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Innovative pedagogy: what are the best practices of professors in STEM, leadership, or professional programs who integrate literature?

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INNOVATIVE PEDAGOGY: WHAT ARE THE BEST PRACTICES OF PROFESSORS

IN STEM, LEADERSHIP, OR PROFESSIONAL PROGRAMS WHO INTEGRATE

LITERATURE?

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Anita Marie Cal

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Farzin Madjidi, Ed.D. – Dissertation Chairperson

This dissertation, written by

Anita Marie Cal

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Farzin Madjidi, Ed.D., Chairperson

Lani Simpao Fraizer, Ed.D.

Gabriella Miramontes, Ed.D.

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DEDICATION

I dedicate this dissertation to my parents, Clarence and Frances Cal, who are first generation college graduates that I've always admired and wanted to please, as well as my older brothers and sisters (Clarence, Barry, Sherry, Theron, and Daria), for your incredible achievements in life and higher education; I am honored to follow in your footsteps and hope I have made you proud. Thank you to all of my family members, my nieces, nephews, aunts, cousins, and uncles, the Juris Doctors in the family who came before me, teachers, administrators, social workers, bankers, librarians, engineers, and artists, for supporting me in this endeavor and inspiring me to set out on this academic journey. I also dedicate this research to my supportive and inspirational friends for cheering me on and encouraging me to finish. I love all of you.

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VITA

EDUCATION

2017	Doctor of Education (Ed.D.) Organizational Leadership	Pepperdine University Malibu, CA
1998	Master of Arts in Mass Communications Northridge Radio, TV, and Film	Cal State University, Northridge, CA
1988	Bachelor of Arts in Communications Broadcast Journalism	University of Washington Seattle, WA

SKILL SET

Leadership	Author
Film Producer	Entrepreneur
Television Writer	Educational professional
Speaker	Narrative Coach

PEER-REVIEWED PUBLICATIONS

University Publications
Celebrities and the United Nations: Leadership and Referent Power of the global film celebrity.

International Journal of Arts and Sciences
Danger K-12: Are U.S. Public Schools Really Safe? Barlow, V., Cal, A., & Alboath, W.

ACADEMIC CONFERENCES

International Journal of Arts and Sciences, Freiburg, Germany
Are U.S. Public Schools Neglecting Special Needs Students: Gifted and Talented in Leadership?

International Organization of Social Sciences and Behavioral Research

(Abstract) *What are the Best Practices of B-school professors who utilize literary fiction to foster ethicality, empathic understanding, and sound decision-making in next generation leaders?*

ABSTRACT

This phenomenological study examines innovative pedagogy and the integration of literature by professors in STEM, leadership, and professional programs to foster leadership. The study probes university professors' personal experiences integrating literature, focusing on pedagogical strategies and practices. Many studies exist on the use of literature to develop empathy, analytical, or critical thinking in higher education. However, there is virtually no published research on the integration of literature in STEM, leadership, and professional programs to foster leadership skills. Existing theories on utilizing literature in the humanities also apply to its integration into STEM, leadership, and professional programs. Therefore, professors integrating literature have well-defined research on how literature fosters storytelling abilities, critical thinking, decision-making and other dimensions of leadership. Purposive sampling was used to select professors with expertise integrating literature. Individual phone and semi-structured interviews were conducted with 14 participants regarding the integration of literature. As a result, 636 coded passages were bracketed into 32 themes. The top three themes of the study included: (a) fosters leadership skills, (b) pedagogic strategies, and (c) Socratic Method. Two keys findings emerged. Finding 1, the integration of compelling literature developed leadership skills in next generation STEM, leadership, or professional students. Finding 2, the effective integration of literature required use of pedagogical strategies, which included: planning courses with a theoretical foundation, using guided questions for reading, and employing Socratic Method. Professors should select compelling highly regarded/relatable literary works with protagonists that make decisions and pair these literary works with other powerful

autobiographies, theatrical or documentary movies/clips of the same subject matter.

Recommendations include STEM, leadership, and professional programs add

leadership through literature courses. These findings can be used for professional

development training that center on fostering leadership skills. This study provides

researchers and professors with strategies for utilizing literature to foster leadership.

Chapter 1: Introduction

Background

Teaching has long been referred to as an art (Bain, 2004; Knowles, 1973; Simpson, Jackson, & Aycock, 2005). Effective teaching, pedagogy, and stringent accountability measures for achieved student learning results have been important benchmarks of quality instruction for centuries (National Academies Press, 2006). Bain (2004) suggested the ultimate definition of an effective college professor included the ability to produce deep, lasting educational outcomes regardless of style or pedagogical method.

In the United States, the educational system has been considered the foundation of American prosperity, and effective teachers were regarded as the backbone of this system (Bain, 2004; Devlin, 2007). However, the National Academies Press (2006) reported that the United States educational ecosystem was faltering, losing global advantages to other countries in the areas of science, math, engineering, and mathematics (STEM), along with its ability to innovate (Wessner, U.S. National Research Council, & U.S. National Research Council, 2007). STEM subject areas in K-12 through college are considered key factors that contribute to competitiveness in the global marketplace (Bush, 2006; National Center for Education Statistics, 2011; Rand Reports, 2006; U.S. National Academies Press, 2006). Though acknowledging the importance of STEM, Maeda (2013) argued the loss of competitiveness in innovation in the United States was due to education's failure to recognize that convergent and divergent processes are engaged by both the linear problem solving skills taught by science, and experimental problem solving initiated through art (Maeda, 2013). Both

creativity and innovation occurred when these modes of thinking were engaged (Maeda, 2013). However, the arts were not a consideration in early U.S. competitiveness discussions; only STEM domains were outlined in the U.S. National Academies Press (2006) report that was later published as a book in 2007.

According to the National Center for Education Statistics (2011), occupations in science and engineering domains made up only 4% of the workforce, yet created employment for more than 95% of the available jobs in the marketplace (as reported by the National Academies Press, 2016). Knowledge of STEM domain processes or applications on an individual and societal basis were identified as essential in order to function in American society (Gamoran, 2011). Indeed, the workforce and daily life in the United States requires a range of STEM comprehension for employable skills, as well as understanding environmental issues, medical diagnosis, and computer-based applications (National Academies Press, 2016). In addition, research found a correlation between the US's dominance in global innovation and per capita income growth due to advances in STEM industries (National Academies Press, 2016).

The U.S. National Academy (2006) report regarding poor STEM education in the nation's K-20 school system was addressed in President George W. Bush's State of the Union address and led to the passing of the America Competes Act by Congress in 2007 (White House, 2007). Nearly $46 billion dollars was funded to the K-12 and university systems for fiscal years 2008-2013 (Gonzalez, 2014; White House, 2007). The America Competes Act (2007) also included policy recommendations that promoted funding of innovative projects in STEM research at universities, along with extensive K-12 and college teacher development for more effective instruction of STEM

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subjects. Additionally, the America Competes Act (2007) emphasized content knowledge and innovative pedagogy were necessary skills for effective instruction in the 21st century classroom where information was readily available for students via the Internet (Bonds, 2016;Sousa & Pilecki, 2013; White House, 2007).

Despite increased funding, increased research-based teaching, and improved methods, K-12 test results from 2009 revealed little improvement in overall scores, including science (National Assessment of Educational Progress, 2009, 2015). Especially troublesome to educators were less than 33% of U.S. eighth graders performed at proficient measures of achievement. In addition, students in fourth and eighth grade scored poorly overall on critical thinking and problem solving questions. Twelfth graders also scored poorly, rating below 40% in both cognitive domains (National Assessment of Educational Progress, 2009; Sousa & Pilecki, 2013).

Cognitive capacities were identified as skills developed through the humanities (Armitage, et al., 2013; Emre, 2015; Pinkel, 2016). Thus, scholars critical of STEM suggested the rethinking of STEM as STEAM-science, technology, engineering, arts, and mathematics (Connelly, 2012). The A in the STEAM acronym represented arts and design. Rhode Island Art and Design-RISD (Maeda, 2012) was the first institution to promote the idea of STEAM and the importance of art and design to innovation in a competitive global market (Maeda, 2012). STEAM was proposed as a bill that would add arts and design integration into K-12 and university STEM curricula (Langevin, 2012). Maeda (2012), President of RISD was at the forefront of leading a coalition of business leaders, politicians, and scholars in community meetings, as well as meetings in Washington D.C. to discuss the the integration of art and design into STEM

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legislation (Ozler, 2011). Maeda (2010) argued scholars had a long-held misconception that innovation came only from the STEM domains and pointed to examples of STEM nations, such as Japan (Branstetter & Nakamur, 2003; Fensom, 2012) that are now globally regarded in the marketplace as lacking in innovation (Branstetter & Nakamura, 2003). Japan acknowledged its creativity crisis and in 2003 offered grants to universities to create liberal arts courses that 664 institutions sought to funding for (McCreedy, 2004). In addition, Maeda (2011) suggested Steve Jobs' work at Apple, where the integration of art and design in combination with business and science created an innovative global conglomerate (Maeda, 2011). Other scholars (Connelly, 2012; Jackson-Hayes, 2015; Robinson & Baxter, 2013) argued that adding the liberal arts to STEM would foster students' critical thinking, real world problem solving skills, innovation, and creativity (Sousa & Pilecki, 2012). Congress passed an amendment to the Elementary and Secondary Education Act (2015) that included the integration of the arts in STEM programs (Bonamici, 2015). Thus, STEAM programming in K-20 education was approved for the integration of the arts and design by legislators for future federal funding without changing the STEM acronym to STEAM.

In higher education, the trend toward innovative pedagogy that integrated the humanities such as literature and film in professional schools, applied science programs, and undergraduate courses outside of the arts, emerged in part from STEAM reform initiatives and three interrelated crises in the United States (Connelly, 2012; Sousa & Pilecki, 2013). The three major interrelated crises that contributed to the rise of innovative pedagogy utilizing literature or film include: (a) the business ethics crisis in the United States (Financial Crisis Inquiry Commission, 2011; Hutton, 2007; Thiroux &

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Krasemann, 2012), (b) the leadership crisis (Coles, 1987; Edelman, 2013), and (c) the humanities crisis in colleges and universities that arose from STEM-focused legislation (Armitage et al., 2012). In support of these assertions, U.S. Senate Chaplain Barry Black (2016) described the current state of leadership in the United States as a national security issue (B. Black, personal communication, May 26, 2016). Similarly, a recent study found that very few Americans trusted their leaders. Only 13% reported faith in Congress and 21% claimed trust in television news leaders while 62% asserted no confidence in the banking system—the lowest such ranking since 1979 (Jacobe, 2012). In addition, Edelman (2013) found more than 80% of the general public worldwide reported a lack of confidence in government leaders, supervisors, managers, and corporate executives to communicate truthfully about important issues. These findings suggest that humanity was facing a global leadership crisis (Edelman, 2013).

This notion of an ethics and leadership crisis first emerged in 1987 when the stock market crashed, causing the worst economic failure in U.S. history with the largest single day percentage drop ever recorded at the time (Biggerstaff, Cisero, & Pucket, 2015; Emre, 2015; Gelman, 1987; Ruder, 2007). According to federal law enforcement, the Black Monday crash was triggered by massive insider trading and fraud (Biggerstaff et al., 2015; Cowan: 1987). The stock market crashed again in 2007 an economic crisis that occurred as a result of fraudulent mortgage lending by top business executives and banks (Arce & Gentile, 2014; Financial Crisis Inquiry Commission, 2011; Ludlum, Moskalionov, & Ramachandran, 2013).

Especially concerning to Wall Street, society stakeholders, and the academic community after the 1987 and 2007 stock market crashes were the insider trading and

fraud convictions that came down against graduates of top business and law schools (Arce & Gentile, 2014; Cole, 1987; Cowen, 1987; Edmond J. Safra Foundation, 2007; Ethics Education Task Force, 2004; Evans, Trevino, & Weaver, 2006; Shad, 1987). What's more, scholars noted the 1987 and 2007 stock market crashes demonstrated apathy as well as the potential for many corporations run by former business school executives and attorneys to destabilize the entire social and economic ecosystem through the "ethical dimension" of decisions (Edmond J. Safra Foundation, 2007; Emre, 2015; Ethics Education Task Force, 2004; Lagan & Moran, p. 1, 2006; Swanson & Fisher, 2010).

The Ethics Education Task Force (2004) wrote that there was a crisis in the realm of business ethicality that threatened "the future of the free market system, which depends on honest and open enterprise to survive and flourish" (p. 7). Years after the stock market crashes, American companies and top financial leaders continued to commit fraudulent and unethical acts that contributed to the lack of public trust. These corporations included once-trusted brands such as Merrill Lynch, Lehman Brothers, Countrywide, and Citigroup (Eisenger, 2014). In addition, Biggerstaff et al. (2015) found more than 250 unethical CEOs had systematically overstated earnings, and backdated options which caused billions of lost dollars and large stock market declines. Additional ethical and leadership lapses by major corporations emerged when a factory fire in Bangladesh killed 111 workers, revealing that American corporation such as GAP and Walmart were conducting business with foreign companies that ran production under hazardous working conditions (Bajaj, 2012).

In light of widespread ethical failings in the financial sector, Ewest and Kliegl

(2012) noted certain educational leaders' linked the corporate corruption and leadership

shortcomings with the marginalization of the humanities in higher education. For

example, Hutton (2006) cited the ethics crisis as the impetus for implementing the

integration of more humanities subjects across college curricula at Utica College,

claiming the nation's professional schools had failed in their responsibility to effectively

develop well-rounded and humane leaders by focusing on teaching students how to

perform in their jobs, while humanities courses traditionally fostered "how to think" in

those professions (Hutton, 2006, para. 7). Likewise, Wilhite and Silver (2005) suggested

that higher education in the United States was undergoing a crisis of identity and thus

was confused regarding the full scope of its responsibilities to develop students with

civic responsibility, with developed values, and with a sense of obligation toward

maintaining social order.

Still, other scholars (Cole, 1987; Badaracco, 2006) suggested that integrating

literary or film resources into pedagogical methods of professional programs could

strengthen important values. Furthermore, Hatcher (2006) contended the integration of

literature or film in pedagogy can demonstrate to students the qualities ethical leaders

exhibit, the moral characteristics courageous leaders possess, provide prospects for

moral self-reflection, as well as teach what an empathic leader looks like (Hatcher,

2006). In a speech regarding the U.S. Supreme Court, then-senator Barack Obama

(2006) contended that empathic leaders have the ability to understand and connect with

the struggles, hopes, and dreams of another human being. In addition, Obama (2006)

suggested that empathy was an essential skill for ethical, just decision-making

(Mooradian, Davis, & Matzler, 2011; Obama, 2006). The integration of literature and

film in professional and science curricula creates an emotional engagement that promotes empathic understanding, ethicality, and deeper thinking through four modes of liberal learning (Colby, Ehrlich, Sullivan, & Dolle, 2011). These four modes of learning include: (a) Analytical Thinking, the ability to deduce from abstract experiences and produce formal knowledge, (b) Multiple Framing, the facility to intellectually manage fundamentally dissimilar and sometimes mutually exclusive concepts (c) Reflective Exploration of meaning, analyzing oneself in relation to one's decisions, and exploration of value, meaning, and commitment, and (d) Practical Thinking, which represents the facility to employ knowledge to engage decisively and concretely in a situation in order to determine the best strategy for action (Colby et al., 2011).

To test their hypothesis, Colby et al. (2011) researched the best practices of innovative pedagogy in business schools that integrated humanities experiences for a higher purpose. The study included examining the best practices for student engagement with literary texts and classic films to foster intellectual development of alternative perspectives. In addition, Colby et al. (2011) examined whether engagement with the narratives engendered a moral commitment to avoid future unethical behavior for the greater good of society. Furthermore, the authors claimed to focus on business schools humanities integration because of the business ethics crisis combined with the continued growth of business leaders entering the workforce (Colby et al., 2011). Indeed, statistics suggests that in 2011-2012 school year, 21% of U.S. undergraduates majored in business with the total rising to 68% when other vocations were included with business as a minor (National Center for Education Statistics, 2011). In addition, MBAs were the most popular diplomas at the master's degree level in 2012-2013

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(National Center for Education Statistics, 2016).

According to Colby et al. (2011), the large numbers of students entering into the business domain necessitated business schools integrated a breadth of humanities learning, like literature or film. Integration of the humanities in the business curriculum enabled opportunities for students to cultivate an appreciation for more humane social experiences as well as developed students' understanding of their relationships to a broader society that helped aid in curbing professional corruption (Colby et al., 2011). Additionally, other business leaders, law makers, and academics agreed higher education needed to find more innovative and effective pedagogy through humanities integration like literature or film to foster ethical intellectual habits, critical thinking, analytical reasoning, empathic understanding, and sound decision-making to contribute to healthier corporate behavior (Abend, 2014; Cole, 1987; Laczniak & Murphy, 2005; Mele, 2008; Mullins Beggs & Lund Dean, 2007; Waples et al., 2009).

According to the Business-Higher Education Forum-BHEF (2004) report, interdependence does exist between the financial world and higher education. Two recommendations were made from the findings: (a) both corporate and educational leaders must find creative strategies to embed ethicality into the fabric of their foundations, and (b) both corporate and educational leaders must consider the consequences of institutional policies on decision-making that produces an unethical culture (BHEF, 2004). Research supports this assertion of interdependence between higher education, business, politics, and the global economy. For example, following the 1987 and 2007 market crashes, universities such as Harvard, Columbia, Stanford, NYU, and Pennsylvania responded by implementing innovative pedagogical practices that

integrated the use of classical literature or film in at least one business ethics course to more effectively strengthen ethical learning outcomes (Badaracco, 2013; Bhattacharyya, 2013; Cole, 1987; Edmond J. Safra Foundation Center for Ethics, 2007). In terms of the humanities crisis in higher education, between 1966 and 2010 the percentage of humanities majors nationwide dropped 50% from 14 to 7 (Harvard Humanities Project, 2012). In 2010-2011, 16.8% of undergraduate degrees were earned in the humanities, less than a 1% drop since 1970-71. However, just below 8% received master's degrees in the humanities, down from 14.6% in 1970-71 (National Center for Education Statistics, 2011).

Research demonstrating the steady decline in humanities courses was another factor in university administrators and professors examining creative ways to elucidate the relevance of the humanities in shaping human values while sharpening relevant professional skills. Thus, through innovative pedagogy, some universities and professors implemented policies to integrate the humanities into vocational, professional, and medical curricula to reintroduce the human element (Silver, 2012) to the higher education sphere. These policies were part of a dual strategy intended to address the ethics and leadership crisis by fostering student development in critical thinking skills, reasonable decision-making, consideration for humanity, and empathy (Edmond J. Safra Foundation Center for Ethics, 2007; Hutton, 2006). For example, using innovative pedagogy, Laoi and Wang (2016) found that medical students who read literature in complementary cluster groups had enhanced ability to understand human psychology, emotion, and empathy, along with increased critical thinking skills. Utilizing a quasi-experimental design with a sample of 90 medical students, Laoi and

Wang concluded that integrating literature into the learning process improved future doctors' critical thinking skills and humanities literacy which is essential for more effective and compassionate patient care (Laoi & Wang, 2016).

Though the integration of the humanities, such as literature or film, into the professional and sciences curricula is considered innovative pedagogy today, it has roots in ancient Greek intellectual practice (Porter, 1997). Additionally, in the 16th century, law, poetry, and literature intermingled with intellectual exchange and values development as part of the legal culture of the Inns of Court, where Elizabethan theater was also born (Goy-Blanquet, 2013). By the turn of the 20th century, Wigmore (1903) criticized the lack of ethicality in jurisprudence and proposed members of the judiciary integrate literature into professional development to foster moral principles into decision-making (Weisberg, 2009).

Various academics today contend the use of literature or film in professional curricula is important for fostering deeper exploration of complex moral issues, sharpening analytical skills, communication, empathy, cultural awareness, and developing more responsible decision-making skills for next generation leaders (Badaracco, 2013; Colby & Ehrlich, 2011a; Edmond J. Safra Foundation Center for Ethics, 2007; Nussbaum, 2010a). In agreement, Collier (1993) suggested that film and literature nurture existential reflection, an opportunity for student leaders to think through moral quandaries like those of *Plato's Socrates* or the conflicted jury characters in Lumet's film *Twelve Angry Men*. In contrast, the rational decision-making model applied in professional school pedagogy was found difficult to use in complex real world situations, where a plethora of influences, such as biases, selectivity, personality,

overconfidence, cultural differences, and experience influence choices (Robbins &

Judge, 2015). Conversely, literature or film, when properly applied, provided depth of

the existential experience by introducing students to the domain of understanding that

required engagement with the deeper values implied by varied actions (Collier, 1993).

The Stanford Humanities Center (2016) argued further that the exploration of the

humanities, like literature or film, taught students how to think in a creative manner,

sharpened reasoning skills, and enabled future leaders to acquire complex insights into

diverse knowledge, from poetry to painting to business models. These diverse skills

were identified as important in a humane society. The integration of qualitative

exploration through the humanities into nursing, law, business, entrepreneurship, and

other professional curricula would also imbue standards of ethical conduct in students

(Bennis & O'Toole, 2005). The process of rebuilding trust between America and its

corporate, financial, and political leaders to achieve common goals will be a difficult

endeavor in the absence of authenticity and honesty in next generation leaders (Covey,

2006; Robbins & Judge, 2015).

Preparing next generation leaders to function ethically and with transparency

through a double helix approach of integrating the humanities, literature and film, into

the curricula of higher education professional programs was identified as one way to

rebuild trust (Colby et al., 2011). Robbins and Judge (2015) asserted that ethicality and

trust were two essential components of effective leadership. Effective leadership

encompasses the characteristics of servant leaders (Greenleaf, 1970) and authentic

leaders (Eilam, 2005) who engender trust with honesty and self-regulation while

adhering to their ideals. Furthermore, these forms of leadership are imbued with the

moral dimensions of influence (Robbins & Judge, 2015). Therefore, Robbins and Judge (2015) suggested the executive leaders involved in corporate corruption in the late 1980s and early 2000s, such as Jeff Skilling of Enron and Kareem Serageldin of Credit Suisse bank, and more recently Raj Rajaratnam of Galleon Group, did not effectively lead, and therefore were not truly transformational due to their dishonesty and lack of transparency.

As repeated financial and ethical crises emerged along with the humanities crisis, a philosophical dialectic arose surrounding the best practices for developing innovative effective learning outcomes for STEM and professional school students that fostered empathic skills, moral development, and ethical decision-making in these next generation leaders through literature or film (Cole, 1987; Thiroux and Krasemann, 2012; Badaracco, 2013; Slocum, Rohlfer, & Gonzalez-Canton, 2012; Emre, 2015). Leadership in all its complexities is not effective when devoid of values and trust. Both values and trust have always been latent foundations of leadership, with trust being a psychological contract of vulnerability to another person that the agreed upon transaction will be honest and not harmful (Robbins & Judge, 2015). Covey (2006) posited that the absence of trust was a destructive force and the presence of trust was a condition that required character. This vision of character encompasses an individual's transparency, authenticity, intention, and motivation in regards to people. In addition, to engender trust Covey argued effective leaders must demonstrate 13 continual behaviors that included: demonstration of respect, the ability to speak in a frank manner, create a sense of earnest transparency, show others loyalty, take care of problems that have been mishandled and set them right, follow through on promises by delivering on results,

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keep sharpening skill areas of weakness, confront reality, be concise about expectations, practice being accountable, before speaking listen, keep your word, and offer trust (Covey, 2006).

The aftermath of the financial crises caused by ethics and leadership lapses at all levels in of the economic sector, as well as the decline in humanities courses and humanities graduates (National Center for Education Statistics, 2011), led to important issues to be addressed by academia. The dialectic that arose helped bring about innovative pedagogy surrounding the best practices for integrating literature and film. (Cole, 1987; Thiroux and Krasemann, 2012; Badaracco, 2013; Slocum, Rohlfer, & Gonzalez-Canton, 2012; Emre, 2015).

Statement of the Problem

Next generation college graduates entering the workforce from STEM majors or professional schools that lack deep developmental engagement with the humanities, such as literature or film, have demonstrated difficulties in ethical decision-making, critical or analytical thinking, empathic understanding, or reasonable decision-making in leadership positions from supervisors, mid-level managers, to CEOs (Cole, 1987; Badaracco, 2006; Emre, 2015; Henry, 2013). Studies showed business students tended to cheat on tests more than other academic disciplines, viewed unethicality less unfavorably than academic majors from other fields, and behaved in a less cooperative manner on projects than other majors (Frank, 2004; Khaneman, Knetsch, & Thaler, 1986; McCabe, 1992; McCabe & Trevino, 1995; Segal, Gideon, & Haberfeld, 2011). Executive leaders, mid-level managers, attorneys, and medical professionals perform critical roles in the economic ecosystem that require humane considerations, trust,

ethicality, cultural understanding, and social and fiscal responsibility in decision-making (Thiroux & Krasemann, 2012).

The nationwide financial crises demonstrated that unethical decision-making impacted all of society in what Lagan and Moran (2006) described as a multidimensional, interdependent three-way process: social, individual, and organizational ethicality that converged into one whole with each process influencing the other (Lagan & Moran, 2006). Next generation senior-level executives who study the applied sciences or enroll in professional programs must learn from their educational institutions to take responsibility, maintain personal integrity, and guard against unprincipled decisions that have the potential to cause mental, physical, or financial damage to employees, the community, the economy, or the environment (Lagan & Moran, 2006, p. 1). McLean (2006) concurred that a university education was a complex construct that should not only involve the transference of knowledge, but engage next generation leaders in politics, cultivate understanding of social responsibility, nurture students in the direction of sound reasoning, cultural action, and justice.

The concept of leadership was defined as an acquisition of skills that can be developed or learned through practice (Morad, 2014; Levine, Lloyd, Greene, & Grown, 2008; Stiles, 1986; van Linden & Fertman, 1998). Likewise, the concept of pedagogy was an old term founded in the tradition of belief that humans have a capacity for learning and the teacher had the ability to mold cognitive, as well as emotional development (Loughran, 2002). Since leadership can be learned and learning is a change process that can be influenced by instruction (M. Allen, personal communication, 2015) it was important to explore the best pedagogical practices of

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professors who utilized literature or film, which can potentially foster the ethicality, leadership style, empathy, analytical skills, creativity, innovation, and sound decision-making of next generation leaders.

Pedagogy can be described as a multifaceted conceptualization that includes methods of instruction, theory, principles, teaching programs, curricula, and syllabi as part of the science of educating children that is rooted in the tradition of morality, ethics, and relationality (Loughran, 2002). Knowles (1973) suggested that pedagogy was the artistic and scientific method of teaching children. However, Freire's (1970) *Pedagogy of the Oppressed* was a seminal work in articulating the politicization, social, and cultural construct of pedagogy as a critical instrument of liberated thinking necessary for freeing conquered citizenry. Freire argued that oppressed people could only gain freedom through pedagogical awakening regarding their oppression and through this awakening their intellectual eyes would be opened to tyrannical pedagogy and see the opportunities available to them beyond paternalistic subjugation.

In the new millennium, educationalists have liberated the term pedagogy from its Greek roots *paedes*, meaning child, and expanded the definition to also include the science of teaching adults (Loughran, 2002). Traditionally, andragogy was the term used to define adult educational theory (Knowles, 1970). Adults learn differently from children, processing knowledge experientially by filtering new information through life experiences, as well as requiring self-direction and involvement in the planning of learning (Knowles, 1973).

However, Knowles' conceptions of adult learning acknowledged the liberation of pedagogy from its traditional use, arguing the differentiation between the learning styles

and assumptions for children versus adults becomes fluid as children mature. Children exhibit adult learning needs when they develop psychologically, exhibiting a readiness to learn, requiring self-direction, experiential learning, and the application of learning to real-life problems. Thus, after certain maturation within a child, Knowles found andragogical methodology became necessary for the instructor. The instructor had to transition from teacher to facilitator rendering the sage on the stage method of instruction less effective (Knowles, 1973). Furthermore, scholars discovered next generation leaders exhibited many of the same characteristics of adult learners (Parker, 2010). For example, next generation adult leaders preferred learning that was related to their experiences, had shorter attention spans, and had a wealth of knowledge available to them via cell phone technology and the internet that made them far more advanced in knowledge acquisition than their peers of the past. These characteristics were the same characteristics and learning styles next generation leaders' displayed.

Gardner (2009) determined professors educating next generation leaders needed to foster five complex cognitive domains in order to be effective. Gardner's *Five Minds for the Future* addresses cognitive processes essential for success in a globally competitive world included the following:

The disciplinary mind: the ability to understand established theories and applications in the sciences. The ability to understand math. The mastery of a distinct professional skill, as well as broad historical knowledge.

The synthesizing mind: the mastery of idea integration from divergent domains of thought. The ability to communicate to others the complexities of this synthesis. The ability to articulate this integration from divergent domains.

The creating mind: the cognitive ability to discover new ideas. The ability to discover new phenomena. The ability to recognize problems and solve them.

The respectful mind: the empathic understanding of other cultures. The understanding and awareness of cultural values. The respect and understanding of the traditional differences of others.

The ethical mind: the ability to fulfill and carry out one's shared responsibility as an upright, honest, and truthful citizen in a shared economic ecosystem. The ability to make ethical decisions that take into consideration other stakeholders. The ability to know and understand right from wrong in relation to truthfulness and ethicality. Conversely, Price (n.d.) conducted research for new approaches to teaching the next generation leaders that could aid leadership pedagogy for this group. Price's research yielded the Five R's methodology of engagement: (a) relevance, the next generation does not perceive information that isn't connected to their practical application as important, (b) rationale for course policies, (c) relaxed manner of teaching especially for the the millennial cohort due to the lack of authoritative assertion in their youth, (d) rapport, the next generation leader likes attention, likes to feel connected to the instructor, appreciates relational experiences and, (e) research-based teaching methods that engage next generation leaders through diverse and active processes that includes the use of multimedia, such as film. Likewise, Nevid (2011) suggested grounding pedagogy for next generation leaders in methodologies for effective learning, which included ensuring that students are engaged, helping students commit important information to memory through encoding concepts with the systematic integration of pertinent film clips followed by discussions, and conducting project-based activities that

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encouraged students to dive deeper into learning as well as the elaboration of meaning.

Research supported the notion that next generation leaders preferred to work in teams, were more sociable through social media, more politically-minded, sought a connection with professors, sought originality and tended to be current in the use of the latest technology (Hanna, 2009; Wieland, 2009). The next generation learners were found to have multiple intelligences. The next generation leader also preferred professors who engaged with their generation in a technologically savvy manner; this cohort, especially the millennial contingent, expected course materials that were current and relevant to their generation, perceived instructors with a sense of humor to have more of an understanding how to teach their cohort, and expected multimedia integration as a part of lecture instruction (Price, n.d.). Lastly, there was consensus among academicians that one of the best practices for teaching next generation leaders included the integration of film with lecture combined with guiding questions. This innovative pedagogy was an effective method of adapting university instruction to connect with the short attention span of next generation students and provided a mode of fostering more effective learning in these scholars and future leaders (Nevid, 2011; Parker, 2010; Price, n.d.)

Purpose Statement

The purpose of this study was to discover the innovative pedagogical practices professors could employ when utilizing literature to best prepare next generation leaders for successful transition into workplace roles as effective practitioners and leaders. Next generation leaders include the millennial cohort. Although most leadership skills can be acquired, developed, and learned through application, teaching leadership

skills effectively to next generation leaders was reported as a complicated and difficult endeavor that involved varied pedagogical and andragogical theories. The purpose of this study was achieved by identifying traditional approaches to teaching, such as stand and deliver lecturing or textbook fact memorization, that were inadequate for effectively teaching and engaging next generation learning styles (Novotney, 2010). The next generation learner which includes young adult learners in today's undergraduate programs and graduate schools, were characterized as technologically savvy multitaskers with short attention spans, that tend to be selfish, narcissistic, poor problem solvers who preferred group learning, and were unreceptive to the lecture method (Novotney, 2010; Parker, 2010). By identifying the learning styles of next generation and millennial leaders, professors born in the 1950s-1979 that represented the baby boomer generation and Generation X, could examine how to utilize innovative approaches that employed technology and lecture, combined with different modalities such as literature or film, to effectively engage and teach the impatient, technologically savvy, next generation and millennial learner (Wieland, 2009). Since there was a lack of consensus among scholars over where pedagogy ends and andragogical methods begin, for the purposes of this study, pedagogy was used to define the teaching methods and assumptions for young adults 18 and up. This study explored:

The effective strategies and practices that were employed by leadership, business, and professional school professors who integrate literature or film were examined. The challenges that were faced by leadership, business, and professional school professors in implementing those strategies and practices employed in integrating literature or film. The successes that resulted with the integration of literature or film were discussed.

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Research Questions

       The following research questions (RQ) were addressed in this study:

       Research Question 1: What strategies and practices are employed by professors who integrate literature?

       Research Question 2: What challenges are faced by professors in implementing literature?

       Research Question 3: How do professors measure success in integrating literature?

       Research Question 4: What recommendations would professors make for innovative pedagogy that integrates literature?

Significance of the Study

       The findings of this study discovered the best practices and strategies utilized by college professors in STEM, leadership, or professional programs that integrated literary works into the curriculum. This study found the best practices and strategies professors used for the systematic and effective employment of literature integration in STEM, leadership, or professional programs to foster skills of deep humanistic and reflective learning in the classroom. These fostered skills from the integration of literary works also included: developed student encounters with matters of ethicality, improved problem solving, analytical skills, increased empathic understanding, more appreciation for cultural perspectives, creativity, innovation, more accountable decision-making, and awareness of social responsibility. Additionally, the results indicated best practices for training professors in more effective innovative pedagogy. Lastly, information emerged that corporations could use for training supervisors, managers, and executive leaders

on how to work effectively with the millennial, as well as information on how to strengthen employees in the domains of decision-making, ethicality, analytical skills, and empathy.

Limitations and Assumptions

This study was limited to 4-year public and private institutions excluding 2-year community colleges. Evaluating the similarities and differences as they related to the expectations and characteristics of community college professorial pedagogy integrating literature or film in higher education was not considered.

Participants were intentionally selected, which may not reflect the interpretation of the larger population (Brancheau, Janz, & Wetherbe, 1996).

Definition of Terms

Below are definitions of terms discussed in this study.

Character: The moral essence of a person's combined ability to stick to a set of principles, risk unpopularity for decisions based on principles, courage to be himself or herself regardless of circumstances. A person whose moral essence allows him or her to be open-minded. A person who plays fair and doesn't deceive himself or herself (Coles, 1985).

Critical thinking: The process of deduction, discerning information, and examining, assumptions. Critical thinking requires the ability to understand divergent angles of an issue. In addition, this process requires open-mindedness to new information that may contradict current suppositions, solving problems, and making inferences (Willingham, 2007).

Empathy: Empathy is the ability to connect with the perspective, feelings, and

goals of someone else. Empathy allows one to understand another person's culture. Additionally, empathy is one of the most important components of an individual leader's emotional intelligence. (Robbins & Judge, 2015).

Empathic theory of mind: The ability to identify and perceive other people's emotions. The ability to identify expressions and body language. ToM involves the skill to rightly interpret social signals that indicate an individual's state of mind (Oatley & Mar, 2006; Mar, 2011).

Ethics: Derived from the Greek word *ethos* which means character. Ethics, are the basic conceptions and elemental principles of acceptable human action. It includes study of universal morality such as the equality of man, human rights, observance of the laws of the land, regard for the health and safety of others as well as the natural environment. Synonym: morality (Business Dictionary, n.d.).

Decision-making: The process of thought that enables one to make a choice to a problem by selecting the logical alternative from the options available. When attempting to make sound decisions, a leader must consider the positives and negatives of each choice, as well as interpret and contemplate each alternative. For effective decision-making, a leader also needs the ability to anticipate the outcome of each option, and then, determine which choice is the best for the given situation (Business Dictionary, n.d.; Robbins & Judge, 2015).

Game theory: A methodological mathematical application from economic theory. It utilizes formulas to analyze and predict competitive choices. Game Theory also predicts the moves of opposing characters within literary narratives (Brams, 2005).

Innovative pedagogy: Innovation is a novel conception applied to a process or

the creation of new knowledge (Cameron, Dutton, & Quinn, 2003; Robbins & Judge, 2015). Pedagogy means teaching. Thus, for this study the definition of innovative pedagogy is the novel conception of processes for teaching or fostering learning.

Literature: Literature is literary fiction which is described as the cognitive imagination of written works such as plays, poetry, or novels that are recognized as exemplary and have lasting significance (Merriam-Webster, n.d.; Ross, 2006). Classical fiction will be denoted as literary fiction because it meets the latter definition and has withstood the test of lasting import. Conversely, literary fiction may also be modern, as long as it possesses similar high quality elements that demark the potential for long lasting importance as its historical counterparts.

Morals: Søren Kierkegaard's conception of morality is used for this paper. Morality is character. Character is inwardness that is engraved and retested over and over by self-reflection (Coles, 1985).

Millennial: The generation of born after 1980. Numbering at an estimated 80-95 million, millennials are the largest cohort in the next generation of future employees, supervisors, middle managers, and top leaders entering the workforce. Research indicates millennials learn faster. Millennials also are the first cohort to grow up in the modern technology era and are technologically savvy. Millennials are innovative, well educated, less loyal to companies, view learning as a commodity and view the older generations as more moral. Millennials are part of the next generation of leaders (Moon, 2014; Pew Research Center, 2010; Wieland, 2009).

Narrative: The fundamental characteristic of having action. A narrative also has sequences in a causal event-structure. Narrative in film or literature has a beginning,

middle, and end with building conflict that has consequences (Mar, 2004; Mar 2011).

Narrative transportation: The reader as the traveler is transported by the narrative, as a result of engaging with the organized texts. As the traveler, the reader progresses some unidentified distance from his or her world of origin. Then the reader returns from his or her travel to the world of origin, having been somewhat changed by the narrative journey (as reported by Gerig, 1993).

Novel: A novel is a literary fiction story that is regarded by experts in the literary field to be of merit. A novel has lasting importance. Like all books, a novel contains sequences and action in a cause and effect event structure (Mar, 2004).

Theory of moves: The study of how an individual makes choices while engaged in competition, knowingly or unknowingly with others. Theory of Moves examines the contemplative decisions people make while considering what they predict other people are going to do, their moves, countermoves, strengths and weaknesses. This type of decision-making also considers opponent's' past actions, present actions, and future assessments of potential moves based on logical computations (Brams, 1993).

Summary

Chapter 1 presented an overview of this research study, explained the background of the problem, stated the problem, and spotlighted the purpose of this study. Effective teaching and the importance of the educational system in teaching science, technology, engineering and math—STEM—for the US to remain competitive in global markets was discussed. In addition, shortcomings were discovered in the areas of STEM—education, teacher development, lack of innovation, and poor test scores in STEM domains, which led some scholars to advocate for more education

reform. This reform included the rise of innovative pedagogy and the integration of humanities in STEM domains through STEAM, which added an arts and design component. Also in this chapter, four research questions were proposed and the significance of the study was outlined. Chapter 2 reviews the pertinent literature that will provide the theoretical framework for the research.

