Interview with Michael Josephson
President of Josephson Institute of Ethics

*This interview with Mr. Josephson was conducted by
NCLP staff, Susan R. Jones and Nance Lucas on June 10, 1994*

NCLP: What have you learned from your research on teenagers and college students that would further our understanding of ethics and student leadership? Are their particular character development issues of youth that would better prepare higher education programs to assist students in their ethical and moral development?

Josephson: First of all, we have to focus on the fact that leadership has to be grounded in some notion of integrity and character. By and large, the entire school system long before students get to college has not been focusing on character. And instead, young people have tended to develop a "whatever works" kind of philosophy. As a result, there isn't the basis for what I would call authentic visionary leadership. I think among the things that college needs to do is reintroduce the concept of heroes. However, we have to be realistic that none of these heroes are perfect. For example, Abraham Lincoln and Martin Luther King demonstrated extraordinary leadership in difficult times. We must be able to highlight and celebrate those qualities they represented, without getting caught up in the nitpicking of personalities we have started to do.

NCLP: Do you believe that higher education should work with secondary school systems to address the ethical development of younger these students?

Josephson: I am dubious about this because I am not sure higher education can. I think the attitudes of higher education have been part of the problem. My own

> *"... all good character education and the teaching of values has to start with modeling."*

experience as a law professor and therefore one who has spent a lot of time in the groves of academe is that the kind of ethical relativism prevalent in university settings, inhibits students from discriminating between core universal values, like respect, honesty, and justice, and obviously conventional mores and customs. As a result, the intellectual or academic approach, which emanates often from higher education, has been to dismiss all value judgements as though they are nothing more than naked opinions. The fact of the matter is that some judgments are grounded in very critical enduring convictions of right or wrong. I am skeptical about the ability or willingness of the university community to see and advance those principles.

NCLP: Why do you think higher education has adopted this type of values posture?

Josephson: Well, I think there are a number of causes. I think there is no question that the sixties mentality, of which I am also a creature, have contributed to almost a theology of nonjudgementalness. Ayn Rand called it moral agnosticism. Somehow it seemed to be the appropriate intellectual

Connections From The Director

Since the 1970's, leadership programs on college campuses have experienced steady growth. Historically, leadership offerings were found predominantly in schools of business and public policy. In more recent years, leadership is taught by faculty and student affairs professionals through curricular and cocurricular formats. Today, over 600 leadership programs at institutions of higher education may be found in academic departments such as history, education, humanities, philosophy, management, psychology, and political science. Cocurricular leadership programs are coordinated by offices such as student activities, residence life, Greek life, health education, and career centers. The range of leadership programs extends from traditional academic courses to outdoor adventure experiences. Some campuses claim to offer everything in the leadership program menu, while others are wrestling with the idea of teaching leadership on their campuses. These crucial dialogues are at the heart of decisions and strategies regarding institutionalizing leadership programs.

Many scholars contend that leadership is an interdisciplinary study, best understood by analyzing the concept from many fields of study. Eminent scholar and author James MacGregor Burns discusses this idea in this issue's guest col-

umn. Several academic departments on a given college campus offer leadership courses grounded in theories and concepts related to their academic disciplines while student affairs staff typically provide leadership programs that emphasize skills development and practical application. A current trend in leadership education is an institutional approach that integrates the study and practice of college student leadership, bringing together faculty and staff to work collectively in providing leadership program offerings. The collaborative efforts of faculty and student affairs are needed to support an institutional approach to student leadership development. A recent project at Franklin College (highlighted in this issue) serves as one example of a college working successfully to institutionalize leadership education. Foundations such as Kellogg and Lilly funded proposals involving leadership curriculum transformation projects that required joint efforts of faculty and student affairs professionals. We need to see more examples where academic affairs and student affairs work collectively to support one another's programs and to thoughtfully integrate leadership programs based on sound theoretical constructs and substantive practical experiences.

Such collaboration and integration becomes critical given evidence of ardent critique of leadership programs. Rigorous debate exists among academicians about whether or not leadership is a bona fide discipline of study. Benjamin DeMott, Mellon Professor of Humanities Emeritus at Amherst College, authored an essay in Harpers Magazine (December, 1993) entitled, "Choice Academic Pork: Inside the leadership-studies racket." Dr. DeMott is a self-proclaimed "non-believer" and "anti- leadership" scholar. He criticizes the very notion of leadership as a formal, academic discipline and questions the idea that leadership can be taught. Most importantly, DeMott raises an eyebrow to leadership programs that lack theoretical foundations and substantive content. His concern, shared by others, reinforces the

importance and value in institutionalizing leadership programs in which faculty and student affairs staff work collaboratively to study, teach, and coordinate student leadership programs. This issue is testimony to the success of such efforts.

