Welcome From The Director

Welcome to Concepts & Connections: A newsletter for leadership educators! The newsletter is one of several National Clearinghouse for Leadership Programs (NCLP) publications.

NCLP recently opened its doors for membership in the Spring of 1992. The clearinghouse is located in the Division of Student Affairs at the University of Maryland at College Park. Members of the InterAssociation Leadership Project created the leadership clearinghouse concept and invited the University of Maryland to provide a location for the project given the University's long term experience with clearinghouses.

The primary purpose of NCLP is to provide professional and interassociational opportunities to share leadership program information and materials on a national level. Student affairs professionals, graduate students, faculty, professional association staff, and other leadership educators who coordinate or teach leadership programs aimed at college student audiences, can benefit from NCLP membership. The leadership clearinghouse assists in providing a national network among individuals interested in the study, practice, and teaching of leadership on college campuses.

The objectives of NCLP are:

- To provide a strong and stable national leadership educator network;
- To disseminate materials and share information at the request of members;
- To publish a thematic newsletter and other materials that will inform members about leadership practices, research activities, program designs, and new developments in leadership concepts and theories.

We invite you to join our membership and to take advantage of the opportunities provided by the leadership clearinghouse. If you know of any colleagues who would like information about NCLP or a membership form, please send us their names or have them give us a call. NCLP welcomes anyone who is interested in publishing papers on leadership or writing for the newsletter, assisting with leadership research, and volunteering to send leadership materials to be housed in the clearinghouse. If you have any questions or would like to give us feedback on NCLP activities, please feel free to contact me or members of the NCLP staff at (301) 314-7174.

Enjoy the introductory issue of Concepts & Connections!

Nance Lucas
Director
Welcome to the first issue of Concepts & Connections! I hope Concepts & Connections will become your favorite resource in the vast arena of leadership education materials. As leadership educators we are constantly refining our programs and expanding our definition of leadership. By sharing information, it is my hope that Concepts & Connections will lighten our task and excite us about the challenges we face.

Concepts & Connections will feature several regular columns. Each issue will offer a guest writer’s personal reflections on leadership. In this introductory issue of the newsletter, Dr. Peter Vaill, in an interview with NCLP staff, reflects on leadership as a performing art. His comments provide insights and challenges for those who work with student leaders.

The practical nature of leadership educators will be satisfied by the columns’ Program Spotlight and Leadership Training Concepts & Techniques. Each issue of the newsletter will highlight a leadership program and an aspect of leadership training. In this issue, the Program Spotlight, focuses on the Student Organization Development Center at the University of Michigan. Kathy Shellogg offers some do’s and don’ts when using assessment instruments in the column Leadership Training Concepts and Techniques.

Dr. Susan Komives will be the column editor of Scholarship & Research Updates. Her research roundup will be a regular feature, and I encourage you to contact her directly with your research questions and findings.

Concepts & Connections will also review the latest on the leadership bookshelf. In this issue, Timothy McMahon reviews Stephen Covey’s new book Principled-Centered Leadership. According to the review, this book has something to offer everyone.

Concepts & Connections is a publication of the National Clearinghouse for Leadership Programs (NCLP). Nance Lucas, Director of NCLP, welcomes readers to the newsletter, and describes the mission and objectives of the clearinghouse. A membership application form has been included in this issue for your convenience if you are not currently a member of the clearinghouse.

Manuscripts on issues, programs, and research regarding leadership and student leaders are welcome and should be sent to: Donna Swartwout, Editor, Concepts & Connections, National Clearinghouse for Leadership Programs, 1191 Stamp Student Union, University of Maryland, College Park, MD 20742. Format and reference style should follow the Publication Manual of the American Psychological Association (3rd edition). Manuscripts should be between five and seven typewritten, double-spaced pages. Accompanying graphics are encouraged.

I hope you will find Concepts & Connections stimulating and beneficial to your professional development.

This newsletter is printed on recycled paper.
Reflections On Leadership
An Interview with Peter Vaill

This interview with Peter Vaill was conducted by NCLP staff in Washington D.C. March 13, 1992.

NCLP: How is leadership a performing art?

Vaill: I don’t mean it the way an actor on the stage may rehearse a Shakespearian soliloquy for days before he performs. When I say a performing art, I am not talking about a leader/manager/executive in the closed office rehearsing his/her speech with Dale Carnegie and then delivering it in a highly effective style. That is not what the metaphor means to me. What the metaphor means to me is the fact that every act of leadership is a presentation of oneself. Leadership is a process over time, not a snapshot. It is purely personal. It is very much expressive of an individual’s way of doing things. We might say the leader is engaging in delegation of authority and that is the academic category under which we would define the behavior. If the leader is doing the delegating in her own unique personal way that is what is really important. If she was doing it in some other way than her own unique way, she probably would be shooting herself in the foot.

What I would like to stress particularly with young people, is that you are your own best resource; whoever you are — your skills, your values, your intelligence, your background. Most people have all the equipment to be effective leaders. There are things you can learn from training programs, reading books, and observing other people, but you are doing that from your own center of being. I’ve seen effective leaders from Attila the Hun to Francis of Assisi. One of the confusions of the last 20 years is that there are styles that are the best, and increasingly the styles that are the best are warm, personal, clear, decisive, non-game playing, non-punitive, energetic, and not workaholic. In other words, there is this ball of characteristics that is the ideal leader and we’re all supposed to be doing this — trying to match ourselves to this particular style. I think that is the wrong approach. The research has by no means decided there is one style that is better than all others. There are situations where certain styles will work better. I am concerned about the leader whose normal style is energetic and direct, but he has read a leadership book and is now trying to be warm, supportive and fuzzy. He is blocking himself. By not behaving naturally, he undercuts his effectiveness.

