

Teaching Leadership Using the Film *Facing the Giants*

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Abstract

Teaching leadership can be challenging with all the theories and models of leadership available to professors today. This paper suggests the film *Facing the Giants* (2006) as an effective way to introduce management students to the study of leadership. A leadership model is introduced to participants and then the movie is shown in its entirety. When the film is over, a discussion-learning session is conducted. The discussion-learning approach is used to help students discover the application of a leadership model coupled with the rationale of analyzing leadership styles used in the film. The article begins with a general discussion of the use of film in management education, introduces a method of application of leadership theory, and explores various scenes and how the leadership model can be applied to the scenes in the film. Then, discussion questions for spirituality and leadership are provided to help facilitate discussion learning after the movie is shown. In addition to the discussion format, students complete a questionnaire after watching the movie and engage in the open-ended discussion. This article presents both the discussion questions and the survey questions that will be used in the research. The pilot study indicated that students found the movie to be entertaining and an enjoyable experience. Participants also provided feedback that showed a perceived application of the leadership model and how to apply the model in the workplace.

Keywords: leadership, management, spirituality, motion pictures in management education



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Introduction

Teaching leadership can be challenging given students' conceptualization of the practice of leadership (Hay and Hodgkinson, 2006) coupled with effectively teaching basic and advanced business concepts in the 21st century (Parker, 2009). Students majoring in business often have negative attitudes toward the demanding work hours necessary to be successful as leaders (Fry and Cohen, 2008). Many universities are providing lectures online, in-class, and a combination of both in the same semester to meet the unique needs of students today. Considering these concerns, the film *Facing the Giants* (2006) aids in the advancement of students' understanding of leadership, ethics, and spirituality as it highlights the tactics leaders employ during difficult situations. Illustrating reasons why people may resist change and stimulating a discussion of some of the challenges facing leaders today.

Using film to demonstrate concepts in leadership is often used in management education, and a significant body of research exists supporting the use of film as a powerful medium for providing examples of the application of theory, presenting management models and concepts, and facilitating discussion learning (Champoux, 1999, 2001, 2007; Billsberry and Gilbert, 2008). These scholars have significant evidence that using film to teach management and leadership is a very entertaining, and we feel that based on our field research that this movie has broad appeal. However, scenes are used when instructors decide not to use the entire film. Either way, the movie has proven to be successful in not only the student participants, but this movie was also used in executive training with positive acceptance. Students today have grown up with the Internet, video games, television, and

movies as central parts of their lives and therefore expect the utilization of technology in the classroom (Parker, 2009). Parker (2009) provides evidence that students are more adaptive to video and movie scenes to provide examples of management and leadership application. We found in this study that student comments, which are open-ended questions, provide some context to this finding. However, we use other movies with positive results from students and, based upon student engagement, we feel that the intentions have been categorized by scholars as movies and movie-scenes are effective in driving points home when teaching leadership.

Therefore, entertaining students becomes increasingly important while effectively teaching basic and advanced business concepts in the 21st century. Stimulating new attitudes about the subject matter (Hobbs, 1998) and demonstrating the relevance of a topic to a student's life or work (Oishi, 2007) may further engage students. Moreover, Tejada (2008) found that film is like no other medium in its ability to focus students' attention on the behavioral aspects of people and the situations that they face. In addition, the images and emotional content of film are likely to improve the retention of course material and how it may be applied to the real world (Champoux, 1999). Students may remember the experience when the learning mode stimulates emotions that may not be readily available in a typical discussion about the subject matter. Though *Facing the Giants* is not a true story, some people think that certain parts are unrealistic, just about every "miracle" or amazing event in the movie are things that they really have seen happen in real life. The directors are real participants in leadership development and on their film-website, they indicate that they show up at a church or organizations and

show the movie and add commentary, questions, and answers that relate to leadership and spirituality. Below is a note captured directly from the producer and director's website:

With showtime purchases and large-group gatherings, churches, ministries, businesses, and schools maximized the impact of *FACING THE GIANTS* when it played in theaters. Now these groups and others can make the most of the film by hosting *FACING THE GIANTS* Movie Events at their location. (<http://www.kendrickbrotherscatalogue.com/facingthegiants/>)

Film use in the classroom has many applications as a teaching resource that may appeal to the learner's imagination and encourage critical thinking (Billsberry & Gilbert, 2008; Champoux, 2001); and the social realism of dramas can help illustrate concepts and thus facilitate learning (Billsberry & Gilbert, 2008; Bumpus, 2005; Champoux, 2001). In an anonymous (2007) review of a book in a leading journal, scholars capture the essence of using film in the classroom:

Video-based material in all formats lightens the preparatory workload, quickens the cadence of learning, heightens the immediacy of the experience for those who are participating in the conversation, and makes tangible both the experience and the message that we wish to convey. Moreover, videos also play directly in our mental cinemas, and, in doing so, open a world of unlimited possible connections on which to build effective managerial conversations.

