

CONCEPTS & CONNECTIONS:

Teaching Leadership: Curricular Approaches to Leadership Education

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Teaching and Leadership: *Curricular Approaches to Leadership Education*

By Dennis C. Roberts

All of us who are leadership educators know leadership courses have been around for quite some time. In fact, the Center for Creative Leadership has provided in their ongoing **Leadership Education: A Source Book** (1994) an invaluable resource to compare concepts and notes for the teaching and learning of leadership. As many of us make the point, leadership learning has been among the most important and pervasive of goals in college and university curricula for decades and, perhaps, centuries. When we consider how we approach the design and implementation of leadership courses, we stand on the shoulders of many.

So, you say, who am I to suggest any prescription of how leadership

courses should be designed? I'm only one of many and, indeed, I'm constantly changing and modifying my approaches. I have some ideas that have emerged through my teaching over the last twenty years, sometimes in formal leadership courses, sometimes in other types of courses, and always in my interactions and co-learning with those who participate in that greatest of challenges—leadership.

What I hope to do in this article is provide a framework for the decisions you are making or are considering in relation to your leadership course. My approach will be conceptual and others in this newsletter will provide elegant examples of these principles in translation.

Reasons for designing a leadership course

We have to start at the beginning. One of the first questions that needs to be asked is, "How does the leadership course fit within your institutional context and within the rest of the leadership program?"

One of the most beneficial aspects of leadership development is that so many others are interested in what you are doing—they know that your goal is worthy and that it is related to the overall goals of your institution. It is for this reason that, more than most

other courses, your leadership course needs to be carefully and strategically anchored within the values of your institution. Our institutions have unique characteristics that provide varying possibilities to address everything from the nature of the world around us, geo-political, human, and environmental dynamics, the call to service of others, custodianship of knowledge itself, and recognition of different gifts and contributions that all human beings can make.

Although course design is most frequently aligned with academic disciplines in our institutions, this is one of those examples when the discipline and the institutional context must be very carefully balanced. This leads me to one of my strongest biases about leadership education...

The interdisciplinary nature of leadership

My bias is clear and direct — the study of leadership is by definition the exploration of a dynamic, complex and inter-disciplinary phenomenon. While a specific course may approach leadership from a particular perspective (i.e., history, political science, business, philosophy), I simply cannot see how one can teach leadership without acknowledging

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Connections From The Director

Summer has always been a welcome time of renewal for me. Having spent a childhood and all of my adult employment within the education system, the year really starts in September, no matter what the calendar says. So this is the "down time", the transition time, the time to finally file away the piles that took over my desk and every available flat surface during the year, including sections of the office floor that weren't strategic to a quick exit.

This is also my time to reflect on the past year and prepare for the coming year, to create my list of resolutions for the new year. What went well? What needed help? Were students well served? Was I able to do the important things among all the immediacy of the non-essentials? What will I take into next year? What will students need from me? What will be important?

Central to my reflecting and resolving this summer is the teaching of leadership. This past spring was my first opportunity to teach a credit course on leadership. I will teach again in the fall. Now, I am thinking about ways to strengthen the class content and encourage deeper learning among my students with regard to leadership.

The theme of this issue, teaching leadership, then, comes at a good time for me, and I hope for you as well. Dennis Roberts provides a conceptual framework for decision-making in relation to developing a leadership course. William Howe

articulates the philosophy of the Jepson School of Leadership Studies. Allen Delong discusses his experience as a student affairs staff member in the classroom. Susan Komives shares her recent findings in the research and literature on how leadership is learned.

Inspired by these writers' comments, from the readings piled among the reports on my desk, as well as from comments of students in and out of the classroom, I am drawn to reflect on who my students will be, what they will bring to the class, how they will best learn, and how I will teach leadership to them.

The course content, text selection and desired outcomes are taking shape as I weigh these considerations, but the central factor concerns what is most important for these students to learn. This may be best illustrated by one student's experience this spring.

Sarah (not her real name) came to my class because her major required the course. A nontraditional age student with plans for a career in health education, she shared her concerns early in the semester: "I've never held a leadership position in my life. I don't see myself as a leader. I've never been a boss or a president or a chairman. I stopped out of school years ago to raise children. I didn't have time to be a leader. I haven't even worked outside the home until three years ago. How am I going to do well in this class? How am I going to write an autobiography on my development as a leader? How can I complete self reflection papers on these leadership topics? I don't know anything about leadership!!!"

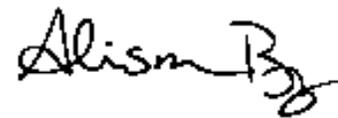
I encourage students to use what they know as their starting point for the leadership class, and Sarah found her family to be her reference point, while others used experiences as varied as camp counseling and presiding over a sorority. Since leadership occurs within the context of a community, the students start their study of leadership by relating the theories and principles to the community with which they are most familiar. Additionally, leadership seems often to be more successful outside the confines of a position or title, so students are encouraged to see beyond structures of organizations into the processes by which people create change. Finally, leadership is very

much about human potential, so students are encouraged to examine the factors that have contributed to their own growth and to consider how a person can intentionally impact the development of another human being.

Despite her reservations, Sarah persisted through the semester and turned in consistently thoughtful papers and contributed equally thoughtful comments in class discussions. Her family provided a rich context for considering how people work and grow together successfully. Towards the end of the semester, she observed, "After all that I've read, and all that we've talked about in class, it seems to me that leadership is the same as good parenting. I guess I've been a leader a long time without realizing it."

That's what I want students to learn. I want them to cut through all the mystery and all the old reliance on leader = title and see themselves being as capable of impacting others as the occupant of the highest office. I want them to feel their power and find their commitment and take the theories and principles from the class to shape the interactions they will have with others for the rest of their lives, wherever they are. I want them to understand the dynamics present when the community around them works well and when it doesn't. I want them to understand how to affect those dynamics and believe the effort is worthwhile. I want them to learn to see themselves as leaders because of the way they interact with others just as Sarah learned she is a leader because of the way she chooses to parent her children.