An element of the performing arts, which has an interesting modern connection from the Japanese, is the concept of KIZEN — continuous improvement. KIZEN is one of the Japanese management concepts meaning never being satisfied. You are constantly looking for ways to improve, which is also true of the arts. You can never do it too well. You cannot over do it. I include sports in this performing arts metaphor as well — team and individual sports. You can’t play golf too well. Think of yourself as a learner. You are humble about the activity. The high quality performers are very humble and know they are never one step from disaster. They say things like “I took the summer off and went back to the basics.” “I started all over again...to get rid of bad habits.”

What I would like to stress particularly with young people, is that you are your own best resource.

This metaphor sets my mind thinking about what is effective human action: teaching, managing, doctoring, parenting. It is the oranges and apples theory. We can see the person is reconciling a lot of diverse factors. The violinist is not just drawing the bow across the string, she is listening to the other musicians, listening to herself as she is thinking ahead and making minute adjustments. The human mind can parallel this process — keeping several balls in the air. This is definitely a factor of good leadership: you are aware of yourself, aware of managing the project, the technological factors, the cost factors, and time considerations. These don’t all fit neatly together. In reality, we are reconciling a whole bunch of apples and oranges. The myth of just one objective is gone. The leader is aware of many things. We don’t have the luxury of having just one thing to worry about at a time. Leadership is not a swat team management style. Swat team management says, “go to any lengths to get the hostages free.” In reality, leaders storm the house, don’t trample the flower beds, they turn off the lights, and provide equal opportunities for everyone to confront the criminal. There are a number of additional requirements besides freeing the hostages. Leaders have to worry about everything. We realize most of us have a lot of strings hanging from us. The course of action needed to get the project done can be mind boggling. It is an incredibly creative aspect.

Young people don’t appreciate the complexity of doing things in an organized team fashion. There is no reason why they should. Student affairs professionals need to find ways for young people to experience the real world. The challenge is to have our students experience complexity.

NCLP: What do you see as the differences between leaders and managers?

Vaill: Let’s just agree, to have a set of behaviors that are leadership behaviors and a set of behaviors that are managerial behaviors. There are no perfect definitions of leadership that are perfectly distinguishable from management. Both have goals and objectives, organizational context, initiative, both value the individual
and team work concept. The overlay is so great that it is difficult to have distinctions.

My impression is that we view management as humdrum, bureaucratic, business as usual, too manipulative, unethical, and unglamorous. We are talking about leaders, not just managers. On the other hand, somebody has to take out the garbage, classes need to get scheduled, and deadlines need to be met. We can’t all be leaders. Both points are perfectly right.

The meaning of leadership is being the first to do something - movement or suggestion. Managers work within an established framework. They pay attention to how it is run and create coordination. Yet, all organizations are undergoing such tremendous change that if you just have a managerial concept, it is almost becoming irrelevant. Changes in technology, and just the rate of change are issues on a college campus. For example, the recent issue of coeducation residence halls called for major leadership and help campuses figure out what to do. The foreign student population and changing demographics are current issues that call for leadership.

These changing needs and the changing world suggest my notion of permanent white water. Life is a process like going down a wild river. We try to stay upright, pay close attention, and we are not just along for the ride. The strategy you used to solve a problem a half mile up the river is not necessarily going to solve a different problem later. It is not as if you are going to come around a bend in the river to a calm beautiful lake where finally you could do what you wanted to do on the campus. It is a permanently turbulent place. It is always something, and the something is not always repeated. Political issues this year, and maybe next year it is date rape or tensions around foreign students. Problems and issues don’t repeat themselves in a smooth fashion. My attitude is if your job title calls you a director or a manager, the job title should be leader-manager, leader-supervisor. Each job needs someone to take risks, to do something new and different. Leadership is not just a nice supplementary subject to everything else. Leadership is present in all walks of life and that will become increasingly more important. Education is collectively waking up to the fact that we have been training our college populations for a relatively stable predictable environment - a strong and growing economy, a relatively peaceful world - a world that does not really exist.

The subject of leadership under these conditions is really exciting, but also a little frustrating. All of us are flying blind and nobody knows where we are going. I like to say the essence of leadership is being on the leading edge, but the other side of leadership is emptiness and the unknown. To face forward is scary. We have to teach people how to face forward. To face back is nice because I am out here ahead of everyone else. That is what leadership training is all about – teaching people to face forward.

Leaders have a desirable set of conditions. A university president has an idea of what she would like the university to look like. Most feel like the more actions you take, the clearer your vision becomes. Publicly the president cannot admit this. There is pressure on the president to list five things to accomplish during her term. The truth is, you can not be that clear about what those five things are. The constant need to look ahead, to take risks, and to see threats as opportunities is what makes leadership so critical. It is a dynamic environment. The president/leader will need to find new ways to fulfill the mission.

NCLP: Colleges and universities have been criticized by public and private sectors for not adequately preparing their graduates for leadership roles and responsibilities. What should higher education institutions be doing to meet this challenge?

Vaill: PRACTICING LEADERSHIP! Next question. Seriously, they should be thinking about it as hard as they can. They should promote leadership as a subject to students.

NCLP: What specifically could student affairs professionals do?

Vaill: As student affairs professionals, you could learn about best practices and what is being done. Consider a new mentality - a program that wins on a number of dimensions and benefits everybody who is involved. Consider the leadership component for everyone. Look for a kernel of an idea which can be an intervention and can grow into a program.

I have not said anything yet about the classroom. I have to admit, I am not too terribly optimistic about the classroom. There are individual professors who see their role as primarily for leadership training and secondly for teaching economics. Most have it flipped the other way around. That is pervasive in higher education. Most would not find themselves in the business of leadership education. I mean the whole academic spectrum. If the professors don’t realize what they teach will one day be used in a leadership context, then they are missing a tremendous opportunity. Most instructors aren’t aware, don’t take the time, and/or don’t have time to frame the course in terms of leadership. If I were king, your syllabus ought to include statements about the places in the world where this subject matter is used by real people with real objectives. Students taking biology should learn how to be a leader in a biology lab. Here it is again, back to my apples and oranges theory: you will not be able to do perfect biology. You won’t have unlimited budgets, you won’t have unlimited laboratory equipment or materials to work with, and other biologists won’t be perfect human beings. So, the actual practice of biology looks much different. We never tell this to students. If we don’t find ways to do this, I think the world is going to go right past higher education. Society will find other ways and cheaper
ways to prepare people for their lives than the ways we are doing it now. This leadership subject is kind of an orphan. It pervades everything; it is present in all situations. There is no human situation where a little leadership wouldn’t help: family, companies, recreation. Leadership does happen. The idea that it could happen better if we thought about it a little, and planned for it a bit more, and tried to develop more training programs for it - then it might happen more effectively.

