



CONCEPTS & CONNECTIONS

A NEWSLETTER FOR LEADERSHIP EDUCATORS

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E-LEADERSHIP

2004

Leadership in an Online Environment

By Marie Cini

Over the past decade, the focus of leadership research has moved away from the power of the single leader over followers (Drath, 1996). Instead, alternative leadership models that view leadership as a relationship between leaders and followers have been developed. For example, Manz and Sims (1992) described a "SuperLeader" as someone who develops followers into "self-leaders." Berwick (1995) argued that leadership is rooted in relationships and should be viewed as a characteristic of a group of people rather than as a trait in a single individual.

These contemporary views of leadership recognize the empowerment of followers, the disbursement of power and decision-making, and the sharing of leadership among group members.

In parallel with the recent evolution in leadership studies, technology has also progressed in ways that allow for highly interactive communication among individuals located in remote locations. On a daily basis leaders and followers, no matter where they are located, send and receive tens or even hundreds of email messages and participate in online discussions via a listserve or course management systems. Soon, desktop videoconferencing will provide more broadband channels of communication among individuals at remote locations (Sherron & Boettcher, 1997).

Taken together, these two areas combine to manifest the phenomenon of e-leadership, or leadership in the virtual world of online communication. Most of us have grappled with this tricky subject, perhaps without realizing it. A leader struggling to craft an email message, knowing that many aspects of the communication channel are limited,

"For an increasing number of employees in organizations, virtual teams represent their primary work unit (Lipnack & Stamps, 1997). Thus, e-leadership is an increasingly important topic in organizational leadership."

is dealing with e-leadership. Likewise, a leader who tires of merely solving followers' problems in online exchanges, and who seeks to develop problem-solving and collaboration skills in followers, is facing a dilemma of e-leadership.

Interestingly, little has been written on the topic of e-leadership. Yet, a primary outgrowth of the contemporary emphasis on relationships in the leadership process is that individuals must have the ability to work effectively in teams. And, with the advent of communication technologies many teams are now becoming "virtual". For an increasing number of employees in organizations, virtual teams represent their primary work unit (Lipnack & Stamps,

1997). Thus, e-leadership is an increasingly important topic in organizational leadership.

As Lipnack and Stamps (1997) observed, "Unlike conventional teams, a virtual team works across space, time, and organizational boundaries with links strengthened by webs of communication technologies" (p. 7). Virtual teams are often found in organizations where partnering with internal and external units

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Connections From The Director

Do we need an entirely new kind of leadership training, education, and development perspective in our newly interconnected, digital world? Or, are the most effective leadership development experiences still those that take place in traditional formats. The global fascination with the topic of leadership has intensified as the Internet, and subsequently e-learning and e-leadership concepts, have emerged.

Much of what's being written about and discussed of late seems to challenge our thinking about the leadership process in our newly interconnected, digital world. One popular assertion is that an entirely new kind of capacity for leadership is required to allow for the next generation to lead in their communities of practice.

During a conference presentation a few weeks ago, I experienced an "aha" moment that served as the impetus for a shift in my thinking about the leadership process in a virtual setting. The context was a mediation session with members of a student organization in conflict. During

the conversation with the group members, it became very apparent that the members of the group had not discussed, face to face, the areas of conflict. All discussion had taken place on IM and e-mail. Lost at first for a framework for thinking about the virtual process the student members used to deal with their conflict, I went to the internet myself to learn more about the e-leadership process.

I have come to a comfortable place as I continue to experience the e-learning phenomenon. We as leadership educators will need to find the interconnections between technology and leadership education. It is becoming clear that virtual leadership scholarship and application is abundant through the internet, but now we need to become comfortable in linking that scholarship to application within the virtual leadership process that our students are engaged in.

We have assembled an outstanding group of authors to share insights and application on this evolving area of e-leadership. Please enjoy, learn, and find application with this edition of Concepts and Connections.



Leadership in an Online Environment

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and forming alliances with other functional areas, vendors, distributors, customers, and, in some cases, even competitors is necessary to achieve business goals. Consider a telecommunications company with locations around the world. A cross-functional virtual team comprised of representatives from key functional areas such as engineering and marketing and linked by e-mail could be a flexible way to meet customer needs in an increasingly global market. Although one person might be the designated "leader" of the team, leadership functions would, of necessity, be dispersed throughout the team. For example, one team member might call a meeting of a subgroup online, while another member posts a proposal to improve customer response time. In this way, "Virtual teams... are leader-ful, not leaders-less" (Lipnack & Stamps, 1997, p. 120).

The best online leaders must be aware of the leadership process occurring in the virtual group. For example, the online leader must understand the difference between the individual position of a leader and the relational process of leadership. In line with best contemporary leadership practice, an online leader should help team members develop their skills as effective leaders and followers. The online environment is particularly well suited to developing leaders because it is a medium that encourages shared responsibility. A positive online team experience can help develop increased leadership ability precisely because the designated leader cannot be in full control and must share significant responsibility with virtual team members who may only meet face-to face infrequently.

Online team leaders can make positive use of this shift in control if they work with online followers with leadership development in mind. For example, to help followers engage with one another, an online leader could urge followers to take turns summarizing material and posing new ideas to the group.

