

CONCEPTS & CONNECTIONS:

— Leadership Opportunities in Student Employment —
A Newsletter for Leadership Educators

Volume 7 Issue 2

National Clearinghouse for Leadership Programs

1999

Enhancing Students' Leadership Development: *Realizing the Benefits of College Student Employment*

by Darrell Anthony Luzzo, Ph.D.

According to recent estimates, over 11 million students (81% of all students enrolled) in the United States work while attending college (Knapp, 1993). After class attendance, the most universal experience of American college students is employment (Kincaid, 1996). It is no wonder,

then, that the pervasiveness of the student employment experience has raised many questions regarding its effect on students' academic, personal, and social development.

Although most students readily indicate that their primary reason for securing employment during college is to finance their education, research over the past 15 years has revealed many additional benefits to students and employers (Kincaid, 1996). Student employment, especially when it is part-time (i.e., 10 to 20 hours per week) and on-campus, has been found to have a positive effect on a number of important student development variables, including improved academic achievement, enhanced career development, and increased retention.

Student Employment and Academic/Career Development

Researchers have consistently found academic benefits associated with college student employment (Augenblick, Van de Water, & Associates, 1987; Healy, O'Shea, & Crook, 1985; Stern & Nakata, 1991). Results of several empirical studies have

demonstrated that students whose employment is related to their career interests and aspirations tend to possess higher GPAs than their classmates who are not working or who are working in jobs that are unrelated to their career goals (e.g., Healy et al., 1985; Stern & Nakata, 1991). Similarly, students whose employment is related to their interests and aspirations also tend to complete their college degree program at higher rates than their non-working peers (Augenblick et al., 1987).

Researchers also have identified numerous benefits associated with student employment and career development – particularly in terms of students' career maturity and the development of an

internal career locus of control (i.e., sense of personal control over and responsibility for career decision making) (Kane, Healy & Henson, 1992; Luzzo, 1995; Luzzo, McWhirter, & Hutcheson, 1997; Luzzo & Ward, 1995). As with academic-related outcomes, the positive benefits of employment related to students' career development are most salient for those who are able to

“As with academic-related outcomes, the positive benefits of employment related to students' career development are most salient for those who are able to secure part-time employment experiences that are congruent with career interests and aspirations.”

INSIDE THIS ISSUE:

- *Enhancing Students' Leadership Development: Realizing the Benefits of College Student Employment* by Darrell Anthony Luzzo, Ph.D.
- *Connections from the Director of NCLP*
- *Leadership Training Concepts & Techniques Leadership Competency Models* by Ray Wells
- *Program Spotlight Student Employment at Shuttle-UM: Life's A Journey. Start Here.* by Wendy Endress
- *The Leadership Bookshelf: Leadership Theory and Practice.* Reviewed by J. William Johnston
- *Scholarship and Research Updates*

Continued on page 3

Connections From The Director

In this issue of *Concepts and Connections*, our authors take a look at how students are spending their time. Throughout this edition, our contributors cite that students are allocating significantly more time to employment on and off campus. What does this mean for the leadership education process? In his book, *Permanent White Water: The Realities, Myths, Paradoxes, and Dilemmas of Managing Organizations*, Peter Vaill (1996) suggests that the traditional approach of working harder as the means of educating, training, and developing leadership skills within our undergraduate populations may not be the most effective way to negotiate the “swirling rapids of white water [italics added]” students know as life. We hope that this edition of *Concepts and Connections* will illuminate the many new expansive patterns and partnerships that exist on the campus for leadership educators. As Vaill suggests, instead of working harder, we need to work “collectively smarter, reflectively smarter and spiritually smarter” (p. 29).

Last semester I was invited to serve on a student affairs scholarship committee. The goal of the committee was to award two student employees with a financial scholarship for their contribution to improving the quality of life for students through their work within the student affairs division at the University of Maryland. Each of the students we inter-

viewed shared how their leadership capacity was enhanced through employment on campus. “My willingness to take on more responsibilities, ability to model the way, and listening skills have enabled me to establish myself as a leader within my position as a Resident Assistant”, shared Jennah, a Resident Assistant and Orientation Leader. “I was in charge of five student employees and served as the middle man between the students and the staff supervisor. I was charged with making decisions when objectives were unclear. I acted as a mediator in situations where disputes were raised. As Inventory Crew Leader it was essential that I be a leader in order to do a good job”, said Michael, an Inventory Crew Leader for Residential Facilities. “My real capacity for leadership, however, emerges when I deal with people and their problems, rather than bus problems. As a Maintenance Assistant, I am a relatively visible figure, and easily recognizable as an approachable senior bus driver who knows how Shuttle UM works. I am a good communicator, who can listen and explain so that people’s questions get answered,

and problems get worked out as painlessly as possible”, shared Karen, a bus driver for Shuttle UM and Maintenance Assistant. As these students’ comments reveal, leadership development is a very rich part of the student employment experience.

“Most student employment programs are not formally and directly associated with the leadership development area. With the increased numbers of students who work, student employment programs gain advantageous opportunities to link work with leadership training, education and development.”

Most student employment programs are not formally and directly associated with the leadership development area. With the increased numbers of students who work, student employment programs gain advantageous opportunities to link work with leadership training, education and development. As Levine and Cureton (1998) cite in their book, *When hope and fear collide: A portrait of today’s college student*, “For many undergraduates life is just work, school, and home” (p. 100). With this trend well established on most of our campuses, we must work “collectively smarter” in partnership with those colleagues who coordinate work-study employment on campus. We must also work “reflectively smarter” as leadership educators in an effort to transform current leadership methodology in order to work in conjunction with the unique training atmosphere of the student employment setting. ■

Craig Slack,
Director

References

- Levine, A. & Cureton, J. (1998). *When hope and fear collide: A portrait of today’s college student*. San Francisco: Jossey-Bass.
- Vaill, P. B. (1996). *Learning as a way of being: strategies for survival in a world of permanent white water*. San Francisco: Jossey-Bass.

