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Pepperdine University
Graduate School of Education and Psychology

EXAMINING THE LEADERSHIP CHARACTERISTICS OF HARRY POTTER AND
KATNISS EVERDEEN THROUGH THE LENS OF TRANSFORMATIONAL LEADERSHIP
THEORY: A CRITICAL DISCOURSE ANALYSIS OF *HARRY POTTER AND THE GOBLET
OF FIRE* AND *MOCKINGJAY: THE FINAL BOOK OF THE HUNGER GAMES*

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

William Underhill

October, 2018

Andrew Harvey, Ed.D, Dissertation Chairperson

This dissertation, written by

William Underhill

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

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DEDICATION

For my family: from my Grandfather who had to quit school in the third grade to my parents who had little education but wanted it for me. To my wife of 35 years, Nadine, who supports almost every crazy idea and to Ryan, Daryn and Ethan, my three sons, who all served our country in uniform, and who now know anything is possible at any age.

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I must acknowledge and thank my Chair, Dr. Andrew Harvey, and my committee, Judge Tobin and Dr. McManus, who would not let me quit. Lastly, I thank and fully acknowledge the guidance of Dr. Debra Fisher, a qualitative expert and editor of the first order. To the degree there is any credit—it is theirs; as to the blame, it is wholly mine.

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ABSTRACT

Good leadership is arguably important to the success of any organization, nation, or people. Research over the last 50 years indicates that transformational leaders are desirable and that such leaders can be developed. This research assessed whether and to what extent the protagonists in *Harry Potter and The Goblet of Fire* and *Mockingjay: The Final Book of the Hunger Games*, Harry Potter and Katniss Everdeen, respectively, demonstrate the four characteristics of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Chapter 1: Introduction to the Study

“No great manager or leader ever fell from heaven. It is a learned skill, not inherited.”

Tom Northup (2012)

This introductory chapter is divided into several major sections. First, an introduction and background to the study are presented, which includes a discussion of transformational leadership as the study’s theoretical framework. The problem is located in the literature and stated. Next, the purpose of the study is concisely stated. Following the purpose statement, the overarching research question and subquestions guiding the study are presented. In the next section, the significance of the study is discussed, followed by a section defining key terms. Key assumptions, limitations, and delimitations are stated. Lastly, the overall organization of the dissertation study is described in the chapter summary.

Introduction and Background

Are leaders born and not made? Can leadership be taught? Why should it be taught? Can it be taught to youth? If so, how should it be taught and what leadership concepts of the last 50 years should be taught? Are concepts grounded in the models of situational leadership, skills-based leadership, or transformational leadership appropriate? In a speech that was tragically undelivered on November 22, 1963 in the city of Dallas, Texas, President John F. Kennedy included the phrase, “Leadership and learning are indispensable to each other” (p. 17). Had the President survived, he likely would have seen the advent of sophisticated social research and resultant leadership training that shows not only are “leadership and learning indispensable to each other” but also that leadership itself is teachable (Northouse, 2004). Leadership and management consultant Tom Northup (2012) maintained that leadership is a learned and developed skill, and renowned leadership expert Bernard Bass (1990b) concluded that a

particular model of leadership, transformational leadership, “can be learned, and it can—and should—be the subject of management training and development. Research has shown that leaders at all levels can be trained” (p. 27). Moreover, basing his argument on Kohlberg’s (1970) theoretical model of the stages of moral development, Nelson (2010) argued that leadership can and should be taught to youth as early as the preteens (eight to 12 years).

Even if transformational leadership is teachable as Northouse (2004) and Bass (1990b) argued, one must still inquire as to why leadership is important. History offers one some stark evidence about the importance of leadership in shaping societies. For example, the respective societies of Winston Churchill and Adolf Hitler—for the better and the worst—were greatly impacted (as was the world) by their leadership. Empirical research over the last half century demonstrates that, despite the very real impact of environmental constraints, leaders affect organizational results and give meaning to work (Nohria & Khurana, 2010). “The world is crying out for better leadership,” explained Nohria and Khurana, and “improving the research, practice and teaching of leadership allows us to develop better leaders and a better world” (p. 24). Therefore, it makes imminent sense to research possible leadership training tools for developing today’s youth so that they might become tomorrow’s quality leaders. Kohlberg’s (1970) theory of moral development is helpful for considering the age at which leadership might be effectively taught to youth.

According to Kohlberg’s stages of moral development, moral reasoning develops over time according to three levels (pre-conventional, conventional, and post-conventional) and six stages (Kohlberg & Hersh, 1977). Kohlberg based his work on Piaget’s (1932/1965) four stages of cognitive development: sensorimotor (birth to two years), preoperational (two to seven years), concrete operations (seven to 11 years), and formal operations (starts at 11 or 12 years). It is at

Kohlberg’s second conventional level that leadership can be taught. Kohlberg and Hersh described this second level:

At this level, maintaining the expectations of the individual’s family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of *conformity* to personal expectations and social order, but of loyalty to it, of actively *maintaining*, supporting, and justifying the order, and of identifying with the persons or group involved in it. (p. 55, emphasis in original)

Kohlberg’s (1970, 1981) conventional level corresponds with Piaget’s (1932/1965) third stage of cognitive development: concrete operations. Piaget defined concrete operations as the stage when children can begin reasoning logically in situations that are concrete and specific, which typically occurs in the age range from seven to 11 years. Kohlberg’s age range for the conventional level begins at the age of nine years and extends through age 20. Table 1 shows the three levels and related six stages of Kohlberg’s stages of moral development theory.

Table 1

Kohlberg’s Stages of Moral Development

| Level | Stage | Approximate Age Range |
|-------------------|--|---------------------------|
| Pre-conventional | 1. Punishment-and-obedience orientation | Birth to nine years |
| | 2. Instrumental-relativist orientation | |
| Conventional | 3. Interpersonal concordance or “good boy-nice girl” orientation | Nine to 20 years |
| | 4. Law and order orientation | |
| Post-Conventional | 5. Social-contract, legalistic orientation | 20 years+ (perhaps never) |
| | 6. Universal-ethical-principle orientation | |

When considering how to proceed with youth leadership development, issues of curriculum and instruction are of critical importance. Ralph Tyler's (1949) respected classic of curriculum and instruction states the educational efforts "should be appropriate to the student's present attainments, his predispositions, and the like" (p. 67). In other words, the old adage that the teacher must begin where the student is applies. Like Tyler, Knowles stressed the appropriateness of curriculum and instruction at the adolescent and adult stages of learning (Knowles, Elwood, & Richard, 2011). Knowles explained that individuals move from a state of dependence, reflected in their learning style, to a "capacity to be self-directing, to use their own experience [that] increases steadily from infancy to preadolescence, and then increases rapidly during adolescence" (Knowles et al., 2011, p. 60). From the perspective of instructional design, Gagne maintained the importance of leaning on the learner's prior experience when developing instructional materials by way of asking learners "to recall prior learning" and using "case studies, examples and figures" (Sink, 2008, p. 204).

An effective approach to teaching leadership concepts is the use of popular culture artifacts (PCAs; Callahan, Whitener, & Sandlin, 2007). Artifacts from popular culture include film, television, and popular fiction and nonfiction books, all of which are essentially stories (Callahan et al., 2007). Stories are effective vehicles for teaching and learning about abstract concepts or phenomena because they convey metaphors that help draw conclusions from everyday life and apply them to the instruction at hand (Callahan et al., 2007). A more thorough discussion of PCAs and their application to leadership development is included in chapter two. For the purposes of this introduction to the study, the PCAs that will be utilized in this study to investigate youth leadership development through the lens of transformational leadership theory

(Avolio & Bass, 2004) are Rowling's (2000) *Harry Potter and The Goblet of Fire* and Collins's (2010) *Mockingjay: The Final Book of The Hunger Games*.

The Harry Potter and Hunger Games books are well established as popular culture artifacts among adolescents. *Harry Potter and The Goblet of Fire* (Rowling, 2000), the fourth in the Harry Potter series, was published simultaneously in Britain, the U.S., Canada, and Australia, with a first print run of 3.8 million in the U.S. alone. This record-breaking book set a new benchmark for the number of books sold on the first weekend of publication (Scholastic, 2015). The seven-book Harry Potter series has sold over 400 million copies worldwide, having been distributed in more than 200 territories and translated into 68 languages (Scholastic, 2015). An interesting bit of trivia is that if all the Harry Potter books sold were laid end to end, they would circle the earth three to four times (Barrie, 2011). The three *Hunger Games* novels, of which *Mockingjay* is the third book in the trilogy, have also been wildly successful among adolescents. Although it has not sold near the total number of books as the Harry Potter series, the Hunger Games has spent more than 260 consecutive weeks (more than five years) on The *New York Times* bestseller list since its first publication in 2008 (Scholastic, 2014a). Scholastic (2014a), the worldwide children's publishing, education and media company that publishes the Hunger Games, disclosed that it had sold more than 65 million copies in the U.S. (more than 28 million copies of *The Hunger Games*, more than 19 million copies of *Catching Fire*, and more than 18 million copies of *Mockingjay*). During the first week of publication, *Mockingjay* topped all national bestseller lists with sales of more than 450,000 copies (Scholastic, 2014a).

In addition to being familiar with the protagonists Harry Potter and Katniss Everdeen through the Harry Potter and Hunger Games books, two of which are analyzed for this present study, adolescents are familiar with them through film. The Hunger Games three-part series has

been released in film, with *Mockingjay Part 2* the last to be released in 2015. As of January 12, 2015, *The Hunger Games: Catching Fire* was ranked as the 6th highest grossing domestic PG-13 movie; *The Hunger Games* was ranked as the ninth highest grossing domestic PG-13 movie; and *The Hunger Games: Mockingjay Part 1* was ranked 22nd of the highest grossing domestic PG-13 movies (Box Office Mojo, 2015b). Of the eight Harry Potter movies, four were ranked as highest grossing domestic PG-13 movies, *Harry Potter and The Deathly Hallows Part 2* (ranked 13), *Harry Potter and the Deathly Hallows Part 1* (ranked 35), *Harry Potter and the Order of the Phoenix* (ranked 39), and *Harry Potter and the Goblet of Fire* (ranked 41; Box Office Mojo, 2015b). The remaining four Harry Potter movies ranked among the highest grossing domestic PG movies: *Harry Potter and the Sorcerer's stone* (ranked nine), *Harry Potter and the Half-Blood Prince* (ranked 12), *Harry Potter and the Chamber of Secrets* (ranked 18), and *Harry Potter and the Prisoner of Azkaban* (ranked 25; Box Office Mojo, 2015a). The national rankings of the Harry Potter and Hunger Games books and movies are evidence of their influence as popular culture artifacts.

Chapter two of this proposal provides an expansive review of the literature relative to leadership theories. However, it is helpful in this introductory chapter to provide a definition of *leadership*, which “involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization”(Yukl, 2002, p. 2), and to describe those who are being led as willing followers (Harvey & Foster, 2007). Additionally it should be noted that the majority of theoretical models and research related to leadership deals with adult leadership theory. For example in the 1,100 pages of *Bass and Stogdill's Handbook of Leadership* (1990), children and childhood have only two mentions in the subject index. Furthermore, when children are referred to in Chapter 35 on

the “Development, Education, and Training for Leadership and Management,” they are mentioned not so much as students of leadership but rather are discussed in accordance with the importance of birth order, single parenting, size of family, and treatment by parents as factors in the haphazard development of future leaders. The few studies referenced in the Bass tome concerned with the education of adolescent leaders were dated primarily from 1919, 1925 and 1933 and only one of those dealt with teaching leadership explicitly (Bass, 1990a).

Historically speaking, research on teaching youth leadership constructs has been dismal. A Scholar’s Portal keyword search for “leadership” in 2009 revealed that of the almost 96,000 peer reviewed articles only 55 or .0001% were related to “youth leadership”(Sacks, 2009). However, the body of literature has expanded significantly since 2009. As of July 2014, a search of the Pepperdine and WorldCat.org data bases showed that of the 153,181 hits for peer-reviewed leadership development articles, approximately 12,000 or 7.8% had at least a tangential relationship to youth leadership development. Because of a deficit in the literature specific to youth leadership development theory (Conner & Strobel, 2007), it makes sense to examine the applicability of adult leadership theory to adolescents (MacNeil, 2006). The question has to do with which adult leadership theory is best to apply to youth leadership development instruction.

For nearly one-hundred years, historians and leadership scholars have wrestled with the very definition of “leadership” and leader. As the chapter two literature review will demonstrate, academics and others have attempted to understand the backgrounds, key attributes, functions and roles that delineate those who are deemed effective leaders (Rost, 1991). Suffice it to say in this introduction that the great-man postulations of the early 20th century that attempted to list the many attributes of admired leaders included the inherent assumption that such persons (the overwhelming majority were males) were born with these attributes and thus the phrase *natural*

born leader. However, once leaders' attributes and skills numbered over 100 on scholarly lists, such as was documented in Warren Blank's (2001) book *The 108 Skills of Natural Born Leaders*, theory swallows itself like the lizard who eats its own tail and ceases to be either useful, meaningful, or predictive (Northouse, 2004).

Leadership research moved away from the traits focus of great men theories to an exploration of style that focuses more on the actual behavior of leaders rather than traits alone. However, as this research approach began to fall out of favor because of the inability to identify an effective universal style of leadership, two other leadership models surfaced in the late 1960s and early 1970s—situational leadership and the skills-based approaches (Northouse, 2004; Yukl, 2002). Unfortunately, much of the empirical research did not verify the effectiveness of the situational approach (Thompson & Vecchio, 2009). Moreover, much of the skills-based leadership research focused on the military, and the portability of the theory to less scalar chain environments has been questioned (Northouse, 2004).

In 1978, a new theory of leadership emerged that includes both the leaders and subordinates; this approach maintains that leadership is not transactional or simply an exchange between leaders and followers but rather transformational in nature. The four components, or characteristics, of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) are measured using the Multifactor Leadership Questionnaire (MLQ), and the validity and reliability of the MLQ has been well established (Avolio & Bass, 2004). Transformational leadership theory, as defined and measured by the MLQ, is the theoretical lens through which selected chapters and sections of *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book in The Hunger Games Trilogy* (Collins, 2010) were analyzed. Using the research methods of critical

discourse analysis, selected chapters and sections of these texts were examined to determine whether and to what extent the protagonists exhibit the four characteristics of transformational leaders.

Statement of the Problem

There is a leadership crisis in today's world (Shahid, 2014). Moreover, the Harvard Kennedy School's eighth annual study of confidence in leadership found that 69% of Americans believe the United States has a leadership crisis (Rosenthal, 2012). This crisis necessitates the development of more and better leaders for the future (Rosenthal, 2012). Nelson (2010) argued that in order to have enough effective and ethical leaders, serious leadership development must begin in the preteens when youth are "still moldable in character and yet developed enough mentally and emotionally to learn essential skills" (p. 24).

Youth leadership development is a new and growing area of research (Houghton & DiLiello, 2010; Redmond, 2012), but the paucity of youth leadership theory is well documented (Conner & Strobel, 2007; Klau, 2006; MacNeil, 2006; Sacks, 2009). Moreover, contradictions abound in the literature concerning the application of adult leadership theories to youth leadership development (Kress, 2006; MacNeil, 2006). A problematic outcome of this gap and contradictions in the literature is that education practitioners' beliefs tend to inform youth leadership programs rather than research and theory (Klau, 2006). Youth leadership, explained Conner and Strobel (2007) "remains in the margins of educational theory and research" (p. 276). An indication of the significant impact of the problem of practice outpacing research and theory is youth participation in leadership programs; it is estimated that more than a half-million U.S. high school students annually participate in some form of leadership programming (Conner & Strobel, 2007). One means of addressing this deficit in research and theory is to examine adult

leadership theories that the literature suggests may be applicable to youth leadership development. Specifically, transformational leadership theory (Avolio & Bass, 2004) has been linked to the development of youth leaders (Jolly & Kettler, 2004; Manning, 2004, 2006; Smyth & Ross, 1999; Zacharatos, Barling, & Kelloway, 2000). This study was designed to add to the youth leadership development body of knowledge by analyzing two of the most widely read youth fiction books from the last 50 years—*Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of the Hunger Games* (Collins, 2010)—for evidence of aspects of transformational learning theory (Avolio & Bass, 2004). Given the effectiveness of the creative arts (Hathaway, 2013; Rosser, 2007) and popular culture artifacts (Callahan et al., 2007) as tools for teaching leadership concepts, this study can contribute to future efforts to develop instructional leadership curricula for youth utilizing these texts and accompanying films. Specifically, the problem is the gap in the leadership body of knowledge relevant to youth leadership theory (Conner & Strobel, 2007; Klau, 2006; MacNeil, 2006; Sacks, 2009) and contradictions in the literature concerning the application of adult leadership theories to youth leadership development (Kress, 2006; MacNeil, 2006). A problematic outcome is that education practitioners' beliefs and anecdotal experiences tend to inform youth leadership programs rather than research and theory (Klau, 2006).

Statement of the Purpose

This critical discourse analysis study examined the popular culture artifacts of two books of fiction: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). The purpose of the study was to determine whether and to what extent the respective protagonists, Harry Potter and Katniss Everdeen, exhibit the four characteristics of transformational leaders: idealized influence (idealized attributes and

idealize behaviors), inspirational motivation, intellectual stimulation, and individualized consideration.

Research Questions

The overarching research question guiding this study was “How and to what extent, if any, do the protagonists Harry Potter (*Harry Potter and The Goblet of Fire*; Rowling, 2000) and Katniss Everdeen (*Mockingjay: The Final Book of The Hunger Games*; Collins, 2010) exhibit the four characteristics of transformational leaders?” Eight subquestions provided further focus for this study:

1. How and to what extent, if any, does Harry Potter exhibit evidence of idealized influence (idealized attributes and idealized behaviors)?
2. How and to what extent, if any, does Katniss Everdeen exhibit evidence of idealized influence (idealized attributes and idealized behaviors)?
3. How and to what extent, if any, does Harry Potter exhibit evidence of inspirational motivation?
4. How and to what extent, if any, does Katniss Everdeen exhibit evidence of inspirational motivation?
5. How and to what extent, if any, does Harry Potter exhibit evidence of intellectual stimulation?
6. How and to what extent, if any, does Katniss Everdeen exhibit evidence of intellectual stimulation?
7. How and to what extent, if any, does Harry Potter exhibit evidence of individual consideration?

8. How and to what extent, if any, does Katniss Everdeen exhibit evidence of individual consideration?

Nature of the Study

This study is qualitative in nature, utilizing a critical discourse analysis research design that integrated descriptive content analysis to analyze *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). First, descriptive content analysis was conducted as a means of examining aspects of the selected youth popular literature texts in terms of the five aspects of transformational leadership: idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration (Avolio & Bass, 2004). This initial textual analysis entailed coding for the five transformational leadership aspects and was conducted prior to the critical discourse analysis. Second, critical discourse analysis methods were used to analyze the two selected works of popular fiction in terms of three dimensions of meaning-making: describing, interpreting, and explaining (Fairclough, 1992; Young, 2001). This second phase of analysis examined the text, participant (or character) interactions, and social contexts as well as the relationships between the three (Mayes-Elma, 2003). This two-phased research design is described in greater detail in chapter three.

Significance of the Study

Global and national studies indicate trends in leadership deficiencies and citizens' confidence in their leaders (Rosenthal, 2012; Shahid, 2014; World Economic Forum, 2014). Using the Delphi method, the World Economic Forum administered its Survey on the Global Agenda 2014 to highlight future opportunities and problems. A total of 1,767 individuals representing business (43%), academia (22%), civil society (19%), government (9%), and

international organizations (7%) participated in the study. Participants included persons from North America (23%), Europe (23%), Asia (23%), Latin America (14%), the Middle East and North Africa (10%), and Sub-Saharan Africa (7%). Of the total 1,767 participants, 86% reported their perception of a global leadership crisis (Shahid, 2014). Among the respondents from North America, 92% either agreed or strongly agreed that there is a leadership crisis in the world. When asked about their confidence in leaders of different sectors, 58% of respondents reported not having confidence in government leaders and 56% reported not having confidence in religious leaders (Shahid, 2014). The Harvard Kennedy School's eighth annual study of confidence in leadership for 2012 found that 69% of Americans believe we have a leadership crisis. Seventy percent of respondents believe that without better leaders, the United States will decline as a nation, and only 30% believe that overall the country's leaders are effective (Rosenthal, 2012). These reported trends of weak global and national leadership are significant to this present study. Findings from this study add to the youth leadership development literature, which may contribute to the education and preparation of tomorrow's leaders.

Key Definitions

Idealized influence. Idealized influence is a key aspect of transformational leadership. Leaders exhibiting idealized attributes (IA) and idealized behaviors (IB) are strong role models for others while engendering feelings of admiration, trust and respect (Bass & Riggio, 2006).

Inspirational motivation. Inspirational motivation (IM) is a key aspect of transformational leadership. Leaders exhibiting IM behave in ways that motivate and inspire, while often stating "a compelling vision of the future" (Bass & Riggio, 2006, p. 6).

Intellectual stimulation. Intellectual stimulation (IS) is a key aspect of transformational leadership. Leaders exhibiting this characteristic question assumptions and reframe issues to get other people “to look at problems from many different angles” (Bass & Riggio, 2006, p. 7).

Individualized consideration. Individual consideration (IC) is a key aspect of transformational leadership. Leaders exhibiting IC act as mentors or coaches to followers. These leaders treat others as unique individuals, understanding and sharing others’ concerns, and they believe communication is a two-way street (Bass & Riggio, 2006).

Multifactor Leadership Questionnaire (MLQ). The MLQ was developed over the last 25 years to measure the constructs of transformational leadership, transactional leadership, and passive/avoidant leadership. The current MLQ 5X-Short includes 45 items (Avolio & Bass, 2004).

Popular culture artifact. Popular culture artifacts (PCAs) include television shows, radio shows, music, film or movies, literature (fiction and/or nonfiction), and food and fashion that are “widely favored or well liked by many people” (Storey, 1998, p. 7).

Transformational leadership. Transformational leadership refers to leader influences that engage followers in such a way “that leaders and followers raise one another to a higher level of motivation and morality” (Burns, 1978, p. 20). Transformational leaders exhibit four characteristics: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Riggio, 2006).

Youth leadership. For this study, youth leadership is defined in accordance with the target age/grade range for the two texts that will be analyzed—*Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010)—youth from nine to 18 years in grades four through 12 (Scholastic, 2014b, 2014c). Additionally,

Kohlberg's (1970) moral development model is used to further define youth for this study, specifically the conventional level, which is comprised of those nine to 20 years of age.

Key Assumptions

In research, it is important to identify assumptions, which are premises that are “taken for granted without confirmatory evidence” (Leedy & Ormrod, 2016, p. 367). By stating the assumptions made, the researcher enables the reader to better evaluate conclusions (Leedy & Ormrod, 2016). Five key assumptions underlie this study.

1. First, it was assumed that transformational leaders improve organizational effectiveness and results while making work more meaningful for followers or subordinates.
2. The second assumption was that those leaders exhibiting, to some degree, the combined aspects/characteristics idealized influence (IA and IB), inspirational motivation (IM), intellectual stimulation (IS) and individualized consideration (IC) are transformational leaders.
3. Third, it was assumed that transformational leadership can be taught.
4. The fourth assumption is that a qualitative critical discourse analysis of selected chapters and scenes of *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010) can reveal whether and to what extent the protagonists Harry Potter and/or Katniss Everdeen exhibit the four characteristics of transformational leaders.
5. Lastly, it was assumed that popular culture artifacts can be effective educational tools for transformational leadership.

Limitations

A limitation of qualitative research often cited is the subjectivity of the approach (Stake, 2010). However, Stake (2010) explained that subjectivity should not be perceived as a failing in research, “something to be eliminated, but as an essential element of understanding human activity” (p. 29). In the case of this critical discourse analysis study, researcher subjectivity exists in at least two areas—sample selection and data analysis. First, the researcher, after prolonged review of texts from the Harry Potter and Hunger Games series for evidence of transformational leadership among the protagonists, selected for analysis specific sections of *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). The second area of researcher subjectivity is in data analysis. The researcher conducted analytical coding of the select narrative excerpts for evidence of characteristics of transformational leadership. This analysis, however, was guided by Avolio and Bass’s (2004) specific definitions and descriptions of the characteristics of idealized influence (attributes and behaviors, inspirational motivation, intellectual stimulation, and idealized consideration).

Delimitations

Clearly setting forth delimitations is important for communicating how far this research extends and where limits were imposed. As such, three delimitations apply to this study. The first delimitation deals with the Harry Potter and Hunger Games texts that were analyzed. The Harry Potter series is comprised of seven books, and The Hunger Games series includes three separate novels. This study’s analysis was delimited to two specific texts: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). Analysis was further delimited to specific chapters within the two texts. For *Harry*

Potter and The Goblet of Fire (Rowling, 2000), analysis is delimited to chapters 6, 8, 9, 20, 24, 26, 31, 34, 36, and 37. For *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010), analysis was delimited to chapters 7, 15, and 17-27. Further delimitation of these chapters to identify specific scenes that were analyzed is described in the data collection section of chapter 3. The second delimitation concerns the analytic lens of transformational leadership theory. Only the four aspects/characteristics of transformational leadership identified in the MLQ 5X-Short (Avolio & Bass, 2004) were applied to this study: idealized influence (idealized attributes [IA] and idealized behaviors [IB]), inspirational motivation, intellectual stimulation, and individual consideration. Third, the analysis of the MLQ transformational leadership aspects/characteristics were delimited to the protagonists from each selected novel: Harry Potter and Katniss Everdeen.

Summary and Organization of the Study

This chapter began with an introduction to and background on the research topic of leadership, particularly transformational leadership theory, and youth. Scholars maintain that transformational leadership can be taught (Bass, 1990b; Northouse, 2004). Moreover, Kohlberg's (1970) theory of moral development indicates that leadership can be taught to youth beginning at nine years of age. Popular culture artifacts (PCAs), including film, television, and popular fiction and nonfiction books, are effective for teaching abstract concepts and phenomenon, such as leadership to youth (Callahan et al., 2007). Following an overview of leadership theory, in general, and a brief introduction of transformational leadership, the problem being investigated through this study was presented.

This study addressed the problem of the paucity of theory in the youth leadership development literature (Conner & Strobel, 2007; Klau, 2006; MacNeil, 2006; Sacks, 2009).