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To encourage collaboration, a leader could structure work online in small cooperative work groups. Leaders can also ask followers to post relevant web sites for the team to use as resources. The key point in this description of online activities is that as followers participate in this environment, they are also learning about leadership processes. As Adams, Carlson, and Hamm (1990) stated, "Collaborative structures for human interaction involve shared leadership" (p. 12).

Some might argue that leadership development can occur far more effectively in the face-to-face environment. However, followers generally view the leader as the one "in charge" and this often mitigates against leadership development in the face-to-face environment. In contrast, the online environment, without the powerful visual cue of

the leader, demands and promotes shared responsibility from the very outset can leaders foster leadership among followers online? If leaders view their role as that of facilitators rather than as a problem-solvers or commanders, they are more apt to develop leadership in their followers. For example, leaders should not provide answers online as much as they should model and coach appropriate interchange. As in live discussions, leaders online can listen (i.e., read messages), ask probing questions, and continually encourage followers to develop alternatives rather than look to the leader for answers. Further, rather than tell followers what to do, leaders can frame the interchange as a series of questions to help the followers determine their own best approach to a situation. This can be a difficult role for a leader to adopt, especially if he or she is used to the rapid problem

"The online environment, with its lack of gender, status, age, or racial cues, provides equal opportunity for all followers to engage in the leadership process, instead of merely the few who generally assume leadership roles in a face-to-face situation."

solving responses that the Internet tends to foster. To encourage teamwork, the leader can encourage followers to assist one another when they confront obstacles rather than look solely to the leader for help. The leader in the online environment should reward followers for helping one another, serving as peer collaborators, and working together to solve problems.

Finally, in an online environment as in a live environment, a leader can best measure his or her success by how well the followers learn to lead themselves. For example, leaders should note if followers send the leader more or fewer emails over time. Leaders can also note changes in the quality of the emails over time. Effective leadership development should result in fewer emails to the leader over time, and

those emails should evidence more leadership behaviors on the part of the follower.

The online environment, with its lack of gender, status, age, or racial cues, provides equal opportunity for all followers to engage in the leadership process, instead of merely the few who generally assume leadership roles in a face-to-face situation. The wise e-leader will use this opportunity to foster leadership skills among all followers. ■

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Program Spotlight

Spotlight on SUNY Geneseo Leadership Programs

By Dr. Tom Matthews

This column looks at SUNY Geneseo's leadership programs. Their GOLD (Geneseo Organization for Leadership Development) Program includes a leadership certificate program and a co-curricular involvement transcript. Both programs rely on the use of technology and web-based management for the administration of its services to students.

GOLD Leadership Certificate Program

During the late 1990s, leadership programs at SUNY Geneseo expanded from the occasional educational workshop and retreat to a comprehensive leadership certificate program with weekly programs throughout the academic year. Student participation increased from 384 in 1999-2000 to 3,666 in 2002-2003.

GOLD programs are open to all students. There are no prerequisites or affiliation requirements. Students may attend any of the 150 plus workshops and programs offered each year, as well as elect to earn up to five available leadership certificates. The bronze, silver, and gold certificates are sequential, focusing on basic skills at the bronze level, introspective personal insights at the silver level, and theories and concepts at the gold level. Workshops may be taken whenever offered, however certificates are only awarded in sequence. In 2003-2004, two new stand-alone certificates were added to the GOLD program in order to provide more in-depth study of volunteerism (sapphire) and cultural competency and diversity training (opal).

Students declare their enrollment in the GOLD Leadership Certificate Program by submitting a journal reflection connected to a workshop they have attended. Six journal entries connected to participation in six different workshops are required for each certificate, as well as participation in three specific workshops at each level. Students must complete the Leadership Practices Inventory in order to earn the silver certificate and submit a written Personal Leadership Model statement in order to earn the gold certificate.

This academic year alone, over 1,200 students have established leadership accounts, over 300 have declared their intention of earning certificates, and over 1,968 students have participated in 74 leadership workshops held during the fall semester. Also, more than 40% of the entering first-year class have established leadership accounts.

The success of the program is due to several factors:

- 1) an increasing interest from students and parents in leadership skill development,
- 2) an institutional investment in the program through support for a full-time administrator,
- 3) financial support of the program by the institution, the Student Association, and gifts from alumni, parents, and friends of the institution,
- 4) support and involvement of student leaders, professional staff in Student & Campus Life, faculty and academic departments,

- 5) open and accessible programs with weekly choices throughout the academic year and an opportunity to participate at convenient times (primarily daytime during Tuesday and Thursday common hours when most academic classes are not in session), and
- 6) use of web-based technology for registration, maintenance of records, and administration of the program.

Co-curricular Involvement Transcript

During the 1990s, SUNY Geneseo developed a co-curricular transcript for students that required students to submit paperwork documenting participation in an activity and signatures of individuals attesting to the accuracy of information being submitted by the student. An administrative assistant transferred the information submitted into a Microsoft Access database. At the time, less than 40 students participated in the program.

An evaluation of the transcript program coincided with a ten year Middle States accreditation study and prompted SUNY Geneseo to pursue the development of a self-managed, web-based co-curricular transcript. Priorities for academic and administrative computing precluded on-campus development and an outside consultant was engaged to develop the software and service the transcript program.

The current SUNY Geneseo Co-curricular Involvement Transcript is available to all students 24/7 on the GOLD website. A description of the program is on the website and students may proceed to create a personal transcript account anytime during their enrollment at Geneseo.

