

CONCEPTS & CONNECTIONS:

— Citizenship & Civic Leadership —

A Newsletter for Leadership Educators

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The Civic Forum:

An Opportunity For a New Form of Leadership?

by Hugh O'Doherty

I'm writing this piece in Northern Ireland where I'm spending two weeks with participants of the Ireland-US Public Leadership Program that I direct at the James MacGregor Burns Academy of Leadership. Conversing with people from all sides of the political divide in Ireland, North and South,

I'm struck, as I have been in the United States, by the great cynicism that exists about political leadership. Recently, on the Republic of Ireland's most popular talk-show, a well-known Irish journalist made public her 25 year affair with a former Irish Prime Minister, Charlie Haughey. While in office, Haughey had espoused Catholic values, including the sanctity of marriage. So many in Ireland are struggling to come to terms with what they see as hypocrisy on the part of a major political "leader." At the same time, in Northern Ireland, the media made public that the Ulster Unionist candidate in the European elections had had an affair with his secretary. In London, the Conservative Shadow-Secretary, who had entered office saying he would wield the "sword of honesty", was sent to jail for corruption. He had even involved one of his children in lying on his behalf.

Adding to the cynicism in Ireland is the fact that more than one year after the Good Friday peace agreement, politicians have still not

set up promised political institutions. In spite of the fact that more than 70% of the people voted to accept the agreement, the fate of the peace accord is still in the balance, mired in wrangling over the fate of paramilitary arms.

The result, in both Catholic and Protestant communities, is tremendous frustration with politicians and with the process of politics. People feel that politicians are not responding to their need for a resolution to the conflict and that the traditional structures of government, even with the introduction of proportional representation, are not truly democratic and are not inclusive.

However, what this cynicism and complaint demonstrates is a childish dependency perpetuated by the traditional processes of democratic electoral politics. We tend to think that the responsible act of a citizen in a democracy is to vote. Having exercised this responsibility, most of us feel we have performed our democratic duty. However, we avoid the fact that exercising one's right to vote is only

"Having granted our political leaders formal authority through the ballot box, it is also our responsibility to 'manage' them in their exercise of authority."

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Connections From The Director

The distance between citizens and leaders seems to be greater than ever. We have forfeited our personal participation and chosen instead to pass on unrealistic expectations to public leaders. We have become cynical, spectator-citizens waiting for the right type of leader(s) to resolve the critical problems in our neighborhoods, communities, states, and country. Arthur Levine (1998) describes students as having little confidence in the nation's social institutions. How then, do we as leadership educators tap our students' inherent potential to engage in public life? This issue of *Concepts & Connections* focuses attention on the challenge to us as leadership educators to think about the ways we are preparing students for citizenship in the 21st century.

Citizen leadership requires distinctive skills and capabilities that need development. In *The Leader's Companion: Insights on Leadership Through the Ages* (Wren, 1995), Richard Couto, professor at the Jepson School of Leadership Studies, highlights the meaning of the term "citizen leader". He suggests that citizen leaders act from fairly simple motives. They speak in simple terms about the basic dignity of every human being. Citizen leaders hold political, economic, and social system administrators accountable for the success or failure of their public service. Couto suggests that citizen leaders serve as a parallel government, a shadow government, or a government in exile depending on the degree of change entailed in their demands.

Democracy at Risk: How Schools Can Lead (1996), a report developed out of the Eisenhower Leadership Program by a group of leadership scholars, describes a new approach to leadership learning. The focus of the report is on a collaborative and participatory approach to leadership for civic engagement and the common good. Insisting that participation and collaboration are the heart of civic engagement, the group stresses the empowerment of all, even of those

with few resources. The Eisenhower Leadership Group's new model teaches students that they are worthy and competent to make a difference. They state that the act of creating change, of making something better than it was before, proves to students that participation matters.