The National Clearinghouse for Leadership Programs permits the reproduction of this material for educational purposes only.

Enhancing Students' Leadership Development: Realizing the Benefits of College Student Employment

Continued from page 1

secure part-time employment experiences that are congruent with career interests and aspirations. Another way that working during college can be useful to students as they engage in the career decision-making process is the manner in which work experiences can help a student explore career possibilities. This is especially relevant to internship or cooperative education programs.

Studies have shown that internships often change student preferences regarding their choice of the ideal job, while increasing careers in their field of study after graduation. Exposure to the work place inculcates students with a sense of reality regarding their career choices, and new employees who have interned have the advantage of realistic expectations and more appropriate career goals and strategies (Casella & Brougham, 1996).

Student Employment and Leadership Development

Another way in which college student employment positively affects students is in terms of leadership development. As you might imagine, employers are more likely

to hire graduates who engage in work experiences during college than they are to hire graduates who lack such experiences. A survey of 1,200 human resources professionals across the country showed a strong bias for student employment experience in hiring for entry-level positions (Foreman, 1993). Furthermore, nearly all of the human resources professionals who completed the survey rated part-time work experiences as at least as important as grades in making hiring decisions. The idea that college student employment can be a valuable springboard to professional employment is gaining popularity among employers. Small businesses and large corporations are beginning to invest in student employment, cooperative education, and internship programs, with the hope that they will serve as effective recruiting strategies.

Former student employees, relative to their peers who do not work during college, tend to exhibit many leadership-oriented skills. They are more likely to produce quality work, accept supervision, effectively manage their time, and engage in productive, team-oriented behaviors (Gardner, 1996; Kincaid, 1996). Many of these leadership skills develop as students are able to recognize the manner in which their services at work contribute to institutional effectiveness. The feeling of being a contributor further heightens their sense of identification with and involvement in the institution (Noel, 1996). Consequently, student employees are likely to perceive their involvement in other campus activities and leadership opportunities as viable options to pursue.

In addition, many employment positions, internships in particular,

"Another way in which college student employment positively affects students is in terms of leadership development. ...employers are more likely to hire graduates who engage in work experiences during college..."

provide students with the opportunity to take on professional level responsibilities despite a relative lack of experience. These types of opportunities allow students to develop a host of leadership skills, including self-reliance, self-confidence, and responsibility (Kerka, 1989). As Roark (1983) explained over 15 years ago, and Casella and Brougham (1996) recently echoed, employment experiences during college foster informed, personal awareness of values, skills, emotional maturity, personal identity, and integrity.

Implications for Leadership Educators and Student Affairs Professionals

There is little doubt that the number of students seeking and securing employment opportunities during college will continue to rise as students face economic hardships and related fiscal challenges. As such, leadership educators and student affairs professionals are in a unique position to help students identify employment experiences that will provide ample opportunities for personal growth and development. Through an awareness of a student's developmental level and the needs of local employers, an appropriate employment context can be recommended to each student that is likely to promote learning and preparation for future leadership development.

As Lee Noel, President of the Noel/Levitz Centers for Institutional Effectiveness and Innovation, recently explained, the success of a student's employment experiences during college requires concerted anticipation and planning as well as monitoring on the part of leadership educators and student affairs pro-

NCLP STAFF:

Craig Slack

Director

Dawn Kastanek

*Coordinator &
Newsletter Editor*

Dr. Susan Komives

*Scholarship &
Research Editor*



*This newsletter
is printed on
recycled paper.*

professionals (Noel, 1996). This is where student employment professionals and other interested faculty and staff have a critical role to play. Simply put, faculty and staff are in the position to ensure that students benefit fully from the employment experience. Working directly with prospective student employees, leadership educators and student affairs administrators can underscore the relationship between work experiences and students' career development. They also can help students recognize that the skills, responsibilities, and work habits that they (the students) bring to and develop during their student employment experiences play an important role in preparing them for future leadership opportunities.

John Gardner (1996), Executive Director of the nationally acclaimed National Resource Center for the Freshman Year Experience and Students in Transition at the University of South Carolina, summarized this well:

I believe that those of us who have responsibility for providing employment for students during college, whether directly in the units over which we exercise supervision, or through referrals to agencies and organizations with which we have contact, also have responsibility for insuring that these work settings have the potential for providing a meaningful and positive student learning experience. (p. 132)

Conclusions

Except in extreme circumstances (e.g., when students are on academic probation and may need to devote increased hours to academic-related endeavors) "...it would be not only futile, but misguided, to discourage student employment" (Casella & Brougham, 1996, p. 100). The benefits of college student employment to employers and students alike support ongoing efforts to develop and maintain employment programs that meet the needs of a diverse workforce and provide opportunities for personal growth and development among all students. ■

References

Augenblick, J., Van de Water, M., & Associates. (1987). *Working while studying: Does it matter? An examination of the Washington work study program*. Denver, CO: American Vocational Association Education Policy / Planning Services.

Casella, D. A., & Brougham, C. E. (1996). The new entry level for career jobs: Student working pays off. In R. Kincaid (Ed.), *Student employment: Linking college and the workplace* (pp. 95-104). Columbia, SC: National Resource Center for The Freshman Year Experience and Students in Transition.

Foreman, R. (1993). UPS study relates student employment to job hunting success after graduation. *Journal of Student Employment Special Edition*.