Each activity or record entered and/or updated and edited by the student account holder requires the student to submit the name, email,

"At SUNY Geneseo, both the GOLD Leadership Certificate Program and the Co-curricular Involvement Transcript are heavily dependent upon web-based technology."

and phone number of an individual who could verify the information. All information in the account is password protected and available only to the individual account holder and the administrator of the program.

Students have access to their Co-curricular Involvement Transcript 24/7 and are free to edit and update their record at anytime. They may also print and use an Unofficial Co-curricular Involvement Transcript at their discretion. An Official Co-curricular Involvement Transcript is available only upon request to the administrator of the program. Students may request copies of the official transcript to use for submission with applications for scholarships, leadership positions, graduate school, and/or professional jobs. The request must be made in person or by email and official copies are printed on resume paper, stamped with an official imprint seal, and signed by the director of leadership education, development & training.

The SUNY Geneseo Co-curricular Involvement Transcript is based on acknowledgement of skill development rather than a simple listing of student leadership positions. The transcript requires the student to identify skills developed through his/her involvement in co-curricular activities. Students entering the GOLD leadership programs are asked to visit the GOLD Leadership Center and speak with a GOLD leader mentor; the visit includes a review of the Co-curricular Involvement Transcript and a discussion of ways to develop skills through active involvement in campus organizations and activities.

Students are not charged for the service and copies of the Official Co-curricular Involvement Transcript are provided free upon request. Student Association provides funding for the service from the mandatory student activity fee paid by each enrolled student. Student interest in the program has increased substantially in the 2003-2004 academic year and there are now over 200 student transcripts with new accounts being created every week.

Use of Technology & Web-based Software

At SUNY Geneseo, both the GOLD Leadership Certificate Program and the Co-curricular Involvement Transcript are heavily dependent upon web-based technology. The registration process and records for the certificate program have been a work in progress since they were first developed in 2000. It started with the need to have easy access for students to register for workshops and for a method of maintaining records of attendance and progress toward completion of certificates. The director of leadership education, development & training and the secretary in the Center for Community worked with an assigned student employee in the Computer Information Technology department to develop the web-based software. The software program was installed and used in the fall semester of 2000 when the Leadership Certificate Program was launched. As with any software, upgrades were needed to correct problems and improve administration of the program. The student hired left Geneseo and was paid as an independent contractor to make upgrades for two years after, until a local part-time employee of the college was hired to continue servicing the account. Two major upgrades have been made; one to permit the submission of journals directly into each student account, and a second to insert the new sapphire and opal certificates into the software. The Co-curricular Involvement Transcript also required the services of an outside consultant to develop and service the software for the program. The program has been modified and upgraded several times to meet needs of student account holders and to improve administration of the program.

Technology is always changing and new advances are always on the horizon. At the same time, administrators of leadership and transcript

programs become dependent upon "techie" who know how to manage thousands of pages of ones and zeros to make computer software and hardware work. For example, the GOLD Leadership Certificate Program web-based software currently has over 6,000 lines of code to enable a smooth and efficient operation. No doubt, in the opinion of this author, we will become even more dependent on technology in the future and need help from others outside our departments to provide these services. Computer soft-

ware will require more than a one-time investment; servicing and upgrading will require investment of time and money, whether it be in-kind services from another department or engaging the services of an outside computer software consultant.

Readers may view the SUNY GOLD Leadership Programs at <http://gold.geneseo.edu>. An example of a Co-curricular Involvement Transcript is also available upon request by email to matthews@geneseo.edu. ■

"Technology is always changing and new advances are always on the horizon."

Dr. Tom Matthews is Director of Leadership Education, Development & Training at SUNY Geneseo and assumed this position in 2000 after 33 years in activities and college union work at Geneseo. Dr. Matthews served as chair of the NACA Board of Directors from 1975 to 1977 and is currently serving as co-chair of the National Leadership Symposium for the third year. Dr. Matthews can be reached at matthews@geneseo.edu.

Training & Techniques

Interview with Dr. Bruce J. Avolio on E-Leadership

By Kris L. Baack, PhD

Recently, I interviewed Dr. Bruce J. Avolio on e-leadership. Dr. Avolio holds the Donald and Shirley Clifton Chair in Leadership at the University of Nebraska, College of Business Administration, and is director of the Gallup Leadership Institute. With an international reputation as a researcher in leadership, Dr. Avolio has published over 80 articles and 5 books. He consults with a large number of public and private organizations in North America, South America, Africa, Europe, Southeast Asia, Australia, New Zealand and Israel.

KB: What is e-leadership?

BA: E-leadership is leadership that is mediated by technology. Examples include the telephone, email, videoconferencing, web pages, chat rooms, teaching in the classroom, distance learning, etc. The key difference here is that e-leadership takes place in a context where work is mediated by information technology.

KB: Why did you begin doing work with e-leadership?

BA: It came about by necessity because more people are using these technologies to get their work done. Some people primarily work that way—using technology, project teams and things like that. We thought one ought to know how this all works if people are going to be using it: What are the advantages of using technology and where shouldn't you use it? Those are the issues we were interested in.

KB: Have you discovered any new parameters in the last few months that would be important for those teaching others e-leadership?

