A Reflex Model of Leadership Development
A Concept Paper

Russell W. West[1]

CASE INTRODUCTION: IT CAME FROM WITHIN

By the looks on their sullen faces as they filed in the room for class, my suspicions were forming as to how last night's team meeting went. Tricia spoke first: "I hate this game Dr. West. You're making us fight one another. This class, I mean, this game isn't Christian. Most of us have been the best of friends since we've been here at seminary, but now we've had to choose tasks over relationships-all because of this game." Chris interrupted her handily, perhaps bringing residues of last night's fracas into the room with him: "What's the problem? Everybody knew the deal before we started; everybody had a job to do. Thomas had his and I had mine. Why's everybody complaining?" Thomas, taking a more philosophical view, chided: "Its a post-modern world we're inheriting. You've made us build this "top down" organization. Hierarchy is fading; relationship is the future, man! (At this point, it was becoming painful as I bit my lip to keep from betraying my pleasure with the rising anxieties I so needed in the room if the class was going to be of any use at all). I asked: "What happened at last night's team meeting?" Marc replied: "Chris (who was CEO at this entrepreneurial stage of the game) fired Thomas for not completing his job on time. Everybody jumped all over Chris for his Machiavelli moves. They were yelling and stuff. Bad scene, Dr. West."

Clearing my throat I began by announcing: "Sounds like you had a tough meeting, and that your very young organization has all the characteristics of a command-and-control production-oriented machine. Sorry to learn that some of you have been treated roughly by your peers. The most interesting part of all is this: you think I have made you yell, fight, control, fire, etc.., is this right?" Heads were bobbing in fervent agreement that I validated their position, at least until I said: "Did anyone happen to notice I was not at your meeting last night? Whatever surfaced in your meeting —

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*your mock organization's top-down model, your zero-tolerance personnel policies, your power plays and insults —
came from within you.   These implicit models of
organizational leadership are coded deep within you; they
preceded this class, any textbook reading, any game I have
hosted."   And just for dramatic, as well as Christian
formational effect, I added: "And apparently, you don't like
what you have found within."   With the stating of the
heretofore unnoticed fact of my complete absence from all
their design processes (since all of this was assigned outside of
"the staff meeting," a.k.a., class), nine students, nine precious
Christian ministry leadership learners who had dared join me
in this experimental simulation focused on executive
leadership reflex development, each stared back at me with
that 'deer in the headlights' look. It was as if it dawned on
everyone simultaneously: we have met the enemy, and it is us
(not Dr. West, nor the class, nor the Doulos Game). Although
it had taken three weeks to get to this point in the game, it was
time now for "the class" to begin.*

The foregoing exchange between professor and class
participants represents a fairly average slice of one of my
leadership classes. The scenario is a case-in-point instance of
a reflex-centered leadership pedagogy.   This approach to
leadership formation aims for transformation at the core of a
person's being, at the place where values and reflexes convert
to observable leadership actions.   The teaching strategy is
always met with extreme emotional receptions that range
from anticipation to anger; it is seldom met with apathy
however. Whether liking it or leaving it, participants' reviews
over the years suggest they learned (at times in spite of
struggles with the often unconventional classroom process).
One learner's used-with-permission reaction to "The Doulos
Group" simulation - one of the semester-long applications of
the learning model which functions like NBC's reality-TV hit
"The Apprentice" - offers a glimpse into the type of
transformative reactions possible:

> Even though the "ah-ha moment" where the ultimate
> connection   between   organizational/leadership
> concepts presented by the texts and Doulos' personal

experience didn't take place until the final few weeks of the semester, the process/journey itself was both innovative and informative. Brilliant! My emotional response differed throughout the experience. At times I was quite motivated and inspired while at other times I was quite confused and frustrated. It is important to note, however, that at all times I was emotionally invested. In that regard, I was able to take full advantage of the experiential element of the class and thus also take full advantaged of the educational aspect — I owned the material. It wasn't just something I learned. I was something I lived.[2]

In this essay, I propose a leadership development approach that, in many of its features, contrasts with conventional subject-focused classroom-based ones. Whereas many seminary classes depend on information exchange approaches between professors and students — these are mediated through lectures, note-taking, required readings, book reports, term papers, tests and grades — the model discussed in this concept paper takes a different road. Because leaders lead from the inside out, and the inside from which they are leading is not fundamentally from their cerebellum, then intentional leadership development processes must be congruent with this reality. This position, naturally, requires that I make explicit the methodological undergirding of my teaching strategy.

ON METHOD

In this essay, I raise several questions pertaining to *method*. These questions do not function as research questions as one might expect in a formal research design, but serve a different purpose. This is a concept clarification paper. As such it precedes, and is not the result of, a rigorously executed research program. Concept clarification plays an important role in theory-building processes which, in time, can generate and support subsequent qualitative, quantitative, historical or critical research designs. It helps describe the nature of a phenomenon, its natural context and

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[2]   C. Price, "Course Integration Paper," Leading Groups and Organizations Course, Spring 2005. Used by Permission.

initial heuristic requirements.[3]   It provides what managerial leadership scholar, Karl Weick calls "disciplined imagination" that enables research processes to escape the trivialization to which many validation-oriented research programs are relegated due to their lack of relevance to actual practice.[4] Table 1 "Research Questions and Theoretical Claims," outlines the core questions and propositions which inform the direction of this concept clarification process.   Conceivably, these propositions could inform subsequent research procedures.   These statements inform the general outline of this essay as well.

The most general methodological question is this: Given all that leadership is construed to be, in its multivariate shapes and dimensions, how does one teach it?   *Leadership Reflex Theory* and the associated *Leadership Reflex Pedagogy,* my working titles for the core concepts of this paper, are increasingly my answers.   The core focal areas of the leadership education model proposed in this paper are founded on the following questions and claims:

TABLE 1. RESEARCH QUESTIONS AND THEORETICAL CLAIMS

Research Questions	Theoretical Claims
1. Given the immeasurably different views of leadership and its emergence, and the innumerable chaotic leadership circumstances possible, how do leadership educators ready learners for service, especially given the contextual learning constraints of seminaries?	1. *Phenomenon:* Incongruence is often evident in what instructors assume about leadership (implicit) and how they conduct leadership development (explicit). *Claim:* Developmental protocols cohere to leadership theories; these protocols should function like instructional imperatives.
2. Given the evolution of a historical range of options in adult educational theory/practice, which of these options is more disposed to sustaining leadership emergence of ministry leaders?	2. *Phenomenon:* Contextual approaches are more congruent with transformational leadership-type formation aims. *Claim:* Models which aim for reflex conditioning are the best suited for contextual learning.
3. How does an episodic/reflex model of the leadership process manifest?	3. *Phenomenon:* Leadership activates in response to contextual demands. *Claim:* Leadership action manifests from one's intrapersonal intelligence into the leader-needy episode through one's reflexes.
4. What instructional obligations are congruent with this view of the leadership process?	4. *Phenomenon:* Cognitive leadership learning has limited utility. *Claim:* Shaping leadership intelligence must include the conditioning of reflexes by addressing response patterns at the conative and contextual levels.

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[3]   David A. Whetten, "What Constitutes a Theoretical Contribution," *Academy of Management Review* 14:4 (1989): 492. 490-495), p. 492

[4]   Karl E. Weick, "Theory Construction as Disciplined Imagination," *Academy of Management Review* 14:4 (1989): 516.

In this exploratory paper, I intend to interact with the questions and claims in Table 1 by exploring both leadership development and adult development literatures while also describing a leadership development construct I have experimented with for more than twenty years in leadership development classrooms with military officers, nonprofit executives and congregational leaders. I explain the leadership reflex construct and pedagogy, locate these alongside other related leadership and educational theories to which they may relate, and provide an ethnographic case example of it in the design and implementation of a graduate-level leadership course. I submit this as a "conversation piece" that hopefully will invite each of us to be even more earnest to make explicit that which often functions implicitly in our own practices of leadership teaching and learning. The paper is organized under the following headings: *Pedagogical Incongruence, Pedagogical Congruence, Overview of a Leadership Reflex Model and Conclusion.*

PEDAGOGICAL INCONGRUENCE: LEADERSHIP EDUCATION'S DISTURBING FAULTLINE

Jack Mezirow, adult learning innovator: "A disturbing fautline separates theories of adult learning from the practice of those who try to help adults to learn."[5] I want to re-purpose his statement, from its andragogical philosophy context; it pertains directly to a peculiar problem of teaching leadership. It is my observation that *a disturbing faultline also separates theories of leadership from the practice of those who form leaders.* This is a fitting starting place for the proposal of the Leadership Reflex Model and the pedagogical model associated with it. It matters most in the context of "a disturbing faultline."

After more than 150 years and multiplied thousands of studies in the interest of understanding leadership during that time, the field of leadership studies proceeds without much clarity about its core topic, leadership.[6] James McGregor Burns described leadership as "one of the most observed and

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[5] Jack Mezirow, *Transformative Dimensions of Adult Learning* (San Francisco: Jossey-Bass, 1991).

[6] Jospeh C. Rost, *Leadership in the Twenty-First Century* (Westport, CT: Praeger Publishers, 1993).

least understood phenomena on earth."[7] Bass, in his 5000+ page *Handbook of Leadership*, with its 189 pages of bibliographic references, concludes: "the endless accumulation of empirical data has not produced an integrated understanding of leadership."[8] Few would disagree that its basic research program propagates "confusing and often overlapping terms."[9] It is described as "riddled with paradoxes, inconsistencies, and contradictions....There are probably few areas...which have produced more divergent, inconsistent, overlapping definitions, theories, and educational models than leadership."[10] Given the anomic state of the field, it should not be surprising that it also projects even less methodological clarity about how to form leaders.[11] Some have enjoined a debate as to whether leadership can be taught at all. The agnostic compromise of Thomas Cronin, for example, is often invoked by those who will not come to a position about the relationship of leadership's content and its improving translation into the lives of people through intentional developmental processes: "Leadership cannot be taught, but it must be learned."[12]   Likely, Cronin is more doubtful of the adequacy of academic processes than he is of the learnability of leadership. He has, most probably, only seen the topic handled incongruently. And the topic is too critical, like new wines are potent, to be jeopardized or squandered by misplacement in the feeble wineskin of some educational models. Such critics of leadership development seldom offer congruent models.

