CONCEPTS & CONNECTIONS:

— Funding Leadership Programs —

A Newsletter for Leadership Educators

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Foundations, Funding, and Leadership Programs:

An Interview with Larraine Matusak

by Kathleen E. Allen

How does one find resources to match the needs and vision we have for leadership education and development in higher education? This is the one of the challenges facing professionals who have a passion for leadership development. As institutions of higher education restructure, reengineer, out-source, form quality teams, and cut budgets, outside sources which support our educational goals are a welcome addition to our institutions and our programs. This article is written for the practitioner who is interested in pursuing grants with foundations to help support their efforts in leadership. Dr. Larraine Matusak worked with the W. K. Kellogg Foundation for the last fifteen years, and recently retired to form her own consulting company, Larcon Associates. Her consulting work included leadership development, executive coaching, and organizational design. Previous to her work in foundations she was President of Edison State College in New Jersey. She has also written the recently published book *Finding Your Voice: A Citizen's Guide to Effective Leadership* (Jossey-Bass, 1996). In this interview she offers her insights into foundations and what the future of leadership education might look like from a foundation perspective.

INSIDE THIS ISSUE:

Kathleen Allen: Larraine, tell us about your work with leadership at the W. K. Kellogg Foundation.

> *"A citizen leader would assume responsibility for social change and play an important part in making our communities better places to live and work."*

Larraine Matusak:
When I came to the Foundation, I was asked to design and further develop the Kellogg National Fellowship Program (KNFP). KNFP is a leadership development program for mid-career professionals. It had been in place two and one-half years but was floundering because of a lack of any conceptual approach to what leadership was all about. So I redesigned and developed the Kellogg National Fellowship Program and then was its administrator for ten years. This experience lead me to believe that there was a great need for grant making in an area that might be called leadership development. At the Kellogg Foundation, a goal area would be comparable to a department in an academic institution. I worked with our board and our administration to expand grant making in agricultural, health, and education to another goal area, called leadership grant making. So it's been a very interesting evolution over the past fifteen years.

I know that from conversations with you that your interest in leadership grant making extends to relationships with other foundations. What has your relationship been with other foundations?

The W. K. Kellogg Foundation has taken a very visible lead in leadership. Initially, Kellogg had little understanding of the conceptual or theoretical basis of leadership as a discipline. The accepted premise was that leadership is something that people are born with, and while "non-leaders" can learn a bit about it, they can never actually become leaders. As we began to study and understand

Continued on page 3

Connections From The Director

At a National Leadership Symposium several years ago, Ray Wells of Wellbeing Systems described his experience in learning about leadership. He spoke of "being lost in the leadership forest" at times due to the disorienting nature of the multitude of definitions, theories, and issues regarding leadership.

There were times when abstract concepts would be clarified and Ray could break through the underbrush onto a pathway and travel along at a quick pace, integrating concepts into a mental map that made meaning out of the leadership forest. Then there were times when a newly found theory would contradict his carefully constructed map and he would suddenly find himself off the path and lost again. Ray persisted in his explorations and has become a skilled consultant and guide for students and practitioners who also seek to make sense of the leadership forest.

This metaphor resonated at the time for our symposium focus group and has continued to do so over the years as I have shared this story with others. There always comes a moment early in the semester when the Introduction to Leadership students arrive for class with heads overflowing from the sheer number of definitions of leadership: "How can I make any sense of this when the leadership scholars don't all agree?" "I came to this class knowing what leadership is and now after these reading assignments, I don't think I know anything about it." "I'm so confused!" And, finally: "OK, teacher, tell me what *you* think leadership is."

This is when I tell them about the leadership forest. If they were enrolled in a forestry class, they might not identify each species of tree on their first field trip, but they could learn to distinguish the hardwoods from the evergreens and then the oaks from the elms and eventually the pin oaks from the red oaks. Most importantly for this comparison, "tree" is a concept that encompasses all species of tall woody plants with a single main stem or trunk *(The American Heritage Dictionary of the English Language,* 1976). Young foresters would not experience cognitive dissonance when standing before a red oak and a redwood and even a redbud. Each is quite different from the other and yet each is a tree.

The leadership forest is composed of sound theories, models, and definitions, as well as discarded terminology, myths, and assumptions. The former stand distinctly in the form of individual trees, while the latter obscure a clear view and impede a straight path in the manner of mist, underbrush, and tangling vines. The forest terrain is shaped by culture, and diversity is reflected in the varying ecosystems within the forest.

Just as some trees are abundant in the low lying damp areas and scarce in the higher dryer elevations, some theories, models, and definitions are common to some cultures and rare to others. Just as some areas in the forest are easily reached and others are nearly inaccessible, some leadership concepts are more quickly grasped than others. And, sometimes the path less taken leads a student to discover new growth – an emerging concept of leadership – a rare species to many and a familiar sight to some.

Leadership students can learn to distinguish among the theories, models, and definitions; discover the commonalties, contrasts, shortcomings, and strengths among these concepts; and, eventually recognize that "leadership" encompasses so much that they must listen more intently and observe more closely in order to discern how this term is being used in each instance.

I tell the students these things and encourage them to persist in their efforts to discover a path through all of it that has meaning for them. Some move confidently into the woods while others slowly pick their way. Together, we discover the balance of challenge and support between teacher and student so that the students receive sufficient information, concepts, connections, and questions to prompt critical thinking, form a mental map, and integrate the lessons of the leadership forest.

The American Heritage Dictionary of the English Language (1976). New York: Dell Publishing Company.

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Announcing the 1997 National Leadership Symposium

"Leadership... Spirit in Action"

July 16-20, 1997

St. Christopher Conference Center

Seabrook Island, SC

The National Leadership Symposium is set — mark your calendars if you are interested in joining us for this NCLP / NACA Educational Foundation joint venture. Please e-mail Sharon at <nclp@umdstu.umd.edu> if you would be interested in receiving information about this symposium — we will be exploring the place of spirit in our leadership work and in our lives.

Foundations, Funding, and Leadership Programs
Continued from page 1

leadership better, we realized that leadership is a process and it can be taught and learned. This was a real shift for the foundation. As the W. K. Kellogg Foundation became more enthusiastic about leadership development and actually designed a grant making area, which I did, other foundations, such as Rockefeller, Ford, Lilly, Mott, and MacArthur began to come to us to ask us what we were doing and why. They posed the question, "We're investigating leadership funding and want to find our niche; how should we be approaching leadership?" Leadership funding has now become a much more widely accepted concept among foundations and in this evolution, I have been able to develop many relationships with exceptional people at other foundations. In this sense, what I am sharing now will reflect these experiences.

