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Leader Development and Emotional Competence: Authentic Leadership, Self-Awareness, and Personal Integrity

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LEADER DEVELOPMENT AND EMOTIONAL COMPETENCE: AUTHENTIC LEADERSHIP, SELF-AWARENESS, AND PERSONAL INTEGRITY

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Can leadership be taught? (Doh, 2003) The dramatic growth of leadership academies, institutes, and programs from political science to business and psychology to reserve officer training corps for U.S. military services makes this a compelling question. We say "yes" and then: How can it be taught? And how are leaders developed? Ours is a developmental theory for teaching leaders and suggests that emotional competence is at the heart of developing authentic leaders with personal integrity.

Introduction

Doh (2003) does an admirable job of addressing the question: Can leadership be taught? From his interviews with management educators Christopher A. Bartlett, Kim Cameron, Jay Conger, Michael A. Hitt, Stephen Stumpf, and Michael Useem as well as his review of selected leadership journals and leadership initiatives, he concludes that the basics of leadership can in fact be taught. He also addresses how, to whom, and by whom leadership can be taught. Doh (2003) actually begins with a quote indicating that, more than knowledge, leaders need character. Character and personal integrity are at the heart of our concern in authentic leader development and our theory is framed on a strength based developmental approach rooted in emotional competence. After reviewing authentic, transformational leadership, we present our own model and then benchmark our approach in the larger context of leadership academies, institutes, and programs.

Leadership continues to be a fertile topic for scholars and professionals in organization, management, psychology, and other disciplines. For example, in their review of theories and research, Bratton, Grint, and Nelson (2005) take a broad leader-follower approach to organizational leadership, ranging from the classical thinking of Aristotle and Sun Tzu to the very contemporary thinking of John Kotter and Julian Barling. Sternberg (2003) has developed a creative WICS model of leadership in organizations based on his research with the U.S. Army Research Institute and anchored in wisdom, intelligence, and creativity. March (Augier, 2004) ponders how we can separate 'the great leaders from the crazies' and suggests that leadership involves 'plumbing as well as poetry.' Within this larger

context of leadership theories and research, our aim is to focus on a stream of theory and research that began in transformational leadership (Bass, 1990) and emerged as authentic leadership (Avolio, 2005). The Gallup Leadership Institute brings particular attention to authentic leadership development (Avolio & Gardner, 2005; Avolio & Luthans, 2006) and to the developmental processes of leader and follower self-awareness and self-regulation (Gardner, Avolio, Luthans, May, and Walumbwa, 2005). We bring particular emphasis to emotional competence in building self-awareness and personal integrity.

What is Authentic, Transformational Leadership?

Transformational leadership has emerged as a dominant leadership paradigm over the past two decades (Avolio, 2001; Avolio & Gibbons, 1988; Bass, 1999; Conger, 1999; Hunt, 1999; Shamir, 1999). The majority of transformational leadership research focused on measurement issues and transformational leaders' impact on followers and organizations. Lowe, Galen & Kroeck (1996) conducted a meta-analysis of transformational leadership research that included 66 published studies and 48 unpublished studies. The results correlated transformational leaders with improved work performance, job satisfaction, worker innovation, creativity, trust, and empowerment. In addition, results indicate that transformational leadership styles are effective in a multitude of work environments from Fortune 500 companies to military units as well as educational and health care settings.

Despite the evidence of transformational leadership's positive effects, few studies take a developmental method or bring specific focus to character

and personal integrity. Luthans and Avolio (2003), however, bring a positive development approach to authentic leadership. Building on this strength-based or positive organizational behavior focus and using Bass' (1985) transformational leadership model as a foundation, we bring specific attention to character and personal integrity. Using a developmental approach anchored in emotional competence, we propose that character and integrity, key aspects of authentic transformational leadership, can be developed. We further propose that emotional competence develops in large part through enhanced self-awareness (Goleman, 1995; Salovey & Sluyter, 1997; Sosik & Megerian, 1999).