Chapter 2: Literature Review

In leadership, business, law, and medical educational programs, the use of innovative pedagogy that incorporates literature or film performs a significant role in the best practices for teaching complex multidimensional leadership capacities to next-generation influencers. Next generation leaders include the millennials cohort that can be defined as students born after 1980. Next generation millennials were described as visually and technologically savvy, and intelligent scholars who perceived learning as a commodity, thus requiring professors to be innovative in their approach in order to be effective (Wieland, 2009). These learned complex leadership capacities are important for next-generation leaders in order to help alleviate America's leadership, ethics, and empathy crises (Badaracco, 2013; B.Black, personal communication, May 26, 2016; Edelman, 2012; Jacobe, 2012). Fostering the development of complex leadership skills the next generation needs in a global economy—such as emotional intelligence (EI), ethicality, empathy, analytical skills, and sound decision-making that takes all stakeholders into account—requires innovative pedagogical approaches on the part of college professors. These approaches augment the university classroom in a way that effectively engages millennial learners by developing creative and effective learning strategies that appeal to the next generation leadership cohort (Wieland, 2009). Innovative pedagogical approaches to teaching next generation leaders require the combined use of film or literature with lecture, humor, and technology to engage the next-generation leader in the learning process (Price, 2009). Learning outcomes for millennials are strengthened through this innovative integration by providing the variety that next-generation leaders prefer. Deeper learning is offered via these varied

strategies, while fostering knowledge of critical leadership principles held within literature or film (Badaracco, 2013; Emre, 2015; Wieland, 2009). The innovative professor utilizes cell phones, smart watches, YouTube, Hulu, Netflix, podcasting, or film in conjunction with literature and lecture to effectively engage and develop well-rounded leaders with transferable abilities that can be applied to divergent leadership roles in varying fields (Wieland, 2009). For example, Nevid (2011) used film to teach psychological concepts important in the workplace, and required students to identify examples of these learned concepts in movies. Nevid (2011) also suggested that podcasting could be utilized by professors to help students review lecture materials or expand upon assigned readings, while cell phones can be used to text definitions or to poll student answers to concepts during class (Kolb, 2011). Additionally, Price (2009) integrated social media into the syllabus, requiring students to research relevant YouTube videos in relation to course content and share links to those videos on his or her Facebook page while other professors integrate the use of cell phones for students to text answers to questions (Wieland, 2009). This review of literature addresses the purpose of this study which is innovative pedagogy through the use of literature that fosters leadership skills such as empathy, analytical skills, critical thinking, reflection, sound decision-making, creativity, ethicality, and trust that are critical for the next generation of leaders in a global economy.

First, this extensive literature review discusses the importance of the ancient art of storytelling—from which literary fiction and narrative films evolved—in cultivating critical dimensions of leadership in students through logos, ethos, and pathos that inherently contain ethical, moral, and logical tenets of the world's cultures. Second, the

background integration of the emergence of innovative pedagogy that incorporates humanities in professional and leadership programs is reviewed, along with the background of literature or film integration in professional school syllabi. Third, this review will provide a theoretical context for how the best leadership studies, business, and professional professors understand the importance of next generation learning styles in fostering leadership development and effectively engage next generation millennials in the classroom by using Kolb's Experiential Learning Theory, or ELT (Kolb, 1976). Fourth, how literature or film influences critical thinking, sound decision-making, and empathic understanding in the next generation and the millennial leader will be discussed along with Theory of Mind (TOM) which enhances next generation leaders' empathic understanding as well as Theory of Moves, which centers around decision-making. Finally, the best practices for the integration of film are examined. This theoretical framework has shaped the research and will add to the discourse of the interview findings.

A Brief History of Storytelling

Literary narratives and film narratives that are integrated into STEM, professional, and leadership programs evolved out of the ancient tradition of storytelling. Anthropologists have found archeological proof of folktales in the world's oldest cultures, stories from Greece, China, Sumeria, and Egypt (Hu, 2003). Stories, oral, visual, and written transport ethos, logos, and pathos (Aristotle, 384-322 BC). Ethos is what Aristotle called "Moral Character" (Fiore, 2015). It is ethos which speaks to ethics combined with logos, which is man's reasoning skills, that Aristotle believed allowed citizens to judge whether a man was good or bad (Aristotle, 384-322 BC; Fiore, 2015).

It is also ethos, logos, and pathos within stories that makes the integration of literature or film in STEM, professional, or leadership schools, an effective pedagogical tool for fostering ethics, empathy, problem solving, creativity, and analytical skills in next generation leaders (Badaracco, 2013; Harris & Barnes, 2006; Nussbaum, 2010a). Historically, classical stories contain in their form the world's wisdom in which lessons of life are taught and the foundational values of culture, morality, ethics, and community are passed along (Baldasaro, Maldonado, & Baltes, 2014). Likewise, Ready (2014) emphasizes that storytelling has been an essential method of transferring important cultural mores for millennia. Gottschall (2012) contends virtually all storytelling, regardless of genre, increases society's bank of empathic understanding and strengthens a cultural ethic of human decency (Gottschall, 2012).

Indeed, outside of its proper pleasure (Aristotle, 384-322 BC) storytelling is a form of art that has served as an important teaching method for as long as humanity has recorded history (Lord, n.d.). According to Harris and Barnes (2006) the ancient art of storytelling with ethos, pathos, and logos is important in education because it inspires people to move toward behaving in a manner that is just and right (Harris & Barnes, 2006, p. 350). In support of this notion, Ready (2014) made reference to the Bible as one of the greatest illustrations of how the art of storytelling has been utilized to refine human behavior and pass down the norms of a cultural and essential values of mankind (Ready, 2014). Thus, literature and film are the narrative expressions of storytelling through a series of plot events, theme, character, dialogue, action, and moving visuals that have endured over time. Additionally, these narrative forms of expression also transfer morals, ethics, and cultural mores that help develop important leadership

qualities that millennial student leaders need in the workplace. Scholars claim (Badaracco, 2013; Harris & Barnes, 2006; Hutton, n.d.) literary narratives are effective leadership development tools because they tell stories and a compelling story creates an enduring message that students carry with them into the real world (Badaracco, 2006). Humans have the capability to learn from experiences that are real or fiction, thus narrative stories are important vessels for critical life lessons (Harris & Barnes, 2006).

The integration of classical narrative or film storytelling in the university classroom is an important tool in fostering moral life lessons, empathy, and moral decision-making in next generation leaders emerging in the current ethics and leadership void (Edelman, 2013; Jacobe, 2012). As a cohort, research indicates next generation millennial leaders think differently than other next-generation leaders (The Deloitte Millennial Survey, 2016). The millennial cohort of next generation leaders tend to believe companies focus too much on profits at the expense of positive organizational culture and worker satisfaction. Conversely, millennials show a large trend toward selfish ambition (The Deloitte Millennial Survey, 2016). For example, in a study of 4300 millennials worldwide, more than 50% of working millennial leaders reported basing decision-making on their own personal morals and values (The 2016 Deloitte Millennial Survey, 2016). Personal morals and values were ranked number one in making decisions in the boardroom while more than 50% of millennial leaders ranked personal ambition and self-oriented career goals as the second most important factor in workplace decisions (The 2016 Deloitte Millennial Survey, 2016).

The cohort of next-generation millennial leaders worldwide demonstrated a

penchant for promoting self-interests (The 2016 Deloitte Millennial Survey) over organizational goals or other stakeholders affected by professional decision-making. In addition, the next generation millennials acknowledged sharing less of a moral core than other generations (Pew Research Center, 2010). These results, combined with decades of ethical and financial scandal at the leadership level in the workforce (Cole, 1987; National Center for Education Statistics, 2011), are examples of economic events that inspired educators to look for alternative innovative methods in developing next generation student leadership skills that would foster ethical decision-making and more empathic understanding of their roles in society (Cole, 1987; Emre, 2015). Since ethicality can be defined as a set of guiding principles that determine our behavior, choices, perspectives, and actions (Donlevy & Walker, 2011), the next-generation millennial leaders' tendency for self-oriented decision-making (The 2016 Deloitte Millennial Survey, 2016) without regard for other stakeholders is not effective for moral leadership. The integration of storytelling or film into college professional and leadership pedagogy emerged as one potential student development strategy in cultivating sound values, morals, self-reflection, empathy, and critical thinking skills in next-generation leaders (Badaracco, 2005; Roche, 2004).

The humanities: Literature or film, integrating storytelling. In the U.S. higher educational system, literary narratives and film storytelling fall under the domain of the humanities, which are part of the ancient humanistic dimensions of the lived experience that includes art, theory of the arts, history, languages, music, theater, and ethics (Stanford Humanities Center, 2016; National Endowment of the Humanities, n.d.; Nussbaum, 2010b; Paxon, 2013). STEAM scholars (Armitage et al., (2013); Connelly,

2012; Maeda, 2011; National Endowment of The Humanities, (n.d.) suggest the liberal arts subjects nurture more introspective, qualitative, analytical, innovative and humanistic thinking which are important skills for next-generation leaders to develop (Maeda, 2012). Additionally, Nussbaum (2010b) argued the humanities fostered student creativity, student abilities to think in a critical manner, sharpened a student's capability to transcend individual loyalties for the greater good and cultivated students' potential to imagine in a sympathetic manner the predicament of other stakeholders in decisions (Nussbaum, 2010b). Likewise, Armitage et al. (2013) contend the humanities are essential for next generation leaders to appreciate different cultures and for teaching students how to articulate cultural experiences, assess these experiences, and how to reimagine these experiences in a manner that liberates and transforms them (Armitage et al., 2013).

Focus on innovative pedagogy through the introduction of the humanities like literature or film to teach ethics and decision-making in professional schools first emerged after the stock market crashed in 1987 and again in 2007. The economic failures caused by leading attorneys and corporate leaders (Cole, 1987; Edmond J. Safra Foundation for Ethics, 2007; Financial Crisis Inquiry Commission, 2011; Nussbaum, 2010a; Shaw, 2006) indicated to scholars that business and law schools' singular focus on logic, reasoning, persuasion, math, science, and quantitative outcomes had produced apathetic, socially irresponsible graduates (Hutton, 2006; Edmond J. Safra Foundation for Ethics, 2007; Nussbaum, 2010a). However, lack of professional humanistic based reasoning, empathy, and ethicality for the common good is not only a business or law school dilemma, but has also been found in leaders from

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the medical and education fields. For example, Donlevy and Walker (2011) found graduates of educational leadership programs lacked empathy or moral accountability, abdicating personal responsibility under the argument that ethics are an individual determination without right or wrong judgment. Donlevy and Walker (2011) proposed universities incorporate ethical learning into all organizational behavior, medical, and law school courses.

The role of the humanities in higher education is still debated among scholars over its practical value in a technologically driven STEM society (Nussbaum, 2010b; Paxon, 2013; American Academy of Arts and Sciences, 2015; National Endowment of The Humanities, n.d.). In fact, between 2007-2015 with renewed focus on STEM programming, there was a steady decline in humanities courses offered by U.S. colleges. Research showed 6% of private colleges terminated at least one humanities degree, while 8% of public colleges eliminated at least one humanities course (American Academy of Arts and Sciences, 2015). Conversely, between 2007 and 2013, the number of humanities degrees dropped from 12 to 10 percent (American Academy of Arts and Sciences, 2015). In addition, the U.S. government reduced the budget of the National Endowment for the Humanities by $28.5 million in 2013 (Paxon, 2013).

Proponents of the humanities noted that while the U.S. debated the merits of the humanities in a technologically driven world, scholars in other countries like Singapore and China (Nussbaum, 2010b), that once shunned the liberal arts, have recently discovered the importance of art and literature in fostering student innovation, imagination, critical thinking, and empathic appreciation for other cultures (Roche, 2004; Nussbaum, 2010b; Stanford Humanities Center, 2016; National Endowment For The

Humanities, n.d.). Innovation, creativity, empathic understanding of other cultures, and

critical thinking are other important capabilities for effective professional leadership.

Likewise, Makovsky (2013) outlined additional leadership skills that humanities studies

foster in students, such as sharpened perceptions through analysis, enhanced skills in

the analysis of environments and emotions—as well as the ability to quickly process the

critical aspects of that information, examine its strategic implications and then properly

communicate the work. All are skills nurtured in humanities coursework (Makovsky,

2013).

      Some scholars argue that the humanities can help prepare professional,

healthcare, and leadership school graduates entering global corporations become better

at leading organizations in the real world (Makovsky, 2013; National Endowment for The

Humanities, n.d.; Stanford Humanities Center, 2016). Twenty-first century corporations

report a need for next-generation leaders with sharper communication and decision-

making skills (Makovsky), as well as the ability to analyze philosophy, history, social

issues, and to navigate complex human relationships. Developing these skills requires

humanities integration in STEM courses, as well as professional programs where

student leaders are trained in more myopic decision-making based off controlled

theories (Roche, 2004; Bennis & O'Toole, 2005; Golsby-Smith, 2011; Stanford

Humanities Center, 2016; National Endowment for The Humanities, n.d.). In *Why*

Literature Matters, Roche (2004) maintains that literature has proven its practical value

throughout the ages, often surpassing the potential of science to solve problems

through unbound imagination uninhibited by scientific method, and thereby providing

"however unconsciously, however elliptically, answers to these problems" (p. 23).

Furthermore, Roche (2004) claims literature and film are fertile with innovations. Roche highlighted the fact that the field of psychology was imagined through literature, not from philosophy or science, and technology was initially thematized in literary texts as authors and film writers discover and depict new world truths without having a full grasp of what their imaginative narratives indicate (Roche, 2004, p. 23).

The integration of literary storytelling or narrative films in leadership, business, medical, or law courses provides deeper learning of organizational behavior concepts, obstacles to leadership, and understanding of theories (Champoux, 2001) in a way that supports the next generation learning styles. There is research that supports the innovative pedagogical conception that the integration of the humanities fosters ethical behavior and decision-making, while also sharpening students' abilities to imagine through empathy the plight of another individual (Green & Brock, 2002; Mar, 2006; Appel & Richter, 2010; Nussbaum, 2010b, p. 7; Oatley, 2011; Emre, 2015) In fact, innovative pedagogy is mandated in the 2015 Elementary and Secondary Education Act (Bonamici, 2015), but there are no nationwide standards for pedagogical innovation or for integrating literature or film into STEM and professional courses. For example, Badaracco (2005) and Craven (2015) personally curated literary novels and films respectively to teach management principles and concepts at Harvard and Columbia universities. Conversely, Colby, Ehrlich, Sullivan, and Dolle (2011) suggested business schools should utilize a DNA, double helix approach to the integration of the humanities like literature or film in pedagogy. Using a double helix approach, in which the liberal arts and business studies are intermingled, Colby et al. (2011) argued future leaders would develop a more integrated sense of consciousness and have more empathic

understanding how business decisions impact society (Colby et al., 2011).

Professional or leadership programs integrating literature or film. Comprehensive research data on the number of colleges integrating literary fiction or film to foster leadership principles such as, emotional intelligence, empathy, analytical skills or ethically and socially responsible decision-making does not exist. However, a review of the literature found more than a dozen professional schools in the healthcare fields, law, and business schools worldwide that incorporate literary fiction or film to help students develop leadership skills that include the development of emotional intelligence, ethical understanding, empathy, and more sound decision-making practices. These schools include Bentley University, Brown University, Columbia University, Cornell University (Schmotter, 1987), Harvard University (Coles, 1987), Yale University, The College of William and Mary (Shaw, 2006), MIT, Stanford University, University of Virginia, Ithaca University, University of Pennsylvania, the Indian Institute of Management in Calcutta, Indian Institute of Management-Ahmedabad in India, and Cornell University; (Badaracco, 2006, 2013; Bhattacharyya, 2013; Emre, 2015; Shaw, 2006).

Emotional Intelligence

The best practices for professors integrating literature or film involve strategies that incorporate narratives and learning activities that cultivate the next generation leaders' emotional intelligence. Emotional intelligence is one of the many important leadership skills for next-generation leaders to develop for effectiveness in the workplace because it influences problem solving, performance under pressure, ethics, and the ability to regulate emotions of self and other stakeholders, as well as understand the point of view of others which is empathy (Goleman, 2005; Robbins &

Judge, 2015; Salovey & Mayer, 1990). In addition, Salovey and Mayer (1990) conceived

emotional intelligence as a domain of intelligence in the social realm that allows good

leaders to make appropriate, effective decisions. Similarly, Robbins and Judge (2015)

described EI as having three abilities: (a) an individual's ability to recognize the

emotions of oneself and discern the emotions of others (b) the ability to comprehend

and interpret one's emotions and those of others and (c) the ability to self-regulate

emotions. Emotional Competence (EC) is an acquired leadership ability that is based on

EI that ultimately produces exceptional performances in the workplace (Goleman,

2001). There are five leadership competencies to EI (Goleman, 2005) that are important

for effective next-generation leaders to master which are developed through the

integration of literature or film: self-awareness, the ability to self-regulate, self-

motivation, empathic understanding, and social skills (Goleman, 2005).

Self-awareness. The idea of self-awareness centers around an understanding of

one's own emotional state, self-confidence, and accuracy in self-assessment of abilities.

This competency involves a leader's comprehension of his or her own morals,

aspirations, values, and goals. The absence of self-awareness leads to mistakes in

understanding one's own abilities, where one is weak or strong, and decision-making

that is preceded by a fast, poorly thought out, and often irrational impulse (Goleman,

2001). Self-awareness is important in fostering leadership skills because an effective

leader has a solid grasp on what he or she is capable of and makes well-thought out

decisions based on the information at hand and the information not yet available.

Additionally, literature or film can depict leaders in a broad range of predicaments where

ethics, moral decisions, problem-solving, understanding of different cultural points of

view, and critical thinking skills are tested. When characters are tested in literature or film it gives next generation leaders an opportunity to reflect on themselves and how they would respond in similar challenging situations (Badaracco, 2005).

Self-regulation. The ability to control one's thoughts to temper emotional urgency that results in impulsive behavior. Controlling one's emotions, feelings and inner thoughts is an important leadership skill, as it is often important for making complex decision, solving conflict, and creating a positive working environment. Self-regulated leaders think through matters before speaking, are good communicators, adapt well to changing circumstances, and possess trustworthiness (Goleman, 2001). Narrative films, such as *The Paper* and *Falling Down* depict characters who lose control and emotionally snap from the stresses involving work-life balance combined with high stake leadership positions (Champoux, 2001). In both movies, the men are unable to control their emotions, one leaves his car in the middle of the intersection and begins screaming, the other stuffing his emotions with junk food due to added pressure from a pregnant wife. Through these film narratives, next generation leaders are introduced to the concepts of varied organizational and personal life stressors that can lead to the loss of self-control which can negatively impact decisions, organizational culture, and the ability to effectively think through problems (Champoux, 2001).

Motivation. Leaders are self-motivated, driven by a desire to achieve and work hard (Goleman, 2005). Motivation is important in student leadership development because leaders who possess this competency are continually seeking to improve their skills, enjoy innovation, and look for creative ways to get the job done. Motivated leaders are determined and drive toward goals which creates a work culture that

motivates others and is a sign of an effective leader. Badaracco (2005) considers motivation one of several critical inner emotion character questions next generation leaders need to address within themselves during the course of daily work, in the face of inevitable obstacles and ups and downs in organizations. Badaracco introduces literary works, such as *Death of a Salesman* and *The Love of the Last Tycoon,* to help next generation leaders thoughtfully consider the roles of motivation, dedication, hard work, long term goals, and perseverance that effective leadership demands.

Empathic understanding. Empathy is a critical leadership capability necessary for ethical decision-making, understanding another person's point of view, and social responsibility to all stakeholders in the economic ecosystem (Goleman, 2005; Oatley & Mar, 2006). Empathy is the ability to put oneself in someone else's position, but doesn't necessarily mean the leader is sympathetic to that position (Mar, 2004). Overall, empathy allows a leader to consider where others are coming from, for example culturally and socio-economically, and taking into consideration another's position within the decision-making process (Goleman, 2005). This competency also involves understanding groups and the emotional demographics involved in a particular issue requiring a decision. Research indicates that literary narratives or film can enhance student leaders' empathic abilities (Mar, 2004; Laoi & Wang, 2016).

Innovative pedagogy that integrates literature or film has been implemented in professional schools that not only includes law and business, but healthcare fields like medical school and nursing that are also facing an ethics, leadership, and empathy void. In an effort to address these issues, medical scholars explored creative ways for curriculum integration with literature or film that fostered empathy in healthcare leaders

at the forefront of patient care (Laio & Wang, 2016).

Leadership skills that incorporate empathy and ethics in patient care are just as critical as the need for moral decision-making by lawyers, educators, and business leaders that considers the consequences of actions on employees, clients, the economy, and society-at-large (Laio & Wang, 2016). For example, Lancaster, Hart, and Gardner (2001) integrated the humanities into a 4-week medical course at Oxford University. Literary novels, such as Tolstoy's *The Death of Ivan Ilyich,* and plays like George Bernard Shaw's *The Doctor's Dilemma*, along with film were analysed by students for medical principles and practices. These humanistic works explore themes of death, ethical dilemmas, and empathy. Lancaster, Hart, and Gardner (2001) found next generation medical leaders reported increased knowledge, empathy, and comprehension of patients' experiences with illness, as well as improved ethical assessment skills and ability to communicate more empathetically with future patients.

Social skill. Developing social skill in next-generation leaders is important for assembling people in a manner that serves a desired purpose (Goleman, 2005). Social skill requires an understanding that people are important capital for achieving goals. In addition, developed social competency enables one to travel in important circles, cultivate relationships, communicate vision, and inspire others to work toward a unified goal (Goleman, 2001). Innovative pedagogy that integrates literature or film introduces next generation leaders to different social arenas, cultures, worlds, and socio-economic situations that help social acuity (Stanford Humanities Center, 2016; National Endowment of the Humanities, n.d.).

Kolb's (1999) Experiential Learning Theory

When utilizing innovative teaching methods that integrate literature or film, the best practices of professional and leadership studies professors include the implementation of Kolb's (1999) Experiential Learning Theory (ELT) which suits the learning style of the next generation and millennial learner (Hanna, 2009; Wieland, 2009). Adults learn differently. Kolb (1984) found adults learn by filtering content through their own real life experiences, a cognitive behavior today's next-generation student leaders exhibit. ELT is the creative inquiry of the connections between student experience, the student learning process, and the student's developmental process (Kolb, 1984). For example, Sprau and Keig (2001) integrated film into a course utilizing the creative inquiry strategies of ELT as a foundation. Students were required to perform varied assignments that touched upon all three of ELT's creative inquiry connections. Students were more engaged due to the variance in instruction by the use of lecture and the integration of informative and entertaining narrative film. Students were instructed to delineate historical fact from narrative fiction while engaged in watching the movie, were assigned to research an issue raised by the film, reflect upon the characters and leitmotifs, write a research paper based on a theme from the movie, as well as write a reflection paper based on the research. Sprau and Keig (2001) demonstrated that the integration of film with different modes of assignments touched all three of ELT's connections that are important for next generation leaders to learn. In addition, the millennials cohort welcomed the variety, and perceived the course as more entertaining and more interesting. As a result, next-generation students' reported they were engaged in a broader scope of intellectual development than lecture and multiple

choice tests provided, resulting in stronger reported learning outcomes.

Sprau and Keig's (2001) findings support research that adult knowledge is acquired by a process in which an experience is transformed through understanding and it is this combined understanding and transformation that results in learning (Kolb, 1984). Furthermore, Experiential Learning Theory describes four modes of understanding experiences that apply to next-generation learners: (a) concrete experience, (b) abstract conceptualization, (c) reflective observation, and (d) active experimentation. These four learning dimensions form the basis for observations, deep reflections, abstractions, and reformations into new modes of grasping information that leads to stronger learning outcomes.

In understanding next-generation leaders' learning experiences, what Kolb (1999) describes as grasping, some students' perception of the learning material is experienced in a concrete manner, that requires tangible qualities based on concrete qualities. For example, some students learn better through performing experiments, working as interns, physical participation like roleplay, or hands-on step-by-step demonstrations like learning to drive a car by driving a car (Kolb, Boyatzis, & Mainemelis, 2002). However, other students perceive new materials in a symbolic conceptualization that is more abstract in nature, utilizing analytical data more than the senses. Thus, the best practices of professors who integrate literature or film engage millennial students on multiple higher-order cognitive levels, enhancing deeper exploration of ethical principles, empathy, analytical skills, reflection, and socially responsible decision-making through different modes of experiential understanding and transformation. It is through Experiential Learning Theory that the best practices of

professors in leadership and professional schools engage the four basic learning styles of next generation leaders through lecture combined with varied content delivery integrated with literature or film, followed by focused questions, and self-directed group projects (Kolb & Kolb, 1999).

Kolb's Four Basic Learning Styles

The best practices for using innovative pedagogy to integrate literature or film requires a full understanding of Kolb's Experiential Learning Theory, which effectively describes the four styles of learning that next generation leaders also exhibit (Price, n.d.; Wieland, 2009).

Learning style #1: Diverging. The next generation student learner with the diverging style has concrete experience and reflective-observation as the predominant learning capabilities. Students that possess this particular learning mode do well by reviewing situations for divergent points of view. This student performs well when brainstorming is needed and in idea generation. In addition, studies indicate the divergent learners are imaginative, culturally diverse in their interest, tend to be artistic and emotional. This adult learner prefers groups, is a great listener and open to feedback.

Learning style #2: Assimilating. The Assimilating next-generation learner understands through abstract conceptualization and reflective observation abilities. Students who display this learning mode thrive at grasping diverse information and narrowing it down in a concise, logical manner. This type of learner lacks social affinity and prefers abstract ideas and concepts. Logic is more important to the Assimilating next-generation leader than practicality. Furthermore, the Assimilating mode tends to be

effective and successful in the sciences. In the classroom, this style of learner prefers to be allowed time to think through concepts and information, explore theoretical models, and is receptive to readings as well as lectures.

Learning style #3: Converging. The Converging style's dominant learning abilities are abstract conceptualization and active experimentation. Next-generation leaders with this learning style are best at finding practical uses for ideas and theories. They have the ability to solve problems and make decisions based on finding solutions to questions or problems. Next-generation leaders with a Converging learning style prefer to deal with technical tasks and problems rather than with social issues and interpersonal issues. These learning skills are important for effectiveness in specialist and technology careers. In formal learning situations, next generation leaders with this style prefer to experiment with new ideas, simulations, laboratory assignments, and practical applications.

Learning style #4: Accommodating. The Accommodating next-generation learners' dominant grasping abilities are concrete experience and active experimentation. Next-generation leadership students with this learning tendency do well with hands-on experiences, prefer diversity of experiences that are also challenging in nature. The CE-AE learner has a tendency to make decisions based on their gut versus logic and also tend to depend on other classmates for decisions than on their own logical assessment. The Accommodating learner thrives in active environments that are fast-paced and prefer to work in groups, as well as employ different styles for completing assignments.

Professors engaging Kolb's four learning dimensions by integrating literature or

film will add depth to the vast amount of information the millennials leaders acquire and ultimately strengthen knowledge for effective decision-making in a cohort that thinks differently (Rivera & Huartas, 2006). Furthermore, the diversified stimuli film or literature offers the highly stimulated next generation leader greater variance of engagement that in turn enhances the development of important skills these graduate leaders need to utilize in the workforce. The utilization of integrated teaching methods that incorporate film or literature align with Kolb's learning theory model. An example of the utilization of Kolb's model of experiential learning as a foundation for integrating literature or film can be found in research examining aspiring nursing professionals. A study was performed implementing learning activities using specific medical concepts and pedagogical strategies, along with evaluation tools for freshman students (Herman, 2004). Students were given an assignment to watch the AIDS film *And the Band Played On* (Schulman, 1993) before attending class with careful attention paid to the scientific concept of epidemiology—the study of disease distribution and control. In class, the professor lectured on epidemiology and students were instructed to reflect, then write papers centered on reactions that described personal responses and experiences that took place from watching the movie. In addition, students were instructed to identify the factors from a socio-economic, ethical, and political view that may have influenced the spread of AIDS in the United States. Herman (2004) discovered that professors reported high positive student response scores regarding engagement and success of integration. The learning outcomes and student engagement through reflection was more effective than lecture and textbook instruction (Herman, 2004).

How Literature Became Integrated in Business School

In 2004, the Ethics Education Task Force correlated the ongoing U.S. economic turmoil to a failed business education system and wrote that there was a crisis in ethics business education that threatened the very future of the free market economic system (Ethics Education Task Force, 2004, p. 7). Lack of ethics caused the second stock market crash twenty years after Black Monday. Additionally, an extensive investigation by the U.S. government's Financial Crisis Inquiry Commission (2011) found that the 2007 economic crash was caused by significant compounding factors of failed leadership at all levels due to unethical, immoral, self-serving individual and corporate ambition. The ethical leadership lapses included: (a) greed on behalf of top business leaders, and mid-level managers focused on massive profits at the expense of ethics (b) willing blindness by top executives who completely relied on inaccurate quantitative analytics for making critical decisions while failing to exercise personal assessments (c) widespread lack of individual empathic engagement and general organizational disregard for consequences of known fraudulent actions that would adversely affect others, and (d) a nationwide absence of corporate moral self-regulation and reckless unethical decision-making (Financial Crisis Inquiry Commission, 2011). According to the Ethics Education Task Force (2004), the free market system is dependent upon integrous and open enterprise in order to thrive and sustain.

Following the 2007 economic crash, a call for integrating more humanities, like literature or film, in business, law, and medical field pedagogy came from scholars, business leaders, and citizen stakeholders (Cole, 1987, Cowan, 1987; The Ethics Education Task Force, 2004; Badaracco, 2006). Though many of the nation's business

schools have some form of ethics education as part of the curriculum, the Ethics Education Task Force (2004) contended professors were insufficiently preparing graduates for ethical leadership. The task force comprised business education stakeholders and business men and women from communities across the nation, and advised the development of creative pedagogical strategies to effectively develop better reasoning skills and central principles of ethical behavior that would assist future business influencers as they undertook leadership roles. Professors were urged to use pedagogy to ground next generation leaders in their responsibilities as citizens to a larger society, foster empathy for other stakeholders impacted by leadership decision-making, and train future leaders about the responsible utilization of power.

The pedagogical integration of literary fiction in business and professional education is designed to influence "right action" in the development of next-generation business leaders (Harris & Barnes, 2006, p. 350), as well as address employer concerns regarding professional and leadership graduates' poor writing, communication, and logic skills (Bartell, 2015). This study proposes solutions to lingering educational leadership issues in professional business, law, and medical field programs that are currently affecting the stability of the U.S. economic system. Thus, the best practices and theories that professors implement to successfully prepare next generation leaders for sound leadership in the 21st century marketplace are examined. In order to achieve this goal, it is important to review the historical events that led to exploration of innovative pedagogy and the use of literature integrated into professional schools and leadership courses. In addition, teaching strategies and studies that illuminate the use of literature or film for fostering critical leadership skills are examined.

Traditional business school pedagogy. The large number of business school graduates arrested for crimes since the 1987 stock market crisis can be attributed to management program's systematic focus on teaching future leaders the ability to transfer theory into profits and management strategy into daily production (Bennis & O'Toole, 2005). Traditional business school pedagogy has long emphasized student proficiency in math, science, and quantitative learning outcomes. Qualitative coursework which nurtures standards and norms of moral behavior in graduates is not included in the traditional business school curricula design (Bennis & O'Toole, 2005). However, the mission of business education is not only to develop students with expert knowledge of quantitative business theory and practice, but to equip future leaders with strategies to master the complexities of human behavior and understand the multidimensional decisions they will face in real life that test morals and ethics (Bennis & O'Toole, 2005).

After the 2007 stock market crashed, Harvard initiated a nationwide "M.B.A. Oath" a promise by future business leaders to act in a responsible manner toward society and refrain from furthering their own ambitions to the detriment of others (Wayne, 2009). In the book, "Not for profit: Why Society Needs the Humanities," Nussbaum (2010a) argued the ability for business students to keep their oath to forgo selfish ambition in the pursuit of profits depended on educational exposure to the humanities such as literature. Engagement with literature fosters reflection of personal ethics, decision-making, the cognitive ability to think in a critical manner, as well as the ability to rise above professional loyalties to engage ethically and sympathetically with decisions that would harm another citizen (Nussbaum, 2010a).

Much attention has been given to the lack of self-reflection, personal ethics, empathy, and socially responsible decision-making by elite American business school graduates and attorneys who assumed top leadership positions in corporations that operated illegally, causing the economy to collapse in the stock market crash of 1987 and again in 2007. Bennis and O'Toole (2011) suggested B-school professors had become too preoccupied with publishing and teaching about quantitative method at the expense of humanistic obstacles of professional business life (Cowan, 1987; Collins, 1996; Bennis & O'Toole, 2004; Bennis & Biederman, 2009; Emre, 2015). Likewise, Lindsay (2011) claims business school students in the past thirty years have spent the majority of their time learning calculations and only 5% of instruction time was spent fostering moral capacities (as cited in Bennis & Biederman, 2009, p. 370). Similarly, Howard, Schlegelmilch, and Thomas (2011) analyzed the curricula of U.S. business schools and found a demonstrated focus on applied knowledge, practical business knowledge of statistics, strategy, accounting, and finance. There was little or no preparation by business education leaders for humanistic skills, soft skills, corporate social responsibility, or moral development.

In response to nationwide criticism, business schools began to explore innovative methodologies for teaching ethicality in an attempt to introduce more influential qualitative content that also tapped empathic skills and decision-making capacity. This new pedagogical focus resulted in the movement to integrate the humanities, such as literature or film, into the business school curricula (Edmond J. Safra Foundation Center for Ethics, 2007; Colby & Elhrlich, 2011b). After the second stock market crash, business schools such as, Harvard, Columbia, Stanford, and Wharton among others,

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established the use of literature or film in at least one course for deeper exploration of complex moral issues, alongside ethic courses (Edmond J. Safra Foundation Center for Ethics, 2007; Colby & Ehrlich, 2011a; Badaracco, 2013).

Harvard Business School actively sought to improve learning outcomes by incorporating more qualitative analysis into certain courses through affective literary fiction. The purpose of this integration was to produce more effective leaders by developing students' character, influencing student ethical behavior, fostering decision-making, and developing empathy through engagement with literary narrative (Badaracco, 2013; Edmond J. Safra Foundation, 2011; Emre, 2015). Colby and Ehrlich (2011a) in their research "Rethinking Undergraduate Business Education: Liberal Learning for the Profession" found that inclusion of the humanities, which encompasses literature, enables business students to engage positively in the thinking of a democratic society, as well as "make sense of the world and their place in it" (Ehrlich, 2011). Furthermore, in a democratic society business school professors have a civic responsibility to apply best practices to prepare next generation leaders to utilize the management knowledge and skills to engage responsibly with the rest of society (Ehrlich, 2011).

The History of Ethics in Higher Education

Ethics are an important set of principles for effective leadership that next generation leaders must possess for the future success of America (Shaw, 2006) that can be taught and fostered through the integration of literature or film (Badaracco, 2015; Champoux, 2001; Cole, 1987; Nussbaum, 2010b). The conception of Western ethics can be defined as knowing right from wrong and behaving accordingly. This idea of

ethics first emerged from ancient Aristotelian philosophy and codes of behavior rooted in Jewish, Islamic, and Christian scriptures (Hartman, 2006; Slocum, Rohlfer, Gonzalez-Canton, 2012; Donaldson & Walsh, 2015; Resnik, 2015). Leadership at its essence is a human endeavor (Marturano, Wren, & Harvey, 2013). Since effective leadership is dependent on honesty and trustworthiness (Covey, 2006), ethics is essential to leadership development. Leadership in all its complexities is ineffective when void of values and trust, both conceptions are latent foundations of ethical leadership, with trust being a psychological contract of vulnerability to another person that the agreed upon transaction will be honest and not harmful (Robbins & Judge, 2015).

Business education ethics and leadership, a brief history. The first business school was established in 1881 at the University of Pennsylvania (Wharton, 2016). Since business schools were founded there's been limited research on ethics pedagogy for future business leaders (Nelson, Smith & Hung, 2014). In addition, there are diverse institutional curricula on how to best define ethics (Nelson, Smith, & Hunt, 2014; Resnik, 2014) and disagreement on best practices for course design for teaching next generation leaders. Some of the disagreement in academia regarding the teaching of ethics to students who will enter the workplace and eventually take leadership roles stems from different perceptions on what ethics means (Resnik, 2014). Thus institutions, administrators, academics, and students have different interpretations regarding the meaning of ethics. Additionally, professors have different applications and balance the curriculum in different ways dependent on their individual values and perspective on life when it comes to teaching ethics (Resnik, 2014). Slocum, Rohlfer, and Gonzalez-Canton (2013) found a division between practice and theory or a

contradiction in business ethics education and behavior. Universal solutions for ethics pedagogy for next-generation leaders are nonexistent and there is no consensus among scholars on what the definition of what constitutes ethics (Slocum, Rohlfer, & Gonzalez-Canton, 2013). Ludlum, Maskalionov, and Ramachandran (2013) conducted an ethical study that supports Resnik's (2013) assumptions. After surveying 795 business school students from five different campuses, the results indicated ethicality perception varied widely on issues from concealing mistakes to taking company supplies. Students perceived unethical behavior differently based on their own upbringing (Ludlum, Maskalionov, & Ramachandran, 2013) In another analysis, Segon and Booth, (2012) found 80% of MBA students were offered an elective ethics class and chose not to take the course. Nearly 75% perceived business ethics as important, though 50% were skeptical regarding whether character could be taught, because they perceived morality as a learned childhood behavior that could not be altered once one reached adulthood (Segon & Booth, 2009).

Evans, Trevino, and Weaver (2006) found university prestige and religious membership were crucial variables for determining the amount of attention programs paid to fostering ethics in the MBA curriculum. Theoretical incongruence on how to best achieve ethicality in business education has existed since before ethics was a field of study. The Ford Foundation (1959) and Carnegie reports (1959) highlighted the moral failings of business school programs more than a half a century ago (Frederick, 2006; Donaldson & Walsh, 2015). Collins (1996) referred to modern business schools' singular focus on quantitative methods as ethically myopic. According to Donaldson and Walsh (2015) the rise of formal business ethics evolved the past 100 years in three

stages: (a) The Thomas Gradgrind Stage (b) The Richard De George Stage and (c) The business journal stage.

The Thomas Gradgrind stage. From the late 19th century up to the early 1970s, ethics was not a formalized field of study or standardized way of conducting business (Slocum, Rohlfer, Gonzalez-Canton, 2012). Instead, businessmen ascribed to Victorian codes of behavior that upheld individual honor and morality exhibited by a character named Thomas Gradgrind, created by Charles Dickens in 1869 (Donaldson & Walsh, 2015). In "Hard Times," Gradgrind described himself as a man of realistic sensibilities. A gentleman who lived by facts and measured calculations. A regular Victorian gentleman whose standards rested on the principles that two plus two was equal to four, and that was simply that (Dickens, 1869). Gradgrind was symbolic of period in history when the codes of ethical business behavior were informal, unwritten rules, governed by honor and cultural tradition (Nelson, Smith, & Hunt, 2014).

The Richard De George stage. This second stage in business ethics evolution came when De George and Pichler (1978) published a data-driven perspective on business ethics. The data also included policy that transformed ethical study. The issue of ethics in business evolved from an informal philosophical domain into one of academic business application (Donaldson & Walsh, 2015).

The journal of business ethics. Founded in 1982, *The Journal of Business Ethics* established the business application of ethics as a field of theory. The application of ethicality as a field of study provided a bodywork of quantifiable thought that provided corporate leaders and managers with guidelines of business leadership behavior as a counterbalance to single-minded pursuit of profits (Brenkert, 2010). However, the body

of work for the field of ethics did not offer consensus on what constituted ethical behavior (Resnik, 2015). The literature suggests the ramifications of this lack of consensus has contributed to the U.S. leadership, empathy, and ethics void through unethical professional school graduates (Financial Crisis Inquiry Commission, 2011; Obama, 2008).

The field of business ethics first started in business school academia in the mid-1970s (De George, 1987; Craft, 2011; Donaldson & Walsh, 2015), but by the late 1980s, ethics courses were in decline (Collins & Wartick, 1995). A more recent study showed 70% of U.S. business schools had some type of ethics course as a separate class or a module in another class (Litzky & MacLean, 2011). However, approaches to teaching ethics and pedagogical methodology differed widely, as well as institutional attitudes toward what constituted ethical theory and its importance to leadership development (Education Task Force, 2004; Litzky & MacLean, 2011; Resnik, 2015; Slocum, Rohlfer & Gonzalez-Canton, 2014; Swanson & Fisher). McCabe et al. (2006) found in a 2002-2003 study of college students that a culture of dishonesty existed among the nation's business students with more than 50% admitting to engaging in unethical behavior. In addition, business school students reported cheating more frequently than their non-business peers (McCabe et al, 2006).

It is the responsibility of business schools to creatively find effective methodologies to develop next generation leaders who accept their civic responsibility to conduct business as moral role models (The Ethics Education Task Force, 2004). These students must manage their ethical responsibilities by studying, discussing, and engaging in subject matter that involves ethics and core values. According to the Aspen

Institute (2011), 80% of the top 149 MBA programs around the world required students to take a society and business course, 46% more than 2001. However, research on the effectiveness of ethics courses on the future behavior of business leaders is inconclusive.