"As we began to study and understand leadership better, we realized that leadership is a process and it can be taught and learned."

Do you think most foundations have shifted to thinking that leadership is something you learn and develop vs. are born with?

Not yet. I'm going to talk first about Kellogg — and then just make a few comments about the other foundations. Kellogg has moved away from the belief that leadership is an innate talent and that leadership is something practiced only by individuals with titles and positions. We now understand that leadership is a process and that it can be taught to anyone who wants to learn it. Further, the Foundation is concerned about the development of citizen leadership, civil society, and an integrated theory of leadership. With other foundations there is still a struggle going on because you have some individuals who believe you can't teach leadership, that it's either part of a person's personality or doesn't exist.

Based on your observations, what kind of leadership issues are Kellogg and other foundations interested in or concerned with?

On a national level there is a pattern that is starting to reveal itself. The Kellogg Foundation, (with the acceptance that leadership can be taught and that it is a process) has developed an interest in possibly funding citizen leadership and the concepts of a civil society. I know that one major foundation is working, studying, designing, and debating (lots of people don't understand that is what foundations do) on either funding grants or a fellowship program that would address civil society. The Kellogg Foundation also has moved from a department of leadership grant making with very specific goals and strategies to a foundation-wide thematic approach that integrates issues of a civil society and citizen leadership with all other departments and their grants — that's key to us now. This is a complex but very exciting approach.

What do you mean by citizen leadership?

What I'm talking about is moving away from the concept that leadership is something that is done only by people who have titles or positions, and encouraging the citizens of our communities and organizations that leadership is their option. In this sense, leadership is no really longer an option.... it's their responsibility! Individuals must be encouraged to exercise this responsibility in whatever facet of life they may be concerned and passionate about. For example, I think the low voting rate in the United States is indicative of people believing that they have no power, that they have no opportunity to lead. Therefore, they allow people who have positions and titles to carry the burden of solving the problems in their community. But no single individual has all the answers. A *citizen leader* would assume responsibility for social change and play an important part in making our communities better places to live and work. So when I talk about citizen leadership, I'm talking about active individuals within communities and organizations assuming what I sometimes term "leadership for the moment." When their talents or skills are needed they accept the responsibility and step forward to lead. They don't leave it up to elected officials or titled persons to "save" their community.

You've been an active participant, shaper, and observer of trends in leadership funding over time. What changes are on the horizon between what foundations are currently funding, and what they might fund in the future?

Well, again, I'm going to speak specifically from my experience as a program director at Kellogg. You can include the Ann E. Casey Foundation [UPS] and the MacArthur Foundation in this thinking. The first foray into leadership funding was to award leadership money to *individuals* — the Kellogg National Fellowship Program is a perfect example. We didn't know exactly how to tackle the idea of developing leaders, but we thought if we selected bright capable individuals from all over the country and brought them together with prominent leaders in our society, that somehow, maybe through osmosis, they too would become leaders. So grant making in leadership primarily focused on individuals. Then we moved — and others have moved — into the concept of communities and organizational leadership development. Kellogg, for example, became very involved in grant making for grassroots community leadership, and what we called focus groups. This strategy was designed to help network individuals who have areas in common with one another. However, this strategy was isolated into small projects, addressing very individualized group needs. Now, we've moved to another level where we're saying we have to move away from the concepts of leadership of institutions and leaders of organizations to the leadership of people in their role as citizens. And in fact that's what my book addresses — the leadership of regular people — helping people find their voices and become active participants in addressing positive social change.

If you're going to try to extend your crystal ball to the next wave, what do you think it might be?

Well, staring into crystal balls is a lot of fun! My vision is that teaching the concepts of leadership and leadership development should move away from adults and that we should begin directing our attention to youth — to very young people, to preschool individuals. We haven't done that. We select the Kellogg Fellows — the average age is 36; Ann E. Casey selects fellows who are in their 40's. They are looking for people who will affect public policy for youth. There has been a major emphasis on helping the adult population develop their leadership skills. My basic belief and premise — and I think we're going to evolve to that stage — is that if we start at the preschool level, we won't have to do all this remedial learning with adults on how to be an effective leader. And I think that foundations are going to be directing their attention in that direction. The leadership scholars group that you and I are a part of concentrates heavily on theory, ethics, and on transforming leadership. But with our academic approach to developing materials, only an educated adult can understand them. No one is paying attention to developing resources that can be used to get these concepts across to our young people, to our children. I was fascinated with an article that I read about an inner city school that had started to deal with problems in the playground by training ten, eleven, and twelve year old youngsters in conflict resolution. They spent their time out on the playground watching for problems such as children are fighting over a swing or a slide or some other playground equipment. They are trained to go up to that group and ask if the group would like to have help in resolving their conflict, and it's working! That was really exciting to me. Imagine how these youngsters may approach community problems in the future!

"My vision is that teaching the concepts of leadership and leadership development should move away from adults and that we should begin directing our attention to youth — to very young people, to preschool individuals."

So, if we could link a conceptual model of leadership — not leaders — and identify the capacities an individual would need to practice leadership, we could intentionally built these capacities in young people. And if we did that, you believe that something really interesting could happen.

Absolutely! I get very excited just talking about it, Kathy. Where can you find more pliable, open, creative individuals — and studies have been done to prove that — than very young children. Where can you teach collaboration better? Where can you teach what I use as one of my favorite phrases now — *leadership for the moment*. It isn't your turn, Sally, right now; Donny has skills a little better than yours *in this area*, let him do it. Sally, it is your turn to be the strong supportive follower. And then at another moment, Sally, now, right now, it's your turn to lead — and Donny is going to support you. Where can you do that better than when their minds are so pliable and creative and open? Where can you address collaboration more effectively? It just gets me very excited watching young children and the kind of openness they have to exciting new ways to solve problems. It is very enticing to me. I'd love to write a series of children's books, addressing leadership development.

That's an intriguing idea. It would be interesting to think about the kind of capacities we should be teaching everybody in our society so that they could live together and contribute to our communities — preschoolers, kindergartners, junior high, and our college-age students.

Exactly! In the future, we will have teams of leaders, rather than a single leader and a team. And if we have teams of leaders, then we need to map our current capacities as well as the capacities we need to develop in order to work in community. In other words, "How do we keep them from killing each other and all lead at the same time!" I've begun to consistently use *leadership for the moment* because I think there has to be an understanding and an acceptance that all of us aren't leaders *all the time.* We will have our moment when our specific strengths will be recognized, afforded, and encouraged. And we're expected to support, recognize and encourage others when someone else's specific strengths are necessary.

