This issue of Concepts & Connections focuses on community service and leadership. The notion of “servant leader” allows us to think about leadership using an “other-centered” perspective. A leader must put self before others with the servant-leadership approach. Our nation is calling out for servant-leader types to help solve the crises of hunger, homelessness, the eroding environment, and AIDS to name a few. The meaning behind the servant leader concept was eloquently captured by Bill Cosby at a recent commencement address when he proclaimed that “we need to return to being a human being to another human being.” It seems that our challenge is to not only expose college students to the state of affairs in our communities, but to teach them that they can make a difference through their leadership, membership, and global citizenship roles.

I admire college students who take risks to rally or protest to the government to respond to these societal problems. However, I am convinced that this is not enough. Last week, I attended a panel on homelessness and was shocked by a comment a homeless person made in response to solving the homeless crisis in America. She passionately stated, “We the people are the ones who will make a difference because our government is not going to solve the homeless problem.” She made reference to the sentiment of “we the people” proposed by the framers of the Constitution. If we wait for government to take action without embracing the philosophy of “we the people,” we will not make much progress because governments for decades have not been able or willing to take significant action. We need to turn away from government and turn to ourselves to provide the necessary leadership to get the job done.

Often I hear educators skeptically ask if the community service and leadership notion will be a flash-in-the-pan intervention on college campuses. I hope it is a theme that will live with us as long as we have people without homes, without food, without education, without medicine, without a healthy environment in which to live, and without whatever it takes to lead a full life. If anything, the leadership education movement has been behind in integrating service and leadership. The homeless problems did not begin over the last decade. The homeless problem began when we first built our houses in our societies.

Leadership education and development programs and courses can be effective vehicles to expose college students to community service and leadership. Students can enhance and develop leadership skills and concepts through active community service experiences. We need to convince students that their efforts, large or small, can truly make a difference. Perhaps these individual efforts need to start with us. If we as educators can role model involvement in community service and tell it from the heart as we work with students, the servant leader notion becomes more real to students.

We need a revolution of the heart — individual commitments to roll up our sleeves and do something in our communities to make them better places to live. College students by sheer numbers alone could make significant
Reflections on Leadership
Serving As We Lead
By Greg Stewart

We all know them, particularly those of us who are student development educators. They are the rare and welcomed students who shine in a group or organization. Often fleeing from what is for them, the less rewarding environment of the classroom, they enter the realm of student affairs, immediately organizing, mediating, communicating and yes, manipulating our clubs and organizations into action. Learning for them happens by relating, cooperating, and interacting with others. Student activities open learning doors that, for them, more often remain closed in more traditional academic environments.

We eagerly welcome them to our offices and events, and too often exercise upon them what I call the "Mikie Syndrome". (For those of you who remember the Life cereal commercials, Mikie is the one who "eats anything." In the context of student affairs, Mikie is the one who "does anything.") We call upon our Mikies too often out of expedience and trust, rather than taking the effort to identify other talent within our midst.

In his book, In Their Own Way (Tarcher, 1987), Thomas Armstrong identifies seven kinds of learning styles. Mikie exemplifies learners with "interpersonal" intelligence. Those with more traditional means of learning through reading and listening to instructors, are identified as students with "linguistic" intelligence. David Kolb (Experiential Learning, Prentice-Hall, 1984), would describe Mikie as an "accommodator": one who learns from concrete experience and through active experimentation.

In 1990, I along with two colleagues, Cesie Delve and Suzanné Mintz, put forth our assumption that traditional classroom environments that attend to those with linguistic learning abilities, are insufficient in the assimilation of values (Community Service as Values Education, Jossey-Bass Inc., Publishers). Active learning through involvement is critical. Given recent political times, candidates and the media have been quick to articulate what values are important for our society. I shudder to think we set those wheels in motion back in 1990. In conducting an extensive review of the development literature, Cesie, Suzanné, and I identified certain universal, critical values, beyond any particular political agenda, for our college students to assimilate.

The first value is that of empathy. Through understanding the context in which others live, we can begin to understand how to engage with them to identify what needs we may serve. The second value is that of responsible and continued citizenry. In a society based on representative and participatory decision making, we need to enlighten tomorrow’s managers and decision makers to their civic and community responsibilities. Finally, empathy and action cannot be isolated. There needs to be a recognition of care as a universal obligation. Through care and participation, we can move our society from a position of practicing charity toward others, to exercising justice for all.
But what have all these platitudes to do with leadership and leadership education? Recently, I had the pleasure of reading the first issue of Concepts & Connections. It is an excellent vehicle for sharing ideas and issues about leadership and leadership development on college campuses. Through this reading I recalled two critical concepts: to exercise leadership, one must be aware of contextual variables; and leadership is skill based, therefore it can be learned. Given these basic assumptions, service learning is an excellent vehicle for engaging our students beyond the classroom, be they sorority leaders, adult students, commuters, or others, in opportunities that help them understand the various contexts that are presented to leaders. Service learning also provides an arena in which to exercise critical leadership skills.

Let me give you some examples from a recent article about student volunteers in our campus alumni magazine, (College Park, Fall, 1991.) While at College Park, in addition to her Delta Sigma Theta sorority service responsibilities, Jennifer Perry volunteered at community day-care centers. Jennifer's service provided her an opportunity to "give something back"; an experience she realized was critical to her education beyond studying and socializing. Jennifer's involvement made her not only aware of inner-city issues and concerns, but personalized it for her. As she recalls names and faces of those she served, Jennifer now has an empathic understanding for some critical societal dilemmas.

