Developing Social Change Agents:
Leadership Development for the '90s and Beyond
by Marguerite Bonous-Hammarth

What's happened to leadership today? Whether we're reading Hillary Clinton's (1996) thoughts on the quality of life for children, or David Putnam's (1995) ideas about declining civic involvement among Americans, we cannot escape the inverse parallel between the increasing social problems we face and the decreasing activism and effectiveness among people to collaboratively resolve these issues. As many other public opinionists have shown, as a society we seem less willing to take the time to make a difference in our communities — evidenced by declining participation in voting, and in such memberships as labor unions, PTAs, and the Red Cross. For social researchers like Putnam, the most unsettling sign of this "disengagement" is that Americans are bowling more than they did a decade ago, but are joining bowling leagues and other organized clubs less. What this trend says about civic engagement and the future of democracy points us to the need to motivate individuals to develop their talents and to invest their energies in activities on behalf of our communities.

"Ensembling" Ideas on Leadership

Developing essential leadership skills among diverse people in our society may be easier said than done. However, one very committed group of individuals met for two years to discuss such strategies. We called ourselves simply "the Ensemble," using the musical metaphor to describe our belief that our success resulted from the combined talents and efforts of each member. Our discussions were made possible by funding from the Eisenhower Leadership Program of the U.S. Department of Education, and by coordination provided by the Higher Education Research Institute at the University of California, Los Angeles. (Helen Astin and Alexander Astin served as co-principal investigators for the project.)

During our discussions, we entered into a process of discovery ourselves. The path led us first to understand the values and worldview required of individuals who would be "social change agents," resolving problems that had lasting impact on our society. We then mapped out the process by which individuals could positively contribute to such efforts, which we referred to as "a social change model of leadership development" (Higher Education Research Institute, UCLA, 1996). The "model" provides a framework for understanding the different levels of interaction among individuals which foster leadership development.

"The 'model' provides a framework for understanding the different levels of interaction among individuals which foster leadership development."
Connections From The Director

“We’re bombarded daily with bad news that undermine our sense of hope: news of war, famine, AIDS, drive-by shootings, and more. In a land of abundance, nearly a quarter of our children are born into poverty. One in five teens carries a weapon. We have more citizens locked behind bars than any country in the world. And while the number of billionaires doubles in only a decade, homelessness swells to stult the lives of over a million Americans. In the face of all this distress, what can we do?”

(Lappé and DuBois, 1994, p. 3)

The social problems facing America and all nations overwhelm us as we face the future. Science and technology have given many of us abilities that would astound people of earlier centuries. Increasing knowledge about the physical world around us has brought positive changes such as vaccines, earthquake predictions, and artificial hearts. Yet, the social world around us has received insufficient attention.

Individuals in New York and Tokyo can communicate instantly by means of satellite-link. However, we have not communicated effectively to address world hunger.

Humans can transcend gravity to travel through and beyond earth's atmosphere. Still, few of us travel across the street to join neighbors to insure safe places for children to live, study, and play.

People use the power of rivers to generate electricity that maintains a comfortable climate in homes and workplaces. Yet, we fail to use the power of our minds to generate ideas to provide shelter for all members of our community.

Is it possible that with all of the impressive technology developed over the centuries, we have developed no greater ability to resolve conflict than that shown in the story of Cain and Abel? We may not resort to killing our brother, but failure to address the struggles of all members of the human family results in death of the spirit.

Hope has faded in the shadows of monolithic problems such as AIDS, homelessness, violence, and hunger. Traditional leadership has failed as presidents, governing bodies, and corporate heads become entangled in the politics of power rather than justice. Civic engagement has frozen in the chilling winds of uncertainty as citizens question whether anyone or any group can do anything to cause social change.

This issue of Concepts and Connections concentrates on a Social Change Model of Leadership Development which was designed to assist leadership educators to prepare a new generation of leaders who understand that they can act as leaders to effect change without necessarily being in traditional leadership positions of power and authority” (Guidebook, Version III, 1996, p. 12). The model assumes that leadership is a collaborative, value-based process concerned with positive social change, and that all students, regardless of formal position, can learn through service how to participate in leadership (Guidebook, Version III, 1996, p. 10).

The creators of the model used metaphors of music to capture the collaborative nature of their interaction, and called themselves "The Ensemble." Like jazz musicians, each member brought individual experience and abilities to create a work that expressed the harmony of combined talents and at times featured the solo work of one while others provided accompaniment (Guidebook, Version III, 1996, pp. 4-7). But, the Ensemble members are more than musicians.

As Dr. Martin Luther King, Jr. said, "Forces that threaten to negate life must be challenged by courage, which is the power of life to affirm itself in spite of life's ambiguities. This requires the exercise of a creative will that enables us to hew out a stone of hope from a mountain of despair."

The ensemble members are sculptors who provide leadership educators with tools to carve a stone of hope. They are guides who point a way to collaboratively scale the mountain of despair. Their work gives us a means to assist our students in developing the leadership skills necessary to challenge life-diminishing forces by creating socially responsible change.

Alison Breeze, Director National Clearinghouse for Leadership Programs

References


NCLP STAFF:

Alison Breeze
Director

Sharon A. LaVoy
Coordinator & Newsletter Editor

Dr. Susan Komives
Scholarship & Research Editor

NCLP Has A New E-MAIL Address!

To better serve our members, we have slightly altered our e-mail address. From now on, please feel free to contact us using the following address:

nclp@umdstu.umd.edu
them very diverse skills and a wealth of information on research in the field. Our initial ideas about leadership were guided by three particular studies, respectively conducted by Astin and Scherreli (1980), Astin (1993) and Astin and Leland (1991). Astin and Scherreli (1980) examined the influence of particular leadership styles on faculty and college outcomes, and found that positive outcomes among faculty and students were associated with institutional leaders who were "egalitarian" (rather than "bureaucratic") in their leadership approaches and whose overall administrative style was characterized as "humanistic" rather than "hierarchical." Conversely, the most negative outcomes were associated with hierarchical administrations and bureaucratic leadership styles. Additionally, the longitudinal research by Astin (1993) suggests that the peer group — and specifically the amount of interaction that students have with each other — is one of the most potent sources of influence on leadership development. Lastly, Astin and Leland (1991) suggested that effective leadership involved collective action, shared power, and a passionate commitment to social justice ideals. The "leaders" in their study were self-aware, trusted others, did their homework, and listened to and empowered others.

