



We seek to humanize leaders and organizations to cultivate humanistic leadership.

Humanizing Initiative Working Paper Series

HI 2020-001

Humanizing Leadership Education: The Case of George Washington University's Organizational Leadership & Learning (OLL) Program

Shaista E. Khilji

Professor of Human and Organizational Learning

The George Washington University

HI 2020-001

Working papers are in draft form. This working paper is distributed for purposes of comment and discussion only. It may not be reproduced without permission of the copyright holders. Copies of working papers are available from the authors.

Abstract

In recent years, scholars have become critical of mainstream leadership development approaches. In particular, Petriglieri & Petriglieri (2015) refer to *dehumanization of leadership*, whereby leadership breaks its ties to identity, community and context. The purpose of this paper is to explore ways to humanize leadership education, by presenting a case example of George Washington University's Organizational Leadership & Learning (OLL) Program. Adopting critical leadership studies (CLS) approach, the OLL program places an emphasis on dialogue, reflection, question thinking and critical thinking; and influences learners to deconstruct and then reconstruct their identity as a leader. By constantly assessing who they are, observing themselves and leaders/ learners around them, engaging in reflection, learners are able to facilitate a process of co-construction of leadership (Collinson & Tourish, 2015). The OLL program also infuses humanism and a strong sense of responsibility in its curriculum to highlight the positive potential of leadership (Alvesson & Spicer, 2012; Western, 2008), and to fulfill its goal of humanizing leadership education. This paper leverages author's experiences with designing leadership education (informed by prior research, growing critique of conventional approaches, and adult learning principles) to offer a broad framework for leadership development, which can be used to develop future leadership development programs.

Keywords: critical leadership studies, humanizing leadership, humanistic leadership, leadership education, leadership development, responsible leadership

Introduction

Leadership practice has entered a new phase. It is marked by heightened expectations and widespread dissatisfaction with contemporary leaders. A number of surveys indicate that the most critical challenges facing organizations are developing the next generation of leaders and improving the quality of leadership (for example, Ray, 2018 in Global Leadership Forecast). The Edelman Trust Barometer, an instrument used for measuring global confidence in businesses and governments since 2012, has indicated high levels of public distrust with leaders around the world (Edelman, 2019). Such negative feelings have been fueled by financial scandals that have highlighted apathy, ego, and greed among corporate leaders. Many scholars (for example, Baron & Parent, 2015; Kellerman, 2012; Muff, 2013; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008,) argue there is a growing need for leaders to help restore the confidence of stakeholders. These concerns have led to calls for changing the way we develop leaders and conceptualize leadership (Collinson & Tourish, 2015; Johnson, 2014).

While conventional approaches to leadership development are varied, these have primarily over-relied on narrow sets of assumptions that focus on transformational models, and view leaders as charismatic individuals (Collinson & Tourish, 2015; Mabey, 2013; Raelin, 2004). There is also an inherent assumption that leaders are miracle workers who have absolute power (Collinson & Tourish, 2015). Kellerman (2012) argues this is no longer true, as there has been a shift in the balance of power between leaders and followers, which has made follower-leader dissent more common than before. Collinson & Tourish (2015) also contend that by

HI 2020-001

romanticizing leaders, where a leader is considered to be a great man who can “know it all and do it all”, we have reinforced a universalistic and male-centric view of leaders.

Because business schools serve as custodians of leadership education (Muff, 2013), scholars have argued that they are complicit in a growing disconnect between leaders, followers and the institutions they serve (Doh, 2003; Muff, 2013). This disconnect is sustained through *dehumanization of leadership*- a narrowing of leadership to a goal-focused activity that breaks its ties to identity, community and context. The dehumanization serves as a valuable defense against uncertainties and complexity of leadership in contemporary organizations. Petriglieri & Petriglieri (2015) argue dehumanizing leadership has resulted in organizational cultures that undervalue learning. There is a wide agreement that business schools prepare leaders whose actions and values reflect amoral ideologies, lack of concern for the society, positive attitude towards greed, and gender biases (Collinson & Tourish, 2015; Ely, Ibarra, & Kolb, 2010; Khurana, 2007; Wang & Malhotra, 2011).

Based upon the failure of conventional models of leadership education (as discussed previously), we believe that it is important to teach leadership differently. This may begin with efforts to *humanize* leadership, or by treating leadership as a personal expression and social stewardship (Collinson & Tourish, 2015; Mabey, 2013; Muff, 2013; Petriglieri & Petriglieri, 2015; Raelin, 2004). Petriglieri and Petriglieri (2015) assert that in order to ‘humanize’ leadership we must also be willing to ‘humanize’ teaching and scholarship. With this in mind, we ask: *How can we humanize leadership education.*

In order to address this question, the paper incorporates critical leadership studies (CLS) approach to emphasize the contextual, non-romantic and co-constitutive aspects of leadership. Yet, at the same time, we highlight the positive potential of leadership to create and support

HI 2020-001

‘responsible and humanistic’ frameworks (Alvesson & Spicer, 2012; Western, 2008) to help leaders think (and act) with integrity, responsibility (Pless & Schneider, 2016) and promote human dignity and well-being (Khilji, 2019; Pirson, 2017). While we realize that there are several ways to humanize leadership education, we offer example of George Washington University’s Organizational Leadership & Learning (OLL) Program because of its deliberate emphasis on humanizing leadership education. Since author of this paper has led efforts to develop the OLL program, we leverage our experiences with designing and delivering leadership education to offer a broad framework for leadership development. In this paper, we discuss the most successful components of the OLL program. which are based on prior research, growing critique of conventional approaches, CLS approach, and also informed by adult learning principles. While there are several other leadership development programs that emphasize character building (such as UN PRME initiative- Principles for Responsible Management Education; Darden Business School’s IBIS Initiative using Mary Gentile’s Giving Voice to Values), these are exception and not the norm. We present GW’s OLL program as an additional (and not the only) example of a non-conventional approach, that incorporates CLS approach in addition to honing the ideas of responsibility and humanism.

The paper is laid out in four sections. First we discuss mainstream LD approaches, followed by the idea of humanizing leadership education, using basic tenets of CLS. Next, we present George Washington University’s OLL Program as an example of a research-based and theory-informed leadership educational program. We discuss its underlying values, pedagogical approaches and some primary tools used to train leaders. We use the data collected through program surveys, course evaluations, and reflections to discuss learners’ experiences in the OLL program. Based on this discussion, we present a framework for leadership education, that

addresses the context (why), underlying values (what), pedagogical approaches (how) and learning outcomes (to what end). Finally, we conclude with highlighting lessons learned and challenges we have experienced in delivering (human) experience-centric and question-driven leadership educational program.

Leadership Development Approaches

Mainstream Approaches to Leadership Development- The Dehumanizing Effect

While leadership education industry has grown both in size and significance in the past few decades, there is much left to be desired (Collinson & Tourish, 2015; Raelin, 2004). As mentioned previously, shortage of globally responsible leaders (Khilji, Tarique, & Schuler, 2015; Michaels, Handfield-Jones, & Axelrod, 2001; Pless & Schneider, 2016), public dissatisfaction (Edelman, 2019) and growing criticism of conventional approaches (Collinson & Tourish, 2015; Khurana, 2007; Petriglieri & Petriglieri, 2015) have exposed inadequacies of prevailing leadership development approaches. Over the years, many scholars (including Crossan, Mazutis, Seijts, & Gandz, 2013; Raelin, 2004; Hobson, Strupek, Griffin, & Szostek, 2014) have referred to mainstream leadership development efforts as ill-advised, and misguided. Raelin (2004) questions the intent of LD efforts, which ‘is to put leadership into people such that they can transform themselves and their organizations upon return’ (p. 131). He argues that such a view imposes leadership as an upper echelon phenomenon. By placing leaders ‘out in front’ and relegating followers to ‘back in line’, we have created a rigid distinction between leaders and followers (Kellerman, 2012). In addition, this practice leads to romanticizing leaders (Collinson & Tourish, 2015; Jackson & Parry, 2011). Most importantly, conventional leader-centric LD approaches underestimate the ‘dynamics of power, the influence of the context, and significance of follower dissent’ (Collinson & Tourish, 2015, p. 577), and undermine realities of leading in an

HI 2020-001

inter-connected world. A more realistic understanding of leadership is that it is mostly co-constructed through mutual influence and interactions (Carson, Tesluk, & Marrone, 2007; Day, 2001; DeRue & Ashford, 2010; Morgeson, DeRue, & Karam, 2010; Schyns, Kiefer, Kerschreiter, & Tymon, 2011; Uhl-Bien et. al., 2007). Hence, rather than building leadership into positions, leadership should be built into the organization as a whole (Raelin, 2004).

Petriglieri & Petriglieri (2015) offer a systems psychodynamic view. They argue that conventional approaches limit our understanding of leadership to competencies, goals and virtues. The reductionist desire to break leadership into clean processes has led to a narrower understanding of leadership practice (Mumford & Fried, 2014; Nelsen, 2006). The complexities with which leaders engage the context and stakeholders oftentimes go unnoticed. As a result, paradoxes and tensions, that are inherent in the process of leading, are left unaddressed and usually replaced with simple prescriptions. Petriglieri & Petriglieri (2015) refer this as *dehumanization of leadership* (p. 627). They argue:

“Doing so ignores the nature of leadership as a form of personal expression and social stewardship (Selznick 1957), and it denies the ambiguity (Alvesson & Spicer 2012), emotional dilemmas (Bolden & Gosling 2006a), and relational dynamics (DeRue & Ashford 2010b) that the experience of leading entails.” (p. 627)

Dehumanization of leadership, unfortunately, also reduces the act of leading from existential and cultural dimensions to commercial and intellectual one (Petriglieri & Petriglieri, 2015). As a result, Hobson et al. (2014) argue that leadership education is stuck in a nascent stage and lacks both the intellectual rigor and institutional structure.

A Newer Approach to Leadership Development- Focus on Humanizing

It is clear that leadership education needs to move beyond a functionalist and leader-

HI 2020-001

centric view of leadership. CLS offers an alternative and more nuanced approach to leadership- that which foregrounds power, denounces a romantic view of leaders (as super heroes and demi gods), and rethinks followership (Collinson & Tourish, 2015). CLS highlights pluralist interests within organizations to focus on leadership dynamics- as the product of an ongoing process of social construction between myriad of organizational actors within diverse cultural contexts.

Leadership therefore emerges as contextual, distributed, relational, situated and contested.

