

III. WHAT IS LEADERSHIP?



*Leadership is the use of one's imagination to
conceive different concepts.*

-Dr. Cornel West

UNIT III: LEADERSHIP

Questions for Discussion

Leaders:

- Are leaders born or made?
- Is leadership situational (i.e., can a person be a leader in some situations and a follower in others? Can leadership be bestowed by office, or must it be earned?)
- Are there degrees of leadership? What characteristics of a leader can be developed through training?
- What characteristics or skills might you develop to enhance leadership abilities?
- What is your leadership style?
- Do leadership styles change with the times, or are they constant?
- Give examples of situations in which a leader might modify his or her style to fit a situation.

Followers:

- Is effective "followership" a step in the development of leadership?
- Why do effective followers need to be critical thinkers?
- What are the roles of a follower?
- What are some examples of occupations in which the ability to follow is more important than the ability to lead?

Objectives:

- ◆ To gain a broader understanding of the word *leadership*.
 - ◆ To develop your personal meaning of *leadership*.
 - ◆ To recognize the process of leadership.
 - ◆ To understand modern concepts and theories of leadership.
 - ◆ To experience the process of *leadership* through participation in the activities.
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DEFINITIONS OF LEADERSHIP

Informal Definitions

By this point in your life you must have some idea of what leadership is. Write down your personal definition on the front page of your journal.

Formal Definitions

"Leadership has been conceived as the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as particular behaviors, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differentiated role, as initiation of structure, and as many combinations of these definitions."

-Bernard M. Bass

"The art of mobilizing others to want to struggle for shared aspirations."

-Kouzes and Posner

"An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes."

-Joseph Rost

Leadership is a Process

One of the most important things you will learn in this course is that leadership is a process. There are three necessary components to make the leadership process complete:

- A leader
- Followers
- Context

A. LEADER

The unique role of leaders is to take us places we've never been before.

-Kouzes and Posner, The Leadership Challenge

A leader is someone who sets goals and inspires others to work towards achieving them. According to Ralph Stodgill, "Leaders have drive, ambition, a desire to lead, honesty, integrity, self confidence, cognitive ability and knowledge of the business".

Everyone has the innate ability to lead. However, the way in which we develop our leadership skills determines our effectiveness as a leader. Therefore, involvement in programs, such as the one you are in right now, and other experiences in school and at work can help you recognize YOUR leadership abilities.

There are two main types of leaders, task motivated and relationship motivated.

Task Motivated - more attentive to task related aspects of the leadership situation, more concerned with task success and more inclined to behave in a structuring, directive, and somewhat autocratic style of leadership.

Relationship Motivated - more attentive and responsive to interpersonal dynamics, more concerned with avoiding conflict and maintaining high morals and more likely to behave in a participative and considerate leadership styles.



Traits of an Effective Leader

- **Honesty** - Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust in your followers.
- **Competent** - Do not make decisions based on childlike emotional desires or feelings. Your actions should be based on reason and moral principles.
- **Forward-looking** - Set goals and have visions of the future. The vision must be owned throughout the group or organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.
- **Inspiring** - Display confidence in all that you do. By showing endurance in mental, physical, and spiritual stamina, you will inspire your people to reach for new heights. Take charge when necessary.
- **Intelligent** - Read, study, and seek challenging assignments.
- **Fair-minded** - Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well being of others.
- **Broad-minded** - Seek out diversity.
- **Courageous** - Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.
- **Straightforward** - Use sound judgement to make a good decision at the right time.
- **Imaginative** - Make timely and appropriate changes in thinking, plans and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems.

Compiled by the Santa Clara University and Tom Peters Group (Big Dog)