Although each meta-analysis since Burke and Day's seminal examination of the state of managerial development practice continuously since 1986 have called for more work to

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7   James M. Burns, *Leadership* (New York: Harper Row, 1978), 2.

8   Bernard Bass, *Bass and Stodgill's Handbook of Leadership: Research, Theory and Application* (New York: The Free Press, 1974), vii.

9   D. Ulrich, J. Zenger, , and N. J. Smallwood, *Results-Based Leadership* (Boston: Harvard Business School Press, 1999), 4.

10   Karen Klenke, "Leadership Education at the Great Ddivide: Crossing into the 21st Century," *Journal of Leadership Studies* 1:1 (1993): 112.

11   Donald J. Campbell, Gregory Dardis and Kathleen M.. Campbell, "Enhancing Incremental Influence: A Focused Approach to Leadership Development." *Journal of Leadership and Organizational Studies* 10:1 (Summer 2000): 29-44.

12   Thomas E. Cronin, "Leadership and Democracy," in *The Leader's Companion*, ed. Wren, J. Thomas (New York: The Free Press, 1995), 308.

be done to close the gaps between theory and practice,[13] the gap continues to yawn between theory and developmental practice. Collins, in her meta-analysis of managerial leadership development practices, summarized the impact of leadership research and theory upon the actual leadership developmental enterprise to be "miniscule."[14] A few theory-building efforts have helped in this direction,[15] but there remains much more to be done to help researchers and practitioners to understand, conduct and evaluate meaningful managerial leadership.[16]

I concur that more attention be paid to the simultaneous generation of both leadership theory and developmental protocols that best cohere to those leadership theories, especially in ways which can be measured for results in the lives of leader learners and the organizational communities to which they may be sent. Theoretical claims should function complementarily like instructional obligations that must be satisfied in the developmental process. If an instructor or writer offers a credo on how leadership functions and students should ask "So what does that have to do with [my] leadership practice?," not only should a meaningful answer be forthcoming, but the very content might be best served if taught in a way that is exemplary of the natural pedagogical imperatives arising from the nature of the theoretical content.

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[13] M. J., Burke and R. R. Day, "A Cumulative Study of the Effectiveness of Managerial Training," *Journal of Applied Psychology* 71 (1986): 232-245; C. Brungardt, "The Making of Leaders: A Review of the Research in Leadership Development and Education," *The Journal of Leadership Studies* 3:3 (1996): 81-95; S. A. Lynham, "Leadership Development: A Review of the Theory and Literature," in *Proceedings of the 2000 Academy of Human Resource Development Annual Meeting,* ed. P. Kuchinke (Baton Rouge: Academy of Human Resource Development, 2000).

[14] Doris B. Collins and Elwood F. Holton III, "The Effectiveness of Managerial Leadership Development Programs: A Meta-Analysis of Studies from 1982 to 2001," *Human Resource Development Quarterly* 15:2 (Summer 2004): 38.

[15] Collins and Elwood, "Effectiveness of Managerial Leadership"; Campbell, Dardis, and Cambell, "Enhancing Incremental Influence"; Gina Hernez-Broome and Richard L Hughes, "Leadership Development: Past, Present, and Future," *Human Resource Planning* 27:1 (2004): 24-32.

[16] C. McCauley and E. Van Velsor, "Our View of Leadership Development," in *The Center for Creative Leadership Handbook of Leadership Development,* 2nd ed. (San Francisco: Jossey-Bass, 2004).

FULFILLING PEDAGOGICAL IMPERATIVE

Pedagogical imperative is my language to describe adult instructional imperatives which naturally derive from the integrated character of the subject matter. These guide instructors toward what they must emphasize, what processes and what contexts are necessary for the fulfillment of them. Because of the nature of the instructional messages, some elements *must* be introduced into a teaching situation in order to ensure realization of the learning objectives implied by that content. For example, because of the nature of cooking, not any approach to teaching it will do. Cooking is a practice oriented field, certainly dependent upon enormous law-like theoretical constructions that approximate the way the world works. However, one could not satisfy pedagogical imperative in a culinary school by lecturing abstractly, course after course, in matters of thermodynamics, chemistry, architecture and aesthetic artistry. The very makeup of the subject, and its functional peculiarities in the real world, demands that participants get past theoretically valid and procedurally reliable recipes and substantively engage the raw materials of their craft and cook! Further, one cannot imagine a school where the master chef has not tasted the soup of her protégés!

By invoking the image of such a ridiculous cooking school, I am of course analogically tiptoeing around the very real possibilities that leadership education inside of many seminaries, in their inattention to the pedagogical imperative, may be at times more reminiscent of the all talk/little action fictitious culinary arts academy. In the introduction of their popular book *Strategic Stuff: Help for Leaders Drowning in the Details of Running a Church,* the authors indict seminaries on this very point:

> Ask any pastor who went to seminary how many classes on church administration were required or even offered. The typical response is laughter. Yet pastors are required to hire, fire, manage and supervise, oversee large budgets and the construction of buildings and parking lots-all with little or no training and few resources specific to ministry. Each month [since the publishing of their book] we get dozens of phone calls

or e-mails asking for advice on administrative and leadership issues.[17]

These authors assert that seminaries fail to do right by their students, their curriculum or their ecclesial constituencies when they do not provide such instructional meat in due season.   When this occurs, there is something askew, something incongruent, something disconnected in the operative constructs undergirding the educational endeavor. This is leadership education's version of the "the disturbing faultline" that Professor Mezirow decries in adult learning practice.   Let us probe the faultline phenomenon with examples from leadership theory.

PEDAGOGICAL IMPERATIVE IN LEADERSHIP EDUCATION

What does it mean for an instructor to cherish the position: 'Leaders are made, not born?' The 'born or made' leadership debate has ensued since leadership has been studied, without much concern, apparently, for any of the practical implications of such a debate.   If 'leadership is learnable,' (and the more than a 1000 leadership education programs in colleges, universities[18] and seminaries in the U.S. suggests that someone believes that it is learnable), what methodological protocols issue forth from such a belief? The born or made debate is only one theoretical choice that leaders and leadership educators have to come to terms with as they move from implicit theories of leadership to explicit constructions of leadership development.   There are many more.

Robert Terry, the late founder of the *Center for Reflective Leadership,* in seeking to offer a pan-organizational governance model, obliges leaders to make explicit choices about their leadership literacy as the precondition to a mature operational leadership ethic.[19] In Table 2 "Terry's Leadership Construct Choices," he poses several initial choices to

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17   Tim Stevens and Tony Morgan, *Simply Strategic Stuff: Help for Leaders Drowning in the Details of Running a Church* (Loveland, CO: Group Publishing, 2004), 14.

18   Howard T. Prince II, "Teaching Leadership: A Journey into the Unknown." Located   online   on   June   5,   2005   at http://www.utexas.edu/lbj/research/leadership/publications/teaching_leadership.pdf

19   Robert Terry, *Seven Zones for Leadership: Acting Authentically in Stability and Chaos* (Palo Alto, CA: Davies-Black Publishing, 2001).

illustrate how the field of leadership studies, both for student and teacher, offers polarities, contradictions and dilemmas. Each polarity can be preceded by the following question. Is leadership, in my implicit model, a matter of [complete sentences with by selecting point along the continuums]:

TABLE 2. TERRY'S LEADERSHIP CONSTRUCT CHOICES

Born ------------------------------------ Made
Individual ------------------------- Collective
Positional ------------------------- Situational
Results ------------------------------ Initiations
Coercive -------------------------- Consensual
Vision ------------------------------- Framing
Ethical ----------------------- Ethics-Neutral
Secular Concern --------- Spiritual Concern

So each person, teacher and student alike, arrive at different conclusions about these spectral positions; this makes the teaching moment a complex communicational challenge. The question is asked again, but this time, with this short list (and an implicit long list of a 1001 theoretical propositions in the leadership literatures) before us: how is one to *teach to* these theoretical commitments? How can the educator create training contexts that allows participants to move beyond relative implicit theories of leadership's functioning in the world? What developmental means prove themselves inadequate in such the formational task? These questions and more begin to arise when pausing to consider the pedagogical/andragogical requirements that flow from our suppositional systems about leadership and leadership development.

The point is this: for each subject matter commitment of an educator, which may take the form of implicit and explicit theories and other content materials, there exists an implicit debt as to what *must* be present within the learning moment. When such an alignment is deficient or incongruent in some way, the results are unsurprising: the learner satisfaction and transfer of learning are mitigated. There is a better way.

PEDAGOGICAL CONGRUENCE: PROPOSING A REFLEX MODEL OF LEADERSHIP EDUCATION

In this section, we turn our attention to the central notion of this paper, the reflex leadership model and its associated pedagogical strategy. After both brief discussions of the conceptualization process and an autobiographical digression to explain the origins of my heuristic hunches, I outline the key elements of the leadership reflex model and discuss the associated pedagogical model from an instructional design perspective and how I have used the model.