Youth leadership, explained Conner and Strobel (2007) “remains in the margins of educational theory and research” (p. 276). One means of addressing this deficit in research and theory was to examine adult leadership theories that the literature suggests may be applicable to youth leadership development. Specifically, this study examined transformational leadership theory (Avolio & Bass, 2004), which has been linked to the development of youth leaders (Jolly & Kettler, 2004; Manning, 2004, 2006; Smyth & Ross, 1999; Zacharatos et al., 2000). The purpose of this study was to examine the popular culture artifacts of two books of fiction—*Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010)—to determine whether and to what extent the respective protagonists, Harry Potter and Katniss Everdeen, exhibit the four characteristics of transformational leaders: idealized influence (idealized attributes and idealized behaviors), inspirational motivation, intellectual stimulation, and individualized consideration.

In addition to providing background on the research topic and stating the problem being investigated and the purpose of the study, this introductory chapter included the guiding research questions and provided a discussion of the significance of the study. Key terms relevant to the study were defined, and key assumptions, limitations, and delimitations were stated. In keeping with a five-chapter structure, this dissertation proposal includes a review of the literature in Chapter 2 and a detailed description of the qualitative methodology and research design (critical discourse analysis) in Chapter 3. The study’s descriptive content analysis findings are reported in Chapter 4, and interpretive and explanatory findings are reported in Chapter 5 along with recommendations.

Chapter 2: Review of the Literature

This review of the literature first provides historical background helpful for situating this study in the youth leadership field. Second, youth popular literature is examined, followed by a discussion of the Harry Potter phenomenon and the Hunger Games phenomenon. Next, the two protagonists Harry Potter and Katniss Everdeen are discussed as archetypal hero/heroine. Lastly, literature relevant to the study's theoretical framework, transformational leadership, is presented, followed by a chapter summary.

Historical Background

To provide necessary context for the study, this section provides helpful historical background. First, youth leadership is defined for this study. Second, an overview of the two streams of youth leadership is provided: academic giftedness and youth development. Third, the literature relevant to developing future leaders, referred to in the literature interchangeably as *youth* and *adolescents* is reviewed. The future leadership literature prior to the 21st century is first explored, followed by an examination of 21st-century youth leadership models.

Defining youth leadership. Scholars agree that consensus regarding a definition of youth leadership is lacking in the literature (Conner & Strobel, 2007; Klau, 2006; Košutić, 2010; Redmond, 2012). Beginning with the term *youth*, a wide array of defining characteristics is found in the literature. For example, Keniston (1971) noted that strict age limits are not adequate for defining youth in that, historically, some social science scholars identify the age range broadly between 18 years and 30 years, while Košutić's (2010) contemporary review of youth leadership program descriptions and published reports found numerous age ranges attributed to youth: 12-17, 12-18, 14-18, 9-19, 5-24, and 14-30. Other social scientists use psychological stage development when defining youth, drawing from Kohlberg's (1970) six stages of moral

development (Kohlberg & Hersh, 1977), organized according to the three levels of pre-conventional (birth to nine years), conventional (nine to 20 years), and post-conventional (20 years+). Youth is also defined in the leadership literature as a social category whereby “youth are people who have limited opportunities to lead, engage in leadership, and occupy positions of influence within the broader social context” (Košutić, 2010, p. 23). For the purpose of this study that examines youth leadership among readers of *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010), Scholastic’s (2014b, 2014c) target age/grade range for these books was used: youth from nine to 18 years in grades four through 12. Moreover, Kohlberg’s (1970) moral development model is used to further define youth for this study, specifically the conventional level, which is comprised of those nine to 20 years of age.

Since this study was designed to examine attributes of transformational leadership among the two protagonists Harry Potter and Katniss Everdeen, the definition of transformational leadership was used in the context of youth leadership. Burns (1978) defined transformational leadership in terms of leaders engaging followers in such a manner “that leaders and followers raise one another to a higher level of motivation and morality” (p. 20). According to Bass and Riggio (2006), transformational leaders exhibit four characteristics: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Van Linden and Fertman (1998) explained that the core concepts of adult leadership theories apply to youth and that leadership can be learned by both adults and youth. Moreover, they argued that youth leadership development models should include a balance of both transactional and transformational leadership, explaining that most youth programs place too much emphasis on transactional leadership skills, which justifies the need for this study that examined aspects of

transformational leadership in youth popular literature. For the purpose of this study, Van Linden and Fertman's (1998) view of youth leadership as encompassing cognitive, emotional, and behavioral aspects of leadership was applied in that leaders are individuals who "think for themselves, communicate their thoughts and feelings to others, and help others understand and act on their own beliefs" (p. 17).

Two streams of youth leadership literature. Reviewing the youth leadership English-language literature, Košutić (2010) found two distinct streams: leadership in the context of academic giftedness and leadership as it relates to youth development. Both streams are based on two premises. The first premise is that leadership exists among some, if not all, youth; and the second premise is that it can be developed with the support of adults (Košutić, 2010).

Academic giftedness leadership literature. In the United States, the academic giftedness literature emerged in the 20th century from the new field of educational psychology (Jolly & Kettler, 2008). Seminal researchers Lewis Terman and Leta Stetter Hollingworth were among the early pioneers in the gifted education field who affirmed the power of science to both "improve and influence" education (Jolly & Kettler, 2008, p. 428). During this era, progressive educators advocated for "appropriate educational opportunities for gifted children" (p. 428). However, U.S. priorities shifted during the Great Depression and World War II, and gifted education was not an emphasis again until the Soviet Union's launch of Sputnik in 1957 (Jolly & Kettler, 2008). Dai, Swanson, and Cheng (2011) explained that the giftedness and giftedness education research field has rapidly expanded in the last few decades and characterized it as a "loosely organized consortium of people with distinctive theoretical and practical interests" (p. 127) rather than a structured academic discipline.

Consistent with the general youth leadership literature, the gifted education literature lacks consensus on the concept of leadership (Matthews, 2004). However, then U.S. Commissioner of Education, Sidney Marland, reporting on the state of education of gifted and talented students in 1971, included “leadership ability” as one of six criteria included in the definition of gifted and talented children (Marland, 1971, p. 21). Košutić (2010) explained that Marland’s definition “continues to inform conceptualizations of leadership in gifted education” (p. 69). The gifted education literature, according to Košutić, is characterized in terms two overarching contexts: (a) academic giftedness that includes gifted leadership and (b) “academic giftedness as an indicator of leadership” (p. 72). In the gifted education literature, leadership is generally equated with leaders who “are generally presumed to be gifted learners” (p. 82).

Youth development leadership literature. The youth development literature is characterized according to three different approaches: (a) deficit-based orientation, (b) strength-based orientation, and (c) youth organizing/youth voice (Košutić, 2010). Klau (2006) described the traditional deficit-based approach as focusing on “exploring risk factors contributing to psychopathology” and the shift toward a strength-based approach to generating “findings regarding protective factors that promote resiliency” (pp. 57-58). Although the strength-based orientation has gained appeal among scholars, it has not replaced the deficit-based orientation. Moreover, Košutić (2010) explained that the two approaches coexist and have become interconnected in the literature with a “bifocal emphasis on prosocial and risk/problem behaviors” (p. 87). The newest approach in the youth development literature is described interchangeably as youth organizing and youth voice. In this approach, youth are positioned as “active agents in their own development and the development of their communities” (Košutić, 2010, p. 87) by way of political education, community mapping, public protest, letter-writing

campaigns, and public awareness movements (Gambone, Yu, Lewis-Charp, Sipe, & Laco, 2004). The youth development literature is focused on the development of leadership skills and behaviors through a wide array of organizations and programs, including the Future Farmers of America, 4-H, Boy/Girl Scouts, Boys and Girls Clubs of America, church camps, leadership retreats, service learning projects, afterschool programs, and organizing campaigns (Košutić, 2010). Some of these organizations will be further discussed in the following section on the development of future leaders.

Developing future leaders. The literature on the development of future leaders was reviewed and is chronicled according to two periods of time. The first period includes decades prior to the 21st century. The second period represents leadership approaches and models of the 21st century.

Prior to the 21st century. Principles of leadership can be found in myths and the great classics of literature that tell the story of humanity's sociobiological evolution (Campbell, 2013), for example:

The 5,000-year-old Sumerian tale of Gilgamesh is about how you treat people, how you have to step back, how you have to have a shared goal and how loss is sometimes at the heart of learning. William Shakespeare embraced the root of what it means to be human. Hamlet forewarned us about hidden agendas, deception and betrayal, but also about the potential for greatness inside everyone. Emily Dickinson, who didn't interact with a lot of people, was able to tap into a wellspring of truth inside her. To understand leadership, people need to understand themselves and the people they are leading. (pp. 50-51)

Moreover, Campbell (2013) traced principles of leadership to thousand-years-old historical periods and people who were involved in military campaigns and political and religious

upheavals that succeeded and failed. Extensive research of Alexander the Great, Napoleon, Patton, Wellington, Washington, Lincoln, the Caesars, Gandhi, Joan of Arc, Thatcher, Churchill, Cleopatra, Queen Victoria, Stalin, Hitler, and Martin Luther King, Jr. led to what became known as “the great man theory developed from the study of historical men and women who had an impact on the world in a variety of ways” (Campbell, 2013, p. 49). Building upon the earlier great-man theory, trait-based leadership theory later influenced both the adult and youth leadership literature.

During the U.S. colonial period, leadership was not taught to youth in a formal sense per se. However, there were efforts in place in the public schools to develop the moral character of children (Sacks, 2009). For example, virtues, prayer, and Bible readings were incorporated into teachers’ lesson plans (Travers & Rebore, 2000). Additionally, *George Washington’s Rules of Civility*, which were published repeatedly during the 18th and 19th centuries and as recently as 2004, provided a strategy for the public decorum of aspiring leaders (Conway, 2004). Most notably, students were issued *McGuffey Readers*, which imparted “inspiring stories about honesty, hard work, thriftiness, patriotism, kindness and courage” (Sacks, 2009, p. 6). The *McGuffey Reader* did not directly teach leadership principles but rather traits that could empower students in future leadership roles. It wasn’t until the publication of the Maryland Report in 1971 that youth leadership was formally addressed directly in the U.S. public school system. Up to that point, youth leadership was informally addressed through extra-curricular activities such as student government, school newspapers, and on-campus clubs.

The influence of parents and the home environment on leadership has also been documented in the youth leadership literature (Karnes & D’Ilio, 1989; Zacharatos et al., 2000). In his seminal interdisciplinary work, Bass (1960) provided empirical evidence of family factors

that promote leadership potential in children. Zacharatos et al. reported on Bass's conclusions that "leadership potential is greatest among the youngest siblings of the family, for children in families of four or five children, and for those children whose parents provide stimulating environments, opportunities for decision making, encouragement, and acceptance" (p. 212). In his study of the familial antecedents of leadership in adolescents, Bronfenbrenner (1961) found that leadership characteristics were more likely among youth with highly educated fathers and parents who least demonstrated rejecting, punitive, and overprotective parenting behaviors. Moreover, Zacharatos et al. reported that Klonsky (1983) "found parental warmth, discipline, and achievement demands predicted leadership behaviors in a sample of high school students" (p. 212). Zacharatos et al.'s study of the development and effects of transformational leadership among adolescents was grounded in Bandura's (1977) social learning framework, which will be further discussed in this chapter's examination of theoretical frameworks. Youth leadership literature prior to the 21st century seemingly was rooted in social learning aspects of leadership, based on the belief that "leadership potential properly nurtured during childhood and adolescence would translate into significant contributions to society by those individuals later in life" (Sacks, 2009, p. 6). Organizations and groups such as the 4-H, Boy/Girl Scouts, Boys/Girls Clubs, churches, and civic groups aimed to develop the leadership potential of the nation's future leaders (Houghton & DiLiello, 2010; Košutić, 2010).

Because of its historical influence on youth, Boy Scouts of America is an organization that warrants a more in-depth discussion as an exemplar of effective youth leadership development programs across the 20th and 21st centuries. The Boy Scouts of America (BSA) programs have been associated with the positive youth development literature (Hilliard et al., 2014; Jang, Johnson, & Kim, 2012; Polson, Kim, Jang, Johnson, & Smith, 2013). Unlike the

previous problem-focused view of youth development that was based on the assumption that youth were vulnerable and represented problems in need of management (Leffert et al., 1998), the positive youth development view holds that youth are resources to be developed. “When adults support and enable youth to control and motivate themselves,” explained Jang et al., (2012), “youth are most likely to harness and internalize their potential for prosocial behavior” (p. 1). More specifically, researchers have found that participation in youth organizations like the BSA is associated with initiative, identity exploration and reflection, emotional learning, developing teamwork skills, and forming ties with community members (Hansen, Reed, & Dworkin, 2003), which contribute to character development and leadership development (Ferris, Hershberg, Su, Wang, & Lerner, 2015; Jang et al., 2012; Polson et al., 2013). The ultimate objective of the BSA is “to promote positive youth development that has a lasting impact on youth into young adulthood and throughout their life” (Jang et al., 2012, p. 1).

Hilliard et al. (2014) focused their research on the BSA’s beginning level program of Cub Scouts, which includes first-grade through fifth-grade youth. With guidance provided by adult volunteer mentors, the goal of the Cub Scouts program is for youth to gain “sufficient autonomy in goal-seeking abilities and in leadership skills to aid them in succeeding progressively through the upper Boy Scout ranks...and, outside of Scouting, to live lives of honor and contribution in their local and global communities” (Hilliard et al., 2014, p. 8). The ultimate goal of the BSA programs is to promote character development, moral virtues, performance character, and civic character (Hilliard et al., 2014), which are arguably critical aspects of youth leadership development. Findings from Hilliard et al.’s first phase of a mixed methods longitudinal study ($N = 1,083$) showed that local BSA leaders’ personal descriptions of character and character development were consistent with the BSA’s definitions, which is an important corroboration

since local pack leaders are responsible for delivering the BSA curriculum and activities. Additionally, Hilliard et al.'s comparative analysis indicated that most of the character attributes values of scouts and non-scouts were comparable. Both groups had comparably high levels of the assessed character attributes (obedience, reverence, cheerfulness, kindness, thriftiness, hopeful future expectation, trustworthiness, and helpfulness). This finding provided a valuable baseline for Wang, Ferris, Hershberg, and Lerner's (2015) longitudinal study of youth character among Cub Scouts and non-scout boys.

Wang et al. (2015) examined the developmental trajectories of character and other positive attributes among 1,298 scouts and 325 non-scout boys over five waves of testing across a two-and-half year period. The researchers used the Assessment of Character in Children and Early Adolescents (Wang et al., 2015) to measure, using a five-point Likert-type scale, the eight character attributes that are the focus of the BSA (obedience, religious reverence, cheerfulness, kindness, thriftiness, hopeful future expectations, trustworthiness, helpfulness). Also, scout and non-scout participants rated their perceptions of their intentional self-regulation skills and school performance, two additional positive attributes. Wang et al.'s (2015) longitudinal findings extended Hilliard et al.'s (2014) baseline data by further charting changes in character development among Cub Scouts. Across the two-and-half year study period, Cub Scouts self-ratings increased in six of the BSA's core character attributes: obedience, cheerfulness, kindness, hopeful future expectations, trustworthiness, and helpfulness. However, other than a decrease in their religious reverence, the non-scout boys' self-ratings did not show significant changes during the study period. Wang et al. concluded that study findings provide support for "a more favorable developmental pattern of character among Scouts than non-Scout boys" (p. 2369).

Murphy (2011) argued that both the Boy Scouts of America (BSA) and the Girl Scouts of America (GSA) are recognized for their effectiveness at developing leadership skills among elementary school children. In addition to character development, the BSA focuses on values-based leadership (Murphy, 2011). Like the BSA, the GSA is dedicated to character development among girls. Furthermore, the GSA aims to help girls develop real-world skills (Murphy, 2011).

21st-century approaches and models. Youth leadership approaches and models featured in the literature since the beginning of the 21st century include those that are specific to youth and those that are based on adult leadership theory (Conner & Strobel, 2007). There is disagreement, however, whether youth leadership should be conceptualized and investigated differently from adult leadership (Conner & Strobel, 2007; Sacks, 2009) or whether adult leadership theories can be applied to youth leadership (Redmond, 2012; Ricketts & Rudd, 2002; Van Linden & Fertman, 1998; Zacharatos et al., 2000). This review of the literature provides a discussion of a youth-specific model of leadership development (Sacks, 2009) and the application of transformational leadership theory to youth (Van Linden & Fertman, 1998; Zacharatos et al., 2000).

Using a grounded theory methodology, Sacks (2009) examined core elements of leadership development based on the perceptions of elementary school children and secondary school students. Focus groups lasting approximately 90 minutes were conducted with students from 11 schools from two large school districts located in the Toronto, Canada area. Six focus groups were comprised of elementary school students ($N = 42$), and five focus groups were comprised of secondary school students ($N = 30$). The focus group interviews were audio recorded and transcribed, and the qualitative data were analyzed using grounded theory coding techniques, specifically open coding, axial coding, and selective coding. Based on the data

categories identified during the grounded theory coding processes, a quantitative survey was developed to collect data from a larger sample of student leaders from across Canada ($N = 164$). The survey included 47 items organized according to five categories that emerged from the focus group interviews: (a) general understanding of leadership, (b) leadership identity, (c) leadership development, (d) mediating and moderating variables, and (e) outcomes of leadership experiences.

Sacks (2009) concluded that adult leadership models “do not easily map onto children and youth, largely because the two elements underlying all adult models—*influence and authority*—are absent from children’s own self-generated models” (p. 100). Moreover, her findings suggest that children’s perceptions of themselves in leadership differ from adults’ perceptions of youth leadership. Specifically, children equate talent with leadership (e.g., the gifted math student feels like a leader in math class but not necessarily in sports), and children believe anyone can be a leader. Most importantly, Sacks found that stories, rather than stages, were more appropriate for describing leadership development activities among children from six to 15 years of age. During focus group interviews, children told stories about themselves and their peers that revealed a continuum from the primary level (K-3) “helper” to the secondary level “ambassador.” Students’ conceptions about leaders and leadership were categorized according to four levels. The primary (kindergarten through third grade) “helper” stories depicted task-oriented leadership, while the junior (grades four through six) “deputy” stories reflected responsibility-oriented leadership. Role-oriented leadership was evident in the “agent” stories of intermediate-level students (grades seven through eight). Lastly, the stories of ninth- to 12-grade students were characterized as the “ambassador,” representing identity-oriented leadership. Sacks concluded that her findings evidenced the distinction between transactional

and transformation leadership development, agreeing with Van Linden and Fertman (1999) that youth leadership education and opportunities are “weighted heavily in favor of skill-building, with insufficient attention paid to self-identity development” (p. 125). However, the students interviewed in her study seemed most engaged with conversations focused on developing their leadership identities.

The seminal work of Van Linden and Fertman (1999) is well-known for the application of the adult theories of transactional and transformational leadership development to adolescents. Building upon this seminal work, Zacharatos et al. (2000) studied the development and effects of transformational leadership in adolescents. This research team hypothesized that parents’ modeling of transformational behaviors would influence their adolescent children’s adoption of similar behaviors. Referencing Bass’s (1997) claim of the universality in the transactional-transformational leadership paradigm across organizations and cultures, Zacharatos et al. suggested that behaviors associated with the transformational leadership framework extend beyond the organizational realm to encompass parent and teacher behaviors. Therefore, they aimed to describe parent-child interactions within a transformational framework.

Zacharatos et al. (2000) used quantitative survey data from adolescent students who were members of 11 Canadian high school sports teams as well as the students’ peers and their sports team coaches. Participants included 112 high school students (mean age = 15.2 years). The dataset collected for each student participant included a student questionnaire assessing perceptions about their parents’ child-rearing behaviors and self-perceptions of their own transformational leadership behaviors as well as peer and coach evaluations of the student participant. Results from the study extended previous leadership development research in three areas:

1. Findings showed that a social learning framework (Bandura, 1977) can be used to explain leadership development. “Specifically, adolescents perceive the extent to which their fathers use behaviors consistent with transformational leadership when interacting with them and, in turn, manifest these behaviors themselves when interacting with their peers” (Zacharatos et al., 2000, p. 222).
2. Transformational leadership behaviors are manifested by adolescents as well as adults “Adolescents exhibiting transformational leadership behaviors appear to be capable of evoking effort from their peers and of being perceived as satisfying and effective leaders (Barling et al., 1996; Hater & Bass, 1988; Howell & Avolio, 1993; Koh, Steers, & Terborg, 1995)” (Zacharatos et al., 2000, p. 222).
3. More than showing the effects of transformational leadership to a younger age group, this study’s findings suggest that, if transformational behaviors are relatively stable (Krosnick & Alwin, 1989), “then the transformational leadership behaviors that exist during adolescence may have critical implications for later leadership” (Zacharatos et al., 2000, p. 222).

Leadership development literature prior to the 21st century and 21st-century youth leadership models provided necessary contextual background for this present study. The following section will review youth popular literature.

Youth Popular Literature

Children’s literature is as old as literature itself and children’s literature, as previously stated, has often been used to instruct. “Greek and Roman educational traditions grounded themselves in reading and reciting poetry and drama. Aesop’s fables lived for two millennia on classroom and family shelves,” explained Lerer (2009, p. 1). Furthermore, “thinkers from

Quintilian to John Locke, from St. Augustine to Dr. Seuss, speculated on the ways in which we learn about our language and our lives from literature” (Lerer, 2009, p. 1). Moreover, “One need only think of epic tales such as *Beowulf* or the *Odyssey* to be reminded of the lessons taught through stories” (Callahan et al., 2007, p. 155).

In his text *Story as a Way of Knowing*, Bradt (1997) argued that human consciousness itself is structured by various forms of communication and that story lends structure to thought. Therefore, he postulated that children’s literature is “not just an art form but an epistemology, a technique or way of knowing the world, the self and the other. Story as a way of knowing shapes our ways of interacting and relating” (p. 3). Yet other scholars have concluded that story, in its myriad forms—oral tradition, poetry, song, and prose—creates relatable pictures of human interaction whereby leadership situations are revealed (Philips, 1995). Given that leadership is certainly a way of interacting and relating (Northouse, 2004), one can reasonably conclude that stories about those who were leaders, be they *Beowulf* and *Odysseus* or *Harry Potter* and *Katniss Everdeen*, have the potential to inform and instruct the reader about leadership itself. Recent leadership scholarship makes the argument that beyond children’s literature, popular culture artifacts including books, film, and television can be used for developing leaders as “they become the lens through which people can learn about leadership” (Callahan et al., 2007, p. 155). Given that popular culture artifacts generally and children’s stories of heroes and leaders more particularly offer potential leadership examples, insights, and potential instruction, one must ask the following: Do the *Harry Potter* and *Hunger Games* books qualify as popular culture artifacts and, if so, are the respective protagonists *Harry Potter* and *Katniss Everdeen* heroes and leaders?

The term *popular culture* has nuanced and, some would argue, competing definitions. Parker (2011) proffered that “scholars of popular culture have taken a certain perhaps perverse

pride in not defining their subject” (p. 147). However, numerous authors seem to agree that academic minutiae aside “what is understood as ‘popular culture’ shifts over time and according to one’s theoretical position” (Callahan et al., 2007, p. 155). Furthermore, despite the ambiguities, Storey’s (1998) text *An Introduction to Cultural Theory and Popular Culture* offers a path through the morass. For while Storey has no less than six definitions, the first is “simply the culture that is widely favored or well liked by many people” (p. 7). This definition is embraced in whole or part by historical and leadership scholars (Callahan et al., 2007; Parker, 2011; Rosser, 2007).

If popular culture artifacts include “film, television and fiction/nonfiction books” that are widely favored or well liked (Callahan et al., 2007, p. 146), it is clear that based upon the overwhelming popularity of the Harry Potter books and movies and the Hunger Games books and movies that *Harry Potter and the Goblet of Fire* and the final book of the Hunger Games *Mockingjay* are popular culture artifacts worthy of attention. This then leads to the second question: Are the protagonist heroes Harry Potter and Katniss Everdeen leaders who, in an archetypal fashion, will stand the test of time? Paradoxically, time alone will provide the answer. For the purpose of this study, it is helpful to explore the Harry Potter phenomenon and the Hunger Games phenomenon.

The Harry Potter Phenomenon

Harry Potter’s story is told in seven volumes by author J. K. Rowling. The story chronicles Harry’s life over seven years from the age of 10. The Harry Potter series has been, as previously stated, a literary phenomenon with well over 400 million copies sold (Scholastic, 2015). Who better than Rowling—a British divorcee and single mother living on a small grant in near poverty, writing in a public café—to relate the story of an orphan boy destined for

greatness? The irony is that Rowling became a true heroine, rising from rags to riches, by creating the fictional, archetypical orphan hero, Harry Potter (Whited, 2002). Through her highly imaginative fantasy world, Rowling takes the orphan boy from 10-year-old waif to an accomplished wizard. The seven volumes follow Harry in chronological fashion and a brief summary of each book follows.

Harry Potter and the Sorcerer's Stone. The series opens with Harry Potter, the orphan, living with the three members of the Dursley family, his petulant aunt Petunia, his taciturn uncle Vernon and their portly, spoiled, and oppressive son, Dudley. While Dudley is treated as royalty, Harry lives in a closet and is treated as a servant. Harry has a lightning-shaped scar on his forehead that he mistakenly believes occurred in the car crash that killed his parents. In reality, however, unbeknownst to Harry, he has inherited the magical blood of his parents who were murdered by Lord Voldemort, a dark and evil wizard. Harry is the most famous of orphans in the magic world, and Voldemort is a wizard so evil that he is known as "You Know Who" by those afraid to even speak his name (Rowling, 1998).

Everything begins to change for Harry when magical letters appear and the giant Hagrid, the "Keeper of the Keys," arrives to invite Harry to attend Hogwarts, the world's finest school of wizardry. At gunpoint, Harry's Uncle Vernon tries to prevent Harry's departure for Hogwarts. However, Hagrid merely bends the gun as the prosaic Dursley family members are made foil for Harry's innate exceptionalism (Rowling, 1998). The novel tracks Harry's activities as a new Hogwarts student, including interactions with non-magical humans known as "muggles" and the development of key friendships. While at Hogwarts, Harry begins to understand his special gifts, receives a cloak of invisibility, and goes in quest of the Sorcerer's Stone used to prepare an elixir of immortality (Rowling, 1998).

Unbeknownst to Harry, Lord Voldemort is watching Harry's progress with a malevolent eye. Voldemort attempts to end Harry's life with the help of Quirrell, Professor of the Defense Against the Dark Arts. Harry survives this attempt to take his life, and Headmaster Dumbledore explains that Harry was saved, as he was when an infant, by the magic of his mother's love (Rowling, 1998).

Harry Potter and the Chamber of Secrets. At the end of the school year, Harry returns to the Dursley family home and a moribund existence where his magical books and implements, including his quintessential magic wand, are locked away under the stairs. Fortunately, he is whisked away by his Hogwarts buddy Ron Weasley and his twin brothers in a flying car. Back at Hogwarts, following a voice only Harry can hear, he finds an ominous and mysterious message written on the wall that "The Chamber of Secrets" has opened and that enemies of the heir should beware (Rowling, 1999a).