Gardner, J. (1996). Conclusion. In R. Kincaid (Ed.), *Student employment: Linking college and the workplace* (pp. 131-136). Columbia, SC: National Resource Center for The Freshman Year Experience and Students in Transition.

Healy, C. C., O'Shea, D., & Crook, R. H. (1985). Relation of career attitudes to age and career progress during college. *Journal of Counseling Psychology*, 32, 234-244.

Kane, S. T., Healy, C. C., & Henson, J. (1992). College students and their part-time jobs: Job congruency, satisfaction, and quality. *Journal of Employment Counseling*, 29, 138-144.

Kincaid, R. (1996). Working through college. In R. Kincaid (Ed.), *Student employment: Linking college and the workplace* (pp. 3-10). Columbia, SC: National Resource Center for The Freshman Year Experience and Students in Transition.

Knapp, L. G. (1993, May). Students who worked during 1989-1990: A Washington Research Report. Washington, DC: The College Board.

Luzzo, D. A. (1995). The relationship between career aspiration-current occupation congruence and the career maturity of undergraduates. *Journal of Employment Counseling*, 32, 132-140.

Luzzo, D. A., McWhirter, E. H., & Hutcheson, K. (1997). Evaluating the career decision-making benefits of employment among first-year college students. *Journal of College Student Development*, 38, 166-172.

Luzzo, D. A., & Ward, B. E. (1995). The relative contribution of self-efficacy and locus of control to the prediction of vocational congruence. *Journal of Career Development*, 21, 307-317.

Noel, L. (1996). The student employment partner in student success. In R. Kincaid (Ed.), *Student employment: Linking college and the workplace* (pp. 31-36). Columbia, SC: National Resource Center for The Freshman Year Experience and Students in Transition.

Roark, M. (1983, March). Work on campus: Benefits for student and institution. Paper presented at the annual convention of the American Personnel and Guidance Association, Washington, DC.

Stern, D., & Nakata, Y. (1991). Paid employment among U.S. college students: Trends, effects, and possible causes. *Journal of Higher Education*, 62, 25 - 43.

The National Student Employment Association supports and promotes student employment through research, publications, professional development opportunities, and the open exchange of information. To find out more, contact Ellen Allen at 904-766-6781 or eallen@fccj.cc.fl.us

Darrell Luzzo earned his Ph.D. in Counseling from UCLA. Dr. Luzzo is currently employed at ACT, Inc., in Iowa City, Iowa, as the Director of Career Transitions Research. He has published over 50 journal articles on college students' career development, several of which have focused on empirically evaluating the positive effects of employment on college students' career and leadership development.

Leadership Training Concepts & Techniques

Leadership Competency Models

by Ray Wells

How much success do student leaders and student managers have in the post-college work world? How portable are their learned skills and abilities as they move into continually changing information age workplaces? How effective are the leadership education and development opportunities that higher education offers to these students? Do they help the performance of students who will serve as future employees in organizational systems?

One way to examine these questions is to explore the use of leadership competency models in both the public and private sector. The use of competency modeling has found its way into almost every industry and set of institution. While definitions of "competencies" vary, all modeling attempts draw from areas of psychology, sociology, and business processes, capturing both quantitative and qualitative research related to both individual and organizational performance.

Competency models have replaced the more traditional KSA (knowledge, skills and attitudes) model for targeting employee development because they focus on the behaviors, motives, and temperaments that distinguish the excellent performers from those who perform at acceptable standards. For many organizations, they are used to "raise the bar" on performance standards by providing clear expectations and stable measures of success.

As leadership development has slowly replaced management development as the mainstay in today's organizations, leadership competency models have proliferated. As with other competency models, they vary widely, yet often contain common themes. The attached chart offers ten examples of leadership competency models. The competencies are orga-

nized around ten different "factors" that were generic in almost all of the competency models:

- Thinking
- Managerial
- Leadership
- Internal Relationships
- Communication
- Motivation
- Credibility/Self-Management
- Organizational Knowledge
- Organizational Strategy
- External Relationships

Four models are offered from the private sector, including a Fortune 500 industrial products company (A), a Fortune 100 pharmaceutical and health care company (B), a Fortune 100 Electronics and Media conglomerate (C), and a large paper manufacturer (D) (Linkage, Inc., 1997). A large-private research university's model for administrators (1) and a federal government agency (2) are offered as examples of not-for-profit institutional models.

In addition, three models that are not organization-specific used in offering leadership education to individuals are included: a national leadership development center (aa), a professional women's leadership development program (bb), and the standards and guidelines for student leadership programs as outlined by the Council for the Advancement of Standards in Higher Education (cc). In the final col-

"As leadership development has slowly replaced management development as the mainstay in today's organizations, leadership competency models have proliferated."

umn (ZM), a model advocated by a major consulting firm, Zenger Miller, is included (Hurson, 1997). In all cases, language within each model has been slightly altered when necessary for comparison between and across models. The author takes responsibility for any judgment errors that may have been made in this process.

Building a Competency Model

The use of a leadership competency model can drive training, education and development efforts for both student employees and volunteer student leaders.

Institutions and

departments with an interest in building a model can follow these six steps:

(1) Identify the core leadership values and beliefs that drive your education and development agenda.

A few central values and beliefs about organizational and leadership success drive almost all competency models. Zenger-Miller, a major consulting and training firm, has developed a model with five succinct beliefs/values and 17 competencies (Hurson, 1997). The firm found that these five values/beliefs led to the highest levels of performance in organizations with which it consults. Zenger-Miller concluded that these five goals were to create a compelling future, let the customer drive the organization, involve every mind, manage work horizontally, and build personal credibility.

(2) Determine behaviors, motives and temperaments of current excellent performers.

Excellent performers are the cornerstone for competency model development. By assessing skills, motives and temperaments of these performers, it provides a high standard to guide the development of comparable competencies in others.