Thereby power relations are ‘socially constructed, frequently rationalized, sometimes resisted and occasionally transformed’ (Collinson & Tourish, 2015; p. 585). Adopting CLS lens allows us to focus on the co-constructed, asymmetrical, and shifting dynamics within organizations, that are characterized by complex, situated and mutually reinforcing relations between followers and leaders. Hence an emphasis is placed on: a) creating awareness of the tensions and paradoxes that are inherent in the process of leading (Weick, 2012; Smith & Lewis, 2011), b) becoming aware of the power and relational dynamics through which leadership (and followership) is enacted (Collinson & Tourish, 2015), c) bridging the knowing-doing gap to focus on critical thinking and experiential learning (Hobson et al., 2014), d) learning to channel leaders’ (and followers’) motivation towards personal meaning (Crossan et al., 2013; Raelin, 2004) and social good (Pless & Schneider, 2016), and e) treating leadership educational institutions as identity spaces (Petriglieri & Petriglieri, 2015).

Further, in order to begin to address the enormous socio-economic challenges that we are faced with (such as growing levels of global inequalities, and sustainable development), and to highlight the positive potential of leadership it is important for them to become responsible and humanistic in their approach. Muff (2013) argues the importance of “broadening the responsibility from serving narrow stakeholders to contribute to issues and challenges that are of

HI 2020-001

concern to society and the world at large”. We recognize this is no small feat. It requires *reconceptualizing leadership education* and rewriting underlying values (Khilji, 2014). Avolio & Gardner (2005) have argued:

“unique stressors facing organizations throughout the world today call for a renewed focus on what constitutes genuine leadership [and] on restoring confidence, hope and optimism; being able to rapidly bounce back from catastrophic events and display resiliency; helping people in their search for meaning and connection by fostering a new self-awareness; and genuinely relating to all stakeholders.” (p. 316)

A newer leadership education approach may be hard sell within a wider environment that emphasizes simple prescriptions and values efficiency (Nelsen, 2006). However, if we want to strengthen the positive effects of leadership and advance leadership education, we believe acknowledging the complexity (and paradoxes) of leadership along with co-constructed aspects of leading (Collinson & Tourish, 2015); and learning to lead with responsibility and humanistically, are essential steps (Khilji, 2019; Pirson, 2017; Nelsen, 2006). Recognizing the limits of leadership (CLS) while also considering its positive potential requires detailed and situational engagement with leadership education (Alvesson & Spicer, 2012).

To some, this claim may sound idealistic. However, we believe that idealism is necessary in re-conceptualizing leadership education. Idealism allows us to think outside the box, see possibilities, conceptualize broadly thus create a space for experimentation (Rice, 1980). Delivering unconventional leadership education requires an all-encompassing change, incorporating a shift in the mindset. At this stage, one may ask the following question: *How do we achieve it?* Below we address this question by providing description of George Washington University’s OLL Program, its underlying philosophy/ values, pedagogical approaches and

HI 2020-001

primary tools that are used to engage learners with the leadership practice.

GW'S Organizational Leadership & Learning (OLL) Program

George Washington University's OLL program was redesigned in 2014, and launched in an online format in Jan 2016. Currently the OLL program is offered in both online and in-person formats. It is 30-credit hour program, of which 21 credits are required, and 9 credits are electives. The OLL program attracts students (hereafter referred to as learners, where appropriate) from a wide variety of organizations (including Google, Deloitte, Apple, Starbucks, IMF, the World Bank, AIR, US Dept. of State, FBI, Chevron etc.) and industries, including private, non-profit, international agencies and the U.S. federal government. In 2019, the average learner age was 29 years for on-campus cohort, and 31 years for online cohorts. Online program is a cohort based program, and allows learners to take two courses per semester, thereby completing their coursework within 5 semesters (summers included). In person program is more flexible. Learners can complete the program as full time and/or part time students. International students take in-person classes on a full time basis (i.e. 3 classes per semester), completing their coursework within three to four semesters (they are not required to take classes over summer). Domestic students, who are all full time working professionals, take classes on a part time basis (taking 2 classes per semester) and graduate within 5 semesters (they are also not required to take classes over summer, but generally they do). At any given point in time, there is a total of 130 plus learners in the program, at different stages of completion. We graduate 55-65 learners every year. We bring in 4 cohorts of learners every year- one cohort starting in Fall for in-person class, and one cohort per semester (i.e. fall, spring and semester) for online classes. We cap the cohort

HI 2020-001

size at 18 for online learners; and 24 for in-person learners. Please refer to Appendix A for an overview of the OLL program in terms of the student profile, and course information.

Insert Appendix A here

Since its redesign in 2014, the OLL program has collected a variety of student and faculty data. The instruments used to collect data have included University- mandated course evaluations and a variety of program solicited and administered surveys, which include end-of-the-program surveys (from graduating students to capture their overall experiences with the program), faculty interviews (by the program leadership to seek faculty input and capture their experience with teaching in the program and engaging with the students), faculty observations (with junior and/or new faculty members to provide developmental feedback related to their teaching style, delivery and engagement with the students) and program surveys (to capture real-time student experiences with the program faculty and course content, including use of various assignments, multi-media etc.). In addition, many faculty members request mid semester evaluation from their learners, with the purpose of receiving feedback to improve the quality of student experiences with their individual course.

For the past 5 years, we have used much of this data to improve the OLL curriculum, including changing sequencing of courses, adding new courses (and/or assignments), and re-evaluating ways to enhance peer to peer, and learner- faculty engagement. In all of our surveys, we ask students to provide rich qualitative comments, that have proven valuable in our continuous efforts to improve student and faculty experience. In this paper, we use some student survey data to describe their experiences with a variety of pedagogical approaches, assignments and the process of learning.

HI 2020-001

With the purpose of focusing on the positive potential of leadership (Alvesson & Spicer, 2012, Western, 2008), the overall program goal is to develop *responsible* and *humanistic* leaders with strong ‘learning’ orientation, and capacity to continuously develop themselves and others in their organizations and environments. This makes the OLL program human-centric. We hope to transform the learner experience through a wide range of pedagogical approaches, which emerge from values that underpin our expression of leadership. In the discussion below, we describe the ‘why’ (the leadership context), ‘what’ (i.e. the underlying values), ‘how’ (the pedagogical approaches) and ‘to what end’ (i.e. educational and learning outcomes) of leadership education. This discussion is helpful in describing tenets of the OLL program, learner experiences and expected outcomes.

Refer to Figure 1 here

Placing Leadership within the Context: The “Why” of Leadership Education

Organizational environments have become increasingly global and dynamic, making contradictory demands more salient and persistent for leaders (Smith & Lewis, 2011). Leadership, therefore, requires having the ability to make sense of these complexities, and paradoxes. From this perspective, leadership is much more than having only functional expertise and having answers to all questions (Collinson & Tourish, 2015). We approach this general misgiving by teaching our learners (in their foundational course, HOL 6700) that leadership is about accepting flaws, and learning from mistakes. Using quotes such as, “failure sucks, but instructs” (Sutton, 2010, p. 2) and “the wisdom of learning” (Edmonson, 2011, p. 3), we highlight the importance of leaders’ embracing failure’s lessons and building a learning culture.

Rondinelli’s (2009) argues that leadership is crucial for stimulating economic, social and political changes that promote human development. This forms the basis of our leadership view

HI 2020-001

– whereby we see leaders as positively impacting the world. In lines with this view, we promote a *stakeholder perspective* (Freeman, 1984; Freeman, Martin, & Pramar, 2007) and argue that leaders must learn ‘jointness of interest’ to create value (Freeman, 1984). We foster a sense of responsibility among learners from the outset. For example, we begin our conversations with the learners (as they enter the program) in their foundational courses (Human Behavior, Leadership in Organizations, and Work Groups & Teams- refer to Appendix A) by discussing the growing levels of global inequalities, public dissatisfaction with leaders, environmental issues, and other global challenges. We ask them to reflect on their roles, what it would take and how they can act with responsibility. These ideas are reinforced throughout the program through various classroom discussions and course assignments. For example, in a discussion of inclusion at workplace, learners are encouraged to think of diversity in terms of advancing workplace equity. By inserting social-dominance orientation in the discussion, which argues that leader’s perception of diversity may shift in relation to their social motivation and agenda (Unzueta, Knowles & Ho, 2012), we ask learners to consider if broadening the definition of diversity has led to narrowed outcomes and/or more inequitable outcomes; and if organizations should define diversity in terms of persistent inequalities. This generates a healthy discussion that allows learners to foreground responsibility, and reconnect leader to the community and the context. At the same time, it provides an opportunity for them to share their perspectives, while allowing them to become aware of the changing external environment and the shifting of relational dynamics within organizations.

Equity and other global challenges are used as the context within which many other topics are framed and explored with the learners, with the purpose of helping learners consider acting with responsibility as well promoting human dignity. In one particular assignment,

HI 2020-001

learners are asked to discuss (a type of) inequality and its relevance to leaders and organizations. Within the past few years, they have selected topics such as gender inequities, climate change, racial discrimination, data privacy, rising levels of global inequities, generational and ageing issues in order to make a case for human dignity and responsible leadership. Following are some conclusions that learners have made (in their assignments) about the changing context and the enormity of responsible leadership:

“The United Nations (1948) Universal Declaration of Human Rights defines fundamental rights afforded to all humans including but not limited to the right to self-determination, liberty, due process of law, freedom of movement, freedom of thought, freedom of religion, freedom of expression, and freedom of association. Defined in 1948, these rights are still widely accepted, but one could argue the advent of technology and the increasingly globalized world has introduced a new fundamental human right, the right to data privacy. As noted in this paper, balancing the right to privacy with the need for governments to protect citizens and the desire for companies to maximize profit, is a complex undertaking. At the same time, the risk of harm to consumers and the ease of misuse by corporations makes addressing this issue of great importance to organizations worldwide. One can argue that deciding where to draw the line between privacy and profit is quickly becoming a defining feature of leading responsibly in the fourth industrial revolution.” (Learner A, Spring 2019)

“Technology, globalization, and government share a human commonality. None of these forces are natural--they are all created, maintained, and dismantled by human hands. This being said, to contextualize global inequality calls for the understanding of the complex, interrelated human systems, how they work, and how they impact each other and sensitive populations. The deployment of new technologies, opening of new trade, and the collaboration of government must be considered as the major drivers of inequality. This means that the next generation of leaders will enjoy immense power--and the question is how they will deploy it. Accounting for the inequality and welfare of the world’s most sensitive populations cannot be systematically addressed with philanthropy; and instead an adjustment of focus, and of accepting agency will mark the coming generation of leaders in business, technology, and government. If inequality is treated as an inevitable casualty of capital progress, then the divide will grow.” (Learner B, Spring 2019)

Defining the Underlying Values: The ‘What’ of Leadership Education

The OLL program philosophy (Khilji, 2014) presents leadership as a non-positional (DeRue & Ashford, 2010) contextual (Jepson, D., 2009; Khilji, Davis & Cseh, 2010; Osborn,

HI 2020-001

Hunt, & Jauch, 2002; Porter & McLaughlin, 2006), collective and plural phenomenon. We describe leadership as a “state of being that people can enter into irrespective of their formal role or position within an organization” (DeRue & Ashford, 2010, p. 627). Throughout the program, we focus on leadership as a relational, dynamic, shared and mutually-constitutive process (Carson, Tesluk, & Marrone, 2007; Day, 2001; DeRue & Ashford, 2010; Morgeson, DeRue, & Karam, 2010; Pearce & Conger, 2003; Schyns et al., 2011; Uhl-Bien et. al., 2007). This helps broaden learners’ view of leadership in terms of cognitive, behavioral and affective elements (Denhardt & Denhardt, 2006; Glynn & Raffaelli, 2010; Goleman, 2006; Pace, 2011), thus attune them to complexities of leading, framing and reconstructing.