Films are a useful, inexpensive teaching medium for presenting longitudinal views of leaders and decisions in context, portraying leadership artistry and morality, and illustrating leaders' belief, values, and their actions (English and Steffy, 1997, p.107). Provitera (2007, p.1) contends that a leadership case study using a Hollywood feature can offer students a chance to ponder what they learned while watching the movie and compare and contrast it with leadership theory.

***Facing the Giants* Film**

The film *Facing the Giants* (2006) can be used by management educators to introduce students to the study of leadership coupled with spirituality. It can also generate a discussion about how spirituality can add a different but effective dimension to influencing followers in some instances. Carpenter (2006) proclaimed that the leader in the movie playing the coach dares to challenge his players to believe that God can do the impossible on and off the football field. When faced with the unbelievable odds, the football team (the Eagles) must step up to their greatest test of strength and courage.

The film is about a Christian high school football coach who uses his undying faith to battle the giants of fear and failure. The universal questions in this article address the fact that most people believe in some type of universal power that had an impact on their life. This opens opportunity for all religions, but we do attempt to follow the Christian mindset along with the directors of the movie. Their website is filled with the highlighting of the Judeo-Christian foundation. The movie covers it as it makes a precedence on placing God first. We feel that this universal approach does not offend any other religions and offers an opportunity

for other religious sectors to come to the table and introduce their own beliefs. Thus, different leadership models and other spirituality applications that an instructor would like to comment upon or introduce would be welcomed. Perhaps the story of Gandhi, Buddha, or Allah would be an extension of this article, but this notion is beyond the scope of our research.

Many critics favored the movie as an indication of the leadership component coupled with spirituality. A few of their comments are indicated below.

Reeves (2006) contends that *Facing the Giants* is a great movie about how God can change lives on and off the football field. Every family in America should see it. While White (2006) stated that, his wife and I laughed and cried throughout this terrific movie. We were on the edge of our seats. And Olson (2006) felt that the movie shows kids how to compete as a Christian athlete. It shows coaches how to integrate faith into their coaching. And it speaks to the unique relationship between coaches, players, and parents. Carter (2006) exclaimed that the movie is interwoven in a powerfully entertaining sports movie and that it is a life-transforming message. Everyone is overwhelmed by problems at times, and desperate to find real purpose and meaning in life. (http://www.facingthegiants.com/about_quotes.php)

Incorporating *Facing the Giants* (2006) into the study of leadership provides an opportunity for students to identify with issues and concepts they may not have personally experienced, and to increase student understanding of the relevance of spirituality and its impact on day-to-day decision making. The article and exercise are offered as an optional lecture or

assignment for any leadership or management instructor. It is an opportunity that may be worth the effort and in no way is it assumed that it would work in every university setting. If a school may not wish to participate in this type of leadership development or lecture, we as authors understand, and we will be available to discuss any further inquiries. Since this film is based in Southern States of The United States of America, we are willing to share dialogue of its use from the northeastern and western coast university professors. More research is needed as to the use of films in one part of the country is of value in others.

The following sections provide a method of use of the movie for teaching a leadership model. Then a methodology and findings section provide some indication of the design of the pilot study, the limitations of the study, and a conclusion.

Implementing the Discussion-Learning Approach

Facing the Giants (2006) can be used in a leadership, management, or organizational behavior class at both the undergraduate and graduate level. The first thing that should be done before the movie is introduced is to provide an understanding of leadership theory. Many models and theories can be used for this process. Once a conceptualization of the leadership model or theory is introduced and the students understand it thoroughly, then the movie should be viewed in its entirety with one intermission about halfway through. Once the movie ends, the time is best to begin the class discussion about the movie in an open forum because, at that time, participants are fully engaged and ready to discuss the film. After the open forum type discussion, the discussion questions can be addressed. The open forum enables students to say whatever

comes to their mind without prompting them to answer a question.

