CONCEPTS & CONNECTIONS:

— Leadership Assessment —

A Newsletter for Leadership Educators

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Tools for Leaders:

Seven Methods of Assessing Organizational Effectiveness

by John H. Schuh

The topic I was asked to address is leadership and assessment. This assignment can be interpreted in a number of ways, including how followers might assess leaders, how leaders might assess their influence on organizations, how the effectiveness of leadership development programs might be assessed, how leaders might assess the satisfaction of their members and so on.

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Clearly, assessment is an important aspect of organizational life, whether one is vice president for student affairs, director of the student union, president of the student body or secretary of an academic club or other student organization. We live in a society where accountability is expected (Upcraft & Schuh, 1996), and assessment is one way of determining that leaders are delivering what is expected of them. My approach in this essay will be to apply some of the elements of an assessment model that Lee Upcraft and I have developed (1996) to organizational leadership.

Various Assessment Approaches that Can Be Used by Leaders

The assessment model that we have developed includes seven types of assessment that are appropriate for this kind of inquiry. The level of sophistication in these approaches varies dramatically, ranging from simply keeping track of the participants of an organization to trying to measure the impact of various experiences. Let me define these briefly.

> *"To know what the followers' game is, however, the leader must be able to answer several questions, including the following: What do followers want from the leaders? How do they want the organization's resources expended? In what programs will they participate?"*

Tracking

We start our assessment model by recommending that leaders should know who their members are. That sounds fairly simple but consider the following examples. For the student who serves as the vice-president of the student body, the editor of the student newspaper, or the manager of the campus radio station, simply being able to identify with some precision the people they serve is difficult. Even at institutions with a relatively modest enrollment, this can be a very complex task. Students may live on or off campus, commute from home, be enrolled in more than one institution at a time, go to graduate school or work full time. A wide variety of individuals attend institutions of higher education (See Rhatigan, 1986) and identifying their characteristics is exceedingly complex. So, the first assignment

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Connections From The Director

I believe one of the most challenging questions we receive at the National Clearinghouse for Leadership Programs is: "I would like to assess my campus's leadership program, do you have an instrument that will do that for us?" The NCLP has been working with leadership development programs for close to ten years. For all those years, we have struggled frequently with questions of evaluating results. Are our programs meeting their intended goals? How can we evaluate the impact of our programs? What is the best way to measure individual change? Can bottom-line results be accurately documented? Clearly all these questions are vitally important in understanding how leadership initiatives are impacting those with whom and for whom we work.

> *"...we have worked over the years to provide the NCLP membership with a number of resources to support continued work around the theme of leadership development assessment. Not only have we actively sought and collected samples of current assessment tools, we publish two excellent papers on assessment instruments."*

This edition of *Concepts & Connections* features the work of Dr. John Schuh, Dr. Kathleen Zimmerman-Oster and Dr. Sara Boatman. John Schuh presents elements of an assessment model he and Dr. Lee Upcraft developed in relation to organizational leadership. Kathleen Zimmerman-Oster shares a variety of evaluation techniques and strategies that can be used to put your leadership program on the path to success and sustainability. Sara Boatman looks at how assessment can be an integral part of your leadership education, training and development efforts. We hope that this issue of *Concepts & Connections* provides you with some useful insights and suggestions to aid you as you strive to meet the assessment challenges facing leadership educators on our campuses.

In addition to this edition of the newsletter, we have worked over the years to provide the NCLP membership with a number of resources to support continued work around the theme of leadership development assessment. Not only have we actively sought and collected samples of current assessment tools, we publish two excellent papers on assessment instruments. Both featured in our Leadership Scholar Series papers, the first is Leadership Paper #4 by Nancy Snyder-Nepo. Entitled "Leadership Assessments: A Critique of Common Instruments," this paper reviews leadership assessment instruments with a focus on determining their applicability and usefulness with college students. Our second publication focusing on assessment is Leadership Paper # 6 entitled "Student Organization Development: Application and Critique of Assessment Instruments." Authored by Michelle Howell, Brad Crownover, and Mary Kay Schneider, this paper is designed to offer a theoretical background to the use of organizational development assessments along with a critique of common instruments.

I also wanted to take this opportunity to make you aware of some of the Clearinghouse's latest initiatives. In an effort to facilitate networking among the membership we have just added a "Member Resource Network" to the NCLP Membership Directory. The Membership Resource Network encapsulates 28 commonly identified program initiatives within the context of leadership education in higher education. Many of the NCLP members shared what initiatives they offer on their campuses and identified those efforts for which they would be willing to serve as a consultant. Included are four leadership assessment areas for which members are willing to serve as a resource — general leadership assessment, longitudinal studies, needs assessment and program assessment.