The learning catalyst for Jeffrey Adler, now at Georgetown University Law School, was a freshman experience of spending a day under the pretense of an inner-city homeless person. This event sparked Jeffrey to establish a campus advocacy group for the homeless known as the "Not Just Talk" Coalition. He also organized the first annual, multi-campus picnic effort in Washington D.C., "A Day of Giving", feeding thousands of homeless people.

These experiences exemplify the concept of servant leadership. Servant leadership was explored in detail by Cesie and Kathleen Rice (formerly of the University of Minnesota and now here at Maryland) in a chapter of our edition. Their important message is that we, as educators, in the business of developing ethical, responsible and caring citizens, must approach leadership development and activities through extensive consideration of the concept of service. Robert Greenleaf's book, Servant Leadership (Paulist Press, 1977), makes an elegantly simple observation that those who lead, first serve. Within a developed or potential leader, there is a fundamental commitment to serve; to help others, to engage with others to make a situation, an organization or a community better than it is. These leaders want to articulate and activate a vision for a particularly defined community, be it a sorority, a shelter for the homeless, a group of students targeted for a particular tutoring effort, or a student chapter of a professional organization.

But how does service learning converge with what we recognize as traditional leadership development programs on our college and university campuses? First of all, coordinators of student clubs and organizations usually require a constitution for each organization. The service-learning model outlined in Community Service as Values Education, describes a five-phase model for the delivery of community service opportunities. Many of our campus organizations identify a particular service or philanthropy to which they devote resources and the time of their organization's members. It is in these groups efforts that students first can become involved. Organizations' service projects provide excellent opportunities for students to engage in the service-learning model at the initial stages of exploration; finding out what opportunities are available, and clarification; illuminating their ideas about serving and interacting with others beyond their immediate peer groups. Group activities, be they direct activities such as serving food at a soup kitchen, fixing a halfway house in disrepair, hosting a special olympics competition on campus, or more indirect activities such as raising money through a campus dance marathon, create opportunities for learning. Students learn about people different from themselves, assume responsibility for events and activities, and experience intrinsic rewards for providing a needed service.

At the advanced phases of the service-learning model such as realization and activation, more traditional leadership development opportunities are provided. Students assume more complex roles within in a campus-based organization or on site at a particular volunteer locale. Whether is coordinating the efforts of fellow students or those of a particular community near to the campus, the student learns to use skills such as motivation, support, delegation, resource allocation and others to achieve identified goals.
And it is at these levels where we as student development educators, particularly in these times of budget constraints, can recognize that we have some untapped resources available to us. Many talented allies exist within our extended community. Volunteer coordinators and staff members at various service sites are more than willing to serve as student mentors, assist with retreats and workshops, and provide opportunities for students to test out certain new skills and abilities.

In addition to site coordinators, some service-learning programs have been successful in eliciting the support of faculty, particularly if the activity has a direct relationship to a specific discipline (for example, an entry-level sociology course). Involvement by faculty members occurs also if the activity or organization reflects a personal interest or commitment of the instructor. Once part of the leadership development team, faculty too can be tapped to assist with workshops, serve as mentors to students, and challenge students to cognitively process their service experiences.

As student development educators, we have a campus responsibility to advocate for and create service-learning opportunities not only for the Mikies on our campuses, but for all students. Some campuses have even mandated service components into their core liberal arts requirements. If the in-coming generation of college students indeed reflects the values of a society experiencing community ascendency, where duty to others and community responsibility are emphasized, we cannot overlook our responsibility of matching that pool of raw talent with the opportunities currently existing in our resource-stretched and challenged communities.

These are ideal times for service-learning interventions and as a result, the imparting of universal values to our students. We, as student development educators, must create opportunities for our students to enhance their ability to empathize with others, to exercise responsible citizenship, and genuinely care and broaden their communities of understanding. These are the kinds of students we want to graduate as emerging societal leaders; the future decision makers of our corporations and governments, the teachers of our children, and the caregivers of our disenfranchised. And if done correctly, they will be lifelong servant leaders, caring for those they lead as we strive to move from a charitable to a more just society.

Dr. Greig M. Stewart is Assistant Dean of the College of Journalism and Affiliate Assistant Professor in the Counseling and Personnel Services Department at the University of Maryland at College Park.

CALL FOR LEADERSHIP RESOURCES

The American College Personnel Association (ACPA) Commission IV is looking for your leadership resources to display during the Leadership Exhibit at the annual ACPA Conference in Kansas City this year.

Please send your leadership program brochures, leadership newsletters, and other leadership materials to:

Elizabeth McGovern
Leadership Exhibit, Baldwin Hall
Albion College, Albion, MI 49224

1993 NATIONAL LEADERSHIP SYMPOSIUM

The 1993 National Leadership Symposium will be held at the University of Michigan in Ann Arbor from July 28-31, 1993. The Leadership Symposium is a professional development opportunity for leadership educators, trainers, and practitioners. The program is sponsored by the W.K. Kellogg Foundation, InterAssociation Leadership Project, National Association for Campus Activities, National Clearinghouse for Leadership Programs, University of Iowa, and the University of Michigan. Applications are available through the National Clearinghouse for Leadership Programs and the National Association for Campus Activities.
Program Spotlight
Leadership From the Ground Up
by Erin Sweezy

Since the mid 1980's, colleges and universities across the country have developed community service and service learning programs of various kinds. Students have responded to these programs in significant numbers, and many service experiences are student initiated. From these service experiences and programs, student leadership opportunities have evolved. These leadership opportunities take many forms yet have an important feature, first proposed by Robert Greenleaf (1977), in his book, Servant Leader. These leadership opportunities evolve from the experience of and desire for service rather than the desire to lead in a traditional sense. This article will provide a different examination of student leadership through the context of Greenleaf's Servant Leadership model and by highlighting the integration of service and leadership within the Center for Values and Service at Loyola College in Maryland.