As you consider what you want your students to learn, I invite you to take time to reflect on the discussion begun in this issue and consider those opportunities where you can impact students through your own teaching of leadership.



Alison Breeze, Director

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Leadership Programs

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Teaching and Leadership

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and using the contributions that are made from a variety of disciplines. Leadership courses are boundary breakers for the institution and, regardless of the discipline, they transcend issues that are bigger than the discipline through which the course is offered.

As a student affairs professional with my advanced degrees in College Student Personnel, I've sometimes faced the skepticism of academic colleagues who question my credentials. I was warned of this even as an aspiring graduate student — "If you ever want to teach, you may want to pursue a specific academic discipline so that faculty will respect what you do." I chose to pursue Student Personnel because I believed it most fully prepared me for what I wanted to do — focus on the holistic learning and development of students. I wasn't willing to give up these insights and this training to have a "ticket" to the classroom. I have found that I've been able to find friends in some academic departments and that, when I have taught well, there is no problem. As an interdisciplinary offering, the leadership course should be a partnering activity with the academic department — this is one of its greatest opportunities in creating that seamless web of opportunity for learning for our students.

Selecting the scope and content of your course

One of the biggest mistakes we sometimes make is assuming that the leadership course is a generic experience that is equally applicable to a variety of students no matter who they are or where they are in their leadership experiences. My bias, and I hope

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one supported by most academics and student affairs staff alike, is that every leadership course should be based on assessed student needs. In completing the analysis and design for the course you could consider different "pockets" of students to determine what kind of course would be most appealing.

Some of the different pockets might include: students involved in positional leadership roles, those involved primarily as collaborators, servant leaders, new leaders, experienced leaders, students in residential settings, those who have administrative or other departmental support, and so forth. Depending on what you find, you will probably decide to offer your course as an introduction for those newly involved in leadership, or those launching into more complex and broad-reaching leadership, or those in advanced institution-wide leadership, or those students concluding their college-level leadership experiences. These specific markets for your leadership course may be broken into sub-groups on your campus (i.e., residence halls, Greeks, academic areas) but sometimes these kinds of courses create a type of

isolation that may not be in the students' best interest, nor provide you the opportunity to create the kind of engaging diverse learning opportunities of which you would like to be a part.

Obviously, the leadership course will be shaped by the discipline out of which it is offered. However, while anchoring the course in a discipline, the interdisciplinary twists should be maintained through obvious and explicit integration with students' other experiences and learning.

I learned something very important from a professor who taught most of my organization behavior courses during my doctoral study—start the

course with an explicit discussion of the philosophical frame of reference. This may be obvious, but it is important that you explore your own philosophical biases about leadership as you prepare to explore this with your students. The teaching and learning process is likely to take this exploration even further, but you should at least pursue some reflection before embarking on the leadership of others in this realm. I have come to believe that:

- Leadership is a dynamic, episodic, and fluid phenomenon.
- Leadership originates from both positional and non-positional places.

(Surprisingly, leadership is most noticeably absent among some of those who are "positional leaders.")

- Whole-hearted leadership is the most powerful and transforming example of leadership.
- Whole-hearted leadership comes from examined and reflective commitments to tasks and causes worth doing.
- Half-hearted leadership comes from obligation to serve and/or aspiration to achieve for oneself.
- ANYONE CAN BE A LEADER.

I share these anchors of my own understanding of leadership not as a way of imposing them on you. I pose them as possible tenets you may want to consider. The point is that you should reflect on what you view as leadership and how it occurs in our world. After doing this, you will be more able to assist students in their exploration.

Selecting the teaching (learning) methods:

Teaching and learning methods are the things that we swap all the time. We need to learn from each other what's working and what's not. Selecting teaching methods has to start, again, with the explicit identification and exploration of student needs. As these needs are considered, there will likely need to be a mix of processes to meet these different student learner needs. As you look at these processes, some questions you will want to ask about methods include:

1. Do my methods demonstrate attributes of successful leaders?
2. Are the learning strategies varied to provide both comfort and challenge for learners of different styles and maturity levels?
3. To what degree are students actively involved in the design and delivery of learning activities?
4. How can team teaching be utilized to demonstrate collaboration between and among those leading the class as well as presenting alternative views of leadership?
5. How can service learning be used to encourage students to put principle into practice and use practice to inform principle?
6. How can experiential and adventure education (i.e. ropes courses, natural challenge outings) be used as a catalyst for learning?
7. What are the most effective methods to encourage reflection in action?
8. How can "shadowing" or mentoring experiences be used to enhance learning?
9. How can a reflective journal be used to take the learner from the abstract to the principled reality of leadership?

Any of these strategies can be characterized as ways in which to encourage those students studying leadership to do something uncomfortable. In many cases, the greatest impediment to learning is the irrational fear of something that is uncomfortable or has the potential for failure. One of my favorite insights (shared with me through the workshops of Bill Cordes) is that "If you're not failing, you're not trying hard enough." This flips the conventional wisdom of avoiding risk and failure. "If you're not failing..." creates a new view of risk as necessary to advancement and progress. This is a critical environmental condition to a high quality learning experience for those interested in leadership.

Most critical issues to include in the leadership course

Leadership educators have created numerous lists of insights, skills, characteristics and attributes that they hope to influence through their teaching. One particularly helpful emerging model for me comes from **A Social Change Model of Leadership Education** (1995, Version II). This model is an outcome of an Eisenhower Project Grant to UCLA and generated from the work of a group of leadership educators under the guidance of Helen and Alexander Astin. The model suggests that there are three broad dimensions of leadership interaction — the individual, the group, and the community or society. This model provides some of the most critical issues that should be included in a leadership course.