The Paradigm

Transformational leadership theories overlap with theories of charismatic leadership and represent the latest paradigm shift in the leadership research. There are a number of versions of transformational leadership (Bennis & Nanus, 1985; Kotter, 1988; Kouzes & Posner, 1987; Sashkin, 1988; Tichy & Devanna, 1986). The paradigm has been predominantly influenced by the research of Bass and Avolio's (1985, 1993) transformational theory, Conger and Kanungo's (1987) behavioral model, and House and Shamir's (1993) charismatic approach. Unlike previous leadership theories that emphasize rational processes, transformational leadership emphasizes emotions and values. This paradigm acknowledges the importance of symbolic behavior and the role of the leader in making events meaningful for followers. The research provides insight into how a leader influences followers to make self-sacrifices, to commit to difficult objectives, and to achieve well beyond initial expectations (Shamir, 1999). We believe a key component of this type of leadership lies in strong character and personal integrity.

The Definition

Bass (1999) defines transformational leadership as a leader's capability to move the follower beyond immediate self-interests and generate awareness and acceptance of the purposes and mission of the group. He postulates transformational leadership raises the follower's level of maturity and inspires innovative ideals as well as fosters concerns for achievement, self-actualization, and the well being of others, the organization, and society. Bass and Avolio (1994) characterize transformational leaders as individuals that employ one or more of the "four I's" to achieve these results from their followers. The four I's are: Idealized influence, or charisma; Inspirational motivation, Individual consideration, and Intellectual stimulation.

We see later in our developmental approach to character and personal integrity that the four elements of the emotional competence model map nicely to these four I's.

Idealized influence or charisma is what the leader uses to provide vision and a sense of mission, instill pride, gain respect, trust and increase optimism. Charisma excites and inspires followers. This dimension is a measure of the followers' admiration and respect for the leader. Inspirational motivation is how the leader acts as a model for followers, communicates a vision and uses symbols to focus efforts. This dimension is a measure of the leader's ability to engender confidence in the leader's vision and values. Individual consideration is how the leader coaches and mentors, provides continuous feedback and links organizational members' needs to the organization's mission. Individual consideration is a measure of the extent to which the leader cares about the individual follower's concerns and developmental needs. Intellectual stimulation is how the leader stimulates followers to rethink old ways of doing things and to reassess their old values and beliefs. This dimension is concerned with the degree to which followers are provided with interesting and challenging tasks and encouraged to solve problems. These four "I's" are a promising blueprint for developing transformational leaders. Our challenge is to determine what are the pathways to achieve these? And what part do character and integrity play?

Nature or Nurture?

Some psychologists believed that leadership qualities are innate or genetic and thus impossible to learn. However, Avolio (1999) advances a contrary argument based on evidence suggesting transformational leadership is a learned behavior that manifests as early as childhood. Bass (1960) initially speculated about family factors that would promote leadership development in children, suggesting that those whose parents exposed them to stimulating environments, opportunities for decision making, encouragement, and acceptance were likely to develop transformational leadership skills. Zacharatos, Barling, and Kelloway's (2000) study of transformational leadership in adolescents found leadership involves a series of interactions that occur within the context of a relationship, adolescents learn both experientially and vicariously from their interactions with their parents. Consequently, adolescents perceive the extent to which their parents exhibit transformational behaviors (namely, inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration) during parent-child

interactions and adopt similar interactional styles making them more likely to use the same style of interaction with their peers.

Avolio and Gibbons (1988) analyzed the life histories of successful CEOs and military leaders and found leaders who exhibited transformational leadership styles had parents who were very involved, set challenging goals, translated failure into "how to succeed next time" and lived by high standards of moral conduct. We address the high moral standards dimension through our emphasis on integrity and character. Avolio (1999) suggests transformational leadership characteristics are learned through socialization and those not exposed to these traits during childhood still have the capacity to develop these skills. We concur and suggest more specifically that character and integrity can be developed. The earlier the better, if not in childhood, so targeting undergraduates is the next best thing to parental action.

Emotions and Emotional Competence: Positive, Strength-Based Leadership

A fundamental component of the paradigm shift in leadership study is the role of emotion in the leadership role. The increasing emphasis on emotion in the workplace has been likened to an affective revolution (Barsade, Brief, & Spataro, 2003). Both in the academic and business world, emotion in the workplace is perceived as critical to understanding organizational behavior. Ashford & Humphrey (1995) believe organizational change occurs through the evoking, framing and mobilizing of emotion. They suggest the work environment is intrinsically emotional and value laden and that you can not separate cognition or rational behavior from emotion. With the growing realization of the importance of emotion in the work place, is the growing need to prepare leaders to deal effectively with it. Emotions and emotional competence are central to authentic leadership and to its development.