It is an orphan subject. We don’t want to sit around doing a leadership practicum, we want to raise money. We miss an opportunity to be developmental if we just go ahead and raise the money. In my opinion, everything done on a college campus should be developmental. That should be an objective that is coequal with whatever content. If the context is to build a homecoming decoration, then coequal with that is a developmental experience: team work, achieving objectives, and staying within a budget. If you miss the learning experience, then you miss the opportunity for leadership development. I don’t have much optimism that this point of view is widely shared. We get hung up on “doing” and fail to look at it in terms of leadership. In many areas, the subject of leadership is always there as a potential, but in my experience, it isn’t capitalized on at all.

My bottom line is that student affairs educators need to experiment with ways of creating experiences on college campuses that are developmental. We need to consciously provide learning experiences and not just those learning experiences that are accidental. We need to provide two kinds of awareness: what organizational life is in context to the awareness of a subject, such as biology, and contextual awareness as a leader. How might I play a leadership role in that context? What would be the challenges for me?

**NCLP: What do you think the future research agenda should look like for leadership education?**

**Vaill:** Gender and leadership. Increasingly feminine qualities are more important than we ever thought they would be. These feminine qualities are nurturing, coaching, supporting, networking, communicating, non-competitive, and relational. There is increasing evidence that they are much more important than we imagined. Our culture has systematically repressed them. There are a whole set of issues that are interesting and should be included in the research agenda.

Cross cultural issues and leadership is a subject we are just beginning to explore. What we don’t know is how culture binds leadership styles and attitudes. There is only anecdotal evidence. What works for Americans may not work with the Japanese. There are not timeless universal principles for leadership. We need some sense of leadership within a particular cultural context.

Another research agenda item is stress and wellness. We have a very large data base that describes what a person in a complex stressful living environment should do to take care of himself. The leadership question is how to change practices and get more healthy practices into organizations. Maybe it means hiring an aerobics instructor, banning smoking, or changing the unlimited office happy hours.

Related to stress and wellness is the increasing amount of talk to create a more spiritual environment. A climate that is more respectful of people; a climate that is more balanced; that is more caring about the earth. This type of climate is not affected by a set of religious principles, but by a spiritual awareness. This is a difficult subject to talk about. Consider a discussion you might have with your average university president: “Boss, I’d like to talk with you about creating a more spiritual climate on the campus.” She might say go to a religious college if you want that kind of environment, or some other sarcastic comment. People really get nervous when you start talking about creating a more spiritual climate, but there is so much talk on this subject. I attended a three day conference on what more we can be doing to bring spiritual awareness to senior executives and their organizations. I think this issue is partly fed by the fear of what is happening to America. Also, we are getting older and have middle age concerns. A lot more is going to be heard about leaders that are contributing to the spiritual climate of the organization and society.

America and the world is changing. We are in a period of transition. The mentality of onward and upward, and America as the leader, is changing. America as the best in everything is an underlying motivation that many Americans have felt. The whole spirit of conquering the world is in transition. I don’t know what the something else is that will replace this spirit, but I think it is going to affect the attractiveness of leadership jobs. We already have seen empty deanships, presidency positions, hospital directorships, and senior leadership positions all over the country. People who are qualified aren’t knocking down the doors to get these jobs. The question remains, under these changing global conditions and the changing status that American society is experiencing, how do we continue to have women and men available for these kinds of positions? Today’s college seniors do not want to be senators as much as they did 25 years ago. My suspicion is that they are not really discouraged, it is just that they are not oriented towards the public life of leadership. Living in the goldfish bowl of leadership is not what students want to do after college.

Dr. Peter B. Vaill is professor of human systems at George Washington University’s School of Government and Business Administration. He is the author of Managing as a Performing Art: New Ideas for a World of Chaotic Change.
Program Spotlight

A Web-like Model

at the University of Michigan

By Tami Goodstein

Student organizations afford undergraduates and graduates a wide variety of leadership development opportunities including membership, informal and formal leadership roles. Due to the variety of student groups, it is difficult to meet the diverse needs which exist in these organizations. This article presents a model for addressing these demands. Examples from the University of Michigan program will be highlighted.

In order to effectively assess the needs of students, a thorough planning process must be utilized. Shellogg (1992) offers a model for such a planning process. She states that the planning process must be driven by a well designed committee or planning group. The committee should be representative of the community for which it is developing strategies. This could include students (officers and members), student affairs, faculty and staff, advisors of organizations, and other departments.

Shellogg (1992) states that it is important to select not only staff who are already involved in student activities office programs, but also invite individuals who have had only brief interactions with the office and who may offer creative and innovative solutions to concerns. If these individuals are given an appropriate orientation, they will succeed as committee members.

Once the model for the office has been established, the next step is to assess the current programs and services which are being offered. Shellogg (1992) states that the process should involve assessing the role of the advisor, role of the student organization leader and the current offerings. The quality and quantity of services needs to be assessed as well as the delivery mechanisms.

At the University of Michigan the Student Organization Development Center (SODC) has been delegated the primary responsibility for working with over 600 student organizations. SODC provides involvement information, group development programs and personal development activities. The University of Michigan utilizes quick and easy assessment methods which can be used by any office. Each student who utilizes the services of the Student Organization Development Center (SODC) is asked to complete an intake form. This form includes basic information such as address, phone, what organizations the individual is involved in, and how the office was discovered. After the staff member has spoken with the student, the staff member writes on the intake form what concerns were covered. Office personnel is then able to ascertain what issues are most commonly discussed. Members of the office also complete a “consultation” each semester. Student organization contacts are called to be informed of office services and are asked what organizational needs they have that could be addressed by SODC staff members. This enables office staff to keep informed of organizational trends on campus.

