CONCEPTS & CONNECTIONS:

— Leadership for Community Responsibility —

A Newsletter for Leadership Educators

Thinking About the Future
Leadership for Organizations, Communities, and Nations in the 21st Century
by Suzanne Morse

Thomas Jefferson's biographer, Dumas Malone, was once asked about the differences between leaders in Jefferson's day and those in modern times. His reply: "They knew more about the past, and thought more about the future." Therein lies the challenge for leadership education today. We have stocked the field well with considerable research and practice about the past, but leadership education needs a clearer vision for the future.

We all know too well the lament *where have all the leaders gone?* The favorite refrain seems to be that things *just aren't like they used to be.* Of course not. The leadership demands of the 1990s are quite different from those of the '50s. Few of us would choose a 1950 Ford over a 1995 model. Just as manufacturing has changed from the assembly-line, hierarchical approach to a more technologically-driven, participatory system, so has another aspect of our lives — leadership.

Every indicator shows two major shifts in the country and the world: demographic diversity is increasing, and public decision-making is becoming more local. These two shifts alone — let alone the technological explosion — have profound implications for the way leadership is taught and practiced. The first shift requires that leadership education, even for non-credit short courses, must have a cultural framework. The formal and informal leadership cadres in business, non-profits, and government at all levels are no longer a group of people of European descent; they reflect the country as a whole, growing more diverse every year. This indicates the necessity of

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understanding cultural differences in authority, communication, roles, and a whole host of related areas. Examples of leadership must be more diverse in order for students and others to grasp the breadth of potential.

The second shift, local decision-making, manifests itself in different ways, but generally, people want more control over their lives and the decisions affecting their lives, as well as opportunities to interact with others on the issues that matter. This requires a different set of skills and practices. This calls for education and training that supports the notion of individual empowerment, but also that encourages people to learn how to channel their own empowerment to enhance the energies of others. "I can affect my own situation, but together we can do more." Public skills such as deliberation, problem definition, collaboration-building, and mediation and conflict resolution are not only important, they are essential.

Leadership must no longer be taught solely in singular terms. The field must broaden its curricula and

Connections From The Director

"It is not enough to teach students how the world is. We must also encourage them to think about how it ought to be."

(Harriger and Ford, 1989, p. 27)

The achievement of what the world ought to be will demand the participation of our students in their surrounding communities, not only in identifying issues needing change, but in creating means of addressing those issues and in joining with others to take action. The engaged student citizen feels a responsibility for the wellbeing of the community.

Cheryl Mabey (1995) points out three obstacles to an engaged citizenry in America: 1) A cultural bias that values individual over group action; 2) A cultural bias that values external specialists and technological solutions over community resources; and, 3) A cultural bias that values the authority of titles and positions over the contributions of nonoffice-holders. Respectively, these attitudes retard feelings of community responsibility by cultivating the views that group participation is a voluntary act based on self interest, that problems are too overwhelming for the average citizen to resolve, and that one must have an officially designated position in order to address problems (pp. 314-315).

Leadership educators challenge these obstacles through courses, workshops, advice, and modeling. When we teach our students effective methods to work together and resolve problems without depending on higher authorities, we empower students to engage as citizens on campus and in their local community.

Contributors to this issue of **Concepts and Connections** share several insights into civic participation and student leadership education. Our featured writer, Suzanne W. Morse, directs the Pew Partnership for Civic Change, a program funded by The Pew Charitable Trusts on smaller cities, and serves as a Jepson Fellow in the Jepson School of Leadership Studies at the University of Richmond. Formerly with the Kettering Foundation, Suzanne has published several articles on educating for civic participation.

Tammy J. Lenski, dean of students, and Bruce D. Spector, director of community service learning and leadership, shine the **Program Spotlight** on Horizons, the leadership program at Trinity College of Vermont, featuring an alternative spring break. Catherine C. Sweeney, director of the Pioneer Leadership Program, and Todd W. Waller, director of the Community Action Program, share **Training and Techniques** used by the University of Denver for teaching collaborative leadership. J. Davidson Porter, doctoral student in college student personnel at the University of Maryland at College Park, provides our **Leadership Bookshelf** with a review of **The Quickening of America: Rebuilding Our Nation, Remaking Our Lives** (Lappé and DuBois, 1994, Jossey-Bass). Susan Komives, NCLP scholarship and research editor, provides **Scholarship and Research Updates** with several recommended readings in civic life and civic leadership education.

The academic year brought transitions in NCLP personnel. After 2 years of editing **Concepts and Connections,** responding to requests for materials and assistance, maintaining the resource files and library, and managing the membership records, Susan Jones accepted a transition from Clearinghouse coordinator to acting assistant director in the Office of Campus Programs at the University of Maryland at College Park. An additional major transition came this fall through the successful defense of her dissertation. Please join me in thanking Dr. Susan R. Jones for her service to the Clearinghouse as well as best wishes for success in the future.

Two doctoral fellows have joined the Clearinghouse staff this fall. Sharon La Voy, formerly of Dartmouth College, serves as publications coordinator while Patricia Marin, formerly of Barnard College, Columbia University, serves as membership services coordinator. Each has a strong interest in leadership education will be a great resource for the Clearinghouse membership.