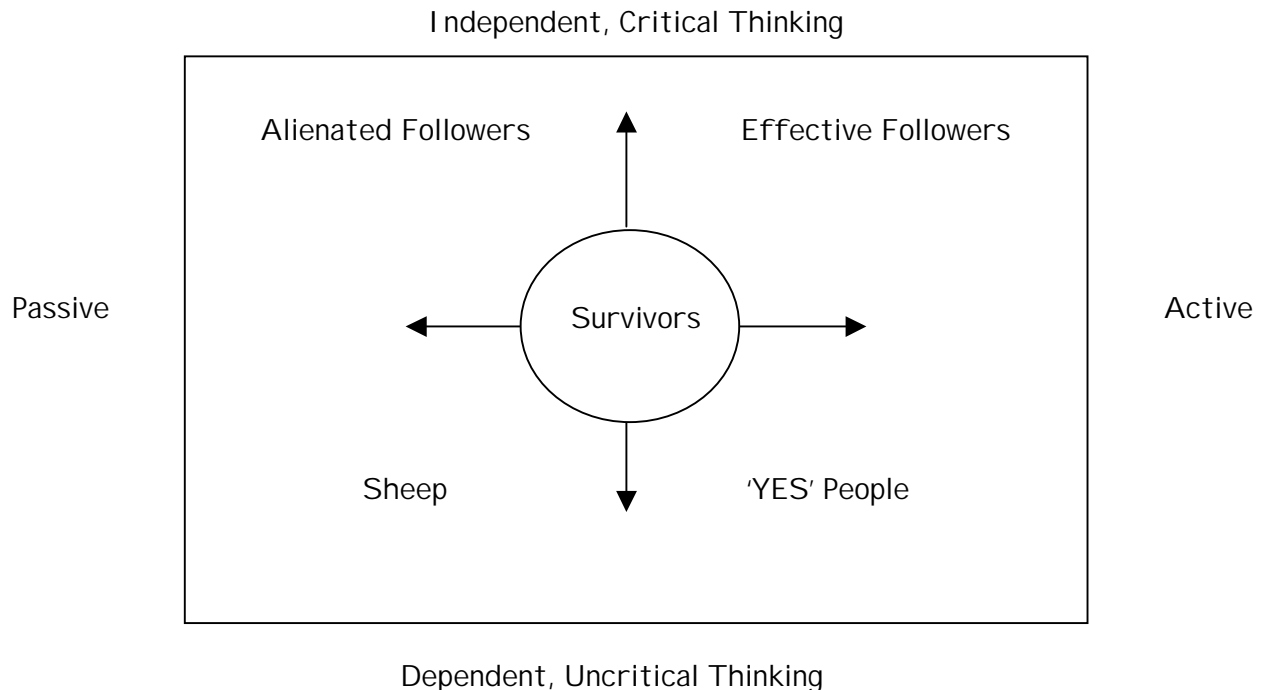
B. FOLLOWERS

Followers are an essential component to the leadership process. Without followers, a leader cannot exist. Furthermore, effective followers produce effective leaders. According to Robert E. Kelley, who has conducted extensive research on followership, "An effective follower portrays enthusiasm, intelligence, and self-reliant participation in the pursuit of an organizational goal. They think for themselves and carry out their duties and assignments with energy and assertiveness. They are risk takers, self-starters and independent problem solvers. Effective followers can succeed without strong leadership". Furthermore, effective followers are critical thinkers who will allow their talents to be utilized, but who will refuse to be used and abused by leadership.

Characteristics of Effective Followers

- They manage themselves well.
- They are committed to the organization and to a purpose, principle or person outside themselves.
- They build their competence and focus their efforts for maximum impact
- They are courageous, honest, and credible.
- They do not have to be on constant observation.
- Effective followers see themselves as the equals of the leaders they follow.
- The effective follower is enthusiastic, well balanced, and responsible.

A Two-Dimensional Model of Follower Behavior (R. E. Kelly)



5 TYPES OF FOLLOWER BEHAVIOR:

- (1) **SHEEP** are followers who do not play an active role in the organization and simply comply with any order or directive given to them.
- (2) **'YES' PEOPLE** are active followers who readily carry out orders uncritically. They can be dangerous if their orders contradict societal standards of behavior or organizational policy.
- (3) **SURVIVORS** are followers who are rarely committed to work group goals but have learned not to make waves. Because they do not like to stick out survivors tend to be mediocre performers and often clog the arteries of many organizations.
- (4) **ALIENATED FOLLOWERS** are like festering wounds in the organization; they are continuing sore spots who are more than happy to point out all the negative aspects of organizational goals, policies, and procedures (and overlook the positive aspects).
- (5) **EFFECTIVE FOLLOWERS** play an active role in the organization but are not 'YES' people. They reflect on company goals and policies, and are not hesitant to bring their concerns to their leaders.

REMEMBER:

★ Both followers and leaders do leadership.

★ Followers become leaders and leaders become followers.