These studies and other empirical work in the field reinforced our own ideas, beliefs, and knowledge about the importance of collaboration and of developing the self as essential first steps to enhance group interactions (see, for example Leadership for the Common Good, Bryson and Crosby, 1992; Stewardship: Choosing Service over Self-Interest, Block, 1993; and The Leader Within, Haas, 1992). Thus, the social change model serves as a vehicle for leadership development by emphasizing: clarification of values, development of self-awareness; ability to build trust; capacity to listen and serve others; collaborative work and change for the common good.

Before sharing this model, it is important to note that our Ensemble discussed leadership as a process or way of channeling skills and energies to some ultimate purpose — that of contributing to the society and social outcomes. Providing service is a means to develop leadership skills. To this end, we believe that it is possible for all individuals to be leaders, to develop leadership skills and to make a difference in society.

A Social Change Model of Leadership Development

Our idea of leadership also is based on values which we believe promote more effective interpersonal interactions to benefit the common good. In this sense, leadership is not divisive, biased or authoritarian, but inclusive and focused on individual, group, and societal/community values.

The 7 C’s of Change

Seven basic values, referred to as the 7 C’s of Change, comprise our model, emphasizing individual, group, and community aspects of leadership which we believe revolve around a hub: "Change."

**Consciousness of self, congruence and commitment** comprise the individual values. Individual values are ones that an individual strives to develop and exhibit during the group process of leadership.

**Consciousness of self** means to be aware of self, knowing the values, emotions, attitudes and beliefs that motivate the self to take action. Knowing one's self is a fundamental skill required to understand others and to understand how best one can contribute to a group effort.

**Congruence** refers to thinking, feeling and behaving with consistency, authenticity, and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions.

**Commitment** is the energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity and duration. Without commitment, knowledge of self is of little value. And without knowledge of self, commitment is easily misdirected. Congruence, in turn, is most readily achieved when the person acts with commitment and knowledge of self.

In addition to these individual values, collaboration, common purpose, and controversy with civility comprise the group values. Group values are those that are expressed and practiced in the group work of the leadership process.

**Collaboration**, as mentioned earlier, is central to viewing leadership as a group process. This value characterizes the relational aspects in the model. Leadership involves human relationships and interactions to accomplish service. Collaboration involves working together toward common goals by sharing responsibility and accountability in achieving these goals. Collaboration promotes group effectiveness because it capitalizes on the diverse talents and perspectives of each group member and the power of that diversity to generate creative solutions to issues affecting the community or the society at large.

**Common purpose** refers to the work one does with others framed within a shared set of aims and values. Having these shared aims facilitates the group's ability to engage in collective analyses of the issues and the task to be undertaken.

**Controversy with civility** recognizes two fundamental realities of
group interactions; that differences in viewpoint are inevitable and valuable, and that such differences must be aired openly and with civility. Disagreements and differences can be resolved through open and honest dialogue, with the group's commitment to understand the sources of the disagreement and to work cooperatively toward common solutions.

The last value in the model, citizenship, describes the process whereby the self is responsibly connected to the environment and the community. Citizenship refers to more than membership in a democratic community, but it implies active engagement of the individual and the leadership group in an effort to serve the community. It implies social or civic responsibility—a concern with and caring for others. As seen below, these values interact with one another, continually influencing and being influenced by other individual and group values.

Thus, our leadership model seeks to develop a conscious and congruent person who can collaborate with others, who can become a committed participant in the shaping of the group's common purpose, who can help to resolve controversy with civility and be a responsible citizen. In sketching out this framework for discussion, we recognize that ours is but one model available for educators to consider. Although the basic aspects of the model, its values, are discussed here, the way these values shape our leaders for the future continues to evolve.

Applying the Social Change Model

Our model can be adopted in leadership education efforts, and has been used with undergraduate and graduate students at the University of California, Los Angeles, and at the University of Maryland, College Park. In addition, St. Norbert's College has developed an applications guidebook based on the model (Leadership for a New Millennium: An Application Manual for the Model). While our initial discussions related on how it could be applied in developing the leadership talents of undergraduate college students, we believe the model is an appropriate tool for designing programs to "train the trainers," and other professionals. However, there are some essential features that need to be considered in designing the leadership project. Specifically, one has to consider:

1. The physical setting where one can initiate a leadership project (e.g., residence halls, classrooms, work environments, community sites).
2. Preliminary task definition: What is the need or problem? What changes are needed?
3. Involvement of participants: Identification of personal and shared values; discussion and shared perception of need.
4. Task research/redefinition: Gathering of information about the task or need.
5. Division of labor: What skills or knowledge is needed; which members of the leadership group have the knowledge or skills? How do you acquire what knowledge or skills are needed? Each participant assumes a role or responsibility in the project.
6. Mode of group functioning: Debriefing, reflection and feedback are essential group activities. The leadership group meets regularly and processes the group activities. Openness, honesty and sensitivity in providing critical feedback where needed are emphasized. The members of the group work on values clarification, increased self-knowledge and group facilitation skills.

In An American Imperative (1993), Wingspread Group members issued a call for institutions of higher education to take actions to ensure that future generations of students would graduate with increased abilities to positively contribute to society and to further ideals of civility. Our Ensemble took these appeals to heart and developed a model which we believe can foster leadership skills among each individual, and ultimately can refocus our attention to resolving social issues more effectively.