Salovey and Mayer (1990) defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p.189). According to Luthans (2002) they have been credited with coining and subsequently expanding the definition of the term and with the most "comprehensive" theory development. Their more expanded definition is "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey,

1997:5). This definition is increasingly being adopted as the standard based on the argument that it is the most theoretically sound (Jordan, Ashkanasy, & Hartel, 2003), but there continues to be some concern regarding consistent definitions across studies (Becker, 2003).

Ashkanasy and Daus (2002) outline four key points that seem to be generally accepted about emotional intelligence (EI): (1) EI is related to, but distinct from other intelligences; (2) EI is an individual difference construct; (3) EI develops over the lifespan and can be enhanced through training; and (4) EI involves a person's ability to identify, perceive, understand and manage emotion (in self and others). Further, Montemayor and Spree (2004) hypothesize, based on analysis of multiple definitions of EI (Goleman, 1998; Mayer and Salovey, 1997; Mathews, et al., 2002), that there are distinctions between the self and other foci and between the awareness and management operations. Thus, they arrive at four dimensions (self awareness, other awareness, self management, other management) and found empirical support for these distinctions.

Boyatzis and Goleman's (2001) Emotional Competency Inventory (ECI) is in line with these two consistent foci: Self Awareness, Social Awareness, Self-Management and Relationship Management. In our initial developmental approach, we use the ECI as a means to form a foundation for emotional competence training based on its widespread use in the organizations and the self/other rating measurements. However, the ongoing work on the development of emotional competence as a valid construct has alerted us to the monitor the ongoing work in this area to incorporate additional measures as well.

Goleman (1998) distinguishes between emotional competence as the skills, abilities and capabilities underlying emotional intelligence. Mayer and Salovey's (1997) model is also based on "abilities" as the descriptors of the emotional intelligence construct and they argue this focus is more theoretically linked to the psychological study of other intelligences. Although we prefer emotional competence because of the connotation "competence" has to development, the terms emotional competence and emotional intelligence are used interchangeably in the literature and in this manuscript. Positive Organizational Behavior

Recent research by Offerman, Bailey, Vasilopoulos, Seal, and Sass (2004) suggests that emotional competence is positively related to team attitudes, to leader emergence, and to leader effectiveness. In a different vein, research by Boyatzis, Smith and Tresser (2006) focuses on the stressfulness of the leadership experience and examines how power stress can have a

toxic psycho-physiological effect on the leader. They go on to accurately identify the degrading impact of these toxic and stressful effects over time. They offer coaching and the experience of compassion as antidotes to ameliorate these toxic, stressful effects, which thus allow for recovery and renewal (Boyatzis & McKee, 2006; Boyatzis, Smith & Tresser, 2006). This is very consistent with the research and practice of Quick and Macik-Frey (2004) who suggest that there are strong positive benefits which accrue from coaching executives through a process of deep interpersonal communication.

Toxic emotions can have anywhere from adverse to devastating effects on leaders and followers in organizations. Frost (2003; & Robinson, 1999) brings attention to the risks that managers and executives experience who serve as positive agents in metabolizing these toxic emotions before they have secondary and tertiary negative effects on others. Offerman (2004) suggests that toxic followers are another risk for leaders because of the adverse and subtle influence they may have on leaders' actions and behaviors. Therefore, the development of emotional competence, strong character, and personal integrity may go a long way to the inoculation of leaders against toxic emotions and toxic effects in organizations. Managing emotional to avoid toxins is preventive and important, but managing emotions to promote positive organizational emotion may be even more impactful.

From a positive organizational behavior (POB) perspective, emotional competence is one of the five constructs that meet the POB criteria. That is, it stems from strengths and psychological capabilities, is unique to the OB field, has valid measures, is adaptable to training and development and contributes to performance (Luthans, 2002). POB is defined as "the study and application of positively oriented human resource strengths and psychological capabilities that can be measured, developed, and effectively managed for performance improvement in today's workplace (Luthans, 2002, p. 59)". The key distinction in POB is that personal development builds upon strengths rather than weaknesses. POB is expanded from the work of Seligman and is incorporated into our developmental model related to emotional competence and authentic leadership.