As the calendar makes the transition from 1995 to 1996, I hope you will this latest edition of **Concepts and Connections** useful in considering ways to encourage your students to engage as active participants in the communities around them.
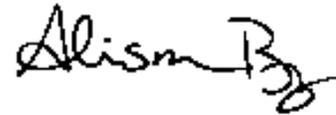
Alison Breeze

Alison Breeze, Director
National Clearinghouse for
Leadership Programs

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LEADERSHIP SURVEY

Researchers at the Jepson School of Leadership and the Center for Creative Leadership have sent over 3000 surveys to schools and presidents requesting information on leadership practices and student leadership programs. Your president may be forwarding this survey to you — please keep an eye out and return it as soon as you can! The researchers will keep us apprised of the results and we will pass them on to you at a later date. This will be an amazing opportunity for us to learn from our peers around the country!

should emphasize preparing students for a different world. This is not to say it should abandon personal reflection, self-knowledge, or individual skill improvement. Rather, this is a call for a public side to the curriculum. The words *citizenship* or *civic* often find their way into course descriptions. This is a good start, but these concepts must be translated into skills that are defined and applicable to both organizational and community life.

While the lament for more leadership tends to focus on the national public arena, our greatest need may be for a greater leadership capacity in America's communities. With the advent of mass transportation and computer interaction, communities are no longer defined by city limits; they are formed through interests, culture, geography, and a whole host of other factors. This fact alone calls for leadership education that prepares students for work with people with whom they share common interests and background, but also for interaction with those who are quite different. Community no longer translates to neighborhood, or even city; it is a fluid term that really means *connector.* The term "community" indicates that place or those people with whom there is some variety of connection or some degree of shared interest and concern.

Community has great currency in leadership education. The opportunities for leadership are most often found in those circumstances we encounter every day — work,

"Amidst natural disasters, political fortunes, and nation-building, it is still those people of thought and action, whom we call leaders, who stand the best chance of defining the moments and the decades of human promise. "

home, religious organizations, and volunteer placements, to name a few. These encounters illuminate the need to emphasize civic leadership skills. In order to meet the challenges of the future and forge a clearer vision, cutting edge leadership education for a new millennium will have heavy doses of the three "Ds" of leadership: deliberation, decision-making, and diversity.

1. DELIBERATIVE skills will be those that teach people to talk and think with others in their families, offices, and communities about issues of common concern. As Bryson and Crosby explained so eloquently in *Leadership for the Common Good* (1992), issues require leadership that is no longer just singular or uni-organizational. The "shared power" world requires new communication and deliberative skills. Leadership education programs provide the opportunity to hone the skills of public talk, public judgement, and public thinking in order to facilitate other public processes — like conflict resolution and mediation, collaboration, and consensus-building — to solve problems where we live and work more effectively. The skills required for the public arena differ from those required in private life because public decisions must incorporate what **we** think, not just what **I** think. These public skills must be taught and practiced. Effective leaders for the 21st century will require these public skills if there is any hope that cross-jurisdictional, cross-disciplinary issues will be resolved.

2. DECISION-MAKING skills and

knowledge will bring people to action. Hannah Arendt once said that action is the political skill. This component of leadership education will tap the excellent decision-theory and practice from business and management — like statistics and quantitative methods — but will also take advantage of the wealth of information provided by interactive computer technology; mastery and understanding of information will be essential. Embedded in the more quantitative skills will be those providing an understanding of how to define issues — be they organizational or political — so that action can happen. Problem-solving, decision-making, and action all hinge on the ability to know the problem and define it in terms that allow consensus and ultimately, solution.

Beyond these techniques of decision-making is the fundamental issue of *public will.* Do we really want to make the tough decisions that face communities and nations? It is this issue of public will that will require the most substantial skills on the part of the new millennium's leaders. Decision-making is built in the ability to deliberate, to decide, and to create momentum for action.

3. DIVERSITY implies emphasis on the breadth of participants in leadership programs, and also the context in which they are taught. America is changing; not only is the number of different cultures represented in our country increasing, but so are their populations. In Los Angeles alone, over one-hundred languages are spoken in school children's homes. With this deepening of the American "melting pot" comes both the challenge and the opportunity to integrate the mores, experiences, and cultures of a multitude of peoples. Leadership educators should and must be at the forefront of this exploration. As the participants in leadership programs become more diverse, so too must our approaches to preparing people for leadership responsibilities. The third caveat of the diversity emphasis, after changing participants and an increasing diverse America, is the international perspective. While

not all programs can offer a direct international experience, the global perspective must be incorporated into the curriculum. All aspects of our lives are affected by international issues — from job creation to local investments to prices in the grocery store. Students must be able to "think globally and act locally" if their actions are to garner the desired results. Issues of technology, language, and history join culture as the keys to greater global awareness.

The three "D's" of 21st century leadership education are not intended to be a finite list of future educational issues. Rather, they are illustrative of the changing leadership field. If history is any indicator at all, leaders at every level will, with their constituents, define the course of the next hundred years. Amidst natural disasters, political fortunes, and nation-building, it is still those people of thought and action, whom we call leaders, who stand the best chance of defining the moments and the decades of human promise. With this realization comes the urgency to prepare the next generation of leaders with the skills needed to create a better world. Simply: teach them to deliberate; prepare them to decide; and expose them to the richness of difference. ⌂

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Greetings! *It is with great pleasure that I begin my tenure as Publishing Coordinator and Newsletter Editor of the Clearinghouse. I come to you from a residential life position at Dartmouth College, having completed my bachelor's degree at Stanford University in Psychology, and my master's degree at Stanford's School of Education in Administration and Policy Analysis. This fall I entered the doctoral program in College Student Personnel at the University of Maryland at College Park.*

I am hoping to publish a newsletter of the quality that Clearinghouse members have come to expect; please feel free to send comments or suggestions that may help me in this endeavor. I am looking forward to serving you.