SODC has as a part of its working philosophy: “You'll have to be able to lead yourself before you can lead other people.” This becomes operationalized in student development programs that are offered for all students. These student development programs include:

- leadership classes for academic credit
- all campus and specific constituency (women, students of color) leadership conferences
- para-professional program
- emerging leader program
- recognition awards program

The final area and typically most often well addressed of all these is the ideal of skill training and develop-
ment. This includes organizational skills such as organizational management, program planning and organizing, financial management and fiscal responsibility. These areas are typically covered in workshops, programs, classes, individual meetings, orientation sessions and handouts.

- SODC offers a handout series which has approximately 50 handouts on organizational and leadership topics. The sheets fall under 8 basic areas which are: getting involved, leadership skills, organizational development, organizational structure and procedures, program development, publicity, finances, budget and accounting, and fundraising. These handouts are available in the office.

- Through consulting services offered by the office, organizations have the opportunity to receive consultation from a staff member. The staff member will work with the student client to determine the needs of the organization and develop a strategy to address these concerns. The strategy may include a meeting observation, skill development by the leaders, a workshop/retreat implemented by the organizational members, or a workshop/retreat executed by the consultants themselves. The goal is to design a strategy specifically for that organization.

The staff also offers personal consultations on any issues which the student client wishes to discuss. One staff member is always on "walk-in" assignment so that if a student desires to speak with a staff consultant at anytime, a consultant will be available.

Student organization offices can act as a conduit for students who want to become involved on campus. Staff can serve an integral purpose on their campuses by collecting involvement information and disseminating it to students and other constituencies on campus. Also, they can provide opportunities for groups to come into contact with individuals who want to become involved.

The University of Michigan's SODC attempts to meet the needs of those who want to become involved through a variety of sources:

- A printed student organization manual which lists the names and description of each recognized student organization.

- A supplemental list of organizations with a corresponding contact name is also printed on a weekly basis.

- A student organization fair called "Festifall" is held early in the term each fall.

- SODC is in the process of developing an interactive computer program which will enable students to assess their current level of skill development, decide what new abilities they would like to acquire and identify activities which will afford them the opportunity to work on those areas.

Student activities offices must act as a clearinghouse for information pertaining to a wide variety of organizationally-related topics. Members are often unsure of where they can find information vital to the success or sometimes even survival of their group. Such information may include current information on regulations, activity insurance, places to meet, supplies such as paint or paper, and a student organization banking service.

The SODC attempts to meet these needs through its printed materials as well as its consultation services.

- Handouts are available which list campus and community regulations as well as meeting places, locations for posting publicity materials and retreat sites.

- The Student Organization Account Services offers services which are comparable to most banks, however since the office works only with student groups, it is much more aware of organizational needs.

- SODC's consultation services are available to all students so that they may ask questions concerning university resources or policies.

After deciding what programs and services will be offered, office personnel must decide what staffing patterns they want to utilize in these efforts. Traditionally, student activities offices have promoted specialization and isolation. One person would be responsible for conferences, one person would advise the program board, etc. One of the assumptions Shettelg (1992) makes in her presentation is that we must move away from the "silo approach" in which each area stands alone and particular individuals are responsible for that topic, and we must move towards a "co-op structure" in which staff members are generalists and work in a variety of areas. For example, someone who is a good programmer may advise some members of the program board and may also coordinate a leadership conference in order to fully utilize personal talents for programming and leadership development.

Student affairs professionals must move towards more collaborative, web-like models.

This is one of the cornerstones of the SODC office. All consultants who are hired are given the same job description. Each year at a retreat, a discussion takes place regarding who will coordinate the programs and services the staff provides. Individuals volunteer to assume certain responsibilities, the entire staff discusses it and the task assignment is made. This affords the staff members the opportunity to coordinate a variety of programs during their tenure rather than repeatedly doing the same program. It also keeps the programs fresh and exciting.

This model for development of a comprehensive student organization support program enables student activities offices to build a set of services and programs which meet the needs of advisors, leaders and members (current and future). It will help facilitate the investment of normally disinterested partners in the co-curricular education process. It can help unite constituencies who may normally be at odds with each other to work toward a common goal, making student organization involvement a growthful and positive experience for everyone involved.

Tami Goodstein works as an Organization Consultant in the Student Organization Development Center at the University of Michigan.
Leadership Training Concepts & Techniques

The Use of Assessments in Leadership Development Activities

by Kathy Shelloff

As a graduate student in psychology at the University of Notre Dame, I was exposed to a number of personality assessment tools. My graduate training provided me a firm foundation in the use of assessments. Many of those personality instruments continue to be extremely useful in the exploration of leadership by researchers and practitioners. The popularity and effectiveness of assessment tools has led to an increasing number of assessment tools made available each year. A working knowledge of these instruments is becoming more important to professionals involved in student leadership training, education and development (Roberts, 1981).

The proliferation of these instruments has allowed leadership professionals the opportunity to select with greater care and accuracy the assessment tool which is most appropriate for their needs. However, as the number of instruments increases, so do the differences in levels of quality and reliability among them. When choosing the appropriate assessment tool to provide assistance in leadership development, it is important to act as a critical consumer and have carefully contemplated the what, why, and how of the area being assessed.

In higher education, growth in the amount of knowledge taught to students has occurred at nearly exponential levels. After being "stuffed" with information, many students are unable to fully understand, let alone reflect on what they have learned in the classroom. Beyond the obvious academic preoccupations, students who are without introspective skills become ineffective leaders. The ability to reflect upon personal values, interpersonal interactions and other experiences is essential to personal and skill development.