Birtch and Chiang (2013) surveyed nearly 320 students and discovered business schools that fostered an ethical climate were more likely to produce ethical leaders than business schools that did not set ethical expectations. However, Wang and Calvano (2013) discovered a difference in gender responses of business students exposed to ethics education. In general, women behave in a more moral manner than men do (Wang & Calvano, 2013). However, female professionals who had studied ethics in business school were less likely to behave in an ethical manner when conducting business (Wang & Calvano, 2013). In addition to mixed results on learning outcomes in business school ethics education, business schools have varying perceptions on the importance of teaching ethics to foster morality (Segon & Booth, 2012; Resnik, 2015). A meta-analysis was conducted on business ethics education and found student ethical learning outcomes for ethical perceptions or empathy was minor (Waples, Antes, Murphy, Connelly & Mumford, 2009).

Business schools ethics pedagogy. Universities use myriad pedagogical tools to teach business ethics education. Hutton (2006) contended that business school pedagogy was too focused on technical analysis, teaching students how to run businesses while liberal arts studies curricula were designed to teach students "how to think" (Hutton, 2006, para. 7). There are no pedagogical best practices on how to prepare next generation leaders with the necessary skills, body of knowledge, or ethical

awareness necessary for these graduates to effectively conduct themselves in a socially responsible or conscious manner in the workplace (Slocum, Rohlfer, & Gonzalez-Canton, 2013). Nelson, Smith, and Hunt (2014) found in a review of the literature that business school that have heightened focus on ethical development have varied stands on how ethics is incorporated into the curriculum.

    Management and literature movement. The potential for the innovative integration of literature in business schools to foster more effective teaching of life lessons, ethics, decision-making, and empathy in leaders began in 1987. Following the stock market crash, Coles (1987) suggested corrupt executives could learn better leadership skills through pedagogical lessons in moral-awareness, ethical decision-making, and empathic choices from the experiences of the characters in *The Great Gatsby* by F. Scott Fitzgerald. Coles (1987) offered examples of the complex moral considerations his current business students explored through great literature, such as the implications of generational wealth, the merits of greedy ambition, and the ramifications of disdain toward ethnic groups. Coles also pointed out that his students had to contemplate complex ideas and undergo deep self-reflection when analyzing Flannery O'Connor's *The Displaced Person*, the fictional story of a Southern businesswoman who made decisions to improve business that negatively impacted other citizens and led to compromised morals.

    Researchers discovered the innovative pedagogical integration of literary fiction has the ability to shape next generation leaders' moral development and empathy, as well as influence decision-making which are critical factors for effective leadership for next generation leaders in the workplace (Mar, 2004; Roche, 2004; Badaracco, 2006;

Gottschall, 2011; Oatley, 2009). Furthermore, scholars suggest literary fiction also elicits real emotions in readers, such as happiness, sadness, or genuine tears when a character passes away or faces hardship (Mar, Oately, Djikic & Mullin, 2011). Additionally, these emotions can linger long after the reading has been completed which indicates literary narratives have a capability of causing change in readers (Mar, Oately, Djikic & Mullin, 2011, p. 819). In fact, additional researchers discovered literary fiction also has the power to circumvent the emotions of people that normally exhibit an inability to connect to feelings which suggests the integrated use of novels would be an effective leadership development tool for fostering empathy in next-generation leaders (Djikic, Oately, Zoeterman, & Peterson, 2008).

Some scholars advocate using literary novels as a pedagogical tool because fiction can be powerfully contributive to the learning process through imagination of events (Roche, 2004; Hutton, 2006). Famed author John Gardner (1978) supported the conception of literature's advantages claiming authors start out "with intuition that stands in the place of science's hypothesis in requiring a responsible…careful examination. Fiction examines by means of imitation" (p. xv.).

Roche (2004) found that significant literary works introduce moral and ethical inquiry. Engagement with these ethical questions through fictional humans allows students to acquire a finer sense of "virtue and vice" (Roche, 2004, p. 21). Similarly, Carroll, Johnson, Gottschall and Kruger (2011) examined inherent evolutionary personality traits embedded inside of Jane Austen's characters and discovered readers experience fiction in a powerful way that mirrors reality and instills morals. Survey respondents related to the characters in the story as if the fictional people were real.

They respected the protagonists and held them in high esteem, did not like the characters that were antagonists, felt a sense of joy when the bad guys lost and the good guys won. In addition, respondents reported feeling upset or sorrowful when the protagonist was in jeopardy (as as cited in Gottschall, 2011, para. 22; Carroll et al., 2011).

Conversely, Oatley, Peterson, Djikic, and Zoeter-ma (2009) randomly tested 166 people, administering a test on the Big Five personality traits (Oatley, Peterson, Djikic, & Zoeter-ma, 2009) before and after reading a short story version and a case-study styled version entitled "The Lady with the Little Dog." According to Oatley, Peterson, Djikic, and Zoeter-ma, those who read the short story experienced tiny, yet measurable changes in personality, indicating that Chekhov's narrative work prompted participants to feel and think in novel ways (Oatley, Peterson, Djikic, & Zoeter-ma, 2009).

Additional research on the effects of reading literature come from Green and Brock (2002) and inform the Theory of Mind and empathic understanding processes. Green and Brock studied narrative persuasion and described the mental state by which readers are carried away by literary stories through a process that influences belief change via the scaled Transportation-Imagery Model. The word transportation is founded on the metaphor that novel readers embark upon a cognitive journey into the fictive world of the literary narrative (Appel & Richter, 2010). Green and Brock (2002) further describe the process as absorption into the narrative, explaining that "transportation entails imagery, affect, and attentional focus" (p. 1).

Corrigan (1999) suggests business students could learn from literature, the lessons of power from works such as "Macbeth," while Badaracco (2006) suggests the

2,500 year old story of Antigone is a great pedagogical tool with convincing thematic patterns that run through many works of serious literature involving complex challenges that test the character of leaders. In presenting the module of two powerful characters, Creon, the king, who has deep felt beliefs regarding the stability of his country and the deeply religious Antigone, who has deep felt beliefs in family and religion. According to Badaracco (2006) students must confront the concept of ambiguity, learning both characters have equally compelling perceptions and grasp there is no concrete path to the right or wrong answer:

Some will say, this is what the person should do….It's this back and forth, engaging the complexity of things, that doesn't guarantee you're going to make a good decision, but it raises the odds of making a good decision….the students really struggle with the fact that there are competing sound views. (Badaracco, 2013, para. 5).

Teaching leadership principles through fiction helps next-generation leaders develop deep values and morals, while self-reflecting the logic of their ethical codes which will influence professional decisions (Badarraco, 2006). These fictional experiences from reading literary narratives aid in forming next generation leaders' ethical codes which students can draw upon once they must apply those codes in the real world. Likewise, Craven (2015) argues literary fiction presents opportunities for next generation Millennial student leaders to analyze multifaceted fundamental leadership principles.

Integrating classical novels help students develop important organizational leadership skills, which includes self-knowledge, empathy, ethical decision-making, and moral leadership (Craven, 2015). Gottschall (2012) claims that fiction's ability to develop

leaders is due to the process in which a spell is cast upon readers once they engage with literary narrative. The spell becomes stronger the more the reader connects, leading to change (Gottschall, 2012, para. 4). Likewise, Oately's (2011) research found that literary fiction had the ability to change a reader's personality. Brain scans revealed that readers underwent an internalization when engaged in the fictive world, experiencing in a real life manner what the characters were experiencing. The reader's feelings and emotions mirrored those feelings, emotions, and actions the characters experienced (Oately, 2011).

Stanford scholars express mixed results regarding the reliability of novels on morality (Tackett, 2015). Satz (2014), argued reading literature had the potential to provide moral aims (Satz, 2014, para. 1). However, Landy (2014) cautioned the research results on morality and literature, are inconclusive, showing both strong and weak correlations on impacting ethics and principles. Landy (2012) highlighted his research on formative fiction in which he found literature from the likes of Plato and Beckett sharpened the intellectual capacity and decision-making domains of readers. Literary novels did not make readers better people in the ethical realm, however, by teaching lessons, literature had the potential to make the next generation more empathetic or train these future leaders how to handle ethically ambiguous situations more effectively (Landy, 2012).

The case study method. Before Coles' (1987) published analysis of his pedagogical work using literature to convey deeper management principles to future business executives, business schools historically utilized applied case study knowledge for pedagogy (Fraiberg, 2010). Innovated by Harvard Business School

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nearly 100 years ago, the case study method combined with textbook and lecture had long been deemed the best pedagogical leadership instruments by the nation's top business schools and executive coaches (Garvin, 2003; Emre, 2015). Originally called "the problem method," the case study method involves the analysis of a descriptive, well-researched, real-world business problem (Theroux & Kilbane, 2004; Baron, 2015). Nearly all U.S. business schools use the case study method in some form (Theroux & Kilbane, 2004), with the purpose of applying and integrating business principles and practices to diverse situations (Michlitsch & Sidle, 2002). After the stock market crashes of 1987 and 2007, some scholars argued case studies alone could not satisfy the problem of interior cognitive engagement that student leaders needed. Business students needed to learn how to connect empathically and ethically in ways that would influence their future decision-making in real world business situations (Hutton, n.d.; Cowan, 1987; Edmond J. Safra Foundation Center for Ethics, 2007).

Following the 2007 stock market crash, Harvard University leaders looked for best practices that involved creative qualitative opportunities in the business classroom beyond the case study method. The use of case studies, though effective in teaching business theory, strategy, and applied principles, were perceived as lacking in providing future leaders with the inherent real world complexities of inner emotion and psychology of ethical dilemmas that fiction offered (McLennan, 2015). Sucher (2007) claims from a pedagogical perspective, classical novels contributed to stronger integrated learning outcomes for leaders than textbooks and traditional case studies utilized by business schools due to intimate access into characters' feelings, emotions, thoughts, and environments, as well as access to in-the-moment decision-making.

Classical humanism contributed to literature integration. Balkin & Levinson (2006) suggested that in searching for answers to modern ethics and empathy deficits scholars began to embrace a classical humanistic conception that mankind was morally bettered as well as humanized by experiences with great art. This ancient tradition of thought also birthed the modern law and literature movement (Balkin & Levinson, 2006) which integrates the reading of fiction in law courses to illuminate jurisprudence, effectively impart awareness of moral behavior and the law, as well as engage students with history and different cultures. Similar practices were found to be educationally beneficial in business education. Literary integration was regarded as an effective design for courses due to literature's imaginary universe that closely resembles real life in conflicts, issues, emotions and self-inquiry regarding complicated moral quandaries that stimulate the reflections on life (Badaracco, 2015; Shahida, 2015).

Literature or Film Develops Leadership Skills

Reading literary fiction and engaging in narrative films teaches next-generation leaders about human nature a multidimensional construct and important science to grasp for effective leadership. Literature and film provide critical insights into mind, body, and soul, a valuable pedagogical method for informing students about human behavior (Persson & Persson, 2008). In addition, research shows that reading literary fiction or engaging with narrative film promotes multiple modes of thinking that include: critical thinking skills, values based decision-making, empathy, analytical thinking, problem solving, and creativity which are essential leadership competencies (Badaracco, 2015; Coles, 1987; Covey, 2006; Dvash & Shamay-Tsoory, 2014; Koopman & Hankmulder, 2015; Oately, 2011; Mar, 2011).

Critical thinking. The American Philosophical Association (1990) describes critical thinking as the purposeful, self-controlled assessments that result in the analyzation, evaluative, and interpretive consideration of information upon which a judgment is made. Theorists concur that the act of critical thinking is a cognitive process that encompasses higher-order thinking and reasoning capabilities (Simpson & Courtney, 2002). Facione (2013) highlights six core critical thinking skills: the ability to make inferences, explain ideas, evaluate information, self-regulate emotions, interpret, and analyze. Literature illuminates research that the human psyche processes fictive events as real, thus next generation leaders could benefit from imagined conflicts and sharpen analytical skills from the symbolic nature of narrative stories (Barnes, 2011). However, most undergraduate students lack mature critical thinking skills without proper intentional educational development (Chau, et al, 2001). Students who are naive about seeking out truth, timid in working or intellectual environments, and unquestioning can be defined as having undeveloped critical thinking skills (Tung & Chang, 2009).

Conducting a research study on undergraduate students to measure critical thinking skills through reading literature, Tung and Chang (2009) performed a pre-test and post-test utilizing the California Critical Thinking Skills Test. The students later answered a survey and participated in an interview. After reading and assessing literary fiction, students who scored low on the critical thinking skills pre-test showed improvement in their scores on the post-test and performed significantly better in the area of analytical thinking (Tung & Chang, 2009).

Another study conducted with nursing professors found that integrating narrative film into focused discussions was highly effective, sharpening student nursing leaders'

critical thinking skills and analytical skills, as well as stemming rash unformulated opinions (Hermann, 2004). In addition, several nursing faculty leaders emphasized the necessity for faculty to create well-conceived discussion questions to drive the critical thinking process (Hermann, 2004). Thoughtful reflection, guided by a humanistic educator, can serve to ready the millennial nursing leaders for addressing the unscripted problems that will surface in real practice and can contribute to the development of enlightened humanistic professionals.

Literary novel integration should be explored in creative ways in professional school classrooms to strengthen leadership development, as these texts are rich with paradoxical uncertainty that sharpen students' decision-making, critical thinking, and analytical skills (Fraiberg, 2010). Although supportive of the introduction of literary analysis into professional school pedagogy, Fraiberg (2010) cautions professors against limiting literature's infinite potential by reducing its possibilities to the simplicity of case study method. Roche (2004) supported this notion, suggesting that literature articulates problems in advance of reality that can helps cultivate decision-making skills in students that science is unable to articulate.

Decision-making. Empirical research supports evidence that reading literature influences decision-making. Fictional characters inform executive leaders about the human condition presenting a diverse scope of wants, philosophies, and behaviors that inform decision-making (Younkins, 2014). Author John Gardner (1978) wrote that literary fiction was more powerfully contributive than science, because literary authors begin with intuitive clues that substitute science's theories and studied experiments with imaginative worlds that have no limits (Gardner, 1978, xv.). Similarly, Roche (2004)

argued that thinking through choices utilizing imagination sparked by literature can be more truthful in opening pathways for problem-solving and also allows readers to anticipate options that have not yet been presented.

Reading literature has positive benefits for student leadership development because literary novels have the capability of offering new viewpoints as well as challenging traditional presumptions (Tackett, 2014). These challenges disrupt biases which in turn sharpen sound decision-making skills. Like real life executives, fictional characters stumble in decision-making and ethicality, and it is through the characters' flaws and mistakes that students learn the leadership tools they'll need to use in the future (as cited by Emre, 2015, para. 11).

Roy and Zeckhauser (2013), conducted empirical studies on ignorance, which focused on managing the unknown, and found leaders who read literary novels reported increased abilities to make sound choices in ambiguous circumstances. Roy and Zeckhauser contend fictions that depict dilemmas of ignorance, such as Homer's *Odyssey* and Austen's *Pride and Prejudice* are valuable tools in fostering decision-making. Furthermore, Colby and Ehrlich (2011b) found literature helped develop business students' decision-making process through practical reasoning, which is the capacity to incorporate knowledge and skills of logic to engage in a grounded manner in life. Ehrlich (n.d.) suggests practical reasoning is essential for leadership development, because it fosters deliberation beyond previously formed opinions which aids in the adoption of the best course of action for decisions.

Universities integrating literature or film. In the three decades since Coles' (1987) Harvard literature and leadership course was revealed after the stock market

crash, several prominent business schools, such as Columbia University, Yale, University of Virginia, MIT, College of William & Mary, and Stanford (Shaw, 2006) incorporated the qualitative analysis of literary fiction into the professional school curriculum. The purpose of each school was to incorporate the use of innovative pedagogy through the integration of literature or film to better teach future executives ethically sound leadership through the study of complex moral, empathic, and decision-making experiences found in the fictive universe. According to Craven (2015), teaching literary fiction and ethics at Columbia University Business School presents opportunities for students to analyze multifaceted fundamental leadership principles.

Craven (2015) contends the innovative integration of classic novels or narrative films in leadership management courses helps future millennial leaders develop important organizational leadership skills, which includes the development of self-knowledge, self-reflection, empathy, ethical decision-making, and moral leadership. The innovative integrative teaching of literary fiction in professional and leadership programs is one solution to addressing the corporate creative and moral void (Badaracco, 2013). It is a powerful mechanism for developing more effective mid-level and senior executive leaders in next-generation leaders (Badaracco, 2013).

Literary fiction presents more realistic real-world situations than the case study tradition (Badaracco, 2013), which tends to present scenarios in a rigid black and white paradigm (Badaracco, 2013). Literary fiction is a genre that in one way or another addresses morality as a theme (Aristotle, 384-322 BC), but in a manner that is complex and introduces ambiguity. The ambiguity often centers around ethical values, self-discipline, self-awareness, and goal-orientation (Badaracco, 2013).

According to Gross (2014) the innovative pedagogical implementation of analyzing literary fiction as part of business school curriculum provides opportunities for developing leaders to gain important insights into increased emotional connections to assess the organizational environment, as well as the ability to discern another person's mind-state, a process textbooks or case studies fail to provide (Gross, as reported by Leddy, 2014). In addition, literary fiction transfers the profundity of thought, well-roundedness of emotion, and deep insights into characters' moral systems that informs leadership development (Younkins, p. 268).

Empathy describes the human ability to recognize and feel the emotions of another. (Dvash & Shamay-Tsoory, 2014). In German, the word *Einfühlung*, is the original word from which empathy is derived which in literal terms means to feel on the inside of another human being (Wispé, 1986). When immersed in the great literary works like those of Moliere or Lessing, certain values are learned that in turn cause the reader to grow in their own value system, becoming a reflection of the virtue and beautiful essence embodied in the works they encounter (Roche, 2004).

After applying a multifactor model of literary reading for analysis, Koopmann and Hakemulder (2015) discovered literary narratives seemed to evoke a certain aesthetic effect of distance that led readers to a strong experience of empathy (Koopmann & Hakemulder, 2015, p. 2). In addition, a study published by Speer, Reynolds, Swallow and Zacks (2009) took MRI's of 28 people while reading a literary short story and discovered that the reader's brain responded as if he or she were performing the same action as the characters.

Moreover, Barnes (2011) argues literary fiction can help next generation leaders

to experience the depths of human existence and self-reflect on issues that shape their individual understandings and judgements. Thus, student leader engagement with literary fiction widens their sense of self-awareness and empathic understanding (Barnes, 2011). Roche (2004) contends literature has the power to enable next generation leaders to understand others, as the reader experiences imaginative and gripping dilemmas that he or she has never experienced. Experiences with these literary engagements have the capability of providing students with a more diversified understanding of the world as well as a more differentiated and nuanced ethical compass (Roche, 2004).

Covey (1989) listed empathic listening as one of seven effective leadership habits. A good leader with empathic skills, which literature or film can develop, listens to understand the speaker's position before advocating for his or her own position to be understood (Covey, 1989; Mar, 2004). Likewise, Robbins and Judge (2015) suggested an effective leader has a developed capacity to sense what others need, to actively listen to their employees or followers, including what they don't voice, and accurately assess the reactions of those with whom they are in contact. Thus, empathy is a multidimensional skill important for next generation leaders to cultivate. It also refers to shared affective and cognitive understandings (Beyer, 2000). In management theory, the act of empathic understanding is reflected in EI's self-regulation (Covey, 1989) and an ability to acknowledge the needs of the other individuals inhabiting the workplace (Emre, 2015, para. 23).

Empathy is more than a feeling next generation readers of literature experience (Helm, 2011). It's a process, a powerful construct that the empathic person experiences,

not necessarily as a feeling, but more as a unity of experience with the characters that the critic studies (Helm, 2011). The empathic next generation leader critically overcomes selfish points of view and adopts the various perspectives of different characters engaged through the inhabitation of the fictive world (Helm, 2011). The latter is what Covey (1989) called the transcendence of myopic perception, which allows leaders to understand people who work together, from different cultures and socio-economic backgrounds.

Barnes (2011) proposed the cognitive empathic transference inside of characters that readers experience can strengthen the skills of established leaders who are unable to identify with the complexity of their peers or subordinates. For example, Barnes suggested military leaders could relate better to peers and subordinates, who are essential to achieving organizational goals, by reading literary novels. These leaders would become more effective through understanding the various characters of individuals in their command, as well as the manner in which culture and socio-economic background affect behavior (Barnes, 2011).

Theory of mind (ToM). Theory of Mind research supports the innovative pedagogical integration of literature in leadership development due to literature or film's influence on fostering empathy. Lack of empathy on the part of law and business school graduate leaders was determined to be a factor that contributed to the collapse of the U.S. economy (National Commission on the Causes of the Financial and Economic Crisis in the United States, 2011). Empathy is an important leadership ability that influences decision-making, analysis of events, comprehension of differences, anticipation of others' potential decisions, and a leader's ability to relate to other

stakeholders (Mar, Oatley, & Peterson, 2009). Mar's (2011) conducted research using brain scans to assess 86 participants who were reading literary fiction during the testing.

The results showed brain regions that enabled the ability to process storylines intersected with theory of mind regions and comprised a centralized mental network that allowed readers to understand what was happening cognitively with the characters in addition to anticipate what would happen next in the story (Mar, 2011, Abstract, para. 1). The latter phenomena which occurs in the brain while students are reading literature is defined as Theory of Mind, the human capacity to understand the mental state of others' (Kidd & Castano, 2013), which is also called empathy, an important skill for leaders. These results indicate the integration of literature into leadership programs and professional schools could sharpen next generation leaders ability to understand the point of view, feelings, and consequences of decisions on other stakeholders.

Additional research supports these findings. In five separate studies, Kidd and Castano (2013) found that reading literary fiction increased students' abilities to perceive emotion in others. Likewise, Oately (2011) found similar results, reporting that the process of entering imagined worlds of fiction improved millennial readers' empathic ability to take another person's point of view, correlating reading literature to Theory of Mind and improved empathic abilities (Oatley, 2011; Mar, 2011).

Integration of narrative fiction, literature or film. Fiction extends the strategic analysis of conflicts into the more distant future (Brams, 1998). Kidd's (2014) supports theories that suggest reading fiction opens pathways for increased ToM, however, he cautions scholars that increased empathy doesn't necessarily equate to increased ethicality or moral behavior. For example, bullies possess highly developed ToM as well

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as narcissists or sociopaths who understand the emotions, motivations, and thoughts of others, using these intuitive abilities to manipulate and harass (Tackett, 2014).

Literature or Film Creativity and Innovation

Nussbaum (2010a) cautions that the continued trend toward the elimination of literature from institutional curricula is detrimental to the future competitive success of America. Nussbaum contends the cultivation of the imaginative universe when engaged in literary studies of film, novels, or other forms of art, are critical to cultivating creativity and innovation, as well as fostering critical thinking skills and the ability to make sound argumentation in a business system that has a propensity for complacency and corruption (Nussbaum, 2010a).

Literary works have an ability to experiment on problems and complex issues unbound by rules of method. It is through imagination that literary novels sketch an unconscious manner answers to real world problems (Roche, 2004). Furthermore, through literature psychology was introduced to the philosophical and academic arena long before the field was created in real life and it was through literary imagination that innovations in technology were created. Thus, fiction has the ability to prepare leaders by imagining the future in a way that science cannot (Roche, 2004).

Game theory. The innovative pedagogical integration of literary fiction in professional schools or other leadership programs develops students' Theory of Moves capabilities, a cognitive decision-making exercise which utilizes mathematical formulas to analyze and predict competitive moves of opposing characters within literary narratives (Brams, 1992). These are important leadership skills that helps foster decision-making, logistical, and analytical skills in the next-generation leader by training

the mind to consider moves and countermoves. In addition, literary fiction or narrative film study enables the next generation to anticipate the consequences that result from the countermoves made by characters' original moves, as well as the counter-countermoves (Kidd, 2014). For example, Brams applied Game Theory decision-making to literary themes that required characters to make strategic choices dictated by selfish motives and subsequent actions in plot construction. Other considerations in Game Theory application are calculated as well, such as the game of coordination, the rational foundation for tragedy, and roles of emotion which sharpen next generation leadership abilities to solve similar problems they may face as professionals (Brams, 1992). Likewise, in analyzing Jane Austen's *Emma,* Chwe (2013) discovered literary fiction was effective for sharpening decision-making skills through Game Theory. Chwe found Austen employed many unequal strategic character capabilities, including manipulation and calculated cluelessness, which is a leadership strategy in the analytical domain (as reported by Schuessler, 2013, para. 8). Brams (1998) analyzes the decision-making of Sherlock Holmes in Doyle's *The Adventures of Sherlock Holmes* that enables the character to outsmart others and continually stay one step ahead.

Aristotle argued life is imitated by art and it's his idea of *memesis*, that literature represents reality that lends merit to the use of literary fiction in business pedagogy (Roy & Zeckhauser, 2013). Characters in classical novels reproduce the psychological propensities and behavior tendencies of real world people. Readers of literary fiction through meeting these characters and journeying with them, learn a great deal about choices and consequences that enhance their critical thinking abilities.

The moral person and moral manager. Green and Brock (2002) suggest

literary novels or narrative films can stir up moral emotions through transportation within

the narrative world. Studies show moral emotions occur within the realm of feelings and

encompass compassion for others, sensations of guilt regarding unethical behavior,

anger toward social injustice and immoral violations of cultural norms (Robbins & Judge,

2015). Qualitative inquiry offers business scholars affective insights that inform

pedagogical best practices by suggesting that ethicality is a tangible dimension that

could be divided into two modes of descriptive behavior: the moral individual and the

moral manager (Brown & Mitchell, 2010). The first dimension, the moral person,

possesses the characteristics of an ethical individual that includes honesty and

trustworthiness, demonstrate caring and concern for others, and possesses

approachability (Brown & Mitchell, 2010).

Moral people have an organizational reputation for fairness and are principled in

decision-making, as well as fair and principled in their personal lives. Likewise, moral

managers are leaders who take responsibility for their actions and considers their

position one of modeling behavior for subordinates. Moral leaders exhibit ethical

behavior, communicate clear ethical expectations to employees, and follow those

expectations with clear and fair rewards or punishments to establish an ethical climate

in the workplace (Brown & Mitchell, 2010).

The inability of U.S. business professors to train moral leaders possessing ethics,

empathy, or good, sound decisions-making skills led to the innovative explorations of

the use of literature as a critical pedagogical tool in the classroom. According to Sucher

(2007), the best practices for moral leadership courses involve the incorporation of great

classical literature which engages business students in real life simulation that often

contains confused morality. Through focused exploration of this confused morality professors are able to effectively train students about moral leadership as well as develop other sophisticated skills, such as the ability to deal with ambiguity, the capacity to handle complexity, and the ability to consider ethical stakes (Gilbert, 2007). In support of the best practices for integrating business management courses with classical literature, Corrigan (1999) asserts next generational leaders can be taught about the complexities of power from reading and discussing "Macbeth" whose ambition to become king carries him from honorable soldier to murderer.

Morality is a code of moral conduct that is connected to values of right and wrong in behavior (Sims, 2003). Business ethics, Sims contends, are "concerned with good or bad or right and wrong behavior practices within a business context. Concepts of right and wrong are increasingly being interpreted to include…fairness, justice, and equity." (*Ethics and Corporate Social Responsibility: Why Giants Fall*, p. 13).

Are business school scholars proposing the introduction of character and moral education in leadership through pedagogy courses? A review of the literature suggests the answer is yes. First, Coles (1987) insisted that the inclusion of morals pedagogy was an aspect of Harvard's goal (Emre, 2015). This innovative course was part of Harvard's nascent Leadership and Ethics Program. Coles (1987) asserted in the New York Times that after the stock market crashed, character building in business education was the subject of curricula and syllabi discussions (Emre, 2015, para. 15). Second, Badaracco (2006; 2013) specifically designed his syllabus at Harvard with literary novels that contained classical hero journeys that revolved around questions of character that leaders in positions of influence often face that include: soundness of

one's vision, preparedness to accept responsibility, depth of dedication to the cause, readiness to manage one's success, flexibility of one's moral beliefs, appropriateness of role models. Badaracco (2006) outlined the course's learning objective to challenge executive leaders both future and present to look within their own character in order to grow in self-awareness, character, and perspective.

Third, at Columbia's school of business, Craven (2015) teaches entrepreneurs and executives a utilizing literary narratives centered around characters in diverse industries who must find a that delicate balance between competing goals that include: professional responsibilities, their individual expectations, and personal goals (Emre, 2015). Historically, character education was a prominent part of the latticework of the U.S. educational system from primary through the university level, although opposition over what was good character and by whose standards, disrupted those traditions of pedagogy by the late 1970s (Johnson, 1999). Dictionary.com describes character as "qualities of honesty, courage, or the like; integrity…good repute" (Dictionary.com, n.d.). The term character, as utilized in primary and secondary education is defined as "the composite of those psychological characteristics that impact the child's capacity and tendency to be an effective moral agent, i.e. to be socially and personally responsible, ethical, and self-managed" (Berkerwitz & Bier, 2005, p. 8). Watz (2011) defines good character as "positive habits or virtues" while the conceptualization of character by the Character Education Partnership includes "a concept of character that encompasses moral virtues such as honesty, compassion, empathy and trustworthiness" (Watz, 2011, p. 2).

A little more than a decade after the 1987 stock market crash, Johnson (1999)

warned that Americans should be worried about the country's moral failings and that a return to character education was critical because of growing evidence "of more antisocial behavior than ever among our youth—a sort of divorce between personal ethics and everyday behavior. Even among our most academically talented students, personal interest seems to triumph over the common good" (Johnson, 1999, p. 1). Indeed, the U.S. Naval Academy made pedagogical adjustment in its curricula to incorporate character-based instruction after experiencing a massive cheating scandal in the mid-1990s. University leaders examined what they considered the overall "erosion of values among young people and its potential impact in the Armed Forces" (Larson, 1998). As a result, the institution implemented courses and training to "instill values and build character" (Larson, 1998, p. 1).

Three U.S. presidents—Ronald Reagan, Bill Clinton, and George W. Bush— urged Congress to allocate money to bolster character education (Watz, 2011) with additional funding from businesses and nonprofits reaching well into billions of dollars (Davis, 2006, p. 11). Despite funding for character education, a Gallup poll found 72% of Americans believe morals are on the decline (McCarthy, 2015). In the educational sector, from which future leaders emerge, educational research found that student cheating is widespread in institutions of higher learning (Vandehey, Diekhoff, & LaBeff, 2007). Conversely, further evidence of moral decline comes from the Educational Testing Service that discovered an unethical online service that provides prewritten college research, critiques, and term papers for a fee, which receives more than 80,000 visits per day (Downing, 2014, p. 240).

Berkowitz and Bier (2005) found 33 K-12 character education initiatives that

designed programs for ethicality with scientific effectiveness (Berkowitz & Bier, 2005). Effective program design and execution are essential to character educational success, but most U.S. educational systems fail to effectively develop its future leaders by neglecting to foster proper character development programs. This failure is a threat to democracy (Berkowitz & Bier, 2005). According to Beir (2005), the Founding Fathers were explicit in outlining the importance of national morality, highlighting the education of a citizenry raised up on character as vital for national security.

Colleges integrating literature or film. In the past three decades, top business and law schools in the United States have instituted leadership through literature courses for the purpose of integrating a humanities learning perspective, such as literature or film, into the application of studies (Coles, 1987; Schmotter, 1987; Shaw, 2006; Emre, 2015; Fraiberg, 2010). Comprehensive research data on the number of business, leadership, and professional schools utilizing literature to foster ethics, empathy, critical thinking, reflection, and socially responsible decision-making does not exist. However, a review of the literature found more than 100 professors in the United States were instructing law and literature courses in 2009 (Posner, 2009) and fifteen business schools worldwide had incorporated literary fiction courses to help students develop ethical understanding, empathy, and more sound decision-making practices (Coles, 1987; Schmotter, 1987; Badaracco, 2006; Shaw, 2006; Badaracco, 2013; Bhattacharyya, 2013; Emre, 2015).

Hutton (n.d.) President of Utica College, asserted that research studies showing the positive empathic, ethical, and decision-making influences of literary novels for future leaders inspired Utica's adjustments in their business school pedagogy and

curricula. The-reorganization involved redefined learning objectives by integrating

humanistic learning like literature in courses (Hutton, n.d.). The desired learning

outcomes were to produce more well-rounded student leaders with developed

capacities for analytical and critical thinking, more incisive cognitive abilities and the

capacity to handle ambiguity. In addition, student engagement with literature was

designed to enhance their understanding of different cultures, as well as develop their

ethical domain and sense of social responsibility (Hutton, n.d. para. 17). In contrast to

the relatively new adoption of literature integration in business school pedagogy, the

nursing and law fields have longer histories incorporating fictional narratives. Since the

beginning of the 1900s the nursing field had incorporated the humanities, specifically

literature, as a critical component of the educational curricula to nurture more critical

thoughtfulness, empathically reflective, and humanistic nurses (Hermann, 2004).

Medical schools are more recently incorporating innovative pedagogy that integrates

film to enrich training and nurture better medical leaders who are more thoughtful and

empathetic toward patients (Gritton, Stewart, Jeavons, Mehmet, La Placa, 2016).

Likewise, the integration of literature in law pedagogy has been advocated since the

turn of the 20th century to inform the moral, ethical, and empathic analysis of the law

that is lacking in the traditional study of the profession (Griffiths, 2011). Film is a

relatively modern medium. The integration of movies into curricula is an effective

because it touches upon multi-dimensional domains, engaging student viewer's senses

and cognitive pathways in a manner that strengthens learning outcomes (Roell, 2010).

Law and literature. According to Weisberg (2009), John Wigmore is the father of

the modern law and literature movement who suggested in 1908 that literature should

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be required reading by law students, practicing attorneys and judges in order to teach them about engaging in the law in an ethical manner. Weisberg argued approaching law through the lens of literary fiction liberated practitioners of the law from moral corruption and detachment. Additionally, the integration of literature would offer law professionals more empathic analysis implemented by literary intellectuals. Furthermore, Weisberg suggested literature made law professionals better legal leaders by: (a) fostering critical thinking about institutional rationales that intuitively appeared to be unsound (b) developing the ability to connect ethically to self-rhetorical presentation (c) sharpening listening skills and writing abilities and (d) improved receptiveness to the perspectives of others whose life experiences, culture, and socio-economic background positions them outside the paradigm of "conventional legal understanding" (Griffiths, 2011, p. 5).

According to Coughlin (2005), the innovative pedagogical use of literature in law allows professors to engage students in complexities of the legal system that are not available for examination in the real world, but are readily accessible for analysis through fictional narratives (Forster, 2005). Coughlin (2005) contends that narrative literature fills in the missing empirical data, gaps of culture, gender perspectives, politics, social conditions, and mores for analysis that court cases, case studies, and textbooks are unable to provide (Forster, 2005). At the University of Virginia Coughlin taught "Trials of the Century: Literary and Legal Representations of Sensational Criminal Trials" and integrated the use of both literature and film. Coughlin contends the integration further developed students' litigation performance skills, offered historical definitions of criminal language, and engaged students in cases that changed legal and popular culture (Forster, 2005). Likewise, Virginia law professor Rutherglen (2005)

utilized several novels, *Atonement*, *Emma*, and *A Bend in the River* to foster law students' cognitive consciousness about ethical issues that intersected with law. Those issues included themes of social class, feminism, and politics. *Emma* can be studied from the perspective of professional ethicality, and good versus evil in *Atonement*. Ethical conflicts of race and colonial imperialism in Africa are found in *A Bend In the River* (Forster, 2005). This kind of practiced integration fosters deep humanistic and reflective learning skills in the law classroom that empowers millennial lawyers to enter the field as ethical, critical-thinking, empathic practitioners.

Literature or film and behavior change. Ensuring that next generation leaders have deep experiences to enhance the vast surface knowledge they possess is one of the learning benefits of integrating literature into business, professional, and leadership teaching (Weiland, 2011). Oatley, Peterson, Djikic and Zoeter-ma (2009) discovered evidence that literary novels can alter opinions and behavior just as real world experiences do. Randomly tested 166 people, Oatley, Peterson, Djikic and Zoeter-ma gave subjects a personality test on the Big Five personality traits before and after reading a short story version of "The Lady with the Little Dog" and a case-study styled version of the same story. According to Oatley, Peterson, Djikic and Zoeter-ma (2009), participants who read the short story version of the narrative experienced small, measured changes in personality that equalled the emotional changes that occurred during the course of reading. The degree to which readers of the narrative changed demonstrated that storyform brought about novel ways of thinking and feeling that the case-study styled version did not (Oatley, Peterson, Djikic, & Zoeter-ma, 2009). This practice is effective in integrated pedagogical practices due to the lived transportational

experience students undergo through the process of reading (Oatley, Peterson, Djikic, & Zoeter-ma, 2009).

Another study conducted with nursing professors reported that after engaging with narrative films, student nurses were more empathetic, identifying with characters. For example, after watching *The Color Purple,* a turn-of-the century drama that deals with rape, culture, misogyny, racism, and the socio-economic struggles of African-American life, nursing students exhibited more depth of thought regarding race and more empathy toward African-Americans through the experiences of the characters in the film (Hermann, 2004). Finally, the study revealed that nursing professors found the integrative strategies extremely successful, $p < .05$, demonstrating that instructors perceived freshman students' engagement with narrative films followed by focused instructional strategies to transform narrow-minded belief systems about race, gender, nursing, and culture that existed before they began the course (Hermann, 2004).

Literature and transportation-imagery model. The process in which students engage literary narrative produces stronger learning outcomes by simulating real life experiences. Green and Brock (2002) researched narrative persuasion. The scholars used a scaled Transportation-Imagery Model to measure the mental state by which readers were carried away by literary stories and the degree to which their beliefs changed via the process. In this framework, the word transportation was developed as a metaphor to describe the trip that readers underwent during a mental travelling experience inside the fictional world of the story (Appel & Richter, T., 2010). This is also what Green and Brock described as total immersion into the narrative in which the transportation involved vivid images, feelings, and deliberate focus (Green & Brock,

2002, p. 1). Green and Brock based their definition of narrative transportation from Gerig's 1993 literal usage of the term, in which the reader is transported by an unidentified means, but through cognitive images from the narrative leaves the current location. The integration of literature fosters leadership changes in the Millennial due to the transportation experience, where the reader travels figuratively in the mind through a fictive world. This fictive world is accessible through mental images and when the traveler returns to the physical location of time and space, he or she has been slightly transformed by the journey. When the reader undergoes transportation, Green and Brock (2002) described three stages the millennial reader as traveler experiences within the Transportation-Imagery Model.

The Transportation-Imagery Model

Stage 1: Transportation begins when the individual reader willingly abdicates all connections to real world experiences. During this process the reader either psychologically or physically transports into the fictive world. In other cases, the reader cognitively immerses themselves into the fictive narrative world (Green & Brock, 2002).

Stage 2: Readers experience real world emotions to events inside the narrative world. There is a real world experience of emotional sensations. These emotional sensations occur even when readers are cognizant that narrative events are fictional (Green & Brock, 2002).

Stage 3: After completion of the transportation readers return somewhat altered by the narrative experience. Stage 1 and Stage 2 engage the readers in a way that simulates real life. This real life simulation, real life like journey has a transformative influence on the reader (Green & Brock, 2002).

Research indicates that empathy is an essential skill for millennial leadership, along with more divergent conceptions of culture. When millennials experience integrated narrative in business, medical or leadership courses this transportational engagement can change less informed beliefs regarding the world (Green & Brock; Marsh & Fazio, 2006). Through transportation, film and literary narratives teach students real life lessons from fictional worlds and also motivate students' desire to learn (Marsh & Fazio, 2006).

Literature and leadership character. Engaging students with great literature teaches young leaders thematic patterns that occur in real life, as well as complex fundamental challenges that test the character of leaders (Badaracco, 2006). Through engagement with literature, next generation leaders experience character tests they have yet to face in real life, giving them opportunities to sharpen self-awareness for potential areas of improvement, as well as prepare them in advance for similar professional obstacles (Badaracco, 2013). For example, in the 2,500 year old story of Antigone, Creon the king has deep felt beliefs regarding the stability of his country while the deeply religious Antigone has deep-felt beliefs in family and religion. Students must confront that both have equally compelling, yet contradictory perceptions, a quandary leaders in the real world face quite often (Badaracco, 2013). Integrating literature is effective for developing leaders by testing moral beliefs and raising questions that causes self-reflection, which is important for leaders' who must possess self-awareness. Literature engagement teaches next generation leaders the importance of maintaining the deep values and morals a leader requires to lead teams, corporations, and communities (Badaracco, 2013).

