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Improving the Education of Leaders: An Exploratory Case Study in an Undergraduate Business Leadership Course Focused on Gender

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Abstract

This exploratory case study is conducted in an undergraduate leadership course at a business

school in Ontario. The research develops an understanding of how former students value and are

influenced by leadership education that teaches a breadth of knowledges (instrumental,

hermeneutic and emancipatory) and focuses on participants' perspectives of how gender and

inequality continue to impact the practice of leadership in Canada. By using document analysis

and semi-structured interviews, findings emerge which provide insights into how changes in

curricula and pedagogy may better prepare students of leadership to navigate the ethical and

social complexities in today's workplace.

Keywords: Leadership along with the following words, to refine the search, were used: crisis;

development; education; gap; gender; knowledge; and women.

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Chapter One: Framing the Opportunity

Despite new leadership courses and updated programs being developed in Canadian universities, progress toward the changes being called for in the education of leaders continue to be hastened by challenges including the two problematized in this research. Firstly, the topic of gender and inequality (Acker, 2006) remain obscured for the most part in the education of leaders, thus enabling the perpetuation of systemic barriers contributing toward the leadership gap in Canada. Secondly, the teaching of instrumental knowledge remains typically privileged, thus limiting a focus on the hermeneutic, which addresses human interaction and communication; and the emancipatory which encourages self-reflection, critical thinking and freedom from systems of oppression (Habermas, 1972). Addressing these challenges in leadership education holds promise in better preparing leaders to navigate the ethical and social complexities in the workforce and avoid the pitfalls that have contributed to the global leadership crisis.

Contextually this research study takes place at a time that is characterized on one hand by an increase in demand for leaders willing and able to transform organizations, and on the other by failed, and even "bad" leaders (Kellerman, 2004) being called out for creating economic, political, and social "disasters" due to their unethical, "disconnected, disappointing, and disgraceful," behavior (Molinaro, 2013, p. 48). Leaders from all sectors including those from the public, private and non-profit spheres, continue to be rebuked (Brown & Trevino, 2006; Center for Creative Leadership, 2009; Pfeffer, 2015) for their decisions which continue to negatively impact their organizations, their employees, themselves, and society as a whole (Gandz, Crossan, Seijts & Stephenson, 2010; Shields, 2013). Agreeing with the perspective that leadership is critical to the success of organizations and society (Chemers, 1997), I contend that exploring

opportunities to address challenges such as those discussed in this research is paramount in order to continuously improve the education of leaders.

Purpose of the Study

In this study, I explore the potential influence of leadership education that challenges the status quo by exposing students to the reality of our gendered substructure (Acker, 1992) and inequality regimes (Acker, 2006). Even though some contend that there is "a sense of weariness" talking about gender today (Oakley, 2015, p. 3), the reality is that inequality regimes (including gender) exist in all organizations. Among many other things, these regimes create "systematic disparities between participants in power and control over goals and opportunities for promotion and interesting work; pay and other monetary rewards; respect; and pleasures in work and work relations" (p.443). Inequality regimes (including gender) continue to impede efforts to address the leadership gap by creating barriers for many to attain and develop in leadership positions.

The study also focuses on examining the value and impact of leadership education which embraces the breadth of knowledges including the hermeneutic, emancipatory as well as the instrumental (Habermas, 1972). The Literature Review (Chapter Two) looks in part at what is being taught generally to students of leadership in order to create a foundation to understand the status quo. The Literature Review also illustrates how technical knowledge, with its focus on outcomes such as efficiency and effectiveness, continues to be privileged (Alvesson, 2013) by "forsaking other forms of knowledge" (Bennis & O'Toole, 2005, Looking Ahead section, para.3). This "reality" fuels the concern of those demanding a new mindset for leaders (George, 2008). For example Watt (2003), in addressing educators responsible for leadership programs, notes the need for leaders to learn how to envisage and drive change and work collaboratively in complex, fast-paced, and challenging interpersonal environments. Janakiraman (2011) argues

that business leaders must learn to engage adeptly cross-culturally and facilitate through conflict and issues. Others including Schuhmann (2010) and Tanovich (2009) share the need for leaders in fields like engineering and law to be exposed to curricula that reinforces their responsibility as global citizens, with accountability beyond themselves and their organizations. Exposing leaders to a breadth of knowledges offers the potential of deepening leaders' understanding of social complexities and realities, those they lead, themselves, and the potential impact of their decisions on society.

This study is especially timely as institutions and organizations are making significant investment in improving leader and leadership education and development. Thought leaders in fields as wide-ranging as the military, business, and education refer to our volatile, uncertain, complex and ambiguous, or VUCA, world (Forbes, 2015; Shields, 2013; Stiehm & Townsend, 2010) and recognize that leaders are facing daunting organizational and societal realities. Authors such as Shields (2013) and Rottman (2007) in the field of education, along with those with a business focus such as Gandz, Crossan, Seijts and Stephenson (2010) are among those challenging traditional and even more modern theories of management which "not so much substitute but complement the more traditional approaches by adding internal motivation and intrinsic rewards to positively impact performance," (van Alphen, 2010, p.1). These individuals, along with others, favour new approaches to the education of leaders including efforts to enhance their awareness of self and others, reflect critically, as well as to recognize their potential to make transformative changes.

It is important to recognize at this point that the terms leader development, leadership education, and leadership development themselves garner attention and generate debate. Despite their unique definitions (Anderson & Avolio, 2007; Day, Fleenor, Atwater, Sturm & McKee,

2014; Reddy & Srinivasan, 2015), they are most often used interchangeably in the popular media and at times, even in research and academic circles. Definitions for these and other terms of significance in this work are offered in the Definition of Terms section at the end of this Chapter. For the purpose of this work, the term leadership education will be used to encompass and integrate the variety of efforts being discussed and developed to improve the researching, teaching and practicing of leaders and leadership. Yukl's (2013) recent definition of leadership is also adopted in this work. He says leadership is, "a process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individuals and collective efforts to accomplish shared objectives," (p. 6). I believe Yukl's definition clarifies that leaders today must not only deliver on objectives, but that they must do so with people, and through the enactment of strong interpersonal, facilitative and collaborative skills.

I also wish to acknowledge that this work focuses on the influence of educating students of leadership about the breadth of knowledges in one class that specifically focuses on gender-related issues. That said, I recognize that what is taught is only part of the equation related to what leaders ultimately choose to do and prioritize. Factors outside the focus of this research such as beliefs, culture, dispositions, identity, life experiences and values, also have strong influence since, "development occurs at multiple levels in an ongoing, dynamic fashion across [leaders'] life span," (Day, Harrison & Halpin, 2009, xiii). Authors and researchers in multiple fields including business speak to the influence of character and commitment on leaders and leadership (Crossan, Gandz & Seijts, 2012) while those in fields including psychology strive to make sense of beliefs and values in leadership decision-making (Shealy, 2016).

My Positionality

I acknowledge my positionality and privilege as that of a visibly white, educated woman who has held leadership roles in the private, public and non-profit sectors internationally as well as in Canada and the United States. I have seen, experienced and enacted various forms and styles of leadership and recognize that knowledge is key in leaders' ability to do their complex jobs better. At the same time, I have learned through experience how systemic and structural realities including organizational culture, national laws, ethnic, religious and racial beliefs, for example, create tremendous barriers for many seeking to grow their capacity and influence as leaders. As a person of mixed heritage, having a complex cultural identity, and having been the only woman in most of my leadership positions, my modus operandi has been to work harder and longer than my male colleagues to succeed. Upon researching and reflecting on my background, I now understand that I have traditionally approached the world and my professional work from a predominantly neoliberal mindset and have been a believer in the power of meritocracy. My academic learning and work has opened my mind and understanding however, and I find myself recognizing that the very concerns that I wish to research are fed and reinforced by the very mindset I have aligned with. My work to date has elucidated for me the magnitude of the challenge. Changing the status quo will require leaders, academics, researchers and pundits to open minds; be willing to explore truly "messy" topics; be vulnerable; face topics such as inequality and greed in our own lives; question systems and structures that have likely worked in our favor; and recognize that to address the leadership gap and fix the factors that continue to foster the leadership crisis will require substantive change starting with our expectations for leaders, leadership, and of ourselves.

Statement of the Problem

The leadership crisis and the leadership gap are realities in all sectors (public, private and non-profit) and disciplines, and continue to create economic, political, and social challenges. While leadership education (what and how leaders are taught) is widely seen as part of the problem, it is also part of the potential solution. However, changes in curricula, pedagogy and practice to-date have yet to deliver the significant changes needed as headlines continue to shine a light on the ongoing impact of "bad leadership" (Kellerman, 2004).

> "Poor leadership cripples businesses, ruins economies, destroys families, loses wars, and can bring the demise of nations. The demand for true leaders has never been greater - when society misunderstands the importance of leadership, and when the world inappropriately labels non-leaders as leaders we are all worse for the wear," (Myatt, 2015, para. 5).

In terms of the "leadership crisis," books and reports authored by academics, organizations and practitioners delve into malfeasance in governments, non-profits, corporations, and even institutions of higher learning (Benson, 2006; Center for Creative Leadership, 2009; Molinaro, 2013; World Economic Forum, 2015). In their *Top Trends of 2015 Report*, the World Economic Forum identified the lack of leadership as the 3rd top trend and highlighted that 86% of respondents globally and 92% in North America agree that there is a leadership crisis in the world today (World Economic Forum, 2015, Lack of Leadership section, para.1).

In terms of the "leadership gap," despite the resounding call for transformative leaders who are willing and able to address the complex and diverse challenges faced by organizations and institutions today (DiPaolo, 2004; Shields, 2013; Williams, 2013), the reality is that the "male stereotype of a leader persists" (Petit, 2014) and individuals' (men and women) whose

positionality does not align with the image of the ideal charismatic, visionary, powerful, and assertive (Petit, 2014) leader face significant challenges in their leadership journeys. Findings related to gender alone indicate that "efforts to close Canada's gender gap are moving at a rate so slow, it could take Canadian women 228 years to catch up to men," (The Huffington Post Canada, 2013, para.1.) The statistics establish a clear picture of today's numerical reality, which is reason enough for concern, but more importantly, the numbers elude to the highly complex underlying causes and dynamics including the "glass cliff" as outlined by Ryan and Haslam (2007) where positions of leadership are associated with greater risk of failure for women and minorities. Eagly and Carli (2007) speak about "walls all around" which result in women not only being turned away as they reach the penultimate stage of a distinguished career, but "disappear in various numbers at many points leading up to that stage," (para.3) because of the prejudices that continue to permeate society. While most scholars studying inequality agree that the concept of the glass ceiling refers to the lack of access to the most highly paid positions, others such as Boyd (2008) also use this term to describe "gender or race discrimination at all levels of the business world," (p.551). At the highest echelons of international business power, for example, CEOs of Fortune 500 companies, only 5% of the CEO roles are held by white women (Warner, 2014, And Yet section, para.3), and 5% are held collectively by Asian Americans (2%), Latinos (2%) and African Americans (1%), (Center for American Progress, Women of color face an even wider gap, section, para.2).

Research Questions

This research study focuses on the influence of using a breadth of knowledges in the education of leaders, and the value of teaching about how the gendered substructure and inequality regimes continue to impact leaders and leadership. The research was conducted in an

undergraduate leadership course that focuses on issues related to gender at a business school in Ontario. I use the term "gendered course" to refer to the leadership course as it specifically focuses on issues around gender including women in leadership, harassment and discrimination for example. By engaging with the professor and nine past students (from the 2013/14 and 2014/15 academic years) through semi-structured interviews and by analyzing three years of course materials, the intent of the research was to understand:

1. What were the knowledges (instrumental, hermeneutic, emancipatory) underlying leadership taught in the identified gendered leadership course?

2. What knowledges (as defined above) taught in the gendered course are valued by former students who are now engaged in professional environments?

3. What knowledges (as defined above) do former students recommend be included, or enhanced in current and future gendered leadership courses?

Significance of the Exploratory Case Study

The study offers insights into how more integrative learning that embraces and encourages the discussion of topics around gender and inequality as well as adding focus on teaching hermeneutic and emancipatory knowledge holds promise in enhancing the education of leaders. The significance lies within the ability to better prepare leaders to navigate complexities in the workplace and make more socially-conscious and ethical decisions. I hope these findings are considered by those developing and refining leadership education courses and programs as well as those conducting research.

Introduction to Theoretical Framework

In qualitative research, theoretical lenses are seen to "guide researchers as to what issues are important to examine," (Creswell, 2014, p.64) are helpful in "providing a lens through which to explore the questions," (p. 51) and often provides "an overall orienting lens for the study of questions of gender, class and race (or other issues of marginalized groups," (p.64).

Theoretically, this work draws on Integrative Leadership Theory (Anderson & Avolio, 2007; Chemers, 1997) and uses the lenses offered by Habermas' domains of knowledge (1972) and the concept of the gendered substructure (Acker, 1992) and inequality regimes (Acker, 2006). Authors such as Anderson and Avolio (2007) contend that improving the education of leaders and the practice of leadership requires a more integrative focus that is multilevel and interdisciplinary—one that recognizes that leadership is a function of both the leader and the led, and addresses the importance of context. In terms of this research, context refers to the reality that we live in a VUCA world (Stiehm & Townsend, 2010) in which inequality regimes, including gender, influence the education of leaders as well as the practice of leadership. In addition, our context today is one where the focus on instrumental and technical knowledge is privileged.

Integrative theory. In writing *An Integrative Theory of Leadership*, Chemers (1997) noted that there are no simple answers in the field of leadership which he calls a "complex and elusive phenomenon," (p. 27). He shared that controversies abound, reflected in differences between popular and scientific approaches, disagreements between contingency approaches, and "in disputes about the relative importance of leadership in the first place" (p.151). That said, Chemers asserted that an integration of contemporary leadership theory and research is possible,

"but it requires a new way of looking at leadership," (p. 27) including taking an approach that stresses common functions and processes of leadership that cut across particular theories.

Fast forward a decade, Anderson and Avolio (2007) articulate that, "Leadership theory and research has reached a point in its development at which it needs to move to the next level of integration," (p. 25) and must progress past the focus on "what causes leaders to emerge and be effective," (p. 29). An integrative theory of leadership therefore steers away from identifying any one theory, trait, behavior, skill, and/or style as being the key to leadership success or the desired state. Rather, it focuses on general areas of agreement and common principles across theoretical perspectives and recognizes that first and foremost, context must be understood.

Chemers (1997) explained that when looking across most theories of leadership, the "functions of leadership," (p.152) are commonly accepted. The functions include image management (establishing a legitimate basis for leadership while recognizing that it is highly susceptible to constructionist influences); relationship development (between the leader and followers); and resource utilization (coordination of a teams' collective resources to achieve objectives). I contend that this approach has applicability beyond the world of theory and research and into the realm of educating students of leadership. These functions require attention regardless of a leader's positionality (new to leadership or highly experienced for example) and demand an integrated approach to leader and leadership development and education. Chemers (1997) also described "leadership processes" (p.163) such as the zones of self-deployment (the fit between a leader's personal orientations and the demands posed by the environment); transactional relationships (the result of the interaction between leaders and followers which determine the motivation, commitment and satisfaction of each party); and team deployment (a group's commitment and motivation) that are common across most theories. Unlike the

functions of leadership however, Chemers shares that given the complexity related to the processes of leadership, "not all perspectives can be addressed simultaneously," (p.163). That said, I believe that the processes also offer a framework for the development of leadership education since an integrative approach according to Anderson and Avolio (2007), puts emphasis on a breadth of cognitive elements such as self-awareness and decision-making; individual leader-follower behavior; historical context; organizational culture, engagement, ethics (proximal context); and broad impacts such as national, international factors (distal context).

In terms of this research, an integrative approach speaks to the need and value of teaching the breadth of knowledges including the instrumental, hermeneutic and emancipatory. By developing leadership education that focuses on the functions and processes of leadership, I suggest that leaders can develop, grow and adapt based on integrated knowledge aligned and attuned to the realities of the day. Such an approach however represents a departure from many conventional courses and programs that identify a preferred leadership style and offer a "how to guide" for individuals. Although common and arguably popular, many argue that these offerings have not been successful (Bregman, 2013; Molinaro, 2013; Williams, 2013).

Various elements of an integrative approach align with concepts embedded in other theories such as servant leadership (Greenleaf, 1970) and transformational leadership for example, and are complementary in various ways with the work of theorists such as Mulford (2008), who speaks to leadership in schools as being multifaceted and there being no 'one size fits all'. The difference is that an integrative approach seeks to focus on the functions and processes that best meet the context as opposed to focusing on behaviors, skills, and traits etc. that align to a particular style or theory.

Drawing on this theoretical approach and considering its central tenants in relation to leadership education provides a valuable framework to consider what is taught to students of leadership. For example, an integrative approach to leadership education would recognize the context of today's VUCA world (Forbes, 2015; Shields, 2013; Stiehm & Townsend, 2010) and consider that the challenges for leaders and leadership are likely to only intensify in the future. The fact that today's context is built upon a gendered substructure (Acker, 1992) and inequality regimes (Acker, 2006) would be acknowledged as opposed to being a point of contention. An integrative approach to leadership education, given its emphasis on cognitive elements, would also recognize that rebalancing the focus on the breadth of knowledges, as opposed to privileging the technical/instrumental, holds the potential to help leaders understand the broader context and enable them to "shape society" (Habermas, 1972, p.55) in a manner that would consider all stakeholders in decision-making.

Definition of Terms

For the purposes of this research, I have chosen the following definitions for key words and terms in the hope of creating a common understanding. That said, I recognize that there is tremendous discussion and a multitude of perspectives related to the definition of literally all these terms.

Table 1

Definition of Terms

Term	Definition
Active learning	Any instructional method that engages students in the learning process. Active learning requires students to do meaningful learning activities and think about what they are doing. Core elements include student activity and engagement in the learning process as opposed to the traditional lecture, (Bonwell & Eison, 1991).
Constructivist ontology	Constructivists have a world view (ontology) or a manner of understanding their own and others' views about the nature of reality that is based on a belief that "human beings are active participants in the researched world" and that "social phenomena are more than the sum of their parts and can be understood only holistically," (Arthur, Waring, Coe & Hedges, 2013, p.7). From a research perspective, constructivists align to the qualitative holding that many "constructs cannot usefully be quantified, asserting that only rich qualitative description can capture their essences," (p.7)
Curriculum	An institution's entire educational program. It is the locus of corporate responsibility for learning that engages faculty, trustees, administration, and students. The curriculum encompasses all the sectors of the institution involved with the process of teaching and learning (Toombs & Tierney, 1993)
Domains of knowledge	Three domains were discussed by Jürgen Habermas (1972) and describe the different kinds of knowledge people are compelled to acquire. He reinforced the importance for human beings to pursue understanding through a variety of methods including reflective judgment and practical reason. The three domains are instrumental, hermeneutic and emancipatory.
Education	Whether in formal or informal settings, education helps to shape or personalities as well as our life choices and chances (Wotherspoon, 2009)
Gendered sub-structure or understructure	The gendered substructure of organizations consists of processes and practices of organizing that continually recreate gender inequalities. These processes and practices are supported by organizational cultures and reproduced in interactions on the job, shaped in part by the gendered self-images of participants.

Table 1

Definition of Terms

Term	Definition
Gendered sub-structure or Understructure (continued)	These gendering processes are at a less visible level, supported by gender subtexts of organizing and gendered logic of organization that link the persistence of gender divisions to the fundamental organization of capitalist societies. (Acker, 2012)
Inequality regimes	All organizations have inequality regimes, defined as loosely interrelated practices, processes, actions, and meanings that result in and maintain class, gender, and racial inequalities within particular organizations. The bases for inequality in organizations vary, and are linked to inequality in the surrounding society, its politics, history, and culture (Acker 2006).
Leadership	There are many definitions of leadership. The one used in this work is "A process of influencing others to understand and agree about what needs to be done and how to do it and the process of facilitating individuals and collective efforts to accomplish shared objectives," (Yukl, 2013, p. 6).
Leader development	Focuses on the individual: personal traits, styles and behaviors and from a skills/competency training standpoint (Reddy & Srinivasan, 2015).
Leadership development	Focuses on developing leaders in organizations and how they can better deliver on goals and objectives; support organizational culture; manage change; and lead people (Anderson & Avolio, 2007; Day et al., 2014).
Leadership education	Denoting formal, constructed environments designed to expand the understanding of leadership holistically and in an integrated manner, considering the past, present and future. A field of study including student exposure to philosophical underpinnings and history, and exploration of evolving pedagogy and practice, (Anderson & Avolio, 2007; Day, et al., 2014).
Learn	Gain or acquire knowledge of or skill in (something) by study, experience, or being taught (Oxford Dictionary).

Table 1

Definition of Terms

Term	Definition
Management	The process of dealing with or controlling things or people. The Harvard Business Review notes that managers count value as opposed to create it (leader), operate through power as opposed to through influence (leader) and take care of day-to-day work as opposed to inspiring and motivating people (leader.)
Pedagogy	Processes associated with the organization and practice of teaching. The term refers more generally to various kinds of interactions (and how these are understood and organized) in teaching—learning situations (Wotherspoon, 2009, p. 58).
Teach	Impart knowledge to or instruct (someone) as to how to do something. Cause (someone) to learn or understand something by example or experience (Oxford Dictionary).

Table 1 Definition of Terms

Summary

This work is predicated on the belief that leadership education is one critical component in improving the practice of leadership. As such, leadership education that better prepares decision-makers to navigate complexity, understand and address inequality, and act with accountability to society is supportive of efforts to avoid "bad leadership" (Kellerman, 2004) decisions that have led to the current leadership crisis and continues to perpetuate the leadership gap.