BA: One parameter from the very start is one ought to not look at e-leadership as a replacement, but rather an augmentation. There are people who use e-leadership as a way of replacing personal interaction. For

example, they will email you instead of having a face-to-face conversation with you. We started with the premise that technology should be looked at as augmenting what leaders do face-to-face. I think that's still very much true. There are situations in which it is very valuable to have face-to-face interactions with people. Some evidence would indicate when you are first starting a relationship it might be important, although I think there are also some advantages to not having an initial face-to-face encounter. For example, if you are very young and your team is older than you, they don't know how old or young you are. If you are on email, let's say or some other technology, it's hard to be stereotypic when you don't know all things we make stereotypes around and on and on and on, so there could be some advantages to not having that face-to-face interaction. If you didn't know who the author was of the contact, maybe you'd just go with the information as opposed to having it filtered through your stereotypes.

So I suppose the long answer is it works both ways; that people would argue that when a team starts it's good to have that face-to-face contact because there are certain nuances about people; there is a certain sense of humor, there is a certain way peo-

"E-leadership is leadership that is mediated by technology. Examples include the telephone, email, videoconferencing, web pages, chat rooms, teaching in the classroom, distance learning, etc. The key difference here is that e-leadership takes place in a context where work is mediated by information technology."

ple communicate that comes across in their communication that is helpful to the context of their message.

I mean a good example locally of emails mediating technologies is the Chancellor of this University. He clearly uses email in very strategic ways to keep people informed about developments, to share with them some of his vulnerabilities, to share with them some of his emotions. He uses it very strategically. I have seen other senior execs like him use email to really augment the extension of their impact of the organization.

KB: How do you build trust on a virtual team?

BA: Well, I think it is similar to any team. It may even be easier virtually to clarify expectations with everybody. Now, I've got something I can print off as opposed to "what did he say in that first meeting?" There is that structure of having something typed out in front of you, and email is the medium. Even in a group, the GSS (Group Support Systems) where people can interact, I mean a chat room could be considered or an electronic brainstorm. I think there are some advantages about having this in front of you saying I want to lay out what our objectives are, what our responsibilities are, what our deliverables

are. Now I've got a basis for conditional trust. Conditional trust, here's the conditions for working with me.

KB: What cultural challenges have you encountered with e-leadership?

BA: There are people in what would be called high-powered distance cultures where there is the big, big, big manager and it has a steep power structure. These individuals take the opportunity through email to be very combative, saying things they would never say face-to-face. They tend to escalate into arguments more readily than they ever would face-to-face. I think it's almost a release. I think sometimes that they will go off on something much more easily. That's the down side, the up side is that they will actually approach you, talk with you through that medium so they can get past the distance issues and connect with you. That's particularly true in Asian cultures where there is quite a bit of difference or distance between leaders and followers.

KB: In working with students, how do you approach the importance of a global society and e-leadership?

BA: We usually are talking a lot about the importance of a global society. It would be a topic we'd cover fairly late in the semester because of all the other things that matter in addition to the medium by which you communicate. Clearly you'd want to talk about cultural issues, all the issues that are involved. How power manifests itself in organizations and what are ways that you can get people to believe in what you're doing. How do you build identification when your only means of communication

is through email or some other lean technology? Everything that you would do normally and then talk about how this connection (e-leadership) opens up all sorts of channels and networks that may not have been there or not accessed as easily. There's also an accelerant because you can communicate so rapidly. I have 11 doctoral students one of whom is in Omaha at Gallup, and I want to communicate to them about some thought, that communication can occur with all of them simultaneously. I can get them to parallel discuss things etc. It's an accelerant and that is sometimes why it gets out of control, because people start to build on each other, and it gets kind of weird.

KB: How does technology effect motivation and performance?

BA: I don't know. I think on the one hand, the personal level, it puts a lot of pressure on people because

people expect things much more quickly. The review cycle for an academic going through journals now is compressed in part because you get PDF files on Sunday morning from some editor in Hong Kong and that's Monday morning for that editor, you spend Sunday working on it. By the time they go to sleep on Monday, you've emailed back your reviews Sunday night. So you actually got it to them before they sent it. I think on a motivational point of view it's putting pressure on people to do a lot more parallel work and the expectations are being raised. We just expect we can get things done more quickly and that's effecting everyone's motivation. In a positive way, from time-to-time I'll just send someone a "I am thinking of you" email. Something like a

handwritten note you would send to somebody. But you can do that now at 11:00 at night and they can wake up and it is sitting there. A lot of times, with colleagues I work with around the world, I'll get up in the morning and see something that's happening and so I'll email them that hopefully everything is OK. Thinking about how they are; there are just ways you can use it to recognize people.

KB: Why should educators and students care about e-leadership?

BA: E-leadership alters how information is received, stored, interpreted and disseminated, and that in turn, alters how people work, make decisions-how they are influenced. This process changes leadership, changes the bases of power. Day-to-day ways e-leadership influences our world include: access to information, increased workforce interconnectedness and using email for a conduit for dialogue. Today, the workforce has an expectation of being able to work from anywhere at anytime e-leadership helps achieve that end. 🏠

Kris L. Baack, PhD, is an assistant professor at the University of Nebraska and assistant director of Student Involvement. Her area of expertise is leadership development. Kris Baack may be reached at kbaack1@unl.edu.