We believe that a messy, and contextualized knowledge of leadership enriches our understanding (Collinson & Tourish, 2015; Muff, 2013). We teach learners that leadership is not always a clean process (Nelsen, 2006; Weick, 2012), hence cannot be pursued without (personally and collectively) attending to its shifting realities, complexities and paradoxes. By placing leadership within a complex and paradoxical environment to a) emphasize the importance of self-awareness and other-awareness (Avolio & Gardner, 2005; Higgs & Rowland, 2010), and b) reconnect leader to identity, community and context.

We present leadership as a continuous learning process- where leaders “learn to lead” and “lead to learning” (Brown & Posner, 2001; Higgs & Rowland, 2010; Kouzes & Posner, 1995; Raelin, 2004) at individual, organizational, and societal levels. We believe that it is continuous ‘leadership learning’ that turns into contextually relevant leadership practice. We focus on increasing the learning capacity of individuals, and their teams to also learn from their failures (see above- Edmonson, 2011, Sutton, 2010). Our objective is to prepare leaders who a) understand the importance of framing problems collectively to create context-specific solutions,

HI 2020-001

b) see organizations as sites of constantly evolving human action (Tsoukas and Chia, 2002), and c) implement change in recognition of its ‘unintended consequences’. We engage learners in problem solving, using a variety of tools including higher levels of self-awareness and public reflection (see below), to search for personal meaning and social good in leadership. We ask them to constantly challenge their assumptions to become more open to strategies that promote human dignity and well-being.

These underlying values allow us to critique romanticism, foreground power, and rethink followership in terms of knowledge, agency and proactivity (Collinson & Tourish, 2015; Harding, 2014; Kellerman, 2012). We argue that becoming a leader is a psychological, social and even a spiritual (Egel & Fry, 2017) process through which a person develops, internalizes and receives interpersonal and institutional validation of a leader identity (Collinson & Tourish, 2015). Leadership is knowing-doing, but also thinking-being (Egel & Fry, 2017; Kolb & Kolb, 2009).

While the OLL approach is described here as unconventional in relation to prevailing functionalist approaches, it is not entirely unique. There are other leadership education programs that have embedded some of the aforementioned aspects (for example, World Economic Forum, the Ulysses experience- Pless & Schneider, 2016; and Advanced Leadership Fellowship Program at Harvard- Kanter, 2012 with their emphasis on developing responsible leaders). Collinson and Tourish (2015) have referred to critical courses that help them reconceptualize leadership beyond functional understanding. Having said that, the OLL program may be distinct in a) intentionality in embedding the given context to prepare humanistic and socially aware leaders, b) interdisciplinary and integrated leadership education approach (Rosier, 2009; McCall, 2010), c) emphasis on search for personal expression and social stewardship, which allows students to

HI 2020-001

draw individualized meaning, and d) appreciate co-constitutive aspects of leading. Beyond merely imparting content knowledge, through integrated activities we assist learners in the process of learning that transforms their conceptualization and practice of leadership. Below we explain the pedagogical approaches that help us foster aforementioned leadership philosophy and educational values.

Selecting Key Pedagogical Approaches: The “How” of Leadership Education

McCall (2010) argues learning is highly contextualized and personalized; and leadership development oftentimes (also) happens through daily interactions (Johnson, 2014). We have incorporated this understanding in the OLL Program. Through extensive and repeated practice (in classroom discussions, assignments, teamwork, learning community and at work), learners become more fluent and intentional in their leadership practice, and conceptualization (Anderson, 1999). Some of the pedagogical approaches used in the OLL program are described below. Since these are used in conjunction with each other and reinforced throughout the program through built-in group and individual activities (Refer to Figure 2), it is challenging to discuss each independently. What follows is an integrative discussion of how these approaches and tools collectively support meaning making for learners and enhance their capacity to grow as leaders. Table 1 captures sequencing of a variety of critical pedagogical approaches and activities that build upon each and reinforce the importance of inquiry based learning, experiential learning, and collaborative learning.

Insert Table 1 and Figure 2 here

Inquiry-based learning.

HI 2020-001

Inquiry promotes development of high order intellectual skills through learner-driven and faculty-guided investigation of questions. In inquiry-based learning, learners focus on exploring compelling questions that are raised through discussion of concepts, experiences and ideas (Justice, Rice, Roy, Hudspith, & Jenkins, 2009). We realize that inquiry-based learning is critical for demonstrating leadership as a social phenomenon. It is best achieved through mutual trust that allows for honest discussion of experiences, deep engagement with issues, diversity of perspectives and a psychological safe environment. Hence, each cohort (no more than 18 students in an online and 24 in an in-person format) begins by co-establishing a *cohort charter*, or a bill of individual and collective rights and responsibilities. This activity is completed over 3-4 weeks in a foundational class (in “Work, Groups and Teams in Organizations” class, where learners explore the nature of work groups and teams in organizations, using action learning, group theory, models and practice- Refer to Figure 2), creating the foundation of open discussion, reflection, and co-construction of ideas. Once established, each cohort member is responsible of upholding these guidelines throughout the program. Examples of some rights and responsibilities, as co-established by some cohorts, include, a) seeking to understand each other and treat each other (and themselves) with compassion, dignity and respect; b) being open, inclusive, considerate, genuine and vulnerable in all interactions, c) commitment to team learning by actively seeking for diversity of thoughts and challenging assumptions (self-evaluate) with the purpose of unlearning old habits/views and learning new perspectives that maximize learning and make them effective leaders. A cohort charter helps the program achieve some important objectives. First, it allows us to verbalize our intention of creating classrooms as psychological safe spaces, where learning occurs through mutual exploration of ideas and experiences, thus promote dialogical inquiry. Second, it establishes a culture that promotes

HI 2020-001

collaborative learning (see below), self-awareness, other-awareness, a sense of responsibility, dignity and respect. Third, by learning through inquiry, learners' responsibility shifts to becoming critical thinkers, deeply engaged with the issues (and complexities of leading) through reflection. They move away from being passive learners, who may be merely concerned with acquisition of skills and content, to reflective, and self-directed learners, who realize complexities of leading (Van Hout-Wolters, Simons, & Volet, 2000). Their mindset also shifts to making sense of these complexities to problem solve critically (Raelin, 2001; Weick, 2012). They begin to form and shape the context of a learning community within which they personalize their learning (McCall, 2010). Learners begin to demonstrate these skills and internalize the awareness throughout rest of the program, which is further reinforced in other courses through a variety of self-assessment surveys. Oftentimes, learners reflect on these shifts in their assignments (for example reflection papers), classroom discussions, as well as in program surveys and course evaluations. The following comments reveal self-awareness, other awareness, and mindset shift towards collective and collaborative learning:

“I believe that cohort charter fostered collective learning and produced meaningful and substantive discussions throughout the program. The learning community that we formed was significant in my development as a leader and learner” (Learner C, End of the program survey)

“In *Public Reflection as the Basis of Learning*, Joseph Raelin discusses the idea of a "collective identity as a community of inquiry." I believe that the class charter allowed for the fostering of a collective identity that will continue to spur transformative learning for me.” (Learner D, Class discussion)

In response to ‘what I have learned and unlearned’: “I realized that my control freak tendencies were holding me back from experiencing other ways of learning and approaching situations. I have always been open to different ideas, cultures, backgrounds etc. yet when it came to thought and application process, I gravitated towards similar individuals and I think that may have held me back from experiencing alternative processes, interacting with teammates who think outside my box, and falling into the trap that my own process is right for every situation. I

HI 2020-001

realize, it is time to give up that control, embrace teams in a new way (appreciating the complexity of our personal methods), and trust my teammates a little bit more.” (Learner E, Reflection Paper)

Building Blocks of the OLL Program (Reflect, Dialogue, Think Critically and Question).

In the OLL program, reflection, dialogue, questioning and critical thinking are foundational to inquiry-based learning. These are the building blocks of the OLL program (refer to Figure 1). Below we explain the ways in which reflection, dialogue, questioning and critical thinking expose learners to the co-constitutive as well as contextual and contested aspects, highlights nuances of leadership, and highlights alternative ways of thinking (Collinson & Tourish, 2015).

Reflection is discussed in foundational course (i.e. Human Behavior and Learning class, where learners are provided an overview of the fundamental theories and practice of human behavior within organizations). Raelin (2001) defines reflection as the practice of stepping back to ponder the meaning of an event or action that has recently transpired. He argues that reflection helps us illuminate what has been experienced and provides basis for future action. By stepping back to reflect upon our experiences, we are allowing ourselves to make meaning of our actions, beliefs and feelings. Reflection has also been defined as an intentional assessment. It is critical in leadership because it allows the leader to learn- move from a position of unawareness to awareness. Scholars also argue that public reflection, i.e. inquiring with others, is the basis of all learning (Crossan et al., 2013; Mezirow, 1991; Raelin, 2001;). Giddens (1991) argues that “one doesn’t just live for oneself, but develops meanings through relationships with others and

HI 2020-001

through a feeling of wholeness with earth's ecosystems" (p. 223).

Freire (1970) argues that human nature is dialogical. This also frames our deliberate effort to teach through *dialogical inquiry*, because learners engage in dialogue with each other as they reflect on issues and topics collectively in classroom space. It allows co-construction of new meaning. Through dialogue, learners provide arguments based on validity, evidence, experience and not power. Overall, all of our classroom activities and assignments have predisposition for questioning, thus facilitating learners to collaborate with others to find solutions and/or meaningful learning. These dialogues (through discussion of dilemmas, multiplicity of ideas and ambiguities) learners become aware of the complex experience of leading and begin to unpack power dynamics within organizations and teams. For example, while discussing inclusion, issues such as 'color blindness' (Mor Barak, 2015) and 'identity cover' (Brown, 2018) emerge. A learner, after reviewing readings, may discuss importance of 'seeing individuals as person' (Kean, 2017) as a way to build inclusive workplaces. However, after engaging in a deep dialogue with others, inquiry, reflection and soul searching, their perspective might begin to shift. Some may conclude that seeing all "individuals as person", in fact, takes away from the full experience and reality of a person. Since brown or black skin is a huge part of their identity, it shouldn't be neglected. Hence, when we start seeing individuals as persons, we start promoting color blindness. Yet others may argue that seeing a whole person, in fact, recognizes their complete identities. These open-ended, dialogue-driven discussions help learners reconnect leadership with identity, community and context. At the same time, dialogues help learners challenge their own and peers' assumptions, construct personal meaning, appreciate relational, plural and mutually constitutive aspects of leading. One learner articulated the power of dialogical inquiry in the following feedback, that she shared with her faculty member:

HI 2020-001

“None of us is as diverse as all of us, so in that sense, no one person is qualified to teach this class. What we are co-creating, though, is learning through our various experiences and perspectives that is greater than the sum of its parts. The value of what you’ve done as the creator and facilitator is twofold: 1) You provided the starting point framework within which we consider and share our experiences, and I think it takes a great deal of thought, foresight, and personal bravery to do that. 2) You created the space and modeled the behaviors that inspire us to deeply consider other perspectives and how we might honor those more thoroughly going forward. The mechanics of the course will likely evolve some more in the future, but I can tell you, this is one of the few academic experiences I’ve had that I’d say was life-altering.” (Learner F, Fall 2019)

We approach critical thinking as reason-based thinking, that focuses on rethinking thinking. Scriven (1996) defines critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”. We incorporate critical thinking throughout various classroom activities and assignments. However, we lay its foundation by using the concepts of ladder of inference, and question thinking in our foundational classes.