Acknowledging that individual beliefs, culture, dispositions and values have strong influence on leadership choices, this work aligns with the perspectives of those who contend that education will succeed in contributing toward creating empowered leaders able and willing to make transformational change (Rottmann, 2007) when the knowledge shared, learned, and

created goes beyond the technical to empower students with a depth of understanding about society, organizations, human nature, and themselves.

In the following chapter, I provide a review of significant and relevant literature related to the theoretical underpinning and lenses used in this thesis. In addition, findings and analysis of an inquiry into the question, "What is being taught in leadership education?" is presented. These findings are used for purposes of comparison with the findings of the course-related research study. Chapter 3 details the design and methodology for the research study. The findings of the study, including a document analysis on three years' of course materials and ten semi-structured interviews, are outlined in Chapter 4. Finally, in-depth findings and analysis from the case study are presented in Chapter 5, including a discussion of their significance and recommendations for practice and research.

Chapter Two: Literature Review

In this Literature Review, I summarize the concepts and theoretical lenses related to and used in this work. I also include analysis of how the literature aligns to the research (Mongan-Rallis, 2006) and include findings from an inquiry into, "What knowledge is being taught in leadership education?" thus providing a grounding of the status quo. In its entirety, the Literature Review serves as a foundation upon which further research can and hopefully will be conducted.

An Historical Perspective

The following brief review into the history of leadership education provides some context to my research. The topic of how to educate leaders is one of the oldest in human history, dating back to the world's greatest philosophers such as Plato, Aristotle, and Locke (Brungardt, 1997; Gabriel, 2005). These leaders spoke and taught about the importance of self-reflection and introspection as keys for growth and development (Brendel, 2014) while harboring concerns "that man cannot be trusted to behave wisely," (Kellerman, 2004, p. 41). Today, the explosion of interest in the topic is overwhelming both because of the belief that leadership is "vital to the future" (Thomas, 2014, p. 1), and that when enacted wrongly, it can negatively impact society as a whole (Kellerman, 2004; Pfeffer, 2015).

Mazutis, Morris and Olsen (2011) illustrate the evolutionary timeline of major leadership theories since the 1900s which have influenced the education of leaders. In the early 1900s, "Great Man" theories posited that some "men" were genuinely gifted and born to lead. In the 1940s, "Trait" theories came to dominate and then in the 1950s and 1960s, a shift to "Behavioral" theories began, giving voice to followers and the position that a leader's behavior is the best predictor of his/her leadership and thus the best determinant of his or her leadership success. Some posit that the "marketability" of teaching leadership grew at this point since

"behaviours can be conditioned," (Leadership-central, n.d., Behavioral Leadership section, para. 2). Moving forward in time, Contingency Theories of the 1970s then recognized the importance of "context" in leadership. By the 1980s and 1990s, the focus shifted to concepts around strategic, charismatic and transformational leadership. Mazutis et al., (2011) note that by 2000, the negative connotations around leadership following various scandals, gave rise to "a new crop of leadership theories," (p.6) and new developments in the field including the call for authentic, ethical/moral, spiritual, servant, sustainable and transcendent leadership which interestingly echo the call from pundits of the past. For example, Goldstein (2014) speaks to how, according to Plato, leaders who are open-minded and make decisions that benefit the majority and not just preserve their own power, have self-knowledge, the ability to control their ego, and humility.

The degree of conceptualizing and theorizing about the topic in just more than a century may be interpreted by some as dynamic and exciting. Others, who raise concerns that leadership education and the leadership "industry" has failed (Pfeffer, 2015) characterize the last few decades as almost frenetic with billions of dollars spent on training, books, attendance at inspirational speeches, and an explosion in the number of conferences. Either way, there is no doubt that the education of leaders is a central focus across disciplines and sectors,

> The education of leadership preoccupies most of the world's chief business schools; it is the object of innumerable executive development programs; and it sustains armies of consultants, executive trainers and coaches. Among academics, there are ongoing and vigorous debates as to the scope, limits and effectiveness of different approaches to teaching leaders," (Gabriel, 2005, p. 147).

Some contend that leadership development and the education of leaders is "messy" (Brungardt, 1997), can be faddish (Kouzes & Pozner, 2010; Reddy & Srinivasan, 2015) and reinforce that the goal of most leadership education today focuses on teaching about traits and behavior that are desired in organizations to meet goals and on enabling individuals to change their own behavior that, "are getting in the way of… effective leadership," (Brendel, 2014, para.1). This reality is in stark contrast to society's call for leaders to embody and create positive change and transformation in order to avoid the pitfalls that have led to the leadership crisis. Thus emerges the opportunity to consider the message of those calling for an integrative approach to both leadership theory and education. It is within this challenging and exciting time that this Literature Review is conducted.

Improving Leadership Education

Significant efforts are being undertaken by many passionate professionals, including those in academia, in organizations, and in institutions spanning the world of business, education, governments and non-profits to address the complex challenges associated with improving leadership education. Alongside decades, if not centuries, of debate and discussion around the definition and meaning of leadership in general (Bass & Bass, 2008), it must also be acknowledged that the "purpose" (p. 25) and expectations of leaders and leadership varies based on a multiplicity of factors including societal and organizational mission and culture (House, Hanges, Javidan, Dorfman, & Gupta, 2004; Pennington, Townsend & Cummins, 2003). "The already complex puzzle of leadership adds yet another component with the inclusion of culture," says Chemers (1997, p.134). Anderson and Avolio (2007) illustrate the challenge of defining and understanding the meaning of leadership by noting that, "the exact same leadership action or behavior may not be viewed in the same way by different leaders, followers, with or between

cultures," (p. 27). In terms of differing expectations of leaders in various sectors and cultures for example, Starratt (2005) posits that leaders in Education must practice transformational ethics which he notes is a "distinctive, value-added ethic" (p.131) and indicates that they should be held to a higher moral standard of proactive responsibility (p.130). It should also be acknowledged that the consequences of malfeasance on victims of "bad leadership" (Kellerman, 2004) varies as well given that victims may range from employees and retirees of a company, to children in a school and other vulnerable people in society.

Recognizing the differences however, the literature on leadership across disciplines and sectors continue to raise and reinforce some systemic challenges. The first challenge is teaching leaders how to handle complexity in an ever-more diverse work place (Billou, Crossan & Seijts 2010; Drew, 2010; Watt, 2003). The second systemic challenge is how to better educate leaders on the importance of behaving with a social-conscience and making ethical decisions (Brown & Trevino, 2006; Johnson, 2003; Wankel & Stachowicz-Stanusch, 2011). The reality is that instances of leaders being called out for behavior that raises moral, ethical and legal concerns are prevalent. Recent examples include the former mayor of Toronto, Ontario being accused of misusing city resources and using illicit drugs (Doolittle, 2015); a leading forensic pathologist disgraced for misusing his position (Perkel, 2016); a local educational leader in London, Ontario, stealing more than $750,000 from the school board (Dalla Costa, 2011, para.4); and the highly publicized issues with engineering and construction giant SNC Lavalin (CBC, 2016) which nearly encompass the gamete of "bad leadership". The third challenge that is raised across disciplines and sectors is how the visible face of leadership still does not reflect, or even

approximate the workforce or society (Wohlbold & Chenier, 2011; Ely, Ibarra & Kolb, 2011; Sanchez-Hucles & Davis, 2010; WomenWatch, 2007; Thomas, 2014).

These challenges are not new, in fact it has been almost 25 years since Rost (1993) called for a fundamental shift to leadership education that would be distinct from teaching management and focused on making real changes as opposed to solely serving organizational goals. He said it was critical to focus on enhancing leaders' decision- and policy-making understanding, and changing their mindset toward how to view themselves in the leadership process. Even earlier, Hodgkinson (1991) noted that the central challenge of leadership itself is reconciling the divergent interests associated with administration and management. In other words, leaders must be able to align the interests of individuals with that of the organization which by necessity requires them to demonstrate the ability to understand others, themselves, negotiate and find solutions with people. In the context of this work, I suggest that Rost and Hodgkinson were speaking to the opportunity to teach hermeneutic knowledge in order for leaders to develop into individuals that aspire to Yukl's (2013) vision—someone who not only delivers on objectives, but does so with people, and through the enactment of strong interpersonal, facilitative and collaborative skills.

More than two decades later, the literature related to the education of leaders is replete with calls similar to expectations articulated by Rost (1993) and his colleagues—the need for leaders to understand their roles in relationship with followers, to enhance leaders' understanding and ability to use influence and work within non-coercive relationships, and for leaders to move beyond making incremental changes, and be willing to reconstruct their basic world view toward a collaborative orientation.

Progress being made. There is little doubt that the focus on leadership education has indeed accelerated since the early 1990s, but it has arguably not yet shifted to the extent, or in the direction, envisaged by Rost. At a macro-level, the perceived failure, or crisis, of leadership in the United States in the early 2000's was cited for the proliferation of upwards of 800 leadership education programs at U.S. college campuses (DiPaolo, 2004). Since then, the focus to better educate leaders in most countries around the world, including here in Canada, has only amplified as a result of the 2008-2009 financial crisis. For example, Canadian leadership institutes such as the Ian O. Ihnatowycz Institute for Leadership at the Ivey Business School in Western University and the Canadian Centre for Advanced Leadership in Business at the University of Calgary's Haskayne School of Business acknowledge that their growth is in part related to the failures in the financial system which came "very close to undermining the legitimacy of the capitalist system," (Gandz et al., 2010, p.13).

Although much attention related to leadership education falls in the realm of business schools and schools of management, the focus on needing to improve the education of leaders is in no way limited to those disciplines and faculties. For example, leaders in engineering, law, medicine, nursing, public service and education have also faced tremendous changes in the last decades and have been focusing on developing and enhancing the education of leaders in their fields. (Adudell & Dorman, 2009; Blanchard & Donahue, 2007; Schuhmann, 2010; Tanovich, 2009).

The Domains of Knowledge

According to the Oxford Dictionary, the word "knowledge" comes from an Old English compound based on cnāwan (know). Originally used as a verb, in the sense "acknowledge or recognize", and later as a noun, knowledge in the present day is understood as, "facts,

information, and skills acquired through experience or education; the theoretical or practical understanding of a subject," (Oxford Dictionary online, n.d.). Jürgen Habermas, a German philosopher and social theorist coined the term "knowledge interests" in 1968 (translated to English in 1972). His work was intended, in part, to describe why people are compelled to acquire different kinds of knowledge and to reinforce the importance for human beings to pursue understanding through a variety of methods including reflective judgment and practical reason (Habermas, 1972). The three domains of knowledge were originally coined instrumental, hermeneutic and emancipatory, but since then, scholars and authors have sought to develop further clarity, establish their own interpretations, and use the concept to further their own work (Cranton, 2006; Terry, 1997).

Habermas (1972) critiqued what he saw as the abandonment of the theory of knowledge which was characterized by the freedom to critique, explore ideas and recognize self-reflection as a "motive force of history," (p. 44). He was explicit in his perspective that positivism, "scientism" (p. 4) was leading to the "severance of knowledge from interest," (p. 303). By the late 1960s, Habermas recognized that instrumental knowledge had become the all-pervasive and preferred lens through which people and institutions viewed the world. As Cranton (2006) notes, "A reverence for objective science remains with us still," (p. 4) adding that even in the social sciences, humanities and arts, "researchers, theorists and teachers strive to force knowledge into the instrumental domain in an attempt to give it greater value" (p. 4).

Habermas replaced his typology of knowledge interests with a theory of communication in the early 1980s, but his efforts to differentiate three primary generic cognitive areas in which human interest generates knowledge (MacIsaac, 1996) remains and "continues to spawn a rich literature in education" (Cranton, 2006, p. 3). For the purposes of this research, I have developed

the following rich descriptions of the three forms of knowledge to provide a lens through which the data collected in the research study can be viewed and analyzed.

Instrumental knowledge. Instrumental knowledge is known commonly as technical (MacIsaac, 1996), empirical or analytical knowledge (Terry, 1997) and has become associated with the knowledge people in the modern world require to control and manipulate their environments and succeed in their objectives (Cranton, 2006). I see this translating in our global, economically-driven world, as the ability to make profit, grow, be more efficient and effective, and do more with less. Instrumental knowledge is predicated on the idea that knowledge is objectively 'knowable' and as a result is aligned with the domain of science, math and positivism more generally (Cranton, 2006). Instrumental knowledge and its associated qualities and skills are prioritized and most often preferred in modern society which continues to be driven by economic imperatives. Referred by some as "how to" or "know that" knowledge (Terry, 1997), the research methods associated with instrumental knowledge include quantitative, objective, and hypothetical-deductive theories. I recognize that many qualities associated with technical interests and skills are aligned with agentic (assertive and competitive) or hard skills (Nye, 2006) and measured using intelligence, or IQ, tests for example (Goleman, 2004). These qualities and skills are often stereotypically associated with men, white men in particular, and male behavior (Eagly & Carli, 2007). People from specific geographies, races and cultures for example are also stereotyped as having these qualities and skills (Dorfman, Javidan, Hanges, Dastmalchian & House, 2012). The GLOBE Research Project Worldwide has published several reports on studies related to the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members. For example, the prototype of a successful leader in Germany is described as an individual who has a

high task, high quality, high efficiency and high performance orientation. The prototype is characterized by an individual who is seen as highly assertive and autonomous with a low compassion and humanity orientation (Brodbeck, Chhokar & House, 2008). In an environment that has a bias for instrumental knowledge, those associated or seen to embody more masculine qualities can therefore also become preferred or seen as desirable for certain roles, "study after study has affirmed that people associate women and men with different traits and link men with more of the traits that connote leadership" (Eagly & Carli, 2007). Examples of technical skills required by leaders include, research, data analysis, financial and project management.

   Hermeneutic knowledge. Human beings are essentially social and as such, the need to understand others is critical in order to work and live collaboratively. According to Alvesson (2013), "practical-hermeneutic interest aims to achieve understanding about human existence, without any particular concern for the utility of that knowledge." Hermeneutic knowledge is also known as practical, communicative and historical knowledge as well as being associated with human relations (Cranton, 2006). Referred to by some as "know how" knowledge (Terry, 1997), the hermeneutic goes beyond accepting knowledge as "fact" based on natural sciences, and calls for understanding through experience and interaction. Alvesson (2013) notes that while instrumental knowledge seeks to remove formal irrationality, the hermeneutic seeks to remove misunderstandings. The skills associated with hermeneutic knowledge in modern society include the ability to work in teams, communicate effectively, be facilitative and collaborative and have the ability to persuade and to manage conflict. Individuals with these skills are often referred to as being people-oriented and the study/research of these skills are associated with the qualitative, interpretivist pursuits in the social sciences (Cranton, 2006). The qualities of hermeneutic capabilities, interests and skills best align with the communal such as being sensitive, respectful

and compassionate (Eagly & Carli, 2007). Concepts such as having "emotional intelligence" or EQ and soft skills such as being a good listener (Nye, 2006) best align with the hermeneutic and are traditionally associated with women and feminine behavior (Eagly & Carli, 2007).

In my career, I have noticed how in the last two decades, there has been increased discussion and focus on skills and behaviors associated with hermeneutic knowledge. I believe that the need for these skills have come to the forefront as a result of the leadership crisis which has in part been caused by leaders so focused on results, that they became disconnected and/or lacked a sense of accountability to others. Literature regarding leadership habitus that is perceived as feminine as well as the habitus of those from various geographies for example are often described as embodying hermeneutic and communal qualities and skills (Eagly & Carli, 2007; Petit, 2014).

Emancipatory knowledge. One quality considered by many to be unique to human beings is the desire to grow and develop, experience freedom and obtain self-knowledge. (Cranton, 2006). Emancipatory knowledge aims to "liberate humans from external and internal repressive forces that prevent them from acting in accordance with their free choices," (Alvesson, 2013, p.9). It is recognized in society today by the drive to develop self-awareness, reflect and have self-knowledge. This interest was in millennia past of primary focus and importance to philosophers and theorists who saw it as key to human growth, development and progress. Emancipatory knowledge is referred to by some as "know why" (Terry, 1997) knowledge and is aligned with critical thinking and transformation and is foundational in the critical social sciences, critical theory and psychoanalysis. I suggest that the call in recent years for transformative leaders who are willing and able to play the role of change agents; be critical and adaptive as opposed to technical or mechanistic; and consider equity and social justice priorities

alongside profit and other quantifiable objectives, illustrates the value of integrating emancipatory knowledge as a priority in leadership education.

Knowledge and Leadership Education

Habermas' (1972) conviction that higher education should focus on developing the capacity of people to shape society provides yet another connection to the work of scholars and practitioners today calling for the education of leaders capable of, "dealing with family problems, poverty, politics, ethics, interpersonal and international relations as well as many other problems," (Watt, 2003, p.13). In terms of leadership education, the word "knowledge" appears frequently in relation to content that is, and arguably "should be" taught. That said, analysis considering the breadth and value of the different domains of knowledge using Habermas' classic work is limited. Terry's (1997) work drew my interest in that he considers the potential of Habermas' typology as a means of conceptualizing the problems of education. He describes how "an empirical interest can best be served through some aspect of science or technology which falls under the rubric of analytical knowledge, interests which relate to placing ourselves within an historical or cultural context are best addressed by hermeneutically-derived knowledge, and our interest in freedom (the emancipatory interest) corresponds to the critical element of our knowledge base," (p.270). Reflecting on Terry's work, I began to conceptualize how such an approach could apply for example to the call for leaders to learn about social responsibility.

Extrapolating from Terry (1997), if one identified the knowledge related to social responsibility as being within the domain of the technical/instrumental, teaching students of leadership to include a check box in a decision-making process asking, "Have you considered the consequences of your actions on the external community?" may be appropriate and sufficient. However, if the knowledge associated with social responsibility is identified to be more closely

aligned with the hermeneutic, an approach to educate students of leadership on the topic may involve a multidisciplinary examination of case studies about the social impacts of business decisions. Another approach may be an individual or class exercise involving students interviewing former employees or stakeholders of a company that has failed due to its leaders' lack of accountability. Even a philosophical exploration of Plato's thoughts on the moral and ethical purpose of leadership (Anderson & Avolio, 2007) could be considered if the knowledge to be taught is recognized as hermeneutic.

The aforementioned example illustrates the potential of using the lens of the domains of knowledge. By asking questions through this lens, valuable insights emerge that can help students better learn the complexity of leadership and perhaps ultimately influence their actions and decisions in the workforce. In developing leadership curricula, educators could approach a topic such as social responsibility and ask themselves, "What is the knowledge that underlies the teaching of social responsibility?" They could ask, "Is it technical knowledge? And/or is it also hermeneutic in nature?" Educators could consider the question, "What do I hope that students will learn from me teaching social responsibility?" Is the key learning to know how social responsibility is defined and that it is important to consider? Or is the key learning to understand how it impacts those when leaders don't behave or make choices that reflect social responsibility? Educators could ask themselves, "What do I hope students will do with that knowledge in the workforce?" If the intent defined by educators is for students of leadership to question the status quo and transform organizations to put social responsibility as an equal objective to profits for example, the education of students will need to broaden and include the

emancipatory. Considering these questions may alter both the curricula and pedagogy used in leadership education and ultimately the enactment of leadership.

In summary, I suggest that students of leadership who not only learn instrumental knowledge about a topic (for example, social responsibility), but delve into understanding how the topic is perceived by and affects others, may be better prepared to steward the topic in the workplace. Students of leadership who are challenged to envision the kind of transformation needed to manifest social responsibility into all aspects of an organization's operations have taken a step toward the critical thinking needed to bring about significant change.

Gender and Inequality

Even though feminist authors such as Oakley (1970) and Kanter (1977) were, more than 40 years ago, on the "cusp of a new women's movement and a new explosion of research theory and speculation on women, men, gender, sex, power and social problems," (Oakley, 2015, p.3), the reality is that the gendered substructure (Acker, 1992) and inequality regimes (Acker, 2006) continue to impact society and leadership today.

Gendered substructure. The concept of the gendered substructure is specifically discussed in this work since the loci of the research is specifically in a course that focuses on issues related to gender. Acker (1992) recognizes that the gendered substructure of organizations consists of processes and practices of organizing that continually recreate gender inequalities and are supported by organizational cultures and reproduced in interactions on the job, shaped in part by the gendered self-images of participants (Acker, 2012).

Similarly, Alvesson and Billing (2009) note that "organizational theory is male gendered," (p.6) and at a macroeconomic level authors such as Blackmore and Sachs (2007) point to neoliberalism and globalization as having set the framework for the perpetuation of patriarchy,

and in education at least, leading to "an end to equality with the rise of "recuperative

masculinity," (p.248). In *Under Western Eyes' Revisited*, Mohanty (2003) focuses on global

capitalism which she identifies as a crucial site of struggle against patriarchy and racism, and

Rakowski (2000) adds that the intersection of gender with globalization and the proliferation of

neoliberal reforms has created "complex and even contradictory realities," (p. 116).

