your leadership roles now?

6)   What are the key words that you would use to describe your performances as a leader in your leadership roles?

7)   Did you choose your leadership roles or did you find yourself occupying a leadership role by accident?   If you chose your leadership roles, why did you do so, and what have you done to secure and perform in those roles from a communication perspective?

8)   How active have you been in shaping your leadership roles? Why? What do you do

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[74] Questions inspired by Sarangi (2010).

The focus on the topic of roles is important in view of Sarangi's (2010, pp. 82-83) notion of role-set, as illustrated in the following:

> The distinction between multiple roles and role-set is crucially important in the context of 'situated activity roles' (Goffman 1961). Consider, for instance, the diffused role-responsibilities of a clergyman: 'functions such as cultural leader, teacher, medical or social worker, can be moved into a central place by the clergyman, eclipsing his specifically religious responsibilities' (Elliott 1972: 126). Balint (1957) provides a scenario where a young woman unduly requests a sickness leave certificate. The doctors respond to this request differently: while one issues a moral sermon, another foregrounds a discourse on social responsibility, and yet another considers this untoward request as basis for differential diagnosis. This is indicative of professional performance within a role-set, potentially leading to different outcomes.

The four questions in Section 2 did have the potential to provide information about a leader's perceived role-set as a leader. However, the term "role" can be interpreted in various ways, and as a consequence, the leaders being interviewed had the opportunity to frame "role" as a specific position with a title as opposed to that which was appropriate when they acted as a leader outside of their official "role"; i.e., leading but not in an official role. Further, although one of the outcomes of the leadership interviews in Part 1 of the study was identified as possible input into a curriculum for developing leadership communication skills, an interviewee could decide not to focus on their professional leadership roles but might instead choose to discuss their leadership roles in a role of a parent or family member.[75]

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[75] As the leaders' responses about their roles as a parent or family member would not inform the organizational leadership seminar in KUIS, we did not encourage discussion of such roles in the interviews. In this connection, the research that formed the basis for our program development was *prescriptive*. (See Bargiela-Chiappini, Nickerson, and Planken (2013) later in this chapter.)

Questions 7 and 8 in Section 2 ask about how a leader strategically influences the perception of others in regard to the leader's role. The intention of these two questions was to focus on the framing of the leader's conceptualization of his/her role. In an investigation of the conceptualization of leadership, the focus of the researcher is on how the interviewee frames the concept of leadership itself as opposed to how the leader might frame something else to different stakeholders. In this regard, a reference that is useful for data analysis in the framing of leadership is the table in Fairhurst (2011, p. 93) of "commonly used language forms in framing." (See Table 3.10.)

Table 3.10 Commonly used language forms in framing (Replicated from Fairhurst, 2011, p. 93)

Form	Description
Metaphorical	It portrays a subject's resemblance to something else that is not literally applicable to the topic, as in "This project is a *breeze*."
Story	It frames a subject through narrative, as in "*Remember the time* we worked until midnight on that project, and we had to call security to get us out of that building."
Contrast	It describes a subject in terms of a comparison or what it is not, as in "This project is *not as complex as the last one*, thankfully."
Spin	It places a subject in a positive or negative light, as in "This project has a *huge negative – time!*"
Jargon or Catchphrase	It frames a subject in familiar terms as in, "*Think outside the box* on this project, and it will pay dividends."
Analogy	It frames a subject's parallels to another subject, as in "The personnel issues that you experienced with your project are similar to what I'm experiencing with mine."
Argument	It frames a subject in reasoned, rational terms, as in "It's an important project *given the changing market here and an economy in recession, as the numbers show*."
Feeling statement	It frames a subject in terms of felt emotions, as in "I *absolutely love* what I get to do with this project."

Category	It frames a subject in terms of membership (or lack of membership) in a class or group, as in "This project is *need-to-know* only."
Three-part list	It organizes a subject in easily remembered "threes," as in "This project is *safe*. It's *cost effective*, and most of all, it is *environmentally friendly*."
Repetition	It dramatizes a subject through parallel form, as in "*This project is* safe. *This project is* cost-effective. *This project is* environmentally friendly."

Fairhurst (2011, p. 94) explains that Discourse[76] is "mostly content related – *what* we communicate about. The language forms in [Table 3.10] are the means by which we communicate the content."   In this regard, Fairhurst is pointing to the work of Gee (1999, pp. 6-7):

> The distinction between "Discourse" with a "big D" and "discourse" with a "little d"….is meant to do this: we, as "applied linguists" or "sociolinguists," are interested in how language is used "on site" to enact activities and identities. Such language-in-use, I will call "discourse" with a "little d." But activities and identities are rarely ever enacted through language alone….When "little d" discourse (language-in-use) is melded integrally with non-language "stuff" to enact specific identities and activities, then, I say that "big D" Discourses are involved. We are all members of many, a great many, different Discourses, Discourses which often influence each other in positive and negative ways, and which sometimes breed with each other to create new hybrids.

In our analyses of the conceptualizations of leadership in this thesis, we were looking at "little d" discourse and "big D" Discourses.[77]

The shortcoming of the four questions in Section 2 from the perspective of an investigation of the conceptualization of leadership is that the leader being interviewed could respond by

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[76] See Table 3.6.

[77] See section 3.4 for Gee's (1996, viii) description of "big D" Discourses as "ways of being 'people like us'." See also Schnurr's (2013, p. 169) description of the discursive leadership approach in section 2.8 of Chapter 2.

talking about those qualities or activities that made the leader successful, or that helped the leader to acquire a leadership position, and not actually be talking about leadership itself.[78]

3.5.3 Section 3 of the questionnaire

Section 3 of the questionnaire, which includes 3 questions concerned with leadership communication (Table 3.11), was devised to provide insight into how a leader conceptualizes the performance of leadership from a communication skills perspective, and to focus in particular on:

- The communication skills necessary for a leader to do his or her job

- The communication challenges that a leader faces

- The strategies that a leader employs in using communication to influence others to achieve a goal

Table 3.11 Questions in section 3 of the questionnaire

Leadership Communication

9) What are the top-three interpersonal communication skills required for you as a leader to do your job effectively (e.g., listening, persuading, negotiating, delegating, appraising, interviewing, explaining, encouraging, etc.)?[79]   Please feel free to explain your reasons.

10) What are some specific communication challenges that you usually face as a leader in your job?[80] (In answering this question, please identify the situation, the location, the people involved, and the seriousness of the challenge/critical extent of the challenge.)

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[78] We describe how we overcame this shortcoming through Narrative Analysis in Chapter 5.
[79] Question adapted from Hargie, et al. (1994, p. 25).
[80] Question intended to identify leadership practices at "critical moments" in "crucial sites of engagement" as outlined in Candlin (2008).

11) Consider a time that you strategically and successfully used communication as a leader to achieve a specific goal. I am interested in your story of that event (i.e., your personal account/narrative of that event).[81]

11a. What was the opportunity or problem you needed to address?

11b. Who were the key stakeholders and why?

11c. What expectations did the stakeholders have of you as a leader? What expectations did you have of yourself as a leader?

11d. What was your basic message, idea, or case for change?

11e. What were important factors to consider in formulating your basic message to have the impact that you desired (e.g., different perceptions of the opportunity or problem, terms or arguments that should be avoided, constraints on resources, agreement from everyone needed, the need to regulate emotions, the importance of generating trust or believability, potential inconsistencies in the message that could confuse stakeholders, etc.)?

11f. What communication techniques did you use to formulate and deliver your message to have the impact that you desired (e.g., humor including funny story or anecdote, use of metaphor or analogy, simplification of the message, repetition of certain phrases, method/place/time of delivery, nonverbal communication, physical appearance, use of technology, etc.)?

11g. What was the result of your efforts from the view of leadership communication?

11h. If you had to repeat the event, what would you do differently, if anything, to achieve better results from the view of leadership communication?

Question 9 drew upon the data of Hargie, et al. (1994) involving the skills that managers in educational institutions had listed as being important. In regard to question 9, it became the role of the interviewer to elicit from the leader an explanation of why certain skills were important if such an explanation was not forthcoming.

Questions 10 and 11 were both designed to elicit personal narrative responses from the leaders. Question 10 was inspired by Candlin's (2008 cited in Holmes & Riddiford, 2010) reference to various sites of engagement where leaders might possibly experience certain communication

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[81] Question adapted from Fairhurst (2011, pp. 201-208).

challenges where their identities and roles as leaders would be at risk.[82] Further, as Candlin and Sarangi (2011, p. 21) write:

> …when looked at from the point of view of the professional practices relevant to such domains, we can discern a number of what we may call *crucial discursive sites of engagement* (Scollon & Scollon, 2004; Candlin, 1997) which parallel themselves across domains, and indeed which may reveal cross-cutting and inter-professional *critical moments within* and *across* the sites of these domains.

In regard to the investigation on which this thesis was based, one aim of Question 10 was to determine the sites of engagement and the corresponding challenges in such sites in a leader's conceptualization of leadership.

Question 11 was modeled upon a series of questions drawn from Fairhurst (2011, pp. 201-208) involving the planning of the framing of the leadership communication for a large-scale, future project or campaign. In view of the focus of the research in this thesis, however, these questions were adapted to elicit a narrative from the leaders being interviewed. Question 11 consisted of eight questions, and not all of the leaders being interviewed felt compelled to answer all of the questions. Further, the semi-structured interview allowed the interviewer to pursue with follow-up questions any of the topics that emerged from the responses of the leaders to the original eight questions. In consequence, there was significant variation in the length and content of the responses provided to the question. The interviewer needed to elicit responses which would not have a negative impact on the researcher-participant relationship. This could entail accepting whatever response the leader

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[82] Candlin and Crichton (2013, p. 8) write: "What we have in mind here are those instances where the themes and actions of communication touch more closely on the personalities and ideologies of participants, such that they, for a moment quite dramatically, may reveal those ideological, social and even political positionings, through their choices of, and responses to language….The interaction management of such moments….critically engages with issues of Trust."

gave to the question, even though all parts of the question were not themselves directly responded to.

3.6 Interview Procedures

The interviews were conducted face-to-face or by telephone or by Skype (audio only). Skype was selected to reduce the cost of overseas calls, as the researcher resided in Japan. However, when it was not possible for a leader to use Skype, the interview was conducted on the telephone. Table 3.12 lists how the interviews were conducted with each leader.

Table 3.12 Interviews of Leaders for Part 1 of Thesis

Leader	Location at time of interview	Means
1	Japan	Face to face
2	Japan	Face to face
3	Japan	Face to face
4	US	Skype
5	US	Skype
6	Japan	Face to face
7	US	Skype
8	Japan	Face to face
9	Japan	Face to face
10	US	Skype
11	US	Skype
12	Japan	Face to face
13	US	Skype
14	US	Skype
15	US	Telephone
16	US	Telephone
17	US	Skype
18	US	Skype
19	US	Skype
20	US	Skype

Prior to the interview, the questions were delivered by mail to participants in advance. This was undertaken for two reasons:

1. To provide interviewees time to consider responses (i.e., reflections on leadership)
2. To provide an opportunity to withdraw from study (i.e., ethical aspect)

At the time of the interview, the researcher confirmed that the participants had copies of the questions in hand for easy reference so as to facilitate discussion and quick reference to any notes made in advance.

Comments were made and/or follow-up questions were asked by the interviewer for the following reasons:

- To obtain impromptu views
- To clarify terminology, beliefs in leadership, leadership roles, leadership practices
- To clarify answers if responses to different questions seem to be contradictory
- To compare responses among different participants
- To acquire data relevant to the leadership program development

3.7 Collection of data for Part 2 of thesis

In the previous sections of this chapter, it was explained that semi-structured interviews were conducted with 20 leaders. The recorded interviews were transcribed by the researcher, and thereafter, the responses of 15 of the leaders to Questions 1 and 2 (which consisted of five pairs of statements) of the questionnaire were shared with KUIS undergraduate students in an organizational leadership seminar, after permission had been obtained from the relevant leaders to make use of their responses in this way. Further, permission was obtained from 11 of the leaders to share their responses to Question 11, as is described in detail in Part 2 of this

thesis.

The responses to Questions 1 and 2 were selected to share with the students because they most clearly identified the beliefs of the leaders concerning leadership. The responses to Question 11 provided examples of leadership drawn from various contexts and sites.

These responses were discussed in a public domain, online forum.[83] The extracts from the questionnaire were not published in the online forum, but Questions 1, 2, and 11 were published, and the students generated data in four ways with these questions:

- The students responded to Questions 1 and 2 themselves before they had read the responses of the leaders.

- After the students had read the responses of the leaders to Questions 1 and 2, they explained in the online forum the leader's responses with which they agreed most and why.

- The students also asked Japanese leaders, themselves identified and selected by the students, Questions 1 and 2. The responses were not recorded, but the students posted these responses in English in the online forum.

- The students also commented in the online forum on the leaders' responses to Question 11.

A further source of relevant and corroborative data derived from a one-month long discussion on leadership in a public domain online forum between the students and Japanese leaders, whom the students had invited to participate.

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[83] The public domain, online forum was created using Google Groups. The students and the instructor could post to the discussion, but the posts could be viewed by the public without logging into the forum.

The details of the creation and implementation of the organizational leadership seminar and public domain, online forum are described in Part 2 of this thesis.

3.8 Methods for analyzing the data

As we indicated in section 3.1 of this chapter, we see the value of utilizing multiple approaches to investigate leadership conceptualizations. In a review of current practices in applying mixed methods to leadership research, Stentz, Plano Clark, and Matkin (2012, p. 3) draw on Creswell and Plano Clark (2007) in defining mixed methods:

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (p. 5).

The definition of *mixed methods* above reflects the definition of *triangulation* below where the objective is to increase confidence in the findings.

Bryman (2004b, pp. 1142-1143) provides a brief history of triangulation (i.e., "the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings") that includes references to Webb, Campbell, Schwartz, and Sechrest's (1966) "UNOBTRUSIVE METHOD" and to Denzin's (1970) "four forms of triangulation": data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.

In regard to triangulation, Layder (1998, pp. 68-69) discusses the importance of a multi-strategy approach.

> The natural advantage of such an approach is that it automatically contributes to 'triangulation' which ensures cross-checks on the validity of findings and, of course, the concepts that may emerge from data analysis….A multi-strategy approach produces a multi-perspectival 'overview' which increases the potential for more and more robust theoretical ideas. Finally, the coalescence of a number of approaches to the empirical area or problem produces a synergy which is conducive to re-orderings and re-interpretations of the findings which may lead to theoretical breakthroughs….A basic contention of the multi-strategy approach is that the use of as many different sources of data collection as possible and appropriate for the research problem in question will have a greater potential yield as far as the production of theoretical ideas and concepts is concerned…. In particular, the use of various types of data and collection techniques allows one to gain a stronger and more sophisticated analytic purchase on the interconnections between macro and micro features of the social world.

Such a multi-strategy approach must be feasible, practical, and relevant. As we did not have unlimited access to the leaders, the conceptualizations of leadership were limited to those obtained from the interviews.

The conceptualizations of leadership gathered from respondents for Parts 1 and 2 of this thesis were analyzed from multiple and corroborative perspectives, including the linguistic and ethnographic perspectives noted by Rampton, Maybin, and Roberts (2014) in the Introductory section (3.1) of this chapter. The two data sets (i.e., one from the leaders and the other from the students) consisting of the responses to Questions 1 and 2 from Section 1 of the questionnaire were subjected to the same types of analyses so that the conceptualizations from both groups could be compared in Part 2 of this thesis. Riazi and Candlin (2014, pp. 137-138) write the following concerning mixed-methods research:

> We argue that any research, whether purely quantitative, purely qualitative or

involving a mixture of approaches and methods, seeks to contribute to our overall knowledge of the field in terms of the evaluative framework and scope afforded by each paradigm. What constitutes knowledge and the prerequisite procedures of its production are conceptualised differently in each research paradigm in terms of a tripartite framework of ONTOLOGY (the nature of reality and the object of study: objective vs. subjective), EPISTEMOLOGY (the relation between the knower and the known: outsider vs. insider) and METHODOLOGY (the translation of ontological and epistemological perspectives into tangible conceptual frameworks, including both methods and techniques of data collection and analysis). To achieve harmony in the theory and practice of research, the specific methods selected need to fit the general purposes and specific objectives of the investigation. Accordingly, the object, purpose and method of the study in question need to be commensurate so as to inform all other aspects of the research design, including more specific steps of data collection and analysis.

Our objective has been to investigate conceptualizations of leadership, and in line with the comments of Riazi and Candlin above, we have selected the most appropriate methods for achieving our objective.

The data analysis procedure used initially in this thesis to analyze the texts obtained through the interviews (Part 1) and through the public domain, online forum (Part 2) replicated that used in a study of the conceptualization of the term Quality of Life (QOL) among people living with HIV/AIDS (PHAs) in Hong Kong by Jones, Candlin, and Yu (2000) who write:

> The process used in the development of empirical codes followed broadly the principles of 'grounded theory' (Strauss and Corbin 1990) in which categories are allowed to 'emerge' from the data itself and are continually revisited, re-evaluated and revised during the course of the analysis.
>
> After coding, the data was subjected to two types of analysis. First, a content analysis was conducted to determine the domains, facets, topics and themes participants gave the most attention to in the interviews (core categories) and the relationship among them. Degree of attention was conceptualized as the number of lines of transcript coded into a particular category, and strength of relationship was determined by the degree to which lines coded in one category overlapped with lines coded in other

categories.

In regard to the procedure above, NVivo 10[84] research software was utilized for the content analysis in this thesis, and the results are presented in the subsequent chapter (4).[85] In addition, tables were made to indicate the choices for the questions concerning the five pairs of statements.

In conducting our content analysis inspired by (but not a replication of) the QOL study above, we utilized NVivo 10 research software as follows in order to investigate the language used in conceptualizations of leadership:

1. *To identify general themes in the data*; i.e., coding the text in interview transcripts using the principles of grounded theory as described above.

2. *To visualize general themes in the data*; i.e., conducting word frequency analyses (for word clouds and tree maps) and cluster analyses (for horizontal dendrograms and circle graphs)[86]

The visualization of themes allowed by NVivo – in particular – enabled us to see the limitation of statistical analyses for understanding conceptualizations of leadership in this thesis.[87]

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[84] The NVivo software is described on the website of QSR International ((http://www.qsrinternational.com/products_nvivo.aspx) as follows:
"NVivo is software that supports qualitative and mixed methods research. It lets you collect, organize and analyze content from interviews, focus group discussions, surveys, audio – and now in NVivo 10 – social media data, YouTube videos, and webpages."
[85] The NVivo software was also used innovatively in connection with our metaphorical analysis in Chapter 6. See section 6.3.
[86] Excel (i.e., Microsoft Office) was also used to create graphs.
[87] We are not alone in our praise for and appreciation of NVivo. According to the QSR website: "Government agencies use NVivo to deliver evidence-based findings and shape policy. Businesses use NVivo in pilot studies, program evaluation and to inform decision-making.

After general themes had been identified through the content analysis, a closer investigation of the language used in the conceptualizations of leadership was conducted. These analyses included the following:

- Narrative analysis drawing upon the work of primarily Riessman (2002), Garfinkel (1956, 1967), and Bhatia, Candlin, and Hafner (2012) (See Chapter 5.)
- Metaphor analysis drawing primarily upon the work of Cameron (2003, 2010) (See Chapter 6.)

These analyses of the data were intended to provide deeper insights into beliefs of the leaders and the students underlying their conceptualizations of leadership.

Our narrative analysis consisted of two approaches with different objectives:

1) *To show how leaders and students conceptualized leadership in the data in their own words*;

    Hence, we applied innovatively to the leadership narratives the S.T.A.R./C.A.R. [88] frameworks normally used to respond to behavioral questions in job interviews.

2) *To show if leaders and students conceived of leadership in the same way during the semi-structured research interviews*;

    Hence, we adapted and applied the S.T.A.R./C.A.R. frameworks above to the leadership narratives and to the original definitions of leadership.

3) *To show if the conceptualizations of leadership in the narrative accounts aligned with the*

Academics use NVivo to produce rigorous research. Whatever your profession, if you are working with unstructured data, then you need NVivo."

[88] S.T.A.R. (Situation, Task, Action, Result) and C.A.R. (Challenge, Action, Result). See Chapter 5.

original definitions of leadership;

Hence, the narrative S.T.A.R./C.A.R. accounts of leadership success and the original definitions of leadership were compared in the light of Garfinkel's (1967) interpretation of accounting.

The S.T.A.R./C.A.R. frameworks were the solution to a research challenge; i.e., identifying *leadership* in conceptualizations of leadership a priori. If we had used a different approach, we would have had to *define* leadership in advance of our search for it. (We noted the limitations of discursive leadership theory in this connection in Chapter 2 of this thesis.) Further, if we had defined leadership in advance, *consistency* in identifying leadership in the leadership conceptualizations would have been difficult to achieve, as we would have had to decide whether a leader was (or was not) engaging in leadership. The S.T.A.R./C.A.R. frameworks provided us with a way to systematically clarify leadership in the narratives.

Similar to our narrative analysis, our metaphor analysis also consisted of two approaches with different objectives:

1) *To identify concepts with metaphor potential emphasized by the leaders in the original definitions of leadership*; i.e., we conducted a type of word frequency analysis (to group similar words together) and to generate word clouds by means of NVivo 10.

2) *To explore for their metaphor potential the leadership conceptualizations in the original definitions of leadership and in their accounts of leadership success in the S.T.A.R./C.A.R narratives*; i.e., we used Cameron's (2003, 2010) Discourse Dynamics Framework in view of the results of the word clouds generated by our first approach above. The Discourse Dynamics Framework gives priority to language over thought in identifying metaphors in

comparison with the cognitive-based Conceptual Metaphor Theory (CMT) of Lakoff and Johnson (1980).

We opted for metaphor analysis in general and Cameron's Discourse Dynamics Framework in particular in order to address another research challenge; i.e., to systematically clarify conceptualizations of leadership beyond the clarification that we had already achieved through content and narrative analyses. Cameron's Discourse Dynamics Framework provides for a systematic approach to metaphor identification. Further, the identification of linguistic and systematic metaphors in the Discourse Dynamics Framework depends on and cannot be separated from the context. (We had already clearly established the context with the S.T.A.R./C.A.R. frameworks.) In order to focus our search for linguistic and systematic metaphors, and to improve our metaphorical interpretation of leadership conceptualizations, NVivo 10 was helpful in that it allowed us to identify themes in the data at the equivalent of a metaphorical level.[89] Finally, in this thesis, we were not focused on the cognitive aspect of metaphor creation. Accordingly, CMT was not an appropriate theory.

In Part 2 of this thesis, we argue that the creation and implementation of the public domain online forums in the organizational leadership seminars can be said to constitute a *nexus of practice* (Scollon, 2001) to be analyzed in terms of Scollon's three-step discourse analytical methodology, viz. 1) engaging the nexus of practice, 2) navigating the nexus of practice, and 3) changing the nexus of practice. Scollon and Scollon (2007, p. 615) quote from an earlier publication (Scollon & Scollon, 2004, p. viii) in communicating the means (i.e., "nexus analysis") to recognize that social action is the result of specific interactions:

[A] nexus analysis is the: 'mapping of semiotic cycles of people, discourses, places,

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[89] See Chapter 6 for a detailed explanation.

and mediational means involved in the social action we are studying. We…use the term 'nexus of practice' to focus on the point at which historical trajectories of people, places, discourses, ideas, and objects come together to enable some action which in itself alters those historical trajectories in some way as those trajectories emanate from this moment of social practice. Another way to put this is to say simply that nothing happens in a social and political vacuum.

The creation and realization of the organizational leadership seminars may be considered a nexus of practice and, as such, may also be subjected to the related nexus analysis.

In conducting a nexus analysis in this thesis, we had the following objective:

To unravel a collection of multiple interactions in order to identify the leadership conceptualization process of the participants (i.e., the students and the instructor/researcher) in the organizational leadership seminars.

We opted for a nexus analysis because within that framework, we could draw upon *multiple approaches* for analyzing data including Critical Discourse Analysis, interactional sociolinguistics, and linguistic anthropology to investigate social power interests, positions and alignments of participants, and cultural patterns that appeared in the discourses in the nexus of practice.[90]

As nexus analysis has never been used for exploring leadership conceptualizations, however, we could learn little from previous studies, so we worked from the theory.

In the final chapter (8) of this thesis, we explore the leadership conceptualization process of the instructor/researcher (of the organizational leadership seminars described in Chapter 7) in

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[90] See Scollon & Scollon, 2004, pp. 173-175 in Table 7.1 in Chapter 7 of this thesis.

his role as a self-identified leader and from the stance of reflective practitioners. (See Schön, 1983.) In doing so, we explore the data presented earlier in this thesis from re-semiotic and historical perspectives (Iedema, 2003) in the light of motivational relevancies of the instructor/researcher to identify what we have named the *leadership conceptualization cycle* of the instructor/researcher.[91]

3.9 Summary

In summary, we seek to understand the following: 1) how leadership was conceptualized by the 20 leaders in semi-structured interviews and 2) how the conceptualizations of leadership obtained in the interviews with the 20 leaders were transformed (i.e., resemiotized) in a public, domain online forum in an organizational leadership seminar for Japanese undergraduate students.

The conceptualizations of leadership were collected from the 20 leaders by means of semi-structured interviews conducted primarily with Skype (audio only). The conceptualizations of leadership of the students were obtained from the public domain, online forum.

In analyzing the data, we see, following Layder, et al. above, to integrate content analysis, metaphor analysis, narrative analysis, and nexus analysis. The next chapter describes the content analysis and results obtained from that analysis.

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[91] See section 8.3 of Chapter 8 for the instructor/researcher's *leadership conceptualization cycle*.

4. Content Analysis

4.1 Introduction

Candlin & Crichton (2011), in expressing how language for specific purposes (LSP) is best perceived as multiple relationships, refer to Georges Braque's (Jakobson, 1962, p. 632) famous saying, "I do not believe in things. I believe only in their relationship." Such a perspective of relationships also applies to the conceptualization of leadership. As we argued in the previous chapter (3), the conceptualizations of leadership obtained in the interviews of the 20 leaders were co-constructed. In this chapter (4), we will establish that the researcher's influence on the conceptualizations of leadership began with the creation of the interview questionnaire[92] sent to the 20 leaders in advance of the interviews.

In the interviews, the 20 leaders were asked to describe their roles and activities as leaders; i.e., such "research interviews" were similar to the genre of a job interview as discussed in the next section (4.2) of this chapter (4). In a job interview, an applicant is asked to identify connections between the job and the applicant. The applicant accordingly seeks to describe him/herself as favourably as possible in view of the job, and is careful to justify anything that would cause others to regard him/her as unqualified for the job. In the interviews with the 20 leaders, the leaders were not only being asked to identify connections between themselves and leadership but also to define leadership itself as a construct. Accordingly the leaders could exercise more control than could a job applicant because a job applicant cannot define the job itself, whereas the leaders were able to define leadership in view of their own qualifications to be called a leader. The interview questionnaire provided the 20 leaders with the opportunity to frame leadership in such a way that their responses throughout the interviews did not

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[92] The "questionnaire" in this context is list of questions used in the semi-structured interviews. See footnote 10 in Chapter 3.

contradict their original definitions of leadership given at the start of the interviews.

In the next chapter (5) in this thesis, we explore through narrative analysis how the 20 leaders made connections between the various themes in the interview data. Further, we clarify in Chapter 5 how the 20 leaders drew upon various Discourses[93] to make the case that they were knowledgeable concerning the conceptualization of leadership and qualified to be recognized as leaders in their professions. In this connection, the interview responses of the 20 leaders constitute 20 different "stories" in which the 20 leaders are the main characters. The different stories may contain some of the same themes, but the stories are not the same.

The key to understanding the conceptualizations of leadership is thus to explore how leadership is both described and performed in the 20 stories. The way leadership is described and performed in the stories depends upon the stories themselves, which are necessarily in part at least a result of the context in which they are being told. This chapter (4) considers that context and the different themes that can be said to appear in all of the stories, whereas Chapter 5 looks at the different stories separately. In this chapter (4), we will show that such stories should be considered separately if the leadership conceptualizations contained in the stories are to be understood.

The purpose of this chapter (4) is to provide an overview and analysis of the 20 conceptualizations of leadership by presenting the themes that emerged from a content analysis of the interview data. In section 4.2 of this chapter, we argue that the research interviews with the 20 leaders were similar to the job interview genre (with which we assumed the leaders to be familiar based on their professional experience). Such similarity provides a perspective that facilitates understanding the interview data and serves to link the

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[93] See Chapter 3 (sections 3.4 and 3.5.2) for a discussion of the formulation by James Gee (1996, 1999) of the distinction between what he terms "big D" and "little d" discourses.

themes together. In section 4.3, we explain the data analysis, and in sections 4.4 – 4.9, present the themes that emerged from the data.

4.2 The interview as an opportunity to frame understandings of leadership

We view the interview itself as a public platform on which the leaders stood and spoke about leadership. In this connection, the leaders knew in advance that the interviews would be recorded and that the recorded-data would possibly be published.[94] Further, in advance of the interview, the leaders received the interview questions[95] and therefore had the time to consider how best to respond. Accordingly, the interview became an opportunity for the 20 leaders to frame leadership. Fairhurst (2011, p. 70) writes about leaders "priming" for a framing opportunity:

> The lesson here is that leaders must develop an eye for the high-impact framing opportunity, even those that others might overlook…In the *Art of Framing* [Fairhurst & Sarr, 1996], we said that those high-impact opportunities often come when there is too much information, and the leader knows it is necessary to get to the heart of the matter or risk losing others' interest; when information is suspect, and the leader knows to correct the sleight-of-hand; when information is incomplete, and the leader knows to supply the missing puzzle piece; or when collective action is thwarted, and the leader knows to find new paths forward.

The framing opportunity provided in the interviews with the 20 leaders, however, differed from those high-impact framing opportunities listed above and more closely resembled the framing opportunity provided in a job interview, and for the following two reasons:

1. The questions in the interviews with the 20 leaders were similar in content and structure to

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94 See section 3.3 of Chapter 3 for an extract from the Information and Consent Form approved by the Ethics Committee of Macquarie University.
95 The questions were directed at asking the leaders for their beliefs on leadership.

those questions that might be asked in a job interview.

2. The questions in the interviews presented an opportunity to the 20 leaders to make connections between themselves and leadership, as they would in a job interview.

We assumed that the 20 leaders were familiar with the genre of the job interview and had themselves succeeded in job interviews or in managing such interviews themselves. In this connection, Peräkylä and Vehviläinen (2003, p. 730) write of "professional stocks of interactional knowledge…shared by particular professions or practitioners." As we indicate below in this section (4.2) of the chapter, it is possible that the leaders' familiarity with framing themselves favourably in job interviews influenced to some degree how the leaders conceptualized leadership.

The Career Guide (2013-2014) of Cornell University (p. 64) describes the objective of a job interview to be as follows:

> The employer must learn about your qualifications in relation to a specific position and will evaluate your:
> - Abilities—skills that match requirements listed in the job description.*
> - Accomplishments—a pattern of success.
> - Personal qualities—attributes that are likely to contribute to your success with the organization.*
> - Enthusiasm—your desire to work for this employer in this position.
> - Short- and long-term goals—a sense of direction and interest in the career field.
> *See lists of qualities and skills employers value on pages 40 and 41.

Accordingly, from one such perspective, the researcher could be seen as interviewing a leader about his/her qualifications as a leader. Further, we argue that the questions in the interviews with the 20 leaders may be divided so that the following focus appears: 1. Tell me about leadership (Questions 1 to 3), and thereafter, 2. Tell me about yourself (Questions 4 to 11).

(See Table 4.1.)

Table 4.1 Focus of interview questions

	Questions in interviews with 20 leaders	Focus
1	How would you define *leadership* in your own words?	Tell me about leadership.
2	I will read to you five pairs of statements[96] about leaders and leadership. After hearing a pair of statements, quickly decide with which statement in the pair that you agree more. Choose one statement or the other but not both. There is no right or wrong answer.[97] If a statement is not clear, please feel free to ask me questions. Also, please feel free to explain the reasons for your choices.	Tell me about leadership.
3	What qualities epitomize your idea of an effective leader (e.g., independent, intelligent, generous, assertive, strong-willed, healthy, passionate, risk taking, supportive, witty, articulate, wise, etc.)? List your top three qualities in order of importance.[98] Please explain why those qualities are so important. Would they be equally important in all leadership situations?	Tell me about leadership.
4	What qualities do you view yourself as having as a leader? How important are those qualities to you personally? (Are they an important part of your identity?) How important are those qualities to your followers? How do you exhibit those qualities?	Tell me about yourself.
5	What are your leadership roles now?	Tell me about yourself.
6	What are the key words that you would use to describe your performances as a leader in your leadership roles?	Tell me about yourself.
7	Did you choose your leadership roles or did you find yourself occupying a leadership role by accident? If you chose your leadership roles, why did you do so, and what have you done	Tell me about yourself.

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[96] Statements adapted from Nohria and Khurana (2010, p. 7).
[97] Question design adapted from Fairhurst (2011, p. 15).
[98] Question adapted from Fairhurst (2011, pp. 45-46).

	to secure and perform in those roles from a communication perspective?	
8	How active have you been in shaping your leadership roles? Why? What do you do specifically from the viewpoint of language and communication?	Tell me about yourself.
9	What are the top-three interpersonal communication skills required for you as a leader to do your job effectively (e.g., listening, persuading, negotiating, delegating, appraising, interviewing, explaining, encouraging, etc.)?[99] Please feel free to explain your reasons.	Tell me about yourself.
10	What are some specific communication challenges that you usually face as a leader in your job?[100] (In answering this question, please identify the situation, the location, the people involved, and the seriousness of the challenge/critical extent of the challenge.)	Tell me about yourself.
11	Consider a time that you strategically and successfully used communication as a leader to achieve a specific goal. I am interested in your story of that event (i.e., your personal account/narrative of that event).[101]	Tell me about yourself.

In a job interview, the interviewee is advised to show how he/she is qualified for the position being sought. According to the aforementioned Career Guide of Cornell University (p. 66), one important step to success in interviewing is to "identify connections between you and the position":

Identify Connections Between You and the Position
- List major points about yourself in relation to the position. Note specific examples to support each point and decide how to present them.
- Analyze your academic, experiential, and extracurricular activities to discover what they reveal about your strengths, values, and interests.
- Work on answers to key questions: Why do I want this job? How am I qualified? What makes me a prime candidate? What are my strengths and weaknesses

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[99] Question adapted from Hargie, et al. (1994, p. 25).
[100] Question intended to identify leadership practices at "critical moments" in "crucial sites of engagement" as outlined in Candlin (2008).
[101] Question adapted from Fairhurst (2011, pp. 201-208).

> relative to the position?

- Review your resume and be prepared to explain what you accomplished, why you performed tasks a certain way, what you gained from the experience, and how it helped prepare you for your desired career field.

We assumed that the 20 leaders were familiar with this step to success in interviewing and would therefore possibly be inclined to align their definitions of leadership with their other responses in the interviews.[102] The reason for this alignment would be to demonstrate that the leader not only knew about leadership but that he/she was arguably indeed a leader. In Chapter 5, we consider such alignment in detail because we recognized that the themes in the interview data presented in the current chapter (4) should not be considered out of context. The subsequent section (4.3) explains how the themes were identified.

4.3 Data analysis

As we stated in section 3.8 of Chapter 3, our coding process used for the data analysis of the content was inspired by Jones, Candlin and Yu (2000) who write the following:

> First, a number of *conceptual codes* were developed….As segments were coded into conceptual categories, these categories were further refined by introducing sub-codes based on the particular concerns of participants relating to these topics.

The interview questionnaire was instrumental in identifying and diagramming the themes in the interview data. The conceptual codes developed for the content analysis in this thesis were

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[102] We are not arguing here that the leaders are inexperienced but rather that the leaders are familiar with promoting themselves in interviews. Gentry (2014, p. 3) writes in regard to first-time (i.e., inexperienced) managers (FTMs): "Up to this point in life, the sole focus of many FTMs has been on "me" and "my" talents and abilities to get awards, accolades, and approval. That "me" focus brought recognition and rewards to them. It impressed others. It made people see how good they were. It made them feel good, feel valued, and made them stand out from others. It got them ahead. For FTMs, it truly has been all about "me"…That "me" focus is what makes individual contributors and professionals in organizations so effective. And it's what even got them that promotion into their first managerial jobs."

initially based on the interview questions. The process used in identifying sub-codes "followed broadly the principles of 'grounded theory' (Strauss & Corbin, 1990) in which categories are allowed to 'emerge' from the data itself and are continually revisited, re-evaluated and revised during the course of the analysis" (Jones, Candlin & Yu, 2000). The identification of these sub-codes involved closely examining and coding the responses to the interview questions using the NVivo software described in the previous chapter.[103]

The themes that we identify in this chapter and the related coded data are also considered later in this thesis in view of the narrative analysis described in Chapter 5 and the metaphor analysis described in Chapter 6. Further, in this chapter (4), statistical clustering analyses were conducted using NVivo software to compare the responses of the leaders in the interviews according to word choice and coding, and we present the results of those analyses in this chapter.

Word frequency analyses were conducted with the NVivo software of two sets of data: 1) a list of actions of leadership extracted from the original definitions of the leaders in the interviews, and 2) a list of 468 lessons and 1,399 insights of leaders extracted from the interviews and compiled by the researcher. The word frequency analyses (i.e., based on "exact words" and "similar words including generalizations") are presented as word-maps for comparison of and insights into the conceptualizations of leadership provided in the 20 interviews.[104]

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[103] See section 3.8 of Chapter 3.
[104] See section 6.3 of Chapter 6 for additional information on NVivo 10 word frequency analyses.

4.4 Definitions of leadership provided by 20 leaders

The first question in the interviews of the 20 leaders asked each of the leaders to provide an original and personal definition of leadership. We will argue that these definitions could be used to provide a frame of leadership that became the core of the leaders' conceptualizations of leadership as explored in the narrative analysis of Chapter 5. These definitions included actions associated with *doing* leadership, and such actions were coded using NVivo software. (See Table 4.2 for the list of actions.) For a listing of the roles of the leaders based on direct responses to the related questionnaire item, see Table 4.3.

Table 4.2 Actions in the original definitions of leadership of the 20 leaders

Actions	Number of leaders
Motivate people toward common goal	3
Make goals	2
Sets an example for others	2
Coming up with a vision	2
Going above and beyond expectations	1
Getting people to go above and beyond	1
Persuades, kind of manipulation, in a good way	1
Evaluate followers	1
Reaching a goal	1
Guide or lead followers	1
Positioning oneself in situations of consequence	1
Taking responsibility for moving a group forward	1
Move the stakeholders in direction of shared goals	1
Make sure goals are set in way to get buy in	1
Take active role in envisioning goals	1
Motivate or encourage others to follow or act in accord with interests of group	1
Promoting buy in, getting people on board in subtle way	1

Communicate where they are at, why, and help people to realize the value of that	1
Having a vision that you can communicate and achieve with support of others	1
Find a way to unite people's motivation to move toward goal or action	1
Empowering or making people realize their potential	1
Being a supporter in achieving dreams people decide to pursuit	1
Persuade them to go in direction you want them to go	1
Communicating to get people on board and working together to achieve goal	1
Knowing the strengths of your team and where you can take those strengths over time	1
Lead other people to goal of the group	1
Showing the path to the destination	1
Influencing followers	1
Influencing the situation to some extent	1
Influence followers to achieve real change that reflects mutual purposes	1
Plan ahead with vision	1
Bring people together to execute the vision with integrity and enthusiasm	1
Coming up with a plan to implement the vision	1
Coming up with a methodology to assess if you are successful	1
Help others to achieve their maximum potential so that the team is stronger than the individuals separately	1
Shaping the future with the aid of others	1
Advancing a vision of what that future might be	1
Enrolling others to achieve the vision	1
Inspiring to achieve results as a team	1
Guiding to achieve results as a team	1
Actively communicating	1
Demonstrating caring	1
Demonstrating commitment	1
Inspire others to follow or to accomplish things despite adverse circumstances	1
Organizing one or more people to achieve a common goal	1

Table 4.3 Roles of leaders given during interviews[105]

Number of leaders	Leadership roles
3	Parent
3	Business owner
3	Founder
2	Lecturer
2	Spouse
2	Company president
1	MBA-Grad school coach
1	University medical doctor
1	Corporate advisor
1	Director of sales department
1	Religious organization
1	Volunteer position in public school sports program
1	Director of ELI
1	Director of consultancy center
1	Board of directors
1	Mentor
1	Co-director of IBC program
1	Consultant
1	Chairman of the board
1	CEO
1	Managing partner of recruiting firm
1	Strategic talent manager
1	Leader in bringing in new ideas to HR
1	Staffing lead for Latin America
1	Senior manager of HR department
1	Chief Enthusiast
1	Sibling
1	American Chamber of Commerce
1	Front man in band
1	Director of Leadership Program

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[105] Table 4.3 is comprised of direct responses to the related questionnaire item. (See Chapter 3.) The multiple roles of the 20 leaders indicate the possibility of discursive *hybridity* (Sarangi and Roberts, 1999) and *interdiscursivity* (Candlin and Maley, 1997; Candlin, 2006) in the leaders' conceptualizations of leadership. We explore such interdiscursivity in Chapters 5 and 6.

1	Director of Career Services and Alumni
1	President of Home Owners Association
1	Chair of Association of Professional Schools of International Affairs-Career Services Directors Group
1	Board Director on YMCA board of directors
1	Chair of Fund Raising Campaign for YMCA
1	Sourcing team leader
1	Coach
1	Chair of advisory committee
1	Director of group operations
1	Head of patent group
1	Head of plant IP group
1	Head of bio-fuel sub-group
1	Partner with HR responsibilities
1	Director of Education Programs in International Association
1	Leader of my life
1	Running software product management group
1	Direct the organization, manage the people, monitor the finance, set the financial goals, negotiate contracts, lead the strategic direction
1	First among equals
1	Represents organization to senior management

The similarities and differences of the actions in Table 4.2 seem to be explained by two of the definitions presented in section 2.2 of Chapter 2 of this thesis. The first definition in Ciulla (1998, p. 11), states:

One can detect a family resemblance between the different definitions. All of them discuss leadership as some kind of process, act, or influence that in some way gets people to do something…The definitions differ in their implications for the leader-follower relationship…[and] how leaders get people to do things…and how what is to be done is to be decided.

Further, word frequency analyses were conducted on the actions of leaders in Table 2 to provide additional insights into the conceptualizations of leadership. These word frequency

analyses generated results that seem to match closely the second definition of leadership, which is provided by Bass (1990, pp. 19-20):

> Leaders are agents of change – persons whose acts affect other people more than other people's acts affect them.

In Figure 4.1, the most prominent word in the word-map (which the NVivo software terms a word cloud) created from the results of a frequency analysis based on exact words is "people."[106] However, when the frequency analysis is based on similar words including generalizations, the most prominent words include "act" and "changes." (See Figure 4.2.)

Figure 4.1 Leadership actions in original definition – Word cloud based on exact words

ability able accomplish accord achieve achieving act action active

advance adverse ahead aid aim almost also always assess assumed basically

beyond board bring buy caring changes circumstances clear clearly

collaborative come comes coming commitment common

communicate communicating communication consequence defined

demonstrating despite destination develop direction done dream effort either

empowering encourage enroll enthusiasm envisioning evaluate example

expected follow followers future getting

---

[106] In the word cloud, frequently occurring words are in larger fonts.

go goal goals going group guiding
help individuals kind know knowing lead leadership
make making motivate move one others
people persuades plan potential
realize results sort strengths successful take
team together towards uh vision want
way well whatever working

Figure 4.2 Leadership actions in original definition – Word cloud based on similar words including generalizations

ability able achieve act action
active advance adverse aim almost also always assumed basically

beyond caring **changes**

circumstances clear collaborative come commitment common

communicate defined demonstrating despite

destination direction done effort either empowering encourage enroll

envisioning evaluate everybody everyone expected extent

followers getting go

goal group guiding help hopefully

individuals influence inspire integrity intend interests

involved knowing lead leadership led like make

members model motivate move naturally organization

others persuades positioning potential

properly reaching real realize relationship results sense serves set

shared situation sort strengths successful support

take things think time together towards uh

understands **unite** want way whatever working

Further, as a means of possibly gaining basic insights into whether the actions in the original

definitions of the leaders in Table 4.2 aligned with the overall contents of the interviews,

word frequency analyses of 468 lessons and 1,399 insights from the 20 leaders were

conducted. The 468 lessons and 1,399 insights had been extracted from the interview

transcripts by the instructor/researcher in preparation for the creation of the organizational

leadership seminar and public domain online forum at KUIS discussed in Part 2 of this thesis.

The instructor/researcher chose to compile the lessons of the leaders from the entire interview

data, as the majority of the data that would not be available to the KUIS students or for

publication. (See Table 4.4.) The 1,399 insights were analyzed using the aforementioned

NVivo software, and the results are displayed in Figures 4.3 and 4.4. These results are similar

to the results of the word frequency analyses displayed in Figures 4.1 and 4.2. "People" is the

most prominent word in Figure 4.3, and "act" and "change" are the most prominent words in

Figure 4.4.

Table 4.4 Lessons of leaders

Leader	Number of lessons	Number of insights
1	14	30
2	25	36
3	18	41
4	17	45
5	17	51
6	20	70
7	15	61
8	25	64

9	26	102
10	32	117
11	16	45
12	20	64
13	17	65
14	19	78
15	31	104
16	40	124
17	39	107
18	30	84
19	26	64
20	21	47

Figure 4.3 Lessons of Leaders (1 to 20) based on entire interview – Word cloud based on exact words

ability able accomplish achieve act action actually also ask based become best better buy change come communicate communication company confidence constraints decision decisions different done e employee employees everybody explain find follow get getting give go goal goals going good group help important influence just know lead leader leadership let like listen make may meaning meeting need needs one organization others
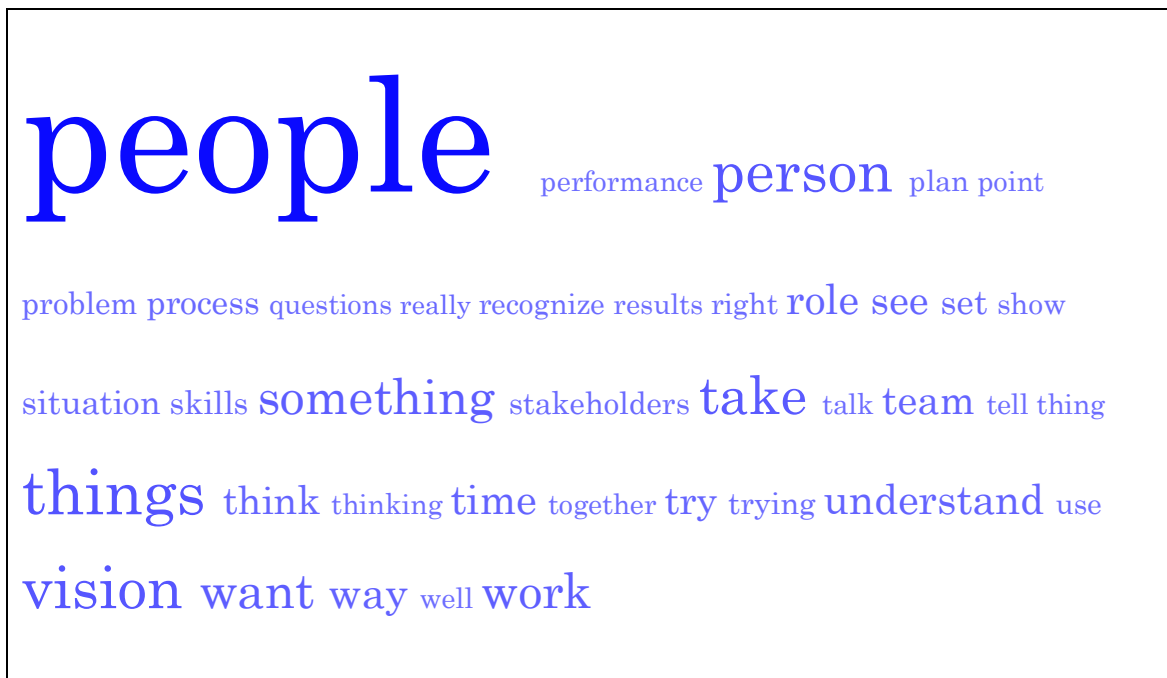
Figure 4.4 Lessons of Leaders (1 to 20) based on entire interview – Word cloud based on similar words including generalizations

give goals going good group happen help holding idea important information initiative interact know lead leader like line make meeting message move need numbers objective organization others part people perceived period person plan point position process product qualities questions really reasons results see sense set show skills something stakeholders support take tell things think transfer try understand united want whole work world

Based on the results of these word frequency analyses, it would seem that from a broad perspective, leadership is being conceptualized by the 20 leaders as an "influence relationship," which matches the general definition of leadership in the literature (Bass, 1990; Ciulla, 1998). Further, during the interviews with the 20 leaders, we recognize that the original leadership definitions provided by the leaders were possibly reinforced by the leaders' insights on doing leadership (collected in the aforementioned lessons of leaders), which is one focus of Chapter 5 in this thesis. In addition, word frequency analyses could be a useful means of initially comparing the original definitions of the 20 leaders in Table 2 with the original definitions provided by the KUIS students in Part 2 of this thesis. However, in order to understand in more detail the 20 leaders' orientations to leadership, we examined the beliefs of the 20 leaders as presented in the following sections of this chapter.

4.5 Orientation to leadership

Chapter 2 of this thesis explores a quotation by Nohria & Khurana (2010, p. 7) concerning "a set of dualities that…seem to be at the heart of research on leadership." In section 2.5 of Chapter 2, we explain that these dualities were incorporated into the questionnaire used in the interviews with the 20 leaders. The five dyad-questions each asked the 20 leaders for an initial response of "a" or "b." (See Table 4.5 and Figure 4.5.)[107] The 20 leaders were able to add explanations to their responses, and if they did not do so, the interviewer asked the leaders to give explanations. These explanations were further coded using the NVivo software. Figure 4.6 displays the orientation of leaders based on the number of references in NVivo. Figure 4.7 displays the orientation of leaders based on number of items coded.

Table 4.5 Dyad statements and responses of 20 leaders

Dyad statements	Responses of 20 leaders
1a A leader's primary role is producing superior *performance* or results.	1, 4, 5, 7, 9, 10, 11, 14, 16, 20
1b A leader's primary role is making *meaning*.	2, 3, 6, 8, 12, 13, 15, 17, 18, 19
2a A leader is a special *person* (with unique personality and character traits).	14, 15, 18
2b Leadership is a *social role* (defined as an influence relationship between the leader and follower).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 20
3a Leadership is *universal* (there is something in common among leaders across all situations and contexts).	3, 4, 7, 19, 20
3b Leadership is *particular* (each person must lead differently depending on his or her own identity, understanding of leadership, and particular situation).	1, 2, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

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[107] The leaders were listed from 1 to 20 based on the order in which each leader participated in the interview.

4a A leader has the ability to exercise *agency* (the power, influence, will, and ability to do, to act, to change).	1, 2, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 18, 19, 20
4b A leader needs to attend to *constraints* (such as the organization's history, myriad demands, and stakeholders).	3, 10, 11, 17
5a Leadership development should be thought of in terms that emphasize leaders' capacity for *thinking and doing* (which puts an emphasis on various competencies).	2, 3, 4, 5, 7, 10, 19
5b Leadership development should be thought of in terms that emphasize leaders' capacity of *becoming and being* (which puts an emphasis on an evolving identity).	1, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20

Figure 4.5 Leadership orientation based on number of leaders
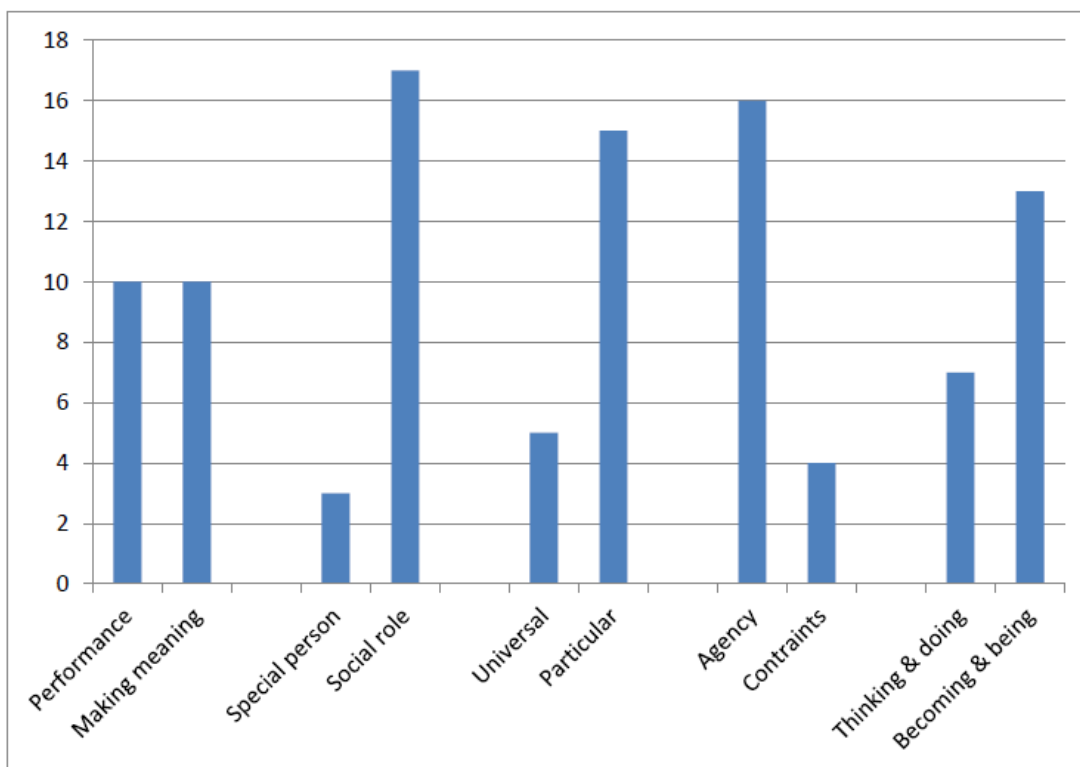
Figure 4.6 Leadership orientation based on number of references
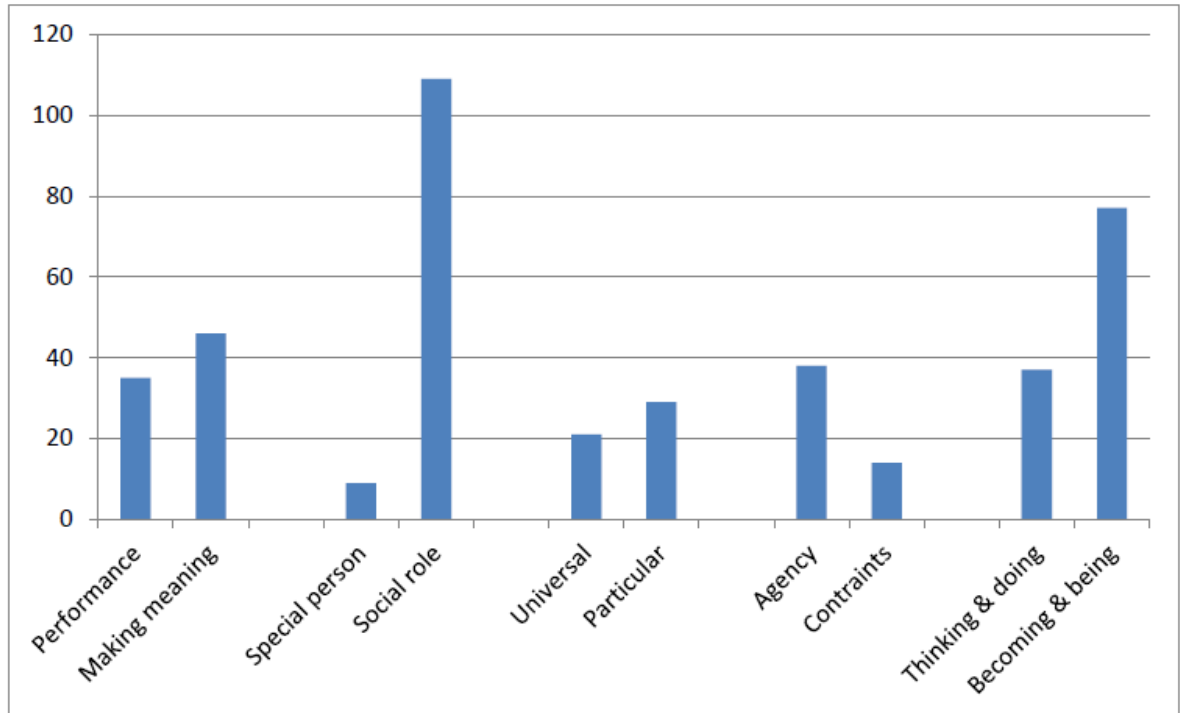
Figure 4.7 Leadership orientation based on number of items coded
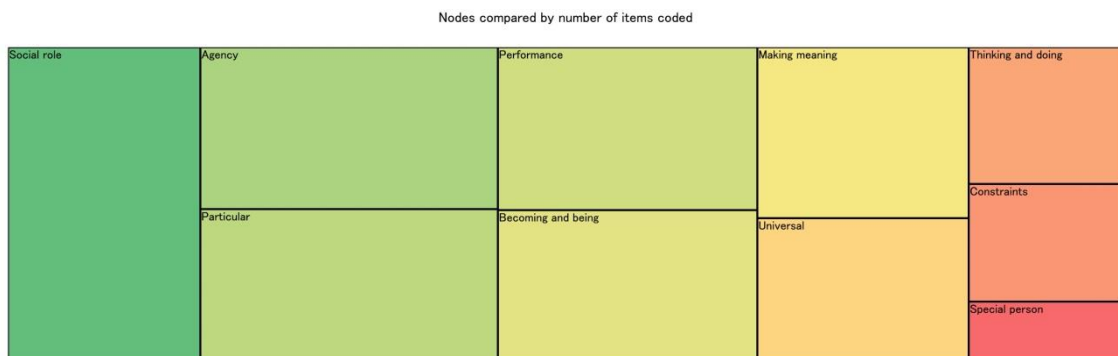
In the questionnaire, *social role* is defined as an "influence relationship between the leader and follower." Accordingly, there were a large number of references under leadership as a social role (i.e., influence relationship) in Figure 4.6. We explore the meaning of this influence relationship in connection with the leaders' professions in Chapter 5.

There were also several leaders who chose all of the same statements to the dyad questions.

These were marked in various colors in Table 4.6.[108]

Table 4.6 Individual responses of 20 leaders to the dyad questions

Leader/Question	1a	1b	2a	2b	3a	3b	4a	4b	5a	5b
1	x			x		x	x			x
2		x		x		x	x		x	
3		x		x	x			x	x	
4	x			x	x		x		x	
5	x			x		x	x		x	
6		x		x		x	x			x
7	x			x	x		x		x	
8		x		x		x	x			x
9	x			x		x	x			x
10	x			x		x		x	x	
11	x			x		x		x		x
12		x		x		x	x			x
13		x		x		x	x			x
14	x		x			x	x			x
15		x	x			x	x			x
16	x			x		x	x			x
17		x		x		x		x		x
18		x	x			x	x			x

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[108] The responses of Leaders 6, 8, 12, and 13 were the same and are marked in red. The responses of Leaders 4 and 7 were the same and are marked in blue. The responses of Leaders 1 and 9 were the same and are marked in green.

19		x		x	x		x			x
20	x			x	x		x		x	

Table 4.6 provides an inclination of how the beliefs of leaders may be similar. However, examining leadership orientation based on the number of words coded for each node presents a different image of the leaders. (See Figures 4.8 to 4.27.)