We are also excited about a NEW initiative scheduled for release this coming spring called the "Leadership Insights and Applications Series." This series of papers takes a topical approach in its exploration of leadership with an overall aim to promote a better understanding of an individual or group's capacity for effective leadership. The papers include a brief overview of literature related to the specific topic and present applications of the topic for college students; they will also contain training activities, relevant organizations, web sites and other resources such as an annotated bibliography. In addition, the papers offer related assessment measures. The series will be on going; we look forward to sharing our newest leadership resources with you soon.

Craig Slack

Craig Slack
Director

Tools for Leaders

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for a leader is to know who the followers are.

Needs Assessment

After knowing whom the members are, the next assessment task for a leader is to know the needs of the members. Burns (2000) writes that one of the challenges facing contemporary leaders is understanding the needs of followers. He writes that if leaders perceive the needs of followers accurately, the leader "must, in effect, play the follower's game" (2000, p. 11).

To know what the followers' game is, however, the leader must be able to answer several questions, including the following: What do followers want from the leaders? How do they want the organization's resources expended? In what programs will they participate? Separating wants from needs can be difficult (Kuh, 1982), and is crucial in identifying student needs. Leaders need to know the expectations of their members for them and their organizations, or the leaders may attempt move the organization in one direction while the members want it moved in another. Needs assessment, then, plays a crucial role in this process.

Satisfaction Assessment

Assuming that leaders understand the needs of the members, and develop programs, services and activities (referred to here as interventions) for and with the members, the next step is for the leaders to understand the extent to which the members are satisfied with their experiences. If the interventions are mediocre, then adjustments will have to be made. Leaders cannot assume that simply by offering the intervention the members want, that their efforts will be successful. The plans may be excellent, but the timing could be poor. Events might overlap with one another, or they may conflict with important activities in the life of the institutions such as homecoming, mid term examinations, founder's day, or other events. Or, the interventions could duplicate similar programs offered elsewhere on campus.

Outcomes Assessment

Even if the events are well received by the members, an important matter to consider is the extent to which the events made a difference in the lives of the members. In short, did they learn anything? Did they grow? If so, in what ways? How do we know this? In a sense, outcomes assessment might be conceived as determining the extent to which value is added to the student experience. Outcomes are not easy to measure. However, when students report that they have benefitted from their experiences, that their plans have changed in the direction desired by the program organizers, or that they would recommend participation in similar programs to their friends, then leaders can be confident that their interventions have made a difference.

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Comparing with Similar Organizations

A useful assessment strategy is to compare key indicators from one organization to another. The members and leaders can develop these indicators themselves (See Dunkel and Schuh, 1998). Several that are obvious include the number of members, the amount of revenue each person contributes to the organization, the number of members who participate in events and so on. Most importantly, the value members report receiving from participating in the organization can be compared. Leaders should be careful to make sure they understand that organizational contexts can differ dramatically from one student group to the next. As a consequence, one would not expect a departmental club to offer the same number of highly complex events as a residence hall association, but within their context and purpose, it is possible to compare organizations.

Cost Effectiveness

Virtually all organizations have a financial base of one kind or another. In some instances, the members contribute dues. In other cases, members are taxed (such as membership in a sorority, residence hall floor, or the student body as a whole). Leaders have a responsibility to make sure that they exercise fiscal prudence at all times. Therefore, they will need to assess the extent to which their programs, activities and services are cost effective and have value. Cost effective in this case means that compared with other services, on or off campus, the actual cost of various activities is comparable or less. For example, if students plan a movie series, the cost to each student, either through admission fees to the event or the dues they pay, should be similar to or less than what the student would pay at an off-campus movie theater. If the cost is greater, the leaders will need to examine their cost structure and make adjustments. The other element of cost effectiveness is to make sure that the members received appropriate value for the cost of the event. Cost effectiveness does not just mean doing things cheaply. Even if the cost of an event is modest, if the participants do not report receiving value, the event has not been cost effective. So, leaders need to assess cost effectiveness using both lenses.