Zenger and Folkman (2012) note that women in leadership today often feel the constant

pressure to never make a mistake and to continually prove their value to their organizations. In

addition, the term "chilly climate" (Hannah, Paul & Vethamany-Globus, 2002, p.7) describes the

reality for some women in Canadian academia—a reality which begins on campuses and

institutions of higher learning and has the potential of having long-term impacts. Both recent and

historical studies in academia show how "women face difficulties in various fields," (The

Council of Canadian Academies, 2012, p.42) including having limited access to career

development and promotional opportunities. In addition, these women are confronting issues of

sexual violence and hostility on university campuses (METRAC, 2014) which research shows,

"can have dire consequences for a student's physical and mental well-being, academic

achievement and access to education," (Ontario Women's Directorate, 2013, Effect of Sexual

Violence on Survivors section). At a time when developing leaders is seen as critical, more than

half of students are dealing with gender and power-based issues that can negatively influence

their development and choices around education and leadership.

Inequality regimes. In Acker's more recent conceptualization (2006, 2012) of inequality

regimes, she acknowledges that while this new analysis has its origins in her earlier arguments

about the gendering of organizations, "reconceptualising that approach to add class and race and

extending the discussion in various ways," (Acker, 2006, p. 442) was important because

"focusing on one category almost inevitably obscures and oversimplifies other interpenetrating

realities," (p. 442). Acker (2006) defines inequality in organizations as,

> Systematic disparities between participants in power and control over
>
> goals, resources, and outcomes; workplace decision such as how to
>
> organize work; opportunities for promotion and interesting work;
>
> security in employment and benefits; pay and other monetary rewards;
>
> respect; and pleasures in work and work relations," (p.443).

Acker acknowledges that other bases of inequality include sexuality, religion, age, and

physical disability but continues to focus on gender, race and class. Acker adds that the processes

and patterns of inequality vary in different organizations as do the severity of inequalities, their

visibility and legitimacy. Other theorists have also recently refined their gendered analysis to

include the concept of intersectionality (Crenshaw, 1989) and multiple inequalities (Verloo,

2006) such as Benschop and Dooreward (2012) who expanded their concept of gender subtext to

gender subtext[plus] to recognize the intersectionality of inequities.

With an understanding of how these systemic and structural realities play out in the

workplace and perpetuate inequality, it becomes clearer how forms of discrimination such as the

glass ceiling and glass cliff (Ryan & Haslam, 2007) continue as realities for women and others

whose positionality does not align with the dominant hegemony. For the purpose of clarity, the

"glass ceiling" refers to artificial barriers based on attitudinal or organizational bias that prevent

qualified individuals from advancing upward, and "glass cliff" refers to positions of leadership

that are associated with greater risk of failure. While most scholars studying inequality agree

that the concept of the glass ceiling refers to the lack of access to the most highly paid positions,

others such as Boyd (2008) also use this term to describe "gender or race discrimination at all levels of the business world," (p.551).

The Statistical Story

Despite decades of focus at the international, national, provincial or state, local and organizational level to mitigate the impact of discrimination through quotas/affirmative action, anti-harassment and equality legislation and policies (Ely et al., 2011), significant portions of the population continue to struggle and face barriers in their leadership journey and are limited in their ability to meet the demand for, and expectations of, leaders. While statistics themselves and the numbers alone do not get at the underlying challenges, they are one part of the equation, illustrating reality and the status quo.

Statistics in Canada and the United States clearly illustrate that the number of women in leadership positions has "virtually flat lined" since the 1980s (Wohlbold & Chenier, 2011, Executive Summary, p.i). Even though women now represent 48% of the labor force in Canada (Statistics Canada, 2014, Women's Representation & Participation in the Labor Force section, para.1), and 62% of under-graduate students and 54% of graduate students (Turcotte, 2011, p.19), women in pursuit of leadership opportunities in Canada face the reality that "men are two-to-three times more likely to be senior leaders and one-and-a-half times more likely to be middle managers," (OECD, 2010, para.3). Data from 2014 illustrates that women represent 20.8% of board directors of companies on the Canadian Stock Index (Statistics Canada, 2014, Women on Boards and Corporate Leadership section, para.2) and that they occupy only 17% of Fortune 500 Board seats. More than two-thirds of Fortune 500 Boards have no women of color represented (Warner, 2014, Women of Color Face an Even Wider Gap section, para.4). The data reflects similar realities in the public service as well as in the Academe where women represent only

21.7% of full professors, 32.6% of full faculty (The Council of Canadian Academies, 2012, p. xvi), and yet nearly half of seasonal instructors and lecturers.

For women whose gender intersects with other forms of oppression (Crenshaw, 1989), the challenges associated with their leadership journey are compounded and reinforce that multiple inequalities (Verloo, 2006) including, but not limited to gender, are issues that need renewed focus. Statistics in the United States and Canada are similar, though the terminology used varies. As noted on the *Canadian Race Relations Foundation* website, non-Caucasians are often referred to as "people of color" in the United States and to a lesser degree in Canada where the term "visible minorities" is used more frequently. In 2014, 70% of leadership roles and 65% of elected positions in the United States were held by white men who represented around 31% of the population (Henderson, 2014, para.4).

There is little information on Aboriginals in leadership and as Sanchez-Hucles and Davis (2007) note, "Native American women are rarely mentioned in the leadership literature, as their numbers are so slight," (p.172). The *HistoricaCanada* website notes that people of Aboriginal descent collectively represent approximately 8.5% of the population in Canada, and that in 2012, there were 111 women chiefs out of 633 First Nations across Canada, representing 17.5 % of the population—slightly higher than the percentage of female mayors of Canadian cities, (HistoricaCanada, n.d., Aboriginal Women and Politics section, para.3).

While Justin Trudeau's "bold experiment" (Hall, 2015) to create gender parity and broad demographic inclusion has been heralded for changing the dynamics in Canadian political leadership, the reality remains that there is still much more work to be done.

What the Literature Tells Us

A review of the literature related to the concepts and theoretical lenses associated with this work illustrates that historically, pundits recognized the importance of leaders investing in their own leadership journeys, having a commitment to understanding themselves, others, as well as the world around them. However, with the influence of factors such as capitalism, globalization and neoliberalism, the literature shows that the role of leaders and the focus of leadership education has shifted toward the instrumental, with the priority of many being solely on accomplishing organizational goals and achieving individual success. With less attention on leaders having responsibility to society, leadership education has over time come to minimize focus on the hermeneutic and emancipatory.

The literature describes our world today as volatile, uncertain, complex and ambiguous and affirms that leaders are struggling to handle the complexities they confront in the workforce. The leadership crisis is a reality with leaders being called out with regularity for their moral, ethical and legal choices which create economic, social and political challenges. Inequality regimes including gender remain a significant challenge that perpetuate the leadership gap and impact individuals, organizations and society.

In summary, the literature shows how generations of leaders, whose education and priorities have been on management and administration as well as efficiency and effectiveness, are struggling to rise to the call to transform organizations, and feel overwhelmed by the breadth of ethical, human, professional and social complexities in the workplace. This Literature Review therefore reinforces the need to revisit how leaders are educated in order to help address the leadership crisis and fill the ongoing leadership gap.

What Knowledge is Being Taught in Leadership Education?

Within the context of the broader Literature Review, I felt it important to delve into the general question, "What knowledge is being taught in leadership education?" in order to develop a baseline and a fuller understanding of the current state of affairs. I use the findings and analysis of this broader review with the findings of my course-related research study (Chapter 4) which is conducted purposively (Creswell, 2014) in an undergraduate business leadership course focused on gender-related issues.

Literature review inquiry. The literature reviewed to address the question, "What knowledge is being taught in leadership education?" was collected by conducting a broad sweep of electronic resources including, but not limited to, those accessible through Western Libraries. The experience of conducting the search itself provided a learning opportunity recognizing how complex, "broad and unwieldy," (Mazutis, Morris & Olsen, 2011, p.2) the topic, study and practice of leadership really is. For example, searches for <leadership education and development> and <educating leaders> delivered results predominantly focused on teaching leadership to leaders in the field of Education as opposed to the education of leaders generally. As a result, the search was adjusted to <what are leaders being taught>, <what knowledge is taught to leaders>, <what is being taught in leadership classes>. In addition, searches for the combination of <leadership> with words such as course, curriculum, class, development, knowledge and learning were conducted.

Literature review inquiry data collection. Compared to the 397 million Google results I generated through a search on <leadership books> in April 2016 and 72 million on a search of <leadership traits> for example, a relatively short list of specific results that address the focus of this inquiry were identified. Using the search parameters noted above, general Google searches

delivered a plethora of actual courses being offered by colleges, universities, consultancies, executive education programs and others, as well materials in professional publications. Searches using Western Libraries and Google Scholar delivered articles in academic journals, dissertations and thesis, as well as research in the fields of business, education, engineering, medicine, and public administration. That said, most of the literature addresses a specific topic related to the education of leaders and therefore requires in-depth review in order to identify information on "What is being taught?" The 30 documents chosen related to this inquiry, and included in the References section of this dissertation, predominantly span the 2005-2015 timeframe to reflect the most current content on the topic of what knowledge is being taught in leadership education. The materials also reflect leadership education being taught across sectors and academic disciplines/faculties.

*Literature review inquiry key themes***:** After reviewing the 30 documents, I identified three key themes that underlie, influence and impact what knowledge is taught in leadership education. I found that how the concept of leadership itself is defined by the organization developing the education, influences the curriculum and pedagogy used. Secondly, there is a high need for those offering leadership education and those paying for, or attending the education course/program, to have a common understanding on what the program focuses on and delivers. Thirdly, there needs to be transparency related to the explicit and implicit expectation of value associated with providing/taking the education. The following provides further details on these three themes.

How leaders and leadership are defined matters. The definition and expectation of leaders and leadership continues to evolve over time, and differs across cultures, disciplines, and sectors. For example, in the last 50-75 years, the focus has shifted from developing "transactional" leaders to calling for "transformational" leaders (Bass & Bass, 2008; DiPaulo, 2004; Mazutis et

al., 2011). As it relates to institutions offering leadership education then, their definition and philosophical alignment impacts what their leadership curriculum includes and will offer. In addition, it should be noted that the focus of leadership education varies across disciplines and sectors. For example, leadership education in business schools and faculties of education predate focus in some other faculties such as engineering (Schuhmann, 2010, p.67). The literature shows that most recently medicine and healthcare are actively developing new models of leadership given their rapidly evolving fields (Adudell & Dorman, 2009, p.168). An article published in April 2016 by the Deloitte University Press illustrates this point with the authors noting that "medical education is in an era of transformation, and medical schools are beginning to innovate to prepare new physicians for the emerging new model of care," (Greenspun, Abrams & Kane, 2016). Interestingly they identify their evolving market environment as now demanding new competencies such as business acumen, data analytic skills, as well as broadened interpersonal relationship skills, including enhanced communication and leadership skills.

Clarity of what is being offered/expected is key. Secondly, the literature refers to leader development, leadership development and leadership education interchangeably at times, and at others more strategically and with specific intent (Anderson & Avolio, 2007; Brungardt, 1997; Day et al., 2014; Kirchner & Akdere, 2014; McGurk 2010; Reddy & Srinivasan, 2015). Authors including Rosch and Anthony (2012) address this issue saying that it is a failure of many capacity-building programs that they "do not explicitly distinguish the level of focus they apply to their curricula or outcomes," (p.39). Traditionally, a class on leader development would most likely focus on the intrapersonal, individual traits and behaviours while a leadership development class would be interpersonal in focus, looking to enhance leadership capacity in an organization (Day et al., 2014). Rosch and Anthony contend that leadership educators should ensure

integration and in fact say it would be wise to develop programs that support development on the Personal (traits, skills, abilities, and behaviour) level; the Dyad (leader-group member context) level; the Group /Team (hierarchical work teams and social/non-work team) level; and the Collective/System (leadership within systems, communities and society) level (Rosch & Anthony, 2012, p.39). Such perspectives align with those who speak to how different teaching techniques must be aligned to maximize learning, "different models of leadership require different pedagogical strategies," (Blanchard & Donahue, 2007, p.462) and support an integrative approach to leadership.

Value proposition must be understood. The final theme speaks to explicit and implicit expectations associated with providing and taking the education. For example, there are organizations that expect its leaders to return from a course or program and show, in short order, a return on investment (Kirchner & Akdere, 2014) or a "quick-fix approach" (Molinaro, 2013, p.43) to address immediate issues or deliver on an immediate goal or objective. These organizations want leaders to "show up differently saying and doing things in new ways that produce better results," (Bregman, 2013, para. 13). Others see leadership education as a long-term investment that develops through experiences and enactment (Day et al., 2014) believing that the knowledge learned has to be internalized and will, over time, help transform leadership habitus (Reddy & Srinivasan, 2015). The need for alignment around the value proposition is important for those developing education and those engaging in order to avoid frustration and the risk of one or both parties stepping back from investing in leadership education.

Literature review inquiry key findings. While some of the literature reviewed specifically addresses the knowledge taught in leadership classes (Rosch & Anthony, 2012; Schuhmann, 2010), most address the education of leaders in various contexts including in the private, public

and non-profit sectors (Blanchard & Donahue, 2007; Gabriel, 2005; Pinnington, 2011; Roomi & Harrison, 2011; Steinert, Nasmith, McLeod & Conochie, 2003). The majority of the literature identified seeks to address a specific question or issue related to leadership education: how it should be taught (Grimes, 2015; Sinclair, 2007); how value should be measured (Gilpin-Jackson & Bushe, 2007; Kirchner & Akdere, 2014); and what should be taught and inevitably what is missing (Blanchard & Donahue, 2007; Bottoms, 2003; Bregman, 2013; Crossan & Mazutis, 2008; Doss, 2013; Gabriel, 2005; Gordon, Jacobs & Solis, 2014). As a result, the answer to the question, "What knowledge is being taught in leadership education" exists, but is found within various layers and must be carefully dissected and analyzed.

There are five key findings that emerge from the review of the 30 documents related to the Literature Review inquiry into "What knowledge is being taught in leadership education?" The findings are that: the teaching of theories, styles and traits are predominant topics in courses and programs; teaching about effectiveness and efficiency (instrumental knowledges) in leadership education remain the priorities; curriculum on managing change dominates educational efforts, not transformation; there is a need to rethink the pedagogy used in leadership education; and finally that a significant amount of attention is on "what's missing" from leadership education today.

Theories, styles and traits are predominant topics. Education on theories, styles and traits are prevalent in leadership education, and are even the predominate topics in some courses, (Bregman, 2013; Dorfman, Javidan, Hanges, Dastmalchian & House, 2012; Gehret, 2010). Often taught from an instrumental perspective, students read about the evolution of theories and learn about different styles, behaviors and traits that have been or are seen to be successful. There are a multitude of perspectives on the value of teaching the topics and how the topics

should be taught. Despite their presence in most leadership classes, concerns abound that such education is not effective in changing actual behaviour or improving leadership abilities, (Day et al., 2014; Gehret, 2010; Reddy & Srinivasan, 2015).

Effectiveness & efficiency remain priorities. The second key finding speaks to the fact that leadership education, across disciplines/faculties and across the private, public and non-profit sectors, remains focused on teaching instrumental knowledge—specifically on driving efficiency and effectiveness, and ensuring compliance and accountability in organizations. The review also illustrates that the technical knowledge being taught in leadership education is often aligned with the area of speciality (medicine, engineering, public service, etc.). The literature offers interesting insights including the fact that curriculum is often developed by professors who are primarily focused on a specific area of study and are not comfortable "dealing with multifaceted questions of policy and strategy, or examining cases that require judgment based on wisdom and experience," (Bennis & O'Toole, 2005, What gets taught section, para. 1). The result they note, "is first-class instruction on methodology and scientifically oriented knowledge," (para. 6) that while valuable, is not sufficient and can develop "graduating students who are ill equipped to wrangle with complex, unquantifiable issues," (Bennis & O'Toole, 2005, Introductory section, para. 1).

> The things routinely ignored by academics on the grounds that they
> cannot by measured—most human factors and all matters related to
> judgment, ethics, and morality—are exactly what make the difference

between good business decisions and bad ones. (Bennis & O'Toole,

2005, The scientific model section, para.10).

From the perspective of developing leaders in Education, Hess and Kelly (2007) note that a

key focus for leadership education is to align Principals in schools to meet defined operational

and fiscal/economic goals as well as compliance-related (regulatory, legislative, etc.) obligations.

Some of the key instrumental/technical knowledge priorities for leaders in education identified in

the readings include: adhering to regulations and legislation; branding and marketing;

communication; decision making skills; developing visions/mission & goals; implementing

change; leading groups & teams; learning technology; legal issues related to the

sector/discipline; managing staff; organizational and financial management; presentation skills;

project management; and specific job related technical skills, (Bregman, 2013; Gehret, 2010;

Gordon, et al., 2014; Kosicek, 2004). While many innovative theories and styles of leadership

have been developed by scholars in the field of Education (servant leadership for example), in

practice it appears that much of the education of leaders in the field remains focused on the

technical and instrumental.

In the field of health care and medicine, much of the literature on leadership education

illustrates that the predominant focus is on upgrading administrative, management and research

skills for leaders, along with improving communication and team leadership abilities, (Adudell &

Dorman, 2009; Steinert, et al., 2003). As way of further example, the message was clear from a

series of focus groups the Canadian Medical Association (CMA) conducted in 2006 asking its

members for their views on leadership, and whether there was a need to develop leaders in medicine,

> Canadian physicians told us there is both a need and a void. They told us
>
> that while they recognize a need for physicians to assume leadership
>
> roles, they do not feel particularly well-equipped to provide the kind of
>
> leadership needed in today's increasingly complex health care
>
> environment. They told us that they recognize a need for skills not
>
> acquired during their medical training," (Collins-Nakai, 2006).

It is important to recognize that some aspects of leadership education are changing to introduce and include topics of ethics, corporate social responsibility and self-awareness/reflection (Crossan & Mazutis, 2008; Day et al., 2014; Schuhmann, 2010). It appears however that the shifts are most often driven by select faculty with a passion and vision, and is taking place in select institutions. For example, an assistant professor of Law at the University of Windsor in Ontario proposed a student code of conduct (separate and distinct from general University codes) which educates law students about their professional obligations explaining that this was "an important step in deterring unprofessional conduct while in law school and preparing students for ethical practice," (Tanovich, 2009, p.2). In the United States, Penn State University in their Engineering Leadership Development Minor program has embedded global awareness/world view/appreciation for diversity; self-knowledge/character/ethics; communication oral/written; creativity/innovation/focus on results; and project planning theory and practice/teamwork (Schuhmann, 2010, p. 67) in its curriculum.

Curriculum on managing change, not transformation. With change being inextricably linked to growth and wealth, institutions of higher learning and organizations have committed themselves to take-up the charge to develop leaders able to envisage and implement transformative change. However, in order to help leaders learn how to transform organizations, curriculum must be "infused with multidisciplinary, practical, and ethical questions and analysis reflecting the complex challenges business leaders face," (Bennis & O'Toole, 2005, Looking ahead section, para.2.)

The review of literature illustrates that while much is said about transformation in course outlines, what is actually being taught is how to manage change. In fact, authors Stoner & Stoner (2013) articulate that leadership education continues to focus on change management as a process, and as such, teaches skills such as how to manage projects; implement best practices; and ensure organizational alignment (Stoner & Stoner, 2013). This finding is relevant to this research as it indicates a continuing gap between the desired learning and what is being taught. "Business leaders today face a marketplace characterized by change and growing complexity. Unfortunately, many leaders have discovered in the midst of this sea change that they are ill-prepared to respond to-let alone-lead change," (Altfield, 2011, p.10).

Sinclair's (2007) work articulating her desire to teach critical thinking to MBAs and Executive MBAs was in part to enable a transformative mindset that would provide students "the freedom to search, see the bigger picture of what was going on in society, in organizations and in their own lives," (p.465). She updated her course and pedagogy to include "new reflective and experiential leadership curriculum," (p.459) with the intent to move past teaching "the functional interests of teaching faculty" (p.464) and enable a more open analysis of what might be of value instead of "teaching what they and their employers said they wanted," (p.465). However, she

found that especially amongst the executive students, there was a strong desire and expectation for, a conventional educational product. Interestingly, she notes that creating "an alternative pedagogical experience for students perhaps paradoxically reinforced the power and legitimacy of the mainstream teaching of content and process," (p. 470). Sinclair's work resonates with my findings (Foundational points), noted earlier, related to what influences and impacts the knowledge taught in leadership education. In a higher educational system that is dealing with marketization (Scullion & Nixon, 2011) and courses only being offered based on demand, the misalignment between teaching what students (or their organizations') expect and want versus what they may "need" in order to be transformative, is a clear challenge.

Need to rethink pedagogical approach to leadership education. This finding stands out given that it percolated as one of the most common themes emerging from data gathered on "what is taught" even though pedagogy is about "how" it is taught, not "what". The emerging and growing view is that teaching leadership is not simply a cognitive exercise, but an affectual one requiring not just interactive environments but integrated, longitudinal and hands-on approaches to teaching and pedagogy (Blanchard & Donahue, 2007; Karssiens, van der Linden & Wilderom, 2013; McGurk, 2010). While classroom/lectures, group work and projects consistently are identified as the most common instructional methods used, the preponderance of studies clearly illustrate that what students want, include hands-on and action learning including role play; situational and experiential learning; simulations; reflection exercises; and case studies (Gordon et al., 2014; Murphy, 2014). The value of guest lecturers/practitioners, coaching, and mentoring being integrated into teaching praxis are also noted as enhancing and making more

impactful "what is being taught" (Gehret, 2010; Hess & Kelly, 2007; Karssiens et al., 2013; McGurk, 2010; Roomi & Harrison, 2011).