★ Two leaders may have different perceptions of the same followers or situation.

★ A leader may need to respond to various followers differently
in the same situation.

★ A leader may need to respond to the same follower differently
in different situations.

★ Followers may respond to various leaders very differently.

★ Followers may respond to each other differently with different leaders

C. CONTEXT

The contextual element of the leadership process is really the surrounding environment which influences the leadership style and decision making process. We can assess the interactions between the leader and follower based on the Historical Context, Cultural Context and Immediate Context.

Historical Context

This implies that leadership takes place within and is affected by the economic, social, political, and intellectual forces that shape society. For instance, would FDR be remembered as a great leader if we had lost World War II? Probably not. Therefore, it is important to consider what was happening in society when that person exercised effective leadership.

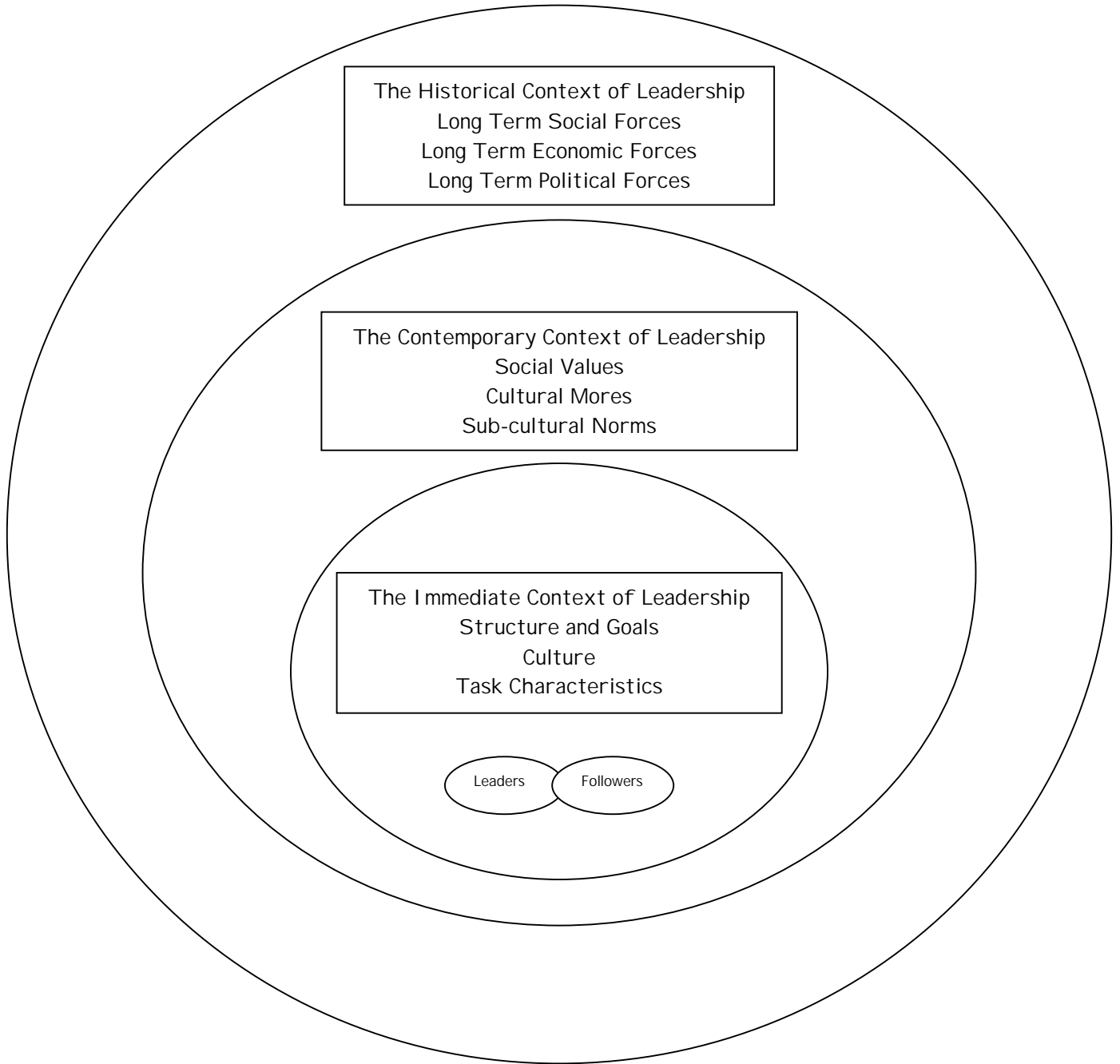
Cultural Context

Culture is a word we are all familiar with. Everyday we are immersed in a multicultural society here in the United States. But let's take a minute to consider what culture really means. It is the entire way of life followed by a people. This could be within a large societal group or within a small organization. Culture reflects the norms, morals, laws, and habits of a group.