Joseph Rost, executive director of the Institute for the Advancement of Leadership, shared an idea at the recent National Leadership Symposium (July 15-18, 1999) sponsored by NCLP and NACA that may change the way we think about the state of leadership. In thinking that has applications for this conversation on civic leadership, Dr. Rost described leadership as an episodic affair. He suggested that leadership is a sometime thing, happening every now and then. In other words, leadership is an episodic process in which leaders and collaborators form a relationship to change a group, organization, or society. According to Rost, if leadership is a process of real change, then clearly leadership cannot be happening all day, every day because real change does not happen in groups, organizations, or societies all day, every day. Change happens sporadically, especially because the intended change must be significant for the process to be leadership.

Thinking of leadership as an episodic affair does not allow us to conceive of leadership as a bunch of traits or desired behaviors because episodic affairs do not have those characteristics. It does not allow us to think of leadership as residing in a single leader because that too is not the nature of an episodic affair. It does not allow us to conceive of leadership as good management because that is necessarily a full-time occupation. Instead, it does allow us to conceive of leadership as a relationship because relationships come and go. It does allow us to view leadership as issue oriented because issue are episodic. It does give us a framework for understanding the dynamic relationship between citizenship and leadership.

Citizenship is an especially relevant value for leadership develop-

ment in higher education. Most colleges and universities explicitly espouse educational goals such as social responsibility and preparation for citizenship in their catalogues and mission statements. Higher education has enormous potential to improve the overall quality of American democracy through the curriculum and co-curriculum. We as leadership educators must instill in all students the capacity to act. Civic participation is not an elective but a given. ■



Craig Slack,
Director

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- Eisenhower Leadership Group. (1996). *Democracy at risk: How schools can lead*. College Park, MD: The Center for Political Leadership and Participation. (see academy.umd.edu/publications/democracy.htm for order information)
- Levine, A., & Cureton, J. (1998). *When hope and fear collide: A portrait of today's college student*. San Francisco: Jossey-Bass.
- Wren, J.T. (Ed.). (1995). *The leader's companion: Insights on leadership through the ages*. New York: Free Press.
- The 1999 National Leadership Symposium was held July 15-18 at the Catholic University of America in Washington, D.C. The event was sponsored by the National Clearinghouse of Leadership Programs (NCLP) and the National Association of Campus Activities (NACA).

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**The Civic Forum:
An Opportunity For a New Form of
Leadership?**

Continued from page 1

the first step. Having granted our political leaders formal authority through the ballot box, it is also our responsibility to "manage" them in their exercise of authority. Instead, politicians make easy scapegoats. By attacking and blaming political leaders we distance ourselves from them and avoid taking responsibility for managing them in office. To do so, I would argue, is a fundamental civic leadership responsibility.

However, as Margaret Wheatley (1993) argues, one of the positive features of systems breaking down is that the resulting chaos allows them to re-order at a higher level of cooperation and complexity. There are signs that this is happening in Ireland and the United Kingdom in the growing movement for a more participatory form of democracy. For example, in Scotland, Wales, England and Northern Ireland, the concept of the "Civic Forum" is gaining strength. Civic Forums are bodies set up to work alongside the

formal political structures to provide an opportunity for the widest interests to engage constructively in the democratic process. They are meant to complement, not compete with, formal structures of government.

The first of these forums in Britain was the Scottish Civic Forum, launched by the new Scottish Assembly in March 1999, as a space where churches, trade unions, business and voluntary organizations, community groups and professional associations can come together and debate the subjects which concern us everyone. In September 1997, following the abolition of the Greater London Council by the Conservative government, the London Voluntary Service Council argued for a Civic Forum along the lines of the Scottish model. Groups representing Londoners from Black and minority ethnic communities called for a Black Londoner's Forum to work with the Mayor and the Civic Forum to ensure that the 35-40% of Londoners from ethnic minority communities play the most active part possible in the governance of their city.

In February 1998, leading up to the Good Friday Agreement in Ireland, the Northern Ireland Women's Coalition proposed that a Civic Forum be established in an effort to extend the range of participation in the new politics of Northern Ireland developing as a result of the Good Friday Agreement. The Coalition envisaged the Forum as a dynamic body providing a leadership forum for groups that do not normally have regular access to political decision-making, and bringing new ideas to the task of governance.

The idea met with controversy.

"The Coalition envisaged the Forum as a dynamic body providing a leadership forum for groups that do not normally have regular access to political decision-making..."