Figure 4.8 Leadership orientation for Leader 1 by number of words coded
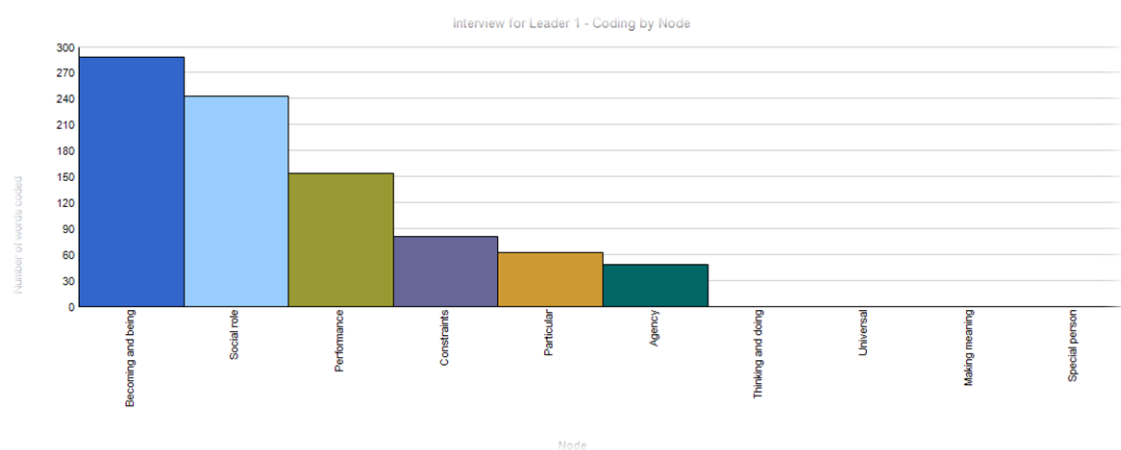
Figure 4.9 Leadership orientation for Leader 2 by number of words coded
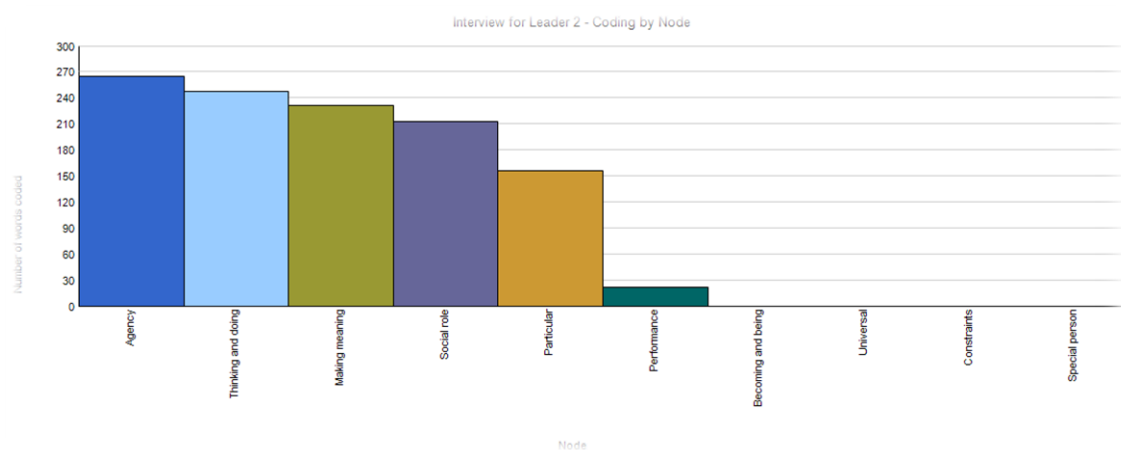
Figure 4.10 Leadership orientation for Leader 3 by number of words coded
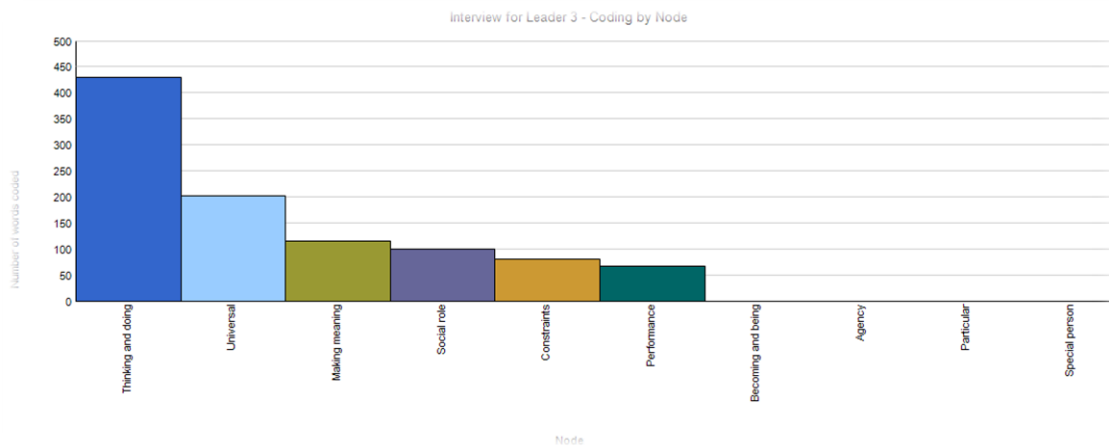
Figure 4.11 Leadership orientation for Leader 4 by number of words coded
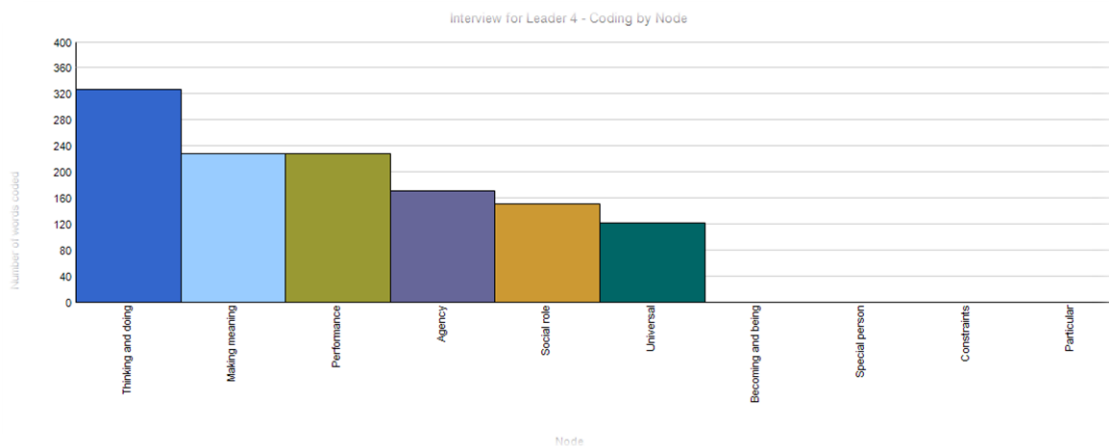
Figure 4.12 Leadership orientation for Leader 5 by number of words coded
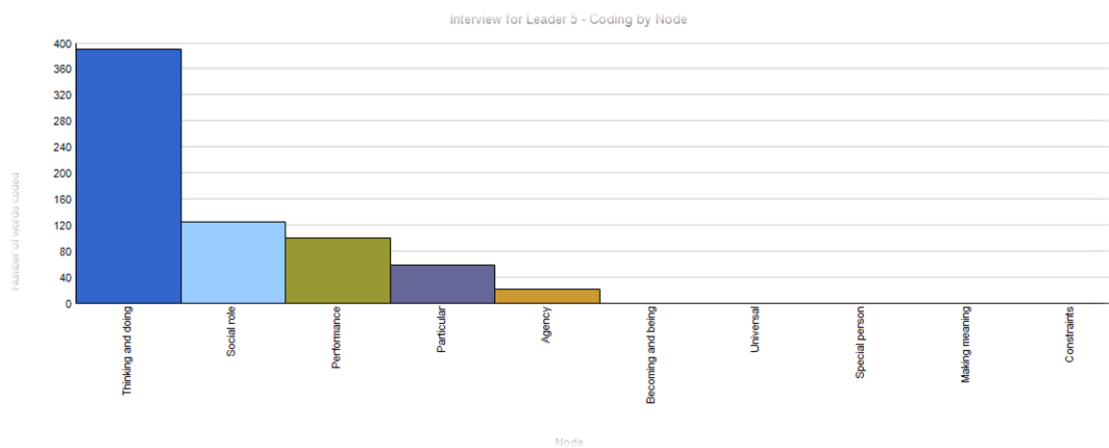
Figure 4.13 Leadership orientation for Leader 6 by number of words coded

Interview for Leader 6 - Coding by Node
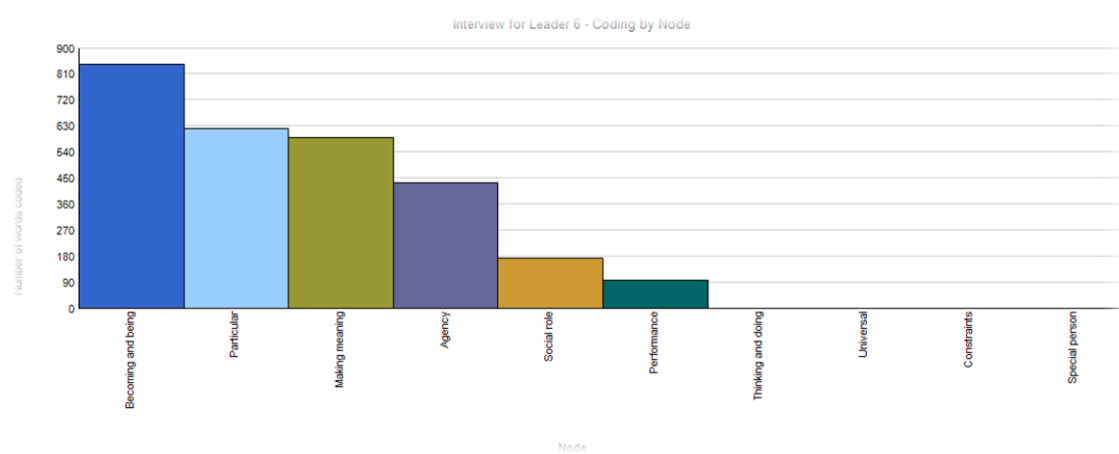
Figure 4.14 Leadership orientation for Leader 7 by number of words coded

Interview for Leader 7 - Coding by Node
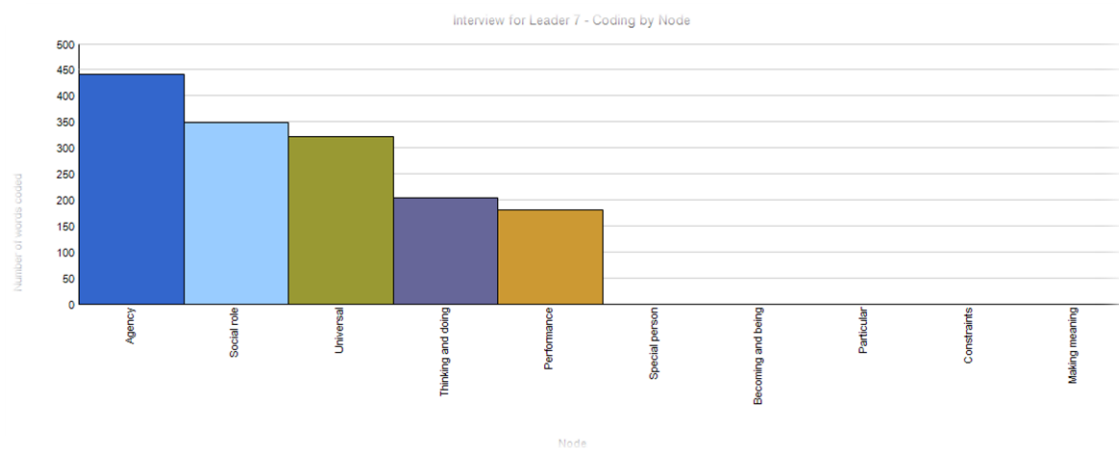
Figure 4.15 Leadership orientation for Leader 8 by number of words coded

Interview for Leader 8 - Coding by Node
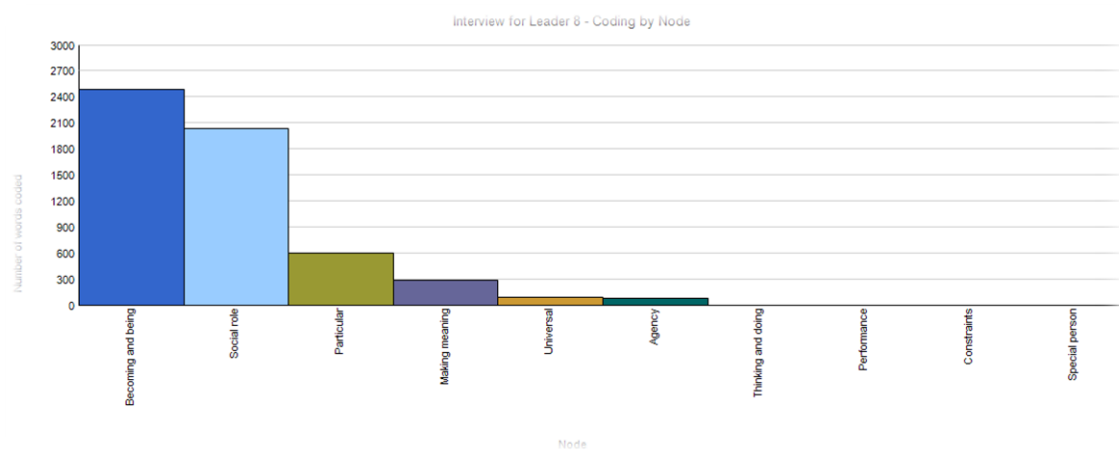
Figure 4.16 Leadership orientation for Leader 9 by number of words coded
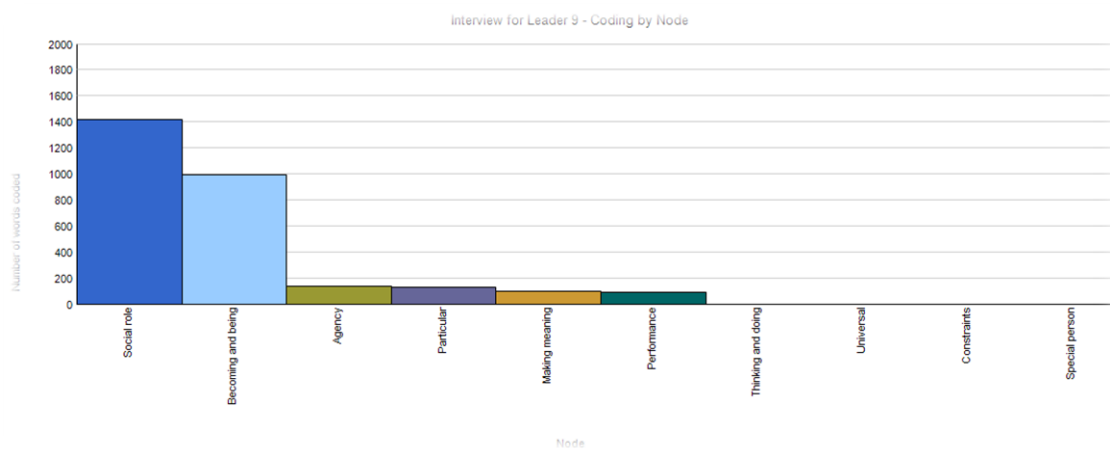
Figure 4.17 Leadership orientation for Leader 10 by number of words coded
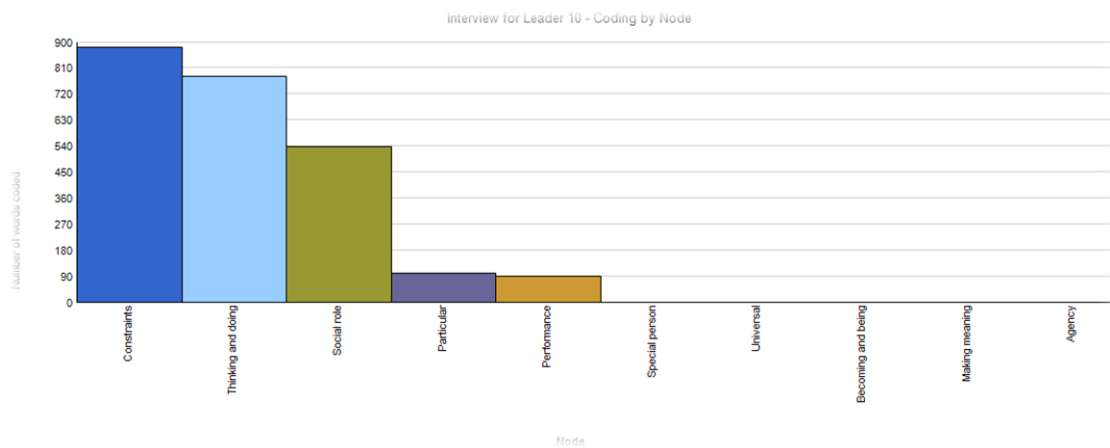
Figure 4.18 Leadership orientation for Leader 11 by number of words coded
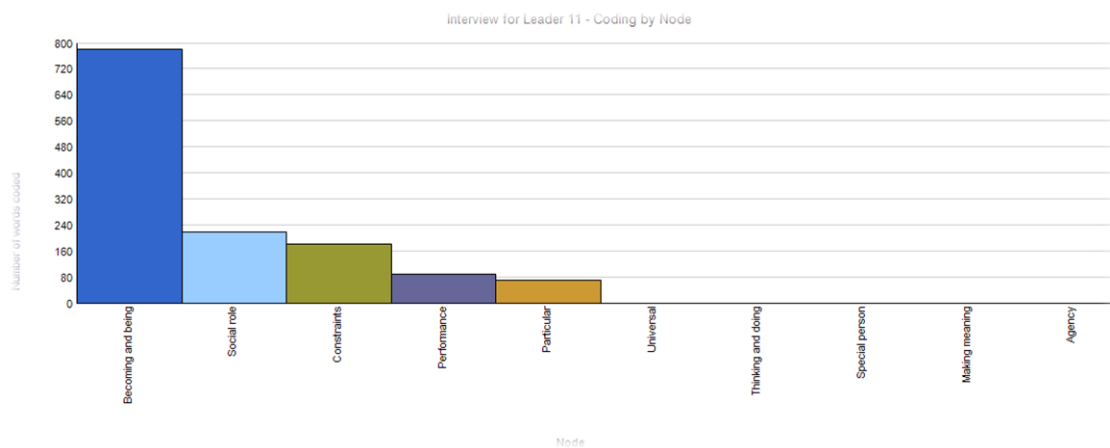
Figure 4.19 Leadership orientation for Leader 12 by number of words coded
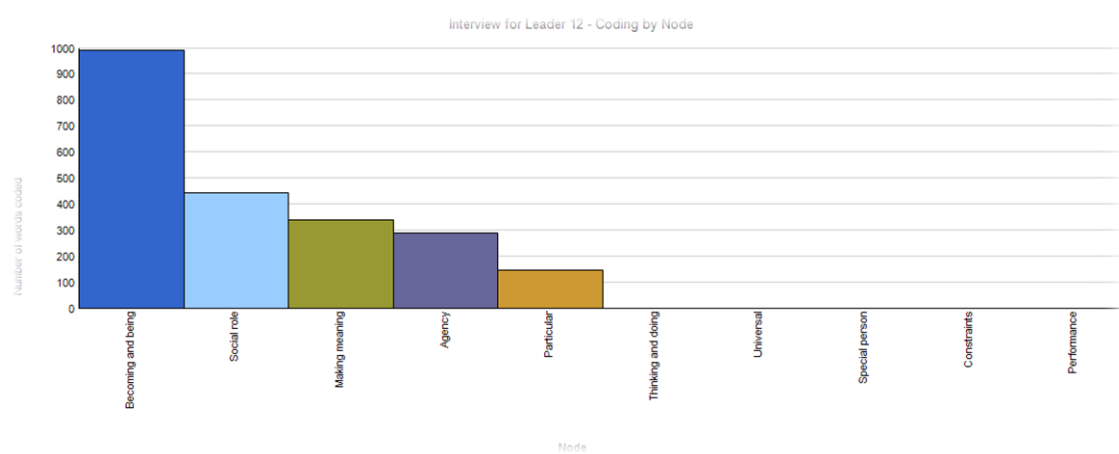
Figure 4.20 Leadership orientation for Leader 13 by number of words coded
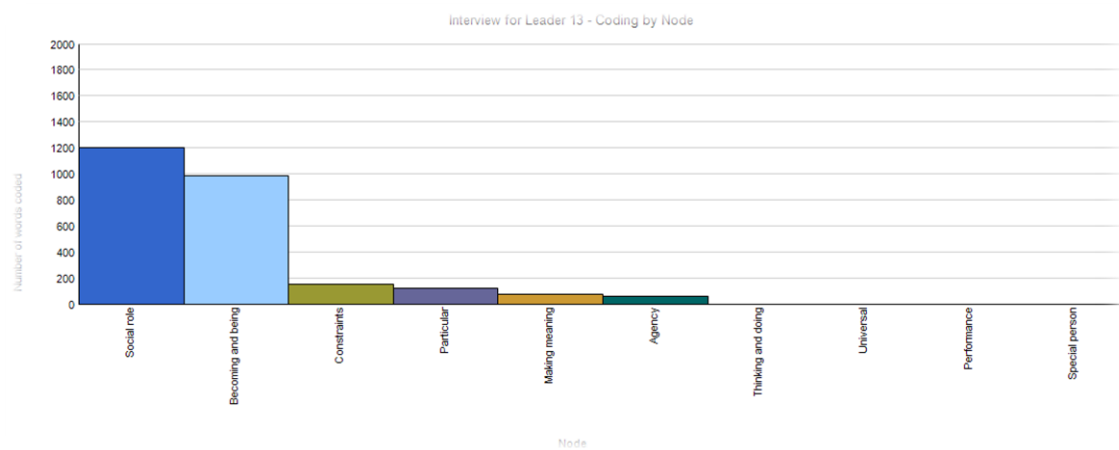
Figure 4.21 Leadership orientation for Leader 14 by number of words coded
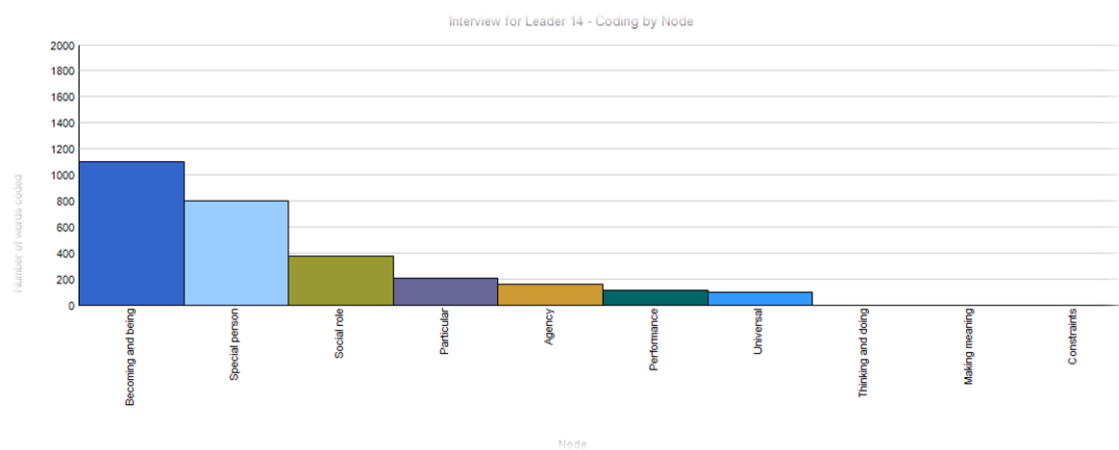
Figure 4.22 Leadership orientation for Leader 15 by number of words coded
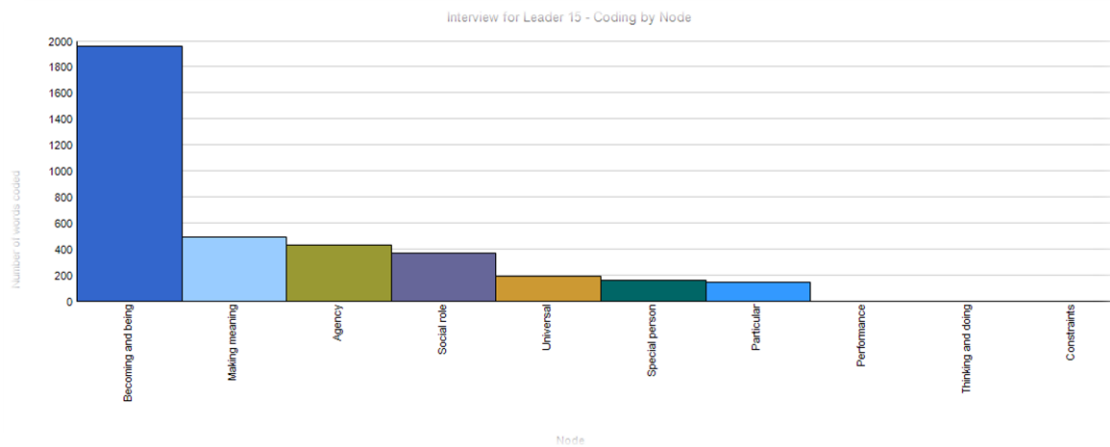
Figure 4.23 Leadership orientation for Leader 16 by number of words coded
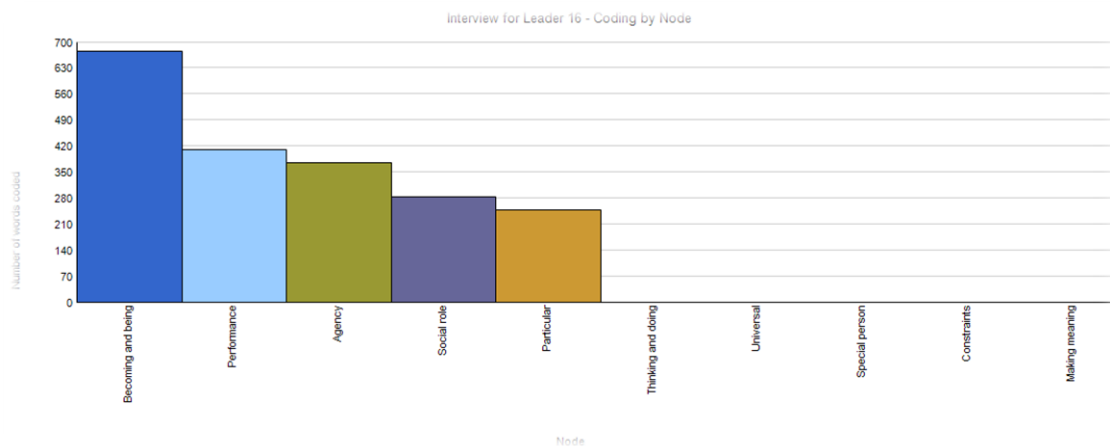
Figure 4.24 Leadership orientation for Leader 17 by number of words coded

174
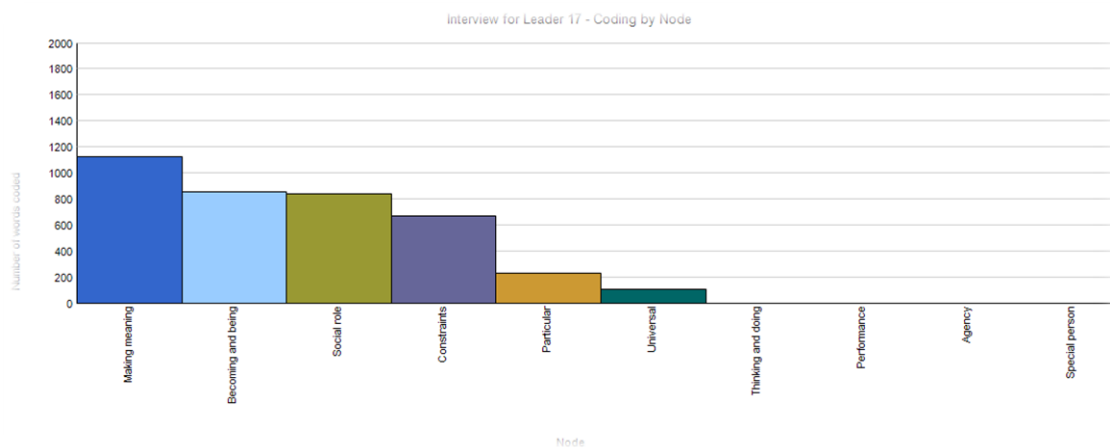
Figure 4.25 Leadership orientation for Leader 18 by number of words coded
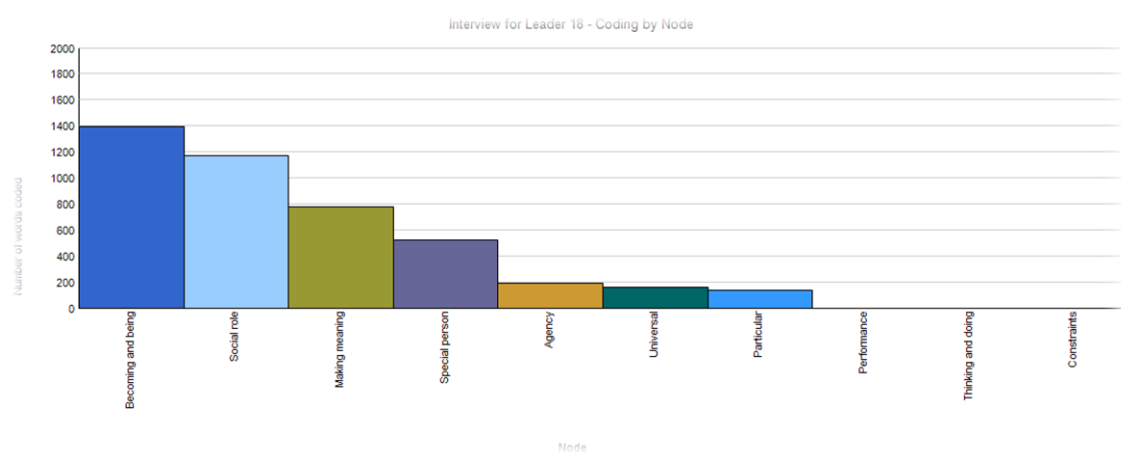
Figure 4.26 Leadership orientation for Leader 19 by number of words coded
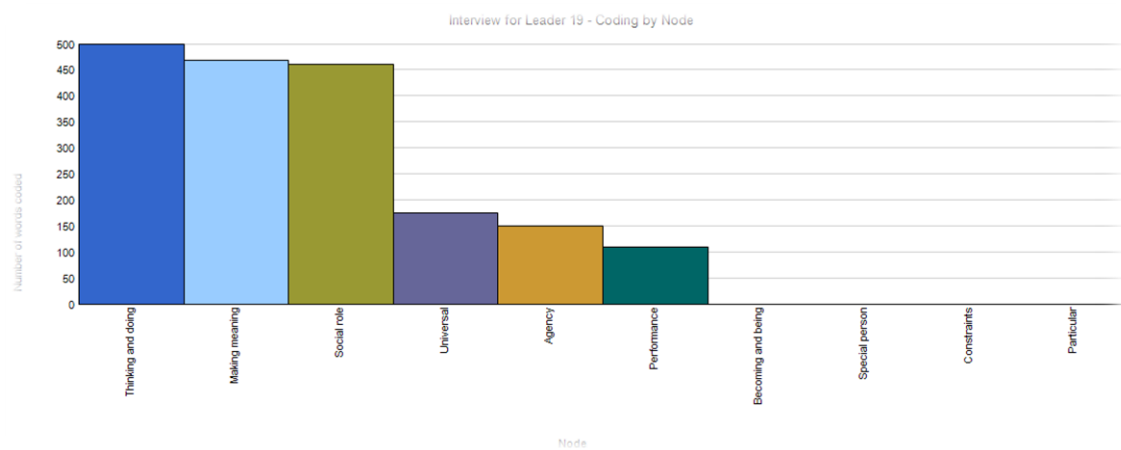
Figure 4.27 Leadership orientation for Leader 20 by number of words coded
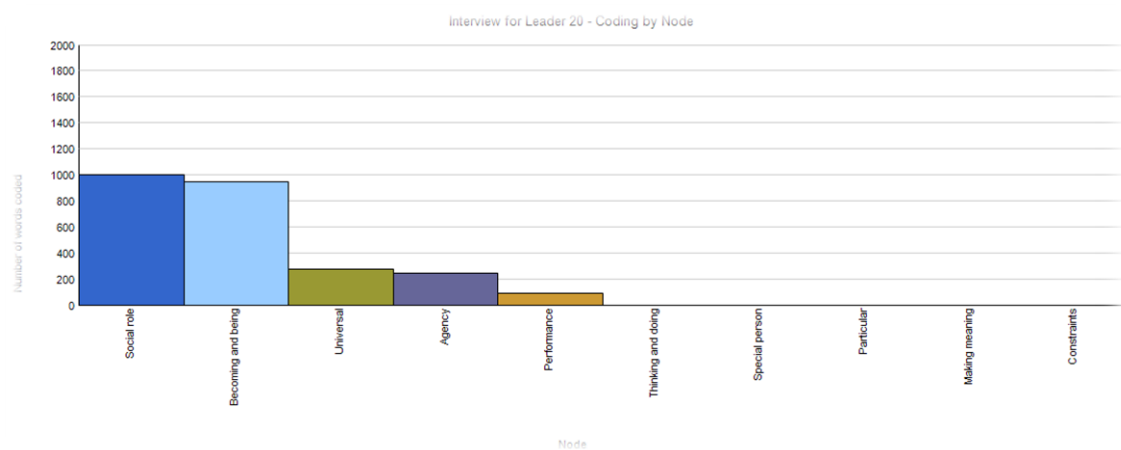
In Figures 4.8 to 4.27, "becoming and being" ranked highest in the number of words coded

for 9 of the 20 leaders. For 5 of the 20 leaders, "thinking and doing" ranked highest. One

reason for the high rankings is that these two themes were related to leadership development.

The instructor/researcher was interested in how the 20 leaders would develop future leaders,

and the semi-structured interview format provided him with the opportunity to ask follow up

questions related to leadership development.[109]

In order to explore further the similarity of the interview responses of the 20 leaders, cluster

analyses for word similarity and for coding similarity were conducted on all responses of the

20 leaders throughout the entire interview using the Cluster Analysis Wizard of NVivo 10.[110]

The results are displayed in Figures 4.28 to 4.31.

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[109] Such interest of the instructor/researcher was related to developing training programs as described in Chapter 7 of this thesis.

[110] In the cluster analyses conducted for word similarity, Pearson's coefficient was selected by NVivo 10. In the cluster analyses for coding, Jaccard's coefficient was selected by NVivo 10.

Figure 4.28 Sources clustered by word similarity (horizontal dendrogram)
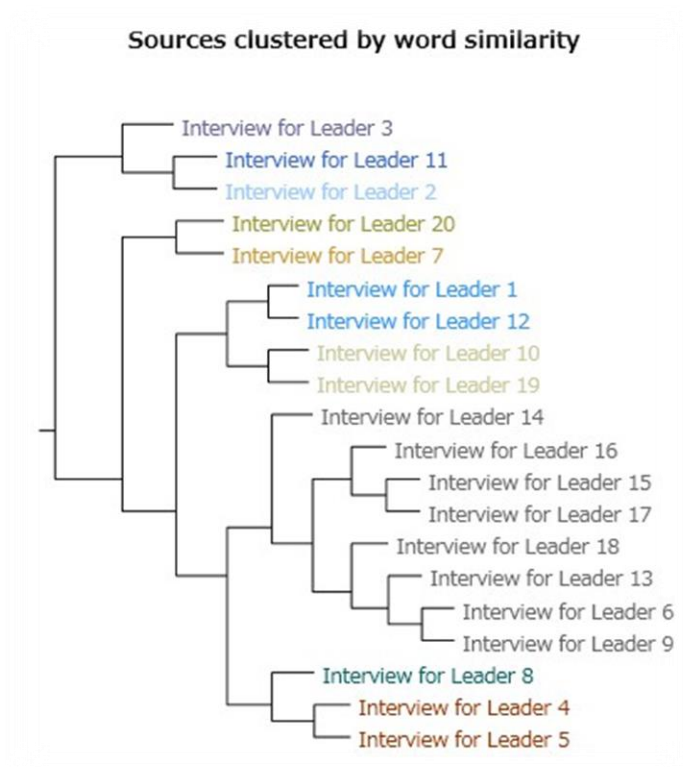
Figure 4.29 Sources clustered by word similarity (circle graph)
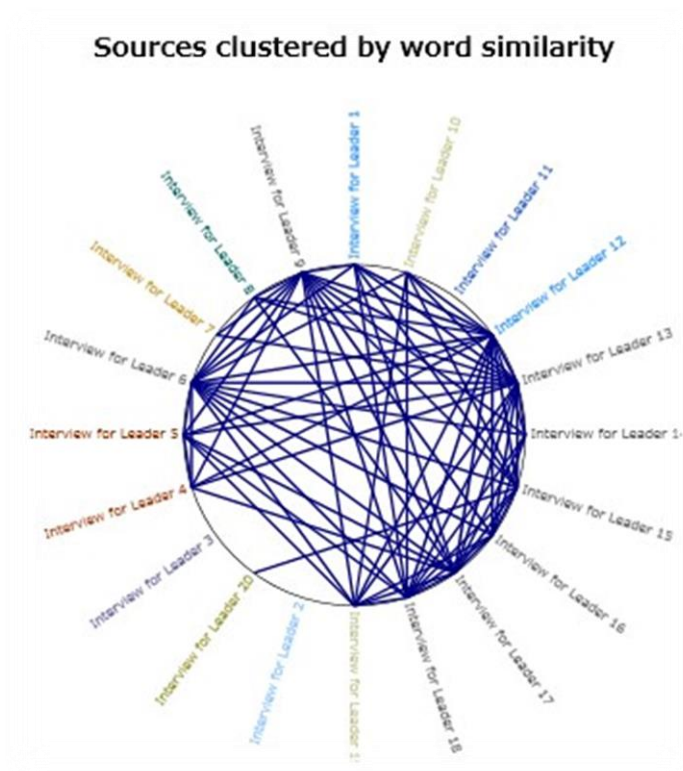
Figure 4.30 Sources clustered by coding similarity (horizontal dendrogram)
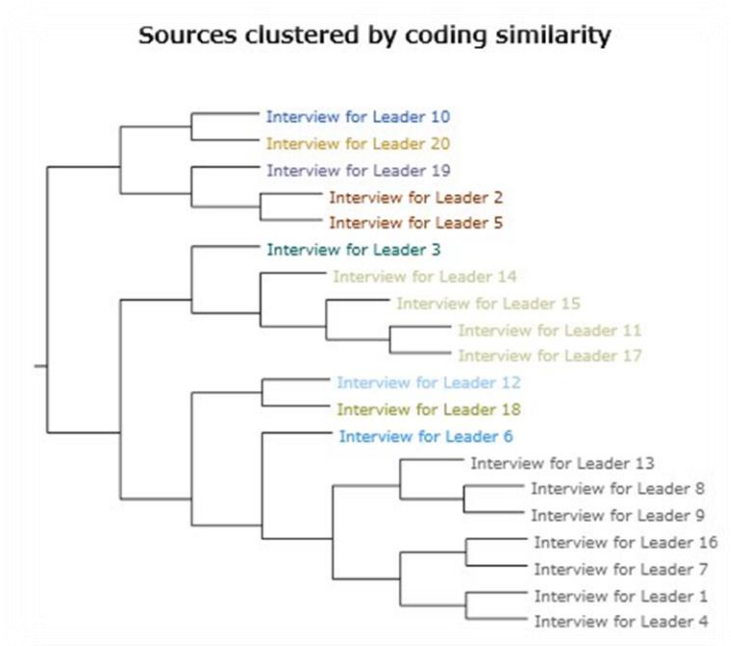
Figure 4.31 Sources clustered by coding similarity (circle graph)
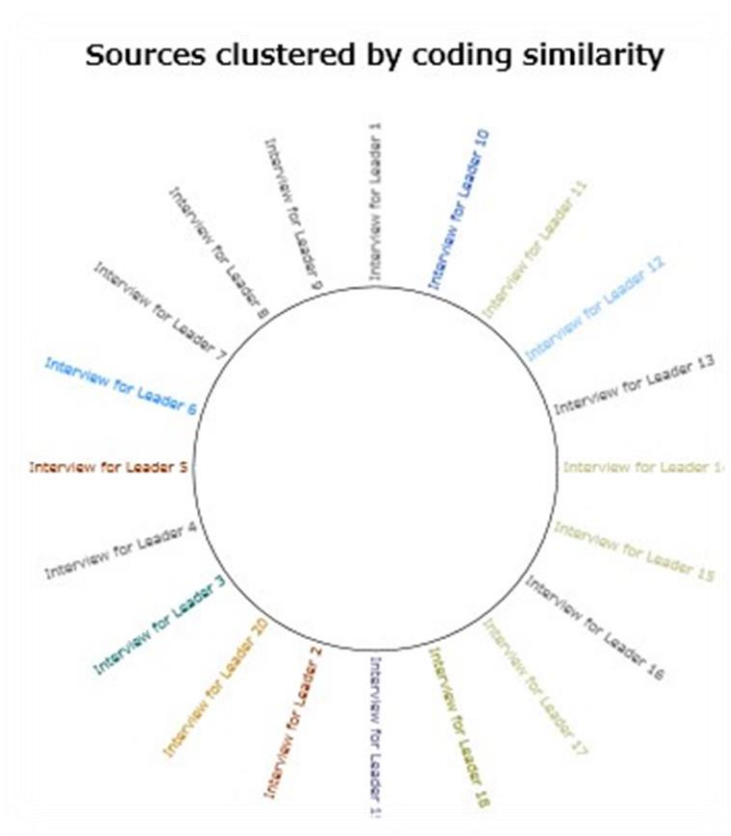
The cluster analyses provide an indication of how the conceptualizations of leadership of the 20 leaders may be similar or distinctive. In order to understand these similarities and differences, other themes that emerged from the data are also considered in this chapter. In addition, at the end of this chapter, how these themes may be linked together is diagrammed in relation to the possible influence of the context of the interview on the leaders' sharing of beliefs about leadership and conveying of personal experiences of doing leadership. We will argue that each conceptualization of leadership needs to be considered independently to be clearly understood, and accordingly, Figures 4.28 to 4.31 are not of value.[111]

4.6 Qualities and performances of leaders

In the interviews, the 20 leaders commented on the top-three qualities of an effective leader as well as on the qualities that they viewed themselves as having as leaders. The complete list of qualities coded (i.e., those qualities for an effective leader combined with the qualities for the leader himself/herself) is presented in Table 4.7. Three leaders specifically commented that all of the three qualities were necessary.

Table 4.7 Qualities of leaders

Number of Leaders	Qualities
7	Passionate
6	Intelligent
6	Supportive
5	Communication skills
5	Risk taking
5	Ability to get stakeholder agreement - buy in

[111] In Chapters 5 and 6, we look at each leadership conceptualization independently.

4	Healthy
4	Articulate
3	Necessity of all three qualities
3	Generous
3	Humor
3	Inspirational
3	Listening
2	Wise
2	Strong willed
2	Ability to develop vision-strategy
2	Emotional intelligence
2	Visionary
2	Self-confidence
2	Patient
2	Caring
2	Empathetic
2	Assertive
1	Witty
1	Sense of responsibility
1	Quick decision maker
1	Friendly personality
1	Problem solving ability
1	Parental
1	Independent
1	Balanced
1	Sense of comfort
1	Tenacious
1	Ability to make a persuasive case
1	Demonstration of commitment to realize vision
1	Strong-Firm
1	Sensitive
1	Credible
1	Competence
1	Being a real person
1	Creative solutions
1	Tying things together
1	Global mindset
1	Cooperative

1	Encouraging
1	Pragmatic
1	Enthusiastic
1	Authenticity
1	Self-awareness
1	Decision making
1	Organizational skills
1	Ethical
1	Interpersonal skills
1	Follow through-Integrity
1	Focused
1	Consistent
1	Concise
1	Candid
1	Provide feedback
1	Understanding
1	Setting good example
1	Accountable
1	Keep things in perspective
1	Setting priorities with big picture in mind
1	Change agent
1	Belief in what they are trying to accomplish
1	Hardworking
1	Collection of skills
1	Technically competent
1	Assertive in setting goals

The wide range of leadership qualities listed suggests that the qualities should be viewed in the context of the interview in which they are being shared.[112] This also seems to be true of the performances of the leaders. (See Table 4.8.) Table 4.9 displays extracts from the transcripts of the 20 leaders in presenting leadership qualities and performances for each of the 20 leaders.

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[112] Leadership conceptualizations in such interviews are co-constructed (Talmy, 2011).

Table 4.8 Performances of leaders

Number of leaders	Performance of the leaders
3	Passionate
3	Strategic
2	Responsible
2	Energetic
2	Trust
2	Ambitious
2	Creative-Innovative
1	Transformative
1	Empathetic
1	Control
1	Quick action - Speedy
1	Thoughtful
1	Confident
1	Humble
1	Inform
1	Encourage-Motivate
1	Empower
1	Performance appraisal
1	See connections
1	Promote collaboration
1	Persistent
1	Fun
1	Positive
1	Being human-real
1	Intellectual
1	Active
1	Collaborative
1	Enthusiastic
1	Emotional
1	Follow through
1	Organized
1	Show initiative
1	Outspoken
1	Fair
1	Flexible

1	Accept blame
1	Ham [i.e., ham acting]
1	Tactful
1	Interactive-Collective
1	Get persons to work it out for themselves - mediator
1	Successful
1	Evolving
1	Self-effacing
1	Making people comfortable
1	Adaptable
1	Genuine
1	Determined
1	Hardworking
1	Patient
1	Supportive
1	Effective

Table 4.9 Qualities and performances based on extracts from the transcripts

Leaders	Qualities epitomizing leaders	Personal qualities as leader	Description of performances as leader
1	- Healthy - Witty - Wise	Ability to convey information that's both logical and also has some emotional power or some sense of passion or sense of sort of emotional impact	- Transformative - Empathetic
2	- Intelligent - Generous - Risk taking	Strong sense of responsibility	- Passionate - Responsible
3	- Healthy - Strong willed - Passionate	- Ability to make quick decisions - Friendly personality	Quick action

		• Ability to solve problems	
4	• Intelligent • Healthy • Wise	• Independent • Intelligent • Articulate • Supportive • Wise	• Energetic • Thoughtful • Increasingly confident • Humble
5	• Intelligent • Strong willed • Supportive • Risk taking	• Ability to explain to people and get them to agree there is a vision of where they're going, a vision and a strategy • Ability to help develop that vision and strategy. • Ability to help people identify their stake and contribution to that strategy; that is, what is in it for them? And how can they help to make, how can we [..make] it happen? And that implies that you're listening carefully to what they're saying and getting them to contribute • Tenacious	No response
6	• Strong • Sensitive • Credible	• Strong (i.e., is clear and sets expectations)	• Inform • Direct • Motivate • Encourage

			• Trust
			• Empower
7	• Passionate • Supportive • Articulate	• Emotional intelligence • Communication skills	• Passionate • Responsible • Ability to see connections • Ability to bring people together to collaborate and achieve things
8	• Visionary • Communication skills • Passion for teammates	• Ability to be interested in the people you're dealing with • Communication skills • Ability to have a supporting mind when communicating with people	• Results-oriented • Stubborn to results; i.e., achieving the expectations of other people, meaning teammates or customers
9	• Communication skills • Self-confidence • Competence	• Communication skills • Self-confidence • The ability to "be real" and to be a human being and to care about people	• Positive • Fun • Ambitious • The ability to be real, recognizing that people are sometimes fragile and no one's perfect
10	• Risk taking • Passionate • Articulate	• Ability to quickly analyze problems and situations and come up with creative solutions • Ability to tie disparate things together into something that is more programmatic	• Strategic • Creative and innovative • Intellectual (i.e., leading through ideas)

		● Knowledge of how the broader world works	
11	● Intelligent ● Passionate ● Patient	● Cooperative ● Generous ● Patient ● Encouraging	● Active ● Collaborative
12	● Enthusiasm ● Authenticity ● Caring	● Enthusiasm ● Authenticity ● Caring	● Enthusiastic ● Passionate ● Emotional ● Creative ● Energetic
13	● Visionary ● Good communication skills ● Good organizational skills	● Good communication skills ● Good interpersonal skills ● Good listener ● Organized ● Good at follow through so good role model	● Good follow through ● Organized ● Show initiative
14	● Ability to focus on vision and what you have to communicate ● Consistency (which is the same as discipline); being consistent in your approach ● Ability to be concise (i.e., less is more)	● Ability to present the vision and explain the vision ● Ability to monitor the vision being executed ● Ability to make sure that people have enthusiasm and integrity for that vision	● Outspoken ● Fair ● Flexible
15	● Passionate ● Supportive ● Articulate ● Intelligent	● Empathetic ● Supportive ● Passionate ● Generous (with	● Actor (ham) ● Tactful, calculative ● Interactive (less of an authoritarian)

	● Risk taking	time and praise)	
16	● Passionate ● Risk taking ● Supportive	● Passionate ● Candid	● Effective ● Successful ● Evolving
17	● Ability to have a correct understanding (of the people, place, time, history, situation) ● Patient ● Humorous	● Humorous ● Ability to have a correct understanding (of constraints)	● Self-effacing ● Willing to lead from the back seat to promote leadership in others and collaboration
18	● Ability to set a good example ● Ability to exhibit positive energy with caring with an eye to results ● Emotional intelligence ● Ability to set priorities with the big picture in mind ● Ability to not let small things become big	● Ability to set a good example ● Ability to exhibit positive energy with caring with an eye to results ● Ability to stay calm when things are tense normally ● A good energy level ● Strategic thinking; ability to see the bigger picture ● Ability to be a change agent	● Adaptable ● Ability to think strategically about the big picture
19	● Having a sense of ownership or sincerity or genuineness (i.e., opposite of feeling obligated with no sense of ownership)	● Strong in sincerity or genuineness ● Self-confidence ● Ability to inspire others ● Assertive ● Intelligent ● Hard working	● Genuine ● Determined ● Ambitious

	• Self-confidence • Ability to inspire others		
20	• Technical competence (whatever that means in the context) • Assertive in setting goals • Empathetic	• Empathetic • Technical competence • Assertiveness	• Patient • Supportive • Strategic

In Table 4.9, there seems to be potential alignment between the leadership qualities and personal performances that could be linked to the accounts of the 20 leaders' actual work activities. We investigate such possibility in Chapter 5.

4.7 Interpersonal communication skills

Knight (2010a, p. 254) in an adaptation of research conducted by Hargie, et al. (1994) regarding the interpersonal skills of educational managers in the UK, reported the following about two Japanese educational managers in the Career Education Center of KUIS:

> In regard to key interpersonal skills, the UK managers ranked the following items to be most important: "listening skills," "handling aggression," and "decision making." The Japanese managers also listed "listening skills" as the highest ranking item followed by "decision making" and "time management."

In comparison, in the interviews with the 20 leaders in this thesis, "listening," "encouraging, and "negotiating" were the interpersonal communication skills most frequently stated. (See Table 4.10.) Table 4.11 lists the top-three interpersonal communication skills by leader based on direct responses to the related questionnaire item.

Table 4.10 Interpersonal communication skills

Number of leaders	Interpersonal communication skills
18	Listening
11	Encouraging
6	Negotiating
4	Explaining
3	Persuading
3	Delegating
1	Necessity of all three
1	Sharing experience
1	Motivate - Entertain
1	Communicate expectations
1	Trusting-Empowering
1	Appraising the situation
1	Expectation sharing
1	Clearly communicating
1	Presenting
1	Positive
1	Organized
1	Follow through-Integrity
1	Mediating-Balancing
1	Asking questions
1	Appraising people and providing feedback
1	Emotional intelligence
1	Reporting

Table 4.11 Top-three interpersonal communication skills

Leader	Top-three interpersonal communication skills to do job effectively
1	● Listening ● Persuading ● Encouraging
2	● Explaining ● Listening ● Negotiating
3	● Listening ● Encouraging

	● Explaining
4	● Listening
	● Sharing experience
	● Expressing support
5	● Listening and understanding
	● Letting people know what the bottom line is in a meeting, and so, get to the point and not get there too late in the situation
	● Having the capacity to motivate and entertain a crowd (i.e., showmanship)
6	● Listening (from a conflict resolution perspective)
	● Negotiating with people who have different ideas to you and doing it in a way that people end up agreeing with the course of action
	● Trusting people and empowering them
7	● Listening
	● Appraising the situation to determine appropriate forms of action
	● Encouraging other collaborators to achieve that vision
8	Expectation sharing/setting:
	● Listening
	● Explaining
	● Encouraging
9	● Listening
	● Persuading
	● Clearly communicating
10	● Negotiating
	● Explaining
	● Delegating
11	● Listening
	● Persuading
	● Encouraging
12	● Listening
	● Encouraging
	● Presenting
13	● Being a good listener
	● Being positive and encouraging
	● Being organized and having good follow through
14	● Mediating
	● Balancing
	● Listening

	● Asking questions
15	● Listening
	● Explaining
	● Encouraging
16	● Listening and observing in terms of appraising
	● Encouraging and/or providing the negative feedback
17	● Listening
	● Negotiating
	● Encouraging
18	● Listening and learning
	● Explaining
	● Emotional intelligence
19	● Listening
	● Delegating
	● Negotiating
20	● Establishing goals for individuals (i.e., delegating)
	● Negotiating
	● Reporting

We consider such a listing of interpersonal communication skills (in Tables 4.10 and 4.11) to not provide sufficient clarification. In Chapter 5, we look more carefully at how these interpersonal communication skills fit into the conceptualizations of leadership of the 20 leaders. Similarly, the listing of the communication challenges in Table 4.12 is further clarified by the examples of communication challenges listed in Table 4.13.

Table 4.12 Communication challenges of leaders

Number of leaders	Communication challenges
3	Communication style
3	Listener interpretation of message
2	Getting stakeholder agreement
1	Consulting with other doctors
1	Solving interdepartmental problems
1	Keeping messages interesting
1	Informing teachers of complaints

1	Not renewing contract requests
1	Building trust with stakeholders
1	Not expecting your staff to be you
1	Making staff aware of the mission
1	Team meetings
1	Clients who do not respond
1	Technical problems
1	Speaking to audience in between songs
1	Culture
1	Being brutally honest
1	Managing previous bosses
1	Recognizing when you can and cannot lead
1	Getting through the emotion
1	Slowing down own talking speed
1	Understanding the audience
1	Scheduling an international group meeting on the phone
1	Language
1	Team members intimidation of leadership role
1	Too many egos on the phone
1	Negotiating with clients
1	Explaining services to clients
1	Presentations

Table 4.13 Examples of communication challenges of individual leaders

Leader	Communication challenges of leaders
1	● The client wants a counselor who will be a "champion no matter what" / "a mindless sort of cheerleader" and does not follow the directions of the counselor.
2	● In treating a patient suffering from a severe medical disease, there is a necessity to consult with other doctors or nurses about the diagnosis and treatment strategy for quality of life of patients.
3	● Solving a problem between the sales department (which has made a training contract with a company) and the personnel department (which has to dispatch the instructor)
4	● Dealing with differences in communication style, such as in communications with employees.
5	● Overcoming the noise factor (i.e., interpretations)

	● Finding a way to stay fresh (because people get bored)
6	● Having to inform teachers of complaints against them
7	● Coming into an organization as a consultant (i.e., an outsider) and building trust with all the stakeholders in the organization in order to gain their confidence as a person and professional
8	● Overcoming the mistake of expecting your employees to have the same level of understanding, commitment, aspiration, skill-base, and knowledge as you.
9	● Achieving clear communication – When I expect something and I've asked for something and something different happens.
10	● Communicating to a variety of different stakeholders about a project in advance in order to get stakeholder support and to avoid any resistance
11	● Getting team members to understand what I want, what I intend to do
12	● Trying to get responses from clients who don't respond ● Talking to an audience while you are waiting for band members to get set up
13	● As a career advisor/counselor, convincing students of the importance of certain skills of professionalism, going to certain events, and meeting with certain people.
14	● Dealing with cultural issues that impact business agreements because of the ignorance and mistakes of a US-side employee, which is made more complicated because communication with the employee is remote
15	● Trying to be brutally honest with a water polo player
16	● Managing those who had my job
17	● Getting through the emotion (because people are emotional animals) in a reasonable amount of time
18	● Dealing with an employee who has a different preference for communication style.
19	● Trying not to talk too fast ● Understanding the audience (and not making the mistake that you think that you do when you really don't)
20	● Negotiating with clients ● Explaining our services to clients ● Presenting

In view of Table 4.13, and as we will demonstrate in Chapter 5, conceptualizations of

leadership of the 20 leaders are contextually based; that is, the actions of the leaders cannot be separated from the related situations.

4.8 Securing, performing, and shaping leadership roles

The descriptions that leaders provided in regard to securing, performing, and shaping their leadership roles are also contextually based, as defined above, and therefore Tables 4.14 and 4.15 not sufficient to understand the conceptualizations of leadership of the 20 leaders.

Table 4.14 Securing leadership roles

Number of leaders	Securing leadership roles
5	Own effort
3	Others efforts
1	Accident
1	Fate
1	Strong desire to be leader - See self as qualified leader in group - See need as leader
1	Naturally leading already
1	Promoted - not well boxed into smaller roles
1	Increasing experience
1	Accepting opportunities
1	English accent - US people defer to English accent
1	Transfer or promotion
1	Mentally prepared for transition to leadership role
1	Assertiveness
1	Passionate
1	Recognition of need to be addressed
1	Fair and trusted
1	Predictable
1	Learning from previous leaders
1	Developing leadership roles
1	Maintaining credibility
1	Bought out shares of other partners

1	Different leadership roles in different organizations
1	Graduate degrees

Table 4.15 Performing and shaping leadership roles

Number of leaders	Performing and shaping leadership roles
4	Self-study
3	Communicating with stakeholders
2	Quiet mind
2	Clarify the purpose or mission
2	Developing corporate culture
2	Careful about communication
2	Role models
1	Differentiation from competition
1	Asking questions
1	Being optimistic-confident
1	Praising followers
1	Influential leadership models
1	Supporting decision making process
1	Communicating about time in way that facilitates credibility
1	Decision making
1	Supporting staff to do what they want to do
1	Entertaining stakeholders
1	Mastermind situation
1	Training from consultant
1	Creating leaders
1	Being real and authentic
1	Request project ownership
1	Try to be like friend
1	Chose title
1	Sales
1	Being shaped
1	Confidence
1	Evaluating recorded performances
1	Self-awareness
1	Training programs
1	Caring
1	Process of elimination - Learning from mistakes

1	Delegation
1	Being visible as a leader
1	Working closely with others to lead as a team
1	Member of CEO group
1	Interacting with other leaders
1	Religion
1	Constantly evolving your skill set
1	Approachable
1	Building rapport
1	Frequent communication with team
1	Leading from behind

We considered Tables 4.14 and 4.15 to have possible value to KUIS students in their aim of becoming leaders. However, such descriptions are the result of, and should not be considered apart from, the various circumstances in which they appeared. Further, these descriptions did not specifically focus on the 20 leaders' conceptualizations of leadership.

4.9 Strategic communication stories

How leadership is described in the stories was possibly constrained by the focus of the interview questionnaire. Lessons taken from those narratives appear in Table 4.16.[113] Figure 4.32 depicts the content in Table 4.16.

Table 4.16 Strategic communication story

Number of leaders	Strategic communication story
20	Opportunity-problem
20	Communication techniques
18	Basic message-Case for change
16	Results

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[113] Some leaders gave permission to share their narratives with students whereas other did not.

15	Stakeholders
11	Important factors in formulating message
10	Reflections
9	Expectations as leader

Each of the leaders included an opportunity-problem in their narratives. Question 11 of the interview questionnaire instructs the interviewees to consider a time that they strategically and successfully used communication as a leader to achieve a specific goal. In this connection, the leaders are first asked in the interview questionnaire to describe the opportunity-problem that they faced. We consider the construction of the narratives in more detail in the next chapter (5).

Figures 4.32 to 4.55, however, indicate that the majority of leaders did not talk most about the opportunity-problem in their stories. Instead, they emphasized their communication techniques (i.e., actions). Accordingly, the opportunity/problem (i.e., situation or challenge) and corresponding communication/actions seemed to be required components for the leaders' stories. Figure 4.32 is based on the number of coding references for all 20 leaders combined. The other figures (4.33 – 4.55) are based on the number of words coded for each of the leaders individually.

Figure 4.32 Strategic communication story
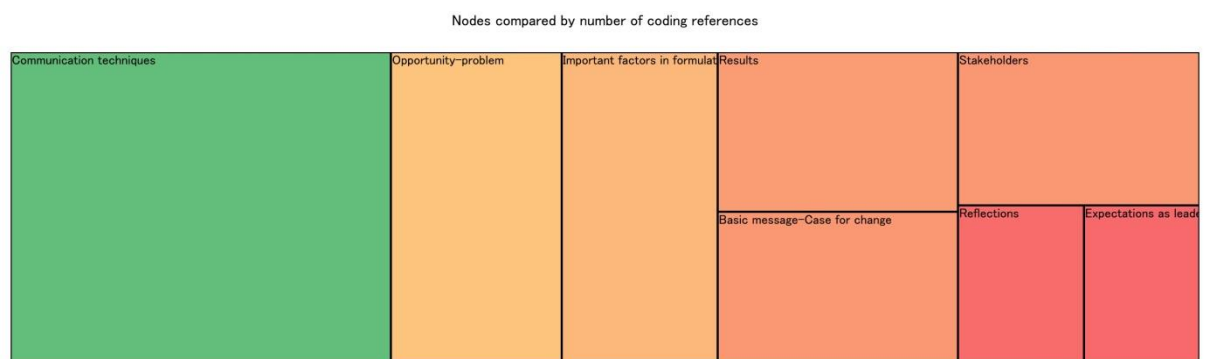
Figure 4.33 Strategic communication story of Leader 1

Interview for Leader 1 - Coding by Node
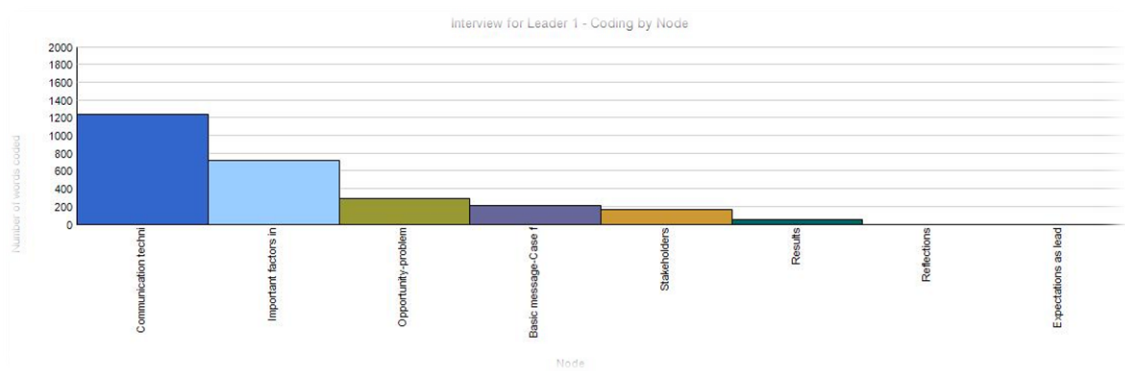
Figure 4.34 Strategic communication story of Leader 2

Interview for Leader 2 - Coding by Node
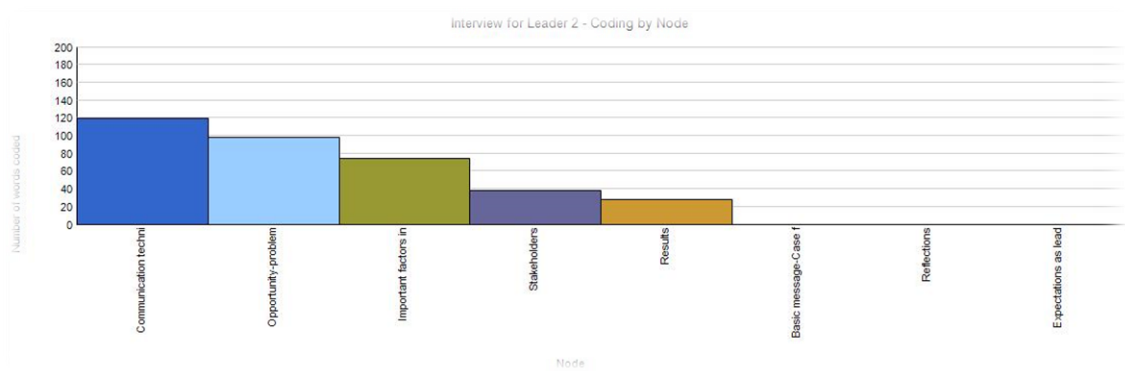
Figure 4.35 Strategic communication story of Leader 3

Interview for Leader 3 - Coding by Node
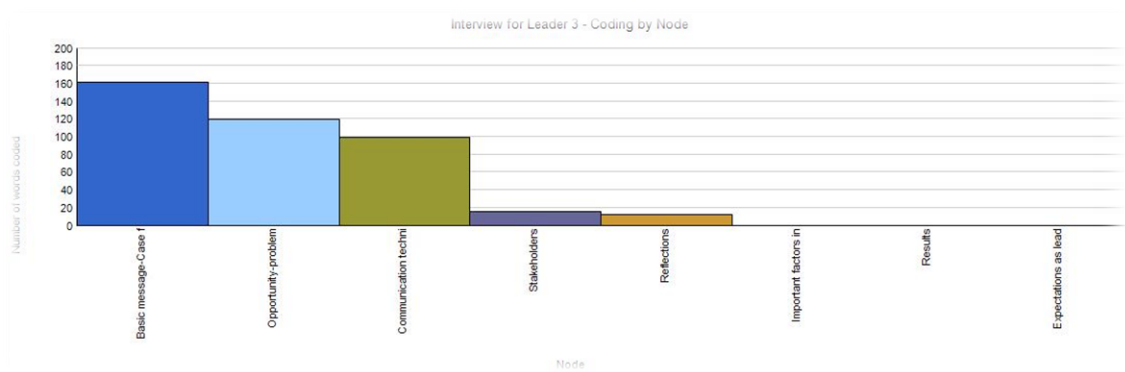
Figure 4.36 Strategic communication story of Leader 4
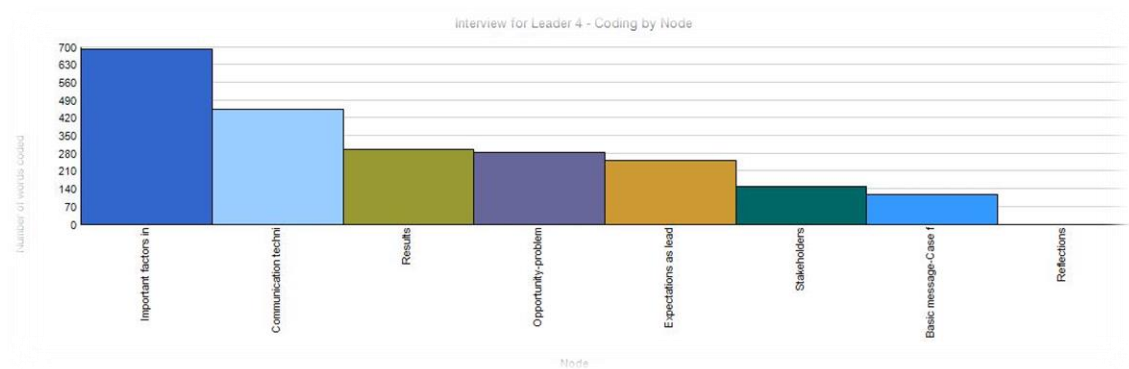
Figure 4.37 Strategic communication story of Leader 5
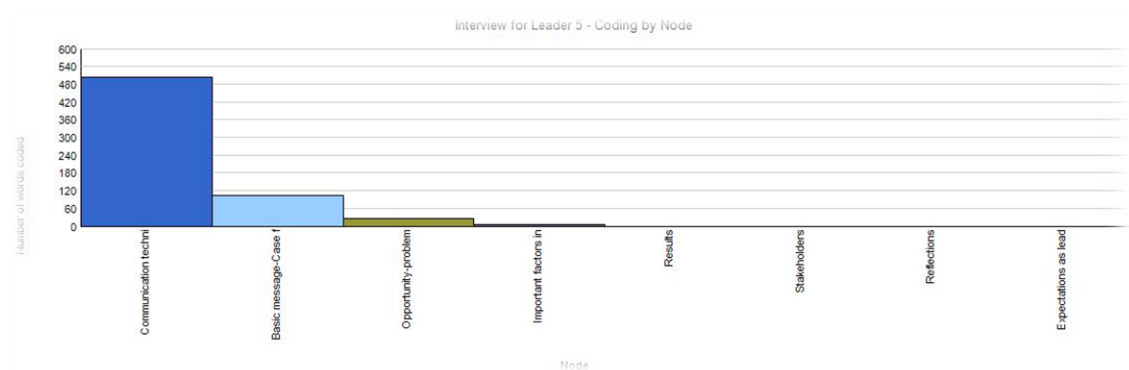
Figure 4.38 Strategic communication story of Leader 6
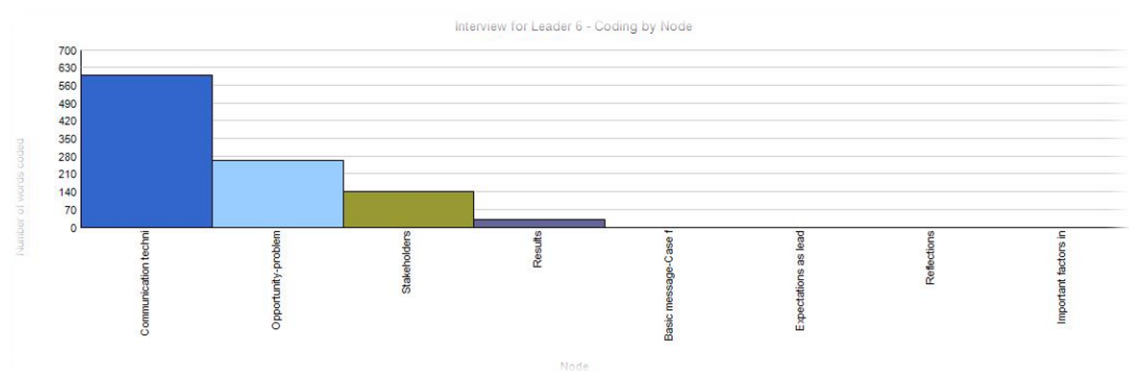
Figure 4.39 Strategic communication story of Leader 7
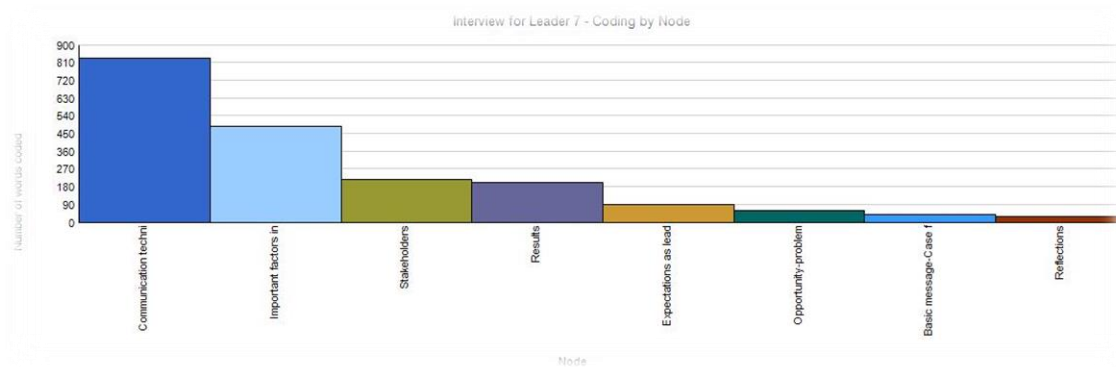
Figure 4.40 Strategic communication story of Leader 8
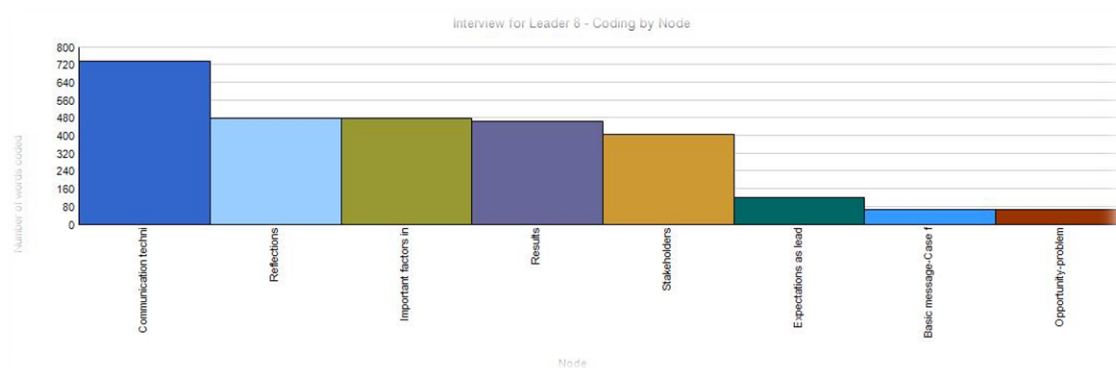
Figure 4.41 Strategic communication story of Leader 9
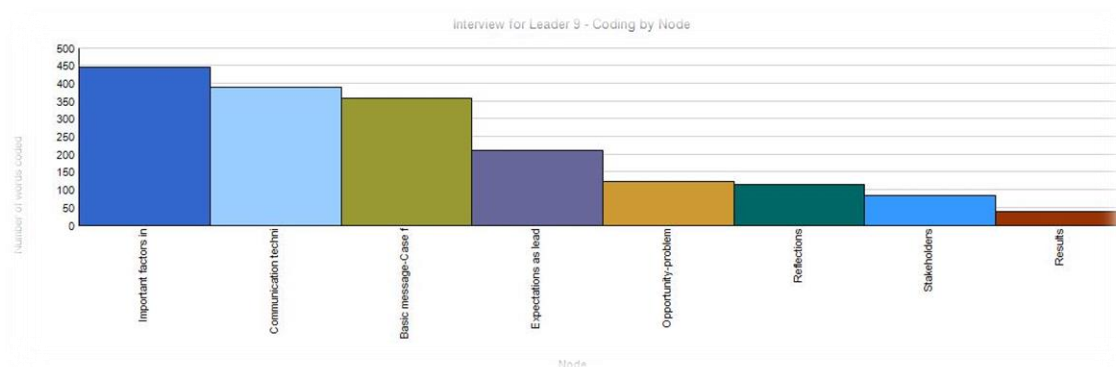
Figure 4.42 Strategic communication story of Leader 10
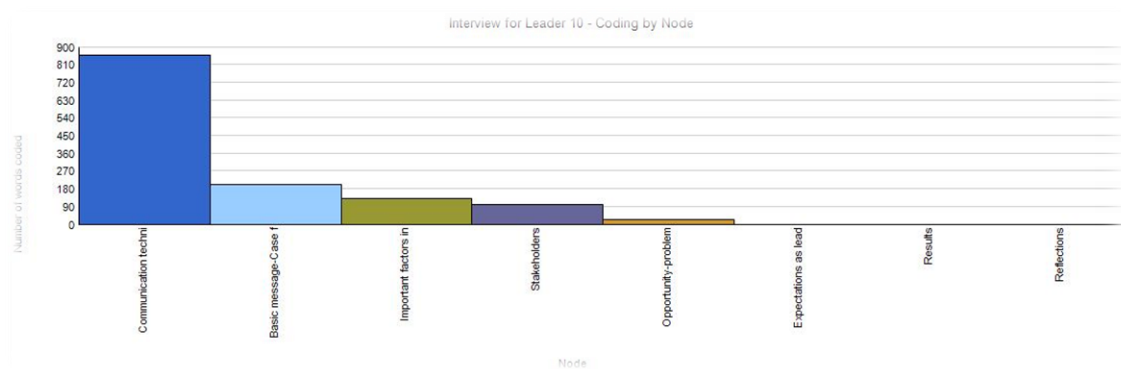
Figure 4.43 Strategic communication story of Leader 11
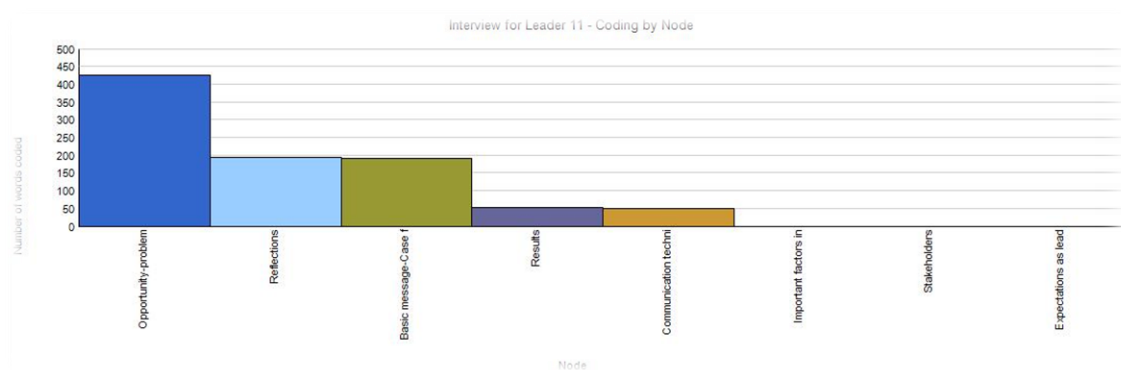
Figure 4.44 Strategic communication story of Leader 12
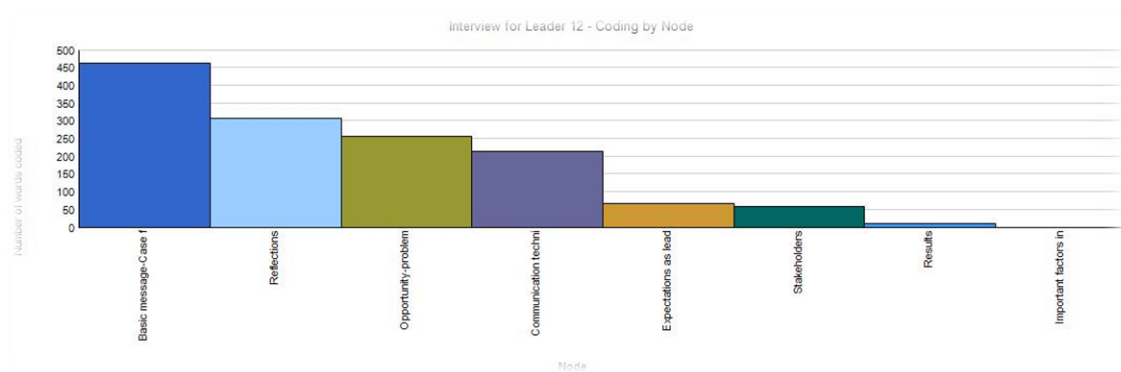
Figure 4.45 Strategic communication story of Leader 13
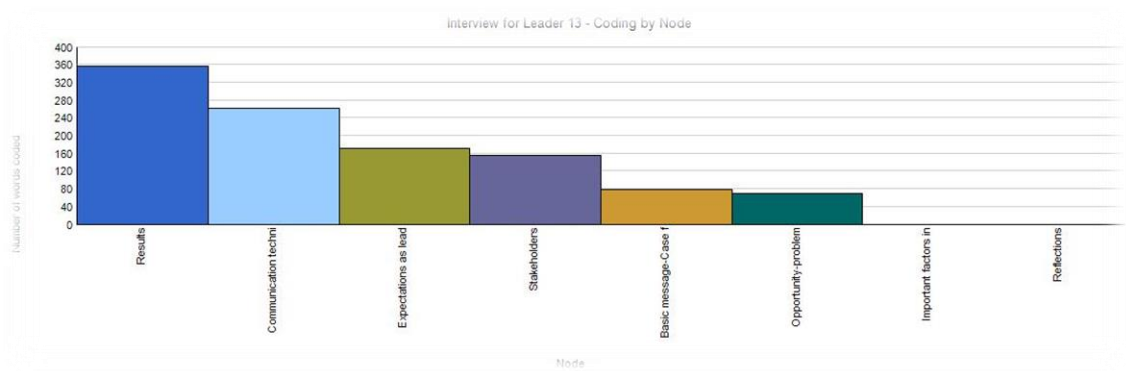
Figure 4.46 Strategic communication story of Leader 14
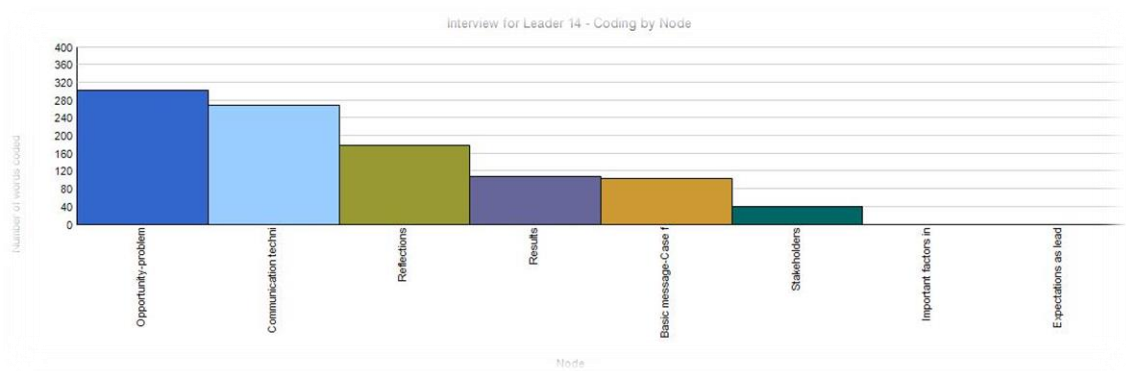
Figure 4.47 Strategic communication story of Leader 15
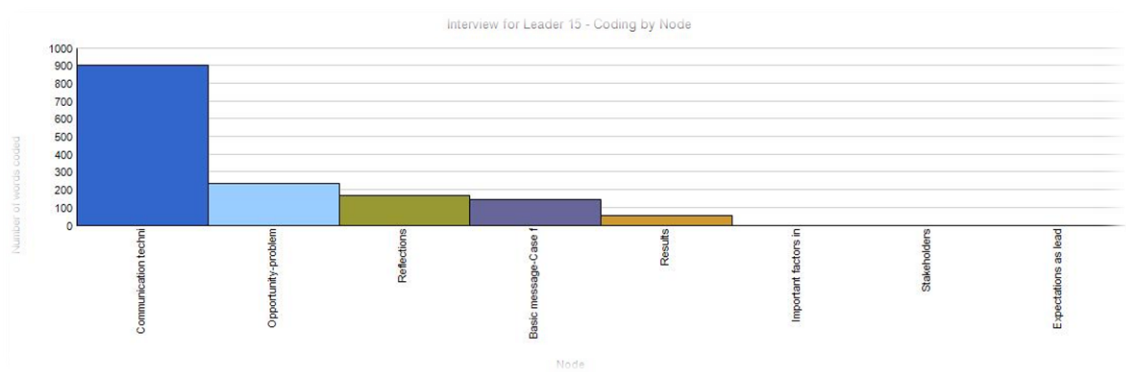
Figure 4.48 Strategic communication story of Leader 16