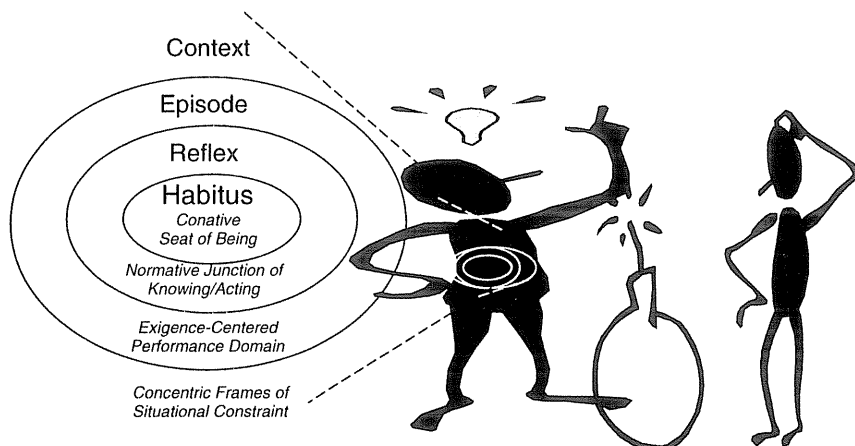## CONCEPTUALIZING REFLEXES IN THE LEADERSHIP PROCESS

The leadership reflex construct has its origins in my attempts to teach leadership that results in formed leaders, and not only talk about and around the topic of leadership. My premise: leadership education should result in measurable leadership development in the lives of participants. It is easy to stand before a group of participants and teach *about* leadership, without ever having to demonstrate a relationship between an increment of training and an increment of growth in the participant's leadership intelligence. This is especially true inside of formal academic settings which rely heavily on the assessment of information, rather than assessment of transformation in the life of participants and the contexts where they are expected to perform leadership service.[20]

In the model below (See Figure 1 "Four Elements of the Leadership Reflex Model"), I have pictured the relationship between these intrapersonal and situational dimensions using concentric circles emanating from a person immersed in a specific situation. Two middle rings are internal processes; two outer rings are beyond but inclusive of the person, thus they are situational or contextual. Beginning with the performance demands of the situation (an urgent defect in the form of a firebomb of a problem threatens destruction in the episode pictured for us; it is, of course, an analogy for uncertainty, chaos and the need for a time-constrained intervention), and moving to the participant's "read" of the situation, one person is pictured as uncertain about the next step. In the case of the other participant, something is

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[20]   Mezirow, *Transformative Dimensions,* 8-9.

triggered by the situation. It is unfortunate that my clipart offers a "question mark" and a "lightbulb = idea." These images might suggest that the actor is merely thinking about the next step. More likely, an interdigitation is underway between the actor, past experience, predictive instincts, an internal judgment scale weighing pros and cons of all options, a countdown clock ticking off irreversibles such as time, an internal supply clerk listing actionable resources at hand, an ethics system screening the value such themes as life, property, courage, self-transcendence, sacrifice, etc. This synthetic fusion of self-efficacy, happening in nanoseconds, erupts into a chain of causation, which works from the core outward into the widest reaches of contexts that pertain. It informs those habituated reflexes to translate intrinsic value schemes into enacted ethics. The quality of those actions, and thus those reflexes, and thus the utility of that habituated ethical scheme, is not measured always in terms of right/wrong, but adequate/inadequate or satisfying/unsatisfying, good/better/best and similar value scales, both positive and negative. Rather, there may be a range of acceptable and unacceptable responses. The question for leadership educators: *how do you inform the core processes of a person (not the cognition only) so that, in the myriad of trivial and vital leader-needy episodes they will encounter on a daily, moment by moment basis, emerging leaders increasingly and consistently embody, access and enact a wider range of appropriate response patterns?* My response is pictured in Figure 2, "West's Leadership Reflex Pedagogical Model" (below).

FIGURE 1. FOUR ELEMENTS OF THE LEADERSHIP REFLEX MODEL

Context

Episode

Reflex

Habitus
Conative
Seat of Being

Normative Junction of
Knowing/Acting

Exigence-Centered
Performance Domain

Concentric Frames of
Situational Constraint

In seeking to teach leadership with integrity, I have had to ask myself, where have I seen a palpable congruence between transformative subject matter and didactic process that resulted in measurably transformed leaders? If I had seen such a model, was it methodologically compatible with the ministry leadership education objectives that my vocation called for? In order to fully answer the methods question of this concept paper, and help readers make sense out of the model, I must engage in a degree of autobiographical digression.

AUTOBIOGRAPHICAL DIGRESSION: CAMOUFLAGED ORIGINS OF A THEORY-IN-USE

"In my opinion, the best leadership development process in the world is at the U.S. Marines." This is the conclusion of Jon R. Katzenbach and Jason A. Santamaria, authors of a massive study published in *Harvard Business Review*.[21] Their article compared thirty organizations with the likes of Toyota, Marriott, Home Depot, KFC, Southwest Airlines and Avon. Their superlatives might have triggered an increased appetite

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[21] Jason Santamaria and Jon Katzenback, "Firing Up the Firing Line," *Harvard Business Review* 77:3 (May-June 1999): 107.

in the business community for leadership lessons from the Marines. Marines authors arose to the publishing occasion to satisfy that appetite with the appearance of such books like *Semper Fi: Business Leadership the Marine Corps Way* by Dan Carrison and Rod Walsh, business entrepreneurs and New York Time syndicate columnists (published by none other than the American Management Association), *The Extraordinary Leader: Turning Good Managers into Great Leaders* by John Zenger and Joseph Folkman (senior leadership of the Povant Group, the world's largest performance skills company) who dedicate an entire chapter to the Marine's leadership development practices and *Corps Values: All You Ever Needed to Know I Learned in the Marines* by former-governor Zell Miller.

But the question must be asked: what does this have to do with the subject at hand, a reflex model of leadership development? Further, why should I rely on, much less, propagate in this essay, a perspective that suggest that religious leadership educators may do well to pay attention to the training values of warriors? Can the irenic church, who, in the words of the old spiritual, "ain't gonna study war no more" learn anything of leadership from those whose leadership effects the "continuation of political action by means force."[22] I, and other students of high performance leadership-driven organizations, think so.

In the Marines, I find a model of pedagogical congruence, a satisfaction of pedagogical imperatives and a track record of predictable and measurable leadership development transformation results in the lives of those who have partaken in their training ethic. My orientation as a leadership education professional occurred in U.S. Marine Corps' *Officer Candidates School* (OCS) in Quantico, Virginia; not as an officer in training, but as one of the Non-Commissioned Officer instructors (NCOs). In the early '80s, I was what the Marine Corps called an "8511," but what troops and civilians might call a "Drill Instructor" (or just "DI" for short). I was an agent of that crucible experience called "Officer's Boot Camp," a minus-13 week conditioning experience that trains,

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[22] This is the Marine Corps formal definition of war, *Officer Candidate School Handbook*, 6001, SO-1

screens and evaluates a candidate's readiness to lead peers and subordinates in the immersed conditions of strictly controlled battlefield stress. Ever present, the drill instructor staff engages a multi-sensory physical (25%), academic (25%) and leadership (50%) conditioning theatre that is prescribed to achieve one thing: test the mettle of every candidate to determine if they have the qualities to be officers of Marines.[23]

As a drill instructor, tasked with the screening, evaluation and training of civilian recruits for candidacy for the grade of USMC 2nd Lieutenant, it was my duty to create controlled battlefield stress conditions that allowed whatever was within to work its way out. This was not to shame, tear down and eliminate candidates, as "Officer and a Gentleman" Hollywood portrayal might suggest.[24] Rather, these simulated conditions seek to bring home the domain of performance. As the OCS Handbook teaches, "squads and drill are an excuse to conduct evaluation." In fact, everything in the training environment, like a method to its madness, has its reasons.

Since its founding in 1775, the Marines have formed leaders for sea service, battlefield and garrison. In that time, a certain "leadership intelligence" has congealed which informs the *who, why* and *how* of their leadership development ethic. Ask any Marine what the Marine Corps' 14 Leadership Traits are, and they might rattle off, with military precision, a string of traits that most young pastors would love to have their congregational members characterized by: *decisiveness, integrity, dependability, judgment, justice, tact, initiative, enthusiasm, bearing, unselfishness, courage, knowledge, loyalty and endurance.* Incidentally, the same leadership formation values are intentionally instilled into enlisted Marines (so called "followers"), entering at the rank of private as well as officer candidates who compete for commissions to the rank second lieutenant. The Marines expect leadership to emerge in every quarter of its human domain, at every level and in every situation. Consider this: if a commanding officer falls in

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[23] "Welcome Aboard," *Officer Candidate School Document*, 2.

[24] For every one Marine selected for the opportunity to endure boot camp, 249 were rejected. The Marines are interested in keeping most of those who will have made it this far, if the candidates are so willing (and able). John H. Zenger and Joseph Folkman, *The Extraordinary Leader: Turning Good Managers Into Great Leaders* (New York: The McGraw-Hill Companies, Inc., 2001), 207.

battle, *whoever* is the next higher-ranking person (officer or enlisted) is automatically the commanding officer of that unit, no questions or discussion. Every Marine is committed to this principle and trained for the eventuality of such a dark providence. Their model of leadership is framed for the crisis, when the formal positional leader with bars, stripes and stars has suddenly become incapacitated, and the greenest of corporals (enlisted) can suddenly become a captain (officer). Their view of leadership holds that leadership is derived from within. Leadership intelligence shines in contingent circumstances. Positional leadership is a temporary luxury and leadership performance is expected of every member of the organization at all times.

A typical training incident might involve an officer candidate who has failed to completely lace a bootstring in its proper "right over left" order. Such a one is categorically "out of uniform" while on duty, (a grave offense). Were I to venture upon this offer candidate in his state of military unpreparedness, I would secure his attention (using a cultivated form of vocal presence...this, Hollywood *does* get right) and engage him in a "counseling session." The *OCS Handbook* defines a counseling session as one of six means of direct leadership development available to the training staff.[25] In this little counseling session, I would query him, respectfully, about why he is out of regulation uniform. I would hand to him a 3 x 4 inch pink "chit" on which the 14 traits appear at the top; on this I would have marked each deficiency observed. I would impress upon him how his "bearing fault" (failure to project command presence and proper military comportment) his "judgment fault" (that he would so construe the world a place that does not care about his abuse of the tradition of that proud uniform), "knowledge fault" (regulations, to be memorized by all, indicate what a proper uniform is) and his "dependability fault" (entire Marine Corps is depending on its members to pull their weight, not take short cuts, be awake on duty, have their equipment in proper order, etc.). For what probably seems like an hour to the candidate, but is likely only three minutes (it has to be

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[25]   The others include: Reaction Course, Small Unit Leadership Evaluation (SULE),
       Impromptu Speech Evaluations, Drill Evaluation, Command Evaluation and
       Tactical Land Navigation. "The First Step: Standing Operating Procedures," SO-
       1, *Officer Candidate School Document* (Quantico, VA: MCDEC, 1980).

mere minutes because there are 73 other charming candidates in need of such loving attention), I would wax loudly and unrelentingly about what some might consider a picayune matter. In the end, I would require the candidate to schedule a visit to the duty office that evening to outline his future courses of actions to rectify this sad state of affairs. In addition, for each person I engage in a counseling session, I must write a report for their administrative file substantiating the observation, that the chit was given and signed, and that a corrective course of action has been initiated by the candidate and supervised by the instructor. This process is repeated every day for thirteen weeks, for each of 74 candidates, for 20 hours a day, multiple times for each candidate. The commitment to their development is intense, pervasive and (even) benevolent.