Another method of use would be to have the students write about the movie in the form of a reflection paper (see appendix B). This option gives students time to ponder the leadership model coupled with the film and encourages them to review leadership theory so that they can apply it to the scenes in the movie.

It is important to note that time constraints, technology and copyright provisions may limit viewing options (Billsberry & Gilbert, 2008); however, the film should be viewed in its totality during class time, if possible, in one sitting. If no consulting fee is ascertained or the audience is not being charged to watch the movie, then copyright issues should not be a problem (consult your university procedures regarding this matter to ensure that no copyright issues may transpire).

Management educators conducting fifty-minute classes can utilize a three-part viewing of the film using the parts proposed below. There will be some time remaining in each class to draw attention to important aspects of the story of the film in preparation for the final class discussion. The film can be divided as follows (the scene numbers are based on the commercially available DVD):

Part 1: Scenes 1–8 (approximately 33 minutes); the opening scene with the loosing game, the disappointed coach, players, and fans, the supporting wife

Part 2: Scenes 9–15 (approximately 47 minutes); revival, finding God in day-to-day decision-making, finding faith through an unexpected visitor

Part 3: Scenes 16–28 (approximately 42 minutes); unleashed, facing reality, planning for good things to happen, overwhelming success in all aspects of life

The post-viewing discussion is based on the theory or model of leadership used coupled with the scenes from the movie. A list of discussion questions provides management educators the option of full-class discussion or in groups of four to six students by having one member of the group report their group's collective answers to the class a whole. The following discussion questions can be used to facilitate the in-class discussion:

Discussion Questions on Spirituality

- a) Has there ever been a time that you recall in which you felt that some type of universal power intervened for you that led to some type of success in your life?
- b) Compare and contrast the football team before and after they began to become more spiritual?
- c) How has your faith in your spiritual life affected you in your life, your parent's life, your friend's life? Is there any scenario that took place in the scenes of this movie that can be useful to you going forward? Explain.
- d) Spirituality has broadened since 2006 when this movie first appeared in theaters. The world has embraced equity, inclusion, and diversity as an important concern in the workplace. Are there any scenes in this movie that you can identify as impacting equity (i.e., a low paying job for the coach, the offering of a free car,

etc.)? Regarding inclusion, is there any scenes in which you feel some people were not included? Regarding diversity, has the movie captured the diverse interests of people, especially regarding religion?

Applying Leadership Theory

There are many leadership theories that could be applied to the film and a trainer or professor may want to use one in which they are familiar with. For this article, situational leadership is the preferred leadership model. Our reasoning here is that this model of leadership is taught first, the movie is watched in scenes or in its entirety, and then this article offers an opportunity to apply the model for suggested leadership development. Paul Hersey (1996) created the Situational Leadership Model and is an expert in human behavior and behavior management. We feel that the movie, while being an American movie, can offer global leadership skills. Especially since over 10 million leaders have been trained in the Situational Leadership Model from all around the world. Thus, foreign students may be able to apply this to the sport of their own country. However, the key is to take the skill development competencies offered in this article to real life scenarios and, especially, in the workplace. The situational leadership model views leaders as varying their emphasis on task and relationship behaviors to best deal with different levels of follower maturity (Hersey, 1984).

Managers using the situational model must be able to implement the alternative leadership styles as needed. To do this, they

must understand the maturity of followers in terms of their readiness for task performance and once this is done, they can then use the leadership style that best fits the situation, ergo, Situational-Leadership (Schermerhorn, 2010).

The coach in the film *Facing the Giants* had to determine the task and readiness-level for the team as well as some of the individual players. This, in fact, increases the difficulty of the actual application of the Situational Leadership model to be more challenging than when it is used with individuals. However, this type of application of the model provides a pedagogical exercise that helps students learn how to affectively lead groups of people all at the same time.

The Situational Leadership Model should be introduced, read, and reviewed before applying the knowledge from this article to the movie scenes. Questions that transpire when using the situational-leadership model are: What was the task for the players (individually, or as a group); what was the readiness level of the followers, and what was the leadership style used by the coach. This analysis can be determined for specific scenes or for each of the three parts of the movie mentioned above. Students are then asked to provide a synopsis of specific scenes in their analysis indicating the tasks specifically, the readiness level of the follower or followers, and the leadership style selected by the coach. The best way to accomplish this is to have students illustrate their example using the situational leadership model. The questions below can be used as a guide.