Individual:

1. consciousness of self
2. congruence
3. commitment

Group:

4. collaboration
5. common purpose
6. controversy with civility

Community/society:

7. citizenship
8. CHANGE

This article does not allow for an extensive translation of these broad areas to teaching/learning methods but a couple of examples follow:

For the Individual:

- personal assessment (the MBTI is the most frequently used)
- discovery and exploration of a personal world view and how it relates to one's perceptions of leadership
- study and analysis of leaders who have made a difference (be careful not to reinforce that only positional leaders have the potential to make a difference)
- values exploration and clarification

Groups:

- group dynamics and communication
- planning and priority setting
- motivation for personal and organizational fulfillment
- conflict mediation and discovery of shared purposes
- diversity (gender, ethnicity, personality)

Community/Society:

- discovery and identification of "things" worth doing
- exploration of what is changing about our world (educational levels, skepticism about government, the information age) and how anomalous leadership may indicate the need for new paradigms
- strategies for dealing simultaneously with multiple paradigms of leadership

In conclusion

The ideas I've shared are only broad frameworks that are gleaned from others' and my own experiences. We are at a very different place in creating learning environments where leadership potential is developed. An important setting through which to teach principles and insights of leadership is the classroom. I encourage you to find friends and partners as you pursue these strategies. 🏠

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Program Spotlight

"The Gift of Self": Teaching Leadership

By William Howe

Can leadership be taught?

Can it be learned? What is the relationship between

leadership and education? These are longstanding questions in the field of leadership education, and they deserve considerable attention. Even major leadership scholars have taken them on: "...education and leadership shade into each other to become almost inseparable" (Burns, 1978, p. 448); "...the answer to the question 'Can leadership be taught' is an emphatic but qualified 'Yes'" (Gardner, 1990, p. 157); "...education... plays an important role" in the development of a successful leader (Bass, 1990, p. 855). Clearly, more and more scholars, practitioners, and educators are expressing optimism. My colleague Tom Wren even titled a recent article "Teaching Leadership: The Art of the Possible" (1994).

If leadership can be taught, what does such teaching look like? What should leadership teachers deliver? What should they elicit? And how? Interestingly, our very words provide some perspective here: "teach" means "imparting information or skill so that others may learn"; "instruct" means "to give knowledge to" or "to provide with authoritative information or advice"; "pedagogy" literally means "the leading of children." Much like "influence" (literally, a "flowing into") in leadership studies in general, such words suggest a teacher-centered, teacher-as-power-holder, student-as-empty-vessel, and student-as-inferior approach to learning and growth. On the contrary, "educate" (literally,

"to lead out" but more commonly "to bring out latent capabilities") suggests a process in which the educator elicits the ability and the "potential" (literally, the "power") that lies within the student. To "educate," then, is to empower students, to become transformational teachers/leaders, and to help students become leaders in their own right. It is also to acknowledge that students can teach themselves and teach the teacher (Howe and Lipscomb, forthcoming).

"If leadership can be taught, what does such teaching look like? What should leadership teachers deliver? What should they elicit? And how?"

I am suggesting, then, that teaching leadership is far more than a one-way street from appointed teacher/leader to students/followers. Though it will always include **in-structing**, **in-fluencing**, and **in-ducing** (literally, a "leading into"), it should increasingly look to the **e-ducing** that recognizes students as leaders and gives them significant, meaningful leadership responsibility. From that perspective, it shares much in common with the student-centered educational philosophies coming to us from Pestalozzi, Fellenberg, and Dewey.

And, to draw from a non-Western context, it has much in common with the ideas of Lao Tzu, who suggested that leaders/teachers facilitate a process in which the participants/students can say, upon reflection, "we did it ourselves" (Heider, 1986, p. 33).

Just as many businesses and other organizations have developed flatter structures and moved to an emphasis upon teams and empowered employees, so have many classrooms — within leadership education programs but also more broadly — developed non-hierarchical, student-centered structures and

moved to group learning and empowered students. Under these new arrangements, the student can act as a teacher/leader, and the entire class can act as a team of **collaborators** (literally, "co-workers") engaged in a leadership relationship. In an important sense, **leading** and **e-ducing** ("leading out") — or leadership and education — become nearly synonymous activities, and the class of students-and-teacher becomes a living leadership laboratory in which ideas, concepts, and theories of leadership are put into practice continually. The form of the leadership class becomes its content, or, to use the once famous phrase of Marshall McLuhan, "the medium is the message."

Several points follow from this and afford the opportunity to discuss some of the thinking about, and practice of, teaching at the Jepson School of Leadership Studies:

First, teaching leadership involves a **dialogue** among all participants — students and teacher, with the obvious implication that students, as well as teacher, can serve as leaders/teachers or that students and teacher together elicit leadership from each other. As Leonard Grob argues, "Leadership is a dialogical movement in which both participants [leader/teacher and collaborators/students] engage in that process of critique — the love of wisdom — in which their very identities as the leader and the led are continually in question" (1984, P. 274). In brief, both teaching and leadership are relationships based upon dialogue; together, they reinforce dialogue as the means to the end of more dialogue, all within a community of learners committed to eliciting shared meaning and purpose.

Obviously, too, "anthropological" (literally, "the **leading** of human beings") — as opposed to pedagogical — strategies that serve to promote dialogue also serve to promote and elicit leadership. Thus, active student participation in small groups, role

plays, simulations, and debates, as well as the encouragement of empathy, caring, responsive listening, and critical thinking, can form the foundation of a dialogical anthropology in which teachers may learn and learners may teach.

Second, since leadership is closely related to an ongoing process of **self-discovery and self-knowledge** (see Bennis and Nanus, 1985; Menz and Sims, 1989), teaching leadership should be a process in which all participants are encouraged to look within themselves, to struggle with and answer their own questions, and to reflect upon how they relate to themselves and to others. From this perspective, an individual may be — and probably always is — both leader/teacher and collaborator/student at the same time, with the two roles comprising a complex internal leadership psychodrama that mirrors and perhaps even helps create the external leadership dramas he or she participates in daily. The Socratic maxim “know thyself,” then becomes particularly salient in the teaching of leadership.