Films. Films can be a more effective medium than literature for integrating into the curriculum to captivate and foster important leadership skills, such as EI, ethicality, sound decision-making, problem-solving, analytical capabilities, and empathy in next generation leaders. Since the millennials tend to prefer varied modalities of instruction that include technology and media-oriented strategies (Weiland, 2009), films are a great best practices integrative tool for professors. According to Roell (2010), professors can use film narratives like *Witness* or *Save the Last Dance* to shed light on intercultural conflicts that millennials may face in their roles as leaders. *Save the Last Dance* tells the story of a White classically trained dancer forced to move from the suburbs to the inner city, where she faces hostility for dating one of the most promising Black male students in her new school. The film *Witness* is set in the exclusive tight-knit world of the Amish where a police officer is sheltered in the elusive community by a concerned female member. Films like these are effective integrative pedagogical tools for professors because they fulfill next-generation leaders' needs for pleasure while also conveying important concepts leaders must grasp and issues leaders encounter, in a captivating manner (Roell, 2010). Similarly, a five week public health leadership training course found medical students reported higher engagement and positive perceptions toward the innovative integration of feature narrative films with critical learning concepts clearly identified (Gallagher, Wilson, Edwards, Cowie & Baker, 2011).

The innovative pedagogical integration of film in leadership training has been used in college classes informally the past three decades. Weir (1989) discussed the integrated use of *Dead Poet Society* to demonstrate principles of organizational leadership while the film *Glengarry Glenross* was used to discuss management (Serrey,

1992). Furthermore, Francis Ford Coppola's *Godfather* trilogy has its own theoretical model of management throughout different business schools under the title "Godfather Theory of Management" (Scarnatti, 2002). The theory focuses on the lead character's absolute power and strong-arm control of an organization through violence and demonstrates important leadership traits and organizational behavior principles. Blessing and Blessing (2015) studied 120 undergraduates in an introductory psychology class that integrated the classic film *12 Angry Men* which depicts the story of a jury tasked with deciding the fate of a Latino male accused of murder. The movie *12 Angry Men* dramatizes 93 instances of psychological phenomena covered during the course, from cognitive principles to social psychology and developmental concepts that are important for next generation leaders to grasp (Blessing & Blessing, 2015). The results also indicated that the film integrated well with phenomena taught across the curriculum. Students that experienced writing engagement and focused discussion after viewing the film performed better in accessing psychological concepts and understanding these concepts more than students who did not view the film (Blessing & Blessing, 2015).

Summary

Kolb's ELT, Goleman's EI, and the innovative integration of literature or film into professional school pedagogy helps professors to foster ethics, empathy, critical thinking skills, analytical skills, and decision-making in next generation leaders. Literature suggests that this innovative integration provide deeper understanding when pedagogical strategies offer focused reflection and questioning. This review provided a detailed history of the impact of the stock market crashes of 1987 and 2007 that led to

the evolution of professional education to the leadership through literature or film pedagogy. Stand-alone ethics courses and integrated curricula were covered.

Theories that enlighten academia on the ethical, moral, and decision-making aspects of literature found in fiction, as well as research that contradict literatures impact on morality. Specifically, the three-stage Transportation-Model of what readers' experience when reading literature was discussed. In addition, Game Theory and Theory of Moves were emphasized, elucidating the application of mathematical strategic analysis in examining the decisions of characters, and highlighting fiction's rich capabilities for sharpening students' decision-making skills. Conversely, empathic understanding and research supporting fiction's influence on sharpening Theory of Mind ability to perceive and comprehend the emotional state of others was discussed.

Due to the lack of research on best practices for innovative pedagogy that integrates literature or film and the lack of a literature review on leadership through literature or film pedagogy, this Chapter 2 focused on the pedagogical implementation of analyzing literary fiction or film as part of professional school curricula. Additionally, this review examined how the integration of literature or film provides opportunities for developing leaders to gain important insights into decision-making and increased emotional connections to assess the organizational environment, as well as the ability to discern another person's internal mind state which professional school and other leadership program textbooks and case studies fail to provide (Gross, as reported by Leddy, 2014). Furthermore, this chapter points out how fictional characters inform future leaders about the human condition, presenting a diverse scope of wants, philosophies, and behaviors. In addition, this chapter discussed how literary fiction transfers a

profundity of cognition, breadth of emotion, and increased perception into diverse

character moral and value systems that informs leadership development (Younkins).

Chapter 3: Research Design and Methodology

Introduction

The purpose of this study was to identify the best strategies professors could employ to effectively integrate literature or film into to STEM, professional, and leadership programs. A qualitative research design (Creswell, 2007) was deemed the best approach to research and analyze the best practices and experiences of professors in STEM, leadership, or professional programs who employ the innovative integration of literature in the classroom. This chapter restated the research questions, discussed the nature of the study, and defined the scientific approach used for the study which employed a phenomenological methodology. Also, the unit analysis was described, the participant selection, the sampling methods utilized, and the population were examined, along with the method for obtaining Institutional Review Board (IRB) approval which required careful and ethical regard for the human participants in the study. In addition, reliability and validity of the study were discussed. The issue of bias was also addressed. Lastly, this chapter assesses the data analysis methods and how the findings were derived.

Re-Statement of Research Questions

This qualitative research study was guided by the following research questions:

RQ1: What strategies and practices are employed by professors who integrate literature?

RQ2: What challenges are faced by professors in implementing literature?

RQ3: How do professors measure success in integrating literature?

RQ4: What recommendations would professors make for innovative pedagogy that integrates literature?

Nature of the Study

The nature of this study was qualitative. Creswell (2007) defined qualitative research as the scientific study that "begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (p. 37). Hathaway (1995) identified several assumptions that qualitative research contained, including its interpretive nature, the assumption that knowledge can be obtained through the human description and perceptions of a subject's experience. Additionally, qualitative studies assume the narrative articulation of themes for understanding and investigators have a participatory subjective relationship with the study (Hathaway, 1995). According to Creswell (2003), there are five qualitative research approaches: phenomenological, case study, grounded theory, narrative, and ethnography. Qualitative studies generally center around thematic emergences of interpretation rather than statistical interpretations more commonly associated with quantitative methodology (Patton, 2002).

Specifically, this study was a descriptive qualitative study. A phenomenological approach was employed to answer the research questions. The four research questions provided a formative foundation for 10 open-ended interview questions. Open-ended interviews were described by Patton (2002) as a strength of qualitative studies because the method offers researchers context for interpreting data, as well as more in-depth

subject responses based on personalized experiences, points of view, attitudes, expertise, and opinions (Patton, 2002).

Qualitative research was also described as a strong approach to employ when it was necessary to elucidate complex issues. These issues include novel motifs regarding a phenomenon, as well as complicated social procedures to encapsulate the key themes of a phenomenon "from the perspective of study participants, and to uncover beliefs, values, and motivations…" (Curry, Nembhard, & Bradley, 2009, para. 4) that are beneath certain behaviors.

Anderson (2010) concurred that qualitative research had both strengths and weaknesses. For example, qualitative research was recommended for conducting in-depth analysis of phenomena, such as obstacles professors encountered when integrating literature. Qualitative research offers significant themes and insights. Qualitative research is also valuable for describing settings, providing insights into the meanings surrounding why phenomena happen or how phenomena happen (Atieno, 2009). Anderson (2010) suggested competent qualitative studies offer "unbiased, in depth, valid, reliable, credible and rigorous" research (Anderson, 2010, para. 6). Other strengths Anderson identified in relation to qualitative inquiry, included:

- In-depth, detailed examination of issues. Flexibility in the interview process which allows for redirection if necessary in the moment. Flexibility in research design, which can be revised with the collection of new information.
- Compelling data collection from the real life experiences of human subjects that can be more useful in shedding new light on emerging phenomena than quantitative data. Nuances and complex themes or theories about the research

subjects and/or topic are discovered that are often missed by more positivistic

enquiries. Findings can be used to assess other phenomena as well as utilized in

a different setting.

In terms of weaknesses, by design, qualitative research has certain assumptions.

Qualitative research was described as subjective and can also be biased (Creswell,

2012). Limitations in qualitative studies (Atiano, 2009; Creswell, 2007) encompassed:

- The exclusion of quantitative methods to measure frequency, mean, or median of

    linguistic data. Ambiguity in the analysis of responses. Research findings are not

    tested for statistical significance and thus extrapolating findings for other

    populations lacks the degree of certainty found in quantitative analyses (Atiano,

    2009; Creswell, 2007).

Creswell (2003) contended qualitative research was a subjective form of

scientific exploration through interpretive assessments based on various philosophical

frameworks. These frameworks included the traditional constructivist/interpretive points

of view, which considered the interpretation of various meanings within a historical and

social context in order to identify a theoretical foundation or thematic pattern (Creswell,

2007). In assessing research design for this study, a qualitative research paradigm

(Patton, 2002) was determined the best approach to explore and analyze the best

practices and experiences of professors who employed the innovative integration of

literature or film in the classroom. Qualitative studies contribute to scientific inquiry by

offering intellectual discourse and potential for deeper comprehension of a phenomenon

(Creswell, 2007). Additionally, qualitative approaches can effectively establish

innovative pathways of thinking or evaluating a phenomenon or issue of an underexplored population.

Qualitative research was also defined as a "socio-anthropological research paradigm" (Atiano, 2009, p. 13.) that involved observation and contained ethnographic properties. The procedures for conducting most qualitative studies involve inductive processes based on conceptualization and interpretation upon which the investigator constructs concepts, themes, and abstractions (Atieno, 2009). This research employed a qualitative paradigm to execute the purpose of this study which was to identify and understand the most effective pedagogical practices professors could utilize for the effective integration of literature to prepare the next generation for leadership in society. Through the analysis of data, shared themes were identified that highlighted successful methods as well as obstacles that professors' encountered while teaching and the strategies employed to overcome barriers to learning outcomes.

In terms of design, qualitative research can be constructed around an advocacy/participatory point of view, which requires the assessment and analysis of interview responses for political, collaborative, issue-orientation, or patterns (Creswell, 2003). This study employed both a constructivist/interpretive and advocacy/participatory perspective.

Data collection for qualitative inquiry takes place in the participants' natural setting as opposed to laboratory based conditions. The key instruments for qualitative studies were identified as the researchers themselves. The investigators in qualitative studies utilize observation, the examination of documents, and interviews. Additionally, qualitative studies consistently search for participant meaning toward a problem or issue

as opposed to the investigator's perspective on the problem or issue (Creswell, 2007).

Creswell (2003) hypothesized that investigative scholars engaged in exploratory inquiry to examine a subject when the variables as well as the theory are not known. Similarly, in terms of this study, there was a gap in the literature that was identified centered on how professors in STEM, professional, or leadership programs could use novels, poetry, or plays to prepare next-generation millennial leaders with critical thinking skills, empathy, analytical capabilities, creativity, ethicality, and sound decision-making skills as pathways into real world leadership positions. Thus, a qualitative research model was determined the best methodological approach. In support of this supposition, Morse (1991) provided three characteristics that delineated a qualitative research problem: (a) the research problem was undeveloped due to a lack of literature and theoretical foundation, (b) a need existed to explore and describe the concepts and to cultivate and mold a theory, or (c) the immature nature of the research problem was not suitable for quantitative analysis.

This research study problem for this dissertation contained all of Morse's (1991) three characteristics. An extensive examination of the literature did not reveal a foundational theory regarding the best practices for the integration of literature or film into STEM, leadership, or professional curricula. These practices required exploration in order to ascertain how professors successfully prepared next generation leaders for transition into mid and upper-level management, as well as CEO positions. Results from this study revealed strategies and practices for effective curriculum development and innovative pedagogical strategies inside the college classroom for the integration of literature.

In general, qualitative research is distinguished by two categories of study: interpretive theory and critical theory (Creswell, 2007; Locke, Silverman, & Spirudso, 2004). Interpretive studies are implemented when the research seeks to understand the perspective of the participant and utilizes observation, analysis of documents, and examination of interviews. Additionally, with interpretive studies the individual conducting the research is the principal collector of the data, and creates a comprehensive assemblage of data comprised of extensive records that detail the subject's actions, the contextual information, and the subject's personal insights. This data collection provides the basis for culling the subject's insight into the research problem and serves as the foundation for the investigator's inductive formulation of an explanatory theory (Crotty, 1998; Locke et al., 2004).

The interpretive methodology used for this study was designed to understand the weaknesses and strengths of professors integrating literature or film in higher education STEM, professional, or leadership courses. Critical theory undertakes a broader perspective, seeking to comprehend power with societal parameters and employs the analysis of print sources, societal construction, and pop culture (Evans, 2009; Locke et al., 2004). The qualitative approach for this interpretive study was phenomenology.

Methodology

This study employed a phenomenological approach. Phenomenological studies are a form of qualitative research that examines the important themes of human phenomena from the perspective of a subject who has experienced the phenomena (Locke et al., 2004). Additionally, this approach was the best method for this study because the phenomenological approach to research is best utilized when variables are

unknown (Creswell, 2007). This design allows scholars to interpret and then define the meaning for several participants based on their individual experiences with a phenomena, concept, methodology, or strategy (Creswell, 2007).

The purpose of a phenomenologist was explained by Locke et al (2004) to identify and describe the thematic phenomena that all participants in the study share. Likewise, through phenomenological exploration for this study we gained knowledge about the best practices for integrating literature to foster leadership skills in next generation leaders. This knowledge was gained through the interpretation of universal themes that materialized from semi-structured interviews with professors that integrated literary works. These important central ideas were collected from the professors' answers regarding those practices that were successful in fostering important leadership skills, as well as those methods that were met with challenges or were ineffective. In addition, understanding why and how professors utilized certain shared methodology or practices in the integration of literature or film to foster important leadership skills was essential to this study. These thematic discoveries were in accordance with the primary purpose of phenomenological research which is to synthesize multiple reported experiences to a description or definition that expresses a universal theme (Creswell, 2007). These findings were also critical for revealing strategies for developing best practices to teach next generation leaders critical leadership skills.

Structured process of phenomenology. Mousakas (1994) identified a specific order of procedure in conducting a phenomenological design of scientific inquiry that Creswell (2007) modified into six steps: (a) the individual conducting the study provides

details of all first-hand experiences with the phenomena so that these personal experiences can be removed from the study and the emphasis can be directed on the participants experiences, (b) the investigator reviews the interview data regarding how the participants were encountering the focus of the study and creates a list of all the important responses, each carrying equal value and does not repeat or duplicate another (Creswell, 2014). Creswell called this "horizontalization of the data (Creswell, 2007, p. 175), (c) group each statement of significance into different categories to generate a unit of meaning, (d) include a "textural description" (p. 175) that provides a written recounting, verbatim, of the participants' experiences of the phenomena, (e) write a structural description outlining in detail how the phenomenological experience occurred and through reflection consider the setting as well as the contextual information, and (f) develop a "written composite description" (Creswell, 2007, p. 175) that integrates the textural information and the information included in the structural details. This step captures the centralized core of the participant's experience and "represents the culminating aspect of a phenomenological study" (p. 175) that explains in detail the essence of the how and what subjects experienced with the phenomenon.

Appropriateness of phenomenology methodology. The phenomenological paradigm was best applied to this study where the variables were not evident and the research could benefit from open-ended questions to deeply explore professors' methodology, universal stumbling blocks, and shared phenomena as described by Atiano (2009). In addition, this design enabled the opportunity for the research to examine a novel point of view, as well as an opportunity to suspend personal experiences for those new experiences (Creswell, 2003). In accordance with the

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qualitative research process, the data collected for this study was generated by professors' answers to open-ended questions and analyzed for descriptive language utilizing analysis of the text (Creswell, 2007). In addition, the broader meaning of the text analyses was interpreted for the findings.

Although the phenomenological approach was determined the most ideal for this study, it is necessary to illuminate the strengths and weak points that a phenomenological paradigm contributed to the research. According to Creswell (2003) there were three areas of weakness attributable to a phenomenological study: (a) the underlying preconceptions due to philosophical assumptions that investigators should disclose, (b) the purposive selection of subjects which requires each interviewee to have experience with the phenomenon in order for the examiner to formulate and describe a shared understanding, and (c) the necessity for the researcher to disclose the order and procedure for including personal discoveries regarding the research into the study (Creswell, 2003, p. 83). This study mitigated these weak points three ways: First, the population was purposively selected through the application of rigorous criteria for choosing the sampling frame and then narrowly defining the population that would make up the subjects of the study. Second, investigator biases were clearly explained. Third, the theoretical paradigm that influenced the research, as well as the interpretive framework that may have had an effect on the study was discussed.

Research Design

The unit of analysis for this research was an individual college instructor and was identified as such:

       1) A college or university professor who teaches STEM, professional or

leadership courses at a 4-year institution in the United States,

2) A male or female professor with at least three years of experience with innovative pedagogy that integrates literature or film,

3) Possess a terminal degree, such as Ph.D., J.D., or a Ed.D.

Donalek and Soldwisch (2004) asserted the necessity to identify research subjects based on their expertise regarding a particular phenomenon. Thus, these educators were deemed to have knowledge of and experiences in the integration of literature in context of pedagogical best practices (Taub & McEwen, 2006). These educators were asked the same interview questions in the same order.

Sample size. Phenomenological studies generally consist of the analysis of a small sample size of subjects and the formulating of themes, patterns, relationships, and meaningful correlations from important answers (Moustakas, 1994). According to Creswell (2007), phenomenological study sample sizes should be small, utilizing a purposive sampling of participants "who have experienced the phenomenon" (p. 128) and reach saturation (Creswell, 2007). Sampling size was also determined to be the proper number that reaches saturation, the point where additional information would not contribute any new results to the finding (Creswell, 2012). Marshall, Cardon, Poddar, & Fontenot (2013) found sample size determinations to be subjective, and suggested 15 to 30 participants for qualitative studies. Furthermore, in the analysis of phenomenological studies and their sample sizes, Guetterman (2015) found that the mean sample size for these studies was 21. According to Creswell (1998), phenomenological studies range from five to 25 participants. Given that some literature suggest a smaller sample size (Creswell,1998) and there was vast consensus between

the ranges of 21 to 25 in other studies which reached saturation (Creswell, 1998; Guetterman, 2015; Marshall, et. al. 2013), this study determined 14-15 participants was the appropriate sample size.

Purposive sampling. Purposive or theoretical sampling offers qualitative studies the opportunity to obtain significant, detailed, and comprehensive thematic information about a phenomenon from a few key experts that were selected to meet the purpose of the study (Isaac & Michael, 1995; McMillan & Schumacher, 2006). Merriam (2009) suggested researchers adopt the same sample sizes used by similar studies found in the literature reviews of similar domains. This approach ensured the number of participants that most met the needs of the study's interest (Patton, 2004) were selected. This sampling method is called purposive sampling and was applied in this study, where participants were specifically identified and selected utilizing a four-part screening procedure that involved:

1. Creating a master list: Securing a master list or sampling frame with full contact information from the websites of participating schools identified in the literature review,

2. Creating criteria for Inclusion and exclusion: Reducing the number of eligible participants on the master list by applying the requirements and specifications for subject inclusion and exclusion,

3. Implement criteria for maximum variation and utilizing snowballing and convenience sampling (Creswell, 2012) to offer easy accessibility for the researcher and simpler data collection (Creswell, 2007).

This reflexive approach enabled the selection of participants for the sample that

provided the best insights into the phenomenon through descriptions, interpretations, and explanation (Emmel, 2013).

Sampling frame to create the master list. The sampling frame for this study started with the selection of specific and diverse participant characteristics that were necessary for constructing the sample (Isaac & Michael, 1995; McMillian & Schumacher, 2006). A systematic procedure was then undertaken to develop a master list which identifies how participants in the study was selected. These procedures were as follows:

1. A keyword Google search was performed using terms, "law and literature" (see Appendix F).

2. Once search results were generated, the article entitled "Using Literature to Make Better Lawyers" (Forster, 2005) was selected from the list (see Appendix F). This article is housed within the publicly available University of Virginia Law School website at www.law.virginia.edu/html/alumni/uvalawyer/f05/literature.htm.

3. Within the article, there were 9 total professors mentioned who use literature in their law curriculum. The emails of these 9 professors were accessed from the university's publicly available website. Two of the 9 professors mentioned were no longer at the university, and thus only 7 professors were added to the master list.

4. Once the 7 professors were identified, another Google search inputting their names was made to locate email information.

The procedure to obtain other prospective participants to form the master list was conducted as follows:

1. A keyword Google search was performed using the terms, "Aspen Consortium 2016" (see Appendix F).

2. Once search results were generated, the conference title appeared, "Aspen Undergraduate Business Education Consortium - The Aspen…"

3. This article is housed within the publicly available Aspen Institute website at https://www.aspeninstitute.org/programs/business-and-society-program/aspen-undergraduate-business-education-consortium/

4. Once inside the website, at the bottom of the page, an article entitled: "Aspen Undergrad Consortium 2016-17 First Convening" was accessed.

5. At the bottom of the "Aspen Undergrad Consortium 2016-17 First Convening" article is a link, entitled "Participants List." This .PDF contains a list of 110 educators.

6. To locate potential participants, individuals from the .PDF participants list were Googled to identify email addresses.

Inclusion and exclusion. A criteria for inclusion and exclusion was employed to develop the master list of 30 potential subjects used in this study. For inclusion, participants were required to meet certain conditions as part of this purposeful sampling process that included: (a) completion of a Ph.D. or Ed.D. with expertise in a professional program studies, STEM, or leadership studies, (b) expertise in the pedagogical integration of literature or film in a professional course, STEM course, or leadership studies course, and (c) current employment teaching literature or film at a U.S. college or university in a professional, STEM, or leadership course as a professor, associate professor, or adjunct professor. In addition, the participants were experts in their fields

with three or more years teaching in college or university programs that integrated literature or film. The subjects included in the sample were experts in the profession of teaching at the college or university level that would inform the pedagogical phenomenon of the integration of literature or film being studied in the higher education classroom.

Also excluded were all professors who were not faculty at 4-year university or colleges and professors who did not teach in the United States. In accordance with published literature on phenomenological studies, all of the participants' viewpoints, judgments, perceptions, and personal opinions regarding the successful practices utilized in the integration of literature or film were included (Trochim & Donnelly, 2001). After applying the aforementioned criteria for inclusion and exclusion, if the study's sample is larger than 20, criteria for maximum variation will be applied.

Maximum variation. Selection for participation in this study was based on a strategic design called maximum variation, a procedure that involves pinpointing certain standards before selection in order to differentiate the participants (Creswell, 2007). Maximum variation also helped increase the possibilities of outcomes representing diverse perspectives, which is a foundational goal of this qualitative research. The method for achieving the maximum variation in this qualitative research required examining participants' college or university position, education level, employment title, ethnic background, institution classification, age, and geographic location. These specific criteria were cited in a review of the literature as potential characteristics that could potentially influence variances in subjects' personal experiences. Furthermore, using maximum variation, participants selected in this study were from multi-ethnic

backgrounds, of differing ages and genders. No limitations or constraints based on socio-economic background, health, family history, or personal affiliations were applied in sampling. Overall, a final list of 15 prospective participants was generated using the aforementioned processes of inclusion, exclusion, and maximum variation.

Human Subjects Consideration

In accordance with the Belmont Report (1976) when conducting research with humans, investigators must obtain the consent of subjects in a manner the participant can fully understand. The Belmont Report suggested that the investigator must also fully divulge any and all risks that some harm may occur, as well as benefits to subjects. The Report also stated it was important for subjects to know clearly and in a manner that could be fully understood that participation is voluntary. Subjects selected for the sampling frame of subjects must be fair, meaning vulnerable populations, such as the poor or those with disabilities, should not be targeted. Likewise, beneficiaries should not come from the well-off (U.S. Department of Health & Human Services, 2016).

These subject considerations of justice, as well as ethical rules and procedures, must be adhered to during the course of research in order to avoid dangerous abuses like those that occurred in the mid-20th century. For instance, during World War II, Germany performed biomedical experiments on helpless Jewish prisoners being held in Nuremberg concentration camps (U.S. Department of Health and Human Services, 2016). These Jewish prisoners were not volunteers, were experimented on against their will, nor were they to be the beneficiaries of any discoveries. These research abuses were unjust and unethical.

Similarly, in America, during the late 1930s through the mid-1940s, the U.S.

Public Health Service performed a study about syphilis on mostly poor, illiterate, easily accessible Black subjects, while misleading the participants. The subjects were solicited to participate with free car rides and meals. When a viable treatment emerged through the use of penicillin that could cure the disease, the subjects were never informed or provided treatment. Subjects died and the curable disease was spread to family members and the community (Tuskegee University, 2016). Thus, in accordance with the Belmont Report (1976), adherence to ethical principles in the treatment of human subjects was strictly maintained.

Submitting an application for exemption. Proper research procedure protocol was followed, which included obtaining approval from Pepperdine's Graduate and Professional School IRB (see Appendix C). The request entailed submitting an exempt application to IRB. The request also entailed request for review and approval prior to proceeding with the collection of data.

Informed consent. All participants in the study were recruited for interviews via a pre-approved IRB script (see Appendix A), made aware of the full scope and nature of the research. Any harm or benefits were defined and explained in full. Subjects were also informed in detail in the informed consent letter why they were chosen for the study (see Appendix D). The official consent form was offered to each potential subject that freely wanted to participate in the research.

Confidentiality and anonymity. Each individual participant was guaranteed confidentiality, by a process of reporting the data in aggregated form and utilizing pseudonyms instead of participants' proper names. In addition, all data were stored in a secured database and access to the content was only available to the individual

conducting the research. The issue of anonymity was addressed in the informed consent form and could not be promised to participants in the research. However, subject identities were not included in the final draft of the dissertation. Instead, subjects were referred to as participants and P1-P14. In compliance with IRB protocol, subjects were informed in the solicitation letter that there would be minimal to zero risks to participating in the study. '

Rewards. No extrinsic reward was found for the participants in this study. There may have been intrinsic benefit to subjects. Participants were provided the opportunity to share individual expertise and experience to inform emergent research that would contribute to the STEM fields, professional schools, and leadership programs regarding leadership education.

Data Collection

Subjects were contacted via electronic mail recruitment script (see Appendix B) or cell phone recruitment script (see Appendix C) pre-approved by Pepperdine University's IRB. Once the subject agreed to participate in the study, an informed consent letter (see Appendix D) was emailed along with the 10 interview questions (see Appendix E). In the consent letter, subjects were informed that the data collection would recorded. If subjects did not agree with being recorded they were not eligible to participate in the study. When consent was obtained, in-person interviews or interviews via Iphone were used to collect data utilizing the 10 open-ended interview questions.

Data were collected using participants acquired from the study's master list (Creswell, 2012) which contained a list of professors identified as teaching college or university STEM, professional, or leadership courses using literature. This information

garnered from diverse professorial interviews resulted in a wide variety of responses produced by each participant's unique expertise and perspective. Additionally, the diverse responses created interrelated thematic ideas, methods, perceptions, strategies, and practices across several domains.

The data were collected in written form (Englander, 2012) from participants employed at a 4-year college or university that was public or private with academic terms that followed semester or quarter schedules. The focal point of data collection was on the integration of literature in STEM, professional, or leadership classrooms and how this pedagogical method functioned in teaching next-generation leaders. In addition, the data collection elucidated participants' insights regarding leadership pedagogy and provided details how this pedagogical methodology of integrating literature or film fostered leadership skills in millennial students.

During the course of data collection there was no intermingling of descriptive phenomenological methodology with other qualitative methods (Englander, 2012). Analysis of the data collections from the interview responses encompassed "past, present experiences, and future aspirations or anticipations" (Little, 2015). Data collected included professor's experiences for the selection of novels, literary short stories, autobiographies, speeches, or films utilized with the integration of literature to successful teach millennials certain important leadership principles and practices.

The utilization of semi-structured interviews for data collection allowed for more in depth exploration of participants lived experiences (Englander, 2012) regarding previously unidentified issues or themes. These were important revelations to pursue for reflection, novel ways of thinking, and understanding the phenomenon while maintaining

the "descriptive criterion in mind throughout the process" (p. 34).

During the month of October 2016, an application was submitted to Pepperdine University's Institutional Review Board, seeking permission to perform the study "Innovative Pedagogy: What Are the Best Practices of Professors Who Integrate Literature?" and pursue solicitation of participants in accordance with proper research procedure.

Approval to conduct research was anticipated during the month of December 2016. Approval was obtained on January 9, 2017. After IRB approval for the research (see Appendix A), professors and associate professors were contacted by phone and email utilizing a Pepperdine University Graduate Student of Education and Psychology recruitment script. The nature of the research, the importance of the research, and the potential participants' importance for inclusion in the research was explained to potential participants. In the case of a failure to make contact, a voicemail was left for the potential participant along with an email detailing the nature of the call. Potential participants who agreed to take part in the study were sent a thank you email expressing appreciation for their participation, as well as details elucidating the procedures for the upcoming interview. These procedures included a forthcoming request for the participants complete contact information and a request for a face-to-face, Skype, or phone interview to take place over the course of one hour, scheduled for February 2017. Additionally, potential interviewees were informed in the follow-up email that a list of questions for the interview would be sent via email, along with a consent form. Finally, the potential interviewee was informed in the follow-up email about the intention to record the interview via smart cell phone.

Interview Technique

The week before each scheduled interview, reminder emails were sent to participants along with a copy of the 10 interview questions to give each one the opportunity to consider their responses. In addition, the informed consent email document was sent. Follow up, reminder emails and phone messages were left for subjects who did not answer the initial interview invite (see Appendix F).

A semi-structured open-ended interview technique with closely related follow-up questions (Creswell, 2012) was used for data collection in this study. Once informed consent was received, interview protocol was executed in the following manner: a) Arrival at the pre-arranged venue took place at least 30 minutes before the meeting time, b) A bag with two recording devices, two pens, and a folder for writing notes was used, c) The introduction was made with a firm handshake, d) The subject was asked about their day to build a rapport for trust to build, e) The participant was asked if they have any questions before the start of the formal interview, f) Once any and all questions were answered, the subject was asked if they reviewed, comprehend, and agreed with the informed consent form that was emailed prior to the meeting, g) The interview questions were asked in the systematized, preset, pre-approved order, starting with number one and ending with number ten. Ten open-ended interview questions were read aloud. The ten standardized IRB-approved set of interview questions were developed to "ensure that the same basic lines of inquiry are pursued with each person interviewed" (Patton, 2002, 343).

Proper interview protocol required the development of interview questions that were related to the research, the use of numbered questions asked to subjects in the

same order, peer-review, and expert review validity (Jacob & Furgerson, 2012). There are three different approaches to conducting data collection through the open-ended interview process (Patton, 2002): (a) the informal or unstructured interview (b) the full or structured approach (Patton, 2002) and (c) the semi-structured interview. Each interview approach has both strengths and weakness that were taken into consideration when choosing a data collection model. The unstructured interview model offers more in-depth understanding of complicated human behaviors through rich, ungoverned responses (Fontana & Frey, 2000).

The structured interview design is formulated with pre-written questions "with a limited set of response categories" (Fontana & Frey, 1994, p. 363) and responses that are recorded by in compliance with a pre-set coding scheme. The interview protocol in the structured interview for this dissertation was scripted, balanced, asked in the same order, and paced with the investigator trained to read questions in a dispassionate and consistent manner for each interviewee (Fontana & Frey, 1994). Weaknesses in the semi-structured interview involved:

- Limited variation in responses
- Limited flexibility in questions and responses
- No improvisation
- Errors arising from respondents, either a desire to please the interviewer or deliberate omissions to conceal the truth
- Researcher errors in delivering the scripted questions
- Inflexibility, not accounting for social nature of face-to-face interviews or telephone interviews that influence the structure

- Does not consider the emotional domain of interviewer-interviewee factors the influence responses

The unstructured interview provides more depth than other open-interview designs (Fontana & Frey, 2000). Disadvantages of unstructured interviews were highlighted and included:

- Interviewee distrust of interviewer
- Inability to carry recording apparati, like computers, tape recorders, cell phones, or pen and pad
- Inability to gain access to respondents
- Inability to build a relationship once access is granted or miscalculation regarding believed rapport
- Becoming a spokesperson on behalf of the group under study

Besides the researcher embedding within the phenomena of study, the unstructured interview approach contains seven basic design elements (Fontana & Frey, 1994). These elements include, gaining access to the setting, gaining an understanding of the language and culture of the interviewees, choosing beforehand what role to play, either learning scientist or member of the group or culture, building a relationship or relationships with a member of the group, and finding an unobstructive way to collect data, using a small tape recorder out of sight or take detailed mental notes.

This study utilized a semi-structured interview technique to garner in-depth current and past pedagogical practices, methods, and strategies for STEM, professional, or leadership professors integrating film or literature. The semi-structured

interviews allowed for emerging themes surrounding successful implementation of strategies to integrate literature or film, as well as obstacles, and novel discoveries for integrating literature or film in higher education classrooms.

There were advantages and disadvantages to the semi-structured interviews. The benefits included the ability to prepare in advance of the interview (Cohen & Crabtree, 2006). Early preparation enabled the research scholar to present a competent, professional, and confident demeanor. Additionally, semi-structured interviews gave participants an opportunity to articulate their perspectives based on a personal set of rules, offer rich comparative, and offer complexity (Cohen & Crabtree, 2006). Strong validity is an added strength of semi-structured interviews due to the lack of interference from the investigator, and the interviewee's ability to speak in depth about lived experiences with the phenomenon (Sociology.org.uk, n.d.). Disadvantages of semi-structure interviews were identified and include (Sociology.org.uk, n.d.):

- Low validity due to the potential of lying on the part of the participant

- Interviews take a lot of time and can be costly

- Limitations in generalizing findings

- Difficulty sorting relevant information from unimportant data

- Difficulty making generalizations due to personal nature of the interview process

- Unintentional, persuasive or influencing cues projected by the interviewer

- Success of the interview, depth, novel revelations illuminating the phenomenon is dependent on the interviewer

Interview Protocol

The IRB-approved interview protocol consisted of this interview question list that

contained ten questions designed to address the research questions and semi-direct the conversation. These ten questions were peer-reviewed, as well as reviewed by experts and allowed for specific inquiries regarding the phenomenon. In addition, the data collected from these interview questions provided insights into themes, obstacles, central ideas and novel experiences reported by the subjects (Patton, 2002) regarding the integration of literature. Once informed consent was received, the electronic mail was printed out, locked up, and stored away in a private room to protect confidentiality.

The interview protocol continued in the following manner: a) A follow-up email requesting the location in which to meet for the interview was sent, also requesting the preferred time, b) One week before data collection, an email confirming the date and time for the interview was sent, along with the ten open-ended questions, c) If the meeting place and time were confirmed, then a thank you email was sent affirming the confirmation. The development of the ten semi-structured interview questions came out of a review of the literature and followed a three-step process to establish validity that included: content validity, prima facie, and peer-review validity, in compliance with interview protocol.

Content validity. In accordance with Rubin, Rubin, and Brooks (1996) interview protocol for semi-structured open-ended interview, ten open-ended questions were constructed. These questions were influenced by and related to the four research questions and the Chapter 2 Literature Review. This is called content validity. For the first three research questions, two interview questions were generated. For the fourth research question, four interview questions were developed.

Biddox (n.d.) indicated that content validity "refers to the appropriateness of the

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content of an instrument...do the measures (questions, observation logs, etc.) accurately assess what you want to know?" (para. 6). All interview questions were created in alignment with the research questions which were derived from personal knowledge and the literature review. For example, the literature review suggested that the integration of literature or film can help leaders develop effective critical thinking, decision-making, ethics, and empathic understanding skills. Thus, an open-ended interview question was designed to enable the expert interviewee to elaborate thoughts and experiences on how success was measured in relation to the integration of literature or film.

Prima facie validity. There were three steps to establishing validity in this qualitative study. The first step was prima facie validity. The second step was peer-review validity (see Table 1). The third step was expert review validity. In Latin, *prima facie* means "at first sight," and is used in law to mean a fact has been raised with enough evidence to presume substantiation unless it is disproven (Cornell Law School, n.d., para. 1). In order to establish prima facie validity in this qualitative study four research questions were developed, reviewed, and subsequently approved by the dissertation committee and utilized along with the literature review as the parameters for developing 10 interview questions. Validity of the research paradigm was examined to determine and confirm that the questions adequately answered the established instrument parameters. To ensure validity, three research processes were employed: (a) prima facie validity*,* (b) peer review validity, and (c) expert review.

Peer review validity. Peer review validity is the second step in validity protocol. For this study, two Pepperdine University Education Organizational Leadership Ed.D.

students conducted a preliminary review of the research questions and interview questions in the table below. According to Creswell and Miller (2009) credibility is added to research when an expert uninvolved with the research provides an objective examination of the interview questions in relation to their relevance to the study's research questions (Creswell & Miller, 2009). The outside peer-reviewer should assess the interview and research questions to verify that the collection of data is in compliance with validity protocol. As part of the validity procedure for this study, a table was created that matched each individual research question with its related interview question (see Table 1). This study originally had nine interview questions. After completing the table, two Pepperdine University Ed.D. students were recruited to participate in the peer-review procedure. The two peer-reviewers were each provided a paper hard copy containing the four research questions, the corresponding interview questions, and the question table (see Table 1). Each reviewer was instructed to follow the procedures listed below:

1. Assess each question. Analyze each question to ascertain whether the interview questions in fact properly aligned with the research question. Look at both the research question and the interview question.

2. Examine the interview question. Determine whether the question was pertinent to the research question. Look at both the research question and the interview question in order to make the proper determination.

3. If an interview question is not relevant or properly aligned, then offer a valid alternative suggestion on how the question could be refined to better align with the research question. If necessary, propose additional interview

questions. If necessary, propose eliminating an interview question that is
not properly aligned with the research question.

Table 1

Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
RQ 1: What strategies and practices are employed by professors who integrate literature?	IQ 1: What were your strategies for creating a syllabus and integrating literature or film? IQ 2: How did you decide the structure? IQ 3: How do you select the literature pieces that you use?
RQ 2: What challenges are faced by professors in implementing literature?	IQ 4: What were some of the challenges you faced in implementing? How did you overcome challenges? IQ 5: Are there any institutional challenges that you face in implementing classical literature in your curriculum?
RQ 3: How do professors measure success integrating literature?	IQ 6: How do you measure success of integration? IQ 7: How do you assess the success of using this example? IQ 8: What changes would you make to integrating literature to make it more successful?
RQ4: What recommendations would professors make for innovative pedagogy that integrates literature?	IQ 9: What advice would you give professors or administrators as they integrate literature or film? IQ 10: Is there anything else you'd like to add?

All ten interview questions were adopted via the peer-review validity. These ten interview questions were later revised after expert review validity during preliminary examination. The expert review validity questions are detailed in the expert review validity section.

Expert review validity. The final stage of the validity procedure required the review of the interview questions in relation to their alignment with the research questions by experts. A three person dissertation committee performed expert review of the interview questions in the event there was not a consensus among peer-reviewers. The review validity panel members have expertise in phenomenological research and leadership theory. If peer-reviewers had edits for the interview questions or found areas that required suggestions for more interview questions that the scholar conducting the study disputed, then the dissertation committee provided an expert review to determine the final answer on whether the peer-reviewer changes would or would not be adopted into the data collection tool. Expert review was not required. All peer-reviewed suggestions were accepted. However, after the preliminary defense, the dissertation committee recommended ten revised interview questions that were accepted.

After expert review by the dissertation committee during the preliminary defense, these nine interview questions were revised by expert review to elicit more in depth responses from the professors about the integration of literature or film. The expert review revisions resulted in a total of 10 interview questions. The 10 interview questions are as follows:

IQ 1: Why did you decide to use literature?

IQ 2: How do you select what literature to use?

IQ 3: What planning process do you use?

IQ 4: What are some best practices for using literature?

    1. Reading before class?

    2. Talking points?

IQ 5: What are some of the challenges you face in integrating literature into your teaching?

IQ 6: Do you face any technological challenges when integrating literature?

IQ 7: What would you consider a successful example of integrating literature into your teaching?

- Why?

IQ 8: How do you measure the success of using literature in your teaching?