Ladder of inference describes the process individuals go through, usually without realizing it, from a selective experience and existing beliefs to conclusion or judgement (Argyris, 1982; Argyris, Putnam & Smith, 1985). This can create a vicious circle, where our existing beliefs and experiences exclusively shapes our interpretation of new events and experiences. By becoming aware of this process, learners are taught to step back and become more aware of their existing assumptions/ beliefs to challenge themselves. We begin by discussing the concept of ladder of inference first (in Work Groups and Teams class) to help them become aware of our follies. Throughout the program, we assign them various case vignettes, which highlight conflicts and/or tensions between different points of views. “Gender and Free Speech at Google” (Hsieh & Mehta, 2018) is example of a case where some learners oftentimes take contradictory

HI 2020-001

positions in disagreeing with Damore's disparaging memo but also with his firing by Google. Through a nuanced debate and discussion, learners become aware of the complexity of free speech and the need to create positive workplaces. Another case (entitled, *Leadership-Myth or Reality?* written for the Leadership Class- Refer to Figure 2) focuses on Fox, CEO of a large influential bank. The case presents two images of Fox side by side- as a leader who is praised in the media for being transformational and having the turnaround power; but within his own organization, he is seen by many as power hungry, non-communicative and inaccessible. The case states,

“As she finished reading, Steve Balmer, Senior Vice President of Investments, marched into her office. He threw the magazine on her desk and asked her “Have you read the article about Fox?” Alexandra nodded in agreement. “I cannot believe at how positively he is portrayed here. If someone had contacted me to inquire about Fox's leadership style and approach, I would have been more truthful”, added Steve”. (Khilji, 2015)

We ask learners to discuss the case(s) in terms of their initial reaction to these points of view. Oftentimes, learners begin by focusing on a single point of view, and/or jumping to the conclusion. By asking probing questions, and engaging them in a dialogue with their peers, we expose the 'other' points of view. We ask each learner to return to their initial solution and assess how their view has evolved and what led them to a mindset shift. Such a pedagogical approach helps them integrate diverse perspectives. Teaching learners to question their assumptions, actions, beliefs and observations while also relying on new insights provided by their team members is valuable to their growth as a *learning leader* (Argyris, 1982; Raelin, 2001). At the same time, they come to appreciate ambiguities, emotional dilemmas and relational dynamics of leading. Through interactions with others, illustrative case vignettes and other simulation activities, they realize affective, behavioral and cognitive aspects of leading. An example of learner feedback that has been shared through course evaluations includes:

HI 2020-001

“If I were asked to use one word to describe leadership, it would be ‘messy’. I have come to value the ‘human experience’ in leadership with its ambiguities and changing dynamics. The idea of complexity can be mind boggling, but unpacking it through and in relationship with ‘others’ in teams and with followers has been transformational for me.” (Learner G, Fall 2018).

Question thinking is an approach that makes thinking occur through questions and answers. Adams (2018) believes that question thinking is the most appropriate way of thinking, speaking and listening. Beginning with questions we ask ourselves, or an internal dialogue, these drive our thinking, action and behavior. She argues that by focusing on learner questions (that are open ended, curious, collaborative, future focused, and solution focused), we begin to forge better relationships with ourselves and others, and lead to positive outcomes. With judger questions, (that are close ended, critical, rigid and past focused), we get stuck in a vicious cycle of blaming. Learner questions and mindset help us become more connected, responsible, calmer and thoughtful to solving problems and leading. While we teach question thinking approach earlier in the program in a class entitled, “Work, Groups and Teams”, we incorporate this concept in rest of the courses through class discussions, assignments, and case analyses (Refer to Figure 2). Its goal is to generate new questions, and empower collaborative, creative and strategic thinking. Through use of problem holding activities (whereby learners serve as holders of problems within a peer group that helps them solve their problem through questions and discussion), leaderless group discussions, Q-storming, and action learning approach, learners bring their real life problems to the classroom and collaborate with their peers to engage in re-evaluating the problems. Thinking through situations with peers provides them validation, practice and space for collaborative problem solving, critical thinking and challenging assumptions. It also orients them to diverse perceptions and dimensions of the problem they identified- thus leads to more creative solutions. Learners learn by ‘doing’, ‘thinking’, and

HI 2020-001

engaging in dialogue with each other and themselves. By rotating roles (from facilitator of the group discussion, the problem holder and a member concerned with asking learner questions), they see value of each role in problem solving. Consequently, they are more prepared to shift their roles (from leaders to followers and back again) to appreciate the mutually constitutive aspects of leadership (DeRue & Ashford, 2010; Morgeson, DeRue, & Karam, 2010; Pearce & Conger, 2003; Schyns et al., 2011; Uhl-Bien et al., 2007). In addition, learners realize relational and ‘in the plural’ aspects of leading. As they engage with peers and faculty members in discussion of important topics, comments such as, “the power of many”, and “sum is more than 1” have been echoed in the classroom.

Overall, reflection and critical thinking (using question thinking, problem holding, ladder of inference- for example) are some tools for demonstrating (and practicing) that moving beyond limitations in perception can advance new solutions and understanding. We treat these as habits of the mind to emphasize leadership and leading are ongoing learning process (DeRue, 2011). We use them in an integrated way- to enhance learners’ capacity (refer to Figure 2). We provide many other opportunities for learners to practice reflection and critical thinking, using OLL case vignettes, simulation, and role plays. In the Adult Learning class, learners complete a Collaborative Inquiry project, in which a group of learners engage in a shared question and/or problem to construct new meanings. In each case, learners are taught to not only apply specific concepts to solve these problems, but also to re-think the way they think by asking questions, challenging assumptions, having their own assumptions challenged – all through collaborative teamwork in a supportive and psychologically safe environment. In their year-end surveys, students have commented to the transformative effect of these pedagogical approaches. One learner wrote:

HI 2020-001

“As I graduate from the OLL program, I understand the complexity of leading and the importance of contextual realities. Throughout the program, I learned to challenge my assumptions and was trained to challenge others (respectfully and thoughtfully). Carefully considered use of (for example) question thinking, ladder of inference and collaborative dialogues have strengthened my ability (consequently my team’s and organization’s) to lead effectively. What we were given in the OLL program was a psychological safe space to create our identities as leaders, and helped shape others’. The outcome was an enhanced capacity to think critically, feel empathy, appreciate respect, and preserve human dignity.” (Learner H, End of the Program Survey 2018)

Experiential learning.

Scholars have argued that the primary way to teach leadership is through experience (McCall, 2004). Kolb (1984) defines experiential learning as ‘the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transformation’ (p. 41). Experience alone is not enough. In fact, learners need to “reflect in order that we may get hold of the full adequate significance of what happens” (Dewey, 1938; p. 119). Hence the idea of thoughtful reflection is critical in meaning making for learners. Kolb (1984) has captured these ideas in four stages of experiential learning, including a) concrete experience, b) abstract conceptualization, c) reflective observation, and d) active experimentation.

All of these stages are carefully weaved throughout the OLL program for learners, beginning with creating an environment where concrete experiences are brought to the forefront. Weekly discussion forums, activities as well as semester-long assignments require learners to ‘learn by encounter’ through their own and peer examples. Several assignments are also built around topics that help learners recollect and share their experiences in their current (and/or former) organizations, and gain real-life experience by studying another organization with their peers in teams. At the same time, by seeking relevance to the issues being discussed, learners rely on conceptual interpretation and symbolic representation of these experience (i.e. abstract

HI 2020-001

conceptualization). Reflective observation occurs as learners sift through with their experiences and their peers'. Through peer guided and faculty facilitated probes and questions (refer to public reflection and question thinking above), they engage in meaning making, and critical reflection (Raelin, 2002) of their assumptions and beliefs. They are trained to ask why things happen and what are some of the alternative ways of doing. They also go through a process of internal processing, as they develop a newer/ modified understanding of the experience(s) and issues. By identifying patterns and themes that they find across their and peer experiences, learners are also asked to identify their future course of action (and/or that of the organization). This constitutes abstract conceptualization, and 'learning by thinking'. Finally, planning out and putting into practice what you have learned constitutes active experimentation. While we don't have any control over it (per se), but learners report back on implementing their rethinking into practice every single day at work and in their personal lives. Their challenges and joys in doing so are oftentimes shared in the classroom. For example, in a class session that focused on contrasting the concepts of 'tolerance' and 'respect', Learner J noted in her reflection,

"I share concepts or new understandings with my team, particularly when I feel that I've read, discussed, and reflected on something that seems relevant and they need to hear. This week was one of those weeks they needed to hear what I was reading. I point to Lozano and Escrib (2017), who in detailed form, discuss what is the difference between tolerance and respect. I particularly focused on the respect aspect because, frankly, my team has expressed to me they feel underappreciated and disrespected by the top leadership within my newsroom." (Learner I, Fall 2019)

She goes on to elaborate how classroom readings and discussions allowed her to view the problem at work creatively (in a new light); to begin to solve it with empathy and understanding. She concludes her reflection with optimism in leading her frustrated team.