Emotional competence has been linked to transformational leadership (Ashkanasy & Tse, 2000; Barbuto, & Burbach, 2004; Barling, Slater & Kelloway, 2000; Bass, 1985, 2002; Gardner & Stough, 2002; Sivanathan & Fekken, 2002). We see the development of emotional competence as an essential element in building authentic leadership. Emotionally competent

leaders are better able to identify and communicate a mission, deal with emotionally challenging situations, provide empathetic support and encouragement, inspire and arouse their followers with positive emotion and deal affectively with followers reactions to negative events or trauma. The influence and modeling that result from an emotionally competent leader leads to a more emotionally competent organizational environment.

Self-awareness is the dimension of emotional intelligence that researchers have identified as potentially the most important (Goleman, 1995; Salovey & Sluyter, 1997; Sosik & Megerian, 1999). Sosik and Megerian (1999) specifically looked at self awareness as the agreement between self and other raters. If the leader's perceptions match supervisors and subordinates, they are considered to have valid awareness of their own abilities in emotional competence. Based on the argument that self-awareness is the foundation of the other dimensions of emotional competence, we have adopted it as a core element in our developmental model of authentic leadership.

Developing Character and Personal Integrity: Emotional Competence at Work

Bass (1999) suggests training to increase transformational leader behaviors begins with one's perception of an ideal leader, and then evaluates the potential for this perceived "ideal leader" to become a reality. The emotional competence model we use relies on self-awareness, self-management (i.e., self-regulation in Luthans and Avolio's model, Gardner, Avolio, Luthans, May, & Walumbwa, 2005), social awareness, and relationship management (Nelson, 2003). Thus, our emphasis on self-awareness is supported by both transformational leadership and emotional competence developmental models. We suggest that developing authentic transformational leaders with strong character and integrity hinges on enhancing emotional competence through self awareness which is achieved through individual assessments, mentoring and significant interpersonal communication (Quick & Macik-Frey, 2004).

This model suggests that the outcome of developing emotional competence is a positive impact on others. Nelson (2003), Quick and Macik-Frey (2004), and Wasylshyn (2003) all use emotional competence to developmentally mentor and coach senior executives and leaders. While an aspiring leader's intelligence, technical skills, and expertise may help develop a transformational leader, these are not sufficient qualities. An introspective evaluation of an individual's emotional competence coupled with developmental mentoring and feedback as

a means of developing self-awareness may be more accurate in predicting transformational leadership behavior (Nelson, 2003), in particular character and integrity.

Figure 1 (shown at the end of the paper) presents this conceptual model of emotional competence using Montemayor and Spee's (2004) 2 foci as our basis. We believe that the conceptual model for emotional competence in Figure 1 can be mapped into the four dimensions of transformational leadership discussed earlier, thus creating developmental opportunities or pathways from a leader's present state to a higher state of development as a transformational leader. The identification of these developmental opportunities and pathways can lead to implementing specific skill building strategies to take advantage of those identified opportunities.

Figure 2 (shown at the end of the paper) presents our proposed mapping model for using emotional competence, self-awareness and transformational leadership as a foundation for a developmental model (Keller, Quick, Macik-Frey, and Gray, 2004). In the figure, each of the four dimensions of emotional competence are one-to-one mapped onto one of the four pathways of leader influence within Bass and Avolio's theory of transformational leadership previously discussed.

We turn to a discussion of each of the four outcome foci and the developmental pathways designed to strengthen character and deepen personal integrity.

Idealized Influence

The self-awareness dimension of emotional competence can be used to assess the transformational leadership concept of idealized influence. An individual's recognition and development of integrity, character, and morality is required to create idealized influence of the transformational leader (Kuhnert & Lewis, 1987). A key element in developing idealized influence is character. Gavin, Quick, Cooper and Quick (2003) define character as the state of being unimpaired, undivided, or complete. The psychoanalytic term might be "cohesion of self." Individuals of good character are sound and unwavering in their fundamental beliefs, values, and attitudes, and are consistent in presenting those (Gavin et al, 2003). They are committed to a clearly stated, continually enforced code of ethical conduct which helps establish acceptable standards (Avolio & Bass, 1991). Furthermore, individuals with good character are able to act upon their values, with the strength and conviction to make morally right decisions even in the face of adversity (Gavin et al, 2003).