Greenleaf (1977) asserts, "Caring for persons, the more able and less able serving each other, is the rock upon which a good society is built." Serving within their local community or beyond, students develop qualities of caring, listening, and genuine understanding of others' needs. They experience diversity, community, reciprocal learning, and empowerment in ways difficult to replicate within the boundaries of a college campus. Student development professionals reflecting upon the integration of service and leadership believe a new definition of leadership is emerging that challenges every individual, whether or not in a traditional leadership position, to find a way to make a positive difference in the world. By developing and demonstrating qualities of care, courage, ethical sensitivity, responsibility, and the ability to empower others, each person has the potential to have the same impact that is generally assigned to a "leader" (Delve & Rice, 1990).

Through their service experiences, students discover opportunities for leadership. Their role models for servant leadership include a single parent who organizes her neighborhood during a literacy class, a person who is HIV+ and who struggles to live and die with dignity, or the community agency contact coordinator whose dedication to those with whom he/she serves inspires students in their service. Greenleaf (1977) believes that servant leadership is not something assumed or bestowed, but comes forth naturally from serving others in a mutual search for wholeness. Robert Coles (1989) further expands upon this concept stating that "...service is a mutual thing. It is not only helping others; it is being helped. Because we learn, we affirm ourselves... We have everything to gain by doing this as human beings and as citizens and as people trying to learn about the world."

In 1989 Loyola College, a Jesuit-Mercy liberal arts college, reaffirmed its commitment to community service as an integral part of the college's educational mission. In Loyola's mission statement, the college dedicates itself to preparing graduates to "lead and serve in a diverse and changing world." With this statement and the Jesuit/Mercy traditions promoting service, cura personalis (care for the individual person), and social justice as a foundation, a groundswell of student involvement, fully two-thirds of the undergraduate student body proved to be an amazing response to the establishment of a multi-faceted community service program. Service opportunities include regular, weekly involvement in a local agency or program, urban, rural, and international immersion experiences, long term partnership programs, academic/service integration, and one-time service events. The community service program is a department within the newly created Center for Values and Service.

In the past year, over 150 students have been recognized for their leadership contributions at the annual leadership awards dinner. All of these students have emerged as leaders from their sustained service involvement. Some come forth with alternative ideas of projects to meet more effectively the needs of those chosen each year by the representatives, student service involvement increased by forty percent in one year. This leadership inspired the Student Government Association to select class representatives to participate in the Community Service Council and to develop a service initiative which seeks to involve members of each class and chartered student organizations in service experiences.

Another effect of this "leadership from the ground up" is that students with extensive service experience have been selected into resident assistant, orientation advisor, peer educator and student government posi-
These service leadership opportunities emerge within an educational context provided by Loyola's Community Service staff and college faculty, as well as Baltimore's community service providers. An educational model, developed by the Maryland Student Alliance (Townsend, 1989), with dimensions of Preparation, Action and Reflection is employed with each service opportunity. Prior to engaging in any service activity, students participate in orientation, training, and/or education sessions to increase their understanding about social and economic issues and systems, the population with which they serve, the particular placement and service work they choose. Principles of Good Practice for Combining Service and Learning (Wingspread, 1989), and safety and transportation issues. Student leaders, community service providers, faculty, and the community service staff, or a combination therein, teach or facilitate these preparation sessions as appropriate to each service opportunity. These sessions are a part of the curriculm and not currently offered for credit. The action dimension includes both direct service and advocacy efforts. During and after service experiences, students, service-providers, faculty, and community service staff engage students in critical reflection on their service.

Many students demonstrate leadership abilities when they organize and facilitate reflection sessions. Beyond this model, specific leadership training is provided for various student service leaders.

**Student Coordinator Staff:**

Prior to the beginning of the academic year, student coordinators participate in a ten day intensive training program including introduction to the Service Learning Developmental Model (Delve, Mintz, & Stewart, 1990). Principles of Good Practice, community development and empowerment, communication skills, multicultural awareness, a service immersion experience and position-related skills/information. Throughout the year, staff development sessions on topics such as service and diversity, facilitating reflection sessions, managing multiple constituencies and priorities, and empowerment of student leaders support and enhance the student coordinator roles.

**Student Liaisons to Community Programs:**

These students are trained by the student coordinators and service providers in the community. They also are invited to attend leadership workshops and conferences both on and off campus.

**Community Service Council Representatives:**

These students participate in leadership workshops planned each semester specifically for their positions. These workshops focus on the Service Learning Model with a developmental emphasis supporting and challenging student growth from charity to justice and from the individual to community. Other topics include diversity awareness and leadership skills.

**Service Immersion Program Coordinators:**

Students serving as leaders for Loyola's international, regional, and local immersion experiences are trained by former student leaders, faculty and administrative moderators, as well as community leaders at the respective sites.

Rather than completely "reinventing the wheel", we also promote leadership development by encouraging the student service leaders to participate in college wide leadership conferences which are offered several times throughout the year. For these workshops, service leaders are often invited to present topics related to the integration of service and leadership. Service leaders are encouraged to participate in national and regional service related to leadership sponsored by the National Student Campaign Against Hunger and Homelessness, Community Outreach Opportunity League (COOL), Maryland Catholic Conference Social Ministries Workshop, or the Maryland Student Service Coalition to name a few. To provide additional opportunities for reflection and leadership education, service leaders are invited to college lectures featuring Ernest Boyer, Jonathan Kozol, and former Senator William Gray, Jr. or highlighting service-related themes such as Children in Crisis: Children in Poverty or Homelessness and the Mentally Ill.