NACA/NCLP National Leadership Symposium

Leadership in a Challenging World: A Call for Transformative Civic Engagement

University of Richmond • Richmond, Virginia • July 15-18, 2004

The 2004 National Leadership Symposium is a professional development experience designed for faculty, student affairs administrators, and staff practitioners involved with college student leadership development. Participants should have significant professional experience in leadership education. College students, and young people in general, are looking for a world that embraces all living beings, not just those who are privileged enough to live in circumstances of affluence and power. We all seek leadership that both heals and transforms; leadership that heals the wounds of a global society that is experiencing the deep and continuous pains of violence, medical epidemics, fractured social relationships, poverty and forced isolation. Leadership that transforms the very consciousness of people such that acceptance of old ways of acting out of fear and hatred are exceptions, not the rule. Behaving differently is significant, though not sufficient to build or sustain the kind of change that is needed in the world. A broader collective understanding of the dynamics of democratic engagement, power and social change is required to be effective in leadership roles in all institutions, by all people. People of all ages and in all life circumstances are not only ready to engage in this type of leadership; they are being called by historical conditions to do no less.

Leadership that creates pathways to social change, civic engagement and learning that makes a difference will be the focus of our work at the 2004 Leadership Symposium. Specifically, Symposium participants will:

- Explore the application of three familiar leadership models (social change model, servant leadership and transformational leadership) within the framework of a call for transformative leadership;
- Develop an understanding of the dynamics and influence of civic leadership in social change, civic engagement and learning;
- Recognize that diverse frames of reference, backgrounds and experiences can influence both students' and professionals' understanding of the practice and ideals of democracy;
- Create a personal plan for modeling effective civic engagement, civic leadership and democratic practice;
- Design a civic leadership experience for students consistent with the context of their campus and community while, at the same time, expanding the frontiers of understanding about broader dynamics that can enhance or impede the kind of social change that is needed; and,
- Create a network of practitioners, educators and scholars that is developed through book reviews, skill sessions and small group work.

Accommodations and Meals:

The Symposium delegates will stay in university apartments. Each apartment has two bedrooms, with a maximum of two people to an apartment. All bedroom accommodations are single occupancy. Efforts will be made to honor apartment-mate requests that are submitted on the Delegate Information Form included in the registration confirmation packet. If you do not have an apartment-mate preference, an apartment-mate will be assigned to you. All meals will be provided through your registration. Please indicate any special dietary needs on the Delegate Information Form.

Early Registration Fees and Deadlines:

- \$495 for NACA/NCLP members until June 23, 2004

Regular Registration Fees and Deadlines:

- \$525 for NACA/NCLP members after June 23, 2004

Workshop Registration Limit: This workshop is limited to 50 delegates and is open to NACA/NCLP members and non-members on a first-come, first-served basis.

NACA Professional Series Workshop Registration Refunds:

Refunds for registrations for any workshop will be made only for requests received in writing at the NACA Office prior to the early registration deadline for each workshop. No refunds will be given for workshop registrations after the stated early registration deadlines; however, delegate substitutions may be allowed. A \$100 administrative fee will be charged for each cancellation.

Note: Registration for workshop includes tuition, lodging, meals and educational materials.

National Leadership Symposium Registration Form

To register, please complete this form and return it to:

NACA • 13 Harbison Way • Columbia SC 29212-3401 or fax it to the Foundation at 803-749-1047.

NACA/NCLP National Leadership Symposium

School _____

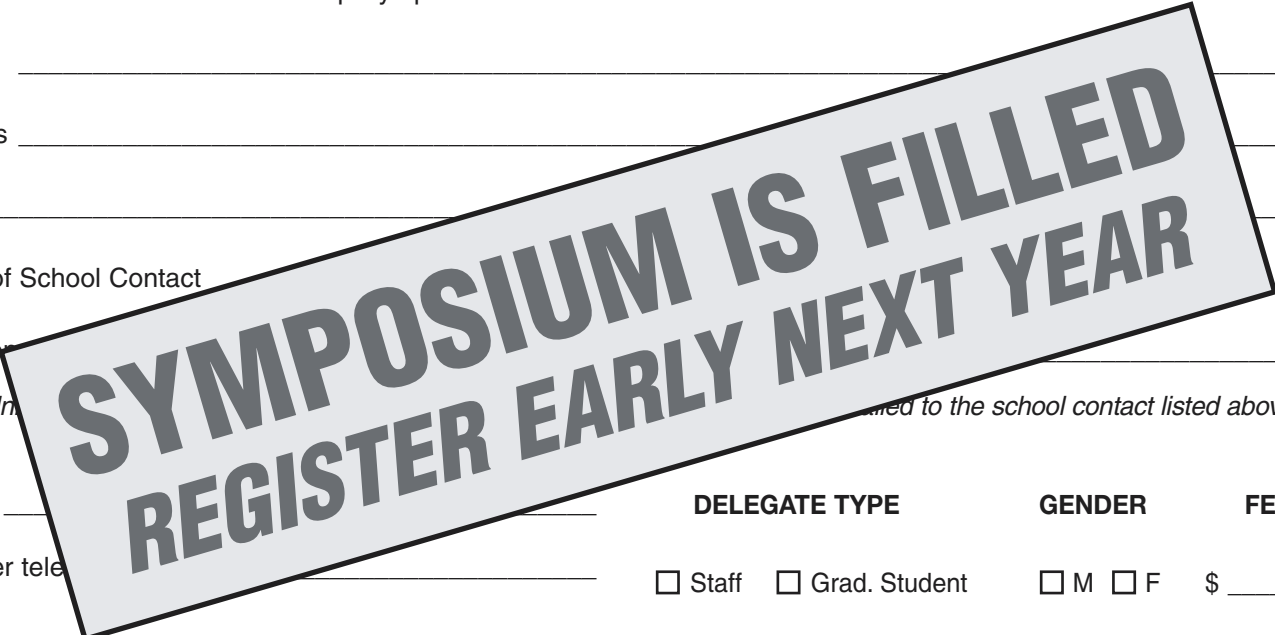
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Name _____ DELEGATE TYPE GENDER FEE