Additionally, transformational leadership requires the development of a concept of self, the core of which we identify as character and personal integrity, that is connected to friends, family, and community whose welfare is often perceived as more important than one's own (Bass & Steidlmeier, 1999; Gavin et al, 2003). A strong character and positive personal integrity enable transformational leaders to incorporate a concern for the common good over self interest in their decision making process (Gavin et al, 2003). The inclusion of followers concerns in the decision making process motivates them to be more committed to achieving organizational goals.

Emotional competence, through self awareness, provides the first step in strengthening ones character and integrity by providing a means to identify and examine one's core values and beliefs. The next step involves exploring those values and beliefs with a confidant (i.e., executive coach) that exemplifies sound character and integrity, that provides guidance on how to continually build and sustain the inner strength of character and integrity. Traditional executive coaching focuses on personal behavior change, enhanced leadership effectiveness, stronger relationships, personal development, work-family integration, or specific performance issues on the job (Wasylyshyn, 2003). However, Quick and Macik-Frey's (2004) executive coaching model is an interpersonal approach focused on safe, secure communication in which difficult, complicated issues are addressed, and where crucial conversations occur. This coaching model enables an 'authentic person' to intimately discuss issues concerning integrity, character, ethics, and morality, thus aiming to strengthen their character and deepen their personal integrity.

Inspirational Motivation

The inspirational motivation of transformational leadership provides followers with challenges and meaning for engaging in shared goals and undertakings (Bass & Steidlmeier, 1999). Essentially a transformational leader develops a vision for the organization, which serves as a source of self-esteem, and common purpose for organizational members (Donohue & Wong, 1994). The vision should convey an inspiring, appealing picture of what the organization can be in the future without discounting the past. In addition, the leader expresses confidence in the follower's ability to fulfill the vision, demonstrates sincere individualized concern for their efforts, and exhibits the willingness to take personal risks to accomplish organizational goals.

The emotional competence dimension of other management assesses individual's potential to exhibit

the characteristic of inspirational motivation. Boyatzis and Goleman. (2001) suggest that this dimension encompasses the ability to manage relationships, to persuade others, to lead change initiatives, to build teams, to find common ground and build networks. A critical foundation of this dimension is the ability to communicate effectively. To move people toward a common goal relies on the emotionally competent leader's ability to stir emotional responses in others.

Developing inspirational motivation requires skills that build an individual's confidence and communication abilities that are anchored in strong character and personal integrity. Through mentoring and executive coaching they can have an opportunity to observe and model effective communication behaviors. Individuals need to experience many opportunities to practice their communication skills on a multitude of audiences (peers, staff, and customers) in risk free environments. They need to receive continuous feedback from peers, mentors and coaches on their progress and have opportunities to continually practice their communication skills in real world situations.

Individualized Consideration

The transformational leader treats each follower as an individual and provides coaching, mentoring and growth opportunities (Bass, 1985). This is not simply "supportive behavior" or "taking care of the welfare of the followers" collectively. A transformational leader shows self-sacrifice in achieving the vision such as personal risk taking and incurring high costs to attain the vision the leader espouses. This self-sacrificing attitude increases the trust the followers have in the leader, and demonstrates a strategy that shows more concern for the followers and organization than for the leader's self-interest (Donohue & Wong, 1994).

Other awareness is the emotional competence dimension that assesses individual consideration specifically the concept of empathy. Empathy does not mean catering to every follower's emotional needs, but rather thoughtfully considering employees' feelings-along with other factors-in the process of making intelligent decisions. Goleman (2004) describes empathic leaders as having the ability to sense, understand the viewpoints of everyone, and be attuned to subtleties in body language. Beyond that, they understand deeply both the existence and the importance of cultural and ethnic differences. Empathic leaders are adept at developing and keeping good people, increasing follower's motivation to perform, and strengthening their commitment to achieve organizational goals.

