PSYCH 462:
Leadership Vision in Personal, Organizational, and Community Change
University of Waterloo, Winter 2009
Thursdays, 12:30 - 2:20 p.m.
Room: HH 336 (primary); PAS 4029, 4032 (secondary)

Instructor

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Textbook (required)

Burgess, T., Pugh, K., & Sevingny, L. 2006. *The personal vision workbook.* Thompson Delmar Learning.
        ISBN: 1-4018-9939-0   ISBN-10: 1401899390   ISBN-13: 978-1401899394

Course Description

This course covers the concept of vision within the larger topic of leadership, as it applies to community change, organizational development, and personal development for effectiveness as a leader or other contributor. Readings will be drawn from academic and non-academic literatures, and students will produce personal or organizational visions for beneficial change.

"Vision" is held to direct and motivate people's efforts. These effects will be analyzed from many angles, drawing upon various streams of theory and research in social and organizational psychology related to affect, cognition, and motivation. The application of visionary leadership in specific business contexts (e.g., entrepreneurship or organizational change) and community settings (e.g., voluntary organizations) also will be explored.

This topic lends itself to exploring a wide range of related topics in social and organizational psychology, including creativity, affect in the workplace, emotional intelligence, and employee participation, among others. Students will participate in choosing topics to be covered.

Instructor's Vision for this Course

Students will be enthusiastic about doing assignments, attending class, and participating in class as a result of intellectual stimulation, personal or community improvement stemming from involvement with course material, and shared discovery.

Meanwhile the instructor will learn new aspects of leadership vision and will become more effective at using vision to direct and motivate others.

Course Objectives

Knowledge: Students will learn about the place of vision within leadership more broadly; whether and how leadership vision exerts influence on followers; and how vision currently is applied in various contexts including business organizations, community redevelopment, and religious congregations, among others.

Skills: Ideally, students will be more able to formulate, communicate, and otherwise use a vision to influence themselves in self-management for personal fulfillment and community betterment. Students will also be more able to influence others in leader, peer, or follower roles through use of vision.

Attitudes: When in leadership or otherwise influential roles, students will seek to engage others' commitment to pursuing common goals through "visionary" actions.

Learning Process in this Course

Students will be able to acquire these KSAs through

- studying reading material and engaging it by producing commentaries in advance of class

- discussing course material with one another and the instructor during scheduled class time

- completing structured tasks outside of class, involving developing a personal vision that promotes personal fulfillment, community improvement, entrepreneurial success, or other ends

- producing a culminating product such as a term paper, research proposal, or action plan

Course Requirements and Marking

For most weeks, students will be required to produce a one-page commentary on the assigned readings for that week. A commentary is due for any week that has a corresponding drop box in the Lessons area of the ACE website. Details are stated in the handout "Guidelines for Commentaries on Readings." These commentaries will impact 33.33% of the course mark.

Over the course of the term, students are required to document their completion of the exercises or other activities in the *Personal Vision Workbook*, for another 33.33% of the course mark. The ACE website has a drop box for each of the 10 chapters in this book. Students should provide a submission to a drop box each week or more frequently. Details about these submissions are stated in the handout "Guidelines for Documenting Personal Visioning."

A culminating product is due on the last day of class. This product counts 33.33% toward the course mark. By the seventh week of class (Feb. 26, 2009) a preliminary proposal for this product is due. Options for this product will be discussed in the first several weeks of class. Marking will take account of the nature of the product. That is, term papers will be scored relative to other term papers at this level, and more novel products will be scored on their own scale, giving credit to scholarly or other support for the approach, along with originality, practicality, and likely contribution to knowledge or society.

Resources

- Book chapters and journal articles in hard copy, PAS 4028

- Journal articles available electronically from the UW library's website for e-Journal Titles, http://sfx.scholarsportal.info/waterloo/az (probably accessible on-campus only)

- Textbook - *Personal Vision Workbook*

- Instructor (office hours, other times by appointment, email with approx. 24-hour response)

- "Break out" rooms in PAS

- Slide projector and, possibly, other audio-visual aids

- Volunteer course assistants (if any volunteer)

- Visitors? Other resources?

Policies

Auditors will not be admitted to this course.