> *"Cost effectiveness does not just mean doing things cheaply. Even if the cost of an event is modest, if the participants do not report receiving value, the event has not been cost effective."*

Assessing the Organization's Culture

Assessing an organization's culture has to do with identifying such features as the organization's rituals, traditions, rites and so on, determining the organization's values, and finally trying to determine the beliefs upon which the organization is built (See Kuh and Whitt, 1997). This is very hard for any insider to accomplish, so we recommend that a combination of insiders (organization's members) and outsiders collaborate to conduct this kind of assessment. Different cultures require different modes or at least nuances of leadership approaches (Heifetz, 2000). When done well, this type of assessment will reveal important elements about the organization's culture, which in turn can be used to help socialize newcomers, inform current leaders and explain the organizations to those external to it.

Assessment Methodology

Assessment methodology can be quite complex and space does not permit an extensive discussion of the methods to be used in an assessment project. Rather, a list of questions (Upcraft & Schuh, 1996) to use in determining the approach to conducting an assessment is provided to initiate discussion about assessment. We strongly urge those leaders contemplating an assessment to define the presenting problem thoughtfully and carefully. The other questions will follow fairly logically if the problem is well defined.

Our questions are as follows:

1. What is the presenting problem?
2. What is the purpose of the assessment?
3. Who should be studied?
4. What is the best assessment method?
5. How do we decide whom to study?
6. How should the data be collected?
7. What instrument should we use?
8. Who should collect the data?
9. How should we record the data?
10. How do we analyze the data?
11. How do we report the results?

A Final Word

Assessment is an important tool for leaders to use in measuring the effectiveness of their organizations. Leaders are strongly encouraged to work with their members to develop ongoing assessment plans. If one assumes that effective organizations benefit everyone associated with them, then leaders and followers have no choice but to develop ongoing strategies to measure their organization's effectiveness on a regular basis.

New & Updated Leadership Resources

With the publication of "On the Right Side of History" by John Bogle and "The Unique Double Servant Leadership Role of the Board Chairperson" by John Carver, the Greenleaf Center has launched a new numbered essay series. *The Voices of Servant-Leadership Series* is a home for significant, cutting-edge thought on servant-leadership by current thinkers and practitioners. The Greenleaf Center plans to publish several new essays each year. For order information, call the Center at (317) 259-1241.

If you don't already have it, the updated 8th edition of the Center for Creative Leadership's excellent publication *Leadership Resources: A Guide to Training and Development Tools* is now available. CCL's website reports that "This edition includes a greater focus on executive education programs, trends, and support materials...the information in *Leadership Resources* includes descriptions of websites offering leadership resources, and announcements of annual conferences and meetings." This book and its companion volume, *Leadership Education: A Source Book of Courses and Programs, 7th Ed.*, are must-haves for leadership educators and practitioners. Order information is available at www.ccl.org or (336) 545-2810.

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John H. Schuh is professor and chair of educational leadership and policy studies at Iowa State University. Previously, he was a student affairs practitioner for 27 years. With his colleague Lee Upcraft he has written extensively on assessment in student affairs.

Assessment of Leadership Programs:

Enhancing Student Leadership Development

by Sara A. Boatman

Why do we incorporate assessment into our leadership development efforts? I suggest two answers that I hope provide perspectives to provoke thought and challenge action in enhancing our students' leadership development. I also describe two types of assessment methods that I believe are particularly useful to leadership educators.

"Assessment provides an accountability mechanism by creating ways to measure the extent to which programs do what they purport to do. More importantly, assessment supports future leadership development efforts by assisting in identification of what works and what doesn't. "

Leadership Assessment Improves Programs

This is, from my perspective, the most important reason to incorporate assessment into our leadership development efforts. Assessment creates conditions to enhance leadership potential by assisting identification of leadership development needs and validating progress in meeting them. Assessment emphasizes an analysis of the degree to which students are affected by their involvement in leadership programs. Assessing leadership provides input and guidance for program planning, management and evaluation decisions.

The "CAS Standards Contextual Statement" for student leadership programs (Miller, 1997) includes as one perspective that "colleges need to develop not just better, but more leaders, and that efforts should be directed toward the entire student body" (p. 111). The standards for student leadership programs include (in part 13, "Assessment and Evaluation") that "the student leadership program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met" (p. 117).

Assessment provides an accountability mechanism by creating ways to measure the extent to which programs do what they purport to do. More importantly, assessment supports future leadership development efforts by assisting in identification of what works and what doesn't. Assessment results are helpful in planning general or specific leadership development programs or interventions, as they are one of several components of the database for program development. These results provide essential feedback for leadership educators that can be used in instruction, advising, or consultation (Boatman, 1999).

Leadership Assessment Assists Individual Leadership Development.