Interview for Leader 16 - Coding by Node
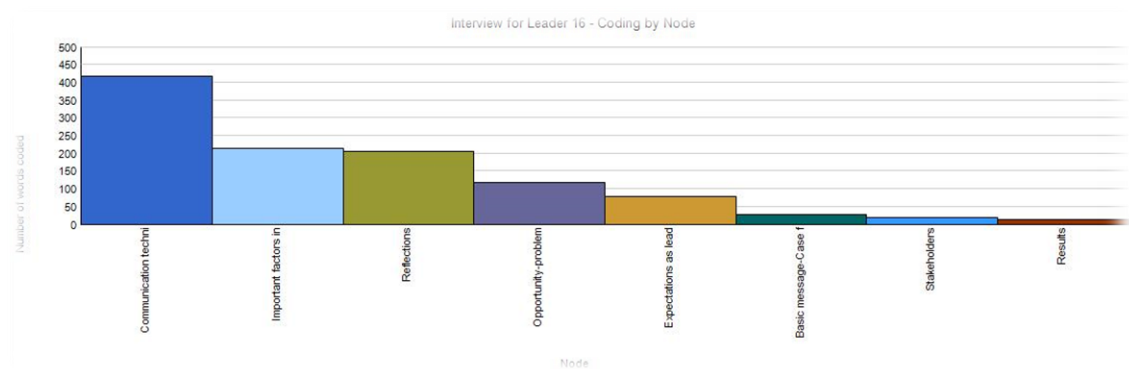
Figure 4.49 Strategic communication story of Leader 17

Interview for Leader 17 - Coding by Node
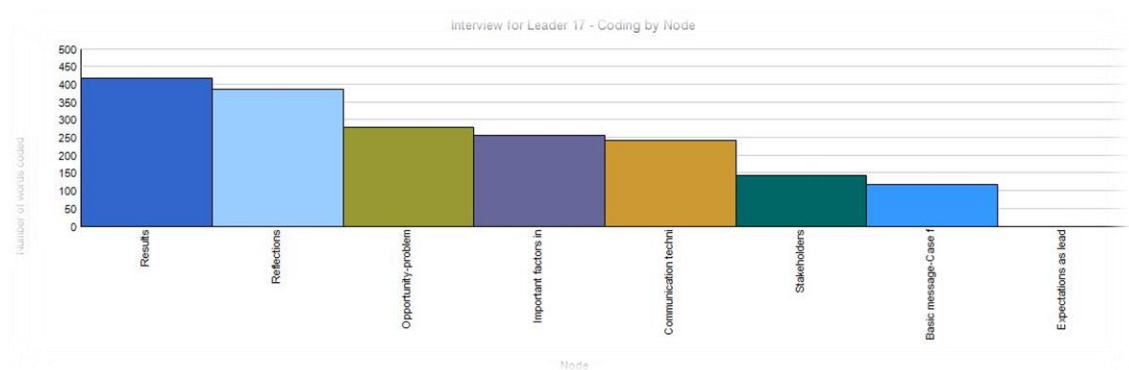
Figure 4.50 Strategic communication story of Leader 18

Interview for Leader 18 - Coding by Node
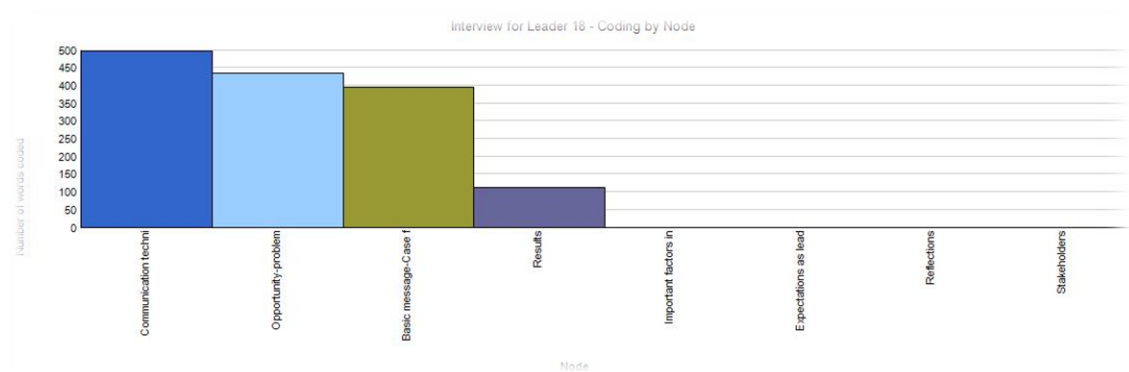
Figure 4.51 Strategic communication story of Leader 19
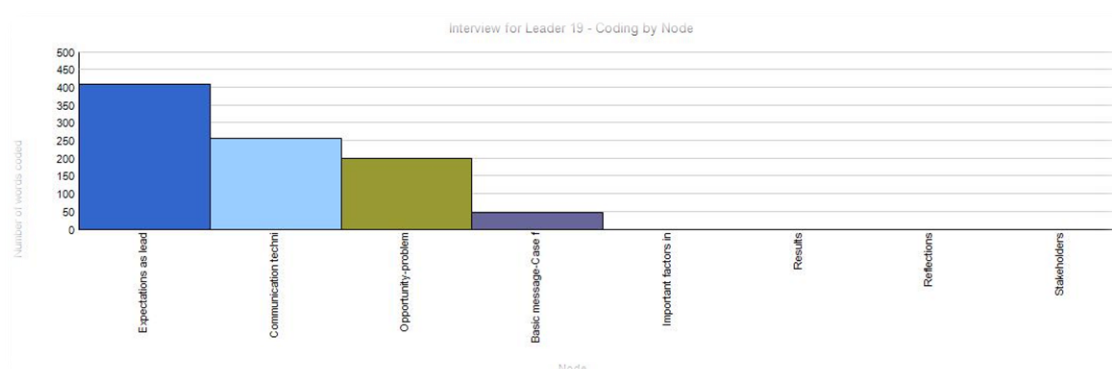
Figure 4.52 Strategic communication story of Leader 20
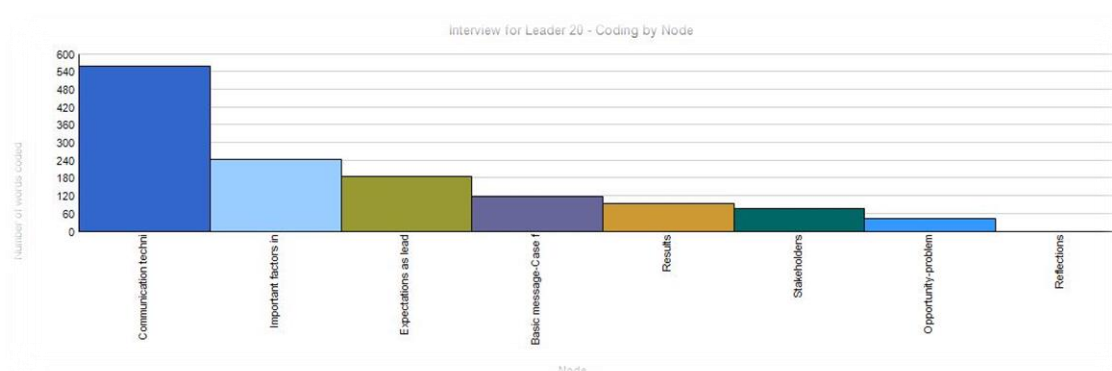
In Figure 4.32, for leaders 1 to 20 as a group, "communication techniques" was the most highly ranked item. In Figures 4.33 to 4.52, "communication techniques" ranked highest for 11 of the 20 leaders. Accordingly, we sought and acquired permission from the leaders to share their strategic communication narratives [114] with students in the organizational leadership seminars discussed in Chapter 7 of this thesis.

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[114] In Chapter 5, these narratives are labelled S.T.A.R./C.A.R. narratives. As we will explain in Chapter 5, the "communication techniques" in Figures 4.32 to 4.52 fall into the category of the "A" or "action" in the S.T.A.R./C.A.R. narratives.

4.10 Discussion

The conceptualizations of leadership of the 20 leaders as set out in the interview data draw upon the various key themes already identified as in Figure 4.53 below.

Figure 4.53 Themes contributing to leadership conceptualizations of 20 leaders in interviews

We argue that leadership is conceptualized within a specific context, and how people think of leadership and provide accounts of leadership cannot be separated from that context. The personal qualities that the leaders describe are those skills and personal traits that enable them

to act as leaders. Accordingly, we may ask, what does "act" mean in the different contexts of the leaders? Chapter 5 addresses this question in its examination of the leadership narratives. Further, it is possible to look for correlations between how leadership is defined elsewhere in the interview and what it means to act as leaders in the given contexts. By comparing the acts of leaders with their given definitions of leadership, one can determine if the leaders are talking about the same thing.

Figures 4.54 to 4.73 portray how the themes in Figure 4.53 contributed to the interview responses of the 20 leaders. However, a clear picture of leadership does not emerge from these figures, and accordingly, it becomes necessary to examine the actions associated with leadership in the accounts of leadership provided in the interviews.

Figure 4.54 Interview of Leader 1
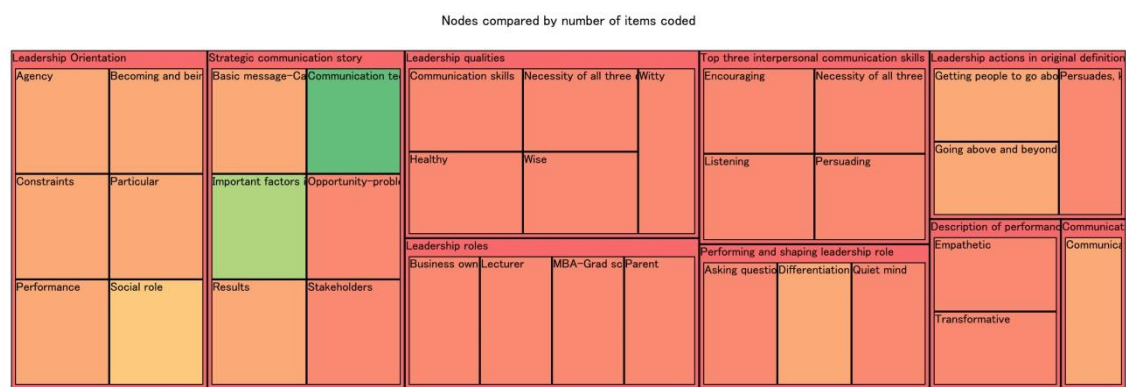
Figure 4.55 Interview of Leader 2

Nodes compared by number of items coded
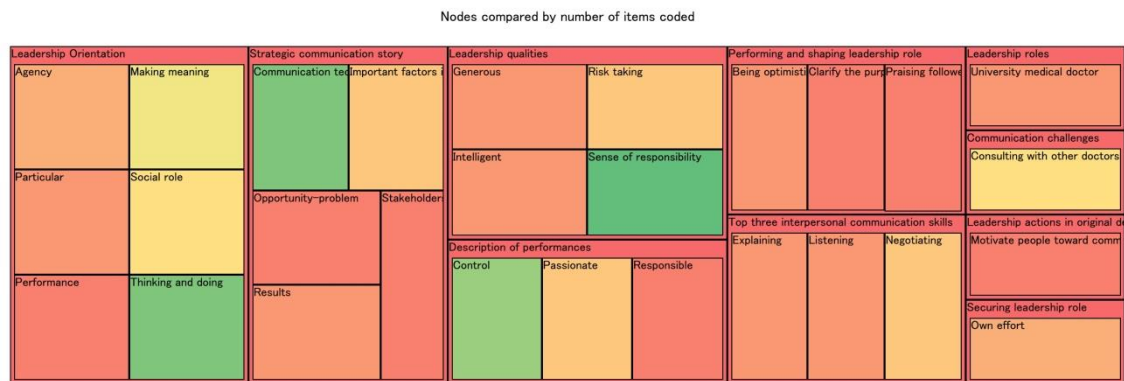
Figure 4.56 Interview of Leader 3

Nodes compared by number of items coded
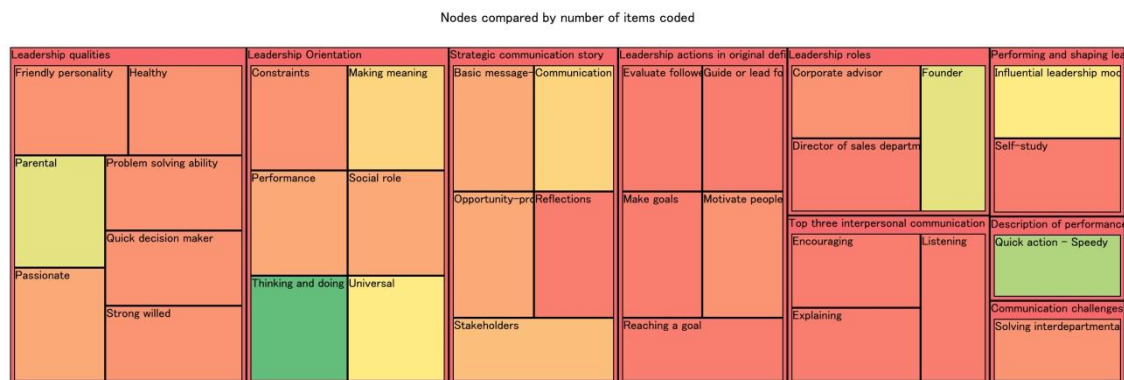
Figure 4.57 Interview of Leader 4

Nodes compared by number of items coded
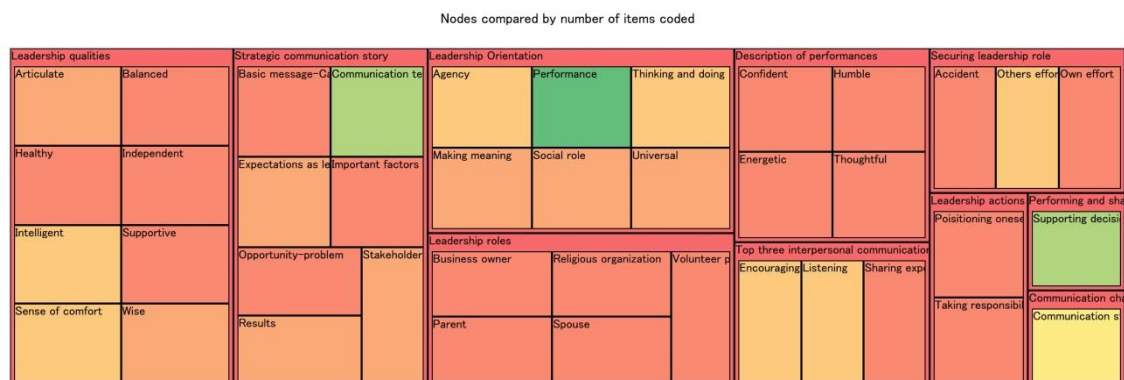
Figure 4.58 Interview of Leader 5

Nodes compared by number of items coded
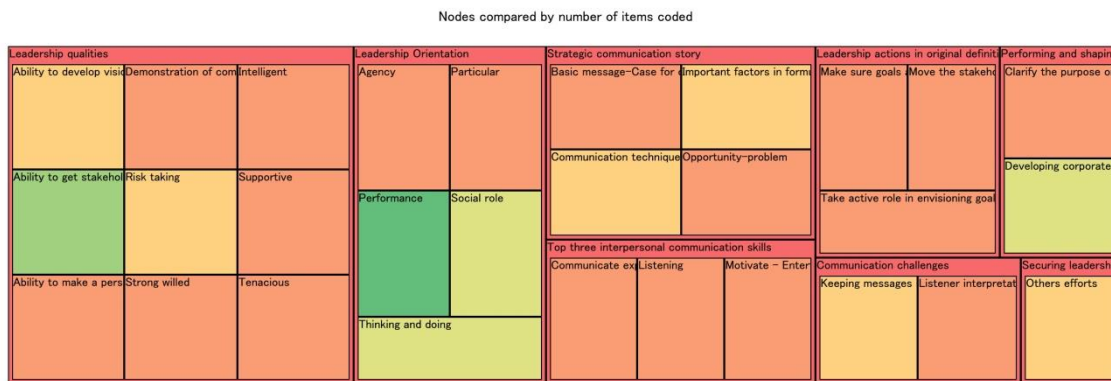
Figure 4.59 Interview of Leader 6

Nodes compared by number of items coded
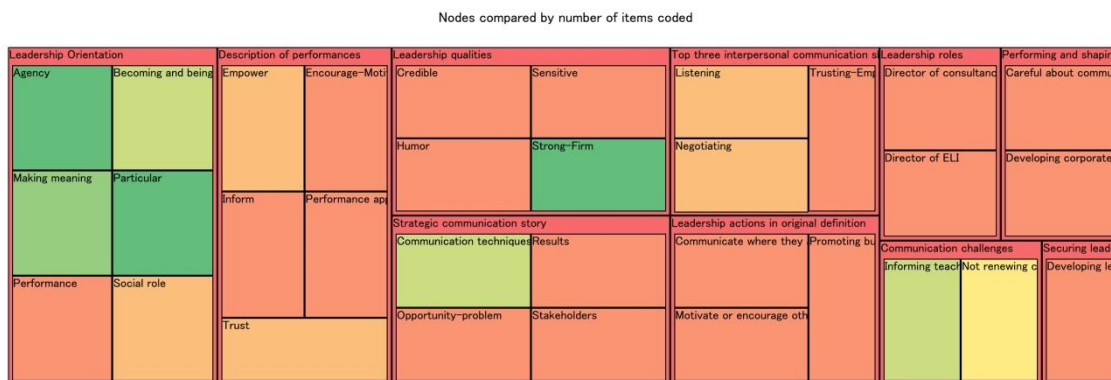
Figure 4.60 Interview of Leader 7

Nodes compared by number of items coded
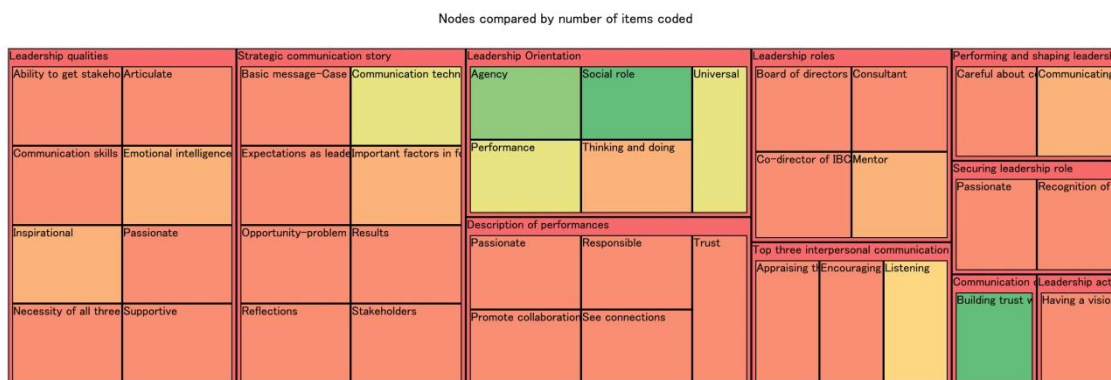
Figure 4.61 Interview of Leader 8

Nodes compared by number of items coded
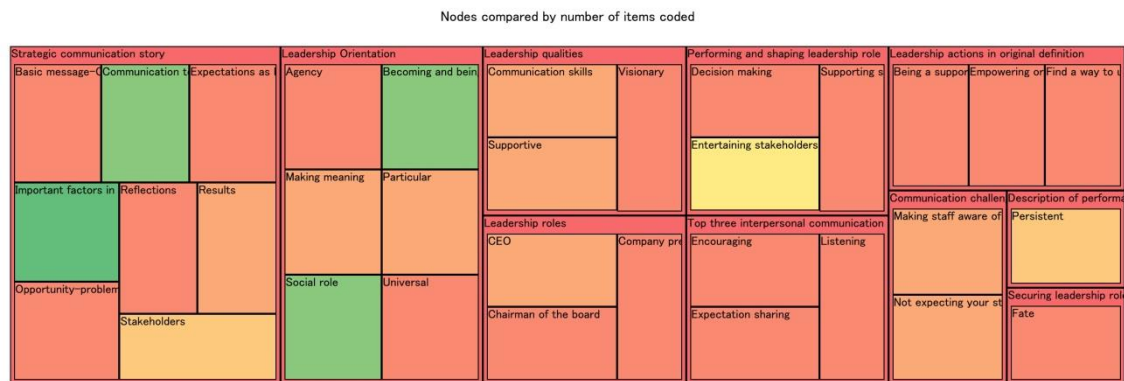
Figure 4.62 Interview of Leader 9

Nodes compared by number of items coded
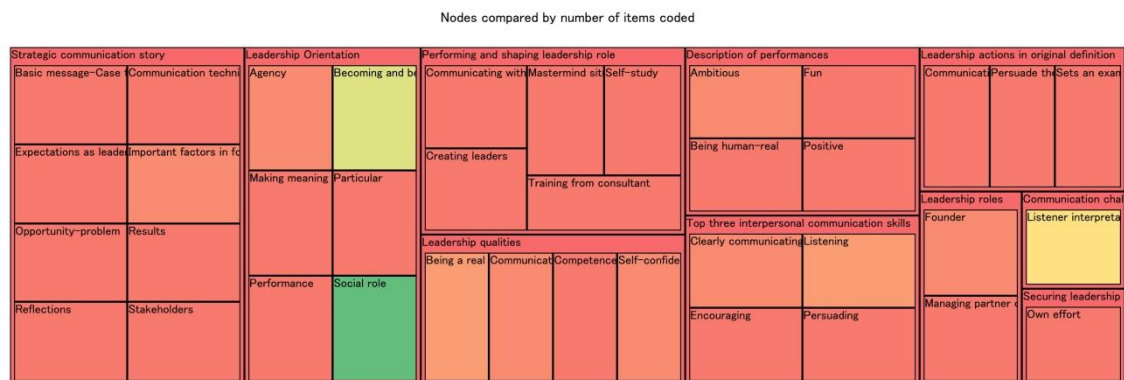
Figure 4.63 Interview of Leader 10

Nodes compared by number of items coded
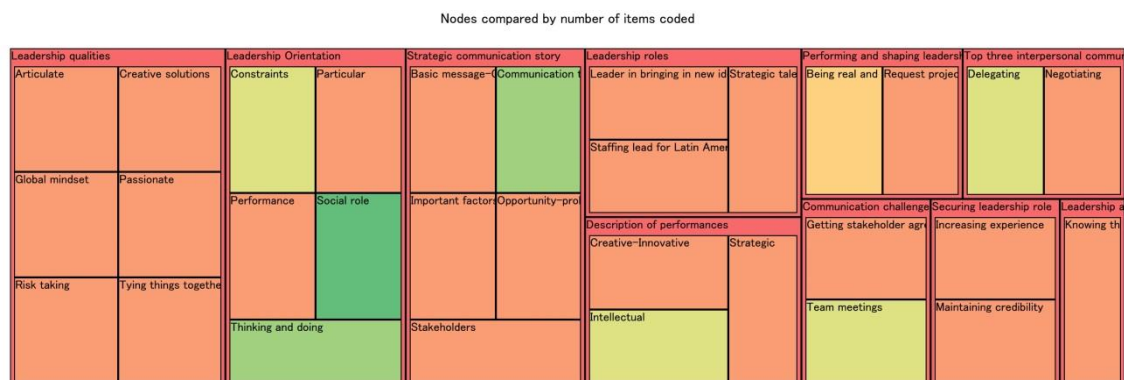
Figure 4.64 Interview of Leader 11

Nodes compared by number of items coded
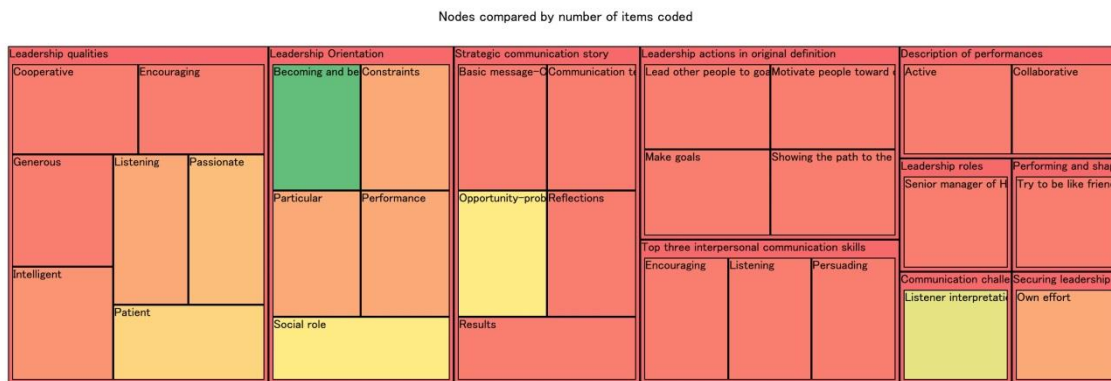
Figure 4.65 Interview of Leader 12

Nodes compared by number of items coded
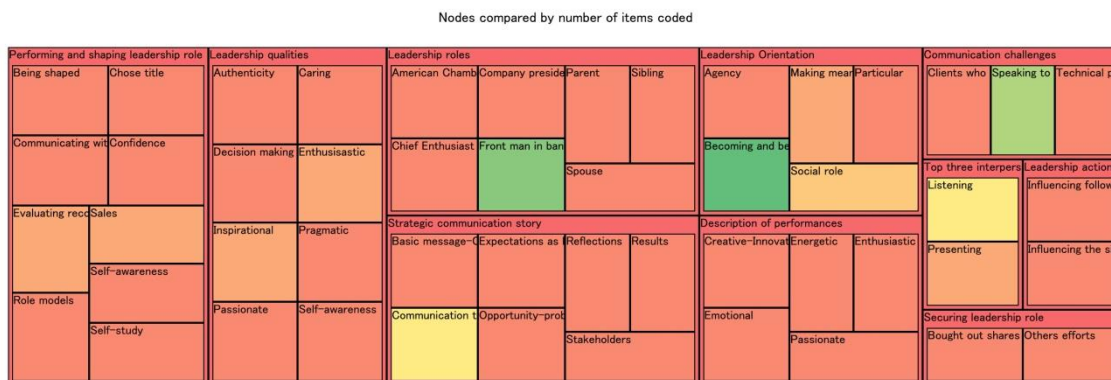
Figure 4.66 Interview of Leader 13

Nodes compared by number of items coded
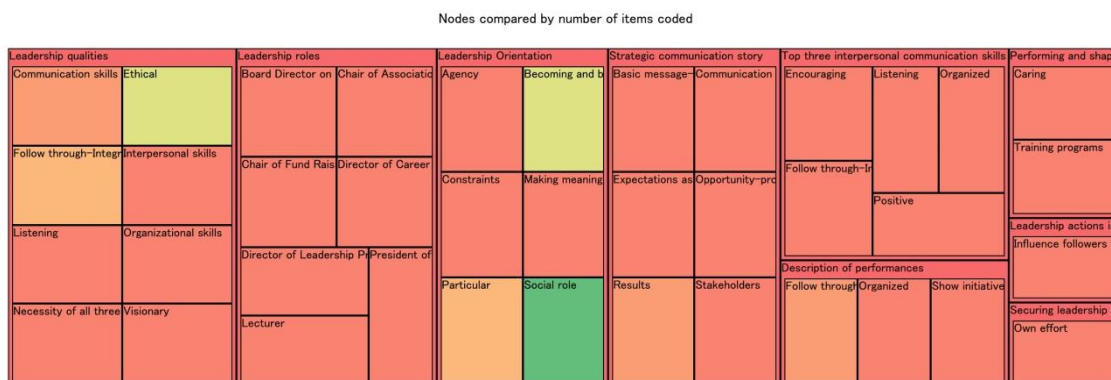
Figure 4.67 Interview of Leader 14

Nodes compared by number of items coded
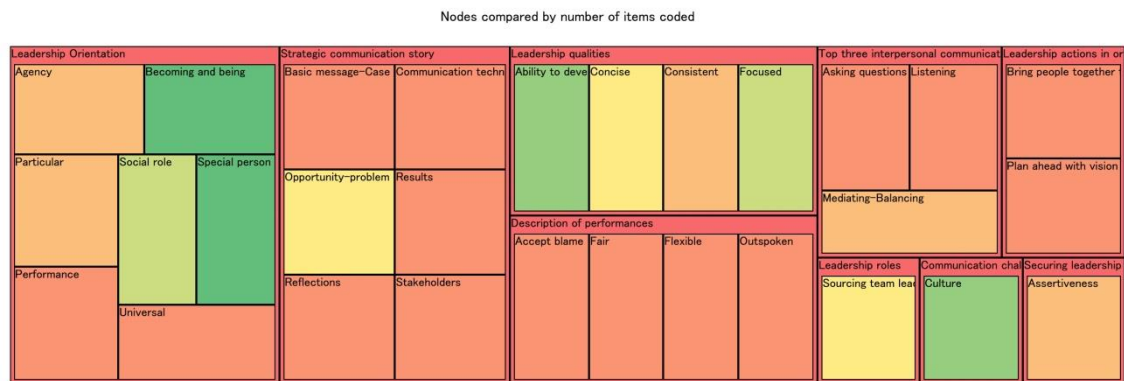
Figure 4.68 Interview of Leader 15

Nodes compared by number of items coded
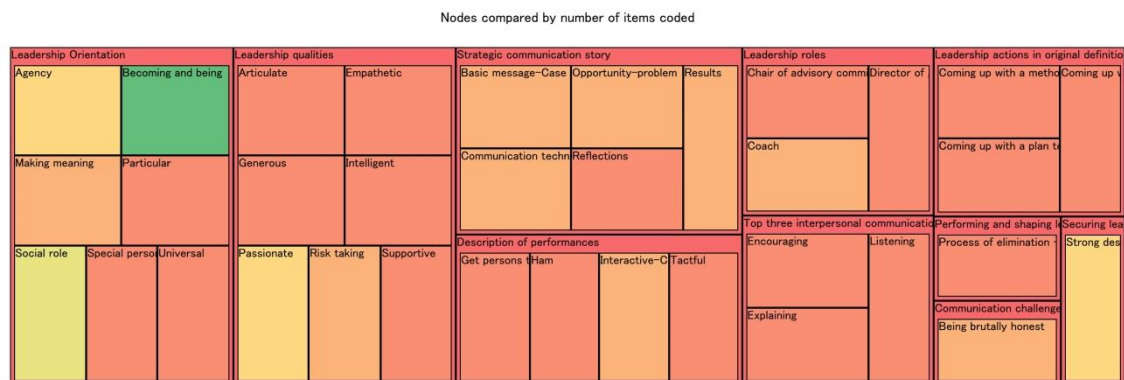
Figure 4.69 Interview of Leader 16

Nodes compared by number of items coded
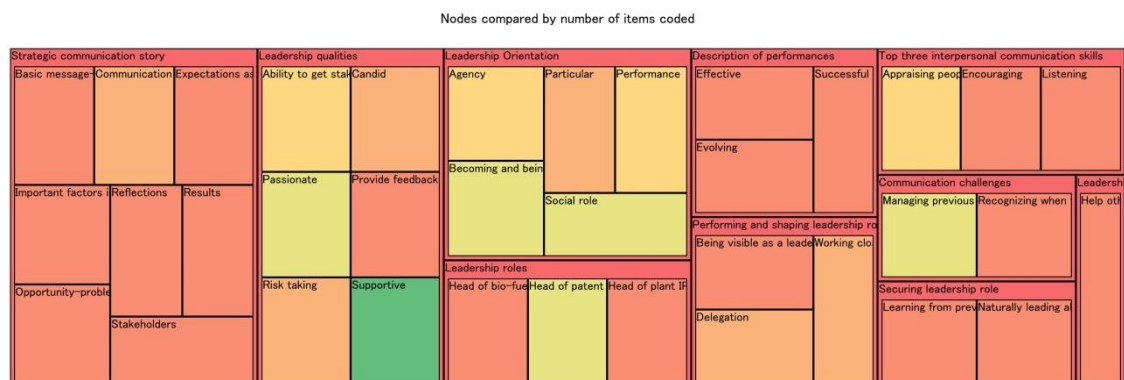
Figure 4.70 Interview of Leader 17

Nodes compared by number of items coded
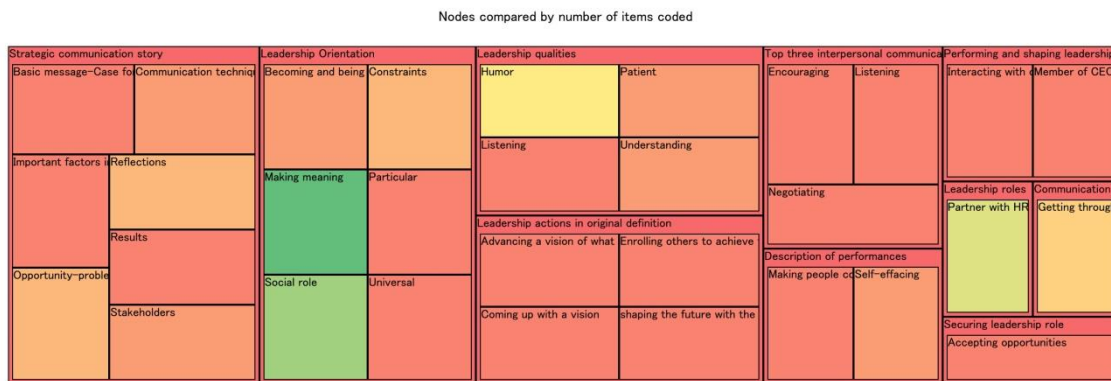
Figure 4.71 Interview of Leader 18

Nodes compared by number of items coded
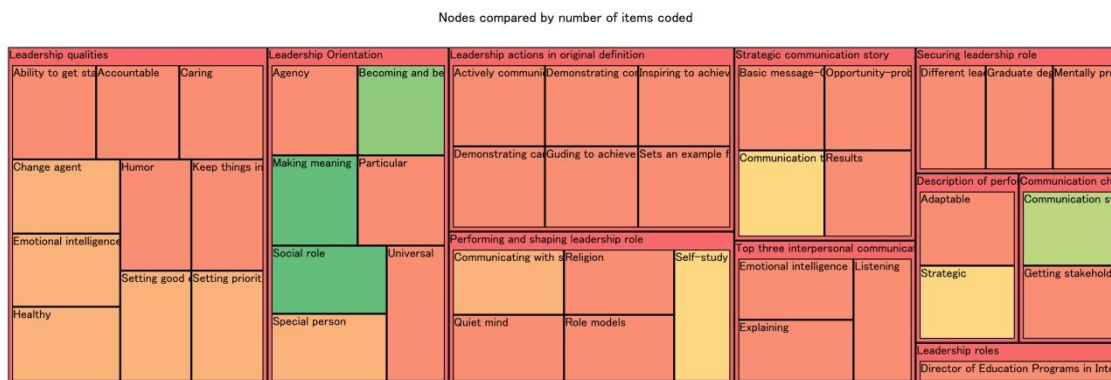
Figure 4.72 Interview of Leader 19

Nodes compared by number of items coded
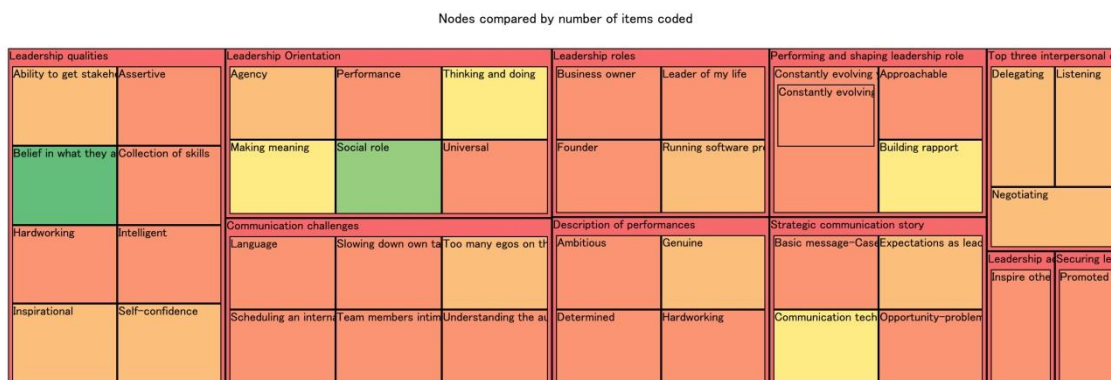
Figure 4.73 Interview of Leader 20
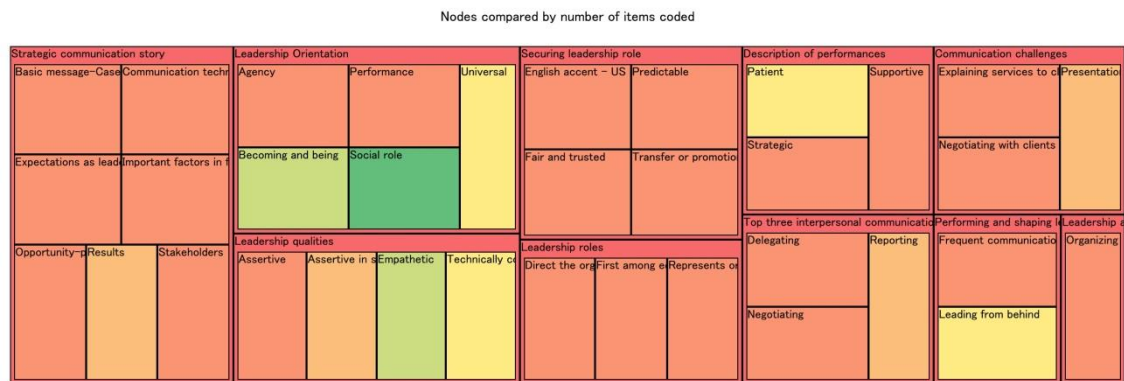
Figures 4.54 to 4.73 indicate that the 20 leaders in the interviews did not all talk about leadership in the same way.[115] Accordingly, we ask, where is leadership as a concept most clearly defined by the leaders in the interview data? The challenge of finding such clear conceptualizations of leadership in the interview data is addressed through narrative analysis in Chapter 5 and metaphor analysis in Chapter 6.[116]

4.11 Summary

What can be learned about the conceptualizations of leadership of the 20 leaders through the content analysis in this chapter? We have shown how the conceptualizations of leadership appearing in the interview data were influenced by the interview questions. The interview questions resembled those questions in job interviews and MBA/Graduate School admissions interviews. Accordingly, the 20 leaders would be inclined to describe favorably leadership in terms of their professions.

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[115] According to the Tree Map Wizard of NVivo 10: "The size of each box represents the number of nodes in the selected scope items that code that display item. The colour of each box represents the number of coding references in the selected scope items that code the display item, on a spectrum from lowest to highest."

[116] One of our objectives is to clearly distinguish descriptions of "leadership" from descriptions of a "job."

In order to understand the 20 leaders' conceptualizations of leadership, we deem it necessary to separate what the leaders consider to be "leadership" from what the leaders consider necessary to become a leader or to enhance the performances of a leader.[117] We argue that comparing "how a leader defines leadership in the interview data" with "how a leader explains his/her leadership actions in a leadership-related narrative" is a productive approach to exploring a leader's conceptualization of leadership. Further, we have established that such conceptualizations of leadership are contextually bound, and therefore, such context should be illuminated in any explanation of a conceptualization of leadership. In the next chapter, we focus on clarifying the conceptualizations of leadership of the 20 leaders by means of narrative analysis.

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[117] For example, we argue that "listening" in and of itself is not leadership.

5. Narrative Analysis

5.1 Introduction

A primary objective of the research conducted for Part 1 of this thesis was to identify and characterise conceptualizations of leadership so that these might be shared with undergraduate students in the training program described in Part 2 of this thesis. One of the obstacles in identifying leadership from the interview data was determining when the 20 leaders were actually talking about leadership and when they were talking about other, perhaps contingent, subjects. At the start of each interview, the 20 leaders were asked to *define* leadership in their own words. In this case, it was clear that the 20 leaders were focusing on leadership when they provided their original *definitions* of leadership. However, in other parts of the interview, it became more difficult to determine from the trajectory of their comments and narratives if the leaders were actually providing conceptualizations of *leadership*. The leaders could also have been describing *influence*, *action*, and *change* within their professions; e.g., doctor, lawyer, coach, etc.[118]

It was also important to avoid the criticism advanced in Chapter 2 of this thesis against leadership researchers, including the present instructor/researcher that they identify leadership a priori.[119] This chapter outlines and explores the approach utilized to identify leadership as expressed in the narratives in the interview data. Identifying the characteristics of leadership from these narratives was helped by an understanding of narrative inquiry. Striano's perspective here is useful where she (2012, p. 147) describes a "new paradigm" for narrative

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[118] Behavioural interview questions may elicit responses in which influence, action and change are described, and leadership not specifically mentioned. (See section 5.2 and Table 5.4 of this chapter.)

[119] In our analysis of the interview data, we did not make the assumption that a leader's statements concerning influence, action, and change referred to leadership.

research:

> On the basis of a thorough comparative analysis of the Forum contributions to the last issue of "Narrative Inquiry" (21:2), it is possible to focus on some patterns which indicate the development of a new paradigm in this field of study and practice. These patterns lead us to understand narrative as co-constructed, dialogical, educational, ethical, multi-perspectival, relational, political, provisional, social and situational and place it in a non exclusive confrontation with other forms of meaning making within the different fields of human experience.

In view of this new paradigm in which the interview-based narrative is seen as being co-constructed (Talmy, 2011, Grindsted, 2001, 2005), we identify leadership conceptualizations with a framework commonly used to talk about leadership in interviews. Specifically, the S.T.A.R./C.A.R. methods[120] are used to respond to behavioral questions about leadership in such interviews. Further, the S.T.A.R./C.A.R. methods allow us to show how the 20 leaders *themselves* conceptualized leadership in their own words in the narratives.

Once different perspectives on *leadership* have been identified by drawing on this framework, the concept can be further elaborated by means of analysis of the leadership narratives from those interviewed. In particular, we address the question:

Does the conceptualization of leadership in the narrative account align with the original definition of leadership provided by the leader?

By analyzing the leadership narratives and the original definitions of leadership in this way, we can begin to explore whether leaders always conceived of leadership in the same way

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[120] We discuss the S.T.A.R./C.A.R. methods in the Career Center manuals of the University of California, Davis (UCD) and the University of California, San Diego (UCSD) respectively in section 5.3 of this chapter.

throughout the interviews.

In the next section (5.2) of this chapter, we offer a critical overview of research into narrative relevant to the theme of this thesis. This overview is followed by a description of the S.T.A.R./C.A.R. methods used to isolate "leadership" in the narratives of the 20 leaders and the display of S.T.A.R. narrative summaries. We then consider alignment of leadership in the narratives with the original definitions of leadership. Finally, we examine how 11 of the 20 leaders explain their success as leaders in the light of Garfinkel's (1967) interpretation of accounting (presented in section 5.2 of this chapter). We conclude that the narratives of leadership of the 20 leaders were not always constructed with the original definitions of leadership in mind. However, we also argue that all of the leadership conceptualizations that we examined in this chapter included all four of the following themes: people, influence, action, and change.

5.2 Narrative inquiry

Barkhuizen, Benson, & Chik (2014, pp. xi-xii) argue that the use of participant narratives or, as they refer to them, "stories" has a long tradition in qualitative research and one which offers considerable practical guidance for narrative inquiry:

> A narrative research journey is not a matter of following a set of cut and dried directions, but of feeling one's way through a project with the guidance of those who have gone before.

Such guidance is provided by a narrative scholar, Riessman (2002a, p. 2) who highlights the popularity of narrative inquiry:

> What accounts for the popularity of the "personal", and the "narrative" or story of

experience? Kristin Langellier (2001a: 699) identifies four contemporary U.S. movements: 1) the "narrative turn" in the human sciences away from positivist modes of inquiry; 2) the "memoir boom" in literature and popular culture; 3) the new "identity movements"—emancipation efforts of people of color, women, gays and lesbians, and other marginalized groups; and 4) the burgeoning therapeutic culture—exploration of personal life in therapies of various kinds. I would add to Langellier's list other post-World War II events: the development of miniature recording technologies, the impact of recorded testimonies of survivors of state-sponsored violence and, in the post-Soviet era, the turn away from class analysis, i.e. Marxian and other macro-structural theory which views class inequality as the central problem.

Despite such popularity, narrative inquiry has not been devoid of critique. One argument is that narratives generated by research are in some sense unnatural. For example, Riessman (2002a, pp. 4-6) notes that "some sociologists question the 'naturalness' of the personal narrative as a form of meaning making" and "ask, in what contexts does personal narrative emerge?". In another context, Chase (2003, pp. 273-274) criticizes the results of narrative inquiry arguing that "reports" rather than "stories" are obtained and suggests, as a counter, that we obtain "life stories" from our informants.

> If we take seriously the idea that people make sense of experience and communicate meaning through narration, *then in depth interviews should become occasions in which we ask for life stories*. By life stories, I mean narratives about some life experience that is of deep and abiding interest to the interviewee.

At the same time, we need to acknowledge, along with Garfinkel (1967, pp. 3-4), that, accounts can never be mirrors of truth.

> …accounts are not independent of the socially organized occasions of their use. Their rational features *consist* of what members do with, what they 'make of' the accounts in the socially organized actual occasions of their use. Members' accounts are reflexively and essentially tied for their rational features to the socially organized occasions of their use for they are *features* of the socially organized occasions of their use.

Bhatia, Candlin, and Hafner (2012, p. 148) elaborate on this point:

> …as Garfinkel emphasizes, such accounts have a 'loose fit' with the circumstances they depict, and the nature of the fit between accounts and their circumstances is to be established through an active course of analysis...

In Chapter 3 of this thesis, we explained how a set of semi-structured interviews were used to generate data, co-constructed by the researcher and the 20 leaders along the lines indicated by Talmy (2011).[121] Following Chase (2003), such interviews with the 20 leaders offered them the opportunity to share life-experiences about their leadership. The topic of leadership and the narratives obtained after self-reflection were of deep interest to the leaders interviewed.[122] Indeed, the deep interest and self-reflection of the leaders stimulated the production and sharing of further, confidential stories by the leaders.[123]

The terms used to describe the "narrative" in Striano (2012, p. 47) (quoted in section 1 of this chapter also) can also be used to describe the narratives obtained from the 20 leaders. One focus of this chapter is the educational aspect of the narratives and what we might learn from them about leadership. In this regard, our approach may resemble that approach described by Riessman (2006) as *thematic analysis* insofar as that the "emphasis is on the content of a text, 'what' is said more than 'how' it is said, the 'told' rather than the 'telling'." Jones & Candlin (2003, p. 201) further clarify our narrative inquiry approach when they draw on Garfinkel to describe narratives as accounts:

> The importance of such narratives, in this approach, is *not* that they are reflections

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[121] See sections 3.4 – 3.6 of Chapter 3.
[122] The questions were delivered by post to participants in advance, so the leaders had time to reflect. (See section 3.6 of Chapter 3.)
[123] In many cases, the narratives of the leaders were shared with the understanding that the stories would not be used for training purposes or published.

of what really happened, but that they are reflections of how people understand and *organize* their reflections of what occurred.

Through our narrative inquiry approach, we were seeking to understand how the leaders themselves understood and explained leadership.

De Fina's (2009, p. 253) summary of what has been written about narrative accounts reflects to a degree the narrative accounts constituting the data for this chapter:

- They are recapitulations of past experience constructed as responses to explicit or implicit interviewers' evaluative inquiries about how or why those experiences took place
- They involve explanations
- They are recipient designed
- They are generally oriented towards factuality
- Their structure varies a great deal as it is the emergent result of the specific questions asked and the relationships established between interlocutors.

In this chapter, the leadership conceptualizations of the 20 leaders, and the explanations they provide for their success as leaders, in the narratives are the subject of focus. In the next section of the chapter, we describe our approach to clarifying and comparing such conceptualizations of leadership and accounts of leadership success. Our approach drew on the S.T.A.R./C.A.R. methods used in interviews to provide evidence of leadership ability.

5.3 The S.T.A.R./C.A.R. methods

In Chapter 3 of this thesis, we explain how the 20 leaders were asked to describe their beliefs about leadership, personal qualities important for their leadership, and stories of their leadership. In section 4.2 of Chapter 4, we argued that in analyzing the interview data, we need to take into account that the semi-structured research interviews (Grindsted, 2001, 2005)

conducted with the leaders resembled other types of interviews that focus on leadership ability (e.g., job interviews and MBA program admissions interviews). Specifically, the interviews with the 20 leaders culminated with two questions. (See Table 5.1.)[124]

Table 5.1 Final two questions in questionnaire used to interview 20 leaders

<u>**Leadership Communication**</u>

10) What are some specific communication challenges that you usually face as a leader in your job? (In answering this question, please identify the situation, the location, the people involved, and the seriousness of the challenge/critical extent of the challenge.)

11) Consider a time that you strategically and successfully used communication as a leader to achieve a specific goal.   I am interested in your story of that event (i.e., your personal account/narrative of that event).[125]

11a. What was the opportunity or problem you needed to address?

11b. Who were the key stakeholders and why?

11c. What expectations did the stakeholders have of you as a leader? What expectations did you have of yourself as a leader?

11d. What was your basic message, idea, or case for change?

11e. What were important factors to consider in formulating your basic message to have the impact that you desired (e.g., different perceptions of the opportunity or problem, terms or arguments that should be avoided, constraints on resources, agreement from everyone needed, the need to regulate emotions, the importance of generating trust or believability, potential inconsistencies in the message that could confuse stakeholders, etc.)?

11f. What communication techniques did you use to formulate and deliver your message to have the impact that you desired (e.g., humor including funny story or anecdote, use of metaphor or analogy, simplification of the message, repetition of certain phrases, method/place/time of delivery, nonverbal communication, physical

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[124] See section 3.5 of Chapter 3 for a description of the interview questionnaire.
[125] Question adapted from Fairhurst (2011, pp. 201-208).

appearance, use of technology, etc.)?

11g. What was the result of your efforts from the view of leadership communication?

11h. If you had to repeat the event, what would you do differently, if anything, to achieve better results from the view of leadership communication?

The two questions in Table 5.1 can be labeled "behavioral interview questions." Table 5.2 explains that such behavioral interview questions are typically used to assess an interviewee's past behaviors or actions. The behavioral interview questions are significant because of the "S.T.A.R. method" that job applicants, and applicants to graduate school, are advised to use when responding to such behavioral interview questions. Knight (2014b, p. 217) describes the S.T.A.R. method, which is outlined and highlighted in Table 2, as "an effective approach to telling a leadership story."

Table 5.2 Tips for the Behavioral Interview from UC Davis Internship and Career Center (Career Resource Manual, 2013, pp. 44-45)[126]

Tips for the Behavioral Interview

Behavioral interview questions assess how you have acted in past situations, with the idea that past performance is a key indicator of your future efforts.

How to Prepare

- Review and select some challenging experience that reflects positively on your behavior including work situations, project-based or team work, campus activities, community service and leadership experience. Employers are investigating how you deal with problems, failures, difficult teams or supervisors.
- Focus on your strengths and positive attributes, without complaining or criticizing others.
- Jot down ideas about each experience and examine your role .How did you handle problems, show initiative and contribute to the outcome?
- Use the **S.T.A.R.** method to help you form an example:
  - ➢ **S**ituation • **T**ask/**P**roblem • **A**ction • **R**esult [127]

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[126] Highlighting added for emphasis.

- Expect the employer to ask an open-ended question about a past experience and then continue to ask questions that reveal any of the following:
  - communication skills, leadership and organizational ability
  - analytical and problem solving skills
  - your decision-making process
  - cooperative and/or competitive nature
  - initiative • flexibility • creativity
- Be honest. Don't exaggerate. Your answers will be reviewed for consistency.
- Practice. Draw from several types of experiences to show depth.
- Turn any interview question into a behavioral answer with an example.

….

Employers May Ask You...

- Tell me about a time when you were in a leadership position.

The S.T.A.R. is not the only format used for responding to behavioral interview questions. A further example is contained in the Career Guide (2013-2014, p. 27) of UC San Diego (UCSD), which teaches undergraduate students to use the C.A.R. method to respond to behavioral interview questions in interviews for jobs or internships. (See Table 5.3.)

Table 5.3 The C.A.R. Method[128]

Employers use behavioral based questions to screen job candidates in interviews. The premise is that the most accurate predictor of future performance and competencies is past experience in similar situations. When responding to with behavioral based interview questions use the **CAR** method:

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[127] Nickerson (2002, p. 644-645) writes of *situations* and *actions* in her analysis of "e-mail messages written by Dutch corporate writers in English." In her genre analysis, "actions" refer to "rhetorical actions," and the "most prevalent genre was used to exchange and elicit the information necessary to work towards corporate (institutional) goals on a daily basis, such as the organization of a visit to another division, the facilitation of a change in internal procedures, and the (unofficial) initiation of discussions on a possible new project." In this thesis, our focus is on how "actions" *as described by leaders in S.T.A.R./C.A.R narratives* clarify the leaders' conceptualizations of leadership.

[128] The C.A.R. method in this chapter (5) should not be confused with the "create a research space" (CARS) model of research introductions of Swales (1990).

USING THE CAR METHOD:

Challenge

Briefly and specifically describe the challenge that you solved or developed an action plan to overcome. Describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand, but keep it brief. This situation can be from a previous job, a volunteer experience, or any relevant event. Stay clear of personal stories or events that make you emotional.

Action you took

Describe the action or steps you took to solve the problem, overcome the obstacle or remedy the situation. Be sure to focus on what you did specifically. Even if you are discussing a group project or effort, describe what you did. Don't tell what you might do, tell what you did.

Results you achieved

What was the outcome? Were the results measurable? What were the benefits? What was learned? Did you gain any insights?

SAMPLE RESPONSE

Question: Tell me about a time when you used teamwork to solve a problem?

Answer

Challenge: Our student organization didn't have enough funds to coordinate an ice cream social to welcome new members to UC San Diego.

Action: Rather than give up I coordinated a brainstorming session with members to identify funding sources: We developed a plan that included collaborating with another student organization to make it a joint event, contacting local businesses for donations and outreaching to student organization alumni to assist. I personally contacted and followed up with over 15 alumni members through LinkedIn.

Results: With the collaborative spirit of working with another student organization, local businesses & alumni, I was able to secure enough funds to pay for the ice cream social while incorporating alumni networking to make it fun. As a result…new members

felt welcomed and motivated to join our organization.

In Table 5.4, questions about leadership performance are highlighted among the behavioral interview questions listed in the UCSD Career Guide (p. 26).[129]

Table 5.4 Behavioral questions in UCSD Career Guide (2013-2014)[130]

BEHAVIORAL BASED QUESTIONS
- Describe a situation in which you saw a problem and took action to correct it.
- Describe a time when you had to organize a project under a tight timeframe.
- Tell me about a situation in which you used teamwork to solve a problem.
- Give me an example of a time you had to deal with an irate customer/client.
- Describe your leadership style and give me an example of a situation where you successfully led a group.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Give me an example of when you showed initiative and took the lead.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.

The S.T.A.R./C.A.R. methods are significant to this study because they can be used to focus on identifying conceptualizations of leadership in the narratives of the 20 leaders. Indeed, if the following four conditions are met, then we may say that the A or action in a

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[129] Although the other questions do not mention leadership specifically, they ask for examples of the interviewee taking *action* and *influencing others* to achieve *change*. We therefore argue that *leadership* when conceptualized as "the ability to take action to influence others to achieve change" is valued by interviewers even when the label of leadership is not applied.
[130] Highlighting added for emphasis.

S.T.A.R./C.A.R. response constitutes a leader's conceptualization of leading or providing leadership in a specific context.[131]

- A leader responds to the behavioral question

- The behavioral question asks for an example of the leader's actions as a leader

- The response of the leader includes an example of the leader's actions as a leader

- The example (of the leader's actions as a leader) contains all parts of a S.T.A.R./C.A.R. response

These four conditions were met in the S.T.A.R./C.A.R. narratives discussed in this chapter.

5.4 S.T.A.R. summaries

The S.T.A.R. summaries in Table 5.5 clearly display the A or actions of the leaders and also provide anonymity.[132]

Table 5.5 Leadership in narratives of 20 leaders

Leader	Situation	Task/Problem	Action	Result
1	In charge of session at conference of international admissions counselors	- Initially agreed to help someone lead session - That person could not attend the conference	- Strategically waited for the conference organizer to contact him so he had leverage to change the session content - Obtained agency to do the session the way the way he	Obtained good feedback on the session

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[131] Leadership is defined as "the action of leading a group of people or an organization, or the ability to do this" in the Oxford dictionary accessed at http://www.oxforddictionaries.com/definition/english/leadership

[132] In section 5.1 of this chapter, we noted that that many of the 20 leaders did not give permission for their narratives to be used for training purposes or to be published.

			wanted to do - In the session itself, he changed the activity for one that he had planned to an exchange of ideas among the participants	
2.	Doctor in a hospital	● A patient has severe lung cancer with two or three months of life expectancy. ● If the patient has chemotherapy, the life expectancy is four or five months. ● The family is considering the treatment because it is difficult to for the patient to understand.	● He talks to the patient and family together and gives them several choices, explaining the merits and demerits of each. ● He thinks about the social background or age of the patient and shows the better choice. ● He sees the patients and the members of the family everyday. ● If there is no common opinion, he tries to pass control to the patient to make the decision.	● 70% of the time, they accept his recommendation.
3.	Director in a language	● Setting up a Chinese	● Persuaded the other directors	● The Chinese program

	training company in Japan	● language program ● The company had only had English language programs ● The other three directors opposed him	● Researched the Chinese instructors and schools ● Set up a Chinese program ● Obtained a textbook and instructor ● Instructors were students ● Had many meetings during which demand of corporate clients was explained	could be established.
4.	Founder and president of language training company in the US	● Overseeing classes at five senior residents facilities ● Some of the senior residents sit in on classes. ● The teacher and the senior residents dislike each other. ● The various stakeholders all want different things from the program.	● A meeting will be held with the senior residents in which their choices are limited.	● The teacher was replaced.

		A critical situation occurred when an e-mail from the teacher was accidentally sent to the residents by the founder.		
5.	Member of U.S. presidential administration	• Everyone was hung up in the debate about whether the cost of an international phone call could be reduced… • There were fights about various methods to do this.	• The real problem is you're not allowed to build modern efficient networks the way you want globally • You have been worried about the wrong problem	• Once people got their heads around it, they went "Oh, right."
6.	Director, ELI	• You want some way of getting out there what kind of journals people are getting published in • You want to make it a democratic process	• Proposed that recent publication appear on ELI website • Spoke about it with senior management • Present it to research coordinator • Draft a proposal • Everyone signs off	• Buy in is achieved and everyone is happy.

			● Then they present the proposal in a meeting ● The proposal presentation has been foreshadowed by the ELI Director	
7.	Association member	● Wanted to increase the profile of her profession and research by establishing group in the association ● Needed agreement from everyone in the association ● The association governance group would vote on whether to establish the group	● Met with other group leaders to put a face on the project ● Positioned new group as potential collaborators ● Promoted a sense of abundance so that the new group was not seen as a competitor for resources ● Did "nemawashi" (root binding in advance) ● Created a presentation for the association governance group based on a lot of numbers and factual data ● Created a	● The new group was approved.

			petition	
8	President of Test Prep/MBA-Grad school Admissions organization	• The decision was made for the organization to become independent • The challenge was made to handle the transition so that it took place without major problems • Making sure prospective students and admissions officers understood what was going on • They wanted to upgrade their mission statement	• He visited top MBA admissions officer and explained why the organization was making the transition • He was honest. • He held a series of group meetings like a mission statement meeting. • He formed teams – mission statement working team, written materials transition team	• They survived and the new name became very well known in the field.
9.	Founder and leader of a movement	• Get the agreement of the founder of related organization to agree to plan which would make the movement into a separate entity	• E-mailed short plan • Reasons: 1. Liability protection 2. Zero cost for fund raising 3. Ability to benefit more people in different countries	• Approval was obtained.

10.	Manager, Strategic Talent Acquisition	● Needed to persuade senior vice president of HR of biggest business unit to support employee referral system ● There would be a concern about making recruitment more open to employees	● Show them the tools ● Show them the demo ● Talk through why they are doing this, what they're doing, and how they're doing it ● Was prepared with an anecdote for the concern: A. Wouldn't you rather be involved? B. My commitment to you is to keep you informed during pilot project	● No problems so far but one more meeting to go.
11.	Manager, HR	● Needed to establish a new group for recruiting young people ● Subordinates opposed the idea	● He challenged young people to come up with a better idea	● They came up with a plan a little bit different than the original plan but it was a good way.
12.	President, language training company	● Their biggest client went bankrupt	● Got his employees together to assess the situation, the gaps, and the end state, which was to survive	● They survived.

			● Did activities to create emotional leverage/motivate his employees	
13.	Member of Board of YMCA; Chair of fund to raising committee	● Goal is to raise 110,000 dollars	● Case for change ● Story about the purpose ● Coaching sessions ● Report parties	● More people were involved than in the previous year ● They could increase their pledges
14.	A Fortune 500 had two big guys and the leader was brought along as an interpreter	● They were using the wrong strategy to find a supplier, but the interpreter was not allowed to tell them that.	● The interpreter had a plan in mind. ● The interpreter kept quiet but her number one strategy was to do one thing: ask questions to the Chinese counterparts and translate the responses, so that the head guys became aware of key information they needed to understand.	● The interpreter was able to direct the head guys to the right company with whom to make a contract as a supplier.
15.	Women's water polo team coach	● National championships ● Last game of the tournament	● He said two things. ● It's early in the game, and ● We know we	● They actually won the game. ● The leader drew on the

			can come back and win because we did it just two days earlier.	experience for future games.
		• Same situation as first game; early in the second quarter the team was down 7-1 • It was very unlikely that they would win. •		
16.	Head of patent group	• Hours were down in one office • They needed to find more work and to get people busy	• He focused on numbers and said that they need to find a way to change the facts. • He used the Big Boss as a threat and asked them to help him get the Big Boss off his back.[133]	• They identified and eliminated the underperformers • They tightened up the group • They established a business development plan
17.	Partner in a wine broker	• To get a staff to the point of being able to do a leadership job in a short period of time	• He coaches her • He employs scaffolding; they do the activity together first • Then she does it on her own with him beside her	• She can acquire the skills she needs to fill that leadership role

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[133] Big Boss was a tactic that this leader explained that he had used more than once.

18.	Educational program director in an association	• Had to get ten cities in Japan to sign up for a sister city program • Had to persuade a bureaucrat who didn't understand what they were doing	• Spent a month going around Japan with a train pass • Used a lot of tricks (sometimes spoke to them in Japanese) • Sent them materials in advance • Met with individuals face to face • Mentioned constituents of bureaucrat who did understand and supported the project	• He obtained agreement to do it.
19.	Founder and head of IT company	• Seven year phase of trying to succeed as a company • Trying to keep board members and team on board • A lot were working for less than full wage • Acknowledging that you failed to succeed in one area and continue to inspire people	• Sheer force of communication and will and inspiration and communication, etc. • Answering questions in a simple, clear manner rather than complex and technical • Personal narrative rather than trying to be smarter or superior to the	• People seem to appreciate that.

		to work with you on a new phase	marketplace ● Be honest and positive at the same time ● They don't expect the leader to say that everything is bad; they expect you to understand that things are bad and to tell them how to get somewhere else.	
20.	Head of the English language program at a large university extension	● Instructors were demanding an increase in pay	● Created a transparent, fair process involving three stakeholders ● Obtained buy in through a key meeting	● He could satisfy the demands of all stakeholders

The A or 'action' in the S.T.A.R. summaries in Table 5.5 indicates that leadership is conceptualized as a matter of taking action to influence others to think or to act in the way that the leader desires. In all cases, the leaders seemed to be aiming for desired outcomes. They needed to influence others to achieve those outcomes. We argue that this perception of leadership as 'action to influence others' to achieve some sort of 'vision' or 'goal' aligns with that presented in Chapter 2 of this thesis.