Harry locates a magical diary that writes back and learns that 50 years ago when the Chamber was last opened, a dangerous creature was released and a Hogwarts student was murdered. The book ends with Harry rescuing Ginny, the sister of his close friend Ron, by killing the creature in the "Chamber of Secrets," a mythical serpent known as a "basilisk" using a sword found in a magical hat brought to Harry by Dumbledore's phoenix. Perhaps most ominous, Harry also destroys the enchanted diary with a poisonous tooth of the "basilisk" and unknowingly eliminates a pathway for the survival of 16-year-old Lord Voldemort's soul (Rowling, 1999a).

Harry Potter and the Prisoner of Azkaban. In Harry's third year at Hogwarts, he continues his study of magic and learns that an escaped felon from Azkaban is the infamous Sirius Black who killed twelve "muggles" and a wizard with one deadly spell. Harry runs into a

soulless guard of Azkaban, a “dementor,” and passes out. Professor Lupin, a werewolf, revives Harry and informs him that years ago he, Sirius Black, and the traitorous Pettigrew were best friends with Harry’s deceased father, James. In fact, the criminal Sirius Black is Harry’s god father (Rowling, 1999b).

The book ends when Harry’s conjuring of a Patronus saves him from the deadly “Dementors Kiss,” which sucks out one’s soul. Harry has learned, however, that Sirius Black may be an innocent man. Harry awakens in a hospital to travel back in time with fellow student and close friend Hermione. Together they rescue an imprisoned hippogriff (half eagle, half horse) named Buckbeak that had been wrongly sentenced to be euthanized while Pettigrew has escaped and Sirius has been recaptured (Rowling, 1999b).

Harry Potter and the Goblet of Fire. In Goblet of Fire, the subject of this dissertation research, Frank Bryce, a caretaker, overhears Lord Voldemort and Pettigrew plotting against Harry Potter. Simultaneously, though miles away, Harry feels the lightning-shaped scar on his forehead burning. He soon forgets about the burning when he is invited by the Weasleys to attend the “Quidditch World Cup” (Rowling, 2000)

Upon returning to Hogwarts, Harry and his cohorts learn Hogwarts is to host an inter-school “Triwizard” Quidditch tournament with three other schools. The “Goblet of Fire” is to reveal the names of the competitors who must be 17 years or older. Despite Harry being only 14 years old, and thus thought ineligible, the Goblet selects Harry to represent Hogwarts. Most people, including Harry’s close friend Ron, believe that Harry used skullduggery to have his name selected. Only Dumbledore and Hermione believe Harry’s protestations. Harry’s competitors are Fleur Delacour, Viktor Krum, and Cedric Diggory. Using spells and the aid of Hermione, Harry prevails by eluding a dragon and retrieving a “golden egg.” Harry’s winning

the egg is only step one of the tournament, and Harry is committed to two other trials yet to be determined (Rowling, 2000).

Facing another adolescent rite of passage, Harry learns that, as champion, he must attend Hogwarts Yule Ball with a date and dance. After working assiduously on his nerve, Harry asks longtime crush Cho Chang to the dance, but he is too late; Cho has already accepted a prior invitation. Out of time and options Harry goes to the dance with the Patil twins and survives his first dance (Rowling, 2000).

When Harry learns his second task of the tournament requires him to retrieve un-named objects from the deep of Hogwarts' lake, magic again comes to the rescue when "gillyweed" enables Harry to develop gills. At the lake's bottom, Harry finds Ron, Hermione, Cho, and Fleur's sister. Viktor rescues Hermione, and Diggory rescues Cho while Harry saves both Fleur's sister and Ron. By rescuing two persons and mistakenly waiting for Fleur, Harry does not technically win the round but receives credit for his high moral fiber (Rowling, 2000).

With dreams of Voldemort and a recurrent burning of his forehead scar, Harry goes to Dumbledore's office where Harry finds a "Pensieve," a magical vessel for the storage of thoughts. In the "Pensieve," Harry finds the trial of several "Death Eater" or devotees of Voldemort. As a result, Harry learns that his professor Mad-eye Moody is actually Barty Crouch, a "Death Eater" and an escapee from Azkaban who has murdered his own father and used a bit of Harry's blood to revive Voldemort and provide Voldemort the necromantic protection Harry's mother gave to him as she died (Rowling, 2000).

The time for the third "Triwizard" labor arrives and it is a hedge-maze obstacle course with the Triwizard Cup at its heart. The first to reach the cup wins the tournament. Harry stuns Krum who is torturing Cedric. Harry then answers a riddle, defeats a spider, and reaches the cup

at the same instant as Cedric. Deciding to share the prize, they touch it together, but the cup is a “Portkey” that teleports them to Voldemort and his henchman Wormtail. Wormtail kills Cedric and fully restores Voldemort. With his “Death Eaters” appearing and paying homage, Voldemort challenges Harry to a duel. As Voldemort invokes “Avada Kedavra,” the death spell that killed Harry’s parents, the light from their magic wands meet in mid-air. Voldemort’s past victims appear and protect Harry as he grabs Cedric’s body and again touches the Triwizard’s Cup and is transported safely to Hogwarts (Rowling, 2000).

Cornelius Fudge, the overarching Minister of Magic, refuses to believe Harry or Dumbledore that Voldemort has arisen. He gives Harry the tournament prize money, and Dumbledore informs the students that Cedric has been killed and Voldemort resurrected. Dumbledore leaves the young wizards for the summer with the further admonition that they must join together in the face of evil (Rowling, 2000).

Harry Potter and the Order of the Phoenix. While home for summer vacation, Harry and his cousin Dudley are attacked by “Dementors.” Harry uses his wand to protect them in violation of Hogwarts’ policy against such use off school grounds. Harry faces possible expulsion, but he is whisked away by the “Order of the Phoenix” headed by Dumbledore and dedicated to the eradication of Voldemort and his followers. They help prepare Harry’s defense, and he is acquitted (Rowling, 2003).

Harry gets bad press about his use of magic and the Voldemort revival. He must deal with the scorn and whispering of fellow students as he tries to focus on his studies. Unfortunately, for all concerned, the corrupt and clueless Cornelius Fudge has appointed Dolores Umbridge professor of “Defense against the Dark Arts.” Professor Umbridge dislikes Harry and

refuses to teach the needed spells. In response, Harry and his friends, Hermione and Ron, form their own Defense Against the Dark Arts Group known as the DA (Rowling, 2003).

Harry continues with his spate of bad dreams and Dumbledore instructs Snape to teach Harry “Occlumency,” which is designed to protect Harry’s mind from Voldemort’s telepathic incantations. Unable to clear his mind, Harry remains subject to frightening dreams and a burning scar. One such dream is that Harry’s godfather Sirius Black is captured and tortured by Voldemort. Hermione warns it is a Voldemort trap to lure Harry to the Ministry of Magic, but things go from bad to worse when the DA group is discovered and Dumbledore resigns leaving Professor Umbridge as the headmistress of Hogwarts (Rowling, 2003).

Conflict ensues and, aided by members of the Order of the Phoenix, Harry and his confederates prevail but not before Sirius, Harry’s godfather, is murdered by Sirius’s own cousin and Death Eater, Bellatrix Lestrange (Rowling, 2003). Dumbledore appears as Lestrange and Voldemort escapes, but upon their return to Hogwarts, Dumbledore explains to Harry that he, as a power Voldemort, cannot understand and that power is love. Dumbledore further opines that the power of love is only sealed by the blood of family, and that is why Harry must return to his deceased mother’s sister, Aunt Petunia Dursely, each summer. In conclusion, Harry is told that the shattered sphere of prophecy revealed that Harry will either destroy Voldemort or be destroyed. Harry then leaves for another Dursely summer (Rowling, 2003).

Harry Potter and the Half-Blood Prince. Voldemort and his “Death Eaters” have come again to power. Neither “muggles” nor wizards are safe from his wrath. Professor Snape, long considered a Dumbledore ally, has succumbed to evil and pledged loyalty to Narcissa Malfoy, the mother of Hogwarts student Draco, and his father a “Death Eater” (Rowling, 2005).

When Snape is unexpectedly named Professor of Defense against the Dark Arts, he provides Harry a potions textbook that belonged to a mysterious student, the Half-Blood Prince. The notes in the margins allow Harry to excel at potions while he and Dumbledore learn all they can of Voldemort's past in order to prepare Harry for the ultimate confrontation foretold in the sphere of prophesy. They also find that Voldemort was orphaned by his mother Merope who cast a love spell on a "muggle" only to abandon the mortal and Voldemort when the spell attenuated. Lastly, they discover Voldemort had been a rather nasty and aggressive boy who managed to divide his soul into seven "Horcruxes" or pieces of soul (Rowling, 2005).

Dumbledore and Harry believe that two of the seven "Horcruxes" of Voldemort have been destroyed but that five remain: two objects owned by cohorts, one in a snake, another in Voldemort, and one in Voldemort's mother, Merope's, locket. They find the locket under a poisonous potion, which Dumbledore drinks while Harry fends off Voldemort's Inferi. Tragically, Dumbledore, weakened by the potion, is killed by Snape, and Harry is devastated. Harry's resolve is stiffened when the locket, ransomed with Dumbledore's life, isn't a "Horcrux." Harry vows not to return to Hogwarts and to kill Voldemort. Hermione and Ron promise to join the quest (Rowling, 2005).

Harry Potter and the Deathly Hallows. The concluding volume of the series tells of Voldemort's consolidation of power and his danger to both the "muggle" and wizarding worlds. A significant number of major characters are killed off in the cataclysmic and ongoing battle between good and evil. However compatriots Harry, Hermione, and Ron soldier on (Rowling, 2007).

Voldemort kills Snape incorrectly believing he must do so to fully wield the full power of his magic wand. As he lies dying, Snape confesses to Harry that he hated his father because he

so loved Harry's mother. Snape further states that he was a double agent working against Voldemort and that Dumbledore planned his own death to cover their tracks and improve Snape's bona fides with Voldemort. Snape believes he must die if Voldemort is to be vanquished and bravely accepts his end (Rowling, 2007).

The story and Harry's heroism reach their apogee when Harry allows himself to die only to find that he can return to life should he choose because a "Horcrux" of Voldemort was in Harry explaining the connection between he and Voldemort, including the burning scar upon Harry's forehead. It was this "Horcrux," not Harry's soul, that was destroyed by Voldemort's death spell. Harry returns and urges Voldemort to repent. Voldemort declines and in a fit of anger tries once more to murder Harry. However, the Elder Wand Voldemort uses, and for whose power Snape mistakenly died, owes allegiance to Harry not Voldemort. Ironically, it is the rebounding spell, not Harry, who kills Voldemort (Rowling, 2007).

In the book's epilogue, set almost 20 years in the future, Harry and Ron's sister Ginny are happily married with three children. Hermione and Ron have two children. Harry and Draco's sons are departing for their first year at Hogwarts, and Harry's scar has not burned in 19 years (Rowling, 2007).

The Hunger Games Phenomenon

"The *Hunger Games* trilogy by Suzanne Collins has become a literary and cultural phenomenon" (Henthorne, 2012, p. 1). The trilogy, made up of *The Hunger Games*, *Catching Fire*, and *Mockingjay*, follows its young heroine Katniss from reluctant participant to a leader and icon of rebellion in a post-apocalyptic and dystopian world (Fisher, 2012). The *Hunger Games* trilogy has sold well over 65 million copies while the concluding volume, *Mockingjay*, a subject of this dissertation research, sold 450,000 copies in its first week alone (Scholastic,

2014a). The three books follow Katniss in chronological fashion and a brief summary of each book follows.

The Hunger Games. The series begins with the heroine Katniss Everdeen awakening on the day of the “Reaping.” The Reaping is the day that tributes are to be chosen from the districts to participate in the Hunger Games. The setting is post-apocalyptic. The traditional nations and their governments have collapsed. A single entity, Panem, has arisen to fill the void with its decadent and opulent Capitol, while the outlying regions, called “districts,” are dominated, destitute, and disorganized. Constantly on the edge of starvation, Panem’s Hunger Games pits the lottery-selected male and female tributes from each district against each other in a televised duel to the death. The winner gets additional food rations for their district and significant notoriety for themselves (Collins, 2008).

Katniss lives in District 12 and, to her horror, the female tribute chosen is her little sister Prim. The male tribute is a boy named Peeta Mellark, who once gave the garbage-scavenging Katniss bread to save her family from starvation. Katniss volunteers to take her sister Prim’s place in the games and is accepted. Together, Peeta and Katniss board the train to leave for the Capitol and the Hunger Games (Collins, 2008).

Shortly after arriving at the Capitol, the Hunger Games begin as Katniss and the other tributes are lifted into the large multi-terrain arena where the televised duels to the death take place. Katniss’s first encounter with other tributes finds her cooperating with a young, small, frail, and dark-skinned female tribute from District 11 named Rue. They encounter and overcome a pack of tributes that are known as *Careers* because of their habit of sticking together and thereby producing a game winner. Katniss and her new-found ally, Rue, continue on to destroy the supplies at the base camp Cornucopia in order to weaken the Careers. Although the

supplies are destroyed, Rue is killed. Katniss manages to vanquish Rue's killer and then buries her friend in flowers (Collins, 2008).

The next day, the Capitol announces a new rule that two tributes from the same district can win. In response, Katniss then searches for and finds Peeta who was badly wounded in his fight with Cato to save Katniss. Thankful for his help and worried he may die, Katniss kisses Peeta. The TV audience loves the romance angle so Haymitch is allowed to send them some broth for sustenance. The romance between Katniss and Peeta progresses and the TV audience seems enthralled (Collins, 2008).

Eventually, Katniss and Peeta are the only remaining tributes from the same district and, therefore, they believe they are co-winners. However, an announcement is made reneging on the prior rule change and again stating that only one tribute can survive. Deciding never to kill each other, Katniss and Peeta opt for mutual suicide and Katniss produces the poisonous berries to effectuate their choice. Just as they are about to ingest the deadly berries, the announcer, Flickerman, yells stop and they are both declared winners (Collins, 2008).

Katniss is now an icon. She and Peeta, who now has a prosthetic leg, are reunited. The Capitol views Katniss suspiciously and her suicide pact as an act of defiance that forced their hand on national television. Katniss convinces everyone that it was an act of desperate love rather than defiance. She then explains to Peeta the necessity of the romance strategy, and he is angry and hurt that his feelings for her are not reciprocated. As the novel ends, Katniss and Peeta triumphantly return home to District 12 replete with television cameras and romantic fanfare (Collins, 2008).

Catching Fire. Hunger Games winners Katniss and Peeta's lives are forever changed. Unlike the people of their district, Katniss and Peeta are now living in opulence. President Snow

pays a surprise visit and reaffirms that Katniss must continue to feign her love for Peeta even though her true affections are for Gale. Snow threatens to hurt Gale if Katniss deviates from the prescribed script (Collins, 2009).

Despite his unhappiness in the face of unrequited love, Peeta agrees to remain friends with Katniss and take the mandated victory tour of the districts. On the tour's first stop in District 11, home of Katniss's friend Rue who was killed in the games, an old man whistles the signal used by Katniss and Rue during the games. The crowd responds with a sign of respect and as Katniss and Peeta are whisked away from the unrest, Katniss sees the Capitol's Peacekeepers murder the old man. The undercurrent of resentment is felt in other districts as well and despite a contrived television marriage proposal by Peeta, President Snow remains wary of Katniss as an uprising occurs in District 8. It is at Snow's mansion that Katniss meets the new Head Gamekeeper, Plutarch Heavensbee. Heavensbee takes Katniss aside and shows her his watch upon which a mockingjay mysteriously appears when rubbed in a particular manner (Collins, 2009).

Upon her return home to District 12, Katniss meets up with Gale who professes his love for her. Katniss wants to flee, but Gale wants to stay and fight in the rebellion fomented in District 8. Katniss leaves to enlist Peeta's commitment to flee, but as they pass through the square, they find Gale being whipped for hunting and Katniss decides that she loves Gale and will not leave him (Collins, 2009).

In order to distract the populace, the Capitol announces a Quarter Quell that is held once every 25 years. The tributes for this game are to be chosen from past winners of the games. As Katniss is the only female champion from District 12, she must return to the games. Peeta will also return because he volunteered to replace Haymitch. The horror of the games is intensified.

Not only will the tributes once again be killing for televised sport, but they will be killing friends and acquaintances. In a final and highly theatrical prelude to the games, Katniss appears in her wedding gown only to have it burn away and reveal her in a mockingjay costume (Collins, 2009).

The mayhem of the games ensues upon the Quarter Quell's island venue where the participants are contained by a force field. Peeta and Katniss deepen their friendship and even spend one night holding each other. Eventually, Katniss disarms the force field and Katniss is knocked unconscious in the process. Upon awaking, Katniss finds she is being whisked away in a hovercraft to District 13 where a multidistrict revolt is secretly headquartered.

As the novel winds down, Katniss is told that Peeta was kept alive only for her sake. She is also informed that she is the "mockingjay" and the living symbol of the rebellion. However, when learning that Peeta has been captured, Katniss attacks Haymitch for his shameless exploitation of her and Peeta. The three men restrain and sedate Katniss. In the denouement, Katniss awakens to learn from Gale that the Capitol began saturation bombing and that their home, District 12, was obliterated (Collins, 2009).

Mockingjay. *Mockingjay* is the third and final book of the Hunger Games trilogy and the subject of this dissertation research. The novel begins with Katniss meandering through the ruins of what had been her home, District 12. For the prior month, after escaping the Quarter Quell, Katniss was safely ensconced in District 13, the heart of the rebellion. While in District 13, Katniss meets but does not trust President Coin, the leader of the rebellion. Although Katniss and the Mockingjay have become important symbols of the rebellion, her distrust of President Coin both reflects and reinforces her ambivalence toward the rebellion and its violence (Collins, 2010).

Katniss is feeling guilty for not being home in District 12 while the death and destruction rained down from the Capitol. She learns that Gale heroically led many refugees, including her mother and sister, to safety. Thankful to Gale but worried about Peeta, who is a captive in the Capitol, Katniss experiences conflicting and ambivalent emotions in her romantic as well as warrior existence (Collins, 2010).

These internal conflicts cause Katniss to hesitate when asked by President Coin to become the Mockingjay, a personified symbol of the rebellion. However, after she sees a stilted Peeta in a staged television interview from the Capitol calling for a cease-fire, Katniss draws up a list of demands for her cooperation and assumption of the Mockingjay role. These demands include immunity for Peeta whose collaboration with the capitol has branded him a traitor by Coin and the rebellion (Collins, 2010). Accepting her terms, Coin states that if Katniss deviates from her agreed role as the Mockingjay, all freedom and granted immunities will be revoked. Ominously, Coin also states that Katniss herself will be subject to the laws and dictates of the rebellion should she deviate from the rebellion's Mockingjay script (Collins, 2010).

In her first highly scripted "propo," which is shorthand for a propaganda spot, Katniss is a total failure. Her Hunger Games mentor Haymitch points out that it is only when Katniss is herself in true-life situations that she is genuine and powerful. Agreeing with Haymitch's observations, President Coin sends a group of bodyguards and a camera crew with Katniss to District 8 in order to film her fighting the war (Collins, 2010). While traveling to District 8, Katniss learns that the rebellion now controls every district but the Capitol and District 2. If they take over District 2, the Capitol will be cut off from necessities and the corrupt government will fall. Furthermore, should the Capitol be vanquished, the rebels will establish a democratic republic (Collins, 2010).

Upon Katniss's arrival in District 8, she visits a hospital with rebel Commander Paylor and invigorates the wounded with her mere presence. Their great sacrifice, grievous wounds, and unflagging enthusiasm convince her that the struggle is far from hers alone. Concurrently, she becomes deeply aware of the power of her presence and the symbol she has become. She comes to understand the Capitol's fear of her influence as a targeted airstrike from the Capitol strikes the defenseless, bedridden, and hospitalized. Climbing to the rooftops as the bombers rain death, Katniss desperately tries to shoot down the enemy planes, but as the hospital is destroyed and all its patients murdered, she delivers a fiery and, perhaps more importantly, filmed message to President Snow and the Capitol that this outrage is well noted and will not go unpunished (Collins, 2010).

Responding to the inflammatory propo of Katniss, the Capitol once again has Peeta call for a cease fire. However, during his live broadcast, Peeta warns the rebels of an impending attack and is beaten senseless while the cameras continue to role. The rebel leadership in District 13 understands Peeta's warning and weathers the three-day onslaught without a single casualty. Katniss, having witnessed Peeta's beating, hatches a plot to rescue him (Collins, 2010).

Upon Peeta's successful rescue, he returns to District 13 where, as a result of the Capitol's psychological reprogramming, he attacks Katniss. Katniss who was overjoyed to see him is horrified and plans to leave for District 2, which is the only holdout and where the Capitol stores its heavy weaponry. Gale argues for total destruction by triggering a series of avalanches. Although Katniss argues against the plan, which will kill innocent miners, the plan is approved by President Coin and is successfully launched (Collins, 2010).

The survivors of the District 2 attack emerge in two trains and many are armed. Katniss, who is filming another propo, asks the Capitol to surrender as the trains appear. Sickened by the

violence, Katniss attempts to negotiate with train-traveling survivors, but fighting breaks out anew and Katniss is shot for her efforts (Collins, 2010).

The tension between programmed Peeta and Katniss continues upon her return to District 13 as the rebel leadership plans for the invasion of the Capitol itself. Both Katniss and Gale are unhappy that their roles will be symbolic. They are asked to participate in the staging of fake and filmed battle sequences. Despite Coin's intention to keep them from the battle front, Katniss and Gale are drawn into the fight. Rebel fighters in Katniss's Squad 451 are lost. When Coin sends the still programmed Peeta as one of the replacements, Katniss comes to the stark realization that Coin sees Katniss as a threat post-rebellion and wants her dead (Collins, 2010).

After seeing a film of his attack on Katniss, Peeta finally understands he has been programmed by the Capitol to murder Katniss. Although this realization causes Peeta to believe he is unfit for duty, Katniss encourages him to carry on as they depart with Squad 451, which is now leading the attack on the Capitol. Outsmarted by Snow, Squad 451 is almost wiped out, but Peeta, Katniss, Gale, Pollux, and Cressida survive and hide in the basement of a rebel sympathizer (Collins, 2010).

The following day, most of the Capitol has been evacuated. Katniss decides she will leave the basement to go find and kill Snow. Ever ruthless President Snow has created a human shield with the Capitol's children. A hovercraft bombs the children. As rebels with medics rush in to help, the bombs fall yet again. While trying to help, Katniss is badly burned and rendered unconscious while her friend and medic Prim is killed (Collins, 2010).

Awakening in a hospital, Katniss learns that the rebels have won and that President Coin now rules over all of Panem. Katniss leaves the hospital and finds the vanquished President Snow chained in a room filled with roses. He enlightens Katniss, telling her that Coin

orchestrated the attack on the children and that Coin has manipulated both of them for her own aggrandizement. Snow's assertions are verified when Coin proclaims that a new Hunger Games should be instituted using the Capitol's surviving children. Disgusted by the reality rally, Katniss ironically fires her arrow and strikes Coin at the victory despite her longtime enemy Snow standing right beside Coin (Collins, 2010).

Katniss is drugged and taken away. Weeks later, she learns she has been acquitted of Coin's murder by reason of insanity and that she can return to District 12. Gale takes an important position in District 2, and Commander Paylor is now President. Katniss's mother opens a hospital in District 4, and when Peeta also chooses to return to District 12, he and Katniss reunite (Collins, 2010).

In the novel's epilogue, the reader learns from Katniss that she has chosen Peeta's loyalty and faith over Gale's fire. It is 20 years hence and Katniss has two children with Peeta, a boy and a girl. Still haunted, if not damaged, by their Hunger Games participation, Katniss and Peeta are survivors and they are moving on (Collins, 2010).

Harry Potter and Katniss Everdeen as Archetypical Hero/Heroine

Myths, whether ancient such as *Gilgamesh and Enkidu* or modern such as *Star Wars*, are fundamental human creations whose archetypical heroes often appear all too human. If based in reality, myths reflect the history of an individual or group and the essence of a life or lives lived and hardships borne. If fiction, they are none-the-less stories that spring from the mind of a human being, revealing the human psyche in lasting and trans-cultural ways. Carl Gustav Jung postulated that archetypes are mythic characters that reside in the "collective unconscious" of peoples spanning the globe (Enns, 1994). Regardless of myths' origins, be it Indian, European,

American or African, Joseph Campbell (1949) pointed out in his seminal work on myths, *The Hero with a Thousand Faces*, the universality of these myths and their archetypal heroes.

The great myths in simplest form are great stories—deep, eternal and primal—told by one generation to the next generation, providing example, metaphor, and context for the journey that is life itself (Pearson, 1991). As such, they often provide the social context through which people learn from each other (Bandura, 1977). Campbell (2013) stated that the myths and their archetypal heroes go far beyond entertainment and can teach traits, behaviors, moral dilemmas and judgment “using concepts such as observational learning, imitation, and modeling” (p. 51), all tools of social learning (Bandura, 1977).

Over the last several decades, social sciences and management studies have made major contributions to the study of leadership. However, when reviewing the history of the leadership literature one notes they often begin with the great man theory and move on to specific traits and or specific behavior theories (Northouse, 2004). In fact, over the last 100 years, most leadership theories fall into five broader categories: trait, behavioral, situational, power-influence and transformational (Brungardt, 1996). Therefore, be it the great man born to the role, or a list of traits, behaviors and/or styles that are to be emulated by aspiring leaders, it is not difficult to see the hand that historical myths generally, and traditional archetypes specifically, have played in shaping society’s views on leadership. “Story has allowed us to learn, and thus mythology may be the foundation of leadership principles” (Campbell, 2013, p. 53). What then are the mythical archetypal heroes among whom one might arguably find Mr. Harry Potter and Ms. Katniss Everdeen?

Although Jung (1969) postulated there are a myriad of mythic archetypes that are often revealed in individual dreams, more recent scholars have named 12 primary archetypes that are

divided into three sets of four each (Pearson, 1991). These sets are ego, soul, and self (Golden, 2014). These three sets mimic both the three stages of the hero’s journey—preparation, journey, and return—and the three stages of human psychological progression—development of ego, then the soul, and finally the unique self (Pearson, 1991). Katniss Everdeen’s and Harry Potter’s stories both describe and explore journeys of archetypically heroic dimensions (Boll, 2011; Pharr & Clark, 2012). The types most closely identified with ego are “the innocent,” “the orphan/regular guy or gal,” “the hero/warrior,” and “the caregiver.” The types aligned with the soul set are “the explorer/seeker,” “the rebel/outlaw,” “the lover,” and “the creator.” Finally, the types contained in the self-set are “the fool/jester,” “the sage,” “the magician,” and “the ruler” (Jonas, n.d.).