Notices Required on Course Outlines

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline and the outline posted on UW-ACE, the outline on UW-ACE will be deemed the official version. Outlines on UW-ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Concerns about the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Dr. Colin Ellard) is available for consultation and to mediate a resolution between the student and instructor. Dr. Ellard's contact information is as follows:

Email: cellard@uwaterloo.ca   Ph 519-888- 4567 ext 36852

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts incorporate the following note on avoidance of academic offenses:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Guidelines for Commentaries on Readings

A commentary concerning the readings is to be turned in for most weeks. Its length should be equivalent to approximately one single-spaced typewritten page. It is due by noon on the *day before* class to allow the instructor and class members to view it in advance of the class. It must be submitted to the course website to allow access to it.

A commentary is not a summary and it is not just a list of questions. Ideally, commentaries will provoke thought in others and consolidate and advance the commentator's thinking. Within the expected length, probably a few different ideas or issues will be addressed. There could be some use of point form or other departure from standard sentence and paragraph structure, but the material should be understandable to others in any case.

Points in commentaries might

- Dispute conclusions in one or more of the assigned readings (tell why you disagree)
- Offer alternative theoretical accounts
- Point out methodological shortcomings (and/or recommendations for improvement)
- Suggest further theoretical or practical implications (e.g., for management practice)
- Identify connections across topics in the field (or apparent contradictions)
- Identify connections to "real life" inside or outside organizations
- Note when findings are especially meaningful or unexpected (tell why)
- Suggest productive directions for future research (as specifically as possible in terms of variables investigated and processes those variables are thought to reflect)

Please use the following procedure to submit your commentaries. Go to the ACE course website and click the "Lessons" tab. Click on the folder for "Drop boxes for Commentaries," and then click on the drop box for the particular week. (Choose according to the Due: date.) After clicking on the particular drop box folder you will see a screen with Title and Message. Put your name in the title. Then click below the Message block, where it says HTML Editor. You may type your commentary in there, but probably it is a lot better to use a different word processor, use the copy command to copy all the text of your commentary, then switch windows from your word processor to this HTML editor screen, and paste the text in there. DO NOT UPLOAD ANY ATTACHMENTS. Problems are certain to result. Moreover, uploading of attachments has been "disabled." Use the preceding procedure or else in some other way enter your commentary directly into the Message block. This will ensure that everyone (including the instructor) can read your message.

Commentaries will be scored "out of a maximum of 10 points," as follows. Turning in a commentary on time yields 7 points immediately. Turning in a commentary between the time due and class time nets 6 points. Turning in a commentary within one week after the corresponding class will yield 5 points. (The drop box will close one week after the initial due date.) Commentaries turned in on time are eligible for additional points. Three points will be added (very rarely) for especially complete, well-reasoned or well-documented analysis. Two or one point will be added on the basis of reasoning, documentation, original thought, or other pertinent qualities. Greater length, per se, does not increase the quality of a submission (and may undermine it). Quality of participation in class (and attendance) also will affect this scoring. A commentary turned in on time or late may be returned to the student to be redone if it is off track, poor quality, etc.

If possible, please look at others' commentaries in the 24-hour period between submissions and class. This will provide everyone with a better basis for having a worthwhile discussion of the readings.

Guidelines for Documenting Personal Visioning

Although specific due dates are indicated on the ACE website for documenting your completion of each individual unit (chapter) of *The Personal Vision Workbook*, you may complete these units more quickly than the unit-per-week rate implied on the ACE website. "Completing" a unit entails submitting a "reflection" as described below.

Unlike the commentaries on the required readings for the course, the material that you submit concerning *The Personal Vision Workbook* will *not* be made public at any time (i.e., will not be made visible to anyone other than the course instructor). However, even to the course instructor you should hold back from expressing anything that you consider to be uncomfortably personal or otherwise overly revealing. That is, "level with yourself" and be self-revealing to *yourself* when doing the exercises in *The Personal Vision Workbook*, but censor yourself in what you submit as a reflection if that will help you to get the most out of the exercises.

Thus, marking of submissions will *not* be based on openness or extent of personal revelation. Instead, for each unit, students should compose "reflections" on

- what students did or did not discover through the exercise(s) or
- the extent to which they did or did not experience personal development as a result of doing the exercises in each unit or
- how the concepts or exercises in the unit relate to readings in this course or in other scholarship.