Working in teams, specifically on projects that require interactions with people representing several different parts of the organization is an effective method to develop individualized consideration. Interacting with several other people invested in the same goals emphasizes the importance of how other peoples needs affect accomplishing those goals. Additionally, individuals regularly provide constructive feedback to their peers on performance, ethics, leadership abilities, followership, and interpersonal issues. The processes of recognizing both strengths and weaknesses in themselves, appreciating the strengths and weaknesses of others, and improving their ability to give and receive constructive criticism help to build individual character and deepen both personal integrity and respect for the integrity of other individuals. Finally, an individual's continual interaction with transformational executive coaches and mentors reinforces the importance of attending to followers needs. When an individual deepens his or her respect for the autonomy of others, s/he also deepens her or his own personal integrity.

Intellectual Stimulation

Transformational leadership incorporates an open architecture dynamic into processes of situation evaluation, vision formulation and patterns of implementation; resulting in followers questioning assumptions and generating creative solutions to problems (Bass & Steidlmeier, 1999). The emotional competence dimension of self management may contribute to intellectual stimulation. Self management or self regulation (Goleman, 2004) refers to the leaders ability to create an environment of fairness and trust. They are adaptable, optimistic, comfortable with ambiguity and change, reflective and thoughtful, and achievement oriented. These skills provide an open dialogue for ideas and initiative. From a development perspective, the techniques of team projects, research studies, presentations, real world application of learning via internships and community projects can be used to enhance critical and creative thinking skills, comfort with ambiguity and unique perspectives, and progress can be evaluated using Ellington (1999) learning objectives.

Leadership Development Models: Curricula in Context

One model for leadership development is the mentoring model that has been advocated by Zaleznik (1992). The Center for Creative Leadership offers another development model that is based on assessment, challenge, and support. The leadership development

model we have suggested here rests on emotional development, emotional competence, and self-awareness. We first examine how this fits with the assessment, challenge, and support model and then benchmark the Goolsby model with several other university-based leadership programs.

Center for Creative Leadership (CCL) - Assess/Challenge/Support (ACS) Developmental Model

The ACS Developmental Model (McCauley & Velsor, 2003) has a documented history as being successful in leadership development and is used to discuss how the Goolsby Leadership Academy's curriculum cultivates authentic transformational leadership skills. The ACS model posits effective leadership development requires measurable indicators that identify an individual's strengths and gaps, sufficient developmental challenges to reduce the gaps, and organizational support to foster growth (McCauley & Velsor, 2003). Implementation of the ACS model begins with assessing leaders' competencies, identifying gaps, providing clarity about needed changes, and offering ideas on how to accomplish the identified changes.

A unique characteristic of the Goolsby Leadership Academy is the emphasis on self-awareness (assessment). Goolsby Fellows are administered a battery of five psychological assessments: the Self Reliance Inventory (SRI); the Multifactor Leadership Questionnaire (MLQ); the Myers Briggs Type Indicator (MBTI); the Fundamental Interpersonal Relations Orientation – Behavioral (FIRO-B); and the Emotional Competence Inventory (ECI). These five psychological tests provide feedback and developmental opportunities based on the self-assessment instruments of, respectively, interpersonal attachments, leadership strengths, personality preferences, interpersonal needs, and emotional competence. The aim is to identify the Fellows strengths and abilities and focus on them in a positive way. Furthermore, Goolsby Fellows are exposed to a broad platform of rule-based, consequential, and virtue-ethics. Critical thinking about ethical dilemmas is central to the course process and the central thread of the course would be careful examination of the intent-action-consequence sequence, aiming to help students develop a spirit of personal integrity through which they align their actions and anticipated consequences of their actions with positive intentions.

Secondly, the model requires that leaders be challenged to participate in new opportunities, exposed

to different perspectives, and encouraged to practice and experiment with new ideas. Goolsby Fellows are challenged to excel in written and oral communication skills to advance in their careers. Their assignments include writing short papers on assigned topics, giving short presentations to the class, participating in discussions of the presentations, and having presenters answer questions. Students are video taped to observe their speaking style and how they respond to questions. Exercises include responding on the fly to hostile customers and employees.