Why was leadership conceptualized as involving influence in these leadership accounts? A clearer understanding of why leadership is described in the S.T.A.R. summaries as involving

influence occurs when the various inputs (e.g., the interview questions, etc.) to the creation of the S.T.A.R. summaries are recognized.[134] The interview question 11 in Table 5.1 to which the leaders were responding asked them to "[consider] a time that you strategically and successfully used communication as a leader to achieve a specific goal." Further, the leaders were asked in questions 11b and 11c about *stakeholders*. Questions 11e and 11f asked about *impact*. In sum, the various parts of question 11 directed the 20 leaders to describe how in their roles as leaders they had influenced stakeholders. Question 11 was also formulated in such a way that the leaders would talk about the strategic use of communication that had resulted in success.[135]

5.5 Alignment between S.T.A.R./C.A.R. stories and original definitions of leadership

In section 5.1 of this chapter above, we argued that the 20 leaders defined leadership in their own words at the start of the interviews.[136] If a leader's original definition of leadership seemed to differ from the description of leadership in the leader's S.T.A.R./C.A.R. response, then what could that be taken to mean?

In determining whether and to what extent a leader's original definition of leadership and the description of leadership in a S.T.A.R./C.A.R. narrative differed, we compared the original definition and the narrative at three points:

1. The role of the leader

2. The intended results or outcome

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[134] The importance of relationships is considered in connection to Scollon's nexus of practice (Scollon, 2001) described in Part 2 of this thesis.

[135] As we discuss in Part 2 of this thesis, such information is likely to be of value to the students who participate   in a leadership training program that focuses on the strategic use of communication in leadership roles. We also discuss the leadership training program itself in Part 2.

[136] The specific question asked was "How would you define *leadership* in your own words?" This question also appears in Table 3.8 in Chapter 3.

3. The strategy (i.e., A or action) taken by the leader to achieve the results intended

Table 5.6 displays the results of this comparison. In a S.T.A.R./C.A.R. narrative, the role of the leader was clear. In the original definition, however, the role of the leader was not stated.[137]

As an example, note below how in the case of Leader 1 the original definition of leadership is displayed in Extract 5.1. The role of Leader 1 in the S.T.A.R./C.A.R. narrative is highlighted in Extract 5.2.

Extract 5.1 Original definition of Leader 1

> If possible, I would give two definitions. So, I think that there is self-leadership, and then there is leadership of others. In terms of self-leadership, I think it's more suggestive. It's like going above and beyond expectations, which is really, can be very relativistic, right? [It] doesn't have to be within the official sense of leadership. And then, in terms of leading others, I think I'm more old school – like it's just simply means persuades, kind of manipulation in a sense, I mean, hopefully in a good way, but getting people to go beyond their, what they would normally do, getting them to go beyond what they would have done had you not been involved. So, getting yourself to go beyond your, what you, you know, what's expected of you, and then getting others to do beyond what's expected of them or what they would expect of themselves.

Extract 5.2   S.T.A.R./C.A.R. Narrative of Leader 1

> There's this conference of international admissions counselors, graduate admissions specifically, of this organization that I'm a member of called…

The original definition of leadership given by Leader 1 in Extract 5.1 aligns with the role of Leader 1 in Extract 5.2. Leader 1 in his role as an MBA/Graduate School admissions

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[137] The original definitions are analyzed in detail in Chapter 6 of this thesis.

counselor empowers his clients through various means (i.e., instruction, encouragement, anger, etc.) to achieve a level of performance in writing essays and taking interviews that they could not achieve on their own. Accordingly, in Table 5.6 below, the roles of Leader 1 in the S.T.A.R./C.A.R. narrative and in the original definition of leadership are therefore described as *matching*.

In Table 5.6, the *intended outcomes* and the *strategy (action)* in the original definition and the narrative of Leader 1 do not *appear* to match. Although Leader 1 is in the role of an MBA/Graduate School admissions counselor in the narrative, he is not counseling clients.[138]

Table 5.6 Alignment of leaders' definitions and narratives

Leader	Source	Role	Intended outcome	Strategy (Action)
1	S.T.A.R./C.A.R. narrative	MBA/graduate school admissions counselor	To acquire agency to change session content	• He waits to be asked by the person in charge to do the session. • He changes the content of the session at the last moment.
1	Original definition	(This matches the role of the leader in the narrative.)	• Self-leadership • Leadership of others	• Getting yourself to go beyond your, what you, you know, what's expected of you. • Getting others to do beyond

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				what's expected of them or what they would expect of themselves.
2	S.T.A.R./C.A.R. narrative	Doctor in a hospital	To persuade family members of a patient to accept the doctor's recommendation for treatment	• The doctor shows the best choice of treatment to the family members. • If the family members cannot agree, the doctor tries to pass decision making authority to the patient.
2	Original definition	(This matches the role of the leader in the narrative.)	• A common goal • Motivation and strength of mind of people in an office or a hospital.	To motivate a group of people toward a common goal
3	S.T.A.R./C.A.R. narrative	Director in a language training company in Japan	To persuade the other directors to agree to change the mission of the business	• The director holds many meetings during which the demand of corporate clients is explained. • The director creates and implements the new

				program.
3	Original definition	(This matches the role of the leader in the narrative.)	To achieve goals	To guide followers and lead uh followers and motivate the followers
4	S.T.A.R./C.A.R. narrative	Founder and president of language training company in the US	To solve the conflict between the trainer and external stakeholders that is affecting a training program for staff	He holds a meeting with the external stakeholders.
4	Original definition	(This matches the role of the leader in the narrative.)	To be in a place where you can take responsibility for moving a group forward, to a more evolved place, either intellectually or in terms of quality of life	To position oneself in situations of consequence
5	S.T.A.R./C.A.R. narrative	Member of U.S. presidential administration	To persuade policy makers to accept a proposal	● The expert thinks carefully in advance and reframes the problem. ● The expert proposes a solution that actually works with the problem that has been reframed.
5	Original definition	(This matches the role of the leader in the narrative.)	To achieve shared goals.	● To move the stakeholders in an institution in a direction

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				defined by their shared goals
6	S.T.A.R./C.A.R. narrative	Director, ELI	To establish a way of getting out there what kind of journals people are getting published through a democratic process	• The director proposes that recent publications appear on website. • The director speaks about the idea with senior management. • The director presents the idea to the research coordinator. • The director drafts a proposal. • The director has everyone sign off. • The director has colleagues present the proposal in a meeting. • The proposal presentation has been foreshadowed by the director.
6	Original definition	(This matches the role of the leader in the narrative.)	Everybody's on board and everyone understands where they're going	• To motivate or encourage others to follow or act in accord

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				with the interests of the group or of the organization that is being led ● To promote "buy in" ● To get people on side in a subtle way
7	S.T.A.R./C.A.R. narrative	Association member	To obtain official approval to establish a new group in the association	● The member meets with the leaders of other groups in the association. ● The member positions the group as potential collaborators. ● The member promotes a sense of abundance so that the new group is not seen as a competitor for resources. ● The member does "nemawashi" (root binding) in advance. ● The member creates a presentation

				for a decision-making committee based on numbers and factual data. ● The member creates a petition.
7	Original definition	(This matches the role of the leader in the narrative.)	To achieve the vision through the trust and support of others	To have a vision that you can communicate clearly
8	S.T.A.R./C.A.R. narrative	President of Test Prep/MBA-Grad school Admissions organization	To make a smooth transition to becoming an independent organization and to become very well known in the field.	- The chairman visited top MBA program admissions officers and explained why the organization was becoming independent. - The chairman was honest. - The chairman held a series of group meetings like a mission statement meeting - The chairman formed teams – mission statement working team, written materials transition team

8	Original definition	(This matches the role of the leader in the narrative.)	To get the people to move toward the intended goal or action	To find a way to unite people's motivation

9	S.T.A.R./C.A.R. narrative	Founder and leader of a movement	To persuade the head of a related organization agree to a plan which would make the movement into a separate entity	- The founder of the movement e-mailed short plan to the head of the related organization
				- Reasons:
				  • Liability protection
				  • Zero cost for fund raising
				  • Ability to benefit more people in different countries

9	Original definition	(This does not match the role of the leader in the narrative.)	To persuade people to go in a direction you want them to go in	To set an example for others and influence them
10	S.T.A.R./C.A.R. narrative	Manager, Strategic Talent Acquisition	To persuade the senior vice president of HR of the biggest business unit to support the employee referral system.	The manager does the following: - Show them the tools - Show them the demo - Talk through why they are doing this, what they're doing, and how they're doing it - Was prepared with an

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				anecdote for the concern: A. Wouldn't you rather be involved? B. My commitment to you is to keep you informed during pilot project
10	Original definition	(This does not match the role of the leader in the narrative.)	To optimize performance of the team	To know the strengths of your team and to know where you can take those strengths over time.
11	S.T.A.R./C.A.R. narrative	Manager, HR	To persuade subordinates to support the recruiting system	The manager challenges young people to come up with a better idea.
11	Original definition	(This matches the role of the leader in the narrative.)	To achieve the goal of the group	To lead and motivate other people
12	S.T.A.R./C.A.R. narrative	President, language training company in Japan	To enable his company to survive during a financial crisis.	• The president gets his employees together to assess the situation, the gaps, and the end state, which is to survive. • The president leads activities to create emotional leverage/motiv

				ate his employees.
12	Original definition	(This matches the role of the leader in the narrative.)	--------------------	To influence followers and to some extent the situation
13	S.T.A.R./C.A.R. narrative	Member of Board of YMCA; Chair of fund raising committee	To have a successful fundraising drive where more people were involved than in the previous year, where they could increase their pledges, and where they could achieve their fundraising goals	● The head of program had volunteers learn to tell a case for change and a story about the purpose. ● The head of the program required volunteers to attend coaching sessions and report parties.
13	Original definition	(This matches the role of the leader in the narrative.)	● To strive to achieve real changes that reflect their mutual purposes	Leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes
14	S.T.A.R./C.A.R. narrative	Interpreter in a sourcing project	To direct the head guys to the right company with whom to make a contract as a supplier.	● The interpreter had a plan in mind. ● The interpreter kept quiet but her number one strategy was to do one

				thing: ask questions to the Chinese counterparts and translate the responses, so that the head guys became aware of key information they needed to understand.
14	Original definition	(This matches the role of the leader in the narrative.)	The vision is executed.	● To plan ahead with vision ● To bring people together to execute the vision with integrity and enthusiasm
15	S.T.A.R./C.A.R. narrative	Women's water polo team coach	To motivate his team to repeat a winning performance earlier in the week; i.e., to come back from being behind and to win the game	- The coach said that it's early in the game and that they know that they can come back and win because they did it just two days earlier.
15	Original definition	(This matches the role of the leader in the narrative.)	● To make that thing happen	● To come up with a vision ● To come up with a plan to implement that vision ● To come up with a

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				methodology to assess if you are successful
16	S.T.A.R./C.A.R. narrative	Head of patent group	To increase the hours being generated by a branch office with poor performance	- The head in the law office focuses on numbers and says that they need to find a way to change the facts. - The head in the law office uses the Big Boss as a threat and asks them to help him get the Big Boss off his back. - The head in the law office identifies and eliminates the underperformers. - The head in the law office tightens up the group. - The head in the law office establishes a business development plan.
16	Original definition	(This does not match the role of the leader in the narrative.)	The team, those that you're leading, is stronger than the individuals as	To help others achieve their maximum potential

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			individuals	
17	S.T.A.R./C.A.R. narrative	Partner in a wine broker	To prepare a management trainee to acquire the skills she needs to fill a leadership role	- The partner coaches the management trainee. - The partner employees scaffolding; they do the activity together first. Then the management trainee does it on her own with the partner beside her.
17	Original definition	(This matches the role of the leader in the narrative.)	To achieve a vision	● To try to shape the future with the aid of others ● To enroll others
18	S.T.A.R./C.A.R. narrative	Project leader in an association	To obtain agreement from government officials in Japan for sister-city project among three countries	- The NGO rep spends a month going around Japan with a train pass. - The NGO rep uses a lot of tricks (sometimes speaking to them in English). - The NGO rep sends them materials in

				advance.
				- The NGO rep meets with individuals face to face.
				- The NGO rep mentions constituents of bureaucrat who understand and support the project.
18	Original definition	(This does not match the role of the leader in the narrative.)	● To achieve successful results as a team	● To set a great example ● To inspire and guide ● To communicate actively ● To demonstrate care and commitment
19	S.T.A.R./C.A.R. narrative	Founder and head of IT company	To keep his company together after seven years of problems and employees working at less than full pay	- The founder and president uses sheer force of communication, will and inspiration, etc. - The founder and president responds to questions in a simple and clear manner rather than a complex and technical one.

				- The founder and president uses a personal narrative rather than trying to be smarter or superior to the marketplace. - The founder and president is honest and positive at the same time. - The founder and president recognizes that the employees don't expect the leader to say that everything is bad; they expect the leader to understand that things are bad and to tell them how to get somewhere else.
19	Original definition	(This matches the role of the leader in the narrative.)	● To get others to follow and accomplish things	● To inspire others to follow ● To otherwise be able to accomplish things despite adverse circumstances

| 20 | S.T.A.R./C.A.R. narrative | Head of the English language program at a large university extension | To satisfy the demands of all stakeholders through a transparent fair process to meet the demands of employees for an increase in salary | The head of the department created a transparent, fair process involving three stakeholders and obtained buy in through a key meeting. |
| 20 | Original definition | (This matches the role of the leader in the narrative.) | To achieve a common goal | To organize one or more people |

The matching of roles and definitions was subjective. In the case of Leader 16, for example, the original definition in Table 5.6 includes helping individuals to achieve their maximum potential, but the S.T.A.R./C.A.R. narrative of Leader 16 involves eliminating low performers, so we argue there was no match. In the case of Leader 17, the original definition in Table 5.6 includes enrolling others to try to shape the future. The S.T.A.R./C.A.R. narrative of Leader 17 involves coaching a future leader; accordingly we conclude there was a match.

Table 5.7 lists the other roles of the 20 leaders in the interview data to which the original definitions could apply.

Table 5.7 Leadership roles in interview data that could match original definitions

Leader	Leadership example or role
1	The leader's role in providing counseling as an MBA/Graduate school admissions counselor
2	The leader's role in managing staff to treat a patient as a medical doctor
3	The leader's role in directing and developing sales staff as the Director of Sales

4	
5	The leader's role in managing faculty as Dean at a university
6	
7	
8	The leader's role in encouraging staff to provide better customer service as President of a test preparation institute
9	The leader's roles: 1) in motivating his colleagues to achieve their goals as head of recruiters and 2) in developing volunteer leaders as head of a movement
10	The leader's role in developing the abilities of his own staff
11	
12	
13	The leader's role in advising students as Director of Career Advising
14	The leader's role as a consultant
15	The leader's role in saving the water polo program from being dropped by the university during a financial crisis[139]
16	The leader's role in organizing office-wide efforts that focused on developing individual staff members
17	The leader's role as a partner in his organization
18[140]	The leader's role as a manager of a small department
19	
20	

The multiple roles of the leaders made it difficult to determine what the leader meant when defining leadership. As we argue in section 5.5 of this chapter, the leaders' accounting for success in the S.T.A.R./C.A.R. narratives clarifies the leaders' definitions of leadership.

5.6 Accounting for success in leadership

Question 11 in Table 5.1 asks the 20 leaders to share success stories in their S.T.A.R./C.A.R. narratives. The connection between the original definitions of leadership and the

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[139] This is not mentioned in detail in the interview data. The researcher participated in activities with the leader in this regard. The efforts were successful.
[140] The leader mentions his father as a role model of what it means to be a leader.

conceptualizations of leadership in the S.T.A.R./C.A.R. narratives may relate to how a given leader accounted for success in the narrative. Following Bhatia, Candlin, and Hafner (2012) and Garfinkel's original formulation (1956, 1967) of "accounting," we consider in the following sub-section how 11 of the 20 leaders account for or *explain* their success described in their S.T.A.R./C.A.R. narratives.[141]

Two extracts from the interview data are presented for each of the 11 leaders. The first encompasses a leader's original definition of leadership. The second is drawn from the leader's S.T.A.R./C.A.R. narrative. Parts of each extract are highlighted to clarify how the conceptualizations of leadership in the two extracts may be or may not be related. In what follows, insights into a leader's conceptualization of leadership drawn from the two extracts precede the actual display of the two extracts for each of the 11 leaders.

Leader 1

Conceptualizations of leadership in Extracts 5.3 and 5.4 differ in regard to the perceived objective of leadership. In Extract 5.3, the leader encourages followers to go "beyond what's expected of them" whereas in Extract 5.4, the leader changes direction of the "thing" to "lead the group to what the group wanted." In view of the role of Leader 1 as an MBA/graduate school admissions counselor, Extracts 5.3 and 5.4 perhaps characteristically describe the relationship between an admissions counselor and his client. The counselor may change the direction of a client's essay and encourage the client to write at a level beyond the client's expectations. As a result, the client is led to where he (the client) wants to go; viz., admission to the school of his choice. Extract 5.4 however does not describe the relationship between a counselor and a client.

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[141] The 11 leaders were selected because they had given permission for their narratives to be used in the leadership training program described in Part 2 of this thesis.

Extract 5.3 Original definition of Leader 1

If possible, I would give two definitions.   So, I think that there is self-leadership,
and then there is leadership of others.   In terms of self-leadership, I think it's more
suggestive.   It's like going above and beyond expectations, which is really, can be
very relativistic, right?   [It] doesn't have to be within the official sense of leadership.
And then, in terms of leading others, I think I'm more old school – like it's just
simply means persuades, kind of manipulation in a sense, I mean, hopefully in a
good way, but getting people to go beyond their, what they would normally do,
getting them to go beyond what they would have done had you not been involved.
So, getting yourself to go beyond your, what you, you know, what's expected of you,
and then getting others to do beyond what's expected of them or what they would
expect of themselves.

Extract 5.4 S.T.A.R./C.A.R. Narrative of Leader 1

That is so far away from what had originally been set up and planned that I had been
brought into, so I kind of as a leader, I sort of took over this thing and completely,
completely changed the direction of it, kind of following what the group tended,
seemed to want. So I used the communication skills of sort of, I don't know what it
was, just courage or something or just flexibility or something, to lead the group to
what the group wanted.

Leader 4

The definition of leadership provided by Leader 4 in Extract 5.5 directly corresponds to the

S.T.A.R./C.A.R. narrative of Leader 4.   Extract 5.6 clarified what the leader meant by a more

"evolved place." As the head of the company implementing the program described in his

S.T.A.R./C.A.R. narrative, Leader 4 was in the position to make decisions for "moving a

group forward."

Extract 5.5 Original definition of Leader 4

I thought about it, and for me, leadership is the process of positioning oneself in situations of consequence so that you can take responsibility for moving a group forward, uh, to a more evolved place, either intellectually or in terms of quality of life.

Extract 5.6 S.T.A.R./C.A.R. Narrative of Leader 4

And it felt very much like I was being pulled in all directions by people and just tried to walk a very fine line with the basic knowledge that my support, my primary support was for my teacher in that class, who, in the class, was doing a very good job, but was not necessarily doing a very good job managing his relationships at the site. So my basic message was primarily to the teacher, and in fact, it was just this, it was just what I said before. What I expect of myself is to help the situation evolve to a higher place of understanding and to a better quality of life, in this case meaning a more peaceful series of relationships going on around this ESL program.

Leader 5

Extract 5.8 clarifies how the leader can frame the "shared goals" indicated in Extract 5.7 in such a way that direction is provided so as to enable a group to move forward. Extract 5.8 illustrates *how* the leader can move the group forward. The definition of leadership in Extract 5.7 could also be used to characterize the role of Leader 5 as Dean of a university.

Extract 5.7 Original definition of Leader 5

It's the ability to move the stakeholders in an institution in a direction defined by their shared goals.

Extract 5.8 S.T.A.R./C.A.R. Narrative of Leader 5

…everyone was hung up in the debate about whether the cost of an international phone call could be reduced from an average of what it was then of 75 cents a minute to something like 30 cents or 40 cents a minute in a few years' time, and there were all these fights about various methods of doing that. And I listened to it and I said, so the problem isn't that, the problem is you're not allowed to build modern efficient networks in the way you want to globally, and if you could do that, the price of an international call would be the one you're paying for this one, to about zero. And so you've all been worried about the wrong problem. You keep worrying about audit and getting people to drive down the price a little. The price is the reflection of the structure that's there. The structure should just change, and the price will fall out from it with a little bit of shoving. And once people got their heads around it, they went, "Oh, right." But you had to remind them of what the underlying situation was because people just misdefined the problem.

Leader 10

Extract 5.10 clarifies the original definition of Leader 10 in Extract 5.9. In Extract 5.9, Leader 10 argues that "leadership comes from knowing" and "leadership is really about knowing." In Extract 5.10, Leader 10 explains how such "knowing" enables the leader to communicate strategically in a way so as to achieve stakeholder agreement.

Extract 5.9 Original definition of Leader 10

…I think, um, I would say leadership, really what it means is uh, it's both, I guess leadership comes from, first of all, knowing the people that you lead, knowing what their strengths are, and then knowing how you can kind of optimize those, and also how you can develop those. But leadership is really about knowing the strengths of your team and also knowing where you can take those strengths over time.

Extract 5.10 S.T.A.R./C.A.R. Narrative of Leader 10

I knew that knowledge was essential, and that, we, you know, thought that it could be a good thing for employees to have better knowledge of what's out there, better for us to retain our employees, better for them to look at, to know what our jobs are and to apply to those jobs as opposed to going out for staff, having to go outside of the company. So, trying to basically, you know, from their side, they had managers who had tight deadlines in terms of you know getting the next chip out, and so, they're very protective of their talent, right?   So they're kind of trying to walk around it; mobility is a good thing versus processing that good on time, and I don't want anything to cause that to slip. So been there, understand that's the line that they walk, and I appreciate that, you know, that kind of tough situation, and that I was ready to engage with them on that.   I wasn't just going to "poo poo" their concerns and say, don't worry about it but really engage them on what their main concerns were.   In other meetings, if they did not raise that point, I would raise it for them because I knew that eventually someone would think if it, so at the end of the meeting, if that whole internal mobility point hadn't been raised, I would say, oh and by the way this could happen, and I understand that's something new and something different and so we're going to monitor and stay on top of it.

Leader 12

In Extract 5.11, Leader 12 is of the opinion that followers are influenced by the leader. In Extract 5.12, Leader 12 characterizes such influencing of followers in a crisis. Followers are influenced by "motivational questions" seen as an approach normally used by a leader when facing a "major challenge."

Extract 5.11 Original definition of Leader 12

So leadership to me is all about influence. So, the funny thing is that I tend to distinguish between a leader and leadership sometimes, but I would say that leadership is a, kind of like a function of a leader, a follower, and a situation.   If you

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can imagine an equation like, leadership equals function of leader, follower, and situation. That's really how I view it. I mean leadership then is influencing followers and to some extent, sometimes, the situation as well, so.

Extract 5.12 S.T.A.R./C.A.R. Narrative of Leader 12

…the basic message/case for change was we need to get together and assess what the situation is, where do we want to be, what are these kind of gaps and then, articulating some kind of, a lot of times we say it's the ideal end state, but I just said, look, for me it's to be in business at the end of 2009….If we're still in business at the end of 2009, we're going to be…OK. It's not my normal way. It's usually you want more than just being in business but it kind of became that, it was back to survival space, and you could still use the same kind of motivational questions which I asked at the end of these. How are we defined? How do we want to be at the end? Now, how are we going to feel?...How will we feel if we achieve this? And how will we feel if we don't achieve this? That's a pattern I've used for every major challenge I've faced in the company.

Leader 13

In Extract 5.14, Leader 13 describes the "influence relationship" in Extract 5.13 as a commitment to do what the followers "sign up" to do. Further, Leader 13 explains in Extract 5.14 that achieving a determined goal is not as important as following through on a commitment. For a leader to be considered successful, the leader and the followers must be committed to achieving the shared goal. The intention and collaborative effort to achieve the goal are more important than the outcome.

Extract 5.13 Original definition of Leader 13

…the definition is really not my own words but it's a definition of leadership that…Gerald Ross back in uh, gosh, probably the 80's, who wrote a book. He wrote a

whole book just on the definition of leadership, researching it and all that, so I knew that…I couldn't come up with one in my own words cause that's what I've adopted as my own.

Leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes.

Extract 5.14 S.T.A.R./C.A.R. Narrative of Leader 13

So really the expectations, the main ones, on both sides, I think, would be, there's lots of different stakeholders. A big one, you know, we had about 140 people involved with the campaign, so my expectations of the stakeholders was that people would sign up to raise funds for this, if they would do so, they're going to commit, they're going to follow through on that commitment. And pretty much the same on the other end. My commitment to them was that, you know, I'm here to help you, whether it's asking someone, leading someone, explaining the purpose, whatever it might be, so I think a big expectation there is to follow through and commit regardless of whether the money was raised or the goal was met. I think going back to the original definition, right, intending to change or intention to raise 110,000 dollars. If we don't do that, that doesn't mean that we weren't successful. I think you're not successful if people aren't committed and things like that…

Leader 14

Extract 5.15 appears to indicate that it is necessary for a leader to recruit people to achieve the leader's vision. Extract 5.17 indicates that the Leader 14 did "plan ahead with vision" and strategically asked questions to "bring people together to execute the vision." "Integrity" in Extract 5.15 can be defined as "the quality of being honest and fair."[142] In Extract 5.16, Leader 14 acted in her opinion as a leader with integrity. She did not believe that she was in the official role to challenge the position of her superiors, but she still acted to guide them in the right direction.

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[142] See http://www.merriam-webster.com/dictionary/integrity.

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Extract 5.15 Original definition of Leader 14

This one I actually wrote it down. Plan ahead with vision. Bring people together to execute the vision with integrity and enthusiasm.

Extract 5.16 S.T.A.R./C.A.R. Narrative of Leader 14

The Fortune 500 company had uh two big guys, and they brought me along as an interpreter because they had already been buying from China for a few years, and they knew so and so, and they had an idea where they wanted to go, who they want to see, but once I learned all that part, I already knew they were wrong. I knew they were using the wrong strategy. But I was not allowed to tell them.

Kevin:…Why not allowed…?

Because they were like three levels above me. Um, and then that was not my job and this construction industry is more like an old boys uh old boys clique thing.

Extract 5.17 S.T.A.R./C.A.R. Narrative of Leader 14

So that's one theory. There are many theories, and I have to eliminate each one of them, and present, and have them realize my theory is the better theory. So, we went to Guangzhou, and then I discovered a US company actually has to have a joint-venture with a company in Hong Kong. The joint-venture in Hong Kong has to hire a local Chinese company in Guangzhou. The local company in Guangzhou does not make those deal…because they are not in the right industry in the area. So they had to ultimately buy from northern China, which is the area I was pointing them to. So through this trip, first, I did exactly what they asked me to do. Be quiet, and then let them. I did all that. But, my number one strategy was asking questions. During that course of that two days meeting, I asked all the questions, and each question discovered an answer that surprised the people who went with me. So, that was my number one strategy, I just asked questions. I just asked the Chinese supplier. "OK, so you're from Hong Kong, and then how do you get raw

materials?" "Oh, we have our supplier in Guangzhou." "Oh, OK. Let's go see Guangzhou." We went to Guangzhou. We went to Guangzhou. OK. "Well, I'm here. I see you have an office. I see you have this machinery, but I don't see the machinery that's supposed to make our product. So, where is our product made? Where actually are we buying from?" "Chindau." "Ohh." So that was my strategy, asking questions. I already knew the answers, but if I didn't ask the questions, the U.S. guys would just be happy drinking and happy and they don't even know to ask those questions.

Leader 16

Extract 5.18 may be interpreted as the task of a leader to help *individuals* to "achieve their maximum potential." In view of Extract 5.19, Leader 16 appears to describe leadership in Extract 5.18 in terms of creating a competitive environment in which strong individuals survive pressures and ongoing assessment, so that the team as a whole becomes stronger given such strong individuals as team members.

Extract 5.18 Original definition of Leader 16

> I would say leadership is the ability to achieve, to help others achieve their maximum potential, so that the team, those that you're leading, is stronger than the individuals as individuals.

Extract 5.19 S.T.A.R./C.A.R. Narrative of Leader 16

> So, hours were down in one of our offices, and I called a meeting of the partners and of the council; these are the leaders of that office to a. bring it to their attention and b. say we've got to do something about this, soon, because the hours were so bad and I've got management breathing down my throat on this…so, it was successful in that we identified several underperformers who eventually were counseled out. We tightened up the group a bit and established a business development plan for that office that is moving forward today.

Leader 17

In Extract 5.20, Leader 17 describes how a leader "enrolls others" to "advance a vision." The coaching and mentoring of a future leader, as set out in Extract 5.21 could be interpreted as a process of enrolling others and advancing a vision.

Extract 5.20 Original definition of Leader 17

Well, I think that it's more kind of the act of trying to shape the future with the aid of others….That would be my five-second elevator [pitch?]…they always say that you can't be a leader without followers so, you know, if you have some sort of vision for what you want to do, or you're put into that position to kind of advance a vision of what that future might be, then you have to enroll others, and to me, leadership is that act.

Extract 5.21 S.T.A.R./C.A.R. Narrative of Leader 17

They wanted to get the job done so they don't have to do it. These are my partners. Love them to death, they're really good guys, you know, um, but they don't want to do it. None of them feel that they either have the experience to do it, the desire to do it everyday, um, or the education through experience to manage this situation, and it takes too long. It's a little hard to say, "Go out and get your management experience and then come back and be a manager." You know what I mean? "Go read this book, and you'll be the great manager." You know, you've got to read a lot of books, take in a lot of things, and you've got to think about things, and have it practically applied. And that just comes with time and effort. But she doesn't have that kind of time because we're asking now. She can go do all that on her own, too, but somebody's got to help guide her down the path. And my job, in a sense, the way I see it, is to lead her there in a very short order. So to take anything I know and impart that stuff to her through the experiences that we're going through so they're really well solidified because she's doing the effort…So it's not just saying, "Today, we're going to discuss…reviews…employee reviews." No. "Today, we're going to do an

employee review."

Leader 18

Extract 5.22 takes the view that a leader models behavior for followers to replicate. Such a description of leadership however does not match that in Extract 5.23. In Extract 5.22, the word "visible" does relate to the success of Leader 18 in Extract 5.23, because Leader 18 needed to become visible to the stakeholder to be able to "inspire and guide" that stakeholder.

Extract 5.22 Original definition of Leader 18

One thing that immediately came to mind as I was taking notes to these questions was setting a great example, you know, in a way like parenting or other things, where you're visible; that's probably number one in a way, is what model or example you're setting yourself. So, that was the first thing that came to mind. Um, other things that came to mind would be inspiring and guiding to achieve successful results as a team. And another key point….active communication, demonstrating caring and commitment, particularly in an environment of constant change, which is pretty much what life is all about and certainly work situations are all about, so... Those are kind of the core concepts that came to mind on that one.

Extract 5.23 S.T.A.R./C.A.R. Narrative of Leader 18

My biggest kind of hero moment, if you will, was, you may know the city of Okayama, but that city was a sister city of San Jose, California….It was just seen like a no brainer that they would be part of this program because it was kind of custom-made for them. But I was dealing with a city bureaucrat who said, no, because it just was different, and he didn't get it. So, I kept trying to have a meeting with this guy, and he said, "but I'm busy, I can't do it, we don't, we're not interested." But I knew people in the city were interested because he also worked with volunteer committees and such. So, at one point, I called him up one last time, and I said, "Look, I'm going to be in Okayama this afternoon. I just want to stop by

and talk with you" and actually, I was in Tokyo. I was nowhere near Okayama. But the bullet-trains go fast. So he said, "Sure." So, I jumped on a train and went down there, even though I wasn't actually in the city, but he thought I was, and had this meeting and um, it made the break through. He realized I needed the extra time to explain to him what it was about because he really didn't get it. He was a bureaucrat by nature. He was just kind of a bother…..So anyway, they did participate in the programs. So that was something that wasn't like leading a big organization or something, but it was leading, getting a program off the ground.

Leader 20

Extract 5.25 displays how Leader 20 organized stakeholders in such a way to achieve agreement for his approach towards realizing a given goal. In view of Extract 5.25, the word "organizing" in Extract 5.24 may be seen as implying some strategic action to control the behavior of the faculty.

Extract 5.24 Original definition of Leader 20

Well, this is a fairly stock way of defining it, but I would say it's organizing one or more people to achieve a common goal.

Extract 5.25 S.T.A.R./C.A.R. Narrative of Leader 20

I would say my effectiveness in this meeting was really dependent upon a, you know, a lot of experience that the full-time instructors had of me over a long period of time in many other meetings. It wasn't as though I could have achieved the outcome, a successful outcome, if I had just been appointed, you know. You know, I had established a level of trust already, but just a couple of comments on this. Um, first of all, uh, I made sure that all of the full-time instructors were together at one time for this meeting. I didn't want anyone to not be present. And um, one reason that that was very important to me is that in my experience, um, instructors, teachers, uh, vary tremendously in, as a group, they're very far from monolithic, every group of

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instructors I've known have, has been full of individuals who, you know, I mean almost everyone is an outlier. Um, you know, and the reason for that, I've always felt is because teaching is a highly creative activity and um teachers are akin in many ways I think to performing artists, and um, you know, like performing artists, there, it's a very individual activity, I feel. Anyway, for that reason, because of my perception of teachers that way, it was very important to have them all present because if even one was not present, then I certainly wouldn't get that person's buy in um through the message being relayed through other people; it had to come directly.

5.7 Summary

The original definitions of leadership provided by the 20 leaders by means of the semi-structured interviews were sometimes narrowly and sometimes broadly defined. For example, the definition provided in the case of Leader 12 could serve as an account of any type of leadership, whereas the definitions of Leaders 1 or 4 appear more relevantly directed to their professions and to the specific leadership roles the leaders held in those professions.

The narratives of the 20 leaders in the interviews fit well into the S.T.A.R./C.A.R. frameworks. These S.T.A.R./C.A.R. frameworks served to facilitate the comparisons among conceptualizations of leadership by the 20 leaders in the STAR/CAR narratives. The S.T.A.R./C.A.R. narratives involved the leaders persuading subordinates, peers, superiors, and other stakeholders to achieve the leaders' objectives or visions. The approaches used by leaders to influence others varied and appeared to depend both on particular individual leaders and the context of the situation of leadership displays.

Comparing the original definitions of leadership provided by 11 of the 20 leaders in the semi-structured interviews with how those 11 leaders accounted for or explained their success in the S.T.A.R./C.A.R narratives served to clarify the overall conceptualizations of leadership

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of the 11 leaders. In Chapter 6, we explore by means of metaphor analysis these 11 conceptualizations of leadership and the corresponding accounts of leadership success. In doing so, we also explore the Discourses on which the 11 leaders draw to provide their accounts of leadership success. As we will argue, the leadership conceptualizations of the 11 leaders, seen metaphorically, serve as descriptions of the leaders influencing others.

6.   Metaphor Analysis

6.1 Introduction

In Chapter 5, we argued that comparing the original definitions of leadership of 11 of the 20

leaders *with* how those leaders accounted for their success in the S.T.A.R./C.A.R narratives

served to clarify the 11 leaders' conceptualizations of leadership. Further, we revealed that the

conceptualizations of leadership of those 11 leaders were expressed *in terms of* the leaders'

professions (e.g., doctor, lawyer, coach, etc.). In this chapter, we conduct a process of

metaphor analysis to further distinguish the conceptualizations of leadership of those 11

leaders *in terms other than those of* the leaders' professions.[143] In section 6.2, we explain how

metaphor analysis has been used to investigate and clarify relationships between ideas and

concepts.[144] In doing so, we generate in section 6.3 word clouds[145] of the original definitions

of the 20 leaders in order to identify concepts with metaphor potential emphasized by the

leaders. In section 6.4, we follow Cameron (2003, 2007) in utilizing what she refers to as the

Discourse   Dynamics   Framework   to   explore   for   their   metaphor   potential   the

conceptualizations of 11 of the 20 leaders in their original definitions of leadership and in

their accounts of leadership success in the S.T.A.R./C.A.R narratives. We argue that the

approach we (and others, see below) take to metaphor analysis will serve to further clarify the

conceptualizations of leadership of the 11 leaders.

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[143] In this chapter, we include additional extracts from some leaders to clarify the leaders'
conceptualizations of leadership in view of metaphor analysis related findings.
[144] In our explanation, we refer primarily to Conceptual Metaphor Theory (Lakoff & Johnson,
1980) and the Discourse Dynamics Framework (Cameron, 2003, 2007).
[145] The word clouds were generated from a word frequency analysis for similar words using
NVivo 10 as explained in section 6.3 of this chapter and in section 4.4 of chapter 4.

6.2 Defining and investigating metaphors

In a John F. Kennedy School of Government at Harvard University Faculty Research Working Paper Series, Oberlechner and Mayer-Schoenberger (2002, p. 3) aim to provide an understanding of leadership through "implicit conceptualizations" of leadership or "metaphors":

> Our modest goal is to shed light on the concept of leadership from an unusual perspective. This perspective puts an emphasis on how leadership is experienced and expressed by leaders and by the persons writing about leadership. We approach leadership by paying attention to what people actually say and write when talking about leadership. In other words, our perspective of leadership is based on an analysis of the implicit conceptualizations people use when thinking about, explaining, and enacting leadership. As we will show, these conceptualizations are commonly expressed by metaphors.

In view of Oberlechner's and Mayer-Schoenberger's statement above that leadership "conceptualizations are commonly expressed by metaphors," we address the following two questions in this chapter:

1. What do we understand by metaphor?

2. What are the conceptualizations of leadership of the 11 leaders in Chapter 5 from a metaphor analytical perspective?

Oberlechner and Mayer-Schoenberger (2002, p. 5) have the following understanding of leadership metaphors:

> The literature on leadership abounds with metaphors such as leadership as game, sports, art or machine. While the multitude of leadership metaphors used by authors and leaders alike appears determined by a complex interplay of personal, situational, and cultural factors, the analysis of a leadership interview indicates that these metaphors center around experientially significant nuclei of meaning. By examining

the entailments of leadership metaphors on such dimensions as highlighted and hidden leadership aspects or the suggested relationship between leader and followers, metaphor analysis allows the exploration of leadership conceptualizations on an experiential level.

In accounting for their conceptualizations of leadership metaphors above, Oberlechner and Mayer-Schoenberger (2002, pp. 6-7) draw upon the views of Lakoff and Johnson (1980) and Black (1977).[146] We consider such perspectives of Lakoff and Johnson in the following paragraphs of this section (6.2).

In a description of contemporary theories of metaphor on the Metaphor Analysis Project website,[147] the Conceptual Metaphor Theory (CMT) of Lakoff and Johnson is described as having "dominated the field since the 1980s, replacing earlier views that saw metaphor as decorative or literary use of language."[148] Lakoff and Johnson (1980, pp. 5-6) write that "*metaphor* means *metaphorical concept*" and explain their perspective as follows:

> Primarily on the basis of linguistic evidence, we have found that most of our ordinary conceptual system is metaphorical in nature. And we have found a way to begin to identify in detail just what the metaphors are that structure how we perceive, how we think, and what we do.

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[146] Oberlechner and Mayer-Schoenberger (2002) write:

"Metaphors are based on a correspondence of two different concepts. Understanding and expressing one concept in terms of the other, metaphors achieve a cross-mapping from a source domain (such as friendship, or sports) to a target domain (such as leadership) by a simultaneous activation of the two domains involved. While highlighting specific aspects of the target domain, each metaphor necessarily hides other aspects (Lakoff & Johnson, 1980) and thus provides a filter for examining the concept under a different light (Black, 1977)." (pp. 6-7)

"A closer look at the use of metaphors suggests that the metaphors used to describe leadership are neither invented nor used randomly. Instead, they center on experientially significant nuclei of meaning, expressing socially shared senses of leadership. Most leadership metaphors take up recurring themes, and they can be clustered accordingly." (p. 9)

[147] See http://creet.open.ac.uk/projects/metaphor-analysis/index.cfm.
[148] A number of theories that are challengers to CMT including Cameron's (2003, 2007) Discourse Dynamics Framework are also listed.

To give some idea of what it could mean for a concept to be metaphorical and for such a concept to structure an everyday activity, let us start with the concept ARGUMENT and the conceptual metaphor ARGUMENT IS WAR. This metaphor is reflected in our everyday language by a wide variety of expressions:

ARGUMENT IS WAR
Your claims are *indefensible*.
He *attacked every weak point* in my argument.
His criticisms were *right on target*.
I *demolished* his argument.
I've never *won* an argument with him.
You disagree? Okay, *shoot!*
If you use that *strategy*, he'll *wipe you out*.
He *shot down* all of my arguments. (p. 5)

….

The most important claim we have made so far is that metaphor is not just a matter of language, that is, of mere words. We shall argue that, on the contrary, human *thought processes* are largely metaphorical. This is what we mean when we say that the human conceptual system is metaphorically structured and defined. Metaphors as linguistic expressions are possible precisely because there are metaphor's in a person's conceptual system. Therefore, whenever in this book we speak of metaphors, such as ARGUMENT IS WAR, it should be understood that *metaphor* means *metaphorical concept*. (p. 6)

One criticism of CMT as described above is its focus on thought over language. In this connection, Deignan (nd) writes that for "proponents of Conceptual Metaphor Theory, thought has primacy over language." We consider such theoretical underpinnings of CMT (i.e., "a person's conceptual system") to be outside the scope of this thesis because our exploration of metaphor is not based on, nor intended to provide evidence for, the neurological processing of metaphor.

Although CMT has been influential since the 1980's, Charteris-Black[149] (2008, pp. 1-2) writes that there have been numerous definitions of metaphor throughout history and disagreement about what constitutes metaphor:

> Ask ten metaphor scholars to count the metaphors in a text and you will probably come up with ten different answers; this is because of different views of what exactly 'counts' as a metaphor. Aristotle proposed that 'Metaphor consists in giving the thing a name that belongs to something else.' (Aristotle, in Ross 1952). Although this assumed that a name could be said to belong to a particular thing, it identifies two core ideas about metaphor: a metaphor requires two elements and some exchange between them. As Samuel Johnson put it: metaphor 'gives you two ideas for one', and as Richards noted in the Philosophy of Rhetoric: 'The mind is a connecting organ, it works only by connecting and it can connect any two things in an indefinitely large number of different ways' (Richards 1936: 125). This brings us to two key features of metaphor: it concerns thought as well as language and it enables us to explore limitless different ways of thinking about things.
>
> A more recent definition of metaphor is that it results from a shift in the use of a word or phrase from a context in which it has a more basic sense to another context where it has a less basic sense. A more basic sense is one that is[150]:
>
> a) more concrete or
> b) related to bodily action or
> c) historically earlier.

Charteris-Black's formulation (2008, pp. 1-2) above includes the cognitive element of *interpretation* in the process of creating a metaphor; i.e., whether a metaphor exists depends upon the eye of the beholder.[151]   We argue that a *system of metaphor identification* is helpful

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[149] Black (1997) and Charteris-Black (2008) are different scholars.

[150] Footnote 110 was added by the researcher to the quotation. See Pragglejaz Group (2007) and Cameron and Maslen (2010).

[151] Charteris-Black (2008, pp. 1-2) adds: "Because metaphors arise from transferred meanings, whatever sense a word or phrase had in its original context, a metaphor is formed when this word or phrase is used in a new context with a different sense. However, knowledge of historically earlier senses varies between individuals; this is one reason why people vary in their estimates of metaphors in texts. Metaphor originates in an awareness of a resemblance relation between the two entities that it associates – but such awareness of resemblance, and of the semantic tension arising from such awareness, varies between individuals. The

for researchers. In our investigation of metaphor in sections 6.3-6.4 of this chapter, we draw upon Cameron (2003, 2007, 2010) and are in agreement with her that language should be given primacy over thought in defining and identifying metaphors. We explain Cameron's perspective in the following paragraphs of this section (6.2).

Cameron (2010, slide 2 notes) describes the limitations of Burke's (1945, p. 503) definition of metaphor as "a device for seeing something in terms of something else":

> Defining metaphor is very difficult – [Burke's (1945) definition] is not really a good definition because it uses words metaphorically (*device, see, something*). However, as a description, it captures the key ideas about metaphor – in language or in thought – that there are two ideas and we use one to better understand the other. The 'seeing in terms of' is the process of metaphor.

In Chapter 5, we showed how leadership is *seen in terms of* the 20 leaders' professions in the definitions of leadership and the S.T.A.R./C.A.R. narratives, accordingly in this chapter we explore in sections 6.3-6.4 how such leadership conceptualizations may be *seen in "other" terms*.[152]

The phrase "in language or in thought" (Cameron, 2010, slide 2) above denotes a key difference between the Discourse Dynamics Framework of Cameron (2003, 2007) and CMT. In defining the linguistic metaphor in the Discourse Dynamics Framework, Cameron (nd)[153]

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relationship between the two entities connected by metaphor that create semantic tension is not one that pre-exists the metaphor, it is a relationship that is created by it; awareness of semantic tension is an act of interpretation that is dependent on the viewer. A metaphor is not therefore inherent in the senses of words, but arises from how they are used, and whether the context in which they are used is understood as novel – and therefore as creating tension in discourse."

[152] We discuss the potential and limitations of such word frequency analysis in section 6.2. We also argue in section 6.2 of this chapter that word frequency analysis of the definitions of leadership provided by the 20 leaders facilitates "seeing" the leaders' conceptualizations of leadership "in terms" that the leaders themselves emphasize.

[153] See http://creet.open.ac.uk/projects/metaphor-analysis/theories.cfm?paper=ddfm .

writes:

> A linguistic metaphor   [e.g. *there is no way of <u>purging that debt</u>*] is a stretch of language that has the potential to be interpreted metaphorically, in that two distinct ideas can be found and these can be linked metaphorically to make sense and build coherence in the discourse context. A linguistic metaphor is a textual, rather than empirical, phenomenon and evidence for its identification is lexical and textual rather than neurological or empirical, accessed from the discourse data and through logical argument. Linguistic metaphors may or may not be processed metaphorically by the speakers.

In the Discourse Dynamics Framework, language is given primacy over thought in metaphor identification in data. In our investigation of metaphor in sections 6.3-6.4, we are not concerned with the cognitive processes related to metaphor. Our focus is on what an analysis of linguistic metaphors in the context of the semi-structured interview data can reveal about conceptualizations of leadership.

Further, linguistic metaphors can be organized into systematic metaphors (Cameron 2003, 2007). According to the Metaphor Analysis Project website[154], such systematic metaphors differ from the conceptual metaphors of Lakoff's and Johnson's (1980) CMT and in the following ways:

> Conceptual metaphors are mappings across domains and are held to belong in the realm of the conceptual, not of discourse. Claims for systematic metaphors are made relative to the actual discourse events and specific participants, rather than to the whole community of language users as with conceptual metaphors. Systematic metaphors are held to reflect tendencies of thought that are activated and developed in the discourse event as it happens. Conceptual metaphors are claimed to have some kind of real existence in the minds of all language users, in the strongest versions of cognitive metaphor theory to be hard-wired into the brain. Conceptual metaphors are said to be fixed and stable mappings across domains (Lakoff, 1993), whereas

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[154] See http://creet.open.ac.uk/projects/metaphor-analysis/building.cfm.

systematic metaphors, by their nature, are dynamic mappings that reflect a temporary stabilisation in on-line language use.[155]

As we will clarify in section 6.4, the systematic metaphors that we identify are, as Cameron (nd) explains, "not 'owned' by the individuals who produce them, but are 'interindividual', belonging to both speaker and listener (Morson and Emerson, 1990, p.129) and intrinsically connected to the specific context of use."

In sum the Metaphor Analysis Project website[156] claims a similarity among different approaches to conducting metaphor analysis[157]:

> All approaches share the idea that metaphor involves two concepts or conceptual domains: the Topic (or Target), which is what is being spoken or written about, and the Vehicle (or Source), which is used metaphorically to speak or write about the Topic. The Vehicle (or Source) is distinct from the Topic and its use influences how the Topic is understood.

In this thesis, we have adopted the concept of metaphor as described in the Discourse Dynamics Framework in our investigation of metaphor potential.[158] We start our search for metaphor in section 6.3 with the generation of word clouds of the original definitions of the 20 leaders. In doing so, our aim is to identify concepts with metaphor potential emphasized by the leaders.

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[155] In to the formatting conventions of linguistic metaphors, it is added that "the distinction between conceptual and systematic metaphors is indicated here through formatting. Systematic metaphors are in *ITALIC CAPITALS*; conceptual metaphors in CAPITALS." We follow this convention with systematic metaphors in section 6.4 of this chapter.

[156] See http://creet.open.ac.uk/projects/metaphor-analysis/theories.cfm.

[157] Topic and Vehicle are terms associated with the Discourse Dynamics Framework, whereas Target or Source are terms associated with CMT.

[158] We consider metaphor potential of student data in Part 2 of this thesis.

6.3 Metaphor potential of leadership definitions in word clouds

In the Discourse Dynamics Framework, linguistic metaphors are organized to form systematic metaphors, as we explained in section 6.2 above. According to the Metaphor Analysis Project website[159], the "label [of a systematic metaphor is] chosen carefully to reflect a collective or aggregate meaning of the linguistic metaphors, staying close to the actual words used while at the same time capturing the overall idea." In connection with "capturing the overall idea," NVivo 10 software can be used to identify concepts through the grouping of similar words with a word frequency analysis[160]:

> You can look for exact words, or broaden your search to find the most frequently occurring concepts. For example, if you look for the most frequent words in a dataset survey, you might find that *water, health*, and *harmful* are the most frequently occurring words. However, if you group similar words together, you might find that the concept of *pollution* (including *pollutants, pollution, polluted*, and *pollutes*) occurs most frequently.

We used the NVivo 10 software to group similar words together to identify concepts related to *influence*, *action* and *change* in the original definitions of leadership of the 20 leaders.[161] We argue that such word groups facilitate understanding the "terms" in which the 20 leaders "see" leadership.[162]

We initially conducted a word frequency analysis for the definitions of leadership provided by the 20 leaders collectively. (See Figure 6.1.) We also conducted a word frequency analysis for

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[159] See http://creet.open.ac.uk/projects/metaphor-analysis/building.cfm .

[160] See http://help-nv10.qsrinternational.com/desktop/procedures/run_a_word_frequency_query.htm .

[161] *Influence, action,* and *change* are themes associated with leadership that have appeared in the data in Chapters 4 and 5.

[162] See Cameron's (2010) comments on the limitation of Burke's (1945) definition of metaphor in section 6.2 of this chapter.

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each of the definitions of leadership provided by the 20 leaders separately. (See Figures 6.2 to 6.21.) From the word frequency analyses results, NVivo 10 software generated word clouds and statistical data. The top five word groups are displayed in the word clouds in Figures 6.1 to 6.21.[163] The statistical data for each word group appears in the chart below the word cloud. (See Table 6.1.)

Table 6.1 Exact replication of explanation of Summary tab in NVivo 10[164] and also listing of stop words

Summary tab

1 The most frequently occurring words excluding any stop words[165]. If you adjusted the slider to return similar words, the most frequently occurring word from the group is displayed in this column.

2 Length—the number of letters or characters in the word.

3 Count—the number of times that the word occurs within the project items searched. If you adjusted the slider to include similar words, this count is the total for all the similar words.

4 Weighted Percentage—the frequency of the word relative to the total words counted. If you adjusted the slider to include similar words, a word may be part of more than one group of similar words. The weighted percentage assigns a portion of the word's frequency to each group so that the overall total does not

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[163] Additional groups of words could have been displayed. Five were chosen to facilitate viewing the ideas *emphasized* by the 20 leaders in the original definitions of leadership.

[164] See http://help-nv10.qsrinternational.com/desktop/procedures/run_a_word_frequency_query.htm

[165] See below.

exceed 100%.

5 Similar Words—other words that have been included as a result of adjusting the slider to include similar words—for example, if you include words with the same stem, then *pollutants, pollution, and polluted* would be grouped together. This column is not available if you use 'Exact match only'.

STOP WORDS[166]

"NVivo 10 for Windows provides default stop words….The default stop words are less significant words like conjunctions or prepositions, that may not be meaningful to your analysis":

a about above after again against all am an and any are aren't aren't as at be because been before being below between both but by can can't cannot can't could couldn't couldn't did didn't didn't do does doesn't doesn't doing don't don't down during each few for from further had hadn't hadn't has hasn't hasn't have haven't haven't having he he'd he'll he's he'd he'll her here here's here's hers herself he's him himself his how how's how's i i'd i'll i'm i've i'd if i'll i'm in into is isn't isn't it it's its it's itself i've let's let's me more most mustn't mustn't my myself no nor not of off on once only or other ought our ours ourselves out over own said same say says shall shan't shan't she she'd she'll she's she'd she'll she's should shouldn't shouldn't so some such than that that's that's the their theirs them themselves then there there's there's these they they'd they'll they're they've they'd they'll they're they've this those through to too under until up upon us very was wasn't wasn't we we'd we'll we're we've we'd we'll were we're weren't weren't we've what what's what's when when's when's where where's where's which while who who's whom who's whose why why's why's will with won't won't would wouldn't wouldn't you you'd you'll you're you've you'd you'll your you're yours yourself yourselves you've

In addition to the Summary above in Table 6.1, the following information was placed under the word clouds for Figures 6.2 to 6.21.[167]

● A streamlined definition of the original leadership definition.[168]

● Professional leadership role/action[169]

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[166] See
http://help-nv10.qsrinternational.com/desktop/procedures/set_the_text_content_language_and_stop_words.htm
[167] The information provided resulted in mini-profiles of the leaders.
[168] In creating the streamlined definitions, we focused on the action in the original definition. The terms were standardized to the extent possible without changing the basic meaning; e.g., "stakeholders," "followers," "people," and "others" were standardized as "others."

- Description of performances as leader in leadership roles

- Qualities of an effective leader[170]

The information above was helpful for identifying the metaphor potential of the word groups in the word clouds as described later in this section of the chapter.[171]

We did not consider this NVivo 10 word frequency analysis to be a Discourse Dynamics Framework analysis; rather, we used the results of the NVivo 10 word frequency analysis to consider *potential*[172] Vehicles where *leadership* is the Topic. We conducted a Discourse Dynamics Framework analysis described in section 6.4 of this chapter after the NVivo 10 word frequency analyses.[173]

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[169] The professional leadership role/action was based on the interview data; e.g., Leader 1 is an MBA/Graduate School admissions counselor. The role of Leader 1 assisting a client to write an essay appeared in the interview data but not specifically in the original definition of Leader 1.

[170] The *description of performances as a leader* and the *qualities of an effective leader* were direct responses of the 20 leaders themselves to the related interview questionnaire items.

[171] Such information was helpful in our search for descriptions of leadership *in terms other than* those commonly used to describe the leaders' professions.

[172] The word clouds display concepts that the 20 leaders emphasized in their original definitions of leadership.

[173] We discuss the results of the Discourse Dynamics Framework analyses in section 6.4 of this chapter.

Figure 6.1 Leaders 1 to 20 combined

Word	Length	Count	Weighted Percentage (%)	Similar Words
act	3	124	3.37	accord, act, action, aid, bits, book, change, commitment, communicate, communication, difference, direction, effort, equation, express, find, follow, getting, give, going, group, help, influence, lead, leadership, leading, make, management, manipulation, means, model, motivating, motivation, move, moving, number, office, optimize, organization, part, pitch, place, position, positioning, process, responsibility, second, situation, speaking, support, take, taking, thing, try, way, word, work, working
group	5	68	2.35	book, core, followers, group, institution, leaders, leadership, lot, organization, people, school, sort, stock, team
unite	5	76	2.35	board, change, communicate, core, five, future, good, group, guide, implement, individual, lead, leading, life, means, office, one, organization, part, person, point, real, second, shape, side, sort, stock, team, thing, unite, way, well, whole, word, working
others	6	13	2.17	another, difference, others, otherwise
change	6	91	2.09	accomplish, action, advance, aid, back, bring, change, changes, come, coming, consequence, core, develop, difference, execute, find, follow, give, going, help, implement, influence, initiative, institution, key, know, lot, make, mind, move, number, optimize, organization, part, people, pitch, point, process, put, result, right, school, shape, stock, take, thing, think, time, try, unite, work

Figure 6.2 Leader 1
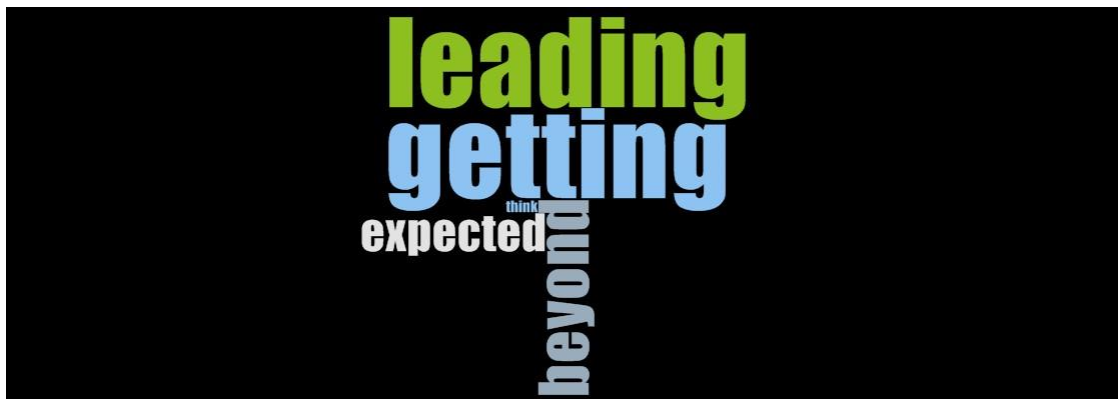
Word	Length	Count	Weighted Percentage (%)	Similar Words
getting	7	10	9.52	getting, give, go, going, mean
leading	7	10	9.52	give, go, leadership, leading, mean
beyond	6	5	7.94	beyond
expected	8	8	7.41	expect, expectations, expected, mean, think
think	5	10	6.35	expect, give, know, like, mean, means, think

Streamlined definition[174]	Moving oneself and others beyond expectations.
Professional leadership role / action	MBA/Graduate School admissions counselor / counseling a client to write a promising admissions essay
Description of performances as leader in leadership roles	Transformative, empathetic

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[174] See footnote 156 for information about the streamlined definition.

Qualities of effective leader	Healthy, witty (i.e., intelligent), wise

Figure 6.3 Leader 2

Word	Length	Count	Weighted Percentage (%)	Similar Words
ability	7	5	20.83	ability, leadership, mind, skill, strength
group	5	4	19.44	group, leadership, people
motivate	8	2	11.11	motivate, motivation
goal	4	2	6.94	goal, mind
management	10	2	6.94	management, mind

Streamlined definition	Motivating others to achieve a shared goal.
Professional leadership role / action	Doctor in hospital / providing care for a patient with other hospital staff as a team
Description of performances as leader in leadership roles	Passionate, responsibility
Qualities of effective leader	Intelligent, generous, risk taking

Figure 6.4 Leader 3

Word	Length	Count	Weighted Percentage (%)	Similar Words
followers	9	4	20.59	followers, result
leadership	10	6	19.61	ability, lead, leader, leadership
lead	4	5	13.73	lead, leadership, result
uh	2	2	11.76	uh
guide	5	3	10.78	guide, lead, leader

Streamlined definition	Guiding and motivating others to achieve a goal.
Professional leadership role / action	Sales director / guiding and motivating sales staff to achieve sales targets
Description of performances as leader in leadership roles	Quick action, speedy

Qualities of effective leader	Healthy, strong-willed, passionate

Figure 6.5 Leader 4

Word	Length	Count	Weighted Percentage (%)	Similar Words
positioning	11	8	20.83	forward, leadership, place, positioning, quality, situations, take, terms
moving	6	6	16.67	forward, group, moving, place, process, take
process	7	3	7.50	consequence, process, thought
terms	5	2	7.50	life, terms
responsibility	14	3	6.67	consequence, quality, responsibility

Streamlined definition	Positioning oneself to obtain agency to move others forward.
Professional leadership role / action	Corporate language training program company founder and president / resolving a crisis involving a teacher and a client
Description of performances as leader in leadership roles	Energetic, thoughtful, increasingly confident, humble
Qualities of effective leader	Intelligent, healthy, wise

Figure 6.6 Leader 5

Word	Length	Count	Weighted Percentage (%)	Similar Words
direction	9	2	25.00	direction, move
ability	7	1	12.50	ability
defined	7	1	12.50	defined
goals	5	1	12.50	goals
institution	11	1	12.50	institution

Streamlined definition	Moving others in a specific direction.
Professional leadership role / action	Government policy making expert / resolving stalemate in policy making processes through innovative solution
Description of performances as leader in	Intelligent, strong willed, supportive, risk taking

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leadership roles[175]	
Qualities of effective leader	Intelligent, strong willed, supportive, risk taking

Figure 6.7 Leader 6

Word	Length	Count	Weighted Percentage (%)	Similar Words
think	5	11	12.14	guess, know, like, sort, think, thinking
act	3	10	9.73	accord, act, follow, getting, going, group, organization, way, working
just	4	3	6.52	just, simply
organization	12	7	5.62	organization, side, sort
sort	4	8	5.62	group, like, sort

Streamlined definition	Motivating others to act in a specific way.
Professional leadership role / action	Director of English language institute at university / getting faculty support for policies and procedures
Description of performances as leader in leadership roles	Inform, direct, motivate, encourage, and ultimately trust and empower
Qualities of effective leader	Strong, sensible, credible

Figure 6.8 Leader 7

Word	Length	Count	Weighted Percentage (%)	Similar Words
clearly	7	2	25.00	clearly, support
communicate	11	2	25.00	communicate, guess
achieve	7	1	12.50	achieve
others	6	1	12.50	others
trust	5	1	12.50	trust

Streamlined definition	Having a vision that can be communicated and achieved.
Professional leadership role / action	Member of global association / getting stakeholder approval to create new group in the association

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[175] These are the responses given for being an effective leader. Leader 5 seemed to find the question for description of performances as leader in leadership roles to be redundant.

Description of performances as leader in leadership roles	Passionate, responsible, able to see connections
Qualities of effective leader	Passionate, supportive, articulate

Figure 6.9 Leader 8

Word	Length	Count	Weighted Percentage (%)	Similar Words
lead	4	10	9.55	go, lead, leadership, major, move
things	6	5	8.52	action, deep, group, things, want
unite	5	8	8.14	group, lead, means, unite, way, word
group	5	7	7.39	group, leadership, lot, people
lot	3	3	5.68	lot, right

Streamlined definition	Motivating others to move towards a goal.
Professional leadership role / action	Chairman of test preparation organization / getting staff to provide superior service to clients
Description of performances as leader in leadership roles	Stubborn to results, result-oriented in terms of making perfect
Qualities of effective leader	Visionary, communication skill, passion for your teammates

Figure 6.10 Leader 9

Word	Length	Count	Weighted Percentage (%)	Similar Words
go	2	2	16.67	go
direction	9	1	8.33	direction
example	7	1	8.33	example
influences	10	1	8.33	influences
leadership	10	1	8.33	leadership

Streamlined definition	Setting an example for others, and motivating others to move in a specific direction.
Professional leadership role / action	Head of recruiters and Founder of movement / getting recruiters and volunteers to achieve specific goals
Description of performances as leader in leadership roles	Positive, fun, thinking big, reaching big[176], being real, recognizing that people are fragile, no one's perfect
Qualities of effective leader	Communication skills, confidence (in self and mission), competence

Figure 6.11 Leader 10

Word	Length	Count	Weighted Percentage (%)	Similar Words
knowing	7	7	18.89	knowing, take, think
lead	4	5	12.22	lead, leadership, take
strengths	9	3	10.00	strengths
comes	5	3	7.78	comes, develop, lead
think	5	4	7.22	guess, take, think, time

Streamlined definition	Knowing others and what can be achieved with others.
Professional leadership role / action	Head of recruiting team in global high tech company / getting stakeholders to support recruiting innovations
Description of performances as leader in leadership roles	Strategic, creative, innovative, new ways to do things, lead through ideas
Qualities of effective leader	Risk taking, passionate, articulate

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[176] "Ambitious" was mentioned by the interviewer, and Leader 9 agreed.

Figure 6.12 Leader 11
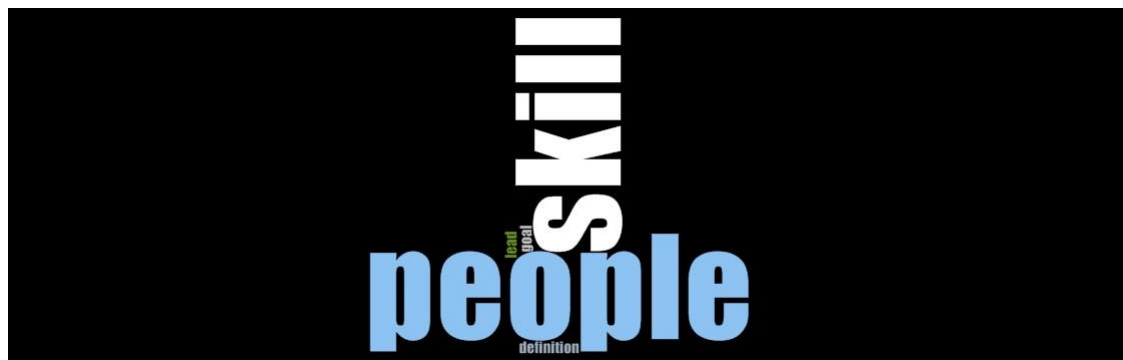
Word	Length	Count	Weighted Percentage (%)	Similar Words
people	6	2	18.18	group, people
skill	5	2	18.18	ability, skill
definition	10	1	9.09	definition
goal	4	1	9.09	goal
lead	4	1	9.09	lead

Streamlined definition	Motivating others to achieve a shared goal.
Professional leadership role / action	Head of HR team in steel manufacturing company / getting staff to support recruiting plan
Description of performances as leader in leadership roles	Active, collaborative
Qualities of effective leader	Intelligent, passionate, patient

Figure 6.13 Leader 12
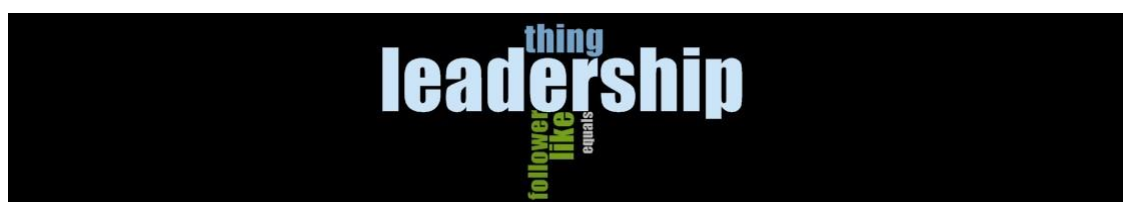
Word	Length	Count	Weighted Percentage (%)	Similar Words
leadership	10	8	22.86	leader, leadership
thing	5	4	11.43	situation, thing
like	4	4	10.00	kind, like, view
follower	8	3	8.57	follower, followers
equals	6	2	5.71	equals, equation

Streamlined definition	Influencing others and the situation.
Professional leadership role / action	President of language training company / getting staff support during financial crisis
Description of performances as leader in leadership roles	Enthusiastic, passionate, emotional, creative, energetic

Qualities of effective leader	Enthusiasm, authenticity, caring

Figure 6.14 Leader 13
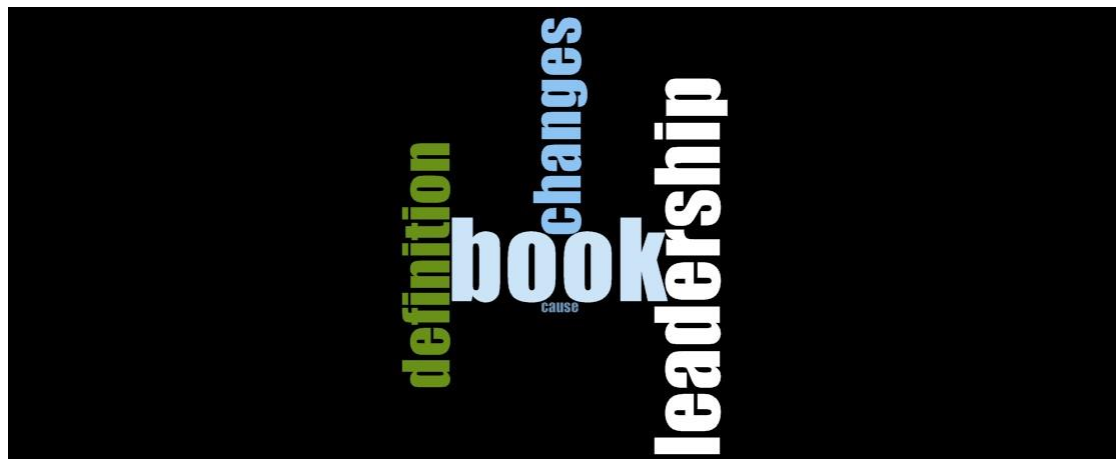
Word	Length	Count	Weighted Percentage (%)	Similar Words
book	4	4	10.53	book, words
leadership	10	4	9.21	leaders, leadership
changes	7	4	7.89	back, changes, come, influence
definition	10	3	7.89	definition
cause	5	3	5.26	cause, influence, ross

Streamlined definition	Influencing others to achieve shared goal.[177]
Professional leadership role / action	Director of university career center / helping students with their career searches
Description of performances as leader in leadership roles	Follow through, good follow through, organized, show initiative
Qualities of effective leader	Visionary, good communication skills, good organizational skills

Figure 6.15 Leader 14

Word	Length	Count	Weighted Percentage (%)	Similar Words
vision	6	2	15.38	vision
actually	8	1	7.69	actually
ahead	5	1	7.69	ahead
bring	5	1	7.69	bring
enthusiasm	10	1	7.69	enthusiasm

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[177] Leader 13 quotes a definition of leadership from a book as described in section 6.3 of this chapter.