Best wishes from all of us at the Clearinghouse!

Sharon A. La Voy

Hi! *As the new Membership Services Coordinator for NCLP, I am excited to have the opportunity to help all of you in your efforts to create and improve the leadership programs on your campuses. I am a full-time doctoral student in Education Policy, Planning & Administration here at the University of Maryland. My M.Ed. is in Higher Education & Student Affairs Administration from the University of Vermont. Prior to Maryland, I worked in the College Activities Office at Barnard College.*

Having worked on leadership programs at Barnard, I know, firsthand, that finding the needed resources to create a leadership program can be difficult. If you need information regarding any aspect of leadership, please contact me. I will then review the resources that we have here at NCLP and send you anything that may be of service. In addition, I would be happy to accept copies of your successful leadership programs to keep in our files. Your successes may be very helpful to our colleagues across the country.

I look forward to working with you.

Patricia Marin

Program Spotlight

Horizons: *The Trinity College of Vermont Leadership Program*

by Tammy J. Lenski & Bruce Darwin Spector

Increasingly, the American public is calling on the higher education community to produce graduate students prepared for educated, active citizenship and community responsibility. Trinity College of Vermont, a women's college founded in the Sisters of Mercy tradition of service to others, has found a way to respond through its leadership program, Horizons. The program enables students to explore the multiple dimensions of leadership in the context of active commitment to one's community. Students do so through Horizons' strong affiliations with the campus community service learning program and PLEN, the Public Leadership Education Network.

Leadership education and service learning at Trinity have several common goals. Both seek to enhance the personal and skills development of students who will make a difference in their communities or careers by caring passionately about something or someone, and acting accordingly. Both types of programs emphasize "calls to action," which move students beyond mere discussion and into a dynamic process of self-discovery and performance. Most importantly, such programs teach students that an effective citizenry is an active one and that passive or non-participation in politics and community decision-making limits growth and change.

Horizons weaves leadership education and service learning together through instruction, support and hands-on experiences to develop a multitude of critical skills and areas of knowledge, including group dynamics, problem-solving, communication, organizational management, motivation techniques and civics. Students who choose to participate in the non-credit leadership program do so at one of four levels, according to previous experience: Emerging Leaders, Established Leaders, Advanced Leaders and Transitioning Leaders. Community service learning involvement is strongly encouraged of students at all four levels and is woven into a series of leadership seminars offered each semester. Student leaders are also urged to take leadership roles in a variety of campus, local and state community service projects. Many of the campus' most successful student leaders actually begin their journeys by experimenting first with community service and building on the personal growth achieved through such experience.

One of the most successful and highly visible leadership/service programs on campus is Alternative Spring Break (ASB). Student participants sign on to a long-term project that goes well beyond the single spring break week of work in soup kitchens, homeless shelters, community centers and domestic violence shelters. Trinity ASB participants begin work in the fall as a team which must fundraise enough to cover virtually all transportation, meal and lodging expenses, study together to learn more about the roots of poverty and homelessness, and organize the trip from departure to return. Students are tapped to provide leadership in one or more aspects of trip prepara-

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tion: recruitment, travel planning, funding, research, and publicity. Those participating for the first time are guided by professional staff team leaders and student team leaders who have prior ASB experience.

The result is a service learning experience which builds students' leadership skills at the same time it demonstrates how community involvement can change theirs and others' lives.

Leadership students at Trinity are also educated for community responsibility through the College's membership in the Public Leadership Education Network. PLEN is a consortium of women's colleges working together to prepare women for public leadership, with member colleges hailing from all regions of the United States. Women college students see the political process in action through seminars, internship programs and mentor sessions with prominent women leaders; seminars focus on women as leaders in public policy, Congress and the law. The College sponsors students selected to attend through an application process and covers 80% of registration, travel and meal expenses. Women students return to campus with renewed interest in public policymaking and more advanced knowledge of civics. Such participation often opens new career doors for these women and helps them

better conceptualize leadership in its advocacy form.

Students who participate in Alternative Spring Break at the Washington, DC, site also attend specially designed PLEN programs during their week of service. Many Trinity students who attend the PLEN seminars described above elect to add short-term community service experiences to their seminar schedule.

Horizons' emphasis on leadership for active citizenship reflects a recent trend toward leadership development programs that are grounded in a values-based or social change model. These models assume that the conceptualization and practice of leadership need to be transformed from "command and control" to collective action and shared power (see NASPA Forum, June/July 1995). Leadership opportunities such as those described above emphasize leaders as change agents who are collaborative, non-hierarchical and service-oriented.

Trinity's leadership program is tied explicitly to the College mission and core values through its emphasis on women in leadership, social responsibility and service to the community. The program components described above have brought greater visibility to student leadership and provided avenues for students to engage intellectually and actively in their campus and local communities.