"Leaders are people who are able to express themselves fully...they know who they are and how to deploy themselves fully...and how to fully deploy their strengths and compensate for their weaknesses...they know what they want, why they want it, how to communicate what they want to others...they understand themselves and their world" (Bennis 1989, p. 3). Additionally, Millard (1991) summarizes recent criticisms of higher education due to a perceived lack of self-discovery, critical thinking, and values in the college curriculum. The use of leadership assessments as tools for self-discovery is the primary focus of his guide to leadership development. As self-discovery tools, these instruments can help students to learn introspection, critical analysis, and the understanding of personal values through the leadership curriculum, thus helping them to become effective future leaders.

Leadership and student development are multi-dimensional by nature, and therefore require multiple instruments to meet the needs of each student. A multi-faceted approach to assessment is necessary in our leadership development efforts. All types of instruments should be used, including those which examine specific skills such as time management as well as tools to determine an individual's leadership potential in relation to their developmental needs.

While leadership educators discuss the "emerging paradigm" driving our approaches to leadership development and education, the basic and current needs of students should not be denied. Through a redesigned leadership curriculum we can use basic self-discovery instruments as the initial step in exploring and predicting the critical abilities required for future leadership.

Julius Ettington (1989) described several benefits of using instrumentation in the self-discovery process. Involvement, realism, introspection and attitudinal or behavioral changes are cited as the characteristics which most improve the effectiveness of training and development practices. In other words, instrumentation can facilitate the learning process because all are involved.

Ettington (1989), citing Pfeiffer and Jones (1973), observed potential problems associated with the use of self-discovery instrumentation in leadership training. These include the perceived threat of the assessment, participants who focus on the numbers (i.e. most or highest equals best), information overload, possible disaste or dislike of test-taking, and evaluation of the test results in terms of potential or success.

In my experience, many of these limitations can be eliminated if the audience has been accurately assessed in terms of their personal development levels. Exploration of the cognitive readiness of a group towards complex instruments can make a world of difference in the success achieved through the learning outcomes.

How individual students respond to an instrument which "labels" individual leadership styles should be an area of concern for any facilitator. While one student may experience a high level of comfort in a world they perceive as multiplicity, another student might feel "pigeonholed" and threatened. By considering these different responses, the "processing headaches" created may be avoided.

Unfortunately, a framework for more accurate predictions of instrumentation outcomes with developmental concerns does not yet exist. However, understanding the developmental picture of the students involved can make a great deal of difference in our successful use of

Continued on page 11
National Clearinghouse for Leadership Programs (NCLP)

Material Submission Form

Name __________________________ Date ______________________

Title ____________________________

Institution ________________________

Circle one:

Administrator  Faculty  Grad Student  Other ________

Address __________________________

City _____________________________

State ____________________________ Zip __________

Telephone (__________) ____________________________

*(number where people can contact you for inquiries)

Check below the type(s) of material you are submitting.

[ ] Academic course syllabus
[ ] Assessment instrument
[ ] Community service leadership program
[ ] Commuter student leadership program
[ ] Culturally-based leadership program
[ ] Emerging leader program
[ ] First year student leadership program (for new students only)
[ ] Gender & leadership (women’s & men’s issues, conferences)
[ ] Greek leadership
[ ] High school leadership program
[ ] Leadership advisory board committee description
[ ] Leadership awards, recognition, scholarship programs
[ ] Leadership certificate program
[ ] Leadership consulting outreach
[ ] Leadership mission statement
[ ] Leadership model
[ ] Leadership newsletter
[ ] Leadership retreat
[ ] Mentor program
[ ] Outdoor leadership challenge course/experience
[ ] Peer leadership educator program
[ ] Professional development leadership program (for staff)
[ ] Program evaluation instrument
[ ] Residence hall leadership program
[ ] Senior seminar
[ ] Student employment leadership program
[ ] Student government leadership program
[ ] Thematic leadership conference
[ ] Training-the-trainer program
[ ] Other: ___________________________

National Clearinghouse for Leadership Programs (NCLP)

Leadership is a fluid concept and is continually reshaped and redefined due to new advances in leadership approaches, demographic shifts, and research findings. There are hundreds of leadership initiatives representing various types of programs such as community service, academic courses, and student employment. The diversity of leadership programs and the dynamic nature of the subject challenge student affairs professionals and faculty to continually refine and create programs, training techniques, and contemporary models to fit the changing context of leadership education. A need will continue to exist for leadership educators to provide quality leadership programs, in and out of the classroom, that will serve the contemporary needs of the higher education community.

The National Clearinghouse for Leadership Programs (NCLP) provides a central clearinghouse of leadership materials, resources, and assistance to leadership educators. NCLP members receive publications, assistance and consultation, access to leadership resource files, and networking opportunities with other professionals engaged in leadership education.

Options of Membership

(included in NCLP annual membership)

PUBLICATIONS

Concepts & Connections, published three times a year, is a thematic newsletter featuring guest authors, book reviews, program spotlights, research updates, interviews, and innovative leadership training practices.

The Student Leadership Model is a guide, created by the InterAssociation Leadership Project, to be used in designing a comprehensive student leadership program. The model focuses on student leadership program designs and approaches that can be applied by student affairs professionals and faculty.

NCLP Leadership Bibliography is a comprehensive listing of leadership books, journals, and other publications that can be used in leadership education, training and development. Although the bibliography is not exhaustive in scope, it provides information on pertinent leadership publications.