Within this context, some question the value of short-term leadership education models altogether and suggest investigation of new approaches that incorporate early socialization, future "crucible" experiences, and exposing students to competing ethical and interpersonal demands, (DiPaolo, 2004) are necessary. Some go further saying that "traditional approaches [have] limited utility on their own" (Blanchard & Donahue, 2007, p. 462), and as a result, learning environments must be realistic and experiential, introduce political and operational challenges, and involve role models (pp.480). Others yet contend, that to be successful, leadership education must be "integrated into the work itself by creating environments where learning takes place as leadership is enacted," (Bregman, 2013, para. 18).

Significant attention on "what is missing" in leadership education today. Much of the literature reviewed addresses what education is missing, or what content is not being taught. By spending significant time on identifying the gaps and needs, authors speak to their concerns with the content currently at the center of curriculum. The topics most frequently identified as "missing" through a content analysis (Sarantakos, 2005) using theme coding (Merriam, 2011) include leaders needing to have hands-on and practical opportunities to deal with conflict and issues (Cunliffe, 2009; Hess & Kelly, 2007; Sinclair, 2007); ethics as a topic of discussion and exploration embedded in all curricula and courses (Brown & Trevino, 2006; Rosch & Anthony, 2012; & Wankel & Stachowicz-Stanusch, 2011); exposure to interdisciplinary learning such as courses in diversity, history, philosophy, psychology, sociology (Brendel, 2014; Grimes, 2015; Roomi & Harrison, 2011); to learn self-reflection and introspection in order to enhance self-

development, adapt to change and improve their habitus (Crossan, Gandz & Seijts, 2011; Drew, 2010; Gilpin-Jackson & Bushe, 2007).

Other topics that were raised with some frequency include the importance of students learning the value and impact of choosing to become a leader, as opposed to being promoted into a position as part of one's career development (Molinaro, 2013; Rosch & Collier, 2013); about the role of followers (Gehret, 2010; Grimes, 2015); the need for leaders to truly "lead" and facilitate change (Gordon, et al., 2014; Hess & Kelly, 2007).

Knight's work (2016) on developing ethical leaders provides a means to illustrate how many of these identified needs and gaps require an integrative approach to leadership education as well as a willingness to challenge the status quo as posited in this research paper. He argues that teaching someone to be ethical in their decision making is possible but requires raising "values to a higher level of consciousness and to raise their [a leader's] awareness of how their behaviour impacts others," (p.7). He also speaks to ethical leaders understanding followership and being able to "operate beyond the ego to put others first," (p.4). He also notes that developing ethical leadership takes time, practice and commitment. Therefore in the context of this paper, I interpret Knight as calling for educators to better balance the knowledges taught to students of leadership with specific focus on the hermeneutic (relationship building) and the emancipatory (teaching leaders to critically thinking about changing themselves and organizations to become more ethically-conscious). Knight speaks to the need for students of leadership being exposed to interdisciplinary knowledge such as from the fields of psychology and sociology and choosing to open themselves to learn how to confront conflict, deal with significant issues and be open to envisioning and creating meaningful change. In essence therefore, Knights' work to improve the ethical habitus of leaders requires focus on many of the

curricular gaps that emerge from the inquiry into "What knowledge is being taught in the education of leaders?"

Summary

This Chapter provided summaries and analysis on the theoretical lenses used in this work including the domains of knowledge, gender substructure, and inequality regimes. It illustrates, through statistics, the numerical realities for women and those facing multiple inequalities, and also discusses efforts to improve leadership education and understand the historical context related to what and how to teach students of leadership. Foundational points and key findings related to the question of "What knowledge is being taught in leadership education?" are also presented creating a curricular and pedagogical grounding of the status quo.

Chapter Three: Methodology

Arthur, Waring, Coe and Hedges (2012) note, "you cannot do or understand research unless you are clear about fundamental philosophical issues of ontology, epistemology and axiology," (p. 5). After more than 25 years in the private and public sector, non-profits and in consulting, I admit that this aspect of my Master's work was at first quite challenging—to step away from the daily firefight and the imperative to be über efficient, effective, and find immediate solutions to problems. To take the time to reflect, be contemplative and ask myself penetrating questions about how I see and understand the world, the nature of reality, how I believe people come to know about things and the different values that underpin my thinking truly required hard work and patience. The journey however, has been fulfilling and to come to the point where I can articulate, with conviction, my worldview and philosophical perspective, is indeed personally rewarding.

Given that context, I acknowledge that I approach this work with a primarily constructivist ontology in that I recognize knowledge as subjective and socially constructed. I believe that individual social contexts are unique, and that human beings are active participants in the researched world, (Arthur et al., 2012, p.7). In this research, I rely "as much as possible on the participants' views of the situation," (Creswell, 2014, p, 8) and am epistemologically aligned to an interpretivist position recognizing that my own background shapes and influences the research. I believe knowledge is developed through a process of interpretation, (Arthur, et al., 2012, p.16) and given my initial foray with research, and my practical experience, I would say that my worldview is that of someone who sees solutions to complex human problems requiring a "compatibility" mindset (p.8). I do not believe in "silver bullets" or "magic wands," and my focus on an Integrative Theory of Leadership as a framework for this work further reinforces the

point, and illustrates the perspective that substantive progress in the study, research, development, education and practice of leadership will not come from myopic focus or adherence with any one approach, paradigm, perspective or theory.

In this chapter, I outline the research design, methodology and methods used to conduct this study. It defines the rationale for using an exploratory case study in this particular context and describes the process used to collect data through class materials and by conducting semi-structured interviews. The process for analyzing the data is also discussed. This chapter provides insights into the process for engaging participants, ensuring validity, being mindful of ethical considerations, as well as acknowledging the limitations of the work.

Exploratory Case Study

This research employs the use of a qualitative, bounded, exploratory case study. As Creswell articulates, "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems," (p.6) and was therefore chosen as the optimum design for this work. This case is identified as being exploratory (Arthur et al., 2012) as I was unable to identify earlier research that considers both the influence of teaching the breadth of knowledges and the focus on gender and inequality in a leadership class. This case is also "bounded" as it is conducted with former students and the professor of an identified gendered course (where gender-related issues are the focus) and seeks to "understand an issue or problem using the case as a specific illustration," (Creswell, 2014, p. 73) and accomplish what Timmons and Cairns (2011) contend is one of the greatest values of case study research—creating knowledge and understanding.

The intent of using the case approach is to penetrate and garner a rich understanding of the knowledge shared and valued in a specific gendered class that would not be suspect to numerical

analysis (Cohen, Manion & Morrison, 2007). According to Yin (2009), "a case study is an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-world context, especially when the boundaries between the phenomenon and context may not be clearly evident" (p.16-17). Given that the discussion of gender and inequality remains a topic infrequently addressed in leadership education, and that technical knowledge continues to be privileged over the hermeneutic and emancipatory, this exploratory case design explores the experiences of the participants and their perspectives when these topics are at the forefront of a leadership course.

Integral to the research design, is the "purposeful" (Creswell, 2014, p. 246) identification of the course in which to conduct the study. Please note, I refer to the course within this work as "Gender and Leadership" or "G&L" with the intent of maintaining anonymity for participants. "Gender and Leadership" is offered as an elective in an honors undergraduate program at a business school in Ontario. As way of background, after an extensive review of courses and programs offered at the University, three potentials emerged that met both the inclusion criteria and were also being taught in the 2015/16 academic year. The inclusion criteria are: the course is offered for credit in a degree granting program, a certification program or for credit as a module of a course; and that the course focuses on leadership and gender. Of the three courses that met the criteria, one is in the Faculty of Continuing Education; one in an affiliated college; and one in the University's business school. Permission to conduct research in the "G&L" course was received from both the responsible professor and program office. That said, no response was received from Continuing Education, despite several efforts. The course professor at the affiliated college had earlier, refused to participate in research on a related topic, so no outreach or effort was made to engage.

Participant Selection

This research was conducted following the receipt of approval from the Non-Medical Research Ethics Board (Appendix C). The intent was to recruit up to 16 participants in the research (including the professor). Ultimately nine former student participants self-identified. Seven were female and two were male which interestingly approximates the gender ratio of the class. Four of the nine former students self-identify as a visible minority. Eight are currently engaged in the work force with three noting they have taken on some degree of leadership or management responsibilities. One of the former students is pursuing a graduate degree. The tenth participant is the professor who has taught at the business school for more than a decade, is an active researcher on the topic of gender and leadership and spent 15 years at a liberal arts university.

The choice of the participants was purposive to this study (Carter & Little, 2007). Participants are individuals who chose the "G&L" elective in either the 2013/14 or 2014/15 academic years, and elected to engage in the research. The timeframe identified in which to solicit participants was also purposive as it increased the potential of the participants having experienced and/or enacted leadership outside the business school environment in which they attended the class. Students in the 2015/16 academic calendar were not eligible to participate, thus eliminating any potential of conflict of interest or professorial influence.

Table 2

Former Student Participant Profile

Participant	Gender	Graduated	Holds management or leadership role	Visible minority
Participant 1	Male	2014	No	No
Participant 2	Female	2014	Yes	No
Participant 3	Female	2015	No	Yes
Participant 4	Female	2015	Yes	No
Participant 5	Male	2016	No	Yes
Participant 6	Female	2015	No	No
Participant 7	Female	2015	No	No
Participant 8	Female	2014	Yes	Yes
Participant 9	Female	2014	No	Yes

Table 2 Former Student Participant Profile

Upon receiving Ethics Approval, the professor was requested, and did, send former students in the 2013/14 and 2014/15 timeframe, an email invitation including a Letter of Information and Consent Letter (Appendix A) to participate. Former students wanting to engage sent me, as the student investigator, an email directly and as such, neither the program office nor the professor had any record as to who choose to participate. All those expressing interest and meeting the aforementioned criteria were interviewed. The approval form from the Non-Medical Research Ethics Board is included as Appendix C.

Data Collection

Upon receiving Ethics Approval, I sent an email to the professor and the program office for the "G&L" class requesting their support for the research. The data collected for the research

study came from two sources: course materials and the transcripts from semi-structured interviews with former students and the professor.

In terms of the course materials, the professor, as requested, provided copies dating back to 2013/2014. The materials initially shared included an overview, details on course objectives, a summary of evaluation methods and a list of class topics. The purpose of collecting these data and conducting a document analysis was primarily to address the first research question, "What were the knowledges (instrumental, hermeneutic, emancipatory) underlying leadership taught in the identified gendered leadership course? Findings from the semi-structured interviews also helped address the first research question.

Data to primarily address the second and third research questions were collected through semi-structured interviews (Appendix B) conducted with former students and the professor. The second and third research questions are (respectively): What knowledges (instrumental, hermeneutic, emancipatory) taught in the gendered course are valued by former students who are now engaged in professional environments? And "What knowledges (as defined above) do former students recommend be included, or enhanced in current and future gendered leadership courses? The interviews were conducted by phone, using Skype or held in person. At the start of each interview, I addressed any questions participants had related to the Letter of Information or the study. I ensured that each participant was comfortable with the interview being recorded, knew that there would be no direct attribution and that all reasonable efforts to ensure confidentiality and anonymity would be taken. I also asked each participant if they would be willing to have me follow-up with any questions, and if they would be interested in receiving a copy of the findings. Every participant responded positively to the last two points. I kept extensive notes during the interviews and transcribed the audio recordings within 24-48 hours to

enhance the accuracy of the data collected. The semi-structured nature of the interviews allowed for the use of guided questions, but did not bind me or the participants to formal, structured written questions. The semi-structured approach helped ensure similar questions were probed in all interviews, but also enabled flexibility to discuss the topic at various levels of depth, based on the individuals' level of comfort. I made my best effort to stay true to the participants' words and responses in transcribing the interviews (Cohen & Manion, et al. 2007).

As part of the process, follow-up questions did emerge and I conducted a member-check with the professor which resulted in new documentation being provided related to the course materials. I also shared the findings of the analysis (Table 6 and 7) with the research participants for their comments. Please note that the semi-structured interview questions for the professor and former students are included as Appendix B.

Data Analysis

Recognizing that the process of analysis, "requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge," (Bowen, 2009, p.27), I referred to Tesch's Eight Steps (Creswell, 2014, p.198) to develop codes and identify themes associated with both the data collected through the course materials and the semi-structured interviews (transcripts). I used a similar process described below to analyze the data from the inquiry into "What knowledge is being taught in leadership education?" in the Literature Review (Chapter Two).

I reviewed the information from sources in great detail, initially jotting down ideas and thoughts emanating from the data as recommended by Tesch in Creswell (2014) as step one. I then sought to cluster similar ideas from the course materials and the transcripts (separately) and then began to develop columns to capture the findings (Tesch's step three). Using this process, I

was able to organize the data (step four), create categories and look for interrelationships (step five). I found the use of tables very helpful in the process of assembling and analyzing the information (Tesch's step six & seven). I was able to reflect and revisit the information and as a result over time, was able to abbreviate the language, create clear, descriptive yet synopsized descriptions, and as a result better present and analyze the findings. Responses to follow-up questions (member checks) generated new data in the course of the study. The new information was coded and then analyzed. Drawing further from Bowen (2009), the data analysis conducted in this research provides context and insights about the class (in which participants engaged), provides supplementary data, illustrates change and development in the course over the years, as well as helps verify findings and corroborated data by comparing findings from the class materials and the transcripts.

Class materials. Analyzing the course materials primarily involved content analysis which is the "process of organizing information into categories," and thematic analysis, (Bowen, 2009, p.32). The content analysis centered on identifying the domain of knowledge (Habermas, 1972) that each element of the course materials aligned too (objectives, topics and evaluation methods). To do this, I used the rich descriptions developed for this research study (Chapter 2). Midway through conducting the content analysis, I requested the professor for a follow-up interview (member-check) based on questions that arose. As a result, the professor shared "class summary" documents with me that students receive upon starting the class. These summaries provide details on the case or other materials associated with the topic, questions for students to consider before and during class, learning outcomes, etc. These summaries helped me better understand the knowledge underlying each topic and the learning intended for the class. As a result, I revisited the initial coding presented in Table 3, and created Table 4. Upon review of the data,

themes related to the knowledge underlying the course emerged and are presented in Table 5.

Tables 3, 4 and 5 are presented in Chapter Four.

Semi-structured interviews. The first two semi-structured questions asked were

essentially "ice breakers" (Creswell, 2014, p.194), focusing participants' minds on the topic of

leaders and leadership (Appendix B). Subsequent questions then honed in on the "G&L" course,

the perceived value of the knowledges taught, and ultimately participants' perspectives on what

knowledges require focus moving forward based on their experiences. The nine former student

participants and the professor were interviewed with the intent to open dialogue, explore and

garner an understanding of their learnings, experiences and perspectives related to the research.

After transcribing the interviews, I organized and prepared the data for analysis and then

read through the interviews several times, hand-coding and organizing the findings into chunks

using "in vivo" terms whenever possible, (Creswell, 2014, p. 198). Themes clearly emerged

(Bowen, 2009) in two key categories (curriculum and pedagogy) and I documented the themes

with corresponding descriptions (Creswell, 2014) that were either drawn directly from

participant comments or paraphrased. This information is presented in Table 6 and 7. Upon

review, interrelationships between the themes emerged and after the first half dozen transcripts,

similar themes began to repeat, indicating that saturation may have been occurring. Saturation is

a process whereby the themes emerging remain predominantly consistent and therefore support

the trustworthiness of the research. The themes were then analyzed using the domains of

knowledge as a lens. The findings are presented in Chapter Four.

Ethical Considerations

Ethical considerations in case study research are critical according to Yin (2009) due to the

participation of human subjects within the interview processes. In this case, participants were all

over the age of 19; self-selected to engage in the course and in the research; could have

withdrawn at any point; and were offered a copy of study results. Only former students were

included in the design ensuring no current student-instructor relationship could potentially

influence the research. A Letter of Information (LOI) was provided in advance and was reviewed

prior to the interview. The LOI articulated that no risks or harms were foreseeable in

participating in the study and that participants have the opportunity to contribute to a valuable

topic of research, which, by their own academic choices, reflect an interest. No distress was

anticipated given the nature of the study. All reasonable efforts were also taken to ensure

confidentiality and anonymity of participants were employed including abiding by institutional

policies; using anonymous identifiers; and committing to not attribute any quotations. In

addition, no monetary incentive was offered.

Trustworthiness

Strategies in qualitative research related to trustworthiness include procedures, member-

checking and triangulating data sources that demonstrate the accuracy of findings. I took great

care through the use of audio records and notes to ensure the accuracy of the information

gathered. Transcription of the interviews were conducted, referencing the hand written notes,

within 24-48 hours of each conversation ending. I did use member-checking in the form of a

follow-up interview with the professor related to the document analysis of the course materials as

well as sending participants the major themes identified in the analysis of the transcripts for

comment. Participants were asked to provide any feedback within a 10-day period. In addition, I

triangulated the themes which emerged from the document analysis on course materials with

those emerging from the transcripts.

As a researcher engaged in a qualitative, interpretive study, it was also important to consider my insider status due to my background as a woman who has played a leadership role in organizations for more than 25 years, and as an instructor, guest lecturer and case writer in higher education. As outlined by Creswell (2014), it was important for me to "identify reflexively my bias, values, personal background such as gender, history, culture and socioeconomic status," (p.187) as these can shape my interpretations. In order to ensure transparency, the Ethics submission for the research included explanation of my various roles in higher education along with my declaration that I have no influence over the students that could have or did engage in the research. Throughout the research, I remained conscious of my passion and experience in the field of leadership and considered any potential bias of my positionality on the work. I strove to remain conscious of my role and presence especially in the interview process to ensure as much accuracy as possible in accordance with the subjects' data and tried to avoid using leading questions and sharing personal impressions, (Creswell, 2014). Cohen et al. (2007) comment on the importance of participants-as-practitioners-and-researchers maintaining self-conscious awareness of the effects that they are having on the research process and how their values, attitudes, perceptions, opinions, actions, and feelings for example feed into the situation being studied. I acknowledge my subjectivity and recognize that at some level it was present in the research project including in the collection, synthesizing, reporting and in the interpretation of the data.

It should be noted that one student recognized my name and asked if I was the same individual who had spoken at another elective class they had attended. Another student recalled my name from a case study I have written. In both situations, I acknowledged the connection and reaffirmed they were comfortable with progressing with the interview. In both cases, the students

noted enthusiasm at me pursuing academic interests. Their comments and reaction resonated with Dwyer and Buckle (2009) that the status as an insider, "frequently allows researchers more rapid and more complete acceptance by their participants," and that, "participants are typically more open with researchers so that there may be a greater depth to the data gathered" (p. 58).

Limitations

Although the research provides rich, in-depth and valuable insights which can inform those seeking to improve leadership education, the following three limitations should be noted. First of all, the sample size (number of participants) was small. Secondly, the context in which the research was conducted was limited to one Faculty (business). Based on these limitations, the findings cannot be generalized to other leadership courses. Finally, even though only up to two years elapsed between graduation and the interview, relying on memory recall was occasionally an issue. In the future, researchers may consider providing participants with questions or concepts to be covered in advance of the interview to assist with the depth and clarity of recall.

Future research that includes a larger number of participants may be valuable although it should be noted that through the theme analysis of the interview transcripts, saturation (comments and insights were very much alike and aligned) was indicated.

Summary

In this chapter I outlined the design and methodology of this study including the rationale for choosing qualitative case study research in order to develop an in-depth understanding of the influence of being taught a breadth of knowledges and being exposed to how gender issues and inequality impact how leadership is taught and practiced. In addition, data collection, analysis methods, ethical considerations, trustworthiness and limitations were also presented.

Chapter Four: Research Findings

In this chapter I present findings of both ten qualitative semi-structured interviews conducted with former students and the professor of "Gender and Leadership", and a review of three years of course materials. "G&L" is an undergraduate leadership course which focuses on gender-related issues and is taught at a business school in Ontario. I refer to "G&L" in this work as a gendered course. The purpose of the study is to contribute toward efforts to improve the education of leaders by developing insights on how students value and are influenced by leadership education that teaches a breadth of knowledges (Habermas, 1972) and addresses the continuing impact of our gendered substructure (Acker, 1992) and inequality regimes (Acker, 2006). The data are presented within the context of the three research questions and organized according to the themes that emerged through the coding of documents (course materials) and interviews (transcripts). Discussion of the findings are presented in Chapter Five.

The Knowledges Taught and Valued

Review of the course materials and semi-structured interviews provide valuable insights into the first two research questions: "What were the knowledges underlying leadership taught in the identified gendered leadership course?" and "What knowledges taught in the gendered course are valued by former students who are now engaged in professional environments?" For the purpose of presentation, findings from the review of the course materials will be outlined first, with insights from the research participants presented second.

Course material review. After reviewing the course materials for the 2013/14, 2014/15 and 2015/16 academic years, I noted that the class topics changed over time and that ten of the 20 classes in "G&L" were "shared" with three other options offered to honors undergraduate students at the business school (it is mandatory for students to take one of the options). As I

began the process of coding each element of the provided course materials (including course objectives, class topics and evaluation methods) using the rich descriptions of the domains of knowledge (Chapter 2) as a lens, I found that many of the materials did not align solely in just one of the domains as I had anticipated.

In order to best organize the data, I developed a table that reflected my initial findings starting with a list of the course elements (objectives, topics of classes and evaluation methods). I then identified the year(s) in which that that element was applicable or taught. I then noted if the element was "shared" with the other electives. I then used the lens offered by the domains of knowledge and coded each element as "I" representing instrumental; "H" representing hermeneutic; and/or "E" representing emancipatory knowledge. In doing this, I referred to the rich descriptions I developed in Chapter Two.