Summer tele _____ Staff Grad. Student M F \$ _____

E-mail _____

Name _____ Staff Grad. Student M F \$ _____

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E-mail _____

A check in the amount of \$ _____ is enclosed. A purchase order # _____ is enclosed.

Please charge my credit card:

Credit Card # _____ Expiration Date _____

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NACA occasionally photographs workshop activities and attendees. These photographs may be used in NACA promotional materials and publications, as well as other NACA publications. By attending a workshop, you give us your permission to use photographs in which you and your students appear for these purposes.

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The Leadership Bookshelf

Engaging the Online Learner: Activities and Resources for Creative Instruction

By Rita Marie Conrad & J. Anna Donaldson

Reviewed by Paul Naglieri

Engaging the Online Learner: *Activities and Resources for Creative Instruction*, a recent book separated by two parts and ten chapters, guides the reader through a mix of theory and activities designed to enhance the online learning experience for *everyone* involved. The book is based on the premise that online learners can be guided by their instructors to take on leadership roles in generating self-knowledge, creating shared visions, and challenging each other to think more actively and creatively. The authors smartly mix a growing understanding of the online environment with practical experiences for what is sure to be an excellent tool for those currently working with e-groups. While the intended audience is largely classroom educators with needed experience in designing online curricula, the reader soon discovers that many of the frameworks and activities included in the book can be augmented to include the engagement of several populations such as student and staff organizations as well as student employment groups.

As described by the authors, part one of the book provides the reader with a basic framework through which to view online instruction. The first chapter explores the foundational theories and principles involved in creating active learning environments. A relevant discussion of Dewey and Piaget's works is combined with recent e-scholars including Kearsly and Draves to create a solid foundation for moving forward. It is this collection of constructivist and problem-based learning principles that create the engaged

learning environment, defined by the authors in the preface as "a collaborative learning process in which the instructor and learner are partners in building the knowledge base" (p. ix).

Also in part one is the inclusion of the authors' four phases of engagement. This model describes the developing engagement of the online participant as newcomer, cooperator, collaborator, and initiator/partner. Each of these phases is mirrored by the suggested role of instructor as social negotiator, structural engineer, facilitator, and community member/challenger. Taken together, these four phases present a simple, yet effective framework for helping participants become increasingly involved, eventually shedding the "deliverer-receiver" role, in favor of experiences that allow them to "exercise leadership and direction-setting" (p. 8).

Chapters two and three, more practical in their discussion, offer tested suggestions for designing online learning environments and assessing the quality of online, engaged learning. Chapter two provides a more detailed description of strategies for meeting the needs of online participants, including an effective discussion of online learning styles as well as criteria for deciding if and how traditional classroom activities can be incorporated into the online environment.

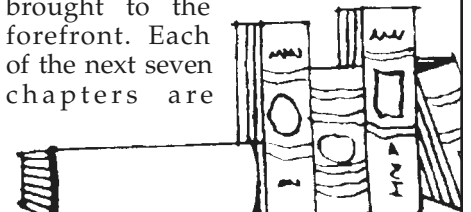
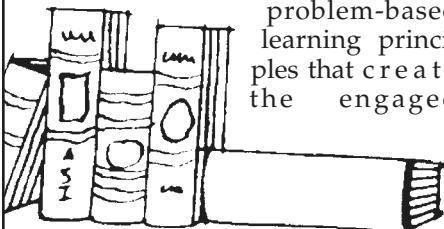
"The book is based on the premise that online learners can be guided by their instructors to take on leadership roles in generating self-knowledge, creating shared visions, and challenging each other to think more actively and creatively."

Tables and rubrics make each of these chapters a comprehensive guide for setting up intentional learning environments. Readers are challenged not to use traditional paradigms in the online environment, and instead are provided with practical tools for success.

Throughout the initial chapters of the book, the authors take care to speak of the engaged learning environment as a place where anyone can participate, given they have access to a computer and modem/network. Specifically, the authors explore the needs of adult-learners, taking into consideration the many challenges associated with engaging students who may be

more used to traditional models of giving and receiving information (i.e. lecture based curricula). It is this attention to learning styles that will make this book such a treasure for anyone with the potential for online engagement, allowing them to take an already inclusive framework and apply it to the group or organization they are currently working with.