Therefore, don't forget to recognize the cultural context.

Immediate Context

This simply translates to the situational factors of leadership. The same person could be an effective leader in the courtroom and win support from his followers, but be a poor leader during the school PTA meetings. The immediate surroundings usually determine the type of leader a person can be.



Contexts of Leadership Model

MODERN STYLES and THEORIES OF LEADERSHIP

As mentioned before, the study of leadership is becoming increasingly popular in the land of academia. Therefore, leadership scholars have focused their efforts on the behavior patterns of leaders. The various leadership styles help us categorize effective leaders.

Great Man/Great Woman Theory

People tend to think that some leaders possess superhuman qualities. These “Great Men or Women” are usually strong, intelligent, and loved by everyone. Furthermore, their followers believe that major events, both nationally and internationally, are influenced by those persons in power. However, this theory is no longer widely accepted since we now know that leadership can be exercised by anyone, not just presidents and Superman.

EX: The President of the United States, famous actors/actresses

Transactional Leadership

In a leader/follower relationship, each person recognizes the other as a person. This type of leadership occurs *when one person takes the initiative in making contact with others for the purpose of an exchange of valued things*, according to James McGregor Burns. He also claimed that this exchange could be economical, political, or psychological.

EX: Managers who offer promotions to employees who surpass their goals and teachers who give students grades for their work both exhibit transactional leadership styles.

Transformational Leadership

Burns observed that this style of leadership occurs *when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Leaders throw themselves into a relationship with followers who will feel elevated by it and become more active themselves*. The leader is attentive to the needs and motives of the followers and helps them reach their full potential. Transformational leadership is often used interchangeably with charismatic leadership. This style focuses itself more on the process of empowering followers to accomplish a group's objectives.

EX: Mahatma Gandhi – raised the hopes and demands of his people while personally changing and growing in the process.

Managers who attempt to change their company's corporate values to reflect fairness and justice, and emerge with a higher set of personal moral values.

Charismatic Leadership

Charisma is that special charm some people have that secures for them the support and allegiance of other people. A charismatic leader has the ability to influence followers by arousing strong emotions. These leaders are also energetic, motivating, inspiring, and confident. However, this very same attribute, if used immorally, can produce harmful results.

EX: Martin Luther King, JR's "I Have a Dream" speech, where ideological goals are addressed with moral overtones. MLK also stands as a role model for the beliefs and values that he wanted his followers to adopt.

Fiedler's Contingency Theory of Leadership

This theory matches the leader and the situation, but does not demand that the leader fit every situation. In other words, if a leader's style does not match the situation, rather than changing his or her style, it would be more effective to change the leader. This theory argues that a leader's traits and styles are fixed and cannot be changed.

EX: If a leader is stronger in building relationships among employees rather than delegating tasks, then according to this theory, (s)he would not be an effective leader as head of an ER, where organization and quick and efficient distribution of tasks is key.

Situational Leadership

Also known as Hersey and Blanchard's Situational Approach, an effective leader must be able to adapt his or her style to meet the demands of the situation. Sometimes a person is remembered as a great leader because he/she was in the right place at the right time. If taken out of that situation, the person may not have possessed the same characteristics as a leader. This is situational leadership- when the style compliments the situation. Unlike Fiedler's theory, a leader's style is not fixed, it is flexible.

EX: A fire chief has certain methods of delegation in firefighting, yet those same methods may not be applicable to how he runs his organization as a whole. Therefore, he must change his style to match each environment.

"Rather than a great man causing a great event to happen, the situational approach claims that great events are the product of historical forces that are going to happen whether specific leaders are present or not."

J. Adair

Servant Leadership

The servant leader never puts him or herself first. This leader makes sure that other people's highest priority needs are being served. Furthermore, servant leaders inspire their followers to carry on, serve, and lead.