Assessment is an essential tool to enhance individual learning. It provides recognition and support for specific experiences, and it also creates mechanisms by which learners can more readily transfer what they have learned to a variety of settings.

Several widely accepted principles of learning are particularly related to the educational benefits of assessment, including most specifically:

- People learn better when they know what it is they are learning,
- People learn better when there is feedback and confirmation of learning (Boatman, 1997).

Since our intent in leadership development is to assist a sequential process of personal growth, we can enhance this process through the use of assessment procedures. As students gain fresh insights about their leadership experiences through the assessment process, they achieve new learning. Assessment can help to create conditions in which development occurs by helping students identify current needs and clarify strategies for future change. Awareness of assessment results helps self-understanding and strengthens the ability to develop individual goals and commit to future growth experiences.

Leadership Assessment Options

A review of current assessment strategies reinforces an emphasis on multiple methods and use of both quantitative and qualitative measures (Upcraft & Schuh, 1996). Effective assessment must begin with clear specification of what will be assessed, including how leadership is understood and defined, what specific knowledge, values or behaviors should be demonstrated, and whether assessment will include measures of individuals and/or of groups (Boatman, 1989). A variety of options are available for leadership assessment.

Self Reports

Assessment methods that require learners to report on their perceptions of information, skill, values, or experiences related to leadership range from highly quantitative standardized questionnaires to rich qualitative entries in leadership journals. Each method has its own advantages and disadvantages, and leadership educators must evaluate the relative merits and difficulties of each approach for the specific outcomes of a particular leadership program, class, or experience.

"Effective assessment must begin with clear specification of what will be assessed, including how leadership is understood and defined, what specific knowledge, values or behaviors should be demonstrated, and whether assessment will include measures of individuals and/or of groups."

Questionnaires. These are a particularly common method for leadership assessment. Paper-and-pencil instruments include both those that are standardized and those that are locally developed. A resource available from NCLP critiques thirty-seven instruments suggested by leadership educators (Snyder-Nepo, 1993), including the Myers-Briggs Type Indicator, the Strength Deployment Inventory, the Leadership Practices Inventory, and the Leader Effectiveness and Adaptability Description. Questionnaires can be useful both for program improvement and for individual leadership development. Questionnaire results can create longitudinal information to identify cumulative effects of leadership efforts. These instruments are also helpful both in preparing students for leadership development and in assisting their reflection, analysis, and confirmation of learning and development. Questionnaires are relatively easy to administer and score. Depending on their design, they may be limited in the information they provide.

Journals. The journal is a qualitative self-report that may prove useful in leadership assessment, particularly as it helps students reflect on their own leadership development. Journaling is an especially powerful reflective tool because of its highly personal approach. The process of journaling can be focused or open-ended. Examples of focused questions include, "write this week about the ways you participate in collaborative processes," or "write this week about how you ob-serve diversity impacting leadership processes."

With respect to program improvement, journals provide rich data, but the method is time-consuming and difficult to analyze. However, entries may provide a means to extend quantitative results. Entries can be reviewed at various points in time to identify themes for use in program improvement. Analysis by a panel of experts can also yield interesting and useful results to assess program impact.

Other Self-Report Methods. Brief qualitative self-reports can often yield helpful reflective information to enhance personal leadership development. Students may be asked, for example, to e-mail "talking points" in preparation for a leadership development experience, and then e-mail reflections on the talking points following the experience. Talking points might include questions, challenges, or hopes. A talking point assignment might be, "in preparation for the leadership retreat, read the assigned articles and e-mail a question, response, counter-perspective, or challenge that occurs to you from your reading." Following the retreat, the assignment might read, "reflect on your experience at the leadership retreat and e-mail your thoughts about the talking point you sent prior to the retreat."

Electronic conversations with students prior to and following leadership development experiences can create shared preparation and reflection, and they may yield useful themes to assist program improvement. Students may be asked to respond to specific topics, or to converse in general terms. Examples of specific topics for such a conversation are "how you are going to practice servant leadership" or "how you have empowered others."

Behavioral Demonstrations

A second group of assessment methods provides opportunities for students to demonstrate their leadership learning. These methods are also useful both for program improvement and to enhance individual leadership development.