For example, the "Insider" column of Northern Ireland's *Fortnight* magazine described such a forum as the "plaything of the unelectable". However, as a result of consultations with six of the Assembly Parties last November, a study group was established and produced a report that resulted in the creation of a Civic Forum as a consultative mechanism on social, economic and cultural affairs. It will comprise 60 members plus a chairperson, with nominations processed under the headings of business, trade unions, churches, community/volun-

tary organizations, culture, victims, community relations, education, victims, and agriculture/fisheries. It will operate under the aegis of the Office of the First Minister and Deputy First Minister who will appoint the Forum chairperson and provide administrative support consisting of a secretariat and operating expenses. Members will serve for three years. And in an effort to be truly representative, all nominating bodies to the Forum must adhere to the following guidelines:

- a. gender balance;
- b. community background balance;
- c. geographic spread across Northern Ireland; and
- d. balanced age profile to include young and older people.

It remains to be seen whether the concept of Civic Forums is a step towards more participatory democracy. There is always the danger that they will simply mirror the dynamics of formal elected bodies. This is inevitable. However, since Forum members are free of the constraints facing elected politicians, they have the opportunity to

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*This newsletter
is printed on
recycled paper.*

learn from these dynamics. As a result, they may develop more empathy for the constraints facing elected politicians and become better allies. They may develop a cooperative, rather than competitive, relationship that allows them to not only hold elected political leaders accountable, but to feed creative ideas into the formal political decision-making processes. In this case, Civic Forums may provide a very creative possibility for the development of a new form of civic leadership. ■

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Insider. (1999, February). *Fortnight*.

Wheatley, M. (1993). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco: Berrett-Koehler.

In addition to his work with the James MacGregor Burns Academy of Leadership, Hugh O'Doherty is the Faculty Director of the College Park Scholars Public Leadership program at the University of Maryland.

NCLP introduces its newest staff member

Amanda Higgins, who is pursuing a M.Ed. in school counseling, became the Clearinghouse's new coordinator and editor of Concepts & Connections this past June. Many thanks to Dawn Kastanek for her hard work and service to the Clearinghouse throughout the past year.

Program Spotlight

Student Involvement in Citizen Leadership

by Phyllis Mable

Longwood College is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. The college has a significant commitment to challenge and support students as they involve themselves in citizen leadership experiences and as they build community, engage in shared tasks, and promote the common good. The meaning of citizen leadership for students rests in their participation in a learning-centered educational experience; their contribution to the well-being of others; their ability to apply knowledge and learning in practical and beneficial manners to situations and circumstances common to life; their respect for equality, civility, tolerance, honesty, and duty; and their involvement in meaningful change.

The citizen leadership experience focuses on student learning as students invest their talent and time in educationally purposeful action and activity. During the past two years, leadership experiences have been designed and managed to focus on students' commitment to the common good, emphasizing the ethical connections between life and work while fostering perseverance, resilience, and engagement with issues of diversity and complexity. In the early fall of 1997, officers and leaders from student organizations involved themselves in efforts and initiatives which focused on the college's meaningful learning environment. Each organization determined its specific contri-

tribution to the meaningful learning environment, thus enhancing student learning and encouraging students to lead the way to a more developed, mature, and humane student culture. Students created "final products" (contributions) by determining purpose (thinking big), focusing on preparation (investing talent and time), and practicing passion (attracting their peers).

For the early fall of 1998 another citizen leadership experience was provided which utilized the vision, direction, and strategies of Dr. Susan R. Komives who served as consultant to the college. Some 120 students spent an afternoon identifying interests and issues relevant to their needs (physical, social, mental, and spiritual). They also examined their own self-awareness and motives, their wisdom and conscience, their capacity to act, and their power to create personal creeds. As students opened their heads and hearts to realizing their collective effort

and shared aspirations, a number of issues and interests concerning student and campus culture emerged. These included reducing binge and illegal drinking; contributing to the meaningful learning environment; promoting compassion, responsibility, and loyalty; fostering diversity and community; enhancing honor and the honor code; involving students in decision-making; connecting commuter students and resident students through interactions and involvements; and understanding the role of campus police.