Table 3

Initial Course Material Coding

Legend
Shared: content that was shared amongst the four electives
"I": Instrumental knowledge   "H": Hermeneutic knowledge   "E": Emancipatory knowledge

Course Objectives	Year (s) Used	Shared	"I"	"H"	"E"
Changing organizations to create a more gender-equitable environment	2014/15 & 2016		X	X	
Consider society and environment in decision making	2014/15 & 2016	*		X	
Debate hard questions to build a more multifaceted understanding of gender & equality	2014/15 & 2016		X	X	X
Encourage students to add value to the societies in which they operate	2014/15 & 2016	*		X	

Table 3
Initial Course Material Coding

Class Topics	Year (s) Taught	Shared	"I"	"H"	"E"
Becoming influential	2014/15		X		
Business models	2014/15	*	X		
Carbon markets	2014/15 & 2016	*	X		
Changing organizations	2014/15 & 2016	*	X		
Competition, mergers & acquisitions	2015	*	X		
Corporations in society	2014/15 & 2016	*	X		
Gender harassment	2014		X	X	
Hiring entry level women	2014/15 & 2016		X		
Hiring women	2014/15		X		
Job interviews	2014		X		
Labor standards	2014/15 & 2016	*	X		
Making markets work	2014/15 & 2016	*	X		
Managing stakeholder relations	2016	*	X		
Markets vs. Government	2014/15 & 2016	*	X		
Men: work & family	2014/15 & 2016		X	X	
Negotiating jobs/Negotiations	2014/15 & 2016		X		
Networking/Women's networks	2014/15		X		
Oil sands business models	2016	*	X		
Public health	2014/15 & 2016	*	X		
Sex in the workplace	2015		X	X	
Sustainability	2014/15	*	X		
The financial sector	2014	*	X		
The labyrinth of leadership	2014/15		X	X	
The limits of markets	2014/15 & 2016	*	X		
The non-profit sector	2015/16	*	X		
The path to responsibility	2014	*	X		

Table 3
Initial Course Material Coding

Class Topics	Year (s) Taught	Shared	"I"	"H"	"E"
Valuing diversity	2016		X	X	
Welcoming/ including women	2014/15		X	X	
Women and global careers	2015/16		X	X	
Women's career development	2015/16		X	X	
Women's networks	2015/16		X	X	
Women: work & family	2014/15 & 2016		X	X	
Workplace flexibility	2016		X		
Evaluation methods	Year (s) Used	Shared	"I"	"H"	"E"
Mid term	2014/15 & 2016		X		
Peer evaluators (identify top contributors)	2014/15 & 2016		X		
Class contribution (excellence denoted by taking risks; breaking new ground; heightening discussion; enthusiasm and energy; applying multiple lenses)	2014/15 & 2016			X	

Table 3 Initial Course Material Coding

Upon reflection, I began to question why certain topics were in fact changed (added, deleted or rephrased) over time and whether half of the "G&L" classes being "shared," impacted the knowledges taught. I also questioned why the course topics, once coded, predominantly aligned with the instrumental as well as, to some degree, the hermeneutic. This finding was somewhat unexpected given the professor's priorities, and the documented objectives which speak to having students question the status quo, consider the value of reflection, and invest in self-knowledge which all align with the development of emancipatory knowledge. As the professor expressed in her interview, "In my ideal world, students learn to hone their own voice on these subjects and should events arise in the workforce, they can as leaders act with some

effect. I hope they learn they can feel empowered through knowledge and that they learn they can make change," ("G&L" course professor, personal communication, March 29, 2016). Based on these quandaries, I felt there would be value in "a more focused re-read and review of the data," (Bowen, 2009, p.32) and decided to contact the professor and conduct a follow-up interview (member-check).

In relation to the changes in topics, the professor explained that she develops, adapts, and teaches classes based on availability of strong and relevant cases; benchmarking with professors at Harvard University who teach a similar course; student engagement and feedback; and being mindful of the more-socially conservative business school environment.

Related to the shared topics or elements (as identified in Table 3), the professor explained that there was consensus amongst the educators responsible for the four optional courses that all students must be exposed to the importance of "incorporating social and environmental dimensions into decisions and actions," ("G&L" course outline, common core objective, 2016, p. 2). Dedicating half of the classes in each optional course to the same fundamental concepts and topics was deemed a priority given that the pervasive mindset of the undergraduate business program is on "market efficiency" and "maximizing financial performance," ("G&L" course outline, common core objective, 2016, p. 2). At the same time, this approach also allows each educator to customize half of his/her class to focus on specific and relevant topic-related content. The optional courses deal with finance, government and globalization, strategy and sustainability, and gender. The "G&L" professor interviewed for this research developed and has been the sole educator teaching the "G&L" course.

Based on my follow-up questions, the professor suggested that she send me additional documents that contains the summary for each class. The class summary includes details on the

purpose of each class, assigned readings, initial questions for student consideration, and expectations for learning. Through this experience, I recognized the importance of taking extreme care when relying on documents in general and those dealing with course work at a high-level (topics, headings, short descriptions, etc.) in particular since their brevity can result in critical information and understanding being lost. This recognition resonates with Bowen's (2009) point that documents are "produced for some other reason than research," (p.31).

The revised table, Table 4, presents the updated coding of the class topics based on review of the class summaries and the member-check conducted with the professor. The class topics are listed, followed by the year(s) in which the class was taught and notation of whether the class was "shared" with the other electives. I again used the lens offered by the domains of knowledge and coded each element as "I" representing instrumental; "H" representing hermeneutic; and/or "E" representing emancipatory knowledge. In doing this, I referred to the rich descriptions I developed in Chapter Two.

Table 4

Updated Class Topic Coding

Legend
Shared: content that was shared amongst the four electives
"I": Instrumental knowledge   "H": Hermeneutic knowledge   "E": Emancipatory knowledge

Class Topics	Year (s) Taught	Shared	"I"	"H"	"E"
Becoming influential	2014/15		X	X	
Business models	2014/15	*	X		
Carbon markets	2014/15 & 2016	*	X		
Changing organizations	2014/15 & 2016	*	X		
Competition, mergers	2015	*	X	X	
Corporations in society	2014/15 & 2016	*	X	X	X
Gender harassment	2014		X	X	X

Table 4
Updated Class Topic Coding

Class Topics	Year (s) Taught	Shared	"I"	"H"	"E"
Hiring entry level women	2014/15 & 2016		X	X	X
Hiring women	2014/15		X	X	X
Job interviews	2014		X	X	X
Labor standards	2014/15 & 2016	*	X	X	
Making markets work	2014/15 & 2016	*	X	X	
Managing stakeholder relations	2016	*	X	X	
Markets vs. Government	2014/15 & 2016	*	X	X	
Men: work & family	2014/15 & 2016		X	X	X
Negotiating jobs/Negotiations	2014/15 & 2016		X	X	X
Networking/Women's networks	2014/15		X	X	X
Oil sands business models	2016	*	X		
Public health	2014/15 & 2016	*	X	X	
Sex in the workplace	2015		X	X	X
Sustainability	2014/15	*	X	X	
The financial sector	2014	*	X	X	
The labyrinth of leadership	2014/15		X	X	X
The limits of markets	2014/15 & 2016	*	X		
The non-profit sector	2015/16	*	X	X	
The path to responsibility	2014	*	X	X	X
Valuing diversity	2016		X	X	X
Welcoming/ including women	2014/15		X	X	X
Women and global careers	2015/16		X	X	X
Women's career development	2015/16		X	X	X
Women's networks	2015/16		X	X	X
Women: work & family	2014/15 & 2016		X	X	X
Workplace flexibility	2016		X	X	X

Table 4 Updated Class Topic Coding

Analysis of the updated information illustrates that the gendered class better balances the knowledges taught across the three domains. This more nuanced finding would not have been reached without access to the class summaries. For the sake of clarity, I share the following examples of how the additional documentation influenced the coding and therefore the research itself. I first coded class topics such as "Making markets work" and "The financial sector" as being focused on the instrumental based on the technical nature of the content and the fact that there was no language presented initially that spoke to discussion around the hermeneutic or the emancipatory. A review of the class summary for each however provided insights related to how the professor (s) use specific cases and other materials (videos, articles, etc.) to teach these topics encouraging dialogue and debate on complex societal and human issues related to the otherwise business-specific subject matter. For example, "Making markets work" actually deals with the importance of renewable resources and the criticality of leaders evaluating sustainable alternatives, and taking the public and environmental good into consideration as they make decisions. Similarly, I initially coded topics such as "Negotiations" and "Gender harassment" as both instrumental and hermeneutic given that human interaction is intrinsic to the concept of negotiations for example, and that it is a reasonable assumption that when dealing with harassment you are talking about one party being impacted by the actions of another. But once again, with the benefit of having the class summary, it became clear that the intent is to also encourage (in the context of this work) emancipatory thinking. In class, students are challenged to reflect on their personal experiences or on those of others, prepare for role play exercises and answer questions such as, "what would you do?" that requires a level of self-reflection and critical-thinking in order to consider their responsibility to address injustices.

With a deeper understanding of the topics, I began to look for themes related to the knowledges that underlie the course. Five key themes emerged from the course materials. First, students are encouraged to learn they have "Accountability" beyond their organizations and themselves. Second, there is a focus on encouraging students to recognize that the "Context" in which one chooses to lead, matters. Third, students are exposed to how "Gender influences" many aspects of the workplace. Fourth, students are encouraged to recognize they are on a "Leadership journey" in which growth and development should be ongoing. Finally, the importance of "Self-awareness" is explored—illustrating that knowing oneself helps establish personal priorities which influences leadership choices. Table 5 (below) illustrates how the class topics align with the themes.

Table 5

Knowledges Underlying the Course

Themes of Knowledges Taught	Description of Theme	Associated Class Topics
Accountability	Leaders must consider their actions in a broader context	Becoming influential; Business models; Competition, mergers & acquisitions; Labor standards; Making markets work; Markets vs. Government; Public health; Sustainability; The financial sector; Limits of the markets
Context	Organizational culture impacts & can be impacted	Changing organizations; Corporations in society; Valuing diversity; Workplace flexibility
Gender Influences	Gender creates unique realities in the workplace	Gender harassment; Hiring women/ entry level women; Networking/Women's networks; The labyrinth of leadership for women; Welcoming women; Women and global careers
Leadership journey	Leaders invest in their leadership development and education	Path to responsibility; Interviewing; Negotiating jobs; Women's career development
Self-awareness	Personal priorities and choices matter	Men's work & family; Women's work & family; Sex in the office

Table 5 Knowledges Underlying the Course

These themes provide a foundation from which to consider, compare and contrast the findings of the broader Literature Review (Chapter 2) related to the general question "What knowledge is being taught in leadership education?" The analysis related to the knowledges taught is presented in Chapter 5.

Interview transcript review. Several questions posed in the interviews were designed specifically to encourage reflection and elicit thought from participants related to the knowledges

they recall being taught in the "G&L" course and to gain an understanding of how they value the

knowledges shared. The semi-structured interview questions are presented in Appendix B.

Comments from former students provide rich descriptions and best illustrate the influence

and perceived value of the knowledge shared and learned in class. In reviewing the transcripts,

themes emerged from both the responses to questions as well as from reflections shared by

participants related to the course. In order to be considered a theme, I deemed it necessary that at

least half of the participants (5) must have voluntarily raised or addressed the topic in some way

during the interview. As I began to name the emerging themes and analyze them, I found that

they clustered into two categories: curriculum or content that was valued and pedagogy or

instructional approaches that were valued.

Curriculum and pedagogy valued. I categorized the five themes that emerged under

curriculum valued as: Context; Diversity and inequality; Gendered issues; Internalizing

leadership traits, styles and skills; and Understanding work-life balance. There were also five

themes that emerged which I categorized under pedagogy. These themes are: Case-based

approach; Engagement in class; Facilitated discussions; Guest speakers; and Group projects. The

following presentation of comments illustrate participants' perspectives on the themes identified.

The themes are presented alphabetically.

Context and work-life balance. Related to curriculum valued, former students reflected that

the "G&L" course instilled in them an understanding that they will have to make complex

choices as individual and leaders—choices which will have consequences. This concept emerged

specifically in themes such as the context (or where) participants chose to lead, and around work-

life balance. Related to context, one participant who chose to continue their education instead of

entering the workforce, shared extensively on the topic, "I realized I wasn't ready to make a

choice to accept a job, in a company, that could have such an impact on what I learn and who I become yet." The following excerpt elucidates the student's thoughts,

It was interesting realizing that it can't be about the job title you get.

That's what everyone thinks. Oh I'm going to be a specialist here or a

manager, or my favorite, people who are all about being a consultant at

22! It just kept hitting me. So where you work is going to make a huge

difference. I remember some students comparing what it was like

working in health care, so different from the financial sector. One of my

friends said in his internship he saw this guy being made a manager. He

was clueless and he didn't make his numbers so this guy gets fired and he

like never wants to lead anybody again. I knew it then. I wasn't ready to

sign up with anyone. I thought about [professional school] right then. I

can always have the option… to be about and do what I want [owning

her own business or practice for example].

Research participants shared that the "G&L" course also helped expose them to the reality that there is no one right answer when dealing with personal decisions around getting married, having kids, moving geographies, and being responsible for family members. One female former student shared for example,

We were talking about work-life balance in class and a group of us ended

up talking about getting married. Someone brought up arranged

marriages and I said what I thought about it… not thinking that anyone in

my class would be having to do that [commenting that people who are

leaders wouldn't allow themselves to be forced into anything]. It was

really awkward because one of the girls' parents is making her do that. It

was so awkward but I'm glad to have gone through that. I learned a lot

about dealing with situations where you wish you could just die.

One of the male participants commented that before taking the "G&L" course he had a

very narrow view on topics like work-life balance noting that he recalls thinking, "Guys serious

about careers in business don't take paternity leave." Referencing a class focussed on career

development in which a guest's husband took "the back seat" from a career perspective, the

study participant recalls thinking, "What a loser!" After the discussion in class however, he

remembers re-thinking the situation,

It hadn't occurred to me in that way. That when you say you are going to

make decisions as a couple, and like you know you would put the kids'

needs up there, that maybe that could mean that the best thing for the

family would be me [the guy] putting his career on hold.

Diversity and inequality. All of the participants noted the value of being exposed to

content dealing with issues around diversity and inequality. It was common for participants to

comment that even if they had not personally experienced issues around discrimination and bias

by the time they attended the "G&L" course, the exposure and learnings from the class have

helped them in their professional lives. Related to the topic of experiencing discrimination, a

female participant, having now spent two years in the workforce, reflected on how she values the

learnings from the course. This student self-identifies as a visible minority and shared details of a

recent situation where her experience in the "G&L" course helped her make sense of comments being made about her presence on a team.

> I looked around one day and I realized I am the only woman
>
> [professional] around the table dealing with the actual financial aspects
>
> of the business and then it was kind of like, wait I'm the only one who
>
> isn't white. I don't question myself or wonder if I'm there because I can
>
> to the job, but I realized that some people probably do see me like a
>
> token or something. It made sense then some of the comments I had
>
> heard but hadn't thought about. I remembered our discussions and class
>
> and was like "ah!"

A male student shared his perspective that inequality and discrimination also manifest in terms of the perceived importance of career choice, "like in any field there are the top jobs that everyone is supposed to want and go after." In a business school, he said that translates into the high pay, high profile and high stakes finance and investment roles. "It's like these are the guys that are assumed to be the best [in the school]," he said and described the aura that gets created around them, "like they have more drive, should be respected and are like the model of what [a business school] is all about." The participant notes that other students who may be interested in other kinds of leadership careers in other sectors, are essentially looked-down upon,

> It's frustrating sometimes when some people are just seen as being better
>
> because they are going after the hot jobs, usually because they are the big
>
> paying jobs. It makes you realize that even if you are really smart and
>
> capable you are going to be judged or perceived as being better or worse
>
> for some reason. Like being a family doc instead of specializing to be a

heart surgeon or something. You are discriminated against. It's not just

things you can see that are the source of bias people have. There are a lot

of dynamics and I know that building my own resiliency to that kind of

thing is important.

A female study participant spoke about the importance of talking about the multitude of

discrimination that people face and biases that are out there. She shared a story about her

experience working in Asia as an example,

I was in [a country in Asia] working and was feeling pretty good about

myself. Working for [a large global company] being [early twenties] and

thinking hey…look at me! I couldn't believe though how some people,

including my boss, was like, "Oh you are very smart but you are best to

do this kind of work." Kind of making me do grunt work and it was kind

of like this attitude that I was too young so I couldn't possible handle it. I

was like so mad and didn't know what to do.

The former student expressed that sharing her story with class mates was well received and the

ensuing discussion helped all of them consider how they would handle a similar situation.

Gendered issues. The value of being exposed to gender-related issues was frequently

shared. For example, one female student focused several of her comments and responses on her

reaction to one "G&L" class in which a female executive guest speaker discussed the challenges

(discrimination) women face related to negotiating compensation,

Someone came in to talk about negotiations and I remember her talking

about how gender has an effect in the [compensation] process. I learned

that women have to have strategies because the process is different. I

remember thinking "no" that's not a real problem! It can't be any more in

a professional environment! I've had one year of experience now and it is

already happening. It really happens!

In terms of the value of being exposed to issues around gender harassment for example,

one male participant shared with emotion in his voice, his frustration at a current male colleague

at work who has a negative gender bias. The male participant in the study shared how taking the

course has influenced his reactions,

Now that I've been out and I've seen some of the crazy stuff that actually

happens, I especially realize the value of the class. I have a male

colleague who said that our team culture is shot because a girl is joining

our team! I'm like what? But instead of walking away I thought because

of the class, what's my responsibility as a person? What would a leader

do? So I talked to the guy and said "seriously?" He was kind of a jerk but

I felt good I did something. Leaders don't just let things like this happen.

Still on the topic of harassment, two separate female study participants recalled specific

discussions in class that resonated very strongly and have shaped their understanding of the

complexity of the topic. The first comment stems from a class that involved a case that dealt with

a female leader being sexually engaged with a male subordinate,

One discussion I won't forget was about a female partner in a firm who

was hitting on a younger male employee. What stood out is that the

majority of people in my class agreed that if it had been an older man

with a young woman, it would for sure be considered harassment. But,

because it was a woman flirting and sleeping with a young guy it wasn't

so clear. Almost half the class thought it was ok. I was blown away that

there is still a huge variation of how people think out here on these

topics.

The second female student referenced that "she will never forget" comments made by a fellow

student after a presentation by a guest that addressed harassment,

I remember thinking "that doesn't really happen!" and then a girl in my

class. She was really smart, the kind you think wow she's got everything

going for her. She tells this story of being in an internship and this client

was making all kinds of comments and she was actually being harassed.

It got so bad, the company, her employer, after a while had to take her off

the file. I thought about how awful that would be and how she felt. And

then I started thinking about what I would do? And then I got kind of

angry, like why was the solution pulling her off the file? What about

doing something about the client?

Leadership traits, styles and skills. Related to content valued, students also shared that they

appreciated being able to move from theoretical discussions on leadership, traits and skills to one

where they could engage with the concepts through scenarios, cases and discussion. They valued

the expectation in classes to self-reflect and come to terms with their own strengths and

weaknesses as well as their own bias's and perspectives. This student clearly articulated the

importance of her learning about herself,

There are always stereotypes and bias which are rooted in a lot of factors

but it affects a lot of people and as a leader I learned you need to

understand your prejudices because of how your behavior affects people

and how your decisions are influenced by those ideas that you may not

even know you have.

Pedagogy valued: Active learning. In terms of valuing how the course was taught, five key themes emerged which upon review and some further reading related to pedagogy, I suggest can be clustered into one—valuing active learning. Active learning has been defined as,

A process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promotes analysis, synthesis and evaluation of class content. Cooperative learning, problem based learning and the use of case methods and simulations are some approaches that promote active learning," (University of Michigan online, n.d.).

The five key themes that I suggest can be clustered under "Valuing active learning" include use of a "Case-based approach" which requires students to not only understand the content, but be able to reflect on their learning and engage in debate and discussion. Other themes include students being graded on the value of their contributions and "Engagement in class," the professor's ability to "Facilitate discussion" in the class without judgment, frequent participation of "Guest speakers," and the inclusion of "Group projects" through which students felt they could explore their leadership habitus. One female participant's comment regarding the value of more experiential, hands-on and interactive learning strongly illustrates the impact of pedagogy on students of leadership,

The last project was excellent where you got to interview leaders in the field you were interested in so I got to interview some leaders and that was a great way to understand what I would face in the future and

> dilemmas and what leaders face. I found that to be very helpful and
>
> relevant and maybe like the best thing I did at school!

In an effort to succinctly present the findings of my analysis, I developed Table 6 which lists the themes that emerged within the categories of valued curriculum (content) and valued pedagogy. In creating Table 6, I pulled statements directly from participant interviews, as well as paraphrasing some of their comments. The findings are presented alphabetically with the number of participants who made comments related to the themes identified inside the brackets.

Upon completing Table 6, I referred back to Table 4 which captured the findings of the document analysis of course materials related to what knowledge was taught in "G&L". I was interested to see where there was commonality and difference. For example, in terms of alignment between the knowledge underlying the course (Table 4) and former student comments (Table 6), the importance of context in leadership is a theme that emerges in both the review of course materials and the transcripts. Similarly, gender, although anticipated since the course focuses on the topic, is identified in both reviews. The theme of developing self-knowledge and investing in one's leadership journey in the course review are related to the themes of learning about work-life balance and internalizing leadership traits, styles and skills that emerge in the transcripts—both include concepts around making choice and investing in one's growth and development.