None of the Ensemble’s efforts occurred in a vacuum. We are indebted to the professionals and various professional associations who provided our Ensemble with feedback and suggestions on how this model could be applied to educate youth, train practitioners and impact social change. As more educators use this model at their institutions, we look forward to extending the discussion on leadership development by adding their stories of success and challenge. There remains much work to do and, fortunately, many “change agents” committed to these efforts.

References


Dr. Margarette Bonous-Hammarth is Program Director for Research and Policy Development at the University of California, Irvine. Office of Admissions and Relations with Schools. This article is based on the ideas generated by the collective efforts of A.W. Astin, Helen S. Astin, KC Boatsman, Margarette Bonous-Hammarth, Tony Chambers, Leonard Goldberg, Cynthia Johnson, Susan Konnie, Emily Langdon, Carole Leland, Nance Lucas, Raechelle Pepe, Dennis Roberts, Kathy Shellogg and Lisa Tsui.
Program Spotlight
Learning to Lead and Serve at St. Norbert College
by Kathy M. Shellogg

"In the balance of the universe, there must be equal forces to complement each other. Neither force can exist alone. If the balance is broken, chaos will occur. But when harmony is reached between the forces, there is one perfect unity. Be a part of the balance of life.....Learn to Lead. Lead to Serve. Serve to Learn." (Nicole Wagner, '96)

Philosophy

To keep the world in balance, now and in the new Millennium, there must be leaders willing to respond to the call for leadership. All people need to develop their leadership potential. These leaders must understand and work interdependently with others in fluid, flexible and meaningful ways to solve problems and share societal and community concerns. They must be citizens of their world. But the world will not exist without leadership alone; it must have citizens willing to learn from and to serve others. All people can learn and understand the social, political, educational, environmental, and economic conditions that call for leadership and action.

At St. Norbert College, the leadership and service department creates and develops opportunities for students to learn leadership through active involvement and meaningful service. Positioned by the W.K. Kellogg Foundation and The Dwight D. Eisenhower Leadership Development Program, with a sustained commitment from St. Norbert College, we are responsible for taking a leading role in educating students about transforming leadership and democracy as a humane, just, and responsive process.

In 1994, the department was recreated by bringing three centers together: the Citizen Leadership Development Center, Outreach Volunteer Center, and an Experiential Learning Center (a ropes course) allowing a collaboration of community service, leadership and learning together. Although each retains its own identity, together they have complementary goals that now better reflect the College's mission. As a Catholic liberal arts college dedicated to providing an education based on broad knowledge, skills and experiences to live in a complex world through personal, moral and intellectual development, the transformation of the department was well grounded in theory but lacking in action and practice. So we embarked on a journey of discovery, using an inclusive planning process that involved the campus community. By spring 1995 a new mission was created and a three year implementation plan was developed and engaged.

The department currently offers a wide variety of programs, services and opportunities that are:

- process-oriented;
- learning-focused and,  
- grounded in a set of principles and values.

The guiding values about leadership are reflective of the assumptions discovered in our planning process:

*Leadership is a process that involves lifelong learning, collaborative abilities, embraces subsidiarity, liberates people and is reflective just and ethical; and.

*Leaders are agents of change, facilitators and stewards incorporating all who are willing to be involved citizens.

Organizing Ourselves

The department is organized in a way that promotes leadership, service, and learning. Student interns and staff are engaged as equals in developing programs, services, and opportunities for students, faculty/staff, and the greater community. A division of labor exists, primarily due to the more traditional institutional structure, but we mobilize, inspire and teach each other to meet the goals and often find ourselves influencing through our unconventional structure.

We organize ourselves using the Social Change Model of Leadership Development. The seven core values of the Model help us to focus on continuous learning/improvement and organizational reform. Twice each year, once in the fall and again with our summer staff, we orient and develop 20 academic year interns and 6 summer interns using the Model's seven core values, layered with a personal development and learning theory base. With only two professional staff and a central office manager, it would be impossible to meet the needs of students and the greater community unless we were an enterprise that levels the playing field, operating as a micro-community of teachers and learners. Continuous reflection, feedback, and a high sense of trust assists us all to be contributors in the process.

Organizing Our Work

Although we still operate with three Centers, thus preserving a sense of history, the seamlessness of the department and its programs and
services becomes clearer with each new academic year. The Citizen Leadership Development Center offers multiple services for individual students, organizations and students serving in leadership roles.

Services include:

Teaching and Learning Together: consulting/advising services for students, faculty/staff and organizations.

Tailored Workshops: individually tailored seminars, experiences or workshops to meet an expressed need of an organization.

Leadership Resource Library: a 500 volume collection of resources on leadership, organizational development, human development, training and evaluation materials — includes video, audio, books, journals, simulations, and experiential learning resources.

Co-curricular Transcript Record: a transcript record of students involvement, leadership and community service accomplishments and activities.

National Student Leadership and Service Review and Referral System: applications and assistance in support of students applying for leadership and service learning opportunities for personal growth, learning and recognition.

Program Opportunities:

All Campus Leadership Experience: A campus community conference for students, faculty and staff focusing on a specific issue of leadership to enhance knowledge, skills, and experience.

Genesis: Creating a Leadership Alliance: A three-phase mentoring program for involved juniors mentoring new students, sophomores mentoring high school youth, and seniors partnering with a community member in a relationship focusing on leadership and service in the community.

Scholars in Residence: Leaders on Leadership: Two scholars each year are invited to campus to share their views and experience in leadership for three to four day residency. Seminars for students, faculty and staff make this a community focused learning experience. Past scholars have included: Anthony Chambers, Michigan State University; Nadinne Cruz, Stanford University; Dennis Roberts, Miami University of Ohio; and Alexander Astin, University of California Los Angeles.

Becoming a Citizen Leader: A new student service learning experience during welcome week engaging students in learning about citizenship and responsibility in the campus community.

Summer Youth Leadership Conference: Based on our Citizens of Change Eisenhower Leadership Development Program, a summer leadership development and service learning program is part of our summer curriculum for high school youth.