What advice would you give to people who are seeking Foundation funding for leadership?

First of all, and this is something that I think is extremely important, find out where the focus of the foundation is in its grant making and leadership. Find out what is important to that foundation. Too many people have a pet idea that they call leadership and they flip through a book to find which foundations are doing grant making in leadership and they send in their proposal. Nothing turns off a grant maker more than someone who has not done their homework. If the Ann E. Casey Foundation is only doing leadership grant making which pertains to individuals who are seeking positions in public policy that affects youth, don't send them a leadership development project that deals with academic leadership for college or college-age youth leadership. That's aggravating. You haven't done your homework on what the foundation believes is important. The second thing that I would encourage people to do if they're seeking grant

Continued on page 14

Creative Funding of Leadership Programs

by Dean Clark

Increasingly, budgets dedicated for leadership development are generally shrinking. Professionals working with leadership programs strive to involve students in experiences that will benefit them now and in the future, and find themselves involved in, among many other duties, financial planning, accounting and risk management. Recently added to these is development. The story is not a new one: budgets are cut, staff are asked to do more with less, and leadership educators must seek more resources.

Budgets notwithstanding, inherent in this work is the realization that these experiences, especially in our dynamic society, are valuable for the college student beyond what many realize. Leadership educators realize this and believe their work must persist, but how can the succession and broadening of leadership programming be *ensured?* Being responsible for assuring the current and future financial health for such programs is not currently in many job descriptions, but conceivably this *is* the next evolution of the ever stringent budget cycle. Certainly, more funding for leadership programs would allow the inclusion of more students. Regardless of justification, a knowledge of fundraising and financial management beyond signing purchase orders is required by leadership educators if programs are to meet student and society needs. Some programs can be developed with little funding, and this profession has provided ample opportunity for this. At some point, however, economics dictate that goods and services must be bought, sold…or received as a gift.

"This is how we've always done it."

Historically, it has not been unusual for leadership programming to be funded from student service fees. Depending on the students involved in student government (or other allocating body) in a given year, the funding level may be adequate, at least until next year. These funds usually have use restrictions, and relying on this source as the sole means for funding is risky, exhausting and stress-inducing. Despite this, it has worked on some campuses for years, and is still quite common.

The demand for student service fees moneys is increasing, and this source cannot keep pace. As institutions are expected to provide more services to more students for a larger average number of hours per week, costs associated with these services increase. Students will be asked to pay for many of these through student service fees. Student organizations and departments also have increased costs which increase demand for these fees. While the argument for how these funds *should* be spent is often raised, practicality dictates that leadership educators find alternative funding methods soon; the survival of leadership programming depends on it.

"Regardless of justification, a knowledge of fundraising and financial management beyond signing purchase orders is required by leadership educators if programs are to meet student and society needs."

Other practices enabling leadership programs have been charging dues or registrations fees. Much like student service fees, these come directly from students' pockets. The money carries no restrictions on spending, and the leadership educator and his/her students do much of the associated paperwork. The end result is that the students directly involved are the students directly impacted. Students who write a personal check to attend a leadership retreat may seek to gain more than if it were "free," and this is often a major programmatic benefit of this approach. The physical act of turning in money can assure positive attitudes during the program if the program meets student needs. Conversely, if it does not, students may be more dissatisfied than if they had not paid directly.

"Where there's a will..."

Alumni

Students who have graduated from the institution can be tremendous financial and programmatic resources. Not only can this population be targeted for monetary donations, but also in-kind donations (automobile usage for VIP speakers), service donations (as speakers, consultants and group facilitators) and as formal or informal mentors to current students. Involving current students to work with this area can have positive effects on student learning by providing a connection to the history of the institution and by learning through others what is expected and experienced after graduation from college.

- **Building and maintaining relationships**

The key to building and maintaining relationships is to communicate the benefits of contributing to leadership education programs. Building and maintaining relationships involves contacting alumni, coordinating with staff and students working with alumni (development or foundation office), addressing alumni needs, and writing effectively. It entails staff and students communicating with alumni via letter, telephone, fax, e-mail, or in person. Students and staff involved in raising funds for a particular area or committee must be able to provide, on the split-second, current information of the program needs, budget, program plan (activities), number of students who will benefit and educational nature of the program. At the very least, potential contributors want to know why you need their support, and how their money will benefit students. While this may sound time-consuming, it is most time-consuming in the initial stages.

- **Providing Services**

The key to providing services is to make it as convenient as possible to contribute. The positive experience of the first time contributor is crucial. Donors, as with all "customers," want excellent service for their contribution. It is up to *every* one of the staff and/or students involved with each donor to assure this excellence of service. Whereas outstanding interpersonal skills are desired with building and maintaining relationships, providing services focuses on expedient and correct completion of tasks. These tasks include designing and assuring ease of donation process, creating and maintaining databases, ensuring recognition in leadership education materials (e. g., pamphlets, brochures) and other operational activities.

"To rely solely upon traditional methods of funding for such programs threatens their continuity."

Corporations

- **Partnerships with Corporations**

Many corporations budget for donations to community efforts, and education can be part of this. Companies having success recruiting at particular institutions have much to gain from supporting leadership programs, and may send a check when requested, or agree to give corporate-level presentations for students at retreats. Establishing a partnership with a corporation is desirable because of the vast financial and personal resources available. Also, a continual (rather than one-time) partnership can be pursued, which adds to the financial stability of the leadership program.

- **Gift Matching**

Some corporations have gift matching for their employees who give to community or educational efforts. This concept is basically simple, and entails the company matching either exactly or a percentage of the employee's contribution. Corporations write off expenses such as these each year.

- **Networking**

Networking within corporations may also prove beneficial to leadership educators. Perhaps the institution's contact at a local corporate branch does not have skills desirable to the leadership educator, but perhaps s/he may know the corporate trainer in the state or region and would be willing to contact that person to present a topical seminar.