    1. What feedback or data do you use?

IQ 9: What recommendations do you have for less experienced faculty in using literature?

IQ10: Is there anything else you would like to add?

Relationship between research and interview questions. RQ1 examined the leadership strategies and practices that are utilized by professors who integrate literature into STEM, leadership, or professional courses. RQ2 examined the challenges that professors encounter when employing pedagogical strategies and practices while integrating literature in STEM, leadership, or professional courses. RQ3 investigated how STEM, leadership, or professional professors measure success of the pedagogical strategies and practices utilized in the classroom. RQ4 explored the recommendations STEM, leadership, or professional professors would make regarding the implementation

of pedagogical strategies and practices within their profession.

Reliability of the instrument. Reliability of the researcher's findings is assessed in relation to the quality in the methodology used for data-collection and "the integrity of the final conclusions" (Noble & Smith, 2015, p. 34). Best and Kahn (1993) stated the reliability of data collection can be assessed by the consistency in which the result outcomes are the same and thus indicate credibility and rigor. Also, admission of researcher biases and clarity in data analysis that demonstrates thought procedures that influenced interpretation help strengthen credibility (Noble & Smith, 2015.)

There are two forms of reliability: external and internal. External reliability refers to the ability of outside examiners to utilize the original investigator's methodological procedures and come to similar conclusions (LeCompte & Goetz, 1982). Internal reliability is the process in which another individual conducting research can utilize data that is comparable to the original research and correlate that data allowing that the same phenomenon is present (Brink, 1993). By employing both internal and external reliability in the research approach, clear steps were elucidated for interview protocol, data collection, and consistency, thus increasing the reliability of the data-collection instrument. After the two peer-reviewers assessed the interview questions, the following interview question was added as seen in Table 1.

IQ 10: Is there anything else you'd like to share about innovative pedagogy and the integration of literature or film that you think would be relevant to the study.

Interview questions. Participants were asked to explain methods and challenges. In addition, participants were asked to explain specific strategies and successes for the integration of literature. Nine interview questions were initially

prepared to satisfy the purpose of the study as follows:

IQ 1: What were your strategies for creating a syllabus and implementing the integration of literature or film?

IQ 2: How did you decide the structure for integrating literature or film?

IQ 3: What were the challenges in the implementation of literature or film?

IQ 4: How did you deal with/overcome those challenges?

IQ 5: How do you measure the success of integrating literature or film?

IQ 6: What changes would you make to integrating literature or film to make it more successful?

IQ 7: What recommendations would you make for other professors developing innovative pedagogy that integrates literature or film?

IQ 8: Would you recommend the approach and methodology you currently use? Why or why not?

IQ 9: What advice would you give professors or college administrators as they incorporate innovative pedagogy that integrates literature or film in the curriculum?

After peer-review validity, an additional question was suggested. The peer-reviewers suggested a questioned designed to allow subjects' to add information they wanted to share that may not have been addressed by the other questions. The peer-reviewers indicated the phenomenon could generate some rich, in-depth insights, or uncover some novel strategies, obstacles, or techniques in the integration of literature or film. Agreement was reached on the addition of an open-ended question that allowed

the professors to share whatever they felt was important or noteworthy. This addition

brought the semi-structured interview questions to ten. The following open-ended

question was added:

IQ10: Is there anything else you'd like to share about innovative pedagogy and the

integration of literature or film that you think would be relevant to the study?

Statement of Personal Biases

Acknowledging the influence of personal biases is important to prevent adverse

influences that may affect the study. This acknowledgement of bias in qualitative studies

is called bracketing (Tufford & Newman, 2012). Tufford and Newman (2012) refers to

bracketing as a primarily phenomenological process which allows the reader to balance

the potentially detrimental biases that tinge the research.

Research indicates methodological biases (Noble & Smith, 2015) may exist in

the data collection of any qualitative study due to the personal interests of the

investigator in the subject matter. In this study, person interests may influence listening

for details during data collection that support personal biases. Additionally, interpretation

of the data may be be influenced due to personal interests in the strengths regarding

the integration of literature or film. Lastly, a personal interest exists in the causes of the

leadership, ethics, and empathy voids that contributed to the economic collapse of the

U.S. economy and correlations to the humanities void. The relationship, if any, between

literature and sound decision-making, ethicality, empathic understanding, and critical

thinking in mid-level and upper level leaders from law, business, medical, leadership

and other professional programs was of interest. Personal point of view shaped the

researcher in the following manner: (a) by determining what kind of narrative literature

or film would be addressed in the study (b) by shaping the vision of how utilizing literature or film in university classrooms was used to design integrated curricula to foster principles and practices that nurture empathic, ethical, analytical, sound decision-making, and critical thinking leaders (c) by identifying the strengths and weaknesses of traditional pedagogical strategies.

Epoche. For qualitative research to maintain reliability and validity, investigators need the ability to suspend personal beliefs, prejudices, or assumptive reasoning regarding the phenomenon under examination. For this study, individual preferences, biases, and desires for the outcome of the study were suspended. This temporary suspension process is called epoche and enabled the purest unfiltered perception of the phenomenon (Lin, 2013). Epoche is also called bracketing. According to Creswell (2007), when conducting a study it is important to acknowledge and elucidate biases, prejudices, or influencing values that "have likely shaped the interpretation and approach to the study" (p. 208). Epoche was addressed in this study's Statement of Biases section. This enabled readers to identify bias and mitigated those biases during the course of reviewing the study. In addition, bracketing is a method that serves to protect the reader from potentially adverse psychological effects contained within the research content (Tufford & Newman, 2012). The bracketing of personal biases with full disclosure was made in the introductory paragraph of this section. The explanation of biases was transparent and no attempt was made to conceal these biases in accordance with epoche procedures. Epoche was performed in this study in the following approach:

1. All anticipated biases, personal assumptions, and expectations for the research

that may influence data collection and interpretation was identified in a journal in order to allow for more reflective understanding (Spencer, Ritchie, Lewis, & Dillo, 2003).

2. This journal was kept in a secure, locked location when not in use, and was utilized to keep record of potential biases that emerged during data collection, thematization, coding, or interpretation (Creswell, 2013).

Data Analysis

Data analysis is the process of assessing, interpreting, and creating universal themes from the coded texts. Before the data can be interpreted and analyzed, a data reduction procedure must be implemented in which data were excluded, grouped, and analyzed in a manner that findings could be produced and verified (Miles & Huberman, 1994). Creswell (2012) identified a six-step procedure for qualitative data analysis:

Step one. Organize and prepare the data for analysis. This organization involves storage. Form of transcription is also considered.

Step two. Assess the data. Once the data is assessed, then code. Coding involves reviewing the content in the database and coding steps—text segments and code labels for categories.

Step three. Formulate descriptions. The descriptions will be of the central phenomenon. The descriptions will also include the setting.

Step four. Group the codes. In addition to grouping, develop themes. Find themes by grouping central ideas and describing summative experiences.

Step five. Use graphs and charts. Use tables. In addition, use maps to visually represent the data.

Step six. Conclusion, discuss the generalized universal representations. Compare these observations in relation to the literature review. Also discuss potential future research and limitations.

A similar six-step qualitative data analysis procedure was followed for this study (Creswell, 2012). A thematic analysis based on the following procedures was performed: (a) data were collected through the use of semi-structured open-ended interview questions for each subject and was transcribed with all personal identification markers of the subject removed and pseudonyms applied, (b) a master list was maintained with the codes that linked to the subject's pseudonym. This list was kept in a separate, privately protected storage, (c) the verbatim data were grouped by thematic categories and analyzed, (d) labelling, the employment of descriptions, text grouping, and the use of links to correlate the findings with the research questions was used, (e) the data were interpreted and the interpretations were analyzed and organized into central themes by the verbatim words, expressions, experiences, thoughts, and insights of the subject regarding the integration of literature or film. The coding was applied using a theme book that included themes from the literature review and then the themes that emerged from the data (f). The researcher performed a composite analysis (g) of the innovative use of pedagogy and what literature or film was integrated by professors and how the literature or film was integrated (Creswell, 2014). Thematic findings were exchanged and considered with peer-reviewers to determine a consensus on the themes, ideas, and experiences of the phenomenon and (h) after a consensus was reached, the analysis was sent to the expert reviewers for final approval.

Reading, memoing. Reading and memoing were highlighted as two stages of the data analysis process (Creswell, 2013). Reading was defined as an active process that involved assessing, coding, and interpreting the data in conjunction with writing down patterns, short phrases, themes, or summative concepts. This process was also called memoing (Creswell, 2013). Reading and memoing was employed for this study, using a journal. Notes were written in the margins of the transcription papers to assist in understanding and interpreting the data. In addition, the notes assisted in bracketing biases that arose while coding the data.

Describing, classifying, interpreting (coding). Coding is the analysis procedure borrowed from the grounded theory tradition by which raw data within text is structured (Kelle, 1997). Coding can be conducted by hand or through the use of computer software. However, "methodological biases and distortion" (Kelle, 1997, para. 1) may occur with the use of computer software. There are three types of coding: unstructured coding, semi-structured coding, and structured coding (Creswell, 2007).

According to Creswell (2014) the optimal range for the number of codes an investigator should develop is 25-30 that can be interpreted into five to six universal themes (Creswell, 2013). For this study, the process was inductive utilizing categorizing, interim analysis, unstructured coding to enable the interpretation of data to develop summative themes, universal examples, collective insights, and "explanations for the problem of significance" (Little, 2015, p. 86).

Interrater reliability and validity. Interrater reliability is a solidification tool that increases a study's rigor (Marques & McCall, 2005). In order to strengthen the credibility or validity of this study's findings it was important to solicit more agreement about the

reliability and validity of the research. According to Creswell (2013) interrater validity procedure requires the use of at least two experts outside of the investigator to validate the coded findings and the summative themes developed from the data. The validity and reliability for this study was garnered through a three-stage process:

- Stage one - The interviewer transcribed the data. The interviewer then read all the data. The data were coded and the interviewer took journal notes. Then, three interviews were interpreted for general themes.

- Stage two - The interviewer shared the results of the first three subject interviews with the two peer-reviewers. Reviewers were asked to determine whether they agreed with the researcher's findings on the general themes and codes of the research. Based upon the peer-reviewers' feedback, the research will determine whether consensus can be obtained from in the data analysis findings. In the event that consensus is not obtained, expert review from the dissertation committee will be sought and the committee's determination will be incorporated into the data analysis process.

- Stage three - the last step will involve an analysis and coding of the remaining 15 interviews based upon the feedback and guidance obtained from the peer-reviewers through step two. Once all 15 interviews are completed, the result will be shared with the peer-reviewers once again with the intent of arriving at general consensus on the research findings. In the event that consensus is not obtained, once again the researcher will seek the guidance of expert review for a final decision.

Additionally, two Pepperdine University doctoral peer-reviewers received the findings via email. The peer-reviewers read the findings, arranged a time to meet and exchanged ideas regarding the summative themes, key patterns, and phrases. The two peer-reviewers made recommendations and suggestions for modifications. If the peer-reviewers and the researcher did not reach a consensus, then the contended issue was brought before the dissertation committee chair for a final decision.

Representing, visualizing. Upon obtaining peer-review consensus and committee approval, the researcher represented the universal themes. The researcher also represented patterns that answered the four research questions. These patterns were represented in graphs or flowcharts found in Chapter 4.

Summary

Chapter 3 provided a detailed description of the methodology utilized in the research for this study. The chapter started with the introduction, a section made up of elements of the study related to the research design and methods. Next, the study's four research questions that framed the purpose of the research were restated. A detailed examination of qualitative research followed by the researcher's explanation for selecting qualitative research as a paradigm for evaluation of the phenomenon. The chapter continued with an explanation of the researcher's decision to use a phenomenological design to examine innovative pedagogy and the best practices of professors who integrate literature or film. The strengths and weaknesses of the phenomenological paradigm were explored. For example, the richness of phenomenological research due to the depth of experts' personal accounts of positive and negative experiences with the phenomenon was explained. The population was

defined as: (a) professors, associate professors teaching STEM, leadership, or professional courses, (b) these professors teach at 4-year colleges or universities in the United States, (c) the subjects must possess a Ph.D. or Ed.D; and (d) the subjects integrate literature or film. A systematic purposive sampling was conducted that resulted in a pool that consisted of 15 subjects. The Belmont Report (1976) on the ethical handling and conduct toward human research subjects was discussed. Researcher bias was also explained. Next, an in depth exploration of data collection was provided. The semi-structured open-ended interview tool was used to collect data and as such, interview protocol, development of the data collection instrument, validity, and reliability measure taken to create a credible collection tool were discussed. Expert panel reviewers, the peer-reviewer process, prima facie, and content validity were examined, along with data analysis procedures. Finally, the chapter ended with an explanation of how the researcher converted the findings into visual graphs, flow charts and maps in Chapter 4.

Chapter 4: Presentation of Findings

As next generation leaders assume important leadership positions in the marketplace during America's ethics, empathy, and leadership crisis (B. Black, personal communication, May 26, 2016; Edelman, 2012; Jacobe, 2012), it is important that these middle managers, supervisors, and entrepreneurs graduate college with effective and sound leadership skills. The innovative integration of literature in STEM, leadership, or professional higher education courses has many benefits in the leadership development of next generation leaders. Literary integration fosters skills in multifaceted leadership domains, including emotional intelligence and moral reasoning (Sucher, 2007). The purpose of this descriptive phenomenological study was to examine innovative pedagogy and the best practices of professors who utilize literature in STEM, leadership, or professional programs. In order to answer these best practices, four research questions were asked:

Research Question 1: What strategies and practices are employed by professors who integrate literature?

Research Question 2: What challenges are faced by professors in implementing literature?

Research Question 3: How do professors measure success in integrating literature?

Research Question 4: What recommendations would professors make for innovative pedagogy that integrates literature?

Fourteen participants answered these four research questions by providing

responses to ten interview questions. The inclusion criteria for participants were altered to include English professors in non-STEM, leadership, or professional programs who integrated STEM or leadership theoretical frameworks or principles into literature courses. In addition, professors who taught literature in STEM, leadership, or professional programs with a master's degree were also included in the study. The 14 participants were described in more detail in the next section.

Participants

Fourteen professors participated in this study. Ten identified as men (72%) and four identified as women (28%). The participants were all professors at four-year universities located in the United States. The 14 participants taught at diverse universities located in the west and east coasts, southeast, and Midwest. Twelve participants taught in STEM, leadership, or interdisciplinary professional programs (85%) and two taught in English or interdisciplinary English programs (15%). Twelve participants held a Ph.D., J.D., or M.D. (85%) and two participants held master's degrees (15%). Thirteen participants taught at private research universities, Catholic, Ivy League, or private liberal arts institutions (92.8%) and one participant taught at a public research university (7.2%). All participants were informed confidentiality would be maintained.

Data Collection

Data collection started on January 26, 2017 and concluded on March 1, 2017. The initial data collection time frame was scheduled for January 1–February 23, 2017. The timeline was extended due to participant scheduling adjustments and a January 9, 2017 IRB approval date. Six participants invited to take part in the study responded

within 24 hours and confirmed their willingness to be interviewed. Seven participants responded within two days and one participant responded after 15 days. The entire data collection timeframe included recruiting participants and conducting 45 minute to 1 hour interviews.

Each participant was recruited via an electronic Pepperdine University student e-mail account. The recruitment script from Chapter 3 provided potential participants with a description detailing the purpose and structure of the research. Each participant who agreed to an interview was e-mailed a copy of the Pepperdine University informed consent form, their contact information was obtained, and a date for the interview was scheduled. A copy of the interview protocol was emailed in advance of the scheduled interview to allow the participant time to consider well-thought through answers. During the course of the interview, participants provided additional materials and links for inclusion in the data collection process. The interviews were recording using an Apple iPhone. The participants were enthusiastic, knowledgeable, thoughtful, and articulate in their responses. The following 10 interview questions were asked:

- IQ 1: Why did you decide to use literature?
- IQ 2: How do you select what literature to use?
- IQ 3: What planning process do you use?
- IQ 4: What are some best practices for using literature?

  a. Reading before class?

  b. Talking points?

- IQ 5: What are some of the challenges you face in integrating literature into your teaching?

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- IQ 6: Do you face any technological challenges when integrating literature?

- IQ 7: What would you consider a successful example of integrating literature into

  your teaching?

  a. Why?

- IQ 8: How do you measure the success of using literature in your teaching?

  a. What feedback or data do you use?

- IQ 9: What recommendations do you have for less experienced faculty in using

  literature?

- IQ10: Is there anything else you would like to add?

Thirteen out of fourteen (92.8%) of the interviews were conducted according to

proper interview protocol with participants reminded after introductions that the data

collection would be recorded. One interview (18%) segued from the introduction directly

into IQ1 before the interview protocol began. The participant was informed during a

pause that the interview was being recorded. All other interviews were conducted

according to protocol outlined in Chapter 3.

Each interview was conducted between the hours of 9 a.m. PST-12 p.m. PST.

Each interview was audio recorded in one sitting. Participants were informed the data

collection process would take 45-60 minutes. The shortest interview was 21 minutes

and the longest interview was 53 minutes. Figure 1 represents the date and time for all

14 interviews.

Dates of Participant Interviews	
Participant	**Interview Date**
P1	January 26, 2017
P2	January 27, 2017
P3	January 27, 2017
P4	January 30, 2017
P5	January 31, 2017
P6	February 2, 2017
P7	February 6, 2017
P8	February 20, 2017 (Rescheduled)
P9	February 20, 2017
P10	February 20, 2017
P11	February 21, 2017
P12	February 23, 2017
P13	February 28, 2017
P14	March 1, 2017
P15	March 1, 2017

Figure 1. Dates of participant interviews. P8 was rescheduled from February 16, 2017 to February 20, 2017.

Overall, the numbers of challenges in the data collection process were minimal. The primary obstacle centered on participants who agreed to participate in the study, but failed to respond to follow up e-mails to confirm contact information (12.5%).

Data Analysis

Rigorous qualitative data analysis requires several procedures: accurate transcription of the audio recorded interview, preparing the data base, pre-analysis, proper storage, checking for accuracy, and coding (Trochim, 2006). Philosophical paradigms frame the analysis through the various approaches to qualitative research

which influences the implementation of the query and the theoretical frameworks utilized to define the problem (Creswell, 2013). Caelli, Ray, and Mill (2003) posit qualitative studies that fail to administer or identify theoretical framework make it difficult to evaluate the rigor of the research. This inquiry was conducted from a constructivist perspective, which employed interpretation of expert professors' explanations, recollections, definitions, and descriptions to develop themes for best practices when integrating literature in STEM, leadership, or professional programs. This type of qualitative research furthers scientific investigation by contributing to scholarly dialogue and the prospect for more in depth deeper understanding of a phenomenon in accordance with Creswell's (2007) description.

Participants provided personal insights, strategies, examples, and best practices for integrating literature into STEM, leadership, or professional courses during semi-structured interviews. The data analysis was an eight stage process. The first stage of the data analysis was to listen to the audio data for key words during transcription. The second stage, all identifiers were removed during transcription. Stage three involved listening twice to the full audio recordings, formulating and discerning possible bracketing. The fourth stage was setting up an Excel Spreadsheet to input the data. Since each participant was informed of confidentiality, the fifth stage encompassed analyzing the individual responses, identifying responses by frequency, and then color-coding. Stage six, color coded data were grouped and placed into themed buckets. Stage seven, upon interrater validity analysis of the data more shared themes were consolidated, eliminated, or discovered and then converted into bracketed themes. Lastly, stage eight was designed to protect confidentiality and each participant audio

interview recording was subsequently destroyed.

Data Display

Data analysis has several modes in qualitative research. These modes allow for reviewing, dissecting, grouping, comparing, contrasting, and illuminating meaning (Miles & Huberman, 1994). The purpose of this phenomenological research was to investigate best practices and strategies of professors who integrate literature in STEM, leadership, or professional programs. Descriptive analysis was employed (Trochim, 2006) during the review of transcripts for each interview. Each additional theme was color coded. Next, each theme was reviewed, refined, deleted, or altered through a three-stage interrater reliability procedure:

1. Individual words and phrases were identified and grouped into categories, comprising the unit of analysis. Multilevel headings were created. Then, the units of analyses were separated into themes and placed into buckets.

2. Two Pepperdine University doctoral candidates well-versed in qualitative research provided interrater validity review of the themes. For IQ1, the interraters' suggested the Emotional Intelligence bucket change to Develops Emotional Intelligence for more clarity. In addition, the bucket Brilliant Writing, was changed to Highly Accomplished Writing to suggest both outstanding author or literature. For IQ2, the bucket Intuition was changed by interrater suggestion to Intuitive Selection. For IQ3, the bucket Leadership Skills was changed after interrater review to Leadership Skills Through Engagement and the bucket Integrate Literature That Develops Critical Thinking was added. Additionally, the buckets Effective Management of Student Engagement and Humanities

Background were created.

3. The interrater suggestions were reviewed. All interrater suggestions were accepted. Consensus negated the need for committee review.

Each interview question had between 2-8 buckets that were either increased or reduced. A corresponding graph was created for each theme within each interview question. The frequency was denoted for each theme. The data were organized around four research questions and their corresponding interview questions as described in Chapter 3. Similarities in bracketed themes emerged between interview questions. However, each interview question's themes were derived from its own corresponding buckets contributing to scholarly discovery for that particular question. In addition, each research participant was assigned a signifier, P1-P14 to ensure confidentiality.

Research Question 1

Research Question 1 was designed to explore the strategies and best practices employed by STEM, leadership, or professional program professors who integrate literature into their teaching. Three corresponding interview questions were asked to examine the phenomena. The three questions are as follows:

1. Why did you decide to use literature?

2. How do you select what literature to use?

3. What planning process do you use?

Eighty-four responses resulted in 17 bracketed shared themes being identified from interview question one in correspondence to Research Question 1. These seventeen bracketed and color coded responses were examined and reduced. Commonalities, inferred or explicit, were put in buckets that represented seven overall

themes. Some of the themes were labelled according to corresponding themes found in Chapter 2. The themes with the highest frequency were chosen.

Interview Question 1

Why did you decide to use literature? The three most frequent themes that emerged from this question included: (a) fosters leadership skills/emotional intelligence/critical thinking/moral reasoning/storytelling, (b) narrative transportation, and (c) complex case study (see Figure 2).
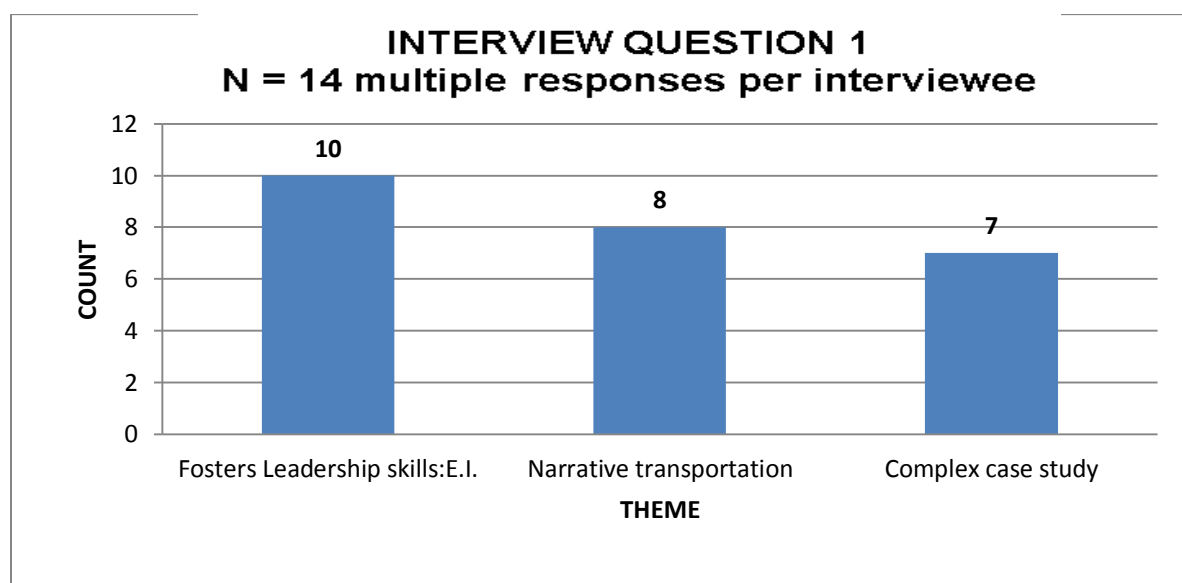
Figure 2. Decisions for integrating literature.

Fosters leadership skills. Fosters leadership skills was the most frequent response (66%). Ten out of 14 participants (71.4%) stated leadership skills, directly or indirectly, for deciding to use literature. These participants mentioned leadership in 37 instances (66%). Next generation leaders' develop leadership skills by reading and analyzing literature. The analysis of character thoughts, behaviors, story themes, context, and plot for leadership skills were consistent themes throughout the study.

According to participant answers to interview question number one, integrating

literature fosters multiple leadership skills: (a) moral reasoning, (b) emotional intelligence, (c) critical thinking, and (d) storytelling abilities. P5 stated,

> Literature is more effective than cases, than biography, than history to help bring out moral issues, issues of character, and how one can find a moral center in one's life as a business leader. Literature is an effective way to get at moral and ultimately spiritual issues (P5, personal communication, February 20, 2017).

Likewise, P7 felt literature was an effective tool for developing next generation leaders' moral reasoning, sound decision-making, and constitution in today's complex business world. P7 commented,

> Businesses serve different interests. As a leader, you may have conflict between wanting to increase shareholder profits for the organization and a desire to offer employees a living wage. You may have to work your way through the conflict, giving serious consideration of what's being asked of you. Literature addresses these types of moral dilemmas (P7, personal communication, February 13, 2017).

> Ten out of 14 (71%) participants mentioned integrating poetry, short stories, films, essays, or music to foster empathy. Empathy is an important leadership skill for moral and ethical decision-making (Mooradian, Davis, & Matzler, 2011; Obama, 2006). P13 reported integrating poetry, essays, films, and short stories to introduce empathy and compassion into the curriculum. P13 stated,

> I thought if we could introduce elements of literature and humanities into traditional medicine we might develop physicians who were more empathetic, more caring, more compassionate, and provide better care in novel ways for

patients and it worked. (P13, personal communication, February 28, 2017)

This interview question found critical thinking, E.I., and analytical thinking leadership skills were developed through literature. Twelve respondents (85.7%) mentioned emotional intelligence skills directly or indirectly. Emotional Intelligence is an important leadership skill for making sound decisions (Salovey & Mayer, 1990). For example, P1 stated that literature fosters "serious self-reflection as a leader" (P1, personal communication, January 26, 2016). Similarly, P2 remarked that literature helps foster an ability to manage ambiguity. Ambiguity is a dimension of emotional intelligence. P2 stated, "business is always about presuming there's a solution to a problem. Literature and humanities understands there may not be a solution. There may not even be a clear or logical sequence of events in which to ground a decision" (P2, personal communication, January, 27, 2017).

Additionally, respondents reported literature was an effective tool for teaching next generation leaders how to identify and understand the many complex subtleties leaders encounter in organizations. These subtleties in organizational behavior require analytical, emotional intelligence, and critical thinking. These are skills that textbooks or cases do not cultivate and help explain why literature is integrated. P11 stated:

Literature is more nuanced. It can do what other forms of writing can't do. For example, if I taught a course on evil, *The Turn of the Screw,* is the book I'd choose. It's a ghost story, but on another level, if you are a critical reader, then the thought should occur that you're dealing with an unreliable narrator (P11, personal communication, February 21, 2017).

All 14 participants (100%) stated implicitly or explicitly literature's role in

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sharpening critical thinking skills. According to Lai (2011), critical thinking is a

multidimensional skill comprised of the abilities to assess and analyze arguments,

discern inferences, and utilize deductive/inductive reason. Critical thinking also

produces sound judgments, helps make sound decisions, and sharpens problem

solving that is also influenced by an individual's disposition (Lai, 2011). Participants felt

literature also challenges next generation leaders to consider the many dimensions of

point of view, a form of critical thinking that comes with analyzing important issues. P3

stated, "Literature is the primary mode for thinking thoroughly about questions that

matter" (P3, personal communication, January 27, 2017). P7's syllabus explained,

> Literature is the instructor. Engagement with literature offers insights, particularly
>
> when combined with discussions with similarly prepared people. The course is
>
> designed to expose [students] to the complexity of decision-making by real
>
> people in the real world. Specifically, we carefully consider decisions made by
>
> protagonists (P7, 2016, p. 1).
>
> Furthermore, P10 stated:
>
> *Gone with the Wind* or some other book, deals with important skills, business
>
> skills, or thinking through information effectively to figure out a problem to make a
>
> situation work that works more like real life, something you don't get when your
>
> simply answering accounting questions. (P10, personal communication,
>
> February 20, 2017)

Participants referenced storytelling 8 times (21%) as an essential leadership skill

developed through engagement with literature. The art of storytelling on one dimension

was mentioned by P8. The leadership lessons from self-reflection gleaned from

storytelling was another dimension highlighted by P12:

> When students read 20th century Russian literature, they learn a lot about a culture that looks different than [themselves] and in reflection, students learn a lot about their own values, their own narratives, anxieties, and hope. We see ourselves mirrored in the other. (P12, personal communication, February 23, 2017)

Finally, P8 discussed the innovative ways in which technology and literature can be integrated to develop student content knowledge and leadership principles:

> Gamification is an effective way to teach economics. It's important for students to understand the art of storytelling and how to tell their own stories as business leaders. We use *The Hero's Journey* in the gamification universe. By tapping universal themes within a basic story archetype, students appreciate that economics shares many of the same elements from familiar stories. (P8, personal communication, February 16, 2017)

Narrative transportation. After leadership skills, 8 out of 14 participants (57%) mentioned directly or indirectly, the decision to utilize literature due to the insights into the human experience literary texts contain. Ten occurrences (11.9%) of this theme were stated by participants. For instance, P1 stated literary characters are "human" and provide "insight into mind and heart and into the human experience" (P1, personal communication, January 26, 2017). Similarly, P5 posits literature provides next generation leaders an inside lens into human existence that they would not otherwise experience:

> Good authors help us see people in their entirety. They are able to help us see

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people in their imperfections, show us all their vices and virtues, in their homes, boardrooms, bedrooms, and their public and private lives with children, spouses, partners, and work space. (P5, personal communication, January 31, 2017)

P13 described using literature to understand illness and foster compassion, empathy, and communication in medical internists by having them read poetry, watch theatrical films about medicine, and engage with essays where protagonists encounter provocative medical crisis. Internists read the materials both in classroom sessions and bedside in hospital rooms:

So this afternoon we are going to take rounds and the pieces selected will correlate with the rounds. If we are dealing with end of life situations, the internists will read end of life essays or poems like *The Sick Wife*. If our rounds are filled with patients dealing with pain, we read literary materials dealing with pain. It allows them to experience what their patients are going through. (P13, personal communication, February 28, 2017)

Similarly, P1, P3, P4, P5, P7, and P12 spoke to literature developing emotional intelligence by providing a mirrored lens for self-reflection and self-awareness through story. Emotional intelligence was a theme mentioned by all participants throughout the study and interview question number one. P1 stated: "Fiction raises questions about complexity of choices. Character struggles, failures, decisions, and thoughts help illuminate personal leadership biases" (P1, personal communication, January 30, 2017).

Literature fosters empathic understanding of other cultures was mentioned implicitly or explicitly six times. P4 stated students learn important leadership lessons

about real life multiculturalism from characters with diverse backgrounds which develops them as leaders. P4 explained,

> Through literature students are exposed to different cultures. Through stories students learn people do things differently and still succeed. Through stories students from diverse cultures learn they have shared values, shared perspectives. We can use literature to learn to manage well. We can learn to lead organizations to a better place from reading stories. (P4, personal communication, January 30, 2017)

Complex case study. Fifty percent of the participants reported employing literature as a complex case study. The phrase complex case study was stated directly or indirectly by participants 9 times (10.7%). Four participants, P1, P4, P6, and P14 (23.5%) discussed the decision to integrate literature due to its function as a more multidimensional case study. P14 felt that literature as a complex case study provided a bridge for developing ethical awareness in graduate business practitioners:

> Literature possesses ethical content. One feature of sound ethical decision-making is recognizing there is never one answer to a management problem. The responsible manager will look at ethical decision-making challenges from multiple points of view. Literature, by use of literary critical techniques to explore conventions in narrative, plot, setting, character, point of view, helps develop decision-making skills. (P14, personal communication, March 1, 2017)

Participants, P1 and P4, described the differences and similarities of case studies, while mentioning the utilization of both storytelling devices in courses. P4 stated:

Cases and literature are connected. Cases have protagonists, an action that

occurs that requires resolution. Dramatic dimension exists in cases, sequence of

events, cause and effect. But literary stories build ethical standards. I use

literature to address complex leadership questions, questions like what do we do

when people, events, or issues test our ideas of leadership and proper

behavior? (P4, personal communication, January 30, 2017)

Similar to P1, P4, and P6 described literature as a more nuanced version of the

case study:

I co-wrote a traditional business case on the credit function of a building supply

company and I kept trying to weave in some of the qualities of fiction, nice

descriptions and some of the subtle possible thinking of the people involved in

the case, qualities of fiction. I was like, why not just use fiction. (P6, personal

communication, February 2, 2017)

Interview Question 1 Summary

Research Question 1 sought to examine the strategies and best practices used

by STEM, leadership, or professional program professors who integrate literature into

their teaching. This question yielded numerous participant strategies and practices

using literature to develop moral leadership, critical thinking skills, emotional

intelligence, and insights into the human experience. The participants provided

examples and discussed practices in great depth and identified three themes to

describe why literature is integrated. These three themes included: a) fosters leadership

skills/emotional intelligence/critical thinking/moral reasoning/storytelling, (b) insights into

the human experience, and (c) complex case study.

Interview Question 2

How do you select what literature to use? Three themes emerged from this interview question, occurring with more frequency than others. Respondents answers included: (a) texts that foster leadership, (b) books students will read, and (c) theoretical framework (see Figure 3).
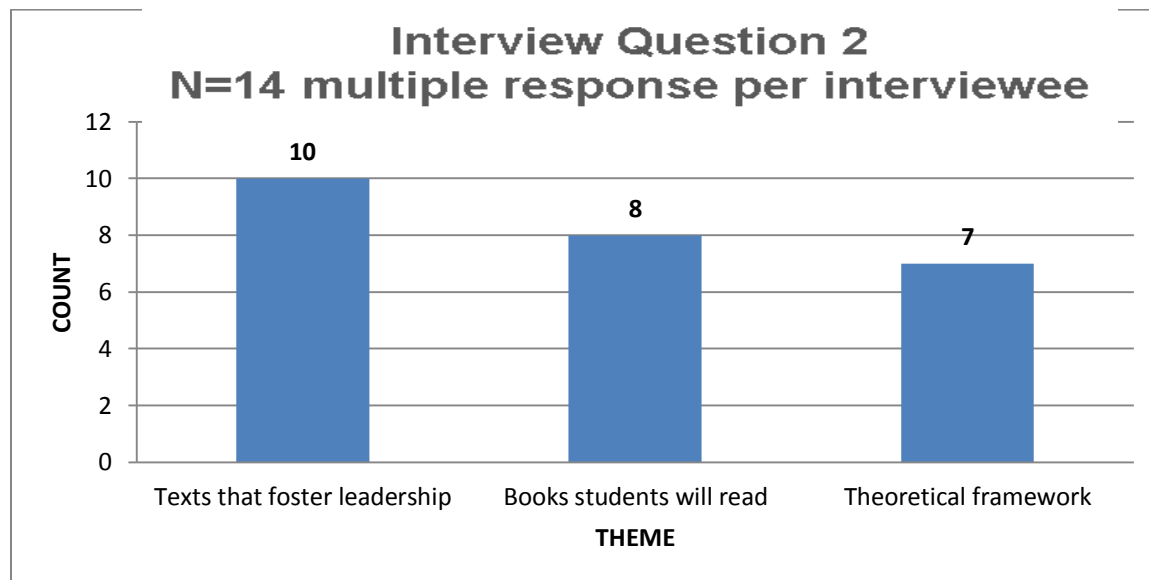
Figure 3. How professors select the literature integrated into courses.

Texts that foster leadership. Ten out of 14 (71%) of the respondents mentioned selecting texts based on stories that would foster leadership. This classification occurred 30 times (49%), either directly or indirectly, in response to the interview question. For example, P1, P2, and P4 discussed using intuition to select books that addressed a protagonist that "has to make decisions" (P1, personal communication, January 26, 2017) or facing leadership challenges. Additionally, P2 and P4 mentioned texts that foster leadership principles or stories featuring business protagonists encountering business-themed problems. P2 also described purposefully selecting

literature that presented protagonists in situations that involved ambiguity as an obstacle to decision-making. P4 preferred books written by authors such as, Robert Bolt, Michael Frayn, Timothy Mo, Wole Soyinka, or H. D. Thoreau, and provided details on how novels, plays, short stories, or nonfiction literature was integrated in a professional course:

> I choose stories that address leadership and the subject of values. Stories that address authority, stories that address professionalism, the nature of ethical standards, social enterprise, and questions of gender, cultural and individual identity, and work/life balance. Material that raises concerns and ranges of issues and values that endure over time. (P4, personal communication, January 30, 2017)

> P7 contributed a different lens to the selection process and spoke about applying criteria for literary works, fiction and nonfiction, that included female protagonists as the hero. Two such books are *This Child Will Be Great*, a memoire of the first African female head of state and Katherine Graham's *Personal History,* an autobiographical literary text about the Watergate crisis. Both texts are used to demonstrate leadership principles: "The materials that we study have been selected for their capacity to illuminate complex decisions that people make in a wide variety of situations" (P7, p 1). P7 stated *Personal History* highlights two leadership qualities that contributed to Graham's success in the face of a seemingly insurmountable leadership challenge:

> Katherine Graham was publisher of the *Washington Post* during the Watergate crisis. I wanted to talk about how you can gain legitimacy as a leader. Leaders have two essential tasks: exercise authority and earn legitimacy. Graham's book demonstrates

how she earned legitimacy by deciding to publish the Pentagon Papers, exposing

corruption at the highest level with the support of people who had her back. (P7,

personal communication, February 13, 2017)

Standing up to government forces can be a daunting and life-threatening task for

any leader. Similar to P7, P6 integrated a literary memoir that demonstrated a leader

confronting governmental laws with life and death stakes. According to P6, *The*

Narrative of Frederick Douglass was chosen to demonstrate leadership against the

most perilous of odds: a runaway slave standing up to governmental powers. P6 stated

the memoir showed next generation leaders what courageous leadership in the face of

governmental forces looked like:

> [Frederick Douglass] is a powerful example of someone who doesn't have many
>
> options to him as a young man, and then creates an incredibly positive life for
>
> himself, and a productive life of acting as an entrepreneur and being an advocate
>
> and even an advisor to President Lincoln. I wanted students to see what they
>
> could expect of themselves as leaders. (P6, personal communication, February
>
> 2, 2017)

In terms of book selection strategy to foster leadership, P4 described a process

of choosing literature that presented opportunity for "multiple interpretations" (P4,

personal communication, January 30, 2017). In addition, P4 selected books that

contained complexity:

> I want them to leave the course understanding in a way they didn't previously that
>
> people with good intentions can interpret the same information differently. Fifty
>
> people read the same texts and disagree about what they have read. As leaders,

we know people come from different backgrounds and have varying personal

experiences that prevent similarities in interpretation. (P4, personal

communication, January 30, 2017)

Books students will read. This theme emerged second during the coding in

relation to the interview questions with 8 out of 14 participants (57%) mentioning books

students will read, directly or indirectly, 16 times (26%). In regards to books students will

read, several variants of the theme were mentioned. These indirect statements included

integrating short books, short stories, essays, and assigning excerpts or a short number

of pages because students are busy and students "do not like to read" (P2, personal

communication, January 27, 2017). P13 stated:

We're trying to teach busy young doctors how to become internists. They have

hospital rounds, they have to study, so I'm not assigning them *Les Miserable*.