"Values such as realizing human potential, instilling individual and community responsibility, and serving visions of freedom, justice, caring, and loyalty are discussed."

Leadership programs during the past two years have blended the patterns and traditions of the past with value-added outcomes such as reflection, creative and critical thinking, identity, self-esteem and confidence, and social responsibility. For example, each year students participate in the Virginia Board Leadership Conference for Longwood Students, with the year 1998 opening the door to the fourteenth annual occasion. Conference themes focused on leadership and beyond with a concentration on the issue of leadership credibility — leadership that is honest, forward-looking, inspiring, and competent. Students fostered collaboration by working together on particular tasks designed to shape cooperative goals, sustain a quality of interaction, promote integrative solutions, and enhance trusting relationships.

The college also sponsors an annual New Student Leadership Program dedicated to giving first year students an early start on clarifying virtues and values that will shape the citizen leadership experience. Values such as realizing human potential, instilling individual and community responsibility, and serving visions of freedom, justice, caring, and loyalty are discussed. Additionally, with citizen leadership inherent in the Longwood College community, various leadership institutes are implemented. These institutes are workshops with a primary focus on learning to lead; they cover such topics as basics of leadership, group dynamics, issues of gender and diversity, ethics and leadership, and the challenge of change. Finally, the college has a women's leadership program which functions with the spirit of challenging and supporting women students to make a difference both in leading and learning.

"Citizen leadership in the Longwood College community is held together by shared commitments enhanced by personal and group creeds."

Students ask them to create and design a personal creed that can serve as a reference point, emphasizing that the most important thing in life is to decide what is important and to document your sense of meaning, statement of values, ethics, and social responsibility. Posters and flyers relate the slogan, Longwood Standing On Its Values: community, diversity, individual integrity. Note paper contains the printed message: citizen leadership with committed and caring students who feel common purpose and value social responsibility. The citizen leadership messages communicate the value of individuals and their dignity and commitment to service along with the virtues of character, community, conviction, contribution, care, and courage that make up the essence of credibility.

During the 1998-99 academic year student organizations explored the virtues of compassion (fellowship and sharing), responsibility (accountability for personal and professional actions and accomplishments), and loyalty (faithfulness and allegiance to the meaningful learning environment). Each student organization is asked to show and share its means of demonstrating, realizing, and enhancing their virtues. These virtues will challenge student orga-

In addition to specific citizen leadership programs, the student culture is filled with messages calling for the building of community and for commitment to the common good. This is accomplished in part through messages in summer orientation packets: What is the meaning of your life and education? How will you make responsible choices related to values and friends and establish genuine, trusting, and honorable relationships? What does doing your best in ways uniquely your own mean to you? Summer mailings to returning stu-

nizations and their student members to do and be their best in ways uniquely their own, and motivate them to contribute to a better life for all through community participation and leadership.

Citizen leadership will always focus on learning as a way and wave of being, as a call to build community and lives of commitment for the common good. Citizen leadership in the Longwood College community is held together by shared commitments enhanced by personal and group creeds. As a Longwood student leader stated, "Leadership involves being consistently honest, open, and sensitive with yourself and with others in order to promote a collaborative, unified community." Another student said, "The greatest leader is the humblest servant." Finally, as this statement composed by Longwood students indicates, students at Longwood stand on their values:

Longwood College believes in the development of each individual as an integral part of a vastly diverse community. Members of the Longwood College community embody a sense of self-esteem, responsibility, and integrity. The result is Longwood's tradition of care, human kindness, and common courtesy. Longwood students learn from each other by presenting and sharing ideas, opinions, and beliefs. The students of Longwood work toward the appreciation of the values of Freedom, Rights, and Responsibilities for themselves, as well as for others. They strive to face their feelings and attitudes and accept them as their own, while also respecting others' differences with dignity and integrity. Longwood considers the values of individual diversity and uniqueness to be fundamental in fostering awareness and campus unity. ■

Phyllis Mable is Vice President for Student Affairs at Longwood College. She is currently serving as President of the Council for the Advancement of Standards in Higher Education (CAS).

Mark Your Calendars...