Part two of the book is where the practical use of the book is brought to the forefront. Each of the next seven chapters are



Scholarship and Research Updates

E-Leadership and E-Learning

By Susan R. Komives and Jan Lloyd

filled with activities designed to meet designed outcomes. The reader is introduced to a collection of activities from both experienced online instructors and e-scholars, addressing all levels of Bloom's taxonomy (1956), addressed specifically in Chapter two. Activity topics include "Learning to Use Online Tools," "Online Icebreakers," "Peer Partnership and Team Activities," "Reflective Activities," "Authentic Activities," "Games and Simulations," and "Learner-led Activities." Each topic set consists of four to ten activities, allowing the reader to make their decision based on their group structure, how synchronous their online environment is, and the objectives of their online topic. The reader will also notice that each topic set is designed to follow the four phases of engagement addressed in chapter one. This consistency is a symbol of the intentionality of the authors.

Overall, *Engaging the Online Learner: Activities and Resources for Creative Instruction* is a comprehensive guide for addressing the growing need for intentional and collaborative, online learning environments. It seeks to address multiple populations and multiple learning styles through its simple to use frameworks. It is a practical, yet compelling and presents a timely look at online education. ■

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The emergent examination of the impact of technologies on the current practice of leadership (that is, *e-leadership*) and the learning of leadership (that is, *e-learning*) is fascinating. Both the *what* (*e-leadership*) and the *how* (*e-learning*) are cutting-edge topics. *E-learning* is well established in the scholarly literature with decades-long research on the use of such technologies as television or electronic simulations in the classroom. The recent focus on virtual conferencing, online courses, and resource filled web sites is an expanding new dimension to the long time field of technologies in education. Conversely, the scholarship on *e-leadership* is a new field ripe for research and examination.

E-leadership

Avolio, Kahai, and Dodges's piece on "E-leadership" in the 2000 *Leadership Quarterly* is a fine overview of aspects of the practice of leadership in cyberspace. This article discusses context using AIT (Advanced Information Technology) and GSS (Group Support Systems) as a basis for *e-leadership*. Avolio et al. assert that "An AIT-enabled economy is creating a new context for leadership. Key characteristics of an AIT-enabled economy are real-time information availability, greater knowledge sharing with stakeholders, and the use of this information and knowledge to build "customized" relationships. These customized relationships are putting pressure on organizations

"The success of virtual leadership teams is not about a single event or process but is about building a community. Two aspects needed to build community are communication and trust."
(Avolio et al, 2000)."

and their leaders to be more responsive to their stakeholders" (p. 617). They propose a framework based on Adaptive Structuration Theory that will undoubtedly guide future research on *e-leadership*. Technology, such as email, threaded discussion groups, or video-conferencing, can provide exceptional e-resources for leaders to make decisions and for group members to interact with one another. Avolio et al. clarify "how these technologies can help leaders scan, plan, decide, disseminate, and control information" (p. 616). They go on to assert, "E-leadership is defined as a social influence process mediated by AIT to produce a change in

attitudes, feelings, thinking, behavior, and/or performance with individuals, groups, and/or organizations. *E-leadership* can occur at any hierarchical level in an organization and can involve one-to-one and one-to-many interactions within and across large units and organizations. It may be associated with one individual or shared by several individuals as its locus changes over time" (p. 617).

E-leaders will need to develop social structures in these new cyber contexts to support the purposes of the group. The success of virtual leadership teams is not about a single event or process but is about building a community. Two aspects needed to build community are communication and trust (Avolio et al, 2000). Developing community appears to be a desired context for both *e-leadership* and *e-learning*.

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Continued from page 11

E-learning

Rovai (2002) explored the relationship between sense of community and cognitive learning in an online educational environment. Twenty-six classes were examined with nine courses being leadership courses. Classroom community was defined as a feeling that members have of belonging, a feeling that members matter to one another and to the group, that they have duties and obligations to each other and to the school, and that they possess shared expectations. Results using the Classroom Community Scale indicated that there was a positive significant relationship between sense of community and cognitive learning, especially for females. Likewise, Rovai found that online learners who have a stronger sense of community perceive greater cognitive learning.

Vonderwell (2002) found that students using asynchronous communication felt they had more opportunity to interact with each other and their professor than in a face-to-face classroom. Other outcomes of synchronous and asynchronous communication include improved cognitive learning as well as building trust in virtual teams. Likewise, Avolio et al. (2000) believe that higher frequencies of communication in virtual leadership teams can lead to higher levels of trust that result in

greater team performance. If group members in an online classroom or in a virtual leadership team believe they can effectively communicate with one another and trust that each member will contribute, then they can contribute to building a community of learners or leaders. Cini (1998) argues that online leadership courses encourage shared responsibility among learners which supports the relationship process of leadership. Students can serve as constructors of knowledge for their own learning as well as for the learning of their peers.

Leung's (2003) research demonstrates that online courses can be as effective as other methods. He studied the difference in learning outcomes and satisfaction for students in an online course and students in a course that used conventional instruction methods. In Leung's research, 85% of the students reported they were satisfied with the online course. However, no significant differences were determined on whether students learn better in online or conventional courses.