Successful Practices in Leadership Programming is a compendium of leadership programs, academic courses, and training designs submitted by members from various colleges and universities. Each entry includes names and addresses of individuals who can be reached for further information. (Available September, 1992)

ACCESS TO INFORMATION

NCLP members can request materials on file and receive information regarding specific requests. Members are able to contact NCLP with questions or to make links with other members who can provide assistance and information. NCLP will provide to its members a network of professionals within the leadership education community.
For more information about NCLP contact:

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National Clearinghouse for Leadership Programs (NCLP)
Material Submission Form

Name _______________________ Date ______________
Title ___________________________________________
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____ New Membership
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Check here _____ if you are interested in submitting information to the NCLP newsletter. (use space below to indicate topic interests):
________________________________________________________________________

Check here _____ if you are interested in writing a leadership paper to be distributed by the clearinghouse. (use space below to indicate topic interests):
________________________________________________________________________
This form must accompany payment of $35.00
Please make check payable to the University of Maryland and send to:

National Clearinghouse for Leadership Programs
1191 Stamp Student Union
University of Maryland at College Park
College Park, MD 20742-4631
(301) 314-7174

A CALL FOR LEADERSHIP CERTIFICATE PROGRAM INFORMATION...

Recently, NCLP has received numerous requests for campus examples of leadership certificate programs from leadership educators. Leadership certificate programs appear to be a rapidly emerging concept in leadership programs. Many existing leadership certificate programs are modeled after co-curricular leadership transcripts. To connect our colleagues with this information, we encourage anyone who has a leadership certificate program to send a copy of your materials to:

NCLP
University of Maryland at College Park
1191 Stamp Student Union
College Park, MD 20742-4361

Submitted materials will become part of our program database and shared upon the request of NCLP members.

NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES SUPPORTS NCLP

This past July, the National Association for Campus Activities (NACA) voted at its executive meeting to support the National Clearinghouse for Leadership Programs (NCLP). NACA is one of the first associations to establish an intentional relationship with NCLP.
Leadership Training Concepts & Techniques
Continued from page 8

instrumentation in leadership efforts. Certain ethical obligations are associated with the use of self-discovery tools as assessments. The 1989 ACPA Statement of Ethical Principles and Standards states that student affairs professionals are obligated to “inform students about the purpose of assessment and make explicit the planned use of results prior to assessment” (p. 8).

This guideline becomes especially critical if the results are used to explore outcome assessments, to create a longitudinal picture of leadership participants, or to help us market or promote our programs in the competitive funding environment of the college campus. Consequently, it is an absolute must to articulate in our instructions, as well as in our processing, the purpose of the assessment.

Perhaps most critical is the need to “represent our professional credentials, competencies, and limitations accurately” ACPA 1989, p. 5) when using an assessment tool. It is simple to pick up an assessment instrument trainer’s manual which cites the many benefits and begin using the assessment instrument. Unfortunately, many manuals do not include a description of the harm which can result through improper use of assessments.

Extensive coursework or training in personal assessment is essential. Constant learning is necessary to remain current with assessments on the market. Facilitators must honestly take stock of their assessment abilities. Failure to do so may risk harming rather than benefiting students’ learning through self-discovery instrumentation.

Through personal experience in using assessment tools, I have created ten guidelines for use with self discovery tools in leadership education, development and training.

1. Begin with an assessment of your professional abilities and knowledge of instrumentation. To enhance your skills, seek out training experiences, stay abreast of current research and or readings, and explore coursework options. Strive to become more effective at analyzing the differences in quality and reliability among the increasing number of leadership tools.

2. Consider self-discovery assessments as one way to enhance the learning experience in all forms of leadership programming.

3. Imagine the assessment results as “snapshots” of a student’s behavior, potential, or experience. Remember these snapshots reveal students’ past and future dreams. The importance of assessment tools is for students to gain true understanding of themselves.

4. Consider the cognitive development connection between student readiness and the complexity of the instruments used.

5. Remember self-discovery assessments can be used sequentially to foster leadership and personal development.

6. Know the student’s issues, both personally and within their leadership or skill needs to better target the types of assessments that can be used to meet those needs.

7. Always pilot new assessments on yourself, colleagues, or a willing group of “test” students before adopting the tools as part of your ongoing leadership program.

8. Process the results or conclusions of each assessment to increase students’ benefits — never cut short the time you allow for thorough processing.

9. Do not use an assessment alone, but as one of several components of your leadership curriculum or program — the instrument is a tool to aid learning, not an outcome itself.

10. Values and personality assessments are the foundations for many leadership or skill inventories — it is critical to understand how values are used in the tool and how personality descriptors may then be inferred from the outcome of the instrument. Always explore the implicit and explicit messages in the results.

Kathy Shellogg is currently working at the University of Nebraska-Lincoln. A special thanks to Heidi Putensen, a student leader at the University of Nebraska-Lincoln, for editing this paper.

UPCOMING NCLP PROJECTS:

- NCLP will be sending a leadership program survey to colleges, universities, and other agencies across the country to assess what types of leadership programs, courses, and services are provided to college students. This information will be compiled and used to develop networks among NCLP members and to assist in future leadership research projects.

- Look for our new publication this fall entitled, Effective Practices in Leadership Training, Education, Development, and Experiential Learning, which will highlight a variety of successful college student leadership programs.

- The NCLP Leadership Bibliography is available to new members and lists over 170 leadership books, articles, and journals.

- ACPA Commission IV and NCLP are working collaboratively to co-sponsor a leadership session at the 1993 American College Personnel Association annual convention in Kansas City, Missouri.
Paradigms are patterns that help us fill the gaps—make intuitive leaps between what we see or hear and what we may make of those observations. Stop and think—you have paradigms of what will happen in an Italian restaurant, of going to a rock concert, and of attending a large lecture class. Didn’t each of those examples bring a scenario to your mind of what would likely happen? We also have paradigms of a good leader—classically thought to be assertive, outgoing, verbal, democratic yet decisive—some research shows this is a male paradigm.

The phrase “emergent paradigm” implies a shift or evolution from another model, often called a conventional paradigm. Just as leadership models are shifting from conventional understandings to emergent views, research has similar constructs. Having grown up with a conventional paradigm research mind, I find great solace in means, standard deviations, F values and significance levels—after all don’t they help us prove something? Indeed therein lies the clue. The conventional paradigm provides tremendously useful research: grounded in hypo-deductive modes of having hypothesis statements based on previous research and theory, one sets out to prove or disprove an assertion. The explanation of the resulting findings usually leads to interventions in supervision or advising, training, or self-awareness. It is hard to argue with appropriately derived numbers, yet numbers alone do not (indeed, do not) explain a complex phenomena. Reliance on quantitative methods has limited the exploration of the rich fabric of leadership dynamics so interwoven in human relationships.