Leadership Studies Minor: A multidisciplinary academic program that has as its central concerns the ethical dimensions of leadership and the global common good. The Leadership Studies Capstone is taught by the Director of Leadership and Service.

The Outreach Volunteer Center is the community service connection on campus assisting students along all service and learning dimensions from charity to social justice.

number of campus wide awareness events are programmed by the interns to raise the community’s awareness of poverty, social justice and literacy issues.

The Experiential Learning Center is comprised of an outdoor ropes course and an indoor climbing wall. These tools assist students, faculty and staff to learn about themselves, the skills and value of working with others, and serve as a way to simulate the need for and skills of social action. During the academic year the Center is used to promote collaboration, networking for new groups, and communication. In addition, the facility is used in the summer to support the leadership components of a youth math and science camp, the Upward Bound program and a variety of school youth programs. A team of three professionals and five or six interns, and trained volunteers provide the learning using the Center’s facilities as their tools.

The department is still in a state of transformation but embodies the type of comprehensive leadership and service program that can be a model for small colleges with limited staffing but involved students. As the work continues to create a seamless theory to practice learning, leadership and community service model program, new strategies will be added. The foundation, however, is clearly the harmony of the actions of leadership that create sustainable and new solutions to community and social reform.

"The Outreach Volunteer Center is the community service connection on campus assisting students along all service and learning dimensions from charity to social justice."

Dr. Kathy M. Shellogg is the Director of Leadership and Service at St. Norbert College.
Leadership Training Concepts & Techniques
An Academic and Student Affairs Collaboration in Leadership Education:
"Where the Rubber Meets the Road"
by Cathy Birmingham

Since its inception, the Leadership Center at the University of North Carolina at Wilmington (UNCW) has viewed itself as a highly experiential alliance between faculty, students, and staff. A task force established in 1986 by the past Vice Chancellor of Student Affairs, Dr. William Bryan (ACPA President, 1984) laid the foundation for this relationship. The task force was an equal partnership among faculty, staff and students charged with finding out what leadership programs existed at UNCW, what other institutions were doing in leadership education, assessing the needs of our campus, and making recommendations to meet those needs. The outcome of their work was recommending the creation of a new staff position within the University Union, Division of Student Affairs to develop a comprehensive leadership program.

The task force, which initially created the leadership program, evolved into an advisory board, providing ongoing direction and assistance. Though no official chair exists, the board is crucial to the success of the programs and provides invaluable support to the Leadership Center staff. Membership is open to anyone, but most who join the board do so because they are personally asked. Some of their shining achievements include building a low and high ropes course on campus (which is used by academic departments as well as student organizations), establishing an interdisciplinary Minor in Leadership Studies, developing a lecture series entitled "Leadership for the 21st Century" (featuring such speakers as Maya Angelou, Cornel West, and William Bennett), creating a leadership video discussion series using popular films followed by faculty-led discussions (Gandhi, Norma Rae, Glory), creating a Women in Leadership mentoring program, and setting ambitious goals (not yet reached) such as a 50% student involvement in community service for the UNCW campus of over 8000 students. Additionally, members of the advisory board give workshops, attend retreats, edit grant proposals and aggressively work with the university fund raising office to increase the Leadership Center's endowment. Currently, the advisory board is developing a student leadership assessment and program evaluation based in the Social Change Model of Leadership Development.

The model provides us with a framework for addressing leadership development on campus. Two of the highlighted values were especially helpful to us as we built this program. We were acting with a common purpose, and collaboration with faculty was one of our main goals. By combining our thinking on these two values, we were able to demonstrate to faculty our shared common purposes, and thus encourage collaboration between the academic and student affairs divisions.

Involving students is second nature to those who work in student affairs. We automatically ask students for their guidance while working with them to provide services and programs. Involving faculty is something we do less often. While there may be different reasons for not engaging faculty in our programs and services, faculty are important, often untapped resources for planning, implementing and evaluating a comprehensive leadership training, education, and development program. One way to visualize involving faculty is to compare working with faculty to working with students. As with student leaders, the level of faculty involvement varies depending on their personal interest, perceived benefits, and available time, but the cumulative impact of faculty involvement on the leadership programs is enormous.

Identifying potential allies among faculty is the first step to involving faculty and is also an ongoing process that is best based on the common purpose value. Faculty already teaching courses related to leadership are important to involve due to their interests and expertise, and for the benefit of encouraging collaboration instead of competition for resources and students. Our allies on the task force originally included leadership educators in the departments of business management, recreation, military science, and education. While their approaches to leadership education vary, they bring important points of view to the program. More recently, we've added faculty from social work and communication studies.

For institutions which established programs without faculty involvement, this collaborative
Columbia College Announces New Leadership Journal

A new journal devoted to women and leadership will be published by the Leadership Institute of Columbia College. Women in Leadership — Sharing the Vision will debut in July. The journal is dedicated to developing new approaches to leadership, and will focus on how women all over the world are reshaping their global leadership destiny through innovative ways of managing and leading in business and in government. To subscribe or for more information, please contact Dr. Trude Kibbe Reed, Director of Leadership Studies at Columbia College, at P.O. Box 3815, Columbia, SC 29203-3815, (803) 786-3729.

Effort can begin by finding interested faculty and learning about their interests, needs, and expertise. It requires extensive networking, including visiting faculty in their offices to share information, getting feedback, and discussing possible ways to collaborate. While only a few faculty with whom you meet will join an advisory board, a cadre of supportive faculty who may want to help in other ways is created.

The next step is inviting a few of the most interested faculty and staff to meet and discuss what everyone is doing in leadership education, and then articulating the common purpose of the group. Asking for feedback on student affairs’ existing programs and for possible ways to collaborate are potential agenda items for follow-up meetings. While facing the different viewpoints and hearing the feedback can be challenging, it eventually pays off. For example, it took over four years for the board at UNCW to embrace service-learning as a leadership concept; now we consider it the most important ingredient of our program. Another example is that it took over three years to establish the Minor in Leadership Studies.