Boyd and Murphrey (2002) looked at an asynchronously delivered simulation activity to teach leadership styles and ethics theory and how it would impact learning. Cognitive learning was defined by Bloom's Taxonomy Learning Objectives: Cognitive Domain. Leadership theories that were taught were situational leadership, style approach, and a leadership continuum model. Ethic theories

that were taught were the six pillars of character defined by Josephson Institute of Ethics and six value systems identified by Spranger (1929). One class was exposed to instructional methods along with a simulation while the other class was exposed to instructional methods only. The simulation asked students to serve as a human resources member who had to make decisions based on hiring a new employee. Results showed that students who used the CD-ROM simulation scored significantly higher on exams which assessed their ethics and leadership styles than the control group. Based on Bloom's Taxonomy, they found students scored better on the lower cognitive levels (knowledge & comprehension) as well as on analysis.

E-resources

The Association for Training and Development, <http://www.astd.org>, is a well established organization with a range of member services and is well into e-learning. Largely focused on human resources development and management skills their web site is worth a look. Rossett's (2002) *ASTD E-Learning Handbook* is an example of one of their fine publications. The six sections in this Handbook have 7-12 articles under each section, for example, The State of E-Learning; Developing Great E-Learning; Managing E-Learning Success: Strategies that turn promises into performance; E-Learning too good to be true?; E-Learning for the E-3.Learning professional: Developing the people who will lead the field; and Learning at Work.

Penn State's Professor of Strategic Leadership, Albert Vicere (2000) shares a great list of e-learning organizations in his compilation of lessons from various e-learning and leadership experts. He recommends three particular websites: Eduventure's <http://www.eduventures.com>, the Masie Center's <http://www.masie.com>, and researcher Brandon Hall's <http://www.brandon-hall.com>. He also recommends e-learning, a new magazine available at www.elearningmag.com.

Several web sites are useful resources in exploring e-learning in general and e-learning focused on

E-resources at a Glance

- <http://www.astd.org>
- <http://www.eduventures.com>
- <http://www.masie.com>
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- www.elearningmag.com
- [e-learninghttp://www.worldwidelearn.com/about/elearning-research.htm](http://www.worldwidelearn.com/about/elearning-research.htm)
- <http://quickknowledge.com/qk/Home/Home.asp>
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- <http://www3.oakland.edu/oakland/currentstudents/csa/studentorgs.asp>
- <http://www.ouwb.ohiou.edu>

management or leadership development. Check out the leadership e-courses under the Business Skills menu of <http://www.worldwidelearn.com/about/elearning-research.htm>. That site is an excellent web resource listing associations, agencies, journals, articles, market research regarding e-learning. Two other useful sites are <http://quickknowledge.com/qk/Home/Home.asp>, a good website on staff training offering several online leadership classes, and <http://www.worldwidelearn.com/business-course/leadership-training.htm>, a site offering resources for staff leadership training. The Center for Student Activities at Oakland University has a web page with student leadership training materials, <http://www3.oakland.edu/oakland/currentstudents/csa/studentorgs.asp>, and Ohio University Without Boundaries' distance learning program sponsors an online leadership training for athletes with the National Interscholastic Athletic Administrators Association (NIAAA), <http://www.ouwb.ohiou.edu/>. Clearly the role of online courses for professional development is compelling. In the last year NASPA and ACPA have co-sponsored two e-learning leadership courses for student affairs professionals (one with Susan Komives and her colleagues Nance Lucas and Tim McMahan on their book *Exploring Leadership* and one with Kathy Allen and Cynthia Cherrey on their book, *Systemic Leadership*).

There is much work to be done in understanding e-leadership practices; consider that for your dissertation or research program! There appears no doubt that well designed online courses and other e-learning methods can be useful in student leadership development. Let us now what you are doing! ■

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Welcome!

Please join me in welcoming John Dugan to the staff of NCLP. John joined NCLP on June 1st in the role of Coordinator. John received his undergraduate degree in Communications and Spanish from John Carroll University in Cleveland, OH and his master's degree in College Student Personnel from the University of Maryland, College Park. John was the Coordinator for Leadership Development at the University of Nevada Las Vegas and moved back to Maryland to begin the doctoral program in College Student Personnel, here at the University of Maryland, this fall. NCLP is really excited for John to be joining its team.

Unfortunately, I will be leaving NCLP at the end of June. I have loved working for the Clearinghouse this past year and had to make the difficult decision of whether or not to take an amazing opportunity that presented itself to me this spring. I will be changing assistantships and moving to the department of residence of life, joining their research and assessment team. This new assistantship is more in line with what I hope do after completing my PhD.

NCLP is truly lucky to have John be joining its team; he will be bringing invaluable experience and knowledge with him. We all look forward to his arrival.

Zaneeta E. Daver

Zaneeta E. Daver



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Now On Sale!

Leadership Courses: Developing Foundational Undergraduate Leadership Courses

by Darin Eich

This monograph illustrates how to create a new leadership course or enhance an existing one through improved teaching, learning, and course content. Particular emphasis is given to foundational level courses that educate students about leadership and develop their personal leadership skills.

Key sections include establishing a course for credit, text books, companion books, projects, activities, assessment, syllabi, and other print and online resources.



Developing Leadership Through Student Employment

By Paul Naglieri

This monograph seeks to explore ways in which supervisors and on-campus employment agencies can develop intentional leadership outcomes for their student employees. A description of how college affects student employees, along with an integration of leadership models will help provide a framework in which to view this application. In addition, a model for understanding and implementing leadership development into the work experience is presented. Other sections include a description of programs engaging in excellent leadership practices, recommendations for furthering developmental practices and additional activities and resources.

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