EX: AmeriCorps and other community service volunteers

Citizen Leadership

A citizen leader usually is not recognized as a traditional leader since they do not consciously choose to be a leader. Their actions in upholding their moral responsibility cause their leadership skills to develop. According to Richard Couto, *The goal of a citizen leader is to raise the floor beneath all members of society, rather than to enable a few to touch its valued ceiling. They pursue and establish change.*

EX: Legislators, labor union officials, directors of non-profit organizations, and elected and appointed political officials - those who are chosen for their beliefs and values.

Path-Goal Theory of Leadership

This theory emphasizes the relationship between the leader's style and the situational environment. Throughout the leadership process, the leader defines and sets goals, clarifies the path to the goals, removes obstacles, and provides support for the followers. In practice, it provides direction about how leaders can help the followers to accomplish their work and enhance their performance in a satisfactory manner.

EX: A new work unit has just been created and none of the members have a clear understanding of what their tasks are. Using this theory as a model, the leader should be more directive and clear in order to clear up the ambiguity.

Leader-Member Exchange Theory (LMX)

The emphasis is on leadership making. The leaders should try to develop high quality exchanges with all of their followers, as the leader-member relationship is the focal point of the leadership process. Effective communication is an important skill brought into use in this theory.

EX: A follower who receives more information, influence, confidence, and concern from their leader is more likely to perform well than one who simply does his or her basic job.

The Basic Ingredients of Leadership

Warren Bennis

1. *Guiding Vision* - Having a clear idea of what you want to do and the strength to persist in the face of setbacks and failures.
2. *Passion* - The leader loves what he does and loves doing it. By communicating their passion, it gives hope and inspiration to followers.
3. *Integrity* - Self-knowledge, candor and maturity.
4. *Curiosity* - Interest in the exploration of new ideas and possibilities.
5. *Daring* - Courage to take risks and "think outside the box."

As a leader:
You must endure heart-ache and sorrow
You face humiliation and discouragement
 You work while others play
You support those who have fallen
 You encourage the despairing
 You give direction to the lost
You carry the burdens of many
 You weep for the suffering
 You laugh with the happy
 You calm the angry
 You comfort the mourning
 You pray for wisdom
 You smile to the frowning
You listen to the ideas of others
You forgive those who hold grudges
 You help those in need
 You recognize many
 You are recognized by few
 You achieve the impossible
 You give credit to others
You give all of yourself to be a leader
 But you ask yourself daily,
 Is it worth it?
 But it is those times
 When you make a difference
 In the life of another person
 That tilts the scales of sacrifice
 And makes being a leader
The Greatest Privilege in the World

"Six Significant Landscapes"

Wallace Stevens

Rationalists, wearing square hats,
Think, in square rooms,
Looking at the floor,
Looking at the ceiling.
They confine themselves
To right-angled triangles.
If they tried rhomboids,
Cones, waving lines, ellipses-
As, for example, the ellipse
Of the half-moon-
Rationalists would wear sombreros.

Consider this new context of leadership.

LEADERSHIP DEVELOPMENT PARADIGM SHIFT

OLD PARADIGM

A FEW

TRAINING

ONE-SHOT

CONTAINED
SETTINGS

HOW TO

FORMULA

WHO

WHAT

WHEN

WHERE

WHY

HOW

NEW PARADIGM

EVERYONE

REFLECTING

ONGOING

MULTIPLE SETTINGS

FOR WHAT

PROCESS

MODELING LEADERSHIP

1. Facilitate communication and interaction
2. Foster a sense of community
3. Establish positive working relationships
4. Seek to build consensus
5. Keep program goal/vision before constituents
6. Apply conflict resolution strategies
7. Be an active mediator between students/ faculty
8. Be honest, ethical, straight-forward

MODELING FOLLOWERSHIP

1. Be supportive of leader/committed to program
2. Provide constructive feedback to leader
3. Be an active participant
4. Disagree agreeably
5. Be an independent/ critical thinker

CLASS 8: WHAT IS LEADERSHIP?

Objectives:

- To define leadership
- To acknowledge leadership traits within oneself and others
- To begin to understand leadership as a process

Materials Needed:

- Large sheets of paper
- Colored markers or pens
- Tape

Be Sure to Discuss:

- Article by Bernard Bass, "The Meaning of Leadership"
- Article by Richard L. Hughes, Robert C. Ginnett, and Gordon R. Curphy, "What is Leadership?"