(3) Using these data, draft a set of competencies that focus on both the present and the future. Include both what is and what you wish to be.

A competency model sets a standard for the ideal student leader or manager of tomorrow. It integrates what is known about current excellent performers with assumptions about what will be required in the future, e.g., technological savvy, managing/leading/following in the virtual organization, making continuous change and improvement, working in a global society, etc.

(4) Benchmark your model against others.

Benchmarking involves examining models used by other institutions, and then adapting appropriate techniques, philosophies and approaches. It attempts to answer the following questions (Kempner, 1993):

- How well are we doing compared to others?
- How good do we want to be?
- Who is doing it the best?
- How do they do it?
- How can we adapt what they do to our institution/department?
- How can we be better than the best?

In its purest use, benchmarking involves substantial data gathering and analysis that can be used to design, evaluate, and continually redesign and update a competency model.

(5) Plan and execute interventions – e.g., retreats, training, projects, courses, coaching – designed to develop competencies.

This arena is, perhaps, what higher education leadership educators do best. The key now is to focus on developing the competencies articulated in the model.

(6) Provide continual peer, supervisory and direct report feedback to individual students about their development of each competency.

In the private sector, 360-degree assessment and feedback models have become widely used among those responsible for developing leaders. The assumption behind the “360” is that information about the student’s work behavior from all of those within his/her “system” will provide support and motivation for individual change and development.

Some Caveats

There are three worries I hold about the use of leadership competency modeling for developing student leaders and managers. First, at some point in this process, the use of pre-determined competency models assumes that we have the right “answers” and approaches to leadership development issues. With little consensus about the nature of leadership, any model becomes a prescriptive device for its creators. We have to be very watchful about the assumptions, values, and beliefs that we subscribe to when we put the first stake in the ground (see number one above). Secondly, when we clump students together under the umbrella of a competency model, we have a very real potential of losing sight of the individual and his/her unique needs. One of the inherent values of higher education is the respect for the individual and his/her free will. Organizational life and its use of competency models do not always allow for such individual attention. Finally, competency models are inherently designed for a particular population doing a particular kind of work at a particular organization. When models are applied universally, we do a disservice to their use.

If we attend to these caveats in the design and application of competency models, they offer utility for leadership educators. They provide

a road map for developing student leaders and managers, a road map that may assist in a healthy start at their first destination in the post-college work world. 🏠

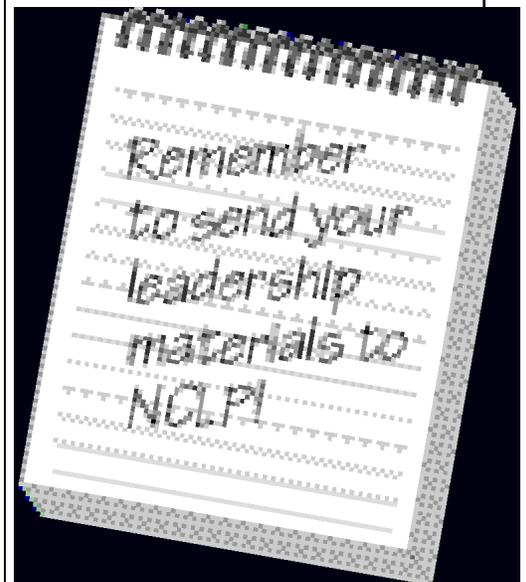
References

Hurson, K. (1997). Grassroots leadership: Key competencies for the new workplace. Paper presented at the American Society for Training and Development National Conference.

Kempner, D.E. (1993). The pilot years: The growth of the NACUBO benchmarking project. *NACUBO Business Officer*, 27(6), 21-31.

Linkage, Inc. (1997, September 29-October 1). Proceedings: The 4th International Conference on Using Competency-Based Tools and Applications to Drive Organizational Performance. Lexington, MA.

Miller, T.K. (Ed.). 1997. *The CAS book of professional standards in higher education*. Washington, D.C.: Council for the Advancement of Standards.



Ray Wells is the principal of Wellbeing Systems, Inc. of Abington, Pa., a training and consulting firm focusing on leadership, team and organizational development. He is also a former student affairs professional and a co-founder of the National Leadership Symposium. He may be reached at raywells@juno.com.

Factors and Competencies Chart goes here...

...and here.

Program Spotlight

Student Employment at Shuttle-UM: Life's A Journey. Start Here.

by Wendy Endress

Scholars confirm that on-campus employment is an excellent vehicle for enhancing the student experience in higher education (Astin, 1993; Pascarella & Terenzini, 1991). Many student affairs programs that train paraprofessionals, such as residence life or orientation, may take full advantage of this avenue for promoting student development, providing links to the academic enterprise, and preparing students to engage in leadership on campus and in the community. But, pause for a moment and consider all of the campus organizations for which students work. Perhaps the following come to mind: library, food services, conference services, commuter affairs, facilities, physical plant, union services, copying services, career services, admissions, alumni relations, academic departments, and of course, transit systems. A significant percentage of students are employed on campuses and, although institutions depend on this staffing resource, the employing organizations are not often provided with the expectation or resources with which to enhance the student experience and promote learning and development. On-campus employment is an underutilized avenue for promoting the total college experience, and more specific agendas such as retention; the academic enterprise; and career, holistic, and leadership development (Gardner, 1996).

The CAS Standards describe at length the components of a leadership development program. For example, these standards advocate that programs include such things as providing an opportunity for increased self-awareness and one's role in the community or to gain leadership experience, rewarding exemplary role modeling, and being inclusive and open (Miller, 1997). On-campus employers offer all of these and should be partners in leadership development with the

larger student affairs division, university, or specific office that is responsible for such initiatives. If value is placed and resources directed to leadership development of student employees, employing organizations are a prime avenue for addressing an institution's goal of enhancing students' self-efficacy to engage in leadership and fostering the knowledge, skills, and attributes that aid students in doing so.