There are, of course, many concrete teaching practices that help students look within themselves and discover more about their personal identities, values, moral/ethical orientations, and leadership styles/practices: use of reflective journals, mentoring, personalized learning plans, use of assessment instruments (e.g., Kouzes and Posner’s LPI, Student Version), self-review of videotaped sessions, role plays and reverse role plays, regular peer evaluation, etc. Bolman and Deal (1995) have even recently suggested that teaching leadership involves an exploration of soul and spirit; they argue that such teaching is perhaps best facilitated by “an infusion of poetry, literature, music, art, theatre, history, philosophy, dance, and other forms that are full of spirit” (p. 168). Thus, internal journeys of self-discovery and self-transformation (to shift Burns’ theory slightly) may involve teaching and learning strategies from the humanities and the arts as well as from the social sciences. At Jepson, for example, I have offered a “Leadership and Literature” course which gives students the opportunity to reflect per-

sonally on meaning-making, vision, metaphorical thinking, and creativity — all closely related to leading and leadership.

Third, as most leadership teachers will attest, teaching leadership requires that students become actively engaged in the learning process. I would go beyond that, however, to suggest that the most successful classroom-based teaching of leadership and the most powerful classroom-based student engagement involves **learning-as-enactment** — that is, situations in which students enact the content of a given course of study. Again, the medium is the message, or, put otherwise, the process of learning duplicates the content to be learned.

In the Jepson School, for example, several courses seek to make use of **enacted learning**: Students in “Decision Making” actually make most of the primary course decisions, including howcourse requirements will be weighted and what projects their within-class groups will pursue; students in “Motivation” spend the semester attempting to motivate a group to complete a goal, work toward a purpose, or engage in some behavior; students in “Formal Organizations” form an organization of their own choosing (i.e., fast-but-healthy food chain, ecological sea farming company) and then conduct themselves as that organization throughout the semester while also reading about organizations and organizational leadership; and students in next year’s “Problem-Based Learning and Leadership” course will generate possible solutions to **real** problems faced by **real** leaders in **real**, **local** organizations as they also study problem solving.

Fourth, teaching leadership should include **field-based experiences in which students observe real leaders in action and assume real leadership responsibility in real contexts**. Ideally, however, these field-based experiences should also include a seminar wherein students come together to engage in a dialogue about their different sites, their different leadership tasks, the different leaders they are observing, and, despite all the differences, the leadership-related experiences that are similar across the various contexts. The challenge for the leadership teacher of field-based courses is to help students explore the connecting threads between their own leadership practice or the leadership practice they are observing, on one hand, and leadership concepts/theories, on the other. Practice without theory, like theory without practice, may be ineffectual; praxis, which Hodgkinson (1991) defines as “conscious reflective intentional action” that combines theory and practice (p. 43), is a far more productive goal in teaching leadership.

At Jepson we require that students complete three field-based courses: Service Learning, Internship, and Senior Project. Each course includes a seminar in which students share ideas about how the field-based experiences draw from or relate to theories and concepts of leadership. In addition, almost every Jepson course includes a field-based project which is integrated with course theories/concepts.

Fifth, teaching leadership can be enhanced through an **ongoing authentic assessment of how students and teacher are teaching each other and learning from each other**. Such assessment should treat both course form and course content, both

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the interactive process of the teaching/learning and the concrete material taught/learned.

Several Jepson faculty ask students to assess each class session; given that "feedback," they then make any necessary adjustments to meet students' learning needs and improve the interactive process. Moreover, some teachers set up within-class task forces of students whose goal is to assess the course. In my "Leading Groups" course, for example, one within-class group assumes as its semester-long project the responsibility for assessing the class as a group, using course theories and concepts as a framework for that assessment.

Finally, teaching leadership, I believe, involves **opening one's heart and spirit to others, whether the teacher is the formal instructor or a student in the class.** Just as "leadership is an ethic, a gift of oneself..., [an] offering [of] oneself and one's spirit" (Bolman and Deal, 1995, p. 102), so teaching-as-leadership is also an unselfish gift given out of the openness that derives from self-knowledge. Unfortunately, there are no simple strategies or practices to develop this openness, though the points I have suggested above — particularly the importance of **dialogue, self-discovery, and**

ongoing assessment — are surely well worth considering in this regard. At the very least, those points may help leadership teacher and leadership students "recognize the need to love and respect one another" in order to experience "the creativity of the student-teacher polarity" (Heider, 1986, p. 53). 🏠

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What's Happening

October 7-9, 1995

National Association for Community Leadership
16th Annual Leadership Conference
Hyatt Regency Washington on Capitol Hill
For more information call (317) 637-7408

October 19-21, 1995

**The Soul of Leadership:
The 1995 International Conference on Servant-Leadership**
Featured speakers include Margaret Wheatley,
Robert Kelley, James Autry, David Whyte and Tom Chappell
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November 9-11, 1995

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Leadership Training Concepts & Techniques

The Experience of Teaching Leadership

By Allen Delong

For many student affairs professionals, the opportunity to teach a credit-bearing course on leadership is an exciting prospect. It is also a chance to test the assertion that we are, in fact, educators. As a professional with both an undergraduate and graduate degree in education, I was anxious to test my abilities and training in the formal context of the classroom. It was easy to agree to teach, difficult to design a syllabus, and at times seemingly impossible to accomplish all I had hoped. I found the primary barriers to a successful semester to be students' perceptions about a course on "Leadership and Group Dynamics," the questioning of a student affairs professional's credibility as faculty member, and the on-going tenuous academic relationship between student and instructor.

To design a syllabus on "Leadership and Group Dynamics", one must first define the primary goals of teaching the class. Is it to develop students into leaders or to have them study great leaders? Is it to hone the skills of current student-leaders or to cultivate abilities in those who have yet to try "leading"? What will be the balance between theory and practice? Will the course be a priority with the instructor(s) or an added responsibility with no others deleted? Although the answers to these questions are not exclusive of each other, the instructor must have a clear goal for the knowledge to be transmitted, the level of commitment expected (from students and instructor), and the abilities to be developed. As a staff member in the Office of Campus Programs at the University of Maryland at College Park, my primary concerns in teaching the course were establishing instructor credibility and maintaining academic

integrity. My avenues for insuring both were a strong syllabus, which I introduced to my class as a contract for the semester, and a large time commitment on my part to prepare for class and spend time with students.