Mark Your Calendar

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This year's theme is:

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For more information, call:

(619) 594-5221 or go to,
starter.sdsu.edu/src/leadership/booklet2000/index.html

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www.aahe.org/conferences.htm

Observations. This approach provides opportunities to assess potential and progress by watching how students perform in actual or simulated leadership experiences. Observations can be conducted by instructors or advisors, peers, or outside experts, using taped or actual experiences occurring in natural settings, simulations, or even through the participant observation process. Observations can be structured using checklists or specific criteria, or they can be more open-ended. A key to successful observation for assessment purposes is to clearly identify goals or outcomes of the leadership program or experience that will be observed prior to and/or following the activity.

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An example of an observation that would yield both program improvement and individual development data would be to videotape students engaging in a simulated consensus-seeking experience prior to a leadership class or workshop structured to achieve goals relating to positive group interaction. A checklist operationalized from class or workshop goals could be used by each student when observing the tape prior to the actual leadership training experience, with students being asked to identify their own strengths and weaknesses, and to devise personal goals for the training experience. Following training, students could participate in another simulated consensus- building experience, apply the checklist again, and prepare reflections on the two observations. The tapes and the written reflections could then be analyzed by experts to provide program improvement data. It is important to remember that observations are less precise than some methods, and they take a significant amount of time. However, they do yield rich information that can be useful in the leadership development process.

Campus and Community Participation. Depending on the goals of the leadership program, measurement of the amount and quality of participation in certain events (community service, student organizations, or campus governance processes) can provide useful assessment information for program improvement. A record of hours volunteered, organizations joined, or committee meetings attended is the simplest approach. Soliciting evaluative responses of participation by supervisors, advisors, or committee chairs is a more complex, but also more comprehensive means of assessment.

Leadership Transcripts. A leadership transcript is a relatively formalized method of documenting leadership behaviors. These transcripts can range from simple listings of organizations, workshops, and other experiences, to highly complex compilations that include formal validation, evaluation, and reflection components. Depending on the process, leadership transcripts can be especially helpful tools to enhance individual leadership development. This particular assessment method requires support mechanisms to establish and maintain the process. While other assessment methods are more episodic, leadership transcripts are ongoing and require regular and consistent attention.

Leadership Portfolios. Leadership portfolios document experiences that demonstrate students' leadership participation and development. Ideally, students will begin a leadership portfolio when they begin their college experience, and maintain it through graduation. However, portfolios can also be maintained for a short time; for example students could develop a semester-long portfolio to coincide with a class, or a yearlong portfolio to coincide with participation in a specific leadership responsibility such as student government, residence life, or an activities board. Portfolios can include a variety of items to chronicle students' leadership journeys; for example, newspaper clippings, publicity pieces, instructor or advisor critiques, program evaluations, or correspondence. Portfolios can assist both program improvement and individual leadership development. They can provide evidence for reflection, and their analysis by experts using criteria based on program goals can yield useful information for future planning.

Multiple Methods

Leadership assessment is improved when we combine methods to both broaden and deepen the information we collect and to provide greater confidence in the results. We may select particular assessment methods specifically to enhance our students' learning, and combine those results with findings from a broader assessment method to gain greater depth of information to improve future programs. For example, we might use journals and observation of taped simulations as part of a leadership class, and combine those results with findings from a broader campus-wide questionnaire to give us more confidence in decisions about improving future classes.

Assessment should be an integral part of our leadership education, training, and development efforts. Good choices of methods to measure progress on carefully articulated goals will improve the educational and developmental experience for our students in important ways.

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Dr. Boatman is vice president for Student Affairs at Nebraska Wesleyan University and associate professor of Communications. She has been an active leadership educator for many years and has served as Chair of the Board of Directors of the National Association for Campus Activities. She can be contacted at sab@nebrwesleyan.edu.

Assessments Resources on the Web

The Assessment Forum Web Site:
www.aahe.org/assessment/assessnw.htm

The Association of College Unions International (ACUI) Evaluation Program:
www.indiana.edu/~acui/evaluate/index.html

The ERIC Clearinghouse on Assessment and Evaluation:
www.ericae.net

The Evaluation Center at Western Michigan University:
www.wmich.edu/evalctr/

Internet Resources for Higher Education Outcomes Assessment:
www2.acs.ncsu.edu/UPA/survey/resource.htm

Student Outcomes: Opportunities and Strategies:
www.calpress.com/outcome.html

Undergraduate Outcomes Assessment, University of Colorado, Boulder:
www.colorado.edu/pba/outcomes/

UWisconsin-Madison Assessment Manual:
www.wisc.edu/provost/assess/manual.html

How Can I Tell If It's Working?