Additionally, Goolsby Fellows are educated to be competent in an intercultural world. The heart of the Leader in context course is aimed at appreciating human diversity and variance. Regardless of identity group, Fellows are challenged to explore and discover their cultural identity from a values based perspective. Fellows explore strategies and skills necessary to analyze intercultural experiences, events, and dilemmas. Goolsby Fellows also participate in a series of lectures by visiting executives and other invited speakers, followed by round-table discussion that is structured and monitored by the faculty member. A key aspect of this course is to expose Goolsby Fellows to leading edge thinking by executives in a wide range of industries and settings as well as enabling students to develop their critical thinking and public expression in a coherent manner. Finally, Goolsby Fellows are challenged to transfer classroom experiences into real world practice via an internship. Fellows are matched with community executives and be expected to perform in a leadership capacity within the organization. Throughout the Goolsby Leadership Academy experience Fellows continually receive support from faculty, executives, and their cohort via mentors, executive coaching, and peer groups that confirm and clarify lessons learned.

Benchmarking Leadership Development Programs

Table 1 presents seven university-based leadership development programs with comparative information on: distinctive concentration of the program, participants in the program, application criteria, curriculum of courses in the program, self-assessment with feedback component, internship option and/or requirement, and program outcome. These seven programs are selectively chosen for purpose of comparative illustration.

We have brought special attention to the core elements of character and personal integrity in authentic leadership through the development of emotional competence. We propose that an individual's emotional growth and development are central to their development as authentic transformational leaders. For our own

leadership students, we are implementing our model through a curriculum that centers on a total of six courses. We lack evidence based approach to leadership

development at this juncture, nor do many of the leadership academies, institutes, centers and/or programs which have sprung up beyond those presented in table 1.

Table 1: Benchmarking Comparisons of Seven University-Based Leadership Programs

University	Distinctive Concentration	Program Participants	Application Criteria	Curriculum	Self Assessment	Internship	Program Outcome
Goolsby Leadership Academy (University of Texas at Arlington)	Strengthening personal integrity through authentic transformational leadership	Cohort of 20 Business Juniors & Seniors	3.2 GPA, demonstrate past leadership experience, Interviews	5 Leadership courses over a 2 year period	Participants complete 5 tests: SRI, MLQ, MBTI, FIRO-B, ECI	Matched with an executive for a semester	Recognized as a Goolsby Fellow
Leadership Scholars Program (University of Georgia)	Improving Leadership Competencies	30 Business Juniors & Seniors	3.2 GPA, demonstrate past leadership experience, Interviews	4 Leadership Courses over 2 years	Personality, Leadership Style, and Cognitive Ability assessments are administered to participants	Required Community Service Project	Certificate of Personal and Organizational Leadership
Leadership Studies (Fort Hayes State)	Comprehensive theoretical & practical educational experience	Open to all students	N/A	9 credit hours Certificate, 21 credit hours Leadership Minor, 33 credit hours Organizational Leadership major	N/A	N/A	Certificate of Leadership, Leadership Minor or Major
Pioneer Leadership Program (University of Denver)	PLP offers intellectually stimulating courses, challenging Group projects, Community service activities, relevant Internships and Opportunities to study abroad	66 incoming Freshman, required to live on campus in a living and learning community	Essays demonstrating prior leadership experience	24 credit hours	2 credit hour course to discover students values, preferences, risk-taking propensity and other characteristics as well as how these relate to their leadership potential	Required Community Service Project, Optional internship	Leadership Minor
Jepson School of Leadership (University of Richmond)	Develop people who understand the moral responsibilities Of leadership and are prepared to exercise leadership in service to society	Open to all sophomore students	Students are chosen based on essays, academic performance, recommendations and extracurricular activities. Honor applicants must have 3.30 cumulative GPA and have earned a B or higher in at least four Leadership Studies courses.	39 semester hours for Major in leadership studies, 21 semester hours for Minor in leadership studies	N/A	Required Community Service Project, Leadership Studies majors engage in an internship of at least 240 hours.	Leadership Major or Minor
Business Leadership Center (Virginia Tech)	Acquire and practice ethical leadership Skills in business, not-for-profit, government, military, and civic organizations	Open to all sophomore students	2.5 GPA	The curriculum consists of (18) credit hours of study, including (6) hours of electives and (3) hours of experiential activities.	N/A	3 Credit hour internship	Minor in Leadership Studies
Leadership Academy (Fitchburg State)	Educate leaders for the 21 st via globalization, communication, computerization, Science and technology ethics and diversity	All Freshmen	High school preparation, SAT scores, and documented evidence of leadership potential.	39 semester hours for Major in leadership studies, 21 semester hours for Minor in leadership studies	N/A	N/A	Leadership Major or Minor