Activities:

- Drawing Leadership
- Understanding Leadership

For Next Time:

- Personal Definitions of Leadership in Journal
- Read, "Leadership is a process, not a position",
- Read, "In Praise of Followers", Robert E. Kelley

DRAWING LEADERSHIP

There is no single definition of leadership. There are many different perspectives and aspects of leadership that allow for a variety of definitions and interpretations. To introduce the concept of leadership to the students, begin by addressing their own perspectives.

Materials Needed:

- Flipchart paper
- Markers

Directions:

Split the students up into small groups and have them draw on a piece of flipchart paper what their idea of leadership is. Ask the following question: "When you first hear the term 'leadership', what are the types of things that you immediately associate it with?" Before drawing, have the groups brainstorm their ideas and write them down on a separate sheet of paper. Then instruct them to draw the images associated with those ideas on the flipchart paper. The drawing can be one single image or many different images. Allow for about 10 minutes for this whole process. When all the groups are done, have them hang the papers next to each other on the wall. Have one member from each group present their work to the class. After all the drawings have been presented, discuss the similarities and differences between the drawings as a class, and try to come up with a cohesive definition of leadership.

UNDERSTANDING LEADERSHIP

Student Instructions

Assignment: To consider what it means to be a leader and what characteristics we associate with leadership.

Directions: Work with one other person—preferably someone you don't know very well or someone from a different community.

1. Individually think about two of the people you identified as leaders, and consider why you feel each is a leader. Then identify five characteristics or traits that you associate with each and consider to be characteristics of leaders. You have 5 minutes to do this.
2. Together with your partner, share the reasons why you feel each of the people you identified is a leader. Then share your list of traits with your partner, and note which traits you both listed. Review all the traits you and your partner identified and see if you are in agreement that all the traits listed are leadership traits. Identify any traits which you do not both agree on as leadership traits. You have 10 minutes to do this. Be prepared to share your work with the rest of the group.

UNDERSTANDING LEADERSHIP

Time Limit: 1½ hours

Objectives:

- To provide a practical definition of leadership
- To describe characteristics which they associate with leaders

Directions:

- Introduce the concept of leadership, using *Understanding Leadership: An Introduction* with the full group. Ask the students to write down their definition of leadership. Spend 2-3 minutes on this exercise.
- Next, share some of the definitions found in *Understanding Leadership* with the group. See how the definitions from leadership experts compare to the students' definitions. Ask for their opinions. Spend 15 minutes on this discussion.
- Ask the group to individually identify three people in their community whom they think are leaders. Ask the students to describe their role in the community. After 3 minutes, ask the students to name person and to also give their corresponding position or role. Keep listing leaders until you have gone through the group at least twice. DO NOT ask why these people were identified as leaders.
- Process the experience—Did students find it difficult to identify leaders. Who are the leaders they listed? How many were men versus women, "minority" versus "mainstream," engaged in business versus nonprofit and other sectors, known to the public versus not publicly known.
- Generalize: Have students form pairs. Ask students to choose two of the people they identified as leaders and consider why they feel each is a leader. For 5 minutes, they should—individually—identify five traits that make the people they chose leaders.
- Within their pair, students should share their reasons for selecting the persons and identifying the traits. Together, they should come up with another list of five traits that identify leader. Where there is disagreement, they should make a separate list of traits. Allow 10 minutes for this process.

- While the pairs are working, put newsprint up on two opposite walls. On one side of the room, write at the top of the newsprint “Leadership Characteristics or Traits on Which There is Agreement,” and on the other side of the room “Leadership Characteristics or Traits on Which there is NOT Agreement.”
- Ask one person from each pair to write the agreed-upon leadership traits on the respective newsprint, and the other person to write the non-agreed-upon traits on newsprint on the respective sheet. Each person writes one trait from his/her list, then goes to the end of the line. As each person gets to the newsprint again, s/he adds another trait from his/her list. This continues until all the traits are up. If pairs have the same traits listed by others, they should put mark by the trait to indicate agreement—so everyone can see how many times specific traits are mentioned.
- In the full group, discuss and list the reasons members gave for identifying individuals as leaders. See if there is agreement on some of the factors.
- Look at the list of traits. What trends do you notice about the traits—one some listed more than others; are some traits on both sides of the room?
- Generalize: Try to categorize the traits—Which are people born with? Which can be earned? Which deal with a person’s values? Which are skills?
- Ask students whether this exercise has changed their concept of leadership. Ask how they can apply what they have learned in their daily lives.