Loyola College's Center for Values and Service further supports student service leadership endeavors by providing office space, financial resources for projects and programs, the Community Service Opportunities Booklet, Community Service Fairs, professional and staff guidance, newsletters, van transportation, and safety information.
Student service leaders can be found in and around the Center’s offices all day and late into the evening. When the lights finally go out, one lone poster catches the eye. The words of Margaret Mead affirm the philosophy of many of these students dedicated to service and emerging as servant leaders: “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that has.”

Erin Swezey is Co-Director of the Center for Values & Service and the Director of the Community Service Program at Loyola College in Baltimore, Maryland.

Leadership Training Concepts & Techniques

The Untidy World
By Ceste Delve Schuermann

Being a leader of a community service project can be one of the most challenging experiences a student can face. While leading an on-campus group requires a variety of skills such as organization, marketing, budgeting, and an ability to get along with one’s peers, being the leader of a service organization requires all these skills and more. Leading a community service organization requires a person who is sensitive to the issues facing the community, a person who is willing to learn from the community, and a person who has the ability to engage their peers in meaningful reflection about their service experiences.

Sensitivity to the Community

Student leaders who engage in service learning activities must be sensitive to the complex issues that face that particular community. Many well-meaning people go into the community and develop relationships without considering the positive or negative impact they might have on it. Students, and those who advise them, must remember that good intentions do not necessarily translate into good actions.

For example, “Joe” signed up to be a mentor in a student-initiated and run program. Joe met with his “mentee” Juan for two weeks in a row and suddenly realized that he was too busy to fulfill this outside commitment. Joe did not see Juan during the third week and by the fifth week he had completely stopped having any contact with him. Because Juan was a child and came from a home where he received little attention and little adult male contact, he felt as though he had done something wrong to chase Joe away. Despite his good intentions, Joe did not and probably never would realize the negative impact that his decision to break this mentor relationship had on Juan.

The mentor program probably sounded easy when students sat around talking about it. However, the program was not properly grounded in the areas of selection, training, commitment, and follow-up. The students, without meaning to, were not sensitive to the issues around working with children. The key to a good program is to capture the enthusiasm and idealism that

NATIONAL CLEARINGHOUSE for COMMUTER PROGRAMS CELEBRATING 20 YEARS of SERVICE & LEADERSHIP

Twenty years ago the National Clearinghouse for Commuter Programs (NCCP) was created to assist colleges and universities in learning about commuter students and to share information about successes and needed improvements in serving these students. Starting with only ten members, NCCP strove to provide colleagues with quality information, resources, and assistance. Twenty years later NCCP is fulfilling this commitment through its many quality services and continuing to focus on commuter students.

We would like to extend our congratulations to NCCP for twenty years of service and leadership in the area of commuter affairs. We commend Barb Jacoby, Director, and current and past staff members on their responsive innovative ways to serve the commuter student population. We applaud NCCP’s fine example of leadership, and look forward to future endeavors!
student leaders have and work with them to ask the hard and critical questions about their organization and its relationship to those they will serve.

Sensitivity to the community can also be as simple as taking the time to be aware of what is happening in that community. Rather than just taking the plunge and diving in, students should spend time reading the newspaper and knowing the issues that a particular neighborhood, agency, or population is facing. A student leader can lead a discussion with volunteers, before they begin serving, on basic statistics, current events, and unreported realities that they, and the population they serve, will encounter. For instance, a student who is heading up a program working with teenagers, should be able to inform the group’s members of the high school dropout rate, teen pregnancy and truancy figures, grade-point average, the percentage of students who attend college. Volunteers, as a result of discussing the implications of the statistics on the program will be better prepared to understand the attitudes and actions of the teenagers with whom they will work.

Learning from the Community.

Being sensitive is the first step in being willing to learn from the community. Specifically, working with people of different educational, ethnic, racial, and economic backgrounds can be a challenging experience for the student leader. It is important that students take time to know who they will work with and understand that person’s perspective. At the same time, a student leader needs to establish a working relationship with the community leaders where their student members will work in order to set guidelines and determine mutually beneficial goals. An added outcome of these meetings may be for the student to develop new insights into the nature of leadership.

By learning about leadership through community involvement, students have the opportunity to observe a diversity of leaders at work and ask themselves such questions as: How does a person who is homeless mobilize other homeless people to work for change? How does a pregnant teenager overcome many obstacles to be an effective role model for her child? Why does a fifteen year old gang member have such a strong, loyal following? What does this teach me about leadership and responsibility in my own life? For what purpose is leadership? For whom is leadership? (Delve & Rice, 1990, p.56)

Students can also learn about the use and misuse of power within the community. For many, the words leadership, power, and service seem mutually exclusive. Guiding students to acknowledge the intricate political structures that are present in a housing complex, a homeless shelter, or a low-income medical clinic may deter them from oversimplifying and generalizing groups of people and the institutions that they represent.

To determine how individuals in the community view power, students may want to take time to get to know those who are in traditional and non-traditional “power” roles. The media has done an excellent job in revealing the wrong-doings and downfalls of many leaders. However, positive examples abound of public servants who genuinely look out for the common good of others. Students can interview people at the places where they volunteer and ask them to articulate their definitions of power, ego, service and leadership. In many ways this exercise can empower not only the student who is interviewing, but it can empower the person being interviewed as well. The student is empowered as he or she begins to understand that there are many models of leadership to follow, and the community leader is empowered by being asked to give voice to his or her own views while being recognized as having leadership qualities.