On the surface, it seems like a mere oversight, such as an unlaced shoestring, must seem like a mere cosmetic peccadillo. For the Marine Drill Instructor, this "attention to detail" problem might suggest that officer candidate may have deep structure faultlines that may allow him to forget to order food from the mess hall for all of his troops on a training mission, or ammunition counts for his platoon or the ability to notice a dip in morale when it matters most. The intensity springs from a sentiment the Christian leadership educator can understand: love that will not leave one to harm self or others. It pertains to the exigencies within the domain of performance, which for the Marine officer is ultimately the battlefield. For the seminary professor, it is the church. The Marine training staff is haunted by the notion that one candidate might get through who *really* does not have the internal fortitude to be given "the special trust and confidence"[26] to be an officer of Marines.[27] It is for that one that the training staff watches for untied shoestrings and when finding them treats them as the very serious business they are,

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[26] "Special Trust and Confidence" is one of the categorical dimensions of the "Moral Leadership" course taught to each officer candidate. With a robust vision of professional ethics, each officer is expected to evince the six traits of a professional: Intelligence, Imagination, Initiative, Integrity, Perseverance and Commitment to Excellence. These are the foundation for a "Special Trust and Confidence" which is "an expression of public faith that your personal honor and dignity is morally deserving of bearing the onus of our nation's defense, and the lives of its' citizens who serve in that cause." (*OCS Handbook*, OCS 3008 SO-2).

[27] *OCS Handbook*, OCS 3008 SO-2.

even as life and death ones. It is not that a Lieutenant will be lost in battle due to their failure to think three dimensionally about their leadership situations (for that would indeed be an ultimate loss in its own right), but that Lieutenants represents 38-person platoons of young Marines. This makes the matter an exponential one. That that Lieutenant might be one day be promoted and become a captain or major and thus become a company commander, representing a company (hundreds), or as colonel a battalion (thousands) substantiates all cause for the fault-surfacing trails by fire that the training staff can muster.

Perhaps, in the context of these vital concerns, the analogy begins to emerge for religious leadership educators. For this reason, I have made the conversion and conditioning of reflexes, informed by the person's core materials, the focal point of my leadership development ethic. I turn to these elements now.

LEADERSHIP REFLEX MODEL: CONCEPTUALIZING ITS CONSTITUENT ELEMENTS

Interactions between four constitutive elements comprise my reflex construct of the leadership process. These elements include *habitus, reflex, episode and context of performance.* These elements, while free-standing descriptors (Figure 1), also pertain to the pedagogical model on which it is based (Figure 2). These elements can be thought of forensically as representing internal and situational relationships; that which happens within and through a leader as well as that which frames the contextual performance demands.

Habitus, one's conative seat of being,[28] is the core element in a reflex model of leadership. When encountered with a leader-needy situation, most people reach deep within and sometimes beyond themselves for adequate solutionary

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[28] Conation or the Conative refers to the connection of knowledge and affect to behavior and is associated with the issues of "why." It is the intentional, goal-oriented, or striving component of motivation, the provocative (as opposed to reactive or habitual) aspect of behavior. It is closely associated with the concept of volition, defined as the use of the will, or the freedom to make choices about what to do. It is absolutely critical if an individual is [to] successfully engage in self-direction and self-regulation. See W. Huitt, *The Mind. Educational Psychology Interactive* (Valdosta, GA: Valdosta State University, 1996); See also W. Huitt, "Conation as an Important Factor of the Mind," *Educational Psychology Interactive* (Valdosta, GA: Valdosta State University, 1999). Located online on March 23, 2004 at http://chiron.valdosta.edu/whuitt/col/regsys/conation.html.

resources and forces. *Habitus* is that place to which they reach. Describing habitus is necessarily difficult as no one has ever seen one; it is a descriptive construct that bridges philosophies of personal and social agency (unobservable) with social research questions (observable): "it is both subjectively constructed and objectively put into practice, helping social scientists to bridge the gap between subjective and objective sociological theories."[29] Many of the investigations of those who seek to decode the "logic of the soul," social scientists such as behavioral and cognitive psychologist, communicologists, educational theorist, theological scholars,[30] sociologists and anthropologists, have led each, according the maps within their disciplines, a basal orienting construct of human personhood that is very similar to, if not actually the term, *habitus*[31].

   The concept can be pieced together in the writings of French sociologist, Pierre-Félix Bourdieu. He writes of: *habitus* as a 'socialised subjectivity;' a scheme of 'lasting and transposable dispositions;'[32] a 'strategy-generating principle enabling agents to cope with unforeseen and ever-changing situations;'[33] and 'history turned into nature' where past is latent in the present; formed through the embodied accumulation and effects of dispositions; expressed through durable ways "of standing, speaking, walking, and thereby of

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[29] Greg Gallagher, "Reflections on the Epistemology and Key Concepts of Pierre Bourdieu" (EdD Assignment No. 3 , August 2004), 12.

[30] Gerben Heitink's "theological theory of action" may provide starting places for both theological and hermeneutical exploration of this notion. See Craig Van Gelder's treatment of Heitink in relation to Schleiermacher and Habermas in "Method in Light of Scripture and in Relation to Hermeneutics," (in this journal edition). Van Gelder draws inferences from Gerben Heitink's *Practical Theology: History, Theory, Action Domains,* trans. Reinder Bruinsma (Grand Rapids: Wm. B. Eerdmans, 1999).

[31] See the Kolbe Conative Index research or the *CRESS* "Conative Construct in Learning" research for insights into conation as a core personhood concept basic to educational development; Psychologist George Kelly's "construct system" and "repertory grid;" Lloyd Bitzer's "rhetoric of situation and the notion of exigence in situation;" Fishbein's 1973 "theory of reasoned action" in attitude formation; Mezirow's notion of "transformative learning" that takes place in the core identity process; Loder's "convictional knowing" that is commensurate with the "logic of the soul;" David Kelsey, Edward Farley and Robert Banks, each different theological education commentators, point to the value of a habitus construct as a solution to dualistic theologies of self in the world in their writings; Bourdieu's anthropological and sociological work on habitus, fields and social capital provide the foundation for other social scientists and philosophers.

[32] P. Bourdieu and L. Wacquant, *An Invitation to Reflexive Sociology* (Chicago: University of Chicago Press, 1992), 126.

feeling and thinking."[34] Others add, inferring meaning from his writing, 'not a uniformly imposed and fixed way of being, but a 'generative structure' formed in a dynamic relation with specific social fields,'[35] and it shapes one's sense of the 'rules of the game."[36]

As I try making sense of the concept, I picture *habitus* functioning like a universal junction box within the drive chain of a vehicle. Responding to the accelerator pedal, engines turn cam shafts, cam shafts turn axles and axles find traction through wheels and tires which effect forward motion. In this analogy, *habitus* accounts for the qualities within the structures of that vehicle which determine direction of the car (such as steering), responsiveness of car to gas pedal (transmissional speeds and gears), qualities of spark and fire within the piston chambers (accelerants). These elements of enabling, steering, and movement are the conative elements of personhood that determine where and why the vehicle is moving. It juxtaposes the cognitive, affective, and behavioral into a singular gestalt of situationally responsive intelligence. *Habitus,* and its volitional relationship to reflexes, is not only behavioral, but incorporative of the cerebral also. In a leadership situation, one's habitus enables a leader to apply an apt response with leadership intelligence that will be either adequate or inadequate to the demands of the situation. It is at the next level beyond the predispositions, I call this level the reflexes, that we can begin to link habitus to observable stylized actions so foundational to leadership practice.

Reflexes, the normative junction of knowing and action, are those just-in-time movements from within that work their way outward into action. Naturally, the concept of reflexes are associated with involuntary motor and reactionary abilities such as blinking or swatting when an object approaches the face rapidly, or knee jerking when a doctor taps the knee with her rubber mallet. Another view would be that of Ivan

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[33] Peter Bourdieu, *Outline of a Theory of Practice* (Cambridge: Cambridge University Press, 1977), 72 and 78.

[34] Peter Bourdieu, *The Logic of Practice* (Cambridge: Polity Press, 1990), 70.

[35] L. McNay, "Gender, Habitus and the Field," *Theory Culture and Society* 16:1 (1999): 95-117.

[36] J. McLeod, "Revisiting Gender, Habitus and Social Field, or Why Bourdieu Now?" (Paper presented at Gender and Education Fourth International Conference: University of Sheffield, April 14-16, 2003), 3.

Pavlov's reflex conditioned dogs salivating at the ring of a dinner bell. These are basal physical expressions of reflexes, but they are not the whole of our reflex capacity. In fact, the "knee jerk" and "salivate on command" behaviorist view of reflex causes us to picture such an immediate cause and effect reaction as to suggest that reflexes are only such when they happen "in the blink of an eye." This would be a misappropriation of the reflex imagery. There are many instances where well-honed reflexes, a kind of wisdom, causes one to withhold action, delay the final decision, suspend judgment, study the matter further, pick the right moment, assemble the counselors or sleep on it overnight. It is not rapidity that is at focus, but prudence. I carried a faded post-it note in my wallet for years; it held one line lifted from a non-descript collegiate dictionary: "Prudence - That apprehension (hesitation based on seeing) that precedes action." This prudential emphasis is my focus.