For more information about Trinity's leadership program, contact either author at (802) 658-0337. For information about PLEN, contact Dr. Marianne Alexander, Executive Director, 1001 Connecticut Avenue NW, Suite 900, Washington, DC 20036 or at (202) 872-1585. ⌂

Tammy J. Lenski is the Dean of Students, and Bruce Darwin Spencer is the Director of Community Service Learning and Leadership, at Trinity College of Vermont.

Leadership Training Concepts & Techniques

Angling for Leaders:
Practical Applications for Teaching Collaborative Leadership
by Catherine C. Sweeney and Todd W. Waller

We live in a state blessed with mountain trout in rumbling rivers, and thus, have numerous opportunities to contemplate life's lessons from the banks of a Rocky Mountain stream. For instance, a likely place to snag the wily Rainbow Trout is in the quiet, slow shade of a stream before it is swept into the noisy confluence of a river. The same can be said for our efforts to capture the minds and hearts of young leaders in the classroom. It is clear that our time with students in the relative quietude of this idyllic pool is limited; they are soon to be swept downstream into the tumultuous society which we have all created.

Current challenges to society are so complex that many have noted no one individual can lead us through them. All voices must be heard in our efforts to stem the relentless tide of accelerating social issues such as the greenhouse effect, teenage violence, the escalation of AIDS in many communities, and others which threaten the very civility of our nation. Solutions will require many ideas all woven together through a process initiated and sustained by new forms of leadership.

At the University of Denver, we have been fortunate to be part of an innovative team of nine faculty from three disciplines invested in creating the Pioneer Leadership Program. This is a residential program offering a leadership minor with an emphasis on citizenship development. The four-year pro-gram uses service-learning as a keystone in teaching and emphasizes placing students in an international service and leadership experience during their junior year.

"Successful collaborative efforts allow individuals to move from positions of self interest to those of a broader perspective necessary to solve such complex problems."

Now entering its second year, the program was initiated because of a perceived dearth of skilled, socially conscious leaders. At the core of our leadership curriculum is the understanding and application of collaborative leadership, an emerging and promising new form of leadership outlined by David Chrislip and Carl Larson in Collaborative Leadership (1994). This is a sometimes cumbersome model requiring great patience, yet perhaps the only mechanism for solving what Heitfetz and Sinder (1988) would label as Type III problems. These are societal concerns for which there is no clear and common definition and no clear solution. Successful collaborative efforts allow individuals to move from positions of self interest to those of a broader perspective necessary to solve such complex problems. Based on the work of Chrislip and Larson (1994), we offer four key collaborative principles and suggestions for application which educators may use to teach collaborative leadership skills:

I. Common Goal

A deep, profound response to the failure of traditional politics is occurring throughout America. Recently, American social scientists have explored a wide range of evidence that our participation in civic

issues has radically declined. The number of U.S. citizens who report "that in the past year" they have attended a public meeting or become involved in local school affairs has declined by more than a third (from 22% in 1973 to 13% in 1993). According to Alexander Astin (1995) of the Higher Education Research Institute at UCLA, the academy can play a key role in educating tomorrow's leaders toward re-engaging in civic life. Astin asserts that a person is more likely to become an active citizen if s/he has acquired certain knowledge, beliefs, and values. The fostering of such qualities comprise the common goal of the Pioneer Leadership Program.

Application: As the stewards of the Pioneer Leadership Program, we frequently remind ourselves that we are simultaneously building and flying the airplane. We must not lose sight of the common goal of cultivating civic responsibility in our students. Our daily duties range from delivering the message to the many involved constituents, to fostering external public relations, to seeking future funding for the program. A Denver Housing Authority grant has provided an arena in which concepts and skills can be tested by our students. Working with pupils in two Denver schools with the lowest achievement rankings has proven to be an eye-opening experience for our students. Many of their young mentees drop out, parents are cautious and skeptical of motives, and the geographic area is plagued with gang violence. There are times when the crisis-of-the-day seems more important than the overriding goal of developing socially responsible citizens. The use of an advisory board provides an important feedback loop for keeping us focused on the common goal.

II . Involve All Stake Holders

Here in the Rockies, for decades the term "stakeholder" meant one who marked out land claims with wooden stakes — the claimant becoming the stakeholder. Today, we refer to stakeholders in collaborative initiatives as those who need to do the work of defining problems and solutions, because it is their work, not the work of a small group of leaders, which will lead to action. Identifying stakeholders is the first step in creating a constituency for change. There are a number of constituencies that have developed and are developing around the Pioneer Leadership Program at the University of Denver. First, there is a committee of five founders. Other stakeholders include a multi-disciplinary faculty from education, business, and human communication studies, the students themselves, and a number of "external" constituents, such as senior administrators who are watching our evolution closely.

"What is the challenge of leadership? What kind of leadership does this society or community need? How can we create a program reflective of these needs?"

Application: As educators in the leadership field create a collaborative process for designing leadership education, it is important to convene the key players and begin by asking some basic questions. What is the challenge of leadership? What kind of leadership does this society or community need? How can we create a program reflective of these needs? By asking these questions, the facilitator or convener is directing the group's attention to purpose. Your collaborative group should include representatives from each segment of the community that will be affected by the activities. Everyone must be informed, and the art of active listening makes everyone feel included and heard. The creation of credible, open processes involv-

ing all stakeholders is critical to avoid polarization and advocacy

III. Build Trust

Practically all leadership literature refers to the importance of gaining trust. Trust implies accountability, predictability, and reliability. Like leadership, trust is hard to describe (Bennis, 1983). We find that among today's youth, trust tends not to be given freely, especially for those young people who have felt disenfranchised and who enter the classroom skeptical of leadership studies. Trust can be gained, however, over time. There are a handful of key ingredients which will facilitate building trusting coalitions. Allowing time for the informal exploration of interests and shared perspectives, creating a sense of shared ownership, and the use of team-building activities to build trust are among the recommendations.