At Shuttle-UM, the student-operated transit system at the University of Maryland, almost 150 students are employed to drive, maintain, and manage bus services within a five-mile radius of the campus. Shuttle-UM was founded 25 years ago as a student-initiated response to the increasing number of security-conscious students. With a current fleet of 38 vehicles, the ridership for last year was almost 1,200,000 passenger trips. Eight student managers are responsible for five services, including commuter, security, paratransit, and charters. They also oversee internal operations involving training, planning, and dispatch functions. Each year the total student payroll expense is approximately \$1,000,000. This brief picture of this employer illustrates the scope of the service provided, as well as the potential for impacting students' college experience. Shuttle-UM is a campus service subsidized by student-fees with a mission to "provide safe, dependable transportation to University of Maryland students,

faculty, and staff, and to function as a learning environment for students". In order to focus on the latter half of the mission statement the organization has developed a variety of initiatives to promote student development. As a holistic effort, the program directly relates to efforts to engage students in leadership as well.

The following initiatives are designed to promote the organization and the student experience by addressing community, learning, and leadership. They foster connections to Shuttle-UM and to the larger University, promote and support the academic experience as well as experiential learning that occurs in this environment, and enhance students' belief in their ability to engage in leadership. At the core of these initiatives are two guiding mainstays. Shuttle-UM has an organization mission that clearly states the value of student employees' learning. And second, it has professional staff, including a general manager, assistant general manager,

coordinator for student learning and involvement, and three full-time maintenance personnel, who work collectively to promote student learning as supervisors, role models, teachers, and administrators. Without this type of foundation the following initiatives would not be feasible.

Communication At Shuttle-UM there are four primary means of communication with employees: 1) an e-mail listserv, 2) written materi-

"Shuttle-UM was founded 25 years ago as a student-initiated response to the increasing number of security-conscious students. With a current fleet of 38 vehicles, the ridership for last year was almost 1,200,000 passenger trips."

als placed in each employee's work mailbox, 3) posters in common space, and 4) group and one-on-one meetings. These are used to intentionally recognize and celebrate: birthdays, graduations, awards, and promotions; communicate pertinent operations issues and information, details about social events, community service opportunities, career development center programs, and relevant University-wide programs; and share information about fellow employees, such as their academic major or sports and activities interests. Of great value is providing and maintaining the mechanisms for students to communicate with each other and promote their self-initiated programs and connect with each other on a smaller-scale within the larger University.

Learning and Development

Several programs are designed to enhance learning and development. Some are linked to human resource management and others to specific skill and capability enhancement. Drivers complete a comprehensive training program in preparation of testing to receive their commercial driver's license. A staff of trainers conducts this as well as an organization orientation. In addition to learning driving skills, new employees are welcomed with a formal program at the beginning of each semester and are introduced to the organization's culture and their potential for advancement. Dispatchers, trainers, and maintenance assistants are hired from within and are trained by a manager and their peers to gain the skills and knowledge for their work responsibilities.

Managers are trained in the administrative logistics of accident response, maintaining personnel files, on-call duties, and drug and

alcohol testing by their supervisor, an experienced student manager. Traditionally a two-day overnight retreat in the summer and a one-day retreat in January also offer opportunities for further immersion in

professional development related to higher level skills such as supervision, creative problem solving, communication, team building, or managing change. This fall a regular two-hour monthly staff development program scheduled in place of weekly management meetings was formalized. Additionally, for the first time this summer, a one-credit course, Seminar in Leadership, will be offered for the new management staff.

These efforts to focus on continuous learning and professional development will be enhanced by a performance evaluation program. Student managers will be required to identify semesterly goals, conduct a self-evaluation, and meet with their supervisor at the end of each semester. The end of the semester evaluation is an opportunity to review performance, recognize accomplishments and progress, and determine areas for growth and development. All drivers and support staff including dispatchers, trainers, maintenance assistants, marketing assistant, administrative assistants, and graphics assistant) will also eventually be supported in this way.

Celebrating Excellence

Rewarding what is valued is an important component of organization success as well as individual success. Shuttle-UM values that which its mission suggests: safety, dependability, and leadership in the form of demonstrated initiative and success in work responsibilities. Monthly, semesterly, and annual awards are presented to celebrate

the talent and dedication of employees. Safe driving, perfect attendance, exemplary performance, employees of the month, and an annual employee of the year are recognized based on objective and subjective information. The awards vary from substantial gift certificates at the University Book Center to polo shirts inscribed with the organization's logo. Celebrating excellence in this way connects outstanding students to the organization, provides role models for new and less competent or skilled employees, and invites students to engage in initiatives that benefit the organization.

An informal written survey was conducted and several employees were interviewed in October and asked to articulate the value of their student employment experience at Shuttle-UM. They commented on developing communication skills, earning income, and making connections with other students that have been meaningful. Yet, it was difficult for them to identify the skills and qualities they were developing as a result of their student employment to those that are valued by employers and communities. This was in stark contrast to an interview conducted with a senior who is the Dispatch Manager. She mentioned learning how to ask for money to advance initiatives, how to influence people to do what you need them to do, to manage her time, balance her life, to solve problems, to handle unpleasant employees, to manage paperwork, earn respect, communicate effectively with a wide variety of people, prioritize, and supervise new and returning staff. She was able to see and articulate the value of what she's learning and doing as a Shuttle-UM manager for her career development and for the organization, "I like the way it's going to prepare me ... even though I don't really know how much I'm learning now, I think I'll definitely realize it when I get out..." (J. Russo, personal communication, October 29, 1998).