In addition to problem holding activities (see above), experiential learning is also

HI 2020-001

employed within the OLL program, using project based learning (where learners select an organization to study and learn with/from). Project based learning is more concrete, as it exposes learners to a variety of practices used within diverse organizations. A majority of the courses in the OLL program conclude with a final project, that involves studying a real-life organization. For example, in Assessing the Impact of Change class, teams complete a project with their client organization. Through interviews and data collection, team members deconstruct the problem (as posed by the organization and then also as identified by them) to construct solutions. Through dialogue, public reflection and question thinking, it exposes them to many dilemmas and tensions faced by leaders and organizations. At end of the semester, teams present their findings (and process of arriving at solutions) to the class. Through peer teaching, learners also learn to act as mentors and facilitators. Through classroom discussions and faculty-posed questions, learners become aware of the many tensions and dilemmas that managers and leaders are faced with. Experiential learning further strengthens learners' involvement in the classroom and motivates them to improve their practice. In addition, comparing one's experiences with peers' makes learners appreciate contextual nature of leadership and organizations. It also helps them move beyond prescriptive and simple solutions to a more evolving, and paradoxical understanding of organizations. Learner J stated:

“The experience that I gained from studying XXX (an organization) as a group project was most valuable. First, learning as a team, drawing from members' experiences was powerful. I was able to hear and see different perspectives that could be used to explain and/or diagnose the problem. At the same time, as an outsider to organization XXX yet studying it, I have learned the importance of evolving human reaction, action and experience within organizations, that oftentimes create apparent tensions. I agree leading and organizing are complicated phenomena.” (Learner J, Fall 2018- Reflection)

Expected Outcomes: The “So What” of Leadership Education

HI 2020-001

The pedagogical approaches, explained previously, create classrooms as *identity spaces* (Petriglieri & Petriglieri, 2015) and *leadership learning laboratories*, where learners learn to experiment with ideas through dialogue, question thinking, and reflection with others. They increase their capacity to learn by challenging their own and their peers' assumptions and beliefs. Learners learn to revise and reshape their identities. They openly discuss their personal history, expectations and aspirations and learn to accept those of others (among their peer group and in their organizations) (Ibarra & Barbulescu, 2010; Petriglieri & Petriglieri, 2015). This allows them to shift the power away from themselves and transfer to the relationships they build with others, and the contexts they operate in. They realize that leadership is never fully acquired but co-constructed. Such a view makes them sensitive to investing in follower and community development with a sense of responsibility. They become comfortable with experimenting with others, while fully accepting tensions, ambiguities and dilemmas they are faced with. Yet at the same time, by focusing on viewing leadership as a 'human experience', we highlight humanistic principles of promoting human dignity and well-being (Khilji, 2019; Pirson, 2017). These are reinforced and embedded in discussion of many a concepts throughout the program. For example, in a discussion of leading transformational change, we present change as an ongoing process (Tsoukas & Chia, 2002) enacted in time (Ashforth, Harrison, & Sluss, 2014) that adapts and disrupts (Amburgey, 1993). We randomly assign them different roles in a change management simulation activity, which is embedded in a sunglass manufacturing company, that is rolling out an environmental sustainability change initiative. As learners select different change levers (in the simulation) to influence other members to adopt change, we ask them to think about their actions as reweaving human beliefs, habits and actions within the organization. Learners share their experiences with time constraints, company structure, inaccessibility of

HI 2020-001

information, and peer pressures that impacted their ability to achieve goals. As they try to gain credibility within the sunglass manufacturing company, many learners also describe their emotional responses, and conclude *humanness of the change* process, in how leaders make decisions that run counter to their knowledge, despite their best intentions. One group concluded in their report,

“We also have a greater appreciation for differing perspectives on change within an organization and how initiators may receive varied results based on their roles and credibility. Additionally, we learned that change effectiveness not only hinges on what you do, but when and how you do it. In closing, we felt Palmer, Dunford, and Buchanan (2016) expertly characterized both change management and our group’s collective experience:

‘Changing organizations is as messy as it is exhilarating, as frustrating as it is satisfying, as muddling-through and creative a process as it is a rational one...Rather than pretend that these tensions do not exist, or that they are unimportant, we confront them head on, considering how they can be addressed and managed, recognizing the constraints that they can impose (p. 4).’”

As discussed previously, the desire to change the world positively is central to the OLL program. This injects idealism among learners, which is balanced with action through assignments, discussion and reflection on what does ‘positive change’ mean for the learner, and how that could be implemented. They begin the program by writing a letter to their future selves with respect to how they want to positively change the world (Refer to Figure 2). Here the world can be defined as their own community (and, not necessarily the global world). They select one particular ‘social innovation and/or cause’ that they would like to make a positive contribution to. In this letter, they describe why this ‘cause’ is important to them and how they would like to contribute. This letter is shared with the faculty member and with peers in the class- leading to a discussion of the types of causes learners are interested in, and how collectively they can support each other. Oftentimes, there are several learners interested in the same cause. This helps build strong camaraderie in the program. In their foundational Leadership class, learners are also given

HI 2020-001

the option to prepare a self-leadership development plan that would allow them to kickstart their social innovation project. Many of them choose to work on this plan. Some of the social innovation projects have included focusing on preventing bullying on playground, building women empowerment and entrepreneurship programs, and creating socially responsible youth.

We conceptualize our courses in terms of ‘thinking’ and ‘doing’ courses. The latter type of courses focus on creating action plans and solving problems (such as Leadership Development, Organizational Change, Assessing the Impact of Change, and Strategic Change). Thinking courses, on other hand, address many open ended questions with a desire to train learners to become ‘philosopher leaders’ (Cunliffe, 2009; Khilji, 2019). These courses (such as responsible and humanistic leadership) focus on building leadership wisdom- rather than practice. Meacham (1990) argues that the essence of wisdom “ lies not in what is known but rather in the manner in which the knowledge is held and in how that knowledge is put to use. To be wise is not to know particular facts but to know without excessive confidence or excessive cautiousness” (p. 185). Further, “to both accumulate knowledge while remaining suspicious of it, and recognizing that much remains unknown, is to be wise” (p. 187). Using critical thinking and reflection approaches, we hope learners are able to balance knowing with doubting (Weick, 2012) to fully appreciate the importance of leadership wisdom in leadership practice. To lead with wisdom requires *intellectual honesty*, *intellectual humility* and *integrative thinking*. This doesn’t come easy, as individuals are inherently biased, and deeply embedded in their values and belief systems (Razzetti, 2019). The OLL program approaches humanity with faith, and with the belief that leaders are neither super-heroes, nor demigods (Khilji, 2019). We teach our learners to accept “all of humanity” (i.e. ourselves and others) as is (Mathers, 2019). When we acknowledge humanity with its flaws and virtues, we humanize the act of leading and leadership education

HI 2020-001

(Khilji, 2017; Petriglieri & Petriglieri, 2015). This position allows them to adopt a ‘developmental’ view of leaders, and engage more humanistically with ideas of change, and learning within the given context. They also begin to understand the paradoxes that surround our actions, behaviors and intentions. This helps them remove the tensions and arrive at more integrative solutions (Mathers, 2019). On a more philosophical level, such a mindset allows them to lead more beautifully (Razzaetti, 2018).

In open discussions, we ask learners to explore the idea of 'beauty' in leadership. The question generates multiple responses, including themes such as the power to change the world, humility and authenticity, connection with the community and identity, helping others, embodying the purpose, being your true self, focusing on betterment of others, empathy, and impacting change. Several of these themes embody the underlying goal of leadership- i.e. leading with a sense of responsibility.

In order to overcome follies of the prevailing leadership education programs, we are focused on strengthening leaders’ ability to think critically and reflexively through experimentation and exploration. As discussed previously, the myth of failure is dispelled to foster the habit of learning from mistakes (Edmonson, 2011). Learners are trained to open up to new perspectives and challenge their assumptions through discussions and dialogues (such as an action learning approach) with others. They are exposed to issues-centered problem solving, that mimic the types of social problems organizations are faced with and be forced to collaborate across disciplines to co-create. They are encouraged to work with ideas, that they initially oppose, to arrive at integrative solutions. These efforts aim at helping leaders become “*learning leaders*” (i.e. focused on learning) and “*philosophical leaders*” (i.e. problem solving through discussions, experimentation and dialogues with themselves and others). In addition to strengthening

HI 2020-001

reflexivity, these approaches are also helpful in building empathy, and compassion through meaningful interactions with others and highlighting wisdom through exploration, honesty and humility. As a result, leadership begins to emerge as an existential and cultural, rather than intellectual and functional expertise (Petriglieri & Petriglieri, 2015). Learners have expressed comments such as:

“OLL has provided us a supportive learning environment (community), within which I have felt extremely comfortable to explore my ideas, and shape my practice.” (Learner K, End of the Program Survey 2018)

“There is so much power in experimentation, as long as we engage in honest and open dialogues with smart minds.” (Learner L, Spring 2019- Class discussion)

“Once the idea of humanistic leadership was introduced to me, I was bowled over. I have new lens through which I can view the human experience, as well practice to lead with compassion and to protect human dignity.” (Learner M, Spring 2019- Reflection)

Framework for Leadership Development

Figure 1 captures framework for developing future leadership educational programs. It is important to (first and foremost) know the environment, within which any leadership educational program would be offered. The context should be relevant to identifying challenges (and opportunities) and highlighting trends that may shape the context and curriculum. As mentioned previously, the OLL program is embedded within the context of, a) awareness of the simplicity of conventional leadership education approaches, that present leadership as a merely as a functional task and mask complexities of leading, b) low public confidence among leaders globally, and c) irresponsible leader behavior. These general trends have influenced us to bring forth ideas of ‘responsibility’ and ‘humanism’ in leadership education. Collectively, these issues also determine ‘why leadership education matters’. Next, we also know that a rigorous leadership program should be founded on values that underpin its educational philosophy. In any

HI 2020-001

educational program, values serve as the identity and communicate what the program stands for. Figure 1 lays out OLL program values, such as personal meaning with social good, continuous learning, emphasis on ‘being’ etc. We believe that it is the underlying values that would help determine the most suitable pedagogical approaches and tools. In the OLL program, ‘relational and in the plural’ aspects of leading have helped us develop a strong learning community in the program. As explained previously, based on OLL values, we have incorporated inquiry-led, experiential learning, collaborative and peer learning approaches (for example). Finally, teaching and learning in (and from) the program (through interactions with the learners, research, and review of other programs) have also continued to influence our thinking with respect to various program outcomes. While our emphasis has always been on participant learning informed by issues-focused, (human) experience-centric and question driven approaches, we have also learned to view program outcomes in terms of leadership learning laboratory, identity spaces, and (using idealism and experimentation to develop) leadership wisdom. Fresh insights and exposure to new concepts gained from curriculum review have resulted in further exploration of the OLL curriculum to strengthen different components of the program.

Figure 3 captures how humanizing education serves as the central tenet, around which we have built different pedagogical approaches and tools to offer new insights to learners in the program. Hence, in order to address the question, posed earlier (i.e. *what does humanizing leadership education mean?*), our experiences have led us to creating leadership learning laboratory and identity spaces for our learners, where they learn to challenge and are challenged, co-construct learning with peers, engage in meaning making through reflection and dialogues, develop ‘learner’ mindset through question thinking, and increasing self-awareness, and other awareness. These outcomes help learners not only develop a more realistic understanding of

HI 2020-001

leading in today's complex environment, but also offer them the skills and the mindset that is required for them to succeed in a rapidly changing environment. In the process of changing learner mindset, we have also focused on infusing responsibility, and humanism with some idealism to place an emphasis on wisdom.