Application: Our process includes an annual retreat to the mountains in autumn. This year's experience included a session with second-year students which produced a unexpected thrust for their own greater responsibility for their experience and the direction of the Pioneer Leadership Program. If we are to model what we teach and preach, then we must honor this new turn of events. Doing so is rather frightening; doing so requires an act of faith. We are using agreed-upon written contracts to establish levels of commitment, and recognized students liaisons for communication and information distribution.

IV. Actively Led

Successful collaborative efforts require aggressive promotion, and attentive nurturing. Remembering that collaboration requires a different kind of leadership, a leadership that focuses on process and allows that process to evolve, fosters a need to protect it. Special-interest efforts can raise their destructive heads at any point. An alert facilitator must ask the group, "What's really going on here?" Supporting the principles of a credible, open process (broad-based involvement, determination that there is a decent chance of producing results and honest dialogue), requires patient but vigilant facilitation.

Application: Any successful long-term human endeavor requires standards and norms that are agreed upon and accepted by everyone involved. As the reputation of the Pioneer Leadership Program expands, more interest is generated from candidates, non-member students, faculty, and administrators. In the ebb and flow of these pressures, the agreed-upon standards must continue to be observed. Thus, we become the guardians of the process and the standards, not always a comfortable position. Rarely are we the actual leaders, but much more likely the facilitators and implementors who engage in leadership.

In closing, we feel the need to emphasize the importance of service-learning as a training ground for learning the basics of collaborative leadership. Working together for the larger cause teaches diplomacy and humility but also makes one aware of the power of the process to accomplish huge tasks involving many diverse people. Collaborative leadership, like fishing, is a process in which one gradually becomes more proficient. We submit that today's problems necessitate avid anglers of sorts who have studied the rivers and are not afraid to get their feet wet. ⌂

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NCLP
Mentoring Program

The NCLP is interested in matching new professionals in leadership development with "seasoned" mentors, with whom they may ask questions, seek advice, and solicit feedback. If you are interested in either serving as a mentor or if you are in need of mentoring, please contact Patricia Marin at the Clearinghouse.

(301) 405-0799 or

nclp@umdacc.umd.edu.

For Your Information...

Internet Testing Resources

The ETS test collection is now available on line through ERIC. Citations for Buros and Pre-Ed reviews are also in the same menu with information from over five-hundred test publishers. We found over 250 instruments in one sweep. Get into your campus gopher system and find ERIC. On our campus this means going through Educational Resources/Ask ERIC/ERIC Clearinghouses/ ERIC Clearinghouses/ERIC Clearinghouses on Assessment and Evaluation/Test Locator.

The Leadership Bookshelf

The Quickening of America: Rebuilding Our Nation, Remaking Our Lives

Frances Moore Lappé & Paul Martin DuBois. (1994). San Francisco: Jossey-Bass.
Reviewed by J. Davidson Porter

The topic of citizenship has recently become quite popular in our media, as individuals, organizations, and political parties struggle to define the roles we choose to play in contributing to and improving our nation. Authors Lappé and DuBois, a husband and wife writing team, who also direct the Center for Living Democracy in Brattleboro, Vermont, have written a text to help each individual American reflect on their own community participation. **The Quickening of America** is written as a 'how to' manual designed to help the reader take the next step in becoming more invested and active in their individually defined civic mission.

The book begins by promoting a new view of public life which the authors entitle a "Living Democracy." The authors define this term as "a way of life that meets the deep human need to know that our voices count, to shape the decisions that most affect our well-being" (p. 3). To assist the reader in understanding this term, the authors share success stories from across America in which individual action has resulted in positive community change. Lappé and DuBois believe that a major shift in outlook is beginning to occur among citizens and civic groups, from feelings of despair, cynicism and powerlessness to actively claiming self-interest, power, and new opportunities in public life.

To explain this shift, the book uses a variety of exercises in which the reader is encouraged to reflect on how he or she was socialized in their youth to think of democracy as simply voting in elections and paying taxes. The reader is also confronted with the "Top Ten Myths" about public life and the nature of power which they were taught in the classroom and at home. For example, two of the myths the authors include are: "If I'm not a celebrity, public life is unappealing and unrewarding," and "Public life competes with - even detracts from - a satisfying private life" (p. 12).

Beginning in Chapter One, it becomes clear that **The Quickening of America** is a leadership text and supplemental workbook all rolled into one. The reader is encouraged to take the book and make it their own by answering questions posed in separate sections, filling out questionnaires throughout the chapters, and listing their own experiences (both positive and negative) with public life. This format, rather rare in leadership texts, helps distinguish the book as a valuable option for undergraduate leadership courses, especially those that focus on a goal of citizenship and public leadership.