One of Shuttle-UM's most important initiatives this year is to help students articulate the value of their employment experience, so that each employee can describe the

"Several programs are designed to enhance learning and development. Some are linked to human resource management and others to specific skill and capability enhancement."

value of it in the same way the Dispatch Manager could. To do so the organization is offering and promoting opportunities to focus on skills and personal development, and is providing students with the information and language that describes these skills and qualities. An intentional and very public recognition of the student employment experience includes promoting a theme that captures this concept. This was developed in-house by employees and is, *Life's a journey. Start here.* It could just as easily be *Leadership is a journey. Start here.* All of the initiatives outlined above help to prepare students to engage in adaptive challenges with a relational and collaborative effort. Whether it is at Shuttle-UM today or in their local or national community in the future, these student employees' leadership journey was enhanced by their experience in an environment that was intentional about its efforts to promote their leadership development and success in college. 🏠

References

Astin, A. W. (1993). *What matters in college? Four years revisited.* San Francisco: Jossey-Bass.

Gardner, J.N. (1996). Conclusion. In R. Kincaid (Ed.), *Student employment: Linking college and the workplace* (pp. 131-136). University of South Carolina: National Resource Center for The Freshman Year Experience and Students in Transition.

Miller, T.K. (Ed.). (1997). *The CAS book of professional standards in higher education.* Washington, DC: Council for the Advancement of Standards.

Pascarella, E.T. & Terenzini, P.T. (1991). *How college affects students.* San Francisco: Jossey-Bass.

Wendy Endress is Coordinator of Student Learning and Involvement Shuttle-UM Transit System, University of Maryland. She can be reached at wendress@accmail.umd.edu. or 301/314-7446.

REGISTER TODAY!!!

1999 National Leadership Symposium

Pursuit of Leadership Education: Teaching to Learn...Learning to Teach

Sponsored by NACA and NCLP
and Supported by

The James MacGregor Burns Academy of Leadership

*Catholic University of America
Washington, D.C.*

July 15 - 18

Scholars in Residence:

DR. JOSEPH C. ROST - Executive Director, Institute for the Advancement of Leadership

Author: *Leadership for the Twenty-First Century*

DR. SUSAN KOMIVES - Associate Professor of Counseling and Personnel Services and Faculty Associate for the Division of Student Affairs at the University of Maryland

Co-Author: *Exploring Leadership: For College Students Who Want to Make a Difference*

DR. NANCE LUCAS - Acting Director of the James MacGregor Burns Academy of Leadership at the University of Maryland

Co-Author: *Exploring Leadership: For College Students Who Want to Make a Difference*

DR. TIMOTHY R. MCMAHON - Assistant Professor of Counseling Education and College Student Personnel at Western Illinois University

Co-Author: *Exploring Leadership: For College Students Who Want to Make a Difference*

DR. PETER VAILL - Professor and Holder of the Distinguished Chair in Management Education, Graduate School of Business, University of St. Thomas

Author: *Learning as a Way of Being: Strategies for Survival in a World of Permanent White Water*

*For the most current information on the
1999 National Leadership Symposium, visit
www.inform.umd.edu/OCP/NCLP
or contact NACA at 803-732-NACA*

The Leadership Bookshelf

Leadership Theory and Practice.

Northouse, P.G. (1997). Thousand Oaks: Sage Publications Inc.

Reviewed by J. William Johnston

Unlike many leadership texts which dwell either on theoretical models intended primarily for scholarly academic applications and are highly empirical in nature, or on the more best-seller, popular, "how-to" books intended for a general audience and based on anecdotal evidence, Northouse and associates present the reader with the best of both in this well-organized, comprehensive book. Employing a consistent format in each chapter, the author provides us with a theoretical introduction; proposes a discussion of the strengths and criticisms of a specific leadership approach to assist the readers in determining the merits of each; presents an applications section, including practical aspects; furnishes three case studies per chapter with follow-up questions focusing on the particular leadership application; and, finally, offers a related instrument/questionnaire designed to assist the reader in better understanding his/her leadership style. Northouse, in this succinct, clear bridging of the theory-to-practice gap, analyzes the major theoretical

"Given the current national concern for responsible leadership vis-à-vis moral and ethical principles, this reviewer was puzzled that greater attention was not given to the role of the leader in engendering values into the organization..."

models through a well-conceived approach, situational approach, contingency theory, path-goal theory, leader-member exchange, transformational leadership, team leadership, the psychodynamic approach, and concludes with more contemporary issues in the final two chapters, featuring women and leadership and recent popular paradigms of leadership analysis.

In setting the stage for what follows, the introductory chapter provides a compendium overview which furnishes the reader with the central issues which require examination and analysis prior to delving into the complex issues surrounding how leaders assist groups in becoming successful. While not exhaustive in his analysis and introduction, the author provides ample bibliographical support at

the conclusion of each chapter to satisfy the needs of the most ardent theoretician and scholar of leadership principles. This introductory syllabus helps even the novice examiner of leadership to distinguish between trait versus process leadership, assigned versus emergent leadership (ascribed versus prescribed), the relationship of leadership and power (although missing here was the significant work of Victor Baldridge), the distinction between leadership and coercion and the relationship of leadership and management.