- a) How did the coach assess the readiness level of the players (either as a group, or individually)? What were the specific readiness levels for scenes for each of the three parts of

the movie? Provide a synopsis of specific scenes in your analysis as they relate to the readiness level of the followers.

- b) What situational style of leadership has the coach exemplified in the specific scenes that you found in each of the parts of the movie? Provide a summary of the styles of leadership used below:
- Telling (provide specific instructions and closely supervise performance).
 - Selling (explain decisions and provide opportunity for clarification).
 - Participating (share ideas and facilitate in making decisions).
 - Delegating (turn over responsibility for decisions and implementation).

Provide a brief synopsis of how the leader in the movie exemplified each of the four styles of leadership coupled with the specific task and the readiness level of the followers. Illustrate your work using the Situational Leadership Model (Hersey and Blanchard, 1996).

- c) What applications of the movie coupled with the Situational Leadership Model can you use in your career as a manager, with the subordinates you lead, or with other situations in your personal and professional life? Illustrate your examples using the situational leadership model.

Methodology

The survey used in the classroom, with some minor alterations, was adopted from Parker (2009, p.135). A copy of the survey items can be found in Appendix A at the end of this article. The survey was administered as

a pilot study to three classes at a mid-sized private university in Miami, Florida. Forty-eight (N = 48) students in three separate classroom settings (beginning in spring 2010 and ending in fall 2010) participated in the pilot study. One class is a three-hundred level leadership course and the other two were graduate level classes (one class in administration and the other in organizational behavior). Data was analyzed using excel spreadsheets and accompanying pie charts. The results of student responses to the in-class survey and selected voluntary comments by the respondents are detailed below.

Findings

Survey items 1, 3, 4, 8, 10, and 11 dealt with the relationship between the films shown in class and the leadership model presented in the classroom discussion, survey items 2 & 9 dealt with student enjoyment of watching films in general, and survey Items 5, 6, 7 related to student opinion of the professor and the course.

Item 1: The film shown in class was helpful in illustrating topics covered in course material.

Item 2: I like watching movies.

Item 3: After watching the movie in class, I was better able to understand the concepts discussed in the texts.

Item 4: Movies make the material more enjoyable to study.

Item 5: I recommended this class to a friend in part because we watched movies during the course.

Item 6: I would be likely to take this instructor again if there were movies shown in other classes.

Item 7: I would be likely to take this instructor again if there were NO movies shown in other classes.

Item 8: The movies shown in class reflected the material discussed.

Item 9: I don't watch many films.

Item 10: Showing movies in class is a complete waste of time.

Item 11: The movie shown had little or nothing to do with the course material.

Some comments regarding the usefulness of the film in enhancing management education and training are worth reviewing as well. Below are five selected comments that participants wrote down and discussed in training sessions in the discussion-learning component of the session.

"It was an excellent movie, thank you for bringing it to our attention."

"After watching the scenes of the movie and illustrating the leadership model, things began to become much clearer to me."

"Movies make classroom time more fun and enjoyable."

"I enjoyed watching Facing the Giants and I will show this movie to my family."

"After watching the movie, I told my family about it and my daughter who is nine years old told me that she

watched it in school, and she then told me that she promised to give her all at everything that she does. This changed the dialogue around the house to be more positive when it came to challenges and opportunities in life."

Discussion

Based upon the pilot study, using the *Facing the Giants* film in the classroom has merit. Scholars are introducing more and more film related pedagogy in management education. Professors must find ways to teach a more technologically savvy student body more today than ever. This trend seems to have no end with new technology coming available every day. The film *Facing the Giants* offers a fresh appellation of a low-budget film and how it has reached so many venues. Films such as this one provides leadership scenarios coupled with spiritual virtues that people can relate to.

Paul Hersey, and the Center for Leadership Studies in Escondido, California, continues to strive in teaching and training situational leaders. Hersey (2010) argues that the next situational leader will need to get more done with less and more quickly. Students can relate to this type of leadership and can learn to apply the model after going through the process proposed in this article. The model is in use at 70 percent of fortune 500 companies with 14 million people training in the situational leadership model. Providing students with this classroom experience offers a pedagogical exercise in the real-world application of leadership.