The literature had to be precise, cogent, provocative, and moving. Short pieces,

largely from medical literature, essays, poetry, content that had to do with

patients, doctors, different medical and clinical circumstances. (P13, personal

communication, February 28, 2017)

Professors should not assign literary texts with more than 200 pages was the

general consensus based on participant responses. For example P1 stated:

A good book is one that isn't too long and by not too long that means about 200

pages give or take and it has a character in it who has to make a decision or a

series of decisions. (P1, personal communication,)

P1 also mentioned integrating Sophocles' *Antigone*, which is a short play. Other books

or poems mentioned that students will read included, *The Ship Pounding*, *The Use of*

Force, *What Makes Sammy Run?, The Hero's Journey*, *Just and Unjust Wars,*

Revolutionary Road, The Prince, Personal History, The Sick Wife, and Truman and the

Bomb.

The use of poetry was a common theme throughout the study. P2 suggested

integrating poetry because poetry is short and "students do not have to prepare in

advance and we can read it together in class" (P2, personal communication, January

27, 2017). P9 and P10 chose Victorian thrillers that students found appealing. P9

specifically selected Victorian literature with legal dilemmas, such as books by Kafka or

Wilkie Collins' *The Woman in White* that would resonate with law course students.

There are several best practices for integrating literature and selecting literature

students will read. First, professors should take into consideration current events while

maintaining time tested selections. Second, professors should stay atop of student

reading tastes. Third, professors should take into consideration student feedback during

the book selection process. P4 suggested:

Be aware of student climate at the school, recognize both long term concerns

students bring to the table and their interests based on current events. Integrate

films that correspond with some of the books. You want materials that feel

current, even as you look for ranges of issues and values that endure over time.

(P4, personal communication, January 30, 2017)

In addition, P7 stated professors need to be realistic about the level of difficulty and

student work-life balance when assigning literature:

Think about what's practical to read in terms of amount of work and what isn't too

obtuse or difficult for students. Many students are reading the novels in their

second, third or fourth language. I could have picked Gore Vidal's novel *Lincoln*,

but I wanted to be aware of what was reasonable to ask students to read. (P7,

personal communication, February 2, 2017)

A majority of the participants mentioned the integration of a multimedia approach

to motivate students to read books. In conjunction with literary texts, the students listen

to music, watch theatrical films, documentaries, or videos that have been adapted from

those books. For instance, in addition to reading *This Child Will Be Great,* students' in

P7's course watch a YouTube documentary on the female African head of state.

Fifty-percent of the participants mentioned a best practice in choosing texts

students' would read was dependent upon selecting literature that resonated on a

personal level. P4 discussed selecting literary "material that addresses issues I want to

read about or see, which provides an indication my students will want to read it. Material

that is interesting, that raises concerns and ranges of issues and values that endure

over time" (P4, personal communication, January 30, 2017).

Theoretical framework. Theoretical framework was the third mentioned theme

following fostering leadership skills and books students will read. The theme theoretical

framework was mentioned directly or indirectly, 15 times (24%) in relation to selecting

literature for STEM, leadership, or professional courses. P1, P4, P7, P8, and P13 stated

theoretical framework was the primary lens through which literature was selected. P1

described designing a narrative curriculum grounded in moral philosophy. Similarly, P7

stated:

My course is divided into three chunks, first is moral challenge, the middle part

addresses moral reasoning, the many ways people try to solve moral dilemma,

and the third part deals with morals itself. We analyze compelling stories of moral challenge and action drawn from novels and historical works by writers of astonishing vision and subtlety that address moral challenges. (P7, personal communication, February 6, 2017)

This pedagogical approach to selecting literature based on theoretical frameworks was shared by several professors as a best practice. P13 stated cultivating a "literary humanities light" (P13, personal communication, February 28, 2017) for medical intern training was the theoretical framework that drove literary selections. Finally, P5 stated: "It has to have a business protagonist, a well written piece of literature that has stood the test of time and deals with moral or spiritual issues" (P5, personal communication, January 31, 2017).

Interview Question 2 Summary

Three themes materialized from interview questions two regarding the selection of literary texts to integrate in STEM, leadership or professional courses. These three themes included: (a) texts that foster leadership, (b) books students will read, and (c) theoretical framework. Similar to IQ1, texts that foster leadership skills was the predominate theme discussed by participants in choosing literature for integration. Another prevalent theme was the importance of professors to assign literary texts students will read. Participants suggested short stories, poems, essays, and provocative fiction or nonfiction texts between 200-250 pages. The third prominent finding participants felt was important involved the employment of theoretical frameworks in the selection of literary material.

Interview Question 3

What planning process do you use? Three themes were discovered from this interview question. Respondents statements included: (a) plan architecture with learning outcomes in mind, (b) build theoretical or architectural framework, then integrate corresponding texts, and (c) theoretical framework (see Figure 4).
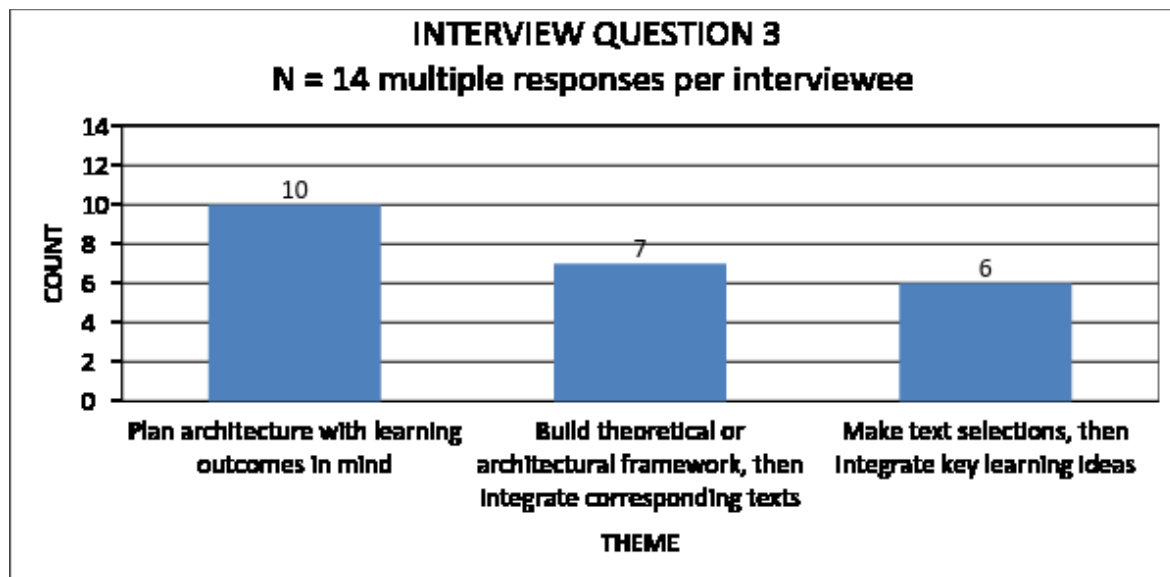
Figure 4. Planning processes professors utilize to integrate literature.

Plan architecture with learning outcomes in mind. Eight respondents (57%) indirectly or directly stated planning courses that integrated literature with the learning outcomes in mind was a best practice. Of the top three themes, these respondents mentioned planning architecture with learning outcomes in mind as a best practice, implicitly or explicitly, 45 times (46%). For example, P2 stated: "When planning, I'm always thinking, what book or movie is going to connect with [students]. Then I can discuss notions of complexity, critical analysis, and hesitating about simple solutions to problems" (P2, personal communication, January 27, 2017). When discussing the planning process, P8 iterated:

When I was designing the course, I was thinking how to use gamification to motivate students. Economics is about scarcity and how you allocate resources to deal with scarcity. *The Hero's Journey*, allows students to become a character in the gamification world where a crisis hits and forces them to find resources to solve this crisis, learning economic principles. (P8, personal communication, February 16, 2017)

Build theoretical or architectural framework, then integrate corresponding texts. The research revealed two trains of thought regarding the planning process: participants who build theoretical or architectural framework, then integrate corresponding texts and participants who find the texts first, then build the course. P1, P4, P5, P7, and P13 plan courses around theoretical frameworks of moral philosophy, political philosophy, and medical humanities. P13 discussed designing a novel medical education course grounded in the philosophy of "passionate humanism" (P13, personal communication, February 28, 2017). P13 stated,

We then designed the program around a number of pieces we'd identified from medical literature, essays, and subjects that had to do with the patient and the human experience. We designed a powerful curriculum of humanities literature that we presented to internists in the conference room and bedside with patients. (P13, personal communication, February 28, 2017)

Similarly, P1 and P7 report the use of moral philosophy as a framework for teaching moral reasoning. P1 and P7 also divide their courses into 13 sessions separated by modules that develop different moral principles. P7 felt effective planning started with the ideas:

When you plan a course look for architecture, the ideas you want to present, then

look for good representative texts. For example, moral challenges, how many

types are there? What books represent them? *Antigone* represents the challenge

of right versus right when two protagonists seek moral ends. Crete wants to

preserve the state, Antigone wants to bury her brother. (P7, personal

communication, February 6, 2017)

Additionally, P1 cited the literary works *Use of Force* and *Truman and the Bomb*

as texts that raise issues of ethical leadership through accountability. P1 explained the

architectural planning of a course that integrates literature:

The course is divided into thirteen sessions. The course has an underlying

framework. There are takeaways. The first part of the course is basic moral

philosophy: how do you as a leader make really hard decisions? Students finish

the course knowing leadership principles and moral philosophy that they didn't in

the beginning. (P1, personal communication, January 26, 2017)

In contrast, P2 stated, "I look for texts that don't have answers, dilemmas that present

impossibility" (personal communication, January 27, 2017).

Make text selections, then integrate key learning ideas. Forty-two percent of

the participants indicated their planning process included selecting the literary texts first,

and then integrating the key learning ideas contained within the materials. The

participants' responses varied regarding how text selections were made and how key

learning ideas were determined in the planning process. For example, P12 cited a

combination of "intuition and experience" in selecting literary works (P12, personal

communication, February 23, 2017) that "integrate scientific culture and science into

Russian literature" (personal communication, February 23, 2017). Utilizing intuition during different stages of pedagogy was mentioned by many of the participants throughout the study. Forty-two percent used the words intuitive, instinct, or instinctive when describing the planning process. P2 said, "My planning is selecting what [materials] I'll use for a course, when I'm sitting down to write a syllabus or when I think about the audience I'm going to be teaching (P2, personal communication, January 27, 2017). Lastly, P10 stated, "I worked with an English professor and all of the books had to have some kind of business element and we went from there" (P10, personal communication, February 20, 2017).

Interview Question 3 Summary

This question revealed different approaches professors employ for planning and structuring courses. Three themes for best practices emerged: (a) plan course architecture with learning outcomes in mind, (b) build theoretical or architectural framework, then integrate books, and (c) make book selection, then integrate key learning ideas.

Research Question 1 Summary

Three interview questions, IQ1, IQ2, and IQ3, produced nine themes regarding the best strategies and practices employed professors who integrate literature. These nine themes included: a) fosters leadership skills/emotional intelligence/critical thinking/moral reasoning/storytelling, (b) insights into the human experience, and (c) complex case study, (d) texts that foster leadership, (e) books students will read, (f) theoretical framework, (g) plan course architecture with learning outcomes in mind, (h) build theoretical or architectural framework, then integrate books, and (i) make book

selection, then integrate key learning ideas. In Research Question 1, professors described in great specifics the thinking behind planning courses that integrate literature utilizing strategies that foster moral reasoning, emotional intelligence, and critical thinking. Responses related to Research Question 1, also illuminated how professors selected the literature. One theme discovered in the selection process related to a similar theme found in interview question 4. The similar theme was fosters leadership skills. Other themes related to Research Question 1 included selecting books students will read and selecting books with the use of a theoretical framework. Additionally, some professors felt it was important to plan course architecture with learning outcomes in mind and then plan theoretical or architectural framework for the integration of the books. Other professors preferred to select literary materials first, then apply learning principles from the texts.

Research Question 2

Research Question 2 was designed to explore the challenges faced by professors in STEM, leadership, or professional programs implementing literature. Two corresponding interview questions were asked to examine the phenomena. The two questions are as follows:

IQ4. What are some of your best practices in using literature?

1. Do you have students read chapters/passages before class?

2. Do you have specific talking points outlined in advance?

IQ5. What are some of the challenges you face in integrating literature into your teaching?

Interview Question 4

What are some of your best practices in using literature? Five themes, explicit and implicit, were developed in response to this interview question: (a) leadership through literature, (b) pedagogic strategies, (c) guiding/reading prompts (d) Socratic Method, (e) required pre-class reading (see Figure 5).

INTERVIEW QUESTION 4
N = 14 multiple responses per interviewee
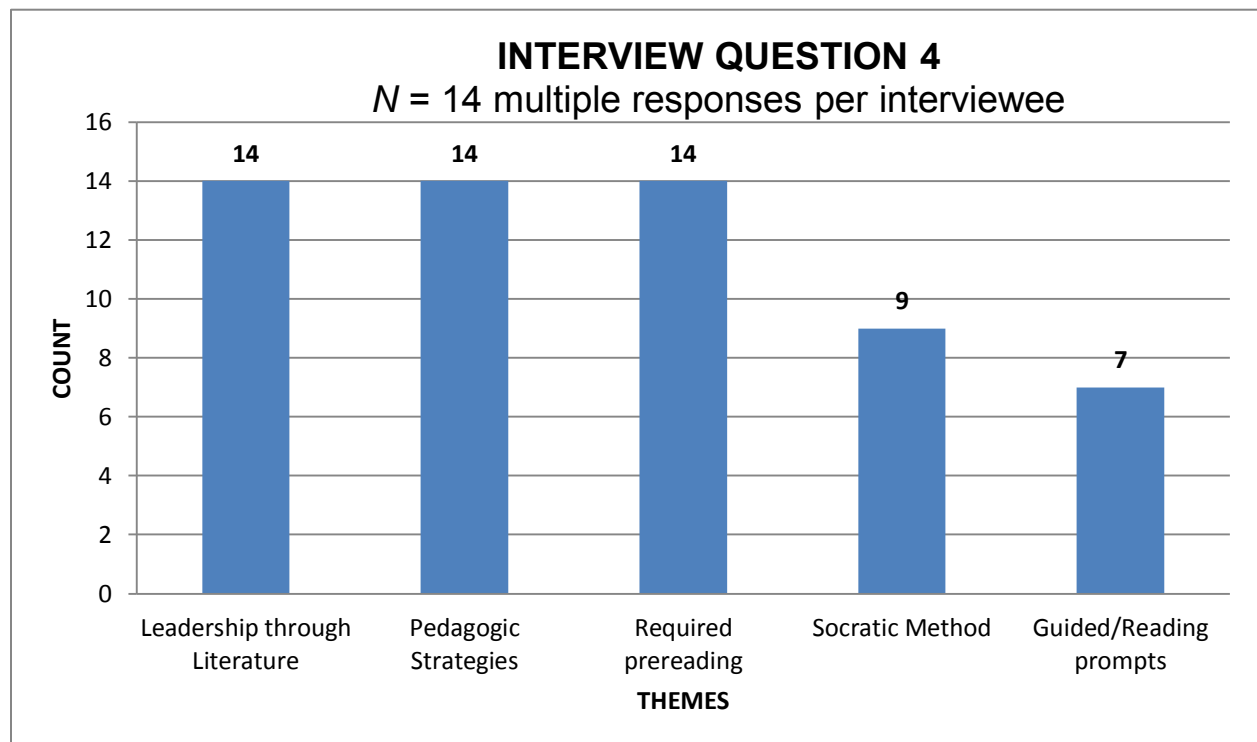
Figure 5. Best practices for integrating literature.

Leadership through literature. All fourteen participants (100%) mentioned leadership skills, directly or indirectly. The examination of the best practices expert professors utilized to integrate literature resulted in five themes. Professors used literary narratives with protagonists, themes, and storylines that fostered leadership principles and skills. Leadership through the integration of literature was a common theme with all

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participants throughout the study and multiple factors were identified in response to this question.

Leadership through literature integration was mentioned, directly or indirectly, 35 times (26%). Some of the leadership concepts derived from the literature included, the analysis of options, moral thinking, ambition, the glass ceiling, critical thinking, empathic understanding, storytelling, compassion, business leadership, international cultural awareness, understanding of economics, and understanding issues of gender. Using literature to understand the importance of considering context in making decisions is another important leadership skill. P7 discussed integrating the play, *A Man For All Seasons,* combined with the novel and feature film of the same story, to teach next generation leaders about the importance of understanding one's setting, one's moral reasoning within the setting, and consequences. P7 explained:

Learning comes from being able to analyze context—for example, to understand what it means to refuse to bow to a leader's demands, as did Sir Thomas More in the court of Henry VIII. He refused to give in to Henry VIII and was falsely accused, tried for treason, and executed. Fully appreciating one's context and the consequences within that context is a critical skill for leaders, since action must be adapted to the particulars of a given situation. (P7, personal communication, February 6, 2017)

Critical thinking skills are also essential for effective leadership. P6 mentioned integrating *Revolutionary Road* to foster critical thinking skills for next generation leaders. P6 stated the application of learning concepts taken from the text was implemented in a creative fashion in the classroom to foster these skills. P6 explained,

In *Revolutionary Road*, a young couple living in an upper class part of

Connecticut make a lot of bad decisions and it ends in tragedy. Students' roleplay

a meaningful discussion between the couple, Frank and April Wheeler. The

students are instructed to adapt the dialogue to see what ideas they come up

with that the characters didn't to address problems. They learn leadership

lessons about what happens when issues are not addressed (P6, personal

communication, February 2, 2017)

P1 felt "thinking through hard leadership decisions" (P1, personal communication,

January 26, 2017) was an important critical thinking skill that literature helped develop.

While P2 stated, "humanities and literature help discuss notions of complexity, critical

analysis, and hesitating about simple solutions to problems. Business students want

fast answers to problems, a how to manual, and that's not real life." In a global society,

literary works enable next generations to encounter other cultures, ideas, and ways of

thinking that ultimately allow for self-reflection and self-awareness as a leader. To

develop these skills, P5 integrated books that had global content:

I try to choose books in terms of religion. Some books are Christian, Hindu,

Muslim, or center around the Jewish environment. Leaders work with different

cultures. This helps students understand people they lead and helps them find

and cultivate their own ethics and their own spiritual center. Ultimately the

spiritual center gives people their sense of character, meaning, and purpose in

their lives. (P5, personal communication, January 31, 2017)

Pedagogic strategies. All 14 participants (100%) asserted the use of pedagogic

strategies was necessary in the successful application of literature. Participants

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identified processes and procedures for the application of pedagogical strategies. The process and procedures include: (a) assign required reading before class, (b) use teaching plans to guide class discussions, (c) integrate theatrical films of difficult plays or novels, (d) integrate music, plays, documentaries, (e) implement reflection journals or class cards for each session, (f) clearly define learning initiatives in class/syllabus, (g) provide a summary background of the literature, (h) recap or provide summaries of learning from previous session, (i) employ creative ways to engage students/make fun/humor (j) teach analysis through repetition, (k) prohibit computers/cell phones from class unless part of the assignment, (l) use short powerful texts (m) integrate some learning groups/peer-to-pear coaching, (n) integrate material relevant to the students/course, and (o) integrate pieces you love and know well so enthusiasm transfers to the students.

Text length was a recurring theme for the participants throughout the study. P14 recommended integrating short poetry, such as Yeats ' *To A Friend Whose Work Has Come To Nothing* or Wendell Berry's *The Real Work*. P7 described using creative strategies to integrate a longer piece, Dante's *Inferno*:

> One strategy I use for Dante's *Inferno*, everyone in the class reads the first three cantos before class. Then in class, I assign different sins to different groups. Group one had lust, group two had gluttony, group three had fraud. Each group had to read what Dante wrote about that particular sin. Then I give them very focused questions that they'll have to present upon with PowerPoint. (P7, personal communication, February, 6, 2017)
>
> **Required pre-class reading.** All the participants felt the importance of

assigning required pre-class reading was important and stressed the importance of

emphasizing to students the necessity of reading before class to enable robust

discussions. Four participants (28.5%) taught required leadership through literature

courses and ten (71.5%) taught elective courses. The theme of pre-class reading

spotlighted recurring ideas, directly or indirectly, among elective course leaders that

students were expected to read all assigned texts before class in order to gain the most

learning out of the course discussion sessions. Although P2 felt integrating poetry to

busy business students was another best practice to negate the potential lack of

preparatory reading before class. However, P6 explained that the best practices for

literature integration courses were dependent upon preparation:

> The process is only going to work if the students come 100 percent prepared and
>
> engaged or honestly get out the class. Let them know your expectations, if you
>
> engage and commit it's going to be an amazing experience that will benefit you in
>
> your real life. (P6, personal communication, February 3, 2017)

P4 also stated: "the reading is very important. I assign an exercise on the importance of

doing the reading ahead of class so students come prepared and there is robust

discussion" (P4, personal communication, January 20, 2017).

Socratic method. Nine out of 14 (64%) of the participants directly or indirectly

mentioned using the Socratic Method of Teaching as best practice. P1 stated: "I don't

even use the board. I don't use PowerPoint. I sit in front of the class, I have my teaching

plans, and I lead a discussion." Respondents mention several strategies for effective

use of Socratic method, such as, listen clearly, remember ideas expressed by students

to offer clarity or guidance, don't tell students what to think, allow articulate students

who understand literature to expound upon their thoughts, and try to interpret students ideas accurately. P7 explained a three-part method to leading students through analysis during Socratic discussions: (a) describe (b) analyze (c) judge. Training students to utilize analytical methods during discussions helps them to slow down and use their higher order thinking skills. Respondents mentioned student tendencies to make quick judgments without thinking through their analysis of options throughout this study. P2 elaborated:

It's understanding plus contribution equals analysis. Students want to contribute to the conversation, only to prove what they already know or believe instead of taking the time and figuring something out. During discussions they figure out pretty quickly, other people don't think the same as you. Guided analysis during discussions helps generate reorientation. (P2, personal communication, January 27, 2017)

Several respondents mentioned using pedagogical methods to guiding the discussions to establish productive learning outcomes. P7 stated:

There's a method to the discussion. First, we describe the nature of the situation the character is facing. Second, we conduct some analysis of what makes [the decision] or situation difficult, then a leadership judgment is made on the part of the student. (P7, personal communication, February 6, 2017)

Guided/reading prompts. Seven participants (50%) mentioned guided reading or reading prompts, implicitly or explicitly 28 times as a best practice. These responses comprised 21% of the top theme statements. This theme centers on the pedagogical practice of using reading prompts, guided questions, or worksheets to focus and

develop students' critical thinking, as well as other leadership skills. For example, P12 suggested the use of worksheets to guide students as a best practice and stated the strategy maximizes literature's ability to help students develop emotional intelligence:

> There's a certain form and meaning to literature and using worksheets help the students pick up these nuances. They will not notice patterns or pick up irony within the text without the prompts in the worksheet bringing it to their awareness. (P12, personal communication, February 23, 2017)

P6 described assigning a prompt that must be answered before class and P1. P4 and P7 utilize narrative syllabi that incorporate guided reading assignment questions for students to think about. P1 explained:

> For every class there are study questions. I'll ask the students to focus on certain things in the text as they read and that I hope helps them to slow down and pay attention. There are certain subtleties that require attention. You can view study questions as a kind of teaching plan. (P1, personal communication, January 26, 2017)

Interview Question 4 Summary

This interview question regarding the best practices for integrating literature in STEM, leadership, or professional programs resulted in five themes: (a) leadership through literature, (b) pedagogic strategies, (c) guiding/reading prompts, (d) Socratic method, (e) required pre-class reading. Similar to IQ1, IQ2, and IQ3, participants felt the best practices for integrating literature included using literary works with narratives that fostered leadership principles and skills. All believed pedagogy was an important strategy for integrating literature. Some pedagogical best practices included utilizing

class cards for reflections on key concepts, selecting text you love, assigning questions to guide reading, integrating poetry, and using theatrical film versions of difficult literary works. Finally, most felt use Socratic Method was a best practice, along with required assigned reading before class.

Interview Question 5

This study continued to probe the best practice for integrating literature by asking participants the following: What are some of the challenges you face in integrating literature into your teaching? Three themes were identified for this interview question: (a) poor reading habits/difficult texts, (b) student buy-in, and (c) effectively integrating literature/proper literature (see Figure 6).
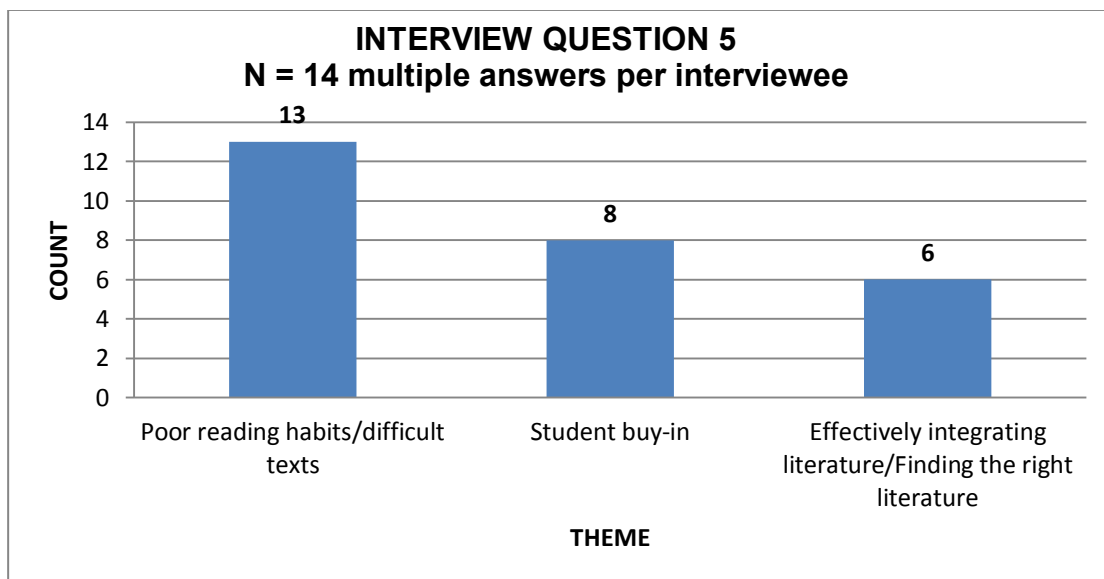
Figure 6. Challenges professors face integrating literature.

Poor reading habits/difficult texts. Thirteen out of 14 participants (92.8%) expressed directly or indirectly that next generation leaders have poor reading habits and struggle when reading classical literature. P8 expressed a common sentiment: "students don't like to read" (P8, personal communication, February 16, 2017) and P1

said, "students read too fast or skim" (P1, personal communication, January 26, 2017).

The latter theme about reading was mentioned the most frequently as a challenge

participants' face in integrating literature. In response to the interview question, P12

stated, "the biggest challenge is to rehabituate them to allowing their brain to relax into a

narrative that's more than two pages long" (P12, personal communication, February 23,

2017). P4 felt it was necessary to assign longer texts at times, but acknowledged it

came with welcomed challenges:

> Virginia Woolf is difficult. Difficulty is part of the reason I want them to read it
>
> because there are certain lessons I want the students to learn from Woolf. Skills
>
> of understanding and recognizing complex situations are developed from text
>
> that are sometimes longer, sometimes more difficult. (P4, personal
>
> communication, January 30, 2017)

Finally, P9 concurred that text length is one of several issues students have with

reading: "literary texts can be long, so can legal opinion, but getting students to read, or

read carefully is a challenge" (P9, personal statement, February 20, 2017). Difficult text

also encompasses the concept of incorporating controversial, difficult to withstand

narratives. P6 and P8 both described integrating disturbing literature. P8 said, "thinking

about ideas, society, and moral life rarely work well when you're trying to make sure its

G-rated and that can pose problems for some students" (P8, personal communication,

February 16, 2017).

Student buy-in. Fostering buy-in from STEM, leadership, and professional

students was mentioned as a challenge by 8 out of 14 participants (57%). P9 explained

that professional students "want practical information. Some of my law students think it

is pragmatically useless" (P9, personal communication, February 20, 2017). A common consensus between participants was that professional students had a singular focus that required persuasion. P6 stated, "part of the challenge is getting them fired up that they can make something special happen in their lives as leaders if they bring full engagement to the course" (P6, personal communication, February 2, 2017). P1, P4, P7, P13, and P14 described giving resistant students relevant information regarding literature's benefits. P14 reported:

> I tell them, you could benefit from learning about multiplicity of ideas and how Marquez's use of metaphor about creativity could help you in your business life. I also let them know they could benefit from learning from great writers on how to write themselves, because a great idea is worthless if you can't communicate it effectively to others. (P14, personal communication, February 28, 2017)

Effectively integrating literature/finding the right literature. Finding the right literary work to illuminate leadership principles, satisfy student tastes, or integrate with the STEM, professional, or leadership courses was the third theme. Six participants (42%) mentioned varying challenges associated with integrating literature. P1 discussed, "balancing the richness of literature, discussions, and theoretical frameworks. Integrating theoretical questions with character observations is a challenge" (P1, personal communication, January 26, 2017). P10 also expressed issues with balance and stated that he "found difficulty merging the two courses together. The accounting class felt like accounting and the English class felt like English" (P10, personal communication, February 20, 2017).

Interview Question 5 Summary

This interview question produced three themes. These themes included: (a) poor reading habits/difficult texts, (b) student buy-in, and (c) effectively integrating literature/proper literature. According to the participants, understanding poor student reading habits, student difficulties comprehending literary works, and student resistance to certain thematic subject matter was important for best practices in literary work selection and application. The participants felt students would be effectively engaged when pedagogical strategies were employed to account for these challenges. Another difficulty professors' face is student buy-in from practice-oriented next generation leaders. Lastly, some participants' reported challenges balancing the integration of literature and practice principals.

Research Question 3

Research Question 1 examined how participants measure success in integrating literature. Three corresponding interview questions were asked to examine the phenomena. The three questions are as follows:

IQ6. Do you face any technological challenges when integrating literature?

IQ7. What would you consider a successful example of integrating literature into your teaching?

   a. Why?

IQ8. How do you measure the success of using literature in your teaching?

   a. What feedback or data do you use?

Interview Question 6

Do you face any technological challenges when integrating literature? This study

attempted to examine what challenges professors faced while integrating literature with

technology. The purpose was to understand how professors integrated literature, an

ancient art form, with modern technology. Three themes were found that addressed the

challenges when integrating literature and technology: (a) challenges integrating

technology, (b) technology gets in the way, (c) use technology non-integration. IQ6

generated a picture of two different approaches to literature and technology: participants

who embrace the integration of books with technology and participants who prefer

traditional usage (see Figure 7).
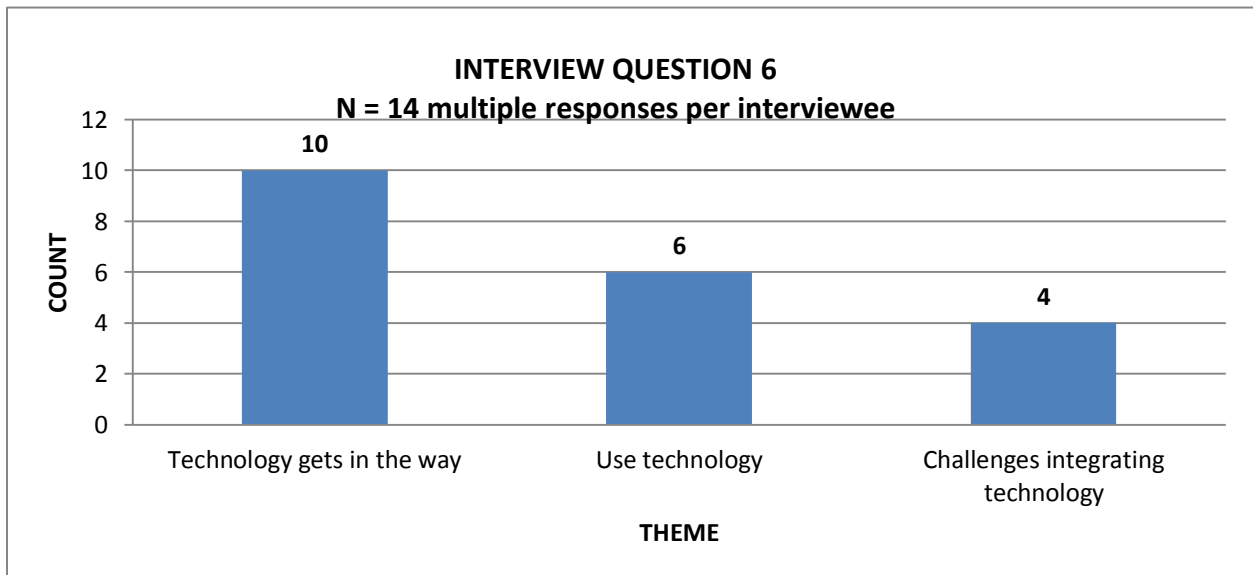
Figure 7. Challenges to integrating technology with literature.

Challenges integrating technology. Four respondents (11.5%) reported using

technology to integrate literature and experienced challenges. These participants

mentioned challenges integrating literature with technology, directly or indirectly, fifteen

times (42%). P8 felt it was important to explore innovative integrations of storytelling

utilizing technology to engage students. P8 explained some challenges: "We initially

built the software from scratch using a Wordpress environment. The Wordpress

environment limited what we were able to do with *The Hero's Journey* in the gamification environment" (P8, personal communication, February 16, 2017). Another technological challenge was cited by P11:

> The number one issue is the unworkability of electronic texts. Some administrations are pushing the use of ebooks to reduce costs, but etexts are currently unsearchable. If I want the class to go to page 87 and a student has an etext, they are lost. (P8, personal communication, February 6, 2017)

> **Technology gets in the way.** Ten participants (28.5%) reported not using any technology to integrate literary works. These respondents stated a preference for traditional uses of novels, autobiographies, and plays in book form. P3 stated,

> I'm still a fan of the printed word." Likewise, P5 commented: It's a low tech environment. We sit around in a circle." P1 states, "I sit in a chair in front of the class. I don't even use the board" (personal communication, January 26, 2017). Finally, P7 affirmed, "This is really just basic teaching. (P3, personal communication, February 6, 2017)

> **Use technology.** Some participants felt technology helped contribute to the classroom environment and kept students engaged. The use of PowerPoint, YouTube, film, and music was reported by five participants (35%). P2 reported encouraging students to use cellphones and stated, "I have students take out their phones and analyze metaphor. The more they use their phones for in class work the better" (P2, personal communication, January 27, 2017).

Interview Question 6 Summary

The three primary themes that were developed from interview question six

include: (a) challenges integrating technology, (b) technology gets in the way, (c) use technology non-integration. Interview Question 6 revealed the majority of participants who use integrate literature use literary works in a traditional way without the use of technology. This group felt technology gets in the way. However, a few participants adopt technological uses for literature. The two groups represent two of the three themes for this question. For those participants adopting the use of technology, technological challenges exist in the integration.

Interview Question 7

What would you consider a successful example of integrating literature into your teaching? Why? The purpose of this question was to learn specific literary works professors integrate, the methods and procedures that are utilized, and the pedagogical thought processes or strategies that guided the integration. Four major themes emerged from responses to this interview question: (a) offers deep student engagement and leadership lessons, (b) relevant literary works with power and portraits of leadership, (c) powerful literary works, and (d) pedagogy (see Figure 8).
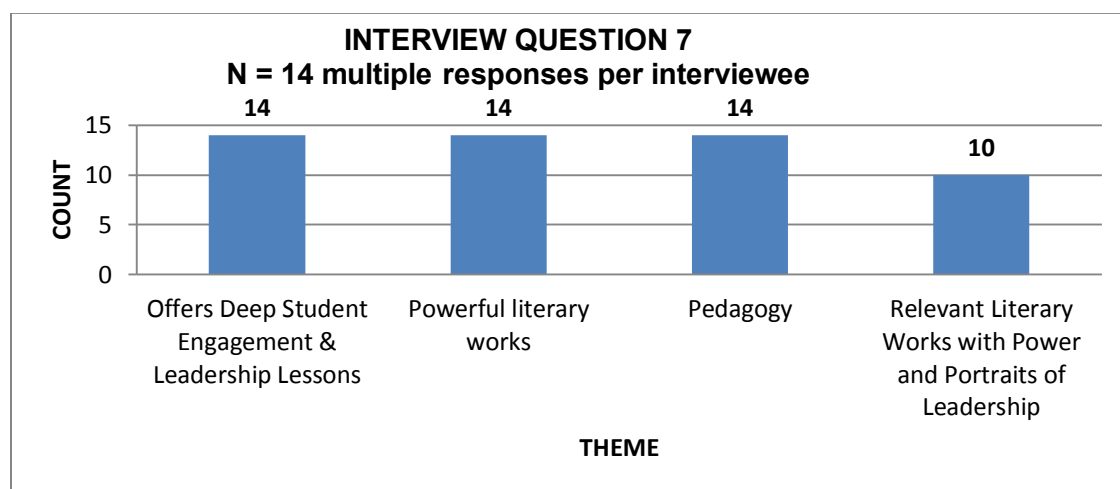
Figure 8. Successful examples of integrating literature.

Offers deep student engagement & leadership lessons. All 14 participants stated directly or indirectly successful examples of integrating literature resulted in deep student engagement and learned leadership lessons. The concept of leadership lessons reflects the same theme found in IQ1 and IQ4. Of the top 4 thematic responses related to this interview question, offers deep student engagement and leadership lessons were mentioned directly or indirectly 41 out of 141 times (29%). P6 explained successful integration required a strong connection between the literary work and student connections to leadership takeaways:

> If students come out of the narrative fired up, aware of their own unique capabilities as a leader, aware that others might see things differently than them, empowered, and focused to compete as a leader in a difficult world. If each novel or film helps build that experience, then the course is a successful experience and educational opportunity. (P6, personal communication, February 2, 2017) P1

described an example of successful literary integration as offering "a connection between the books, the plays, and the students' issues, their lives, their concerns, their experiences their dreams, and their learning" (P1, personal communication, January 26, 2017). P11 also stated that selection of the literary work is important for successful integration: "Whenever you can integrate a work that engages the students and prompts a lot of discussion about the work and there are differences in opinion, it is a successful integration" (P11, personal communication, February, 21, 2017).

P1 added:

> Finally, P4 added,

> I've been doing a module on the genocide in Rwanda for many years. The book

and the movie impact students in a powerful way, as they consider the sheer

enormity of a Rwanda-type slaughter and the many facets of what it means to

lead in crisis and ultimately how they would fare as leaders in that situation.

(P4, personal communication, January 30, 2017)

Powerful literary works. In responding to the interview question, all 14

participants answered first with the title of a literary work(s), followed by a description of

the story summary, and an explanation of why the work was considered a successful

and powerful integrative tool for fostering leadership skills and principles. For example,

P3 stated:

> *Goat,* by Brad Land. The book is about fraternities and hazing. We talk about
>
> gender and violence in the context of college years. My students are young
>
> MBAs. For best practices be strategic and relatable when choosing texts. *Goat* is
>
> relatable, gets their minds off success and onto leadership issues. Thinking
>
> about leadership issues invites them to engage in critical thinking" (P3, personal
>
> communication, January 27, 2017).

Similarly, P4 described a successful literary integration example, starting with the title of

the novel, followed by a summary of the work, and the leadership learning outcome:

> *The Last Tycoon*, by F. Scott Fitzgerald. Monroe Stahr is a successful film
>
> producer. The novel gives us a day-in-the-life into business context with his
>
> board, actors, directors, doing financial analysis, and interacting with employees
>
> at the studio. Students get to see his big problem. He's very successful, but he's
>
> also a workaholic, popping pills. He passes on love for his career and this has
>
> consequences because she was good for him, and his business begins to fail.

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Ultimately, students see where failures can occur in an otherwise successful life based on decision-making (P4, personal communication, January 30, 2017).

Similarly, P4 highlighted the necessity to link powerful content and learning outcomes to next generation leaders' own experiences. In alignment with other participants sentiments that next generation leaders want to learn what is relevant and practical to their own futures, P4 added:

Part of best practices is helping students see the connection between some fictional character's decisions in 1938 Hollywood, this successful business man, Monroe Stahr, and extract from that how it relates to their life in an Ivy League business school in 2017 and as business leaders of the future. (P4, personal communication, January 30, 2017)

Pedagogy. All 14 participants mentioned pedagogy, directly or indirectly when discussing successful examples of integration. P1 described integrating *Remains of the Day,* the full novel and the feature length film to reinforce discussions. P1 stated, "successful integration involves the connection between the books and the students' issues, their lives, their concerns, their experiences. I often integrate films to deepen learning. For instance, students will read *Remains of the Day* and I will also show the full movie" (personal communication, January 26, 2017). Likewise, P7 discussed *Antigone* as a successful integration that includes the writing of a paper and reflection. P7 said, students are asked to fill out a *Moral Leader* class card where they fill out their own definitions of the framing concepts of the course - moral challenge, moral reasoning, moral leadership.