Personal and Group Reflection

If service is to move beyond the “feel good” phase (Delve, Mintz & Stewart, 1990), it is necessary to give students a time to reflect on their service experiences. “A final set of skills of effective leaders appears to be those related to effective facilitating of learning and growth in others and enabling others to take action” (Stanton, 1990, p.340). By assisting students to reflect on their service activities they can develop critical thinking skills and experience personal growth. For example, students should be encouraged to keep a journal of their service experiences that they would be willing to share with others. A simple question such as “Is service an attitude or an action?” can get students thinking about what service really means to them. Another valuable set of seemingly simple questions to ask is: “What?” (describe the service experience), “So what?” (what did it mean to you?), and “Now what?” (what action will you take as a result of your experience?).

Another effective way to engage student leaders in a group reflection activity is to have them review “The Principles of Good
Practice for Combining Service and Learning" (Johnson Foundation, 1989). The principles were developed in consort with over 70 organizations who wanted a foundation from which to base their service and learning programs. These ten principles can serve as the basis of numerous discussions about the purpose and meaning behind the service. They can provide an easy training tool that facilitates a leader’s awareness of the scope of service and the broader issues that need to be addressed.

The following is a list of the principles with possible discussion questions to ask during an organized reflection session.

An effective service and learning program:

1. Engages people in responsible and challenging actions for the common good. Possible questions: What is the common good? Who defines it? What does it mean to be engaged in responsible or challenging actions?

2. Provides structured opportunities for people to reflect critically on their service experience. Possible questions: What does it mean to reflect critically? Are there examples of reflection activities that are easy to implement?

3. Articulates clear service and learning goals for everyone involved. Possible questions: Does “everyone involved” include community members? If so, how do you enter a dialogue to determine mutually satisfying goals?

4. Allows those with needs to define those needs. Possible questions: Can the community really do this? How does this redefine the concept that the “educated” have the answers? Rather than focusing only on “needs,” is there room to add that “those with gifts define those gifts?”

5. Clarifies the responsibilities of each person and organization involved. Possible question: What do you if one side doesn’t hold up their end of the bargain?

6. Matches service providers and service needs through a process that recognizes changing circumstances. Possible questions: What are possible changing circumstances? Can this service placement live within the parameters of a student’s schedule?

7. Expecta genuine, active, and sustained organizational commitment. Possible questions: How stable is the community organization? Your campus organization? Do you have the support of your university’s president? Professors? Is your budget appropriate to meet the needs of a growing and thriving program?

8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals. Possible questions: Which of these do you do well? Which needs work?

9. Insures that the time commitment for service and learning is flexible, appropriate, and is in the best interests of all involved. Possible questions: What is an appropriate time commitment? How can you be flexible with your time and effective at the same time? What about the need for consistency in many placements?

10. Committed to program participation by and with diverse populations. Possible questions: Have your reached out to people unlike yourself to participate? What populations

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ANNOUNCING

A National Conference on LEADERSHIP AND THE LIBERAL ARTS

- Sponsored by Marietta College, McDonough Center for Leadership and Business
- In partnership with the W.K. Kellogg Foundation
- Co-hosted by the University of South Carolina

April 16-19, 1993 Marietta, Ohio

A growing interest in the study of leadership among higher education institutions has created a demand for a national forum on this topic. This conference offering will provide an opportunity for open exchange of ideas on the nature and teaching of leadership in a liberal arts context. Participants will actively learn about the latest developments in education through a variety of lectures, addresses and workshops, and will be able to interact with leadership’s foremost thinkers and writers. Faculty, student affairs professionals and administrators alike will profit from learning about different philosophies and methods of teaching leadership.

If you have a special interest in leadership, we invite you to join your colleagues, either as a presenter or as a participant, for an experience which is certain to be enlightening.

For more information, please contact:
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are you serving? Do you have opportunities for people to work with people of all ages, socioeconomic, ethnic, and racial backgrounds?

Going through this self-evaluation process will provide students with an opportunity to begin exploring their own philosophical reasons for engaging in service and it will help them review practical issues that affect the success of their programs.

Conclusion - The Untidy World

Being a leader of a community service program requires a person who is committed not only to the campus, but to the community at large. This leader needs to be sensitive to the community, be aware of community issues, and be willing to lead themselves and their peers through self and group reflection activities. Perhaps most importantly, these leaders must also be able to live as John Gardner (1990) has stated, in an "...untidy world, where decisions must be made on inadequate information and the soundest argument does not always win, where problems rarely get fully solved, or, once solved, surface again in another form" (p.168). As advisors, we can play a critical role in the development of our student leaders as they learn about and grapple with the difficult questions that face them and their society. In turn, they will influence their peers to find solutions, with help from the community, in an effort to build a more humane, just, and tidy world.

Cesie Delve Schuemann is the Director of Student Activities at Willamette University in Salem, Oregon.

CIRCLE K INTERNATIONAL:
A SERVICE TEAM 10,000 COLLEGE STUDENTS STRONG

Established in 1955 as a collegiate, service affiliate of Kiwanis International, Circle K International's mission is to involve college and university students in campus and community service while developing quality leaders and citizens. Circle K inspires people to better our world. Ten thousand college students in seven countries have discovered that helping others is personally rewarding; they also have learned that their involvement in Circle K International also enhances their cultural understanding and ability to respond to the changing needs of their campuses and communities.