It is helpful to examine the specific characterization of each archetype and the scholars’ and pundits’ view of Harry Potter and Katniss Everdeen to determine which type or types of archetypal heroes they represent. Table 2 provides an overview of the 12 archetypes (Pearson, 1991) and is helpful for delineating the primary motivations and characteristics of archetypal heroes and leaders, whether fictional or real-life.

Table 2

Archetypes’ Motivations and Characteristics

| Archetype | Motivation | Motto | Main Desire |
|---------------------------|-----------------------|--------------------------------------|--------------------------|
| Ego Archetypes | | | |
| Caregiver | Stability & control | Love your neighbor as yourself. | Protect people from harm |
| Orphan/Regular Guy or Gal | Belonging & enjoyment | All men and women are created equal. | Connection with others |

(Continued)

| Archetype | Motivation | Motto | Main Desire |
|-----------------|----------------------------|---|--|
| Hero/Warrior | Risk & mastery | Where there's a will, there's a way. | To prove one's worth through courageous and difficult action |
| Innocent | Independence & fulfillment | Free to be you and me. | To experience paradise |
| Soul Archetypes | | | |
| Creator | Stability & control | If it can be imagined, it can be created. | Create something of enduring value |
| Lover | Belonging & enjoyment | I only have eyes for you. | Attain intimacy and experience sexual pleasure |
| Rebel/Outlaw | Risk & mastery | Rules are meant to be broken. | Revenge or revolution |
| Explorer/Seeker | Independence & fulfillment | Don't fence me in. | The freedom to find out who you are through exploring the world |
| Self Archetypes | | | |
| Ruler | Stability & control | Power isn't everything; it's the only thing. | Control |
| Fool/Jester | Belonging & enjoyment | If I can't dance, I don't want to be part of your revolution. | To live in the moment with full enjoyment |
| Magician | Risk & mastery | It can happen! | Knowledge of the fundamental laws of how the world or universe works |
| Sage | Independence & fulfillment | The truth will set you free. | The discovery of truth |

Note. Adapted from “Jungian Archetype Chart,” by T. Williams, 2016. Retrieved from <https://appsyhitext.wikispaces.com/S4+Tanisha+Williams>

Harry Potter as archetypal hero. Harry Potter’s journey is archetypically multi-faceted as “the Rowling novels plug into the deep patterns and rhythms of mythic story telling

that includes Oedipus and Cinderella” (Mullen, 2000, p. 127). Harry takes the epic hero’s journey for “in the Harry Potter novels, the individual stations of the hero’s journey appear in almost all volumes as the protagonist passes through nearly the full journey each year” (Boll, 2011, p. 93). Harry Potter’s archetypal journey contains the three traditional stages of preparation, journey, and return, and Harry portrays several different types of archetypal heroes (Pearson, 1991).

In his seminal work on the mythical structures of storytelling and screenwriting, Volger (2007) explained that the archetypal types, not unlike the symbolic masks of ancient Greek theater, allow the hero to play different roles throughout the narrative, as is the case with Harry Potter. Harry Potter is cast as “the orphan/regular guy,” “the innocent,” “the seeker,” “the hero/warrior,” and “the magician.” Boll (2011) described Harry Potter as the son of magical parents and one of literature’s “lost princes,” not unlike Moses, who discovers his roots and sets out to find and fulfill his destiny. Harry’s story begins as an “orphaned” child living under the stairs in his aunt’s house. He is alerted to his special, if not royal, background and begins as an “innocent” of great promise in the world of magic (Boll, 2011).

While studying the magical arts at Hogwarts, Harry Potter figuratively and literally becomes the “seeker/explorer” as he begins a search for magician mastery and his destiny. In a clever, although obvious metaphor, author J.K. Rowling makes Harry the seeker of the Hogwarts’ Quidditch team, and the very meaning of quiddity is the essential nature or essence of a person or thing (Boll, 2011). Harry’s win at Quidditch is compared by scholars to the furor caused by the quintessential schoolboy Tom Brown’s win on the rugby pitch several generations before Harry (Tucker, 1999).

Harry is also provided with archetypal sidekicks acting as friends and conscience in Ron Weasley and Hermione Granger as well as a classic mentor in Hogwarts' Headmaster, Albus Dumbledore (Whited, 2002). Ron plays the role of the quintessential best friend who even agrees to be Harry's second in a duel (Evans, 2003). However, it is Hermione who seems to be a female version of the archetypal goddess. Her foresight and wisdom saves Harry repeatedly, and Grimes postulates, "until in the last volume she remains for a long time the only character who seems capable of grasping the complexity of the situation" (Boll, 2011, p. 92).

Dumbledore serves as a mentor, a patriarch, and a link to Harry's past and his murdered parents. Above all else, Dumbledore is wise. When Harry refers to Severus Snape as "Snape," Dumbledore corrects him, "Professor Snape, Harry." This corrective behavior on Dumbledore's part shows the quality of a wise patriarch (Evans, 2003). The elderly and kindly Dumbledore returns to Harry his deceased father's cloak of invisibility and it saves his life on several occasions. Even Dumbledore's demise at the hands of Severus Snape, in front of Harry, although tragic, ultimately helps Harry in his quest for inner-strength and independence (Boll, 2011).

Harry's full development as the "magician" comes to the fore during his school years, but his maturation as a "hero/warrior" is evidenced when he leaves Hogwarts and faces the series penultimate antagonist, bad boy Draco Malfoy and the ultimate villain and murderer of Harry's parents, the dark and evil Voldemort. Harry fulfills his destiny only when he is willing to use his powers and sacrifice his life, not in revenge alone but in service to others. His willingness to die for a better world is what enables him to vanquish Voldemort (Evans, 2003).

Thus Harry Potter completed the hero's odyssey. He prepared for the journey with study and hard work. Harry took the journey of development and self-exploration, and he ultimately returned to the bosom of his family with the destruction of Voldemort. Lastly, the odyssey

requires Harry to play the archetypal roles of “orphan,” “innocent,” “seeker,” “hero/warrior,” and “magician.”

Katniss Everdeen as archetypal heroine. Suzanne Collins’s *Hunger Games Trilogy* is an epic story in the tradition of the great archetypal stories for it traces the development and transformation of its heroine Katniss Everdeen, who is required to “ponder the cost of fighting evil in any form” (Phar & Clark, 2012, p. 219). Everdeen’s creator Collins credits two childhood favorites, Margaret Evans Price’s *Myths and Enchantment Tales* and D’Aulaires’ *Book of Greek Myths* as sources for the *Hunger Games* (Henthorne, 2012). While Harry Potter pits good against evil in clear terms, Katniss Everdeen faces a dystopian existence, a world already plunged into darkness where she faces the ambiguities of war. It is thus markedly “cynical and ironic in ways that *Harry Potter*” is not (Henthorne, 2012, p. 2). Despite Collins’s assertions, some scholars questioned the validity of applying traditional mythic archetypes to female protagonists. These scholars pointed out that recent cinematic and literary heroines such as Sigourney Weaver’s Lt. Ripley in the movie *Alien* and the heroines of the films *Terminator*, *Lara Croft* or *Kill Bill* do not represent the “ability to draw upon their femininity as a source of power” but “are a kind of ‘post-woman’ operating outside the boundaries of gender restriction” (Gilpatric, 2010, p. 734).

Joseph Campbell (1949), however, viewed the archetypal hero’s story as transcending geography, time, and gender. A hero is called, decides on departure, is sorely tested and assisted by an array of characters that are real and supernatural, and by surviving that test is transformed. Then and only then “the hero returns to the community with gift-bearing hands” (Nicholson, 2011, p. 183). Campbell’s views are an adjunct to the concept of perennial philosophy championed by thinkers such as Leibniz, Loemker and Aldous Huxley. Archetypal heroes are

for all times, people, and places. Therefore, although not as prevalent, strong mythic examples such as the Sumerian goddess Inanna do exist, and the archetypes of perennial heroes exist for males and females alike (Nicholson, 2011).

Katniss Everdeen, like young Harry Potter, and indeed “like all epic heroes” accepts the “destiny thrust upon her” (Pharr & Clark, 2012, p. 225). However, unlike many other heroes, she follows her destiny and confirms her innate heroism with great reluctance (Pharr & Clark, 2012). Ms. Everdeen’s personal odyssey is clearly archetypical in that it contains the three stages of the mythic journey: preparation, the journey, and the return (Pearson, 1991). She prepares for her journey in several ways. First, Katniss becomes a skilled archer and huntress in order to help feed her family (Collins, 2008). Secondly, when her destiny is thrust upon her as she chooses to take her little sister’s place in the deadly “Hunger Games,” Katniss is given an actual “prep” team to assist her. This team is reprised for the Quarter Quell. Her preparation cannot be more clearly or more literally presented (Collins, 2010).

The second phase, the journey of Katniss that takes her through the “Hunger Games,” the “Quarter Quell,” and a civil war is epic in its scope, its arduousness, and its bloodletting. Her journey is also a coming-of-age story as the young Katniss is forced to leave her home and family to participate in unimaginable intrigue and violence. The journey is completed only when Katniss assassinates President Coin, the female leader of the rebellion Katniss had come to symbolize (Henthorne, 2012).

The final stage of the archetypical journey, the “return,” is completed when Katniss returns to her home in District 12 where her story began. She marries Peeta her boyhood friend whose kindness spared her family from starvation. Peeta was also her ally in the “Hunger Games” (Collins, 2010).

Not only is the *Hunger Games Trilogy* epic and archetypal in its plot, Katniss plays the role of several archetypal heroes as outlined by Pearson (1991). Katniss begins her story as the “innocent” from the rural District 12 who reluctantly accepts her journey and its concurrent destiny (Pharr & Clark, 2012). Katniss then becomes the “hero/warrior” in the Amazonian tradition (Cyrino & Safran, 2015). Like the traditional warrior princesses of the past and even the female comic book heroines of today, her beauty and strong sensuality is part of her power and appeal (Lavin, 1998). Katniss’s role as the hero/warrior is confirmed by no less an authority than the author Suzanne Collins. Collins stated that the ancient Greek warrior/king Theseus and his slaying of the Minotaur were “a significant influence” and that one may describe Katniss as a “futuristic Theseus” (Henthorne, 2012, p. 14). Finally, with the assassination of President Coin, it can at least be argued that Katniss also, however briefly, plays the “outlaw” ironically rebelling against rebellion and its excesses (Collins, 2010).

In summary, although it can be shown that Katniss and Harry are both archetypal heroes in the great mythic tradition, differences abound. Harry represents a conservative retrospective hero, while Katniss exists in the dystopian post-apocalyptic future. The *Hunger Games Trilogy* is both epic and tragic. “The epic reading stands if the reader accepts the *Illiadic* proposition that epics often comprise elements of the tragic,” explained Pharr and Clark (2012, p. 227). “Collins combined Harry Potter and Severus Snape. With her knowledge of ambiguity, Katniss will never be loved as the boy who lived, but as the girl who learns” (Pharr & Clark, 2012, p. 227).

Theoretical Framework

Before a discussion of the study’s theoretical framework, transformational leadership theory, is presented, an overview of the development of leadership theory is helpful. Generally,

the literature reveals the historical trajectory of six theoretical approaches/tendencies. The first is traits-focused leadership, followed by a shift toward style-focused leadership. Situational leadership came next, followed by the development of skills-based leadership theory. Lastly, transformational (and transactional) leadership theory evolved from the works of Burns (1978) and was expanded upon through the years by Bass (1990a, 1990b), eventuating in the current version of the Multifactor Leadership Questionnaire (Avolio & Bass, 2004), which was utilized in this present study. First, a discussion of the definition of the term *leadership* is presented, followed by a review of the six theoretical approaches.

Historians and leadership scholars have wrestled with the definition of the term *leadership* for almost one-hundred years. Stogdill (1974) explained, “there are almost as many definitions of leadership as there are persons who have attempted to define the concept” (p. 259). However, for the purposes of this study, it is postulated that a great number of the definitions “reflect the assumption that it involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization” (Yukl, 2002, p. 2). Additionally, for clarity’s sake, it is herein further assumed in the definition of leadership that the intentional influence, however exerted, is used to achieve a willing follower who is dedicated to achieving the group’s or organization’s goals (Harvey & Foster, 2007).

Man’s social nature calls him to interact with others and there is scholarly agreement that leadership, as defined above, is essential to the success of any group assembled for a common goal or ideal (Robbins & Judge, 2011). For many years, scholars have gone so far as to argue that all vertebrates that are social in nature and live in groups exhibit clear signs of both social organization and leadership (Allee, 1951). Yet even though there is vast agreement on its

import, there is no single unified theory of leadership. The differing theories that have come in and out of fashion like women's hemlines are as numerous as the definitions (Burns, 2003). For the purpose of this review of the leadership theory literature, only major leadership theories and trends will be briefly discussed, including traits-focused, style-focused, situational, and skills-based. Thereafter, greater attention is given to this study's theoretical framework, transformational leadership.

Traits-focused leadership. History itself is instructive of leadership's early study and theorization. Some of the earliest subjects of literature were the heroes and leaders found in ancient works such as the Greek *Iliad the Odyssey* and the Scandinavian classic *Saga of the Volsungs*. Later philosophers and teachers such as Plato in his opus, the *Republic*, examined the traits of the ideal leader in an ideal state. Thus was born Plato's *philosopher king* (Bass & Stogdill, 1990).

It is thus no wonder that much of the early study of leadership followed Alexander Pope's famous line, in his classic 1773 poem, "Essay on Man": "That the proper study of mankind is man" (Bartlett, 1968, p. 405). Historically, leadership scholars have attempted to discern and dissect the common traits of well-known leaders. Lists of traits, inborn or of unknown if not miraculous origin, gave rise to the great man theory of leadership (Northouse, 2004). These lists included, among others, the traits of intelligence (Lord, Devader & Alliger, 1986; Mann, 1959; Stogdill, 1948); self-confidence (Kirkpatrick & Locke, 1991; Stogdill, 1948, 1974); responsibility (Stogdill, 1948, 1974); persistence (Stogdill, 1948, 1974); dominance (Lord et al., 1986; Mann, 1959); initiative (Stogdill, 1948, 1974); masculinity (Lord et al., 1986; Mann, 1959); and sociability (Stogdill, 1948, 1974). However, once leaders' attributes and skills numbered over 100 on scholarly lists, such as was documented in Warren Blank's (2001) book

The 108 Skills of Natural Born Leaders, theory ceased to be either useful, meaningful, or predictive (Northouse, 2004). Leadership theory moved away from the traits focus and tended toward an exploration of style, which focuses more on the actual behavior of leaders rather than traits alone.

Style-focused leadership. Style-based leadership theory also focuses on the individual leader's behaviors, which may indicate certain traits, rather than innate traits. The primary studies on leadership style were conducted in the 1960s and have come to be known as the Ohio and Michigan studies. In Ohio, the researchers found that styles clustered around two points: initiating structure, task-oriented, or consideration, relationship-oriented (Stogdill, 1974). The Michigan studies found that leadership behavior devolved into two camps: employee-oriented behaviors or production-oriented behaviors (Bowers & Seashore, 1966).

The Blake and Mouton's Leadership Grid (1966), first developed in the 1960s, is among the most widely used instruments associated with style-focused leadership. The grid measures the leader on two axes: concern for people (empathy) and concern for production. Leaders may be high or low on one axis or both. When leaders are high on both, they presumably develop followers who are committed to accomplishments at work and mindful of a common stake in the organization. Mutual feeling of trust and respect are engendered (Blake & Mouton, 1966).

Situational leadership. To learn is human. It is an important, integral if not distinguishing characteristic of humanity. In 350 B.C., Aristotle stated, "All men by nature desire knowledge" (Aristotle, 350 B.C./1998, bk. 1, ch.1, para.1). Another astute observer of mankind, William Shakespeare wrote in *Love's Labours Lost* that "learning is but an adjunct to ourself" (Shakespeare, 1598/1978, 4.3.312). Therefore, when the trait theory of leadership led researchers to postulate that leaders were perhaps born and not made, others began to look for an

approach that would allow for learning and the training of leaders as well as the identification of leaders. It was against this backdrop that Hersey and Blanchard (1969) published a now famous article entitled the “Life Cycle Theory of Leadership.”

The military has a history of utilizing situational theory in leadership development. In the *Military Review*, Major Yeakey (2002) stated, “All military services have based tenants of leadership on the SLT [Situational Leadership Theory] model” (p. 2). He further explained, “the Army used SLT and the leadership effectiveness and adaptability description instruments as leader development tools” and “the U.S. Air Force uses the model in most if its leadership training for officers and NCOs [Noncommissioned Officers]” (Yeakey, 2002, p. 2). Additionally, the vaunted U.S. Army Field Manual (2002) contains information about Army prescribed leadership and SLT (Yeakey, 2002).

Hersey and Blanchard (1969) postulated that differing leadership behaviors are necessary depending on the leader’s situation. Furthermore, they argued that the primary situational component is the subordinate’s level of development. In particular, the authors believed that a leader should assess his or her subordinate’s level of maturity as measured in a bipartite manner. The first measure is relative independence, the ability to take on responsibility for tasks while accepting responsibility for one’s actions. The second measure is task maturity as measured by one’s level of experience with the task at hand. Hersey and Blanchard further concluded that as a subordinate’s maturity increases, the leader should move from an autocratic or highly directive style to a more democratic style where the leader provides less direction or personal support as subordinate maturity increases. What began as Hersey and Blanchard’s (1969) “Life Cycle Theory” later became known as situational leadership. Accordingly, leaders should accurately

assess the emotional and task maturity of their followers and then adjust their leadership style to fit the situation.

Skills approach to leadership theory. Yet another leadership approach that focuses on the leader's attributes is the skill-based theory. This theory was pioneered by Katz (1955) and further researched and developed by Mumford, Zaccaro, Harding, Jacobs, and Fleishman (2000). Skills theory postulates that three critical skills are required of good leaders: creative problem-solving ability, social judgment skills, and knowledge (Mumford, Marks, Connelly, Zaccaro & Reiter-Palmon, 2000).

Katz (1955) stated that the skills were technical, human, and conceptual and the higher one was in an organization the more human and conceptual skills are needed for success. In Mumford's view the skills needed by successful leaders were quite specific: *creative problem-solving* refers to "a leader's creative ability to solve new and unusual ill-defined problems" (Northouse, 2004, p. 40). This skill has been likened to puzzle solving (Mumford, Marks et al., 2000). *Social judgment skills* enable the leader to understand people and their social milieu and *knowledge*, the third leg of the skill's stool refers to "the accumulation of information and the mental structures used to organize that information" (Northouse, 2004, p. 42).

Skills-based leadership theory. Katz (1955), in his seminal *Harvard Business Review* article, outlined the skills needed by effective administrators. Katz stated that there were three critical skills or area of expertise that were needed by organizational leaders: technical, human, and conceptual. He further hypothesized one's position in the organization's hierarchy determined which of these skills was most critical. As an example, an engineering first-line supervisor would require technical and human skills but little conceptual ability, while the CEO of the same organization would require less technical skills but significant human and conceptual

skills in order to properly lead the organization (Katz, 1955). Building upon Katz's groundbreaking work, Mumford, Zaccaro, and colleagues (2000) further developed skills-based leadership theory. Their underlying premise was that leadership is not merely dependent upon leadership style determined by the subordinate's job-relevant maturity but rather on a leader's ability to solve the complex problems that arise in organizations and then manage the solution's implementation (Mumford, Zaccaro, et al., 2000).

The literature identifies three basic skill areas as critical to successful leadership: creative problem-solving; social judgment; and knowledge, or the acquisition of information and the mental schema to organize that information (Connelly et al., 2000; Mumford, Zaccaro et al., 2000; Northouse, 2004). These skills closely follow Katz's (1955) views with conceptual skills as a proxy for creative problem solving, human skills as a proxy for social judgment skills, and technical skill as a proxy for knowledge. However, a new theory of leadership was emerging alongside skills-based theory that takes into account both the leader's behaviors and the needs of subordinates. This emerging transformational theory focused on the developmental of teams and individuals.

Transformational leadership: its roots. Prior to delving into the intricacies of transformational leadership theory and the research surrounding it, a bit more history is in order. For in life, as in literature or theater, it is often the simple foil creating contrast that brings a matter's essence into a stark relief thereby making understandable a concept that might otherwise remain shrouded in the obfuscation of academia's jargon and statistics. In particular, one sets the stage by discussing the dyads of management versus leadership and the transactional versus the transformational.

While a plethora of researchers and scholars have written on the area of organizational leadership versus organizational management “three individuals in particular—Peter Drucker, Warren G. Bennis, and John Kotter—have made seminal contributions to the field of organizational leadership” by defining managers versus leaders and separating the transactional from the transformational (Safferstone, 2005, p. 964). Bennis and Nanus (1985) and Drucker (2007) indicated that given the challenges of managing knowledge workers, and the advent of globalization, managers *do things right*, but leaders *do the right things*. Globalization brings change, rapid change, and mere managers, Bennis (2009) would argue, are absorbed by the existing social and organizational context, while leaders create and master the context necessary for future success.

It is in this crucible of change that Kotter (1990) recognized leadership’s greatest and defining challenge. In his text *A Force for Change: How Leadership Differs From Management*, Kotter postulated that while both managers and leaders are necessary to an organization’s success, it is the manager who strives to produce predictability and order through the functions of planning, budgeting, and problem solving, while the leader creates dramatic, lasting, and adaptive change by establishing direction, motivating, inspiring, and aligning people goals and resources.

The scholar, who perhaps as much as any, is credited with identifying two types of leadership as being either transactional or transformational was James MacGregor Burns (Safferstone, 2005). In 1978, Burns won both the Pulitzer Prize and the National Book Award for his groundbreaking work *Leadership* wherein he summarized his concept of transactional leadership:

Such leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. The exchange could be economic or political or psychological in nature: a swap of goods or of one good for money; a trading of votes between candidate and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one's troubles. Each party to the bargain is conscious of the power resources and attitudes of the other. Each person recognizes the other as a person. Their purposes are related, at least to the extent that the purposes stand within the bargaining process. But beyond this, the relationship does not go. The bargainers have no enduring purpose that binds them together; hence, they may go their separate ways. A Leadership act took place, but it was not one which binds the leader and followers together in a mutual and continuing pursuit of a higher purpose. (Burns, 1978, p. 19)

Transformational leadership, on the other hand, originates with significant and deeply held values that include values such as justice, integrity, and individual worth, which Burns (1978) codified as end values. By openly expressing these end values, transformational leaders not only unite their followers, they change the followers' goals and beliefs. Burns (1978) defined transformational leadership as follows:

Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes, which might have started out as separate but related, as in the case of transactional leadership, but become fused. Power bases are linked not as counterweights but as mutual support for common purpose. Various names are used for such leadership,

some of them derisory: elevating, mobilizing, inspiring, exalting, uplifting, preaching, exhorting, and evangelizing. The relationship can be moralistic, of course. But transforming leadership ultimately becomes moral in that it raised the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. (p. 20)

While Burns (1978) was discussing primarily political leadership, it was not long before organizational leadership scholars began thinking about and applying Burn's principles to business and other organizations (Humphreys & Einstein, 2003). As a result, the concept of transactional versus transformational leadership became more specifically defined. Bass (1990b) identified the characteristics of transformational and transactional leaders. He described transactional leaders in terms of four characteristics:

1. Contingent Reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.
2. Management by Exception (active): Watches and searches for deviations from rules and standards, takes corrective action.
3. Management by Exception (passive): Intervenes only if standards are not met.
4. Laissez-Faire: Abdicates responsibilities, avoids making decisions. (p. 22)

Bass further described transformational leaders in terms of four characteristics:

1. Charisma: Provides vision and sense of mission, instills pride, gains respect and trust.
2. Inspiration: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.

3. Intellectual Stimulation: Promotes intelligence, rationality, and careful problem solving.
4. Individualized Consideration: Gives personal attention, treats each employee individually, coaches, advises. (Bass, 1990b, p. 22)

Transformational leadership's core attributes. Building upon Burn's (1978) work, Bass proposed four specific behaviors of transformational leadership (Humphreys & Einstein, 2003). Unlike Burns, Bass did not view transformational leadership and transactional leadership as incompatible ends of a spectrum, rather he viewed transactional leadership as a compliment to transformational leadership, and ensuing research "has supported Bass' conceptualization of transformational leadership complementing or augmenting active transactional leader behavior (Hater & Bass, 1988; Howell & Avolio, 1993; Waldman et al., 1990; Yammarino & Bass, 1990; Yammarino et al., 1993)" (as cited in Humphries & Einstein, 2003, p. 93). The four key behaviors of transformational leadership are: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1990b; Bass & Riggio, 2006). In order to identify evidence of transformational leadership attributes in the culture artifacts of the Harry Potter and Hunger Games narratives, it is helpful to review Bass and Riggio's (2006) descriptions of these attributes as manifest in leaders.

Idealized influence (II). Create role models for followers. These leaders engender feelings of admiration, trust and respect. Followers imbue such leaders with extraordinary capabilities, determination and persistence. Followers try to emulate the leader who coalesces the followers around a collective sense of

mission, and who, reassures the followers that any “obstacles will be overcome.”
(Bass & Riggio, 2006, p. 6)

Inspirational motivation (IM). Similar to behaviors outlined in charismatic leadership theory (Bass & Avolio, 1993), leaders behave in ways which motivate and inspire. There is generally evidence of optimism combined with team spirit as a preferred future state is envisioned. Often IM is combined with II into one element or factor of charismatic-inspirational leadership as the transformational leader is heard to “articulate a compelling vision of the future.” (Bass & Riggio, 2006, p. 6)

Intellectual stimulation (IS). Followers are stimulated to innovate and create by the transformational leader’s abilities to question assumptions and reframe issues and problems. Mistakes are not publicly castigated and creative solutions are actively solicited from followers. It is said that such leaders get people “to look at problems from many different angles.” (Bass & Riggio, 2006, p. 7)

Individualized consideration (IC). Followers are recognized as individuals and developmental opportunities are created in a supportive climate. Here the leader acts as mentor or coach as differences and diversity are accepted and accommodated. Communication is a two-way street and such a leader engages in management by walking around. These leaders are known by spending “time teaching and coaching.” (Bass & Riggio, 2006, p. 7)

Before abandoning the subject of transformational leadership characteristics, it is important to note that both Burns (1978) and Bass and Riggio (2006) have come to believe that the dynamics of transformational leadership require the leader to do the right

thing. Doing the right thing means “do what fits the principles of morality, responsibility, sense of discipline, and respect for the authority, customs, rules, and traditions of a society” (Bass & Riggio, 2006, p. 14). Self-concerned or power grubbing and self-aggrandizing leadership, however charismatic the leader, do not evidence the transformational effects upon the follower that the more dialectic, authentic, transformational leadership requires (Bass & Riggio, 2006). Narcissistic leaders often rely heavily on manipulation and threat and are, therefore, inherently exploitive. Such leaders are considered non-socialized, inauthentic or pseudo transformational leaders as they lack the required transformational leadership component of true individualized consideration (Bass & Riggio, 2006; House & Howell, 1992).