Nance

Nance Lucas, Director

National Clearinghouse for Leadership Programs

Program Spotlight

Franklin College
by Bonnie Pribush

How can I democratize this university if the faculty won't do what I tell them?" This was Woodrow Wilson's statement of frustration during his tenure as President of Princeton. It illustrates the greatest threat that leadership program directors face: the temptation to ignore the very theory that they teach. In developing the leadership program at Franklin College, we have tried to adhere to the premise of modern leadership theory — defining mutual purposes, encouraging campus-wide involvement, respecting and empowering participants, and aligning procedures with principles.

The Franklin College leadership program, which is funded by the Lilly Endowment Inc. is in its third year. The initial focus of the program is the education of faculty and student affairs professionals to prepare them to teach leadership effectively to their students. Each year a new group of thirteen to fifteen participants begins a two year process of learning and practicing leadership education. It is the widespread involvement of people at the heart of the mission of the college that has caused the leadership program to become a priority on the Franklin campus. A director, chosen from the faculty, administers the program.

Joseph Rost in his book, Leadership for the 21st Century, stresses the importance of defining mutual goals in a leadership relationship. This takes time, research, reflection, and consultation. It is a good exercise periodically for programs at all stages of development. We spent two years involving faculty, adminis-

tration, and staff in discussion, researching existing programs, seeking out experts, and reviewing our college mission and current circumstances. THEN we developed an action plan.

Because Franklin College is a liberal arts college that truly values the role of teaching, our program was based on integrating leadership education with traditional liberal arts disciplines. We started with a core group of faculty salted with a few student affairs professionals and top administrators. Through persuasion, personal influence, and the use of transactional leadership techniques in designing incentives, we were able to attract key spokespeople and opinion shapers. Constructive skeptics were particularly recruited as they challenged the program to improve.

As incentives for our faculty, we offered readings, seminars, top-quality speakers, a chance to work with a personal mentor in their own discipline, and stipends. We offered the same activities to student affairs professionals but, more importantly, we offered a chance for participation and communication on an equal basis between faculty and administrators. Incentives must address the psychological as well as the resource needs of faculty and staff.

We were very careful to avoid identification of the program with one segment of the community. A program will not become an integral part of the institution if it is only perceived as "the President's baby" or as "the

business of Student Affairs."

Participation cannot be coerced but should be encouraged. Everyone was invited to apply, and for the first year we treated the program almost as an exclusive club with privileges for members. After a second group of participants was recruited to fulfill the expectations of our grant from the Lilly Endowment Inc., we provided avenues of involvement for all faculty and staff. Currently 60% of our faculty and 50% of our student affairs staff are full participants in the program. The level of voluntary and continuing participation is the best measure of our success.

Max DePree, author of Leadership is an Art and Leadership Jazz, has said that the first job of a leader is to respect the followers. A leadership program should provide a safe place for all to come together to learn and to grow. At Franklin, we accomplish this through three day study seminars that include reading, discussion, reflection and sharing by all participants. In addition, there are monthly discussion meetings on topics of interest chosen by the participants. The program has served to draw the community together and to increase our respect for each other and the jobs that we do. The only real mistake or problem that we encountered was our failure to anticipate the amount of time required to coordinate the program and to keep so many people engaged. Currently, the director teaches three courses

> *For a leadership program to succeed, administrators must understand their own leadership styles, be open to change, and not be threatened by examination of leadership issues.*

Michael Josephson

Continued from page 1

position to take to say, "I am tolerant of all views." The problem becomes that we really haven't sorted out the fact that many of the things that change over time, such as attitudes about sex, religion, and personal lifestyle are changing precisely because they are not anchored into core principles such as respect and trustworthiness. What does not change are the notions of justice and caring for others. I think also universities and the mentality of people at universities is to be intellectually liberal, which is to be open to all points of view. This is of course a very healthy thing. But to consider each point of view and to even give it some value because it is legitimately expressed should not confuse us with saying that a point of view is valid. It is not our natural disposition, for those of us in a university setting, to be willing to make those judgements.

NCLP: If we could transform higher education's attitudes about teaching about ethics and influencing character development of students, what central components do you think should be included in academic courses and programs which focus on ethical development of college students?

Josephson: First of all, if this is not sincerely done by people who really believe in it, who believe that the transmission of positive values is a possible thing to do, I think it will be self-defeating. Simply mandating something within a curriculum is certainly not going to be successful. The second point is that all good character education and the teaching of values has to start with modeling. It starts not with the rhetoric of teaching or the statement of principles, it starts with getting your own papers

> *All you have to do to convey the importance of character is to treat it as though it were important.*

graded on time, treating students with genuine respect, treating colleagues with respect, and overcoming the incredible pettiness of faculty politics. Or in the university context with big time sports, how do we deal with the astonishing hypocrisy of big-time athletics and the dealing with athletes, who in many ways are in no ways students. The institution is seeking to advance its own public notoriety with something which is actually antithetical to its educational goals. My first message then is look to thine own self and ask universities to examine what behaviors they are engaging in which engender positive qualities of trustworthiness, responsibility, respect, fairness, caring and citizenship. And what activities do institutions engage in which undermine these qualities. Until we are willing to systematically look at ourselves and try to model the characteristics we are talking about, then frankly I think universities will continue to be part of the problem, rather than part of the solution.