Streamlined definition	Uniting others to achieve the leader's vision.
Professional leadership role / action	Sourcing specialist / directing superiors to best sourcing location[178]
Description of performances as leader in leadership roles	Outspoken, fair, flexible, even apologize for things I didn't do wrong
Qualities of effective leader	Focused, consistent, concise

Figure 6.16 Leader 15

Word	Length	Count	Weighted Percentage (%)	Similar Words
happen	6	8	14.86	come, happen, thing, vision
make	4	9	13.51	come, implement, kind, make, plan, think
come	4	7	12.16	come, comes, coming, happen, make
think	5	8	11.26	assess, make, plan, process, think, try
part	4	5	7.21	effort, part, process, thing, try

Streamlined definition	Generating a vision and a plan to achieve the vision.
Professional leadership role / action	Women's water polo coach / giving players hope and a way to come back to win a game
Description of performances as leader in leadership roles	With players, ham to get their attention, doing something that they won't expect; with peers, a facilitator, tactful, calculative
Qualities of effective leader	Passionate, supportive, articulate

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[178] Only Leader 14 knew the best sourcing location.

Figure 6.17 Leader 16

Word	Length	Count	Weighted Percentage (%)	Similar Words
individuals	11	3	23.08	help, individuals
leadership	10	3	23.08	ability, leadership, leading
achieve	7	2	15.38	achieve
maximum	7	1	7.69	maximum
others	6	1	7.69	others

Streamlined definition	Helping others to achieve their maximum potential to create a strong team.
Professional leadership role / action	Head of law office / creating a community and system where the group works to enhance individual performance
Description of performances as leader in leadership roles	Effective, successful, evolving
Qualities of effective leader	Passionate, risk taking, supportive

Figure 6.18 Leader 17
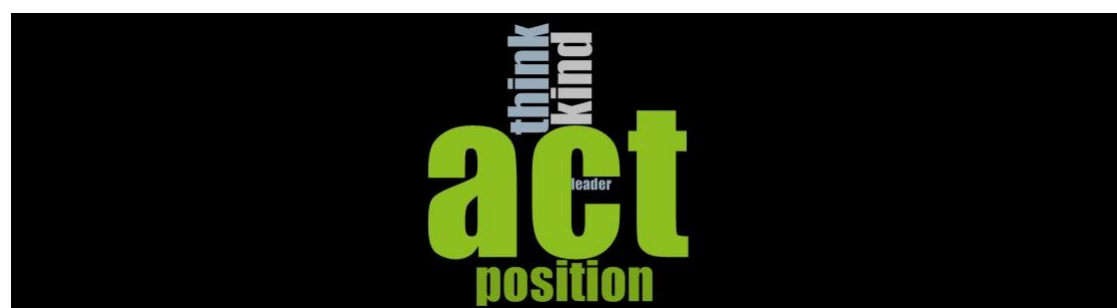
Word	Length	Count	Weighted Percentage (%)	Similar Words
act	3	7	9.90	act, aid, leadership, pitch, position, second
kind	4	3	7.81	kind, sort
position	8	5	7.81	leadership, pitch, position, put, second
think	5	3	7.81	know, sort, think
leader	6	3	7.29	leader, leadership, shape

Streamlined definition	Shaping the future with the help of others.
Professional leadership role / action	Partner in brokerage / training subordinate in office to take over some HR managerial responsibilities
Description of performances as leader in	Very self-effacing, self-deprecating humor; very comfortable putting myself in, even in a leadership role,

leadership roles	in line with the subordinates, you want to have everybody taking their role, that they are showing their leadership through that, so you have to be willing to take the back seat
Qualities of effective leader	Understanding, patience, humor

Figure 6.19 Leader 18

Word	Length	Count	Weighted Percentage (%)	Similar Words
concepts	8	13	10.31	concepts, constant, kind, like, model, one, point, thing, way
came	4	4	6.45	came
change	6	13	6.39	change, core, key, know, mind, number, point, thing, work
guiding	7	6	6.17	example, guiding, model, point, taking
communication	13	9	5.65	change, commitment, communication, core, key, number, point, thing

Streamlined definition	Setting an example for others, and motivating, and guiding others to achieve a goal.[179]
Professional leadership role / action	Project leader for foundation / convincing government officials in foreign country to participate in project
Description of performances as leader in leadership roles	Adaptable, thinking strategically about the big picture
Qualities of effective leader	Set a good example, exhibit positive energy with caring with an eye to results, emotional intelligence, setting priorities with the big picture in mind, don't let small things become big things

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[179] Leader 18 provided a list of concepts in his original definition of leadership.

Figure 6.20 Leader 19
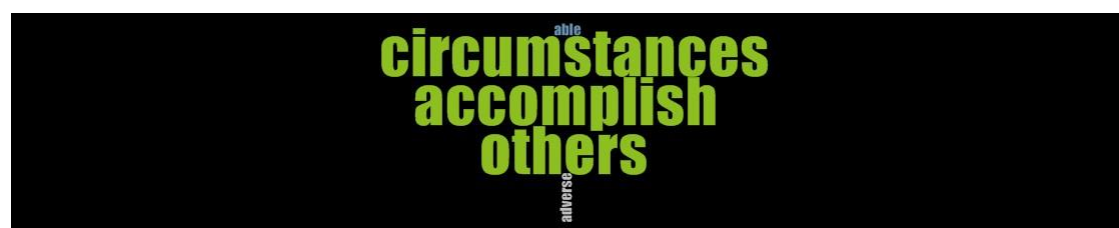
Word	Length	Count	Weighted Percentage (%)	Similar Words
accomplish	10	2	11.11	ability, accomplish
circumstances	13	2	11.11	circumstances, context
others	6	2	11.11	others, otherwise
able	4	1	5.56	able
adverse	7	1	5.56	adverse

Streamlined definition	Motivating others to achieve a goal.
Professional leadership role / action	Founder and president of company / convincing stakeholders to support company during extended unsuccessful period
Description of performances as leader in leadership roles	Genuine, determined, ambitious, hardworking
Qualities of effective leader	Sincerity or genuineness or ownership, confidence in themselves, the ability to inspire others

Figure 6.21 Leader 20

Word	Length	Count	Weighted Percentage (%)	Similar Words
stock	5	2	18.18	people, stock
achieve	7	1	9.09	achieve
common	6	1	9.09	common
defining	8	1	9.09	defining
fairly	6	1	9.09	fairly

Streamlined definition	Organizing others to achieve a shared goal.[180]
Professional leadership role / action	Director of English language programs in university extension / bringing together stakeholders to create scheme to address instructor pay-raise issue
Description of performances as leader in leadership roles	Very patient, supportive, strategic, enjoy looking as far out in the future as I possibly can
Qualities of effective	Technically competent in the context, assertive in setting

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[180] Leader 20 described his original definition of leadership as a stock definition of leadership.

leader	goals, empathetic

In view of the advice quoted below[181] from the Metaphor Analysis Project website on recognising "common words" as Vehicles, we considered the word groups in Figures 6.2 to 6.21 as Vehicles for the Topic of *leadership*:

> **Very common verbs and nouns**
> *make, do, give, have, get, put, thing, part, way*
> It is possible to state a basic meaning for most of these (e.g. *thing* is a concrete discrete object; *put* is to physically place something) and then metaphorical uses that contrast with the basic meanings can be identified:
> *I've <u>made</u> a new life here*
> *you can <u>put</u> it <u>that way</u>*   (= you can say that)
> *that's <u>a large part</u> of the BNP…* (= a main reason for …)
> While it is probably preferable to include all these as metaphor initially, leaving them out of further analysis if they turn out to be unimportant, it is also possible to draw up a list of very frequent verbs and nouns to be omitted from metaphor identification.

Specifically, we considered the meaning of a word group[182] such as "getting" for Leader 1 in Figure 6.2 that: 1) differed from the basic dictionary meaning[183] of "getting" and 2) could be a Vehicle for the Topic of *leadership*. Further, we were looking for a meaning that drew from a Discourse different from that of the leader's profession (e.g., doctor, lawyer, coach, etc.). "Getting" can be defined as "causing to move" or "achieving as a result of military activity."[184] We considered several meanings of "getting," but only one of these meanings is

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[181] See http://creet.open.ac.uk/projects/metaphor-analysis/procedure.cfm?subpage=discourse-data .
[182] See the beginning of section 6.3 and Table 6.1 for information about the formation of the word groups.
[183] The metaphor potential is based on the meanings of the word groups that could apply to leadership. The free online dictionary and thesaurus of Merriam-Webster (http://www.merriam-webster.com/) was used to consider various meanings because the majority of the leaders were North Americans or residing in the United States. See Table 6.2.
[184] See http://www.merriam-webster.com/dictionary/get

listed in Table 6.2 as being an *example* of metaphor potential.[185]

Table 6.2 Examples of Metaphor potential for selected word groups[186] in word clouds for the Topic of *leadership*

Leader	Word groups	Example of metaphor potential
1	getting	achieving as a result of military activity
2	group	military unit
3	followers	apprentices
4	positioning	setting up
5	direction	command
6	think	devise
7	clearly	without doubt
8	things	individuals
9	go	march
10	knowing	inside knowledge
11	skill	cunning
12	thing	a matter of concern
13	book	standards or authority
14	vision	conceit
15	happen	by chance
16	individuals	special and unique
17	act	pretense
18	concepts	conception
19	circumstances	fate
20	stock	supply of goods

In sum, the word clouds contained word groups that focused our attention on specific terms in

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[185] This exploration of word groups can be considered an *activity to focus our attention on possible Vehicles* preceding the Discourse Dynamics Framework approach that we draw on later.

[186] Word groups were not being defined specifically. We were searching for meanings that could apply to leadership but that did not derive from the Discourse of the leader's occupation (e.g., doctor, lawyer, coach).

the original definitions of the 20 leaders. We view the potential and limitations[187] of the metaphorical analysis of such word groups to be similar to Deignan's (nd)[188] description of the potential and limitations of CMT:

> The conceptual metaphor approach is potentially very enlightening as a tool for identifying underlying meaning, but it has pitfalls. Researchers need to be alert to the dangers of overgeneralising on limited linguistic evidence, and to the need to establish consistent procedures for identifying metaphors (Deignan 2005).

We argue that the word clouds can be useful for *considering*[189] the "terms" in which the 20 leaders "see" leadership. The Discourse Dynamics Framework of Cameron (2003, 2007) provides the consistent procedures necessary to identify metaphors and prevents overgeneralizing on limited linguistic evidence.

In Chapter 5, we argued that comparing the original definitions of leadership with how leaders accounted for their success in the S.T.A.R./C.A.R narratives served to offer some clarification of the overall conceptualizations of leadership.[190] In section 6.4 below, we explore from a metaphorical perspective the conceptualizations of leadership in the original definitions of leadership and in the S.T.A.R./C.A.R. narratives.

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[187] In connection with resemiotization, Iedema (2003, p. 47) writes: "Transposition between different semiotics inevitably introduces a discrepancy that 'goes or points beyond' (metaphorical) the original." Further, as Lemke (1998) writes: "Every time we make meaning by reading a text or interpreting a graph or picture we do so by connecting the symbols at hand to other texts and other images read, heard, seen, or imagined on other occasions (the principle of general *intertextuality*; cf. Lemke 1985, 1992, 1995a). Which connections we make (what kind and to which other texts and images) is partly individual, but also characteristic of our society and our place in it: our age, gender, economic class, affiliation groups, family traditions, cultures and subcultures."

[188] See http://creet.open.ac.uk/projects/metaphor-analysis/theories.cfm?paper=cmt . We are not comparing our metaphorical exploration of word groups with CMT.

[189] See footnote 173.

[190] See section 6.1 of this chapter.

6.4 Metaphors in leadership definitions and S.T.A.R./C.A.R. narratives

We consider in the following sub-section the conceptualizations of leadership of 11 of the 20 leaders. As in Chapter 5, two or more extracts from the interview data are presented for each of the 11 leaders. The first encompasses a leader's definition of leadership.[191] The others are drawn from the leader's S.T.A.R./C.A.R. narrative. The Topic of the extracts is *leadership*, and the Vehicles in the extracts are underlined. A systematic metaphor, metaphor scenario, and leadership role determination precede the extracts.[192] Our interpretation[193] appears immediately after the extracts. We argue that from a metaphorical perspective, the leaders act in specific leadership roles that differ from their primary professional or official roles (e.g., doctor, lawyer, coach, etc.). In such metaphorical leadership roles, the leaders act to influence others and achieve change.

Leader 1

Systematic metaphor for Leader 1

LEADERSHIP IS GETTING OTHERS TO THE PLACE THEY WANT TO GO.

Metaphor scenario for Leader 1

The group is going in the wrong direction because the group made the wrong plans. The leader takes over and kindly manipulates the group to change direction to a good way and lead the group to where the group wants to go.

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[191] These definitions are direct responses to the related item in the interview questionnaire.
[192] Such information facilitates understanding our interpretation of the extracts.
[193] Our interpretation takes into consideration the word groups in the word clouds in section 6.3 of this chapter.

Leadership role in metaphor scenario

Rescuer; Guide

Extract 6.1 Original definition of Leader 1

If possible, I would give two definitions. So, I think that there is self-leadership, and then there is leadership of others. In terms of self-leadership, I think it's more suggestive. It's like going above and beyond expectations, which is really, can be very relativistic, right? [It] doesn't have to be within the official sense of leadership. And then, in terms of leading others, I think I'm more old school – like it's just simply means persuades, kind of manipulation in a sense, I mean, hopefully in a good way, but getting people to go beyond their, what they would normally do, getting them to go beyond what they would have done had you not been involved. So, getting yourself to go beyond your, what you, you know, what's expected of you, and then getting others to do beyond what's expected of them or what they would expect of themselves.

Extract 6.2 S.T.A.R./C.A.R. Narrative of Leader 1

That is so far away from what had originally been set up and planned that I had been brought into, so I kind of as a leader, I sort of took over this thing and completely, completely changed the direction of it, kind of following what the group tended, seemed to want. So I used the communication skills of sort of, I don't know what it was, just courage or something or just flexibility or something, to lead the group to what the group wanted.

Extract 6.3 S.T.A.R./C.A.R. Narrative of Leader 1

They had this kind of dread because they thought they were going have, you know, we don't do, we don't get interviewed for jobs anymore, you know, when was the last time any of us had gone on a job interview? Like, so we don't even have a resume, you know what I mean? It was like, so I kind of set up this thing that then everybody had failed, but then I basically just made that OK, but basically I said "Well, why don't we do something else? The initial intention of this meeting I was told was to have time in this conference where we could talk to each other, so let's just talk to each other. What do you think?" And everyone said, "Yeah. Yeah." So everyone just bought in because I was basically, there was like this boogey man

that I just, that I created that I just threw away.

Researcher interpretations of Leader 1's conceptualization

In Figure 6.2, the most prominent word groups are "leading" and "getting." In the metaphor scenario for Leader 1, the linguistic metaphor getting can be defined as "influence"[194] or kind manipulation (Extract 6.1) to influence the group to go in a good direction. In Extract 6.2, Leader 1 describes with the metaphorically-used idiom take over how he had assumed agency to change the contents of a conference session. In Extract 6.3, Leader 1 describes with his creation and throwing away of the boogey man how he had changed the contents of the session during the session itself so that the session would be a success; i.e., this was another example of kind manipulation. Such kind manipulation is justified by Leader 1 because he is moving the stakeholders in a good direction (i.e., good way in Extract 6.1). The linguistic metaphor above and beyond implies "supererogation"[195] as well as the idiomatic expression "above and beyond the call of duty" associated with the Congressional Medal of Honor for military heroism,[196] customer service, and getting the job done.[197] From a metaphorical perspective, Leader 1 is a hero who saves people from going in the wrong direction and who takes them to the place they want to go. The something (Extract 6.2) that Leader 1 uses to get others to the place they want to go is kind manipulation.

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[194] The free online dictionary and thesaurus of Merriam-Webster (http://www.merriam-webster.com/)

[195] "The earliest English uses of "supererogation" occurred in religious contexts, where it often referred to the doing of good deeds beyond those required for salvation. By the late 1500s, "supererogation" was being applied to any act performed above and beyond obligation. Read more
at http://www.merriam-webster.com/word-of-the-day/2010/12/23/#KxwOVEDkySeO2jAh.99"

[196] "The **Medal of Honor** is the United States of America's highest military honor, awarded for personal acts of valor above and beyond the call of duty."
http://en.wikipedia.org/wiki/Medal_of_Honor

[197] "Tell me about a time when you had to go above and beyond the call of duty in order to get a job done." Behavioral based question in the UCSD 2013-2014 Career Guide. http://career.ucsd.edu/_files/JobSearchHandbook.pdf

Leader 4

Systematic metaphor for Leader 4

LEADERSHIP IS MOVING A GROUP TO A BETTER PLACE.

Metaphor scenario for Leader 4

The leader is aware of a potentially explosive situation at a site. The leader is being pulled by different people at the site to act in different ways. The leader's representative at the site is not able to manage relationships at the site. The leader communicates with the representative that the leader will intervene in order to create more peaceful relationships. The leader's representative is removed from the site. The leader then meets with the people.

Leadership role in metaphor scenario

Leader of country; God

Extract 6.4 Original definition of Leader 4

> I thought about it, and for me, leadership is the process of <u>positioning oneself</u> in <u>situations of consequence</u> so that you can take responsibility for <u>moving a group forward</u>, uh, to a <u>more evolved place</u>, either intellectually or in terms of quality of life.

Extract 6.5 S.T.A.R./C.A.R. Narrative of Leader 4

> So, we had a <u>situation</u> that was just <u>headed for</u> a um like some sort of uh, you know, conflict, that <u>sort of to blow up</u>.

Extract 6.6 S.T.A.R./C.A.R. Narrative of Leader 4

> And it felt very much like I was being <u>pulled in all directions</u> by people and just tried to <u>walk a very fine line</u> with the basic knowledge that my support, <u>my primary</u>

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support was for my teacher in that class, who, in the class, was doing a very good job, but was not necessarily doing a very good job managing his relationships at the site. So my basic message was primarily to the teacher, and in fact, it was just this, it was just what I said before.   What I expect of myself is to help the situation evolve to a higher place of understanding and to a better quality of life, in this case meaning a more peaceful series of relationships going on around this ESL program.

Extract 6.7 S.T.A.R./C.A.R. Narrative of Leader 4

Most of what they're doing is for their own purposes.   They're not teachers.   And so, I've been in this situation where this is my name, you know, and I'm the company and about the work that I'm doing, and I'm getting a lot of grief over the teacher I had hired who is no longer teaching there.

Researcher interpretations of Leader 4's conceptualization

From a metaphorical perspective the conceptualization of leadership of Leader 4 can be perceived as diplomatic or even Old Testament Biblical. The teacher who is doing a good job (Extract 6.6) is a representative of Leader 4. Leader 4 shares his intentions with his teacher in spiritual terms; i.e., to evolve the situation to a higher place of understanding in Extract 6.6. From a Biblical perspective, God (i.e., my name and I'm the company in Extract 6.7) communicates with His teacher to say that He will act on behalf of His teacher. The Metaphor Scenario can also be seen in diplomatic terms where Leader 4 is the leader of a country. The country of Leader 4 interferes with the affairs of another country. The diplomat (or teacher) assigned to that country cannot manage the situation, so the diplomat is withdrawn. The leader of the country himself tries to resolve the problems.

Leader 5

Systematic metaphor for Leader 5

LEADERSHIP IS MOVING THE STAKEHOLDERS IN THE DIRECTION THEY WANT TO GO.

Metaphor scenario for Leader 5

The group is unable to move forward. The leader identifies what the group is hung up on and removes it. The group is able to move forward.

Leadership role in metaphor scenario

Shipwright; Captain

Extract 6.8 Original definition of Leader 5

> It's the ability to <u>move</u> the <u>stakeholders</u> in an <u>institution</u> in a <u>direction</u> defined by their <u>shared goals</u>.

Extract 6.9 S.T.A.R./C.A.R. Narrative of Leader 5

> But what they really care about, <u>underlying</u> that frustration is that they want a certain type of market value – it's just because they've been debating the same <u>old crap</u> endlessly for ages, they got <u>hung up on the particulars</u>.   So, you've got to go back, <u>scrape off the barnacles</u>, find what the <u>real underlying interest</u> is, explain why the debate <u>won't get you there</u>. So to give you, with the argument about details, you know a problem….everyone was <u>hung up in</u> the debate about whether the cost of an international phone call could be reduced from an average of what it was then of 75 cents a minute to something like 30 cents or 40 cents a minute in a few years' time, and there were all these <u>fights</u> about various <u>methods</u> of doing <u>that</u>.   And I listened to it and I said, so the problem isn't that, the problem is you're not allowed to <u>build</u> modern efficient networks in the way you want to globally, and if you could do that, the price of an international call would be the one you're paying for this one, to about zero.   And so you've all been worried about the wrong problem.   You keep worrying about audit and getting people to <u>drive down</u> the price a little.   The price is the reflection of the structure that's there.   The <u>structure</u> should just change, and the price will <u>fall out from it</u> with <u>a little bit of shoving</u>.   And once people got their heads around it, they went, "Oh, right."   But you had to remind them of what the underlying situation was because people just misdefined the problem.

Researcher interpretations of Leader 5's conceptualization

In Figure 6.6, the most prominent word group is "direction." One definition of "direction" is an "explicit instruction" or "order."[198]   The Discourse with which Leader 4 describes leadership is that of a shipwright or captain, and the following scenario emerges. A ship is stuck and unable to move (i.e., <u>hung up</u> in Extract 6.9). The crew members of the ship are <u>fighting</u> about how to get the ship moving. The shipwright or captain gets the ship moving by <u>scraping off the barnacles</u> and other <u>old crap</u> that has accumulated. The shipwright then makes plans for repairs; i.e., the linguistic metaphors of <u>structure</u>, <u>drive down</u>, <u>fall out from it</u>, and <u>a little bit of shoving</u> contribute to this image.[199]

Leader 10

Systematic metaphor for Leader 10

LEADERSHIP COMES FROM KNOWING WHERE TO TAKE PEOPLE.

Metaphor scenario for Leader 10

The leader wants to use the members of the other leaders' groups for knowledge sharing and gathering. The other leaders are concerned that the leader's plan will cause the members of the other leaders' groups to leave those groups.   The leader tells the other leaders that the situation will be monitored.

Leadership role in metaphor scenario

Military intelligence chief

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[198] See http://www.merriam-webster.com/dictionary/direction.

[199] From the perspective of Fairhurst (2011) in *The Power of Framing*, Leader 5 can be seen to frame the problem in such way that the leader not only solves the problem but obtains stakeholder agreement at the same time. Identifying the <u>real underlying interest</u> also reflects the Discourse of negotiation as described in Fisher & Ury's (1981) *Getting to Yes*.

Extract 6.10 Original definition of Leader 10

…I think, um, I would say leadership, really what it means is uh, it's both, I guess leadership <u>comes from</u>, first of all, <u>knowing</u> the people that you lead, <u>knowing</u> what their strengths are, and then <u>knowing how</u> you can kind of optimize those, and also <u>how</u> you can develop those. But leadership is really about <u>knowing</u> the strengths of your team and also <u>knowing where</u> you can take those strengths over time.

Extract 6.11 S.T.A.R./C.A.R. Narrative of Leader 10

I commit that we are basically going to <u>capture</u> that information and come to you and talk about it. And that basically seemed to calm the room down [in what?] can be a pretty <u>sensitive area</u>.

Kevin:….so that was because there was nothing set in stone, so to speak, and they would have uh a chance to influence it or?

Uh, right. So they would A. You know, knowing that A., that I knew that <u>knowledge was essential</u>, and that, we, you know, thought that it could be a good thing for <u>employees</u> to have <u>better knowledge of what's out there</u>, better for us to <u>retain our employees</u>, better for them to look at, to know what our jobs are and to apply to those jobs as opposed to going out for staff, having to go <u>outside</u> of the <u>company</u>. So, trying to basically, you know, <u>from their side</u>, they had managers who had tight deadlines in terms of you know getting the next chip out, and so, they're very <u>protective of their talent</u>, right? So they're <u>kind of trying to walk around it</u>; <u>mobility</u> is a good thing versus processing that good on time, and I don't want anything to cause that to slip. So been there, understand <u>that's the line that they walk</u>, and I appreciate that, you know, that kind of <u>tough situation</u>, and that I was <u>ready to engage with them on that</u>. I wasn't just going to "poo poo" their concerns and say, don't worry about it but really <u>engage them on what their main concerns were</u>. In other meetings, if they did not raise that point, I would raise it for them because I knew that eventually someone would think if it, so at the end of the meeting, if that whole <u>internal mobility point</u> hadn't been raised, I would say, oh and by the way this could happen, and I understand that's something new and something different and so we're going to <u>monitor</u> and <u>stay on top of it</u>.

Kevin:…if you had to do this over again, would you change anything?

Not so far.   Not for the first couple of meetings, but I have my last one next week so we'll see how if goes.   And in fact, it will probably be one of the more important ones, just in terms of the number of employees that will be affected and also it's a group that I don't know that well. These other groups, I knew that I had [friendlies] in each meeting in there, so it's always nice to have eyes already in the room, and actually for the first one, I knew that um, you know, one of my, someone who I'm very close to on the HR General side was going to be sitting in that, and I knew that he's kind of an influential guy in that group so I actually called him up beforehand and say hey, this is what I'm going to talk about in the meeting, just so he knew and could basically support me in that meeting if anything went awry, so I had eyes in the room, which I don't.

Researcher interpretations of Leader 10's conceptualization

In Figure 6.11, the most prominent word group is "knowing." Extract 6.10 states that leadership comes from knowing; therefore, "knowing" is *not* leadership, but it can be implied from the extracts that "strategic decision making based on knowledge" *is* Leader 10's conceptualization of leadership. In Figure 6.11, Leader 10 describes himself as being strategic and leading through ideas. From a metaphorical perspective, Leader 10 draws upon military Discourse and intelligence gathering of secret service agencies to describe the situation in his company, where employees are viewed as soldiers and knowledge is important for keeping them alive (i.e., retain our employees). In military terms, Leader 10 is engaged in intelligence gathering in the company[200], and his objective is to persuade the leaders of other military units to use their talent or soldiers for intelligence gathering purposes. He describes intelligence gathering with literal metaphors such as eyes in the room in Extract 6.11. Other military terms in the extracts include capture, protective, engage, mobility, monitor, side, and friendlies.

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[200] "The CIA has been nicknamed "The Company" since at least 1972, when that name was cited in print. This nickname was further popularized by former CIA agent Philip Agee's book, Inside the Company: CIA diary (1975)." See http://www.barrypopik.com/index.php/new_york_city/entry/the_company_central_intelligence_agency_or_cia_nickname

Leader 12

Systematic metaphor for Leader 12

LEADERSHIP IS GETTING THE GROUP TO THE IDEAL END STATE.

Metaphor scenario for Leader 12

The leader gets the followers together. They assess the situation and identify where they need to go. They make a plan to reach their destination.

Leadership role in metaphor scenario

Military operations leader

Extract 6.12 Original definition of Leader 12

> So leadership to me is all about influence.   So, the funny thing is that I tend to distinguish between a leader and leadership sometimes, but I would say that leadership is a, kind of like <u>a function of a leader, a follower, and a situation</u>.   If you can imagine an equation like, <u>leadership equals function of leader, follower, and situation</u>.   That's really how I view it.   I mean leadership then is <u>influencing followers</u> and to some extent, <u>sometimes</u>, the <u>situation</u> as well, so.

Extract 6.13 S.T.A.R./C.A.R. Narrative of Leader 12

> …the basic message/case for change was we need to <u>get together</u> and <u>assess what the situation</u> is, <u>where</u> do we want to be, what are these kind of <u>gaps</u> and then, articulating some kind of, a lot of times we say it's <u>the ideal end state</u>, but I just said, look, for me it's to be in business at the end of 2009….If we're still in business at the end of 2009, we're going to be…OK.   It's not my <u>normal way</u>.   It's usually you want more than just being in business but it kind of became that, it was <u>back to survival space</u>, and you could still use the same kind of motivational questions which I asked at the end of these. How are we defined?   How do we want to be at the end? Now, how are we going to feel?...How will we feel if we achieve this?   And how will we feel if we don't achieve this?   That's a <u>pattern</u> I've used for every <u>major</u>

challenge I've faced in the company.

Researcher interpretations of Leader 12's conceptualization

Leader 12 draws on the Discourses of military and wilderness survival. Extract 6.13 could be interpreted as making a journey through enemy lines or through a wilderness. In this regard, gaps could be a reference to a "break in the line of military defense" or a "mountain pass."[201] The linguistic metaphor normal way implies that the route to be taken is not the leader's normal pattern or plan, but the situation is desperate and calls for survival measures. The leader and followers must travel from the dangerous survival space to the ideal end state.   In this context, state could be interpreted to mean nation.[202]

Leader 13

Systematic metaphor for Leader 13

LEADERSHIP IS INFLUENCING OTHERS TO FOLLOW THROUGH ON THEIR COMMITMENTS.

Metaphor scenario for Leader 13

The leader is at the top of a hierarchical organization. There is a big campaign. The people who sign up to join the campaign are expected by the leader to follow through on their commitment. The leader commits to supporting the people who sign up.

Leadership role in metaphor scenario

King; Throne

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[201] See http://www.merriam-webster.com/dictionary/gap .

[202] The linguistic metaphor ideal end state and similar questions to those that Leader 12 asks in Extract 6.13 appear in Wysocki's (2011, p. 206) *Executive Guide to Project Management*, and from such a perspective, the leader is dealing with a crisis in the same way that a project would be managed.

Extract 6.14 Original definition of Leader 13

…the definition is really not my own words but it's a definition of leadership that…Gerald Ross[203] back in uh, gosh, probably the 80's, who wrote a book. He wrote a whole book just on the definition of leadership, researching it and all that, so I knew that…I couldn't come up with one in my own words cause that's what I've adopted as my own.

Leadership is <u>an influence relationship</u> between leaders and followers who <u>intend real changes</u> that reflect their <u>mutual purposes</u>.

Extract 6.15 S.T.A.R./C.A.R. Narrative of Leader 13

So really the expectations, the main ones, on both sides, I think, would be, there's lots of different stakeholders. A big one, you know, we had about 140 people involved with the <u>campaign</u>, so my expectations of the stakeholders was that people would <u>sign up</u> to raise funds for this, if they would do so, they're going to <u>commit</u>, they're going to <u>follow through</u> on that <u>commitment</u>.   And pretty much the same on the other end. My <u>commitment</u> to them was that, you know, I'm here to help you, whether it's asking someone, leading someone, explaining the purpose, whatever it might be, so I think a big expectation there is to <u>follow through</u> and <u>commit</u> regardless of whether the money was raised or the goal was met.   I think going back to the original definition, right, intending to change or intention to raise 110,000 dollars.   If we don't do that, that doesn't mean that we weren't successful.   I think you're not successful if people aren't <u>committed</u> and things like that…

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[203] The quotation is from Joseph C. Rost (1991). Leadership for the Twenty-First Century. New York: Praeger. "This contemporary definition is composed of four basic components, each of which is essential and must be present if a particular relationship is to be called leadership. (1) The relationship is based on influence. This influence is multidirectional, meaning that influence can go any which way (not necessarily top-down), and the influence attempts must not be coercive. Therefore, the relationship is not based on authority, but rather persuasion. (2) Leaders and followers are the people in this relationship. If leadership is defined as a relationship, then both leaders and followers are doing leadership. He does not say that all players in this relationship are equal, but does say all active players practice influence. Typically there is more than one follower and more than one leader in this arrangement. (3) Leaders and followers intend real changes. Intend means that the leaders and followers promote and purposefully seek changes. Real means that the changes intended by the leaders and followers must be substantial. (4) The changes the leaders and followers intend reflect their mutual purposes. The key is that the desired changes must not only reflect the wishes of the leader but also the desires of the followers (Rost, 1991). - See more at: http://www.nwlink.com/~donclark/leader/lead_edu.html#sthash.WxkadRmI.dpuf"

Extract 6.16 S.T.A.R./C.A.R. Narrative of Leader 13

> I'm the <u>chair</u>,…it's a very <u>hierarchical thing</u>….and you have four community leaders, and each community leader has four neighborhood leaders, and each neighborhood leader has campaigners and it works like that

Researcher interpretations of Leader 13's conceptualization

In Figure 6.14, the most prominent word group is "book." In Table 1, we note that "book" can be defined as "standards or authority." A military Discourse is also reflected in the linguistic metaphors of <u>campaign</u>, <u>commit</u> and <u>follow through</u> in Extract 6.15.[204] From this military perspective, if someone <u>signs up</u> or joins the military campaign, he is expected to fulfill his promise to serve. Further, in the military, loyalty is valued, and the mutual commitment manifests itself in an *esprit de corps*.[205] Extract 6.16 indicates that Leader 13 is on top of the hierarchy. As <u>chair,</u> Leader 13 is the throne or king to whom the troops are committed.[206]

Leader 14

Systematic metaphor for Leader 14

LEADERSHIP IS SEEING WHERE TO GO AND EXECUTING A PLAN TO GET OTHERS THERE.

Metaphor scenario for Leader 14

The leader can see where two important people want to go and how to get there. The leader comes up with a plan to make the two important people go in the right direction. The plan is

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[204] "*The troops were committed to the general's charge.*" Accessed at
http://www.thefreedictionary.com/commit
[205] "The troops showed great *esprit de corps.*" Accessed at
http://www.merriam-webster.com/dictionary/esprit%20de%20corps
[206] This metaphorical based perception of the conceptualization of leadership of Leader 14 differs from that stated in his original definition where "the relationship is not based on authority, but rather persuasion."

successful and the two important people arrive at the destination they desire.

Leadership role in metaphor scenario

Assassin

Extract 6.17 Original definition of Leader 14

This one I actually wrote it down. <u>Plan ahead</u> with <u>vision</u>. <u>Bring people together</u> to <u>execute</u> the <u>vision</u> with integrity and enthusiasm.

Extract 6.18 S.T.A.R./C.A.R. Narrative of Leader 14

The Fortune 500 company had uh <u>two big guys</u>, and they <u>brought me along</u> as an interpreter because they had already been buying from China for a few years, and they knew so and so, and they had an <u>idea</u> <u>where they wanted to go</u>, who they want to see, but once I learned all that part, I already knew they were wrong.   I knew they were using the wrong <u>strategy</u>.   But I was <u>not allowed</u> to <u>tell</u> them.

Kevin:…Why not allowed…?

Because they were like <u>three levels</u> <u>above</u> me.   Um, and then that was not <u>my job</u> and this construction industry is more like an old boys uh <u>old boys clique thing</u>. Yeah.   So, I <u>went along</u>, but I had a <u>strategy</u> in <u>my mind</u>.   I knew by the end of the trip, they're going to be <u>changing</u> <u>their mind</u> to the <u>direction</u> that I was leading them to.

Extract 6.19 S.T.A.R./C.A.R. Narrative of Leader 14

So that's one <u>theory</u>.   There are many <u>theories</u>, and I have to <u>eliminate</u> each <u>one</u> of them, and present, and have them realize my <u>theory</u> is the better <u>theory</u>. So, we went to Guangzhou, and then I discovered a US company actually has to have a joint-venture with a company in Hong Kong.   The joint-venture in Hong Kong has to hire a local Chinese company in Guangzhou.   The local company in Guangzhou does not make those deal…because they are not in the right industry in the area.   So they had to ultimately buy from northern China, which is the <u>area</u> I was <u>pointing</u>

them to. So through this trip, first, I did exactly what they asked me to do. Be quiet, and then let them. I did all that. But, my number one strategy was asking questions. During that course of that two days meeting, I asked all the questions, and each question discovered an answer that surprised the people who went with me. So, that was my number one strategy, I just asked questions. I just asked the Chinese supplier. "OK, so you're from Hong Kong, and then how do you get raw materials?" "Oh, we have our supplier in Guangzhou." "Oh, OK. Let's go see Guangzhou." We went to Guangzhou. We went to Guangzhou. OK. "Well, I'm here. I see you have an office. I see you have this machinery, but I don't see the machinery that's supposed to make our product. So, where is our product made? Where actually are we buying from?" "Tsingdao." "Ohh." So that was my strategy, asking questions. I already knew the answers, but if I didn't ask the questions, the U.S. guys would just be happy drinking and happy and they don't even know to ask those questions.

Researcher interpretations of Leader 14's conceptualization

In Figure 6.15, the most prominent word group is "vision." The linguistic metaphor vision in Extract 6.17 refers to a future goal to be reached as well as to the ability to see how to reach that goal. Leader 14 speaks in terms of (character) assassination or murder as a political strategy to influence the two big guys three levels above her in Extract 6.18. From such perspective, Leader 14's opponents are personified as theories that need to be eliminated (Extract 6.19). The technique used to eliminate the opposing theories is asking questions that produce surprising revelations and thereby eliminate the opposing theories. Extract 6.17 states that in Leader 14's original definition of leadership, a leader brings people together. In Extract 6.19, bringing people together is the means by which the leader can enact her strategy to execute or eliminate any opposing vision or theories.[207]

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[207] The activities of Leader 14 are characteristic of what has been defined as stealth leadership. A Pre-Conference Institute session of The National Conference on Race & Ethnicity in American Higher Education (NCORE) on May 27, 2014 is titled The Next Chapter: Expanding our Stealth Leadership—Women as Change Agents accessed at https://www.ncore.ou.edu/en/schedule/sessions/69/ . Browder & Stanberry (2010, p. 9) explain that they coined the terms "stealthness," "stealth leadership," and "stealth politics" to describe how "some white officials worked with some black activists to mitigate the often unsavory role of race and move politics forward in the post-movement South…in the 1970's, 1980's, and 1990's."

Leader 16

Systematic metaphor for Leader 16

LEADERSHIP IS CREATING A TEAM OF STRONG INDIVIDUALS.

Metaphor scenario for Leader 16

The leader is in charge of coaching a team to achieve its top performance. The team is not performing well. The team management is putting pressure on the leader to get results. The leader reports the situation to team leaders and explains that action needs to be taken to identify and remove underperformers. The underperformers are identified and removed from the team. The team's performance improves.

Leadership role in metaphor scenario

Coach[208]

Extract 6.20 Original definition of Leader 16

> I would say leadership is the ability to achieve, to help others achieve their maximum potential, so that the <u>team</u>, those that you're leading, is <u>stronger than the individuals as individuals</u>.

Extract 6.21 S.T.A.R./C.A.R. Narrative of Leader 16

> So, hours were down in one of our offices, and I called a meeting of the partners and of the council; these are the leaders of that office to a. bring it to their attention and b. say we've got to do something about <u>this</u>, soon, because the <u>hours</u> <u>were so bad</u> and I've got <u>management</u> <u>breathing down my throat</u> on <u>this</u>…so, it was successful in that we identified <u>several underperformers</u> who eventually were <u>counseled out</u>. We

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[208] "Coach" in this context refers to the coach of a professional sports team; e.g., Major League Baseball (MLB) team.

tightened up the group a bit and established a business development plan for that office that is moving forward today.

Researcher interpretations of Leader 16's conceptualization

In Figure 6.17, the most prominent word group is "individuals." In the metaphor scenario, individuals in Extract 6.20 can be interpreted metaphorically to be players on a sports team of which Leader 16 is the coach. The sports team management is applying pressure on the coach to improve the performance of his team as described with the metaphorically-used idiomatic expression breathing down my throat in Extract 6.21. After the weak players are removed from the team, the team's performance improves. The interdiscursivity of Candlin (2006) is also apparent in Extract 6.21 with the appearance of the legal Discourse of hours, partners, council, and counseled out.

Leader 17

Systematic metaphor for Leader 17

LEADERSHIP IS ENROLING OTHERS TO ADVANCE A VISION.

Metaphor scenario for Leader 17

The leader is asked to develop a group member into a leader. The leader must complete the training quickly. The trainee will learn about leadership from the experiences that the leader and the trainee go through together. In this way, the leader will make the trainee into a copy of the leader himself.

Leadership role in metaphor scenario

Master

Extract 6.22 Original definition of Leader 17

Well, I think that it's more kind of the <u>act</u> of <u>trying to shape the future</u> with the <u>aid</u> of <u>others</u>….That would be my five-second elevator [pitch?]…they always say that you can't be a leader without followers so, you know, if you have some sort of vision for what you want to do, or you're <u>put into that position</u> to kind of <u>advance</u> a <u>vision</u> of what that future might be, then you have to <u>enrol</u> others, and to me, leadership is that <u>act</u>.

Extract 6.23 S.T.A.R./C.A.R. Narrative of Leader 17

It was to coach a new leader. OK, so she's been put into a leadership role of managing and leading four other people. My job, what I was <u>asked</u> by my partners to do, would be to <u>coach</u> her as the new leader. So to <u>take the leadership role</u> of <u>coaching</u> a new leader.

Extract 6.24 S.T.A.R./C.A.R. Narrative of Leader 17

They wanted to get the <u>job</u> done so they don't have to do it. These are my partners. Love them to death, they're really good guys, you know, um, but they don't want to do it. None of them feel that they either have the experience to do it, the desire to do it everyday, um, or the education through experience to manage this situation, and <u>it takes too long</u>. It's a little hard to say, "Go out and get your management experience and then come back and be a manager." You know what I mean? "Go read this book, and you'll be the great manager." You know, you've got to read a lot of books, take in a lot of things, and you've got to think about things, and have it practically applied. And that just comes with time and effort. But she doesn't have that kind of time because we're asking now. She can go do all that on her own, too, but somebody's got to help <u>guide her down the path.</u> And <u>my job</u>, in a sense, the way I see it, is to <u>lead her there</u> <u>in a very short order</u>. So to take anything I know and impart that stuff to her through the <u>experiences</u> that we're going <u>through</u> so they're really well solidified because she's doing the effort…So it's not just saying, "Today, we're going to discuss…reviews…employee reviews." No. "Today, we're going to do an employee review."

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Researcher interpretations of Leader 17's conceptualization

In Figure 6.18, the most prominent word group is "act." The linguistic metaphor <u>act</u> can be defined as an actor performing a role. Leader 17 is a partner in his company, but he takes on the role of a leadership coach to <u>enrol</u>[209] a new leader. The relationship between Leader 14 and the trainee is described in terms of a master and apprentice where the master <u>imparts</u> his knowledge to the apprentice. The result is that the apprentice becomes a replica of the master. (See footnote 62.) In Extract 6.23, the linguistic metaphor <u>take the leadership role</u> is similar in sound to "take the leadership *road*" and corresponds to <u>guide her down the path</u> and <u>lead her there</u> in Extract 6.24; the destination of <u>there</u> is the completed transformation of the apprentice into a leader.

Leader 18

Systematic metaphor for Leader 18

LEADERSHIP IS INFLUENCING OTHERS BY BEING VISIBLE.

Metaphor scenario for Leader 18

The leader must get a program that is good for the city off the ground and to the people. The people in the city want the program. The leader is not able to get the program to the people because of the bureaucrat. The leader is running out of time. The leader jumps on a bullet-train and breaks through the resistance of the bureaucrat to get the program to the people. The leader is a hero.

Leadership role in metaphor scenario

Superhero

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[209] Enrol can be defined as "to prepare a final perfect copy of (a bill passed by a legislature) in written or printed form." http://www.merriam-webster.com/dictionary/enroll

Extract 6.25 Original definition of Leader 18

One thing that immediately came to mind as I was taking notes to these questions was <u>setting</u> a <u>great</u> <u>example</u>, you know, in a way like parenting or other <u>things</u>, where you're <u>visible</u>; that's probably <u>number one</u> in a way, is what <u>model</u> or <u>example</u> you're <u>setting</u> yourself.   So, that was the first thing that came to mind.   Um, other things that came to mind would be inspiring and guiding to achieve successful results as a team. And another key point….<u>active</u> communication, demonstrating <u>caring</u> and <u>commitment</u>, particularly in an environment of constant change, which is pretty much what life is all about and certainly work situations are all about, so... Those are kind of the core concepts that came to mind on <u>that one</u>.

Extract 6.26 S.T.A.R./C.A.R. Narrative of Leader 18

My <u>biggest</u> kind of <u>hero</u> <u>moment</u>, if you will, was, you may know the city of Okayama, but that city was a sister city of San Jose, California….It was just seen like a no brainer that they would be part of this program because it was kind of custom-made for them.   But I was <u>dealing with</u> a city <u>bureaucrat</u> who said, no, because it just was different, and he didn't <u>get it</u>.   So, I kept trying to have a <u>meeting</u> with this guy, and he said, "but I'm busy, I can't do it, we don't, we're not interested." But I knew <u>people</u> in the city were interested because he also worked with volunteer committees and such.   So, at one point, I called him up one last time, and I said, "Look, I'm going to be in Okayama this afternoon.   I just want to stop by and talk with you" and actually, I was in Tokyo.   I was <u>nowhere near</u> Okayama.   But the <u>bullet</u>-trains <u>go</u> <u>fast</u>. So he said, "Sure."   So, I <u>jumped</u> <u>on a train</u> and <u>went</u> <u>down</u> there, even though I wasn't actually in the city, but he thought I was, and had this <u>meeting</u> and um, it made the <u>break through</u>.   He realized I needed the extra time to explain to him what <u>it</u> was about because he really didn't <u>get it</u>.   He was a <u>bureaucrat</u> by nature.   He was just kind of a bother…..So anyway, they did participate in the programs.   So that was something that wasn't like leading a big organization or something, but it was leading, <u>getting a program off the ground</u>.

Researcher interpretations of Leader 18's conceptualization

In Figure 6.19, the most prominent word group is "concepts." A synonym of "concept" is

"stereotype."[210] In Extracts 6.25 and 6.26, Leader 18 describes his actions as if he were a hero, which can be considered a stereotype of a leader.[211] Superman, the comic book hero, is described as being "Faster than a speeding bullet, more powerful than a locomotive, able to leap tall buildings in a single bound."[212]   There are similarities between the terms used by Leader 14 to describe his actions and those terms used to describe Superman: 1) bullet-train is similar to bullet and locomotive and 2) jumped is similar to leap. Further, in Extract 6.26, Leader 14 describes getting a program off the ground, which metaphorically implies the superhuman strength and the ability to fly of Superman.

Leader 20

Systematic metaphor for Leader 20

LEADERSHIP IS ORGANIZING PEOPLE TO HAVE A COMMON UNDERSTANDING.

Metaphor scenario for Leader 20

The leader needs the people to hear an important message. The leader organizes the people to meet at the same place at the same time. The leader tells the important message to the people.

Leadership role in metaphor scenario

Leader of his people; Religious leader

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[210] See http://www.merriam-webster.com/dictionary/concepts

[211] Myatt (2012) in a post on Forbes writes: "Are you a what I refer to as a 'hero leader?' Do you like to swoop-in and save the day? Do you see yourself as the white knight who can solve any problem or challenge?" http://www.forbes.com/sites/mikemyatt/2012/02/28/the-problem-with-heroic-leaders/ Graves (2013) is titled *The Hero Leader: Why effective leaders combine strengths and weaknesses.* http://www.stephenrgraves.com/resources/the-hero-leader/

[212] *Superman* (1941) http://www.imdb.com/title/tt0034247/trivia?tab=qt&ref_=tt_trv_qu

Extract 6.27 Original definition of Leader 20

Well, this is a <u>fairly</u> <u>stock</u> <u>way</u> of defining it, but I would say it's <u>organizing</u> one or more <u>people</u> to achieve a <u>common</u> goal.

Extract 6.28 S.T.A.R./C.A.R. Narrative of Leader 20

I would say my effectiveness in this meeting was really dependent upon a, you know, a lot of experience that the full-time instructors had of me over a long period of time in many other meetings.   It wasn't as though I could have achieved the outcome, a successful outcome, if I had just been appointed, you know.   You know, I had established a <u>level of trust</u> already, but just a couple of comments on this.   Um, first of all, uh, I made sure that all of the full-time instructors were <u>together</u> at <u>one</u> time for <u>this meeting</u>.   I didn't want anyone to not be <u>present</u>.   And um, one reason that that was very important to me is that in my experience, um, instructors, teachers, uh, vary tremendously in, as a group, they're <u>very far</u> from <u>monolithic</u>, every group of instructors I've known have, has been full of individuals who, you know, I mean almost everyone is an <u>outlier</u>.   Um, you know, and the reason for that, I've always felt is because teaching is a highly creative activity and um teachers are akin in many ways I think to <u>performing artists</u>, and um, you know, like <u>performing artists</u>, there, it's a very individual activity, I feel.   Anyway, for that reason, because of my perception of teachers that way, it was very important to have them all <u>present</u> because if even one was not <u>present</u>, then I certainly wouldn't get that person's buy in um through <u>the message</u> being <u>relayed through other people</u>; it had to come <u>directly</u>.

Researcher interpretations of Leader 20's conceptualization

In Figure 6.21, the most prominent word group is "stock." <u>Stock</u> as a linguistic metaphor can be defined as a "supply of something available for use" and its synonyms include "people," "family," and "clan."[213] Leader 20 as head of the faculty is metaphorically head of the family or head of his people. Extract 6.27 indicates that Leader 20 organized teachers in order to get agreement for his approach to achieving a <u>common</u> goal. The linguistic metaphor <u>common</u> can be defined as "of, relating to, or being common stock."[214]   Accordingly, the <u>common</u>

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[213] See http://www.merriam-webster.com/dictionary/stock
[214] See http://www.merriam-webster.com/dictionary/common

goal is the goal of Leader 20's people. In view of Extract 6.28, the linguistic metaphor of organizing in Extract 6.27 implies strategic action to control behavior of the people. This strategic action is perceived to be a fair way of controlling the people in view of the linguistic metaphor fairly in Extract 6.27.[215]

Leader 20 describes his activity to influence the faculty members in physical and spiritual terms; specifically, the instructors are very far from monolithic (Extract 6.28). "Monolith" is defined as "a stone that was put in position by people as a monument or for religious reasons."[216] Leader 20 needs the instructors to hear the message directly, and these two linguistic metaphors take on religious significance as to the importance of the message and the conveyor of the message. As a metaphorical head of his people, Leader 20 also already had a level of trust. The linguistic metaphor outlier sounds similar to "out liar" or "outright liar" as instructors would tend to embellish the message as performing artists and cannot be trusted to relay the true message over a very far distance from the monolith to reach others. From a spiritual perspective, this meeting was in a holy place or Mecca that the teachers were required to visit at the same time. Their spiritual leader could then convey the message directly to the believers so that the message would not become distorted.

6.5 Summary

In Chapter 5, we argued that comparing the original definitions of leadership with how leaders accounted for their success in the S.T.A.R./C.A.R narratives served to clarify the overall conceptualizations of leadership of 11 leaders. In this chapter, we identified the metaphorical leadership roles and systematic metaphors for the conceptualizations of

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[215] Fairly can be defined as "in a way that is right or proper : in a fair way." See http://www.merriam-webster.com/dictionary/fairly?show=0&t=1394321719

[216] See http://www.merriam-webster.com/dictionary/monolith

leadership of those 11 leaders. (See Table 6.3.) Our aim was to see such conceptualizations of leadership in terms other than those used to describe the leaders' occupations in the S.T.A.R./C.A.R. narratives.

Table 6.3 Systematic metaphors and leadership roles in metaphor scenarios of the 11 leaders

Leader	Leadership role(s) in metaphor scenario	Systematic Metaphor
1	Rescuer; Guide	*LEADERSHIP IS GETTING OTHERS TO THE PLACE THEY WANT TO GO.*
4	Leader of country; God	*LEADERSHIP IS MOVING THE GROUP TO A BETTER PLACE.*
5	Shipwright; Captain	*LEADERSHIP IS MOVING THE STAKEHOLDERS IN THE DIRECTION THEY WANT TO GO.*
10	Military intelligence chief	*LEADERSHIP COMES FROM KNOWING WHERE TO TAKE PEOPLE.*
12	Military operations leader	*LEADERSHIP IS GETTING THE GROUP TO THE IDEAL END STATE.*
13	King; Throne	*LEADERSHIP IS INFLUENCING OTHERS TO FOLLOW THROUGH ON THEIR COMMITMENTS.*
14	Assassin	*LEADERSHIP IS SEEING WHERE TO GO AND EXECUTING A PLAN TO GET OTHERS THERE.*
16	Coach[217]	*LEADERSHIP IS CREATING A TEAM OF STRONG INDIVIDUALS.*
17	Master	*LEADERSHIP IS ENROLING OTHERS TO ADVANCE A VISION.*
18	Superhero	*LEADERSHIP IS INFLUENCING OTHERS BY BEING VISIBLE.*
20	Leader of	*LEADERSHIP IS ORGANIZING PEOPLE TO HAVE A*

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[217] See footnote 179.

	his people; Religious leader	*COMMON UNDERSTANDING.*

Table 6.3 implies that two aspects of leadership are important: 1) creating a vision and 2) achieving a vision. The systematic metaphors of Leader 10 and Leader 20 are related to creating a vision. The systematic metaphors of the other 9 leaders are focused on achieving a vision. All of the 11 leaders are described in the systematic metaphors as influencing others. Accordingly, the conceptualizations of leadership of the 11 leaders involve influencing others to create or to achieve a vision.

The Discourses on which the 11 leaders draw in providing their original definitions of leadership and in telling their S.T.A.R./C.A.R. narratives facilitate understanding their conceptualizations of leadership. In Part 2 of this thesis, we investigate how the 11 conceptualizations of leadership were drawn upon and used in a training program.[218]

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[218] The definitions of leadership of 15 leaders and the S.T.A.R./C.A.R. narratives of 11 leaders were used in the training program.

7. Nexus Analysis

7.1 Introduction[219]

In this chapter, we focus on how findings from Part 1 of this thesis were applied innovatively in the leadership development curriculum of undergraduate L2 students in the International Business Career (IBC) major in the Department of International Communication (IC) at Kanda University of International Studies (KUIS) in Chiba, Japan.

In Part 1 of this thesis, we described how narratives concerning the leadership beliefs and communication experiences of 20 leaders drawn from the fields of business, law, government, medicine, sports, counseling, and academia were collected through a process of semi-structured interviews (Grindsted, 2005) by Skype (audio only), by telephone, and face to face.

In Part 2 of this thesis, we describe how the responses of 15[220] of those leaders were subsequently shared with groups of Japanese undergraduates who were taking part in organizational leadership seminars as part of their English-medium International Business Career (IBC) studies. Students added to the "archive" of such leadership accounts via a Google Group (online forum) in which they posted their own responses to the questions, commented on the interview responses of the leaders, and posted further responses from Japanese leaders they themselves had personally selected and interviewed. The data were then analyzed following Talmy's precepts for such research interviews, viewing them in terms of a

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[219] In constructing this chapter, we drew upon and weaved together (without placing replicated material in quotation marks) the publications of Knight (2014 a, b) and of Knight and Candlin (in press) where Knight is the leading author.[219]

[220] The responses of 15 leaders to the questions in Table 7.3 were shared. The S.T.A.R./C.A.R. narratives of 11 of those 15 leaders were shared.

social practice (Talmy, 2011), which generated that set of personal narratives (Riessman, 2002) from the leaders, which were then shared with the students.

In what follows we seek to describe and explain how the creation and implementation of such public domain online forums around a theme, as in those organizational leadership seminars we refer to above, can be said to constitute a *nexus of practice* (Scollon, 2001) to be analyzed in terms of Scollon's three-step discourse analytical methodology, viz. 1) engaging the nexus of practice, 2) navigating the nexus of practice, and 3) changing the nexus of practice.

The analyses and findings presented draw upon data derived from the public domain, online forums. We discuss the leadership conceptualizations that appear in the findings. The chapter concludes with reflective discussion of how project-based learning (PBL) in the context of business case study programs (Knight, 2014 a, b) when implemented prior to, and taught concurrently with, such organizational leadership seminars and online fora can serve as a productive approach to teaching leadership.

7.2 Scollon's nexus of practice and its relevance[221]

This chapter concerns the creation and implementation of the organizational leadership seminars and related online forums at KUIS, drawing on the historical and mediated discourse analytical (MDA) perspectives outlined in the Scollons' concept of a nexus of practice. Scollon & Scollon (2004, p. 159) describe the nexus of practice in the following way:

> A nexus of practice is the point at which historical trajectories of people, places, discourses, ideas, and objects come together to enable some action which in itself

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[221] This section (7.2) in Chapter 7 was adapted and expanded from Knight and Candlin (in press).

alters those historical trajectories in some way as those trajectories emanate from this moment of social action.

In view of the definition above, we argue that the creation and realization of the organizational leadership seminars may be considered as such a nexus of practice and appropriately subjected to nexus analysis.

A nexus analysis is conducted on a nexus of practice, which, according to Scollon & Scollon, acts as a focus for exploring the particular issue under investigation, as here, for example, the leadership curriculum project, its inputs, participants and processes. As outlined earlier, the three main activities in such a nexus analysis are: 1) engaging the nexus of practice, 2) navigating the nexus of practice, and 3) changing the nexus of practice.

> The sequencing of tasks begins by engaging the researcher in the key mediated actions that are relevant to the social issue under study, and then moves to navigating and mapping the cycles of discourse, of people, and of mediational means which are at the heart of the significant actions being studied. Although we discuss changing the nexus of [practice] as the third stage, a *nexus analysis* recognizes throughout the analysis that the processes of change are the results of the activities of the researcher in recording the actions, engaging in discourses with the participants, and constructing new courses of action. (p.2)

In this case, the issue (or focus of the nexus of practice) under investigation is the creation and implementation of the organizational leadership seminars and the related online forums on leadership. The researcher/instructor/program creator are one and the same person.

Further, as Clarke (2005, pp. 71-72) writes in regard to situational analysis, "*The conditions of the situation are in the situation….*so the fundamental question is '*How do these conditions appear–make themselves felt as consequential–**inside** the empirical situation under examination?*" [Italics and bold font in the original.] As a deeper understanding of the

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situation under examination is sought by means of a historical approach, it should be kept in mind (in view of the recognition that there are only "relationships") that one is not looking at a series of independent events that have occurred in the past, but rather, an attempt is being made to unravel a collection of multiple interactions, and through such analysis, the aim is to discover that which is significant but not so obvious. In this way, the role of the researcher becomes that of the detective seeking to solve a mystery. Sarangi & Candlin (2011, p. 36) draw on Sarangi & Candlin (2001) in noting three principles of inquiry labeled as "motivational relevancies," "context," and "modality" to comment on the distinction between search and discovery as follows:

> Such constraints on being open to a range of modalities and to an array of features of potential relevance raise broader issues of "discovery" and "search"; whether we are able to and prepared to notice and identify not only features we are seeking to find instances of, but also whether we remain open to noticing those that are not *a priori* in our research agenda (Sacks, 1984). These three principles may be subsumed under a more general guideline for practice in professional/organisational discourse studies, that of elevating our research gaze beyond the immediacy of the text or the transcript. In other words, the researcher should embody "motivational relevancies" with regard to data analysis and findings – the latter constituting potential uptake.

In the light of the above, one aim of this chapter of the thesis is to utilize the data available to understand to the extent possible the creation and realization of the organizational leadership seminars as an ongoing action in which actors with different purposes draw on various discourses in their performances in a number of sites of engagement, and as in the case of good detective work, different leads are followed.

Such a nexus analysis differs significantly from a typical ESP needs analysis. In this context, Knight (2014c) cites Abrar-ul-Hassan (2012, p. 6) in regard to the assessment of learning needs for developing an ESP program: "Needs are gaps between program goals and the

learner's proficiency at that stage, which is defined with reference to communicative functions and discourse communities." [222]

In contrast to the above, in the case of the creation and implementation of the organizational leadership seminars and related online forums at KUIS, such a nexus analysis is more directed at addressing three questions which are continually relevant to the ongoing program development:

1. Why is this program being created and conducted in the way that it is?
2. Who are the stakeholders, including the researcher/practitioner, and what are their roles in the creation and implementation of the program?
3. What is the role of "communication" in the creation and implementation of the program?

To address these questions, program development needs to be considered from the perspective of the researcher as well as that of the practitioner. However, although such program development is a jointly constructed enterprise, the perspective of program development in this chapter is not limited to that formulated in Kertzner, Knight & Swartley (2012) where such program development is depicted as an ongoing cycle consisting of 1) appraising stakeholder needs, 2) determining performance goals, 3) formulating course design, 4) devising lesson plans, 5) producing training materials, 6) delivering training, and 7)

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[222] Abrar-ul-Hassan (2012, p. 6) adds: "*Needs* or 'Target Needs' are comprised of necessities, lacks and wants (Hutchinson & Waters, 1989, p. 54). First, necessities are 'determined by the demands of the target situation.' This procedure involves the estimation of necessary skills required for the learner to work efficiently in the target situation. Second, lacks are the gaps between the target proficiency and existing proficiency of the learner. Third, wants are perceptions of the learners about their own needs (Hutchinson & Waters, 1989, pp. 55–57). A systematic NA is comprised of a diagnosis of necessities, lacks and wants…"

constructing assessment tasks. Rather the stance of Schön's (1983) reflective practitioner is adopted in the manner described by Finlay (2008, p. 3):

> [One] of [Schön's] most important and enduring contributions was to identify two types of reflection: reflection-on-action (after-the-event thinking) and reflection-in-action (thinking while doing).
>
> In the case of reflection-on-action, professionals are understood consciously to review, describe, analyse and evaluate their past practice with a view to gaining insight to improve future practice. With reflection-in-action, professionals are seen as examining their experiences and responses as they occur. In both types of reflection, professionals aim to connect with their feelings and attend to relevant theory. They seek to build new understandings to shape their action in the unfolding situation.

In an effective needs analysis, the 'workplace language training provider builds a strong client relationship,' determines 'client needs, expectations, and goals' as part of an 'organizational needs assessment,' and "[designs] a program" (Friedenberg, Kennedy, Lomperis, Martin, & Westerfield, 2003, p. vii). As reflective practitioners, on the other hand, the focus is on understanding how a curriculum is developed and taught dynamically. This means that the reflective practitioner must become aware of how that curriculum is transforming and being transformed by the various individual, institutional, and societal forces acting upon it.

Scollon & Scollon (2004, p. 160) describe navigating the nexus of practice as follows:

> If we think of an action as a moment in time and space in which the historical bodies and the interaction order of people and the discourses in place intersect, then each of these can be thought of as having a history that leads into that moment and a future that leads away from it in arcs of semiotic cycles of change and transformation.

In the case of program development, a nexus analysis facilitates seeing and giving an account of why and how the program is shaped and changed in specific ways, requiring participants to

keep the overall shape and purposes of the curriculum in mind as well as focusing on the micro analysis of its content and practices as it unfolds.

Central to this process is an awareness of the discourses and their realizations in the texts of curriculum design and enactment. Scollon & Scollon (p. 2004, p. 173) write that in a nexus analysis, discourses in the following forms can be analyzed.

- Speech of the participants in mediated actions (whether foregrounded or backgrounded),
- Texts used as mediational means[223] (whether foregrounded or backgrounded) such as books, magazines, train schedules, street signs, logos and brand names, directions for use on packages and other objects),
- Images and other semiotic systems used as mediational means (pictures, gestures, manner of dressing, design of buildings and other places, works of art as focal points or as decorations),
- Submerged in the historical body of the participants and in the practices in which they engage,
- Submerged in the design of the built environment and objects,
- Speech or writing or images of the analysts in conducting the nexus analysis (either within or apart from the moment of the mediated action)

In the case of the organizational leadership seminars and online forums at KUIS, becoming aware of such a set of discourses entailed examining documents such as the course syllabus and the online communications of the students. The questions in Table 7.1 facilitated understanding the reasons why the documents and communications appeared in their current forms.

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[223] Mediational means in this chapter refer to the texts of curriculum design and enactment; e.g., the syllabus of the organizational leadership seminars and the online forum posts. Mediational means influence how text and images can be communicated. We argue therefore that the students' conceptualizations of leadership in section 7.5 of this chapter should not be considered apart from the mediational means in and through which the conceptualizations appear.

Table 7.1 Guiding questions in nexus analysis (Adapted from Scollon & Scollon, 2004, pp. 173-175)[224]

	Types of interrogation of the data	**Guiding questions**
1	*Critical Discourse Analysis*	*How are social power interests produced [and reproduced] in this discourse?*
2	*Interactional sociolinguistics*	*What positions and alignments are participants taking up in relationship to each other, to the discourses in which they are involved, the places in which these discourses occur, and to the mediational means they are using, and the mediated actions which they are taking?*
3	*Linguistic anthropology*	*How are sociocultural or historical thought or cultural patterns [expressed] in the language and its genres and registers providing a template for the mediated actions of participants in the nexus of practice?*

The questions in Table 7.1 led to addressing the following issues in regard to the development of the organizational leadership seminars and online forums at KUIS:

● Who creates and monitors program development?

● Why did the students participate in online forums?

● How was communication affected by various cultures?[225]

These questions are addressed in the following sections of this chapter. Section 7.3 begins with a description of the participants and other stakeholders followed by an explanation of

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[224] In regard to nexus analysis, Lou (2010, p. 51) reminds us that theoretical frameworks have their limitations: "As with their other frameworks, nexus analysis was not intended to be a steadfast guideline to be followed. To borrow a metaphorical story Ron once told me in email, a theoretical framework is like a plan for building a house. When we actually start building it, we often find it necessary to modify parts or sometimes the entirety of the plan. Otherwise, the house will collapse. As Stanton Wortham (2006) also notes in his review, *Nexus Analysis* provides instead "a theoretical and methodological framework in which more concrete methodological guidance can be given" (p.130)."

[225] 'Cultures' refers to that of URBAN JAPANESE YOUTH, KUIS STUDENTS, etc.

the program development with the aim to set forth several data-sets from which to draw when interpreting the various actions associated with the creation and implementation of the organizational leadership seminars.

7.3 Course development at KUIS[226]

Knight (2014 a, p. 8) writes how specific courses offered to undergraduate students in the International Business Career (IBC) major in the Department of International Communication (IC) at Kanda University of International Studies (KUIS) in Chiba, Japan and "aimed at preparing KUIS undergraduate students for success in internships overseas and as leaders in the global workforce upon graduation, were not created in a vacuum but were instead the result of various influences over time."

7.3.1 The Kanda Gaigo Group

KUIS belongs to the Kanda Gaigo (i.e., foreign languages) Group, which includes the following organizations:

- Kanda University of International Studies (KUIS)

- Kanda Institute of Foreign Languages (KIFL)

- Kanda Gaigo Career College (KGCC)

- Kids' Club

- Kanda Gaigo Associates, Inc. (KGAI)

- British Hills (BH)

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[226] This section in Chapter 7 was adapted and expanded from Knight (2014a, b) and Knight and Candlin (in press).

An overview of KUIS is provided in Knight (2012a, p. 5):

> The undergraduate students of Kanda University of International Studies (KUIS), which is located in Chiba, Japan, have various levels of access to the following facilities and human resources on campus that can help the students to prepare themselves for their future careers:
> - The academic departments and professors
> - The Career Education Center [CEC] and career counselors
> - The English Language Institute (ELI) and ELI instructors
> - The Self-Access Learning Center (SALC) and learning advisors

On the ELI website (http://kandaeli.com), KUIS is described as follows:

> KUIS is a private university dedicated to the pursuit of excellence in international studies, particularly the study of foreign languages. At present, the university has [undergraduate] students majoring in English, Chinese, Spanish, Korean, International Communication (English), and Languages and Culture (English and Thai, Vietnamese, Portuguese or Indonesian).

The Department of International Communication also offers a relatively new major: International Business Career (IBC).

Upon graduation, KUIS undergraduate students have entered a variety of business-related industries (Table 7.2).

Table 7.2 KUIS Graduates' (March 2011) Fields of Employment

Industry	Breakdown of KUIS Graduates Employed
Services – Other	34%
Trading – Wholesale – Retail	28.8%
Transport – Logistics – Airport – Shipping	11.9%
Manufacturing – Construction	9.7%
Banking – Securities – Life Insurance – Property Insurance	6.0%
Travel – Hotel	5.1%
Teacher – Public Official	4.5%

The IBC major is intended to provide students with the languages (Japanese and English) and skills needed to succeed in business, and the students have the opportunity to participate in two internships and to learn from lectures given by successful businesspersons.