Certainly a broad array of students are attracted to a course on leadership: student leaders who want to increase their leadership potential, students who are not yet in leadership positions but who are interested in becoming leaders on any level, and others who assume the course to be an easy A. As a full time Program Coordinator in Student Activities, students do not expect academic rigor from me. The syllabus is therefore crucial in establishing the credibility of the instructor. It is my philosophy that high quality leaders are critical thinkers and communicators—specifically readers and writers. I therefore assigned a great deal of both reading and writing throughout the semester.

Required texts:

1. Selected readings from **On Leadership**, John Gardner: Gardner's text is a wonderful introduction and overview to the topic;
2. **The Leadership Challenge**, James M. Kouzes and Barry Z. Posner: Kouzes and Posner's text is very accessible for students and the philosophies easily taught by the instructor;
3. **Composing a Life**, Mary Catherine Bateson: Bateson's narrative on women's lives provides a litmus test for gender equity in leadership theories;
4. **Contemporary Issues in Leadership**, edited by W. Rosenbach and R. Taylor: This compilation of essays is very useful, as the topics

covered are wide-ranging and allow the instructor to use the text throughout the semester.

5. **Profiles in Courage**, John F. Kennedy: Kennedy's account of the country's first Congressmen does not increase the diversity of the class content, but provides a dynamic comparison between Congressional leaders of the 1700 and 1800's with those of today (it is especially illuminating to compare the numbers of women and Congresspeople of color in 1850 with the current Congress).
6. **The Seven Habits of Highly Effective People**, Stephen R. Covey: Although I began teaching Covey under slight protest, this has by far been students' favorite text. It also provides simply taught, discussed and understood theories and constructs which are easily applied to leaders.
7. **The Washington Post**, Sunday Edition: **The Post** is the single most important text used: it provides an exhaustive supply of contemporary issues in need of leadership; students are able to apply leadership theory directly to local and world leaders and it forces students to read the newspaper on a regular basis.
8. A biography or autobiography of the student's choosing: This assignment provides the instructor with insight into individual interests and allows students some control over the curriculum. Selections range from Golda Meir to Gilda Radner; from Colin Powell to Gloria Steinem. A suggestion of potential texts was included in the syllabus.

Writing assignments:

1. Position Papers: 10 2-page, double-spaced "position papers" on a topic of the instructor's choosing were assigned. These were due roughly once per week and forced the student to take a stance on a position, i.e. "Leaders make histo-

"It was easy to agree to teach, difficult to design a syllabus, and at times seemingly impossible to accomplish all I had hoped."

ry or History makes leaders," or "I prefer to lead using a transactional/transformational style." Because all topics are directly related to class content, this assignment provides the instructor with an ongoing assessment of students' progress, and a crucial insight into the writing abilities of third, fourth and fifth year college students.

2. Auto/biography: As mentioned, students selected a biography or autobiography and wrote a 6-8 page paper summarizing the subject's style of leadership and reflecting on the leader's impact on society. This is an opportunity to apply the theories and philosophies studied in class to a leader of their choice. To encourage original critical thought, the syllabus expressly states, "This is not a book report, but a critical analysis of a leadership style."
3. Contemporary Issue Project: Students were required to select a contemporary issue from the **Washington Post**. They completed outside readings and collected clippings which document the leadership of someone working to solve a problem (an example of this might have been Nelson Mandela's leadership as he became President of South Africa). In a final paper and presentation, students used theories, styles and principles discussed in class to critique the leader's either solving or contributing to the issue selected.
4. Examinations: One non-cumulative mid-term essay exam was given as a take-home; students were able to choose four of six questions to answer. The final exam covered the second half of the semester, and was also taken home. I viewed the exams more as an opportunity for students to gain experience in synthesizing ideas and philosophies, rather than solely as an assessment of what they have learned. Both the mid-term and final exam state, "Your ability to take this at home is an agreement between student and instructor that the spelling will be correct, the grammar perfect and the ideas challenging."

Implications for Professionals:

"Isn't it interesting that the courses I like the least are the ones in which I learn the most." – a student in *Leadership class*, after receiving her final grade

To teach a credit-bearing course on leadership is to realize why there is a gap to be bridged between student affairs administrators and faculty. We read and discuss that students coming to college are ill-prepared for academics, yet we still seem to work with wonderful student government presidents, program council chairs and resident assistants. Certainly those reports don't include our leaders? Students identify learning about leadership with workshops on creativity, time management, leading a meeting, delegation, and thriving in a multicultural environment. They do not think of texts, examinations, research or presentations. Additionally, if students know student affairs staff as teachers, it is probably through these workshops, presentations, or motivating speeches. Students may know us as guest-speakers, via flip-charts, markers, self-exploration exercises, small group discussions and little accountability for the material presented. Many therefore come to class with low expectations, and even resistance to an academic environment.