Relevant literary works with power and portraits of leadership. Ten of 14

participants (71%) spoke indirectly or directly about highly regarded literary works that told powerful stories and presented portraits of leadership, as examples of successful integration. For example, P1 integrated the classic novel *Remains of the Day,* a story about an immaculate butler's reflections on life events in the mansion where he worked. P1 described the butler as a man who had high professional standards that conflicted with the rest of his life and sacrificed personal happiness for the job. For the module, P1 used both the movie and the book to demonstrate work-life balance, decision-making, and living a full life verses professional excellence. P1 explained the success of this integration for smart, ambitious, business students:

The story directly relates to their own personal lives, creating a tension between professional life, high standards, and personal fulfilment. The story creates high student engagement as they consider their own ambitions. Some students admire and passionately defend the butler's high standards. Some students passionately decry him passing on the chance of love with the housemaid due to professional standards. (P1, personal communication, January 26, 2017)

Similar to P1, P4 described the integration of *Hotel Rwanda*, a film about genocide in Rwanda, into management courses. P4 paired the film with three literary readings: *Ordinary Man* by Paul Rusesabagina, *Shake Hands With the Devil* by Romeo Dollaire and *Consilience*. Rusesabagina saved 1,268 Tutsi and Hutsu by concealing them in the hotel and Dollaire was the U.N. Commander in Rwanda. P4 explained the integrated assignment was designed to demonstrate leadership, business skills, and managing crisis:

The texts and the film show the ways in which you lead. The text shows students

the manager and commander were real people. The film shows in a powerfully

dramatic way the horrific killings. They show the implications about how people

behave in an inexplicable crisis, about duty, how they lead organizations and the

constraints on leadership in organizations. (P4, personal communication,

January 30, 2017)

Additionally, P14 felt the *Narrative of the Life of Frederick Douglass* was a

successful example of integrating an engaging literary work to teach practitioners about

empathy. P14 stated the text illuminates empathy through literary analysis, a method

applied to unpack the complexities of ambiguity. P14 explained why the former slave's

text is a powerful integrative teaching tool for literary transference of empathy:

To get at genuine empathy requires deep self-investigation into cognitive biases

and implicit assumptions that students won't do on their own. To make

empathetic leaps, we can make them in literature in ways that we need to in real

life, but won't. To quote Frederick Douglass when he spoke of empathy in terms

of understanding the horrors of slavery, 'it was a most painful situation; and, to

understand it, one must needs experience it, or imagine himself in similar

circumstances.' (P14, personal communication, March 1, 2017)

Finally, participants believed great literary works by highly acclaimed artists with

powerful emotional content that contained leadership lessons were good choices for

integration. P6 mentioned specifically selecting literary works that do not contain clear

answers and contain a certain disturbing tone. P6 stated,

All the works I pick have a certain darkness to them, they are intense. I set it up

and tell the class, we're here to think intentionally about real life through fictional

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events and real life is not always going to be bubble gum. (P6, personal

communication, February 2, 2017)

Interview Question 7 Summary

Responses indicated inspired students learning from relevant great literary works

were successful examples of integration. The themes that arose from this question are

as follows: (a) offers deep student engagement and leadership lessons, (b) relevant

literary works with power and portraits of leadership, (c) powerful literary works, and (d)

pedagogy. Although varying literary works and genres were cited, all 14 participants

agreed deep student engagement and leadership learning outcomes were indicators of

successful integration. Participants also believed relevant literary works that related to

the students with powerful content and portraits of leadership were important.

Additionally, participants considered powerful literary materials with connected content,

films, books, poetry, or essays, paired together created examples of successful

integration.

Interview Question 8

How do you measure the success of using literature in your teaching?

What feedback or data do you use? This interview question sought to understand how

STEM, leadership, or professional program professors measure the success of

integrating literature in their teaching. Three themes were interpreted from the

responses to this question: (a) informal student feedback, (b) formal evaluations, (c)

former student feedback (see Figure 9).

INTERVIEW QUESTIONS 8
N = 14 multiple responses per interviewee
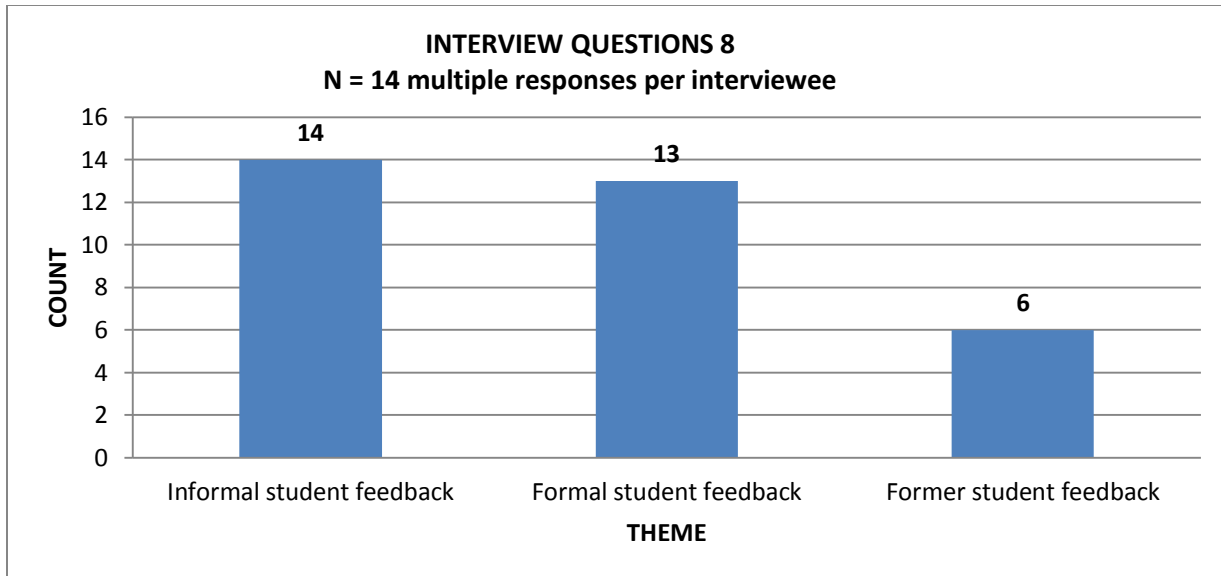
Figure 9. How professors evaluate success of using literature in teaching.

Informal student feedback. The use of informal student feedback to measure or benchmark the success of literature in teaching was mentioned by all 14 participants. Based on the top three themes, informal student feedback was mentioned directly or indirectly 17 times (36%). Informal student feedback includes level of student engagement, speaking with students after class, after the course is completed, or taking informal surveys were some of the ways participants reported evaluating the success of literature integration. P4 felt informal student feedback was important, stating, "I evaluate success in the classroom. You feel the energy and no one is sleeping. Engagement means something" (P4, personal communication, January 30, 2017). Five participants (35%) reported conducting personal mid-course evaluations. P5 explained: "I do mid-course evaluations. A one-pager with general questions for students to help me understand what students like or don't like, then I make corrections" (P5, personal communication, January 31, 2017). Participants were in alignment that over time informal student feedback helps shape the course. All 14 participants felt informal

feedback on successful integration of literature was valuable. P2 stated an attentiveness to informal feedback regarding students' working lives which dictated updating a favorite text:

> I used to use *Orientation* as a favorite short novel about working in an office. It taught lessons on office politics and informal dynamics. It's a great short piece, but I noticed it wasn't connecting with students as much anymore and realized this generation of student doesn't work in offices anymore. (P2, personal communication, February 27, 2017)

Formal evaluations. Formal end of course evaluations are conducted by 13 of 14 (92.8%) STEM, leadership, or professional programs included in the study. Participants mentioned formal evaluations, directly or indirectly, 16 times (26%) among the top three themes. Formal evaluations on the successful integration are taken into consideration by participants of this study. Thirteen of 14 (92.8%) of participants reported reviewing formal end of course evaluations.

Former student feedback. Six participants (42%) felt some of the most valuable feedback they received on the successful integration of literature came from former students in the workplace. Participants mentioned informal former student feedback 13 times (28%). Participants recounted receiving letters, visits, emails, or phone calls from formers students. P10 explained the nature of feedback received months, sometimes years later: "When former students contact me and they are successful in their lives and they tell me they are reading literary books that they would have never read if it wasn't for the course" (P10, personal communication, February 20, 2017). P3 commented:

Success happens in ways that are slower to develop than we can measure.

Students come to me six weeks, or months, or years later and say this course

has changed my life. I've had students come to me who have very successful

careers and tell me what they learned in the literature course helped them.

(P3, personal communication, January 27, 2017)

P13 spoke of successful integration through witnessing students' displays of

compassion and empathic understanding: "I know it's successful when doctors are

reading poetry and when former students have started humanistic medicine programs at

their new hospitals" (P13, personal communication, February 28, 2017). Lastly, P9

spoke about post-graduation, post-professional life feedback from former students:

I wish there was more formal scientific feedback from students ten, twenty years

later. That's the real evaluation, when you can evaluate what was taught in the

course that had real value, what made a difference in their business and

personal lives. (P9, personal communication, February 20, 2017)

Interview Question 8 Summary

This interview question asked participants to explain the ways in which they

evaluated the success of integrating literature into their teaching. The three primary

themes were: (a) informal student feedback, (b) formal evaluations, and (c) former

student feedback. Participants discussed the value of both formal and informal feedback

from current students and former students in great detail. Participants felt informal

classroom assessments from student engagement, student discussions, and student

comments about their likes and dislikes were important indicators to take into

consideration when teaching courses that integrate literature.

Research Question 4

Research question four was devised to examine the recommendations professors would make for innovative pedagogy that integrates literature. Two corresponding interview questions were asked to examine the phenomena. The two questions are as follows:

IQ9. What recommendations do you have for less experienced faculty in using literature?

IQ10. Is there anything else you would like to add?

Interview Question 9

What recommendations do you have for less experienced faculty in using literature? This question was designed to elicit recommendations, suggestions, and best practices recommendation for less experience professors integrating literature. These suggestions according to participants would add value to the use of literature in STEM, leadership, or professional programs. Three themes were produced by this question: (a) how to use literature, (b) tips for pedagogy, and (c) how to use Socratic Method (see Figure 10).
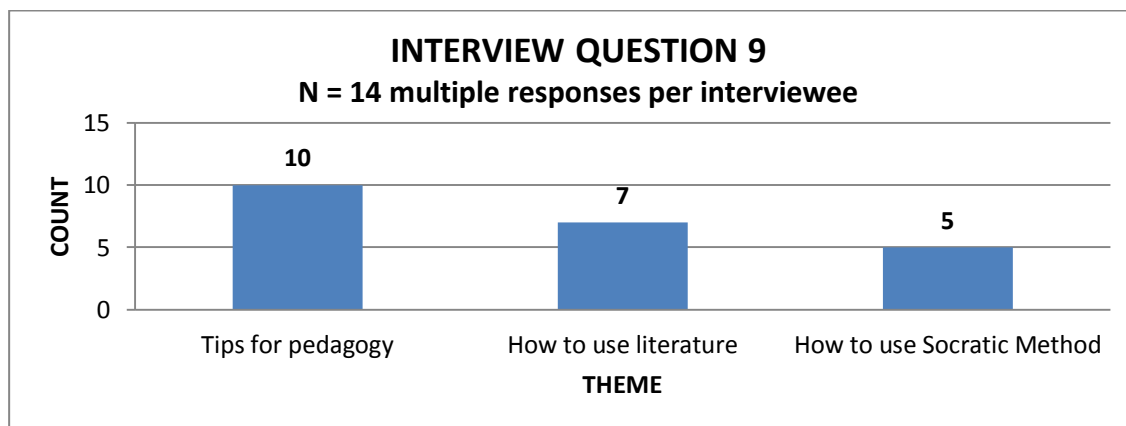
Figure 10. Recommendations for using literature.

Tips for pedagogy. Similar to IQ 4, pedagogy was a best practice mentioned frequently by participants for this question. Ten participants (71%) spoke about pedagogy, directly or indirectly, when providing recommendations for less experienced faculty in using literature. Of the 72 statements made by respondents representing the three themes, pedagogical tips or details were mentioned 20 times (26.6%). Participant offered less experienced faculty a range of advice that included: (a) try not to be pretentious, (b) consider international students and include iconic American heroes from great literature, (d) select literary texts with a global appeal to expose American students to international worlds, as well as provide inclusion for foreign students, (e) don't be afraid to experiment with new ideas, if 30% of your ideas work you are a success, and (f) never assign a 350 page book, instead try a poem, it's less intimidating.

Additionally, less experienced faculty can employ a simple, but effective analysis technique to assist in developing student analytical and critical thinking, P12 stated:

> **Describe, analyze, judge**. Describe, analyze, judge is the framework that enhances personal discovery. Describing forces students to slow down, objectively describe the facts, and think before making a quick instinctive judgment. It helps them with interpretation and decision-making by first removing themselves from the equations along with the biases they approach the material with. After describing and analyzing, then they can judge the situation more soundly. There's an entire theory behind it. (P12, personal communication, February 6, 2017)

Finally, P13 reiterated the recommendation that less experienced faculty and administrators in STEM, leadership, or professional programs should not be afraid to

experiment and explore innovations with literary works. P13 explained:

> When I started, I was the dean. We delivered poetry and essays bedside or with interns alone before rounds. Quantitative research supported the work we were doing with faculty, patients, interns, and even actors hired to portray patients for the study scoring the program high. The humanities enriched curriculum interns were reported as more compassionate, empathic, and overall performed better than interns who were not in the program. Literature proved successful, when at the beginning, my colleagues thought I was crazy and it was the last thing the CEO of the hospital wanted; doctors walking around reading poetry and caring about patients more than revenue. But it has sustained until today and branched to other hospitals. I knew I had won them over when fellow doctors began emailing me in Haiku's. (P13, personal communication, February 28, 2017)

How to use literature. Half of the participants stated, directly or indirectly, that faculty in STEM, leadership, or professional programs were intimidated by the integration of literature. Of the 32 statements or phrases on how to use literature, 10 (31%) were recommendations not to be afraid or suggestions on ways to view literature to make it less intimidating. For example, P1 stated:

> My management colleagues who have tried it think they have to analyze symbolism or discuss metaphor. Literature is just a great story. People from different countries and backgrounds have liked these stories for centuries. Just teach it as a story. In some way it's easier to teach literature because the material is so engaging" P1, (personal communication, January 26, 2017)

P3 encouraged lesser experienced faculty to incorporate literature and

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expressed similar sentiments as P1: "Don't be intimidated. Literature is story. Use literature as a source of inspiration that students will instinctively understand" (P3, personal communication, January 27, 2017). Referenced in IQ1, P1 and P2 wanted less experienced faculty to know literature was like a complex case study. P2 stated: "Literature as case is a good way to use the stories if you don't have literary experience" (personal communication, January 27, 2017). P1 provided an example:

> *Death of a Salesman* is basically a long case. Willie Loman and his wife and kids made several decisions that's just like our cases. The only difference is Arthur Miller wrote the case. It is no different than a lot of other discussion material, except it's more powerful. (P1, personal communication, January 26, 2017)

> Six participants (42%) offered literary selections for less experienced faculty to

integrate. For example, P11 suggested business faculty integrate *Dante's Inferno* and said,

> It's a standard teaching text. He's the author to use for business ethics. However, if you're going to use *War and Peace*, which works, or *Dante's Inferno* you're going to have to come up with a workable strategy in the context of breaking it up and also incorporate an interactive classroom experience (P11, personal communication, February 21, 2017)

P7 suggested two options for short course sessions: "Professors can use small chunks of *Endurance*, by Lansing, a right versus right moral dilemma about science that involves leading teams and goal setting or *Blessed Assurance*, a moral dilemma" (P7, personal communication, February 6). Another short literary text option for less experienced faculty to use is *The Use of Force*. P7 said,

The Use of Force is a story about a pediatrician who forces a girl to open her

mouth. It is very clear what's happening, and it is only six pages. A professor can

facilitate a great discussion in an hour about moral accountability and leadership"

(P7, personal communication, February 6, 2017).

For STEM faculty, P12 suggested using Russian science fiction. These texts are

available in *Red Tales,* P12 said, "*Red Tales* is an anthology of Russian science fiction,

short stories written during the Russian revolution until 1990" (P12, personal

communication, February 23, 3017). For law faculty interested in using literature, P11's

recommendation was to explore:

Try to get away from the old chestnuts used in law and literature courses

Melville's *Billy Bud* – short story, a sad tale about the relation of law to true

justice. Some of those texts get worn out, like for instance To Kill a Mockingbird.

Try something new. (P11, personal communication, February 21, 2017)

Overall, participants felt less experienced faculty interested in using literary works

should have fun. In addition, STEM, law, or professional school professors should

integrate music, poetry, or film. Finally, P6 had one last recommendation:

If I were coaching a new professor for the literature in management course, I

wouldn't tell them to pick the books that I chose. I'd encourage them to pick

literature that impresses and engages them. I can talk about the books and films

I choose for hours. It's important that you as a teacher are excited about the

material. (P6, personal communication, February 2, 2017)

Socratic method. A theme in IQ4, participants recommended less experienced

faculty either use, or learn to use Socratic Method. Socratic Method was stated directly

or indirectly 20 times (26.6%). Five participants (35.7%) felt the Socratic Method was a best practice for less experienced faculty integrating literature. P2 said: "Ask questions, How did they handle the situations, how could the character have done it better?" (P2, personal communication, January 27, 2017). Likewise, P14 recommended asking literary analysis questions to foster deeper discussions: "Ask them who's the protagonist, who's the antagonists, what's the setting, what attributes can you ascribe to the antagonist?" (P14, personal communication, March 1, 2017). Finally, P5 recommended, "Get some training to learn how to teach Socratically" (P5, personal communication, January 31, 2017).

Interview Question 9 Summary

This interview question provided recommendations for less experienced faculty integrating literature. Professors gave wide ranging best practices that centered around three themes. Less experienced faculty integrating film were provided useful tips on how to integrate literature and provided pedagogical strategies professors felt were important for success. The top three themes for best practices for less experienced faculty were: (a) how to use literature, (b) tips for pedagogy, and (c) how to use Socratic Method.

Interview Question 10

Is there anything else you would like to add? The measurements identified from participant answers to this question would highlight recommendations for best practices, potential improvements, or revisions participants felt were important. Four participants stated they had nothing more to add (28.5%). Ten participants (71.5%) offered additional thoughts that produced three themes: (a) literary works & recommendations

for integrating literature, (b) what literature teaches us, and (c) literary humanism
(see Figure 11).
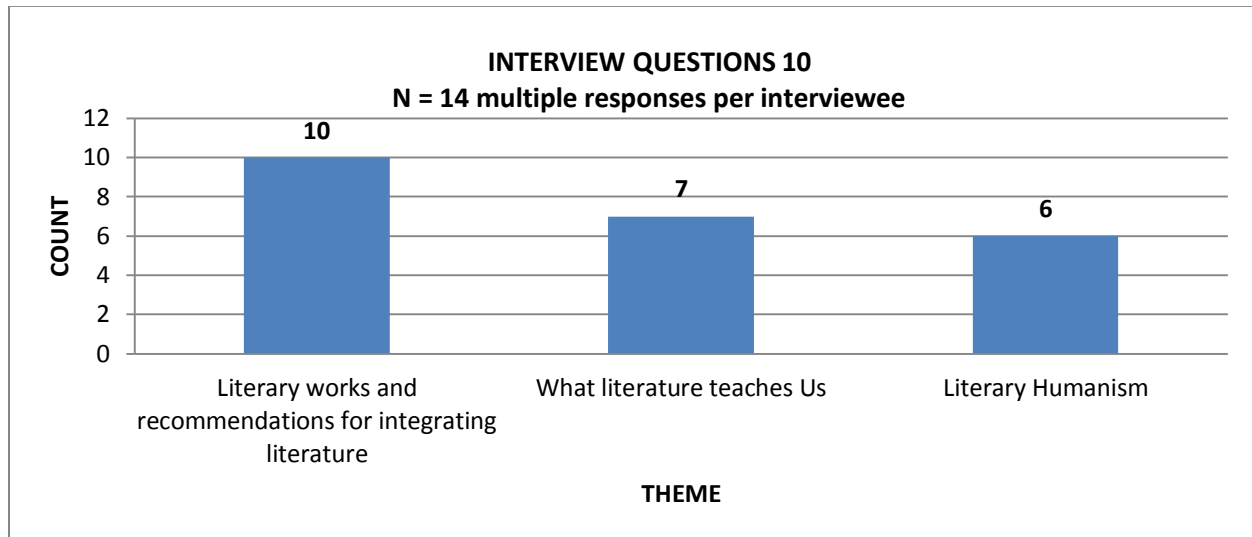
Figure 11. Additional thoughts and recommendations for this study.

Literary works and recommendations for integrating literature. Ten
participants (71%) made sixteen responses that addressed recommendations for
literary works to use when integrating literature and advice on how to integrate literature
into teaching. For example, P1 explained how stories for right-versus-right dilemmas
were integrated in a management program: "The assignment is approached through the
lens of moral philosophers John Stuart Mill and and Immanuel Kant. Students are
assigned to read excerpts of *Hiroshima* about the aftermath of the atomic bomb"
(personal communication, January 26, 2017). Likewise, P4 recommended integrating
literary works through the lens of philosophers such as Aristotle and Confucius for
juxtaposition to probe critical thinking about issues. P4 explained: "For example, if you
want to explore the question, how do we organize society? Use Plato's *The Republic*
and pick the German film *Lives of Others* on how we organize a society and ask

students which version of society will work for individuals? The film raises questions, what is the balance of power between individuals and organizations or institutions?" (P4, personal communication, January 30, 2017). P12 recommended STEM faculty integrate literature to enhance discovery, innovation, and creativity. Interdisciplinary integration of literature provides educational value, P12 asserted, "it's to everyone's mutual benefit if science students get exposure to the method of reading and understanding literature which helps the ability to anticipate the future. [Literature] allows us to imagine scenarios that haven't happened yet, but are going to happen. Literature has a creative range and an emotional range that would benefit STEM majors" (personal communication, February 23, 2017).

What literature teaches us*.* When asked if there was anything they would like to add, 8 of 14 (57%) of the participants felt it was important to elucidate the benefits of integrating literature. Participants discussed literature in terms of helping students learn moral philosophy, disrupting cognitive biases, and aiding students' in how to make difficult decisions. For example, P2 said, "literature teaches us that quick answers, easy answers to problems, people, and situations are never tidy. Literature offers ambiguity and uncertainty. It teaches us that quick answers, easy answers, that's the true fiction. That's the fiction that is not real life" (P2, personal communication, January 30, 2017). P10 stated: "As educators we talk about the importance of critical thinking, but we almost do nothing to actually develop critical thinking. Reading literary books and discussing what that book is about is how we can develop students' critical thinking skills" (personal communication, February 20, 2017). Finally, P14 added:

Literature helps [students] learn about different points of view. *13 Ways of*

Looking at a Blackbird by Wallace Stevens, is a powerful example to students

about differing perspectives on the same subject. Martin Luther King's *Letter*

from a Birmingham Jail is a tour de force, the way he incorporated the different

perspectives of White Southern Male Christians, African-Americans, and the

country as a whole was a strong example of a man who understood the

importance of using perspective to gain support and lend power to his message.

By articulating different perspectives he was able to articulate that the problem

was not simply an African-American civil rights problem, but a human rights and

an American problem. (P14, personal communication, 2017)

Literary humanism. A majority of the respondents either directly or indirectly

mentioned literary works' contribution to literary humanistic learning. Six of the 10

participants (60%) discussed literature in humanistic terms, while 2 of 4 (50%)

participants who did not have further to add, mentioned literary humanism in response

to IQ1 and IQ7. Thus, literary humanism was a theme throughout the study. According

to Beale (2009) literary humanism as the deliberate effort of instruction "that combines

the study of language, rhetoric, and literature, working toward greater competence,

character, and wisdom in the individual and, hence, toward a better society" (Beal,

2009, p. 4). In response to this study's last question, P3 added,

One of the greatest challenges is to cultivate a culture that cares about literature.

Literature matters. What it contributes to humanity matters. It matters for future

leaders to be the kind of souls who understand that people who work for them,

we work so we can be free, we think in order to be people of dignity. Literature

teaches this (P3, personal communication, January 27, 2017)

Likewise, P7 stated, "literature teaches us about things we don't see because it's outside of our experiences. I think it's important to have these contributions to your soul, learning about different cultures, how people think and feel, contributions so that you can stay human. (*personal communication*, February 6, 2017)

Interview Question 10 Summary

The themes that emerged for this question were: (a) literary works & recommendations for integrating literature, (b) what literature teaches us, and (c) literary humanism. Participants recommended literary works for successful integration in STEM, leadership, or professional programs and stated that the integration of literature benefits students on leadership and humanistic levels. Some participants suggested administrator and faculty look for innovative ways to integrate literature. Participants restated beliefs that literature increased student decision-making, ability to consider points of view, critical thinking, and leadership accountability.

Research Question 4 Summary

Six themes emerged that answered this research question regarding recommendations for innovative pedagogy that integrates literature, including: (a) tips for pedagogy, (b) how to use literature, (c) how to use Socratic Method; (d) literary works & recommendations for integrating literature, (e) what literature teaches us, and (f) literary humanism. Participants recommended less experienced faculty integrate literary works that are short, powerful, even disturbing stories that are relevant to students' lives and futures. In addition, participants felt these stories must be connected to leadership principles or skills. Participants also felt less experienced faculty should

strive for innovation in the use of literature and approach integration from a theoretical framework or plan integration from literary works with narratives that contain leadership lessons. Finally, participants expressed literary humanistic beliefs regarding the value of literary integration in STEM, leadership, and professional programs.

Study Summary

This was a descriptive phenomenological study designed to examine and understand the best practices of STEM, leadership, and professional professors who integrated literature. There were 636 participant responses. These responses comprised 29 themes. Some themes recurred. The predominant three themes that emerged regarding the integration of literature were —fosters leadership or leadership skills, pedagogy, and Socratic method, comprising (38.5%) of participants statements. Leadership or leadership skills emerged as a theme in IQ1, IQ2, IQ4, and IQ7 (22.7%). Other emergent themes were: (a) IQ1, insights into human experience/complex case study, (b) IQ2, books students will read/theoretical framework, (c) IQ3, plan architecture with learning outcomes in mind/build theoretical or architectural framework/make text selections, then framework, (d) IQ4, guided reading/reading prompts/required pre-class reading, (e) IQ5, poor reading habits/student buy-in/effectively integrating literature, (f) IQ6, challenges integrating technology/technology gets in the way/use technology, (g) IQ7, deep student engagement/powerful literary works, (h) IQ8, informal student feedback/formal feedback/former student feedback, (i) IQ9, how to use literature, and (j) literary works and recommendations/what literature teaches us/literary humanism.

Chapter 5: Conclusion and Recommendations

STEM, leadership, and professional programs in U.S. higher education have a shared difficult responsibility to effectively develop next generation leaders that enter the for-profit and nonprofit business sectors. The purpose of this study was to find current best practices and challenges professors face in teaching a next generation cohort that requires multifaceted leadership skills that not only increase America's position as a global leader, but turns the tide of America's leadership, ethics, innovation, and empathy crisis (Edelman, 2012; Jacobe, 2012). Historically, the art and science of teaching in the United States was grounded in producing ethical and moral learning outcomes in addition to practical knowledge and training, a tradition which this study found still existed in current literary integrated STEM, leadership, and professional courses.

This study contributes to the literature of innovative pedagogy that utilizes literary works in STEM, leadership, or professional programs by collecting the best strategies and practices from the top professors in the field teaching at some of the highest-ranked business, law, and professional schools in the country. These universities included Stanford University, Yale University, Columbia University, Harvard University, MIT, University of Richmond, University of Redlands, University of San Francisco, and Princeton University. The recommendations and findings from this study demonstrated the integration of literature or literary works into teaching STEM, leadership, or professional programs offered next generation leaders a multidimensional portrait of the traits effective moral leaders display. In addition, literary integration strengthened the ethical and analytical qualities of leaders by providing a life-like character making a

series of decisions through the narrative. Next generation leaders learned through protagonists the difficulties of ambiguity in decision-making as they travelled through complex stories that did not offer a right or wrong answers. Additionally, next generation leaders through literary works fostered their potential for innovative ideas by engaging worlds and creations that do not yet exist. Professors reported literary works offered examples to next generation leaders multiple dimensions for problem solving through experiencing character thoughts, decisions, and consequences. Furthermore, professors indicated literary works produced ethical self-analysis and by introducing protagonists' reasoning, mistakes, successes, socio-political context, beliefs, and culture, next generation leaders also developed empathic understanding of how others think and learned more sound leadership skills.

Fostering the growth of multidimensional leadership skills the next generation leader needs in an international economy—such as a well-developed emotional IQ, trustworthiness, ethical behavior, empathy, and analytical skills that takes every stakeholder into consideration—requires college professors to employ the kind of innovative teaching methods found in integrating literature. Innovation is necessary for engaging the next generation cohort that was defined in the literature review as having short attention spans and being selfish. Innovative pedagogical methods that satisfied next generation learning styles included integrating theatrical films, film clips, short powerful poetry, compelling biographies, documentaries, essays, and plays with other literary works to produce deep leadership learning outcomes.

The purpose of Chapter 5 is to highlight the conclusions and recommendations of the study. The results of this study will allow professors of STEM, leadership, or

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professional programs at higher educational institutions to effectively integrate literature employing best strategies and practices. The integration of literature engages important higher order thinking skills. According to the respondents of this study, these higher order thinking skills included critical thinking, analytical thinking, sound decision-making, moral reasoning, managing ambiguity, understanding differing perspectives, and empathic understanding.

Summary of the Study

This descriptive phenomenological study was conducted through purposive sampling of experts to understand the best practices professors in STEM, leadership and professional programs utilized in integrating literature. This research study was organized into five chapters. Chapter 1 offered an introduction of the study, the history of pedagogy, the background of the rise of innovative pedagogy out of America's educational, humanities, empathy, leadership, and morality crises. Chapter 2 presented a review of literature, providing a history of the rise of innovative pedagogy and literature, the ancient art of storytelling, the background for classical humanism in U.S. pedagogy, legislation that led to arts and humanities funding in STEM, along with theoretical frameworks and theories for teaching next generation leaders, as well as leadership theories and frameworks. Chapter 3 focused on research and design, including sampling, data collection, interview protocol, reliability, validity, epoche, bracketing, and the phenomenological approach of this descriptive qualitative study. Chapter four provided detailed reporting and presentation of findings, articulating themes that emerged from data collection, a portrait of the participants, and summaries of the findings for each interview question and each research question. Chapter 5,

spotlights the conclusions from the findings and recommendations for future exploration.

Four research questions were asked in Chapter 1 with ten corresponding interview

questions. The four research questions were:

RQ1: What strategies and practices are employed by professors who integrate

literature?

RQ 2: What challenges are faced by professors in implementing literature?

RQ 3: How do professors measure success in integrating literature?

RQ 4: What recommendations would professors make for innovative pedagogy

that integrates literature?

Thirty-two themes were discovered in response to the four research questions.

Some of these themes were recurring. A summary of the thematic findings regarding

the integration of literature were:

- Fosters leadership skills.

- Narrative Transportation.

- Complex case study.

- Texts that foster leadership.

- Books students will read.

- Theoretical frameworks (for text selections).

- Plan architecture with learning outcomes in mind.

- Build theoretical or architectural framework, then integrate

corresponding texts.

- Make text selections, then integrate key learning ideas.

- Leadership through literature.

- Pedagogic strategies.

- Required pre-reading.

- Socratic Method.

- Guided reading prompts.

- Poor reading habits/difficult texts.

- Student buy-in.

- Effectively integrating literature/finding the right literature.

- Technology gets in the way.

- Use technology.

- Challenges integrating technology.

- Offers deep student engagement & leadership lessons.

- Powerful literary works.

- Pedagogy.

- Relevant literary works with power and portraits of leadership.

- Informal student feedback.

- Formal student feedback.

- Tips for pedagogy.

- How to use literature.

- How to use Socratic method.

- Literary works and recommendations for integrating literature.

- What literature teaches us.

- Literary humanism.

Study Results

As mentioned in Chapter 1, teaching is an art and education is the cornerstone of America's prosperity. The purpose of this research study was to discover innovative pedagogy and the best practices professors in STEM, leadership, or professional programs utilized to integrate literature. An introduction was presented in Chapter 1, giving an overview on historical events that impacted the global economy and the U.S. educational system. These historical events ushered in STEM educational funding, along with government grants for innovative pedagogy in K-20 education. The focus on STEM subjects resulted in faltering problem solving and critical thinking skills scores for 4th, 8th, and 12th graders, skills research indicated were sharpened through engagement with the humanities. Chapter 2 presented a detailed literature review that provided additional historical context for the ethical and leadership crises that led to the stock market crashes of 1987 and 2008. In addition, the rise of innovative pedagogy and the use of literary fiction in STEM, law, and management courses grew in response

to efforts to foster moral and ethical decision-making. These efforts were initiated due to elite school graduates' indicted and arrested for crimes that led to U.S. economic failure. In brief, professional schools began integrating literature to try and foster ethics, morals, and leaders with more sound decision-making skills. Meanwhile, Chapter 2 also revealed the literature and law movement in higher education began nearly 100 years ago and gained momentum in the late 1970s and early 1980s. Less than a decade into the new millennium, innovative pedagogical development in STEM K-20 education was financed through the America Competes Act of 2007 and the arts were added to STEM legislation with help from humanities activists through the Elementary and Secondary Education Act (2015). Both pieces of legislation included federal funding for innovative pedagogy and teacher development to improve America's global competitiveness. Advocates that lobbied for government funding for the arts and humanities into STEM, argued the integration of literature fostered emotional intelligence, ethicality, critical thinking, sound decision-making, innovation, creativity, and moral development in next generation leaders.

Chapter 3, discussed design and methodology. This study applied a qualitative research design utilizing a descriptive phenomenological lens, an approach that examines human perspectives based on expertise and shared experiences, then develops themes. Four research questions were developed along with ten corresponding interview questions. Fourteen participants chosen through purposive

sampling were interviewed and produced 29 themes for this study.

The results included in this qualitative research were acquired through original data collected from participants through ten interview questions in order to learn the best practices professors in STEM, leadership, or professional programs use to integrate literature. The ten interviews were developed out of the four research questions to examine the phenomena. This phenomenological study was guided by the following four research questions:

RQ1: What strategies and practices are employed by professors who integrate literature or film?

RQ2: What challenges are faced by professors in implementing literature?

RQ3: How do professors measure success in integrating literature?

RQ4: What recommendations would professors make for innovative pedagogy that integrates literature?

Literature Integration Strategies and Practices

Research Question 1, examined the strategies and practices professors use when integrating literature through three corresponding interview questions. The results revealed the top professors who integrate literature focus on integrative planning strategies using powerful and relatable literature designed to develop next generation leadership skills. Powerful literature, relatable literature, and literary works written by exemplary authors were recurring themes throughout the study. For professors interested in best practices, powerful literature included the use of works that could be disturbing in nature due to provocative narratives, These provocative narratives

included horrific violence or political, religious, difficult to resolve, or racial subject matter strategically selected to disrupt student assumptions, traditional thought patterns, implicit biases, narrow perspectives, and comfort.

IQ1 examined why STEM, leadership, and professional program professors used literature in their teaching. Twelve out of 14 (85%) of the participants mentioned fostering leadership skills/principles directly or indirectly when answering why literature was integrated. Nine out of 14 (64%) professors had humanities degrees and mentioned literary humanism, directly or indirectly, when explaining the beneficial leadership skills literary works cultivate. For example, P4 mentioned using story to address leadership questions while also highlighting that stories build ethical standards. Additionally, in answering this question, professors felt the use of great literature, which is a form of storytelling, was an ancient leadership device that enabled next generation leaders to gain insights from events that emulated the complexities of real life leadership in a more nuanced in-depth manner than textbooks or case studies provided. Professors argued next generation leaders could learn from the victories and defeats of protagonists. The expression of these views mirrored those discovered in the literature review.

IQ2 focused on how professors selected literature. There were several important criteria cited for choosing literary texts. The reported strategies participants emphasized included: the selection of short powerful, relatable, emotive, interesting, or disturbing poems or essays that students would read. In addition, professors emphasized selecting classical or contemporary texts written by highly regarded, acclaimed authors. Furthermore, the selected literary narratives must foster leadership. Another important

best practice was identified which centered on planning courses to integrate these impactful well-regarded works using a well-planned theoretical framework. Three themes emerged that were deemed best practices by professors for selecting literature: texts that foster leadership, the use of short powerful works, relatable books, or literary works students will read, and the implementation of theoretical frameworks for book choice. During the selection process if professors take into account next generation leaders' concerns, tastes, or interests, even if the literary works are classic tales, then the leadership learning outcomes become richer and deeper.

IQ3 found participants' views on course planning presented different approaches. Professors planning integrated literature courses should take one of three approaches. These three themes representing three approaches included: (a) plan architecture with learning outcomes in mind, (b) build theoretical or architectural framework, then integrate corresponding texts, and (c) theoretical framework. Some participants expressed directly or indirectly designing narrative syllabi grounded in a theoretical framework or moral philosophy with corresponding texts illuminating leadership learning principles that reflected the framework. Other participants reported selecting the books or literary materials (poems, films, essays) first, then extracting leadership lessons from the texts.

Lastly, participants reported literature was similar to a complex case study. Literature shares many characteristics of the case study, however, professors felt it allowed for more depth, character insights, and ambiguity that reflect real life that the case study does not provide. Additionally, literature fosters moral leadership, which case study does not offer, critical thinking, emotional intelligence, and empathic cultural

understanding through character thoughts, behaviors, context, setting, and emotions. These results reflect the review of the literature (Lao & Wang, 2016). These participant responses to RQ1 represented the breadth, range, and thoroughness of the research question to reveal best practices for strategies and practices for integrating literature.

Best Practices Integrating Literature and Challenges

Research Question 2, probed the best practices professors use to integrate literature when teaching next generation leaders and the challenges they encounter. Challenges reflected the times. Next generation leaders have access to social media, technology, and information 24-hours a day, a reality that makes this cohort technologically savvy, narcissistic multi-taskers with fleeting attention spans, and inadequate problem-solving skills (Novotney, 2010; Parker, 2010).

IQ4 produced five themes. These five themes included: (a) leadership through the use of literature, (b) intentional and effective employment of pedagogical tools, (c) guided reading/prompts, (d) use of Socratic Method to produce fruitful classroom discussions, and (e) required pre-class reading. IQ4, delved into professor best practices for integrating literature. According to expert professors, not only is literature engaging, literature fosters empathic cultural understanding by introducing next generation leaders to different cultures and poses difficult ambiguous problems that force students to think through multiple perspectives which sharpens critical and analytical thinking.

Fostering leadership through the selection of literary works was mentioned directly or indirectly 35 times (26.5%). Overall, leadership through the integration of literature with narratives that offered opportunities for leadership development was a

common theme with all participants throughout the study. Professors felt choosing

works with business themes, legal disputes, or protagonists facing moral dilemmas

were best practices for fostering leadership skills. Additional leadership concepts

professors can help students gain from well selected literature include the analysis of

options, moral thinking, ambition, the glass ceiling, and analytical thinking. Other

leadership skills through literature integration cited by participants included

understanding differing perspectives, management leadership, understanding of

economics, and understanding issues of gender.