Tips for Getting Started

- Have former leadership program participants write how the program benefited them; produce visually pleasing, informative, professional documents to present to alumni and corporations for "proof" of the learning and relevance of the program.
- Before contacting potential donors, clear names of individuals and organizations with the institutional development office to avoid duplicate contacts and requests.
- To assist in building a base of potential donors, the establishment of a database containing names and contact information of students currently involved in leadership programs is essential. After a year or two, graduates can be contacted and donations requested. Even if only ten students contribute $25 each, an additional $250 could buy a lot. The larger donations may take a longer period of time to develop, and may be rare. However, do not be surprised to receive occasional healthy donations from recent graduates or even parents of current students.
- "Roll-over accounts," or non-student service fee accounts that do not get emptied each fiscal year, contribute to the practicing of financial responsibility and enable leadership educators to build a reserve during successful years. This is also excellent non-profit and corporate business experience for students and staff.
- Be aware that donated money sometimes carries restrictions and can require recipients to guarantee something (involvement, report, advertising) in return for resources.

An Example: Fall Leadership Conference at Texas A&M University

The 1996 Texas A&M University Memorial Student Center Fall Leadership Conference has existed for 44 years, and hosted 140 representatives from various student organizations, 14 focus group leaders, 7 major speakers (not including a panel session of the Texas A&M President and five Vice Presidents), and 20 former students. Students (or their organizations) were charged $65 to participate, and in return received 3 days, 2 nights lodging, food, transportation, a resource notebook containing numerous group exercises, leadership articles, speaker information, and a T-shirt. The Conference was held at a corporate retreat center 3 hours from campus in August of 1996.

This year, the Fall Leadership Conference committee consisted of eleven students and two staff advisors. One of the student positions, the Director of Fundraising, collaborated with other directors, the chair, and advisors as needed, and the end result was donations of over $8000. All of these students built and maintained relationships and provided services to these donors, through letters of appreciation and an invitation to the Conference, among others.

Specifically, funding for this event came from Texas A&M former students, Andersen Consulting, M. D. Anderson Foundation, Texas Utilities Electric Corporation, Reveille Club of Houston (mostly former students), Ford Motor Company, and Texas A&M Mothers' Clubs. These organizations each donated money, except Texas Utilities Electric Company, which donated the use of their corporate retreat center and charged only for *their* cost of purchasing the food and paying their staff. In addition, Ford Motor Company gave as a result of their corporate gift matching opportunity; one of the employees (a former student) gave to another campus organization, and the Fall Leadership Conference was named by him as the beneficiary of the matching funds.

In summary, this program would not be possible at Texas A&M without the support of the donors. Leadership educators wishing to expand, or even maintain their current program funding base, must begin to investigate options such as those described above. To rely solely upon traditional methods of funding for such programs threatens their continuity. Through using these methods, and devising others, many leadership learning opportunities for current and future students will be secured.

Dean Clark is the Program Advisor in the Student Programs Office at Texas A&M University.

Developing a Student Leadership Program

The next issue of **Concepts & Connections** will focus on developing a student leadership program. The Council for the Advancement of Standards (CAS) recently passed a set of standards and guidelines for student leadership programs, and we have received permission to duplicate them for our members. The issue will highlight those standards, as well as other aspects of leadership programming. We would also like to hear about success stories or lessons learned through your efforts. We will highlight various resources in the issue as well as include your materials in the Clearinghouse resource files. Thank you!

Leadership Training Concepts & Techniques

Raising Money for Leadership Programs: We Don't Have to Beat the Truck

by Caryl M. Stern-LaRosa

Whenever I think about raising dollars for leadership programs, I am reminded of a story I once heard at a fund-raising dinner. The speaker described his ride to the dinner, mentioning that he was almost late because he got stuck behind a truck that would go fast for a little over a mile and then suddenly stop. The driver would hop out of the cab, run around to the side of the truck and pound it fiercely with a big stick, then hop back in and continue driving. After watching this routine four or five times, the speaker finally got out of his car and asked the driver what he was doing. The driver explained that he was driving a one-ton truck loaded with two tons of canaries; thus, the only way to keep the truck moving was to keep half of them in the air at all times.

> *"Whether you raise the dollars yourself or work with a development professional, there are basic steps you will need to follow."*

Running a leadership program is quite a bit like that overloaded truck — trying to deliver a lot with limited resources. Our choice then is either to continue to beat the truck or to increase those resources — in other words, to embark upon a fund-raising effort. As student affairs professionals, few of us have had formal training in the finer art of raising money. For some, the mere mention of fund-raising sends us running for the nearest development staff person. Whether you raise the dollars yourself or work with a development professional, there are basic steps you will need to follow.

STEP ONE: The Informational Packet

Before you embark upon a fund-raising effort you need to put an informational packet together. No one will fund what they cannot or do not understand. There are three basic items that go into your packet. They are:

A. Program Description

The cornerstone of this packet is a concise written description of your program. This description must include your mission and overall goals, a brief overview of your history, the size and scope of your services, any unique characteristics of your program, the population it serves, and an overview of your successes. Avoid jargon — it may not be as easily interpreted by someone not working in your field. Keep the description simple and easy to read, and no more than two to three pages (preferably less!). On a separate sheet, include a description of the staff and/or volunteers who run the program, listing their qualifications and achievements.

B. Needs Statement

Writing a needs statement is often a difficult process for the novice fund-raiser. It doesn't have to be. Sit down and discuss with your colleagues why you do what you do. What do you hope to achieve? What needs are being met by your program? How does your campus, a participant, or the community benefit from the existence of your program? What problems are avoided by your existence? Clarify your thoughts through discussion and then write them down. Have someone not related to your program review and edit what you've written.

Often the biggest mistake a practitioner makes is assuming that the reader possesses certain knowledge about the program for which the needs statement is written. Having an outsider read your statement will help you to find the hidden assumptions.

C. Proof That It Works

What is the theoretical context in which your program is based? Does related research exist? Can you cite it? Is an evaluation process a regular part of your program? What have you learned from your evaluations? Assume your reader knows nothing and must be convinced. Bring out your best evidence and use it in a brief statement that informs the reader that your program is based upon more than your own positive opinion. If your program is a new one and therefore does not have a track record that you can point to, highlight similar types of programs and/or theoretical research that leads you to believe that you will succeed.

D. Support Materials

Has anyone written letters of commendation for your program? Has it won any awards? Do you have an attractive brochure? References? All of these should be put together and placed in your informational packet. If you do not have support letters, solicit some. A great place to start is to get two or three letters from participants who have completed your program, attesting to how it has helped them to succeed. Another good start is to solicit letters from those who have employed participants, again attesting to how it has helped the employee to succeed.