Measuring transformational leadership. The primary measurement of transformational leadership for more than 15 years has been the Multifactor Leadership Questionnaire (MLQ), which was developed by Bass and Avolio (1997). The most recent version of the Multifactor Leadership Questionnaire (MLQ 5x) “taps nine conceptually distinct leadership factors and three leadership outcomes” (Muenjohn & Armstrong, 2008, p. 5). The MLQ contains five scales to measure transformational leadership: (a) idealized influence (attributed), (b) idealized influence (behavior), (c) inspirational motivation, (d) intellectual stimulation, and (e) individual consideration. Three other scales measure transactional management: (a) contingent reward, (b) management by exception (active), and (c) management by exception (passive). The final and ninth scale is said to be non-leadership or laissez-faire (Muenjohn & Armstrong, 2008).

Historical criticism of the MLQ was its structural validity (Northouse, 2004; Tepper & Percy, 1994). In particular, Hunt (1991), Yukl (1994), and Smith and Peterson

(1988) raised concerns about psychometric problems with the early versions of the MLQ. However, these concerns were addressed in the development of the newer version, the MLQ 5X (Avolio & Bass, 2004), and structural validity has since been confirmed.

In 2008, Muenjohn and Armstrong analyzed data from 138 cases divided into two different samples ($N = 47$ and $N = 91$) to both avoid single sample bias and enlarge the overall sample. The intent of the study was to evaluate the structural validity of the latest MLQ by performing confirmatory factor analysis to determine how well the measurement model fits the data. Muenjohn and Armstrong used three factor models: (a) a general factor model in which all items load on the same factor; (b) a three-correlated factor model (transformational, transactional and laissez-faire); and (c) a nine-correlated factor model (full-range model) that measured each leadership dimension on nine different factors. The results of the study using various measures of fit (chi-square, chi-square to degrees of freedom; RMSEA; the goodness of fit index [GFI at .84], and adjusted goodness of fit index [AGFI-.78]) indicated that the nine-factor model was a “reasonable fit” to the data. Additionally, it was determined that the nine-factor MLQ model offered the best fit of the three models tested, leading the researchers to conclude that despite previous studies (whose flaws they pointed out), future researchers should have confidence in using the MLQ 5 in that they can “measure the nine distinct leadership factors representing transformational, transactional and non-leadership behaviors (Muenjohn & Armstrong, 2008, p. 10).

While the MLQ remains the most tested and used of transformational leadership instruments, it should be noted that several others have been developed and are used by researchers. Some of the major instruments include: (a) the Leadership Assessment Inventory (LAI) developed in 1994; (b) the Transformational Leadership Questionnaire (TLQ), which is

used in public sector organizations and was developed in 2000; and (c) Posner and Kouzes's (1988) Leadership Practices Inventory (LPI), which is not explicitly labeled a transformational leadership measure and is used more in leadership training than empirical research (Bass & Riggio, 2006). Of particular importance to this study, it should be stated that Bass and Riggio (2006) believed that the "development of systematic observational coding schemes for transformational leadership could be an important advancement in measurement" (p. 29). As this study purports to code artifacts (children's popular literature), both the coding scheme, which by definition is observational, and the results could have import for both the measurement and teaching of transformational leadership.

The effectiveness of transformational leadership. There have been numerous studies over the years to determine the ability of transformational leadership to improve organizational effectiveness (Bass & Riggio, 2006). Bass (1997) argued that transformational leadership is effective across situations and cultures. To begin, there has been no society found that is completely devoid of leadership (Murdock & Regional Social Science Data Archive of Iowa, 1972) and by 1992, the research made clear the fact that empirical evidence of transformational leadership was exhibited in various population samples from community active housewives to Japanese CEOs, world class leaders of movements and U.S. presidents (Avolio & Bass, 1994; Avolio, Waldman, & Einstein, 1988; Bass, Avolio, & Goldheim, 1987).

While evidence of transformational leadership is universally evident, this does not mean that significant cultural differences do not exist (Leong & Fischer, 2011). In recent studies of 18 countries using the dimensions of cultural variability developed by Schwartz and Hofstede and the Multifactor Leadership Questionnaire to determine evidence of transformational leadership,

it was shown that higher cultural mastery and higher egalitarianism correlated to greater transformational leadership. However, this did not obviate the fact that transformational leadership was, to a significant degree, universally displayed (Leong & Fischer, 2011).

Even assuming that transformational leadership is universally displayed across cultures and organizations, its impact on commitment, loyalty, and follower satisfaction must be noted. In a number of studies on followers in both blue- and white-collar workers, it was shown that those leaders who evidenced the highest level of transformational leadership according to the MLQ had the highest level of commitment (Bass & Riggio, 2006). Similar results were found in a study of 261 middle managers of public sector banks in India wherein the increased follower commitment translated into better financial performance for the bank branches with transformational leadership (Rai & Sinha, 2000 as cited in Bass & Riggio, 2006).

There have been numerous studies of transformational leadership over the last 25 years and most have shown strong correlations between follower job satisfaction, follower motivation, and satisfaction with the transformational leader. One meta-analysis showed r s equal or greater than .60 when correlating leader effectiveness and transformational leadership on the MLQ (Lowe, Kroeck, & Sivasubramaniam, 1996). Bass and Riggio (2006) summarized, “it appears that transformational leadership positively affects performance, regardless of whether performance is conceptualized as what others in the unit or organization (i.e., subordinates, superiors) perceive as performance or whether performance relates to more objective, bottom-line sorts of variables” (p. 50).

Transformational leadership: innovation, learning and performance. Several studies have also shown a correlation between transformational leadership and innovation on an organizational level (Garcia-Morales, Jimenez-Barrionuevo, & Guitierrez-Guitierrez, 2012;

Gumusluoglu & Ilsev, 2009). The Gumusluoglu and Ilsev (2009) study was conducted with 163 research and development personnel and managers at 43 small-sized software development companies. The researchers surveyed 168 employees of which 163 responded. The sample had homogeneity as the firm sizes were all three to 17 employees and all worked on either the development of new software products or improvement of existing products. The sample was 80% male, and 97% had bachelor's degrees or higher. Anonymity was guaranteed to respondents. Transformational leadership was measured using the MLQ (Avolio & Bass, 2004); intrinsic motivation was measured by five items adopted from Tierney, Farmer, and Graen's (1999) leadership and employee creativity instrument; psychological empowerment was measured using Spreitzer's (1995) 12-item scale; and perception of leader support for innovation was measured using 12 items adopted from Scott and Bruce's (1994) Determinants of Innovative Behavior instrument. Separate questionnaires were administered to leaders and, on average, four employees rated each leader. The leaders rated employee creativity one month after the employees rated leader behavior (Gumusluoglu & Ilsev, 2009). Gumusluoglu and Ilsev (2009) determined that "since self-efficacy leads to higher creative performance," employees with enhanced self-efficacy will be more creative (p. 462).

Gumusluoglu and Ilsev (2009) pointed out in their findings that this is one of the first studies that investigated the effects of transformational leadership on creativity and innovation at multi-levels within an organization. More importantly, the researchers concluded, like Shin and Zhou (2003), that there is a "positive relationship between transformational leadership and followers' individual creativity. Specifically the study noted that psychological empowerment is a "crucial psychological mechanism through which transformational leadership influences employees' creativity" in a positive manner (Gumusluoglu & Ilsev, 2009, p. 469).

More recently, Garcia-Morales et.al (2012) studied the effects of transformational leadership on organizational performance through organizational learning and innovation. The study was conducted utilizing CEOs as key informants for the 5,163 Spanish firms in the automotive and chemical sectors. Surveys were mailed to 1,000 CEOs of randomly selected organizations. All information was collected with assured confidentiality. The response rate was 17.43% and the scale used for transformational leadership was not the ubiquitous MLQ but rather the scale of four-items created by McColl-Kennedy and Anderson (2002). The remaining variables—organizational learning, organizational innovation, and organizational performance—were measured using respectively a four-item scale of organizational learning developed by Aragon-Correa, Garcia-Morales, and Cordon-Pozo (2007), Antoncic and Hisrich's (2001) organizational innovation scale, and Murray and Kotabe's (1999) five-item scale for organizational performance. Garcia-Morales et.al (2012) concluded there was a significant statistical correlation between the presence of transformational leadership and both organizational learning and organizational innovation. Furthermore organizational learning has a significant positive impact on organizational innovation. "Fourth and finally, the study verifies empirically a positive relationship between more organizational learning and innovation and organizational performance" (Garcia-Morales et al., 2012, p. 1047). Therefore, it can be stated that much of the recent research shows a positive relationship between transformational leadership and organizational learning, creativity, and innovation (Bass & Riggio, 2006; Garcia-Morales et al., 2012; Gumusluoglu & Ilsev, 2006).

Transformational leadership: gender biases and diversity. Is transformational leadership effective regardless of gender, and is it effective in helping manage diversity beyond gender? Despite the advancements made by women in the management ranks of organizations

over the past decades, there still exists gender stereotypes that result in negative attitudes about female managers (Ayman, Korabik, & Morris, 2009). Additionally, gender can moderate the transformational leader-subordinate dyad in three ways: (a) there can be an effect given leader gender, (b) there can be an effect given the gender of the subordinate, and (c) there can be an effect given the gender makeup of the leader-subordinate dyad (Ayman et al., 2009).

Ayman et al. (2009) assessed 293 leaders and their subordinates in a variety of organizations ranging from manufacturing to accounting and education. The goal was to determine the effect of gender on subordinate view of transformational leadership given the gender composition on the leader-subordinate dyad. In the study, gender was self-reported and the MLQ was self-administered to determine the existence of transformational leadership, while leader performance was assessed by subordinates on the Making the Match Scale. Study results showed a significant negative relationship between the extent to which a female leader assessed herself as transformational and her performance ratings from male subordinates. This negative relationship did not exist when the manager was male regardless of the subordinate's gender or when both the manager and subordinate were female. Therefore, even though more female managers are transformational than their male counterparts, the effectiveness of a female's management style is affected by the gender of her subordinates, which is not true for male managers (Ayman et al., 2009).

In counterpoint to the gender biases, research across age, nationality and educational background seems to indicate that transformational leadership is an enhancer of team performance regardless of the team's diversity (Kearney & Gebert, 2009). Team effectiveness when led by transformational leaders was assessed in the 62 research and development teams of a multinational German pharmaceutical company. The authors used 20 items of the MLQ

(Avolio & Bass, 2004) to determine the presence of transformational leadership and assessed that leadership's effectiveness given teams of demographic and informational diversity. The measure of team diversity was Blau's index of heterogeneity. Diversity was measured along three continuum: (a) age diversity was in five-year increments; (b) nationality (2.8 nationalities per team); and (c) educational background by furthest degree obtained in participant's respective field (3.3 educational back grounds per team). Kearney and Gebert (2009) were unable to locate acceptable measures of task-relevant information and, therefore, the authors developed their own four-item measure based upon existing literature. A principal component analysis determined that "one factor with an eigenvalue of 3.14 explained 79% of the variance among the items" (p. 82).

Six months after the collection of team member data, the respective team leaders rated the performance of their teams (Kearney & Gebert, 2009). The four performance criteria as suggested by Ancona and Caldwell (1992) and Van Der Vegt and Bunderson (2005) were: efficiency, quality of innovations, productivity, and overall achievement. The comparison was other teams and the scale used was from 1 (far below average) to 7 (far above average).

Although the results were complex, for purposes of this review, it must be noted that there was a positive relationship between team performance and diversity when transformational leadership was applied "by fostering the utilization of the enlarged pool of ideas and perspectives" (Kearney & Gebert, 2009, p. 86). Additionally, although the research showed that "transformational leadership is particularly likely to have beneficial effects on team performance when the teams are diverse with respect to age, nationality, and educational background," the study found no "significant relationship between transformational leadership and team performance," which directly "contradicts the preponderance of findings in the transformational

leadership literature” (Kearney & Gebert, 2009, p. 87). In conclusion, the authors noted, however, that “transformational leadership can help turn demographic and informational differences among team members into an asset rather than a liability” (Kearney & Gebert, 2009, p. 88).

Teaching and learning transformational leadership. Can transformational leadership be taught, developed and learned? According to Bass and Riggio (2006), “the quick answer is yes” (p. 142). The early research in this area focused on life experience, including the parenting of transformational leaders. A detailed study of bio-data secured from 182 leaders and their followers showed a high positive correlation between transformational leadership and such factors as high parental moral standards, favorable school experience, and parental interest in educational performance (Avolio, 1994). Similarly, Yammarino and Bass (1990), researching a group of junior naval officers, found a positive correlation between transformational leadership and involvement in team sports.

Relatively recent research indicates that transformational leadership can be improved by both training and counseling (Kelloway & Barling, 2000). Bass and Riggio (2006) stated categorically that “transformational leadership can be taught and learned” (p. 147). Kelloway and Barling (2000) stated that the training of transformational leaders is consistent with the learning theory of Bandura (1977) in that it “marries rigorous conceptual knowledge with opportunities to practice and apply observable behaviors” (p. 357). The authors, therefore, explained that this approach to training has four distinct characteristics: (a) the presentation of behavioral principles, (b) demonstration of the principles, (c) opportunities to practice the principles, and (d) feedback on performance. This approach has been, especially when thorough feedback is provided, proven effective in creating transformational leaders as the management

trainees “do make the behavioral changes that seen by subordinates as enhancing their transformational leadership” (Kelloway & Barling, 2000, p. 359).

Summary

The chapter’s review of the literature began with a historical background in order to position this study in the youth leadership field. The background literature included discussion about defining youth leadership, identifying and describing two streams of the youth leadership literature—academic giftedness and youth development—and developing future leaders. Next, the impact of youth popular literature was discussed, followed by descriptions of the Harry Potter phenomenon and the Hunger Games phenomenon. Overviews of the Harry Potter series and Hunger Games series were presented, with expanded attention given to the two texts that were the focus of this study’s investigation—*Harry Potter and the Goblet of Fire* (Rowling, 2005) and *Mockingjay* (Collins, 2010). Following the overviews of the novel series, the protagonists Harry Potter and Katniss Everdeen are examined as potential archetypical hero/heroine. Lastly, literature specific to the study’s theoretical framework is presented, including the historical development of different types of leadership theory and a comprehensive examination of this study’s guiding theoretical framework, transformational leadership.

Chapter 3: Methodology

Although youth leadership development is a new and growing area of research (Houghton & DiLiello, 2010; Redmond, 2012), there is a paucity of youth leadership theory (Conner & Strobel, 2007; Klau, 2006; MacNeil, 2006; Sacks, 2009) in the literature. Moreover, literature concerning the application of adult leadership theories to youth leadership development is contradictory (Kress, 2006; MacNeil, 2006). These literature gaps and contradictions are problematic in that education practitioners' beliefs tend to inform youth leadership programs rather than research and theory (Klau, 2006). Youth leadership, explained Conner and Strobel (2007), "remains in the margins of educational theory and research" (p. 276). One means of addressing this deficit in research and theory is to examine adult leadership theories that the literature suggests may be applicable to youth leadership development, specifically, transformational leadership theory (Avolio & Bass, 2004). This qualitative critical discourse analysis study examined the popular culture artifacts (PCAs) of two books of fiction: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). The purpose of the study was to determine whether and to what extent, if any, the respective protagonists, Harry Potter and Katniss Everdeen, exhibit the four characteristics of transformational leaders: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Restatement of Research Questions

The overarching research question guiding this study was "How and to what extent, if any, do the protagonists Harry Potter (*Harry Potter and The Goblet of Fire*; Rowling, 2000) and Katniss Everdeen (*Mockingjay: The Final Book of The Hunger Games*; Collins, 2010) exhibit the

four characteristics of transformational leaders?” Eight subquestions provide further focus for this study:

1. How and to what extent, if any, does Harry Potter exhibit evidence of idealized influence (idealized attributes and idealized behaviors)?
2. How and to what extent, if any, does Katniss Everdeen exhibit evidence of idealized influence (idealized attributes and idealized behaviors)?
3. How and to what extent, if any, does Harry Potter exhibit evidence of inspirational motivation?
4. How and to what extent, if any, does Katniss Everdeen exhibit evidence of inspirational motivation?
5. How and to what extent, if any, does Harry Potter exhibit evidence of intellectual stimulation?
6. How and to what extent, if any, does Katniss Everdeen exhibit evidence of intellectual stimulation?
7. How and to what extent, if any, does Harry Potter exhibit evidence of individual consideration?
8. How and to what extent, if any, does Katniss Everdeen exhibit evidence of individual consideration?

Description of Research Methodology

This qualitative study utilized a critical discourse analysis research design that integrated descriptive content analysis to analyze two works of popular youth fiction: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). The analysis was theoretically grounded in transformational leadership theory,

specifically the five aspects described by Avolio and Bass (2004): idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration.

Critical discourse analysis is a qualitative methodology, and descriptive content analysis can be used as a complimentary approach in qualitative research.

Critical discourse analysis (CDA) is not a specific methodology (Wodak & Meyer, 2016). Instead it is a multi-methodological approach for examining (a) texts, (b) participant (or character) interactions, and (c) social contexts as well as the relationships among the three (Mayes-Elma, 2003). As such, CDA is composed of three dimensions of activity: describing, interpreting, and explaining (Fairclough, 1992; Young, 2001). These three dimensions of analysis were used in this study.

Addressing the nature of critical discourse studies (CDS), Wodak and Meyer (2016) explained that such studies are “not interested in investigating a linguistic unit per se but in analysing, understanding and explaining social phenomena that are necessarily complex” (p. 2). Moreover, these seminal CDA/CDS researchers argued that critical discourse is a methodologically diverse approach for studying any type of social phenomenon. “Any social phenomenon,” Wodak and Meyer (2016) explained, “lends itself to critical investigation, to be challenged and not taken for granted” (p. 3). Van Dijk (2013) recommended using the term *critical discourse studies* when referring to various theories, methods, analyses, applications, and practices used by critical discourse analysts. Van Dijk (2013) referenced different types of CDA studies and sources for analysis, arguing that this approach is flexible to meet the contextual needs of a research project.

A good method is a method that is able to give a satisfactory (reliable, relevant, etc.) answer to the questions of a research project. It depends on one’s aims, expertise, time

and goals, and the kind of data that can or must be generated—that is, on the context of a research project. (Van Dijk, 2013, para. 2)

Critical discourse analysis/studies is grounded in multiple disciplines, including text linguistics, anthropology, philosophy, social psychology, cognitive science, literary studies, sociolinguistics, and applied linguistics (Wodak & Meyer, 2016). Generally, CDA/CDS approaches “understand discourses as relatively stable uses of language serving the organization and structuring of social life” (Wodak & Meyer, 2016, p. 6). One of the 20th century’s leading thinkers in the areas of philosophy of language and literary theory was Mikhail Mikhailovich Bakhtin (Holoquist, 1981). For Bakhtin, as explained by Holquist (1981) in his introduction to *The Dialogic Imagination: Four Essays by M. M. Bakhtin*, meaningful language “is somebody talking to somebody else, even when that someone else is one’s own inner addressee” (p. xxi). Based on Bakhtin’s thinking about the nature of language as used in the novel (wherein the author creates discourse with and between “inner addressees”—imagined characters), one can argue for the use of CDA/CDS approaches in analyzing works of fiction as discourses in terms of the stable use of language to organize and structure social life. An example of such an approach can be found in Mayes-Elma’s (2003) research. Mayes-Elma utilized critical discourse analysis to understand how Rowling (1998) handled gender in her representation of women’s agency by the female characters in *Harry Potter and the Sorcerer’s Stone*. In a similar approach, this present study utilized critical discourse analysis to examine how two fictional works that target youth may contribute to an understanding of how transformational leadership theory may/may not be applied to youth leadership development.

Unlike critical discourse analysis that is concerned with social phenomena associated with written or verbal communications, content analysis is limited to the study of the linguistic

unit itself. “While discourse analysis is concerned with the development of meaning and in how it changes over time,” explained Hardy, Harley, and Phillips (2004), “content analysis assumes a consistency of meaning that allows counting and coding” (p. 20). While some scholars have categorized content analysis as a traditionally quantitative method (Fierke, 2004), others have broadened this approach to include qualitative research (Hardy et al., 2004; Wallen & Fraenkel, 2000).

In the case of this study, a post-modern approach to examining the content of the texts was used to get at the underlying meaning of the narrative (Mayes-Elma, 2003) as it relates to transformational leadership theory. Instead of following typical line-by-line techniques for coding the actual text, individual scenes were first described to provide a holistic view of the scene and the protagonist’s interaction with other characters within the scene. Following this process of describing the scene, analytic coding was performed according to the five transformational leadership (Avolio & Bass, 2004) constructs of idealized attributes (IA), idealized behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), and individual consideration (IC) as measured with the Multifactor Leadership Questionnaire (MLQ).

For more than 15 years, the MLQ has been the primary instrument for measuring the five constructs of transformational leadership (IA, IB, IM, IS, and IC) as well as three constructs of transactional management (contingent reward, management by exception-active, and management by exception-passive) and the non-leadership, or laissez-faire, style. The MLQ remains the most tested and utilized instrument for measuring transformational leadership, which is effective across situations and cultures (Bass, 1997). Although cultural differences exist, researchers’ use of the MLQ has demonstrated that transformation leadership is universally

displayed (Leong & Fischer, 2011). Moreover, studies utilizing the MLQ have found that leaders evidencing the highest level of transformation leadership had the highest level of commitment (Bass & Riggio, 2006), resulting in increased follower commitment that translates into better organizational performance (Rai & Sinha, 2000 as cited in Bass & Riggio, 2006). Of particular significance to this study that examined the leadership of two protagonists of popular youth fiction (Harry Potter and Katniss Everdeen) are research findings that indicate that the transformational leadership style positively impacts performance, whether performance is subjectively perceived by subordinates and/or superiors or by objective measurements of particular performance variables (Bass & Riggio, 2006). The MLQ is an authoritative measure of transformational leadership attributes (IA, IB, IM, IS, and IC) across situations and cultures, and is, therefore, relative to this study that aims to add to the youth leadership development literature, which may ultimately contribute to the education and preparation of tomorrow's leaders. Figure 1 shows the phases of data collection and analysis used in this study.

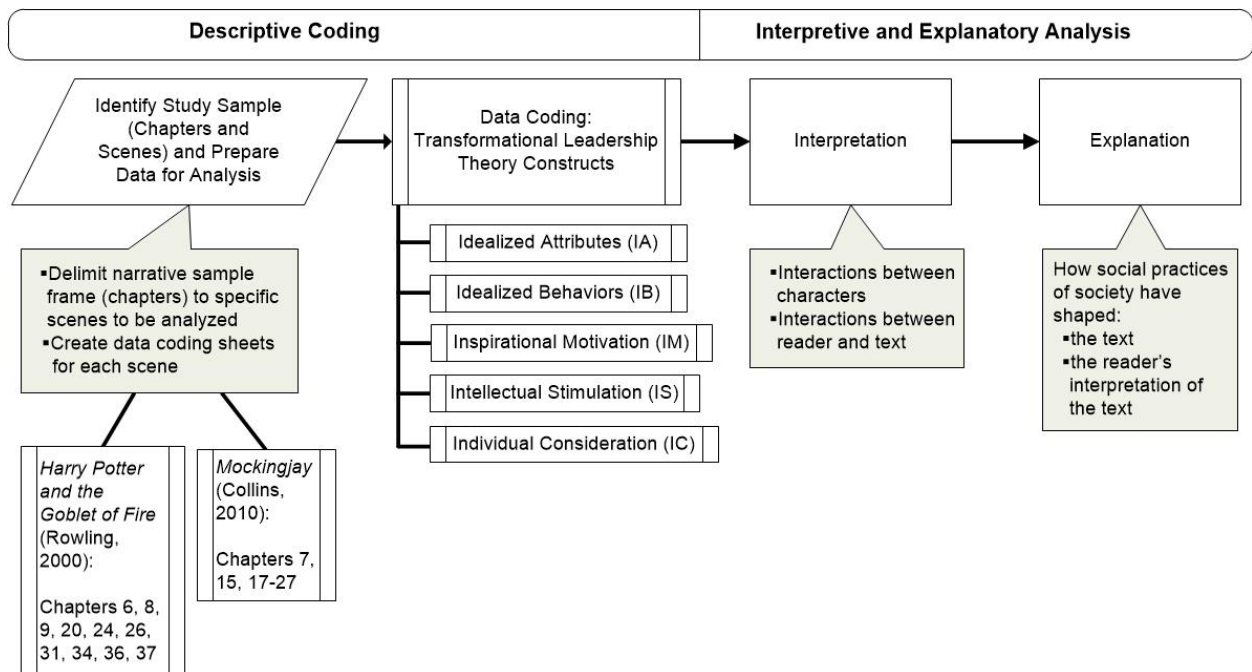


Figure 1. Data collection and analysis process.

Data Selection and Descriptive Content Analysis Procedures

The first phase of data collection and analysis included two parts: (a) identifying the narrative samples for analysis and (b) performing descriptive coding in keeping with the five constructs of transformational leadership theory (IA, IB, IM, IS, and IC). The procedures for each phase are described in the following sections.

Identifying the narrative sample. Unlike collecting qualitative data through interviews, wherein the researcher participates in coproducing a narrative with interviewees, this study's data collection procedures centered on the selection and analysis of existing narrative materials related to the phenomenon of interest—youth leadership development and transformational leadership theory. Based on prior discourse analysis research of youth popular literature and transformational leadership theory (Rosser, 2007) and a comprehensive review of the Harry Potter series and the Hunger Games series, two texts were identified that best exemplify youth leadership development: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010).

Rosser's (2007) research informed the selection of *Harry Potter and The Goblet of Fire* (Rowling, 2000) for this present study. In her analysis, Rosser found lessons for leadership, specifically decision making, risk, power, and ethics. In addition to informing the selection of this fourth text in the Harry Potter series for this present study, Rosser's detailed listing of chapters and scenes that evidence the specific attributes of transformational leadership was consulted when identifying the narrative sample for this text.