From the view of course development, there was a need identified by the KUIS Career Education Center to provide training to develop the English language communication skills of KUIS students in the area of business, and with a focus on leadership. An overview of this course development is portrayed in Table 7.3.

Table 7.3 KUIS courses listed in order of development

	Course(s)	Department at KUIS	Reason for development
1	Business internship program featuring simulated company where students acted as business consultants	Career Education Center	Internships in Japan did not provide students with substantial business/leadership experience using English.
2	English for Business Career courses (EBC 1, 2, 3, 4)	International Business Career major, Department of International Communication	The four EBC courses, which combine English language communication skills with business content, became a core component of the newly created IBC curriculum.
3	Organizational leadership seminars (1 and 2)	International Business Career major, Department of International Communication	As one of four core instructors of the IBC major, the instructor was required to teach seminars to second and third year students. In view of the business internship program and EBC courses, the leadership seminars became capstone courses.

The development of the courses in Table 7.3 is discussed in this section of Chapter 7.

7.3.2 The business internship program that preceded the IBC major

The IBC major was launched in April 2009.[227] Knight (2012a, p. 6) notes the concern in the CEC that led to the launching of a new business internship program.

> In the year 2006, the administration in the [CEC] of KUIS believed that there was a need for a special type of business internship program for KUIS undergraduates….that provided students with a higher-level (as opposed to entry-level) vision of an organization and that gave the participants the opportunity to use the English language.

The business internship program that was created involved two of the Kanda Gaigo Group institutions; specifically, the CEC of KUIS and BH. In the vision of the program described above, leadership development was implied. The business internship program passed through three versions with an increasing focus on leadership in each version.

The internship program was initially designed as a simulated business consulting company and included strands of English for specific purposes (ESP), or what may be more narrowly defined as "principled ESP" (Kertzner, Knight, & Swartley, 2012), in a project-based framework. Liu (2012, p. 3) in writing about a project-based framework for ESP courses draws on the work of various scholars in describing the advantages of project-based learning (PBL) as follows:

> In my earlier paper (Liu, Lai, & Chu, in press), I mentioned that the ESP team at NTPU [National Taipei University] has found from the classroom studies that

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[227] For a period of three years prior to that time, the researcher held a position in the CEC of KUIS.

project-based learning (PBL) framework is a way to reflect the principles of student-centered teaching (Hedge, 1993). Project-based instruction can be seen as an effective way to teach language and content simultaneously (Beckett & Slater, 2005; Stoller, 1997), and it "establishes a direct link between language learning and its application" (Fried-Booth, 1997; Legutke & Thomas, 1991). Besides, through the design focusing on students' autonomous learning, the PBL framework helps students develop their skills to plan, organize, negotiate, make their points, and arrive at a consensus about issues such as what tasks to perform, who will be responsible for each task, and how information will be researched and presented (The U.S. Department of Labor, 1991) and these skills have been identified by learners as important for living successful lives (Stein, 1995) and by employers as necessary in a high-performance workplace. Within the group work integral to projects, individuals' strengths and preferred ways of learning (e.g., by reading, writing, listening, or speaking) strengthen the work of the team as a whole (Lawrence, 1997). And above all, students are researching, developing products, and sharing results with others (Wrigley, 1998). As asserted by Sidman-Taveau & Milner-Bolotin, "When concepts are taught in settings that are similar to real-world contexts, learners are better able to apply those particular concepts in future settings and situations" (Sidman-Taveau & Milner-Bolotin, 2001). Similar arguments also claimed by Ochs (1999) that language learners acquire linguistic and sociocultural knowledge through participation in socially and culturally organized activities or practices.

The research conducted by Knight (2008) indicated that the experiences of the students in the business internship program at KUIS reflected those benefits of PBL listed above. (See Table 7.4, which was adapted from Knight (2010, pp. 246-247).)

Table 7.4 Global competencies experienced in simulated company in business internship program

Students	Competencies
Male and female students	• Engaging in teamwork • Displaying a flexible attitude • Acting outside of your comfort zone • Analyzing issues from many different perspectives • Practicing good listening skills • Contributing to team building • Understanding the vision/purpose of the team
Male students	• Patience with others • Increase in confidence to work in foreign countries • Greater willingness to take risks • Belief that you can affect change • Greater respect for the views of others • Greater awareness of the relationship between different organizations • Knowledge of the basic parts of a marketing plan • Greater understanding of how outside factors affect a business • Greater awareness of personal skills and abilities, handle problems under challenging situations • Become receptive to learning • Solve different kinds of problems effectively
Female students	• Openness to new experiences • Greater appreciation of teamwork • Effective management of your own stress • Act dependably • Try to express your ideas in spoken English in a way that the listener could understand • Gather information effectively

In connection to Table 7.4 above, identifying the differences between the male and female students was not the primary focus of the research. The primary focus of the research that resulted in Table 7.4 was to understand how the business internship program was perceived

by *all of the students* to be of benefit to them in their preparations to succeed in the global workplace.

An overview of the business internship program from Knight (2008, p.11) is as follows:

> In the internship program, the participants simulate working in a consulting company entitled *Kevin's Company*. Each participant is assigned to a consulting team. Classroom sessions are conducted as company meetings. The instructor is a native English speaker, teaches marketing management to the participants, and directly supervises the consulting teams. All meetings are conducted in English.

Such meetings in the business internship program were conducted in two locations: 1) on campus at KUIS and 2) at British Hills (BH).[228] Knight (2012a, p. 6) describes the three stages of the first version of the business internship program:

> Stage 1: During the first semester of the academic year (which started in April), the students worked in teams to make the first draft of a marketing plan. During this stage, they were also taught how to analyze a company and to conduct marketing research.
>
> Stage 2: During the summer break, the students stayed at British Hills for approximately a week during which time they were able to meet with the administrators of the various departments, conduct marketing research onsite, and experience working in the different departments.
>
> Stage 3: During the second semester of the academic year, the students conducted BH-related marketing research targeting primarily KUIS students. They finalized their marketing plans, and they gave a formal PowerPoint presentation with their recommendations for BH.

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[228] As stated at the beginning of sub-section 7.3.1, British Hills is a Kanda Gaigo Group institution located in a forested area of Fukushima prefecture in Japan. BH functions as both a short-stay vacation resort and a language training facility. See http://www.british-hills.co.jp/.

The need for additional leadership experiences was addressed in the second version of the business internship program, and the following leadership roles were filled by the students: liaison with internal business consultant, liaison with external business consultant, domestic business planning/marketing head, and international business planning/marketing head. The third version of the program provided students with the opportunity to give competitive presentations to BH decision makers in a business meeting setting involving question and answer periods.

The ESP training in the business internship program was related to the English language communication skills that the students needed to fill their roles as business consultants in the simulated company, which included the following (Knight, 2012a, pp. 9-10):

- Leading meetings with team members
- Participating in meetings with team members
- Reporting weekly team activities in company meetings
- Participating in training sessions
- Creating a marketing plan
- Conducting secondary marketing/business research online
- Conducting primary research onsite at British Hills
- Participating in meetings at British Hills
- Preparing for a presentation at British Hills
- Delivering a presentation at British Hills
- Conducting primary marketing research with KUIS students
- Creating a VIP presentation
- Delivering a VIP presentation
- Communicating as liaison with external business consultant
- Communicating as liaison with internal business consultant
- Communicating as domestic business planning/marketing head
- Communicating as international business planning/marketing head
- Creating a presentation for CEC event
- Delivering a presentation at CEC event
- Creating a presentation for a meeting with BH decision makers
- Delivering a presentation in a meeting with BH decision makers

- Participating in a Q/A session with BH decision makers

In defining ESP, Abrar-ul-Hassan (2012, p. 5) reaffirms that an ESP program is needs-based and related to academic or occupational contexts:

> As a cardinal rule, an ESP program establishes the course objectives principally based on the *needs* of learners and stakeholders. ESP instruction is centered around, in no uncertain terms, helping learners enhance their linguistic competence for professional or academic communication. ESP course development is initiated by this guiding principle and the curricular procedures exclusively focus on authentic (or semi-authentic) communication (Basturkmen, 2006; Lee, 1995). Also the ESP curriculum is:
>
> > …not a particular kind of methodology nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? (Hutchinson & Waters, 1989, p. 19)
>
> Thus, the overarching characteristics of a *true* ESP program include being needs-oriented and being relevant to the learner's academic or professional career.

The business internship program was conducted for a total of six years. The experience gained from the early years of the program in particular, and the recognition of leadership as relevant to global success, influenced the creation and implementation of the four EBC courses three years after the launch of the business internship program.

7.3.3 Creating the EBC courses in the IBC major

During the time that the IBC major was being drafted, the instructor/researcher was requested to provide course descriptions for the four EBC courses that would be mandatory courses taught in English for students in the program. The courses were to provide students with the

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English language skills and business-content knowledge that would enable them to succeed in a global business environment. Further, leadership development was implied.

In an investigation of the curriculum of top business administration and international relations programs in universities around the world, the instructor/researcher also reviewed and reflected upon his own academic and professional background in considering the best content for the EBC courses. In this regard, the instructor/researcher was drawing upon his expertise as a language-trainer as well as his graduate-level (and professional) knowledge of the business and international relations content to be taught to KUIS students in the EBC courses.

The curriculum of one school with which the author of this paper had intimate-knowledge was particularly inspirational in the creation of the EBC courses. The Graduate School of International Relations and Pacific Studies (IR/PS) at the University of California, San Diego (UCSD) is dedicated to training global leaders. Knight (2013, pp. 27-28) provides the following description of IR/PS and UCSD:

> The Dean of IR/PS, Peter Cowhey, who served for a year as Senior Counselor in the Office of the United States Trade Representative (USTR) under President Barack Obama, describes IR/PS on the school website as follows:

>> My service in the Obama Administration has reinforced my conviction that, clearly, the "future" is here. The "Pacific Century" will be driven by the dynamics of the societies and governments stretching from the Americas to the South Asian sub-continent. The University of California created the School of International Relations and Pacific Studies (IR/PS) at UC San Diego in order to provide a unique resource for training leaders, creating ideas, and building networks for the Pacific Century. The School is internationally renowned for its innovative programs, superb faculty, and outstanding students. It now stands among the world's top graduate schools of international relations, and is the established leader in its focus on Asia and the Americas. We are also part of a larger success story.   UC San Diego is now fifty years old, has many

Nobel Prize laureates, and has among the highest ranked departments in the world in both the social and natural sciences. Both our political science and economics groups are among the top ten in the country. We have the sixth largest research and development budget among American universities.

Moreover, UCSD was again named as the number one school in the United States by the Washington Monthly in its 2012 ranking for the school's positive impact on society (i.e., "contribution to the public good").

The school offers several tracks in its Master of Pacific International Affairs (MPIA) professional degree program. These tracks include International Economics, International Management, Public Policy, International Environmental Policy, and International Development & Nonprofit Management.[229]

In addition, based on the personal experience of the instructor/researcher, there were certain skills that students needed in order to be able to succeed in a program such as the MPIA at IR/PS. These included the ability to do the following:

- To participate in teams to discuss case studies

- To participate in teams to create case study reports

- To participate in teams to create PowerPoint presentations

- To conduct independent research in the fields of economics, marketing, finance, etc.

- To learn through a variety of English language resources

- To learn from a variety of persons in a variety of contexts

Accordingly, the instructor/researcher thought that the EBC courses needed to provide

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[229] An international business management focus seemed to be most appropriate for the EBC courses because the EBC courses would help to prepare IBC students for international business internships and careers.

students with the opportunities to enhance their skills in the areas listed above, especially in view of the fact that some students might take advantage of the opportunity to study business overseas for a semester.

The EBC courses were developed with the business internship program in mind, as it was expected at the time that the IBC majors might participate in both the business internship program and the EBC courses.

Another factor that had to be taken into consideration was the time period over which the courses were to be taught. Each course was to be one semester in length. EBC 1 was to be offered to students in the second semester of their second year. The other EBC courses were to be offered to students in their third and fourth years. EBC 1 was to be offered once a year, whereas EBC 2, 3, and 4 were to be offered twice a year.

In addition, the instructor/researcher thought that the courses should progress in difficulty with EBC 1 being the lowest level in terms of English language vocabulary competence and business content knowledge and EBC 4 being the most difficult. Knight (2012b, slide 6) notes the following about the progression of the courses:

> The courses are designed so that the students progress from
> – Learner to teacher
> – Employee to business owner
> – Business owner to business founder
> It is hoped that the students will become global leaders in the future.

As stated above, one aim of the courses was for the learner to grow into a leader over time. This model of leadership implied that the student would become increasingly capable of achieving change in a business environment by means of their use of English. Further, the

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communication in the courses was framed in a way that the students would develop the mind

set of an individual capable of achieving change. (See Table 7.5.)

Table 7.5 EBC courses

Course	Focus	Learner's role
EBC 1	**Business communication** ● Business communication in the office (meeting people, telephoning, company performance, etc.) ● Business meetings (based on short business case studies: human resources, marketing, investment, etc.) ● Personal accomplishment stories (in preparation for job interviews, study abroad, etc.; situation, action, result)	● Student in business communication class ● Learner ● Prospective employee ● Employee
EBC 2	**Business strategy** ● Business case studies (for native English speakers) ● Materials (PowerPoint presentations and business case studies: marketing, operations, people, finance, strategy, external environment) ● Activities (selecting case studies, making presentations, leading discussions of case studies in class)	● Student in business case study class ● Teacher ● Manager
EBC 3	**Business management** ● Onsite and online business management simulation ● Students are owners of small business and must make strategic decisions concerning business operations. ● Students learn about financial statements (balance sheet, income statement, cash flow statement), strategic management, and business ethics. ● Students work in teams to make business decisions and deliver presentations about company performance.	● Student in business simulation class ● President ● Partner ● Business owner
EBC 4	**Business creation** ● Students learn about the important factors in making a business plan by conducting research and making team presentations. ● Students learn about organizations in the US that support business start-ups. ● Students compete to put together the best business plans	● Student in business entrepreneurship class ● Partner ● Business founder

	and make team presentations.	

The students are also expected to be active participants in their teams, hence "teammate" can be considered as another role.

The ESP training in the class is primarily focused on the immediate (or near-future) need for students to achieve success as independent learners and as team members in the EBC courses or as students overseas in business classes. Such training is focused on those aforementioned tasks that a student needs to be able to perform for success in a school such as IR/PS; i.e., to discuss case studies, write case study reports, etc.

In addition, there is a focus on preparing students to use English to obtain stakeholder support and to achieve change in their workplaces before and after graduation; i.e., an internship, a part-time job, or a fulltime job. In other words, the students are taught to have the mind set to enter a workplace and immediately begin to learn how to improve that workplace. In this regard, they are also trained to use their English language communication skills to persuade stakeholders to make the changes necessary for improvement in the workplace.

Finally, it can be said that the EBC courses employ multiple approaches. In the EBC courses, the various approaches work together to enhance the ability of students to effectively perform specific tasks in English in a variety of academic and professional contexts.

7.3.4 Creation of the organizational leadership seminars[230]

The organizational leadership seminars and public domain, online forums on leadership were created after the four EBC courses had been implemented. Table 7.6 provides an overview of the components and activities of the seminars.

Table 7.6 Organizational leadership seminars

	Components	Activities
1	Beliefs about leadership	• Exposure to beliefs of leaders (about leadership) in the public, private, and academic sectors through the reading of extracts from interviews with leaders
2	Research about leadership	• The conducting of interviews with leaders to understand the beliefs of leaders about leadership • Research and presentations about famous leaders • The study of framing as the language of leadership (Fairhurst, 2011)
3	Action as leaders	• The design of activities on individual and team levels for personal growth as leaders • The creation and implementation of team projects • The creation and implementation of online discussions on leadership in English with leaders

In the first component, the students are exposed to the beliefs of leaders (concerning leadership) in a variety of organizations in the private, public, and academic sectors. In this component, the students come to understand how leadership is conceptualized in professional worlds where English is the primary language of communication. In the second component, the students learn more about leadership by making presentations about leaders and by interviewing leaders to understand the leaders' beliefs about leadership. The students also

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[230] This section in Chapter 7 was adapted and expanded from Knight (2014a, b).

learn about framing as the language of leadership (Fairhurst, 2011) and design activities to teach leadership to others. In the third component, the students design activities on both individual and team levels that will enable them to grow personally as leaders. These activities include the creation and implementation of student-led projects and of teacher-student collaboratively created online discussions in English with leaders.

In the organizational leadership seminars, it may be said that students become aware of how leadership is conceptualized. They come into contact with leaders and learn from those leaders. They become aware of their own potential to lead. They are encouraged to engage in leadership activities. They learn to communicate as leaders. They learn to tell their leadership stories. In the organizational leadership seminars, the seeds are planted for the students to grow from local leaders into global leaders.

The instructor/researcher and the students of these organizational leadership seminars bring their knowledge of leadership to the EBC courses. This shared perspective of, and focus on leadership is also to some extent the result of framing by the instructor/researcher, who has a pivotal role as the creator and instructor of the business internship program, EBC courses, and organizational leadership seminars. Knight (2012a, pp. 11-12) discusses framing in the business internship program.

> …Fairhurst (2011, p. xiv) writes in her book about framing as the language of leadership that "[a] better way to view communication is to emphasize the way it creates a shared reality"….The instructor's framing of the program was intended to help the students to recognize that even though the company was imaginary, their roles as consultants were authentic and their work as consultants was significant….During the program, the students were continually reminded to view themselves as business consultants and to focus on helping British Hills to be successful. The instructor pushed the students to see British Hills from the perspective of organizational leaders and to provide relevant advice for BH decision makers.

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In the EBC courses, the instructor/researcher frames lessons so that the lessons in class become *lessons for future leaders*; i.e., information in class is presented by the instructor in a way that requires students to visualize themselves using that information in their future roles as leaders.

7.3.5 Creation of the public domain, online forums on leadership

The public domain, online forums on leadership were created for three primary purposes:

1. To prepare students for their participation in future online forums in the public domain where they could be practicing boundary spanning leadership[231]

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[231] The creation of the public domain, online forums on leadership in the organizational leadership seminars for IBC students was influenced by "boundary spanning leadership experiences" that primarily involved online communication. In a publication of the Center for Creative Leadership (Yip, Ernst, & Campbell, 2011, p. 4), boundary spanning and its importance are explained as follows:

The perspectives that we uncovered from senior executives reveal that as today's business challenges span across boundaries, so too must leadership. The ever-increasing complexity and interdependence of today's world calls for a critical transformation in leadership from managing and protecting boundaries to boundary spanning....We define boundary spanning leadership as the capability to establish direction, alignment, and commitment across boundaries in service of a higher vision or goal (Ernst and Chrobot-Mason, 2010; Ernst and Yip, 2009). This capability resides within and across individuals, groups and teams, and larger organizations and systems.

Four boundary spanning leadership experiences of the instructor/researcher occurred primarily online and were project-related. (See Table 7.7.)

Table 7.7 Boundary spanning leadership experiences

	Experience	Description
1	Creation of online forum management program for the Graduate School of International Relations and Pacific Studies (IR/PS) at the University of California, San Diego	● Online, threaded discussion during the entire month of June 2007 about intellectual property rights (IPR) in the pilot project for the first global, online forum management program for the alumni and students of IR/PS entitled *Issues for the Global Workforce* ● Objective: To make the IR/PS alumni and student participants more globally aware and employable

2. To provide students with the opportunity to discuss leadership and internalize lessons of leadership

3. To prepare students to tell (face-to-face and online) their own stories of leadership accomplishments

The instructor/researcher (in his role as instructor of the seminar) emphasized repeatedly in class the public domain aspect of the leadership forum in order to encourage the students to reflect carefully on their own thoughts before posting them. At the same time, the leadership forum gave the students more time for reflection than they would have in a typical classroom discussion.[232]

2	Creation of Pacific-Rim Vision Statement for the Graduate School of International Relations and Pacific Studies (IR/PS) at the University of California, San Diego	• Fifteen threaded discussions, each led by one or two professors with expertise in the discussion topic, were conducted simultaneously over two-month period to create Pacific-Rim Vision Statement
3	TESOL Community Discussions in TESOL International Association	• Five TESOL ESPIS Community Discussions 2011-2012 that educated and created a global ESP community • Co-leader of three of the five one-month long discussions • The final two discussions were in the public domain, including a discussion led by the ESP groups of TESOL International Association and IATEFL
4	TESOL Board of Directors Governance Review Task Force	• Board of Directors appointed task force charged with evaluating current governance of TESOL International Association and proposing changes to improve its performance • Small, high-level leadership team

These four experiences inspired the instructor/researcher to create and implement the public domain, online forums on leadership in the organizational leadership seminars.

[232] Curtis (2013b), in the TESOL Blog *Teaching and Learning Online (TLO)*, writes: "So, I'm going to go out on a bit of a virtual limb here and write what some teachers of online courses say privately, which is that TLO may not be suitable for students who do not have highly developed traits such as self-confidence, self-discipline, and self-management. Such students may be much better suited to traditional bricks-and-mortar, face-to-face classrooms and courses....TLO is not for everyone. And that includes some teachers as well, who also need those 'self-traits,' as it can be very difficult for some teachers, when they are without a classroom, an office, or college/university to physically go to. So, although TLO has enabled us

The students and the instructor/researcher had to log in to the leadership forum to be able to contribute to the discussion, but anyone around the world could read the discussion without logging in.

As a core IBC instructor, the instructor/researcher was required to create seminars but without needing to have the seminars focus on organizational leadership or to create online forums on leadership within those seminars. At KUIS, the seminar is usually the name of the instructor followed by seminar. For example, in project-related applications submitted to the Student Affairs Office, the students referred to the course as Kevin Seminar although the family name would be used in the case of Japanese professors where family name is listed first. The seminars are selected by the students, and the core instructors each give a five-minute presentation to inform and attract students to a seminar. The organizational leadership seminar was the only seminar offered exclusively in English medium.

The course syllabus is set out in Table 7.8. Although parts of the syllabus are written to attract students, other parts of the syllabus are written for other purposes, including self-promotion of the instructor, a necessary entailment in an academic environment where the instructor is evaluated for promotion by his supervisor and peers. (See Crichton, 2010.)   The reference to an 'American-style seminar' was intended to indicate that the students and the instructor would not meet outside of the class as might be more common in the case of Japanese colleagues.

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to do all kinds of things we could not do before, it is not for everyone!" In the online forum being described in this chapter (7), the students already knew each other from their other IBC classes before beginning their interactions online. The instructor/researcher was an enthusiast of online education as his MBA had been acquired in an online program, and his PhD courses were also taken online.

Table 7.8 Organizational leadership seminar syllabus

IBC Seminar: *Organizational Leadership*

Overview: Leaders in companies are often considered to be successful members of society.   This seminar will focus on understanding leadership in an organization (e.g., a company):

1)   What is leadership?
2)   How do leaders practice leadership?
3)   How do leaders communicate?
4)   What are leadership skills?
5)   How can leadership (skills) be developed?
6)   What can we learn from leaders?
7)   How can research on leadership be conducted?

This American-style seminar will be conducted in English only.   All reading, discussion, and reports will be done in English.   The seminar may focus on the material from various articles or from a book such as the following:

● Nohria, N. & Khurana, R. (Eds.) (2010). Handbook of leadership theory and practice: A Harvard Business School centennial colloquium. Boston, MA: Harvard Business Press.
● Liu, L. (2010). Conversations on leadership: Wisdom from global management gurus. San Francisco, CA: Jossey-Bass.
● Fairhurst, G. (2011). The power of framing: Creating the language of leadership. San Francisco, CA: Jossey-Bass.

Research: The research in the seminar should be related to leadership (i.e., leadership in practice, leadership communication, leadership development, leadership identity, leadership and gender, etc.).   For example:

● Interviews with leaders (original research, etc.) to understand leadership in different organizations/industries
● Examining the spoken and written communications of leaders (speeches, interviews annual reports, websites, etc.)
● Examining the communication in leadership teams

- Examining leadership development programs/approaches (and/or their effectiveness)
- Investigating the difference between male and female leadership styles
- Investigating the difference between leadership in different types of organizations

Leadership Portfolio: In order to learn more about leadership, the participants will engage in leadership activities and be the subjects of leadership research.   The results of these efforts will be collected in a leadership portfolio.

Instructor: Kevin Knight (PhD Candidate, MBA, MPIA) is currently conducting doctoral research on leadership communication.   He has completed interviews with numerous leaders (including CEOs, partners, managers, etc.) in primarily the United States and obtained examples of leadership in practice.   His career includes work experience with private, public, and academic sector institutions including Sony and the Japan Patent Office.

Contact: knight@kanda.kuis.ac.jp

The first online forum was launched at the same time as the first organizational leadership seminar. There were forums for different groups of students and for different purposes. All five of the forums are displayed in Table 7.9. The online forums were created by the instructor and were available in the public domain. The forums took the form of threaded discussions. The instructor was responsible for introducing the discussion topics and for providing timelines to students for posting comments. (See Table 7.10.) The students received an e-mail when a topic or comments were posted and could also respond with an email or access the online forum directly. The instructor chose to conduct the forums in this way drawing on his own experience in participating in online forums in leadership roles. Further, it was important to make students aware that their posts would most likely be viewed by the public in leadership roles, so they should take care in choosing what they posted.

Table 7.9 Online forums on leadership

Order of creation	Name of forum	Participants[233]	Primary purpose(s)	Instructor involvement
1	KUIS Leadership Discussion	Group 1: • 8 female and 3 male students • TOEIC: 600 to 900 • During seminar for 2nd year students	• To discuss the beliefs of 15 leaders and to post related research data • To discuss the narratives of leaders	Primarily posting instructions
2	KUIS Leadership Discussion 2	Group 1: • During seminar for 3rd year students	To discuss leadership scenarios	Primarily posting scenarios
3	KUIS Leadership Discussion 3	Group 2: • 4 female students and 1 male student • TOEIC: 600 to 800 • During seminar for 2nd year students	• To discuss the beliefs of 15 leaders and to post related research data • To discuss the narratives of leaders	Primarily posting instructions
4	KUIS Leadership	Group 1:	To discuss	Chair of

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[233] The majority of Group 1 and Group 2 students (i.e., 8 students and 3 students respectively) had transferred to KUIS from the Kanda Institute of Foreign Languages (KIFL), which has a 2-year vocational school program. They entered KUIS as 2nd year students instead of 3rd year students.

	Discussion (November 2013)	● During seminar for 3rd year students	leadership in English with invited Japanese leaders	discussion and active participant
5	Mystery Leader	Group 2: ● During seminar for 2nd year students	To discuss leadership in English with a native English speaking leader whose identity was not revealed	Primarily posting instructions

Table 7.10 Sample postings in first KUIS Leadership Discussion

Posted by	Purpose	Content
Instructor	Timeline posted as topic	Question 4 (Please respond by May 9 at 6:00 pm)
Instructor	Instructions for posting after clicking on topic	4. **Choose one statement or the other but not both. There is no right or wrong answer. Please explain the reasons for your choice.** 1a A leader's primary role is producing superior *performance* or results. 1b A leader's primary role is making *meaning*.
First student to respond	Response to question	I support the statement of 1b. The reason why I decided to choose 1b is that the leaders have to control their own team and to let the members work efficiently as a group at company in order to get high sales or produce great performance. In my opinion, It is the leader's biggest duty. And I think even if the leader was great, he/she couldn't produce superior performance or results by they alone. So, their role is making meaning, inspiring their members to work well or encouraging them in order to get great results and produce superior achievement.
Second student to respond	Response to question	Hello. I support a statement of 1b, too. The reasons why I think that the leader need give first priority to team's goals and carry out one's beliefs bravely rather than individual profits. But, in actuality, there are many leaders who forget roles of the leader

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		and pursue only one's own interests. According to maxim of the chairman of ITOCHU, "Consider surrounding people's happiness first rather than your profits. It is the leader's conditions." I sympathized with this maxim. I think that the leader who pursues mental nourishments rather than financial profits will probably be liked and relied on by everyone.

Table 7.10 contains sample postings from the first KUIS Leadership Discussion. KUIS Leadership Discussions 1 and 3 resembled research focus groups because the students were asked to respond to a particular question and could read any previous responses before responding themselves.

The questions in Table 7.10 were addressed in three ways:

1. Each student was asked to post a response to the same question.
2. In class, the students read the responses of 15 leaders to the question, and outside of class each student posted comments indicating which leader's response the student agreed with most and why.
3. Each student asked the question to a Japanese leader and posted the response.

After the questions in Table 7.3 had been addressed, students read the final narratives of some of the 15 leaders and posted online what they felt they had learned about leadership from those narratives.

However, in KUIS Leadership Discussion 2 (See Table 7.9), the focus of the discussions changed. The instructor created leadership scenarios from the interview data and asked students to post responses online. (See Table 7.11.)

Table 7.11 KUIS Leadership Discussion 2

Posted by	Purpose	Content
Instructor	Timeline posted as topic	Topic 3. SNS recruiting system - What would you say and do? (Post by May 8.)
Instructor	Instructions for posting after clicking on topic	Topic 3. SNS recruiting system - What would you say and do? (Post by May 8.) Background: You are the manager of an HR department in a big company. You want the employees in the company to use their social networks (SNS) to tell their contacts (friends) about job openings in the company. Some managers in the company are worried. The managers think that members of their teams will want to apply for the new jobs. Activity: How do you persuade the stakeholders (managers, employees) to support your idea for employees to use SNS to tell their contacts about job openings? Post your response. Comment on the responses of others.

The responses of the students to the scenarios made it possible to obtain individual students'

conceptualizations of leadership (i.e., as action). In addition, the Group 1 students were asked

to create their own leadership scenarios. (See Table 7.12 which was adapted from Knight,

2014b, p. 213.)

Table 7.12 Sample leadership development scenario (Group 1)[234]

Leadership action	Scenario
Motivate others to work harder	You work at Japanese bar and you're a part-time leader. You receive a great deal of trust from other staff and also your boss. You have to act as a buffer between all part-timers and formal workers including shop master. Your big role is to communicate with all staff and to keep their motivation at high level. But we caused a rift in the friendship between our boss and the other staff because our boss has made a small trouble. after that trouble, part-timers got down their own motivation and they goofed off their working. So, your task is to improve all staff's motivation. If you faced this kind of problem, what should you do?

Discussions of these scenarios were conducted in class with the author of the scenario responsible for supplying information to the other students. These scenarios were based on authentic situations so the discussions in class revealed what the students did not reveal in the online forum; for example, 'small trouble' in Table 7.12 was revealed in class to mean an affair between a married boss and part-time staff. It was interesting to compare what students said they would have done, to what was actually done in that situation. In this case, the scenarios functioned as business case studies with the students placed in the roles of leaders. (See Table 7.15 for a complete listing of the scenarios. See also our related comments in sub-section 7.5.3.)

The KUIS Leadership Discussion (November 2013) was conducted at a very busy time for Group 1 students. The students were asked to invite Japanese leaders to participate in the discussion, but as the discussion was to be held in English, there was some trouble in finding leaders. In addition, the timing of the discussion was in conflict with the big leadership projects of the student teams. In addition, it was the case that the students were to begin job hunting from the ensuing January. The focus of the discussion became that of the leaders

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[234] See Table 7.15 for the complete listing of scenarios.

responding to the questions of the instructor. The students were encouraged to contribute their own leadership stories, but as the students had invited leaders, it did not seem to be the students' place to position themselves on the same level as those leaders. For all of these reasons, student participation in the discussion was almost non-existent.

In order to provide a discussion that encouraged students to ask questions of a leader, the Mystery Leader (ML) discussion was created. The students in this discussion were Group 2 students, and the discussion was held for a shorter period of time in December 2013. The Mystery Leader was based in Australia and had had a leadership role at the university. The students could only obtain information by asking questions. The ML was not allowed to offer information on his own. The students participated actively in the discussion.

7.4 Instructor's conceptualization of leadership

In developing the leadership curriculum, proposals for the teaching of leadership were inevitably influenced by the instructor/researcher's personal conceptualization of leadership. Figure 7.1 provides a visualization of such a conceptualization of leadership.

Figure 7.1 Reflective practice group contest submission at Macquarie University

Figure 7.1 displays the entry to a contest held by the Reflective Practice Group at Macquarie University. As the footnote in Figure 7.1 explains, this personal conceptualization was based upon the research of leadership forums and the teaching of the organizational leadership seminars. This personal conceptualization of leadership also incorporated the instructor/researcher's understanding of and engagement in high profile leadership roles (See Table 7.7) in TESOL International Association. These roles included the following:

- Chair of the TESOL English for Specific Purposes Interest Section (ESP-IS)

- Member of the Board of Directors' Governance Review Task Force (GRTF)

As ESP-IS chair, the creative aspect of leadership was one intensely experienced by the instructor/researcher in the creation and implementation of five global online forums for month-long discussions related to the professional development of ESP practitioners. In this regard, the instructor/researcher, acting as a leader, had the vision and acted to realize it with the support of others.

As a member of the GRTF, the instructor/researcher was involved in the drafting of recommendations based on research findings. In this regard, the vision to be created derived from the analysis of data collected. The task of the GRTF was not to implement the recommendations.

Accordingly, the instructor/researcher came to view leadership as actions not only to create a vision but also as actions to achieve such a vision, and that these actions could overlap. In this connection, the instructor/researcher shared the following in a TESOL Blog post.

> As a researcher of professional communication, I recognize that many different conceptualizations of leadership exist. For me personally, however, I like to view leadership as a communication process consisting of two parts: 1) communicating to create a vision and 2) communicating to achieve a vision. Leadership is considered by many to be an "influence relationship," and in my personal conceptualization of leadership, leadership would involve influencing others through communication associated with the goals of part 1 and part 2.
>
> Viewing leadership in this way also facilitates the teaching of those communication skills that would be used to create a shared vision and to motivate others to achieve a shared vision.
>
> [See more at:
> http://blog.tesol.org/looking-at-communication-through-a-leadership-lens/#sthash.JX4FBf3s.dpuf]

This view of leadership communication aligns with the work of Fairhurst (2011). The concepts of framing and obtaining 'buy in' (or stakeholder agreement) were introduced to students in the organizational leadership seminars. Further, the importance of project leadership and online communication inherent in the instructor's personal conceptualization of leadership was manifested in the activities in the organizational seminar used to teach leadership.

7.5 Conceptualizations of leadership of the students[235]

In this section of the chapter, we present the conceptualizations of leadership of the students. These leadership conceptualizations appear in the students' responses to the dyad questions (7.5.1), the students' definitions of leadership (7.5.2), the students' leadership development scenarios (7.5.3), the students' drawings of leadership (7.5.4), and the students' S.T.A.R./C.A.R. narratives (7.5.5).

7.5.1 Student responses to dyad-questions

A primary objective of the research was to obtain from the 20 invited leaders[236] their conceptualizations of leadership so that leadership could be isolated, analysed, understood, and taught. To acquire this data, semi-structured interviews were conducted with the 20 leaders. A series of questions that were used at the start of the interviews are described in Knight (2014b, p. 204) and in Chapter 4 of this thesis. (See Table 7.13.) The 20 leaders in the interviews were asked to identify which statement in a pair they agreed with more.

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[235] This section in Chapter 7 was adapted and expanded from Knight (2014 b).
[236] Interview data from only 15 of the 20 leaders was shown to the students.

Table 7.13 Pairs of statements discussed in interviews and in leadership forums

1a	A leader's primary role is producing superior *performance* or results.
1b	A leader's primary role is making *meaning*.
2a	A leader is a special *person* (with unique personality and character traits).
2b	Leadership is a *social role* (defined as an influence relationship between the leader and follower).
3a	Leadership is *universal* (there is something in common among leaders across all situations and contexts).
3b	Leadership is *particular* (each person must lead differently depending on his or her own identity, understanding of leadership, and particular situation).
4a	A leader has the ability to exercise *agency* (the power, influence, will, and ability to do, to act, to change).
4b	A leader needs to attend to *constraints* (such as the organization's history, myriad demands, and stakeholders).
5a	Leadership development should be thought of in terms that emphasize leaders' capacity for *thinking and doing* (which puts an emphasis on various competencies).
5b	Leadership development should be thought of in terms that emphasize leaders' capacity of *becoming and being* (which puts an emphasis on an evolving identity).

The responses of the leaders to these questions informed the content of the organizational leadership seminars. Students were permitted to read the responses of 15 of the 20 leaders and were encouraged to address the questions themselves, before drawing on these questions when they interviewed selected Japanese leaders. Figures 7.2 to 7.5 from Knight (2014b, pp. 208-209) (reproduced below) highlight some of the findings of this process.

For example, Figure 7.2 shows the items in Table 13 chosen by the students.   For each pair of statements, the students could choose statement *a* or statement *b*, but not both statements. Specifically, 2 students chose the *performance* related item 1a in Table 7.13 (A leader's

primary role is producing superior *performance* or results). 9 students chose the *meaning*
related item 1b (A leader's primary role is making *meaning*).

Figure 7.2 Group 1 students
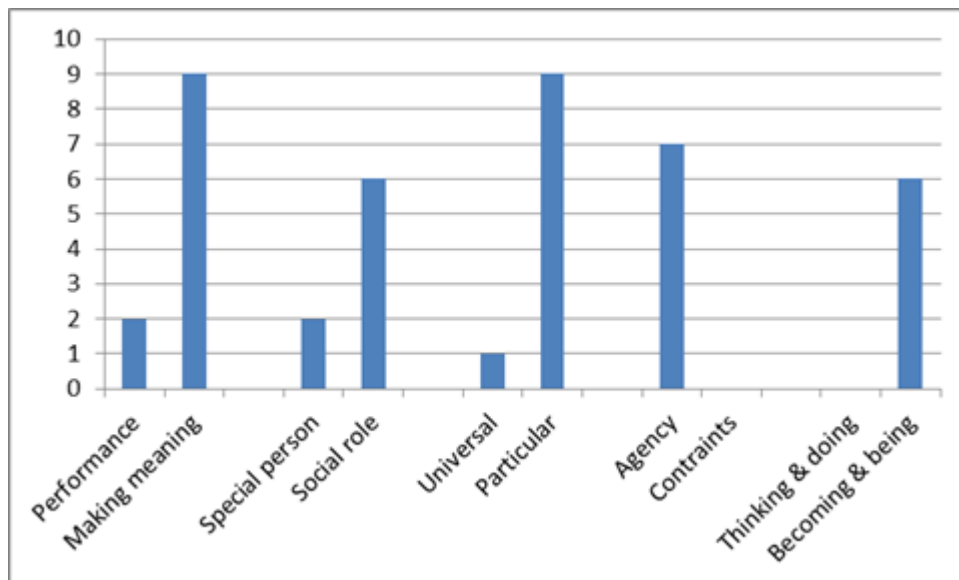
Figure 7.3 Leaders interviewed by Group 1 students
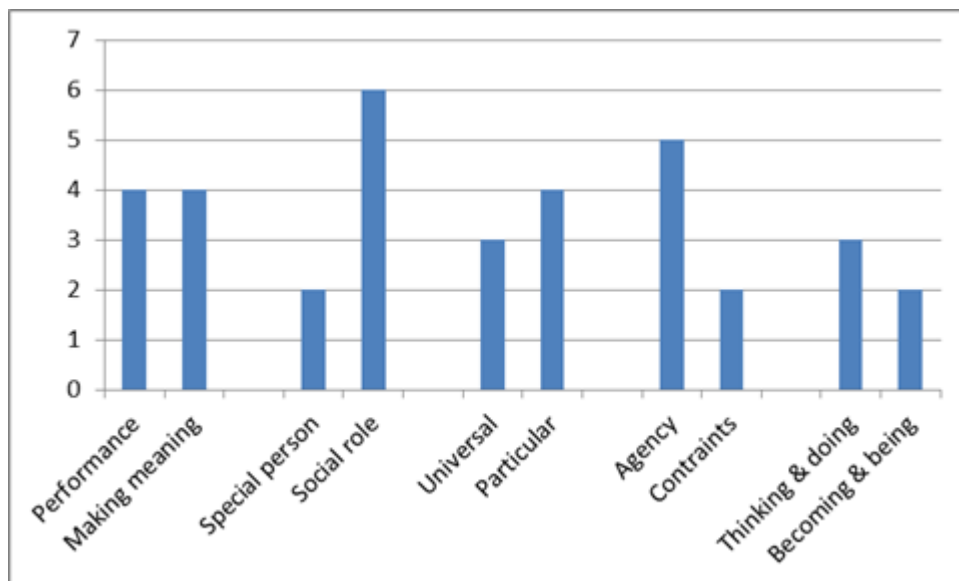
Figure 7.4 Group 2 students
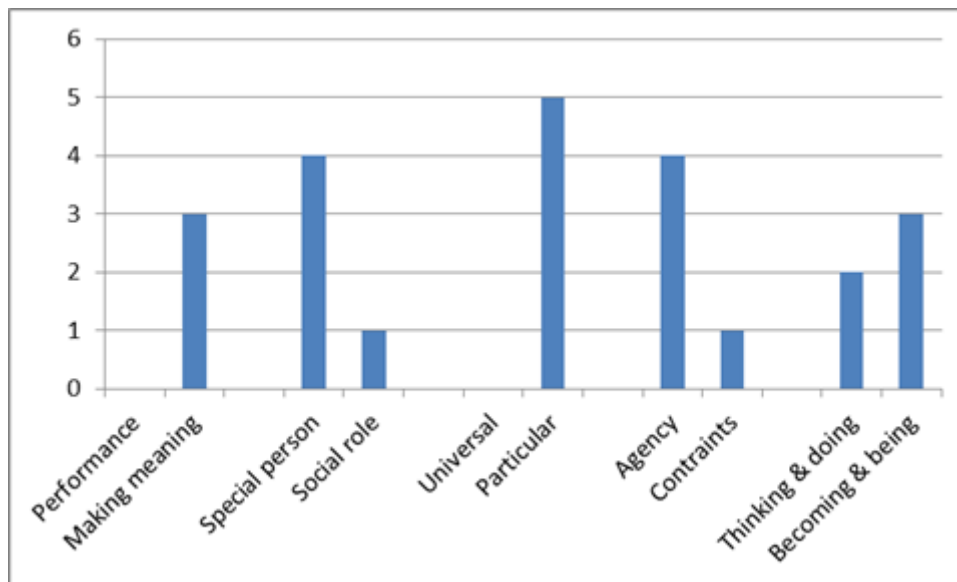
Figure 7.5 Leaders interviewed by Group 2 students
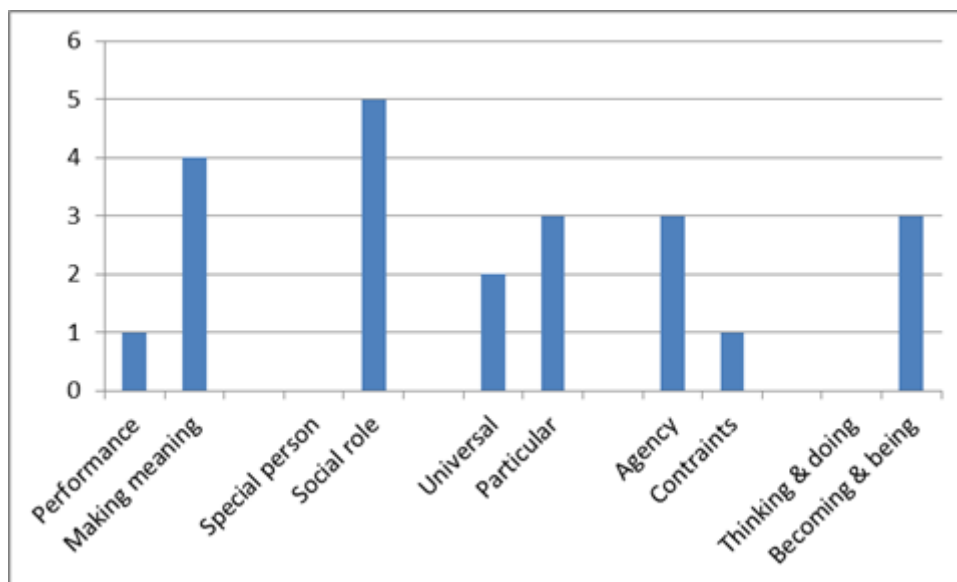
We argue that Figures 7.2 and 7.4 do not provide sufficient clarification of the students'

individual orientations to leadership. Figures 7.2 and 7.4 seem to display a significant

difference between Group 1 students and Group 2 students in connection with the following

pair of items: s*pecial person* and *social role*. (See Table 7.13.) The majority of Group 1

students were oriented to leadership as a *social role*, whereas the majority of Group 2 students

were oriented to the leader being a *special person*. In comparison, in Part 1 of this thesis, 17 of the 20 leaders were oriented to leadership as a *social role*. In sub-section 7.4.2, we will show that the Group 1 students and Group 2 students appear to have a similar orientation to leadership based on our analysis of the students' conceptualizations of leadership. In sum, the conceptualizations of leadership of the students can be further clarified when considered separately as in the case of the leaders in Part 1 of this thesis.

The tasks of responding to the items in Table 7.13 and interviewing leaders enabled the students to engage with how leaders conceptualized leadership. They began to understand the beliefs of leaders about the conceptualization of leadership in relation to their own beliefs.

7.5.2 Students' definitions of leadership

In the online forums, the students were asked to define leadership in their own words at the very start of an organizational leadership seminar. These responses were created into word clouds using the NVivo 10 word frequency query process described in Chapter 6 of this thesis. See section 6.3 and Table 6.1 in Chapter 6 for: 1) an explanation of the creation of word clouds and 2) information concerning the content in the corresponding summaries in Figures 7.6 – 7.24 in this sub-section (7.5.2) of Chapter 7.

Figure 7.6 displays the word cloud for the definitions of leadership of Group 1 and Group 2 students combined. Figures 7.7 and 7.8 display the word clouds for the original definitions of leadership of each group separately.

Figure 7.6 Group 1 and Group 2 students combined

Word	Length	Count	Weighted Percentage (%)	Similar Words
group	5	76	4.50	company, deal, followers, following, group, groups, leaders, leadership, lot, people, school, team, type, variety
act	3	113	3.81	act, answer, assignment, attract, care, chance, communicate, communication, company, consent, create, deal, decision, detail, direction, discussion, duty, exert, express, failure, final, follow, get, gift, give, group, influence, judgment, lead, leadership, make, making, means, mention, motivating, motivation, presentation, project, respect, responsibility, role, second, situation, solving, take, thing, way, work
leadership	10	73	3.10	ability, lead, leader, leaders, leadership, power, shape
person	6	60	3.04	brain, company, employee, failure, great, individuality, leader, listener, lot, master, miss, person, possible, role, scold, shape, someone, success, talent, tell, type
ability	7	61	2.96	abilities, ability, brain, capability, capacity, flexibility, gift, judgment, leadership, power, sense, skill, talent, vision

Figure 7.7 Group 1 students combined

Word	Length	Count	Weighted Percentage (%)	Similar Words
group	5	66	5.42	company, deal, followers, following, group, groups, leaders, leadership, lot, people, school, team, type, variety
act	3	91	4.41	act, assignment, attract, care, chance, communicate, communication, company, consent, deal, decision, direction, discussion, duty, express, failure, final, follow, get, give, group, judgment, lead, leadership, make, making, means, mention, motivating, motivation, presentation, project, respect, responsibility, role, second, solving, take, thing, way, work
leadership	10	62	3.73	ability, lead, leader, leaders, leadership, power, shape
person	6	49	2.94	brain, company, employee, failure, great, leader, listener, lot, miss, person, role, scold, shape, someone, success, tell, type
ability	7	45	2.88	ability, brain, capability, capacity, judgment, leadership, power, sense, skill, vision

Figure 7.8 Group 2 students combined

Word	Length	Count	Weighted Percentage (%)	Similar Words
abilities	9	16	7.69	abilities, flexibility, gift, leadership, power, sense, talent
follow	6	10	4.98	come, follow, follows, people, person, someone
person	6	11	4.98	individuality, leader, listener, master, person, possible, someone, talent, tell
positively	10	13	4.86	even, leadership, opinion, positively, respect, situation
everyone	8	4	3.74	everyone

There were 11 students in Group 1 compared with 5 students in Group 2. Accordingly, Figure 7.6 reflects Figure 7.7. In view of Figures 7.7 and 7.8, Groups 1 and 2 differed in their orientations to leadership.

Figures 7.9 to 7.19 display the word clouds for the 11 students in Group 1. Figures 7.20 to 7.24 display the word clouds for the 5 students in Group 2.

Figure 7.9 Group 1. Student A

Word	Length	Count	Weighted Percentage (%)	Similar Words
act	3	6	17.78	act, give, judgment, lead, leadership, take
directions	10	5	15.56	directions, exact, give, lead, take
judgment	8	3	12.22	act, judgment, opinion
give	4	3	7.22	give, lead, think
take	4	3	7.22	act, exact, take

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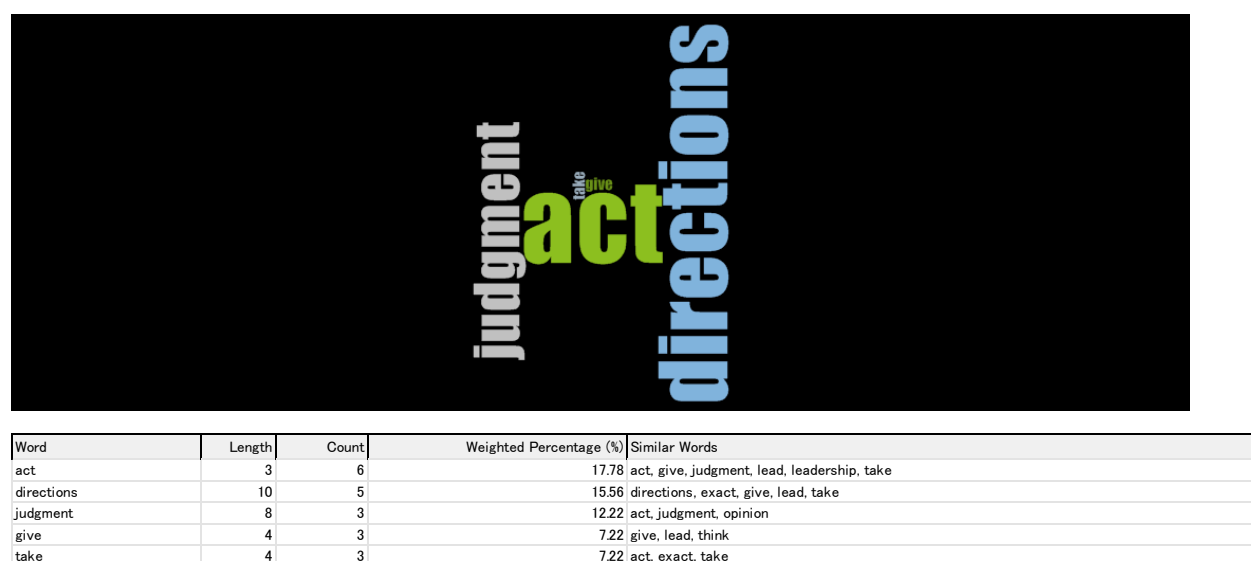
Figure 7.10 Group 1. Student B

Word	Length	Count	Weighted Percentage (%)	Similar Words
group	5	6	23.81	company, group, leadership, school, type
leadership	10	4	14.29	ability, leadership
using	5	4	11.90	using, work
work	4	4	11.90	guess, work
also	4	1	4.76	also
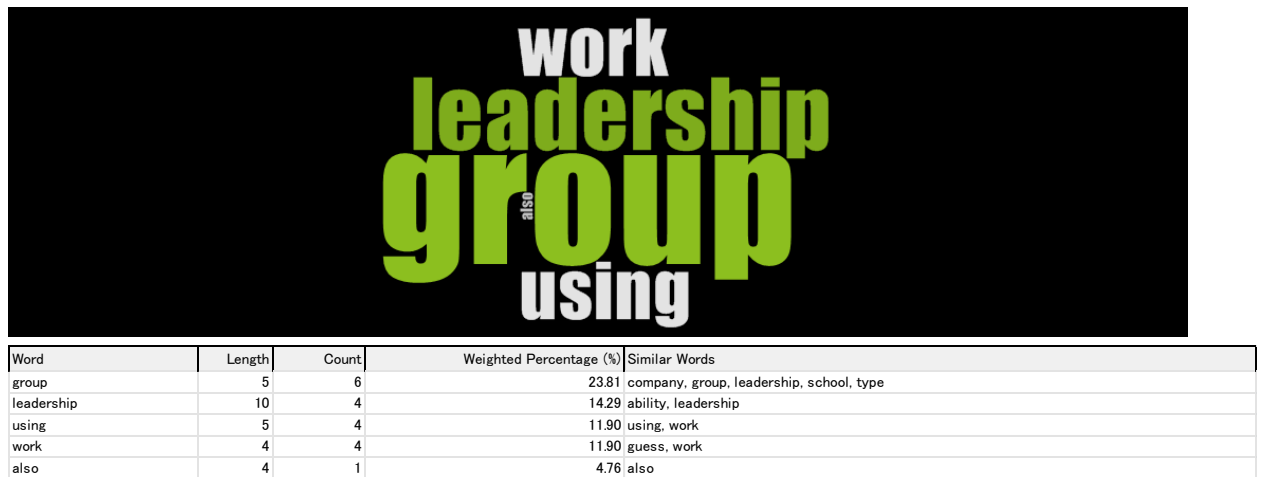
Figure 7.11 Group 1. Student C

Word	Length	Count	Weighted Percentage (%)	Similar Words
someone	7	10	8.72	brain, failure, leader, scold, someone
followers	9	6	8.20	followers, someone
leader	6	9	8.20	leader, leadership, someone
think	5	7	6.12	believe, give, know, mention, plan, project, think
helping	7	6	5.31	encourage, helping, improve, work

Figure 7.12 Group 1. Student D

Word	Length	Count	Weighted Percentage (%)	Similar Words
making	6	7	11.30	generate, get, making, persuade, shape, think, time
members	7	4	8.89	members
person	6	6	8.22	listener, person, shape, someone, tell
important	9	4	6.67	good, important, sense, value
opinion	7	3	6.67	opinion, opinions

Figure 7.13 Group 1. Student E

Word	Length	Count	Weighted Percentage (%)	Similar Words
think	5	10	20.93	direct, listen, means, think
person	6	11	15.12	company, leader, lot, person, role
leadership	10	9	12.79	ability, leader, leadership
groups	6	9	11.63	company, groups, leadership, lot, people
everyone	8	4	9.30	everyone

Figure 7.14 Group 1. Student F

Word	Length	Count	Weighted Percentage (%)	Similar Words
good	4	12	14.97	good, leader, second, skill, skills
gives	5	4	8.16	deal, gives, think
leader	6	7	7.48	leader, leadership, person
required	8	4	6.80	required, thing
person	6	6	5.44	employee, leader, person

Figure 7.15 Group 1. Student G

Word	Length	Count	Weighted Percentage (%)	Similar Words
communication	13	8	19.19	communicate, communication, discuss, group, person, presentation, sense
ability	7	9	15.66	ability, leadership, sense, skill, vision
group	5	7	9.60	group, leaders, leadership, people
leadership	10	8	9.60	ability, leader, leaders, leadership
need	4	2	6.06	need

Figure 7.16 Group 1. Student H

Word	Length	Count	Weighted Percentage (%)	Similar Words
idea	4	7	11.87	example, idea, kind, opinion, way
people	6	5	10.98	followers, live, people
leader	6	4	8.54	leader, leaders, leadership
think	5	7	8.41	idea, know, listen, means, respect, think
power	5	3	6.10	leadership, power

Figure 7.17 Group 1. Student I

Word	Length	Count	Weighted Percentage (%)	Similar Words
leaders	7	5	16.67	leaders, leadership
team	4	3	11.11	team
communicators	13	2	7.41	communicators, show
members	7	2	7.41	members
responsible	11	2	7.41	responsible, way

Figure 7.18 Group 1. Student J

Word	Length	Count	Weighted Percentage (%)	Similar Words
achieve	7	5	17.71	achieve, great, make, person, someone
common	6	3	12.50	common, person, someone
make	4	3	11.46	achieve, make, variety
composed	8	2	8.33	composed, make
always	6	1	6.25	always

Figure 7.19 Group 1. Student K

Word	Length	Count	Weighted Percentage (%)	Similar Words
leaders	7	9	23.74	leader, leaders, leadership, person
think	5	7	14.14	care, make, take, think, trust
followers	9	6	12.12	followers, following, person, take
take	4	5	9.60	carrying, define, make, take
perfect	7	2	6.06	perfect, perfection
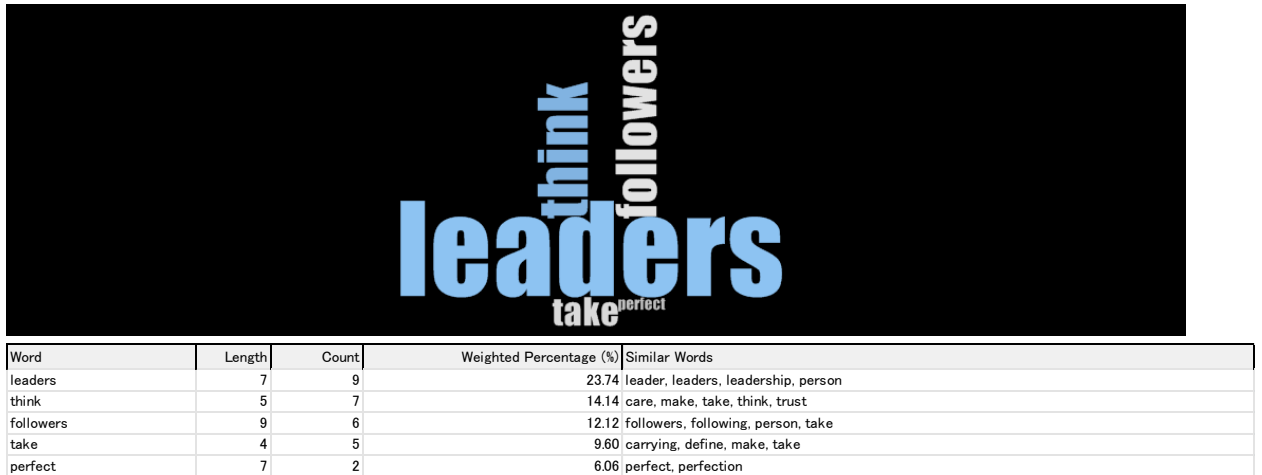
Figure 7.20 Group 2. Student A

Word	Length	Count	Weighted Percentage (%)	Similar Words
explain	7	2	20.00	detail, explain
good	4	2	20.00	good, leader
abilities	9	1	10.00	abilities
come	4	1	10.00	come
everyone	8	1	10.00	everyone
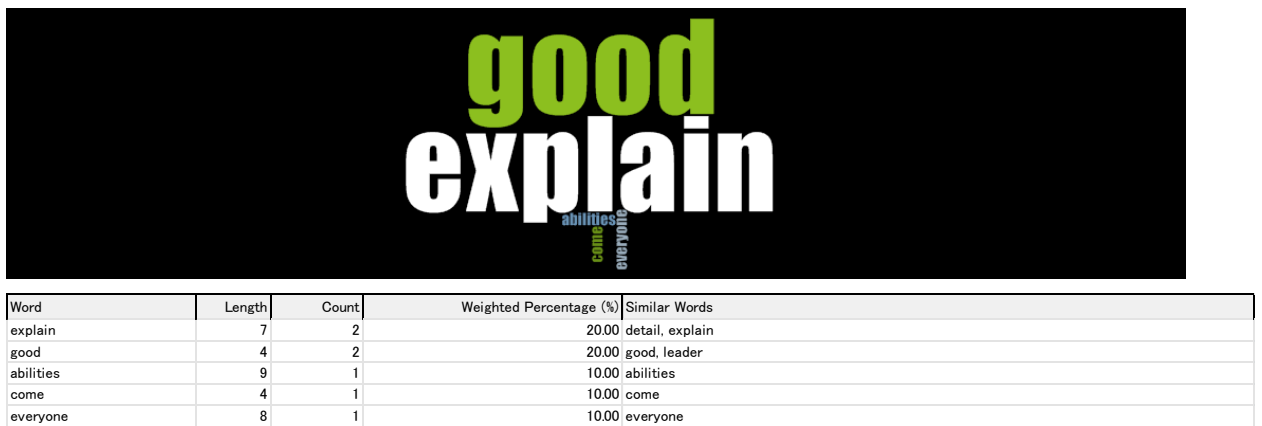
Figure 7.21 Group 2. Student B

Word	Length	Count	Weighted Percentage (%)	Similar Words
abilities	9	5	21.43	abilities, flexibility, leadership
everyone	8	2	9.52	everyone
follow	6	3	9.52	follow, person
person	6	3	9.52	person, tell
cooperative	11	2	7.14	cooperative, flexibility

Figure 7.22 Group 2. Student C

Word	Length	Count	Weighted Percentage (%)	Similar Words
create	6	4	6.46	bring, create, decide, influence
individuality	13	3	6.25	individuality, listener, possible
decide	6	4	5.21	decide, definition, influence, possible
follows	7	2	5.00	follows, people
others	6	2	5.00	others

Figure 7.23 Group 2. Student D

Word	Length	Count	Weighted Percentage (%)	Similar Words
makes	5	4	19.44	follow, get, makes, time
persuasive	10	3	12.96	idea, persuasive, power
follow	6	2	8.33	follow, people
positively	10	2	8.33	leadership, positively
creative	8	2	7.41	creative, power

Figure 7.24 Group 2. Student E

Word	Length	Count	Weighted Percentage (%)	Similar Words
person	6	4	19.44	master, person, someone, talent
leadership	10	3	16.67	leadership
get	3	2	11.11	get
gift	4	2	8.33	gift, talent
answer	6	1	5.56	answer

Figures 7.7 and 7.8 display most prominently the word groups *people* (for Group 1 students) and *abilities* (for Group 2 students) respectively. Such word groups correspond with Figures 7.2 and 7.4 in which Group 1 students are oriented to leadership being a *social role* and Group 2 students are oriented to the leader being a *special person*. In comparison to Figures 7.7 and 7.8 in this chapter, Figure 7.1 in Chapter 6 most prominently displays the word group *act* (for the 20 leaders).

Figures 7.9 to 7.24 indicate that there was significant variation among the students in how they described their conceptualizations of leadership in their definitions of leadership. In order to try to clarify whether the students conceived of leadership as being an "influence relationship," the "actions" identified in the original definitions of leadership provided by the students and posted in the leadership forums were listed in Table 7.14 (Group 1) and Table 7.15 (Group 2).

Table 7.14 Actions in the original definitions of leadership of Group 1 students

Actions	Number of students
Enhance motivation or passion; encourage	3
Be a good listener	3
Be a good communicator	3
Be responsible and reliable	3
Have vision	3
Suggest direction and show way toward final goal	2
Make a strong decision	2
Deal with problems calmly	2
Contribute to success of followers	2
Take the lead to act	1
Summarize opinions of team members	1
Give exact judgment and directions	1
Enhance effectiveness of work performance	1

Improve ties among followers	1
Provide opportunity to raise skill of followers	1
Be optimistic	1
Make comfortable environment for followers	1
Agree with members at appropriate time	1
Get things in shape successfully	1
Persuade	1
Create consensus	1
Think about people and organization	1
Direct people	1
Solve problems	1
Suggest new idea	1
Achieve vision	1
Understand team members	1
Take care of all responsibilities	1
Take care of followers	1
Be sharp and perfect	1
Be honest	1
Make others rely on you	1

Table 7.15 Actions in the original definitions of leadership of Group 2 students

Actions	Number of students
Have a leadership ability, sense or talent	2
Persuade followers	1
Tell own opinion clearly	1
Be responsible	1
Be cooperative	1
Be flexible	1
Exert influence on people	1
Clarify goal	1
Decide what to do	1
Motivate oneself and others	1
Bring ideas together	1
Create a win-win situation	1
Be a good listener	1

Respect individuality	1
Make people positively follow	1
Get trust of followers	1
Have creative and realistic ideas	1

The majority of items in Table 7.14 and in Table 7.15 reflect leadership as being a social role and influence relationship. Only the top item in Table 7.15 portrays leadership as resulting from an ability or talent. Accordingly, in view of Tables 7.14 and 7.15, the orientations of Group 1 students and Group 2 students to leadership seem to be similar.

Word frequency analyses were also conducted on the actions of students in Tables 7.14 and 7.15 to provide additional insights into their conceptualizations of leadership. (See section 4.3 of Chapter 4 and section 6.2 of Chapter 6 for a description of the word frequency analyses process.) Figures 7.25 – 7.28 display the results of such word frequency analyses for the students.

Figure 7.25 Group 1 students - Actions in original definition – Word cloud based on exact words including generalizations

Figure 7.26 Group 2 students - Actions in original definition – Word cloud based on exact words including generalizations

Figure 7.27 Group 1 students - Actions in original definition – Word cloud based on similar words including generalizations

Figure 7.28 Group 2 students - Actions in original definition – Word cloud based on similar words including generalizations

Figures 7.25 and 7.26 display most prominently the word *followers* for Group 1 and Group 2 students.[237] Figures 7.27 and 7.28 display most prominently the word group *followers* for Group 1 and Group 2 students. In view of Tables 7.13 and 7.14, Figures 7.25 − 7.28 indicate that Group 1 and Group 2 students conceptualize leadership as *influencing followers*. The students' conceptualizations of leadership as *influencing followers* becomes apparent in the leadership development scenarios described in the following sub-section (7.5.3).

Such a conceptualization of leadership differs from that of the 20 leaders in Figure 4.1 (based on exact words) and Figure 4.2 (based on similar words) of Chapter 4. In Chapter 4, Figure 4.1 displays most prominently the word *people* whereas Figure 4.2 displays most prominently the word group *act*. Further, in view of the word group *act* in Figure 6.1 in Chapter 6 described above, the 20 leaders conceptualize leadership as taking *action*.

Accordingly, we argue that the students' conceptualization of leadership as *influencing followers* is more oriented to maintaining the status quo whereas the 20 leaders' conceptualization of leadership as taking *action* is more oriented to changing the status quo. Further, we will show that the S.T.A.R./C.A.R. narratives in sub-section 7.5.5 provide additional clarification of the students' conceptualizations of leadership.

7.5.3 Students' leadership development scenarios

In sub-section 7.5.2 of this chapter, we describe how students posted leadership development scenarios in the online forum. Table 7.16 displays the leadership development scenarios

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[237] For a word frequency analysis based on exact words, the most prominent word in a word cloud is the word that appears most frequently. Word groups are generated by an analysis based on similar words. See section 6.3 and Table 1 in Chapter 6.

created by Group 1 students.[238] In these scenarios, the leaders are required to influence others in different ways.

Table 7.16 Leadership development scenarios (Group 1)

Leadership action	Scenario
Motivate others to work harder	You work at Japanese bar and you're a part-time leader. You receive a great deal of trust from other staff and also your boss. You have to act as a buffer between all part-timers and formal workers including shop master. Your big role is to communicate with all staff and to keep their motivation at high level. But we caused a rift in the friendship between our boss and the other staff because our boss has made a small trouble. after that trouble, part-timers got down their own motivation and they goofed off their working. So, your task is to improve all staff's motivation. If you faced this kind of problem, what should you do?
Increase sales	You are a store manager in a restaurant. This restaurant is located in Tokyo station. However recently their sales decrease so headquarter decided to extend business hours. Unfortunately, staffs said don't want to work more. So do you have idea to increase sales except extend open hour?
Increase club members	You are a manager of members' bar. If people are introduced by club member, they can also become club member. So your store has a lot of regular customers. However, sales are decreased, because club member isn't increased recently. So you have to get club member. How can you get more club member?
Increase motivation of followers after failure	You attend a walking event. Participants are divided into some groups and have to help each other to walk 40 kilometers within 8 hours. The course is unknown area and distributed map is too simple, so it is hard to walk smoothly. The final objective of this event is reaching a goal completely. You are a leader of the group. Your role as a leader is management of time, followers' health condition and so on. The event started and your group was doing their best, but unfortunately, your group couldn't reach a goal in time. The followers are disappointed, and their motivation decrease. In this situation, how do you behave as a leader? What do you tell to the followers?
Retain	You are a manager of sports gym. One day, one of the training machines was

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238 Group 2 students did not create leadership development scenarios. See Table 7.9.

customers	out of order. You asked a mechanic to repair but it may take a lot of time. The problem is that many customers who like the machine and come to the gym to use the machine complained and quit membership. You really want them to stop quitting but your followers, full-time and part-time workers, gave up preventing customers from quitting. The followers got pretty tired of listening customers' complaint. In this situation, what do you do and say to your followers and customers?
Handle complaint of part-time staff	You are an office manager. One of your staff is a woman who has worked for the company for many years. She is a full-time employee. She uses her seniority to order part-time staff to do things, but she is not the official boss. The part-time staff are complaining. What do you solve about this situation?