STEP TWO: The Executive Summary

Once you have your information packet put together, summarize the entire packet into a one page abstract. This is an introductory sheet that may be used to entice interest in your program. It can be enclosed with a pitch letter that lures the receiver into seeking the packet. And, it can serve as an easy "cheat sheet" that someone can pull out and quickly scan when an opportunity to pitch your program presents itself unexpectedly.

"It is equally important that you consider yourself (and your staff and volunteers) a part of the process!"

STEP THREE: Identify Your Needs

It is a rare individual or organization that, if given money, could not find a way to spend it. However, it is the even rarer donor that will give dollars without having a specific item, project, program or piece of material to fund. Create a shopping list of individual items, projects, programs, materials, etc., in need of funding. Using your information packet format, draft a paragraph description on each item in need of funding, list the staff involved, briefly articulate the need it will fill, describe the process, and state why you believe it will succeed, as well as how you will measure success. Finally affix a cost to each item on your list. Attach any support materials you may have. Once your list is complete — Prioritize! Prioritize! Prioritize! Be sure it is apparent to the novice reader which items are your top priority and why.

STEP FOUR: Donor Recognition

The last task you will need to complete before starting on your fund-raising drive, is a donor recognition program. How will those who contribute be acknowledged for their efforts? Are their programs and/or materials that can be named for the donor? Do you print any kind of donor's list that is publicly distributed? Do you list donors on your promotional materials? If the donor is funding an event, can s/he be invited to it and publicly acknowledged? Do you have any type of formal awards and/or other recognition process? Think this through — determine a process and be sure to write it up.

In addition to an information packet, a funding shopping list, and a donor recognition process, you will also want to consider the more "personal" aspects of fund-raising. For the most part, people give money to people. They are turned on to the program by a person, touched by the program as described to them by a person, and actually hand and/or mail their checks to a person. You want to survey those involved with your program and learn who their personal contacts are. You want to consider what natural allies may exist that you can build upon. And, you want to insure that the actual "ask" is both professional and personal.

All of these materials can be used by you (or others directly involved in your program), or they can be turned over to your development staff for use in their fund-raising efforts. A comprehensive approach would include both. It is important that those seeking funds for your institution have this information so that your needs can be considered. It is equally important that you consider yourself (and your staff and volunteers) a part of the process!

This may sound like a long and difficult set of steps. However, compared to beating the canaries out of the truck every mile, you will find this initial ground work to have long-term paybacks!

Caryl M. Stern-LaRosa is the Director of the Anti-Defamation League Education Division and the ADL/A WORLD OF DIFFERENCE Institute, past National Chair of the National Association for Campus Activities, and a past student affairs professional.

The Leadership Bookshelf

Leadership texts in use at the University of Maryland

The University of Maryland at College Park offers numerous leadership courses through several different departments, including the Maryland Leadership Development Program, Greek Life, and the College Park Scholars in Public Leadership Program. Below are reviews of some of the texts the instructors of these classes have used.

The Leader's Companion: Insights on Leadership Through the Ages

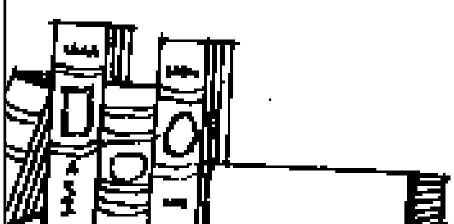
Edited by J. Thomas Wren
New York: The Free Press, 1995, 554 pages

This book has been used since its publication in 1995 as the primary text for the "Introduction to Leadership" class offered by the Maryland Leadership Development Program.

Review by Tracy M. Tyree, Graduate Staff Assistant of Student Honor Council.

I would highly recommend the use of *The Leader's Companion,* edited by Thomas Wren, as a text for an introduction to leadership course for college and university students. This was the primary text I used in teaching such a class at the University of Maryland at College Park, consisting of upper level students from various majors across campus. This book is a collection of articles and publications drawn together to provide "insights on leadership through the ages" (the subtitle), and is a very exciting text for leadership education.

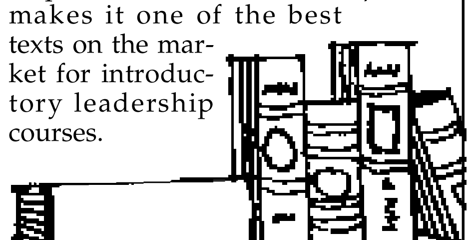
One of the goals of my course was to introduce students to leadership from historical, theoretical, and practical perspectives, and Wren has covered all of these bases in this text. After providing a general introduction to leadership through articles that address both what leadership is and why it is of interest, there are two lengthy sections on the historical and modern views of leadership. Publications by Tolstoy, Plato, Aristotle, Machiavelli, Lao-tzu, Gandhi, and DuBois provide a rich, philosophical view of leaders and leadership before these ideas were formally studied. The focus then shifts to contemporary leadership theory, including theories such as transactional, transforming, transformational, and charismatic that have significantly impacted the way leadership is thought about today. Some of the earlier theories of leadership (sometimes referred to as traditional theories), such as great man, trait, behavioral, and situational/contingency, are also addressed in various sections.



Secondly, this text approaches leadership from a multidisciplinary, multiperspective approach. This allowed our students to think about leadership from their own academic backgrounds, as varied as health and human performance, business management, engineering, psychology, and journalism. We intentionally incorporated examples of leadership from many different disciplines as well as from a community/societal perspective to encourage students to move beyond more traditional ideas of leader and leadership. Furthermore, in *The Leader's Companion,* Wren has included multiple perspectives on leadership (e.g. chapters titled "Ways Women Lead" and "Cultural Constraints in Management Theories"). However, we found a need to include perspectives of leadership from different voices. Because traditional articles on leadership from non-White cultural or racial backgrounds are difficult to find, this text should be supplemented with works which address leadership from a less traditional perspective, or with new research as it is published. One example of this might be a class session on leadership among Native Americans. While there may not be a single complete text or article on leadership in these communities, much can be learned about leadership in the American Indian culture from publications on their history and traditions.

The third major strength of *The Leader's Companion* is its approach to leadership. In our course, we encouraged students to think about leadership as a process, rather than a position or person. Thus, while the course included some aspects of skill building for the students to become better leaders themselves, that was not the primary goal of the course. Wren supported this idea through his definition of leadership as "an interactive process in which leaders and followers engage in mutual interaction in a complex environment to achieve mutual goals" (p. x-xi). His method of grouping articles into sections also suggests that leadership is more than positions held by a privileged few. For example, sections such as "The Skills of a Leader" and "Leadership in Practice" follow sections on "The Leader," "The Followers," and "Leaders and Followers Together." Leadership is established as a relationship between people, not as a singular focus on one person leading others. Because this emphasis was of great value to me in understanding and teaching leadership, I was particularly pleased with this approach in a leadership text.