Ten Strategies for Evaluating Leadership Development Programs in Higher Education

by Kathleen Zimmerman-Oster

The concept of leadership development in higher education, while not new, has experienced steady growth over the past decade. This increase in popularity on college campuses has resulted in an estimate of over 800 curricular and co-curricular programs (Schwartz, Axtman, & Freeman, 1998). Many programs focus on leadership for social change. These endeavors attempt to achieve student outcomes such as improved civic awareness and efficacy, enhanced communication and conflict resolution skills, and the creation of a commitment to volunteerism and social responsibility. However, despite the large number of leadership programs, there is little direction provided in the leadership literature regarding how to document measurable student, institutional, and community outcomes. Evaluation of the variety of programmatic outcomes and dissemination of these results would assist in sustaining a movement that would support future universities and colleges in creating leadership development programs.

"...the challenge for today's leadership development practitioner is not only to create and implement quality programs, but also to conduct thorough evaluations that will serve to have a broader impact on the student participants, institutions, local community and the field of leadership development."

Practitioners involved in the leadership development movement differ in their definitions of the range of items that constitute leadership development (Fulmer, 1997; Klenke, 1993; Spindler, 1992). However, it is generally accepted that leadership can be taught (Hashem, 1997). Documenting this assumption has been the challenge of an emerging body of research coined as "learning leadership theory" (Binard and Burngardt, 1997). The publication of the results of this type of research would ideally produce models, methods, and themes of effective leadership programs for dissemination to leadership educators, administrators and policy makers.

To gain an understanding of existing leadership development models, methods, and themes, the W. K. Kellogg Foundation funded an external retrospective evaluation of thirty-one leadership development projects funded by the Foundation in 1990 through 1998. The majority of these projects were provided in a variety of public and private higher education institutions. Many of these programs engaged in traditional evaluation activities, which ranged from conducting focus groups and interviewing participants to full-scale research involving pre and post testing. While the majority of the evaluation studies documented program success, they were small in scale and contributed little understanding of the long-term impact on not only the student participants, but also on the sponsoring university/college and the surrounding community. The results of the evaluation work typically were only briefly reported to the Foundation and occasionally to local stakeholders. Despite the array of research sophistication, these studies were seldom published in scholarly journals and not documented for dissemination to a broader audience. (For a review of the programs evaluated, see *Leadership in the Making: Impact and Insight From Leadership Development Programs in U.S. Colleges and Universities*, available from the W.K. Kellogg Foundation or at *www.wkkf.org/Programinterests/Leadership*. For a review of the evaluation methods used see *Leadership in the Making: A Comprehensive Examination of the Impact of Leadership Development Programs on Students, Journal of Leadership Studies, V6, N3/4, 1999).*

Thus, the challenge for today's leadership development practitioner is not only to create and implement quality programs, but also to conduct thorough evaluations that will serve to have a broader impact on the student participants, institutions, local community and the field of leadership development. This challenge will require viewing evaluation in a strategic way, as a systematic component of all leadership development programming.

Ten Strategies for Evaluating Leadership Development Programs

1. Value Evaluation as a Systematic Learning Process

Most people fear and avoid the evaluation process. In fact, many institutions either skip evaluation all together, or wait until after a leadership program is underway before attempting to evaluate it. The Independent Sector promotes the "New Vision of Evaluation". This approach suggests that good evaluation insures program effectiveness, empowerment and excellence. Thus, evaluation is a natural disciplined process of organizational learning, resulting in effective decisions and results. Evaluation is really the process of asking good questions, gathering information to answer them, and making decisions based on those answers. This process should be ongoing and ingrained into the day-to-day operations of the program to address both internal effectiveness and external results. It is not meant to be a report card process, but rather a developmental process that allows for growth and change.

2. Convene an Advisory Group or a Subcommittee on Evaluation

The evaluation process is the responsibility of everyone involved in the leadership development program – including the participants. The variety of stakeholders involved in the program should continuously ask the questions: "What can we do to get better?" and "How do we know we are doing a good job (with our students, with our institution, with our community?) So, by creating an advisory group composed of interested and supportive faculty, staff, students, and community representatives, you increase the likelihood that the right evaluation questions will be asked and that the program will be relevant to those concerned about its success.

3. Create a Logic Model

Many programs start off with tremendous goals and the ambition to accomplish many objectives. However, these goals and objectives are seldom strategically linked to the specific activities that the program intends to employ. Often, observers may see leadership development activities occurring and wonder how they *fit* with what they understood the program to be all about. A Logic Model is a technique that clearly articulates each of the programs goals and objectives, the activities, events and projects that will occur to accomplish these objectives and a specific way to measure outcomes associated with each objective. The goals should flow logically from the institutional mission to insure sustainability.