Collins (2010) described *Mockingjay: The Final Book of The Hunger Games* as the novel in which the protagonist Katniss Everdeen comes into her own as a leader. In this text, Katniss ultimately accepts her leadership responsibilities, making this novel the best of the Hunger

Games trilogy for analyzing the presence of transformational leadership characteristics in the protagonist and other characters with whom she interacts. To identify the narrative sample for this second youth novel, I did a close reading of the text to identify chapters and scenes that evidenced leadership. Specifically, I looked for situations and interactions between the protagonist Katniss Everdeen and her peers, other fellow protagonists, and antagonists that could be interpreted through a leadership framework in general. This review process for the *Mockingjay* text was replicated by a qualitative research expert who specializes in discourse analysis, Debra A. Fisher, Ph.D., and we consulted about our findings when finalizing the narrative sample for this text. The combined chapters and selected scenes from the two novels made up the sample frame from which the study sample was selected (see Table 3). A critical part of conducting discourse analysis based on narrative is setting boundaries on the text to be analyzed. Particularly in a dissertation study, it is important that the text be delimited to what can be realistically managed. As such, a unit of analysis—the scene—was identified for this proposed study.

Table 3

Study Sample Frame

| Narrative Text from which Relevant Scenes will be Selected | Chapters |
|---|---|
| <i>Harry Potter and The Goblet of Fire</i> (Rowling, 2000) | 6, 8, 9, 19, 20, 24, 26, 31, 34, 36, 37 |
| <i>Mockingjay: The Final Book of The Hunger Games</i> (Collins, 2010) | 7, 15, 17-27 |

The unit of analysis for this study was the scene, defined as “a sequence of events that are related to each other” (Mayes-Elma, 2003, p. 76). Mayes-Elma explained that a scene can be an entire chapter or a matter of pages within the text. She cited the example of the first chapter of

Harry Potter and The Goblet of Fire (Rowling, 2000). This entire chapter is composed of one scene in which the protagonist Harry goes to live with his aunt and uncle following the death of his parents. Hardy et al. (2004) explained that the most daunting challenge of a critical discourse analysis study is to identify the bounds of the material to be analyzed. Hard choices must be made regarding “the extent and limits of analysis” (p. 24). The process of bounding the sample is subjective in that the researcher functions as the instrument of data collection, which is in keeping with qualitative methodology. A more thorough discussion of researcher subjectivity is taken up in the forthcoming section on instrumentation. In sum, the narrative sample frame was delimited to specific scenes within the identified chapters. After the selection of scenes for analysis, a data coding sheet was created for each scene to guide the descriptive data coding process (see Appendix A).

Performing descriptive coding. Using the prepared data coding sheets (see Appendix A), I conducted the descriptive coding part of phase one of the study using deductive reasoning (Trochim, Donnelly, & Arora, 2016) based on transformational leadership theory. Each coding sheet had a description of the scene being analyzed in the first column. This description was the my subjective rendition of the scene. As Mayes-Elma (2003) explained, each scene was examined as a whole, “not taken apart word by word, sentence by sentence, or paragraph by paragraph” (p. 76). The goal was to deconstruct the larger picture of the whole scene by applying transformational leadership theory. As the Multifactor Leadership Questionnaire (MLQ; Avolio & Bass, 2004) transformational leadership constructs were identified as being evidenced in the scene, I recorded them on the data coding sheet in their respective columns for idealized attributes (IA), idealized behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), and individual consideration (IC; see Appendix A). These five MLQ constructs

are defined in Chapter 1 and further described in Chapter 2. For each scene's data coding sheet, the total number of MLQ codes for each construct was counted for reporting in Chapter 4.

Researcher reflexivity and bracketing. One of the main characteristics of qualitative research is that the researcher functions as the “primary instrument for data collection and analysis” (Merriam, 2009). Rather than trying to eliminate inherent researcher bias or subjectivity, the goal in qualitative research is to identify them (reflexivity) and monitor their impact on the data collection and analysis processes (bracketing). Researcher active presence in the inquiry process is generally viewed as more of a valuable analytic device than a hindrance in qualitative studies (Charmaz, 2006; Clarke, 2005; Corbin & Strauss, 2008). This researcher presence, however, should be made known by way of reflexive transparency, which entails self-reflection on one's knowledge about and personal interests in the topic of inquiry (Corbin & Strauss, 2008). Essentially, researcher reflexivity involves scrutinizing one's experiences, decisions, and interpretations in such a way as to “bring the researcher into the process and allow the reader to assess how and to what extent the researcher's interests, positions, and assumptions influenced inquiry” (Charmaz, 2006, p. 188). Therefore, reflexive transparency was my goal regarding my professional and volunteer leadership experiences that were valuable during the analysis phase of this study. These leadership experiences are described below.

Over the last 31 years, I have served as the CEO of several major organizations and built multiple companies from the ground up. My largest organization, a restaurant turnaround, employed more than 10,000 full-time and part-time people, while my most recent ventures include a multi-unit restaurant chain with over 500 employees, an Internet ticketing and gaming organization, and a sustainable aqua/agriculture project in Hawaii. My executive experiences in both the restaurant and technology industries have put me in close contact with young workers

and managers who are aspiring leaders. The development of these young leaders has been critical to the success of their respective organizations.

In particular, I have found the restaurant industry to be challenging from a personnel perspective due to the youth and inexperience of much of the industry's workforce. Couple these personnel challenges with modest pay and high turnover and one sees how an organization's ability to retain and grow employees would provide a competitive advantage over those companies who "churn and burn" their workforce. It has thus been my business philosophy that employee training and development are extremely important to reducing turnover and increasing worker efficiency. Well-trained employees allow for higher pay and personal growth. This business perspective dovetails well with a more personal view that I want those who work with me to feel that they are better off for the experience.

Historically, much of the restaurant training has been of a very rudimentary nature. However, the development of home-grown managers requires more sophisticated and in-depth management training. While most of the management training focuses on administrative skills, I believe that including leadership theory and skills will help develop the managers and executives our company will need for the growth and succession planning of the future.

In addition to working with young business leaders over the past three decades, I have supported, primarily on a volunteer basis, youth development programs in my community. Most notably, I have been a high school basketball coach for the last 13 seasons. During this time, I have helped develop student leaders and athletes who have won four state championships and matriculated to colleges such as the United States Air Force Academy, the United States Naval Academy, and the University of Notre Dame. Both my professional and community volunteer experiences are indicative of my personal belief that leadership can be taught by developing the

correct tools that align with the life experiences and perceptions of young people. More specifically, by utilizing culture artifacts that contribute to American youth's life experiences and social milieu may be part of that tableau if such artifacts can demonstrate aspects of transformational leadership. Lastly, I would add that it was my first professional experience, as a young and without doubt naïve Los Angeles County Deputy District Attorney, which created a personal bias for the necessity of training young leaders in their communities and our nation. Without strong families as well as meaningful and effective role models and educational traditions, our communities are roiling cauldrons from which the leaders we deserve, rather than the leaders we need, will emerge.

Throughout the data analysis phase of the study, I remained consistent, aware, thoughtful, and self-reflective in order to bracket my biases about the research topic. Bracketing entails suspending one's beliefs in order to study the reality of the phenomenon of inquiry (Patton, 2002). This self-examination by way of bracketing enabled me to be present to the study while holding myself accountable to the research process (Clarke, 2005). I practiced researcher reflexivity by reflecting on my biases prior to and immediately following each data analysis session. In addition to using the data coding sheets as instruments for describing and coding the narrative data, I used them as bracketing tools for capturing my reflective thoughts during the interpretation and explanation stages of analysis (see Appendix A). In this manner, I bracketed my biases while maximizing the experience and knowledge I brought to this study, which were considered valuable, rather than hindrances to the analysis process (Charmaz, 2006; Clarke, 2005; Corbin & Strauss, 2015). The data coding sheet depicts data collection and analysis as a linear process, moving from describing the scene, to citing the page numbers, to coding

according to the five MLQ constructs (IA, IB, IM, IS, and IC), and to interpreting and explaining.

Credibility and dependability. Issues of validity and reliability are not fitting for qualitative research (Corbin & Strauss, 2015). Instead, the terms “credibility” and “dependability” were used to evaluate this study. Credibility in qualitative research means that study findings are “trustworthy and believable in that they reflect participants’, researchers’, and readers’ experiences with a phenomenon but at the same time the explanation is only one of many possible ‘plausible’ interpretations possible from the data” (Corbin & Strauss, 2008, p. 302). Related to credibility is the quality of the research. Conditions that foster quality include (a) methodological consistency; (b) clarity of purpose; (c) researcher’s self-awareness of biases and assumptions; and (d) researcher’s feeling and sensitivity for the topic, participants, and the research (Corbin & Strauss, 2008). The previous section addressed my researcher reflexivity, which is one of the critical conditions that foster quality and credibility. Moreover, the purpose of this study was clearly stated and the methodological principles of critical discourse analysis and content analysis were described herein. The research design, which is based on systematic data collection and analysis procedures, further contributed to the dependability of the study in that it provided a foundation for future replication of the study.

Furthermore, four types of triangulation can be used to establish credibility in qualitative research (Patton, 2002). The four types include methods triangulation, triangulation of sources, theory triangulation, and analytical triangulation. Analytic triangulation is fitting for this critical discourse analysis study that integrated descriptive content analysis to analyze popular youth fiction. An analytical triangulation strategy involves having more than one person analyze the qualitative data. In the case of this proposed study, an independent qualitative research

methodologist and developmental editor assisted during two phases of analysis. First, Debra A. Fisher, Ph.D. assisted me with the deductive coding phase of the study. Next, she provided expert guidance during the interpretive and explanatory phase of analysis as detailed in the following section. For more than 15 years, Dr. Fisher has served as an independent consultant supporting academic, government, and business clients as a qualitative research methodologist, adult learning theorist, curriculum developer/instructional designer, technical/research writer, and developmental editor (see Appendix B). She demonstrated her multidisciplinary scholarly excellence in English, education, and philosophy as a *summa cum laude* baccalaureate graduate. At the Ph.D. level, Dr. Fisher applied her qualitative research expertise (combining discourse analysis and grounded theory methods) to analyze discourses from two historical periods—the Cold War and the War on Terror. Her doctoral research was later extended to develop an adult learning theory for worst-case crisis situations, which is at the heart of her work as the founder/president of Krisis Institute for Community Readiness, Response, and Recovery, a 501(c)(3) nonprofit organization.

Interpretive and Explanatory Analysis Procedures

Following the describing of each scene and then coding the scene according to the five MLQ constructs (idealized influence, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration), the second phase of data analysis began: interpretation and explanation. I recorded this analytic process in the last column of the coding sheet (see Appendix A). These analytic methods are described in the qualitative research literature as analytic memoing. Corbin and Strauss (2008) defined memos simply as “written records of analysis” (p. 117); this simplistic definition stresses the importance of the data coding sheet used in this study as a systematic method for maintaining a formal and developing record

of analysis. Miles, Huberman, and Saldaña's (2014) expanded definition of analytic memoing provides a fuller description of this qualitative method:

An analytic memo is a brief or extended narrative that documents the researcher's reflections and thinking processes about the data. These are not just descriptive summaries of data but attempts to synthesize them into higher level analytic meanings. They are first-draft self-reports, of sorts, about the study's phenomena and serve as the basis for more expanded and final reports. (pp. 95-96)

Patton (2002) explained how analytic memoing is an ongoing method for recording and tracking analytic insights that occur throughout the investigation. Like Miles et al. (2014), Patton stressed the critical importance of analytic memos, as well as the guiding research questions, in generating the final analysis of the study. During the final analysis stage, I read and reread the analytic memos to gain a big-picture understanding of the texts and how they relate to the phenomena of youth leadership development and transformational leadership theory (YLD/TLT).

During the interpretation and explanation phase, using the last column of the data coding sheet (see Appendix A), I conducted analytic memoing by constantly questioning what issues of YLD/TLT come into play in the text and how they are related. For example, interactions between the narrative's protagonist and other characters were examined with the intent of discovering relationships to YLD/TLT. Additionally, interactions between me (as the reader) and the narrative text were reflected upon to gain an understanding of how these interactions relate to YLD/TLT. These two examples are part of the interpretation process. The explanatory process involved big-picture analysis of how social practices of society have shaped the text, as well as my interpretation (as the reader) of the text. For example, gender is a societal level issue

that came into play, based on the fact that the protagonist in *Harry Potter and The Goblet of Fire* (Rowling, 2000) is male, while the protagonist in *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010), Katniss Everdeen, is female. The general leadership literature (Bass, 2008) and transformational leadership theory literature (Avolio & Bass, 2004) deal extensively with gender issues. Another consideration is that the authors of both texts are female, while the researcher conducting this critical discourse analysis is male. As was stated previously, the qualitative analysis process is subjective in the sense that the researcher's background, experiences, beliefs, values, and assumptions shape both the interpretation and explanation of the narrative discourse (Mayes-Elma, 3003; Merriam, 2009).

Institutional Review Board

Pepperdine University (2015) requires that “all research involving human participants must be conducted in accordance with accepted ethical, federal, and professional standards for research” (para. 1). These standards include those described in the Belmont Report and the U.S. Code of Federal Regulations, DHHS (CFR), Title 45, Part 46 entitled “Protection of Human Research Subjects,” and Parts 160 and 164 entitled “Standards for Privacy of Individually Identifiable Health Information,” as well as the “California Protection of Human Subjects in Medical Experimentation Act.” As such, approval for this study was obtained from the Pepperdine University Institutional Review Board (IRB) prior to initiating the data collection and analysis phases of the study.

Summary

This chapter began by restating the proposed study's purpose and research questions, followed by a description of the qualitative methodology and research design. Research methods specific to critical discourse analysis and content analysis were detailed, including procedures for

collecting and analyzing data. A two-phased analysis process was described: descriptive coding and the interpretive and explanatory analysis phase. For the descriptive coding phase, the study sample frame was described as being comprised of select chapters from the two fictional texts *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010), and the process for identifying the narrative sample was described. In addition, the procedures for performing descriptive coding of the sample according to the five MLQ constructs (idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration) were detailed. A discussion of the researcher as an instrument in qualitative research was presented as well as a description of the data coding sheet that was used throughout the data collection and analysis phases was provided. Moreover, a brief discussion was presented on the issues of credibility and dependability in qualitative research. Next, the interpretive and explanatory analysis procedures were described, including the use of the analytic memoing method for analyzing qualitative data. Lastly, the requirement for IRB approval of research was presented for a study that does not involve human subjects or human subject records. Findings from the first phase of analysis—descriptive content analysis are presented in Chapter four.

Chapter 4: Descriptive Content Analysis Findings

The question about whether leaders are born or made has existed throughout the ages. Seminal transformational leadership scholar Bernard Bass (2008) addressed the nature or nurture question: “To some extent, leaders are ‘born’ and developed at an early age. But at the same time, much can be done with children’s development, education, and training to ‘make’ them leaders” (p. 1052). The second part of Bass’s explanation, making children leaders, was the focus of this study that explored the application of transformational learning theory to youth leadership development by examining the popular culture artifacts (PCAs) of two books of youth fiction: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). Specifically, the purpose of this qualitative critical discourse analysis study was to determine whether and to what extent, if any, the respective protagonists, Harry Potter and Katniss Everdeen, exhibit the four characteristics of transformational leaders: idealized influence (idealized attributes and idealized behaviors), inspirational motivation, intellectual stimulation, and individualized consideration, as described in the Multifactor Leadership Questionnaire (MLQ; Avolio & Bass, 2004).

The overarching research question guiding this study was “How and to what extent, if any, do the protagonists Harry Potter (*Harry Potter and The Goblet of Fire*; Rowling, 2000) and Katniss Everdeen (*Mockingjay: The Final Book of The Hunger Games*; Collins, 2010) exhibit the four characteristics of transformational leaders?” Eight subquestions provided further focus for this study:

1. How and to what extent, if any, does Harry Potter exhibit evidence of idealized influence (idealized attributes and idealized behaviors)?

2. How and to what extent, if any, does Katniss Everdeen exhibit evidence of idealized influence (idealized attributes and idealized behaviors)?
3. How and to what extent, if any, does Harry Potter exhibit evidence of inspirational motivation?
4. How and to what extent, if any, does Katniss Everdeen exhibit evidence of inspirational motivation?
5. How and to what extent, if any, does Harry Potter exhibit evidence of intellectual stimulation?
6. How and to what extent, if any, does Katniss Everdeen exhibit evidence of intellectual stimulation?
7. How and to what extent, if any, does Harry Potter exhibit evidence of individual consideration?
8. How and to what extent, if any, does Katniss Everdeen exhibit evidence of individual consideration?

This chapter addresses the first phase of this two-phased critical discourse analysis study: descriptive content analysis. During this phase, narrative samples were selected from two books of fiction (popular culture artifacts) and deductive coding was performed according to the five attributes of transformational leadership theory (IA, IB, IM, IS, and IC). Procedures for this initial phase are described and findings presented in the following section. The chapter concludes with a summary.

Procedures

The first step of the descriptive content analysis phase of this study involved identifying the narrative sample frame to be analyzed. Data collection procedures for this study centered on

the selection and analysis of existing narrative materials related to the phenomenon of interest—youth leadership development and transformational leadership theory. Based on prior discourse analysis research of youth popular literature and transformational leadership theory (Rosser, 2007) and a comprehensive review of the Harry Potter series and the Hunger Games series, two texts were identified that best exemplify youth leadership development: *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). Because the unit of analysis was the scene, the study sample included relevant scenes from *Harry Potter and The Goblet of Fire* (Rowling, 2000), specifically those located in chapters 6, 8, 9, 20, 24, 26, 31, 34, 36, and 37, and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010), specifically those located in chapters 7, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, and 27.

Next, the researcher used prepared data coding sheets (see Appendix A) to conduct descriptive coding using deductive reasoning (Patton, 2015; Trochim, Donnelly, & Arora, 2016) based on transformational leadership theory. First, the researcher provided a subjective description of the scene with the goal of deconstructing the larger picture of the whole scene (Mayes-Elma, 2003) by applying transformational leadership theory. As the Multifactor Leadership Questionnaire (MLQ; Avolio & Bass, 2004) transformational leadership constructs were evidenced in the scene by the protagonist, they were recorded on the data coding sheet according to idealized attributes (IA), idealized behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), and individual consideration (IC).

Descriptive Content Analysis Findings

The overall findings from the descriptive content analysis of the *Harry Potter* and *Mockingjay* texts are presented in Table 4, followed by further descriptions according to each of the five MLQ constructs.

Table 4

Descriptive Coding: Overall Findings

| MLQ Constructs | Harry Potter | | | | Katniss Everdeen | | | |
|--------------------------------|----------------------------|-------|---------------------------|-------|----------------------------|-------|----------------------------|-------|
| | Scenes (<i>N</i> = 19) | | Codes (<i>N</i> = 57) | | Scenes (<i>N</i> = 34) | | Codes (<i>N</i> = 217) | |
| | No. | % | No. | % | No. | % | No. | % |
| Individualized Attributes (IA) | 16 | 84.21 | 25 | 43.86 | 26 | 76.47 | 71 | 32.72 |
| Individualized Behaviors (IB) | 10 | 52.63 | 11 | 19.3 | 24 | 70.59 | 62 | 28.57 |
| Inspirational Motivation (IM) | 6 | 31.58 | 7 | 12.28 | 9 | 26.47 | 20 | 9.22 |
| Intellectual Stimulation (IS) | 2 | 10.53 | 2 | 3.51 | 21 | 61.76 | 34 | 15.67 |
| Individual Consideration (IC) | 9 | 47.37 | 12 | 21.05 | 16 | 47.06 | 30 | 13.82 |

Idealized attributes and idealized behaviors are aspects of the transformational leadership construct *idealized influence*. Avolio and Bass (2004) described leaders with idealized influence:

These leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders. Among the things the leader does to earn credit with followers is to consider followers' needs over his or her own needs. The leader shares risks with

followers and is consistent in conduct with underlying ethics, principles, and values. (p. 94)

Instances of idealized attribute codes in the two texts are first reported specific to the protagonists Harry Potter and Katniss Everdeen. Thereafter, findings specific to idealized behavior are reported.

Idealized attributes. Avolio and Bass (2004) identified four characteristics of the leader with idealized attributes: “[a] instill pride in others for being associated with [him/her], [b] go beyond self-interest for the good of the group, [c] act in ways to build others’ respect for [him/her], and (d) display a sense of power and confidence” (p. 94). The transformational leadership attribute of idealized attributes (IA) was most frequently evidenced by the two protagonists, Harry Potter and Katniss Everdeen. The combined total of 42 scenes in which the two protagonists demonstrated IA was greater than that for each of the other four transformational leadership attributes (IB = 34, IM = 15, IS = 23, and IC = 25). Additionally, the combined total of 96 coded instances of idealized attributes was more than that of the other four constructs (IB = 73, IM = 27, IS = 36, and IC = 42). Table 5 provides a comparison of the number and percentages for IA scenes and IA code instances between Harry Potter and Katniss Everdeen.

Table 5

Descriptive Coding: Idealized Attributes

| | IA Scenes | | IA Codes | |
|------------------|-----------|-------|----------|-------|
| | No. | % | No. | % |
| Harry Potter | 16 | 84.21 | 25 | 43.86 |
| Katniss Everdeen | 26 | 76.47 | 71 | 32.72 |

Idealized behaviors. Avolio and Bass (2004) identified four characteristics of the leader with idealized behaviors: “[a] talk about [his/her] most important values and beliefs, [b] specify the importance of having a strong sense of purpose, [c] consider the moral and ethical consequences of decisions, and [d] emphasize the importance of having a collective sense of mission” (p. 94). The transformational leadership construct of idealized behaviors (IB) was second most frequently evidenced by the two protagonists, Harry Potter and Katniss Everdeen. The combined total of 34 scenes in which the two protagonists demonstrated IB was greater than that for the combined total for the three MLQ constructs of IM ($n = 15$), IS ($n = 23$), and IC ($n = 25$). Additionally, the combined total of 73 coded instances of idealized behaviors was more than that for the combined total for the three MLQ constructs of IM ($n = 27$), IS ($n = 36$), and IC ($n = 42$). Table 6 provides a comparison of the number and percentages for IB scenes and IB code instances between Harry Potter and Katniss Everdeen.

Table 6

Descriptive Coding: Individualized Behaviors

| | IB Scenes | | IB Codes | |
|------------------|-----------|-------|----------|-------|
| | No. | % | No. | % |
| Harry Potter | 10 | 52.63 | 11 | 19.3 |
| Katniss Everdeen | 24 | 70.59 | 62 | 28.57 |

Study research questions one and two inquired about the extent to which Harry Potter and Katniss Everdeen exhibit evidence of idealized influence (idealized attributes and idealized behaviors). Analysis of the descriptive coding revealed that 63.16% of the *Harry Potter and the Goblet of Fire* (Rowling, 2000) descriptive codes that emerged from deductive analysis showed evidence of idealized influence (IA and IB combined), while 61.29% of the *Mockingjay* (Collins,

2010) descriptive codes showed evidence of idealized influence. The percentages of individualized influence descriptive codes (IA and IB) was greater than the combined percentages of IM, IS, and IC descriptive codes for both *Harry Potter* (36.84%) and *Mockingjay* (38.71%). As these findings indicate, idealized influence was similarly evidenced in both protagonists, Harry (63.16%) and Katniss (61.29%), which was greater than the combined total of the other three transformative leadership constructs for both protagonists (Harry: 36.84% and Katniss: 38.71%).

Inspirational motivation. Leaders displaying inspirational motivation “behave in ways that motivate those around them by providing meaning and challenge to their followers’ work” (Avolio & Bass, 2004, p. 94). Additionally, these leaders arouse individual and team spirit while displaying enthusiasm and optimism. The leader with IM “encourages followers to envision attractive future states” (p. 94). Avolio and Bass (2004) identified four characteristics of the leader with inspirational motivation: “[a] talk optimistically about the future, [b] talk enthusiastically about what needs to be accomplished, [c] articulate a compelling vision of the future, and [d] express confidence that goals will be achieved” (p. 94).

Study research questions three and four inquired about the extent to which Harry Potter and Katniss Everdeen exhibit evidence of idealized motivation (IM). For Harry Potter, IM was one of the least evidenced transformational leadership attributes (7 of 57 total descriptive codes, 12.28%); only IS was less evidenced than IM. For Katniss Everdeen, IM was the least evidenced attribute (20 of 217 total descriptive codes, 9.22%). Table 7 provides a comparison of the number and percentages for IM scenes and IM code instances between Harry Potter and Katniss Everdeen.

Table 7

Descriptive Coding: Inspirational Motivation

| | IM Scenes | | IM Codes | |
|------------------|-----------|-------|----------|-------|
| | No. | % | No. | % |
| Harry Potter | 6 | 31.58 | 7 | 12.28 |
| Katniss Everdeen | 9 | 26.47 | 20 | 9.22 |

Intellectual stimulation. Those leaders who display intellectual stimulation (IS) stimulate followers’ innovation and creativity by “questioning assumptions, reframing problems, and approaching old situations in new ways” (Avolio & Bass, 2004, p. 95). These leaders involve their followers in efforts to solve problems by soliciting from them new ideas and creative solutions. Avolio and Bass (2004) identified four characteristics of the leader with intellectual stimulation: “[a] re-examine critical assumptions to question whether they are appropriate, [b] seek differing perspectives when solving problems, [c] get others to look at problems from many different angles, and [d] suggest new ways of looking at how to complete assignments” (p. 95).

Study research questions five and six inquired about the extent to which Harry Potter and Katniss Everdeen exhibit evidence of idealized stimulation (IS). For Harry Potter, IS was the least evidenced transformational leadership attribute (2 of 57 total descriptive codes, 3.51%). For Katniss Everdeen, IS was the third most evidenced attribute (34 of 217 total descriptive codes, 15.67%). Table 8 provides a comparison of the number and percentages for IS scenes and IS code instances between Harry Potter and Katniss Everdeen.

Table 8

Descriptive Coding: Intellectual Stimulation

| | IS Scenes | | IS Codes | |
|---------------------|-----------|-------|----------|-------|
| | No. | % | No. | % |
| Harry Potter | 2 | 10.53 | 2 | 3.51 |
| Katniss Everdeen | 21 | 61.76 | 34 | 15.67 |

Individual consideration. According to Avolio and Bass (2004), leaders with the transformational attribute of individual consideration are attentive to individual followers' distinct needs for "achievement and growth by acting as a coach or mentor" (p. 95). These leaders are interested in helping followers achieve their fullest potential and create new growth opportunities in a supportive environment. Avolio and Bass (2004) identified four characteristics of the leader with idealized consideration: "[a] spend time teaching and coaching, [b] treat others as individuals rather than just as a member of a group, [c] consider each individual as having different needs, abilities and aspirations from others, and [d] help others to develop their strengths" (p. 95).