One additional "plus" of the book is its original publication in paperback with the budgets of college students in mind. Other very important topics covered in this text include moral leadership and ethics, power and influence in leadership, leadership of individuals and formal groups, and leadership for the next century. In my opinion, this combination of articles and emphases in *The Leader's Companion* makes it one of the best texts on the market for introductory leadership courses.



The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change

by Stephen R. Covey
New York: Simon & Schuster, 1989, 358 pages

This book is used as a primary text in both "Leadership: Transforming Ourselves, Our Communities, & Our Organizations," taught in College Park Scholars in Public Leadership, and "Leadership as an IFC Executive Board," taught in the Office of Greek Life.

Review by Gardiner L. Tucker, Jr., Assistant Faculty Director, College Park Scholars in Public Leadership

Personal change is a process common to every person. The struggle we often face lies within both the purpose for and method of personal change. Stephen Covey takes us on an insightful journey into some answers to these struggles. He offers a variety of examples to back up his points, lays out a set of straightforward principles and strategies to guide our behavior, and helps us to determine our purpose in life. My co-instructor and I have used this text for two years in a course on public leadership and have found it to be well received by the students.

A systematic approach and ease of understanding are perhaps the most apparent reactions to the material in the book. Covey provides us with several models that explain his concepts, such as the Seven Habits Paradigm (p. 53). These models help the reader to discern conceptual relationships and to see how to apply the information. The relationships between habits are clearly defined, with illustrations showing how one habit builds upon another to create a system of effectiveness. This systematic approach is the most salient point of the book. That each of us practices various habits to a certain degree is assumed, but the power of Covey is in the design of an holistic system that focuses individual energy to reach one's priorities. This system is built on clearly articulated values that drive one's actions to reach self-set goals.

The text is filled with examples of how to apply this system. Covey provides questions to guide individual planning sessions, gives a contact phone number to order a free self-test on habit use, and includes exercises on planning a day at work using the system.

The criticisms of the volume are few in number. The strongest one is the noted absence of references to research on leadership and management. One wonders if Covey's principles are even based on research findings. He provides an index of suggested sources, but does not indicate if he drew on these for information, or if they merely further his principles. As a corollary of this problem, the criticism most often voiced by the students in our classes is that the book is too simplistic. "I know this stuff," said one student, "it's common sense."

I noticed, however, in spite of this perception among students, that few of them actually practiced these common sense tactics for personal effectiveness before reading the book. This may be due to Covey's clarity and ease of application. I have seen the change in my students as they work with the habits. They can articulate them more clearly and can demonstrate their use in class, on homework assignments, and for team projects.

The class I co-teach is on public leadership, and is a part of the College Park Scholars Program at the University of Maryland at College Park, a living-learning program for academically talented freshmen and sophomores. We supported the use of the text in class by requiring the students integrate it into their coursework, such as for the leadership novel analysis, in which they identified leadership themes in a novel of their choice, including an examination of the use of Covey's habits by the characters. They were also required to use the habits for team projects and as a basis for asking visiting public leaders about career success.

The 7 Habits of Highly Effective People is a useful text for the classroom. It is easy to understand and apply, creates a system for effectiveness, and integrates well into classroom assignments.

Review by Matthew Supple, Fraternity Advisor, Office of Greek Life

In its second year of existence, the Interfraternity Council Executive Board Class at the University of Maryland provides the opportunity for executive board members to apply leadership theory directly to practice. The students in the class are members of fraternities, primarily juniors and seniors, who have taken previous leadership courses and held previous leadership positions. I have used *The Seven Habits of Highly Effective People,* by Stephen Covey, as the primary text for the course, and supplemented it with secondary texts and articles.

The text has been insightful in allowing students to make connections between theory and practical application. Covey presents a model of personal and professional management that is easily applicable to college student leaders. Specific ideas and concepts that have been particularly helpful for the IFC include: the underlying concept of a paradigm and the process of paradigm shifting; the difference between quick-fix solutions to value-based character flaws vs. in depth change and improvement of underlying morals and values, and how to move from one to the other; the advantages of using stewardship delegation as opposed to "gofer" delegation, especially within the group; the basic parameters of a win/win relationship and how to apply this concept to Greek life; investing in personal relationships in order to foster stronger group interactions; the power of synergy; and the advantages of and need for continual reassessment of the cycle of effective leadership.

Some of the challenges inherent in teaching any text is that if students do not "keep up" with the readings, they are left behind. This is particularly true in the case of Seven Habits, in that each Habit builds a foundation for the next. Students may also struggle in the beginning of the book because there is a strong business focus, and some do not relate well to those messages until later in the book (around Habit 3).

One of the greatest advantages of using this text in class is its practicality. Students are able to draw strong correlations between the information presented in the text and their own past and current leadership experiences. Another advantage of Seven Habits is the way Covey breaks the material down into manageable sections that are easily covered in a one semester course. In all, the Interfraternity Council Executive Board members have benefited from the ideas and principles in *The Seven Habits of Highly Effective People*, and have applied them on a weekly basis to the challenges of their leadership positions. Class discussions have helped them understand and relate more to the messages Covey conveys, and the text will undoubtedly help them not only as IFC Executive Board members, but as leaders in other communities as well.

Born To Rebel: An Autobiography

by Benjamin E. Mays
Athens, Georgia: University of Georgia Press, 1987, 380 pages

This book is used as one of the textbooks in the "Leadership and Ethnicity" class offered by the Maryland Leadership Development Program.

Review by Brandon Dula, Assistant Director of Stamp Student Union and Campus Programs.

Several years ago, I was motivated to create a course that would focus on leadership within the African-American community. The impetus for the course was both a response to student needs and my own thoughts of how leadership differs along race, gender, ethnic, and class lines. Like anyone undertaking the difficult task of teaching leadership, I faced the paradox of having to select readings from a wide variety of texts, while limiting the material to make the course manageable for students. Benjamin E. Mays' autobiography *Born To Rebel* is a text that allowed me to address this paradox and to broadly explore leadership within the African-American community.