NCLP: How will higher education know that we have been successful in the development of ethical leaders?

Josephson: Well, it is hard to tell. In education we don't often know what impact the messages we deliver have on students-whether it be from the general liberal education to something like character. Even the most active university is not the only force that will influence the character of a young person. It will be difficult to attribute either wonderful gains or terrible results to any single factor. The real problem has not been that there is an active negative influence at universities, but instead, an apathy toward issues related to students' character development. People don't have time, and they're involved with their own finite curriculum. Sometimes they just don't believe addressing ethical issues is

their job. Sometimes they don't believe that they can influences students' ethical growth. All of these assumptions have to be reexamined. Within one's own narrow curricula, if I am teaching anthropology, I can talk about what the significant moral challenges to people in anthropology. What are the ethical issues that a person of character has to face? We must expand narrow subject matter to include those challenges faced by people who are making major decisions. This would enormously increase the likelihood that young people see the role that character plays.

NCLP: What are the various ways in which students as leaders can learn about ethics?

Josephson: First, I would advise that they really reflect on their motivation. I have experienced two different kinds of student leaders. Some are genuinely concerned with trying to influence things and make a difference. Others are simply resume builders. The fact of the matter is that a good many of those who want to have themselves characterized as student leaders simply want the accoutrements of student leadership, and the status and resume clout that it gives them. The first thing I would want to do it sort them out. A true leader is not concerned with the benefits his or her leadership position affords, but rather with the opportunity it gives them to make a difference. To me the notion of leadership is embodied in the concept of initiating and creating conditions in which change can occur. One has to have a sense of what changes they want to occur. Change for change sake is certainly not a positive social goal, so a true leader really ought to know and spend time thinking about if he or she could change one thing in their environment, what would it be? This then becomes the top priority on their leadership agenda. Another dimension that is always important to leadership is some sense of realism, as to what is within scope of what you can do. I try to recommend that students pick something local so that they have the practice involved in

everyday negotiations and day to day entanglements that leadership involves. In one's own environment there are important ethical issues. They can look at their own school as a government and say what can we do to increase the services of this government and the quality of the life of the people in this setting. That, in my view, would be a very good approach to developing leadership.

NCLP: Are there particular universal ethical norms that you believe student leaders should incorporate into their personal ethical systems?

Josephson: The entire system that I have been building my own theory on, is based on six pillars of character. These are the principles we think are absolutely enduring and indispensable. Trustworthiness-this is a wide phrase and does not simply mean telling the truth. It means being worthy of trust and having the courage and integrity of your convictions. Respect- that does not mean that you admire everybody, but that you treat everybody with respect. In many ways, character more determined by how we treat our enemies and the people we don't care about than the people who can do things for us. Responsibility-involves not only doing one's best with what they have, but it also involves accountability. Taking moral responsibility for what you do and also for what you do not do. The most significant demonstration of leadership is for someone to stand up and say "wait a minute, that is not right". Edmund Burke said that all that is required for evil to triumph is for good people to do nothing. It seems to us that responsibility and the notion of duty which is absolutely critical to leadership, is the sense of doing something. Doing nothing, as we used to say in the sixties, is to suggest that if you are not part of the solution,

then you are part of the problem. Fairness- it means that at least you pursue the fair and just result. Caring- which means that each persons well being is treated as a significant fact in itself. And finally, what we call Citizenship, or civic virtue, which means that you acknowledge, as part of a community, the responsibility to do your share, to vote, to not pollute the environment, and to report a crime if you see it. All of these things are examples and illustrations of what we consider to be the essence of character.

NCLP: How can we in higher education communicate the importance of these six pillars of character?

Josephson: It takes the will to do this. First and foremost, I have to go back to the issue of role modeling. So many time teachers model selfishness and self service. In specific ways, we need to look for opportunities to integrate within the curriculum discussions about these important elements. For example, in literature, there are heroes and villains that are a part of the books that we read. What made them heroes and what made them villains should be a piece of the discussion. All you have to do to convey the importance of character is to treat it as though it were important. If teachers make a conscious effort to talk about the moral and ethical implications of the semester's work, you are conveying in an unmistakable way that this is not simply an amoral enterprise. It was Roosevelt who once said that educating a person in the mind but not the morals is to create a menace to society. We have to be aware of the fact that pure intellect alone is not only morally neutral but is very easily turned to morally negative outcomes.

There is nothing more difficult than to lead a consistently ethical life. And none of us do it all the time.

NCLP: How can the current and emerging service learning movement on many college campuses impact or positively affect the character and ethical development of students, if at all?