Three of the scenarios deal specifically with personnel issues, and three of the scenarios concern business performance. All of the scenarios call for the leader to persuade or motivate others. Accordingly, in these scenarios, leadership is depicted as a social role and influence relationship. The type of influence required depends on the situation. These scenarios illustrate the students' conceptualization of leadership as influencing followers without changing the status quo. The scenarios are more concerned with managing the actions of followers than with creating a shared vision in collaboration with followers.

7.5.4 Students' drawings of leadership

In the second year of the organizational leadership seminar, Group 1 students were asked to draw pictures of leadership as part of a leadership development activity created by the instructor/researcher. (See Table 7.17.) The activity was intended to inspire students to create other such leadership development activities. The pictures drawn by the students in class appear in Figure 7.29.[239]

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[239] The pictures in Figure 7.29 were drawn in June 2013 and published in the KUIS Journal in April 2014 (Knight, 2014b). The definitions of leadership used to create Figures 7.9 to 7.19 were provided by Group 1 students in April 2012.

Table 7.17 Notes on leadership development activity (Group 1)

1. I handed out an A4 size blank sheet of paper to each student.
2. I asked them to write their names on the paper.
3. I told them to turn over the paper.
4. I told them that they were going to draw a picture of leadership on the paper.   They could not write any words.
5. They would have 60 seconds to draw their pictures.
6. They could not look at anyone else's picture so they had to keep their eyes focused on their own papers.
7. I gave them two minutes to think.
8. Then I told them to draw.
9. I quickly collected the papers.
10.   I told the students that I was going to hold up a drawing and that they should point to the person whose drawing they thought it was.
11.   In many cases, the students were incorrect in their guesses.
12.   In some cases, we followed up with an explanation.   (I would emphasize this step more in the future.)

It was really fun.   There was a lot of laughter and the game was a big success.

Figure 7.29 Drawings of leadership (Group 1)[240]
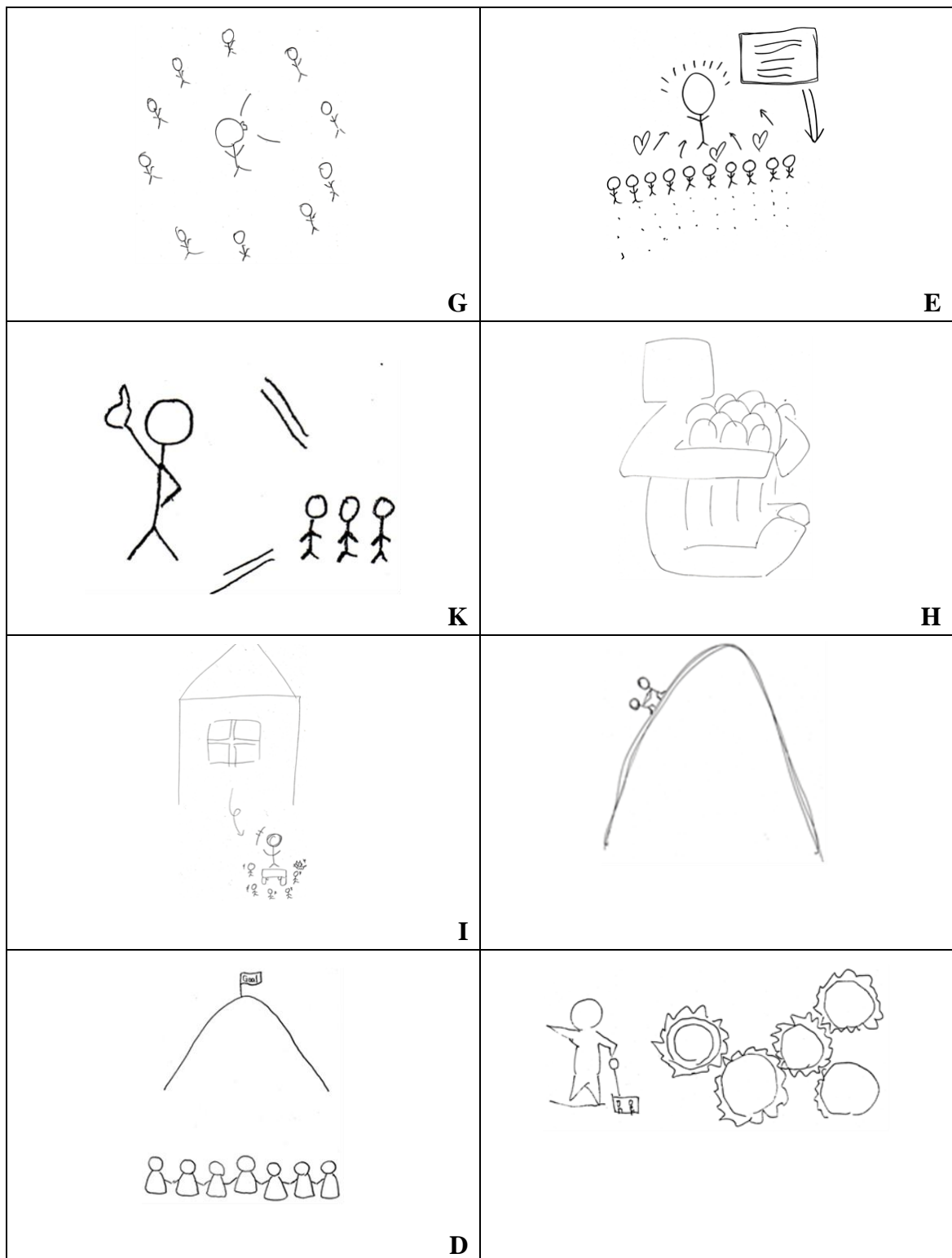
G	E
K	H
I	
D	
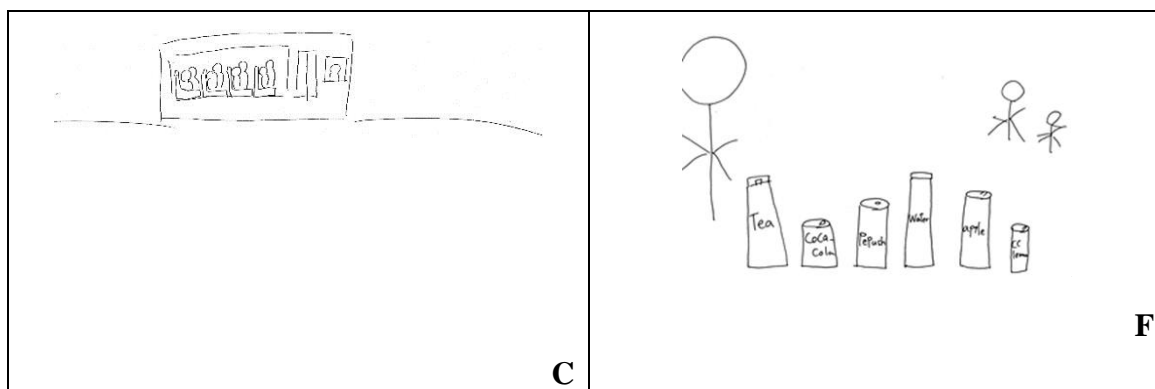
Nine of the pictures contain leaders and followers.[241] The pictures portray different types of influence relationships between the leader and followers.[242] The meaning of these pictures in Figure 7.29 above is clarified in Table 7.20 in the following sub-section (7.5.5).

7.5.5 Students' S.T.A.R./C.A.R. narratives

Group 1 students were asked to respond at the end of the first year of the organizational leadership seminar (i.e., December 2012) to the same question that generated the S.T.A.R./C.A.R. narratives of the 20 leaders in Part 1 of this thesis.[243] Table 7.18 displays the narratives of the Group 1 students in the S.T.A.R./C.A.R. format.

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[241] The picture without followers was drawn by a student who did not participate in the organizational leadership seminar during the first year. According to the student, the leader is pulling the lever on a machine. The student's comment was shared with the researcher in class. It was not recorded with an audio recording device. The other picture without a letter was drawn by a student who did not provide a definition of leadership in the online forum.
[242] Seven of the pictures are considered in sub-section 7.46.
[243] See question 11 in Table 5.1 in section 5.2 of Chapter 5.

Table 7.18 Leadership in student narratives[244]

Narrative	Situation	Task/Problem	Action	Result
1	President of school Baking Club	Motivating members to prepare sweets for school festival	Explained the benefits: You can be absent from class to help and you can eat some cookies you bake	The students helped agreeably.
2	Captain of dance crew	Getting members to attend dance practice	- Permitted sub-leader to handle discipline issues - Practiced hard so that members had to attend to keep up - Went out to eat with members after practice	Members began to always attend practice and a strong team was formed.
3	Leader of student consulting team	Preparing the final presentation	- Shared ideas only after other members had no ideas - Prepared data in advance to get buy in for ideas	- The team members agreed with the leader's ideas. - The presentation went well.
4	Co-organizer of coming-of-age party	Getting people to attend the party	- The co-organizers discussed problems, etc. - Action was taken such as getting addresses for teachers, etc.	- Over 100 people attended including former students and eight teachers
5	Leader of group of five friends	Needed to raise TOEIC score and essay exam score	- The leader proposed that the group study after school with each	- Four of the five could pass the exam.

244 Table 7.18 is a replication of the table that was published in the *KUIS Journal* in April 2014 (Knight, 2014b).

		in short time to be admitted to university	friend taking a turn to be the teacher. - The leader thought positively and encouraged everyone.	- The last friend could finally pass the exam after encouragemen t by the leader.
6	Assistant to boss of Japanese pub; leader of part-time workers	Told to bridge the gap between full-time and part-time workers	**-** Never used negative words in order to create good atmosphere - Wanted all new faces to enjoy working at pub - Helped workers to smile - Talked seriously in order to obtain trust from them	- The leader was able to gain trust of co-workers. - The boss and workers relied on leader when they faced problems. - The leader gave them directions to work efficiently.
7	Leader of student team in class	Teammates had strong personalities so sometimes project idea did not shape up in class.	**-** Listened to their ideas carefully - Tried to talk actively because they did not like the silence - Tried to give ideas personally so that the meeting was exciting	The team could go forward together.
8	Leader of student group in class after losing rock-scissor s-paper match with other group members	Assigned to discuss problem and to make a team presentation about the solution	- Took the opportunity of being in leadership role to explain to other group members the leader's desire for the team to give the best presentation in class and to solve the problem - Explained logically	- Other group members could understand the leader's opinion and agreed to work together outside of class.

			and made other group members understand	- They could work as a team, and the presentation was successful.

At the end of the second year of the organizational leadership seminar, the students published C.A.R. narratives in the online forum. The students followed the instructions for writing C.A.R. narratives displayed in Table 5.3 of Chapter 5. The questions were the same as those in Table 5.4 of Chapter 5 (replicated in Table 7.19 below). The students were given the option to respond to any of the questions in Table 7.19.

Table 7.19 Behavioral questions in UCSD Career Guide (2013-2014)

BEHAVIORAL BASED QUESTIONS
- Describe a situation in which you saw a problem and took action to correct it.
- Describe a time when you had to organize a project under a tight timeframe.
- Tell me about a situation in which you used teamwork to solve a problem.
- Give me an example of a time you had to deal with an irate customer/client.
- Describe your leadership style and give me an example of a situation where you successfully led a group.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Give me an example of when you showed initiative and took the lead.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.

One student in Group 1 and two students in Group 2 responded to both of the highlighted questions in Table 7.19. In addition, three students in Group 1 and one student in Group 2

responded to the first highlighted question. Five students in Group 1 and one student in Group 2 responded to the second highlighted question. One student in Group 2 did not write his response to the highlighted questions in a C.A.R. format. In all of the C.A.R. narratives of the Group 1 and Group 2 students, the leader is described as influencing others.

Seven (7) of the Group 1 students provided the following data that we have discussed in this chapter: 1) original definitions of leadership (in April 2012)[245], 2) their drawings of leadership (in June 2013)[246], and 3) their C.A.R. narratives (in January 2014). The conceptualizations of leadership of these 7 students in view of the aforementioned three items of data are displayed in Table 7.20.

Table 7.20 Conceptualizations of leadership of 7 students in Group 1

Student	Definitions of leadership (April 2012)	Drawings of leadership (June 2013)	A or Action in C.A.R. Narratives (January 2014)
C	"…1st is that leader suggests the direction of the final goal to followers…"	Train conductor and passengers.	For ahead the team project, I tried to track them and observe them. If I gathered that meeting freely, the person would disappear to direct them so I watch for and observe them for find the problem and assignments. After their discussion stopped, I throw the things I noticed to them and I

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[245] See Figures 7.9 to 7.19.
[246] See Figure 7.29.

			encouraged them to solve our task.
D	"…the person who has leadership is a good listener. They are capable of making the environment which is comfortable for all group members to tell their opinion or something and also following or agreeing with what members tell at the appropriate time. In addition, they have a capacity to get things in shape successfully. Not all of group members have same sense of value or thinking. Therefore, it is important to persuade someone and generate what all members consent from different opinions…"	The leader is in the middle of the group. The members of the group are holding hands as they look at and move toward the flag on the top of the mountain.	I collected the information of the company, its customer and so on. Then I made up them into Power Point slides and show the members it to suggest some ideas based on them.
F	"I think leadership is required three main points. The first is strong decision. Because if leader was an indecisive person, people might not be confidence. Leader is required strong decision naturally. The second is good communication skill. Good communication skill gives employee to have good with leader. The third is problem solving skill. Leader has to be deal with any problem calmly…"	The leader has brought refreshments for the others.	One child is a naughty youngster. He is Chinese. He can't speak Japanese and English. He couldn't almost understand our language. He is my grope. My grope is 6 children. Honestly He harrows other child. I got in a bind then. And I thought way of solution. I had a good smile. Because The smile can communicate people without word. And It give a sense of security.

G	**"**I believe that leaders have leadership. Those person who have a sense of responsibility, vision and communication skill. I think that I become a leader, I always do group work. If I do presentation, I don't need leadership because I have to do alone. But If I discuss with my classmates, I absolutely need leadership. So Leadership is ability which smoothly communicate with people,"	The leader is standing in the middle of a circle of others who are listening to the leader.	I planned the event and send the information using the LINE 2 month before of the event. For 2 month, I contacted them a lot of time. I was mainly charged of their schedule control.
G			I made children's card to use game. I think children can't understand alphabet, so I drew only picture. I said my own idea to enjoy children.
H	"…leadership means power to attract people who work or live improve. There are many kind of way to express this power, for example to decide the goal, to suggest new idea and to listen others opinion. However, i think the most important way is to contribute to followers. Leaders should be respected by followers and i think if followers know that their leader contribute to them to success, they could respect their leader naturally."	The leader is much bigger than the others and holding the others between his arms and on his lap.	I tried to keep watching children and be good relationship with them. I communicate with them actively and become good friends. Therefore children listened my orders. In this group almost of all members are not so young and I am the youngest member so I could easy to communicate with them.
I	"I think 'Leadership' is the ability of motivating team	The leader is sitting at the head of the	First, I tried to

	members. Leaders should be responsible and reliable. Leaders always have their dreams and must not miss them. Leaders should show their team proper way to their goals. Also leaders should be good communicators. They have to understand their team members"	table at a home.	communicate with them very frequently and understand what they thought. They told me that they were often scolded by full-time workers when they made a mistake. I told my co-workers about what they thought and suggested we support them to get used to doing their jobs and when they made a mistake, we correct it.
K	"I would define leadership as a person who have to take care of all the responsibilities. Not only carrying responsibilities, but to take care of the followers too. All leaders are the "role" of the followers so leaders should be sharp and be perfect. If leaders are not in perfection, then there will be no one following the leader. I think trust is also important for leadership too. Leaders should be honest and make the surroundings rely on leaders."	The leader is in front of the others and pointing forward.	I had to teach her how to serve food and drinks to customers, how to take orders, how to make drinks and so on. It was my first time being a trainer so I carefully taught her the job.

Based on Table 7.20, the conceptualizations of leadership of these 7 students did not change over time. We can summarize these conceptualizations of leadership as follows:

1. For Student C, leadership involves keeping followers on track to achieve a goal.

2. For Student D, leadership involves creating a comfortable environment so that members of the group will contribute.

3. For Student F, leadership involves coming up with a good solution to a problem.

4. For Student G, leadership involves smooth communication.

5. For Student H, leadership involves taking care of others.

6. For Student I, leadership involves understanding others and providing the proper guidance.

7. For Student K, leadership involves being a perfect role model.

The conceptualizations of leadership in Table 7.20 were all concerned with *influencing and caring*[247] *for followers*. In the next section (7.6) of this chapter, we will discuss the leadership projects of the IBC students in the organizational leadership seminars.

7.6 Leadership projects

The leadership projects in the organizational leadership seminars were intended to give students leadership experience as conceptualized by the instructor/researcher in Figure 7.1 of this chapter. We argue that the idea to assign such projects originated with the business internship program (i.e., Kevin's Company) described in sub-section 7.2.2 of this chapter. In this connection, Knight (2012a, pp. 13-14) writes:

> In regard to the approaches to developing global competencies and leadership, it is interesting to note the similarities between Kevin's Company and the FIELD program of Harvard Business School (introduced in 2011). According to the HBS website

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[247] See Doi's (2001) publication (*The anatomy of dependence*) on the Japanese concept of *amae* where relationships in society reflect the ideal relationship, which is that of the parent and child.

> Field Immersion Experiences for Leadership Development (FIELD), a curricular innovation announced by Harvard Business School in January 2011, is a required first-year course that spans a full academic year. The objective of the Global Immersion portion of the course is to increase students' global intelligence—an awareness of the variation in business processes and capabilities, customers, and the institutional environment across different markets. Students work with organizations and focus on a new product or service development project designed to help them study business opportunities primarily in emerging markets.

In the FIELD program, participants learn about "product development processes" and work in teams to design "a new product or service for their Global Partner" about which they give a "formal presentation." For Kevin's Company consultants, the equivalent of the "Global Partner in FIELD" was British Hills.

In view of the FIELD program, the creation of an imaginary company – Kevin's Company – was not necessary for this type of project-based learning. However, the creation of Kevin's Company gave the instructor some control over the needs for English language communication skills in the business internship program. For example, if the external and internal consultants had not been added to the program by the instructor, then there would have been no need for the students to interact with these native English speakers on the phone or by e-mail. In addition, the creation of the imaginary company made it easier for the instructor to require the students to think and act as business consultants (as opposed to thinking and acting as undergraduate students who were not majoring in business).

In view of the above, the instructor/researcher perceived a need for the students in the organizational leadership seminars to have "real" leadership experiences in which they achieved their goals by influencing stakeholders. Such leadership experiences could be told in job interviews as S.T.A.R./C.A.R. stories.

As part of the organizational leadership seminar activities, Group 1 and Group 2 students were encouraged by the instructor to create increasingly impressive S.T.A.R./C.A.R.

leadership stories. In this regard, some of the projects in which the students participated are listed in Table 7.21.

Table 7.21 Leadership projects

Group	Projects
1	Students told by local government official that they were first student team ever to request permission to do beach clean-up event (which is public event requiring government approval); received support of government and interacted online with government official.
1	Student team provided English language education classes to children in orphanage.
1	Student team held comedy performance event in Tokyo and donated proceeds to charity.
2	Students told by KUIS administration that they were first student team to seek permission to create PR video for university.

The projects in Table 7.21 were particularly challenging because they required the students to practice boundary spanning leadership.[248] The students need to obtain permission from administration on campus for any projects they wanted to do, and it was difficult to get approval for projects that involve the public. The students were required to obtain the support (or "buy in") of various stakeholders including students and non-students. In the KUIS Leadership Discussion (November 2013), the instructor/researcher posted the following comment about the leadership projects of the student teams. (See Table 7.22.)

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[248] See footnote 219 for information on boundary spanning leadership.

Table 7.22 Posting in KUIS leadership discussion (November 2013)

Posted by	Purpose	Content
Instructor	Giving students a voice	Hello all, My students are being surprisingly modest about their leadership activities in my opinion. I can share information about some of the class projects. One team had the vision of doing a beach clean-up event at Inage kaigan koen. Their aim was to do an event that would benefit the community and at the same time provide an opportunity for university students and members of the community to interact. What impressed me was that they had to overcome numerous obstacles to achieve success: 1. They had to obtain permission form the student affairs office. The students affairs office was concerned for the following reasons: a) the event was to be held off campus, b) it would involve the general public, and 3) it would include a barbecue. The barbecue meant that there would be a food safety issue and the corresponding risk. 2. However, they were able to persuade the student affairs office to arrange an introduction to a local government official to gain permission to do the event. The official told the student team that this was the first student team ever to request permission to do the event. The government official was also concerned about the barbecue but provided strong support to the students. In addition, the students had to gain permission from the official in charge of the Inage kaigan koen. 3. The students then did the following things in regard to the barbecue: they acquired business insurance (which would cover the beach clean-up event but not the barbecue), took a health-check on a voluntary basis, and drafted a waiver form for participation in the barbecue. (I initially put pressure on the students to draft a waiver form after looking at beach clean-up

events in California.)

4. In addition, they drafted official announcements that were posted on the government website to publicize the event.

5. Moreover, one of the team members visited a university and a local high school in an official capacity to meet with the presidents of those institutions to receive permission to publicize the event.

6. I was most impressed because the students did this independently. Basically, they informed me what was going on, but they were interacting with the government, the park officials, and student affairs independently. It was their vision, and they refused to let it die. I tried to talk them out of the barbecue, but they insisted that it was important for attracting participants and really wanted to do it. They told me that they had over 20 meeting with student affairs, not to mention all of the other meetings. This was all being done in between classes, part-time jobs, other external activities, etc.

7. On the day of the event, it was cold and rainy, so they had to make a decision. They met with the government official at the beach. I also showed up, and we all agreed to clean the 100 meters of beach on our own with the government official. We did not have the barbecue but we did clean the beach!   I believe that the members of this team will develop into successful leaders in the future because of what they were able to learn through this experience about leadership.

A second team also wanted to hold an event off-campus to raise money for a charity that would help victims in Fukushima.

1.   Since the event was to be off-campus, the student affairs office had concerns similar to those listed in the event above. This event would not involve food, however. The students wanted to raise money through a comedy performance held at a

		theater in Tokyo.
		2. The challenges included finding a club where the performance could be held. In addition, they needed to secure the comedians.
		3. The team members able to secure the agreement of a group of 23 comedians who agreed to make themselves available for the event. One team member also active in working with the comedians to draft the script for the show.
		4. The team members were also actively involved in promoting the event.
		5. The audience size was about half as large as desired so they learned that more promotion was necessary. (The weather and distance were also obstacles.)
		6. Again, the student team did everything on their own. They faced many barriers, but they were able to overcome those.
		7. I was pleased to see that they acted as professional managers of a group of entertainers. They put together a successful show. They also learned about the importance of marketing and promotion.

		The two teams were able to make their shared visions into reality. Although the visions were not as big as those visions of the leaders in this discussion, the students were able to experience leadership in acquiring the stakeholder support and action necessary to achieve their team visions! A final team has been experiencing set-backs in their plans to provide English language instruction at orphanages, but we hope for a success story in the future!
		Kevin

As noted in Table 7.22, the three teams in Group 1 successfully accomplished their projects.[249] Further, these projects were reflected in the students' responses to the behavioral interview questions.[250]

From the perspective of the instructor/researcher, the Group 1 projects in Table 7.22 were successful because of student leaders in each team who took *action* and were committed to achieving a specific goal or vision. Each of the three student teams of Group 1 students included at least one student (i.e., a leader) with a strong interest in his/her team's particular project. First, a primary reason for the creation of the beach clean-up event was the related beach barbecue. The students could have more easily achieved permission from KUIS administration and the local Government of Japan to hold a beach clean-up event without the barbecue. Second, the comedy performance was created due to one of the student's connections with a group of comedians. The student team had originally planned to have an event that featured several KUIS student rock bands. Third, the project to teach English in orphanages was based on the desire of one student to become a teacher upon graduation. The students had originally planned to have a "jump rope" event. The leader of each team influenced the goal to be achieved and pushed the team to achieve the goal.[251]

In the case of the Group 2 students, the instructor/researcher had suggested that the students

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[249] In regard to telling their stories about their leadership projects effectively to a number of different audiences and in a variety of situations, the students learned about framing (Fairhurst, 2011) and participated in mock interviews in which the students responded to behavioral interview questions. Further, one of the Group 1 students took the initiative to join a Toastmasters club (http://www.toastmasters.org/) where speeches are given in English only. The student recently won a club competition and thereafter placed third in a competition with other Toastmaster club winners. The same student succeeded in obtaining an impressive internship by talking about Toastmasters.

[250] See Table 7.19.

[251] The information about each team was obtained by the instructor/researcher through verbal progress reports given in class by team members about the status of a project.

create the promotional video for KUIS. However, the students lacked the vision of what to create and the technical competence to do so. Further, there was not a leader in the group who wanted to see the project completed. Accordingly, the video was never finished. We argue that leadership as conceptualized in Figure 7.1 of this chapter was required for a team project to be successful.

Finally, the post of the researcher in Table 7.22 marks a transformation in the nexus of practice; i.e., the researcher had now become focused on teaching students to create and achieve visions. Further, the instructor/researcher had started to teach students to conceptualize leadership as in Figure 7.1. In Figure 7.1, we argue that leadership is not about *influencing followers* but rather it is about taking *action* to achieve change; i.e., a creative process. Such leadership involves influencing stakeholders to contribute to the creative process.

7.7 Summary[252]

Adopting a nexus of practice approach caused the instructor to view actions in the organizational leadership seminars and online forums as contingent and interrelated. As a consequence, the instructor began to consider connections between the organizational leadership seminars, the online forums, the students' other classes, the students' activities outside of class, and the students' preparation for job interviews as central to the ongoing curriculum development and delivery process. From a reflective point of view, the combination of courses in Table 7.3 which featured project-based learning, business case studies, and exposure to leadership beliefs and accounts of leadership became a productive and dynamic approach to teaching leadership.

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[252] This section in Chapter 7 was adapted and expanded from Knight and Candlin (in press).

In any study of the nexus of practice, the complex roles of the instructor and students are highlighted. Although the students were still undergraduates, they were also already professionals in the business world. Further, the instructor was engaged in high-level leadership activities outside of his role as an instructor. Based on these realizations, the instructor looked for ways to enhance the synergy between coursework and activities outside of the classroom for the purpose of leadership development. To achieve such synergy, team projects and project-based learning were introduced.

The knowledge about leadership the instructor had acquired through the exploration and actions associated within the nexus of practice caused him to teach leadership differently. The instructor came to perceive leadership as creating and achieving a vision. In this way, the focus of the nexus of practice was transformed from trying to understand leadership to one of trying to encourage students to create and achieve visions. It became important not only to enable students to achieve a vision but also to enable them to share the story of that vision in a job-related interview. As one student recently noted in the online forum, the leadership class is very good for job-hunting. (See Figure 7.30.)

Figure 7.30 Leadership development conceptualization of instructor[253]

Figure 7.30 is the instructor/researcher's conceptualization of how leadership has been and can be taught to students. In regard to the strategy of instructional development, Mager (1997, pp. 15-16) outlines the process with the following steps:

1. "Analyze the need and select solutions."
2. "Design/develop non-training solutions."[254]
3. "Derive the instructional outcomes."
4. "Design and develop the instruction."
5. "Implement the instruction."
6. "Monitor and revise."

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[253] Adapted from Knight (2014d).
[254] Such solutions "usually include information about performance expectancies, feedback, job aids, task simplification, and so on. (Implementation of these actions usually provides immediate benefits – whether or not instruction is ultimately included in the solution mix.)" (p. 15)

Mager (p. 16) adds that "it is *not necessary to apply [the steps above] in the exact order shown*, nor is it always necessary to use *all* of them to accomplish your mission." In connection with the conceptualization of *leadership development* in Figure 7.30 above, the *mission* of the instructor/researcher was to enable the students to understand and perform *leadership* as conceptualized in Figure 1 of this chapter and as expressed in the following paragraph.

Due in large part to the influence of the 20 leaders in Part 1 of this thesis, the instructor/researcher had come to conceptualize leadership as described by former President Clinton in the 14 April 2014 edition of *Fortune* magazine when asked to respond to the question: "What does leadership mean to you?" (p. 66).[255]

> Leadership means bringing people together in pursuit of a common cause, developing a plan to achieve it, and staying with it until the goal is achieved. If the leader holds a public or private position with other defined responsibilities, leadership also requires the ability to carry out those tasks and to respond to unforeseen problems and opportunities when they arise. It is helpful to be able to clearly articulate a vision of where you want to go, develop a realistic strategy to get there, and attract talented committed people with a wide variety of knowledge, perspectives, and skills to do what needs to be done. In the modern world, I believe lasting positive results are more likely to occur when leaders practice inclusion and cooperation rather than authoritarian unilateralism. Even those who lead the way don't have all the answers.

Leadership as conceptualized above and in Figure 7.1 of this chapter was what the instructor/researcher desired the students to learn. He was able to draw upon the various components displayed in the outer circles of Figure 7.30 to provide students with the opportunity to learn to create and achieve visions as leaders. This *mission* of the

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[255] We explore the instructor/researcher's conceptualization of leadership in Figure 7.1 in Chapter 8.

instructor/researcher was driven by his desire to prepare his students to *act* and achieve change as *leaders* and *professionals* in the global workplace.

In connection with professional development, Candlin, Maley, Crichton and Koster (1994, p. 49) write in regard to the development of seminars for lawyers:

> [Any] seminar in our view should adhere to the following general pedagogic principles:
>
> - It should be based on work with actual data.
> - It should draw upon the real-life experiences of the participants.
> - It should focus critically on the nature of best practice.
> - It should reflect both lawyer and client perspectives.[256]
> - It should be experiential and follow a cycle of :
>
>   **Awareness**: what do we need to know?
>   **Knowledge**: what do we need to learn?
>   **Critique**: why are matters as they are?
>   **Action**: what can be done?
>
> - It should be participatory and collaboratively managed.

We argue that the leadership development conceptualization of the instructor/researcher in Figure 7.30 adheres to such pedagogic principles. Each of the components in Figure 7.30 helped the students to develop leadership skills and attitudes for creating and achieving visions/goals:

- **Internship program**: The business internship program (i.e., Kevin's Company) described in sub-section 7.3.2 was only one option available to students. The Group 1 and Group 2 students participated in business internships in Japan and various

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[256] The multiple perspectives of leaders, students, and the instructor/researcher are reflected in Figure 7.30.

countries overseas including the U.S., Malaysia, Vietnam, etc. In these environments, they were asked to influence various stakeholders through promotional presentations, training, etc.

- **EBC courses**: In the four EBC courses described in sub-section 7.3.3 and displayed in Table 7.5 of this chapter, the students were asked to develop the communication skills in English and the mindsets that would help them to influence others as leaders in international business environments.

- **Leadership seminars**: In the organizational leadership seminars described in sub-section 7.3.4, the students connected with leaders through class activities and their own research. They also learned about the importance of framing their communications as leaders. Further, they prepared for job interviews by describing their leadership experiences as S.T.A.R./C.A.R. stories in mock interviews in class.

- **Online forums**: In the online forums in the public domain described in sub-section 7.3.5, the students learned to communicate about leadership and interact with leaders. We argue that such experiences helped students to conceptualize leadership. Further, through exchanges in the online forums, the students could prepare to respond to behavioral questions in job interviews concerned with leadership.

- **Leadership projects**: As we show in section 7.5, the leadership projects provided students with the "real" leadership experiences of 1) creating a vision and 2) achieving a vision.

- **Students' jobs**: The students' part-time jobs became the material for the leadership scenarios in Table 7.16 of this chapter. In such professional settings, the students could learn about and practice leadership.

- **Students' activities**: We refer here to activities such as Toastmasters, school government, school fundraising events, school clubs, etc. Such activities outside of the classroom enabled the students to connect with leaders and to practice leadership.

The nexus of practice approach used by the instructor/researcher provided for an ongoing review of and reflection on a program in progress. As such, it increased the instructor/researcher's awareness of the need for change. Further, the instructor/researcher became increasingly aware of what new programs should be created. Accordingly, the nexus of practice concept can be used to describe the development and implementation of multiple programs at KUIS. These programs were all created by the instructor/researcher. (See section 7.3 of this chapter.)

In particular, the online forums in the organizational leadership seminars fall into the category of *forward design* where *content* is followed by *process* which is followed by *outcomes*. (See Table 7.23 below replicated from Richards, 2013a, p. 30.) The initial *content* consisted of extracts from the interview data of the 20 leaders in Part 1 of this thesis. The *process* became the online forums. The *output* was the posts of the students containing their conceptualizations of leadership.

Table 7.23. Features of three approaches to curriculum design (Replicated from Richards, 2013a, p. 30)

	Forward design	Central design	Backward design
Syllabus	Language-centred Content divided into its key elements Sequenced from simple to complex Pre-determined prior to a course Linear progression	Activity-based Content negotiated with learners Evolves during the course Reflects the process of learning Sequence may be determined by the learners	Needs based Ends-means approach Objectives or competency-based Sequenced from part-skills to whole Pre-determined prior to course Linear progression
Methodology	Transmissive and teacher-directed Practice and control of elements Imitation of models Explicit presentation of rules	Learner-centred Experiential learning Active engagement in interaction and communication Meaning prioritized over accuracy Activities that involve negotiation of meaning	Practice of part-skills Practice of real-life situations Accuracy emphasized Learning and practice of expressions and formulaic language
Role of teacher	Teacher as instructor, model, and explainer Transmitter of knowledge Reinforcer of correct language use	Teacher as facilitator Negotiator of content and process Encourager of learner self-expression and autonomy	Organizer of learning experiences Model of target language performance Planner of learning experiences
Role of learner	Accurate mastery of language forms Application of learned material to new contexts Understanding of language rules	Negotiator of learning content and modes of learning Development of learning strategies Accept responsibility for learning and learner autonomy	Learning through practice and habit formation Mastery of situationally appropriate language Awareness of correct usage Development of fluency
Assessment	Norm-referenced, summative end-of-semester or end-of-course test Assessment of learning Cumulative mastery of taught forms	Negotiated assessment Assessment for learning Formative assessment Self-assessment Develop capacity for self-reflection and self-evaluation	Criterion-referenced Performance based Summative assessment Improvement oriented Assessment of learning Cumulative mastery of taught patterns and uses

* This table draws on Clark (1987: 93–99).

In connection with Table 7.23 above, Richards (2013a, p. 31) concludes:

> …any language teaching curriculum contains the elements of content, process, and output. Historically these have received a different emphasis at different times. Curriculum approaches differ in how they visualize the relationship between these elements, how they are prioritized and arrived at, and the role that syllabuses, materials, teachers and learners play in the process of curriculum development and enactment. The notion of forward, central and backward design provides a useful metaphor for understanding the different assumptions underlying each approach to curriculum design as well as for recognizing the different practices that result from them.

In view of the description of curriculum design above, we will show that the instructor/researcher's conceptualization of leadership in Figure 7.1 has had a significant impact on how leadership has been and will be taught in the organizational leadership seminars and other programs for KUIS students.[257] Accordingly, in Chapter 8, we explore the instructor/researcher's conceptualization of leadership in Figure 7.1 from the stance of Schön's (1983) reflective practitioner in our discussion and conclusion of this thesis.

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[257] See Figure 7.30.

8. Conceptualizing leadership – Reflection and conclusions

8.1 Introduction

Nickerson (2012, p. 5), in summarizing "the key areas that…will – and perhaps should – continue to shape our research efforts in the future and provide us with a basis for our teaching," states in a 2011 plenary address[258] the following about one of those *key areas*:

> Finally, and perhaps most importantly, we should develop closer ties with the sort of people working in business and industry that our students aspire to become – it is only through listening to them that we will understand the communication knowledge and skills that will ultimately lead to professional competence.

In agreement with Nickerson above, we have explored numerous conceptualizations of leadership in Part 1 and Part 2 of this thesis. These leadership conceptualizations include those presented by:

- the 20 self-identified leaders (Chapters 4 to 6), and

- the IBC students at KUIS in the online forums in the organizational leadership seminars (Chapter 7).[259]

Further, we have revealed *how* and *why* the conceptualizations of leadership above were co-constructed in the various sites of engagement (i.e., the semi-structured interviews and the online forums). In uncovering and understanding the conceptualizations of leadership investigated in this thesis, we have utilized innovative approaches in conducting content analysis, narrative analysis, metaphor analysis, and nexus analysis. Our examination of the S.T.A.R./C.A.R. narratives and the definitions of leadership have clarified the positions,

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[258] "Revised version of a plenary address given at the Global Advances in Business Communication Conference at Johor Bahru, Malaysia, June 2011" (Footnote, p. 1).
[259] We considered the conceptualization of leadership of the instructor in Unit 7 but only in regard to the influence that it had on the leadership conceptualizations of the IBC students.

experiences, practices, and ideologies that were drawn upon by the leaders and students in providing their conceptualizations of leadership.

In effect, we have accomplished in this thesis what Candlin (2009, p. 8) describes below as the contribution of professional communication research:

> Research in professional communication can….make a significant contribution to our understanding of communication processes, participants and their roles, their objectives and goals, and the communication contexts within which knowledge-based professional practice takes place. This research will inherently become (and has indeed already become) an interdisciplinary undertaking, privileging a broad view of language and communication to include in its linked, and in some cases integrated methodologies formal studies of texts, genres and discourses in a range of semiotic modes, grounded ethnographic studies of contexts of use, more social psychological studies of participants' attitudes, identities and interpretive processes, all linkable to organizational studies of institutional and professional structures.

> Such a professional communication-oriented perspective can not only build on the cumulative insights gained from discourse based studies and the body of literature in the sociology of professions and the sociology of work, it can also foreground a problem-orientation, deeply embedded in methodological and analytical challenges, so that research outcomes are made practically relevant. This, what has been called the "'So what?' factor", is central to our field and to our study. A particular challenge for researchers and practitioners in professional communication is how best to explore ways of accessing the tacit knowledge base that underlies professional practice in our chosen sites of engagement, and how to make a reflexive approach both for ourselves and for members of our target groups an indispensable part of our practice and our training endeavours.

In view of Candlin's challenge of *tacit knowledge* above and the objective of this thesis to clarify the leadership conceptualization process, we recognize that one of the ways for the instructor/researcher to access (at least to some extent) *the tacit knowledge base of a leader*

requires the instructor/leader himself to first *be* a leader in his own field of professional practice (i.e., TESOL and ESP).

In connection with the difficulty of accessing such "tacit knowledge" in the area of professional practice, Sarangi (2005, p. 375) writes:

> One way of looking at professional practice is to consider it as ritualistic and predictable, and therefore easier to describe and interpret than casual conversations (Heath, 1979). However, such an approach may belie the analytic burden: the reality that a profession's knowledge base operates mainly at a tacit level. Polanyi's (1958: 49) general claim that skilful performance in the context of swimming or cycling is accomplished by 'the observance of a set of rules which are not known as such to the person following them' holds true for professional competencies. Schon (1983: viii) echoes this sentiment: 'Competent practitioners usually know more than they can say. They exhibit a kind of knowing-in-practice, most of which is tacit'. This 'knowing-in-practice' is often referred to as 'practical knowledge' which cannot be simply replaced by any set of rules or explicit rule following.

In this chapter (8), we will establish that the instructor/researcher is a self-identified leader, who has also been recognized by others as a leader in his own field of professional practice, as we first noted in Chapter 7.[260] The instructor/researcher therefore shares with the other self-identified leaders in this thesis a *tacit understanding* of the concept of leadership.

On the basis of the instructor/researcher's experiential knowledge of leadership as a leader, we take the following two steps in this chapter (8): 1) we investigate *his own* conceptualization of leadership, and 2) we explore *his* leadership conceptualization process. Our approach is possible because the instructor/researcher has already provided his personal conceptualization of leadership as a starting point for our exploration.[261] We also argue that

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[260] See Table 7.7 (boundary spanning leadership experiences) and Figure 7.1.
[261] See Figure 7.1 in Chapter 7.

the instructor/researcher's experience of analyzing the conceptualizations of leadership of the 20 leaders and the IBC students facilitates our exploration of his own conceptualization of leadership.

Accordingly, this final chapter (8) in this thesis is divided into two parts. In the first part of this chapter (sections 8.1 – 8.3), we describe, from a reflective and research-oriented position, how we formulated the *leadership conceptualization cycle* of the instructor/researcher. In doing so, we will show how the leadership conceptualization cycle has caused the instructor/researcher to conceptualize leadership and to view himself as a leader. Further, we examine how his leadership conceptualization cycle is interconnected to the leadership conceptualizations of the 20 leaders and the IBC students above. Through our approach, we replicate parts of this thesis in order to clarify the leadership conceptualization process, which is our aim in this chapter (8) and a primary objective of this thesis.

In utilizing our approach, we adopt as we did in Chapter 7, the stance of Schön's (1983) reflective practitioner in the manner described by Finlay (2008, p. 3) in consciously reviewing, describing, analyzing, and evaluating our "past practice with a view to gaining insight to improve future practice." In this connection, Bailey, Curtis, and Nunan (1998, p. 548) quote Schön and other scholars in describing "reflective teaching":

> According to Pennington (1992), in reflective teaching, "teachers analyze their own practice and its underlying basis, and then consider alternative means for achieving their ends" (p. 48). In this approach to professional development, teachers "collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (Richards & Lockhart, 1994, p. 1). This kind of *reflection-in-action* (Schön, 1983) can lead to undeniable insights that come from the insider knowledge that only we as teachers possess. The three practices described below provided platforms for such reflection to occur.

Freeman (1996, pp. 91–99) has discussed three stances traditionally taken by authors of research on teaching: the behavioral view (teaching as doing), the cognitive view (teaching as thinking and doing), and the interpretivist view (teaching as knowing what to do). In our decision to practice what we preach, we have taken the interpretivist stance and tried to examine how it is that we learn what to do.

We agree with the statement above that reflection can "lead to undeniable insights that only we as teachers possess."[262] In this chapter (8), and elsewhere in this thesis, however, we are not conducting research on teaching per se or reflecting primarily on the instructor/researcher's teaching practices. We reflect on the instructor/researcher's teaching of leadership in our roles as researchers and in connection with the leadership conceptualization process of the instructor/researcher as described below in this section (8.0) of the chapter.

In regard to such reflection on professional practice above, Senge (2006, 176-177), who is one of the leadership experts interviewed by Liu (2010) in Chapter 2, writes:

> …Donald Schon of MIT studied the importance of reflection in professions including medicine, architecture, and management. While many professionals seem to stop learning as soon as they leave graduate school, those who become lifelong learners become what he calls "reflective practitioners." The ability to reflect on one's thinking while acting, for Schon, distinguishes the truly outstanding professionals:
>
> > Phrases like "thinking on your feet," "keeping your wits about you," and "learning by doing" suggest not only that we can think about doing but that we can think about doing something while doing it…When good jazz musicians improvise together…they feel the direction of the music that is developing out of their interwoven contributions, and they make new sense of it and adjust their performance to the new sense they have made.

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[262] See also Bailey, Curtis, and Nunan (2001).

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As such reflective practitioners and in our roles as researchers, we first consider in this chapter the conceptualization of leadership of the instructor/researcher in Figure 7.1 (in Chapter 7 and replicated as Figure 8.1 in this chapter). In doing so, we ask a question that we asked at the start of this thesis: *How is leadership conceptualized?* Further, *why is it conceptualized in the way that it is?*

In view of the two italicized questions above, our objective in this chapter (8) is to provide through our investigation a "thick description" (Geertz, 1973) of what it is that is "happening" (Goffman, 1974) in the instructor/researcher's leadership conceptualization cycle; specifically, we present a detailed explanation of the instructor/researcher's leadership conceptualization process. In clarifying the meaning of "thick description," Sarangi (2005, p. 367) writes:

> The nuances of language-context relationship are most evident in professional discourse settings and this can pose a key interpretive challenge for applied linguists. It is not enough for us as applied linguists to carry our own context-based linguistic repertoire to interpret and understand situated professional practice. We need the time and space to socialise into professional ways of seeing and doing, and to recognise this requirement as a necessary condition for our intervention. I have elsewhere referred to this challenge as the analyst's paradox (Sarangi, 2002) – which can be minimised, if not overcome, by orienting to the practitioners' insights as a way of enriching our interpretive practice. A 'thick description' of professional practice, in Geertz's (1973) sense, can only be premised upon what I would call 'thick participation'. The notion of participation has to be taken broadly to include continuity of involvement in a research setting, including maintenance of relationships with participants in temporal and spatial terms – or what Levi-Strauss (1967) would see as a form of saturation of experience.

In this chapter (8), we draw upon material in previous chapters of this thesis in establishing that the condition of such "thick participation" has been met in our exploration of the leadership conceptualization process of the instructor/researcher.

Further, in addressing the two italicized questions above about the conceptualization of leadership in Figure 8.1, we provide our account of the motivational relevancies of the researcher/instructor. In this connection, we draw upon Crichton's (2010, p. 28) reference to motivational relevancies:

Through the notion of motivational relevancies, Sarangi and Candlin [2001] draw both ontological and methodological questions into the relationship between the analyst and participants. At the most general level, motivational relevancies include assumptions about the nature of social reality itself. As noted above, these ontological decisions in turn affect and are affected by methodological decisions on the appropriate focus of research and methods for investigating it. On the methodological side, motivational relevancies include questions which influence how the 'quality' of research is to be understood, as foreshadowed by Cicourel's (1992) call for accountability. These questions, Sarangi and Candlin argue, include the analyst's stance on what to investigate in doing discourse analysis; whether this involves searching for particular phenomena or leaving the research design open to discovery; the role of description and explanation in researching discourse; and how the analyst values specific research methods. They (2001, p. 383) conclude that in order to make explicit these decisions, 'there is the need for…a reflexive alignment of our accounting practices' which would require that 'one critically reflect on one's own practices.'

The need for a reflexive understanding of the relationship between the analyst, research practices and participants is also taken up by Sarangi and Roberts (1999a), who have argued that the analyst is inevitably situated within the broader social context and therefore has a responsibility to pursue research 'integrated' both with theory development and with advancing participants' needs. They call the latter 'practical relevance', and recommend that, as the kind of social change analysts pursue will reflect their orientations to social theory, 'practical relevance and theoretical illuminations should resonate together'. This requires that the process of research and the relationship between the participants and the researcher become a 'topic of reflexive scrutiny' (1999a, p. 39) for the researcher.

In our reflective approach, and in view of motivational relevancies as described above, we establish that the conceptualization of leadership displayed in Figure 8.1 is in part the result of the instructor/researcher's interactions with the 20 leaders and his own students over time.

Further, we show, in connection with the instructor/researcher's leadership conceptualization cycle, how the conceptualization of leadership in Figure 8.1 was transformed in different sites of engagement.

We will also establish in section 8.1 of this chapter that the conceptualization of leadership in Figure 8.1 was created by a self-identified leader.[263] Further, we will examine how the leadership conceptualization cycle of the researcher/instructor is in part driven by what we describe as the "self-promotion of the instructor" in Chapter 7.[264] We will clarify how such "self-promotion" is directly connected to preparing the researcher/instructor's students for success in the global workplace.

In sum, our approach to analyzing Figure 8.1 in this chapter (8) results in new and relevant insights on how and why a leadership conceptualization emerged (i.e., the leadership conceptualization of the instructor/researcher). Further, the findings of our approach include clarification of how *all* of the conceptualizations of leadership in this thesis are connected together.

We close this chapter (8) in section 8.4 with a discussion of the implications of *this thesis* for researchers and instructors of leadership. In particular, one of our conclusions is that leadership should be investigated as a conceptualization utilizing innovative, interdisciplinary, and multiperspectival approaches as we have done in this thesis.[265] Such an investigation can

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[263] Specifically, we will demonstrate that others have called the instructor/researcher a leader. See sub-section 8.2.2.

[264] Such "self-promotion" is inherent in the instructor/researcher's publications and presentations in which his leadership conceptualizations appear. (See section 8.3.)

[265] See an extract from Bargiela-Chiappini, Nickerson, and Planken (2013, p. 6) in sub-section 8.4.3 of this thesis.

especially empower an *instructor/researcher*[266] of leadership to provide successful learning experiences for his/her students.

In the next section (8.2) of this chapter, we begin our investigation of the instructor/researcher's leadership conceptualization process with a detailed exploration of his conceptualization of leadership in Figure 8.1.

8.2 Q/A[267] on the instructor/researcher's conceptualization of leadership

In this section of the chapter (8), we explore *how* Figure 8.2 displays the instructor/researcher's conceptualization of leadership. In this connection, we formulated and responded to the following six questions:

8.2.1 Why did the instructor/researcher decide to create Figure 8.1?

8.2.2 Why does the instructor/researcher define leadership as he does in Figure 8.1?

8.2.3 Why is there an image of hands and creative tension in Figure 8.1?

8.2.4 Why are the stick figures used in Figure 8.1?

8.2.5 Why is there a note under the image in Figure 8.1?

8.2.6 How has Figure 8.1 been used by the instructor/researcher since its creation?

The formulating and responding to the six questions above (i.e., a research interview) is a self-reflective process because the instructor/researcher is one and the same person. Further, in answering our six questions in the following sub-sections (8.2.1-8.2.6), we draw from

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[266] In this context, we define *instructor/researcher* to mean someone who conducts research on the conceptualization of leadership by interacting with leaders and thereafter teaches what he/she has learned about the conceptualization of leadership from those interactions with leaders.

[267] Q/A refers to questions and answers.

various publications,[268] and therefore sometimes replicate material presented earlier in this thesis. Our purpose in conducting such a Q/A activity, and drawing upon earlier parts of this thesis in doing so, is to provide further clarification of the *leadership conceptualization process* that generated Figure 8.1.

Figure 8.1 Reflective practice group contest submission at Macquarie University

In the next sub-section (8.2.1), we begin our detailed exploration of Figure 8.1 above.[269]

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[268] In this connection, such a self-reflective interview differs from the semi-structured interviews with the leaders in Part 1 of this thesis. The publications that we use in our responses become evidence for our arguments.
[269] The adaptation of Figure 8.1 for publication in Knight and Candlin (in press) is Figure 8.2 in this chapter (8).

8.2.1 Why did the instructor/researcher decide to create Figure 8.1?

Following Crichton's (2010, p. 28) reference to motivational relevancies presented in section 8.1 of this chapter, we identified the reasons why the instructor/researcher created Figure 8.1. First, the instructor/researcher was inspired by the activity in which he had asked his Group 1 students to draw the pictures of leadership.[270] Such drawings clarified the leadership conceptualizations of the students in their definitions of leadership and S.T.A.R./C.A.R. narratives. Accordingly, the instructor/researcher sought to gain the same clarification of his own conceptualization of leadership. Second, the opportunity to create such a drawing of leadership himself occurred after the students had made their drawings; i.e., the instructor/researcher had already recognized the value of displaying leadership conceptualizations through primarily visual images when he received the invitation to participate in the Reflective Practice Group competition. (See Table 8.1.)

Table 8.1 Invitation to participate in Reflective Practice Group competition

Dear HDR students,

The Reflective Practice Group at Macquarie is running a student competition funded by an MQ Innovation and Scholarship Program grant.

We ask you to reflect on one learning experience you have had here at Macquarie University and demonstrate your reflection for learning.

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[270] See Figure 7.29 of Chapter 7. This activity was dated June 30, 2013 according to Table 7.20 of Chapter 7.

Entries close on the **29th of November** and there is a $1,000 prize up for grabs.

Submissions can be sent via email to marina.harvey@mq.edu.au or delivered to Dr Marina

Harvey, room 408 C3B.

For more details, please

visit: http://mq.edu.au/about_us/offices_and_units/ltc/research/reflection_for_learning_studen

t_competition/

Regards,

Vanessa

--

Dr Vanessa Fredericks

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The competition announced in Table 8.1 presented the instructor/researcher with the

challenge to creatively display his own conceptualization of leadership. We will show in

section 8.3 of this chapter how such a creative display (i.e., Figure 8.1) may function as a means for leadership training, publication, and self-promotion in a leadership conceptualization cycle. In the next sub-section (8.2.2), we examine the definition of leadership in Figure 8.1.

8.2.2   Why does the instructor/researcher define leadership as he does in Figure 8.1?

In our efforts to understand the leadership conceptualization process of the instructor/researcher, we investigated why leadership is defined in Figure 8.1 as "making real a vision in collaboration with others." In our investigation, the following connections between Part 1 of this thesis and Figure 8.1 emerged. In Chapter 2, leadership is often conceptualized as an influence relationship. Accordingly, in formulating Figure 8.1 for submission to the Reflective Practice Group competition at Macquarie University, the instructor/researcher asked himself: "Why is the leader influencing others?" Further, in his organizational leadership seminars, the instructor/researcher had been teaching the concept of "buy in" (or getting stakeholder agreement) to his students. From such a perspective, the instructor/researcher was also asking himself: "Why do leaders strive to or need to get buy in?"

The answer to this question about getting "buy in" was apparent in the conceptualizations of leadership of the 20 leaders in Part 1 of this thesis. In particular, the definitions of leadership provided by Leaders 13 and 17 were relevant to the creation of Figure 8.1.[271]

● Leader 13: "Leadership is an influence relationship between leaders and followers who intend real changes that reflect their mutual purposes."

● Leader 17: Leadership is "the act of trying to shape the future with the aid of others."

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[271] See Chapter 6 for definitions of leadership of the 20 leaders.

The "real changes" and "the future" in these two definitions refer to the vision of the leader or to a shared vision (of the leader and other stakeholders). In the definitions of leadership provided by Leaders 13 and 17, the leader together with others is striving to achieve the vision.[272]

In order to focus upon and clarify the inputs into the definition of leadership in Figure 8.1, we expand upon the material presented in Chapter 7 of this thesis in the following paragraphs. As we indicated in section 7.4 of Chapter 7: "This personal conceptualization of leadership [in Figure 1] also incorporated the instructor[/researcher]'s understanding of and engagement in high profile leadership roles…in TESOL International Association." In one of the two roles, he was creating *and* achieving a vision, but in the second role, he was creating *but not* achieving the vision. The second role is described in TESOL International Association (2014a, pp. 7-8)[273] as follows:

> After deciding to launch the midlevel governance review, the board decided to appoint a task force of leaders to conduct it. In identifying candidates to serve on the task force, the Executive Committee decided that, rather than employing a *constituency-based approach* (i.e., with members representing different groups within the association), they would employ a *competency-based approach* to find the individuals with the right qualities to execute this important task. To that end, a series of questions was developed to identify potential candidates to serve:
>
> *Questions for Candidates for the Governance Review Task Force*
>
> 1. Has the candidate demonstrated a strategic level of thinking?
> 2. Has the candidate demonstrated basic leadership skills (not the ability to manage, but the ability to lead)?

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[272] The instructor/researcher had also been teaching students in the organizational leadership seminars about the concept of buy in (i.e., stakeholder agreement) to *achieve* the vision.

[273] The highlighting of the text was added.

3. What has the candidate done to show that he/she can move people and an organization in the right direction?

4. Does the candidate understand association governance (structure, process, culture)?

In assembling the task force, the Executive Committee also wanted to ensure a group with a diversity of leadership experience in the association, including former board members, interest section leaders, and affiliate leaders. In the third quarter of 2012, the following individuals were appointed to serve on the GRTF:

- Brock Brady, Kensington, Maryland, USA (Chair)
- Misty Adoniou, Watson, ACT, Australia
- Kevin Knight, Kawasaki, Japan
- Joe McVeigh, Middlebury, Vermont, USA
- Denise Murray, San Jose, California, USA
- Allison Rainville, Lunenburg, Massachusetts USA
- Renate Tilson, Toronto, Ontario, Canada

Suzanne Panferov was appointed board liaison and John Segota staff liaison.

In June 2013, Denise Murray became the chair of the GRTF after Brock Brady resigned because of professional obligations. At that same time, Suzanne Panferov was appointed to serve as a full member of the task force.

The instructor/researcher was selected for this GRTF role based on his leadership performance in his first role as Chair of the ESP Interest Section. The highlighted section of the quotation above shows that the instructor/researcher was recognized by leaders in TESOL to be a leader himself. We note that such recognition was of importance to the instructor/researcher because it provided credibility and self-confidence for talking about his own leadership conceptualization to his students; i.e., he was justified in talking about leadership from his *own* perspective as a leader. Further, with his students in the organizational seminars, he could share his own experience of *becoming a leader in the eyes of others*. Such knowledge of shaping one's leadership role would possibly be of value to the students in their future leadership roles.

In an extract from a "thank you" letter from the Executive Committee[274] of TESOL to the instructor/researcher in recognition of his leadership role on the GRTF, we highlight the reference to *creating a vision*:

> For the past two years, you have voluntarily spent enormous amounts of time creating a vision of effective governance, collecting and analyzing data from various stakeholders, and developed different options for the Board to consider.

From the perspective of the instructor/researcher, such personal experiences of leadership (i.e., creating and achieving visions) became part of his leadership conceptualization process. Such leadership experiences grounded what he had been learning about leadership, both from his leadership literature review and from his interviews of the 20 leaders as described in Part 1 of this thesis.

In the next sub-section (8.2.3), we explore the image of hands and creative tension that appears directly below the definition of leadership in Figure 8.1.

8.2.3   Why is there an image of hands and creative tension in Figure 8.1?

The image of hands and creative tension in Figure 8.1 has its origin in a drawing in a text that the instructor had seen almost two decades earlier as explained below in this sub-section (8.2.3). The rules of the Reflective Practice Group competition caused the instructor/researcher to reproduce and adapt such a drawing of hands and creative tension for Figure 8.1. Specifically, the competition rules limited the number of words that could be used in Figure 8.1. The use of images and/or video was encouraged.[275]

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[274] The letter was signed by the four members of the Executive Committee: The President, President-Elect, Past President, and the Executive Director.
[275] The webpage providing the details has been removed.

We explain below how the reflection of the instructor/researcher conducted in the writing of this chapter (8) of this thesis led to the identification of the source of that image of hands and creative tension in Figure 8.1. The image of the hands and a rubber band in Figure 8.1 has its origin in Senge (1990a,b; 2006). Senge (1990b, p. 9) describes "creative tension" as follows:

> Leadership in a learning organization starts with the principle of creative tension. Creative tension comes from seeing clearly where we want to be, our "vision," and telling the truth about where we are, our "current reality." The gap between the two generates a natural tension…Creative tension can be resolved in two basic ways: by raising current reality toward the vision, or by lowering the vision toward current reality. Individuals, groups, and organizations who learn how to work with creative tension learn how to use the energy it generates to move reality more reliably toward their visions.

In Senge (1990b, p. 9), the quotation above is accompanied by a drawing of two hands, palms facing downwards. The right hand is above the left hand. There is a rubber band being stretched by the two hands. (The rubber band represents the creative tension.) Next to the right hand is the label of *Vision*. Next to the left hand is the label of *Current Reality*.[276]

In conceptualizing leadership, however, the Senge (1990b) figure of creative tension was limited (in the instructor/researcher's opinion) in that it could be applied to individual goals, such as improving one's English language proficiency or running a marathon. In the

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[276] At the time that Figure 1 was created for the Reflective Practice Group competition at Macquarie University, the researcher/instructor did not recall the origin of the hands and rubber band analogy. However, for this chapter in the thesis, the instructor/researcher conducted research to identify the origin of the image and realized that he had first taught years ago this idea of creative tension to his adult students using an actual rubber band. In a staff photo at Kanda Gaigo Career College, the instructor/researcher held a copy of Senge's (1990a) *The Fifth Discipline*, but the photo is no longer in existence. (The instructor/researcher began to work in KGCC in April 1996 – See Chapter 1 of this thesis.) In this case, the idea of creative tension, which the instructor/researcher had adopted as his own, became part of the instructor/researcher's conceptualization of leadership. See footnote 32 of this thesis for a description of creative tension in Senge (1990a, 2006).

instructor/researcher's mind, creative tension was a part of leadership, but leadership involved influencing and collaborating with others; specifically, leadership was a creative activity that involved the leader(s) and other stakeholders attempting together to try to achieve the vision.

A photo of the instructor/researcher's hands was taken because it was easier and faster to take a photo with an iPhone than to draw a picture. Such details of the leadership conceptualization process as those described above have the potential to clarify *why* a conceptualization of leadership was created in a certain way.

In the following sub-section (8.2.4), we investigate the stick figures that appear directly below the image of hands and creative tension in Figure 8.1.

8.2.4   Why are the stick figures used in Figure 8.1?

Our investigation of why stick figures are used in Figure 8.1 reveals that the instructor/researcher had intended the stick figures to be seen as conducting multiple actions, which we explain in this sub-section (8.2.4).[277] The stick figures represent the stakeholders including the leader(s) and the follower(s). They share the same vision and are striving to achieve that vision. The instructor/researcher was also thinking of placing bi-directional arrows in between the stick figures to indicate that the stick figures representing the various stakeholders were influencing each other.[278] Further, the stick figures are presented as pushing the bottom hand upward. The instructor/researcher had thought that the stick figures could also be seen as holding on to the lower hand to prevent it from going upward when the stakeholders do not all buy into the vision. It was easier to find stick figures on the Internet

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[277] The instructor/researcher explained such actions when describing Figure 8.1 to students in his organizational leadership seminar.
[278] The arrows were not added because the instructor/researcher wanted to keep the picture simple.

than to create original stick figures. The stick figures are in the public domain, and a URL to this effect was required by the Macquarie Reflective Practice Group.

In the next sub-section (8.2.5), we examine the note under the images of the hands and stick figures in Figure 8.1.

8.2.5   Why is there a note under the image in Figure 8.1?

In Table 8.1, the instructions in the invitation to participate in the Reflective Practice Group contest require that an applicant "demonstrate [his/her] reflection for learning." From the perspective of the instructor/researcher, the note in Figure 8.1 conveyed that the instructor/researcher had learned about and reflected on the conceptualization of leadership while engaging in various activities, which included the following:

1. Reading about leadership. (See Chapter 2 of this thesis.)
2. Interviewing leaders. (See Chapter 3 of this thesis.)
3. Analyzing the interview data. (See Chapters 4 to 6 of this thesis.)
4. Teaching leadership. (See Chapter 7 of this thesis.)
5. Engaging in leadership activities. (See Chapter 7 of this thesis.)

Figure 8.1 allows only a limited view of the leadership conceptualization process of the instructor/researcher. Accordingly, we consider our reflective Q/A analysis that generated the chapter references above to be helpful for understanding the various inputs into the creation of Figure 8.1.

In the next sub-section (8.2.6), we explore how Figure 8.1 has been used by the instructor/researcher. In that sub-section, we will focus on how such *use* of Figure 8.1 has influenced the leadership conceptualization process of the instructor/researcher.

8.2.6   How has Figure 8.1 been used by the instructor/researcher since its creation?

In this sub-section (8.2.6), we show how Figure 8.1 has contributed to the *leadership conceptualization cycle* of the instructor/researcher discussed in sub-section 8.3.2 of this chapter (8). Figure 8.1 has been used by the instructor/researcher in three primary ways:

1. A TESOL Blog post[279]

2. A visual aid in the organizational leadership seminars

3. A visual aid in publications including this thesis

In what follows in this sub-section (8.2.6), we will describe specifically the three uses of Figure 8.1 outlined above.

First, a TESOL Blog post was written after Figure 8.1 had been submitted to the Reflective Practice Group competition. (See Table 8.2.)[280]

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[279] TESOL stands for TESOL International Association (http://www.tesol.org/). The instructor/researcher is engaged in a year-long agreement with TESOL to be an official Blogger on the topic of English for specific purposes (ESP). The instructor/researcher's archive of TESOL Blogs can be accessed at http://blog.tesol.org/tag/kevin-knight/.
[280] Section 7.3 of Chapter 7 contains an extract from the TESOL Blog post in Table 8.2.

Table 8.2 Extract from TESOL Blog post on leadership

Looking at Communication Through a Leadership Lens

Posted on **3 December 2013** by **Kevin Knight**

Hello, ESPers worldwide!

I have recently been looking at the world through a lens of leadership. As I view people communicating, I adapt the classic research question of "What is going on here?" (See the "thick description" of Geertz) into another question: What is it that is being created here? In other words, what is the vision of the future that is being created or achieved through the talk, etc. (e.g., semiotics)?

As a researcher of professional communication, I recognize that many different conceptualizations of leadership exist. For me personally, however, I like to view leadership as a communication process consisting of two parts: 1) communicating to create a vision and 2) communicating to achieve a vision. Leadership is considered by many to be an "influence relationship," and in my personal conceptualization of leadership, leadership would involve influencing others through communication associated with the goals of part 1 and part 2.

Viewing leadership in this way also facilitates the teaching of those communication skills that would be used to create a shared vision and to motivate others to achieve a shared vision. I write the following about teaching leadership in the forthcoming *KUIS Journal* (2014):

> Samuel Bacharach, the McKelvey-Grant Professor of Organizational Behavior at Cornell University, states the following about leadership development (2013, CornellCast):

> *What drives me is a simple belief....Leadership is something we can teach. The way I look at leadership, it's leadership with a small 'l' – a series of micro skills that actually can be taught....In fact, throughout our society in every organization, everyone has to lead. In this day and age, everyone has to be a change agent. Everyone has to be pushing agenda. So in that sense, we can't afford the luxury of leadership with a big 'L.'*

> If leadership is conceived as an influence relationship (at any level), then certainly the skills and actions needed to influence others depend upon the situation.

- See more at: http://blog.tesol.org/looking-at-communication-through-a-leadership-lens/#sthash.pv1csuRt.dpuf

In Table 8.2, leadership was framed by the instructor/researcher for readers of the TESOL Blog post on the topic of ESP; i.e., the conceptualization of leadership in Figure 8.1 was framed for teachers of ESP. In this way, the conceptualization of leadership in Figure 8.1 was transformed into the conceptualization of leadership in the TESOL Blog.

Second, Figure 8.1 was printed out and given to each of the Group 1 students in the organizational leadership seminar. The instructor/researcher had avoided sharing with his students his personal conceptualization of leadership because he wanted the students to "discover" leadership on their own. The instructor/researcher, however, believed that his personal conceptualization of leadership in Figure 8.1 could help the Group 1 students to better understand why they had been asked to do projects.[281]

Third, Figure 8.1 has been used in Knight and Candlin (in press) and for this thesis in Chapters 7 and 8. (In connection with Knight and Candlin (in press), see Figure 8.2, which is an adaptation of Figure 8.1 for that publication.)

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[281] See Tables 7.21 and 7.22 in Chapter 7 for information about student projects.

Figure 8.2 Adaptation of Figure 8.1 for publication in Knight and Candlin (in press)[282]
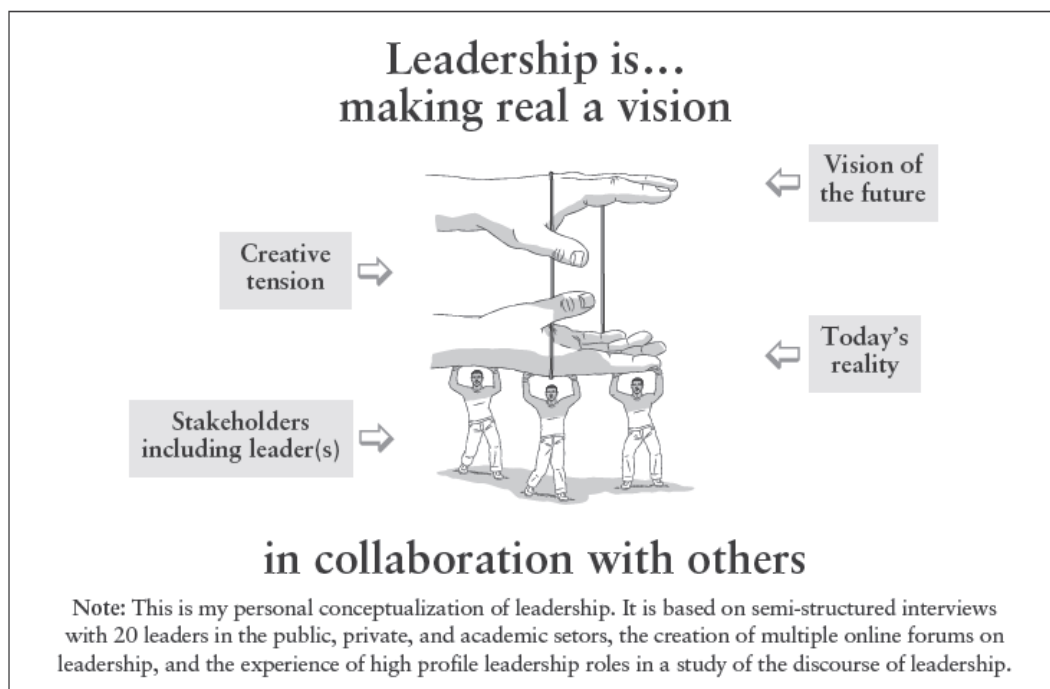
Figure 8.2 is the resemitiozed version of Figure 8.1. Footnote 175 in Chapter 6 (replicated

below) is relevant to such resemiotization:

> In connection with resemiotization, Iedema (2003, p. 47) writes: "Transposition
> between different semiotics inevitably introduces a discrepancy that 'goes or points
> beyond' (metaphorical) the original." Further, as Lemke (1998) writes: "Every time
> we make meaning by reading a text or interpreting a graph or picture we do so by
> connecting the symbols at hand to other texts and other images read, heard, seen, or
> imagined on other occasions (the principle of general *intertextuality*; cf. Lemke 1985,
> 1992, 1995a). Which connections we make (what kind and to which other texts and
> images) is partly individual, but also characteristic of our society and our place in it:
> our age, gender, economic class, affiliation groups, family traditions, cultures and
> subcultures."