The authors of *Quickening* are careful to assist the reader in clarifying his or her own goals, as opposed to offering either a liberal or conservative slant in suggesting what those goals might be. Often when reading texts or essays addressing public life and civic participation, the reader is encouraged to believe in the author's mission, whether the vision is tax breaks for the middle class or health care reform. However, the focus of Lappé and Dubois' work is motivating the reader to decide an aspect of public life in which to invest themselves. To help

> *"Beginning in Chapter One, it becomes clear that The Quickening of America is a leadership text and supplemental workbook all rolled into one."*

in that process, the authors provide information on both the landscape of America's "Individual Revolution" and the leadership tools needed to succeed in the new "Living Democracy."

One of the most valuable chapters in the section of profiling changes across the country is entitled 'Governing By the People.' The authors provide descriptions of projects which actively involve citizens in the planning process. Examples in the book also profile how specific community organizations utilize individuals to influence decision making as citizen-lobbyists. Charts and models help the reader understand how citizens are creating new public policies.

Several other chapters in this section may be useful depending on the focus of your institution's leadership program. 'Our Jobs, Our Economy and Our Lives' reviews how Americans shape the nation's economy. Three roles are delineated: worker, employer, and direct shaper of economic policy. The authors believe most citizens remain oblivious to the power they could gain and utilize in these roles. Lappé and Dubois suggest management strategies for business owners, familiar to many professionals in the leadership field, which call for making meaningful connections with the
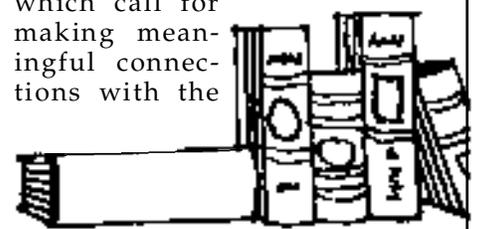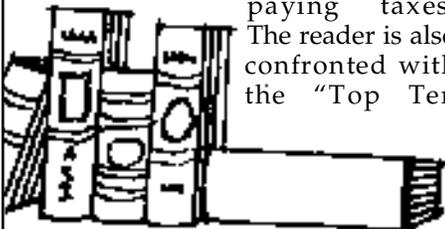
employee and the organization to achieve success. The role of the individual citizen in affecting the economy is discussed, using current examples such as community ownership of businesses to progressive lending organizations.

'Making the Media Our Voice' focuses on a strategy using the media to make one's voice heard. Several different types of media are profiled with suggestions for input and strategies for shaping their products to include the citizen's message, including newspapers, talk-radio, television, and the internet. 'From Client to Citizen' addresses the field of human services, and describes new models in working with social problems and individual clients to achieve positive results.

The final section of the book explores the ten arts of democracy. These skills include such traditional leadership subjects as active listening, negotiation, and creative conflict, as well as new tenets specific to citizen-leadership such as political imagination, public judgment, and public dialogue. The strength of the text is providing clear-cut examples and direct suggestions for practice in each of these arts.

There are several aspects of this text to consider when choosing a text for a future leadership program. The book is written for an audience of Americans involved in work experiences and some degree of civic life, based on many of its surveys asking the reader to answer questions about his or her community. This perspective may cause confusion for younger readers when completing practical applications in the text. *Quickening* is clearly a book linking leadership development with civic participation, and this connection is just beginning to emerge in many undergraduate leadership programs.

I found the book to be very helpful in teaching a newly designed program on public leadership at the University of Maryland. As a team of instructors, we selected journal articles and excerpts from texts to supplement *Quickening* for the academic core of our program, a colloquium focusing on "social forces" in American life such as Diversity & Difference, Religion, and Values & Ideologies. The book itself is a wonderful tool when helping students understand the importance of individual investment in civic participation.

The positive aspects of *Quickening* make this book a tool that leadership educators should seriously consider using. The authors have strived to make the book accessible, practical, and inclusive. Their commitment to be motivational is clear through their use of current examples of success stories from across the United States. I believe **The Quickening of America** will be heralded in the years to come as a hallmark text, as leadership educators continue to examine how to prepare students in the academy to be effective citizen-leaders. ♠

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The "7 C's" Leadership Model

*The next issue of **Concepts & Connections** will focus on a model for socially responsible leadership addressing the components of individual, group, and community. The model was created by a group of leadership scholars with Eisenhower grant funding. We are very interested to hear if you have implemented aspects of this model, so please send us information. We will include your materials in our Clearinghouse resource files and share them with interested NCLP members. We are looking forward to hearing from you!* ♠

Networking for Leadership
Look Who Has Joined NCLP Since Our Last Issue...

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Scholarship and Research Updates
Civic Life and Civic Leadership Education

By Susan R. Komives

"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Thomas Jefferson

The rise of the "civic generation" (Strauss & Howe, 1990) in the context of today's turbulent, fragmented times is a call for preparing students for citizenship involvement in public leadership. Learning to engage actively in the civic life of the campus has tremendous experiential potential. One frame within which to view leadership is to consider every group, club, organization, work environment, living environment, and classroom as a community. Individual members of communities are indeed citizens of those communities. Within that community framework, citizenship and civic leadership education are a useful vehicles for generic student leadership development.