Josephson: Service has been a constructive thing, but too inadvertent. In some cases, the experience itself allows a person to engage in self-learning and a compassion and understanding of the human condition which is very constructive. On the other hand, I have seen many instances where service has made young people very cynical about system. I believe that all clinical types of experiences must be recapped, rediscussed, and formulated in a kind of principled way for the person. I would continue to have these kinds of service projects but include opportunities for participants to share their responses and reflections and to draw upon the positive lessons.

NCLP: Are their any final thoughts on the topic of ethics and leadership?

Josephson: I am about to publish a book next year titled Ethics: Easier Said than Done. I chose that title deliberately because I think one of the worst things we can do when we are talking about character or ethics is to be pious or sanctimonious, or satisfied that all you have to do is be ethical. There is nothing more difficult than to lead a consistently ethical life. And none of us do it all the time. The real question that I would ask young people to reflect on is not the day-to-day focus of what they are getting or acquiring, but who they are becoming. The most essential thing is who we are. That's what character essentially is. One of my favorite quotes is one that says, "If you want to know how to live your life, think about what you want people to say about you after you die, and then live backward." How many people, young people and adults, get involved in day-to-day activities that have nothing to do with their end goals, and in fact these activities undermine them. If we can treat each act that we engage in as a sign of who we are, I think we

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While we are very proud of our accomplishments, we are also interested in your satisfaction as a member. In an effort to seek your feedback, we have designed a short survey which is located on page 12. We would really appreciate your completing the survey and returning it directly to NCLP.

Upcoming Leadership Happenings

February 18, 1994 — **Partnerships and Collaboration: The Next 20 Years** — College Park, MD
20th Anniversary of Maryland Student Affairs Conference
held at the University of Maryland at College Park

- keynote speakers include Lee Knefelkamp and Arthur Levine.

- invited sessions by Lee Upcraft on professional issues; Don Creamer and Cathy Engstrom on the "Ten Things Never to Talk About in Student Affairs"; and Robert Young on the essential values in Student Affairs.

- interinstitutional roundtable: "Trends and Forecasts in CollegeStudent Leadership Programs" cosponsored by NCLP and James Madison University's Leadership Education and Development Center.

June 2-4, 1994 — **Tenth National Conference for** — Washington, D.C.
College Women Student Leaders
Sponsored by the National Association for Women in Education
Registration materials available February 15, 1994
held at George Washington University, Washington, D.C.
202-659-9330

Leadership Training Concepts & Techniques

A National Approach to Institutionalize Leadership Programs on College Campuses

By Nance Lucas

The National Leadership Symposium is a professional development experience designed for higher education faculty, student affairs professionals, community service agency representatives, and graduate students who coordinate college student leadership development programs or courses. The primary mission of the Symposium is to bring together diverse scholars, practitioners, and educators for the purpose of studying, analyzing, and understanding leadership concepts and theories. The Symposium is one of several leadership education programs that brings scholars together to discuss, debate, conceptualize, and dream about the many possibilities to affect college student leadership development.

In 1990, representatives from the InterAssociation Leadership Project, University of Maryland at College Park, and the National Association for Campus Activities (NACA) came together to pursue a common goal of developing a type of think tank experience around emerging themes in leadership education. The program founders were Karen Silien, Rhodes College; Ray Wells, formerly of NACA; and Nance Lucas, University of Maryland at College Park. The first program was offered in June of 1990 at the University of Maryland at College Park. The symposium has continued to be offered annually in the summer and has attracted student affairs professionals, faculty, community service staff, and graduate students from across the country. Past program sponsors have included NACA, W.K. Kellogg Foundation, the University of Maryland, the University of Michigan, Consulting Psychologists Press, and the National Clearinghouse for Leadership Programs.

Three major outcomes of the program are the creation of new leadership paradigms and models, stimulation of research and assessment in leadership education, and the provision of professional development opportunities for scholars, practitioners, and educators. The National Leadership Symposium aims to embody the characteristics of emerging leadership themes in its collaborative planning model and program design. Leadership concepts, theories, and models are studied using an interdisciplinary approach. The intent of the program is to empower participants to go back to their respective communities and apply models and formats in ways that make the most sense for their situations. The primary outcome of past symposia has been that participants engage in critical thinking around the various themes of the readings, discussions and synthesis of information.

Themes addressed during the past programs include cultural influences on leadership, research and assessment intervention, community and leadership, interdisciplinary influences on leadership, gender and leadership, leadership as service learning, spirituality and leadership development, and ethical leadership. The hallmark of the Leadership Symposium is the richness of discussions from a diverse group of participants. It is evident from the intensity of the discussion and passion expressed by participants that there is considerable dedication throughout the higher education community to prepare college students for many forms of leadership.