Benjamin E. Mays was born in 1895 in South Carolina to parents who were born in slavery. During the same year as Mays' birth, Booker T. Washington delivered his Atlanta Compromise speech, and W.E.B. DuBois received his doctoral degree from Harvard. Washington's advocacy of industrial education and DuBois' belief that a "talented tenth" of the race would lead the way were the two dominant visions for leadership in the African-American community. A year after Mays' birth, segregation was legalized in the "Plessy vs. Ferguson" ruling by the Supreme Court. Dr. Mays' life is metaphorically reflective of aspects of African-American leadership, history and culture in the twentieth century. Benjamin E. Mays served as President of Morehouse College from 1940 to 1967, and influenced many of the pivotal figures of the Civil Rights Movement; Dr. Martin Luther King, Jr., Andrew Young, and Julian Bond were students at Morehouse during Dr. Mays' tenure.

It is instructive for students to compare how the theories of leaders are manifested in the lives of followers. The positions of Washington and DuBois can be seen in Mays' life. His struggle against segregation and his personal encounters with advocates of industrial education vs. the "talented tenth" concept is illustrated in his own experiences. As a child, Mays had to contend with an agrarian economy that valued school as less important for black children than white children. Instead of attending school, Mays had to be available for the planting and harvesting of crops. In spite of this system and the nonchalant attitude expressed by his parents towards education, Mays had an incredible drive to learn and succeed. Mays went to South Carolina State, Bates College, and eventually received his doctorate from the University of Chicago.

In *Born To Rebel*, Mays not only chronicles his own Horatio Alger-like rise to success but writes of and critiques black leadership in the twentieth century. These chapters are very important in that readers begin to understand the cultural ethos that has shaped African-Americans. Education, equality, and, employment have been the three major goals of African-American leadership. Indeed, these same three goals are issues in national politics. How to achieve these goals has been the focus of much debate within the African-American community. Integration vs. segregation, accommodation vs. nationalism, industrial education vs. liberal education are the dichotomies that have been expressed by competing leaders. DuBois and Washington are symbolic of this bipolar philosophical struggle as well as Dr. Martin Luther King and Malcolm X. Mays gives his own opinion on this topic as well as his own prescriptions for "Black Power, Black Awareness, and Black Capitalism."

Before and during his tenure as President of Morehouse College, Mays was a leader of the African-American communities of cities in which he lived. Mays documented and addressed the overt and covert discriminatory practices which hobbled African-Americans. These anecdotes and Mays' own dealings on behalf of black communities are important examples of leadership situations in the segregated south. Mays was often a go-between for Atlanta's white and black communities. These incidents and the challenges posed to leaders present students with powerful insights in leadership decision making under adverse conditions.

Born To Rebel is an excellent book on leadership for students on many levels. It is a success story of an individual who had to overcome incredible odds. It is an historical document of local, national, and, international personalities and incidents that impacted African-Americans and the United States. Finally it serves as a theoretical and philosophical review of leaders and leadership styles within the African-American community. Students who have enrolled in the course have come from a wide range of disciplines, and only a few of them were familiar with Mays before reading the text. Students have found *Born To Rebel* easy to read, and it proved beneficial to supplement the text with additional readings on leadership theory and African-American history. Mays' *Born To Rebel* is a very useful tool for teaching and discussing the concepts of leadership.

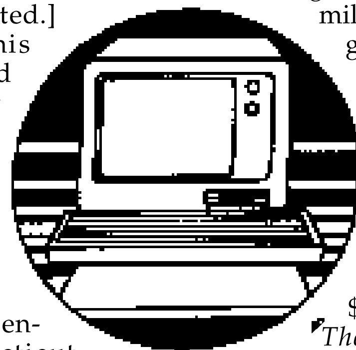
Scholarship and Research Updates

Funding Leadership Programs and Research

By Susan R. Komives

There is very little research on funding leadership programs and research. It seemed best to make this a short column referring you to sources that do contain useful materials on such funding. External funds might come from corporations, foundations, the government, or donors.

Corporations have very targeted interests. Local corporations might have a vested interest in partnering with your institution to meet mutual goals. Your institutional advancement office will want a 1-2 page concept paper (often called a case statement) about your program and what you seek in funding for specific purposes, to approach corporations and alumni donors. [See this issue's "Training and Techniques" article on how that document should be crafted.] Other authors in this issue have offered good advice about doing your homework, and that includes researching foundations that you might contact to see if your program fits their interests.



The Foundation Center, 1001 Connecticut Avenue, NW, Washington, DC 20036, (202) 331-1400 is a great source of publications on foundation giving. They publish such essential sources as *The Foundation Directory* (a directory of the nation's largest foundations with $2 million plus in assets and giving records of at least $200K); *The Foundation Directory Part 2* (a listing of second tier grantmaking foundations with assets of less than $2 million and grantmaking between $50K and $200K); and *The National Directory of Corporate Giving* (a listing of 2,050 companies with known corporate giving programs). An electronic search of books on Worldcat using the term "foundation directo-

Networking for Leadership

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

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Richelle Andersen
Brigham Young University

Cindy Benton
University of South Carolina

Debbie Lo Biondo
Duke University

Steven P. Bridgett
Chicago State University

Cynthia Byrd
Illinois Central College

Sondra Cave
Mid America Nazarene College

Greg Clement
Salem State College

Mike Ford
Wake Forest University

Dan Fortier
Big Bend Community College

Ivanna Garibaldi
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Will Hall
US Naval Academy

Andrea Hoffer
Georgia Institute of Technology

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Central Michigan University

Michelle Howell
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The University of Arizona

Heidi Jakoby
Rivier College

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Florida Student Association

Amy Noel Kelsch
Frostburg State University

Fran Kick
Instruction & Design Concepts

Casey Kiess
University of Minnesota Duluth

Patricia N. LeDonne
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Wright College

John McGuire
Radford University

Lisa McGuire
University of Southern Indiana

Lynne Montrose
Regis University

Wayne Morris
SUNY Cobleskill

John Nirenberg
University of Phoenix

Stephanie Palubicki
Northeastern University

Garnet Persinger
WV Northern Community College

Mary Ramirez
The University of Michigan

Lane Rossar
Richmond — The American International University in London

Joseph C. Santora
Essex County College

Candice Sherman
University of Georgia

Liz Skofield
Seattle University

Gerri Lynn Spikes
University of California, San Diego

Dr. Ronald E. Sutcliffe
Gallaudet University

ry" revealed that most states have a specialized directory. Also check your local campus library (check the AS911 location in the stacks). These directories will give you the types of programs that foundation funds, the level of funding, and identify some of their projects. You can also write to those foundations for a copy of their annual report; you will get a more clear idea of what they fund and their average levels of funding. The 1992-1993 issue of *Leadership Education: A Source Book* (from the Center for Creative Leadership) has a very useful annotated section on foundations containing the mailing address, phone, contact person and a description of the nature of funding for each of 14 foundations.