Civic Life

How very encouraging that so much attention is being devoted to our shared civic life as a people and how we concurrently are focusing on our civic life as a college community. Robert Putnam's (1993, 1995) work has captured much attention; he promotes the thesis that "the vigor of civic life is a strong predictor of the performance of democratic government" ("Bowling Alone," p.3) based on his fascinating observations of Italian communities (1993). Putnam's attention to civic engagement (also explored in his 1995 article) has

direct applications to life within the academy and to relationships between the larger community and the academy, including students. He will keynote the American Association of Higher Education Conference (March 17-20, 1996 in Chicago); also read AAHE President Russ Edgerton's interview with Putnam in the September 1995 **AAHE Bulletin**. Sandy Astin (Higher Education Research Institute at UCLA) has given serious thought to the intersection of leadership and citizenship. Astin challenges educators that "if we want our students to acquire the democratic virtues of honesty, tolerance, empathy, generosity, teamwork, and social responsibility, we have to demonstrate those qualities not only in our individual professional conduct, but also in our institutional policies and practices" (1995, p. B2).

Boyte (Boyte & Barber, 1994) clarifies that "citizenship is not only about rights and responsibilities. It is about civic confidence tied to real competencies — civic conviction that one can act effectively on a public stage. Our society undermines civic self confidence in all sorts of ways, so people don't take themselves seriously in larger settings. Understood in this way, citizenship — its values, competencies, and self-confidence — is best developed through civic work. Civic work is the work of addressing public problems: it is messy, ongoing, challenging, demanding... Citizenship as civic work involves public leadership development at its heart, a process that teaches self-confidence born of deepening competencies" (p. 2).

Harriger and Ford (1989) remind us that "it is not nearly enough to teach students how the world is. We must also encourage
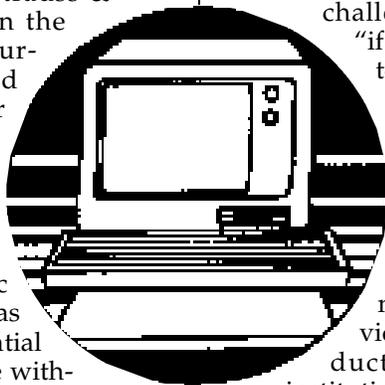
them to think about how it ought to be. Without some hope for a better world it is all too easy to think only of oneself and all to easy to leave the responsibilities of citizenship to others" (p. 27). Taking responsibility for one's local communities (e.g. the living unit hall, the classroom, the organization, Bible study class, sports team) is an essential building block to learning to engage in other communities (e.g. PTA, Parks and Planning Boards, work environments). Assuming more civic responsibility requires what college president Tom Cronin (1987) called the development of "capacities for observation, reflection, imagination, invention, and judgment".

Communitarian Approach

The attention to public life includes other approaches such as the Communitarian movement. Amitai Etzoni's 1993 book **In the Spirit of Community** (Crown Publishers) is an engaging discussion on how individual rights are balanced against community needs. A journal, **The Responsive Community,** features debate on wide ranging public issues ($24/year: 1-800-245-7460). As a movement, there is a Communitarian network (202-994-7997) as a membership organization. Recent publications in this movement include Etzioni's 1995 **New Communitarian Thinking: Virtues, Persons, Institutions, and Communities** (University Press of Virginia). Critics rightly question how this philosophy supports the majority again asking for sacrifices that disproportionately affect the out-groups. This is interesting writing to be sure, worthy of discussion and debate. For a review of this thinking, see the **UTNE READER** (November/December 1994).

Civic Leadership Literature

Much of civic leadership literature targets youth and college students but goes far beyond a typical high school civic class experience. One significant application of this material is through community ser-

vice and service learning, although some argue that community service does not bring students to greater involvement in public life (Boyte, 1991) but serves a personal development need. This column focused on service learning and community service in Vol. 1 No. 2. While they may not encourage involvement in other aspects of public life, service learning and community service do provide a powerful experiential learning format for students. I recommend you read Greenleaf Center Director Larry Spears' 1995 edited book, **Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers** (containing essays by Schoot Peck, Peter Senge, and others). Other than through service learning applications, student affairs literature is only just beginning to apply civic education concepts to the student experience. I welcome your comments on my chapter "Increasing Student Involvement Through Civic Leadership Education" in Schroeder and Mable's 1994 **Realizing the Educational Potential of College Residence Halls** (Jossey-Bass).

I highly recommend Lappé and DuBois' 1994 book, **The Quickening of America** (Jossey-Bass) as an excellent source for teaching social change and as a text for leadership courses oriented toward community action; please see the Leadership Bookshelf in this issue for a review. Two other excellent books are **In the Company of Others: Making Community in the Modern World** (1993) with essays by Czikszentmihalyi, Thich Nhat Hanh, Starhawk, and Scott Peck edited by Claude Whitmyer, and Carolyn Shaffer and Kristin Anundsen's **Creating Community Anywhere: Finding Support and Connection in a Fragmented World** (1993) — each chapter ends with resources, video, and organizations. Both are Jeremy P. Tarcher/Perigree Books published by Putnam.

For additional reading consider Benjamin Barber's 1992 book, **An Aristocracy of Everyone: The Politics of Education and the Future of America** in which Barber argues "Democratic education mediates the ancient quarrel between the rule of opinion and the rule of excellence by informing opinion and, through universal education in excellence, creating an aristocracy of everyone" (p. 5). The September 29, 1995 issue of the **Chronicle of Higher Education** contains an interesting article on Barber featuring his observations on culture and the economy.

Organizations and Networks

There are a number of institutes, centers, and foundations engaged in public leadership. The Lappé and DuBois book provides specifics on many. I will highlight several others which offer good resources for those interested in student leadership development.