The conventional research paradigm can use both qualitative and quantitative methods. Quantitative methods may include surveys and instruments, random samples and control groups, and statistical analysis. This paradigm relies on reliability and validity of methods and seeks generalizability of findings. This conventional paradigm may also use such qualitative methods as structured interviews, observations, and content analysis of writing samples as data gathering methods to prove a hypothesis.

The goal of the emergent paradigm in research, however, is for discovery instead of verification. This paradigm uses the rigor of qualitative methods without the limitations of a predetermined hypothesis. Emergent paradigm research, indeed, all qualitative research, is based on the rigor and assumptions of these methods. Built on principles of authenticity and trustworthiness, these methods are anchored in such concepts as grounded theory, data triangulation, confirmability, audit trails, negative case analysis, snowball sampling, and working hypotheses. Methods of the emergent paradigm are naturalistic inquiry, ethnography, and historical research.

While some would only mix methods within the same paradigm, others find a combination of paradigms helpful at different stages in a more complex study. Great controversy rages in research circles about mixing paradigms. In any case, qualitative methods used in either paradigm have rigor, are based in sound principles, and should not be engaged if you only think you can conduct one focus group and have a sound qualitative study from which great findings emerge. As my ten year old would say, “N-O-T!” Just as you would not venture into an empirical study without knowledge of those research methods and the requirements of the statistics involved, honor the same principles in qualitative research, and learn the methods and the conditions that ensure their trustworthiness and authenticity before engaging in such a study.

Student affairs educators are poised to rush qualitative methods and emergent paradigm methods, perhaps both from a distaste of complex, reductionistic, quantitative methods and affinity for the interactive, human connections possible in most qualitative methods. I am new in this journey and am enchanted by and fearful of the terrain ahead. (I am learning from the gracious gifts of time from University of Vermont’s Dr. Kathy Manning, from the work of many Indiana University people, the groundbreaking involving colleges study, and my own University of Maryland—College Park student/teacher, Lee Williams). The point is we can study and learn—and vow to ethically apply emergent paradigm principles upon knowing the levels of rigor and credibility needed.

For useful examples of emergent paradigm leadership research, I refer you to Dr. Kathy Allen’s 1990 University of San Diego dissertation, “Diverse Voice of Leadership: Different Rhythms and Emerging Harmonies.” Her study explored the leadership stories of fifteen diverse people richly describing the emergent leadership paradigm. Her discussion
of the limitations of conventional methods and ability to reframe the leadership paradigm is inspiring! You may also wish to read the qualitative methods in Helen Astin and Carol Eland’s study, *Women of Influence, Women of Vision* (Jossey-Bass) and the “Personal Best Questionnaire” approach described by Barry Posner and Jim Kouzes in *The Leadership Challenge* (Jossey-Bass), which led to the development of the Leadership Practices Inventory.

For those of you still sorting your way through the conventional paradigm and are frustrated as you search for instruments and surveys you can use with student leaders - instruments that are inexpensive, not loaded with business management jargon, inclusive in language, and appropriate for volunteer-type organizations — read on for help and support. A University of Maryland at College Park master’s student, Nancy Snyder, accepted the challenge at the 1991 Leadership Symposium to critique leadership assessment instruments based on their usefulness with student leaders, their inclusiveness for campus diversity, and their appropriateness with the emergent paradigm of empowering, community-based leadership. Her review of nearly 50 instruments is available through the National Clearing house for Leadership Programs. Based on this work, I conducted a study using leadership educators about their use of these instruments. I found only two instruments (the MBTI and LEAD) that were known and used by 50% of the educators. Indeed, 45 of the 47 instruments were not even known by 50% of the educators. Clearly, we need student oriented "instruments, cost effective assessment methods, instruments with more established validity and reliability, and helpful qualitative assessment protocols including observation and story telling. This project is continuing with a critique of leadership assessment instruments that focus on groups, communities, teams, and formal organizations. If you have suggestions for what we should review, please write me.

More instrumentation news: Frank Freeman and Sara Britt from the Center for Creative Leadership plan a section in the new 1992 *Leadership Sourcebook* on leadership assessment instruments. Barry Posner in collaboration with Barbara Brodsky, has developed a student version of the *Leadership Practices Inventory*. Not yet available for purchase, this instrument has been field tested with large groups of fraternity and sorority student leaders with good success. A major national study is now in progress with resident assistants. Barry and Barbara are at Santa Clara University in California. Alison Breeze-Mead at Kennesaw State College has developed a self assessment instrument called *The Leader SHIP WHEEL*: assessing integrity, autonomy, group dynamics, human relations, positioning, task effectiveness, vision, and commitment. Write her at P.O. Box 444, Marietta, GA 30061, (404) 423-6280 for more information. Dr. Tony Chambers at the University of Iowa has developed the Leadership Programs Evaluation Inventory designed to assess program structures and outcomes. He will let you use this instrument in exchange for a data set. Write him for more information at the Department of Counselors Education, University of Iowa, Iowa City, IA 52242, (319) 335-6424.

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**Research Roundup:** A two-year inter-institutional research project, coordinated by Kevin Kruger and Sandra Carter of the University of Baltimore County (UMBC) is exploring leadership issues with students of color. Kevin and Sandra and co-researchers are interviewing Asian American, Hispanic/Latino, and African American student leaders and challenging us to revisit theory, to incorporate diversity and design more inclusive model programs. Contact Kevin at the Student Affairs Office, UMBC, Baltimore, MD 21228, (410) 455-2395.