Insert Figure 3 here

Challenges and Lessons

Developing the OLL program has been a 'work in progress'. We learn every day through our interactions with learners, and in relation to the context, our ideals and what we read and watch in the news, and journals etc. It is through idealism and experimentation that we continue to reflect on the OLL program, its content, pedagogical approaches and delivery methods. For example, the idea of responsible and humanistic leadership has started gaining popularity in recent years (Pirson, 2017; Pless & Schneider, 2016). Over time, it has become central to our understanding of leadership ideals. Therefore, we have developed a new course that exclusively focuses on humanistic and responsible leadership. Based on learners' demand, we have also developed and offered a course on diversity, equity and inclusion. As discussed previously, through program-end surveys and course evaluations, we continue to gather feedback that helps us align our content and delivery methods to learner expectations and needs, while also continuing to shape the market demand. In addition, the foundation of the program continues to evolve based on contextual changes, such as learner demographics. Over the past several years (as mentioned throughout this paper), the scope of class discussions has also been intentionally strengthened to effectively support the inquiry-led and question thinking approaches.

HI 2020-001

Humanizing leadership education and learning to humanize teaching is no small feat. It has taken a tremendous amount of time, effort, and deliberate choice on our part to develop and deliver the OLL program. We have added new courses, revised content of each course, and the curriculum to reflect our idealism, OLL program goals, University mission, and student needs. We have continued to strengthen leadership and learning components, supplementing with new activities and tools. Since the program launch in 2014, we have faced many challenges that have impacted both its delivery and content. First, what started as a small program has grown in size. Given our intense focus on inquiry-led learning, and strong levels of student-faculty engagement, we have had to make important decisions about class size, and training of faculty members. We have developed orientation material as well as faculty guidelines to ensure faculty members commit to high levels of student-faculty engagement that effectively incorporates dialogical inquiry. We have written up the OLL program philosophy and shared with all faculty members (and learners) teaching in the program. This is to ensure we are able to coherently deliver program and content that meets OLL values and pedagogical goals. Despite pressures to increase the class size from the university, we have pushed back. We have placed a cap at 18 for online classes and 24 for face-to-face classes. Research indicates a small class size is more conducive to the type of learning we want to engage our learners with (Friedman, 2017; Sellers, 2019; Woods, 2015).

Humanizing leadership education requires faculty engagement with learners, above and beyond the institutionalized role of traditional tenured faculty member, who are under extreme pressures to publish. Having a large doctoral program, we have also met with the additional challenge of making teaching in the Master's program attractive for many of our tenured colleagues. We have addressed this challenge by hiring part time faculty members. As is clear

HI 2020-001

from description of the OLL program, faculty engagement is critical. Hence, we look for faculty members who are committed to contributing to learner development (and their own) through inquiry-led and dialogical-led learning. Faculty expectations are discussed with new members even before they are hired. After new part time faculty members are hired, they are required to complete an orientation (including review and discussion of the OLL program philosophy, and faculty guidelines) with the OLL Faculty Team. While the curriculum is developed by the OLL program faculty (led by author of this manuscript), a majority of the courses are taught by part time faculty members, who bring direct industry experiences. This strategy has been successful in ensuring consistency across sections, courses and formats. Learners also appreciate a mix of academics and industry experts in the program to learn from/ with.

Steve Karr of GE once commented, “You should not send a changed person to an unchanged environment.” (quoted in Raelin, 2004, p. 131). Hence throughout the OLL program, we offer our learners a community in which they belong and collectively practice question thinking. This is for the change to stick! A legitimate question that arises, what happens after learners graduate. We hope that they continue to stay authentic to their learning and practice what has been taught to them. Many of our graduates return to talk about their challenges as well as excitement in embodying OLL values. If we have trained them well, we hope that they would continue to form learning communities within their own organizations and commit to their own and follower development. We also hope that they would continue to act with responsibility, lead humanistically and positively transform the world – as we have focused in this program. We realize that these ideas are likely to evolve with time, however, it is their learning orientation and openness that would give them an edge and help them stay on top of their learning and contextual understanding.

Conclusions

In this paper, we have described a variety of pedagogical methods that we have used to achieve OLL leadership educational goals. Most importantly, we rely upon continuous *reflection*, *critical thinking* (to question deep-seated assumptions), *dialogical reflexivity* and *deep-seated learning* (by posing questions that allow students to draw from their own and others' experiences to create new meanings). Through various class activities, we allow our students to *deconstruct* and then *reconstruct* their understanding and identity as a leader. By constantly *assessing* who they are, *observing* themselves and leaders/ learners around them, engaging in dialogue and reflection, we are able to facilitate a process of co-construction of individual and followers' leadership development (Collinson & Tourish, 2015).

McCall (2010) argues that leadership development is not precise science. There are indeed many ways to teach leadership. While we don't present the OLL approach as superior to other approaches, we believe that it helps humanize leadership beyond many other mainstream programs. By encouraging leaders to question their taken for granted assumptions and engaging in dialogue/ reflection for their own and others' development, the educational experience contextualizes leadership as a messy and meaning making process that is expected to guarantee continuous learning. We hope that the OLL program inspires many other academics and practitioners to develop programs, and collectively help a new generation of leaders, who adopt a more questioning and reflective approach, while also rising to the growing societal challenges.

References

Adams, M. L. (2018). *Change your questions, change your life*. Oakland, CA: Berrett Koehler Publishing.

HI 2020-001

- Ashforth, B., Harrison, S., & Sluss, D. (2014). Becoming. The interaction of socialization and identity in organizations over time. In A. Bakker (Ed.), *Current Issues in Work and Organizational Psychology*. London, UK: Psychology Press.
- Alvesson, M., & Spicer, A. (2012). Critical leadership studies: The case of critical performativity. *Human Relations*, 65(3), 367-390.
- Amburgey, T., Kelly, D., & Barnett, W. (1993). Resetting the clock: The dynamics of organizational change and failure. *Administrative Science Quarterly*, 38, 51-73.
- Anderson, P. (1999). Complexity theory and organization science. *Organization Science*, 10(3), 216-232.
- Argyris, C. (1982). *Reasoning, learning, and action: Individual and organizational*. San Francisco, CA: Jossey-Bass.
- Argyris, C., Putnam, R., & Smith, D. (1985). *Action science*. San Francisco, CA: Jossey-Bass.
- Avolio, B., & Gardner, W. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16, 315-328.
- Baron, L., & Parent, E. (2015). Developing authentic leadership within a training context: Three phenomena supporting the individual development process. *Journal of Leadership and Organizational Studies*, 22(1), 37-53.
- Bolden, R., & Gosling, J. (2006). Leadership competencies: Time to change the tune? *Leadership*, 2, 147-163.
- Brown, K. (2018). To retain employees, focus on inclusion – not just diversity. *Harvard Business Review*, 12, 21-25.
- Brown, L., & Posner, B. (2001). Exploring the relationship between leadership and learning. *The Leadership and Organizational Development Journal*, 22(6), 274-280.

HI 2020-001

- Carson, J., Tesluk, P., & Marrone, J. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 50(5), 1217-1234.
- Crossan, M., Mazutis, D., Seijts, G., & Gandz, J. (2013). Developing leadership character in business programs. *Academy of Management Learning & Education*, 12(2), 265 - 284.
- Collinson, D., & Tourish, D. (2015). Teaching leadership critically: New direction for leadership pedagogy. *Academy of Management Learning and Education*, 14(4), 576-594.
- Day, D. (2001). Leadership development: A review in context. *Leadership Quarterly*, 11(4), 581-613.
- Denhardt, R., & Denhardt, J. (2006). *The dance of leadership: The art of leading in business, government and society*. Armonk, NY: M. E. Sharpe.
- DeRue, D., & Ashford, S. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of Management Review*, 35(4), 627-647.
- DeRue, D. (2011). Adaptive leadership theory: Leading and following as a complex adaptive process. *Research in Organizational Behavior*, 31, 125–150.
- Dewey, J. (1938). *Education and experience*. New York, NY: Macmillan.
- Doh, J. (2003). Can leadership be taught? Perspectives from management educators. *Academy of Management Learning & Education*, 2, 54–67.
- Edelman, D. (2018). Edelman Trust Barometer. Retrieved from <https://www.edelman.com/trust-barometer>
- Edmonson, A. (2011). Strategies for learning from failure. *Harvard Business Review*, 89, 49-55.

HI 2020-001

- Egel, L., & Fry, E. (2017). Cultivating a global mindset through a being centered leadership. In J. Neal (Ed.), *Handbook of personal and organizational transformation*. Cham, Switzerland: Springer International Publishing.
- Ely, R., Ibarra, H., & Kolb, D. (2010). Taking gender into account: Theory and design of women's leadership development programs. *Academy of Management Learning & Education*, 10(3), 474-493.
- Freeman, R. (1984). *Strategic management: A stakeholder approach*. Boston, MA: Pitman.
- Freeman, R., Martin, K., & Pramar, B. (2007). Stakeholder capitalism. *Journal of Business Ethics*, 74, 303-314.
- Friedman, J. (2017, October 17). 10 national universities where classes are small. *US News*. Retrieved from <https://www.usnews.com>
- Freire, P. (1970). *Pedagogy of the oppressed*. London, UK: The Continuum International Publishing Group.
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Stanford, CA: Stanford University Press.
- Glynn, M., & Raffaelli, R. (2010). Uncovering mechanisms of theory development in an academic field: Lessons from leadership research. *The Academy of Management Annals*, 4(1), 359-401.
- Goleman, D. (2006). *Social intelligence: The new science of human relationship*. New York, NY: Bantman.
- Harding, N. (2014). Reading leadership through Hegel's master/slave dialectic: Towards a theory of the powerlessness of the powerful. *Leadership*, 14, 391-411.
- Higgs, M., & Rowland, D. (2010). Emperors with clothes on: The role of self-awareness in developing effective change leadership. *Journal of Change Management*, 10(4), 369-385.