Continual professional development for faculty is important, especially with the avalanche of new ideas, models and research recently available. An effective and inexpensive method is routing information from the professional associations (e.g. ACPA, NACA, ACU-I, NCLP, the Greenleaf Foundation) and clippings from magazines and newspapers that relate to faculty interests or that relate to issues under discussion in the Leadership Center. Another connection is the Leadership Library, used by faculty and their students working on class projects. One highly valued resource has been the NCLP Leadership Bibliography (copied with permission), distributed to the faculty involved with our programs. A more expensive method of professional development is sending faculty to conferences. While this takes away from the Leadership Center Director’s travel budget, individual faculty members have benefitted from the Summer Leadership Symposium, Leadership and Liberal Arts Conference at Marietta, and the conference hosted by the Jepson School of Leadership.

The UNCW Leadership Center has become “where the rubber meets the road;” where student affairs and academic affairs (and of course students!) unite in a well-planned collaborative effort to achieve an important part of the university’s mission of educating leaders of the future, our common purpose. Faculty offer depth, creativity and challenges to the leadership program. Asking, “What can we do together to make us all more effective in educating the world’s future leaders?” opens the door for sharing ideas and working together. Many of the excellent faculty who get involved do so because they enjoy getting out of their disciplines, buildings, and mindsets to help enrich the college experience.

Students, faculty and staff enjoy the learning that occurs as we each approach the topic of leadership from our different perspectives.

Working with and involving faculty is very much like working with and involving student leaders, which student affairs staff already know how to do. Identify your target audience, find out what they need and what is of interest to them, explain the relevancy of what you are doing, ask them to participate, ask for their input, provide leadership development and appreciate their participation. Use the Social Change Model for Leadership Development not only as it applies to student groups and activities, but as a map to guide your interactions with the various members of your leadership team.

Cathy Birmingham is the Associate Director of the University Union for Leadership Development and Campus Activities at the University of North Carolina at Wilmington. Contributions to this article came from Matt McLaughlin, UNCW graduate and Interim Leadership Programs Coordinator; Dr. Stephen Harper, Professor of Management; Chris Kaherline, Assistant Director of Residence Life; and Dr. Joanne Nottingham, Assistant Professor of Education.
The Leadership Bookshelf

A Focus on the Social Change Model of Leadership Development

This edition of the Leadership Bookshelf will focus on various books and articles that informed the Social Change Model of Leadership Development. A complete annotated list of such works can be found in the Guidebook. Below are excerpts from that document, organized by key construct of the model.

Consciousness of Self

  The leader within.

  Based on more than 150 interviews with the country’s top CEOs, and a distillation of the literature on leadership, Haas and Tamarkin define leadership for a new generation and analyze the steps that CEOs can take to progress beyond management in order to gain the trust and commitment needed to truly lead their organizations.

Congruence

  Divided no more: A movement approach to educational review.
  Change, 24, 10-17.

  Parker Palmer explores how one person can begin to make a difference in a challenging organizational approach to change. Four states of a movement are defined as they relate to creating social change. At the core lies the integrity of the individual. Mutual support from others, however, is vital if the individual is to be sustained in order to move his/her conviction to the next level — defining a movement which impacts on organizational bureaucracy.

Commitment

  Learning to lead.
  Reading, MA: Addison-Wesley.

  Bennis is an established leadership scholar and former university president. This workbook helps an individual explore his or her own leadership potential and is particularly effective with activities that identify personal priorities and link them to organizational purpose and group mission.

  On leadership.
  New York: Free Press.

  Gardner understands leadership. This book was the culmination of the five year study and explores the nature, tasks and heart of leadership. His emphasis on moral dimensions, community, renewal, and human possibilities are insightful. His views on commitment focus on how commitment adds meaning to life and motivation for actions.

Collaboration

  Collaborative leadership: How citizens and civic leaders can make a difference.

  The focus of the book is on how to deal with major community challenges. It reviews recent approaches in collaborative problem-solving. It presents exemplary cases of collaboration, identifies the skills and tools that are necessary for collaboration, and reports the results of such collaborative efforts. The "intangible" results of successful collaboration include a sense of interdependence and a deeper connection with others; two fundamental building blocks of community.

  No contest: The case against competition.

In a philosophical style, Kohn systematically debunks popular myths about the benefits of competition: that it is an inevitable part of human nature, that competition enhances productivity, that it builds character and that it is more enjoyable. Instead, Kohn cites other literature which shows that cooperation can be much more beneficial to groups than competition. He concludes that whenever and wherever there is competition, some will always lose.

Common Purpose

  Stewardship: Choosing service over self-interest.
  San Francisco: Berrett-Koehler.

  The book is focused on for-profit organizations but has useful insights for those studying leadership in a variety of organizations. Block defines what "reengineering" could really be — the empowerment and engagement of all the talents of collaborators in determining what is worth doing together.

  Making common sense: Leadership as meaning-making in a community of practice.
  Greensboro, NC: Center for Creative Leadership.

  This resource sets forth a new vision of leadership and discusses the paradigm shifts that are occurring in the leadership development field. This booklet is short and to the point but provides considerable material to digest and discuss.

Controversy with Civility

  Managing conflict in organizations.
  New York: Praeger.

  Describes conflict as "an interactive state manifested" in disagreements.
and difference. Rahim suggests that conflict may be viewed as a continuum from cooperation to competitive conflict. Cooperative conflict involves all parties reaching satisfactory outcomes, whereas competitive conflict results in zero-sum outcomes (someone gaining at someone else's expense). We see his discussion of cooperative conflict advocating the resolution of disagreements with civility, and his "competitive conflict" as simply conflict, where views are not reconcilable.


Through case analysis and discussion, Tjosvold defines elements of cooperative conflict theory, suggesting that the adoption of a cooperative framework to resolve conflict results in positive outcomes for individuals and their organizations. Here again, we see the author's use of "cooperative conflict" as analogous to what we call "controversy," where there are possibilities to resolve opposing views. Tjosvold suggests that in mediating disagreements, individuals should analyze their cooperative and competitive goals, decide how they can promote mutual goals, develop open discussion strategies, and reflect and learn from these experiences to improve their mediation and discussion skills.