Implications for Management

Managers can use this article to implement a brief leadership training overview as an introduction to a broader leadership-training platform that can expand to a more professional level at the Center for

Leadership Studies or with other leadership-training vendors. Employees with leadership potential can be selected to go through the proposed leadership exercise that is provided in this article as an indication of their role as future leaders of the organization. Universities are also incorporating courses at the graduate level that provide the same seminar that the Center for Leadership Studies offers by bringing the course to their university. By beginning the dialogue of the situational leadership model, or whatever model that the professor or trainer would like to use, discussion learning, and the *Facing the Giants* movie can offer an entertaining and enlightening experience.

Limitations of the Pilot Study

First and foremost, only one leadership model has been applied in this pilot study. While the option is open to use other models, this article does not try to show how another model can be applied. Two models that could work well with this film are Servant Leadership and Authentic Leadership. An example of using other leadership models comes from Scott and Pennington (1996), who argue that “Utilizing film as a teaching tool in a personal leadership development course helped undergraduate students synthesize authentic leadership concepts.” Thus, there are a plethora of other leadership models and theories that can be applied too, such as transformational leadership and path-goal theory. Moreover, there is little empirical research supporting the Situational Leadership model, but the basic use of the model has merit. Graeff (1983) contends that leaders might do well to consider altering styles to achieve the best fits with follower’s situations. Fry and Cohen (2009) found that accents, the priorities of people and cultural aspects may be hard to assume across different work settings, but we feel

that this movie is adaptable in any classroom or training platform based on our research and experience using it. We use the movie in undergraduate, graduate, and executive training platforms.

While many women participated in our pilot study, we must consider that football is a man’s sport, and this must be a limitation that is worth noting. Many girls are cheerleaders and know football players. They may have been or continue to be spectators. Since this is a high school, the application can carry thru college and can be transferred to the workplace and life skills.

Our study was used in undergraduate leadership and management classrooms. However, there has been evidence of graduate teaching of leadership using film. “The advantages of film/video as a powerful teaching tool are presented along with a discussion of their use in graduate curricula. A partial list of 10 useful films portraying multicultural leaders, male and female, is described for possible use in the graduate classroom,” (English and Steffy, 1997).

An important note to consider is that more specific research in using film in the classroom is much needed. Especially, developing and administering future empirical studies indicative of the effectiveness of using movies as a teaching tool by management professors. The movie utilized for this leadership development was filmed in 2006, and this may have references and cultural descriptions that could be dated because it is over a decade old. This limitation opens opportunity to use more recent movies such as *Father Stu* or *God’s Not Dead*, but for the most part, movies with a credible point of view linger for many years after first introduced. Examples are *Norma Rae*, *Cheaper By the Dozen*, and *Gung Ho*. We found that the *Facing the*

Giants movie and the movie scenes therein are still being applied in leadership circles, on YouTube, and at many churches and schools throughout the world. There are more movies (i.e., *Courageous*) by the same directors and they are also good but this one has a strong recognition and entertainment value due to the nature and application. We hope that this article stimulates a strong stream of *leadership-using-film* research.

Directions for Future Research

It would be interesting to see the results of an empirical study whereby students enrolled in different sections of the same course are tested on the same material where one group serves as a control group and a second group as an experimental group. Therefore, questions for future research may be: How much knowledge can be ascertained in simply learning the model and applying it in a class case-study format as opposed to watching a movie and applying the model to specific scenes? What would be the responses to the spirituality questions with the group that did not watch the movie versus the group that did? In addition, more advanced statistical measures in the empirical study may provide a richer level of data for both analysis and findings. Perhaps regression analysis, a t-test for the control group, and cronbach alpha score on the questionnaire used would also have made this empirical study more accurate. Collaboration among different universities in different regions of the country would also be more appropriate for this type of analysis. Management professors should continue to research the use of films in the classroom to better assess the appropriateness for teaching leadership. A Christian Scholar and reviewer of this article mentions an important corollary:

This is an excellent paper. A thought comes to mind that any number of

movies could be used for leadership and management training. Choosing "Facing the Giants" for its spiritual biblical-based leadership needs to be highlighted more and thus making a stronger argument why Christian-based or Christian-themed movies are good for the leadership classroom.