HI 2020-001

- Hobson, C., Strupeck, D., Griffin, A., Szostek, J., & Rominger, A. (2014). Teaching MBA students teamwork and team leadership. *American Journal of Business Education*, 7(3), 191-212.
- Hsieh, N., Crawford, M., & Mehta, S. (2018). *Gender and free speech at Google*. Harvard Business Publishing, 9, 318-085.
- Ibarra, H., & Barbulescu, R. (2010). Identity as narrative: Prevalence, effectiveness, and consequences of narrative identity work in macro work role transitions. *Academy of Management Review*, 35(1), 135-154.
- Jackson, B., & Parry, K. (2011). *A very short, fairly interesting and reasonably cheap book about studying leadership* (2nd Ed.). London, UK: Sage.
- Jepson, D. (2009). Leadership context: The importance of departments. *Leadership & Organization Development Journal*, 30(1), 36-52.
- Johnson, E. (2014). Emergent Leadership Development: A New Model of Generative Growth and Learning. Academy of Management Proceedings. Retrieved from https://www.researchgate.net/publication/276892558_Emergent_Leadership_Development_A_New_Model_of_Generative_Growth_and_Learning
- Justice, C., Rice, J., Roy, D., Hudspith, B., & Jenkins, H. (2009). Inquiry-based learning in higher education: Administrators' perspectives on integrating inquiry pedagogy into the curriculum. *Higher Education*, 58(6), 841-855.
- Kanter, R. M. (2012). Re-developing leaders: The Harvard advanced leadership experiment in even higher education. In S. Snook, N. Nohria, & R. Khurana (Eds.), *The Handbook for Teaching Leadership: Knowing, Doing, and Being* (pp. 507-523). Los Angeles, CA: Sage.
- Kean, L. (2017, April 19). *Embracing inclusion: The richness of diversity*. Retrieved from <https://www.youtube.com/watch?v=F8ZIpNq1cSQ>

HI 2020-001

- Kellerman, B. (2012). *The end of leadership*. New York, NY: Harper Collins.
- Khilji, S. (2019). From “leading effectively” to “leading humanistically”. Retrieved from: <https://medium.com/@shaistakhilji/from-effective-leadership-to-leading-humanistically-1b6def7c518b>
- Khilji, S. (2017). Proceedings from International Conference on Leadership, Management and Strategic Management: *Humanizing leadership through leadership education: A case study of George Washington University's Organizational Leadership & Learning Program*. University of the Virgin Islands.
- Khilji, S., Tarique, I., & Schuler, R. S. (2015). Incorporating the macro view in global talent management. *Human Resource Management Review*, 25(3), 236-248.
- Khilji, S. (2015). *Leadership: myth or reality* A case written for the Organizational Leadership & Learning Program, GW.
- Khilji, S. (2014). *The OLL Program Philosophy*. The Organizational Leadership & Learning Program, GW.
- Khilji, S., Davis, E., & Cseh, M. (2010). Building competitive advantage in a global environment: Leadership and mindset. In T. Devinney, T. Pedersen, & L. Tihanyi (Eds.), *Advances in international management: The past, present and future of international business and management*. New York, NY: Emerald.
- Khurana, R. (2007). *From higher aims to hired hands: The social transformation of American business schools and the un-fulfilled promise of management as a profession*. Princeton, NJ: Princeton University Press.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

- Kolb, A., & Kolb, D. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In S. Armstrong & C. Fukami (Eds.), *Handbook of Management, Education, and Development*. London, UK: Sage Publications.
- Kouzes, J., & Posner, B. (2012). *The leadership challenge workbook* (5th ed.). San Francisco, CA: Jossey Bass.
- Mabey, C. (2013). Leadership development in organizations: Multiple discourses and diverse practice. *International Journal of Management Reviews*, 15, 359-380.
- Mathers, A. (2019, August 15). We can't be happy unless we accept humanity. All of it. Retrieved from <https://www.alexmathers.net/articles/blog-post-title-three-db5zz>
- McCall, M. (2004). Leadership development through experience. *Academy of Management Executive*. 18, 127-130
- McCall, M. (2010). The experience conundrum. In N. Nohria & R. Khurana (Eds.), *Handbook of Leadership Theory and Practice* (pp. 679-707). Boston, MA: Harvard Business Press.
- Meacham, J. (1990). The loss of wisdom. In R. Sternberg (Ed.), *Wisdom* (pp. 181-211). New York, NY: Cambridge University Press.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Michaels, E., Handfield-Jones, H., & Axelrod, B. (2001). *The war for talent*. Boston, MA: Harvard Business Review Press.
- Mor Barak, M. (2015). Inclusion is the key to diversity management, but what is inclusion. *Human Service Organizations: Management, Leadership and Governance*, 39(2), 83-88.

HI 2020-001

- Morgeson, F., DeRue, D., & Karam, E. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, 36(1), 5-29.
- Muff, K. (2013). Developing globally responsible leaders in business schools: A vision and transformational practice for the journey ahead. *Journal of Management Development*, 32(5), 487-507.
- Mumford, M., & Fried, Y. (2014). Give them what they want or give them what they need? Ideology in the study of leadership. *Journal of Organizational Behavior*, 35(5), 622-634.
- Murphy, S., & Johnson, S. (2011). The benefits of a long-lens approach to leadership development: Understanding the seeds of leadership. *The Leadership Quarterly*, 22, 459-470.
- Nelsen, J. (2006). *Economic for humans*. Chicago, IL: The University of Chicago Press.
- Osborn, R., Hunt, J., & Jauch, L. (2002). Toward a contextual theory of leadership. *Leadership Quarterly*, 13(6), 797-837.
- Pace, A. (2011). Leadership in 2030. *T&D*, 65(12), 22.
- Pearce, C., & Conger, J. (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage.
- Petriglieri, G., & Petriglieri, J. (2015). Can business schools humanize leadership? *Academy of Management Learning and Education*, 14(4), 625-647.
- Pirson, M. (2017). *Humanistic management: protecting dignity and promoting well-being*. Cambridge, UK: University of Cambridge Press.
- Pless, N., & Schneider, R. (2016). Towards developing responsible global leaders: The Ulysses experience. In T. Maak & N. Pless (Eds.), *Responsible leadership*. Oxon, UK: Routledge.
- Porter, L., & McLaughlin, G. (2006). Leadership and the organizational context: Like the weather? *Leadership Quarterly*, 17(6), 559-576.

HI 2020-001

- Raelin, J. (2001). Public reflection as the basis of learning. *Management Learning*, 32(1), 11-30.
- Raelin, J. (2004). Don't bother putting leadership in people. *Academy of Management Executive*, 18(3), 131-135.
- Razzaetti, G. (2018, May 20). Don't just do the right thing. Act beautifully. Retrieved from <https://medium.com/liberationist-thoughts/the-perfection-of-the-soul-dont-just-do-the-right-thing-5db2890e6ece>.
- Razaetti, G. (2019). Do you suffer from illusion of moral superiority? Retrieved from <https://liberationist.org/do-you-suffer-from-illusions-of-moral-superiority/>.
- Ray, R. (2018). Global Leadership Forecast: 25 research insights to your people strategy. Retrieved from <https://www.ddiworld.com/glf2018>
- Rice, G. (1980). Idealism and management decision making. *Journal of general management*, 5(2), 14-21.
- Rondinelli, D. (2009). Changing concepts of leadership in a global society. In D. Rondinelli & J. Heffron (Eds.), *Leadership for development: What leadership demands of leaders fighting for change*. Sterling, VA: Kamarian Press.
- Rosier, R. (2009). Context, culture, and complexities: Best practices versus best fit. In D. Giber, S. Lam, M. Goldsmith & J. Bourke, (Eds.), *Linkage Inc.'s Best Practices in Leadership Development Handbook* (2nd ed.). San Francisco, CA: Pfeiffer.
- Schyns, B., Kiefer, T., Kerschreiter, R., & Tymon, A. (2011). Teaching implicit theories to develop leaders and leadership. How and why it can make a difference. *Academy of Management Learning and Education*, 10(3), 397-408.

HI 2020-001

- Scriven, M., & Paul, R. (1996). Defining critical thinking: A draft statement for the National Council for Excellence in Critical Thinking. Retrieved from <https://www.criticalthinking.org/pages/defining-critical-thinking/766>
- Sellers, E. (2019). Small college size benefits. Retrieved from <https://education.seattlepi.com/small-college-class-size-benefits-1269.html>
- Selznick, P. (1957). *Leadership in administration*. Berkeley, CA: University of California Press.
- Smith, W., & Lewis, M. (2011). Towards a theory of paradox: A dynamic equilibrium model of organizing. *Academy of Management Review*, 36(2), 381-403.
- Sutton, R. (2010). Forgive and remember: How a good boss responds to mistakes. *Harvard Business Review*. Retrieved from <https://hbr.org/2010/08/forgive-and-remember-how-a-goo>
- Tsoukas, H., & Chia, R. (2002). On organizational becoming: Rethinking organizational change. *Organization Science*, 13(5), 567-582.
- Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *Leadership Quarterly*, 18(4), 298-318.
- Unzueta, M., Knowles, E., & Ho, G. C. (2012). Diversity is what you want it to be: How social-dominance motives affect construals of diversity. *Psychological Science*, 23(3), 303-309.
- Van Hout-Wolters, B., Simons, R., & Volet, S. (2000). Active learning: Self-directed learning and independent work. In P. Simons, J. van der Linden & T. Duffy (Eds.), *New Learning* (21-37). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Walumbwa, F., Avolio, B., Gardner, W., Wernsing, T., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. *Journal of Management*, 34(1), 89-126.

HI 2020-001

Wang, L., Malhotra, D., & Murnighan, J. (2011). Economics education and greed. *Academy of Management Learning and Education*, 10(4), 643–660.

Weick, K. (2012). *Making sense of the organization: The impermanent organization*. West Sussex, UK: Wiley.

Western, S. (2008). *Leadership: A critical context*. London: Sage.

Woods, D. (2015). The class size debate: What the evidence means for education policy. Retrieved from <https://gspp.berkeley.edu/research/featured/the-class-size-debate-what-the-evidence-means-for-education-policy>

Table 1
Sequencing of Pedagogical Approaches

Pedagogical Approaches	Objective (s)	Activities
Inquiry-based learning: Dialogue, Reflection, Question and Critical Thinking		
Inquiry-based learning: Reflection (Raelin, 2004)	Create a psychological safe space: Be vulnerable, protect dignity and well being Create identity & Self-awareness: <i>Who am I? What do I want to become?</i> Other awareness: <i>How do I work in relation to others? How do I help others?</i> Failure sucks but instructs (Sutton, 2010) Wisdom of learning (Edmonson, 2011)	<ul style="list-style-type: none"> • Classroom/ leaderless discussions • Self-assessment surveys • Journal keeping & report writing
Inquiry-based learning: Critical Thinking	Ladder of Inference – challenge assumptions, rethinking thinking Ask questions Synthesize	<ul style="list-style-type: none"> • Asking and responding to questions.
Inquiry- based learning: Question Thinking (Adams, 2018)	Move away from judgement Become a learner Ask learner questions	<ul style="list-style-type: none"> • Problem holding activities • Q-storming activities through case analyses and

HI 2020-001

		role play simulations
Inquiry-based learning: Dialogical inquiry	Engage in a dialogue with oneself, peers and faculty	<ul style="list-style-type: none"> • Classroom/leaderless discussions • Group projects
Experiential Learning		
Experiential Learning (Kolb, 1984)	Observe and ask questions, record, analyze and reconceptualize: <i>How is it done? What is my responsibility? How do I apply the knowledge gained? How and what can I experiment with?</i>	<ul style="list-style-type: none"> • Case analyses, • Real-life projects • Class discussions
Collaborative Learning (& Peer Teaching)		
Collaborative Learning (& Peer Teaching)	Complete projects in teams and teaching peers what they learned to facilitate learning	<ul style="list-style-type: none"> • Class projects and assignments, • Asking questions • Q-storming