I generally expect the best but am prepared for the worst from the first written assignment. Many students will test whether the instructor grades for content or for grammar, spelling and syntax. I now know that students will protest when they receive their first graded paper back from me, but I also know that the first paper is the point at which we enter into an academic relationship. I am certain to tell them that I believe good leaders are good communicators and bad communicators are often discounted as being poor leaders. Their work must therefore be nearly perfect in a course on

leadership. Students in my class may rewrite papers an infinite number of times to increase the quality and to increase the grade. I also stress that for each writing assignment, I read and make extensive comments for twenty-five students—this shows that I work as hard as they do. It is my experience that students respect (but do not necessarily like) a faculty member who holds them to high academic standards. In most cases, students will rise to the occasion and make great efforts for an instructor who does the same. Class format is also an area in which academic integrity is tested. The

instructor can view the course as a series of workshops—many taught by guest presenters—or as an intentional course, in which the instructor has expertise. Although the workshop format may be attractive for busy administrators, I believe it detracts from the academic environment. It brings into question the instructor's knowledge of and commitment to the course and content, and it reduces the time instructor and students are spending in conversation with each other. In the preface to **Contemporary Issues in Leadership**, William Rosenbach and Robert Taylor state, "In today's world, followers are given a much more prominent role than they have traditionally experienced: Leadership is seen

as a means to the empowerment of followers. To study leadership apart from the complex interactions leaders have with followers is to miss the most important aspect of leadership." In this instance, leader is easily translated to instructor and follower to student. Students can learn there is an academic component to "leadership" and that student affairs staff are able to teach in a formal, classroom format but the instructor must always lead through example. ■

Allen Delong is the Program Coordinator, the Office of Campus Programs and Stamp Student Union, the University of Maryland at College Park.

"To teach a credit-bearing course on leadership is to realize why there is a gap to be bridged between student affairs administrators and faculty."

WELCOME!

Networking for Leadership

Look Who Has Joined NCLP Since Our Last Issue...

Pamela Anthrop-Mounce

Director, Lead Scholars Program
University of Central Florida

Rachel Bauman

Graduate Assistant
Living Learning Center
The University of Vermont

Kris Binard

Leadership Coordinator
Community College of Denver

Jon Burke

Director of Student Activities
Dekalb College

Eva Chatterjee

Coordinator for Education and Leadership
University of Maryland - Baltimore County

Patrick Colbert

Associate Dean
Arts and Education
Okanagan University College

Staci L. Croom

Organizations Advisor
University of Nebraska - Omaha

C. Kim Cummings

Professor of Sociology and Anthropology
Kalamazoo College

Mike Flores

Student Leadership Series
Illinois State University

Tom Friel

Director of Student Activities
Gwynedd Mercy College

Susan Gifford

Coordinator of Student Activities
Emmanuel College

R. T. Good

Director of Student Activities
Shenandoah University

Ann Gosky

Associate Director
Kent State University

David Grady

Director, Campus Programs & Student Activities
The University of Iowa

Thomas L. Guarriello

President
Guarriello & Elash, Inc.

Ron E. Harrigan

Vice President for Student Affairs
University of the Virgin Islands

James Hulbert

Coordinator of Student Leadership Programs
University of San Francisco

Vanessa Infanzon

Director of Student Activities
Queens College

Gordon Jackson

General Manager
Johnson & Johnson New Leaders Foundation

Andrea Jaehrig

Assistant Director of Residence Life
Syracuse University

Christopher M. Johnston

Executive Director
USC Leadership, Ed. and Development

Cindy T. Kozil

Associate Dean of Student Affairs
Dean College

Memorial Union Activities Board

Arizona State University

Tim Moore

Director of Student Life
Westminster College of Salt Lake City

Laurie Nichols

Director, Women's Leadership Development Program
Brenau University

Kim O'Halloran

Program Advisor
Cornell University

Bill Osher

Director of Success Programs
Georgia Tech

Victoria Paul

Coordinator of Clubs and Orientation Programs
Humboldt State University

Gerri Perreault

Director of Leadership Studies
University of Northern Iowa

Melinda Rivelli

Director of Campus Activities
Butler University

Keith E. Robinder

Residence Director
Ithaca College

John A. Rutledge

Extension 4-H Youth Specialist
University of Florida

Melissa Schermer

Assistant Dean for Student Activities
Indiana Wesleyan University

Barbara R. Schulz

Coordinator, Emerging Leaders Program
State Fair Community College

Jim Shields

Director, Student Activities
Point Park College

William Simmons

Asst. Dean of Student Services
University of Florida

Dione Somerville

Asst. Director, Campus Programming
Ursuline College

Dora Summers-Ewing

Director-Women's Leadership Program
William Woods University

Kristen M. Temple

Residence Hall Coordinator
University of Missouri-Columbia

Scott Tierno

Director of Student Activities
Gannon University

Dan L. Wallace

Dean of Student Development
Stephen F. Austin State University

Michael Wallace

Director, Student Center Activities
North Carolina State University

Susan R. Young

Substance Abuse Prevention Advisor
Iowa State University

★ Watch for the 1995-1996 NCLP Membership Directory with a complete listing of all NCLP members. It will be mailed to you at the end of the summer! If you would like your email address included in this directory, please let us know as soon as possible by calling (301) 314-7173 or sending us an email at <nclp@umdacc.umd.edu>

Leadership for Community Responsibility

The next issue of **Concepts and Connections** will focus on leadership for community responsibility. We are interested in your assistance in exploring theories, examining successful programs, and identifying effective techniques which contribute to the development of leaders committed to affecting the quality of life in the communities in which they live. Please send any related materials to us. This could include course syllabi, workshop outlines, resources, brochures, or whatever you have designed for your campuses.

In addition, if you have any stories to share from your own or your students' experiences which exemplify the spirit of leadership for community responsibility, we are interested in hearing these too!

We will highlight successful programs (such as appears in this issue on page 14) in the issue as well as include your materials in the Clearinghouse resource files. We are eager to expand our resources in this important area of leadership education! 🏠

New Publication: Training for Student Leaders

by Joseph L. Murray

The purpose of **Training for Student Leaders** by Joseph L. Murray is to provide college students with the tools necessary to support their ongoing leadership development for the remainder of their college years and into their future beyond graduation. This text is directed toward both the experienced leader as well as those who have had little or no exposure to leadership activities.

Chapter titles include: Understanding You, Understanding Others, Theories of Leadership, Communication, Group Dynamics, Working with Groups, Ethics, and Where Do I Go From Here?

For more information or to order **Training for Student Leaders** call 1-800-228-0810.



Teaching Leadership - or is it - Learning Leadership?

By Susan R. Komives

Teaching leadership is a fascinating and compelling topic. One's mind leaps to pedagogical tools ranging from formats like courses, retreats, and workshops to strategies like simulations, ropes courses, journals, case studies, film, video, and literature.