Symposium participants are encouraged to share information they receive during the program with colleagues at their home institution, thereby working towards the institutionalizing of leadership. To document the information and creativity generated by participants, a comprehensive set of program proceedings is assembled at the conclusion of each program and distributed to participants. In recent years, two or three professionals from the same institution attended the program as a team with the goal of returning to their campuses and transforming various leadership programs offered by faculty and staff.

Since 1990, approximately 300 professionals have attended the National Leadership Symposium. Through presentations at national and regional professional association conferences about cutting edge themes in college student leadership development generated at the Symposium, another 500 professionals have been reached by the program.

On our respective campuses, we need to initiate discussions on critical issues of leadership using faculty and staff from the many disciplines represented at our institutions. Leadership may be

viewed as an interdisciplinary field of study, which necessitates the influence of diverse scholars. We need leadership on our respective campuses to bring together those who teach and study leadership, who often unintentionally work in isolation, to work collectively toward institutionalizing leadership programs. When this happens, a true community of leadership educators can be empowered to transform leadership curricula, impact the leadership culture on campus, advance cutting edge leadership ideas and models, and most importantly, to prepare our students for the leadership challenges they will face beyond their college careers.

There is still an unfinished leadership agenda. If we believe that leadership development is a lifelong learning process ending only when the desire to lead or learn flickers out, then leadership educators will need to see themselves as lifelong learners in the study of leadership. The fluid nature of leadership calls us to persist in its study and to be open to changing our philosophies and approaches that we pass on to our students. We look forward to future symposia that will bring together diverse scholars to address the growing and exciting agenda in leadership education.

For information on the 1994 National Leadership Symposium, contact Co-Chairs Elizabeth McGovern at (517) 629-0433 or Dusty Porter at (303) 871-9526. ♠

Nance Lucas is the Assistant Director of Campus Programs and Director of NCLP, University of Maryland at College Park.

National Association for Women in Education Joins NCLP in Collaborative Partnership

We are pleased to announce a new initiative for NCLP which began this fall. In a joint venture with the National Association for Women in Education (NAWE), the clearinghouse will now maintain the National Women's Student Leadership Project, founded by NAWE.

The clearinghouse was particularly eager to join NAWE in this effort to promote, develop, and recognize women's student leadership. NAWE has a long track record of success in providing leadership for women in education and in developing women student leaders. Their very successful National Conference for Women Student Leaders, now in its tenth year, is just one example of their commitment.

Through this partnership, NCLP will house the National Women's Student Leadership Project at the University of Maryland and further enhance its offerings and expertise in the area of gender and leadership. An upcoming newsletter issue will be devoted to this area of inquiry.

CONGRATS
TO JAMES MADISON UNIVERSITY

The Office of Student Activities at James Madison University (JMU), Harrisonburg, Virginia, has established the University's Leadership Education and Development (LEAD) Center located in Taylor Hall. The LEAD Center programs are designed to enhance student involvement and improve the leadership attitudes, skills, and knowledge of JMU students. The programs allow students to participate in leadership training, regardless of their previous leadership experience. Through workshops, service-learning, peer education experiences, and organizational involvement, students are given the opportunity to discover their unique leadership abilities and develop a foundation for life-long leadership. LEAD Center staff include Renee Staton, Coordinator; Iris Zimmerman, Assistant Director for Organizational and Leadership Development; and Debbie Pine, LEAD Center Receptionist. If you would like more information about JMU's LEAD Center, call (703) 568-7892. NCLP wishes the LEAD Center staff much success in their endeavors! ♠

W e invite you to submit leadership program materials (brochures, pamphlets, course syllabi, etc.) to NCLP. 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 and internationally.

Please send your leadership materials to:

National Clearinghouse for Leadership Programs
University of Maryland at College Park
1135 Stamp Student Union
College Park, MD 20742-4631

NCLP Proudly Announces the Availability of LEADERSHIP SCHOLAR PAPERS

The National Clearinghouse for Leadership Programs strives to bring cutting edge leadership education strategies, resources, and thinking to leadership educators in higher education. A new service of NCLP is the publication of low-cost, timely series of leadership papers.

Leadership Papers are available for purchase by contacting NCLP. The cost is $5.00 for NCLP members and $8.00 for non-members.

The following papers are available for purchase:

Leadership Paper #1:

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Different Rhythms and Emerging Harmonies"**
by Dr. Kathleen E. Allen,
Vice President of Student Development
College of St. Benedict

Leadership Paper #2:

"African American Men at Risk"
by Bernard Franklin,
Assistant Dean of Student Life
Kansas State University

Leadership Paper #3:

**"Teaching, Educating, and Developing Men:
The Missing Piece in Student Development Education
in Colleges and Universities"**
by Bernard Franklin,
Assistant Dean of Student Life
Kansas State University

Leadership Paper #4:

**"Leadership Assessments:
A Critique of Common Instruments"**
by Nancy Snyder-Nepo,
University of Maryland at College Park
and
Dr. Susan R. Komives,
University of Maryland at College Park

*An order form for the Leadership Scholar Papers
is on the back of this page.*

National Clearinghouse for Leadership Programs

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The Leadership Bookshelf

Reviewed by Georgia Jones Sorenson

Leadership: Multidisciplinary Perspectives

Edited by Barbara Kellerman (1984)
New Jersey: Prentice-Hall, Inc.