Leadership Education as: Leadership learning laboratory, identity space

Outcomes: *Challenge assumptions, values and beliefs, self-awareness and other awareness, broaden understanding of your impact- change the world, commit to a learner mindset, appreciate co-construction and meaning making, commit to collaboration, wisdom, idealism, and experimentation*

HI 2020-001

Figure 1

Leadership Education (Development) Framework

WHY

The Leadership Context

Complex & Paradoxical
Global Challenges & the Need for Responsibility & Humanism



WHAT

Underlying Values / Messages - Leadership Philosophy

Messy Leadership
Continuous Learning
Personal Meaning with Social Good
Relational, Shared & Mutually Constitutive
Know the Context, Community & Identity
Affective, Behavioral & Cognitive
Knowing-Doing & Thinking-Being



HOW

Tools and Approaches "Learning to Lead" and "Lead the Learning"

Inquiry-Based Learning: Reflect (Awareness), Dialogue (Co-construction; Connect), Question (Challenge Assumptions) & Critical Thinking (Ladder of Inference, Question Thinking)
Experiential Learning
Collaborative Learning
Peer Teaching



TO WHAT END

Leadership Learning Laboratory - Experimentation
Identity Space
Wisdom
Humanism and Responsibility
Idealism

HI 2020-001

Figure 2

Integration, Sequencing of Courses & Activities

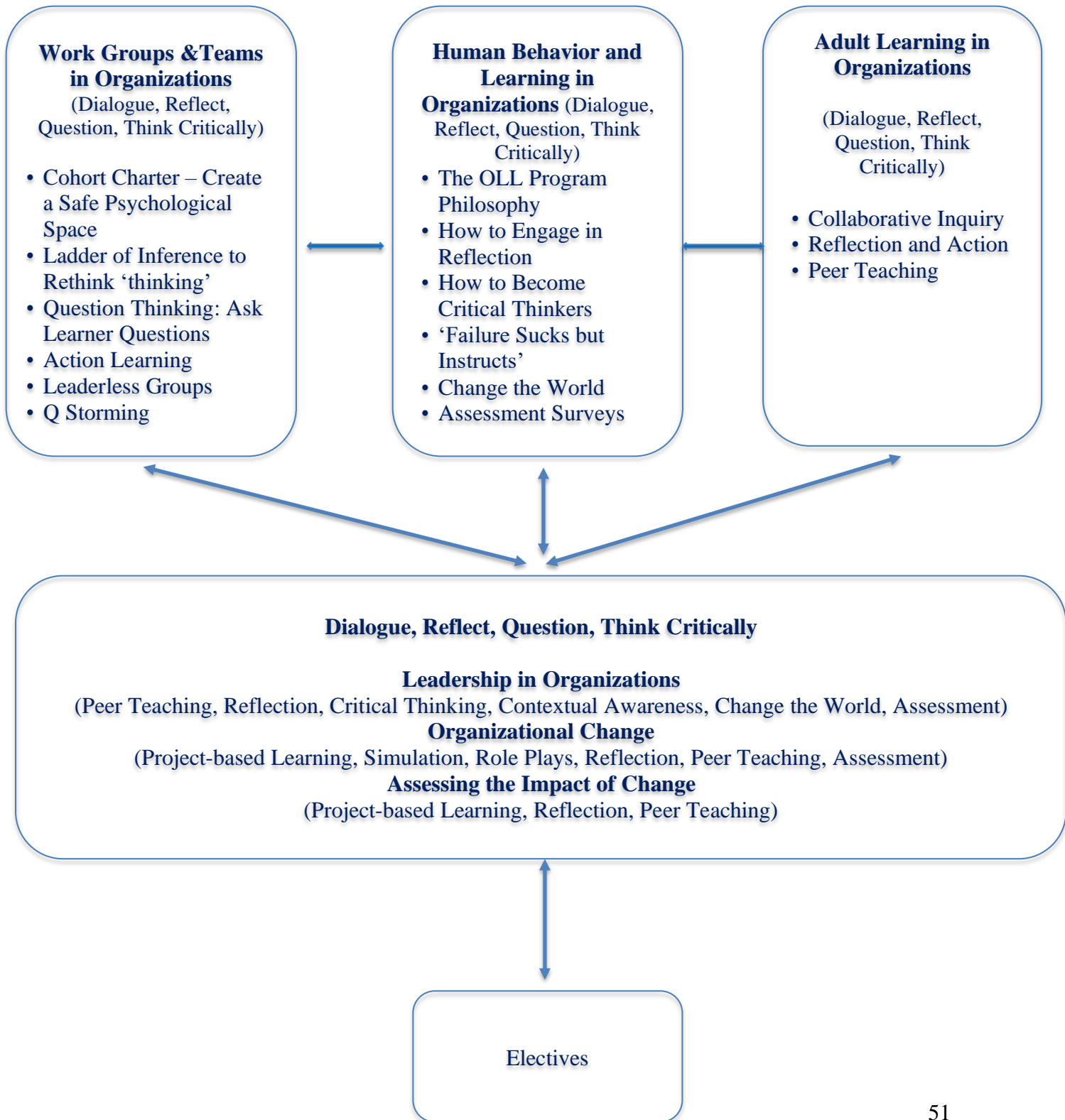
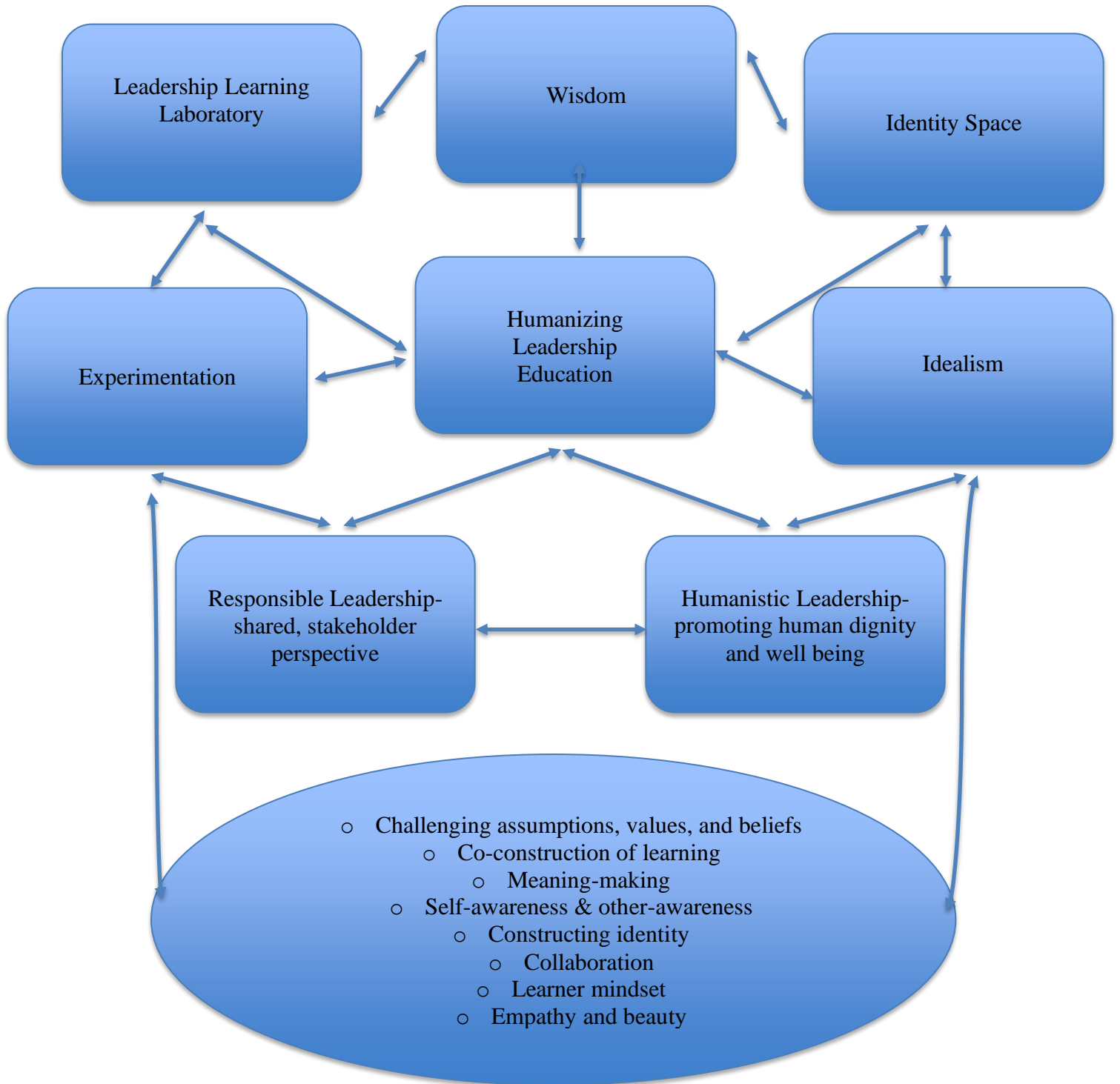


Figure 3
Humanizing Leadership Education



HI 2020-001

Appendix A

An Overview of the OLL Program

Program Goal: Develop ethical, responsible and humanistic OLL practitioners with strong ‘learning’ orientation, capability to effectively lead change, and capacity to continuously develop themselves and others in their organizations and environments.

Formats: Online & in-person (offered in Washington DC at GWU’s Main Campus)

Summary of Coursework: Core Courses: 21 credits; Electives: 9 credits

Coursework: 30 credit hours

Core Courses (21 credits)- taken in the following order

1. Work Groups and Teams in Organizations
2. Human Behavior and Learning in Organizations
3. Adult Learning
4. Leadership in Organizations
5. Organizational Change
6. Leadership Development
7. Assessing the Impact of Change (Quant & Qual Methods)

Electives* (Choose any *three*- 9 credits)

- Consulting Skills
- Strategic Change
- Current Issues in Leadership
- Organizational Learning
- Global Leadership
- Globalization, Change and Learning
- Increasing the Capacity to Learn
- Internship
- Action Learning
- Meaningful Workplaces
- International and Multicultural Issues in Organizations
- Ethical, Responsible and Humanistic Leadership
- Diversity & Inclusion in Organizations
- Research and Independent Study

Learner Information:

Average Age: 30 years

Sample Organizations Represented: IBM, Deloitte, Apple, Google, Amazon, US Dept of State, US Navy, US Army, Center for Creative Leadership, Chevron, Starbucks, IMF, the World Bank, AIR, FBI, VA Dept. of Health

Gender: 70% Cis-females; 27% Cis-males; 3% Queer

HI 2020-001