In doing a funding search myself a few years ago with the aid of our development office, I found little to no interest among foundations to support leadership research. Most of the interest is in models of practice and various program interventions. Clearly a program must be evaluated for accountability, but it should also be studied. A research agenda could be identified around a specific intervention or program, but research is not a direct interest of most foundations.

I did have better luck identifying OTHER key terms which are of interest to foundations. Your program may be on leadership and technology, and there are many sources interested in technological innovations. Your program may be focused on leadership for diverse populations, and there are many sources for multicultural or specific racial or ethnic groups. Be creative with those search terms! Good luck, and keep us posted on your successes.

Dr. Susan Komives is an Associate Professor of Counseling and Personnel Services and a Faculty Associate in the Division of Student Affairs at the University of Maryland, as well as the Chair of the NCLP Editorial Board. She can be reached at 3214 Benjamin Building, University of Maryland, College Park, MD 20742; (301) 405-2870; <sk22@umail.umd.edu>; Fax (301) 405-9995.

Leadership at the 1997 ACPA/NASPA National Convention

The American College Personnel Association and the National Association of Student Personnel Administrators are holding their national convention, "Bridging History and Destiny," in Chicago this spring, March 19-23, 1997. Call ACPA at (202) 265-7500 or NASPA at (202) 835-2272 for registration information. Many programs and meetings on leadership education will take place, including an NCLP-sponsored session entitled "The Destiny of Leadership: 'Cutting-Edge' Programs Across the Country." Check the program schedule for day, time and location.

Also featured at this conference will be the ***Commission IV Leadership Education Resource Fair.*** *The Fair organizers are very interested in NCLP members sharing with conference attendees their programs, class syllabi, group leadership activities, leadership workshops, retreat programming (content), conference programs (content), and Social Change Model lesson plans for all/any of the 7 Cs. If you would like to participate in the Fair by submitting your innovative leadership education projects or programs, look for submission information in late January on the ACPA Commission IV homepage. The address is <http://www.georgetown.edu/student-programs/comm04/welcome.htm>. Start gathering your resources now! For more information, contact Lisa McGuire at (812) 465-1031 or Christopher Adkins-Lamb, Chair, Leadership Education Committee, at (517) 629-0433, <cadkinslamb@alpha.albion.edu>. Whether you feature materials or not, be sure to check the program for the day, time and location of the Fair and stop by.*

Concepts & Connections

Volumes I, II, and III now available

Have you recently joined the Clearinghouse? Are you wondering what you have been missing? We are now offering a bound set of Concepts & Connections, Volumes I, II, and III. Topics include Community Service and Leadership, Institutionalizing Leadership Programs, Rethinking Ethics and Leadership, and more, eight issues in all. This publication includes writers Kathy Shellogg, Denny Roberts, and Grieg Stewart, and interviews with James MacGregor Burns and Helen Astin, among others. See our Web page for the complete list of topics. Price is $15 for NCLP members, $20 for non-members. A check must accompany this order form – sorry, we do not accept purchase orders.

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Foundations, Funding, and Leadership Programs
Continued from page 4

making in leadership, is to explain clearly what they believe leadership is. At the Kellogg Foundation we were, and are, extremely interested in transforming, servant leadership.

So, do your research, and match your philosophy of leadership with the foundation that's funding that kind of leadership program.

Exactly. And please DO NOT try to alter your plan to fit what you think the foundation wants. Your project probably won't be successful. You have to do what you feel passionately about and seek funding from organizations and foundations that are very interested in what you are doing.

So it's really about finding a fit.

That's right. And the other thing I would strongly recommend to people seeking funding, besides doing your homework and finding the proper fit, is DO NOT send full-blown grant proposals of 150 pages to a foundation. Allow the foundation and the program director some latitude to work with you. It's always important to send a concept letter first. Three or four well thought out pages that spell out the basic concepts, why the project is necessary, how it can be achieved through your organization, why you are the best place to do this, and a ballpark figure of how much you think it's going to cost. If you write well and your passion comes through in what you've written, even though the foundation may not be intensely interested in all of your ideas, your initial concept letter and your ongoing conversations may lead them to be *more* interested in what you want to do.

> *"I've begun to consistently use 'leadership for the moment' because I think there has to be an understanding and an acceptance that all of us aren't leaders all the time."*

What foundations do you know of that are currently involved in leadership programs?

Well, obviously Kellogg, the MacArthur Foundation, the Lilly Foundation in Indianapolis, the Ford Foundation, Rockefeller is considering grant making in leadership, and the Mott Foundation has also had a program director visiting foundations and organizations around the country trying to decide what their niche is and where they might do grant making in leadership. The Irvine Foundation in California has been doing grant making in leadership as well. These are the large foundations I am familiar with.

Do you have any other pieces of advice for colleges that are looking for ways to help support the development of leadership?

Well, I would say in general that I think it's really important that colleges and universities in particular begin to focus more on the development of the whole individual rather than viewing the student as only a brain with the need to master a discipline. I think we have put too much emphasis on the students' responsibility to their academic discipline and very little emphasis on the responsibility of that student to society as a whole. I know that when I travel from campus to campus and just talk to students and ask them how many of them feel they have a responsibility to assume a leadership role in society, the only hands being raised are individuals who are the head of student government, or happen to be the captain of the basketball team or the football team. We are not doing a good job in training our young people to be citizens of the United States where responsibility to lead is not an option. I just think that colleges are the places where this can be taught since it's not happening any earlier in the educational process.

It's a wonderful challenge to practitioners in higher education. And inferring from some things that you said earlier, another challenge for people in education is to not just do this in an insular fashion. We're not just teaching people leadership to practice within a college — but to reach out and engage significantly with the community and youth and everyone else around it.

That's right. You've got it.

Dr. Kathleen Allen is the Vice President of Student Development at the College of Saint Benedict in St. Joseph, Minnesota.

Web Page Under Construction

The NCLP Web Page is under construction! We will be posting our various order forms, information about the National Leadership Symposium, and any other information we think you might want to see. One of our goals is to link all of you up on the web, so please e-mail us (at <nclp@umd-stu.umd.edu>) the web page addresses of your leadership programs, offices, or conferences. We will set up links from our page.

Check it out at <www.inform.umd.edu/OCP/NCLP>.

National Clearinghouse for Leadership Programs

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