Upcoming Conferences

OCTOBER, 1999

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The National Society for Experiential Education (NSEE) is holding its national conference, entitled

“Advancing Strategies for Civic Renewal and Workforce Development through Experiential Education,”

October 20-23, 1999 in San Diego.
More information is available at www.nsee.org

JANUARY, 2000

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The 6th annual meeting of the National African American Student Leadership Conference

“New Dimensions of African American Leadership: Reconnecting Family and Community with African Global Culture”

will take place January 14-15, 2000 at Rust College in Holly Springs, Mississippi. For more information on the conference and call for papers, go to www.naaslc.org or call (601) 252-8000 ext. 4311 or 4307

APRIL/MAY, 2000

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The call for papers is due out in Fall 1999 for the 4th annual Community-Campus Partnerships for Health Conference. Scheduled to take place April 29-May 2, 2000 in Washington, DC, the conference is titled

“From Community-Campus Partnerships to Capitol Hill: A Policy Agenda for Health in the 21st Century.”

Featured sessions to include:
*Service-learning in health professions education
*Community-based and interdisciplinary health professions education
Visit CCPH at futurehealth.ucsf.edu/ccph.html for info.

MAY, 2000

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The next meeting of the National Association for Community Leadership is scheduled for May 3-8, 2000 in Miami. Check www.communityleadership.org/conference for conference updates.

The Leadership Bookshelf

Exploring Leadership: For College Students Who Want to Make a Difference

Susan R. Komives, Nance Lucas, Timothy R. McMahon

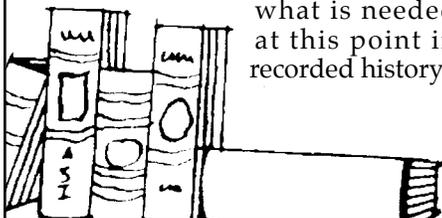
Reviewed by Kathryn E. Goddard

"...You will discover that the quality of your consciousness is more potent than any technique or theory or interpretation..." (p. 276, emphasis reviewer's).

With these words from *The Tao of Leadership* (Heider, 1985), the authors of *Exploring Leadership* capture the message of their highly useful work on student leadership. Written for college students who are or will become the leaders of the 21st century, the book addresses the issues of our times. The aspects of leadership are explored in four easily referenced sections.

It is clear that the authors agree with Kouzes and Posner (1987) that there is "...a renewed search for meaning" (p. xix) in our current world. Thus, the focus of the book is on "...leadership as a relational process of people together attempting to accomplish change or make a difference to benefit the common good" (p. 11). The book examines leadership theories with a focus on people making meaning together through understanding one another and collaborating.

The authors note the changing nature of relationships throughout the globe in "Part One: Leadership for a Changing World." An excellent summary of leadership styles from the mid-19th century through the 20th century provides the backdrop for this discussion of what is needed at this point in recorded history.



Leadership trainers will find this to be an excellent text for classes, seminars and on-going development workshops."

"Part Two: Exploring Your Potential for Leadership" focuses on understanding oneself and others.

This section uses vignettes from college students in a most effective manner, tying the reader to actual situations and even entering the mind of those in attendance at meetings. Students will easily identify with the exercises designed to promote self-examination. The segment on understanding others opens with three key questions: "How am I like no one else here? How am I like some others here? How am I like everyone here?" (p. 137) Excellent insights for any person

engaging in work with others to possess. The levels of awareness concerning intercultural learning connect readers and offer insight.

One of the most useful segments is found in "Part Three: Relationships, Environment, and the Practice of Leadership." Here the discussion focuses on understanding conflict, certainly an aspect of a world that is moving at warp speed. The authors make the point that conflict with civility (an aspect of leadership identified in *A Social Change Model of Leadership Development*, 1996) is a positive force for integrating ideas and philosophies. Indeed, it is essential to life on our increasingly multifaceted globe, where we are connected instantly to one another.

"Part Four: Leadership and Renewal" emphasizes the importance of keeping oneself and the organization enlivened and the importance of balance between the individual and the community. We are reminded that, ultimately, we are all learning together.

Other New Titles from Jossey-Bass

Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others

by James M. Kouzes and Barry Z. Posner

Where's the Learning in Service-Learning?

by Janet Eyler and Dwight E. Giles, Jr.