It was also evident that intentional employment of pedagogical strategies, such

as creating narrative syllabi, incorporating teaching plans, and using Socratic method

were important best practices for successful literary integration that produced leadership

lessons. Thematically, pedagogical strategies (21.9%) were mentioned as a best

practice throughout the study. Additional examples of pedagogical strategies include

required pre-class reading (10.6%) and the use of guided questions/ reading prompts

(20.6%). Participants felt guided reading prompts in the syllabus or guided questions

offered as worksheets to focus reading and highlight learning were essential for best

practices. Some participants required students to produce written assignments that

answered guided prompt questions and others did not. However, guided reading and

prompts were a recurring theme. A majority of participants felt these guided reading,

prompts, or worksheets were an important best practice for integration. Guided reading,

prompts, and worksheets helped remind and lead students through the readings toward

important leadership lessons. In addition, these guided readings, prompts, or

worksheets highlight important observations, nuance of leadership, or potential lessons without dictating students' answers.

IQ4 also revealed participants used Socratic method (64%) for course discussions. Use of Socratic method was also considered a best practice for fostering discussions that resulted in several benefits for next generation leaders. Professors felt Socratic method was a powerful for fostering the follow skills:

- Sharpened leadership skills, such as understanding challenges of ambiguity.

- Enhanced critical thinking abilities.

- The ability to grasp the concept of perspectives and understanding that everyone thinks differently based on the personal experiences they possess.

- Sharpened student ability to understand subtleties.

- A more nuanced understanding of critical hesitation.

- Recognizing and acknowledging cultural differences.

- Sharpened oral communication skills.

Socratic method (20.4%) was also a theme in IQ9. P6 reported using a three-step literary integration and Socratic method process: "one, have students read and watch compelling creative books or movies and key narratives. Two, have key takeaways and offer creative ways to engage the class, and three land the key points through discussions and having them stick" (P6, personal communication, February 2, 2017). Professors reported the use of Socratic method fostered critical thinking, moral reasoning, analysis of options, revelation of implicit and explicit biases, and self-

reflection. These professors explained the use of powerful disturbing literature, literature that made students uncomfortable, combined with robust discussion were best practices for fostering leadership skills. Additionally, professors reported that next generation leaders lacking in emotional intelligence and lacking sound decision-making quickly leap to conclusions and make decisions that are not critically considered. Professors also advised the use of unsettling literature promoted student hesitation regarding traditional forms of thought, mitigated implicit biases, and forced next generation leaders to consider uncertainty. Furthermore, this critical hesitation fostered analytical thinking skills, critical thinking, and more sound decision-making skills.

Lastly, this research revealed the term literature was not restricted to classic books, plays, or poetry. Participants applied the terms literature or literary integration to theatrical films, documentaries, essays, historical letters, and well-regarded contemporary speeches. Furthermore, some of the examples provided by participants to demonstrate best practices for the successful integration of literature included autobiographies or speeches paired with theatrical films or documentaries.

For IQ5, the biggest challenge participants faced in integrating literature was next generation leaders' unwillingness to read. P14 stated: "In the beginning, I'll always have some management students who are skeptical, even upset. Students will say I didn't pay all this money to take a literature course" (P14, personal communication, March 2, 2017).

Additionally, some of the participants reported teaching electives and did not have challenges with student buy-in. However, participants who had mandatory students in interdisciplinary courses reported some resistance. P9 stated, "the

speculative nature of literature, it's hard for some law students, they tune out" (P9, personal communication, February 20, 2017).

Research Question 2 Summary

Responses and themes from IQ4 and IQ5 answered Research Question 2 regarding best practices and challenges. Interview questions for Research Question #2 generated eight themes: (a) Leadership through literature, (b) Pedagogic strategies, Required pre-reading, (d) Socratic method, (e) Guided/reading prompts, (f) Poor reading habits/difficult texts, (g) Student buy-in, (h) and Effectively integrating literature/finding the right literature. Best practices included careful literary selections that include a main character that has to make a series of decisions, or leadership themes or plots that lend themselves to leadership lessons. This study revealed best practices for integration included the implementation of strategic course design using a theoretical framework, as well as, the use of Socratic method during class sessions to facilitate deep engagement, critical thought, and self-reflection. In addition, some professors incorporated the use of class cards or journals for reflection after each class and utilized detailed narrative syllabi with comprehensive summaries of each literary work and guided reading questions for best practices.

Measuring Success

Research Question 3 probed successes and challenges. IQ6, revealed ten participants (89.5%) reported no challenges with technology. The majority of participants integrated literature in traditional ways, using books, and little technology. Four participants used technology (11.5%). Two participants who used little technology reported minimal PowerPoint usage, etext use, use of projectors for film integration, or

computers for music. P11 reported difficulties with electronic books, "if I have the paper version of *Dante's Inferno*, I'd like to say go to page 87, and if the student has the eversion they will not be able to follow" (P11, personal communication, February 21, 2017). Two participants (5.25%) incorporate innovative uses of technology to integrate literature: gamification and use of cell phones.

Regarding IQ7, to answer this question participants were asked to give examples of successful integration practices. The participants involved in this study were intentionally about the quality of the literature chosen—highly regarded works, acclaimed authors, compelling, enthralling works—and the leadership lessons learned for best practices. In addition, deep student engagement and leadership lessons were one of four themes revealed from this question. The other themes included relevant literary works with power and portraits of leadership (26%), powerful literary works (19%), and pedagogy (24%). Deep student engagement was mentioned, implicitly or explicitly, 41 times (29%).

For IQ8, participants reported reading formal course evaluations and weighing informal evaluative measures from students. However, informal feedback was considered very important. Four participants (28.5%) reported conducting self-generated mid-course evaluations. Many participants expressed similar sentiments to P4 who reported, "I read the numeric and narrative comments. I also get students after the fact who tell me this works, that didn't. In general, in the classroom you feel the energy and you get a sense" (personal communication, January 30, 2017).

IQ6, IQ7, and IQ8 answered Research Question 3, revealing STEM, leadership, and professional professors' measure success through the learning outcomes from the

successful integration of literary works that produce deep student engagement combined with learned leadership skills. In addition, professors utilize formal and informal evaluations to gage the success of the course.

Recommendations for Integrating Literature

To answer Research Question 4 participants were asked two interview questions designed to explore professors' suggestions for successful techniques, practices, and ideas for successful literary integration. IQ9 asked participants to reflect on their strategies, methods, expertise, and most valuable knowledge regarding best practices for less experienced faculty integrating literary works. Respondents directly or indirectly produced 32 responses on how to integrate literature, 20 pedagogical tips, and 20 comments regarding use of Socratic Method. The intentional employment of pedagogy emerged as a critical element for successful integration. Participants were passionate about active listening and mentioned the importance of listening carefully to student responses, remembering their concerns, observations, and incorporating answers or areas of inquiry within the narratives that addressed those concerns. Another emergent best practice was trusting one's instincts with literary work selection along with the importance of having a personal passion and love for literary selection which will enhance prolonged sustainable enthusiasm in teaching the materials. Finally, participants emphasized making courses interesting, fun, enjoyable, which correlates with pedagogical practices for Millennial's discovered in the literature review. Professors were urged to incorporate exciting non-traditional course sessions, such as taking walks and conducting class on the grass, or assigning students to visit museums and incorporating leadership learning lessons from history, or instructing students to rewrite

and role play important scenes from narratives that teach important leadership lessons, or even hire software developers to create interesting gamification worlds where students can learn leadership skills while playing games. IQ10 provided participants an opportunity to share information regarding the integration of literature they felt was important to add. Participants' recommended literary works and strategies for what they felt were interesting, powerful, and successful integration. In addition, pedagogical strategies were offered and books for best practices that included:

- Robert Coles, *The Call of Stories,* 1989.

- Robert Coles and Albert Lafarge, 2008, *Minding the Store*: *Great Writing about Business from Tolstoy to Now*.

- Sheila Puffer, *Managerial Insights through Literature,* 1991.

- Robert Brower, *Fictions of Business: Insights on Management on Great Literature*, 1998.

- Joe Badaracco, *Questions of Characte*r, *Illuminating the heart of leadership through literature*.

- Sander Sucher, *The Moral Leader*, 2007.

- *Teaching the Moral Leader*, Sucher, 2008, A Literature Based Leadership Course.

- *Shakespeare and the law: A Conversation among Disciplines and Professions*

In answering this question a majority of participants expressed explicitly or implicitly a theme of literary humanism. These participants felt the integration of literature offered "literary illumination" (P13, personal communication, February 28, 2017). Participants

expressed the idea that engagement with literature provided a light for the human soul and helped cultivate more compassionate, caring, thoughtful, moral, and understanding next generation leaders.

Key Findings

Two key findings emerged from data on professors' integration of literature into STEM, leadership, or professional programs. These two key findings were: (a) literature fosters leadership, (b) strategic pedagogy fosters effective integration for students who do not like to read. The most significant finding was literature fosters leadership skills. These key findings were gathered from data analysis of 14 interviews using ten interview questions. Interviews generated 636 color coded words or phrases that produced 32 overall themes.

Key finding number 1: Literature fosters leadership. Professors who teach STEM, leadership, or professional courses communicated that the integration of literary works exposes next generation leaders to the world, introduces them to global cultures, provocative issues, and fosters the following leadership skills: (a) moral reasoning, (b) critical thinking skills, (c) ability to manage ambiguity, (d) empathic cultural understanding, (e) emotional intelligence, (f) compassion, (g) self-awareness, (h) storytelling skills, and (i) the importance of context and differing points of view.

Key finding number 2: Strategic pedagogy fosters effective integration for next generation leaders who do not like to read. Effective pedagogy has multi-dimensional importance for integrating literature. Throughout the study, Professors commented students' unwillingness to read, requiring the use of short, compelling literary works or the division of longer works into modules. Professors offered the following pedagogical recommendations for effective integration: (a) plan the course

using an architectural structure with learning outcomes in mind, or (b) develop a theoretical or architectural framework, integrate corresponding relatable compelling text, and then integrate key learning ideas, (c) select texts with compelling, powerful narratives that will engage students and foster leadership, (d) select great classics, works by highly acclaimed literary authors with a protagonist who has to make decisions, (e) select some literary works that are directly relatable to next generations lives, (f) select global, international authors, (g) integrate other literary works, films, poetry, essays, biographies on YouTube, documentaries, (h) use Socratic Method, (i) assign mandatory pre-class reading, (j) use reflection cards for each session, (k) integrate guided reading questions on syllabus/worksheets/or class cards, (l) integrate philosophers, (m) use 5x7 cards with goals for learning/teaching plans, (n) select works you know well and love, and (o) innovate and have fun.

Participants communicated intentional well-thought through pedagogy produced deep student engagement and helped foster the leadership development of next generation leaders.

Implications of the Study

Since studies that examine the best practices for the integration of literature or literary works in STEM, leadership, or professional programs are minimal, this descriptive phenomenological inquiry was critical for exploring the expert application, experiences, recommendations, challenges, strategies, and practices professors employ to help teach and develop next generation leaders through literature. A recurring theme of this study was the conception that literature develops multidimensional higher order thinking and leadership skills. These findings strengthen the field's understanding of important best practices for integrating literature in STEM, leadership, or professional

programs to foster creativity, innovation, self-reflection, sound decision-making, Theory of Mind, and other leadership capacities in multiple ways.

First, many of the themes developed in IQ1, IQ2, IQ4, IQ5, and IQ7— fosters leadership skills/emotional intelligence/critical thinking/moral reasoning/storytelling, texts that foster leadership, books students will read, Narrative Transportation, and complex case study—reflected similar themes articulated in the literature review. Goleman (2005) identified five leadership proficiencies: the ability to self-regulate, self-reflection, the ability to motivate oneself, empathic understanding, and effective social skills. This study confirmed that engagement with literary works fosters Goleman's five competencies. Likewise, in the review of the literature Gardner (2009) stated professors teaching next generation leaders must develop five higher order cognitive dimensions that included: The Disciplinary Mind, The Synthesizing Mind, The Creating Mind, The Respectful Mind, and The Ethical Mind. All five cognitive domains were present in the thematic findings of this study from responses to IQ1, IQ4, IQ7, and IQ10.

Second, a new conception of literature, the way to select literature, and the way to integrate literary works emerged from this study. Expert professors regard highly esteemed well-crafted short works contemporary or classic with relatable narratives, important characteristics for literary selection. In addition, it was emphasized that professors should love the works they choose and these literary works must contain opportunities in the narrative to explore leadership principles or have protagonists that made a series of decisions that provided opportunities for teachable leadership principles. These findings correlate with information found in the literature review

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regarding next generation leaders learning from characters decision, successes, and mistakes.

A new perception of literature arose from this study in that literature had a broader meaning than defined in Chapter 1. Literature—whether film, classic novels, poems, essays, autobiographies, biographies, speeches, plays, or short stories—each works were considered literature if they were highly regarded narratives or considered by scholars to be well-written which expanded the definition of literature found in Chapter 1. Furthermore, professors utilizing best practices these literary works were used in conjunction with each other, for example, essays or plays with theatrical films or film clips, to offer a diversified modality of engagement as well as another perspective of understanding for students.

The innovative pedagogical methodology of using short powerful relevant books, essays, or plays with movies, film clips, or theatrical role play that engaged students in interesting ways was consistent with Kolb's Experiential Learning Theory (ELT) defined in the literature review. Additionally, professors encouraged embracing one's instincts and experimenting with integration to foster innovative pedagogy. P10 encouraged professors to experiment with different integration strategies, evaluate the effectiveness of the integration and evolve based on evaluation. Two book recommendations for professors about teaching are James Lang, *Cheating Lessons* and *Small Teaching* (P10, personal communication, February 20, 2017).

Innovation in pedagogy led to greater student engagement. Innovation in pedagogy also led to greater student satisfaction with professors of integrated elective

courses reporting semester-long waiting lists. The research revealed pedagogical

innovation in integrated courses that included the following:

1) Students rewriting and performing improv of scenes from literary works
   that demonstrated their take on decisions characters could have adopted
   to potentially solve problems.

2) The use of gamification in an economic course written with the *Hero's
   Journey* to teach leadership, economic, and storytelling.

3) The incorporation of poetry and theatrical films with medical themes in a
   course for medical interns treating terminally ill patients.

4) The use of Victorian literature to teach accounting students about the
   financial world outside of ledgers and balance sheets.

5) The use of Russian science fiction to teach next generation leaders about
   Russian culture, science, and technology.

The data further supported the literature review regarding the idea that next

generation leaders engage with novels, the integration of film, and other divergent

modes on a deeper level because this integration provides the variety this cohort

requires for learning (Sprau & Keig, 2001). Third, newly discovered systematic and

effective procedures for designing curricula and syllabi emerged from this study that

addressed the need for innovation in teaching the next generation discussed in the

literature review while also improving the field's understanding by outlining specific

curricula and syllabi strategies. Professors can apply specific approaches to selecting

literary works and designing the syllabus as part of the course architecture. Course

architecture emerged as a recurring theme. In IQ3, three themes regarding course

design evolved: (a) plan architecture with learning outcomes in mind, (b) build theoretical or architectural framework, then integrate corresponding texts, and (c) theoretical framework. Some professors emphasized specific architectural strategies for creating narrative syllabi that told a story through detailed explanations of the philosophies underlying desired learning outcomes along with detailed summaries of the selected literary works that were also based on theoretical frameworks that inform the field. These narrative syllabi also contained background information regarding the course. For example, P1 used a narrative syllabus for a business management course that integrated literature and told a story for each section, starting with the introduction:

> This course has a long history at Harvard Business School and the University. It was launched three decades ago by Robert Coles, who taught versions of it at several schools in the University, during his long career as a Harvard professor, physician, psychiatrist, and author. Coles was also personally acquainted with several important American writers, and he recognized the power of literature to engage people deeply and illuminate moral challenges. The course has evolved significantly, but its central aim remains unchanged: using serious literature to prepare students for the challenges of real-world decision making and to help them learn more about themselves, as leaders and as human beings (P1, 2016, p. 1)

In addition, this study found narrative syllabi contained detailed summaries of the themes, plots, and history of literary works read in the course, along with three or four guided reading questions per texts for students to consider when reading. The leadership themes were designed to progress through the course via the selection of

specific literature, plays, films, essays, autobiographies, and biographies that represented various specified leadership learning outcomes. Many of the professors in this study taught elective courses that integrated leadership and it was clear that participants had a passion for selecting certain literary works to share with students. These selections were based on the participants own tastes and love for the works which emerged as an important theme for maintaining professional enthusiasm about the courses and avoiding burnout. Additionally, participants used certain theoretical frameworks that were connected to the selected works and it was important for participants to have a clear intentionality about desired learning outcomes.

Fourth, the pedagogical best practices that required learning journals or reflection journals after each session, and the use of worksheet questions, guided reading or prompts for next generation leaders to think about while reading the texts were important themes that arose from data collected from IQ4 and IQ10. These themes were not in the review of the literature. However, these themes can be adopted by professors as best practices for integrating literary works. Overall, pedagogical strategies were a recurring theme throughout the study.

This study's findings corroborated the theoretical frameworks, themes, and studies in the literature review surrounding the cognitive, analytical, creative, ethical, and empathic impact of narrative literature. Two of the top three recurring themes, literature fosters' leadership skills and pedagogic strategies, were discussed in great detail in the literature review. Additionally, the strategies used to select literary works that were integrated supported learning theories mentioned in the literature review that outlined specific approaches to teaching Millennial and next generation learners who

prefer short works, combined with film or video, and relatable material that directly relates to their needs or experiences (Price, n.d.; Wieland, 2009).

Data revealed that approaches and strategies professors used in this study to engage next generation leaders included creative multimodal engagement. Students experienced deep engagement through the use of powerful well-written literary novels, essays, poems, plays, theatrical role playing, short texts, powerfully engaging works combined with films or film clips, relatable music, and novels or movies relevant to the students' interests or professional needs. These findings have broad implications for educators of STEM, professional, or leadership programs. The 29 themes found in this study provide researchers and professors with multiple strategies and practices for utilizing literature to foster leadership.

Lastly, some of the participants in this study began integrating or teaching literature in STEM, leadership, or professional programs based on departmental programs that specifically desired more humanities in their curricula, while others pitched their innovative literature courses to STEM, leadership, or professional programs. The data revealed part of the purpose for integrating literary works in STEM, leadership, or professional programs was the idea that the practice served a literary humanistic purpose due to literature's ability to foster empathic understanding and its ability to connect emotionally with next generation leaders. This connection created opportunities for students to experience more compassion, ethicality, sound decision-making, and benevolence. This finding reflects the literature review and the discussion of humanistic learning through literature in STEM and professional programs, such as law, medicine, and nursing (Hermann, 2004; Hutton, n.d.). For example, P7 stated,

"literature nourishes the soul. I think it's important to have these contributions to your soul so that you can stay human and it can help ground you in humanity" (P7, personal communication, February 6, 2017).

The findings from this study can be used for university programs interested in integrating literature or professional development training that centers on fostering leadership skills that include empathic cultural understanding, moral decision-making, managing uncertainty, understanding differing points of view, and critical thinking. Professors, coaches, or leaders of professional development could profit from expert knowledge regarding the best practices for integrating literature in STEM training. Participants emphasized the importance of relating the literary materials to next generation leaders' lives and making clear connections to their professional futures. Additionally, participants discussed literary works' inherent concern with fairness, honesty, emotion, and morality, which correlates with Aristotle's conceptions of ethos, logos, and pathos mentioned in the literature review.

A recurring theme was pedagogy, which included the intentional employment of literary works that addressed a myriad of leadership skills through carefully building the architecture of the course in a way that works fostered critical thinking, empathic understanding, the understanding of the role of ambiguity in creating hurdles to decisions, and ethical decision-making. Additionally, professors should cover less content and focus on creating more in depth engagement that leads to more powerful learning outcomes.

Supporting research that emerged in the literature review regarding next generation leaders' desire for fun professors with good sense of humor, participants

emphasized the classroom environment should be enthusiastic, employ room for fun, and bring a sense of excitement to the material being taught for best practice. Participants mentioned unconventional practices to foster student engagement and enthusiasm, which included, assigning students to take trips to art galleries, holding class sessions outside, and even taking walks with the class to get coffee before starting the session beneath a tree.

Since higher education courses are multicultural, professors should take account of their students and integrate multicultural stories with international authors which will benefit next generation leaders on both ends.

- Practitioners have short attention spans. It's important for the material to relate to student success. Professors try to disrupt traditional ways of thinking and implicit biases with literary works that challenge students to think in new ways by using disturbing works along with different modalities. Professors foster student thinking about leadership through powerful texts that fosters critical thinking.

Dos and Don'ts

Dozens of best practices and strategies professors should employ were discovered from this study. These strategies and practices also included suggestions for practices to avoid. Dos for the integration of literature included:

- Do select books students will read;
- Do use intuition or instinct to select literary texts;
- Do enforce student preparation and pre-reading;
- Do select books you love;

- Do choose short, powerful, even disturbing works to enhance engagement;

- Do choose highly acclaimed, well-regarded literary works;

- Do choose well-written works from highly regarded authors;

- Do select texts with protagonists, themes, and storylines that foster leadership principles and skills;

- Do select narratives that have a protagonist that must make a series of decisions;

- Do find ways to creatively divide long narratives;

- Do experiment and try out innovative, fun ideas to teach integrated works;

- Do select challenging material while providing guided reading questions to help students along the journey and do break challenging material apart;

- Do stay abreast of student reading tastes in regards to current events, concerns, and interests;

- Do integrate films or film clips that relate to the texts;

- Do use a theoretical framework to select literature;

- Do plan course architecture with learning outcomes in mind;

- Do use classical narratives with themes that have endured over time;

- Do assign mandatory pre-reading;

- Do use guided reading questions in the syllabus or with worksheets;

- Do provide detailed plot summaries, background, and key conflict information in the syllabus for each literary selection;

- Do select texts with ambiguity;

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- Do use short powerful poems;

- Do explain to students how the literary works relate to their lives;

- Do use Socratic method;

- Do integrate theatrical film versions of literary works;

- Do use international authors with international narratives to provide a global perspective and engage foreign students;

- Do use iconic American-themed works to give international students glimpses into American culture, history, and life;

- Do use theoretical models or philosophical frameworks when planning course architecture;

- Do use teacher plans or 5x8 cards to guide discussions.

Don'ts for integrating literature include:

- Don't assign books that are more than 200 pages long;

- Don't assign books more than 200 pages long without employing creative ways to divide the book's chapters;

- Don't make the course an English class, focus on leadership lessons;

- Don't select literary works you don't personally love;

- Don't select literary works where a protagonist does not make a series of decisions;

- Don't ignore student work-life balance;

- Don't feel you have to be an expert on literary analysis;

- Don't exclude reading altogether;

- Don't select texts that provide easy answers;

- Don't plan without learning outcomes in mind;

- Don't allow students to skim;

- Don't let students dictate the discussions;

- Don't ignore student feedback;

- Don't continue to use texts that do not resonate or engage;

- Don't select books that do not contain leadership issues;

- Don't allow students' to skip assigned reading;

- Don't minimize the importance of guided reading questions or prompts;

- Don't lose your enthusiasm;

- Don't select books you do not understand.

- Don't be pretentious.

Books, Literary Works List and Leadership Skills

Table 2

Books, Poetry, Plays, Letters and Leadership Principles

Book, Literary Work	Leadership Principles
Antigone	Morals, right versus right Accountability to God
Apollo 13	How to adapt to complexity, Finding answers in ambiguity
Blessed Assurance	Moral dilemma, moral awareness
Goat	Gender, violence
Great Expectations	Ambition, ethical decision-making
Hiroshima decisions	Moral obligations, moral
Inferno	Moral leadership Ethics, morals

(continues)

Book, Literary Work	Leadership Principles
Letter from Birmingham Jail	Points of view, Cultural understanding, Civil Rights
Narrative of the Life of Frederick Douglass	Points of view, perspective, empathic cultural understanding
Oedipus The King	Relation of individual to the law
Ordinary Man	Duty, constraints on leadership, Leading in crisis, politics
Orientation	Organizational behavior, office politics
Personal History	Legitimacy, authority
Remains of the Day	Roles, responsibility, work-life balance
Things Fall Apart	Losing legitimacy, Decision-making, moral code
Thirteen Ways of Looking at a Blackbird	Perspective, points of view
Trifles	Reasoning, moral analysis
The Secret Sharer	Earning legitimacy, decision-making
The Great Gatsby	Ambition, greed, blindness toward boundaries, ethics
Use of Force	Ethical responsibility, role responsibility, moral reasoning
What Makes Sammy Run	Ambition, decision-making, work-life balance
When the Killing's Done	Decision-making, making tough decisions

This study was directed toward higher education professors or administrators who want to utilize innovative pedagogy through literature to teach leadership in STEM,

leadership, or professional programs. This study found the best practices and strategies

expert professors utilized for the innovative and efficient use of literature in STEM,

leadership, or professional programs that fostered deep student engagement and

developed leadership aptitudes. The leadership skills developed from literary integration

included:

- moral reasoning

- ethical decision-making

- complex problem solving

- awareness of uncertainty and ambiguity in leadership

- improved analytical skills

- empathic cultural understanding

- cultural appreciation

- accountability in decision-making

- critical thinking

- analytical thinking

Additionally, the results indicated best practices for training professors in more

effective innovative pedagogy that included: building syllabi from a theoretical

foundation, utilizing guided questions, learning journals, reflection journals and papers

after each class, utilizing the Socratic Method, employing the use of teaching plans to

guide discussions, and selecting short powerful relatable literature with protagonists that

must make decisions and integrating these texts with other literary works such as films,

plays, essays, or autobiographies with similar themes. Lastly, themes emerged that

business could utilize to train supervisors, middle managers, or executive leaders on how to effectively work with the Millennial.

Recommendations for Future Study

This research applied a qualitative phenomenological design of inquiry in order to gain in-depth, insightful themes for best practices in integrating literature into STEM, leadership, and professional programs. Fourteen expert professors were interviewed from top universities from across the country in business, law, English, and medical programs. The professors provided illuminating approaches, methods, and practices that offered opportunities for future research that could contribute to the field and establish effective leadership programs, practices, or development training for next generation leaders. The recommendations for future research include the following:

1. Performing a qualitative phenomenological study or quantitative study with professors who teach medical interns utilizing the integration of literature. P13 discussed conducting a quantitative study to support the integration of literature through a grant program that sought innovative pedagogy, which included interns engaging with literature. Interns who did not have literature integration were included in the study along with patient actors who received treatment from both intern groups along with real patients. Administrators, patients, professors, and actors rated the literary medical interns higher in empathy, compassion, and overall care. A more in depth study could be of great value to the medical community, similar to medical scholars Laio and Wang's (2016) study that examined innovative ways to utilize literature or film to foster empathy in medical students, as discussed in the literature review.

2. A similar study could be conducted in science courses to see whether engagement with science fiction improves innovation, creativity, collaboration, and empathy among next generation science leaders.

3. Conduct similar studies with technology and engineering students to see whether the integration of literary works improves learning, sparks innovation, or expands cultural understanding. During a review of the literature, a physics teacher was discovered to utilize hip hop to teach professors how to engage inner city students while conveying the foundations of physics knowledge. An interview questions could begin: What are some of your best practices in integrating hip hop? Do you have students learn how to write 16 hip hop bars?

4. Conduct a similar study with former students of STEM, leadership, or professional programs to provide insights on whether the integration of literature fosters the leadership skills described in this study.

5. Develop a quantitative research study with students leaders entering in STEM, leadership, or professional programs to study leadership skills and then survey these same students after engagement with literary integration.

6. Develop a research study comparing themes from STEM, leadership, or professional programs that integrate literature with international STEM, leadership, or professional programs.

7. Conduct a similar study with K-12 teachers in STEM or leadership programs.

These seven proposed research studies could offer significant value to the current study as well as the field in fostering effective leadership skills in next generation students.

Final Thoughts

This study was the result of scholarly interest in the potential benefits of utilizing literature for leadership purposes. America is indeed in a moral, spiritual, and empathy void (personal communication, Black, 2016; Obama, 2006) as evidenced by the illegal activities from financial leaders that created the two stock market crashes in 1987 and 2008. Empathy and moral reasoning are important skills for sound just decision-making, (Green & Brock, 2002; Mooradian, Davis, & Matzler, 2011; Obama, 2006). This research found empathy and moral reasoning are developed in next generation leaders through intentional engagement with literature. The literature review and research interviews for this study found that after major crises of integrity or leadership failings universities have either added innovative leadership through literature courses in efforts to foster more effective and sound ethical leaders or dropped leadership through literature courses as soon as budgets required cuts. Since these findings demonstrate the effectiveness of literary integration in STEM, leadership, and professional programs, university administrators interested in incorporating humanities into these courses could examine creative ways of integration. Perhaps adopting the strategies of P13 and incorporating literature in existing classes or in briefing meetings for practitioners before mandatory course work are two alternatives to full-time integrated courses.

This study shows the plethora of innovative, creative ways educators integrated literary works. The use of well-written stories in literary works or film was found to be an effective disruptive and reflective pedagogical method for preparing the next generation leader to question their assumptions, to think more critically, be more open-minded to alternate possibilities, and to bracket their own biases in order to make more morally

accountable and reasonable decisions with the complexity effective leadership requires (Badaracco, 2015; Fraiberg, 2010; Sucher 2007). This study discovered that literary works when intentionally integrated develop complex psychological humanistic thought dimensions that foster leadership skills. A majority of respondents in this study (57%) expressed literary humanistic ideas, directory or indirectly. Beale (2009) defined literary humanism as a multidimensional conception of intentional scholarly instruction that includes imparting erudition or character for a better society through "language, rhetoric, literature, competence, character, wisdom" (Beale, 2009, p. 5). Conceptually, literary humanistic ideas relate to literature's development of the moral manager or moral person through the engagement of moral emotion via transportation as discussed by Green and Brock (2002) in the literature review.

Since research supports the integration of literary works for forging an emotional connection with students that promotes critical thinking, decision-making, and empathy (Colby et al., 2011), universities and corporations should utilize this research to establish leadership through literature courses as permanent fixtures of STEM, leadership, and professional programs. Additionally, universities with budget concerns should utilize this research to discover innovative ways of integrating literature into existing STEM, leadership, and professional courses. As discovered in the data, literature offers powerful opportunities to develop next generation leaders by raising questions that disturb, that clash with their assumptions that confound them through protagonists living in archetypical stories that represent real life more accurately than a manual or a textbook. The latter supports research in the literature review. A final thought involves student work-life balance and resistance to reading, which could be

addressed if necessary by utilizing theatrical film as the primary literary tool for leadership lessons while reducing some of the required reading. Lastly, I would like to thank the participants of this study for your thoughtful, insightful contributions, and generosity in giving of your time, as well as my tireless and gracious dissertation committee.

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IRB Approval Notice

PEPPERDINE

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 09, 2017

Protocol Investigator Name: Anita Cal

Number #:160938

Project Title: Innovative Pedagogy: What are the best practices of professors who integrate

literature or film?

School: Graduate School of Education and Psychology

Dear Anita Cal:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol,

please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event.

Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX B

Interview Recruitment Email Script

Good morning/afternoon <Potential Subject Name>,

My name is Anita M. Cal and I am a Doctoral Candidate at the Graduate School of Education and Psychology at Pepperdine University. I am currently working on my dissertation entitled INNOVATIVE PEDAGOGY: WHAT ARE THE BEST PRACTICES OF PROFESSORS WHO INTEGRATE LITERATURE?

The purpose of this study is to determine the best-practices that professors employ to integrate literature or film to foster important leadership skills in next generation leaders. This study consists of 10 open-ended interview questions that will focus on identifying the successes and challenges that current professors have experienced when employing the integration of literature or film. I am seeking out participants to help me in this qualitative research study. Based upon specific qualifying criteria, I have determined that you would be an excellent participant for this study. The interview will take approximately 45- 60 mins and will be conducted in-person at a location of your choosing.

If you are interested in participating in this study, please let me know and we can begin the process of providing you with and informed consent form and setting- up an interview date, time, and location. Also, please note that approximately one week before the interview, I will provide you a copy of the interview questions for review. Thank you for your time and your consideration. I look forward to hearing from you.

Sincerely,

Anita M. Cal
Doctoral Candidate
Pepperdine University
818.xxx-xxxx
Anita.Cal@pepperdine.edu

APPENDIX C

Interview Recruitment Phone Script

Good morning/afternoon <Potential participant Name>,

My name is Anita M. Cal and I am a Doctoral Candidate at the Graduate School of Education and Psychology at Pepperdine University. I am currently working on my dissertation entitled INNOVATIVE PEDAGOGY: WHAT ARE THE BEST PRACTICES OF PROFESSORS WHO INTEGRATE LITERATURE OR FILM.

The purpose of this study is to determine the best-practices that professors employ to make them successful in teaching leadership skills through the integration of literature or film. This study consists of 10 open-ended interview questions that will focus on identifying the successes and challenges that current professors have experienced when employing the integration of literature or film.

I am seeking out participants to help me in this qualitative research study. Based upon specific qualifying criteria, I have determined that you would be an excellent participant for this study. The interview will take approximately 45-60 mins and will be conducted in-person at a location of your choosing.

Would you be interested in participating in this study? If your answer is yes, thank you for your interest, what will follow next is setting an interview date, time, and location. Approximately one week before the interview, I will provide you a copy of the interview questions for review. If no, thank you so much for your time and your consideration. Have a wonderful day!

Sincerely,

Anita M. Cal
Doctoral Candidate
Pepperdine University
818.xxx-xxxx
Anita.Cal@pepperdine.edu

Informed Consent

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

INNOVATIVE PEDAGOGY: WHAT ARE THE BEST PRACTICES OF

PROFESSORS WHO INTEGRATE LITERATURE?

You are invited to participate in a research study conducted by Anita M. Cal and Ed.D., Farzin Madjidi at Pepperdine University, because you are a 4-year college or university faculty member, professor, associate professor, or adjunct professor teaching in STEM, professional, or leadership programs who integrate literature or film in the United States. Additionally, you have completed a Masters, Doctorate, J.D., Ph.D. or Ed.D. with expertise in professional program studies, STEM, or leadership studies. Finally, you are an expert professor who integrates literature or film and your insights can help provide important information to the literature. Your participation in this research is on a voluntary basis. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to understand the best strategies professors use to effectively integrate literature or film into to STEM, professional, and leadership programs.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to answer interview questions pertaining to using literature or film when you teach. During this interview your answers will be recorded. If you choose not to have your answers recorded, you will not be eligible to participate in this study. If you do choose to have your answers recorded, your expected length of participation in this study will be about one hour.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study including potential discomfort from sitting for one hour to answer questions. There are no other anticipated risks to participate in this study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: the improved understanding of how the integration of literature or film helps increases learning and fosters leadership skills.

PAYMENT/COMPENSATION FOR PARTICIPATION

You will receive $10 Visa gift card for your time. You do not have to answer all of the questions in order to receive the card. The card will be given to you when you return the questionnaire.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigator's place of residence. The data will be stored for a minimum of three years. The recorded data will be erased after it is sent to a transcriber. The collected data will be coded, de-identified, transcribed, and ascribed to a pseudonym. Transcribed data will be stored in a separate There will be no identifiable information obtained in connection with this study. Your name, address or other identifiable information will not be collected.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s) who may also be a mandated reporter will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable. Your employment status will not be impacted if you choose not to participate in this study.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Anita M. Cal at Anita.Cal@pepperdine.edu, 818.355.4414 or Farzin Majidi, Majidi.Farzin@pepperdine.edu if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu

APPENDIX E

Interview Questions

Interview Question 1: Why did you decide to use literature?

Interview Question 2: How do you select what literature to use?

Interview Question 3: What planning process do you use?

Interview Question 4: What are some of your best practices in using literature?

1. Do you have students read chapters/passages before class?
2. Do you have specific talking points outlined in advance?

Interview Question 5: What are some of the challenges you face in integrating literature into your teaching?

Interview Question 6: Do you face any technological challenges when integrating literature?

Interview Question 7: What would you consider a successful example of integrating literature into your teaching?
3. Why?

Interview Question 8: How do you measure the success of using literature in your teaching?
4. What feedback or data do you use?

Interview Question 9: What recommendations do you have for less experienced faculty in using literature?
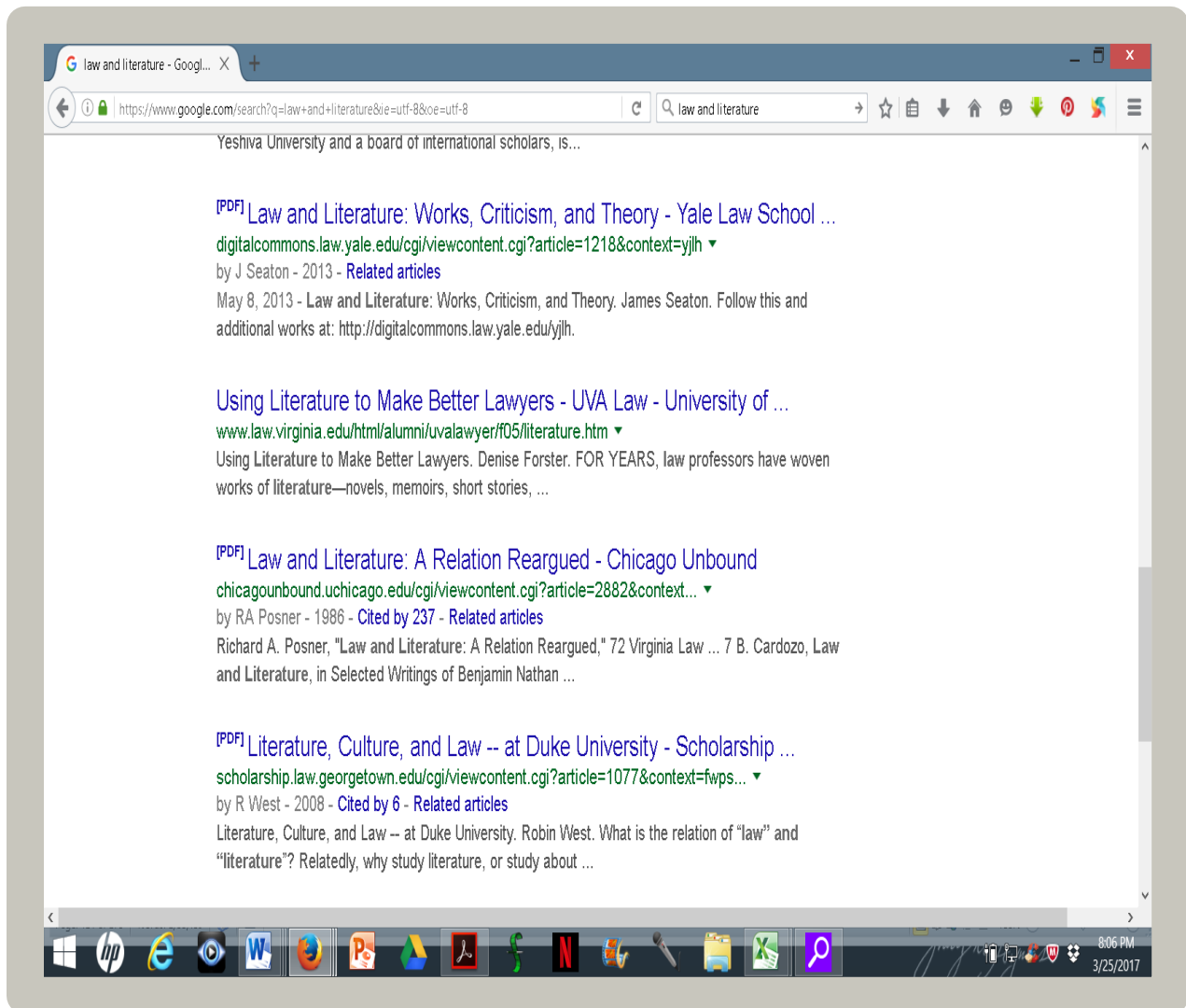
Interview Question 10: Is there anything else you would like to add?

APPENDIX F

Master List

Google Search: law and literature

Using Literature to Make Better Lawyers

FALL 2005   UVA LAWYER

Dean's Message   Opinion   Class Notes   In Memoriam   In Print   Faculty Briefs   Home

Using Literature to Make Better Lawyers

Denise Forster

FOR YEARS, *law professors have woven works of literature—novels, memoirs, short stories, essays—into classes and seminars to tell the stories of law. Using these works, professors and students dissect scenarios not otherwise encountered in traditional legal curricula. A survey of some of the Law School's recent courses follows.*

Oscar Wilde

Literature as Gateway

Anne Coughlin says it over and over—there are certain legal spaces