Reflections will be scored "out of a maximum of 10 points," as follows. Turning in a reflection on time yields 8 points immediately. The dates given on the ACE website for each chapter's drop box have a grace period of one week, during which time the assignment will still be considered to be on time. For example, where a deadline is given as "Thurs., Jan. 22, midnight" it is recommended that you submit your reflection by this time, but it will still be considered on time until Thurs., Jan. 29, midnight. Reflections turned in on time are eligible for additional points. Two points will be added (very rarely) for especially complete, well-reasoned or well-documented analysis. One point will be added on the basis of reasoning, documentation, original thought, or other pertinent qualities (e.g., clarity). Greater length, per se, does not increase the quality of a submission (and may undermine it). The drop boxes will all close at the same time, at midnight one week after the last class session of the term. Reflections turned in more than one week after the stated deadline, but before the closing of the drop boxes, will yield 7 points with no additional points awarded. Reflections will not be accepted after their drop boxes close. A reflection turned in on time or late may be returned to the student to be redone if it is off track, poor quality, etc.

These reflections are expected to correspond with a length of one single-spaced typewritten page *or less*. Please see the handout "Guidelines for Commentaries on Readings" for instructions on how to submit your reflections. (Of course you should use the drop boxes in the "Reflections" folder, not the "Commentaries" folder. As with "Commentaries," do *not* use attachments.)

Tentative List of Topics for Psych 462, Winter 2009

Date   Topic

Jan 08   Organizational Meeting/Envisioning a Course

Jan 15   Vision within the Field of Leadership

Jan 22   Vision, Transformational Leadership and Charisma

Jan 29   Vision in Business Leadership

Feb 05   Vision in Community Development

Feb 12   Personal Vision and Self-leadership/Values

Feb 19   Reading Week

Feb 26   Entrepreneurship (incl. Social)

Mar 05   Vision in Politics/Communication

Mar 12   Vision in Religion/Participation

Mar 19   Mental Models and Coordination

Mar 26   Affect in Organizations/Passion

Apr 02   Artistic Vision/Creativity

Consolidated Reading List for Psychology 462,

Vision in Leadership

Introduction to Leadership and Vision

Required

Den Hartog, D.N., & Koopman, P.L. (2002). Leadership in organizations. In N. Anderson, D.S. Ones, H.K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of work and organizational psychology, Volume 2: Organizational Psychology* (pp. 177-187). Thousand Oaks, CA: Sage Publications.

Hauser, M., & House, R.J. (2000). Lead through vision and values. In E.A. Locke (Ed.), *The Blackwell handbook of principles of organizational behaviour* (pp. 257-273). Oxford, UK: Blackwell Publishers Ltd.

Vision, Transformational Leadership and Charisma

Required

DuBrin, A. J., & Geerinck, T. (2009). *Human relations: Interpersonal, job-oriented skills* ("Suggestions for developing charisma," pp. 176-178). Toronto: Pearson Education Canada.

Northouse, P. G. (2007). *Leadership: Theory and practice* (4th ed., pp. 175-206, "Transformational Leadership"). Thousand Oaks, CA: Sage Publications.

Zaccaro, S. J., & Banks, D. J. (2001). Leadership, vision, and organizational effectiveness. In S. J. Zaccaro & R. J. Klimoski (Eds.), *The nature of organizational leadership* (pp. 181-218). San Francisco: Jossey-Bass.

Recommended

Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review, 12*(4), 637-647.

Hunt, J. G. (1999). Transformational/charismatic leadership's transformation of the field: An historical essay. *Leadership Quarterly, 10(2)*, 129–144.

Vision in Business Leadership

Required

Collins, J. C., & Porras, J. I. (2000). *Built to last: Successful habits of visionary companies* (pp. 219-284, Chapter 11, "Building the vision"). London: Random House.

Tichy, N. M., & Devanna, M. A. (1986). *The transformational leader* (p. vii-xi; 3-33;89-137). New York: Wiley.

Recommended

Collins, J. C., & Porras, J. I. (1994). *Built to last: Successful habits of visionary companies* (pp. 201-218, Chapter 10, concerning "alignment"). London: Random House.

Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations* (pp. 79-105, "Inspiring a shared vision;" "Envision the future: Imagining ideal scenarios"). San Francisco: Jossey-Bass.