Conclusion

The article provides a pilot study that is preemptive to a larger study that is in progress. Results of 48 participants indicate that using the situational-leadership model coupled with discussion learning is a useful study. The Situational Model is being taught and applied here for this movie and its pertinent scenes. This art of leadership development can be transferred to the workplace. According to Ken Blanchard and Paul Hersey, the creators of the Situational Leadership model, the film *Twelve O'clock High*, starring Gregory Peck, has been used as a leadership training platform for over twenty years. One time Ken Blanchard met Gregory Peck and Gregory said you are more well-known than I am because of the application of leadership using the film *Twelve O'clock High*. Management professors may consider this pilot study as a research proposal for empirical research at a larger scale at their university or consulting practice. The football team is a metaphor for a low self-esteem and low self-efficacy among the team players. One player is positioned to be an informal leader and that is captured well in the motivation scene in which he carries a player across the ballfield. Basically, it is an entertaining movie and football just happens to be the developmental leadership model displayed that is used to enhance leadership competencies.

The film *Facing the Giants* (2006) and the discussion-learning classroom exercise has been used in an undergraduate leadership course and two graduate courses at a private Catholic university located in Miami, Florida, USA. Participants have indicated that the film and discussion-learning exercise helped them to analyze and apply the Situational Leadership Model (Hersey and Blanchard, 1996). While this model was selected as the model of choice for this pilot study, other models such as but not limited to transformational leadership and path-goal theory could also have been used either individually or collectively. Provitera (2007) argues that each theory can be taught using different scenes in the film.

Based on the results of the pilot study, participants found the movie to be entertaining, emotionally moving, and applicable to their day-to-day life challenges. They enjoyed analyzing and writing about the movie in the form of a reflection paper, they expressed gratitude that the movie was brought to their attention, and they felt that they would like to share the movie with others.

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Appendix A: Survey Items

- 1) The film shown in class was helpful in illustrating topics covered in course material.
- 2) I like watching movies.
- 3) After watching the movie in class, I was better able to understand the concepts discussed in the texts.
- 4) Movies make the material more enjoyable to study.
- 5) I recommended this class to a friend in part because we watched movies during the course.
- 6) I would be likely to take this instructor again if there were movies shown in other classes.

- 7) I would be likely to take this instructor again if there were NO movies shown in other classes.
- 8) The movies shown in class reflected the material discussed.
- 9) I don't watch many films.
- 10) Showing movies in class was a complete waste of time.
- 11) The movies shown had little or nothing to do with the course material.

Please take a moment to present your comment below in your own words. Writing your comment gives the professor the right to use your quote when presenting the results of this exercise. Please include your name but be assured that complete anonymity will be kept with the highest integrity.

Appendix B: Reflection Paper

The reflective paper is similar to an essay. It is a personal reflection. It is not to be coined as mandatory but explorative and a way to have the student show how the movie had an impact on their own leadership development skills and how they apply the Situational Leadership Model to their workplace and life.

Step 1 – Watch the *Facing the Giants* video

Step 2 – Look for management issues, theories, and models, or any other leadership topic.

Step 3 – Write a one-page (double-spaced sentenced with a 12-point font) review paper about the movie. This reflection paper comes from your perspective. There are no right or wrong responses to this exercise. It is based upon your personal perception. Feel free to write more than one page if you would like to.

Step 4 – Add a quote from a leadership article that comes from leadership and management theory or models such as Situational Leadership, Path-Goal Theory, Transformational Leadership, or McGregor's theory X and Y (things like empowerment and benefits are not theories or models).

Step 5 – Add a reference at the end of your paper that the quote came from. An example of this will be the title of your textbook, the authors, the publisher, and the page it came from (the reference should be on the second page if you write one page and the last page if you write more than one page. The page should be titled REFERENCES.)

Step 6 – Attempt to relate the theory you choose with a scene in the movie by applying it to scenarios or undercurrents, conflicts, and tensions. One way of doing this is looking at the whole picture and then relating this to the theory. The main characters in the story are all attempting to work together but what is holding them back? Is it money, networks, working conditions, supervision, or anything else? What is the problem? Why is this person being held back and how does he or she break through oppression? Use a model or theory to explain the answer to these questions. Illustrate your use of the model or theory in pencil or pen when appropriate (typing the model in your illustration is also accepted).

Step 7 – Attempt to apply what you have learned to your career, work life, or personal life. How does management and spirituality come together for you and the people that you encounter on a day-to-day basis, read about, or learn from?