What makes Circle K unique from the other collegiate service programs available? Circle K is a well-established network of college students and community leaders. It has an International Headquarters located in Indianapolis, Indiana where a professional staff develops program materials on community service and student leadership, as well as coordinates an annual meeting of the members of the organization. Because each Circle K club is sponsored by a local Kiwanis club, few resources are required by the college to support a Circle K club. In addition, Circle K involves members of the community with campus life activities. Students' career development is an indirect benefit of Circle K's affiliation with Kiwanis, as Circle K'sers interact with their professional counterparts. Circle K International is student-run at the club, district (regional) and international levels, and provides numerous leadership development opportunities through regional training conferences and inter-Circle K club service projects.

If your college is committed to experiential education through student involvement in community service, contact:

Circle K International Headquarters
3636 Woodview Trace
Indianapolis, Indiana 46268-3196

or phone: 317-875-8755
to learn how your campus can tap into an active community service network.
You thought you had it all together: your area of responsibility is operating smoothly; you have developed effective plans which are working very well; and all problems seem to be in other parts of the organization. But now someone comes along and informs you that although your office is working smoothly, it is raising havoc with the operations down the hall. Furthermore, a claim is made that problems in other areas of the organization are partially your responsibility.

Over the years, considerable efforts have been made to strengthen our organizations. We began with a belief that a clear vision from the leadership of the organization, strong management to implement the vision, and well-trained staff to carry out detailed tasks were all we needed to operate effectively. We discovered the importance of keeping our employees happy and fulfilled in their work, and we built programs to develop the human relations portion of the organization. As the work place became a more caring environment, we realized that we needed to develop the organizational and technical skills of our workers, and we began to focus on personal and professional development issues. This emphasis was quickly followed by a move to "listen to the customers." And most recently, we have seen the "chaos" of the organization as unmanageable and we began to explore paradigm shifts and systems thinking.

Peter Senge’s The Fifth Discipline The Art and Practice of the Learning Organization provides an excellent overview of systems thinking. He introduces the concept of the "metanoic organization" as a basis for how we might develop "learning organizations" which can respond more effectively to the continually changing nature and needs of the workplace. A metanoic organization will be open to a fundamental shift or movement of mind as new information and ideas are presented; its learning process is dynamic. Senge states quite clearly, "At the heart of a learning organization is a shift of mind — from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something 'out there' to seeing how our own actions create the problems we experience." Accepting that we may be responsible for the plight in which we find ourselves should not be a news to us, but it is, and Senge brings this awareness to the reader in a concise yet sensitive manner.

Senge presents seven learning disabilities commonly found in organizations. “I Am My Position” reminds us that if we look only at our own position, we don’t always have an idea of how our actions affect the big picture. “The Enemy Is Out There” is the learning disability that keeps us from seeing that we may be our own worst enemy. “The Illusion of Taking Charge” suggests that in our haste to become proactive in dealing with problems, we may in fact just be reacting to external problems before they occur (sometimes known as protecting our own turf). Truly taking charge means looking at how we may internally be creating our own problems. “The Fixation on Events” may lead us only to see the immediate event that is causing our problems. Our tendency to focus on this event, and our inability to see this event as a result of a gradual process involving a wide range of other events will keep us from addressing the root causes of our problem.

The fifth disability, “The Parable of the Boiled Frog,” reminds us that we must look at our “present” within a larger context. Unless we take time to see how what is happening today is related to what happened yesterday, last week, and last year, we may not be able to see that our environment is moving toward a boiling point. “The Delusion of Learning From Experience” points out that “we learn best from experience but we never directly experience the consequences of many of our most important decisions.” “The Myth of the Management Team” challenges us to recognize and admit that our management team may be less than adequate when dealing with complex issues. The management team may work harder to protect itself than take a hard look at itself when faced with difficult problems.

Senge suggests that by looking at how these learning disabilities may be affecting our work, we may better understand the ways in which we miss opportunities to work as learning organizations.
and fail to utilize systems thinking to explore and solve problems which arise.

Thinking of your organization as a system can be a revolutionary idea. When we become comfortable looking at segments of problems, we may fix the part but end up killing the whole. The emerging paradigms suggest that we look at organizations as interconnected webs that are continually changing and in which a movement is one part of the web that shakes the entire web. This is quite different than the traditional paradigm in which we see the organization as a pyramid with the power and direction centered at the top, and all segments underneath as interchangeable and independent units. The connectedness present in learning organizations multiplies the productivity of resources (synergy). The independence present in traditional hierarchies tends to limit the productivity of resources.

Systems thinking as the fifth discipline assumes the presence and interaction with four other disciplines. Our abilities to build strong organizations depend on implementing and integrating these other disciplines: personal mastery, mental models, team learning and shared vision.

"Personal mastery" is more than developing individual skills and competence. It is a matter of continually clarifying our vision and mission, and being open to taking an honest look at our "current reality." When we have an accurate picture of where we want to go, and an accurate assessment of where we currently are, we can develop and sustain a "creative tension" and move in a dynamic manner from where we are to where we want to be. If we are happy with where we are, have no vision for where we want to be, and/or are not honest in assessing our current status, we will fail. Our future lies in our ability to adapt and to grow, not in our ability to maintain the status quo.

Exploring the "mental models" we hold is a discipline we are encouraged to apply as we assess the system in which we are operating. After a reminder that we tend to avoid looking honestly at our own organization, Senge suggests several practical ways to explore the inaccurate mental models we may hold which may be barriers to understanding. When we make "leaps of abstraction," we may observe a specific event and leap to an inaccurate generalization about behavior that may not be related to the event at all. A second method of exploring mental models is that of "exposing the left-hand column"). Right-hand column communication includes those things which are verbalized and shared in a dialogue. The left-hand column contains all those thoughts which are felt by members of the group, but for some reason remain unsaid. Many of these very honest thoughts from the left-hand column which remain silent would be most valuable to the pursuit of truth if they were to be presented at the table.