In our motor analogy above, reflexes take over as the converting elements of that drive-train described, converting values, attitudes, intention, desire, and motivation - these qualities lay within the conative dimension of personhood - into visceral awareness, budding actions (reflexes) and sustained realization that can be experienced in the real world. It accounts for actionable facial expressions, physical postures and bodily movements, without determining the meaning and application of them. The relevant features concerning reflexes and leadership are these. (1) Reflexes are secondary causes. They are triggered by something else, namely a prudential read of the contextual and episodic demands and a concomitant realization at the reflex level (not always the cognitive) that one can summon actionable resources (people, capital and forces), adequate to the demand. (2) Reflexes are handmaidens to the contents of a person's conative self, their habitus. When we say someone is a natural born leader, we may be saying they are well-furnished for many kinds of leadership situations they, or most people, have come to encounter. We would only know this about them in the wake of performances realized through their observable reflex patterns. (3) Reflexes can be conditioned, even as the *habitus* can be formed. Leadership education processes which appeal to the cognitive dimension

may be appealing only partially to all a leader is, has been and can be in future leadership episodes. (4) Furthermore, a cognitive-dependent approach to leadership development is naïve in that is assumes that a leader will always be able to summon "presence of mind" in crisis leadership situations. The opposite is true: when stress is high, cognition is often by-passed for more reptilian, even fight-or-flight responses. What is within, during those times, is what is likely to come out into the observable sphere; where leadership is concerned, continued credibility may rise and fall of such moments. A great deal of incremental leadership "flies by the seat of the pants" (in truth: the conative seat of the habitus), and does not consult a book, seminar or lecture notes when the leadership heat is at its highest. Such a one reads the demands of the leader-needy moment (and not a textbook usually), and having so read, they introduce an adequate and satisfying response into the situation or they do not.

Leadership Episodes are exigence-centered performance domains. They are those parenthetically bounded units of social reality that summons a particular range of acceptable leadership responses from its participants. Like scene changes in a film, leaders can find themselves moving from one distinct situation after another; each of these moments may be bounded by differing thresholds, governed by different rules, may have differing levels of duration or complexity.

Its defining feature might be dubbed the leadership exigence (an urgent defect).[37]   Notwithstanding the off-

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[37] I am helped most in my view of episodic leadership performance by insights of rhetorical philosopher, Lloyd Bitzer who posited the notion of rhetorical situation. In doing so, since rhetoric is centrally about persuasion, movement and other similar social influence processes, Bitzer was also talking about leadership, although never once referring to his topic in that way. In most every instance, when explicating or illustrating rhetorical situation, he was also illustrating the practices of leaders and leadership. Bitzer's rhetorical situation has three primary elements: exigence, audience and constraints. It is his notion of exigence which most contributes to my attempt to describe the leadership episode concept. An exigence is defined as an urgent defect around which a rhetor seeks to enlist and mobilize an audience that can right the situation. The speech acts that urge that audience into enrollment against the exigence (and toward the better world, implied by the defect removed), are called into existence by the needs of that rhetorical situation. Bitzer argues, no speech acts would have been forthcoming apart from the arising of an exigence. The rhetorical situation, (or in my extension of it into leadership studies, the leadership situation or episode), is bounded by particular exigential circumstance, particular social and participants

putting notion that a defect might be central to awakening leadership reflexes, the concept is affirmative as well as generative. It is congruent with many of the more provocative leadership theories such as charismatic leadership (Weber; House; Bass and Avolio); transformational (Burns), visionary (Bennis), servant (Greenleaf; De Pree) and conflict (Heifetz),[38] that a better world is within grasp if participants caught in the now-situation would cooperate to midwife the then-situation.

Episodic language is borrowed from both the entertainment and medical worlds. Weekly television programs are framed and segmented to present an overall and punctuated narrative scheme. By its very nature, metaphorically, it suggests that an episode is part of a whole, a transitory moment, a parenthesis, a punctuation. It has qualities of sequence: entrances, rising actions, apex, falling actions, resolves and exits. It has stage, actors, plot, conflict of forces, scripts, props and audience. There is foreground, backdrop and dramatic elements waiting in the wings. Natural episodes have a way of choosing the leader, rather than the other way around; some people are right for certain plots and parts, and others are not believable in certain roles. Episodes chain together; they are intertextual in that they each may refer and rely upon the others for shared, completed or extended meaning. There is an acuteness within episodes where situations peak in such a way that if one misses it, one is literally missing the point. One would have to rewind (if it were possible in actual life), to leverage different outcomes. In leader-needy situations, such points may arrive, pass, fade and be missed. Leadership acumen may be linked to leveraging input in the episodes to effect outcomes.

The medical world's lexicon includes many of these semantic features, but adds the "triggering" notion and the apt response that an emergence medical episode might require. In pathological science, an epileptic episode is "brought on" by a convergence of circumstances that are implicit until they

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requirements for satisfaction of the exigence. See Lloyd F. Bitzer, "The Rhetorical Situation," *Philosophy and Rhetoric* 1:1 (1968): 1-14.

[38] Robert Terry's categorization of leadership theories locates many of these theorists under the "provocative" genre; these are in contrast to "traditional" genres which are represented by historic trait, style, behavior research proposals. See Robert W. Terry, *Authentic Leadership: Courage in Action* (San Francisco: Jossey-Bass, 1993).

break forth into physical manifestations.   A deficit of sorts triggers a shock to the physical system, a shock that must be righted through introduction of substances and after-care procedures. The acute episodic state is distinguishable from that the state of the system before and after the system shock.

The significance of leadership episode to the reflex model is this: the episode (and its embedded demands), not the position or a person, determines who emerges as "the leader." This is not merely an attribution theory of leadership, renamed. Attribution theories rightly empower members to bestow status, based on implicit constructs of who qualifies for leadership in their settings, but such theories fail to admit that the group's attributions are only one of many factors. The attributional model, in my view, is a subset of an episodic view. An episodic view, with an exigence at its center, will explain why the group has gathered, where its trait list is derived and explain why a leader may be rejected or accepted as well. If the leader does not, or is not thought likely to be successful against the exigence (and against that very group's resistances to being persuaded to get involved with overturning the status quo), the leader will not emerge or persist.

Context, concentric frames of situational constraint, refers to macro ecological schemes that constrain micro episodic leadership events. Context accounts for moderating variables which confoundingly impinge upon leadership performance. Context is captured best in contingency oriented theories that go beyond the leader/follower/problem models that dominated theory-building and research for the first century of managerial leadership study.[39]   Some of more useful models accounting for contextual moderators are Yukl's Multiple Variable Linkage Model, Chemmer's Integrated Model of Leadership, and Pierce and Newstrom's Process Model of Leadership.[40]

Context is different from episode the way a single frame of a film is different from the entire film; one is the sub-set,

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[39]   Gary Yukl, *Leadership in Organizations,* 5th ed. (Prentice Hall, NJ: Prentice Hall, 2001).

[40]   Gary, Yukl, *Leadership in Organizations;* Martin M.   Chemers, *An Integrative Theory of Leadership* (Mahwah, NJ: Lawrence Erlbaum Associates, 1997); Jon Pierce and John W.   Newstrom, eds., *Leaders and the Leadership Process: Readings, Self-Assessments, and Applications,* 3rd ed. (Burr Ridge, IL: McGraw-Hill/Irwin, 2002).

building block, of the other. Like concentric circles emanating from the center of particular leadership episode, the context introduces moderating variables in the leadership situation that, on the surface, may not appear to be relevant to achieving satisfaction or resolution. Some of these contextual factors could be macro environmental or structural factors as disparate as time, location, climate, culture, history, economic constraints, hierarchical social arrangements, visionary movements or generational era. They may include sociological factors such as race/ethnicity, class, gender, age and physical ability or other membership group characteristics. They may include personal and intrapersonal factors such as team morale, emotional intelligence of members, presence or absence certain traits, abilities or talents. To be sure, these constraints matter to those who judge, whether implicitly or explicitly, whether the demands of situation have been addressed satisfactorily.

## AN OVERVIEW OF THE LEADERSHIP REFLEX PEDAGOGICAL MODEL: STEP-BY-STEP

Proceduralization of the model is summarized in a stepwise way below. One may adapt these stages to the pedagogical imperatives of one's own circumstance. A total of six steps, each with sub-elements, are portrayed in the instructional design process in Figure 2 "West's Leadership Pedagogical Model." Beginning at the top of the diagram and proceeding clockwise, the six-step process begins with (1) *Profile Development:* The development of a leadership profile involves selecting a list of observable traits and techniques which are apt for a specific performance domain, such as congregational/pastoral leadership or non-profit board of directors membership.[41]   (2) *Reflex-Provoking Instructional Design:* Having this list of traits and techniques in hand, a creative design process ensues which seeks to identify scenarios in which these *traits* and *techniques* may be called for, usually scenarios which are acutely problematized to shroud the obvious "right choice," dilemmas which could be resolved in multiple ways, especially given different salient and competing value concerns embedded within the cases.

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[41] I have provided an example of a peer review form, based on traits and techniques deemed important to the organizational context to which we were training. See "Doulos Peer Evaluation Report" located in the appendix of this paper.

(3) *Implementing Developmental Leadership Episodes:*
Assuming a 15-Week semester, a course process would work
through an in-character role immersion into the problem
scenarios, not merely gather solutions but to solicit reflex-
based performances that can be observed and evaluated by
the facilitator and peers.   Ideally, instruction, reading and
other resource-gaining opportunities can accompany (before
or after scenarios, as appropriate); I often prefer offering these
elements through a mentoring or coaching model. (4) *Reflex-
Centered Peer Reviews:*   Up to this point, course design has
been shaped heavily by the designer/facilitator.   As peers
begin to interact with each others' performances in these
episodes, more spontaneous developmental contributions are
invited.   Member of the class experience their capacity as
leadership developers, and are being trained as such through
the process.   Class session time should be managed so as to
allow ample time to immerse in the problem episode, in role,
solicit enacted observable behaviors and allow for peers to
use the traits/technique evaluation materials to objectify
"leadership performance" for participants.   The feedback
should be directed toward the participants and their
leadership development regarding the most salient
traits/techniques.   Observing participants may ask the
rationale behind a policy or complement a particular
competency or report the impact that the role play might have
had on them, if they had to "follow" that person's lead. (5)
Episode/Profile Debriefing: Whereas stage four offered
feedback to role-playing participants within a specific
episode, stage five backs away from the process to help the
entire group reckon with the leadership intelligence-gaining
qualities of the developmental episode.   The
instructor/facilitator may explain the rationale behind the
episode and how it relates to the performance domain.   In
such sessions, insights from experience, reading, course
objectives can be orchestrated.   (6) *Overall Process
Refinement:*   At appropriate stages through a semester or
training cycle, the facilitator should invite process
improvement insights and evaluations.   In a full semester, it
would not be too frequent to "check in" every three to four

weeks, or to conduct early, mid-term and final evaluations. These evaluation points are important in order to know: if the process makes sense; if people are safe; if improvement can be made based on participant's known needs about their actual performance domains (present and future).