Nanus, B., & Dobbs, S. M. (1999). *Leaders who make a difference: Essential strategies for meeting the nonprofit challenge* (pp. 97-117, "Leader as strategist"). San Francisco: Jossey-Bass.

Sashkin, M. (2004). Transformational leadership approaches: A review and synthesis. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 171-196, especially 183-189). Thousand Oaks, CA: Sage Publications.

WikiSummaries. (2009). [summary of Jim Collins's book:] *Good to great: Why some companies make the leap... and others don't*. Retrieved from http://wikisummaries.org/Good_to_Great:_Why_Some_Companies_Make_the_Leap..._and_Others_Don%27t" on January 14, 2009.

Required

Chatham-Kent Vision, [1 page hard copy as abridged] or, if available,
http://www.chatham-
kent.ca/community+services/getting+involved/initiatives/community+plan/Chatham-Kents+Vision.htm

City of Vancouver. (2002). CityPlan Community Visions.
   http://vancouver.ca/commsvcs/planning/cityplan/Visions/   [also available as 1 page of hard
   copy]
   and http://vancouver.ca/commsvcs/planning/cityplan/termsre.htm [16 pages of hard copy]

Shipley, R., Feick, R., Hall, B., & Earley, R. (2004). Evaluating municipal visioning. *Planning, Practice &
   Research, 19* (2), 195-210.

Shipley, R. & Michela, J. L. (2006). Can vision motivate planning action? *Planning, Practice & Research,
   21* (2), 223-244.

Recommended

Helling, A. (1998). Collaborative visioning: Proceed with caution! Results from evaluating Atlanta's
   vision 2020 project. *Journal of the American Planning Association, 64* (3), 335-349.

Shipley, R., & Newkirk, R. (1999). Vision and visioning in planning: What do these terms really mean?
   Environment and Planning B: Planning and Design, 26, 573-591.

Shipley, R., & Newkirk, R. (1998). Visioning in planning: Did anyone see where it came from? *Journal of
   Planning Literature, 12* (4)*,* 407-416.

Defining, Deciphering, and Transforming Organizational Culture

Required

Michela, J. L., & Burke, W. W. (2000). Organizational culture and climate in transformations for quality and innovation. In N. M. Ashkanasy, C. P M. Wilderom, & M. F. Peterson (Eds.), *Handbook of organizational culture and climate* (pp. 225-244). Thousand Oaks, CA: Sage Publications.

Michela and Burke define, describe, and distinguish organizational culture and climate. Their application of these concepts to the task of organizational transformation toward Total Quality Management is merely illustrative; that is, organizational transformation in pursuit of other visions besides one of "total quality" could be analyzed and managed in a parallel manner.

Recommended

D'Andrade, R. G. (1984). Cultural meaning systems. In R. A. Shweder & R. A. LeVine (Eds.), *Culture theory: Essays on mind, self, and emotion* (pp. 88-119). Cambridge University Press.

D'Andrade is a psychologically-oriented anthropologist.   The only way to truly understand organizational culture is to read something by him, Shweder, LeVine, or similarly-oriented writers. (Relatively few writers on organizational culture appear to have done this.)

Goodstein, L. D., & Burke, W. W. (1996). Creating successful organization change. In W. W. Burke (Ed.), *Managing organizational change: A special report from Organizational Dynamics* (pp. 7-19). New York: American Management Association.

British Airways had a vision of transformation from a bureaucratic, money-losing mess, to a highly customer-responsive organization.   Burke (and in a small way, Michela) contributed to the transformation and thus can tell its story.

Kunda, G. (1997). Exploiting enthusiasm: A case study of applied theories of innovation. In R. Garud, P. R. Nayyar, & Z. B. Shapira (Eds.), *Technological innovation* (pp. 325-342). Cambridge University Press.

Kunda provides an in-depth look at an organization, with implications for vision, values, and organizational culture management. (Kunda obtained his Ph.D. from MIT in the unit that includes E. H. Schein.)

Ostroff, C., Kinicki, A. J., & Tamkins, M. M. (2003). Organizational culture and climate. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of Psychology, Vol. 12: Industrial/Organizational Psychology* (pp. 565-593). New York: John Wiley & Sons.

A comprehensive review which mostly, but does not completely, agree with Michela & Burke's analysis.