Study research questions seven and eight inquired about the extent to which Harry Potter and Katniss Everdeen exhibit evidence of idealized consideration (IC). For Harry Potter, IC was the second most evidenced transformational leadership attribute (12 of 57 total descriptive codes, 21.05%). For Katniss Everdeen, IC was the second least evidenced attribute (30 of 217 total descriptive codes, 13.82%). Table 9 provides a comparison of the number and percentages for IC scenes and IC code instances between Harry Potter and Katniss Everdeen.

Table 9

Descriptive Coding: Individual Consideration

| | IC Scenes | | IC Codes | |
|---------------------|-----------|-------|----------|-------|
| | No. | % | No. | % |
| Harry Potter | 9 | 47.37 | 12 | 21.05 |
| Katniss Everdeen | 16 | 47.06 | 30 | 13.82 |

Summary

During the descriptive content analysis phase of this study, deductive reasoning and open-coding techniques were used to analyze the narrative sample frame: select chapters from *Harry Potter and the Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of the Hunger Games* (Collins, 2010) for evidence of the transformational leadership characteristics of idealized influences (idealized attributes and idealized behaviors), inspirational motivation, intellectual stimulation, and individualized consideration as described in the Multifactor Leadership Questionnaire (MLQ; Avolio & Bass, 2004). Analysis revealed the overall findings for the five MLQ characteristics of idealized attributes (IA), idealized behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), and individualized consideration (IC). Overall, IA was the most frequently evidenced transformational leadership characteristic by both protagonists, Harry Potter and Katniss Everdeen. The combined total of 42 scenes in which the two protagonists demonstrated IA was greater than that for each of the other four transformational leadership attributes (IB = 34, IM = 15, IS = 23, and IC = 25). Additionally, the combined total of 96 coded instances of IA was more than the combined total of the other four constructs (IB = 73, IM = 27, IS = 36, and IC = 42).

Another overall finding of the descriptive content analysis was that IB was the second most frequently evidenced characteristic by the two protagonists, Harry and Katniss. The combined total of 34 scenes in which the two protagonists demonstrated IB was greater than that for the combined total for the three MLQ constructs of IM ($n = 15$), IS ($n = 23$), and IC ($n = 25$). Additionally, the combined total of 73 coded instances of idealized behaviors was more than that for the combined total for the three MLQ constructs of IM ($n = 27$), IS ($n = 36$), and IC ($n = 42$).

An examination of the differences between the two protagonists in terms of evidenced transformational leadership characteristics provides data for answering the study's overarching research question and individual subquestions. Research subquestions one and two inquired about the extent to which the two protagonists evidenced idealized influence (IA and IB). Of the five MLQ characteristics, Harry Potter evidenced a greater percentage of instances of IA (43.86%) than that of Katniss Everdeen (32.72%). Contrarily, Katniss evidenced a greater percentage of instances of IB (28.57%) than that of Harry (19.3%). Research subquestions three and four inquired about the extent to which the two protagonists evidenced inspirational motivation (IM). Of the five MLQ characteristics, Harry evidenced a greater percentage of instances of IM (12.28%) than that of Katniss (9.22%). Contrarily, Katniss evidenced a greater percentage of instances of IB (28.57%) than that of Harry (19.3%). Research subquestions five and six inquired about the extent to which the two protagonists evidenced intellectual stimulation (IS). Of the five MLQ characteristics, Katniss, by far, evidenced a greater percentage of instances of IS (15.67%) than that of Harry (3.51%). Research subquestions seven and eight inquired about the extent to which the two protagonists evidenced individual consideration (IC). Of the five MLQ characteristics, Harry evidenced a greater percentage of instances of IC

(21.05%) than that of Katniss (13.82%). The descriptive content analysis findings specific to these differences between Harry Potter and Katniss Everdeen provide comparative data for completing the second phase of this critical discourse analysis study—interpretation and explanation, which is discussed in chapter five.

Chapter 5: Interpretation, Explanation, and Recommendations

This chapter begins with an overview of findings from the first phase of analysis: descriptive content analysis. Next, findings from the second phase of interpretive and explanatory analysis are presented. The interpretive and explanatory analysis process included conducting analytic memoing to interpret interactions between characters and interactions between the researcher and the text relevant to youth leadership development and transformational leadership theory while providing explanatory discussion about how social practices of society have shaped the text and the researcher's interpretation of the text. Also included in this second phase of analysis are representative excerpts from the two fictional texts, *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010), relative to Avolio and Bass's (2004) transformational leadership characteristics: idealized attributes (IA), idealized behaviors (IB), inspirational motivation (IM), intellectual stimulation (IS), and individual consideration (IC). The chapter concludes with recommendations specific to the application of the transformational leadership framework to youth leadership development.

Overview of Findings from Descriptive Content Analysis

The first phase of analysis, descriptive content analysis, revealed that Harry Potter and Katniss Everdeen evidenced IA more frequently, across scenes and specific instances, than the other four transformational leadership characteristics. Idealized behavior (IB) was the second most frequently evidenced characteristic by the two protagonists. A comparison of the differences between the two protagonists in terms of transformational leadership characteristics reveals that Harry Potter evidenced a greater percentage of instances of IA (43.86%) than that of Katniss Everdeen (32.72%). Katniss, on the other hand, evidenced a greater percentage of

instances of IB (28.57%) than Harry (19.3%). While Harry evidenced a greater percentage of instances of IM (12.28%) than Katniss (9.22%), Katniss evidenced a greater percentage of instances of IB (28.57%) than Harry (19.3%). In terms of intellectual stimulation (IS), Katniss, by far, evidenced a greater percentage of instances of IS (15.67%) than Harry (3.51%). Of the five transformational leadership characteristics, Harry evidenced a greater percentage of instances of individual consideration (IC; 21.05%) than Katniss (13.82%).

Interpretation and Explanation

A particular strength of critical discourse analysis (CDA) is the situating of basic narrative descriptions within a web of interpretation and explanation (Mayes-Elma, 2003). During this phase of analysis, I did analytic memoing (Miles, Huberman, & Saldaña, 2014) to interpret interactions between characters and interactions between me and the text relevant to youth leadership development and transformational leadership theory. Next, I provided explanatory discussion about how social practices of society have shaped the text and my interpretation of the text. The interpretive and explanatory analysis is organized in this section according to the five MLQ constructs of idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration (Avolio & Bass, 2004).

Idealized attributes. According to Avolio and Bass (2004), leaders who exhibit idealized influence, inclusive of idealized attributes (IA) and idealized behaviors (IB), are “admired, respected, and trusted” (p. 94). Specifically, leaders high in IA exhibit the following behaviors:

- instill pride in others for being associated with [him/her],
- go beyond self-interest for the good of the group,
- act in ways that build others’ respect for [him/her], and

- display a sense of power and confidence. (Avolio & Bass, 2004, p. 94)

As presented in Table 3 of Chapter 4 Harry Potter demonstrates IA in 84.21% of the scenes analyzed. The 25 instances of IA found in those scenes represent 43.86% the five MLQ constructs and is by far the most numerous with the next closest MLQ construct being Individual Consideration (IC), exhibiting only 12 instances. While IA is also Katniss Everdeen's most numerous displayed MLQ construct, appearing 71 times in 76.47% of the scenes analyzed, these 71 instances of IA are only 32.37% of her total versus 43.86% for Harry.

Harry Potter, unlike Katniss Everdeen, is a British hero in a typical British setting, the English boarding school. Harry is the orphan hero discovering that he has been born to greatness. His murdered and martyred parents were magic royalty who died at the hand Lord Voldemort, a practitioner of the "black arts" and evil personified. Harry has a visible lightning scar on his forehead. He is literally marked for greatness, and, as such, Voldemort seeks Harry's demise. Harry, like the famous protagonist Hamlet, is "to the manner born" (Shakespeare, Vol. 3, 1978, p. 206).

Identified as "gifted," Harry's birth status almost qualifies as "celebrity status" and instills pride in others for being associated with him. Furthermore, his acceptance into Hogwarts School of Witchcraft and Wizardry confirms his status as academically gifted, if originally only among conjurers and prestidigitators. Thus, Harry can be seen as falling into the nebulous stream of academic giftedness in youth leadership literature, which lacking consensus on even the concept or definition of leadership (Matthews, 2004), arguably agrees that leadership ability itself should be considered as one of the six criteria that define gifted (Marland, 1971). This present research, however, finds specific examples of leadership behaviors that constitute the

idealized attributes construct of transformational leadership (Bass & Avolio 1997) independent of his giftedness.

In chapter 20 of *Harry Potter and the Goblet of Fire* (Rowling, 2000), Harry displays skills and character that go beyond self-interest as well as a sense of power and confidence that enable him to act in ways that build the respect of others (Avolio & Bass, 2004). Scene four shows Harry going beyond self-interest for the good of others in several ways. First, Harry shares information about dragons and their dangers with Cedric, a rival in the school tournament, to Cedric's advantage. Secondly, Harry refuses to "snitch" on his teacher Hagrid who broke the rules by telling Harry of the dragons. While Harry's actions in this scene evidence IA, they also are eerily similar to the British classic, *Tom Brown's School Days*, in which Tom Brown refuses to rat out his nemesis Flashman, much to Tom's detriment (Hughes, 1857/2012). Finally, in scenes seven and eight of chapter 20, Harry displays skill, power, and confidence in his encounter with and vanquishment of the Horntail Dragon. When Harry wins the contest by obtaining the golden egg, his rival Cedric, as well as Harry's friends and much of the Hogwarts student body and faculty cheer and admire Harry's prowess. Harry has built respect.

In chapter 26, there are additional examples of IA. In scene 11, Harry falls asleep after a futile exhaustive search for a library book with the knowledge he needed to perform a specific task. While Harry sleeps, Dobby, the Elf, searches for and finds the right book as a means of repaying a gratuitous kindness that Harry had previously performed on Dobby's behalf. Dobby's actions demonstrate the deep well of respect and gratitude Harry's prior actions have engendered. As a literary device, the author, Rowling (2000), draws on fables as old as Aesop's "Lion and the Mouse" wherein the disproportionately larger and more powerful lion frees the mouse never expecting a return favor only to be saved by the tiny rodent who gnaws the hunter's

nets freeing his large friend of a different species. It also deserves mention that here and in other areas of this book, Rowling celebrates if not pays homage to the diversity of her characters, in this case elves and humans.

Chapter 34 finds Harry in the third and final task of the Triwizard Tournament. The contestants enter a maze, and the first to reach the cup is the tournament champion. The entrants are told that if they need to be rescued they can signal the judges who will enter the maze to extricate the troubled contestant. Soon after entering the maze, Harry hears the screams of a fellow competitor. His reaction is to head toward the sound of the screams and not recoil, freeze or retreat. This is reminiscent of the bravery exhibited by first responders at mass shootings or other disasters. However, unlike the prior two challenges of the Triwizard Tournament, Harry's actions in the maze are not witnessed by all and yet he responds in an admirable manner. Therefore, one can determine that Harry goes beyond self-interest by saving a competitor with power and confidence, thereby exhibiting two IA traits.

Lastly, in ruminating about Harry and transformational leadership's IA, it is worth mentioning that moral development would seem a necessary, if not sufficient, pre-condition to transformational leadership. Chapter 34 evidences Harry's moral development in that much of the good Harry does is beyond the purview of his peers or teachers and thereby exhibits Kohlberg's (1970) third stage of post-conventional morality. For it is in this third and final stage of moral development that one operates not in fear of punishment or in anticipation of reward but rather marching to the beat of Thoreau's different drum (Thoreau, 1849/2018), generating the internal rhythm of universal ethics and internal moral principles (Kohlberg, 1981).

Katniss, the protagonist of Collins's (2010) final book of the Hunger Games series, *Mockingjay*, is significantly different from Harry Potter. She is female, she is not British, and

her lineage never has anything to do with her displayed qualities that instill pride in others.

Katniss is not at an ancient boarding school battling black magic. Rather Katniss is the quintessential American hero. She does not attend school. We know nothing of her educational background, and she has no real mentor such as Harry's Dumbledore; she is autodidactic, self-reliant and self-made. Although not born in the proverbial American log cabin, she is rural and unsophisticated by the standards of the detested Capitol. In fact, while Harry is often in scenes that evoke traditional, conservative environments and circumstances, though infused with the fantasy of magic, Katniss exists in a dystopian and post-apocalyptic future.

Katniss is engaged in perhaps the most tragic of wars, a civil war. Death does not just stalk her as it does Harry; it permeates her very existence and becomes a daily fact of life. Thus, Harry in *Harry Potter and the Goblet of Fire* (Rowling, 2000) exhibits idealized attributes (IA) through the qualities of sportsmanship and fair play in the honored tradition of Tom Brown's School Days (Hughes, 1857/2012), while Katniss in *Mockingjay* (Collins, 2010) exhibits bravery under fire when family and friends are dying.

In addition to the differences of circumstance, gender must be considered when analyzing the *Mockingjay* (Collins, 2010) text. For example, Katniss's weapon, with which she displays skills enhancing her sense of power and confidence thereby exhibiting idealized attributes, is a bow and arrows. Her unlikely weapon, in a high-tech future, is the traditional weapon of the most storied of female warriors, the Amazon. Additionally, despite her battle prowess and unparalleled bravery, Katniss is considered to be a figurehead and symbol of the revolution and not its leader. In fact, Katniss is often attended to by hair stylists and makeup artists while Harry's physical appearance is never an issue concerning his influence or position.

There were 26 instances of Katniss displaying IA in the selected sample and this section will further analyze three exemplary instances. The first examples are in scenes one and two of chapter 7. In this chapter, Katniss is brought to a rebel hospital for a photo opportunity complete with camera crew. Despite her misgivings and sensitivity to wounded patients, Katniss agrees to the operation and goes beyond self-interest for the good of the group. While Katniss has proven her worth as a fighter in the Hunger Games themselves, she is seen by the leaders as a symbol and mere figurehead of the operation. In truth Katniss displays ambiguous feelings, leans upon her comrade Gale for support early in the chapter, and seems to evince a deference to the patriarchal warrior society.

However, Katniss soon interfaces with a female commander and witnesses first-hand her impact upon the morale of the wounded, causing her to find the inner strength to be the leader necessary to the situation. The moment of mutual transformation and transmission of personal energy evokes the “we are the champions” anthem as the oppressed rebels rally behind their chosen, though initially hesitant, leader. Numerous movies have shown images of followers who personally identify with their leaders. For example, in the movie *Gladiator*, followers cry out “I am Spartacus” or “Maximus.” After experiencing the hospitalized rebel victims’ expressions of admiration, respect, and trust toward her, Katniss begins to display a sense of power and confidence while instilling pride in those associated with her.

As the first scene at the rebel hospital concludes, the second scene opens with the Capital soldiers bombing the hospital, an attack on wounded victims that reigns death and destruction. Having experienced the impact her presence had on the wounded victims during her visit, Katniss is determined to no longer allow herself to be kept out of harm’s way as a mere symbol of the revolution. She brushes off a male soldier’s protestations and rushes into the battle,

willingly risking her life on the battlefield by running toward the gunfire in order to protect the lives of innocent victims. Katniss the warrior rises once again by taking out an enemy bomber with her Amazonian bow. Knowing she is being filmed and that the rebels back home will view her battlefield actions and hear her rallying words, Katniss exposes herself to danger and tells the rebels this is what capitulation will achieve, a slaughter of the innocents. She exclaims that “we must fight back” and that “Fire is catching! And if we burn, you burn with us” (Collins, 2010, pp. 96-97). If Katniss is anomalous as a female warrior and leader, she is becoming a transformational leader demonstrating idealized attributes by instilling pride, moving beyond self-interest, building respect, and displaying power and confidence (Avolio & Bass, 2004).

In chapter 20, Katniss and her squad continue to the Capitol, where the rebels hope a final victory can be achieved. When Boggs’s legs are blown off by a land mine, he eschews the military chain of command and the Scalar principle of “unity of command” and passes the Halo’s security clearance to Katniss rather than Jackson (Robbins & Judge, 2011). In scene 15 of chapter 20, Katniss displays power and confidence by refusing the next-in-command Jackson’s order that she handover the Halo device. Katniss’s defiant actions garner the support of a small guiding coalition consisting of Cressida, Gale, Holmes, and Finnick. It is Katniss’s ability to build a coalition that solidifies the change in command from Jackson to Katniss. As management maven Kotter (1990) has postulated, a failure to build a coalition is the second most common cause of leadership’s failure to effect a change of command or strategy.

In scene 16 of chapter 20, Katniss uses the distinctly male technique of raising her voice to quell dissent and establish control. Although she seldom uses this technique, Katniss quickly follows this verbal display of power and confidence with an action that goes beyond self-interest. She exposes herself to the maximum danger by taking “the point” for her squad. Her actions

prove she will lead by example, a common technique of charismatic transformational leaders (Bass & Avolio, 2004). In conclusion, both Harry Potter and Katniss Everdeen, despite their differences in skill sets, circumstance, personality, gender and the literary differences in their author/creators, demonstrate the idealized attributes contained in the MLQ.

Idealized behaviors. Leaders who exhibit idealized influence, inclusive of idealized attributes (IA) and idealized behaviors (IB), inspire their followers to emulate them (Avolio & Bass, 2004, p. 94). Specifically, leaders with high levels of IB exhibit the following behaviors:

- talk about [his/her] most important values and beliefs,
- specify the importance of having a strong sense of purpose,
- consider the moral and ethical consequences of decisions, and
- emphasize the importance of having a collective sense of mission. (Avolio & Bass, 2004, p. 94)

Among the five MLQ constructs, IB was the second most frequently evidenced construct for both Harry Potter and Katniss Everdeen at 10 and 24 scenes respectively. Yet there were 5.6 times more instances of Katniss displaying IB ($n = 62$) than Harry ($n = 11$). Given the total number instances of MLQ for Katniss ($N = 217$) was higher than for Harry ($N = 57$), an examination of percentages provides helpful context. For Katniss, IB instances represented 28.57% of her total MLQ instances, second only to IA that was 32.72% of her total MLQ instances. For Harry, IB instances were 19.3% of his total MLQ instances, second only to IA that was 43.86% of his total MLQ instances.

It must be pointed out that IB includes emphasizing the “importance of having a collective sense of mission” (Avolio & Bass, 2004, p. 94). Thus, the disparity in the two epic heroes’ displays of IB is partially explained by the fact that Katniss is part of, and attributed

leader of, a mass rebellion, while Harry is the British chivalric knight engaged in a more mano y mano joust with Voldemort. Having a true collective mission, Katniss is more likely to emphasize such in her interactions with other characters. In keeping with his culture and circumstances, Harry evidences cooperative behavior in his interactions with other characters rather than the behaviors associated with championing a collective sense of mission.

Before detailing several examples of the protagonists' instances of IB, it is also worth noting that both Katniss and Harry show numerous examples of considering "the moral and ethical consequences of decisions," which is another idealized behavior (Avolio & Bass, 2004 p. 94). This consideration of morality and ethics is not surprising as Harry's quest is literally a struggle of good versus evil, while Katniss, in her symbolic and virtual leadership of a rebellion, engenders the image of Joan of Arc leading the French in battle against the English. Much like Voltaire's Maid of Orleans, Katniss is feared by both sides of the conflict and questions the motives of all. Katniss is the reluctant hero fighting all who would use televised human sacrifice (Hunger Games) to pacify the masses and solidify their power.

In chapter 20, Harry twice displayed his concern for ethics. First, in scene four, Harry showed his concern for the moral and ethical consequences of not telling Cedric, a fellow competitor, information he had obtained about the upcoming tournament task. Ethically, Harry struggled with the fact that the rules of the Triwizard Tournament were being broken because none of the champions were allowed to know the nature of the upcoming tasks. Yet, for Harry, the moral consequences were more important. He was concerned about his competitor's safety in coming up against dragons and acted to ensure that they were "on an even footing" by sharing his dragon information with Cedric. Secondly, in scene six, Harry refused additional help from Bagman, a wizard and employee of the Ministry of Magic who was helping facilitate the

Triwizard Tournament. Even as frightened as he was, Harry made the ethical decision to rely on his own abilities rather than cheat to win. In scene nine of chapter 24, Harry again refused the illicit aid of Bagman despite the fact it is out of the purview of either competitors or judges. Two points need to be made here. First, the author, J.K. Rowling, likely understands that in the world of organized crime and illegal gambling a “bagman” is an agent who collects and distributes the profits from his nefarious activities. Secondly, Harry’s decision is internally based, not motivated by others, demonstrating that Harry had achieved Kohlberg’s post-conventional and highest stage of moral development (Kohlberg & Hersh, 1977).

Katniss also wrestled with ethical decisions, but her situation was complicated, as previously stated, by her reluctance to be the leader and the complexity of her situation as a woman warrior in a dystopian future where neither side gravitates to the true moral high ground. Reluctance is often a characteristic of the epic heroine that confirms her heroism (Pharr & Clark, 2012). However, in dealing with her direct followers and wending her way through the moral thicket as a modern Thomas Moore, Katniss often finds her way by considering the ethics of her decisions.

In scene one of chapter seven, Katniss considered the ethical consequences of the media propaganda concerning her relationship with Peeta. Given Katniss and Peeta’s televised cooperation when they refused to murder each other in the Hunger Games, the world perceived their pairing as the ultimate committed and romantic couple. This is despite the reality that Peeta had been programmed to kill Katniss. Understanding the rebels’ need to believe in a love greater than the individual, which transcends their abominable plight, Katniss allowed the wounded and the rebels at large to hold on to the myth of her romance with Peeta. She thus considered the ethics of her situation and made a decision for the greater good.

In scene three of chapter 15, Katniss reflected on images of her childhood as a foil to her group's plan to destroy the enemy. This gives rise to her musings on the morality of those plans and how she has become much like her hated foe. Katniss cares about those she may send to their deaths and those she may kill. Her care calls forth the feminine approach to ethics and moral education developed in Nodding's (2003) *Caring: A Feminine Approach to Ethics and Moral Education*.

Later in scene 10 of chapter 19, when Gale suggests that Katniss either kill or have Peeta killed because he represents a dire and direct threat to Katniss as a programmed killer, Katniss demurs. While the brutality of her circumstances has certainly rattled her feminine senses of cooperation and mercy she is not a lost soul. Still seeing flashes of goodness in Peeta that indicate the possibility of redemption, Katniss refuses to be a party to Peeta's demise.

Furthermore, in scenes 18 and 19 of chapter 21, Katniss exhibits both her willingness to wrestle with ethical considerations and her ability to act beyond self-interest. In these two scenes, she internally debates the ethics of not telling the other squad members of her desire to assassinate President Snow. Katniss picks honesty and transparency, ultimately revealing her plans and thereby earning her squad's respect. Moreover, she refuses to allow Peeta to commit suicide despite the danger he represents to her.

Scenes 33 and 34 of chapter 27 reveal a discussion between Katniss and Plutarch wherein the reader sees Katniss deliberating on the past war between the President Snow-led Capitol and the President Coin-led rebel districts. Katniss feels there could be something unalterably wrong with a species that sacrifices its children to settle differences or achieve its ends. Plutarch, however, raises the specter of the 200-years *Pax Romana* wherein the collective memories of the war's horrors bring about a period of extended peace. Katniss, seeing the carts

full of the dead, mulls that possibility and further considers the agricultural metaphor that a reaping of the dead must occur before new plowing and planting can occur. Thus, Katniss continued to provide a moral context and meaning to the odious monstrosity that became her existence.

As for the IB sense of inclusiveness and the collective mission, Harry Potter evidenced flashes of this characteristic. In scene two of chapter eight, Harry showed concern for the freedom and equality of Dobby the house-elf, a member of the magic world's underclass, who was set free a mere two years ago. At the time this novel was published in 2000, Prince Harry of Great Britain, son of the iconoclastic Princess Diana, was 15 years old and his mother, like Harry Potter's, had died some years earlier. Perhaps author Rowling modeled Harry Potter on the unconventional Prince Harry and his deceased mother, both of whom exuded unconventional behavior and inclusiveness.

In scene 14 of chapter 31, Harry stopped to aid Cedric, a Triwizard competitor all but assuring Harry's defeat. In the end, Harry shared the victory by collaboratively seizing the trophy with Cedric. Harry's stopping to help an opponent when no one but his stricken competitor would witness his gracious act is reminiscent of the famous European children's tale by Dodge (1935), which was made into a Disney Movie in 1962, *Hans Brinker or the Silver Skates*. In that movie, a competitor falls through the ice and Hans, by stopping to save him, forgoes the silver skates his family desperately needed for his family's wellbeing (Dodge, 1935). Thus, in this scene, Harry again showed his moral development, collective sense of mission, and the strong sense of purpose, exhibiting the idealized behaviors of a transformational leader (Avolio & Bass, 2004).

Katniss, being one of the leaders of a full-scale rebellion, often spoke of her values and beliefs and emphasized the collective mission in word and deed. In scenes 15, 17, and 18 of chapter 20, Katniss worried over the fate of her comrades whom she was deceiving into helping her assassinate President Snow. When she eventually told her team members about her assassination plan, she showed a collective and nurturing aspect of her leadership style. Katniss includes others and takes care of her own. This nurturing quality is one that Bass, Avolio and Atwater (1996) found in the IB of transformational leaders who view a collective sense of mission.

It should also be noted, however, that Katniss's willingness to use deception as a female protagonist brings to mind the heroine Penelope, wife of Odysseus. Penelope promised to choose a suitor when her woven tapestry was complete, yet she snuck back every night to undo the prior days weaving. Not being physically strong enough to prevail by force, the feminine hero reasonably resorts to a subterfuge to achieve a worthy goal.

Scenes 21 and 22 of Chapter 22 find Katniss and her squad in dire straits as President Snow's Capitol troops locate Boggs's remains, indicating that Katniss is still alive. Snow is hunting Katniss down using "mutts," murderous automatons that can take the shape of wolves, monkeys or horrors unknown. Realizing that the mutts are hunting her, Katniss offers to continue the journey to the Capitol without her squad members, demonstrating her willingness to sacrifice herself to achieve their collective mission. The mission means more to Katniss than her safety or even her survival, clearly characteristic of the transformational leader (Bass & Riggio, 2006).

Returning again to the pivotal chapter seven, in scene two where Katniss is sent to film a propaganda piece, the reader encounters a defiant warrior who ignores a male superior's

commands and shoots down the bombers sent by the Capitol to kill her and bomb a hospital. It is in this moment that the reader realizes that Katniss has become an authentic warrior leader, moving from pawn to queen. Honest and transparent like the transformational leaders first categorized by Burns (1978), Katniss is Churchillian in her bulldog defiance. She flashes her version of the iconic “V” for victory by standing, with bow and arrow, alongside the bombed hospital, which has become an inferno roasting the wounded alive. In this propaganda piece that was televised to the rebels back home, Katniss proclaims to her audience, “This is what they do! And we must fight back!” (Collins, 2000, p. 96). This scene is her “we shall never surrender” moment, and it crystalizes the collective mission.