FIGURE 2. WEST'S LEADERSHIP REFLEX PEDAGOGICAL MODEL

FIGURE 2. WEST'S LEADERSHIP REFLEX PEDAGOGICAL MODEL
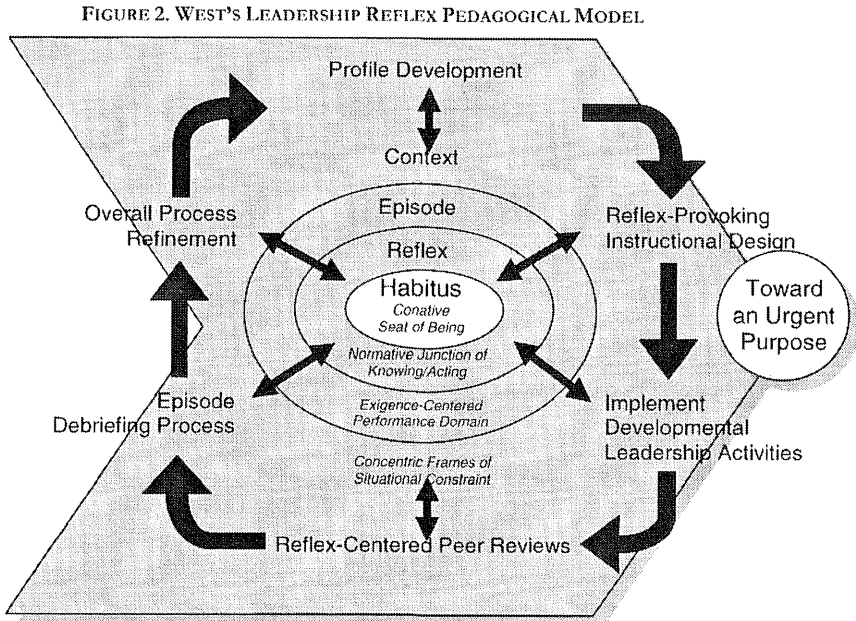
I pause to emphasize the model is pictured as an overlay on to a directional arrow. At the tip of the arrow are the words "Toward an Urgent Purpose" (See Figure 2). It is possible to understand that leadership education must begin from the inside and proceed outward in response to contextual demands, and to develop narrative progression over an entire semester, and still fail to achieve transformative learning outcomes if the process is only self-referencing. It has to matter toward a declared end that is self-transcending, others-inclusive and real-world mattering. This is the missional dimension of this model. *Habitus,* although well refined, disconnected from mission, merely makes good citizens who may do no harm (but also may do no good beyond that which concerns them only). Therefore, I link these developmental processes to service learning outcomes, requiring the episodes to be worked out in the midst of group projects in the surrounding communities. I have used a mock organization called "The Doulos Group" to facilitate the missional dimension of the learning model in many of my classes. Participants are commissioned to launch a missional service agency and run all of its executive and line affairs. Doulos must achieve certain time-specific strategic objectives and serve actual "clients" from the community (for "monopoly money wages" earned from "monopoly money" invoices served upon the play-along clients). They must manage a "balanced score card" organization development evaluation system that determines whether they are living true to their vision, values, mission and key success factors, and doing so under budget and according the fidelity demands of their Christian ethical system. The macro dramatic prop of Doulos, as unwieldy as it is from a classroom management perspective, is the road to emotional and contextual realism in the reflex provoking process. This is how the process links habitus, to reflex, to episode, to context.

Beginning at the "Profile Development" point, the six steps of the instructional process are outlined in greater detail below.

STEP ONE ~ LEADER PROFILE DEVELOPMENT
(PERFORMANCE DOMAIN-BASED)

Teaching leadership, with an emphasis on the informing the participant's *habitus* and reflexes, begins with an explicit consideration of the operational demands within the context where that leadership is most likely to take place. This is the first course of action in developing a reflex-oriented leadership pedagogy. Research literature related to this stage focuses on 'performance domain' to refer to the particular contextual requirements by which a leader is most likely to be judged.[42] But perhaps this begs the question, for "What is the performance domain of ministerial organizational leadership?"

Performance Domain Audit (Implicit/Explicit). It is not until an organization finds itself tasked with filling a key leadership vacancy that it begins to wrestle with the question: "What do we need out of a leader?" Usually, in such a circumstance, a list is generated through a brainstorming process that collectively portrays the sum total of the implicit theories of all the people present. Another version of the brainstorming approach begins with an imagined journey into the strategic future; the imagined leader fulfills a trait list of the kind of person who "can take us there." Sometimes a job description may be consulted from the file of the last person who held the position. While not exactly created in a vacuum, these leadership competency lists - profile lists of traits, styles and practices — of those thought-to-be requisite leadership attributes may be meaningless if they do not satisfy the actual demands of the situational demands of that organization. They are as reliable as the contextual insights informing implicit models that generated them.[43]

When the Apostle Paul wanted to assist church leaders in selecting qualified leaders, he did so by providing a profile of character-skill sets (1 Timothy 3 and Titus 1). While these qualities are core to any New Testament ministry, they do not represent a complete list for all times. As the organizational form of religiously motivated organizations has shifted to incorporate values and elements from public and private sectors organizations, the Pauline character-skills lists seem to

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[42] Shaun Newsome, Arla L. Day, and Victor M.. Catano, "Leader Assessment, Evaluation and Development" (Prepared for: *Canadian Forces Leadership Institute,* 2002).

[43] Bass, *Bass and Stodgill's Handbook,* 376.

be augmented by a multitude of competing demands on the ministerial person. In the contemporary religious organization, as a form, could be helped by more attention to the nature of ministerial work similar to that found in public and private sectors.[44] Another source is denominational and ecclesiastical community expectations, like those that used as licensure and ordination standards. Organizational type, size and stage in the life cycle are also important guides to determining what a particular organization may need.

Reduce to Actionable Descriptors. As important as it is that there be a profile, it is equally important that that profile be crafted in such a way that it lends itself to usability. Making descriptors both measurable and actionable is critical to the developmental endeavor. Attitudinal, value-orientations and normative philosophical development bode heavily in leadership practice, however for developmental purposes, leadership is known by its behaviors. Given the situational demands of leadership, such behaviors are experienced through reflexes.

STEP TWO ~ EPISODE-STRUCTURED INSTRUCTIONAL DESIGN

By this letter you are commissioned to establish a community service organization which offers its expertise to the surrounding community. Your efforts should culminate in four results: (1) Leave a legacy in the surrounding community through a specific service; (2) Eight Unit-Level "Show and Tell" Reports on [Date];

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[44] A few such research programs can be found which pertain directly to the religiously motivated organization, but they are dwarfed by comparison with those studies which seek to understand non-third sector organizations. Notable examples of these include: Margaret Harris, *Organizing God's Work: Challenges for Churches and Synagogues* (London: Macmillan, 1998); Margaret Harris and Malcolm Torry, "Managing Religious and Faith Based Organisations," *Journal Implicit Religion* 6:2 & 3 (November 2003); G. Smith, *Faith in the Voluntary Sector: A Common or Distinctive Experience of Religious Organisations?* (Manchester: working papers in Applied Social Research, Dept of Sociology: University of Manchester, 2003); Thomas H. Jeavons, *When the Bottom Line Is Faithfulness: Management of Christian Service Organizations* (Bloomington: Indiana University Press, 1994); Helen Cameron, "Organisational Theory and the Non Profit Form - A Perspective from the Study of Religious Organisations" (London: Center for Civil Society, Autumn 2000); David Nygren and Miriam D. Ukeritis, "Nonprofit Executive Leadership Education Study," *Theological Education* XXIX (1992): 117-131; Lisa R. Berlinger, "The Behavioral Competency Approach to Effective Ecclesial Leadership," *Journal of Religious Leadership,* Fall 2003 pp 91-112; Sharon Callahan, "Leadership in Ecclesial Contexts: Integration of Art and Competence," *Journal of Religious Leadership,* Fall 2003 pp 47-90.

(3) Host a dessert reception event where at least 2 members for each service unit from the community attends to hear about your efforts this semester. Scheduled for [Date]; (4) Provide an organizational record of the Doulos Group's development over the next 15 weeks through an "Executive Turnover Notebook" by [Date]. Beyond these four requirements, you have complete autonomy in the organization of this service agency. Note, from time to time, major donors, board members and consultants may visit your organizational and planning meetings.[45]

Response to Episodic Demands. An episodic view of leadership is one in which leaders are understood to be situated within a context, activated by a contingency and evaluated by their appropriate response to the situation. Leadership effectiveness is contingent upon the application of leadership intelligence; it is measured incident by incident. This converts to a leadership capacity military trainers call "SA" or situational awareness. This being the case, the quality of leadership development is assisted or mitigated by the quality of actual or simulated incidences. The leadership educator's task is to have so surveyed the demands of the performance domain as to immerse learners into incidental episodes which call them into action. Triggering the natural reflexes of the leader-in-training is the objective. Observing, evaluating and debriefing these reflexes in light of episodic demands are critical to the success of this model. It is critical to directing transfer into the post-training environment.