Schein, E. H. (1985). How culture forms, develops, and changes. In R. H. Kilmann, J. J. Saxton, R. Serpa, & Associates (Eds.), *Gaining control of the corporate culture* (pp. 17-43). San Francisco: Jossey-Bass.

Schein is that rare writer on organizational culture who has studied some anthropology; he's the kingpin.

Personal Visioning

Required

*Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumbwa, F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *Leadership Quarterly*, *16*, 343–372.

This paper is intended to serve as a theoretically rich counterpart (antidote?) to *The Personal Visioning Workbook*. While reading it you may take the point of view that you are seeking, through personal visioning, to become an "authentic" leader. Then this paper will tell you more about what that looks like and what it will get you. The paper also makes some connection to earlier perspectives on leadership (e.g., transformational).

Recommended

Clemmer, J. (1999). *Growing the distance: Timeless principles for personal, career, and family success*. Kitchener, Canada: TCG Press. Pp. 18-67.

This work by a Kitchener-based consultant uses stories to address self-knowledge, authenticity, vision, values, and other topics addressed by others in the present set of readings and elsewhere.

*Ilies, R., Morgeson, F. P., & Nahrang, J. (2005). Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes. *Leadership Quarterly*, *16*, 373–394.

From the same special issue of the *Leadership Quarterly* as the required paper by Gardner et al.

*Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, *41*(9), 954-969.

This paper shows more than 1000 instances of citation in the PsycINFO database. Gardner *et. al* are among those who draw upon its insights.

Senge, P. M. (2006). *The Fifth Discipline: The art and practice of the learning organization* (rev. ed). New York: Doubleday. "Introduction" (pp. xi-xviii); "Personal Mastery" (pp. 129-162).

"'Learning in this context does not mean acquiring more information, but expanding the ability to produce the results we truly want in life" (p. 132). "'Personal mastery' is the phrase we use for the discipline of personal growth and learning" (p. 131). Senge's first edition of this book, in the early 1990s, made quite a splash.

Senge, P. M., Kleiner, A., Roberts, C., Ross, R. B., & Smith, B. J. (1994). *The Fifth Discipline Fieldbook: Strategies and tools for building a learning organization*. New York: Doubleday. "Personal Mastery" (pp. 193-219; 224-226).

Where this material overlaps considerably with *The Personal Visioning Workbook*, it may be worthwhile to consider the topics or issues from a slightly different angle. You are not expected to do the exercises here as such; just compare with *The Personal Visioning Workbook*. Note also how "moments of awareness" help in monitoring fidelity to one's vision. Finally consider how, at Beckman instruments, personal mastery connotes encouraging other people to express their values and aspirations so these can be aligned among individuals and

Identity and Identification

Required

*Ashforth, B. E., Harrison, S. H., & Corley, K. G. (2008). Identification in organizations: An examination of four fundamental questions. *Journal of Management*, *34* (3), 325-374.

Ashforth is probably the best known scholar of organizational identification. Can people identify with organizational visions, or are visions otherwise tied in with organizational identification?

Recommended

*Bilgrami, A. (2001). Identity and identification: Philosophical aspects. In J. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioural sciences* (pp. 7148-7154). Amsterdam: Elsevier.

Bilgrami is a philosopher who addresses some interesting issues involving the centrality of values in theoretical analyses of identification.

*Abrams, D. (2001). Social identity, Psychology of. In J. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioural sciences* (pp. 14306-14309). Amsterdam: Elsevier.

Abrams is a well-known contributor to the social and behavioural sciences literature used extensively by writers (like Ashforth) in the organizational and management fields.

*Nord, W. R. (2001). Individual identities in organizations. In J. J. Smelser & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioural sciences* (pp. 7299-7306). Amsterdam: Elsevier.

Nord has a reputation as a big thinker on organizational and management issues. His thought process is on display here.

Affect in Visions and Organizations

Required

Barsade, S. G., & Gibson, D. E. (2007). Why Does Affect Matter in Organizations? *Academy of Management Perspectives*, *21*(1), 36-59.

*Dvir, T., Kass, N. & Shamir, B. (2004). The emotional bond: Vision and organization commitment among high-tech employees. *Journal of Organizational Change Management, 17*(2), 126-143.