Figure 8.2 "goes beyond" Figure 8.1 in the following ways. Figure 8.2 communicates through

the illustrations of the three men (not women), their clothing, physiques, and postures that

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[282] The illustration was produced by the publisher.

creation requires significant effort and strength; i.e., change is difficult to achieve. Figure 8.1 did not necessarily depict (or emphasize), through *stick figures*, the following: 1) the gender of the leader(s) and other stakeholders, 2) the necessity for such effort and strength, and 3) the implication that change is difficult to achieve.

The creation of Figure 8.1 and the related TESOL Blog post in Table 8.2 led to a transformation in the instructor/researcher's teaching of leadership. The instructor/researcher became focused on providing students with the skills to create and to achieve visions as we explained earlier in section 7.7 of Chapter 7.

The conceptualizations of leadership in Figure 8.1 and in Table 8.2 led to the conceptualization of leadership development in Figure 7.30 in Chapter 7 (replicated below as Figure 8.3 in this chapter).

Figure 8.3 Leadership development conceptualization of instructor[283]

As we explain in section 7.7 of the previous chapter (7), the components in the outer circles in Figure 8.3 became the ways in which students learned to create and to achieve visions. In view of Figure 8.3 above, the instructor/researcher began to explain leadership, as conceptualized in Figure 8.1, *in terms of* the outer circles in Figure 8.3. For example, the instructor/researcher talked about creating and achieving a vision in connection with the content of an EBC course, a leadership project, a student's job, etc. Such framing of leadership for the purpose of leadership development became part of the instructor's leadership conceptualization cycle as described in the next section (8.3) of this chapter.

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[283] Adapted from Knight (2014d).

8.3 Promotion of the instructor/researcher's conceptualizations of leadership

In this section (8.3) of the chapter, we explore the *promotion* of the instructor/researcher's conceptualization of leadership in the following two sub-sections (8.3.1 – 8.3.2):

- 8.3.1 Historical background of conceptualizations of leadership of the instructor/researcher
- 8.3.2 The leadership conceptualization cycle

In these two sub-sections (8.3.1 – 8.3.2), we will show how our *self-reflective analysis of Figure 8.1*, which we started in section 8.1 of this chapter, leads to the discovery of the leadership conceptualization cycle of the instructor researcher revealed in sub-section 8.3.2.

In section 8.2 of this chapter (8) and in Chapter 7, we identified three types of publications in which the instructor/researcher wrote about conceptualizations of leadership and leadership development:

- Scholarly publications (i.e., journals and books)
- TESOL Blog posts
- Online forums on leadership

These three types of publications required the instructor/researcher to frame the conceptualization of leadership for different readers. Further, the conceptualizations of leadership were based on different content. (See Table 8.3.)

Table 8.3 Publications and conceptualizations of leadership of the instructor/researcher

Type of publication	Content	Conceptualizations of leadership
Scholarly publications (journal articles and book chapters)	KUIS program development	• Business consultant persuading leaders of British Hills to accept recommendations of the consultant • Leadership conceptualization in Figure 8.1 • Leadership conceptualization in Table 8.2 • Leadership development conceptualization in Figure 3
TESOL Blog	KUIS program development	• Leadership conceptualization in Table 8.2
Online forums on leadership	Extracts from interview data with the 20 leaders	• Leadership conceptualization in Figure 8.1 • Leadership conceptualization in Table 8.2

Why did the instructor/researcher present conceptualizations of leadership in the types of publications listed in Table 8.3? The answer to this question provides additional insights into the conceptualization process of the instructor/researcher. Accordingly, we first note that the conceptualizations of leadership in Table 8.3 were presented in the context of success stories.[284] Further, leadership was framed by the instructor/researcher in a way that

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[284] In this connection, the S.T.A.R./C.A.R. frameworks can be used to communicate such success stories.

corresponded to the success stories. In order to understand the reason why leadership was framed by the instructor/researcher in such a way, we consider the guiding questions in a nexus analysis in Table 7.1 of Chapter 7 also replicated below in Table 8.4 of this chapter (8).

Table 8.4[285] **Guiding questions in nexus analysis (Adapted from Scollon & Scollon, 2004, pp. 173 - 175)**

	Types of interrogation of the data	Guiding questions
1	*Critical Discourse Analysis*	*How are social power interests produced [and reproduced] in this discourse?*
2	*Interactional sociolinguistics*	*What positions and alignments are participants taking up in relationship to each other, to the discourses in which they are involved, the places in which these discourses occur, and to the mediational means they are using, and the mediated actions which they are taking?*
3	*Linguistic anthropology*	*How are sociocultural or historical thought or cultural patterns [expressed] in the language and its genres and registers providing a template for the mediated actions of participants in the nexus of practice?*

In view of the guiding questions in Table 8.4, the following historical background of conceptualizations of leadership of the instructor/researcher in sub-section 8.3.1 clarifies why the leadership conceptualizations of the instructor/researcher in Table 8.3 were created. In addition, in sub-section 8.3.1, other inputs in the leadership conceptualization process of the instructor/researcher are revealed.

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[285] Table 8.4 in this chapter is a replication of Table 7.1 in Chapter 7.

8.3.1 Historical background of conceptualizations of leadership of the instructor/researcher

In our exploration of the leadership conceptualization process of the instructor/researcher in this sub-section (8.3.1), we focus primarily on the period of time that the instructor/researcher has been employed by the Sano Educational Foundation; i.e., April 1996 to the present.[286] Our aim is to show how aspects of the leadership conceptualizations of the instructor/researcher can be discovered in publications written at such a time in his career. Further, in connection with such investigation of the publications of the instructor/researcher, our approach reveals his motivational relevancies. The revelation of such motivational relevancies through our approach illuminates the leadership conceptualization process of the instructor/researcher.

From April 1996 to March 2006, the instructor/researcher worked as a faculty administrator, program developer, and trainer at Kanda Gaigo Career College (KGCC) in Tokyo, Japan. At KGCC, the instructor/researcher was primarily involved with the creation and implementation of corporate training programs. In April 2006, the instructor/researcher was transferred to the Career Education Center of Kanda University of International Studies (KUIS) as a program developer and lecturer.[287]

As we described in Chapter 7, the instructor/researcher created and taught a year-long business internship class at KUIS where the students acted as business consultants in a simulated company titled Kevin's Company. Further, the instructor/researcher created three career development courses: 1) Management, 2) Marketing, and 3) Business

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[286] See Chapter 1 of this thesis for information about the instructor/researcher's work with Sony which led to his recruitment by Kanda Gaigo Career College.
[287] KGCC and KUIS are two of six institutions in the Sano Educational Foundation. The others are Kanda Institute of Foreign Languages (KIFL), Kanda Gaigo Kids Club, Kanda Gaigo Associates International (KGAI), and British Hills (BH). (See section 7.3 of Chapter 7.)

Communication.[288] In connection with such program development at KUIS, the

instructor/researcher was advised by his supervisor in the KUIS Career Education Center to

make presentations and to publish articles. Program development at KUIS therefore became

the topic of numerous articles and presentations of the instructor/researcher. (See Table 8.5.)

Table 8.5 Publications and presentations of researcher/instructor in KUIS faculty achievement report page[289]

	Topic	Number of academic papers	Number of oral presentations	Dates
1	Motivating/empowering learners	1	5	2002, 2003, 2005, 2007
2	Professional development for ESP trainers	3	6	2004, 2010, 2011, 2012, 2013
3	Kevin's Company / Business internship program	4	10	2006, 2008, 2009, 2010, 2011, 2012, 2013
4	Career development courses at KUIS	3	1	2010, 2011, 2012
5	Self-access learning	1	1	2010, 2011
6	Online forum for leadership development of KUIS students	1	3	2011, 2012, 2013, 2014
7	EBC courses at KUIS	1	0	2014
8	TESOL Governance Review Task Force	1	1	2014

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[288] These courses also provided content for the EBC courses described in Chapter 7.
[289] The faculty achievement report page is for the listing of achievements in the following categories: Academic papers, Published books, Translation works, Oral presentations, Research activities, Other activities, Extra-curricular activities, Educational activities, and Social activities. These achievements may be reported by the KUIS administration to the Government of Japan. Knight and Candlin (in press) is not listed at this time. TESOL Blog posts, newsletter articles, etc. are recorded on the faculty achievement page but are not included in Table 8.5 as they are considered to be Other activities.

In our investigation of the leadership conceptualization process of the instructor/researcher, we note that the publications and presentations in Table 8.5 above contain ideas that appear in the leadership conceptualization in Figure 8.1. In the following paragraphs of this sub-section (8.3.1), we identify such ideas in our exploration of some of the publications in Table 8.5. For example, in Table 8.5, Knight (2003) is concerned with the motivating and empowering of learners. Further, Knight (2003, p. 54) below is reflected in the leadership conceptualization in Figure 8.1:

> In the corporate training field, significant ideas about achieving success abound: Robbins, a peak performance trainer, writes in his Personal Power II training program workbook that "[people] will do far more to avoid pain than [they] will to gain pleasure" and has his program participants change what they "link pain and pleasure to in order to change [their] behavior" (p. 8, Robbins, 1996); Peters, the business guru, attributes the following quote about achieving one-minute excellence to IBM founder Thomas Watson: "If you want to achieve excellence… you can get there today. As of this second, quit doing less-than-excellent work" (p. 1, Peters, 1994); regarding achieving success, the management consultant Heller writes that "[once] you have assessed yourself and have a realistic understanding of your abilities, you need to form a vision of significant but attainable aims. The great men and women of history all had a sense of vision and mission" (p. 8, Heller, 1999).

The highlighted section of the quotation above shows that the instructor/researcher was aware of the importance of the vision for achieving success.[290] In regard to learner motivation (Knight, 2003, p. 55) adds:

> The current spirit in motivational psychology is characterized by the cognitive approach, which places the focus on how the individual's conscious attitudes, thoughts, beliefs, and interpretation of events influence their behavior (i.e. how mental processes are transformed into action) (Dornyei, 2001). This approach is particularly important

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[290] In view of Senge (1990a,b; 2006), Robbins (1996), etc. the instructor/researcher was aware of the vision as being important for achieving any goal.

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in Japan where students are notorious for being unmotivated to the point of apathy (McVeigh, 2001).

Good and Brophy, regarding how to maintain students' success expectations, state

> …the expectancy aspects of student motivation depend less on the degree of objective success students achieve than on how they view their performance: what they see as possible for them to achieve with reasonable effort, whether they define this level of achievement as successful or not, and whether they contribute their performance to controllable factors (e.g., effort, learning effective strategies) or to uncontrollable factors (e.g., fixed general ability, luck) (p. 378, Good and Brophy, 1995).

Therefore, no matter the students' ability, their motivation—even the most unmotivated—can be activated and excelled by their teachers. Empty reassurances will not be sufficient, but a combination of appropriately challenging interactive group tasks designed to make the student see that success can be achieved with reasonable effort can be effective.

The instructor/researcher's beliefs concerning learner development, as expressed above, carried over to his conceptualization of leader development in Table 8.2 of this chapter; i.e., leadership is something that can be learned.[291]

When the instructor/researcher began to work in KUIS, a common theme appeared in Knight (2008) and Knight (2010): preparing students for employment. In connection with global competencies, Knight (2008, p. 2) writes:

> Given the rapid onset of globalization, the advancement of technology, and the necessity of a competent workforce for the well-being of a nation, the following two questions are relevant:
> (1) What do students need in order to become successful members of the workforce upon graduation?

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[291] See Example 6, which is about creating the learning organization, in section 8.3 of this chapter (8).

(2) How should students be prepared?

In the literature, these two questions have been answered in various ways, but the answers usually refer to the "knowledge, attitudes, and skills" that are associated with global competency.

Knight (2008) is the publication that introduces Kevin's Company as a means for helping students to acquire skills through project-based learning. Knight (2010) focuses on leadership development within Kevin's Company.[292] The conceptualization of leadership in Knight (2010) was based on the leadership development and training provided for the Federal Government by the United States Office of Personnel Management (OPM). Knight (2010, p. 49) writes that the "OPM's leadership curriculum is based on a Leadership Competency Framework consisting of 28 competencies divided into six areas: Fundamental Competencies and five Executive Core Qualifications (ECQs)." See Table 8.6 below, which is a replication of Table 3 in Knight (2010, p. 250).

Table 8.6 Executive core qualifications (ECQs) and leadership competencies

Fundamental Competencies and ECQs	Competencies
Fundamental Competencies	- Interpersonal skills - Oral communication - Continual Learning - Written Communication - Integrity/Honesty - Public Service Motivation
ECQ 1. Leading Change	- Creativity and Innovation - External Awareness - Flexibility - Resilience - Strategic Thinking

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[292] The instructor/researcher had started his doctoral studies in leadership discourse at the time Knight (2010) was written. The researcher/instructor's doctoral studies therefore influenced the focus on leadership in Kevin's Company.

	●	Vision
ECQ 2. Leading People	●	Conflict Management
	●	Leveraging Diversity
	●	Developing Others
	●	Team Building
ECQ 3. Results Driven	●	Accountability
	●	Customer Service
	●	Decisiveness
	●	Entrepreneurship
	●	Problem Solving
	●	Technical Credibility
ECQ 4. Business Acumen	●	Financial Management
	●	Human Capital Management
	●	Technology Management
ECQ 5. Building Coalitions	●	Partnering
	●	Political Savvy
	●	Influencing/Negotiating

In the light of Table 8.6, the instructor/researcher conceptualized leadership as consisting of competencies that could be taught to students. The EBC courses described in Chapter 7 were created with such competencies in mind. Further, as described in sub-section 7.3.3 of Chapter 7, the EBC courses were designed in such a way that the learners could visualize themselves as performing in the roles of employee, manager, business owner, and business founder.

During the semi-structured interviews with the 20 leaders described in Part 1 of this thesis, the instructor/researcher was striving to define leadership in a way that was clear and could be taught to learners. From the interviews with the 20 leaders, the conceptualization of leadership of the instructor/researcher came to include the following points. (Leaders who influenced the instructor/researcher appear in parentheses below.):

1. Leadership is an official/unofficial role/performance. (Leader 9)

2. Leadership involves obtaining stakeholder agreement or buy in. (Multiple leaders)

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3. Leadership is created at the point that others act to follow the leader. (Leaders 15, 17)

4. An individual can develop personal expertise, but that is not leadership. Such personal expertise or technical competence forms the basis for leading others. (Leaders 15, 20)

From the interviews with the 20 leaders, the instructor/researcher came to consider "buy in" to be a core concept of leadership; accordingly, Fairhurst (2011), with its focus on framing as the language of leadership, became an important resource for teaching the organizational leadership seminars at KUIS.

Fairhurst (2011) contained information that the instructor/researcher drew upon in explaining to his students how to obtain buy in. As we discussed in section 8.2 of this chapter, the teaching of the concept of buy in contributed to the creation of Figure 8.1 and Table 8.2 in this chapter. In Figure 8.1, the following concepts were merged:

1. The use of imaging to achieve a personal goal or vision[293]

2. The leader's involvement of others to achieve a personal or shared goal or vision.

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[293] Senge (2006, pp. 139-140) describes "holding creative tension" as follows: "People often have great difficulty talking about their visions, even when their visions are clear. Why? Because we are acutely aware of the gaps between our vision and reality….These gaps can make a vision seem unrealistic of fanciful. They can discourage us or make us feel hopeless. But the gap between vision and current reality is also a source of energy. If there was no gap, there would be no need for any action to move toward the vision. Indeed, the gap is *the* source of creative energy. We call this gap *creative tension*. Imagine a rubber band, stretched between your vision and current reality. When stretched, the rubber band creates tension, representing the tension between vision and current reality. What does tension seek? Resolution or release. There are only two possible ways for the tension to resolve itself: pull reality toward the vision or pull the vision toward reality. Which occurs will depend on whether we hold steady to the vision." Further, a web advertisement for Robbins' *Personal Power II (30th Anniversary Edition)* (2006) discusses vision and the creation of reality as follows: "Master the three main elements to create an extraordinary quality of life: 1) a clear and compelling vision for the lives we desire, 2) the knowledge of the tools and resources that can get us there, and 3) the resolve to unlock what's been blocking us and unleash our power to move toward what we desire most." (See http://www.amazon.com/Personal-Power-30th-Anniversary-Edition/dp/B0039P04F4)

From the merging of these two concepts, leadership came to be conceptualized by the instructor/researcher as a "creative act"; i.e., leadership involves creating something in collaboration with others.

The process of creation is described in the instructor/researcher's conceptualization of leadership in Table 8.2; i.e., leadership is communicating to create a vision and/or to achieve a vision. Leadership therefore is conceptualized by the instructor/researcher as influencing others through communication to achieve a vision. In conceptualizing leadership, the instructor/researcher expanded the act of personal creation to include others in the creation process as we note in subsection 8.2.3.

In the next sub-section, we explain how our investigation of the promotion of the instructor/researcher's conceptualizations of leadership in this sub-section (8.3.1) led to our identification of his leadership conceptualization cycle.

8.3.2 The leadership conceptualization cycle

In view of the previous sections and sub-sections of this chapter, we argue in this sub-section (8.3.2) that the conceptualizations of leadership of the instructor/researcher were generated through a cycle of *experience*, *reflection*, and *framing*. We have named this cycle the *leadership conceptualization cycle*.[294] (See Figure 8.4.) In what follows in this sub-section

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[294] We find the leadership conceptualization cycle in Figure 8.4 to be similar to what Goby and Nickerson (2014, pp. 10-11) quote Ng, Van Dyne, and Ang (2009) as calling the four stages of experiential learning: "Cultural literacy is defined 'as a moderator that enhances the likelihood that individuals on international assignments will actively engage in the four stages of experiential learning (experience, reflect, conceptualize, experiment), which in turn leads to global leadership self-efficacy, ethno-relative attitudes toward other cultures, accurate mental models of leadership across cultures, and flexibility of leadership styles' (Ng, Van Dyne, Ang 2009). Currently academics are attempting to investigate and disseminate knowledge relating to cultural literacy as a means to tackle 'the practical realities of globalization' (Ang et al. 2007: 337)."

(8.3.2), we explain and explore the leadership conceptualization cycle of the instructor/researcher in order to provide a more detailed understanding of his leadership conceptualization process. In our investigation, we will draw upon various publications of the instructor/researcher, including TESOL Blog posts, to show how his conceptualizations of leadership were constructed by means of the leadership conceptualization cycle and connected to his teaching of leadership to KUIS students.

Figure 8.4 Instructor/researcher's leadership conceptualization cycle
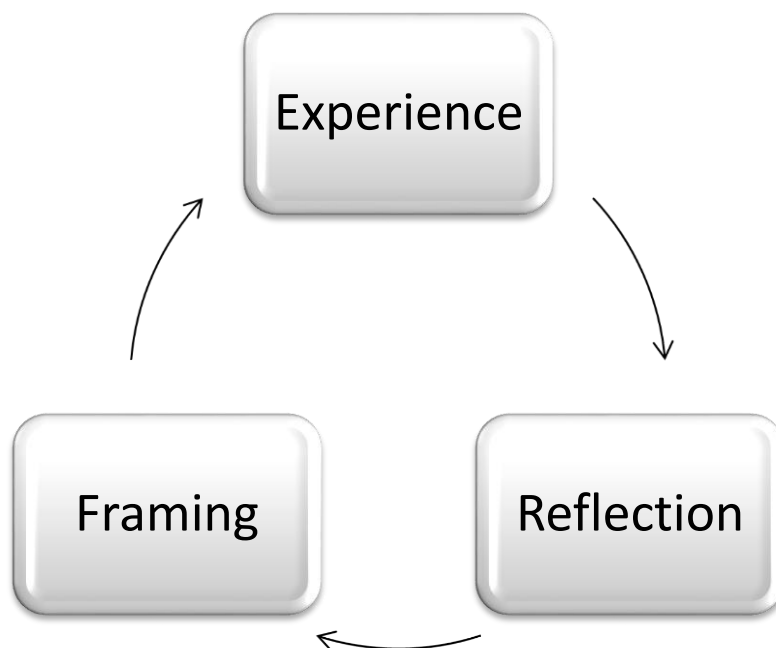
We provide descriptions below of the components of Figure 8.4 above:

- *Experience* in Figure 8.4 refers to leadership-related study, research, teaching, self-development, and performance of the instructor/researcher.

- *Reflection* describes the instructor/researcher's reflection on a leadership

  conceptualization in his role as a reflective practitioner.[295]

- *Framing* refers to the framing of a leadership conceptualization of the

  instructor/researcher in various contexts and sites of engagement for different purposes

  and audiences; e.g., TESOL Blog post, teaching, presentation, etc.

The leadership conceptualization cycle in Figure 8.4 is driven by the pressure on and

opportunity for the instructor/researcher to learn, teach, publish and present

conceptualizations of leadership and leadership development. Publication and presentation is

often a requirement for promotion of lecturers and other faculty in a university in general and

at KUIS in particular. Further, the topic of such publications and presentations may be

concerned with and based upon classroom activities and/or the findings of classroom research.

For such reasons, the instructor/researcher's conceptualizations of leadership and of

leadership development become further adapted to meet his student's needs.

Eight (8) examples of how leadership conceptualizations were adapted for the teaching of

leadership to KUIS IBC students and to TESOL ESP practitioners (i.e., the

instructor/researcher's peers) appear in the following parts of this sub-section (8.3.2):

1. An approach for teaching business case studies

2. Content in a midterm examination

3. Explaining the importance of leadership projects

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[295] Curtis and Szesztay (2005) write that "according to Gelter (2003), 'reflection seems not to be a spontaneous everyday activity in our professions or everyday life' (p. 337). Two reasons he gives for this are that: 'it is difficult to keep our consciousness focused on one thing for longer times' and 'focused reflection needs active effort and energy, and thus is not a spontaneous activity' (p. 337). Therefore, according to Gelter, 'reflective capacity . . . has to be learned and encouraged' (p. 337)." We would add that the writing of this chapter (8) in this thesis has been a means of increasing such reflective capacity of the instructor/researcher.

4. Preparing students for job interviews

5. Getting stakeholder agreement for achieving projects

6. Creating a learning organization

7. Promoting leadership communication

8. The relationship between leadership, risk taking, creativity, and expertise

These eight examples reveal additional influences, including the impact of the research and analysis of Part 1 of this thesis, on the leadership conceptualization process of the instructor/researcher.

Example 1. An approach for teaching business case studies

The first example is concerned with the teaching of business case studies from a leadership perspective. (See Table 8.7.)

Table 8.7 Extract from TESOL Blog post on teaching business case studies from a leadership perspective

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Teaching Business Case Studies From a Leadership Perspective

Posted on **22 April 2014** by **Kevin Knight**

Hello, ESPers worldwide!

In Japan, the school year starts in April. In one of my classes for undergraduate students in the International Business Career (IBC) major at Kanda University of International Studies (KUIS), I teach business case studies. I have been focused on teaching such case studies from a leadership perspective.

In my experience, business case studies are the stories of organizations with problems (or challenges). I try to get my students

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to learn leadership lessons from these stories.

In my TESOL Blog post in December 2013, I defined leadership as follows:
As a researcher of professional communication, I recognize that many different conceptualizations of leadership exist. For me personally, however, I like to view leadership as a communication process consisting of two parts: 1) communicating to create a vision and 2) communicating to achieve a vision. Leadership is considered by many to be an "influence relationship," and in my personal conceptualization of leadership, leadership would involve influencing others through communication associated with the goals of part 1 and part 2.

My personal conceptualization of leadership above has influenced the way that I teach business case studies.

In class, we go over the details of a business case study. As a graduate student, I personally experienced "cold calling." ("Cold calling" means that a student answers aloud the question of the teacher in class about one or more details of the case study being discussed. The students are graded on their individual responses. The students cannot use notes, etc. to answer the teacher's questions.) I like to use such a cold calling approach with my students for the following reasons:

- The students need to study the business case study before class.
- The students develop their skills to speak in English under pressure.
- The approach prepares students for a similar business case study class in the United States.

Among the questions that I ask my students are the following:

- What is the company in the business case study trying to do now?
- Who had the vision (or who created the goal)? How did they create that vision or goal?
- Who is trying to achieve the vision? How did they get stakeholder agreement?
- How are they trying to achieve that vision or goal?

In my approach to teaching business case studies, *leadership* is conceptualized as 1) influence, 2) action, and 3) change.

In personalizing a business case study lesson, I have found the following questions to be helpful:

- What would you do (or have done) in this situation?
- How would you get (or have gotten) it done?
- What lessons did you learn from this case study?

For ESPers, leadership involves influencing stakeholders. In this regard, I found an *American Society for Training and Development* (ASTD) blog post (Gautrey, June 11, 2013) to be interesting. In his post, Gautrey writes about "seven stakeholder management principles that, if followed, will move you faster toward your goals."

As ESPers, we need to train future leaders. We also need to develop our own leadership skills. Good luck!

- See more at: http://blog.tesol.org/teaching-business-case-studies-from-a-leadership-perspective/#sthash.sqIbVPtO.dpuf

In Table 8.7, the instructor/researcher has incorporated his personal conceptualization of leadership into the teaching of business case study content based on his personal experiences as an MBA and MPIA student.[296] Further, the instructor/researcher needed content for TESOL Blog posts, and classroom content such as that in Table 8.7 met the need for content appropriate for ESP practitioners.

Example 2. Content in a midterm examination

Our second example is concerned with a midterm examination given to EBC 2 students. In the midterm examination about three business case studies, the conceptualization of leadership of the instructor/researcher is reflected. (See Table 8.8.)

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[296] Leadership as conceptualized by the instructor/researcher is also apparent in the creation and teaching of business plans in EBC 4. (See Chapter 7.) Tim Berry, a business planning expert, writes on the bplans.com website (used in the EBC 4 class): "In its simplest form, a business plan is a guide—a roadmap for your business that outlines goals and details how you plan to achieve those goals." http://articles.bplans.com/writing-a-business-plan/what-is-a-business-plan

Table 8.8 Extract from EBC 2 examination on 20 May 2014

How can the Alibaba, Burger King, and Zara case studies help you as a leader in the future? Answer the questions in Part 1 and Part 2.

Part 1.

What problem/challenge/goal did each company have? What action did each company take? What was the result in each case?

Part 2.

You are a leader in a Japanese company. Explain how the three case studies could help you to do the following:

a. create a goal/vision for your company
b. achieve a goal/vision for your company

In Table 8.8, the S.T.A.R./C.A.R. format[297] appears in Part 1 of the EBC 2 midterm examination. Through such an examination, the students are being taught to think about leadership in terms of the instructor's conceptualization of leadership. In addition, they are being asked to tell leadership stories in the S.T.A.R./C.A.R. format.

Example 3. Explaining the importance of leadership projects

Figure 8.5 below is inspired by the instructor/researcher's drawing on the whiteboard in an organizational leadership seminar on 24 April 2014. The drawing was made to explain the importance of leadership projects for students in the organizational leadership seminars.

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[297] See Chapter 5 of this thesis.

Figure 8.5 Importance of leadership projects in achieving career goals
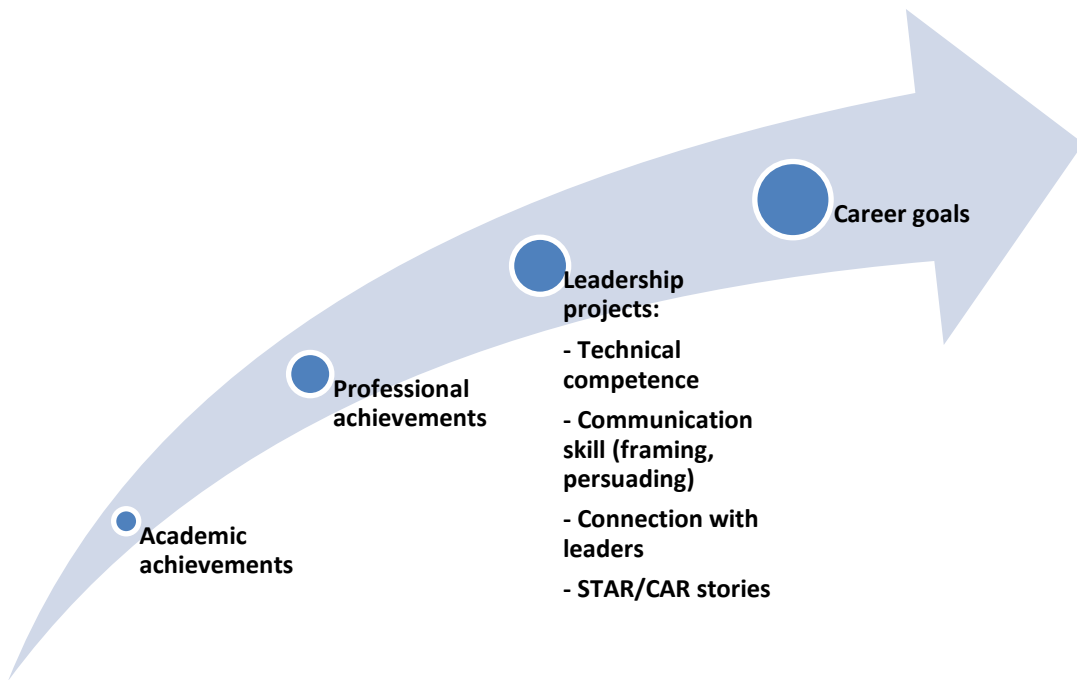
Figure 8.5 is an adaptation of the knowledge pyramid of *The Princeton Review of Japan*.[298]

The bottom section of the knowledge pyramid is a person's *personal and professional past*.

The top section of the knowledge pyramid is a person's *professional future*. The middle

section of the knowledge pyramid is a person's *academic future (MBA)*. In this connection,

Seidman (2001, p. 4) writes:

> If you have a complete knowledge pyramid, you can easily answer the three questions
> below.
> - Do you know how your past is a foundation for your future?
> - Do you know what you want to achieve professionally?
> - Do you know how an MBA will complete your preparation for your professional
>   future?

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[298] *The Princeton Review of Japan* (TPRJ) was changed to *AGOS Japan*. See
http://www.agos.co.jp/english/ The instructor/researcher had been employed as a Graduate
school/MBA admissions counselor at TPRJ.

In Figure 8.5, the *leadership projects* in the organizational leadership seminars become the middle section of the knowledge pyramid. The leadership projects are the means for students to acquire the following skills and connections that will move them toward their *career goals* (the top section of the knowledge pyramid):

1. Technical competence related to their career goals
2. Communication skills including framing and debate
3. Connections with leaders through leadership project related interviews, etc.
4. The creation of S.T.A.R./C.A.R. stories to tell in job interviews

The student's *academic achievements* and *professional achievements* to date in Figure 8.5 are equivalent to the bottom section of the knowledge pyramid.

In Figure 8.5, the instructor/researcher's conceptualization of leadership is adapted into a tool for students to use in achieving their career goals. From the instructor/researcher's perspective, the students need to learn how to take action to achieve change. Further, they need to be able to communicate in job interviews their S.T.A.R/C.A.R. stories of achieving change.

Example 4. Preparing students for job interviews

The conceptualization of leadership as "act" and "change" is emphasized in Table 8.9 below in the context of interview training. Table 8.9 contains a TESOL Blog post in which class activity and research from this thesis are connected.

Table 8.9 Extract from TESOL Blog post on leadership

ESP Interview Training: Identifying Leadership

Posted on **3 June 2014** by **Kevin Knight**

Hello, ESPers worldwide!

In an organizational leadership seminar that I teach at KUIS in Japan, we were looking closely at behavioral-based interview questions in the career guide of a large university in the United States. All of the questions seemed to be asking for examples of "leadership."

Consider the following nine questions from p. 26 of *The Triton Career Guide* (2013-2014 Edition) of the University of California, San Diego (UCSD).

1. *Describe a situation in which you saw a problem and took action to correct it.*
2. *Describe a time when you had to organize a project under a tight timeframe.*
3. *Tell me about a situation in which you used teamwork to solve a problem.*
4. *Give me an example of a time you had to deal with an irate customer/client.*
5. *Describe your leadership style and give me an example of a situation where you successfully led a group.*
6. *Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.*
7. *Give me an example of when you showed initiative and took the lead.*
8. *Give me a specific example of a time when you used good judgment and logic in solving a problem.*
9. *Give me an example of a time when you set a goal and were able to meet or achieve it.*

Now, let's look at how leadership is conceptualized. Liu (2010) had *Conversations on Leadership* (book title) with "global management gurus" (i.e., leadership experts) including Kouzes, Bennis, Senge, Gardner, and Kotter. From those interviews, he summed up leadership to be the following:

- "First, leadership is about *activity* [emphasis added], not about position." (p. 3)
- "Second, leadership is about *change* [emphasis added], not about management." (p. 4)

I discovered the same core themes of *act* and *change* in the data obtained from my own semi-structured interviews of leaders in the public, private, and academic sectors. In view of the conceptualizations of leadership above, the nine behavioral-based interview questions from the career guide are asking for examples of leadership. In other words, the interviewer is asking the interviewee, "Are you able to influence others and thereby change our organization for the better?"

So, what is an organization? Schneider (2001) writes:

"A growing literature on organizations takes the perspective that knowledge in organizations and organizations themselves are constituted through communicative practice (e.g., G. Miller, 1997b; Sarangi & Roberts, 1999; Taylor & Lerner, 1996). Organizations, from this perspective, are regarded as ongoing social accomplishments in which "resources are produced and regulated, problems are solved, identities are played out and professional knowledge is constituted" (Sarangi & Roberts, 1999, p. 1) through social interaction. From such a perspective, knowledge in organizations cannot be regarded as a fixed, stable body of facts or information. Rather, it must be seen as situated, dynamic, constantly negotiated, and constantly shifting, as members of organizations work to have their version of the organization legitimated as the one that counts. (p. 228)"

When you view organizations from the perspective of Sarangi and Roberts (1999) above, you understand the importance of communication skills. That is where ESPers add value. By helping our learners to use English language communication skills as a tool in their work or training, we are helping them to change their workplaces for the better.

Good luck with your efforts to transform your learners into leaders who create positive changes in their organizations!

All the best,
Kevin

- See more at: http://blog.tesol.org/esp-interview-training-identifying-leadership/#sthash.qqCXeyMq.dpuf

The content of Table 8.9 is of value to ESP practitioners conducting interview training. Further, the readers of the TESOL Blog post in Table 8.9 learn not only of the leadership conceptualization of the instructor/researcher. They also learn how research can be of value to training. Such research is categorized as *experience* in the leadership conceptualization cycle of the instructor/researcher in Figure 8.3. After *reflecting* upon this experience, the instructor/researcher *framed* the experience for ESP practitioners in Table 8.9.

Example 5. Getting stakeholder agreement for achieving projects

In Table 8.10, the themes of *act* and *change* in the conceptualizations of leadership in Table 8.9 are connected with getting *buy in* or stakeholder agreement in Table 8.10. Leadership is conceptualized in Table 8.10 as "a creative activity."

Table 8.10 Extract from TESOL Blog post on leadership

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Trust, Leadership, and Project-based Learning (PBL)

Posted on **27 June 2014** by **Kevin Knight**

Hello, ESPers worldwide!

I recently watched the commencement address of an MBA student at Harvard Business School with great interest. In an article that appeared on the *Poets & Quants* website, the commencement address of Casey Gerald was referred to as the "most stirring speech ever by an MBA." Two paragraphs in that article captured my attention.

*After arriving at Harvard Business School from Yale, Gerald said that HBS "changed who we were; it reminded us who we could be. It reminded us that we didn't have to wait until we were rich or powerful, or until we actually knew finance, to make a difference. We could **act** [emphasis added] right now."*

ON THE FRONT LINES OF CHANGE

*With three classmates, Casey founded a non-profit, MBAs Across America, which is a movement of MBAs and entrepreneurs working together to revitalize America. "We saw the signs for hope in entrepreneurs who were on the front lines of **change** [emphasis added]. They showed us that the new 'bottom line' in business is the impact you have on your community and the world around you — that no amount of profit could make up for purpose."*

In the two paragraphs above, I was interested in the themes of *act* and *change* that had appeared in the leadership conversations of Liu (2010) as well as in my own research on leadership conceptualization. (See my TESOL Blog post.)

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Further, I was focused on how such action and change involved helping others to achieve their dreams (i.e., the achievement of a vision, or leadership) in what was called in Gerald's speech the "dream depression."

Gerald's speech reflected my own conceptualization of leadership as a creative activity. Accordingly, the speech caused me to reflect upon the concept of leadership in the business-related classes and organizational leadership seminars that I teach at Kanda University of International Studies (KUIS) in Japan. In this connection, it made me think about the discourses of trust. (See Candlin & Crichton, 2013.)

In my classes, students are often involved in creating and achieving their own visions in collaboration with others. In such *project leadership activities*, the students need to get the buy in (or support) of stakeholders. The big question becomes: *Why should I trust you (or your team) to be able to achieve your vision?* In this context, vision refers to the objective or goal.

In order to get others to trust them, the students need to provide sufficient evidence that they will be able to do what they say they will do. In my classes, I have seen such evidence presented in various ways – some successfully. (By "successfully," I mean that the trust of others could be gained.)

I like to pass on to my students what I consider to be good ways of doing things. Consider the following in the case of getting the trust of others:

- *Show commitment and persistence*: One of my teams had to have numerous meetings with stakeholders (including university administrators, government officials, health officials, legal and business professionals, etc.) before they could get permission to do a project that would involve university students and the local community.

- *Prove that your team has the technical competence required*: When students propose business plans, one of the challenges is to explain how their teams have the skills to achieve the vision they have created. Take a look at the website of MBAs Across America (i.e., the NPO start-up that Gerald is leading) and how the student teams are described.

The knowledge and skills of academic debate, persuasive speech, and framing are also helpful for getting the trust of others.

As ESPers, we prepare students and professionals for situations where leadership and trust are important. Getting stakeholder support in business contexts, as above, is one example. In the case of English for Medical Purposes (EMP), I think of interactions between doctors/nurses and patients.

Good luck in your efforts to enhance the leadership skills of your students!

All the best,

Kevin

- See more at:

http://blog.tesol.org/?p=4197&preview=true&preview_id=4197&preview_nonce=f2c849d877#sthash.rAlVqoP8.dpuf

In view of Table 8.10 above and the leadership conceptualization cycle in Figure 8.4, the *experience* of seeing Gerald's commencement address caused the instructor/researcher to *reflect* on his conceptualization of leadership and to *frame* that conceptualization for his own KUIS students as well as for ESP practitioners.

Example 6. Creating a learning organization

Senge (1990b, p. 9) writes that "leaders in learning organizations are responsible for *building organizations* where people are continually expanding their capabilities to shape their future – that is, leaders are responsible for learning." Table 8.11 provides an example of how the instructor/researcher's experiences to understand leadership and to empower others to

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understand leadership, as described in this thesis, were replicated by one of his students in an organizational leadership seminar.

Table 8.11 Extract from TESOL Blog post on learning from ESP practitioners worldwide[299]

My own students may show me how I can be connecting with other ESPers. For example, one of my undergraduate students is a leader of two different student groups (or "circles") on campus. He told me that he wanted to interview the other 70+ leaders of student groups to find out how they lead. He was especially interested in applying what he learned from them to his own leadership roles. I approved his proposal, and, during class, he reports in English the contents of his Japanese interviews. It turns out that these leaders being interviewed have wonderful ideas that all of the other 70+ leaders should hear. Accordingly, the student is now involved in getting stakeholder agreement to create the first leadership workshop for all outgoing and incoming leaders of student groups on campus. His plans for the workshop include a guest speaker on leadership and feature several student leaders as speakers. Further, in the workshop, he will be able to collect research data on improving leadership of such groups. He plans to write a report on the workshop and his findings.

As described above, my student's research (semi-structured interviews) of other leaders will hopefully result in a leadership workshop for all group leaders; i.e., *leaders learning from other leaders*. We need to be *ESPers learning from other ESPers* worldwide.

- See more at:
http://blog.tesol.org/learning-from-espers-around-the-world/#sthash.DQLTtSjg.dpuf

Leadership in Table 8.11 is conceptualized not only as the official leadership roles of student *circle* leaders but also as *action to achieve change* based on a need/opportunity for leadership training identified by research. Further, the role of Senge's learning organization leader to

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[299] The TESOL Blog post is dated 15 July 2014.

create environments that empower others to shape the future is reflected in Table 8.11. Table 8.11 also displays the instructor/researcher's recognition that the classes and seminars he teaches should prepare his students to become leaders who can and do change their university and society for the better. Accordingly, from a reflective perspective, the instructor/researcher has been following Senge (1990a,b; 2006) in striving to build learning organizations.

Example 7. Promoting leadership communication

Example 7 is an adaptation of Example 6. In Example 6, Senge (1990b, p. 9) is quoted as writing that "leaders are responsible for learning"; i.e., leaders are responsible for expanding the capabilities of their employees "to shape their future" through the building of organizations that promote such learning of employees. In Table 8.12, *learning organizations* (in Example 6) are replaced by *learning experiences*. *Employees* (in Example 6) are replaced by *students*. *Shaping their future* (in Example 6) is replaced by *achieving a vision/goal*.

Table 8.12 Extract from TESOL Blog on business discourse[300]

As ESPers, we have the responsibility to learn as much as we can about how people communicate. By researching and learning about professional communication and reflecting on our teaching practices, we empower ourselves to create _learning experiences_ for our students. Through such learning experiences, we empower our students to communicate for the purpose of achieving their specific goals. In sum, we promote leadership communication worldwide (when leadership is conceptualized as influencing others to achieve a vision/goal).

- See more at:
http://blog.tesol.org/?p=4395&preview=true&preview_id=4395&preview_nonce=22e132a6f6#sthash.PezJm0jV.dpuf

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[300] The TESOL Blog post is dated 12 August 2014. The underlining of specific words was added.

Table 8.12, in effect, explains how ESP practitioners develop their students into leaders "when leadership is conceptualized as influencing others to achieve a vision/goal." Further, such a perspective of ESP and leadership development reflects the *learning experience approach* utilized in Kevin's Company.

Example 8. The relationship between leadership, risk taking, creativity, and expertise

Drawing initially on S. Candlin (2002) and concluding with Richards (2013), the instructor/researcher connects the themes of leadership, risk taking, creativity, and expertise in a way that has implications for the professional development of ESP practitioners. (See Table 8.13.)

Table 8.13 Extract from TESOL Blog on risk taking and expertise in ESP[301]

Taking Risks in ESP – A Sign of Expertise?

Posted on **23 August 2014** by **Kevin Knight**

Hello, ESPers worldwide!

What does it mean to take risks as an ESP practitioner? Is such risk taking a sign of expertise? This TESOL Blog post is inspired by an article in the area of professional communication that I first read several years ago. The contents of that article are applicable to our work as teachers in a classroom or as trainers in a company:

Candlin, S. (2002). Taking risks: An indicator of expertise? *Research on Language and Social Interaction, 15*(2), 173-193.

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[301] The TESOL Blog post is dated 26 August 2014.

Sally Candlin (spouse of Christopher Candlin, by the way) focuses on *expertise* in summarizing the contents of her article above:

In this article, I analyzed and discussed the discourse of a nurse who does not take risks and compared it with that of the nurse with greater member resources who takes risks – in the framing of the activity and in the topic management – so that comprehensively coherent discourse, rich in assessment data, can be produced. The nurse, who can be identified as an expert, achieves this comprehensive coherence by coauthoring the discourse of a professional activity with the patient…

Candlin then quotes Benner (1984, pp. 31-32) to clarify the concept of *expertise*:

The expert performer no longer relies on an analytic principle (rule, guideline, maxim) to connect his or her understanding of the situation to an appropriate action. The expert nurse, with an enormous background of experience now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful alternative diagnoses and solutions.

How does all of the above apply to the workplace of an ESPer? Think about "time." It is in the present moment that we have the capacity to *act* and to *create*. (Those are leadership themes, by the way.) Experts are focused on the moment and on *realizing a vision/goal* (which is another leadership theme). We take *action* to *create* our vision: *successful learning experiences for our students*. If something is not working well in the classroom, we sense it and change it. All of this happens very quickly and intuitively when we are experts.

Ito (in a TED Talk I mentioned in a previous TESOL Blog post) touches upon what we are doing as experts when he talks about the "power of pull":

One of my favorite principles is the power of pull, which is the idea of pulling resources from the network as you need them rather than stocking them in the center and controlling everything….So I think the good news is that even though the world is extremely complex, what you need to do is very simple. I think it's about stopping this notion that you need to plan everything, you need to stock everything, and you need to be so prepared, and focus on being connected, always learning, fully aware, and super present. So I don't like the word "futurist." I think we should be now-ists…

I think this is what experts do very quickly; i.e., they make the connections (mentally) and pull together what they need

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(physically) in order to create in that moment. In connection with this focus on creativity, a 2013 plenary speech of Richards comes to mind:

Creativity depends upon the ability to analyse and evaluate situations and to identify novel ways of responding to them. This in turn depends upon a number of different abilities and levels of thinking.

According to Richards, creative teachers are knowledgeable and much more; e.g., creative teachers are risk takers, reflective, etc. It seems that creativity and expertise overlap.

I would encourage us all to be *reflective practitioners* (Schön, 1983) and in that role to consider what we do in the classroom and why, with the intention to build up our expertise as ESPers! As *reflective experts*, we should strive to have a *good* impact on our professional environments worldwide!

- See more at:
http://blog.tesol.org/?p=4424&preview=true&preview_id=4424&preview_nonce=8299ce066e#sthash.BeZKSamH.dpuf

In Table 8.13, the *creative teacher* is framed as a leader; i.e., he/she influences and collaborates with the students to achieve the shared goal (of *successful learning experiences for the students*). Such a conceptualization of leadership is in alignment with Figure 8.1 in this chapter and adds another dimension to the instructor/researcher's self-image as a leader. Further, in view of Table 8.13 and from a professional development perspective, TESOL practitioners could benefit from being made aware of the conceptualization of leadership in Figure 8.1 and its relationship to expertise, risk taking, and creativity as a teacher.

The significance of collaboration and creativity in leadership is reflected in the following comments (in Extract 8.1) about improvisational theater[302] from Leader 1 in the

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[302] Improv (as in improvisational or "improv" theatre) is defined as "something that is performed, made, or done without preparation <the performance features a two-minute *improv* as well as scripted segments>." (See http://www.merriam-webster.com/thesaurus/improv)

semi-structured interview in Part 1 of this thesis. Leader 1 had been involved in improvisational theater as an undergraduate student.

Extract 8.1 Leader 1

> Improv theater, but really more like life skills and leadership training, really, more than theater per se, but like a lot of that stuff is like comedy, sketch comedy, but we weren't necessarily after laughs, we were really after collaboration, so like really the core of my leadership training and teamwork training came from that, like group improv on stage.

Such collaboration, creativity, and influence are reflected in Figure 8.1.

In sum, the reference above to improvisational theater for leadership development brings us back to the Kevin's Company model of leadership training, where the students needed to act without a script in their roles as business consultants (i.e., an extended kind of improv performance). Specifically, they had to enter the organization (i.e., British Hills) as business consultants, understand the situation, and change the organization for the better through their presentations containing their recommendations.[303] The instructor/researcher's conceptualization of leadership in Kevin's Company has remained unchanged over time as indicated by his subsequent conceptualizations of leadership in the figures and tables of this chapter (8). Our exploration of the leadership conceptualization cycle of the instructor/researcher in Figure 8.4 clarifies how the *framing* of his conceptualization of leadership *has* changed over time and in various sites of engagement; thereby, we have also shown that his conceptualization of leadership itself has *not* changed.

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[303] This process is similar to entering and transforming a nexus of practice.

In the next section (8.4) of this final chapter (8), we present our conclusions, which derive from the research of this thesis.

8.4 Conclusions of this thesis

As we stated in the introductory section of this chapter (8), our objective in this thesis has been not only to understand leadership conceptualizations but also to understand how and why such leadership conceptualizations arise. With this objective in mind, we conducted research on leadership discourse to elicit conceptualizations of leadership so that the concept of leadership could be isolated, analysed, understood, and taught. We have succeeded in isolating, analysing, and understanding conceptualizations of leadership of the 20 leaders and of the KUIS students through our innovative utilization of content analysis, narrative analysis, metaphor analysis, and nexus analysis respectively. Further, we have clarified the leadership conceptualization process of the instructor/researcher (who qualifies as a self-identified leader) through our identification and investigation of his *leadership conceptualization cycle*. We have also shown how his leadership conceptualization cycle is connected to the teaching and publishing of his leadership conceptualizations.

In what follows in this section (8.4) of Chapter 8, we present and discuss the conclusions reached through our exploration of the conceptualization of leadership in this thesis. Our conclusions are divided into 4 sub-sections of this section (8.4):

- 8.4.1   Leadership as a conceptualization
- 8.4.2   The leadership conceptualization process
- 8.4.3   The teaching of leadership conceptualizations
- 8.4.4   Limitations and future research

We discuss each of these four sub-sections below.

8.4.1 Leadership as a conceptualization

In this first sub-section (8.4.1), we focus on *leadership as a conceptualization*. Our analyses of the interview data for the 20 leaders, the online forums on leadership, and the instructor/researcher's conceptualizations of leadership have shown the following:

1. Leadership is a conceptualization that is co-constructed.
2. A conceptualization of leadership is dependent upon and cannot be separated from the context in which it is created.
3. Leadership is seen as an influence relationship from narrative and metaphorical perspectives.

The focus of the semi-structured interviews with the 20 leaders and of the organizational leadership seminars and online forums with the students can be summarized with the following question: *How do leaders achieve success in the global workplace?* This question was answered in the S.T.A.R./C.A.R. narratives of the 20 leaders in the semi-structured interviews and in the S.T.A.R./C.A.R. narratives of the students in the organizational leadership seminars. The S.T.A.R./C.A.R. frameworks became effective approaches for creating *and* analyzing leadership-related success stories about taking action and achieving change.

8.4.2 The leadership conceptualization process

In connection to the *leadership conceptualization process*, we have demonstrated that conceptualizations of leadership do not occur in a vacuum. Specifically, in Figure 8.4 in this chapter (8), we display the *leadership conceptualization cycle* of the instructor/researcher that consists of the components of *experience*, *reflection*, and *framing*. We also conclude that the following 3 factors should be considered in any investigation of the leadership conceptualization process:

1. **Discourse:** In Figure 8.1 and Table 8.2, the instructor/researcher drew upon Discourses commonly used to describe leadership as an influence relationship to realize a vision. Such terms (e.g., influence, vision) were also used by leadership scholars in the literature review in Chapter 2 and by the 20 self-identified leaders in the semi-structured interviews in Part 1 of this thesis.

2. **Motivational relevancy:** The instructor/researcher chose to focus on leadership conceptualization in this thesis in order to learn how to better prepare his students to be successful members of the global workforce.

3. **Connections/Relationships:** We have shown how the conceptualizations of the 20 leaders, the KUIS students, and the instructor/researcher are connected to the S.T.A.R./C.A.R. interview frameworks and through the creation and implementation of the organizational leadership seminars and online forums.

Exploring Discourse and motivational relevancy of a leadership conceptualization may help the researcher to identify the various connections/relationships that form the related *leadership conceptualization cycle*.

8.4.3 The teaching of leadership conceptualizations

In relation to *the teaching of leadership conceptualizations*, we have shown that the instructor/researcher has *always* been teaching leadership at KUIS. Our conclusion is based on our growing awareness of how leadership is conceptualized. Specifically, the instructor/researcher gained a deeper intellectual and experiential understanding of leadership conceptualizations and leadership development through the activities in Figure 8.6.

Figure 8.6 Activities that increased the instructor/researcher's awareness of leadership

We have discussed in this thesis the activities in the outer circles in Figure 8.6 that increased

the instructor/researcher's awareness of leadership:

- Literature review: Chapter 2
- Interviews of leaders: Chapters 4 to 6
- Leadership experiences: Chapters 7 and 8
- Teaching of leadership: Chapters 7 and 8
- Self-reflection: Chapter 8
- Writing about leadership: Chapter 8
- Program development: Chapters 7 and 8

The activities in Figure 8.6 enabled the researcher/instructor to understand conceptualizations of leadership. Accordingly, he was able to make adjustments to the curriculum he created to enhance therein the leadership development activities.

The instructor/researcher's research and teaching of leadership was enhanced by his recognition that leadership is a conceptualization and discursively constructed. Without such an understanding of leadership, this thesis could not have been written, and the leadership conceptualization in Figure 8.1, etc. would not have been created.

Critical self-reflection was instrumental to the creation of the instructor/researcher's conceptualizations of leadership and of leadership development. For this thesis, the instructor/researcher began his investigation of leadership to understand how leadership was conceptualized and how to teach leadership.

Our final conclusion is that leadership scholars should account for the conceptualizations of leadership presented in their research. Such an account of the instructor/researcher in this chapter addressed the guiding questions in Table 8.4 relating to critical discourse analysis, interactional sociolinguistics, and linguistic anthropology. The leadership scholar clarifies the term "leadership" in particular by addressing the following questions:

1. Who is conceptualizing leadership in this study?
2. How is leadership being conceptualized?
3. Why is leadership being conceptualized in this way?

Such clarification reduces or eliminates the mystery of what a leadership scholar means by "leadership." Further, the various inputs into a conceptualization of leadership can be identified by a scholar who utilizes an interdisciplinary, multiperspectival research approach. Such an approach is best modeled after the work of Christopher N. Candlin. In connection with Candlin's contributions to such interdisciplinary, multiperspectival research, Bargiela-Chiappini, Nickerson, and Planken (2013, p. 6) write:

> One scholar…who has made a sustained and distinctive contribution to both LSP and discourse scholarship in the last four decades is Christopher Candlin (e.g., Candlin & Crichton, 2011a). In collaboration with Srikant Sarangi he has proposed a cross-disciplinary understanding of 'communication' in organizational and professional settings, which blends insights from applied linguistics (specifically LSP) and communications studies, (cf. Candlin & Sarangi, 2011; Sarangi & Candlin, 2011). With Jonathan Crichton, he also introduced and applied a multiperspectival model of discursive practices that combines textual and semiotic analyses with interpretive and ethnographic approaches (Candlin, 1997, 2006; Candlin and Crichton, 2011b, in press, in press; see also: Crichton, 2003, 2010).

In this thesis, we have followed Candlin et al. in utilizing innovative, interdisciplinary, and multiperspectival approaches to investigate and successfully clarify the leadership conceptualization process.

As we have shown in this thesis, the clarification of the conceptualization of leadership was important because the instructor/researcher became empowered through his understanding of the leadership conceptualization process and his critical self-reflection to more effectively conduct leadership development. In effect, in this thesis, we have followed the four principles in Candlin and Crichton (2013):

> The *first* of four principles, then, for achieving a research based curriculum intent on practice is to *make the research and the practice problem-based*….[The] *second*

principle for achievement has to be the *deriving of an agenda for research from discussion and critical reflection….* [The] *third* principle needs to be invoked; that of *capitalizing on teachers' skills, interests and involvement, and, equally, convincing and enabling learners to take part in this reflective research process….*Finally, the *fourth* key principle is that of *establishing an interdisciplinary, multiperspectival research, teaching, and curriculum development agenda* of the kind we have outlined above, where a range of methodologies associated with distinctive, yet mutually influencing, perspectives are combined so as to provide a rich and grounded explanation of those issues, challenges and problems that arise.

As we have shown in this thesis, research and teaching based on these four principles of program development promotes transparency, critical self-reflection, and learning.

In this connection, Candlin and Hall (2013) in their roles as General Editors of the *Research and Practice in Applied Linguistics* series write in their introduction to Bargiela-Chiappini, Nickerson, and Planken (2013):

> [In] Applied Linguistics there can be no good professional practice that isn't based on good research, and there can be no good research that isn't informed by practice.

We agree.

At the beginning of this thesis, we asked "How is leadership conceptualized?" At the end of this thesis, we encourage other leadership scholars to address the following question (which has an ethical dimension) utilizing innovative, interdisciplinary, and multiperspectival approaches as we have described above:

Should *leadership* be conceptualized in the way that it is?

Such an investigation would involve identifying a leadership conceptualization, the leadership conceptualization process, and the impact of that leadership conceptualization (and leadership conceptualization process) on stakeholders, as we have done in Chapter 8 of this thesis. In this thesis, we have shown that the leadership conceptualization clarified in Figure 8.1 and the related leadership conceptualization process in Figure 8.4 have had a positive impact on the instructor/researcher's leadership development efforts involving his students, his peers, and himself.

8.4.4 Limitations and future research

In closing, we reflect in this sub-section (8.4.4) on the limitations of our research and also on the implication that our findings have for future research. As is evident in this thesis, U.S. culture in particular influenced the research design and its implementation. See Table 8.14.

8.14 Examples of influence of U.S. culture on research design and implementation

Research design and implementation	Influence of U.S. culture
• The creation of the questionnaire used in the semi-structured interviews with the 20 leaders	• Harvard Business School, a U.S. institution • Gail Fairhurst, a U.S. leadership scholar
• Selection of the leaders who participated in the semi-structured interviews	• The instructor/researcher (who is a U.S. citizen) identified and recruited primarily leaders he knew, and such leaders included many who happened to reside in the U.S.
• Method selected to identify leadership clearly	• The S.T.A.R./C.A.R. frameworks, which were used by U.S. institutions for preparing students for job interviews, were applied innovatively for data analysis in this thesis based on the instructor/researcher's understanding of

	U.S. culture.
● The creation and implementation of the organizational leadership seminars	● The instructor/researcher had obtained an MBA from a U.S. institution. The courses were held online, and teamwork was required. ● The instructor/researcher created online forums in TESOL International Association, which is based in the U.S. and has a majority of U.S. members.

Table 8.14 indicates how U.S. culture influenced the design and implementation of the research in this thesis. Further, the instructor/researcher's own conceptualization of leadership had its origin in another U.S. scholar, Peter Senge. We argue that the insights of leadership provided in this thesis could not have been achieved without such influence of U.S. culture. At the same time, we recognize that a different cultural framework applied to a study of leadership conceptualization of leaders from different cultures may yield different results.

In connection to the above, the practical objective of the instructor/researcher in his role as an instructor was also a potential limitation. Specifically, as described in this thesis, one of the instructor/researcher's objectives in conducting semi-structured interviews with the 20 leaders was to educate himself about leadership so that he might educate his KUIS students about leadership in the leadership seminars. Furthermore, the instructor/researcher's aim was to develop his students into leaders and to provide them with the communication skills necessary for them to talk about their leadership experiences in job interviews. This underlying purpose manifested itself in the design and implementation of the research in this thesis. For example, the follow up questions asked by the instructor/researcher in the semi-structured interviews were often focused on specific leadership-related topics that the instructor/researcher desired to understand more deeply; e.g., *Is leadership a role?* and *Is leadership created at the point that the leader gets "buy in"?* From a reflective practitioner stance, the instructor/researcher

was engaged in developing his own conceptualization of leadership as he obtained the leadership conceptualizations of the leaders.

In addition to the above, the aim of the instructor/researcher to conduct leadership development activities with his KUIS students was apparent in the S.T.A.R./C.A.R. frameworks, as the frameworks were used to do the following: 1) to analyze the narratives of the 20 leaders and 2) to teach the instructor/researcher's students about leadership and how to describe their leadership accomplishments. The need to describe such leadership accomplishments in job interviews using the S.T.A.R./C.A.R. frameworks has its basis in U.S. culture.

Another limitation of this thesis was the relatively small number of female leaders who participated in the semi-structured interviews. In view of the reported differences between male and female communication styles and leadership practices, a larger number of female leaders could have enhanced the findings of this thesis.

Finally, the instructor/researcher did not seek to obtain examples of leadership in practice as conceptualized by the 20 leaders. Such empirical examples could have been compared with the discursive formulations of leadership provided in the semi-structured interviews. Although such examples would not have changed the leadership conceptualizations of the 20 leaders in the semi-structured interviews, the examples could have clarified those leadership conceptualizations or provided additional perspectives of those conceptualizations.

In view of the instructor/researcher's aim to prepare his KUIS students for success in the global workplace upon graduation, and in connection to the contents of this thesis, we see the following opportunities for future research:

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1) To conduct leadership conceptualization research with female leaders.

2) To conduct leadership conceptualization research with non-U.S. leaders.

3) To utilize global leadership conceptualization research as a tool to prepare students for their future careers.

The first two opportunities seem to be clear as we have already discussed above the possibility of a focus on gender and culture to generate different findings. We also recommend here that analytical frameworks be utilized to more clearly illuminate any data collected as we have done in this thesis with the S.T.A.R./C.A.R. frameworks.

In connection with the third opportunity for future research above, the instructor/researcher already has plans to conduct such research with his seminar students for career development purposes. The instructor/researcher's plans are simplified as follows:

Step 1. To have students identify their future careers.

Step 2. To have students conduct leadership conceptualization research with leaders in those careers selected in Step 1 on a global scale using communication technologies such as Skype.

Step. 3. To have students engage in project leadership activities connected to those careers selected in Step 1.

As conducted in the context of the 3 steps above, the leadership conceptualization research of students becomes a means by which the students can learn to interact effectively with leaders in their future careers and on a global scale. We argue that such an approach to leadership development has the possibility to equip students with the mindset that they will need to

become global leaders in the future.

9. References

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10. Appendix

Kevin Knight - Research Ethics Final Approval Correspondence

From: **Ethics Secretariat** <ethics.secretariat@mq.edu.au>
Date: Thu, Jul 7, 2011 at 12:49 PM
Subject: HS Final Approval - Candlin (Ref: 5201100504)
To: Prof Chris Candlin <chris.candlin@mq.edu.au>
Cc: Mr Kevin Robert Knight <kevin-robert.knight@students.mq.edu.au>, Dr Alan Jones <alan.jones@mq.edu.au>

Dear Prof Candlin,

Re: "Analysing the discourses of leadership as a basis for developing leadership communication skills"

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and you may now commence your research.

The following personnel are authorised to conduct this research:

Prof Chris Candlin - Chief Investigator
Dr Alan Jones - Associate Supervisor
Mr Kevin Robert   Knight - Co-Investigator

Please note the following standard requirements of approval:

1.   The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).

2.   Approval will be for a period of five (5) years subject to the provision of annual reports. Your first progress report is due on 1 July 2012.

If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:
http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/
human_research_ethics/forms

3.   If the project has run for more than five (5) years you cannot renew
approval for the project. You will need to complete and submit a Final
Report and submit a new application for the project. (The five year limit
on renewal of approvals allows the Sub-Committee to fully re-review
research in an environment where legislation, guidelines and requirements
are continually changing, for example, new child protection and privacy
laws).

4.   All amendments to the project must be reviewed and approved by the
Sub-Committee before implementation. Please complete and submit a Request
for Amendment Form available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/
human_research_ethics/forms

5.   Please notify the Sub-Committee immediately in the event of any adverse
effects on participants or of any unforeseen events that affect the
continued ethical acceptability of the project.

6.   At all times you are responsible for the ethical conduct of your
research in accordance with the guidelines established by the University.
This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/
human_research_ethics/policy

If you will be applying for or have applied for internal or external
funding for the above project it is your responsibility to provide the
Macquarie University's Research Grants Management Assistant with a copy of
this email as soon as possible. Internal and External funding agencies will
not be informed that you have final approval for your project and funds
will not be released until the Research Grants Management Assistant has

received a copy of this email.

If you need to provide a hard copy letter of Final Approval to an external organisation as evidence that you have Final Approval, please do not hesitate to contact the Ethics Secretariat at the address below.

Please retain a copy of this email as this is your official notification of final ethics approval.

Yours sincerely,

Dr Peter Roger
Chair
Faculty of Human Sciences Ethics Review Sub-Committee
Human Research Ethics Committee

From: **Fhs Ethics** <fhs.ethics@mq.edu.au>
Date: Thu, Apr 26, 2012 at 11:55 AM
Subject: Re: Ethics Application - Final Approval (Ref. 5201100861D)
To: Dr Peter Roger <peter.roger@mq.edu.au>

Dear Professor Candlin, Dr Jones and Mr Knight,

Re: "Analysing the discourses of leadership as a basis for developing leadership communication skills in a second or foreign language (Study 1 - Component 3)" (Ethics Ref: 5201100861)

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and you may now commence your research.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

Chief Investigator: Professor Christopher Candlin
Other Personnel:
Dr Alan Jones
Mr Kevin Knight

NB.   STUDENTS: IT IS YOUR RESPONSIBILITY TO KEEP A COPY OF THIS APPROVAL
EMAIL TO SUBMIT WITH YOUR THESIS.

Please note the following standard requirements of approval:

1.   The approval of this project is conditional upon your continuing compliance with the National Statement on Ethical Conduct in Human Research (2007).

2.   Approval will be for a period of five (5) years subject to the provision of annual reports.

Progress Report 1 Due: 1st December 2012
Progress Report 2 Due: 1st December 2013
Progress Report 3 Due: 1st December 2014
Progress Report 4 Due: 1st December 2015
Final Report Due: 1st December 2016

NB.   If you complete the work earlier than you had planned you must submit a Final Report as soon as the work is completed. If the project has been discontinued or not commenced for any reason, you are also required to submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/human_research_ethics/forms

3.   If the project has run for more than five (5) years you cannot renew approval for the project. You will need to complete and submit a Final Report and submit a new application for the project. (The five year limit

on renewal of approvals allows the Committee to fully re-review research in an environment where legislation, guidelines and requirements are continually changing, for example, new child protection and privacy laws).

4.   All amendments to the project must be reviewed and approved by the Committee before implementation. Please complete and submit a Request for Amendment Form available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/ human_research_ethics/forms

5.   Please notify the Committee immediately in the event of any adverse effects on participants or of any unforeseen events that affect the continued ethical acceptability of the project.

6.   At all times you are responsible for the ethical conduct of your research in accordance with the guidelines established by the University. This information is available at the following websites:

http://www.mq.edu.au/policy/
http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/ human_research_ethics/policy

If you will be applying for or have applied for internal or external funding for the above project it is your responsibility to provide the Macquarie University's Research Grants Management Assistant with a copy of this email as soon as possible. Internal and External funding agencies will not be informed that you have final approval for your project and funds will not be released until the Research Grants Management Assistant has received a copy of this email.

If you need to provide a hard copy letter of Final Approval to an external organisation as evidence that you have Final Approval, please do not hesitate to contact the FHS Ethics at the address below.

Please retain a copy of this email as this is your official notification of final ethics approval.

Yours sincerely,

Dr Peter Roger

Chair

Faculty of Human Sciences

Human Research Ethics Sub-Committee

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This message is intended for the addressee named and may contain confidential information.
If you are not the intended recipient, please delete it and notify the
sender. Views expressed in this message are those of   the individual sender, and are not
necessarily the views of Macquarie University or the Department of Linguistics.

From: **Fhs Ethics** <fhs.ethics@mq.edu.au>
Date: Thu, Apr 26, 2012 at 12:12 PM
Subject: Re: Ethics Amendment - Approved (Ref. 5201100861D)
To: Dr Peter Roger <peter.roger@mq.edu.au>

Dear Professor Candlin, Dr Jones and Mr Knight,

Re: "Analysing the discourses of leadership as a basis for developing
leadership communication skills in a second or foreign language (Study 1 -
Component 3)" (Ethics Ref: 5201100861)

Thank you for your recent correspondence regarding the amendment request.

The amendments have been reviewed and we are pleased to advise you that the
amendments have been approved.

This approval applies to the following amendments:

1. Additional data collection - to record the students in leadership
performances;
2. Proposed email invitation.

Please accept this email as formal notification that the amendments have
been approved.

Please do not hesitate to contact us in case of any further queries.

All the best with your research.

Kind regards,

FHS Ethics
****
Faculty of Human Sciences - Ethics
Research Office
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<u>peter.roger@mq.edu.au</u>

From: **Fhs Ethics** <fhs.ethics@mq.edu.au>

Date: Wed, Jun 5, 2013 at 10:49 AM

Subject: RE: Ethics Amendment 2 - Approved (Ref No. 5201100861)

To: Prof Chris Candlin <chris.candlin@mq.edu.au>

Cc: Dr Alan Jones <alan.jones@mq.edu.au>, Mr Kevin Robert Knight
<kevin-robert.knight@students.mq.edu.au>

Dear   Prof Candlin,

RE: 'Analysing the discourses of leadership as a basis for developing
leadership communication skills in a second or foreign language (Study 1 -
Component 3) ' (Ref: 5201100861)

Thank you for your recent correspondence regarding the amendment request. The amendments have been reviewed and we are pleased to advise you that the amendments have been approved.

This approval applies to the following amendments:

1. Participation of students in an online forum in the public domain;
2. Introduction to the forum as stated in Section 6;
3. Information about doctoral research on leadership communication as stated in Section 6.

Please accept this email as formal notification that the amendments have been approved.   Please do not hesitate to contact us in case of any further queries.

All the best with your research.

Kind regards,

FHS Ethics

****
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