Select Transfer-Directed Problematics for Simulation. Training and development literature, in recent years, demonstrates a high degree of interest in the concept called "transfer"[46] (Garavaglia; Perkins and Salomon; Robinson and Robinson). Transfer refers to degrees of adoption and use of materials gained in a training experience. Training designs are characterized as transfer-assumed and transfer-directed.

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[45] From Doulos Group Memorandum, From Board of Directors (a.k.a. Professor/Facilitator).

[46] D. N. Perkins, and Gavriel Salomon, "Teaching for Transfer," *Educational Leadership* 46:1 (September 1988): 22-32; Dana Gaines Robinson and James C. Robinson, "Breaking Barriers to Skill Transfers," *Training and Development Journal* 39:1 (January 1985): 82-83.

Transfer-assumed models tend to be transactional in form. Each participant in the learning situation has performance roles. Everyone plays their part to effect an exchange. Students pay tuition. Teachers teach classes. Students gather information from the classes. Teachers evaluate student's learning. The act of teaching, assumes the act of learning under this relationship. Transfer-directed models tend to be correctives of the transactional approach, although sometimes idealistic. The transfer-directed models are best when designed for performance domain-based evaluation.[47]

Sequence Incidents for Sustained Focus. Most traditional learning, the kind that takes place in residential classrooms, operates at a distinctive disadvantage when that learning process is remote from the context of performance. The classroom, in this respect, is an unnatural learning environment. In the agrarian age that preceded the industrial one (the era from which our traditional efficiency classroom multiplied in popularity), most learning occurred in the natural relational settings of families and their trade, professional guild apprenticeships and ordinary sites of service and production. "On the job training" was the norm for that era. In the work place, questions informing competence, character and credibility arose from the context of performance, were directed to the most natural teachers in the setting. In the industrial era, where values such as effectiveness and efficiency shaped mass production designs to increase predictability and reduce randomization, the classroom became an effective and efficient means to maximize economy of scale. Classrooms are efficient technologies for mass education; they are convenient in that many of their features can be adapted to reduce noise, set climate, constrain attention or host an audience. Although this technology is so pervasive in American education as to make it seem superfluous to critique it, there is one thing it is not: it is not natural. Some of the natural elements often lost in the transactional classroom are relationally-enriched

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[47] Paul L. Garavaglia, "How to Ensure Transfer of Training," *Training and Development* 47:10 (October 1993): 63-68; See also Newsom, Day and Catano, "Leader Assessment," 15; J. P. Briscoe and D. T. Hall, "An Alternative Approach and New Guidelines for Practice," *Organizational Dynamics* 28:2 (Autumn 1999): 37-52.

learning, emergent learning from problem to satisfaction, narrative context of meaning and the just-in-time affirmation and correction that close supervision can yield. These elements have to be regained by compensations or delayed until graduates commence to chaos of "the school of hard knocks" which is unquestioned as being something beyond the antiseptics of traditional classroom.

In the reflex model of leadership education, a course designer in a traditional classroom replaces many elements lost in the traditional course designs.   By selecting field problems, immersing learners in a narrative (and cultivating suspended belief if necessary), hosting generative chaos and sustaining this through an overarching performance-context-based narrative, e.g, "you are all members of a hand-picked church planting team this semester," the facilitator regains opportunities for a supervisory approach to learning, where feedback on performance can be given immediately.

An extended course design which focuses on continuity of experience, one which encompasses most of the semester's sessions, is preferred over weekly one-shot case studies or problem-based learning units. Research supports an accrual approach over "one shot" approaches: "When provided an extended and sustained class on leadership, participants reported that their attitudes and leadership behaviors were different after the class" and "students did change their perceptions of their abilities to be positional leaders, make decisions, and work in groups."[48] Learners seem to respond positively when tasked with resolution and learning from an actual or simulated circumstance.[49] The difference between sustained approaches and short-term ones may be the difference between conducting leadership awareness leadership development: "By comparing the one-shot and long-term studies, it may be concluded that true leadership education - where behavior changes are expected - should be organized as a long term, sustained effort...Awareness may be provided in short, one-shot programs and learning may be provided in sustained, long term programs."[50]

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[48]   Christine D. Townsend, "Leadership Education: Fantasy or Reality?" *Journal of Leadership Education* 1:1 (Summer 2002): 35-40.

[49]   Claudia Hill and Steven W. Semler, "Simulated Enhanced Learning: Case Studies in Leadership Development," 2001, 1-8.

[50]   Townsend, "Leadership Education," 35-40.

Locate within a Congruent Leadership Literacy Base. As mentioned earlier in the essay, pedagogical imperatives, such as those that arise from performance domains, demand that specific subject matter be learned. This subject matter is called the literacy base. Courses can be taught with congruence or incongruence to this base. In their book Managerial Literacy: What Managers Must Know to Succeed, Shaw and Weber describe their vision for managerial leadership literacy:

Literacy suggests both an awareness of individual items and an understanding of a rich set of associations that underlies this knowledge. Managerial literacy thus represents a comprehensive map of a manager's knowledge-breadth and depth. Breadth refers to the range and reach of a manager's knowledge-the extent of one's working familiarity with words, disciplines that underlie the list and the practice of management. Depth refers to one's understanding of the conceptual and practical force of the terms and concepts and to one's appreciation of the connectedness of much of the knowledge represented by the literacy list. [51]

While I have a general disinclination for "get ahead" strategies, and do not equate religious leadership education to be equal in most degrees to managerial training in the industrial paradigm, I am convinced that an activated managerial mind, be it in the church or on Wall Street, are more disposed toward having a broader range of options in the leader-needy situation than those who think it virtuous to act only on instinct.

Textbooks can accelerate learning when used well. Yet, when used in a transfer-assumed manner, they can be irrelevant to learning. In this model, a textbook is viewed as a reference tool that widens leadership literacy (knowledge base) and expands leadership intelligence (reflex materials). In a crisis, few leaders are likely to freeze-frame the action to read a book. Yet, through practice, the principles within books and journal articles can inform values, attitudes, dispositions and the decisioning processes. But books and articles are not the only resources from which leader can, nor should, learn. One of the objectives of the reflex oriented

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[51] Gary Shaw and Jack Weber, *Managerial Literacy: What Today's Managers Must Know to Succeed* (Homewood, IL: Dow Jones-Irwin, 1990), 54.

training is to help leaders learn use all of the "texts" available to them when in leader-needy episodes.   Other learning resources, such as instincts, ethics, interviews with experts, websites, popular and technical films, short-term mentors and assessment tools can be used variously to form perspectives, tactics and strategies.   In some courses, it is expedient to waive "required reading" for "inspired reading" since most people seem to operate in a dual system of critical reflection and cultivated instincts, e.g., "Flying by the Seat of the Pants." Not everyone, no matter how many years of schooling, will consult a textbook when they find themselves in an organizational crisis.   If they do, it is because the experience of consulting texts has been shown to advantage them toward *their* objectives, and not those of a professor's.   So for this reason, the ideal course arrangement will not require texts but create such learning tensions as to interest the participants in "learning to learn" strategies which may include texts.

STEP THREE ~ PEER-ORCHESTRATED DEVELOPMENTAL ACTIVITIES

Implement Scenario after "Gaming" Process Understood. An "Off the Air" introduction period should offer learners an ample adjustment period to understand the problem-based approach being used in the class.   While many have been involved with case studies, group projects and perhaps service learning, it is likely that these have been single-class or relatively short-term experiences; not many will have had been immersed for an entire semester in a extended case study where the productivity of the classroom process itself becomes the case under analysis.   Instructions for the simulation process should be provided.   This is followed by intermittent "On the Air" and "Off the Air" phases of learning. "On the Air" refers to times when the simulation's narrative constrains the learning process.   Class participants are in an extended role-play.   Sequenced problem-based work flow is introduced each class session through "email" or "memorandum."   These media introduce moderating circumstances into the organizational drama to which positional and incremental leaders are tasked with responses and evaluated, through 360° After-Action Audits on their performance and essential developmental benchmarks.   The

benchmarks, standards of performance, may be drawn from a developmental profile derived from anticipated or actual performance domain of participants. Increasingly these are tailored to specific needs of participants. Everyone takes "Entrance Profile Audits" (and later both "Mid-Course Profile Audits" and "Exit Profile Audits"); therefore organizational episodes can be increasingly adapted for specific response patterns. Peers within the mock organization reinforce observational and diagnostic capacities by completing personnel audits, after-action/incident reports and other debriefing mechanism; the leadership profile is drilled into everyone through this, regardless of whether one is an actor or observer. Participants tasked with supervisory roles conduct educative counseling sessions, performance reviews and corrective developmental planning with organization subordinates and peers.

Increasingly, the course facilitator transfers the operation of the game to the organization itself by appointing a board of directors who begin to shape the work-world of the organization. The facilitator must be care to remain strictly "outside" the groups' "closed system" of decisioning and other organization development process. This is critical to preserve and collect evidence of the group's work product and processes. If learners were able to trace designs (or shift blame) to "the professor," it would be very difficult to suspend belief so as to keep emotional buy-in high. Rather, when participants realize their reflex decisions impact real people, with real emotionally charged perspectives and that spin organizational episodes into existence, then drama remains high and self-directed learning opportunities multiply.

The act of structuring these "On the Job" (incarnational) learning opportunities is the genius of the gaming strategy. The facilitator orchestrates developmental activities toward *habitus* formation, reflex awareness and episodic/contextual diagnostics, and this before the backdrop of a leadership literacy base and just-in-time training from the faculty-mentor. These competencies, as well as the learning gained from repeated and redundant immersion in them over a sustained three-month period, create a learning environment that includes the best of cognitive learning designs, but surpasses them by appealing to a whole person and whole life approach

to professional and leadership development. Human resource research trends toward organizational learning that has just these features.[52]

The reflex leadership pedagogical model captures the essentials of the OJT model while linking it to best practices in performance and organization development. The peer review process is one key feature that enables this to happen.