In addition to the seven leadership programs included in table 1, Texas Christian University is entrepreneurially advancing a leadership curriculum that is composed of five courses (Newbern, 2004). The TCU leadership approach begins with ethics and ends in field settings: (1) ethics, (2) foundations of leadership, (3) individual skills, (4) team skills, and (5) field setting placement.

Development is Central to Leadership

Jay Conger has previously commented that: "...Not everyone can become an outstanding player despite coaching, yet most will benefit and improve their 'game.'" (Doh, 2003: 59). Implicit in Conger's comment is the understanding that at birth, each leader comes with natural gifts, endowments, and talents as well as limitations and shortcomings. These natural endowments become the 'given' as a point of departure for future growth and development. While the point of departure is or can be known, the end-point in the development process cannot be known. For that reason, on-going experience and development are central to the growth of leaders. While biology may drive experience during the first decade or two of life, experience must be the driving force for growth and development subsequently. For that reason, the work done in leadership development is critical in lifting the end-point in a leader's growth to the highest possible level and, as educators, we should keep in mind that the upper boundary is neither specified nor predetermined. For examples, the early life trajectories of Dwight David Eisenhower and George W. Bush would not have predicted the heights to which each rose as a leader, the first as General of the Army (5-star rank) and then President of the United States, the latter as Governor of Texas and then President.

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Figure 1: A Conceptual Model of Emotional Competence

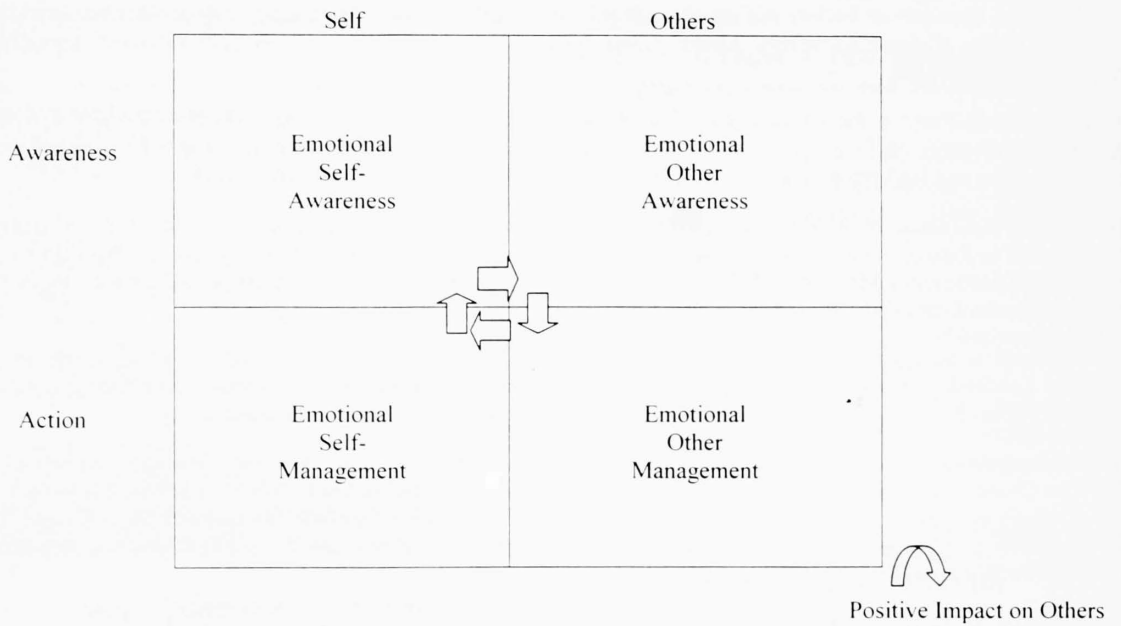


Figure 2: The Conceptual Model of Emotional Competence Mapped One-For-One onto the Pathways of Transformational Leadership