The Power of Character: Prominent Americans Talk About Life, Family, Work, Values, and More

Michael S. Josephson and Wes Hanson, Editors

Jossey-Bass Publishers can be reached at 1-800-956-7739 or <www.josseybass.com>

Throughout the book very practical exercises allow the reader to experience aspects of leadership and to select those which apply to each individual. Leadership trainers will find this to be an excellent text for classes, seminars and on-going development workshops. It is useful as a reference for members of groups as they go about their regular meeting and event schedules. There is a companion instructor's guide which offers class activities and discussion questions in a very user-friendly format.

One must request this guide specifically from Jossey-Bass (<www.jossey-bass.com>) at the time of ordering, as it will not be sent automatically.

In the final pages of the book the authors note: "Your critical task as a leader is to pay attention to your 'inner voices' (Bolman & Deal, 1995, p. 38), focus on your purpose or mission, continue your search, and find meaning in your endeavors" (p. 303). The challenge of listening to your inner voices is a life's work. While there are no specific exercises noted for developing this skill, in reality the entire book is about listening — for the core meaning; for the messages of conflict, of joy, of purpose; for indications of common ground; for hints of vision; and for possibilities of direction.

Exploring Leadership is highly recommended as a guide for those who would embody the words of Lao Tse writing in 565 B.C.:

*A leader is best
When people barely know he exists.
Not so good
When people obey and acclaim him.
Worse when they despise him.
But, of a good leader who talks little
when his work is done
they will say
"We did it ourselves."*



References

Kouzes, J.M. & Posner, B.Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. San Francisco: Jossey-Bass.

A social change model of leadership development: Guidebook version III. (1996). Los Angeles: University of California Los Angeles Higher Education Research Institute.

Dr. Kathryn E. Goddard is the Director of the Center for Collaboration in Education and the Protégé Program - Student Development in Higher Education. Dr. Goddard is a member of the faculty of the Student Development in Higher Education program at California State University, Long Beach.

Have You Heard?

International Leadership Association Serving Those with a Professional Interest in Leadership

History

In November 1998 the Center for the Advanced Study of Leadership organized a conference of the Leaders/Scholars Association in Los Angeles, California. The response to the conference was so positive, and the need for an umbrella organization that serves all those with a professional interest in leadership was made so clear, that the decision was made to expand the organization even further. The Leaders/Scholars Association has metamorphosed into the International Leadership Association.

Mission

The International Leadership Association (ILA) serves as a global network for all those with a professional interest in leadership. The ILA constituency includes, among others, leaders, managers, scholars, educators, community activists, consultants, trainers, and institutions. The ILA cuts across disciplines, sectors, nations, and cultures.

Like other major professional and academic associations, the ILA is an umbrella organization that encourages the formation of subsections such as those dedicated to:

- Leadership Scholarship
- Leadership Education
- Multicultural Leadership
- Community Organizing
- Leadership Training

The ILA will meet annually toward three primary ends: 1) to generate and disseminate cutting-edge work in theory and practice; 2) to strengthen ties among those who study, teach, and exercise leadership; and 3) to serve as an arena within which those with a professional interest in leadership can share research, resources, information and, above all, ideas.

Administration

The International Leadership Association is administered by the Center for the Advanced Study of Leadership at the James MacGregor Burns Academy for Leadership at the University of Maryland. In the future the ILA's independent Board will be charged with making all decisions on matters of governance.

Conference

The ILA will hold its 1999 Annual Meeting October 22-24 at the Renaissance Waverly Hotel in Atlanta, Georgia. For more information, contact the Center for the Advanced Study of Leadership at (301) 405-7920 or casl@academy.umd.edu. 