One's mind leaps again to how those strategies and formats must differ based on the purpose of teaching like **training** (focusing on a concrete skill or piece of needed information in a positional role), **education** (improving overall competence often by teaching a specific theory or set of principles) or **development** (encouraged complexity in influencing behavioral, cognitive, and affective outcomes) (Roberts & Ullom, 1989). These concepts are frequently confused. Certainly much of what we do in the name of leadership development is at best leadership training. Further, skills we hope to develop in students in a two hour workshop usually need the long cycle of practice-feedback and reflection-action. One cannot learn the backstroke, or how to program in SAS, or throw a pot, or give a speech, or become a leader in an hour.

One's mind leaps again with the realization we may be asking the wrong question. Instead of how do we best TEACH leadership, we should perhaps be asking "HOW IS LEADERSHIP LEARNED?" How does one come to the awareness that she can make a difference and can be effective in accomplishing change along with others? What broad range of experiences influence the development of a personal philosophy to leadership that builds the knowledge, skills, and attitudes for leadership involvement. Now we need leap no more. Focusing on learning requires that the student be an active collaborator in the process

of learning leadership and in designing and shaping learning activities that are meaningful.

Learning leadership is an intensely personal experience. I think it is worth great time and energy in leadership development to help students develop their own philosophy of leadership grounded in their values and principles. The values in the UCLA-Eisenhower social change model presented by Dennis Roberts in this issue are one illustration of a philosophy in practice. Grounded in understanding self and others, learning leadership requires an environment conducive to practicing and reflecting. No wonder we have found such harmony with today's movement toward promoting learning organizations.

We all learn differently. Kolb (1984) has identified four primary modes of learning which each have a role in the development of leadership complexity. While one might prefer a primary mode all four must be engaged for a depth of change. These four modes are abstract conceptualization (thinking), concrete experience (feeling), reflective observation (watching), and active experimentation (doing). A leadership course requiring papers and tests may raise knowledge levels, but without engaging watching and doing modes might never change behavior. A wonderful experience doing leadership may never become a lesson learned without focusing on thinking and watching. The service learning model has captured this combination well with the reflection component as an integral component of any experience. Much of how leadership is learned is through reflective experience. I encourage all of us to shift our focus from teaching to learning and engage students in what they already know, think, and feel via focus groups, essays, autobi-

ographies, interview projects; and to identify and assess what development may now take shape. This process would enable us to target our programs more effectively. [A note on focus groups: This widely used method is far more than just sitting some students down to talk. I recommend you read **Focus Groups (3rd ed)** (Richard A. Kruger, 1994, SAGE) or **Focus Groups: Theory and Practice** (David Stewart & Prem Shamdasani, 1990, SAGE). You can fax Sage for a research methods catalog at 1-800-499-0871].

Journals like **Personnel**, **Personnel Management**, **Journal of Leadership Studies**, **Leadership Quarterly**, **Organizational Behavior Teaching Review**, **Journal of Management Education** all contain articles on evaluation aspects of training. Theme issues of such publications as the **New Directions for Teaching and Learning Series** are wonderful overviews of related topics like mentoring (Spring, 1994, No. 57) and collaboration (Spring, 1993, No. 53).

Materials on teaching and training for leadership abound. There are sadly few significant research studies on evaluation of such activities grounded in student outcomes, few that are longitudinal, or few with rigorous design methods; and even fewer on learning leadership. Try to track down studies on various interventions (e.g. mentoring, simulations, ropes courses) to guide your choices on matching methods to desired learning outcomes. [Note: Cathy Stein Greenblat has a useful book **Designing Games and Simulations: An Illustrated Handbook** (1987, SAGE)].

Master's thesis projects and doctoral dissertations provide a rich source of information that sadly do not always make it into publication. Kirkland Vaughans (1985) conducted a Solomon Four group design study looking at the effectiveness of training interventions with positional student leaders training at four universities. The two day experien-



tial treatment included "role playing, simulated group problems and feedback." (p. 2107B). Leaders completed the LEAD and four weeks later their constituents completed the LBDQ FXII. Vaughans reports positive effects for women leaders but not for men. This training seemed most beneficial for women.

Michael McCleve asked some important questions in his 1990 master's thesis at Indiana University. His interviews with nine diverse student leaders explored how students seek to develop their own leadership, what they perceive to be the necessary elements of developing leadership, the most effective ways to develop leadership, and commonality in the development experience. He identified some profound themes including how leadership development is linked to personal development. The steps of leadership development he identified from these interviews were (1) active involvement and gains in confidence, (2) commitment to making a difference, (3) acting as the leader, and (4) introspection and self-reflection (p. 80). Contact Michael at 801-378-3133 <michaelm@sas.aux.byu.edu> for more information.

Frank Freeman at the Center for Creative Leadership (CCL) is helpful with many resources for those doing leadership research. Get their 1995 publications catalog for many fine titles including the ever useful **Source Book** series. CCL's Cindy McCauley and Martha Hughes-James (1994) studied how various program components like journal writing and coaching contributed to variations among 38 school superintendents in Florida to understand their leadership development. They found increased abilities to accomplish programs, ability to develop strategies and competencies for learning, and personal development

(obtain this 1994 report for \$35; fax 910-545-3221). Contact any of them at CCL at 910-288-7210. Frank is also reachable at <freeman@gonzo.ccl.org>. CCL has several publications which study business leaders (**The Lessons of Experience and Learning How to Cope From Experience**).

Edward Raiola at Unity College in Maine (207-948-3131) has a number of interesting studies on recreation leadership including a five year study of outdoor leadership curriculum (published in the proceedings of the 1990 National Conference on Outdoor Education, Univ. of Mississippi, 1991).