This discussion will probably take about 30 minutes.

CLASS 9: LEADERSHIP AS A PROCESS

Objectives:

- To understand the leadership process
- To comprehend the role of followers in the leadership process
- To familiarize oneself with the contextual element of the leadership process

Materials Needed:

- Copies of Assessing Yourself as a Leader or Follower

Be Sure to Discuss:

- The role of followers in the leadership process
- The types of follower behavior
- The different contexts of the leadership process
- "Leadership is a Process, Not a Position"
- "In Praise of Followers"

Activities:

- Assessing Yourself as a Leader and/or Follower
- Debate: Are leaders born or made?

For Next Time:

- Read, "Transactional and Transforming Leadership", James MacGregor Burns
- Leader Biographies

ASSESSING YOURSELF AS A LEADER AND/OR FOLLOWER

Objective:

- To have the students think of themselves as leaders

Procedure:

- Have the youth make a list of events in which they assumed a leadership role.
- Have the youth identify and number the times that they had opportunities for leadership and they did not act.
- Have the group discuss the reasons why they acted assertively in one set of situations and why they did not assume the leadership role in other situations.

Closure:

- Group members, as a whole and individually, should develop a list of circumstances (types of events, situations) in which they are comfortable in being leaders.
- A second list of circumstances should identify for the group and its individual members the situations in which they avoid acting assertively.

ARE LEADERS BORN OR MADE?

Time Limit:

- 20 -30 minutes

Objective:

- To show students that everyone has the potential to be a leader.
- To enhance speaking and debating skills.

Materials Needed:

- Paper for brainstorming

Directions:

PART I

- Have students assemble into groups of three or four.
- On a piece of paper, have them write out a list of traits that are necessary for an effective leader to possess.
- After this part is completed, the students should refer back to the list and mark which traits are innate and which are skills that can be acquired.
- Instruct the students to count how many traits they listed as innate.

PART II - The Debate

- If the group decides that the majority of their listed traits are innate, they will become the proponents of "Leaders are born"; if the majority are acquired skills, then they will support "Leaders are made".
- Encourage a debate in the classroom. Remind students that they must always back up their arguments with solid support.

CLASS 10: LEADERSHIP THEORIES AND APPLICATIONS

Objectives:

- To recognize different styles of leadership
- Great Man Theory
- Transactional vs. Transformational leadership
- To recognize a charismatic leader
- To acknowledge how situations determine leader behavior

Be Prepared to Discuss:

- "Transactional and Transforming Leadership", James MacGregor Burns
- Leader Biographies- assess what types of leaders they are (were).

Materials Needed:

- Overhead projector, VCR (for student presentations if needed)

Activities:

- Leader Biography presentations

For Next Time:

- Read, "The Making of a Citizen Leader", Cheryl Mabey
- Read, "Servant Leadership", Robert K. Greenleaf

Web Resources:

- James MacGregor Burns Academy of Leadership:
<http://www.academy.umd.edu>
- The Jepson School of Leadership Studies
<http://www.richmond.edu/~jepson/>

BIOGRAPHIES

Goal: To identify historical examples of Hispanic leadership and evaluate the characteristics that made those leaders effective

Objectives:

- Identify aspects of leadership
- Develop research and writing skills
- Evaluate an historical figure's leadership qualities

Materials/ Resources:

- List of leadership skills and traits
- Research materials (library, computer, encyclopedia, biographies)

Procedure:

1. Generate a list of Hispanic leaders, past or present. Be creative and look for unlikely leaders. This can be accomplished by the class or the teacher
2. Have each student select a leader to research in depth
3. After completing research, students will write a biography of that leader.
4. Included in the biography should be an analysis of different traits/characteristics that influence that person's leadership skills:
 - a. 3 events in that person's life that led them to a position of leadership
 - b. 2 events in that person's life that influenced later leadership decisions
 - c. 5 specific leadership traits with specific examples of how that person used those traits in a position of leadership.
 - d. 2 successes in that person's leadership career, each with three specific factors that enabled that person to accomplish goal.