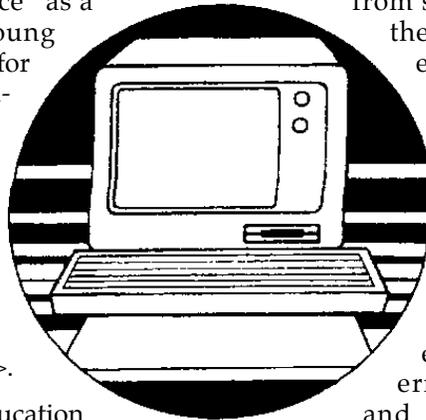
Scholarship and Research Updates

Developing Civic Responsibility

by Susan R. Komives

There is almost an explosion of exciting scholarship, youth surveys, and web sites on civic education, citizenship, social responsibility, and community development. Several recent studies have findings of interest to NCLP readers. Public Allies (funded by the Surdna Foundation) has published a report titled "New Leadership for a New Century: Key Findings from a Study on Youth, Leadership and Community Service" in August, 1998. Conducted by Peter D. Hart Research Associates, this report found today's young Americans focusing on individuals not institutions, expressing belief in "bottom up" not "top down" leadership, and concerned about individual differences and in connecting with others for common solutions. Further, the youth in this

study report taking action in their communities. Nearly 50% rated the value of "community and looking out for each other" as important to them compared to the 38% who selected "individual responsibility and self-reliance" as a priority. These young people advocated for collective responsibility and for the cooperation of individuals working together for change. Check-out this report on their web site <www.publicallies.org/poll.htm>.



The Higher Education Research Institute at UCLA (notably Helen Astin and colleagues) has completed two very interesting studies: one for Kellogg on the role of leadership programs and college outcomes (Astin, H. A & Cress, C.M. (1998) *The Impact of Leadership Programs on Student Development*) and one for the Templeton Foundation on the development of character. Findings from the study for Kellogg appear in the recent monograph *Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities* (1999), individual copies of which are free from their web site <[www.wkkf.org/ Programminginterests/ Leadership](http://www.wkkf.org/Programminginterests/Leadership)>. In a matched case study of 10 of the 31 colleges with Kellogg funded leadership programs and 10 non-funded schools, Astin and Cress found that students in leadership programs had "increased likelihood of demonstrating growth in civic responsibility, leadership skills, multicultural awareness" (p. 12) and other outcomes than did students at the Kellogg funded schools who did not participate in the leadership programs. Findings also showed that all students at schools with leadership

programs, regardless of participation level, had greater gains than students on campuses without leadership programs. There clearly is an effect from participating in leadership programs, and perhaps from simply belonging to the broader campus environment which promotes leadership in general.

The compelling observation which the authors of *Common Fire* (Daloz, et al., 1997) call "constructive engagement with otherness" surfaces over and over in numerous

research studies as foundational to civic engagement and social capital. Recent dissertations drawing similar conclusions include David Snyder's 1997 dissertation "Cultural Pluralism and Civic Engagement: Service-Learning Capacities in Prejudice Reduction and Social Development". Service-learning continues to be a primary vehicle to develop this awareness. Adelle Dorman found that students' perceptions of themselves as leaders changed from less than 5% to 70% during the year of study of four classes with service learning research activity (Dorman, A. (1997). "Critical Leadership in Service Learning Classrooms"). Qualitative studies are helping us understand how this link happens (See Christopher Koliba's 1998 dissertation "...and Citizens Under Every Tree: Case Studies in Service Learning and Civic Education").

Getting students engaged in their campus communities and interested in citizen action is essential. Why is it some students get engaged and committed to issues while others remain spectators? Several books are useful in addressing this question. Paul Loeb's new book, *Soul of a Citizen: Living with Conviction in a Cynical*

Start a Reading Group!

The Greenleaf Center's Reading and Dialogue Kit is designed for busy people to come together once or twice a month to discuss thoughts, questions, and issues pertaining to servant-leadership. These materials encourage the readers to explore their personal identities as leaders, the role of the institution as a servant, and the trustee's perspective on institutional leadership. The kit can be used for 5-10 sessions comprised of 6-12 participants. Individuals who are interested in purchasing these materials can contact the Greenleaf Center for Servant Leadership at 317-259-1241.