Lastly, Katniss further proclaims, while pointing to the flames of the burning hospital, “Fire is catching! And if we burn, you burn with us!” (Collins, 2000, p. 97). In this proclamation, Katniss evoked the Cold War image of mutual assured destruction. In effect, she stated that everyone, both Capitol and rebel alike, are in this together. There is a collective and war may destroy it all. Thus both Harry Potter and Katniss Everdeen evidence idealized behaviors consistent with transformational leaders.

Inspirational motivation. Leaders with high levels of inspirational motivation “behave in ways that motivate those around them by providing meaning and challenge to their followers’ work” (Avolio & Bass, 2004, p. 94). Specifically, these leaders exhibit the following behaviors:

- talk optimistically about the future,
- talk enthusiastically about what needs to be accomplished,
- articulate a compelling vision of the future, and
- express confidence that goals will be achieved. (Avolio & Bass, 2004, p. 94)

Inspirational motivation (IM) as defined above appears only seven times in six Harry Potter scenes and 20 times in nine Katniss Everdeen scenes. Although Katniss displayed a greater number of instances of IM, Harry had a greater percentage of IM (12.28% of the total five MLQ constructs) than Katniss (9.22% of the MLQ constructs). Additionally, as previously stated Katniss finds herself in a significantly different situation than Harry. Katniss is positioned as a leader in a full-scale war, while Harry is representing his school as a competitor in sporting events that involve decidedly narrower conflicts with evil as personified in Lord Voldemort. Verbal behaviors characteristic of IM, expressing confidence in goal attainment, articulating a compelling and optimistic future vision, and talking enthusiastically about the future (Avolio & Bass, 2004), are arguably more likely to be evidenced by a leader such as Katniss who is exhorting other soldiers in war rather than by a young wizard such as Harry who is on a quest of self-discovery while jousting a dark and evil fellow wizard.

In scene five of chapter 20, Harry Potter discusses the upcoming Triwizard Tournament with Mad-Eye Moody, the Defence Against the Dark Arts teacher at the Hogwarts School of Witchcraft and Wizardry. Moody explains that the other tournament champions' mentors will do anything to defeat Harry and thereby Harry's mentor Dumbledore. Moody helps Harry identify his two strengths that he can exploit: his unparalleled flying expertise and his likeability as the "underdog." Moody encourages Harry to put the two strengths together in order to figure out what he needs and how he can get what he needs. With Moody's encouragement, Harry makes the connection between the two strengths and enlists the needed support of others. Harry enthusiastically asks his Hogwarts' classmate Hermione to help him learn how to do a "summoning charm" so he can summon his broomstick to enable him to pass the threatening dragon in the air during the tournament. Hermione agrees to help her underdog friend achieve

his goal. Perhaps Harry is beginning to realize that his underdog status is a strength that motivates others, like Moody and Hermione, to face difficult battles and win. Although not the typical way of motivating others in the transformational leader-follower relationship, and perhaps not developed to the point of intentionality, one could argue that Harry is learning how to develop this strength of transparency that allows others to identify with him and the cause he represents.

In scene 10 of chapter 24, Professor Hagrid is hiding in his house after being exposed as a half-giant wizard. Harry assures his teacher that he is performing well in the tournament competition. Hagrid's response is one of joy and relief. In this scene, author Rowling is likely drawing from the Middle English mortality play "Everyman" by depicting Harry as the orphan/regular guy who, put in extraordinary circumstances, behaves in an extraordinary manner (Boll, 2011). Professor Hagrid cheers on Harry, the underdog in the tournament competition: "That's, my boy...you show 'em Harry, you show 'em. Beat 'em all" (Rowling, 2000, p. 456). Like in the earlier scene five, it is Harry's underdog status that motivates those around him "to envision attractive future states, which they can ultimately envision for themselves" (Avolio & Bass, 2004, p. 94).

The reader of *Mockingjay* (Collins, 2010) encounters an emotional example of IM in scene one of chapter seven. In this scene, Katniss is visiting a rebel hospital filled with badly wounded and dying victims of the war between the rebel forces and the Capitol. Katniss is accosted through the "haze" by a wounded woman with blood seeping through her bandages. "Is it really you?" asks the young woman. Taking her hand, Katniss responds, "Yeah, it's me," instantly bringing joy to the wounded woman's face and a momentary cessation of her pain (Collins, 2010, p. 86). When the wounded woman further exclaims her relief at seeing Katniss in

the flesh, as the rebels were not certain Katniss was still alive, Katniss evidences IM with her optimistic statement about the future: “I got pretty banged up. But I got better, just like you will” (Collins, 2010, p. 86). Katniss is the quintessential reluctant/hero. Despite her momentary lack of confidence, Katniss seizes on a moment to inspire and motivate a wounded young woman who recognized and called out to the figurehead “Mockingjay.” The interaction between Katniss and this woman served to arouse individual and team spirit among others in the makeshift field hospital. Katniss’s ordinariness is an important factor that allows the reader to understand and relate to her as the hero (Hartas, 2005).

In the second scene of chapter seven, Katniss is helping her comrades defend the hospital she was sent to visit. Displaying both the MLQ construct of idealized behaviors (IB), as previously described, and inspirational motivation (IM), Katniss exhorts her colleagues to resist the Capitol by providing a vision for future battles by yelling into the camera that “Fire is catching” and “If we burn, you burn with us” (Collins, 2010, p. 97). She also, like Lincoln in his Gettysburg address, verbalizes in simple terms the reason for the rebels’ struggle by stating, as the cameras pan death and destruction of the innocent wounded, “This is what they do! And why we must fight back!” (Collins, 2010, p. 97).

Later in scene 16 of chapter 20, Katniss and her remaining squad appear to be hemmed in by the Capitol’s enemy forces. There seems to be no way out and all eyes turn to Katniss. She responds with confidence, “Put on your masks. We’re going out the way we came in.” (Collins, 2010, p. 282). As some squad members object, Katniss drowns out their objections with her commanding voice, explaining that the explosions detonated on the way into the area would likely have caused enough destruction to disable surveillance cameras and make their movement less detectable. Her articulation provides both logic and hope to their plight. Although

imperfect, Katniss is “satisficing,” seeking “solutions that are satisfactory and sufficient,” and squad members acquiesce in a more optimistic state (Robbins & Judge, 2001, p. 177). While speaking over her comrades is a decidedly masculine form of leadership, this behavior exhibits IM as it reflects a degree of optimism and enthusiasm for the difficult task ahead.

Katniss exhorts her fellow rebels more than once in the novel. A different type of exhortation, coupled with IM, is revealed in her post-war thoughts, words, and deeds. In scene 34 of chapter 27, Katniss described compiling a book so that “those things you cannot trust to memory” will not be forgotten and thus provide meaning to the war and impetus for peace (Collins, 2010, p. 387). Following the war, Katniss moved back into her childhood home in District 12 and was joined by Peeta. Together they compiled the book with words and images depicting loved ones who had died, sealing the pages “with salt water and promises to live well to make their deaths count” (p. 387). The book served to inspire and motivate those who had survived the war and were resettling District 12 as well as future generations.

Katniss further exhibits IM behaviors in this final scene of the novel by helping District 12 residents rebuild their community as a center for food and medicine production. Katniss’s relationship with Peeta, which had seemed hopelessly broken, was restored and a new peaceful existence that once seemed impossible was being created. As a different kind of leader, Katniss’s gentle actions and words inspire hope for the future and she comes to represent a different mythical creature. No longer the Amazon warrior armed with a bow, Katniss has been transformed into the mythical Phoenix that has been regenerated from the ashes of a dystopian and nihilistic past.

Intellectual stimulation. Leaders exhibiting the MLQ construct of intellectual stimulation are adept at stimulating “their followers’ effort to be innovative and creative by

questioning assumptions, reframing problems, and approaching old situations in new ways” (Avolio & Bass, 2004, p. 95). Specifically, these leaders exhibit the following behaviors:

- re-examine critical assumptions to question whether they are appropriate,
- seek differing perspectives when solving problems,
- get others to look at problems from many different angles, and
- suggest new ways of looking at how to complete assignments. (Avolio & Bass, 2004, p. 95)

There was no greater difference between the heroic protagonists than in the area of intellectual stimulation (IS). Instances of intellectual stimulation are found in only two scenes of Harry Potter, occurring but once in each scene. These two occurrences account for a mere 3.51% of the total MLQ constructs demonstrated by Harry Potter ($n = 57$). Katniss Everdeen, on the other hand, demonstrated IS in 21 scenes (61.76% of all 34 scenes). The total of 34 instances represented 15.67% of instances of all MLQ constructs ($n = 217$) demonstrated by Katniss.

As previously discussed, these differences between the protagonists can be partially explained by Harry’s solo quest; however, the gap is so great that one can conclude that Katniss’s leadership style involves significantly more intellectual stimulation than does Harry style of leadership. Post Hunger Games, which were structured as individual competitions, Katniss as a leader in the rebellion and is most often working in a military team or squad, typically composed of nine to 13 persons.

In scene five of chapter 20, Harry displays IS in his interactions with Professor Mad-Eye Moody while re-evaluating his own strengths and weaknesses in the upcoming Triwizard Tournament. Understanding his prowess as a flyer and his ability to elicit support, Harry develops a new stratagem for dealing with the dragon that combines his broom flying skills with

Hermione's spell casting ability by utilizing a summoning charm to gain access to his Firebolt flying broom when needed.

In scene 12 of chapter 26, Harry is involved in another task of the Triwizard Tournament whereby each contestant must save a friend trapped at the bottom a lake. Harry's assignment is to rescue his close friend Ron. When Harry is the first to arrive at the lake bottom, he sees Ron and the three other hostages being guarded by the merpeople. The mermen guards explained to Harry that he could only take his friend Ron but must leave the other hostages behind. Two of Harry's competing champions rescued Cho and Hermoine, but fellow competitor Fleur was nowhere to be seen and Harry was concerned that her little sister might drown. Rather than follow the tournament rules and leave Fleur's little sister behind, Harry uses his wand to dispense the mermen and pulls both Ron and Fleur's sister safely to the surface. Seeking and finding new ways to manage tasks for the good of the group, even with the use of magic, represent the MLQ construct of intellectual stimulation.

In *Mockingjay* (Collins, 2010), multiple examples are provided of Katniss's multifaceted abilities to reframe problems using what appears to be irrelevant past experiences to solve new problems, solidifying Katniss's proclivity for intellectual stimulation when leading. In one example, scene two of chapter seven entails enemy bombers attacking the hospital; during and following the unprovoked attack, Katniss demonstrates IS in several ways. First, she ignores the command to stay put and eschews the role of a pretty and polished symbol in order to fight side-by-side with her compatriots. Katniss's defiance shows her willingness to re-examine critical assumptions and to question their appropriateness in the presence of followers, even when to do so puts her personal safety at risk. She is clearly demonstrating IS. Secondly, seeing the enemy bombers approaching in a V formation, Katniss gets to her feet and yells "Geese" to her fellow

warriors and former hunting companions (Collins, 2010, p. 94). Thus, with a single word, Katniss reframes the issue in a way that at once draws upon her followers' prior knowledge of goose hunting and simultaneously communicates a coordinated plan of attack. Katniss takes the far side of the V formation while her partner Gale takes the near side; together, they alternate shots at the lead bird. At Gale's suggestion, they use explosive-tipped arrows to successfully fend off the attack of a vastly technologically superior enemy force. Katniss's ability to see the problem from a different and yet familiar perspective and her solicitation and acceptance of Gale's weapon selection is pure IS (Avolio & Bass, 2004).

In scene three of chapter 15, Katniss demonstrates IS as she asks questions of Gale's plan to trap enemy combatants and other less guilty parties in a mine. When Gale suggest they start an avalanche to seal off a mine inhabited by hostile forces, it is Katniss who, like Socrates, asks a series of questions to stimulate both thought and discussion among squad members. Katniss asks if Gale and others remember the horrors of mining accidents that resulted in the deaths of family members and other loved ones. She asks about the lives of their own rebel spies who are located in mine and the lives of other innocents who are there against their will.

At the heart of Katniss's questions, and the deliberations engendered, are the "philosophical ideals of self-sufficiency, self-interest, and individualism on the one hand, and social responsibility, benevolence, charity toward others, and humanitarianism on the other, that goes back to the Greeks" (Coleman, 1990, p. 301). A more modern philosophical argument with Katniss's gender in mind is contained in Nodding's (2003) feminine approach to ethics and moral education, where the ethic of care counters the rules and principles contained in utilitarianism upon which Gale's arguments seemingly rely.

Katniss utilizes this Socratic questioning strategy to engage her followers in thoughtful dialogue in other chapters. For example, in scene nine of chapter 19, she initiates thoughtful discussion among her comrades about why rebel President Coin would now want her dead. She points out to Boggs that new leaders will be chosen upon completion of a successful revolution and no one considers Katniss a contender for power. Boggs counters that Coin will not want to risk Katniss throwing her popularity behind a political rival. It is through this discussion that Katniss comes to realize that her very success may be her undoing and that President Coin values her more as a beloved martyr than a living symbol and potential critic. While reluctance and questioning can represent one's thoughts and feeling, it is dialogue that represents an effective leadership tool for implementing changes in attitude and ultimately direction (Charan, 2001).

Finally, in chapter 21, scene 19 Katniss reconsiders her opinions of Peeta post his brainwashing by the Capitol. She considers the possibility that Peeta might change over time and therefore no longer be a mortal threat to her and others. While reconsideration of critical assumptions are evidence of IS (Avolio & Bass, 2004), it seems that the author, Collins (2010), is drawing upon the essence of Christian mythology, that while all persons are imperfect, and therefore sin, the possibility of redemption looms large and rightly impacts one's treatment of the sinner. It may be that this use of Christian myth, and other widely known mythologies, such as the Amazon warrior, drawn upon by Collins that explains the *Hunger Games*' stunning mass appeal (Dunn & Michaud, 2012).

Individual consideration. Leaders who display individual consideration “pay attention to each individual's need for achievement and growth by acting as a coach or mentor” (Avolio & Bass, 2004, p. 95). Specifically, these leaders exhibit the following behaviors:

- spend time teaching and coaching,

- treat others as individuals rather than just a member of the group,
- consider each individual as having different needs, abilities and aspirations from others, and
- help others to develop their strengths. (Avolio & Bass, 2004, p. 95)

Both Harry Potter and Katniss Everdeen exhibit significant individual consideration (IC). Harry has 12 instances of IC in 47.37% of the scenes analyzed, and Katniss exhibits IC 30 times in 47% of her scenes analyzed. That Katniss displays this particular leadership trait more often, but in no greater percentage of scenes, may in part be reflective of her gender. Individual consideration is the most nurturing of the five transformational leadership traits measured, demonstrating the leaders' willingness to coach and mentor individual followers and to consider the needs, abilities and aspirations of those individuals. It is a "nurturing" trait viewed as more common in women than men. Leadership studies suggest that IC is the reason women leaders are rated, on average, as more transformational than their male counterparts (Bass, Avolio & Atwater, 1996).

The societal context and circumstances in which Katniss is situated provide her with greater opportunities to nurture her followers. Katniss is often leading a squad of people in a full scale civil war involving the entire society in which she lives. Harry, on the other hand, is heading toward a one-on-one confrontation with the evil menace Voldemort.

In scene 12 of chapter 26, Harry refuses to leave Fleur's sister in the lake where she could perish even though the rules of the contest allow for, and in fact encourage, such behavior. It is clear that Harry is treating people as individuals and not interchangeable parts of the group. These behaviors demonstrate IC (Avolio & Bass, 2004).

In scene 15 of chapter 34, Harry is involved in a life or death struggle and yet takes the time to promise Cedric that he will take Cedric's body home to his parents. Not only does Harry give Cedric his word but in the very next scene Harry fulfills that promise and returns Cedric's body at great effort and risk. These scenes evoke the Spartan motto to "come home with your shield or on it" and the Marine's long-standing tradition that no man is left behind, living or dead. Regardless of the historic connotations, this scene shows Harry's concern for an individual's aspirations even while under great duress, demonstrating IC.

Katniss clearly demonstrates IC and nurturing nature on several occasions. In scene one of chapter seven, Katniss goes beyond her general concern for the wounded and demonstrates individual consideration when she pauses beside a wounded 12-year-old boy and bushes "his damp brown curls back from his forehead" as the boy with one good eye is "trying to memorize every detail" of Katniss's face (Collins, 2010, p. 87). It is a touching moment and classical nurturing of the individual by Katniss.

In scene 18 of chapter 21, Katniss recognizes the inordinate danger in her self-imposed mission to kill President Snow, the leader of the Capitol enemy forces. Katniss, knowing her personal desires have fabricated this mission of political assassination has "pangs of guilt" and tells her squad, "It was never intended for all of us to go forward. You just had the misfortune to be with me" (Collins, 2010, p. 293). Katniss demonstrates IC as she gives everyone leave to abandon the mission and shows that, to the transformational leader, followers are not mere tools for the implementation of one's personal ambitions (Burns, 1978).

Finally, in scene 19 of the same chapter 21, Katniss recognizes the unique knowledge and abilities of followers Pollux and Castor. With her squad in enemy territory, hunted by the mutts and other horrors of the Capitol, Katniss recognizes, after discussion with the group, that

advancing through the morass of dimly lit tunnels is probably their best, though by no means, certain path forward. When engaging squad members Pollux and Castor's personal experiences, abilities, and knowledge, Katniss encouraged them to lead the squad through dangerous situations. In this scene, Katniss, the transformational leader, demonstrates IC by treating people as individuals, considering individual abilities, and helping others to develop and utilize their strengths (Avolio & Bass, 2004).

Recommendations

Based on study findings, recommendations are put forth for practice and future research. First, recommendations for practice are presented for educators and community leaders committed to youth leadership development. Second, recommendations are suggested for future researchers to consider.

Youth leadership development practice. The literature supports the use of popular culture artifacts such as children/youth literature in youth leadership development curricula (Callahan et al., 2007; Storey, 1998). Findings from this present study reveal evidence of Avolio and Bass's (2004) transformation leadership characteristics (idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, and individual consideration) in both popular youth novels analyzed, *Harry Potter and The Goblet of Fire* (Rowling, 2000) and *Mockingjay: The Final Book of The Hunger Games* (Collins, 2010). These findings suggest that both novels could be effective culture artifacts for integrating into youth leadership development curricula.

Transformational leadership is teachable (Bass, 1990b; Northouse, 2004). Moreover, drawing from Kohlberg's (1970) theory of moral development, Nelson (2010) argued that leadership can and should be taught to youth as early as the preteens (eight to 12 years).

Although Kohlberg and Hersh's (1977) conventional level of moral development (approximate age range of nine to 20 years) is arguably appropriate for teaching leadership, educators and community leaders who are interested in including either the Harry Potter or Mockingjay novels into their youth leadership development curriculum/programs should consider the age appropriateness of each text. Scholastic, the publisher of both novels, identifies *Harry Potter and the Goblet of Fire* (Rowling, 2000) as appropriate for youth between eight and 12 years of age (Scholastic, 2014b) and *Mockingjay: The Final Book of the Hunger Games* (Collins, 2010) as appropriate for readers between the ages of 12 and 18 years. Moreover, the Harry Potter novels are assigned to the genres of adventure, fantasy, and science fiction, while the *Mockingjay* text is assigned to young adult science fiction and dystopian fiction. Given the negative dystopian messages and violence depicted in *Mockingjay* (i.e., physical/psychological torture, executions, war crimes, terror, and brutal oppression), parental cautions are urged (Wheadon, n.d.). Additionally, consideration should be given the novel's context and protagonists' strengths/weaknesses when teaching specific transformational leadership characteristics. For example, Katniss Everdeen more frequently demonstrates the leadership characteristics of idealized behaviors (IB) and intellectual stimulation (IS) than does Harry Potter; yet these characteristics are presented within the context of negative dystopian messages and violence that may not be appropriate for children/youth under the age of 12.

Future research. Future studies should examine protagonists in other popular culture artifacts (PCA) to determine whether or not they exhibit the five MLQ traits of transformational leaders. If so, these protagonists and/or heroes could be used as examples of transformational leaders for youth leadership development studies based in transformational leadership theory.

Possible PCAs and heroes include Dorothy Gale in *The Wonderful Wizard of OZ* (Baum, 1900/2015) and Luke Skywalker or Princess Leia of Star Wars (Kurtz & Lucas, 1977).

While gender differences between Katniss Everdeen and Harry Potter have been mentioned in the discussion of findings, this study was not designed to examine gender issues in a thorough or exhaustive manner. Future researchers should consider conducting an in-depth analysis of gender differences to determine how and in what ways leadership styles differ in a manner that is consistent with, or contrary to, the research done to date on male versus female transformational leaders. Additionally, the two texts analyzed for this study were both authored by females. Future studies might involve male and female authors thereby enabling researchers to compare and contrast those fictional literary transformational leaders created by male versus female writers. Such future studies might further an understanding of the inherent biases, if any, in society's view of male versus female transformational leaders, or the differences in male versus female leaders more generally.

The use of popular culture artifacts as the basis for the development of youth leadership curricula may prove valuable as such curricula may well engender more youth interest in leadership training. Once such curricula are developed, researchers could design studies with control groups to measure the impact of the new curricula upon young leaders' interest in, and propensity for, transformational versus transactional leadership. For if it be true, as a myriad of studies suggest, that transformational leaders are made and not born, one cannot begin this effort soon enough. Thus, be it utilizing the Triwizard Tournament of Harry Potter, the Hunger Games of Katniss Everdeen, Dorothy's magical journey to OZ or Luke Skywalker's duel with Darth

Vader, let us work to engage our youth, our leaders of tomorrow, in leadership training and “let the games begin.”

Summary

This dissertation was driven by one big idea. Are there heroes in popular children’s books that can show adolescents what a transformational leader is and does? I chose Harry Potter and Katniss Everdeen because their series are two of the biggest blockbusters in history. One does not have to “get” children to read these books; they want to read these books. The research results are clear. By solid qualitative measures, Harry and Katniss are transformational leaders. Thus, although their milieu and gender differ, Harry and Katniss can show children around the world transformational leaders in action.

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APPENDIX B

DEBRA A. FISHER, PH.D. RESUME

Debra A. Fisher, Ph.D.

Professional Experience

2002 to Present, President/Owner, CastleBridge Research Consulting

CastleBridge Research and Consulting is a research, education, and communications company. As an independent consultant, I support academic and business clients by providing qualitative research analysis (ATLAS.ti)/advising, writing/instruction, and developmental editing services. I personally engage my clients in customizing services to meet their specific needs in a broad range of areas, including:

- Advising doctoral learners in dissertation phase, providing support through the stages of prospectus, proposal, and dissertation writing as well as preparation for formal oral defense;
- Qualitative analysis (ATLAS.ti), research writing, and editing services in the academic, business, and nonprofit sectors, including but not limited to research grants and proposals, textbooks, literature reviews, journal articles, and Web-based curricula; and
- Developing and facilitating seminars/webinars for universities focused on qualitative research analysis (ATLAS.ti), scholarly writing, and the overall dissertation process.

For more than 16 years, I have served scholars/educators and business/government leaders from more than 18 countries, among which include the United States, United Kingdom, Israel, Canada, Lebanon, Saudi Arabia, Columbia, Haiti, China, Taiwan, Korea, Hong Kong, South Africa, Uganda, Cyprus, Turkey, Italy, and Switzerland. These clients represent a broad spectrum of disciplines and spheres of influence, including:

- University presidents, college deans, and faculty members;
- Research scholars at institutes for advanced studies;
- Public/private school administrators and faculty members;
- Business/corporate executives;
- Government, public health, homeland security, emergency management policy makers, administrators, and practitioners; and
- Medical researchers, healthcare professionals, and clinical product specialists.

2014 to Present, Founder/President, Crisis Institute for Community Readiness, Response, & Recovery

Crisis Institute for Community Readiness, Response, and Recovery (www.KrisisInstitute.org) is a nonprofit 501(c)(3) charitable/educational organization committed to the safety and survival of all community members in the aftermath of worst-case disasters caused by terrorism and natural processes in the universe.

2006-2009, Executive Manager/Research Associate, Canyon Institute for Advanced Studies

Canyon Institute for Advanced Studies (CIAS) was a Christian interdisciplinary research center that brought together minds and resources to investigate and research issues emerging from new discoveries and advances, develop insights that lead to a more integrated view and understanding of the world, and disseminate information and perspectives to assist people of faith in the global community in developing sound, coherent, and informed foundations. Between 2001 and 2008, the John Templeton Foundation and Canyon Institute collaborated for the purpose of administering The Templeton Prize for Progress Toward Research of Discoveries about Spiritual Realities.

Education

2014, Doctor of Philosophy, Professional Studies in Education, Capella University

Dissertation Title: *Adult Public Education for Nuclear Terrorism: An Analysis of Cold War and War on Terror Preparedness Discourses* (UMI Publication No. 3616804)

2006, Master of Science in Education, Instructional Design for Online Learning, Capella University

2002, Bachelor of Arts, Education, English, Philosophy, Grand Canyon University, *Summa Cum Laude*

APPENDIX C

IRB NON-HUMAN SUBJECTS DETERMINATION NOTICE

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

October 3, 2018

Protocol #: 1032018

Project Title: Examining the Leadership Characteristics of Harry Potter and Katniss Everdeen through the Lens of Transformational Leadership.

Dear Bill:

Thank you for submitting a "GPS IRB Non-Human Subjects Notification Form" related to your *Examining the Leadership Characteristics of Harry Potter and Katniss Everdeen Through The Lens of Transformational Leadership* project for review to Pepperdine University's Institutional Review Board (IRB). The IRB has reviewed your submitted form and all ancillary materials. Upon review, the IRB has determined that the above titled project meets the requirements for *non-human subject research* under the federal regulations 45 CFR 46.101 that govern the protection of human subjects.

Your research must be conducted according to the form that was submitted to the IRB. If changes to the approved project occur, you will be required to submit *either* a new "GPS IRB Non-Human Subjects Notification Form" or an IRB application via the eProtocol system (<http://irb.pepperdine.edu>) to the Institutional Review Board.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our 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 explanation of the event and your 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 <https://community.pepperdine.edu/irb/policies/>.

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval.

On behalf of the IRB, we wish you success in this scholarly pursuit.

Sincerely,

Institutional Review Board (IRB)
Pepperdine University

cc: Mrs. Katy Carr, Assistant Provost for Research
Dr. Judy Ho, Graduate School of Education and Psychology IRB Chair

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