The Center for Democracy and Citizenship at the Humphrey Institute of Public Affairs of the University of Minnesota is focused on the "promotion of democracy and the strengthening of citizenship and civic education within a variety of settings, with a special emphasis on youth." The Center encourages programs to develop (a) a grounding in a conceptual framework including connecting people's lives to larger ideas and questions of public life; (b) the development of a set of political or civic skills including deliberative talking; and (c) practical experiences engaging public problems which must be combined with a reflective component (Center, 1995). The Center has a fine series of papers such as "Reinventing Citizenship: The Practice of Citizen Politics " and "Developing the Civic Possibilities of National and Community Service". An occa-

Astin challenges educators that "if we want our students to acquire the democratic virtues of honesty, tolerance, empathy, generosity, teamwork, and social responsibility, we have to demonstrate those qualities not only in our individual professional conduct, but also in our institutional policies and practices"

sional paper of the Kettering Foundation, **Civic Declaration: A Call For A New Citizenship**, is available at no charge from the Center with permission to duplicate for local use. (Contact Center Administrator Tim Sheldon at 301 Nineteenth Avenue South, Minneapolis, MN 55455; 612-625-0142; <tsheldon@hhh.umn.edu>) The Center has some work in the public domain via ERIC clearinghouse and the Civic Practices Network, located on the world wide web(http:\\www.journalism.wisc.edu\cpn).

The National Issues Forum (NIF) is a joint project of Public Agenda (a non-profit, nonpartisan association) and the Kettering Foundation. The series of over two dozen issue-based monographs are used by a network of over 5,000 educational institutions, organizations, and community groups to engage in deliberative talking about issues in public life. Papers include topics like "The Boundaries of Free Speech: How Free is Too Free?", "Coping with AIDS: The Public Response to the Epidemic" and "America's Role in the World: New Risks, New Realities" to name a few. Reasonably priced at $3.25 each, these serve as excellent resource materials for civic leadership classroom and workshop discussions, and educational users of the materials are networked to share how those materials can be used. Contact the NIF Campus Network coordinator Maxine Thomas at Kettering at 100 Commons Road, Dayton, OH 45459-2777 (1-800-433-7834). Regular and abridged print and video presentations of the

Issues materials are available from Kendall/Hunt Publishers (1-800-228-0810) and college editions from McGraw-Hill (1-800-383-3987). There is an open internet list for a network of college folks using or interested in these materials. Send to <LISTSERV@UICVM.UIC.EDU>, then type SUB NIFORUMS and YOUR NAME. (Call list moderator Pat Keir with questions 708-858-2800 or<keirpa%codvm2@uicvm.uic.edu>).

Kettering has a fine array of reasonably priced publications in its catalog, including **College Students Talk Politics, Meaningful Chaos: How People Form Relationships with Public Concerns, and Public Leadership Education Higher Education Exchange,** all available for $3. Their Public Leadership Education series is one of the best around; Suzanne Morse was the Director of Programs at that time (now with Pew Charitable Trusts and author of the lead article in this issue). The last issue in this series was published in 1992 and should be available in your library. Other publications, like their research newsletter entitled **The Kettering Exchange**, are available free of charge (1-800-433-7834).

The National Association of Community Leadership Organizations is an association of organizations dedicated to "strengthening and transforming communities through leadership development." Their fine publications catalog is a good selection of works from other presses (e.g. Jossey-Bass, Greenleaf Center). Write or call Member Relations Specialist Kristin Ross for more information at NACLO, 200 S. Meridian St, Suite 340, Indianapolis, IN 46225, 317-637-7408.

The National Civic League (formerly the National Municipal League) publishes a timely journal on community leadership called **The National Civic Review.** One of NCL's major projects, the Alliance for National Renewal, coalesces information on over 130 different non-profit national organizations (e.g., AARP, 4-H, League of Women Voters) to inspire successful local or regional community work and to make the whole country aware of breakthroughs in community policy and economic development. The project strives to help non-profits connect community efforts to the broader sense of national purpose by supporting a civic infrastructure of informal relationships. Contact Michael McGrath in Denver at 303-571-4343. See David Lampe's informative 1994 article "A Developing Bibliography Of Renewal Literature" [**National Civic Review,** 83(4)] which contains an "alphabetical listing of books, pamphlets, monographs, periodicals, and other media organized according to the four substantive categories of activity envisioned by the Alliance for National Renewal initiative: collaboration, citizen participation, self-realization and personal fulfillment, and institutional reform."

Research in civic life is largely done by case study and is qualitative in nature, with clear applications of ethnomethodologies. The NCL journal, has several articles using the Civic Index, an assessment schema around which community focus groups might analyze community needs. Categories include: community leadership; citizen participation; government performance; volunteerism and philanthropy intergroup relations; civic education; community information sharing; cooperation and consensus-building capacity; vision; strategic, long range planning; and inter-community/regional cooperation. Write to the National Civic League for a copy of their paper **The Civic Index: A New Approach to Improving Community Life.** The categories on the Civic Index appear to have clear applicability to college communities.

This is an exciting topic. When we ask "leadership for what?" we should quickly think of the goal of an enriched civic life made possible through public leadership development. As always, I welcome your questions, ideas, and appreciate those of you who call or write to share information. ◆

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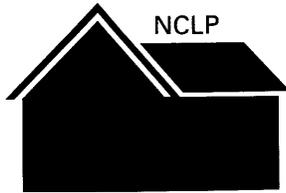
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