STEP FOUR ~ LEADERSHIP RESPONSE PATTERN PEER REVIEWS

A documentation-based peer review process is modeled by facilitator (initially). This helps emerging leaders focus on this critical developmental capacity. Participants learn to evaluate the aptness and adequacy of peers' leadership response patterns. Using incident reports (requiring face-to-face discussion of affirmation and concern), 360° After-Action Audits, organizational audits and "On/Off the Air" debriefing sessions, participants see the process modeled. This involves the coaching of senior leadership by the facilitator. Senior leadership invite peers (team leaders) to offer value-added feedback in a way that enriches team members and fuels the corporate engine toward stated goals and values. This is in keeping with one of the more valued developmental practices in use currently: the use of multi-directional assessments. McCauley et al write: "The use of 360-degree feedback and multi-rater assessments are becoming key components of managerial leadership development."[53] These audits, since

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[52] Jacobs and Jones (1995) provide a comprehensive guide to the design, delivery, and evaluation of structured on-the-job training. They contend that structured OJT as opposed to unstructured OJT experiences make a critical difference in effectiveness and efficiency. Jacobs and Jones claimed that the structured OJT system must be evaluated objectively in terms of its contribution to an organization's performance and goals. Jacob and Jones described the five steps of their system as: prepare the trainee, present training, require responses, provide feedback, and evaluate performance. They described structured OJT as a key component within a culture where employees are encouraged to engage in continual learning activities, but not at the expense of forgetting that learning and doing go hand in hand. Therefore, Jacobs and Jones committed to the integration of learning and work as being very powerful and visionary. R. Jacobs and M. Jones, *Structured On-the-Job Training* (San Francisco: Berrett-Koehler, 1995).

[53] C. McCauley, M. Ruderman, P. Ohlott, and J. Morrow, "Assessing the Developmental Components of Managerial Jobs," *Journal of Applied Psychology* 79:4 (August 1994): 544-560; C. McCauley, and M. Hugh-James, *An Evaluation of the Outcomes of a Leadership Development Program* (Greensboro, NC: Center for Creative Leadership, 1994).

human nature might rather avoid conducting them, occur on programmed basis by request of organizational system (often through a memo to senior leadership) in role-play.

Conducting this rich and pervasive feedback is one thing; developing ways to capture that learning and fold it back into the daily processes of organizational life is another. One of the organization-wide competencies is to achieve evidence that evaluation and refinement are taken very seriously. Research in organizational learning suggests many companies fall short on this point: "While many organizations were deliberately structuring feedback processes, they were not considering the full scope of desired outcomes or building systems to support their results. Feedback improves performance because it can result in increased self-awareness and more dialogue between leaders and subordinates."[54]

STEP FIVE ~ LEADERSHIP REFLEX PROCESS DEBRIEFING

Just as I invite class participants to "en-role" at the beginning of the semester, I am careful to facilitate "de-roling" processes as well. The Doulos Group simulation generates optimism, confidence, success and collaboration; it also generates chaos, anxiety, confusion, anger and failure. It is ethically important the learning process be tuned to psychological and physical safety of participants, even while it stretches them to be more engaged than they might have been apart from a high commitment challenge and conditioning experience like the class.

Debriefing sessions are conducted in both *ad hoc* and programmed ways. Following a Kolbian learning cycle (provide concrete experience; make room for reflective observation; invite abstract conceptualization and generalization; engage in active experimentation), the mock organizational episodes are merely excuses to debrief the experience, to incorporate the lessons, to accelerate the learning. It is often during these times of intentional objectifying, generalization and principlizing that learners confess their needs for the textbooks to help them language and concepts to express themselves or to compare against.

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54 Peter Kuchinke, "Transformational Learning Theory and Implications for Human Resource Development," *Brooks Advances in Developing Human Resources* 6 (2004): 211-225.

Debrief sessions play various roles in the learning process. They provide spaces where learners are invited to process their experience comparatively with others within the shared group experience. They assist in the movement from passive knowing toward mindfulness. The debriefing experience allows learners and facilitators to gather testimonial evidences of transformation and growth or reversal and retrenchment. Debriefing invites generalization, that necessary feature of transferable and transgenerational learning.

STEP SIX ~ PROFILE/PROCESS REFINEMENT

Several years ago, inspired by David Boje's "Greenback Company,"[55] and pleased with the learner satisfaction reports when I used problem-based learning and case study teaching methodologies, I decided to develop a Christian non-profit version of a service learning/managerial leadership development activities model of education. I experimented with a group of nine seminarians with whom I already shared mentoring relationships (aka: they knew of some of my idiosyncratic approaches to helping people "get it"). I called this first experience, "The Doulos Group." For every year since that experience, I have sought to refine the Doulos experience. I have even referred to each new run of the simulation by the generational tags that software designers use, e.g. "Doulos 1.0b, 3.0 or 5.0. etc. This tagging is indicative the intentional process refinement with which I, as an instructional designer and facilitator, am engaged to improve upon the results and uses of this form of Simulation Enhanced Learning (SEL).[56]

Taking care to conduct baseline measurements of participants' leadership profile before, mid- and after is an example of one of those refinements that has developed overtime, required fine tuning and required macro classroom management skills to assist participants, in larger classes especially, to benefit from the data collected. Others include: making weekly comments and suggestions to the gathered class "Off the Air" about my perspectives on the progress of the simulation. I realize, and make explicit while offering this

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[55] David Boje, "Greenback Company," in *Post-Modern Management* (Thousand Oaks, CA: SAGE Publications, 1995).
[56] See Hill and Semler, "Simulation Enhanced Learning."

feedback, that mine is an "etic" outsider's perspective. I cannot know what it is like to experience a course experience that I am facilitating, except from the role of the facilitator. I can, from the perch, however, offer them perspective on the operations of the mock organization. I, on a weekly basis and in the final weeks of the class, invite their "emic" observations. In several runs of the simulation, I have appointed weekly observers who actually wore lanyard/nametags with this duty inscribed on it. These folks were permitted to absent themselves from their small group processes which may have been occurring in the class to sit in with other groups, to ask peers questions, to learn what they needed to offer their observations at the end of a class session. Finally, at the end of each semester, and in addition the institution's formal and required course evaluations, participants are treated as a focus to group so that all can glean from one another process-oriented point of how the game was experienced, what went well/poorly, suggestions. In the last run of the game, I have added the extra pressure of realism by having the group conduct an informational reception that had to include clients served, and key people from the seminary community, not their friends only, to come and hear about the corporate results of the Group. It has been a combination of this process improvement feedback that has made the game more realistic, textured and useful as a learning tool.

CONCLUSION

A 'disturbing faultline' between content and method mitigates some of the best laid plans of many leadership educators. Veteran leadership educator, Howard T. Prince, in an essay entitled "Teaching Leadership: A Journey into the Unknown," acknowledges this reality. But in describing the problem he does not stop there. He names driving imperatives that a comprehensive leadership development theory would have to satisfy in order to matter in the face of the faultlines. He writes:

> But nowhere can we find a complete theory of how to develop leaders. Such a theory would, as a minimum, identify critical leadership knowledge, skills, and values, attitudes and beliefs. It would have to tell us what can

be learned and what may be innate. The theory might identify stages of leadership development that could be associated with different capacities and perspectives within the learning leader. The theory would also have to inform both students and teachers as to how each of these leadership outcomes is to be taught or developed. Different learning activities would be required in all likelihood to bring about changes in different dimensions of leadership. Such a theory should help learners develop cross-situational as well as situation-specific leadership knowledge and skills, since there is evidence that the nature of leadership may be contextual. And we should be able to empirically test the key variables in our theory of leadership development so that over time we could refine the ways we engage learners to increase the likelihood of helping them develop their fullest leadership potential.[57]

I submit that the *Leadership Reflex Model* and it associated pedagogical model is an ideal starting place to respond to this yearning for a more congruent means of teaching leadership. It satisfies what leadership educators often grope for to close the faultlines between theory and practice in leadership education.

I have raised the question: 'Given the situational nature of leadership, and the remoteness of most leadership classrooms from the actual context of performance, how should we teach leadership?' I have tendered one answer to that question, an answer which is contrastive to the conventional cognitive-heavy approaches. I have also sought to illustrate its use as a method in the development and management of an organizational executive development course. The model is preliminary; basic concepts that make up the leadership reflex construct have not yet been subjected to a rigorous theory-building and research confirmation process. But, on the topic of method, it raises at least these questions that readers can ask themselves:

1. What implicit method(s) undergirds my approach to teaching leadership?

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2. How would I and my course participants benefit from an explicit articulation of my leadership development values, vision, method and ethics?
3. What liabilities may I and my course participants be accruing by leaving method undeclared?
4. If I am not teaching to the reflexes (or those core and generative processes of personhood), what then *am* I teaching to, and to what effect? Do learners in my leadership development experiences give evidence of qualitatively different leadership responses than those who have not been so exposed? What are the methodological implications of my answer, my hunches?
5. How might West's Leadership Reflex Model and associated Reflex Pedagogy be adapted for teaching the leadership content and processes that I teach?

Doulos Peer Evaluation Report
Russell W. West, Ph.D. ©2004

Name   Team   Occasion/Time Frame

N = *Strength*   G = *Growth Area*   IP = *In-Process*

TRAITS	S	G	IP	TECHNIQUES	S	G	IP
Justice				Capacity for Analysis			
Dependability				Capacity for Connecting			
Loyalty				Capacity for Detail			
Humility				Capacity to Celebrate			
Courage				Capacity for Replication			
Judgment				Capacity for Self-Care			
Bearing				Capacity for Others-Care			
Endurance				Capacity for Solutions			
Model Disciple				Capacity to Anticipate			
Enthusiasm				Capacity to Empower			
Principled				Capacity to Lean/Manage			
Integrity				Capacity to Mobilize			
Initiative				Capacity to Orchestrate			
Decisiveness				Capacity with Texts			
Tact				Capacity for Profession			
Unselfishness				Capacity as Team Player			
Knowledgeable				Capacity for Integration			

Overall Evaluation (Circle One, Write a Brief Support for Your Evaluation)

Satisfactory   Marginal   Unsatisfactory

Date   Evaluator's Name/Signature

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