**Citizenship**

This book takes an historical look at the American political tradition of active citizen politics. Boyte examines the causes that have eroded this tradition through most of the twentieth century, and explores the present conditions that necessitate the return of active civic life. The author also provides a theoretical critique of current citizen organizing efforts.


The premise of this book is that the existence of a true democracy is largely contingent upon citizens who are educated with the knowledge and competence to govern their lives. In the author's words, "education is the enabler of democracy." Attention is given not only to the relationship between education and democracy, but also schools and political institutions, and classrooms and civil society. Of special interest is the chapter devoted to teaching democracy through community service.

**Interested in subscribing to a leadership development list service?**

"Leading" has been developed as a result of the discussions which took place on the Social Change Model at the NACA-sponsored Ninth Annual Leadership Symposium at the University of Rhode Island in June of 1995. The purposes of this list service are to discuss theory, applications, exercises, processes, research and other relevant topics; disseminate information regarding past and future meetings of the Leadership Symposium planning team; disseminate information concerning past and future Leadership Symposia; and serve as a communication and networking device among those individuals interested in leadership.

To subscribe, send the e-mail message "subscribe leading" to <lists@msc.tamu.edu> with nothing in the subject line.

For more information, contact:
Dean Clark
Program Advisor,
Memorial Student Center
P.O. Box J1
Texas A&M University
College Station, TX 77844-9081
<dean@msc.tamu.edu>
(409) 845-1515

---

**Leadership and Spirituality**

The next issue of Concepts & Connections will focus on leadership and spirituality. We are very interested in your experience in this arena, and would appreciate information on programs or resources that you may know of.

We will highlight various resources in the issue as well as include your materials in the Clearinghouse resource files. Thank you!
Networking for Leadership
Look Who Has Joined NCLP Since Our Last Issue...

Barbara Blount Armstrong
United States International University

E. Ann Bailey
Mississippi State University

Louise Barbier
St. Louis University

Ann Marie Barry
Oakton Community College

Jan Bays
Valparaiso University

Boyd Beckwith
University of Arizona

George Blanks
Auburn University

Les Brooks
Piedmont College

John Burgess Jr.
Auburn University

Constance Burke
Rice University

Sandi Carlisle
Southwest Texas State University

Theresa Carroll
The University of Virginia

Jennifer Casebere
Tulane University

Jim Cellini
San Jose State University

Dean Clark II
Texas A & M University

Amy Cotner-Klinger
Indiana University of Pennsylvania

Ronald Dalton
University of North Carolina at Greensboro

Jill DeGroot
Loyola College

Nicole Driebe
Cornell University

Gwen Dugy
NASPA

Otey Enoch
University of Idaho

Jeanine Falcon
Greensboro College

Peter Francis
Center for Executive Research

John Frederick
Buffalo State College

Kimberlie Goldsberry
Xavier University

Obe Hankins
University of Colorado-Denver

Sylvia Hartley
U.S. Government

Melissa Hoellerich
Southham Vermont College

Richard Hollingsworth
Ohio State University

Ernest Hughes
The Systems Thinking Company

Michelle Jerome
Vanderbilt University

Margaret Joblouiski
Massachusetts Institute of Technology

Jacqueline Jones
Cedar Crest College

Barb Kistler
Colorado State University

Kathy Knapp
San Jacinto College - Central

Larry Kontz
Western State College

Student Life Department
Michigan State University

Matthew Luttmann
Eastern Illinois University

Karen Malty
 Provincial Government

Karen Mar trenak
Rutgers College

Miguel Martinez
John Jay College

Jean McClellan-Holt
University of Central Florida

Shederick A. W. McClendon
Georgia College

Ann McLaurin
Louisiana State University in Shreveport

Captain J.C. Meyer
Command Leadership School

Eloise Molock
Bow State University

W. Scott Nalley
Tyler Junior College

Peter Neville
Trinity University

Esther Newman
Leadership Montgomery

Susan Norris-Berry
Denison University

Dr. Marty O'Keefe
Warren Wilson College

Rueben Perez
Emporia State University

Terry Piper
University of Nevada, Las Vegas

Michael Posey
The University of Charleston

Timothy Reed
Virginia Tech

Trudie Kibbie Reed, Ed.D.
Columbia College

Dr. Frank Rincon
California State University, San Bernardino

Jeanne Rosenberger
Santa Clara University

Kristen Sarlo
Babson College

Sue Saunders, Ph.D.
Longwood College

Gayle Spencer
University of Notre Dame

Barbara Stewart
Appalachian State University

Gregory Stone
Colby-Sawyer College

Catherine Sweeney, Ph.D.
University of Denver

Wesley Thomas
North Georgia College

Mark Troyer
Asbury College

Patricia Turner-Seadaile
Massachusetts Bay Community College

Lola Vandenberg
Michigan State University

Charles Warner
West Chester University

Penny Washbourne
St. Mary's College of California

Connie Webster
National-Louis University

Harold White
Bedford, New York
Scholarship and Research Updates

Collaborative Leadership for Social Change and Other Eisenhower Grants

By Susan R. Komives

One of the most professionally renewing activities I have experienced in the last three years has been to serve as a member of the ensemble that developed the Leadership for Social Change model. This UCLA-based Eisenhower grant project brought together good collaborative thinkers who are truly committed to helping students influence socially responsible change in the world. The energy in this ensemble coincided with a campus (indeed national) movement intersecting the compatible concepts of service learning, social responsibility, civic action, and the imperative for today's college students to make a difference in their world. The overwhelming response to this model signals the needs it may address.

The model is not perfect, nor was it intended to be. It is not new, nor did it need to be. It is a work in progress that captures collective thinking among people of good will who would like to work together to accomplish socially responsible change. It works as a leadership model, it works as a change model, and it can serve as a frame for many change activities.