4. Conduct Benchmark Studies and Site Visits

"Don't reinvent the wheel." Before settling on an implementation and evaluation model for your leadership development program, review existing programs and measurement instruments at similar institutions. Look for "best practices" and "lessons learned" that might be useful in your setting. Two useful references to consult include: *1) The Standards and Guidelines for Student Leadership Projects issued by the Council for Advancement of Standards in Higher Education,* and *2) The "Leadership in the Making"* documents listed above. While it is useful to review program documents and conduct literature reviews, programs always look different on paper. Conduct site visits to get a three dimensional view of how other programs are actually being implemented and evaluated. When evaluating your own existing program, invite representatives from other programs to visit and provide a fresh perspective on your programmatic processes and outcomes.

New From Kellogg

By now you should have received a copy of the W.K. Kellogg Foundation's new publication ***Leadership Reconsidered: Engaging Higher Education in Social Change.*** *In August, the Clearinghouse partnered with The James MacGregor Burns Academy for Leadership to send this excellent publication on how colleges can help develop future leaders to all NCLP members. If you have not received a copy of* ***Leadership Reconsidered,*** *it is available free of charge from the Kellogg Foundation. Contact them at (800) 819-9997 or down load it from their website: www.wkkf.org.*

5. Develop an Evaluation Plan

Most trips run smoother with a map. An evaluation plan can serve as a map to insuring that all of the desired components of an evaluation are conducted. Plans generally include the following items: 1) the list of measurable objectives from the Logic Model, 2) specification of the audience for the evaluation (e.g. funding sources, community, etc.) and the reports that need to be prepared, 3) a procedure for documenting the processes used to accomplish the objectives (e.g. facilitator log books, planning documents, attendance and participation logs and data bases, etc.), 4) a measurement plan to obtain data on each stated objective (e.g. focus groups, pre/post testing) including specific timeframes for collecting the data, 5) a determination of who is responsible (both internally and externally) for conducting each aspect of the evaluation, including data collection, data analysis, and report writing; and 6) describes how the evaluation will be used for program improvements.

6. Conduct A Process Evaluation

One type of evaluation is referred to as "Process Evaluation". This type of evaluation is designed to help form or further develop a program based on information about the process. It involves the examination of inputs and activities and answers the questions "What is the program?" and "How does it work?" Process indicators include: program activities, participant and staff characteristics, financial resources, physical plant characteristics, and the theory on which the program operates. Additional indicators might include references to how the leadership program stacks up to the *Standards and Guidelines* and the *Hallmarks of Exemplary Programs* listed in *Leadership in the Making.*

7. Conduct A Comprehensive Outcome Evaluation

Another type of evaluation is the Outcome Evaluation. This type of evaluation is designed to determine whether the program has met its own objectives. These measurable objectives should be stated in terms of how the program effects the recipients of the leadership development services at several levels including: changes in knowledge, changes in attitudes, and changes in student behavior. In addition, the cumulative or aggregate effects of the program on the Institution and Community should also be assessed.

8. Employ Quantitative Techniques

Opportunities to count program-related data are always available. Quantitative data measures how much difference your program is making. Sample techniques include:

Baseline Data and Needs Assessment - Gather data about your participants and your community before the program begins to determine what needs exist. This information will help to shape the program objectives as well as serve as "pre-test" data.

Pre-Post Data– (e.g. Grades, Retention, Program Objectives) - Once you have determined the objectives of the program, collect additional data and refer back to your needs assessment data. The data collection process should be conducted at various points in the life of the program to determine if changes in student, institution, and community outcomes have occurred as planned.

Data Base and Tracking Systems – Participation Records - It is optimal to create a database and tracking system to store information about the program. Key data to collect include participation information, stakeholder information, and any information that would assist in replicating the program in the future.

9. Employ Qualitative Techniques

Qualitative measures rely on documentation of anecdotes and subjective expression of satisfaction of participants, lessons learned and best practices of program staff and faculty, as well as descriptions of programs processes. Sample techniques include:

Conducting Focus Groups – This involves conducting semi-structured group discussions with participants and with staff. Ideally they should occur throughout the life of the program to gauge progress.

Case Studies – In every program, there are participants and community members who benefit. It is important to document the demographic profile of those who benefit and to track their progress throughout their experience working with your program. It is helpful to document cases where students were successful, as well as cases where students were challenged.