Waples, E., & Connelly, S. (2008). Leader emotions and vision implementation: Effects of activation potential and valence. In R. Humphrey (Ed.), *Affect and emotion: New directions in management theory and research* (pp. 65-94). Charlotte, NC: Information Age Publishing.

Recommended

*Brief, A. P. & Weiss, H. M. (2002). *Organizational Behavior: Affect in the workplace. Annual Review of Psychology*, *53*, 279-307.

Gender, Vision, and Leadership

Required

Eagly, A. H., & Carli, L. L. (2004). Women and men as leaders. In J. Antonakis, A. T., Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership* (pp. 279-301). Thousand Oaks, CA: Sage Publications.

Ibarra, H. & Obodaru, O. (2009). Women and the vision thing. *Harvard Business Review*, *87* (1 [January]), 62-70.

*Scott, K. A., & Brown, D. J. (2006). Female first, leader second? Gender bias in the encoding of leadership behaviour. *Organizational Behavior and Human Decision Processes, 101*, 230–242.

Recommended (Highly)

*Eagly, A. H. (2005). Achieving relational authenticity in leadership: Does gender matter? *Leadership Quarterly*, *16* (3), 459-474.

Recommended

*Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, *129* (4), 569-591.

Visualization, Creativity, and Visions as Foresight or Frames

Required

*O'Connor, G. Collarelli, & Veryzer, R. W. (2001). The nature of market visioning for technology-based radical innovation. *Journal of Product Innovation Management*, *18*, 231-246.

This paper addresses vision in the sense of foresight into how new technologies may be applied profitably to address market needs.

*Swanson E. B., & Ramiller, N. C. (1997). The organizing vision in information systems innovation. *Organization Science*, *8* (5), 458-474l.

Organizing visions serve as an interpretive frame that can allow different individuals and groups within and beyond an organization to understand one another and coordinate their efforts toward new structures, relationships, and technologies. Do not lose the forest for the trees when you read this one. (Its occasional sociological terminology and arcane references to IS technologies can be puzzling.)

*Zhou, J., & George, J. M. (2003). Awakening employee creativity: The role of leader emotional intelligence. *Leadership Quarterly*, *14*, 545-568.

Addresses a variety of topics connected with creativity as well as the possible of contribution to employee creativity from the leader's emotional intelligence.

Recommended (Highly)

*Dahl, D. W., Chattopadhyay, A., & Gorn, G. J. (2000). The importance of visualization in concept design. *Design Studies*, *22*, 5-26.

The authors claim that visualization has positive effects in the context of product design. Where else might it be helpful? How or why?

Recommended

*Pearce, C. L., & Ensley, M. D. (2003). A reciprocal and longitudinal investigation of the innovation process: The central role of shared vision in product and process innovation teams (PPITs). *Journal of Organizational Behavior*, *25*, 259-278.

The focus on shared vision in teams, specifically, is intriguing, but the empirical study is questionable.

*Shane, S., Locke, E. A., & Collins, C. J. (2003). Entrepreneurial motivation. *Human Resource Management Review*, *13*, 257-279.

See also Robert Baron's writings concerning the psychology of entrepreneurs and entrepreneurship.

*Shane, S. (2000). Prior knowledge and the discovery of entrepreneurial opportunities. *Organization Science*, *11* (4), 448-469.

Opportunity is "non-obvious." Entrepreneurs with different backgrounds may develop very different products from the same or similar core technologies, because of the mental frameworks they use.

Vision in Faith-Based Organizations

Required

Mead, L. B., & Alban, B. T.   (2008). *Creating the future together: Methods to inspire your whole faith community.* Herndon, VA: The Alban Institute. Pp. 1-81.

It looks like a lot of pages but it is not at all dense or complex.

Recommended

LePeau, A. T. (1983). *Paths of leadership: Guiding others toward growth in Christ through serving, following, teaching, modeling, envisioning.* Downers Grove, IL: InterVarsity Press. Pp. 9-14, 33-48, 105-123.

Worthwhile especially if you want to gain a sense of the role of religious faith in this leadership.

Also Recommended

*Sellon, M. K., Smith, D. P., & Grossman, G. F. (2002). *Redeveloping the congregation: A how to for lasting change.* Herndon, VA: The Alban Institute.

This is could be a useful "how to" book, concerning organizational renewal for faith-based organizations.