The project has resulted in a number of outcomes to date: pre-conference workshops and conference programs at ACPA, NASPA, AAHE, NACA, and ACUHO-I to name a few; special workshops at the Summer Leadership Symposium; the Jepsen School of Leadership Education Conference; campus-based interventions at many schools including the adoption of the model for St. Norbert's Eisenhower grant intervention; a feature article by Helen Astin in the upcoming 3rd issue of the new ACPA/Jossey-Bass magazine, About Campus: Enriching the Student Leadership Experience; and the Guidebook available through NCLP and NSSE.

It is particularly exciting to see what others are developing out of the model. For example, Dean Clark II at Texas A&M has set up a listserv for those interested in dialogue about the social change model (see page 10 of this newsletter). The St. Norbert grant has an applications guide and short video built on the Social Change Model.

Another of the projects underway is the development of an assessment instrument that will be useful in both research and student leadership development using the seven C's (and the eighth C of "change") as the criteria frame. A UMCP leadership research team of Tracy Tyree, Dusty Porter, Gardiner Tucker, Mary Kay Schneider and myself has met all year identifying items to measure the eight constructs. Tracy will further develop and validate the instrument as her dissertation. We will keep you informed about the availability of this instrument (probably in the summer of 1997). In the process of this team's work, we have found few instruments that measure leadership with a collaborative social change focus.

Complimentary Materials from Other Eisenhower Grants

Thirty-eight colleges and universities received Eisenhower grants under the 1992 amendment to the 1965 Higher Education Act. Most of these grants supported courses and programs to develop leadership in college students.

Bruce Adams, Senior Fellow at the Center for Political Leadership and Participation at the University of Maryland, and representatives from Harvard University and Washington State University have met under the name of the Eisenhower Leadership Group for the past year reviewing the results of all of these grants. They consulted with others and have published a fine report on how students learn citizenship, with the observation that leadership courses become the window for this learning. Copies of this report are being sent to university presidents, state boards of education, and other leadership advocates. The appendix of the report includes a listing of the contact people for each of the 38 Eisenhower grants. You can obtain a complimentary copy of their fine report — Democracy at Risk: How Schools Can Lead — by writing Bruce at 1126 Taliferro Hall, UMCP, College Park, MD 20742 or call 301-405-5100; Fax 301-405-6402. Bruce has also arranged to send a copy to each NCLP member directly.

I coordinated a panel of presenters on "Learnings from Five Eisenhower Grants" at ACPA in March. Learnings from the University of Texas El Paso (Tom Jackson Jr.), St. Norbert's College (Kathy Shellogg), UCLA Social Change Model (Dennis Roberts), Kennedy High School/UMCP (Nance Lucas) and Gettysburg College (Dennis Murphy) grants were presented. A copy of the executive briefings from each of these grants can be obtained from NCLP.

The Gettysburg grant developed interactive educational modules. Topics include team dynamics, problem solving, change, competition and collaboration, communication, followership, ethics and values, decision skills, diversity, innovation, trust, and vision. Modules were designed for groups from ten to thirty students and take about 2 hours each. Designed in consultation with leadership experts and corporate executives, these modules can be used in a curricular or co-curricular format. A professor involved in this grant also developed The Student Leadership Inventory to give students feedback on both transactional and transformational skills. A bound volume including a facilitator guide, source materials, and information on the inventory...
are available free of cost as long as the supply lasts. Contact Tom Dombrowsky, Director of Greek Organizations, Box 430, Gettysburg College, Gettysburg, PA 17325; (717) 337-6321; <tdombrow@gettysburg.edu>.

Other Instrumentation of Interest

In our quest to understand social change and social responsibility, we have uncovered some instruments of interest. These have not been reviewed but might be useful in your work.

The Scale of Service Learning Involvement, developed by Cynthia Olney (James Madison University) and Steve Grande (UMCP), appears to be useful regarding social change and volunteerism. This scale was developed to measure the service-learning model of Delve, Mintz, and Stewart. The first version of this scale was reported in the Michigan Journal of Community Service Learning (Fall, 1995, pp. 43-53). The authors indicate a willingness to let you use the scale in exchange for your data to help with their validity studies. Contact Cindy Olney at the Office of Student Assessment, Harrisburg, VA 22801; <cso_colney@vax1.acs.jmu.edu>.

Scott Myers-Lipton has developed the Civic Responsibility Scale as part of his dissertation. He has included several scales, including a locus of control dimension. Contact Scott at Saint Mary’s College of California, Coordinator of Liberal Students, (510) 631-4650.

Check out the American Journal of Community Psychology. Issue No. 5 (1995) is a special issue on empowerment, co-edited by Doug Perkins from the University of Utah <perkins@alfred.fcs.utah.edu>. Doug has an article in Issue No. 1 (1990) which focuses on individual and ecological predictors of citizen participation in community organizations with a useful appendix including survey scales measuring participation and communitarianism.

As always, stay in touch and send me information about research you are doing in leadership. Happy Summer.

Dr. Susan Komives, Associate Professor of Counseling and Personnel Services, and Faculty Associate in the Division of Student Affairs, 3214 Benjamin Building, University of Maryland College Park, College Park, MD 20742; (301) 405-2870; <sk22@umail.umd.edu>; Fax (301) 405-9995.

Albion Implements the Social Change Model

For four days in July of 1995, eighteen incoming first-year students in the Albion College Sleight Leadership Program gathered to discuss the Social Change Model of Leadership Development at the Sleight Leadership Summer Academy. The Summer Academy was initiated because the staff in the Albion College Office of Campus Programs and Organizations realized that students were coming to Albion with a broad base of leadership and service learning experience but were lacking the ability to conceptualize and articulate the process and language of leadership development.