Table 6

Knowledges Taught and Valued by Former Students

Content taught & valued	Pedagogy used and valued
Diversity & inequality (9): - Students shared that by having the opportunity to talk about gender-related issues, they felt empowered to raise other difficult issues such as bias, harassment, sexuality, and racism.	Engagement in class (5): -Students identified the value of hearing from other students about their experiences and having the chance to self- reflect. Several students noted that participation should be mandatory.
Gendered issues (10): - While students noted that even if they hadn't experienced or seen some of the gendered issues like harassment, they value the exposure in hindsight as they see the reality in the workforce.	Facilitated discussions (7): - Students appreciate having a skilled educator who can facilitate without judgement.
Internalizing leadership traits, styles & skills (7): - Students found it valuable to move beyond reading about theories, traits, styles and skills and consider them in the context of real life situations. They found it valuable to explore the impact of different styles/skills through dialogue.	Guest speakers (10): - Students value having "real" leaders sharing experiences; addressing questions; discussing successes, failures and alternatives
Understanding work-life balance (5): - Students value learning that it is an on-going/evolving challenge for individuals progressing through their careers and have significant others and families, etc. They noted learning that leaders must make tough choices regarding this topic.	Group projects (6): - Students' value testing their leadership styles and skills in interactive forums. These force them to deal with more than just "delivering results" and consider team dynamics and dealing with conflict.

Table 6 Knowledges Valued by Former Students

In terms of the differences between the knowledges underlying the course (Table 4) and reflections of former students participating in the research (Table 6), I suggest that the variations may also reflect the impact of the discussion and interaction that occurs in classes which influence the direction of what is shared and learned. For example, the theme of diversity and

inequality emerges in the review of transcripts because, as noted by several participants, talking about gendered topics opened the door for broader conversations,

> "Some people were talking about how going to strip bars is an okay way to celebrate successes in teams. Then the cultural differences and religion started to come out and it was intense. When one of my friends said she was okay going with the guys in her group, some folks totally were shocked. Other people in the class were like totally disgusted from a feminist standpoint and some were like that's completely not appropriate for them because of their culture or religion. So, we talked about how to get out of having to go…if you were a woman, or if your religion wouldn't allow it. For some people even going to a bar with drinking was an issue, they objected that was the only way teams could celebrate so we talked about if we were leaders what could we do that took all these issues into account."

In summary, former students of the "G&L" course clearly articulated that the knowledges they valued learning were both content-related (curriculum) and pedagogy-related. Rich descriptive comments illustrate how participants valued learning about the hermeneutic. For example the value of learning about the importance of context in leadership; how their style, skills and behavior affects others; the impact of diversity, inequality and gender on leaders and leadership; and understanding the complexity of decision making around topics such as work-life balance. They also expressed the value of learning about the knowledge that aligns to some extent with the emancipatory. For example, recognizing that they as leaders have the ability and accountability to address inequality and change organizations. A comparison between what

knowledges underlie the course based on a review of course materials (Table 4) and the knowledge former students said they valued in the interviews (Table 6) illustrate strong alignments as well as highlight the impact of how interaction in class opens doors to explore a breadth of additional issues and challenges of importance to them.

Participants Identify Needed Changes

The interviews were also key to garner insight into the third research question, "What knowledges do former students recommend be included, or enhanced in current and future gendered leadership courses?" Participants often addressed this question or raised the topic on their own, offering ideas about how to make the course even better, or raising additional learnings they wish had been explored in the course or in their time in the business school. Where participants offered their thoughts independently during the interview, I followed-up with prompts as appropriate. If the topic did not naturally come up, I asked "What knowledges would you recommend be included or enhanced?"

Recommendations for both curriculum and pedagogy. The themes emerging again clustered into the two categories of curriculum and pedagogy. Five themes emerged related to recommendations for curriculum. The themes are: "Discuss diversity and inequality" in leadership education; "Embed ethics in curriculum" as opposed to having one class or one course on the topic; the importance of "Exploring oneself as a leader" in order to truly grow and develop; "Build-in in interdisciplinary learning" in leadership education in terms of courses and well as in terms of engagement opportunities with those from various disciplines; and ensuring that content shared is "Relevant" to the age and level of experience of students.

Three themes emerged related to recommendations for pedagogical changes. These themes are: to "Create safe space" for students of leadership to engage in discussion on challenging topics; create "Life-long leadership learning" opportunities and environments for students of leadership; and inculcate "More active learning".

The themes emerging from participants' comments provide rich and in-depth ideas for how leadership education can be improved and as such, I present some of the perspectives which I feel are most relevant to this study.

Diversity, ethics, gender and inequality. Please note that I discuss ethics within this section as opposed to doing so separately. Nearly all participants recommended to embed knowledge on diversity, gender, inequality and ethics into curricula. This finding supports the issue problematized in this study around these topics being obscured in leadership education. In fact, five former students specifically said that the "G&L" course, or one focused on diversity more broadly, should be mandatory. For example, one female participant considering returning to school said, "If I was to do an MBA I would definitely want a course on diversity and on gender. It is really relevant once you have been in the workforce." Another female student not only expressed the importance of such courses in general, but the importance of having the genders engaging collectively, "I think everyone has to take the course. In my class there were men and it was very valuable to hear from them."

Providing some further insight into the importance of such classes being mandatory, one student mentioned several times that in programs such as business, it is imperative to "force" students with aspirations for leadership to engage in classes that stretch their knowledge, understanding and perspective on the world and on working with all different kinds of people,

The program is catered to students who are really focussed on getting a

job, a certain kind of job, so they close themselves off. Making students

take a course like this would be so important for them.

A student, who self identifies as a visible minority and is passionate about ethical

leadership shared how students are not, in their view, being held to account to behave ethically in

higher education generally (citing his experiences with students hiding resources from others,

plagiarizing and being discriminated against). This student shared with conviction that,

The students choosing to take the course aren't really the students who

need to take the course. It would be good for anybody who wants to lead

to have to take this kind of course or one that's even broader.

Interdisciplinary learning. Former students referred to business schools as having a

specific culture and used descriptors such as, "conservative", "western", and "male-dominated."

Comments were also prevalent in the transcripts about how business students "have a specific

worldview", "define success fairly narrowly", and perceive the importance of work in a

uniquely, highly-driven way. Participants in the research identify this "sameness" as a challenge

especially when trying to improve leadership skills and recommend the integration of

interdisciplinary learning through mandatory classes or having group projects that involve those

from other disciplines. For example one student that transferred to the business program from

another program shared,

I was at a program that was for smart people who enjoy learning but

weren't sure exactly what they wanted to do. So, there were a lot of

personalities and a lot of people involved in all kinds of things like social

justice. There was more collaboration and not so much people wanting to

control everything (like in business school)… not driving for solutions

but working through things to find the best way. It's more like in the real

world because not everyone works the same or approaches things the

same. Leaders have to deal with that reality.

Another participant, now in a supervisory role responsible for many different kinds of employees

including students, retirees, blue-collar individuals, professionals and unionized workers, shared,

One of the best things that would have helped me now, would be if we

had the chance to work with students from all over in group projects. So

people from communications and media classes, and people from the

arts, psychology and places like that. So we could have practiced

working with people who are really different, care about different things

because that's what I find working.

Exploring oneself as a leader. The call from participants to enhance education that

supports them being able to explore their own approach to leadership strongly reinforces one of

the issues problematized in this paper—the need for a focus on the breadth of knowledges

including the hermeneutic and emancipatory. For example, the majority of participants expressed

the need for education around how to deal with conflicts; how to talk with people who may be

from very different backgrounds; speak different languages, practice different religions, have

different values and come from very different cultures. For example, this study participant is now

managing projects and people in a high-visibility role and shared that, "doing the work is not the

challenge." She is finding that leading people whom she doesn't relate to, and who aren't

motivated in the same way that she is, creates the greatest challenges for her. 'How do I motivate

someone who doesn't put the project first?" she asked rhetorically. "What do I do? I have regular

meetings with people from different time zones but one guy has to leave to pray every day [at that time]?" The same participant shared a challenging interpersonal situation that she finds problematic now that she is in a leadership role.

> I also have a person I supervise that everyone complains about because
>
> he smells. It's like his culture, his food, he doesn't wear deodorant. How
>
> do I handle that? We need to talk more about these situations in school.

The participant added that when she was his colleague she felt she could find a reason to walk away but as a supervisor, it is stressful because she is expected to do something.

Relevancy. Participants noted the need to have content relevant to their age, professional maturity and level. They suggested that cases be developed tracing careers or that illustrate different leaders dealing with similar situations but at different levels (entry-level, supervisory, management, leader, senior leader). Participants also suggested that institutions create life-long learning opportunities for graduates to re-engage in courses and be kept in the loop with education regarding leadership (for example development classes, shared articles, webinars, chat groups, sharing forums). One student frankly shared that while the content in "G&L" is informative, she sometimes felt disconnected from the materials,

> Sometimes we talked about things like balancing family and work-life
>
> and we talked about how companies are offering to freeze women's eggs
>
> which is really good, don't get me wrong, but I can barely take care of
>
> myself now so maybe talking about situations closer to my age would be
>
> helpful.

Another student, expressing the desire for more relevant content, drew from her experiences in the workforce over the last year,

>Things we will face as young ambitious people would be good. How do we raise uncomfortable topics? What do we do when we don't have power to make changes? What can we do? How do we approach bringing up stuff like someone stealing or doing things wrong in the office? It seems tough enough to figure stuff out when you are a manager or like a vice president, but how do you show your leadership on these issues when you are the lowest guy in the place?

Three of the participants expressed the challenge of how to act like a leader, or someone who has leadership potential when in an entry-level role. Specifically how to handle issues or challenges involving others and bringing problems, in an appropriate way, to the attention of management.

Pedagogical recommendations. In terms of pedagogy, the call for more experiential and active learning is a dominant topic raised by former students. In terms of driving the expectation of students to engage actively in class conversations, one participant who had many strong memories of the discussions in class said,

>I got to have conversations on topics with classmates that I would never have had. People have such knowledge and you don't even know. How they handle things and different situations and things they have dealt with. It was a great way to learn. But it takes people having the courage

to open themselves up and it takes someone teaching who can make it ok

for people.

Create safe spaces. The theme I name "Creating safe spaces" is a priority for the majority

of participants who encouraged the need to have "a place" for open discussion on real-life

scenarios and challenges associated with "messy" topics. In the interviews, many former students

advocated for classes where there is the ability to talk and query colleagues, professors and

practitioners as well as debate and develop personal perspectives and positions with the benefit

of diverse inputs. This former student in "G&L" shared the importance of having a place that

student can talk about what he calls "taboo topics",

Having a class on gender opens doors to talk about things you don't

normally get to talk about, things you don't know if you can talk about.

People are afraid to talk about things that are embarrassing or could be

seen as negative.

One male participant and the professor also spoke to the challenge of creating such

spaces when some individuals (students and other faculty) behave in a manner described as

"undermining" or "sabotage". The former male student shared that several of his friends and

even a faculty member warned him about taking the course because there would be "rabid

feminists" who would try to cut him down in the class.

It kind of made me think twice but not only was it totally not like that…

in fact I felt that not only did I learn a lot that will give me a better

understanding when I lead people, but that because I was there as a guy

there was some good discussion because I could share perspectives that I

know about. It was totally one of the courses I am really glad I took and I

know it will help me be better.

Associated with the call to create safe spaces is the need for what one student called "the

right professor" or educator. The importance of the educator having the right skills to facilitate

and build trust among classmates to maximize discussion and learning was commonly raised. For

example, this student specifically took "G&L" because she so appreciated the open style of the

professor who had taught her in an earlier class.

The teacher made it different and made it so we got input from real

people who had experience facing these situations, that up to then, I

didn't even know could happen and would not have had the chance to

learn about otherwise.

Another student in talking about the value of having guests also acknowledged the courage

it takes for professors to open classrooms to professionals,

Guests are excellent. They come in and you can ask them questions that

they know answers too because they have been there and done things.

Professors sometimes don't seem to like that, or if the guest says

something that doesn't support the teacher's lesson… I get it. But it

really does make it better for students to talk through situations and

decisions and understand how other people have lived with things going

wrong for example.

Students also reinforced the pedagogical importance of classmates speaking up. This

student acknowledged the challenges of making participation mandatory but spoke passionately

about the need and value,

I would love to see everyone having to contribute. Not just in this course,

but especially in this course. The best learning comes from stories that

are shared, scenarios that are discussed. It's selfish when people won't

share. But I get it, there are cultures that make it really hard for people to

feel comfortable, and it would be really tough on professors especially in

large classes. But really, people who want to be leaders need to be able to

have the courage to share their experiences.

Some students also highlighted other classes at the institution that pedagogically stood out in

terms of their approach, "There was a class on values and one on leading in crisis that students

can take that help you learn about leadership and choices. Consequences. And they make you

think about not just what you do but how you do it."

In summary, similar to my intent in developing Table 6, I created a snapshot in Table 7 that

is intended to be comprehensive yet clear about the insights shared by the former students of

"G&L"—this time, related to their recommendations for leadership education. The themes that

emerge from analyzing the interviews again cluster into two categories: suggestions for content

(curriculum) to be taught and pedagogical recommendations for education moving forward. The

language included in Table 7 illustrates the key themes including statements made by

participants, and ones that I have paraphrased. Similar to Table 6, I have included the number of

participants (in brackets) who made comments related to the themes and presented the themes in

alphabetical order. The rich and insightful comments of participants are shared below and along

with Table 6 provide the basis for analysis in Chapter 5.

Table 7

Participant Recommendations for Leadership Education

Future content	Future pedagogy
Discuss diversity and inequality (9): - Leadership education must include issues related to diversity and inequality and how to build relationship with people different from oneself. - Very relevant once students enter the workforce.	Create safe spaces (9): - Institutions and educators must create safe places that students can discuss issues of importance such as ethics, race, gender, sexuality
Embed ethics in curriculum (7): - It is not good enough to have one class or topic on ethics. - The topic should be raised in every class in order to gain exposure, reflect, and engage in realistic issues at all levels in organizations.	Life-long leadership learning (5): - Institutions to create on-going leadership learning. Former students should be invited back" for development. Ongoing communication with graduates and educational opportunities.
Exploring oneself as a leader (7): - Maintain theoretical learning but add more hands-on learning with exposure to different people, situations and practice to prepare leaders to handle tough situations, conflict, dealing with angry people. - Learn about & practice relationship building, especially in conflict, bias situations.	More experiential/active learning (7): - Case-based teaching should be expanded. Engagement in class made mandatory. Educators skilled in neutral facilitation. Guest speakers in all classes. Recent Graduates to participate. Add Internships, job shadowing opportunities. Increase interactivity, role play, scenarios.
Build-in interdisciplinary learning (8): - Creating the time in schedules for students to take interdisciplinary courses. - Create opportunities to work on projects with students from other disciplines to enhance personal development/ improve self-awareness, flexibility & build needed skills like communication and patience.	
Relevant content (6) - Relevant cases and content should be developed for all ages and leadership positions	

Table 7 Recommendations for Leadership Education

Summary

In this chapter I presented the study findings in terms of the knowledges that underlie the course, what knowledges former students' value, and their recommendations for future education. To summarize, related to the knowledges underlying the gendered course, themes clearly emerge from the review of class materials and the interviews which illustrate an effort to teach curriculum that spans the breadth of knowledges and explores issues around gender. A priority is placed on actively engaging students in considering the needs of all stakeholders (including society and the environment) and considering how their actions can have broad implications. Understanding the importance of context in leadership, being self-aware and investing in one's leadership journey are also key themes underlying the course.

Students clearly articulate that they valued both the curriculum and the pedagogy of the gendered course, calling out how the topic itself created a needed opening to explore, discuss and debate issues around inequality more generally. Research participants clearly state that such exposure has helped them in the workplace. Former students also share that they valued the interactive and experiential pedagogy which helped them internalize and personalize the learnings.

Looking forward, participants offer insightful ideas about the education of leaders within the categories of both content and pedagogy. Highlights include a resounding call to embed topics around diversity, ethics and inequality into all leadership education and for institutions to recognize the need for "safe spaces" to explore the "messy" topics. The following illustrates (see fig.1) how I visualize the overall findings of the course-based research study.
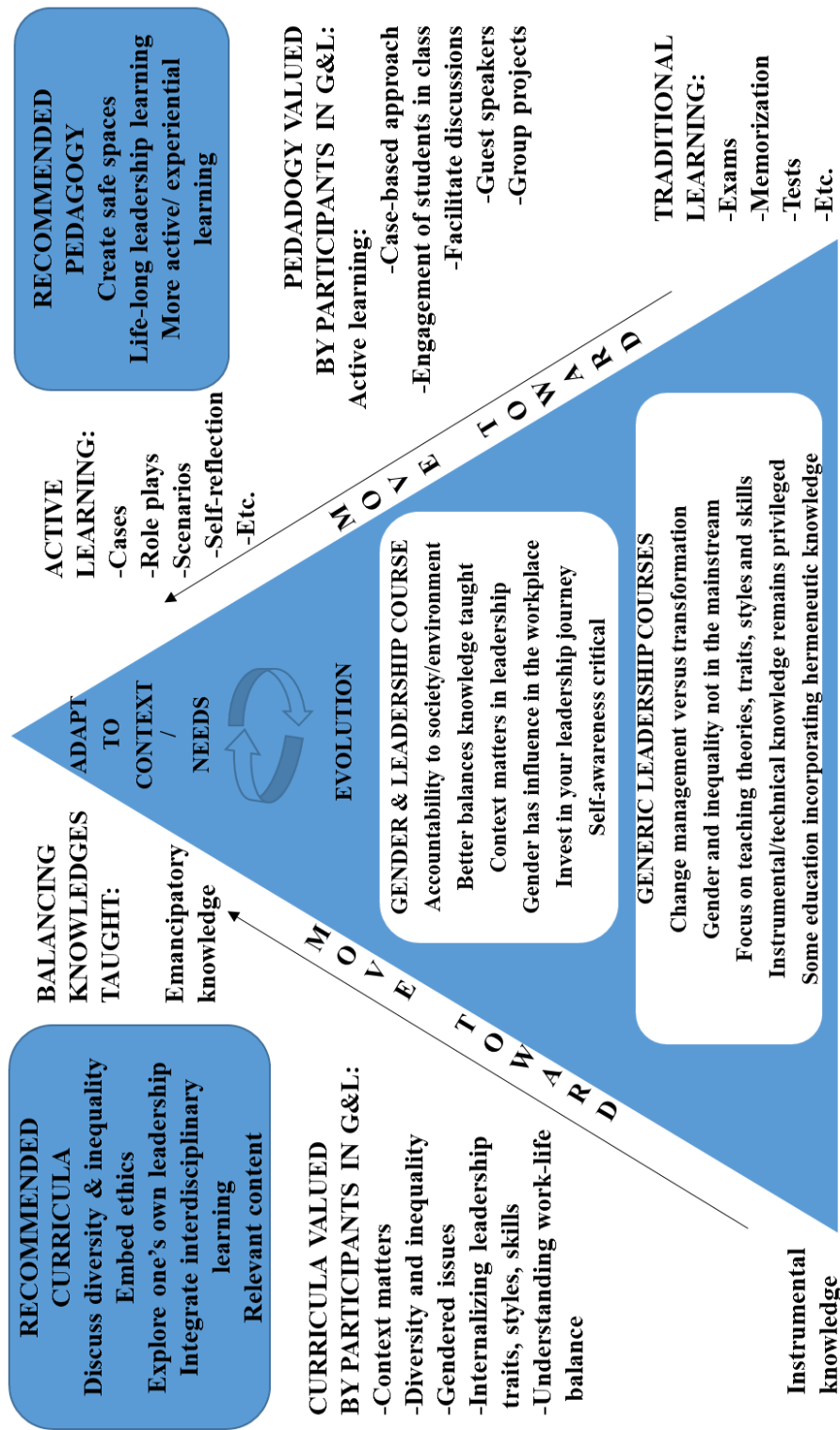
Figure 1

Figure 1. Visualization of course-based research findings

Chapter Five: Discussion and Conclusions

The purpose of this work is to help improve the education of leaders in terms of their ability to better navigate today's complex world of work and to enhance understanding of their accountability to make more ethical, socially-conscious decisions. Accomplishing these objectives will require in my opinion an integrative approach—one that recognizes that improvement of this kind is challenging and must critically consider the context in which leadership is enacted, the dynamic interplay between leaders and followers, and the need to integrate leader and leadership education and development (Anderson & Avolio, 2007). As discussed earlier, improving leadership education is recognized as a critical component in addressing the leadership crisis and the leadership gap. In this final chapter, I present analysis of the research findings, discuss their significance, offer a critical review, and suggest recommendations for practice and pedagogy.

Factors Influencing the Research

In this analysis, I illustrate how various factors influenced my course-based research study. I believe that acknowledging and understanding these factors without bias or prejudice is important, especially before moving forward with further research or changes in curriculum.

First of all, I assumed that choosing to conduct this research in a gendered leadership course (where gender-related issues are the focus) would inevitably limit the options available in terms of potential courses in which to engage. In fact, only three courses fitting the inclusion criteria were ultimately identified at the university in 2015/16, reinforcing how the topic of gender and inequality related to the education of leaders remains outside of the mainstream.

Secondly, having exposure to various faculties and institutions of higher learning as a case study author, guest lecturer, instructor, mentor and student, I approached the research aware of

how cultures and subcultures vary between organizations and disciplines based on many factors (Umbach, 2007). As such, I anticipated that the context in which I ultimately conducted the research (which Faculty for example) would have an influence on my work.