Kellerman's book, <u>Leadership: Multidisciplinary Perspectives</u>, provides the nourishment needed to digest the intoxicating elixir of leadership. Although written nearly a decade ago, her broad brush and inclusive approach to leadership theory still ranks as one of the best basic primers of leadership thinking. As bookshelves become ever populated with mindless "how-to" books on leadership (wonderful for the beach but debilitating in classrooms!), Kellerman's classic serves up sturdy fare.

The ideas presented in Kellerman's 1984 work remain disconcertedly relevant: truth be known, we have not made much headway in the past ten years in understanding the nature of leadership. Recently, several leadership colleagues and I got together with the help of a small Kellogg grant, to discuss the latest thinking on leadership theory. Bernie Bass, who identified more than 5,000 definitions of leadership in his recent <u>Handbook on Leadership</u>, ended the weekend observing that we still have a long way to go before we establish even the outlines of a general theory of leadership.

Perhaps we should all re-read Kellerman. The Forward by the dean of leadership thinkers, James MacGregor Burns, observes that "leadership is one of the most observed and least under-

stood phenomena on earth". But the book nevertheless makes a bold attempt. It provides a base of substantial leadership thinkers, to include James G. Hunt, David Rosen, Sonya Hunt, Kellerman herself, and Robert Kegan among many others.

Kellerman's style is inclusive and creative. The first eight chapters contain a broad discussion of the ways in which a variety of disciplines view leadership—history, psychoanalysis, anthropology, political science, social psychology, and organizational behavior among others. She includes chapters such as Melvin Hill's psychoanalytic approach, Susan Carroll's feminist examination, and Monica Strauss' thought-provoking piece on the artist as cultural leader.

Kellerman has always been a leader among leadership theorists in her inclusion of an international perspective to leadership, and Rosen's chapter on "Leadership Systems in World Cultures," which identifies four types of leadership systems (Egalitarian, Semiegalitarian, Rank, and Stratiform) across cultural and economic factors, stretches our thinking to new territory.

> *The ideas presented in Kellerman's 1984 work remain disconcertedly relevant: truth be known, we have not made much headway in the past ten years in understanding the nature of leadership.*

These pieces and others, which normally would be annexed in their own disciplinary ghettos, force the reader to consider a multideterminant view of leadership and enriches our leadership fare.

Anyone who has been on a Kellerman panel at a professional association knows how adept she is at creating a lens in which to integrate a variety of perspectives and to cogently pull together disparate presentations and thoughts. Her book is yet another example of her gift and continues to inspire us to try harder to elicit the elusive creature of leadership in our thinking and practice.

Dr. Georgia Jones Sorenson is the Director of the Center for Political Leadership and Participation at the University of Maryland at College Park.
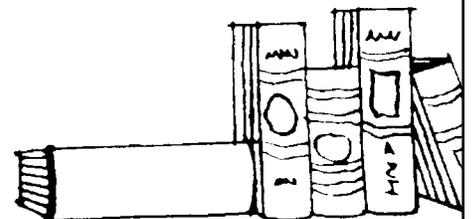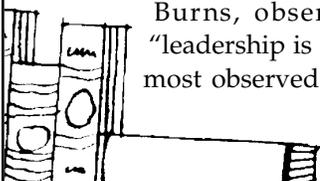
National Clearinghouse for Leadership Programs
Membership Satisfaction Survey

1. Newsletter themes to date have included leadership and community service, cultural influence and leadership, and institutionalizing leadership programs. The next issue will focus on ethics and leadership. What themes would you like to see in future issues?

2. What advice or specific feedback would you offer us as we continue to develop NCLP?

3. The list below contains current benefits of membership. Please indicate by placing a check, which items you have utilized. Then, please indicate your satisfaction with these items by circling the items you have found most useful to you.

_____ Concepts and Connections Newsletter

_____ Leadership Scholar Papers

_____ Leadership Bibliography

_____ Leadership Program Model

_____ NCLP leadership files

_____ Telephone consultation with NCLP staff

Complete and return to NCLP!

Please Return the Survey to: **NCLP**
1135 Stamp Student Union, University of Maryland, College Park, MD 20742.

- -

Video Conference Announcement
"National and Community Service: Roles for Higher Education"

Last September, the President signed the National and Community Service Trust Act of 1993. This landmark legislation charges the newly formed Corporation for National and Community Service with engaging Americans of all ages and backgrounds in community-based service. In February the Corporation will issue final regulations and application guidelines for a variety of grants to support locally driven programs that "get things done" in our nation's troubled communities.