LEADERSHIP BIOGRAPHIES

After reviewing the various leadership traits and theories in class, have the students complete this take-home assignment.

Ask each student to find an example of a leader, either nationally or community-based, that displays particular traits and/or practices any of the leadership styles that they have just learned (i.e., charismatic leadership, servant leadership, etc.) Have each student write a brief background on that leader and explain why he or she exhibits those traits/behaviors. Have the students bring this assignment to the next class period, where they will go over their results in small groups.

CLASS 11: LEADERSHIP THEORIES AND APPLICATIONS continued

Objectives:

- To recognize servant leadership
- To discover the true meaning of a citizen leader
- To learn about servant and citizen leaders who made a difference

Materials Needed:

- Movie clips from, " Gandhi" (1982)
- Documentary, "The Speeches of Martin Luther King Jr."
- Documentary, "Cesar Chavez"
- "I Have a Dream" speech

All visual aids available from <http://www.nlcc.com>

Be Prepared to Discuss:

- Article on "The Making of a Citizen Leader", Cheryl Mabey
- Article on "Servant Leadership", Robert K. Greenleaf
- Article on "Defining a Citizen Leader", Richard A. Couto

Activities:

- Analysis of video clips
- Dramatic interpretation of "I Have a Dream" speech

Web Resources:

- Martin Luther King Web, <http://www.martinlutherking.8m.com>
- Information on Gandhi, <http://www.kamat.com/mmgandi/links.htm>
- Information on Cesar Chávez, <http://www.latino.sscnet.ucla.edu/research/chavez/> OR <http://thecity.sfsu.edu/~ccipp/cesarbio5-12.html>

I Have a Dream

by Martin Luther King, Jr.

Delivered on the steps at the Lincoln Memorial in Washington D.C. on August 28, 1963

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.

But one hundred years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. So we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check which has come back marked "insufficient funds." But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. So we have come to cash this check -- a check that will give us upon demand the riches of freedom and the security of justice. We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of the Negro. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with the words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning, "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring."

And if America is to be a great nation this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania!

Let freedom ring from the snowcapped Rockies of Colorado!

Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!

Let freedom ring from every hill and every molehill of Mississippi. From every mountainside, let freedom ring.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! free at last! thank God Almighty, we are free at last!"

CLASS 12: LEADERSHIP THEORIES AND APPLICATIONS continued

Objectives:

- To understand the Path-Goal Theory of leadership
- To understand the Leader-Member Exchange (LMX) Theory of leadership
- To apply the various leadership styles and theories to popular movies

Materials Needed:

- Movie rented from local video store. Suggestions include: *Crimson Tide*, *Braveheart*, *Dead Poets Society*, *A Few Good Men*

Activities:

- Film Analysis and Discussion

For Next Time:

- Read, "Visionary Leadership", Marshall Sashkin
- Read, "A Personal Mission Statement", Steven R. Covey

FILM ANALYSIS

Choose a film that accurately portrays a style of leadership appropriate for an in depth analysis. Have the students watch the film outside of class and take notes on the leadership references within that film. In particular, have them watch for:

- **Leadership Styles:** Transformational, Transactional, Citizen, Servant, and Charismatic Leadership, among others.
 - Is there one set leader in the film, or multiple leaders, and what styles do they portray?
 - What evidence can you provide to back up your analysis?
- **Leadership Theories:** Path-Goal Theory, Situational Leadership Theory, etc.
 - What theories can you apply to this film? Provide specific examples of scenes in which these theories are evident.
- **Leadership Traits:** Task-oriented, Relationship-oriented, Inspiring, Courageous, Imaginative, etc.
 - What are the traits that each leader possesses? Provide examples to support your claims.
- **Leader/Follower Relations:**
 - What is the relationship between the leader and the followers? Is the leader delegative or participative?
 - Do the followers fully support the leader, or is there some friction?
- **Context:**
 - In what situations is the leader most effective? Give specific examples to support your choices.
 - Are there instances where the leader switches positions with the followers or steps down from his/her role?

These are a few questions on which the students can base their analysis, however, feel free to include any other relevant information they have learned in the program. Have them write down their observations and bring them to class, prepared for discussion.