Finally, as I began my research, it also became clear that how an institution or organization defines leaders and leadership influences what knowledge is valued and taught (Chapter 2). As such, I considered thoughtfully the course materials for "Gender & Leadership" which articulate that the predominant focus of the undergraduate business program is on "maximizing financial performance" and "market efficiency". That language helped me situate the priorities for the business program broadly in terms of what knowledges would likely be taught and privileged outside the gendered course.

Despite my awareness of these points however, I was still struck by how quickly the topic of conducting research in a business school became part of the discussion, and thus the research.

The conservative nature of business schools. The professor of "G&L" as well as several participants highlighted in the interviews how the more socially-conservative business school environment influences not only the tone and culture in which students learn about leadership, but it also defines acceptable behavior and the "comfort" (a word used by a participant) they feel to openly engage in topics such as discrimination, ethics, emotions, gender and inequality. One female participant who had taken a class in sexuality studies at another institution shared that while she was familiar with the concepts around gender and discrimination, she found initially that "being a woman at [the business school] was a very different experience." It wasn't until she attended "G&L" that she learned she was not alone in her reactions and experiences,

> When we got the chance to open up what I found most interesting was
>
> that the challenges a lot of us felt wasn't about gender or race or

sexuality alone. There is the stereotype that everyone strives for in

business school—what you are about, what you want, and the suck to fit

in that is huge. When you don't want to be about shitloads of money, it's

like no one knows what to make of you. You know? There is just less

room to be who you are if you aren't like wanting to be the suited

investment guy, or the global consultant.

Other students with experiences in, or with, other faculties such as Arts, Health Studies and

Education as examples, shared that topics and issues such as gender identity and racism are more

openly discussed in programs seen as more "liberal," reinforcing perhaps why some former

students of the "G&L" course especially valued the content explored. For example, one female

student now engaged in the workforce shared,

Unlike in other classes [at the business school] where there is usually a

right answer, you learn there isn't necessarily a right or wrong, or black

and white when dealing with issues that involve people, culture, history,

religion or sex. That's exactly why the people who really need the course

don't take it. It's scary to spend time figuring out the kind of person you

are or want to be. How you react. But it's life. It's important to take

advantage of the opportunity to figure some things out in school instead

of waiting till you are under the microscope in an office!

During my first interview with the professor of "G&L", she compared and contrasted her

experiences at a progressive liberal arts institution and the business school on topics around

diversity and inequality, and by doing so reinforced former students' perspectives. She shared

that as far back as the late 1990s and early 2000s in a liberal arts environment, a course she

developed and taught dealing with everything from race, gender, disability and sexual orientation "was immediately successful and popular," noting "it was a very different student body and a very different institution". The professor notes that to create space for the topic of gender in leadership, let alone broader topics around inequality and diversity remains, "a non-trivial challenge," in a business school environment.

Culture change is taking place. The professor shared with enthusiasm that interest to bring these topics into the mainstream have been bolstered as a result of individuals like Sheryl Sandberg, an American technology executive, activist, author and CEO of Facebook. Sandberg has, in the last few years, heightened the legitimacy of discussing the barriers still faced by women in business through well-publicized efforts, initiatives and declarations such as, "A truly equal world would be one where women ran half our countries and companies and men ran half our homes," (Sandberg, 2013, p.8). According to the professor, students are progressively more mindful and aware of the ongoing challenges for women and those facing other inequalities which is important in an environment where student choice is driving decisions regarding what courses are offered (Scullion & Nixon, 2011). By "buttressing the curriculum from the edges… discussing cultural differences and disability for example," the professor says she strives to bring these other critical topics forward saying, "It is worth working toward."

Student input (feedback and enrollment) illustrates that interest in the "G&L" course is growing and becoming a choice for a broader selection of students (including those pursuing traditional careers in finance and investment). In addition, research participants mentioned their awareness of relatively new elective courses at the business school that are also growing in popularity amongst students. The courses mentioned include one that addresses the importance of self-awareness in crisis situations, one related to articulating personal values in the workplace,

and one that focuses on developing leadership virtues, values and character. That said, the "G&L" professor reinforces it is still an uphill battle that will take time, ongoing effort and conviction of like-minded academics, school leadership and students.

> Most leadership courses are about how to be successful and effective in
>
> the way things are. The difference here is that I am trying to talk about
>
> pushing students to change… don't play the game, change the rules.

In summary, understanding the influence of where leadership education is taught is a critical point of analysis in this research. Without judgement, I suggest that any institution, school, or faculty will have a culture that develops over time and as a result of many factors including the mission or goal of the organization. As such, the definition of what is a leader and what is leadership will be impacted by the institution's culture as will decisions around what is taught to students. Since my research was conducted in the context of a business school, the findings reflect that reality and are therefore not broadly generalizable. This finding reinforces the basic tenant of integrative theory—that context matters.

Gender Influences Knowledges Taught

In this analysis, I illustrate how the topic of gender influences the knowledges taught in the course researched. To do so, I draw on the findings from the course-based research (Chapter 4) and refer back to findings from my inquiry into "What knowledge is being taught in leadership education?" (Chapter 2).

Both through the document analysis of "G&L" course materials and the interviews, five themes emerge in terms of what knowledge underlies the content (curriculum) of what is being taught in the gendered course (Table 5). The first theme speaks to teaching students of leadership about "Accountability" and how they must consider the broader context (societal and

environmental impacts, ethics) in their decision-making. The second theme speaks to students of leadership recognizing that while the "Context" in which they lead (organizational culture) has impact, it can also be impacted by their actions. Thirdly, students of leadership must learn and understand how "Gender influences" the workplace. The fourth theme reinforces that leaders must continue to invest in their "Leadership journey" and finally that they must become "Self-aware" and acknowledge that their personal priorities and choices will influence their leadership trajectory and habitus. The professor's comment about her aspiration for the course and for the students speaks to the knowledges embedded in the gendered course,

> What I want… is to create an environment where students can envision,
> have visions of change which can inspire new ways of doing things—that
> help them realize things don't have to be the way they are. To be
> aspirational—see that change is possible and that they can choose the
> kind of leaders they become and the kind of leadership they want to
> enact.

These five themes provide a point of comparison to the findings into the inquiry of "What knowledge is being taught in leadership education?" presented in the Literature Review (Chapter 2). The broad inquiry resulted in several key findings including that in leadership education courses and programs generally, theories, styles and traits are predominant topics; that effectiveness and efficiency and other knowledge best categorized as instrumental (compliance, technical competencies) remain priorities; and that most leadership courses educate leaders how to manage change, not make transformation.

Before delving into the analysis, I wish to reaffirm my understanding that what is taught is but one, of many factors, influencing leadership behavior. While the multiplicity of factors are

beyond the scope of this research, Bregman (2013), in a Harvard Business Review article, provides an illustration of the point,

> I have never seen a leader fail because he or she didn't know enough about leadership. What makes leadership isn't the theoretical, it's the practical. It's not about knowing what to say or do. It's about whether you're willing to experience the discomfort, risk and uncertainty or doing it. The critical challenge is …emotional courage," (para.8).

In discussing a case related to senior leaders who remained unwilling to explicitly address "bad leadership" by their Chief Finance Officer for more than five years, Bregman (2013) speaks to how "knowing" what must be done and doing it are two different things. He suggests that leadership education must expose students (of all ages and seniority) to the discomforts associated with leadership in order for them to come to terms with their own ability and willingness to truly take accountability. In a similar way, Williams (2015) says that he is convinced that the focus of leadership education today, "with most initiatives being on developing competencies, skills and techniques are in some ways like re-arranging the deck chairs on a sinking ship" (para. 9). He contends that "good leaders need to become masters of themselves before they can be masters of anything else," (para.9) which speaks to, in the context of this work, hermeneutic and perhaps even emancipatory knowledge if leaders chose to challenge the status quo.

A different approach to theories, styles and traits. In terms of knowledge related to leadership theories, styles and skills, the gendered course takes a different approach to teaching knowledge than general leadership classes. Not only does the curriculum in the gendered course share theoretical knowledge (instrumental) through readings, but also engages with the

hermeneutic and emancipatory by taking a more interactive and experiential approach by having students consider the topics through case studies, in scenarios and in considering how they would enact their leadership in different situations. A female participant talking about her recommendations for leadership education shared her thoughts on the value of the approach to leadership styles and traits in the "G&L" course,

> It was so much more than accepting that people are different, it was
> about how to work with others, talk about diversity, like not just gender
> but disabilities, sexual orientation and even the barriers language causes.
> These are the realistic situations you face when you meet and lead
> people. You have to understand them, how to lead them, how to
> empower them. We learned through discussions and testing ourselves
> that it's not just about goals and deadlines. We have to build relationships
> with people we don't know, may have nothing in common with really,
> and maybe don't even like in the workforce. That's what learning about
> leadership is really about.

The "G&L" course professor uses theoretical knowledge in the context of self-reflection and asks students, "What would you do if you were the leader in that situation, for example?" This comment from a participant who now has supervisory responsibility provides an in-depth perspective of how learning about skills and traits in a more interactive way is helping her professionally,

> I think the dynamics of personalities is the biggest part of being a leader
> that is a struggle, for me anyway. I didn't necessarily think that when I
> took the course but I appreciate having done more than read about how

leaders lead. I need more practice but the course made me think about

and even work with people where our differences came out. Work ethic

is the biggest thing for me but now when I come across someone I think

about [one student] who never got his stuff done for group projects and

how the course helped me learn how to survive him…so that helps me

with my confidence doing this job.

In the context of learning about theories, styles, and skills from a more hermeneutic and

emancipatory manner, several participants also shared at length their need to learn how to

improve their interpersonal skills. Specifically, former students identified skills they would

encourage institutions of higher learning to focus on more—dealing with people who are

different, working with people you are uncomfortable with, how to sound like a leader, how to

respond to things you aren't comfortable with, how to deliver bad news and how to speak up

about injustices or concerns when you are the "low-man on the proverbial totem pole." One

female participant shared that in her view, students spend their energy in getting the best marks

they can and getting the best job they can, "so it's all about the competencies they need to get the

job, not on the broader perspective of what they need to learn to do to succeed in the job beyond

crunching numbers or selling clients on a presentation." Another female participant responding

to the question, "What are the biggest issues facing leaders today?" shared,

People aren't confident in their leadership skills. Therefore they sort of

revert to whatever they are comfortable with saying and doing. They do

what they are comfortable with so they don't have to change…. Even if

they know they have too, leaders revert to giving guidance or tasks if

they can get away with it. They especially don't know how and don't

want to engage with the people who are especially different from them.

In summary, the teaching of leadership theories, styles and skills remains an important

component of the gendered course. However, the approach to the knowledges reflects the unique

priorities of the gendered course including teaching students that leaders must invest in self-

awareness and in their leadership journey.

Moving past efficiency and effectiveness. Prior to sharing this analysis, I want to affirm

that I consider instrumental knowledge along with the hermeneutic and emancipatory as having

value. Leaders must be taught and learn a wealth of knowledge that is best identified as

technical or instrumental in order to perform and be successful in their roles. From specific

competencies related to their area of expertise (business, medicine or teaching for example) to

learning that certain behaviors are expected of most leaders today such as being as transparent as

possible, avoiding being punitive and empowering individuals and teams. That said, along with

others, I believe leadership education must move past "how to" and "know that" knowledge

(Terry, 1977) toward the "know how" (hermeneutic) and "know why" (emancipatory). As

Bennis and O'Toole (2005) reinforce in their analysis of "*How business schools have lost their

wa*y*"*, the problem is not that business schools have "embraced scientific rigor but that they

have forsaken other forms of knowledge," (Looking ahead, para.4).

After analyzing the data and findings I contend that the gendered course better balances

the knowledges taught across the instrumental, hermeneutic and emancipatory through both the

content and pedagogy. Illustrated through both course materials and insights from research

participants, the gendered course goes beyond the instrumental and strives to have students of

leadership extend their learning to recognize their impact on society and to take accountability

for their actions and choices. The themes of considering the broader context in decision-making and taking responsibility for personal priorities and choice are identified as underlying the course and support this analysis. This comment from a former female student is highly illustrative of the range of learning in "G&L",

> I realized that what leaders have to do is make tough decisions and that to do that well you have to know yourself and surround yourself with those you trust and who share similar ethics and values. I had never thought about leadership that way. I learned I have to do a lot of work to be that person. It's easier focusing on microeconomics!

Another female student discussing the knowledge she most valued learning from "G&L" said,

> What I remember learning from my time in the class is the importance of motivating and influencing other[s]. That that is so important for leaders. But that's not like we are often taught or think makes you successful in leadership-like being the smartest and able to deliver the best.

In summary, the gendered course focuses on teaching the breadths of knowledges which reflects the unique priorities of the course including the importance of leaders to consider the broader context in decision-making and taking responsibility for personal priorities and choices.

Transform, don't just manage change. Whereas general leadership courses continue to focus on change management as a process, the gendered course calls for students of leadership to explore their willingness and abilities to be transformative and to think critically about their ability to make choices based on understanding corporate culture and recognize how they can

make change. This quote from a female student who recently moved into a project leadership role embodies many of the participants' comments,

> What I see is the lack of willingness of leaders to make decisions, especially about change. Real change. Everyone has some authority and comfort to improve things or make something better. But when it comes to the decisions that matter, they are afraid of the grey space. They don't have the confidence. I've seen this up the food chain and it drives me crazy because good ideas don't get explored because the boss doesn't want head office to think he's rocking the boat. Maybe I'm just bolder coming out of [business school] and taking classes like ["G&L"] and [named another class] that had us think about who we want to be and what we are willing to do.

In summary, the gendered course intentionally seeks to move past teaching leaders about how to only manage change and strives to reinforce their responsibility to create transformation. The unique priorities of the gendered course include teaching leaders that organizational culture not only has impact, but can be impacted.

Pedagogy Highly Valued

In this analysis I explore former students' in-depth comments related to the importance of pedagogy in the education of leaders. Although pedagogy was not the focus of the research initially, the topic percolated as a key finding in both the Literature Review (Chapter 2) and the findings of the course-based research study (Chapter 4). Although not revelatory, participant feedback offer educators valuable insights.

Entering into this research study, my focus was primarily on content and curriculum. Early on though, the importance of pedagogy emerged as a key finding in my inquiry into "What knowledge is being taught in leadership education?" and is included in the Literature Review (Chapter 2). This finding highlights that "how leadership is taught?" is a topic of interest for those writing about "what is taught?" Despite having this context, it struck me how often participants in this research referred to the importance of pedagogy in terms of what they valued in the gendered course, and in their recommendations for leadership education in general.

Participants reinforced over and again that the skills and ability of the professor in establishing a safe environment for dynamic discussions was critical. They shared how the use of case studies had enabled them to go beyond the theoretical (instrumental) and into the realm of self-reflection and critical thinking (emancipatory). They also asserted that guest lecturers were pivotal in creating the opportunity for discussion, asking questions, and the sharing of "real world" insights. Several former students also stated that experience-sharing by classmates is a tremendous value and should be made mandatory in evaluations if possible. This male participant shared, with conviction in his voice, his perspective on the importance of the pedagogical approach taken in "G&L",

> The level of honesty in the classroom was amazing. And there was a
>
> legitimacy to talk about fears and worries, how to deal with situations
>
> that normally would never come up in a class but do come up working
>
> with people. I'd say hearing from guests and how they handle situations
>
> was the best, but I'd have to say hearing from others in the class was just
>
> as good and maybe more important because I was 22 and to know I

wasn't alone wondering about things and worrying about handling things

meant, well it kind of gave me courage.

Recommendations from participants related to pedagogy also include adding job shadowing, internships and other hands-on learning into leadership education programs. Several students spoke to the idea of leadership education needing to be "evolutionary" so students can access relevant knowledge that is aligned and in sync with where they are in their leadership journey. Participants talked about leadership programs that follow students through their development and offer traditional [classroom, lectures, articles on leadership] learning opportunities and non-traditional [facilitated peer group, virtual chat groups to share challenges and get insights] ones. This male participant spoke at length on the need for leadership education to be on-going,

> Leadership is about so much more than one class. Being a leader is about
>
> so much more than managing people. It's so different being a leader in
>
> different spaces. There has to be a way to learn and then practice and
>
> then come back to learn about new situations or how to lead in different
>
> positions? I don't have the answer, but that what we need.

During the first interview with the professor, she noted that her priority was to create an "active learning environment" for students given the nature of the content of the course being researched.

> I think that students learn more in an action learning frame. I think that
>
> this kind of topic that isn't formulaic or memorization based—that you
>
> have to find a way to engage and help students find their own voice. My

teaching is about developing the right questions and asking them. I

facilitate their conversation.

Based on insights shared by former students, the focus on active learning is not only

appreciated, but being called for in the broader context of leadership education,

In this class we learned about ourselves in a different way, not

theoretically, you know? It made me think critically for myself. To open

my eyes that things aren't equal, and it made me think about how I treat

people, and how they treat me because I'm a woman and [a visible

minority]. It made me think about how leaders should treat people and

handle situations with people. How I want too. It made me think about

the person I want to be, and what it will take me to become that.

In summary, the pedagogical approach adopted to teach the gendered course strongly

influenced the value former students said they derived from participating and was a key

expectation for the future. The purposeful use of active learning was often referenced as

contributing to individual learning and class dynamics.

Significance of the Findings

While not generalizable due to the study limitations (Chapter 3), the findings of this

research provide insights that can add value to those designing new or redesigning existing

leadership education. The findings also open the door for further opportunities in terms of

research and exploration of an integrative approach to leadership education itself.

Participant comments clearly reflect how they value the "G&L" course exposing them to

the breadth of knowledges and topics associated with gender and inequality. Comments also

reinforced both the importance of that exposure prior to their entry into the world of work and

former students' desire to continue to engage in active learning throughout their careers. The

overall findings of the research indicate that addressing the two challenges problematized in this

research (teaching the breadth of knowledges and ensuring gender and inequality are explored in

the education of leaders) positively influenced former students of the "G&L" course in their

efforts to deal with complex issues in the world of work.

A Critical Review

In addition to offering valuable insights into possibilities for curricula and pedagogy, the

course-based research also raises some critical questions and opportunities for consideration.

A course is not enough. While the feedback on the "G&L" course reinforced the value it

offers, the overwhelming majority of participants reinforced that no one course on gender,

inequity or ethics is enough, let alone a single class. This perspective is well illustrated by a

female participant that referenced several recent news stories related to the maleficence of

individuals in positions of leadership and power evading taxes,

> I've been thinking a lot since the Panama Papers story broke how people
>
> who are educated, have power, are leaders and know better make these
>
> decisions and choices. These people aren't stupid and no doubt have
>
> lawyers to tell them what's illegal, but leaders, you hope, think about
>
> their actions and consequences that put their ethics or morality in
>
> question. I bet these guys all took a course in ethics. It's just not enough.
>
> If thinking about ethical and moral consequences aren't woven into
>
> everything leaders learn, it won't become the way they think.

Over and again, participants (seven of the ten) reinforced the need to embed ethics and diversity and inequality (nine of the ten) into all leadership-oriented courses.

The value of an integrative approach. While participants provided rich and descriptive ideas on how to improve leadership education (curriculum and pedagogy), many comments indicate that former students are looking for further education on a wide range of topics. Some students referenced wanting more education related to supervision and management, while others seek more experiential and hands-on education to deal with ethical issues and how to make transformational change. One participant said she wished her leadership classes had taught her how to do performance reviews and communicate better to unfriendly audiences, while another credited "G&L" for crystalizing an aspiration to change culture in the financial sector (related to the frequenting of strip bars). Given this breadth of need and expectation, I suggest that revisiting an integrative approach to leadership education offers a framework forward.

Instead of addressing each need and expectation individually, trying to fit them in the context of educating about a theory or leadership style, or debating whether the need aligns with leader or leadership development or education, an integrative approach would focus on common principles such as the "functions of leadership" and "leadership processes" (Chemers, 1997) that span across most theories. Although originally discussed for use in the worlds of theory and research, an educator using an integrative approach could ask, "What facet of the functions or processes of leadership is the student struggling with or needing?" In the case of participants in this research asking for education to help position them as leaders and to help them build relationships, alignment is evident with the first two facets of the "functions of leadership"— image management and relationship development. For the participants in this research that recommend further education on better managing people and doing job reviews for example,

their needs align with the facet of resource utilization under the "functions of leadership" since it "acknowledges that team and organization performance ultimately depend on the leader's ability to apply effectively resources of self and followers to task accomplishment" (p.153).

Based on my research, many of the challenges faced by leaders originate with the complexity of human and social interaction, including issues related to gender and inequality. The value of an integrative approach is that is accepts context as a reality that needs to be understood and addressed. It also recognizes that enacting leadership requires an individual to integrate at intrapersonal, interpersonal and situational levels. Such integration (processes of leadership) requires knowledge of the self and others, which speaks to the need to educate students of leadership on the breadth of knowledges.

Without question, significant effort would be needed to research, develop and measure the value of such an approach to leadership education, but I believe that both the need and opportunity clearly exists.

Choice versus need. Another point of critical analysis in the findings is the dichotomy between the concept of marketization and students (or organizations) becoming "customers" of curriculum and what educators or institutions may deem as necessary learning for leaders to flourish in today's landscape. Despite the overall favorable comments regarding the value of the gendered class, the reality as described by former students include that, "grades drive the courses people take" and that "people come into [the business school] with their minds made up as to what they want when they are done. So, for lots of people there is no room or interest to push or stretch themselves, so they don't."