Time (St. Martin's Press, 1999), reflects on these questions in an approach Loeb describes as "a study of the psychology of social involvement". Information on ordering this book is available from <www.soulofacitizen.org>. I refer you also to books previously mentioned in *Concepts and Connections*: Lorraine R. Matusak's 1997 *Finding Your Voice: Learning to Lead...Anywhere You Want to Make a Difference* (Jossey-Bass); Larry Parks Daloz, Cheryl Keen, J.P. Keen, and Sharon Daloz Parks' *Common Fire: Leadership Lives of Commitment in a Complex World* (Beacon Press, 1997); Chrislip and Larson's 1994 *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference* (Jossey-Bass); and Lappé and Du Bois *The Quickening of America: Rebuilding our Nation, Remaking our Lives* (Jossey-Bass, 1994). Suzanne Morse (formerly with Kettering and now with Pew Charitable Trust) has a nice body of work on citizenship, much of it oriented to youth and college students. Check-out her 1989 *Renewing Civic Capacity: Preparing College Students for Service and Citizenship* (ASHE-ERIC Higher Education Report No. 8. Washington, DC: George Washington University) and her suggestions on key readings

for those interested in civic leadership in the May-June 1998 issue of *About Campus* (the terrific American College Personnel Association/Jossey-Bass magazine on student learning).

Numerous foundations continue their support of community leadership programs designed to promote citizenship and civic responsibility. Several Pew Charitable Trust (<www.pewtrusts.com>) projects are of interest. One of the Pew funded projects is the Community Connection Campaign for Do Something Inc. whose work focuses on youth involvement. Check their web site at <www.dosomething.org/connections> for a free manual on youth involvement in organizations and a research report "Young People's Community Involvement Survey Report on The Findings" by Princeton Survey Research Associates, Inc. (June 1998). Among the diverse findings in this study include the finding that three times as many young people are likely to volunteer if asked by someone they know and that involvement in high school activities is directly related to later adult involvement in community.

As a project funded by Pew Partnership for Civic Change, the Civic Practices Network (CPN) is part of the movement for a "new citizenship" and "civic revitalization". Located at the Center for Human Resources, Heller School for Advanced Studies in Social Welfare at Brandeis University [(617) 736-4890; cpn@tiac.net] their web page indicates "CPN is a collaborative and nonpartisan project dedicated to bringing practical tools for public problem solving into community and institutional settings across America." Their series of on-line papers, including Bruce Adams' paper "Building Healthy Communities", Michael K. Briand's paper on "Building Deliberative Communities" and

"Findings also showed that all students at schools with leadership programs, regardless of participation level, had greater gains than students on campuses without leadership programs"

Jeanne Porter's paper "Building Diverse Communities", are all excellent. Go to <www.cpn.org> to read or down load these fine papers. For more information, write Pew Partnership for Civic Change, 145-C, Ednam Drive, Charlottesville, VA 22903, call 804-971-

2073, or fax 804-971-7042. This site is where Dr. Suzanne Morse can be found.

Finally, web surfing on civic leadership and citizenship uncovers many treasures. Check out <www.lajollainstitute.org/LeaderNet/civicpart.html>; <www.civnet.org/links/civiced.htm>; and <www.communityleadership.org> as some of the many fruitful sites.

References

- Daloz, L., Keen, C., Keen, J. & Parks, S. (1997). *Common fire: Leadership lives of commitment in a complex world*. Boston: Beacon Press.
- Loeb, P. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York: St. Martin's Press.
- Zimmerman-Oster, K. & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U.S. colleges and universities*. Battle Creek, MI: Kellogg Foundation.

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FREE Publication

By now, you should have received a complimentary copy in the mail of the executive summary of "Leadership in the Making: Impacts and Insights from Leadership Development Programs in US Colleges and Universities" from the Kellogg Foundation. The Clearinghouse made arrangements in May for all members to receive this executive summary of the report. To receive the full report, simply contact the Kellogg Foundation at (800) 819-9997 or visit the web site at www.wkkf.org/ProgrammingInterests/Leadership

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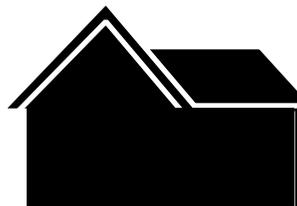
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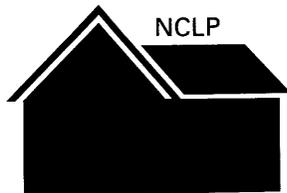
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