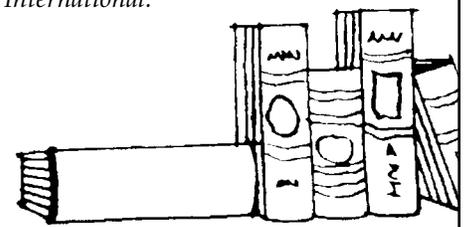
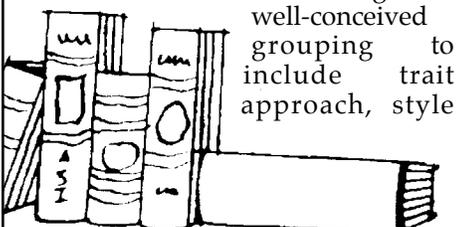
Given the current national concern for responsible leadership vis-à-vis moral and ethical principles, this reviewer was puzzled that greater attention was not given to the role of the leader in engendering values into the organization; that is, not only serving as the tone setter and standard bearer for individual behavioral codes, but also, as Philip Selzick notes in his book *Leadership in Administration* (1959), for "infusing values beyond the technical requirements of the task at hand" (pp. 16-17).

Northouse and associates provide the ideal textbook for leadership analysis across the disciplines. Because the case studies can be reviewed and discussed at many levels and given the breadth of subject matter and survey/questionnaire employment, this work can be used by the new learner as well as one making theoretical comparisons for advanced academic study. The most significant contribution, however, is its capacity to provide real-world utilization through its practical application section, its case studies, and questionnaires/instruments for self-assessment. ■

References

Selzick, P. (1984). *Leadership in administration*. Berkeley, CA: University of California Press.

Bill Johnston is Director of the Norris University Center at Northwestern University and Past-President of the Association of College Unions International.



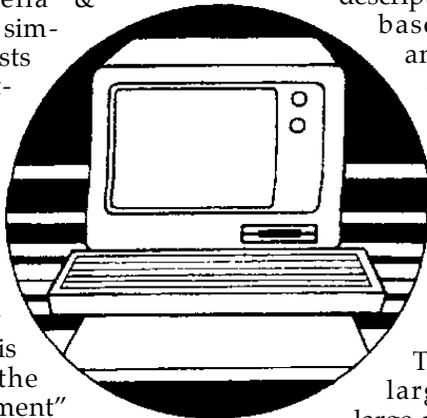
Scholarship and Research Updates

Studying Leadership and Student Employment

by Susan R. Komives

Working full-time off campus has long been known to have negative correlations with most desirable college outcomes unless that work is in a job related to the student's career interests (Pascarella & Terenzini, 1991). A similar relationship exists for working part-time off campus in contrast to the largely positive correlations with working on-campus. Astin (1993) observes "in all likelihood, the key to understanding this difference lies in the concept of involvement" and in particular in the heightened interaction with peers (p. 388). On-campus work has a developmentally powerful learning potential, yet is too often underdeveloped as a learning experience and, only in rare cases, as a leadership development experience. Campus units that employ vast numbers of students include libraries (Marks & Gregory, 1995), residence halls, food services, college student unions, and physical plants. There is sadly little research on student employment of any kind. Most research about student work examines how it relates to retention, motivations to work, and some select developmental variables — but rarely leadership.

The Student version of the Leadership Practices Inventory is now one of the most used instruments in assessing student leadership. It would be a good instrument for assessing work related experiences. Developed by Barry Posner and Barbara Brodsky (1992) from the original research of Jim Kouzes and Barry Posner which led to the LPI, this instrument can be used for individuals to self-assess and can be used with a selection of their constituents (e.g. followers, group members) for a



self-other format. Posner used the instrument with large national samples of Greek leaders, resident assistants, and orientation leaders (Posner & Brodsky, 1993; Posner & Rosenberger, 1997) establishing a descriptive normative data base. The instrument and related manuals are available from Jossey-Bass Publishers.

Probably the most researched student employment position on campus is the resident assistant (RA). This emphasis may largely be due to the

large numbers of residence life staff who are in graduate college student development programs and use RAs and the residence hall environment as a focus of thesis and dissertation research. RAs are good subjects for leadership research — they are readily identified as student leaders and have a meaningful peer leadership role. Posner and Brodsky (1993) conducted leadership research on RAs using the Student version of the LPI (see above). Their six campus study of 333 RAs and over 1,000 residents of those RAs, showed that highly effective RAs engaged in the five leadership practices (enable others to act, model the way, encourage the heart, challenge the process, and inspire a shared vision) more than those judged to be low or average in effectiveness.

The Association of College Unions International has several publications of interest with applications of employment and leadership. *Developing Leadership through Student Employment* (Devaney, 1997) promoted learning in the job as central to leadership development and contains such chapters as Carstens' "Developing Leaders through Student Employment" and Anne Devaney's own "Creating the Organizational Climate for Leadership Development". One book in the ACUI Classics Series, *Student Development in College Unions and Student Activities* (Metz, 1996), contains useful applications articles such as "The Challenge: Training Student Employees" by Potts, Rausch, and Vadino and "What's the Difference?" by Betsy Alperin. Alperin's article is a reprint of her research on student development differences between union volunteer leaders and student union employees (Alperin, 1990). Using the Student Development Task and Lifestyle Inventory, Alperin found the student employees to be significantly higher than volunteers on various relational skills including "peer relationships characterized by trust, independence, frankness, and individuality." (p. 62). The limitations of the study raise numerous questions, but it is useful to note that there are differences between student volunteers and student employees that indicate a need to design different training interventions and use supervisory practices.

Readers may want to contact the National

"I encourage readers to think of both the socialization applications of new members learning about the organization as well as how the organization functions as a learning community."

Student Employment Association which focuses on enriching student work in higher education. Their publication, *The Work Book* (1997), is a useful primer for those seeking to understand the role and dimensions of student work. Their journal, *Journal of Student Employment*, contains useful studies and models of practice in student employment. I commend an article from the fine work at Saint Benedict's and Saint John's universities on "Leadership in Student Employment" (Dopp, Fahnhorst, & Knopp-Pederson, 1998). Also check a joint publication between NSEA and the National Resource Center for the Freshman Year Experience and *Student in Transition, Student Employment: Linking College and the Workplace*. Contact NSEA at 1156 15th Street, NW, Suite 502, Washington DC 20005; 202-530-0053; <naseadc@aol.com>.