Research Roundup will be a regular feature of this column. Let me know what you are doing out there. Have you developed qualitative interview protocols, story telling guides, or other qualitative methods? Write me, refer me to others, or send me updates. I will try to connect you with research going on around the country. Let me hear about theses, dissertation studies, great reports you have read, and needs for advice. This column relies on you writing/calling me so a true clearinghouse function can be full-filled.

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*Dr. Susan R. Komives, Assistant Professor of College Student Personnel Services Department, and Faculty Associate, Division of Student Affairs, 3214 Benjamin Building, University of Maryland at College Park, College Park, MD 20742. (301) 405-2870.*
In his latest book, Stephen Covey author of the well-received *The 7 Habits of Highly Effective People*, turns his attention to leadership. We should be thankful that he has. This book is a refreshing, thought-provoking reminder that leaders must first know and lead themselves before they can attempt to lead someone else. By relating his unique philosophy of life to a number of topics related to leadership, Covey provides us with lots of lists, lots of “shoulds,” and lots of information. There is so much here that virtually anyone with an interest in leadership from undergraduate students to faculty, staff and administrators, will find something of interest and use.

Covey’s central theme is that leaders must use certain universal principles to guide their actions. Not an altogether unique idea, but certainly a message that seems missing in much of the current leadership literature. These important, universal principles include fairness, equity, justice, trust, kindness, dignity, charity, integrity, honesty, quality, service and patience. These principles “apply at all times in all places.” From these core principles spring the four internal dimensions of our life support system - security, guidance, wisdom, and power. Covey notes that, “Principle-centered leadership and living cultivates these four internal sources of strength.”

Principle-centered leadership exists on four levels - personal, interpersonal, managerial, and organizational. Covey uses these levels to organize his book into sections. Section One presents the personal and interpersonal applications of his principles of effectiveness, emphasizing the need for personal trustworthiness and interpersonal trust. Section Two moves onto the managerial and organizational applications where the theories of managerial empowerment and organizational alignment are stressed.

In the first chapter, Covey identifies the characteristics of principle-centered leaders. Principle-centered leaders are continually learning, are service-oriented, radiate positive energy, believe in other people, lead balanced lives, see life as an adventure, are synergistic, and exercise for self-renewal. Chapters like this seem to be obligatory in the leadership literature of today, but I found Covey’s list more interesting than most. Also it is an appropriate set of characteristics to use for discussion with students and staff. Covey re-introduces “The Seven Habits of Highly Effective People” by stressing that people should be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand - then to be understood, synergize, and sharpen the saw. These habits reappear throughout the book, indicating their importance to both leaders and followers.

Covey approaches principle-centered leadership from a variety of perspectives. He notes three aspirations of principle-centered leaders - to overcome the restraining forces of appetites and passions - resolve to exercise self-discipline and self-denial; to overcome the restraining forces of pride and pretension - resolve to work on character and competence; to overcome the restraining forces of unbridled aspiration and ambition - resolve to dedicate my talents and resources to noble purposes and to provide service to others. I found this section to be a refreshing change from the “me-first” sentiment commonly found in much of the recent business-oriented books on leadership. Covey also lists three characteristics of primary greatness - integrity, maturity, and an abundance of mentality and notes on ten processes which will help “increase a leader’s honor and power with others” - persuasion, patience, gentleness, teachableness, acceptance, kindness, openness, compassionate confrontation, consistency, and integrity. I found this a truly refreshing approach to power.

In one of the most intriguing sections, Covey argues that there are no quick fixes for complex problems and introduces a powerful concept that he calls “the law of the farm.” The law of the farm states that “I must prepare the ground, put in the seed, cultivate it, weed it, water it, then gradually nurture growth and development to full maturity.” By using the “law of the
farm” and other “true north” principles, the author believes that leaders will be more successful in their actions and more fulfilled as individuals.

Finally, Covey introduces the concept of “abundance managers” and presents the seven characteristics to describe them. These managers believe there are plenty of opportunities out there for everyone and subscribe to the concept of unlimited possibilities. These managers return often to the right source; seek solitude and enjoy nature; sharpen the saw regularly; serve others anonymously; maintain a long-term intimate relationship with another person; forgive themselves and others; and are problem solvers. Again, the themes of service, self-discipline, and leadership for what purpose emerge.

Covey is at his best in the first section, where he discusses the personal and interpersonal applications of his principles of effectiveness. This concentration on the “inner” leader is insightful, moving, and powerful. His belief that leaders must know themselves before they can attempt to lead anyone else is a critical component of leadership education that is often overlooked. This book also helps answer the question - “Leadership for what?”

The book has a few shortcomings. It is disjointed and does not flow well from topic to topic, especially in the second section which addresses managerial and organizational applications. Many chapters seem to be a series of expanded lists - seven habits, three resolutions, seven deadly sins, and thirty methods of influence. One senses that the author has attempted to apply his theories to virtually every “hot” topic connected to leadership - power and empowerment, transformational leadership, paradigms, mission statements, and even Deming’s theory of quality management. Some of these connections work better than others.

Because of its strengths and in spite of its shortcomings, this book deserves your consideration. Just as Covey’s earlier best seller attracted a lot of attention, so should this work. I have found the reaction to The Seven Habits from colleagues has been widely mixed – from those who found it personally useful and have used it successfully in leadership courses with undergraduate students to those who thought it was too simplistic. The same can be said for Principle-Centered Leadership. You can read many of the chapters and find yourself thinking “this is so simple, I could have written it.” But like many of life’s great truths, it is often the simplest concepts that are the most powerful while being the hardest to articulate. Stephen Covey is to be congratulated on having the courage to produce a refreshingly principled look at leadership. I believe everyone will find something useful here. As a leadership educator, Principle-Centered Leadership deserves your attention.

“His belief that leaders must know themselves before they can attempt to lead anyone else is a critical component of leadership education that is often overlooked.”

Dr. Tim McMahon is the Coordinator of the Education Program in the Department of Residence Services at the University of Iowa.
The National Clearinghouse for Leadership Programs

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