Higher education is encouraged to play an integral role in supporting national and community service. On Wednesday, February 23rd at 1:00 p.m. EST, the Corporation will sponsor a free, live teleconference designed to inform the higher education community about the grant programs. Information will focus on how to apply for funding under the AmeriCorps and Learn and Serve America programs.

Look for more details, including satellite coordinates, in the near future. In the meantime, mark your calendars and reserve a downlink facility on your campus. We hope you will tune in! For additional information about the video conference call 1-800-305-0880. ♦

Scholarship & Research Updates

Student Leadership Outcomes:
Considerations in Assessment and Institutional Impact

By Susan R. Komives

In what ways does a student leadership experience make a difference in student growth and change? How do we measure the direct effects of courses and training, the indirect effects of unplanned but meaningful experiences, and the influence of maturation? How do we assess both programs and the people in them?

The current state of assessment in leadership development seems to primarily center on program evaluation. Evaluation is frequently thought to be either summative or formative. Summative leadership evaluation takes place when evaluation forms are distributed at the end of a workshop, class, or training session. Participants are asked to reflect on what they liked, how effectively material was presented, and whether or not they learned anything new as a result of their participation. The typical evaluation is then used for new program design or to document that most of the participants were glad they came. Little evaluation is formative which requires pausing in the midst of a program and then redirecting the activity based upon the results of the evaluation.

Most program evaluation is done on campuses using staff designed surveys. Very little is published about the results of such surveys. As reported in previous columns, Tony Chambers, now at Michigan State University, developed the Leadership Programs Evaluation Instrument designed to assess program structures and outcomes in a comprehensive leadership program. Several articles on the development of this instrument are in the literature (including the July, 1992 Journal of College Student Development, Vol.33). (This is the only program evaluation instrument I am aware of, so please let me know of others). You may use this instrument in exchange for a data set. Write Tony at the Department of Higher Education, Michigan State University, 429 Erikson Hall, East Lansing, MI 48824 (517) 353-8768.
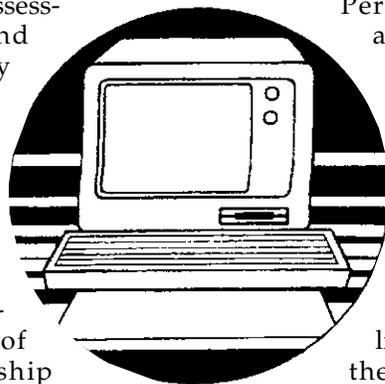
What modest amount of student leadership outcome assessment exists is primarily quantitative in nature. Assessment instruments are most often used to provide individual insight in trainings. Leadership educators usually do not collect the results of instruments which assess skills or individual styles to determine a description of the group or to study the scores for sex differences or other categorization that would aid in planning. If your campus is involved in a comprehensive student outcomes assessment project (and MANY are), it may be possible to integrate an assessment of leadership competence into the campus project.

The Nancy Snyder-Nepo review of over 50 leadership assessment instruments may be of benefit to you. This paper is available through NCLP. A review of leadership assessment instruments measuring group and organizational dimensions of leadership by Michelle Howell and Brad Crownover is forthcoming from NCLP. Gary Hanson (University of Texas) has done a terrific review of general student development assessment instruments for the College Outcomes Evaluation Program for the New Jersey Department of Higher Education. His paper is out of print, but a review of all the instruments and others (200 instruments in total) are available from the Clearinghouse for Higher Education Assessment Instruments, 212 Claxton Education Building, University of Tennessee, Knoxville, TN 37996-3400 for $10. Contact Director Michael Smith at 615-974- 3748 or FAX 615-974-8718 to request a complete copy of their assessment materials, made possible from a three year FIPSE grant on assessment. You may also wish to contact Alverno Institute, Alverno College, 3401 South 39th Street, Milwaukee, WI 53215 (414) 382-6086 or Trudy Banta, Vice Chancellor for Planning and Institutional Improvement and Editor of Assessment Update, IUPUI, Indianapolis, IN 46202-2896 (317) 274-4111. Commission IX of the American College Personnel Association also has an instrument clearinghouse. Contact Pat King in the College Student Development program at Bowling Green State University.

Several published studies support the hypothesis that involvement in student leadership experiences (e.g. holding positional leadership roles) relates to later managerial success and development of select skills. Ann Howard's study of "College Experiences and Managerial Performance" (Journal of Applied Psychology, 1986, Vol. 71 #3, pp. 530-522) reports two AT&T longitudinal studies of managers in 10 different organizations which correlated such factors as involvement in extracurricular activities and leadership positions held while in college with later man-

agerial success. See also John Schuh and M. Laverty's 1983 "The Perceived Long-term Influence of Holding a Significant Student Leadership Position" in the Journal of College Student Personnel, Vol. 24, pp.28-32. Helen Astin and Laura Kent present strong evidence that undergraduate women leaders show substantial gains in social self-esteem compared to all women and to men leaders (Journal of Higher Education, 1983, Vol.54 #3, pp.309-324). None of these studies examined the long term influence of leadership development or training apart from holding leadership positions; nor do we know what kind of training the student received in their positional roles.