The discipline of "team learning" takes an organization to a new level of communication. Senge encourages organizations to have "dialogue" and "discussion" in their repertoire of communication skills. When we have a discussion, we hang on to ownership of ideas and we tend to defend these as our own ideas. It is difficult for real team learning to take place when we are busy defending ourselves. Senge reminds us that the word "discussion" has the same roots as "percussion" and "concussion." When we have a dialogue, we are able to suspend ownership of an idea, and present it to a group trusting that the group will lovingly shape it into a better idea than any one person could have created. This idea of dialogue as a "free-flowing of meaning through a group" is a very powerful concept which warrants our attention and implementation.

"Shared vision" has been a chapter in nearly every book on leadership that has been written in the last ten years. Senge is still able to present a fresh chapter on the topic, reminding us that involvement in the creation of the vision builds commitment to that vision. His emphasis on the importance of having a vision which is so compelling that it draws members to becoming involved, and his quote of Kazuo Inamori "it's not what a vision is, but what it does" clearly makes the point.

The Fifth Discipline has had a major impact on how I present leadership training for student organizations, how I work professionally, and how I look at my personal life. Recognizing that we must interact with all segments of the many different systems in our lives will be an essential skill to develop if we are to survive. Peter Senge offers a detailed presentation of the basic concepts of systems thinking and learning organizations which can serve as an excellent foundation for further exploration into the areas of shifting and emerging paradigms.

Kurt Kochner is the Director of Student Life & Housing at Montana College.
Scholarships & Research Updates
Connecting Community Service and Leadership
By Susan Komites

The opportunities for values development, reflective learning, and development of interpersonal and organizational skills make community service an exceptionally valuable form of experiential education. Just as the study of leadership sounds overly broad and could include just about anything, the study of community service also can sound equally broad. Specific conceptual links between community service, service learning, and leadership are needed; these links may be through both servant-leadership and civic leadership.

One profound link between community service and leadership seems to be through the principles of servant-leadership. Robert Greenleaf’s work on servant-leadership challenges us to see the imperative to serve others first through which a higher moral commitment to non-hierarchical leadership for an ethical purpose results. Serving with and not over others is the empowering, emergent leadership paradigm. For more information, write Robert K. Greenleaf Center, Larry Speers, executive director, Robert K. Greenleaf Center, 1100 W. 42nd St. Suite 321, Indianapolis, IN 46208 [317-925-2677] and read Greenleaf’s Servant Leadership from Paulist Press published in 1977.

Another connector of community service and leadership is through the concepts of civic leadership and citizenship leadership. While some argue that community service is more therapeutic than political (Boyte), working with others toward meaningful service can be the best of citizen leadership. The Kettering Foundation has five fine publications in their Public Leadership Education series edited by their Director of Programs, Dr. Suzanne Morse: Preparing College Students for Their Civic Roles; Learning About Civic Life; Skills for Democratic Leadership; Practicing Citizenship; and Building Civic Communities. A sixth monograph on Defining Citizen Leadership is in press including papers by such scholars as Harry Boyte, Dick Cuto, and Cheryl Mabrey. Individual copies of these three pieces are free; write the Charles F. Kettering Foundation at 200 Commons Road, Dayton, OH 45459-2799 (513-434-7300).

Many campuses are combining service with leadership. Campus Compact is an association of college campuses supported by their presidents to engage in community service. The 1992-1993 Campus Compact Members’ Survey contained a section on “Student Leadership Cultivation” high-lighting several programs including the Stanford University Haas Center for Public Service (contact Megan Sweezy at 415-723-0992) and the Brown University Howard R. Swearer Center for Public Service which has designed the “Brown Program in Leadership” (contact Peter Hocking at 401-863-2338). For more information on Campus Compact research and programs linking leadership and service contact Roger Nuzuki at 401-863-1110.

The Walt Whitman Center for the Culture and Politics of Democracy at Rutgers University has a new project mapping civic skills which will discuss community, service, learning, and democratic citizenship in the context of the education-based service-learning with SURDNA foundation funding (contact John Dedrick at 908-932-6861).

To explore research in community service, write the National Society for Experiential Education (NSEE) (3509 Haworth Drive, Suite 207, Raleigh, NC 27609 or call 919-7870-3263) for a copy of the Research Agenda for Combining Service and Learning in the 1990s by Dwight Giles, Ellen Porter-Honnell, and Sally Migliore from the 1991 NSEE Wingspread Conference. This thought-provoking pamphlet identifies significant research questions and methods to improve the educational agenda to understand ramifications of service learning.

As programs develop it is essential to incorporate program evaluation and a program impact/outcomes component. Resources that combine service and learning include Michelle Whittam’s 1977 Evaluating Student Volunteer and Service-Learning Programs: A Casebook for Practitioners published by the National Center for Service-Learning, ACTION. Also see Dan Conrad and Diane Hedin’s 1987 Youth Service: A Guidebook for Developing and Operating Effective Programs published by the Independent Sector in 1987.