Laura Black at North Carolina State University is part of their team to develop an instrument to assess the impact on alums of their campus based leadership practices. While currently stalled for funding, this telephone survey is a fine model and they would be glad to share their instrument (919-515-25-452; <lfb@ncsu.unity.edu>). Tom Cosgrove (University of San Diego) has several interesting longitudinal models under-

way including tracking participants in their emerging leaders program (outcomes like retention, involvement) realizing there may be aspects of these students motivation that sets them apart. They also have a multi-year project tracking those who participated in their student development transcript program. Contact Tom for information on these longitudinal assessments (<T_Cosgrove@SA.ACUSD.EDU>; 619-260-4589). Christine Langone at the Fanning Leadership Center at the University of Georgia (706-542-7028; <clangone@uga.cc.uga.edu>) works in the area of community leadership development and extension - she has been researching impact assessment of leadership education programs.

"Focusing on learning requires that the student be an active collaborator in the process of learning leadership and in designing and shaping learning activities that are meaningful."

If you are connected to any graduate programs doing leadership research, encourage students and advisors to share those studies with us at NCLP. On a personal note, I am thrilled to report that due to the addition of a new faculty member in my graduate program, I will now be able to design and teach a graduate leadership course at UMCP. Focusing on theory, pedagogy, and research/assessment/evaluation I hope to be reporting exciting new studies to you in the future. Let me hear about your discoveries as well. 🏠

Sources:

- Kolb, D. (1983). **Experiential learning: Experience as the source of learning and development**. Englewood Cliffs, NJ: Prentice-Hall.
- McCauley, C. D., & Hughes-James, M. W. (1994). **An evaluation of the outcomes of a leadership development program**. Greensboro, NC: Center for Creative Leadership.
- McCleve, M. R. (1990). **Experiences of students developing leadership at Indiana University**. Unpublished Master's thesis. Bloomington, IN: Indiana University.
- Roberts, D. C., & Ullom C. (1989). Student leadership program model. **NASPA Journal**, 27, 67-74.
- Vaughans, K. C. (1985). The efficacy of student leadership training (Doctoral dissertation, Adelphi University, The Institute of Advanced Psychological Studies), **Dissertation Abstracts International**, 46, 2017.

Dr. Susan R. 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; email <sk22@umail.umd.edu>; FAX 301-405-9995.

For Your Information....

Several NCLP members responded to our request in the last issue of *Concepts & Connections* for materials about "Teaching Leadership". Please note the new and innovative programs described below and don't hesitate to send us your materials now for inclusion in our resource files.

Sante Fe Community College

With generous support from the W.K. Kellogg Foundation and the Dwight D. Eisenhower Leadership Development Program of the U.S.

Department of Education, Sante Fe Community College developed the following leadership education programs:

Associate of Arts: Intercultural Leadership Studies

The associate of arts degree in intercultural leadership studies presents a concentrated program of study in intercultural community leadership for traditional students who wish to transfer to a four-year college or university. The program furnishes a base of academic concentration in communications, conflict resolution, leadership studies, political science, public administration, and Southwest studies.

Certificate: Intercultural Community Leadership

The certificate program in intercultural community leadership offers learning experiences to non-traditional student in building collaborative intercultural relations as the foundation for community/public service in New Mexico. It provides valuable knowledge for those involved in the public and private sectors.

The University of North Carolina at Wilmington

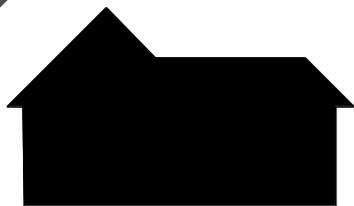
Interdisciplinary Minor in Leadership Studies which focuses on the study of leadership from various perspectives and contexts. Required courses include Principles of Leadership; Communication and Leadership; Contemporary Leadership Applications. A variety of electives are offered in College of Arts and Sciences, School of Business and the School of Education.

University of Denver

The Pioneer Leadership Program is described as "one of the most creative multidisciplinary developments in higher education". Includes a four-year minor in Leadership Studies. Special features of the program include small classes, outstanding faculty, a resident teaching-learning experience, service-learning projects, team-building exercises, and seminars on leadership topics. Required courses include: Self as Leader; Leading Teams; Community Leadership in Theory and Practice; Community and Cooperative Leadership, and Understanding of Multicultural Village, Ethics, Responsibility, and the



Pass
this along
to a colleague.



National Clearinghouse for Leadership Programs (NCLP) Membership Application

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Institution _____

Address _____

City _____

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New Membership

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(previous membership expired: _____)

Name of previous member (if applicable):

***This form must accompany payment of \$35.00
(federal tax ID#526002033).***

*Please make check payable to the
University of Maryland and send to address below.*

For membership information contact:

***National Clearinghouse for
Leadership Programs***

*1135 Stamp Student Union
University of Maryland at College Park
College Park, MD 20742-4631
(301) 314-7174
nclp@umdacc.umd.edu*

**A CALL FOR
CLEARINGHOUSE
MATERIALS...**

We have course syllabi on file. Course titles include: Contemporary Issues in Leadership, Leadership and Group Dynamics, Leadership and Community Service, and First Year Student Leadership Course.

Please send us your materials on leadership for community responsibility. We are interested in expanding our resource files in this area which would serve to benefit all members!

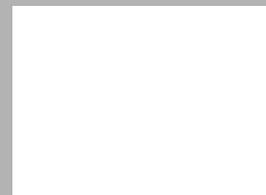
We invite you to submit leadership program materials (brochures, pamphlets, course syllabi, etc.) to the NCLP. Your materials will be categorized in the Clearinghouse according to program type (retreats, emerging leaders, academic courses, community service, etc.) and shared with NCLP members who request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

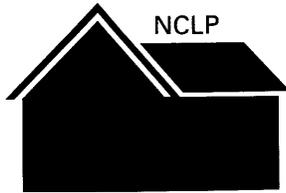
Our goal is to include as much information as possible in the Clearinghouse so we can effectively provide quality services and a wealth of information to our colleagues. Ideally, we would like to have information on every higher education leadership program! The materials you send will serve as the foundation for a network among leadership educators nationally 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
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