Fifty incoming students applied to the program, of whom eighteen were chosen. Each received a copy of the model and a list of expectations for the participants, among other documents. The Summer Academy included all aspects of participation except for transportation to and from campus. During the Summer Academy, the students and staff completed a curriculum designed to experimentally review and critique the structure of the model. Exercises also focused on stimulating each student's understanding and assessment of their own value systems. The curriculum was divided into half-day modules tackling different portions of the model. Careful attention was given to the design of each module in order to promote relationships with previously presented modules. Other activities included values clarification, panel discussions, discussions on principles of community, and movie showings.

The Summer Academy students responded in an overwhelmingly positive manner to the modules, related exercises and their Academy experiences. The staff found the experience to be rewarding and rejuvenating as they shared an opportunity to get to know the students. These students have gone on to become some of the brightest and most active first-year students on campus. The program will be offered again this summer with an expanded student roster.

For more details regarding the Summer Academy or the Sleight Leadership Program, please contact Christopher Adkins-Lamb, the Associate Director for Leadership and Service at Albion College, (517) 629-4332, <cakinslamb@albion.edu>.
What’s Happening

July 11 - 14  The University of Richmond’s Jepson School of Leadership Studies announces its conference, “Visionary Leadership in Times of Change” held at Richmond’s campus. The challenge of visionary leadership is to move forward while the organization, issues, and people are constantly changing. Whatever your personal vision, there is something here for you. Contact Beverly Hathaway at (804) 287-6081 or <hathaway@urvax.urich.edu> for registration information.

July 21 - 27  The United States Student Association 49th Annual National Student Conference at the University of North Carolina at Chapel Hill. Contact Jeannette Galanis at (202) 347-8772 for more information.

September 26 - 27  The National Leadership Institute at the University of Maryland University College announces their 1996 conference: “Leaders and Change” in College Park, MD. This conference will examine the complexities and dynamics of leadership in a changing environment. Featuring: keynote by Dr. Peter Vail, professor in the School of Business and Management at GWU, author of the recent book Learning as a Way of Being; other distinguished authors; and leadership research. For more information, call NLI at (301) 985-7195 or visit their Web site at http://www.umuc.edu/prog/nli/nli.html.

October 24 - 27  The Center for Leadership Development announces its National Conference for Student Government Leaders and their Advisors in St. Louis. If you are interested in finding solutions to common student government problems, call their conference office at (600) 432-8222 for registration information.

Call for Papers:

THE KENNETH E. CLARK RESEARCH AWARD

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award, an annual competition to recognize outstanding unpublished papers on leadership by undergraduate and graduate students. The first place award will include a prize of $1500 and a trip to the Center to present the paper in a colloquium. The Center will also assist the author in publishing the work in The Leadership Quarterly Journal. Additionally, a prize of $750 will be awarded for a paper judged as deserving honorable mention status.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1996 award is “The Dynamics and Context of Leadership.” Entries must be received by August 30, 1996. For further information regarding submission requirements, please contact Dr. Walter Tornow, Vice President for Research and Publication, at (910) 288-7210.

LEADERSHIP AS HUMAN INTERACTION

The 1996 National Leadership Symposium

North Carolina State University
July 17 - 21, 1996

Sponsored by the NACA Educational Foundation and NCLP

The Symposium is a scholarly program designed to promote a greater understanding of critical issues and evolving models centered upon curricular, co-curricular, and community based college student leadership programs. The Symposium seeks to set a national agenda for the study, teaching, and program development of college student leadership. This is a professional development experience designed for higher education faculty and staff, student affairs administrators, and community service agency professionals involved with college student leadership development. Participants should have experience working in the field of college student leadership education for at least four years.

Contact Cynthia Evans for registration information and information regarding Multicultural Scholarships at (540) 568-6538, or at <evansckerjmu.edu>.

Contact David Riveness at (904) 822-7222 if you are a graduate student and would like to apply for a grant to attend and assist with the documentation of the proceedings.

The NACA Educational Foundation will be hosting their “Train-the-Trainers” workshop concurrently at the Symposium site, designed to give practical training to campus activities professionals. Contact John Watson at (601) 232-7626 for more information.
National Clearinghouse for Leadership Programs
LEADERSHIP SCHOLAR SERIES
Order Form

Please indicate on the form below which leadership scholarship series papers you wish to purchase and in what quantity. The cost of each leadership paper is $5.00 for NCLP members and $8.00 for non-members. Please send the completed form and a check payable to the University of Maryland, 1135 Stamp Student Union, The University of Maryland at College Park, College Park, MD 20742.

<table>
<thead>
<tr>
<th>Qty</th>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Paper #1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Diverse Voices of Leadership: Different Rhythms and Emerging Harmonies&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by Dr. Kathleen E. Allen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Paper #2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;African American Men at Risk&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by Bernard Franklin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Paper #3:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Teaching, Educating, and Developing Men: The Missing Piece in Student Development Education in Colleges and Universities&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by Bernard Franklin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Paper #4:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Leadership Assessments: A Critique of Common Instruments&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by Nancy Snyder-Nepo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with foreword by Dr. Susan Komives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership Paper #5:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Leadership for Community: A Conceptual Framework and Suggestions for Application&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by Dr. Sara Reitan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with foreword by Dr. Susan Komives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL:</td>
<td>$____</td>
</tr>
</tbody>
</table>

Name: ____________________________
Title: ____________________________
Institution: ____________________________
Mailing Address ____________________________
Phone (_______)

Date ____________________________
Name ____________________________
Title ____________________________
Institution ____________________________
Address ____________________________
City ____________________________
State ________________________ Zip ____________
Telephone ____________________________
E-mail ____________________________

☐ New Membership
☐ Renewal
(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:

National Clearinghouse for Leadership Programs
1135 Stamp Student Union
University of Maryland at College Park
College Park, MD 20742-4631
(301) 314-7174
nclp@umd stu.umd.edu
The National Clearinghouse for Leadership Programs
1135 Stamp Student Union
University of Maryland
at College Park
College Park, MD
20742-4631

(301) 314-7174
nclp@umdstu.umd.edu