Sinclair's (2007) experience trying to teach executive MBAs critical thinking was equivalent, she said, to a trip to "hell." Asked to transform leadership education she strove to

encourage executive MBAs to explore the value of critical thinking in classes as opposed to covering more traditional curricula. The backlash was tremendous and since the executive students and their companies were paying the bill, the transformation curriculum was put on hold. Related to this research, through which exposure to knowledges and "messy" topics are described by former students as having positive impacts on them as they enter the workforce, the barriers to adapting programs and classes may still be steep on a broader, institution-wide level. The following excerpt from an interview with a former student discusses in length her thoughts to the question, "what are the gaps in leadership education?"

> In school, people have priorities and preferences on how to work, the
> people they like to work with, but what a lot of people don't get is that
> they don't have those choices at work. It would be good if schools could
> make people be in situations where they would have to learn to have an
> open mind and encourage them to have a broader view. They would learn
> to manage expectations and maybe be humble.

In summary, even with former students and professors advocating for mandatory courses and the integration of topics such as ethics and inequality into all curricula, the realities including the marketization of education, and costs associated with increasing academic load, etc. pose a significant challenge.

Recommendations for Practice and Research

In brief, the implications of this research study and possibilities for next steps include the opportunity for institutions, organizations, and educators to consider supporting or conducting further research. The findings of the research could be incorporated into existing curricula and pedagogy, and finally an effort to expand the theoretical- and research-based focus on integrative theory could be undertaken to create an integrative model for leadership education.

Further research. I would advocate for future research related to the issues problematized in this work. One approach may be to conduct similar research across multiple, gendered leadership courses in different disciplines in an institution or within an organization in order to broaden understanding of the influence within that particular context. An interesting alternative would be to conduct similar research in the same faculty (schools of business, education or engineering, for example) across multiple geographies and multiple institutions in order to develop a more global understanding of the issues in a discipline for example. Such efforts would provide deeper insights and enhanced trustworthiness.

Incorporate findings into existing curricula and pedagogy. As illustrated in the literature, many academics and various faculties in universities in Canada and around the world are engaging in reviews of their leadership education programs (Schuhmann, 2010), striving to improve the ethical behaviour of professionals (Tanovich, 2009), and redesigning or introducing leadership education (Sinclair, 2007). In fact, a search on redesigning leadership education itself produces 23 million results in Google (July, 2016). Regardless of the actual numbers, there is no denying that there is tremendous focus on the opportunity to better meet the needs of students

striving to learn and develop as leaders. This research offers insights that can be considered by such organizations.

As leadership courses and programs are developed or updated in institutions and organizations, they can start by asking intentional and exploratory questions such as: "How do we define leadership?" "How do we define success for leaders here (in this organization or discipline for example)?" "Have we intentionally considered teaching the breadth of knowledges?" "Have we purposefully considered how to incorporate discussion of ethics and inequality (including gender) in our program?" "Have we created safe spaces to allow our future leaders to engage in discussions around real-world topics such as discrimination, inequality and malfeasance?" "Are we integrating interdisciplinary learning in leadership education?" and "Are we actively considering adapting to a more active pedagogy in leadership education?"

Develop an integrated model to curricula and pedagogy. Of particular interest to me after concluding this work is to delve deeper into the work of authors such as Anderson and Avolio (2007) and Chemers (1997) to consider the potential of integrative theory as a framework for leadership education.

While no theory or approach holds the perfect solution to challenges as complex as the leadership gap and leadership crisis, I contend that the value of an integrative approach is that it puts the educational needs of the leader at the center of the discussion while recognizing that "the enactment of leadership itself is an interpersonal process in which followers play significant roles" (Chemers, 1997, p.163). An integrative approach recognizes that a leader brings with him or her an identity that exists and adapts within a context that is also ever-changing and evolving. The context in which a leader engages includes distal and proximal factors and manifests in many arenas including the economic, political and social. Educational leadership that uses an

integrative framework then seeks to support a leader's effort to accomplish objectives that include, but go beyond the individual and organizational, by focusing on teaching about the functions and processes of leadership. In so doing, an integrative approach to leadership education emphasizes cognitive elements and "attempts to address individual, dyadic, group and organizational interactions," (p. 163) which require the instrumental, hermeneutic and emancipatory.

To summarize, there are several possibilities to consider related to leveraging the results and findings of this research. That said, in considering next steps, the limitations of this study should be kept in mind including the small sample size, the fact that research was conducted solely in one class, in only one faculty, and relied on participants being able to recall past events (in the 2014-2016 timeframe).

Conclusion

In this chapter I provide an analysis and discussion of key findings and themes, consider their significance, and articulate a critical review. Finally, I identify recommendations for practice and research—incorporating the breadth of knowledges and the reality of our gendered substructure and inequality regimes into leadership education.

> "The world needs leaders who can handle complexity and give diverse
> perspectives on the challenges we all face. It is those with backgrounds
> that enable them to draw from multiple cultural reference points, and the
> academic training that encourages them to explore the human dimensions

behind empirical data, who have tended to succeed and reach positions of leadership," (Hughes in Jaschik, 2015)

This research study illustrates how the location of the research (in this case a business school) significantly influences what students of leadership are taught. The location therefore is recognized as having influence on how students of leadership value the knowledges shared in the gendered course—a place they describe as "safe" to explore challenging topics including emotion, discrimination, gender, inequality, and sexuality as examples. Participants in the research reinforce the necessity of topics such as ethics and inequality being embedded in curricula and suggest that progress be made in terms of making such content mandatory.

The recommendation for more active pedagogy and experiential "life-long learning" to be incorporated into leadership education emerged as a priority theme. The research participants' rich and in-depth comments provide insights for educators considering the value of developing ongoing leadership education using traditional and non-traditional pedagogical approaches with past, current and future students.

This study does show that there is a difference in the knowledge taught between general leadership courses and "Gender and Leadership." As outlined earlier in this Chapter, the key differences are that "G&L" better balances the breadth of knowledges taught and takes a more experiential approach to educating students on leadership theories, styles, and traits. "G&L" exposes students to content and curriculum that deals with the realities of inequality, including gender and focuses on encouraging students of leadership to understand their potential to make transformative change.

The critical review discusses how change is required across the breadth of leadership education efforts, not just tweaking one or two classes or courses. It also explores the value of

considering an integrative approach to curricula and pedagogy in order to address the complex challenges and opportunities identified in the research. The challenges in making such substantive changes are also acknowledged given some of the realities facing those focused on improving leadership education.

In conclusion, the imperative remains for an integrated theory of leadership education which is coherent, holistic, and squarely places the individual's educational and learning needs at the center, making it the priority… not the need for immediate results, not what's doable based on current educational and institutional models, and not the status quo. Resonating strongly, and still applying today, is DiPaolo's call (2004) for further rich, qualitative and longitudinal investigation in developing new theoretical approaches, assessing leadership education programs, and forming integrated leadership curricula. While "the lack of coordinated strategies for [leadership development and education] at most institutions is concerning," (Madsen, Longman & Daniels, 2012, p. 126), Day et al., provide an important level-setting comment noting that leadership education is still in a formative, even "primitive" stage and that if other scholars and researchers answer the call, that in 25 years better leadership and, consequently better organizations, communities and societies will be created.

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APPENDIX A

Letter of Information

Project Title:
Improving Leadership Education: Valuing Gender and a Knowledge Centric Framework
Document Title:
Letter of Information for Students and Instructor
Researcher Contact
- Principal Investigator & Thesis Advisor: ███████████████████████████, Faculty of Education, Western University, ██████████████).
- Student Researcher: ████████████ Research Assistant and Graduate Student, Faculty of Education, Western University, ██████████████████████████

Invitation to Participate
You are being invited to participate in this research study designed to understand and create knowledge in the field of leadership education. The invitation to participate in a semi-structured interview comes as a result of your engagement in the ██s. Individuals who were participants as students or instructors in████████████████course during the 2013/14 and 2014/15 academic years are eligible to participate in this study.

Why is this study being done?
This study aims to understand how knowledge being taught in a gendered leadership class may address concerns that leadership education in the last two decades has not adequately prepared students for the complexity of leadership in the 21st century or to deal with ethical dilemmas. Through the use of document analysis and semi-structured interviews, the intent is to explore what knowledges are taught in the identified gendered leadership course? How the knowledges align to the gaps identified by practitioners, researchers and academics? And what knowledges do former students recommend be included, or enhanced, in current and future courses?

How long will you be in this study?
The interviews will be conducted in March/April 2016. Your participation would involve participation in a semi-structured interview to be conducted in person, on the telephone or via Skype (45-60 min). You will be offered the opportunity to review the interview transcript and I may also ask for follow-up over the phone or through email to clarify information you provided.

What are the study procedures?
Participants are being recruited from the class list of students and instructor/professor (s) from the (insert here) academic years. Students in the current 2015/16 academic calendar will not be eligible to participate. If you agree to participate you will be asked to:

- Self-select to participate by responding via email to the student researcher directly at ██████████████ within 2 weeks of receiving the email and associated attachments from the program office (Letter of Information & Letter of Consent). Note: the program office will have no record of your choice to participate or not.

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- Your email response indicating interest to participate will be used by the student researcher to contact you to set up a semi-structured interview during February or March 2016. The interview will take approximately 45-60 min and can be conducted (based on your preference) in person in the London, Ontario area, on the phone or via Skype. At the time of the interview, you will be asked to provide written (if the interview is conducted in person) or verbal (if conducted via phone or Skype) consent. Any costs associated with the use of telecommunications (i.e. long distance phone call) will be borne by the researcher. Note: this interview will be recorded (mandatory) and transcribed to ensure accuracy.
- You will be provided with a copy of the transcript to check for accuracy, which you may provide feedback on within a two-week period of time.

What are the risks and harms of participating in this study?

There are no known anticipated risks or discomforts associated with participating in this study.

What are the benefits of participating in this study?

There are both personal and societal possible benefits to participation in the study. Possible personal benefits include the opportunity to reflect on your experiences with leadership education and potentially inform current or future leadership practices. At the societal level, improving the knowledges taught in leadership education classes could contribute toward addressing the "leadership crisis" that many have identified as contributing to political, economic and social challenges since the turn of the century.

Can participants choose to leave the study?

Participation in this study is voluntary. Participants may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect. If you decide to withdraw from the study, you have the right to request withdrawal of information collected about you. If you wish to have your information removed, please let Kanina Blanchard know.

How will participant's information be kept confidential?

All possible efforts to protect your information will be taken. While no guarantees can be made, best practices will be followed related to personal identifying information including a pseudonym being assigned to replace your name. In addition, identifying information will be kept separate from study data. The researcher will keep any personal information about you in a secure and confidential location for a minimum of five years. A list linking your study number with your name will be kept by the researcher in a secure place, separate from your study file. Access to study data will be limited to the researchers. ███████████████ ranscribe the interviews and participants will have the opportunity to review theirs for accuracy. If the study is published, your name will not be used. If the researcher choses to use quotations to illustrate a point in the research or in any publication, there will be no identifiable attribution and quotations will be kept completely anonymous. Representatives of The University of Western Ontario Non-Medical Research Ethics Board may require access to your study-related records to monitor the conduct of the research. However, your data will remain confidential.

Are participants compensated to be in this study?

You will not be compensated for participation in this research.

What are the rights of participants?
Your participation in this study is voluntary. You may decide not to be in this study. Even if you consent to participate, you have the right to not answer individual questions or to withdraw from the study at any time. If you chose not to participate or to leave the study at any time it will have no effect on you academic standing (if applicable). You do not waive any legal right by signing this consent form. A copy of the study will be provided to participants upon request.

Whom do participants contact for questions?
If you have questions about this research, please contact ▮▮▮▮▮▮▮ (Student Researcher), ▮▮▮▮▮▮▮ ▮▮▮▮▮▮▮ If you have any questions about your rights as a research participant or the conduct of this study, you may contact the thesis advisor, Professor ▮▮▮▮▮▮▮ at ▮▮▮▮▮▮▮ or the Office of Research Ethics (519) 661-3036, email: ethics@uwo.ca.

<center>**This letter is yours to keep for future reference.**</center>

_____   _____   _____
PARTICIPANT NAME   **SIGNATURE**   **DATE**

Western Education

Written Consent **(To Be Signed/Provided During Face-to-Face Interview)**

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction. By competing and signing this document, I agree to participate in the semi-structured interview explained in the Letter of Information.

I agree to be audio / video-recorded in this research
☐ **YES** ☐ **NO**

I consent to the use of unidentified/unattributed quotes obtained during the study in the dissemination of this research
☐ **YES** ☐ **NO**

_____   _____   _____
Participant's Name (Last))   Participant's Name (First)   Date *(DD-MMM-YYYY)*

Verbal Consent Script **(Completed by the Research and Participant Verbally Before Phone/Skype Interview)**

Thank you _____ (name of participant) for agreeing to participate in this study today _____ (date). I would like to ensure your consent by reviewing, and asking you to respond to the following questions verbally. I will document your responses and follow the confidentiality commitment outlined in the Letter of Information.

1. I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate. All questions have been answered to my satisfaction. I agree to participate in the semi-structured interview explained in the Letter of Information.
   ☐ **YES** ☐ **NO**

2. I agree to be audio / video-recorded in this research
   ☐ **YES** ☐ **NO**

_____   _____   _____
Participant's Name (Last))   Participant's Name (First)   Date *(DD-MMM-YYYY)*

APPENDIX B

Semi-Structured Interview Questions:
Professor (s)

Project Title:
Improving Leadership Education: Valuing Gender and a Knowledge Centric Framework

Document Title:
Semi-structured Interview Questions: Professor (s)

Researcher Contact
- Principal Investigator & Thesis Advisor: ███████████████████████████, Faculty of Education, Western University, ███████████████
- Student Researcher: ███████████████████████████ and Graduate Student, Faculty of Education, Western University, ███████████ (██████████████).

Semi-Structured Interview Questions (professor)

1. Considering the broad topic of leaders and leadership, what are the biggest issues, challenges facing leaders today?
2. How well do you think students (in school) are being prepared to lead in the real world? Prompts: what is being done well? Are their gaps in the education?
3. In terms of leadership education, can you reflect on the kind of knowledge you feel students need to learn/to be taught in order to be successful?
4. Focusing on the concept of knowledge being taught in leadership classes, what knowledge is being taught in the NAME class? Prompt: how do you consider this as unique or different?
5. Looking back now, what knowledge/learnings from the NAME class has/have had the most impact on former students? Prompt:
6. How did the focus on the topic of gender influence or impact the knowledge learned in the class?
7. If you had the chance to enhance the leadership course, what knowledges would you recommend be included or enhanced?

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APPENDIX B

Semi-Structured Interview Questions:
Former Students

Project Title:
Improving Leadership Education: Valuing Gender and a Knowledge Centric Framework

Document Title:
Semi-structured Interview Questions: Former Students

Researcher Contact
- Principal Investigator & Thesis Advisor: ███████████, ████████, Faculty of Education, Western University, ████████████
- Student Researcher: ████████████, ████████ and Graduate Student, Faculty of Education, Western University, ████████████████

Semi-Structured Interview Questions (former student)

1. Considering the broad topic of leaders and leadership, what are the biggest issues, challenges facing leaders today?
2. How well do you think students (in school) are being prepared to lead in the real world? Prompts: what is being done well? Are their gaps in the education?
3. In terms of leadership education, can you reflect on the kind of knowledge you feel students need to learn/to be taught in order to be successful?
4. What kind of knowledge about leaders and leadership do you recall being taught during your time at Western (faculty/program tbd)?
5. Focusing on the concept of knowledge being taught in leadership classes, what knowledge did you anticipate/expect to learn when you chose the NAME class? Prompt: did you consider this as unique or different from what you were learning in other courses? Any surprises?
6. Looking back now, what knowledge/learnings from the NAME class has/have had the most impact on you? Prompt: how you think about leaders and leadership? How you enact leadership?
7. How did the focus on the topic of gender influence or impact the knowledge taught and learned in the NAME class?
8. If you had the chance to develop a leadership course, what knowledges would you recommend be included or enhanced? Prompt: Would you recommend classes such as NAME class? Why?

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APPENDIX C

Western Research

Research Ethics

Western University Non-Medical Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: ▆▆▆▆▆▆▆▆▆▆▆
Department & Institution: Education, Western University

NMREB File Number: ▆▆▆▆▆▆▆▆▆▆▆
Study Title: Improving Leadership Education: Valuing Gender and a Knowledge Centric Framework

NMREB Initial Approval Date: March 02, 2016
NMREB Expiry Date: March 02, 2017

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Western University Protocol		2016/02/22
Letter of Information & Consent	Written	2016/02/22
Letter of Information & Consent	Verbal	2016/02/22
Recruitment Items	Recruitment email to participants	2016/02/22
Recruitment Items	Recruitment email to program office	2016/03/02
Instruments	Semi Structured Professor Interview Questions	2016/02/01
Instruments	Semi Structured Former Students Interview Questions	2016/02/01

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB00000941.

▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆▆, Chair or delegated board member

Ethics Officer to Contact for Further Information: Erika Basile ___ Nicole Kaniki ___ Grace Kelly ___ Katelyn Harris ✔ Vikki Tran ___

This is an official document. Please retain the original in your files

APPENDIX C

Western Research

Research Ethics

Western University Non-Medical Research Ethics Board
NMREB Amendment Approval Notice

Principal Investigator: ▮▮▮▮▮▮▮▮▮▮▮▮▮
Department & Institution: Education, Western University

NMREB File Number: ▮▮▮▮▮▮▮▮▮▮▮▮▮
Study Title: Improving Leadership Education: Valuing Gender and a Knowledge Centric Framework

NMREB Revision Approval Date: April 22, 2016
NMREB Expiry Date: March 02, 2017

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Instruments	Email script to participants from professor (new)	2016/03/31
Instruments	Request to Professor email (new instrument)	2016/03/31
Revised Western University Protocol		2016/03/31

The Western University Non-Medical Science Research Ethics Board (NMREB) has reviewed and approved the amendment to the above named study, as of the NMREB Amendment Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

▮▮▮▮▮▮▮▮▮▮▮▮▮

Ethics Officer, on behalf of Dr. Riley Hinson, NMREB Chair

Ethics Officer to Contact for Further Information: Erika Basile ___ Katelyn Harris ___ Nicole Kaniki ___ Grace Kelly ___ Vikki Tran ___

Western University, Research, Support Services Bldg., Rm. 5150
London, ON, Canada N6G 3G9 t. 519.661.3036 f. 519.850.2466 www.uwo.ca/research/ethics

APPENDIX D

Name: Kanina Blanchard

Post-secondary 2016-2020 PhD candidate, Faculty of Education
Education and   Western University
Degrees: London, ON, Canada
         2014-2016 Masters in Education candidate
          Western University
         1985-1989 Bachelors, Journalism with Sociology
          Carleton University
          Ottawa, Ontario, Canada

Related Work   2016/17 Executive in Residence, Instructor
Experience   Western University, London, ON, Canada
         2015/16 Executive in Residence, Instructor
          Western University, London, ON, Canada
         2015 Research Assistant
          Faculty of Education
          Western University, London, ON, Canada
         2012 Leaders under Fire course developer and educator
          Ian O. Ihnatowycz Institute for leadership
          Ivey School of Business, London, ON, Canada

Executive   The Prince of Wales's, Business & Sustainability
Education   Programme, California, USA
         International Institute for Management Development
          (IMD) Lausanne, Switzerland
         Thunderbird School of Global Management, Phoenix,
          Arizona, USA

Recent Publications:

Year	Title	Reference
2016	"Working Internationally: Forget 'Business as Usual'	Pending publication
2015	"Sophia Tannis: Life Choices	9B15M101/102
2013	"Michael Boulos. A Career Derailed Case Study"	9B14C053
2012	"Sophia Tannis: The European Transfer"	9B13C027

Recently Published in:

Year	Source	Reference
2016	Impact: A Guide to Business Communication, 9th Ed.	Pending publication
2015	Harvard Business Review: The Experts Respond	July-August 2015
2012	Ivey Business Journal: To a better understanding	March-April 2012
2011	Business Horizons: Getting ready to lead	Vol. 54.2011, 5, p. 407-413

Memberships and Affiliations	1989-present 2015-present 2015-present	International Association of Business Communicators Canadian Institute of Management Consulting (CMC designate) CSSE/CSSHE
Conferences and Symposiums	2016	Congress, Calgary, Alta Presenter and participant
Work Experience	2009-present 2013-2014 2012-2013 2009-2012 1989-2009	President, Opportunity Creation Executive Director, Fowler Kennedy Sport Medicine Clinic, London, ON, Canada Regional Director, Ministry of the Environment London, ON, Canada Manager and Executive Leader, Ministry of the Environment, London, ON, Canada The Dow Chemical Company 2006-2009 — Global Director of Issues Management, Midland, Michigan, USA 2002-2006 — Global Director of Public Affairs and Public Policy, Hydrocarbons & Energy. Horgen, Switzerland. Lobbyist, Brussels, Belgium. 2004-2006 — Public Affairs and Public Policy Director, Europe. Horgen, Switzerland 2000-2002 — Public Affairs and Public Policy Leader, Texas Operations, USA 1995-2000 — Global Web and E-Commerce leader, Midland, Michigan, USA 1993-1995 — Global Employee Communications leader, Midland, Michigan, USA and Hong Kong 1989-1993 — Public Affairs and Public Policy roles in Canada