Higher education has a moral imperative to use every opportunity point as an intentional way to facilitate student learning and development. On-campus student employment should be designed to relate to a set of transferable skills, to model meaningful work, and to develop individual and leadership capacity in student employees. I strongly believe that self efficacy for leadership (i.e., leadership identity and leadership capacity) is influenced by Bandura's (1997) conditions of meaningful experience, modeling practices, affirmation and support, and by responding to one's emotional cues. The experiential learning in the work environment can provide all these conditions. Have we designed campus work environments that expand capacity and model good practices or are we teaching students in depowering environments with no intentional attention to their learning and leadership development? Focus on student work and use it as a laboratory for leadership. 🏠

References

Alperin, B. A. (1990). What's the difference? Association of College Unions-International. *The Bulletin*, 58 (4). 8-13.

Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman

Devaney, A. (Ed.). (1997). *Developing leadership through student employment*. Bloomington, IN: Association of College Unions International.

Dopp, L. K., Fahnhorst, B., & Knopp-Pederson, V. (1998). Leadership in student employment. *Journal of Student Employment*, 8(1).11-16.

Marks, S. & Gregory, D. (1995). Student employment in academic libraries: Recommended readings and resources. *Journal of Library Administration*, 21 (3-4).

Metz, N. (Ed.). (1996). *Student development in college unions and student activities*. Bloomington, IN: Association of College Unions International.

Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students*. San Francisco: Jossey-Bass.

Posner, B. Z., & Brodsky, B. (1992). A leadership development instrument for college students. *Journal of College Student Development*, 33(3), 231-237.

Posner, B. Z. & Rosenberger, J. (1997). Effective orientation advisors are also leaders. *NASPA Journal*, 35(1), 46

Posner, B. Z. & Brodsky, B. (1993). The leadership practices of effective RAs. *Journal of College Student Development*, 34 (4). 300.

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

Mark Your Calendars...

JULY						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1999 Leadership Educators Conference July 19-21, 1999 Washington, D.C.

Sponsored by:
The James MacGregor Burns Academy of Leadership and the National Clearinghouse for Leadership Programs

Meta Theme:
Leadership Across Disciplines

Sub-Themes include:
Leadership Efficacy,
Building Campus Leadership Coalitions
Student Leadership Today

*To find out more, visit
www.academy.umd.edu/events/LEC99/
or call 301-405-8403*

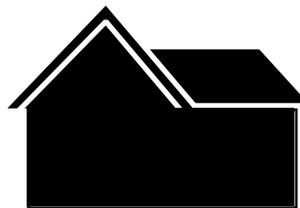
National Clearinghouse for Leadership Programs
LEADERSHIP SCHOLAR SERIES
Order Form

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, College Park, MD 20742.

Qty	Item	Amount
_____	Leadership Paper #1: "Diverse Voices of Leadership: Different Rhythms and Emerging Harmonies" by Dr. Kathleen E. Allen (1993, 17 pages)	\$ _____
_____	Leadership Paper #2: "African American Men at Risk" by Bernard Franklin (1993, 3 pages)	\$ _____
_____	Leadership Paper #3: "Teaching, Educating, and Developing Men: The Missing Piece in Student Development Education in Colleges and Universities" by Bernard Franklin (1993, 11 pages)	\$ _____
_____	Leadership Paper #4: "Leadership Assessments: A Critique of Common Instruments" by Nancy Snyder-Nepo with foreward by Dr. Susan Komives (1993, 53 pages)	\$ _____
_____	Leadership Paper #5: "Leadership for Community: A Conceptual Framework and Suggestions for Application" by Dr. Sara Boatman with foreward by Dr. Susan Komives (1995, 29 pages)	\$ _____
_____	Leadership Paper #6: "Organizational Development Assessments: A Critique of Common Instruments" by Michelle C. Howell, Brad L. Crownover, and Mary Kay Schneider, with foreward by Dr. Susan Komives (1997, 50 pages) Available soon, orders will be held until paper is published.	\$ _____
	TOTAL:	\$ _____

Name: _____
 Title: _____
 Institution: _____
 Mailing Address _____

 Phone: (_____) _____
 E-mail: _____



Pass
this along
to a colleague.

National Clearinghouse
for Leadership Programs (NCLP)
Membership Application

Date _____

Name _____

Title _____

Institution _____

Address _____

City _____

State _____ Zip _____

Telephone _____

E-mail _____

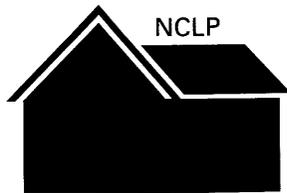
Program Web Site _____

New Membership Renewal
 (previous membership expired: _____)

Name of previous member (if applicable):

THIS FORM MUST ACCOMPANY PAYMENT OF
\$45.00 for NEW members and \$40.00 for RENEWING members
 (Federal Tax ID#: 526002033)

Please make check payable to the
University of Maryland and send to:
National Clearinghouse for Leadership Programs
 1135 Stamp Student Union
 University of Maryland
 College Park, MD 20742-4631
 (301) 314-7174
 nclp@union.umd.edu
 www.inform.umd.edu/OCP/NCLP



NON-PROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 10
COLLEGE PARK, MD

*The National Clearinghouse
for Leadership Programs*

*1135 Stamp Student Union
University of Maryland
College Park, MD
20742-4631*

*(301) 405-0799
nclp@union.umd.edu
www.inform.umd.edu/OCP/NCLP*