Other scholarly sources of interest include the new classic three volume series by NSEE on Combining Service and Learning. These MUST be added to your library! Vol. I and Vol. II edited by Jane Kendall were published in 1990 and Vol. 11 edited by Janet Luce and others in 1998. Volume One contains four articles on leadership development including “Service Learning and Leadership Development: Learning to be Effective While Learning What to be Effective About” by Stanford’s Time Stanton and “The
Development of a Social Consciousness" by Shelly Berman from Educators for Social Responsibility. Cesie Delve and Kathleen Rice have a fine chapter, "The integration of Service Learning into Leadership and Campus Activities" in Community Service as Values Education edited by C. Delve, S. Mintz, and G. Stewart (1990) which should be in your library if not already! Also consult High School Community Service: A Review of Research and Programs by Conrad and Hedin (1989) from the National Center on Effective Secondary Schools in Madison, WI.

Research Roundup: Dwight Giles and Cheryl Keen led a pre-conference session at the November, 1992, NSEE conference in Newport on "Research in Service Learning" to stimulate research in this new direction. Dr. Dick Couto, Professor of Leadership Studies at the Jepsen School at the University of Richmond is doing research linking leadership and Service. Dr. Judy Rogers, Associate Professor of College Student Development at Miami of Ohio, is researching civic and public leadership. Dr. Novella Keith at Temple University (215-787-6940) is planning a feature issue of the Journal of Adolescence on service-learning and welcomes papers and inquiries. Dr. Cheryl Keen at Governor's School of NJ, Monmouth College, West Long Branch NJ 07764 (908-571-3496) and her colleagues studied the influence of community service on moral and intellectual development using the Defining Issues Test (Rest's DIT) and a Perry instrument developed by Dr. Bill Moore. Cheryl and her colleagues are now engaged in a Lilly funded project interviewing 100 people engaged in community service who have sustained a commitment to service. The 1992-1993 Campus Compact Members' Survey highlighted several important research findings including a greater sense of self-esteem and self-efficacy, larger gains in career development, social competence and responsibility, and the development of humanitarian and civic values among students participating in community service opportunities.

Public Private Ventures (PPV) based in Philadelphia conducts a variety of research on aspects of social service. They are currently completing a project with Campus Compact evaluating mentoring programs that focus on youth-at-risk and college students doing mentoring. Those interested in PPV should call the Director of Special Projects, Mark Friedman at (415) 749-6818. Watch for this mentoring data because the methodology could have implications for evaluating other mentoring programs.

"One profound link between community service and leadership seems to be through the principles of servant-leadership."

NCLP ANNOUNCES
NEW PUBLICATION SERIES & PUBLICATION BOARD

The National Clearinghouse for Leadership Programs strives to bring the best leadership education strategies, resources, and thinking to leadership educators in higher education. One new service of NCLP is to provide low-cost, timely series of papers, research reports, and other publications that will service members through the NCLP Publication Series.

The NCLP Publication Series includes a Leadership Scholar Series and a Leadership Education Series. The NCLP Publication Board will identify authors to submit papers on themes associated with Concepts & Connections when possible for the Leadership Scholars Series. This series will include four papers each year on topics determined to be important to the study of leadership. Upcoming themes include ethics and leadership, cultural influences on leadership, and community service. The Leadership Education Series includes papers, reports or manuscripts selected by the Publishing Board. Any one may submit materials to the Leadership Education Series which will be reviewed by the Publication Board.

The new Publication Board members are Dr. Susan Komives, Publication Board Editor and Chair, Dr. Tony Chambers, Nance Lucas, Dr. Dennis Roberts, Dr. Judy Rogers, and Nancy Walborn.

If you are interested in submitting materials for possible inclusion in the NCLP Publications Series, write:

Dr. Susan Komives, CAPS, 3214 Benjamin Building
University of Maryland at College Park, College Park, MD 20742.
Roger Henry developed a five page instrument he used in Service Learning, both at Kent State University and now at Brevard Community College, that provides student feedback to the program and includes a phenomenological approach to student impressions of their social, intellectual, career, and other personal growth dimensions. Roger is glad to share that instrument. Studies he did at Kent showed the impact of community service to be more profound on such variables as career values, social responsibility, and various attitudes two years after the service than at the time of service. At Brevard he has found that half of the 1000 students in service learning activities attribute their persistence/retention to service learning involvement. He can be reached at the Center for Service Learning, Brevard Community College 1519 Clearlake Road, Cocoa, FL 32922 (407) 632-1111 x 2410

On a leadership note: This column intends to keep you posted on latest work in leadership. The Center for Creative leadership (919-545-2805) has just announced the availability of Impact of Leadership (edited by Kenneth Clark, Miriam Clark, and David Campbell) as a companion volume to Measures of Leadership. The new book explores the “outcomes of effective leadership and how they are produced.” Call or write to share research you know is underway. Let me hear about theses, dissertations studies, great reports you have read, and needs for advice. I am particularly interested in graduate student studies that often are lost to our professional literature, longitudinal studies, and studies linking leadership and service.

Dr. Susan R. Komives, Assistant Professor of Counseling and Student 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.

Benefits 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.

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 its members a network of professionals within the leadership education community.

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Membership Form

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A CALL FOR CLEARINGHOUSE MATERIALS!

We invite you to submit leadership program materials (brochures, pamphlets, course syllabi, etc.) to the clearinghouse. Your materials will be categorized in the clearinghouse according to program type (retreats, emerging leaders, academic courses, community service, etc.) and shared with NCLP members who request information about specific programs.

Our goal is to include as much information as possible in the clearinghouse so we can be effective in our mission to provide quality services and a wealth of information to our colleagues. Ideally, we would like to have information on every higher education leadership program! The materials you send us will serve as the foundation for a network among leadership educators from all over the country.

Please send your leadership materials to:

National Clearinghouse for Leadership Programs
University of Maryland at College Park
1135 Stamp Student Union • College Park, MD 20472-4631