Individual campuses need to be more realistic about the likelihood that a single short term intervention would influence any short term change. But it may be that when considered over a longer time frame and in coordination with other interventions, a value-added outcomes does result. For example, whereas no significant change (as measured by the SID and SDTLI) was found among first year students who participated in a five week emerging leaders program at James Madison University (JMU), interesting descriptive information did help evaluation and design. Cindy Olney in the Office of Student Assessment, and Leadership Educator Renee Staton (703-568-7892), would be glad to talk with you about their recent effort. JMU is now discussing a multimethod assessment using journals, peer ratings, self evaluation, and the documentation of competencies as part of a student's leadership education.

Several years ago, the Center for Creative Leadership conducted a survey of leadership programs offered by colleges and universities. Their findings are reported in an article written by Robert Gregory and Sara Britt called "What the Good Ones Do:

Characteristics of Promising Leadership Development Programs". This article appears in the Summer 1987 Campus Activities Programming journal (pp.32-36).

Leadership educators must begin leadership assessment programs that will systematically provide data on the "value added" outcomes provided by leadership programs. Campus programs should establish longitudinal data bases after deciding what outcomes they want to assess. Following your campus human subject use procedures, a program might collect a student ID number along with other information in the training process to unobtrusively access institutional data such as retention, academic achievement if these variables are part of the outcome plan. Simple pre- and post-test studies may not be sufficient to show the influence of your complex leadership program, particularly when the short term gains are small. Hanson promotes several principles for assessing value added education: (1) "Decide whether the purpose of the study is to assess student outcomes of the 'value' added from one or more educational interventions." (2) "Build a model to represent the variables of interest and how they are related to the outcomes." (3) "Identify or build instruments that assess both status and change." (4) "Use theory and practical experience to identify the critical data collection." (5) "Use statistical techniques appropriate to the analysis of change."

Many practitioners are uncomfortable with the assessment of outcomes regarding leadership

"Many practitioners are uncomfortable with the assessment of outcomes regarding leadership programs because the research designs needed exceed our own research skills or available resources."

programs because the research designs needed exceed our own research skills or available resources. Consult some fine readings to help reorient you to this type of research such as, Trudy W. Banta's 1988 edited book on Implementing Outcomes Assessment: Promise and Peril in the New Directions for Institutional Research Series from Jossey-Bass (#59). To understand the many different student experiences with involvement and their influence on outcomes, read Gary Hanson and Denise McGinty Swann's paper "Using Multiple Program Impact Analysis to Document Institutional Effectiveness" in Research in Higher Education, Vol.43, pp. 71-94.

The bottom line is we must be studying the influence of our programs and learning experiences on student leadership outcomes. It is hard, time consuming, but essential for professional practice. Read enough to know the questions to ask and design a sound model of what you are measuring. Teaming with a campus researcher to create a solid design is a terrific idea! If you are engaged in leadership outcome studies, drop me a note so we can network with your efforts. ♠

Dr. Susan Komives, Associate Professor of Counseling and Personnel Services Department, and Faculty Associate, Division of Student Affairs, 3214 Benjamin Building, University of Maryland at College Park, College Park, MD 20742, (301) 405-2870.

LeaderShape Applications Available in January

Beginning in January, 1994, application materials will be available for organizations interested in sending students to The LeaderShape Institute. Participants at The LeaderShape Institute are exposed to six intensive days of experiential learning, reflection, and interaction with approximately 50 young adults throughout the country representing diverse organizations, institutions, and companies. The expectation for each LeaderShape graduate is that he/she will make a commitment to a vision, work diligently to bring that vision to reality, and sustain a high level of integrity. The results produced by those who lead with integrity are an extraordinary contribution to the world and its future. In 1994, five sessions of The LeaderShape Institute will be held during the months of June and July in Champaign, Illinois.

The LeaderShape Institute is the flagship program of LeaderShape, Inc. and has graduated over 1500 students since its inception in 1986. Anyone interested in receiving further information and applications should contact the Director of Programs, LeaderShape, Inc., 4001 West Kirby Ave., Champaign, Illinois, 61821, (217) 351- 6200.

LEADERSHAPE

National Clearinghouse for Leadership Programs (NCLP)
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Institution _____

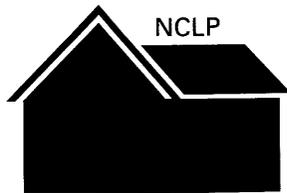Address_____

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❑ New Membership

❑ Renewal
 (previous membership expired: _____)

Name of previous member (if applicable):

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