Testimonials – It may be helpful to keep a file of testimonials, quotes, and comments made by students, faculty and other observers of the students' behavior.

10. Use the Evaluation Results for Program Improvement

Analyze your results and provide ongoing feedback to all of your stakeholders. Create reports for a variety of stakeholders (students, faculty/staff, funding sources, community, leadership development movement/colleagues, scholarly journals) and use the results to revise the program, prepare replication materials, and to promote the program internally, as well as externally. This external publication and promotion will not only garner additional attention to your program, but will likely result in more support for a sustained movement toward valuing leadership development and education for college age students.

Using the variety of evaluation techniques and strategies described above can put your leadership program on the path to success and sustainability. It will also help to continue the creation of leadership development programs on other campuses across the country and prepare students for leadership in the 21st century.

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Kathleen Zimmerman-Oster, PhD is an Associate Professor of Psychology at the University of Detroit Mercy (UDM) and faculty consultant to the Leadership Development Institute at UDM. Dr. Zimmerman-Oster does research, consulting, and teaching in the fields of organizational and leadership development, youth development and program evaluation. She is also the president of TEST, Incorporated (Training, Evaluation and Survey Technicians).

The Leadership Bookshelf

Six Leadership Assessment Instruments

Reviewed by Laura Osteen

Welcome to the Bookshelf. Following the theme of assessment, this issue of the Bookshelf focuses on leadership assessment instruments. Leadership teaching styles are as vast and varied as the leadership definitions that we teach. Inside and outside of the classroom, we use workshops, lectures, internships and experiences to inspire the minds of developing young leaders. Among our creative and imaginative approaches, often a simple leadership assessment instrument can provide those "ah ha" moments we so desire. Or perhaps you need to assess the outcomes of your leadership program to see if what you are doing is working? Finding leadership assessment instruments is a challenge. Which one? And how do you find them? Presented here are six assessment instruments that range from the new and exciting emergent paradigms to the tried-and-true personality type inventories. Descriptions of the instruments, in addition to their authors, sources, and scoring techniques are provided. To learn more, I recommend two great leadership instrument resources, one - the Center for Creative Leadership's *Leadership Education* and *Leadership Resources,* and two - the National Clearinghouse for Leadership Programs' "Leadership Assessments: A Critique of Common Instruments" (Leadership Paper #4).

Program Spotlight

The July – August 2000 edition of *About Campus* includes an article describing Longwood College's efforts to assess their civic leadership programs and initiatives. Edward Smith, director of assessment and institutional research at Longwood, discusses the multiple methods the college employs and plans to employ to evaluate the effectiveness of various curricular and cocurricular programs focused on developing "citizen leaders." Check out this informative article for a snapshot of one college's experience with the practice of leadership assessment.

Leadership Practices Inventory (LPI) - Student Version

Author: James M. Kouzes and Barry Z. Posner

Source:

Kouzes Posner International
Copyright 1999
15419 Banyan Lane
Monte Sereno, California 95030
Phone/fax: 408-354-9170

or

Jossey-Bass
350 Sansome Street
San Francisco, California 94104
Phone: 1-800-956-7739

Description: The Leadership Practice Inventory measures student's participation and engagement in the five leadership practices presented in Kouzes and Posner's *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations.* The five leadership practices are: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The LPI instrument offers a facilitator's guide, containing helpful information on the five practices, frequently asked questions and action-planning worksheets. The instrument can easily be taken and scored within a half an hour. The extent to which students engage in the five practices is measured through their responses to 30 leadership behavior statements. Students respond to the behavior statements on a Likert scale ranging from 1 – rarely or never to 5 – very frequently or always. Jossey-Bass is beta testing a new electronic version of the LPI now – watch for it soon.

Myers-Briggs Type Indicator (MBTI)

Authors: Katharine C. Briggs
Isabel Briggs Myers

Source:

Consulting Psychologists Press, Inc
Copyright 1993
3803 East Bayshore Road
Palo Alto, California 94303

Description: An oldie but goodie. The Myers-Briggs Type Inventory is a personality assessment that measures student's preferences on four scales. The four scales, extraversion/introversion, sensing/intuitive, thinking/feeling, and judging/perceiving create sixteen different personality types. The scales measure student's preferred ways of focusing energy, gathering information, making decisions, and interacting within the world. Often over simplified and misused, many facilitators are not aware that specific certification and training is required to administer the MBTI. Purchasers must meet CPC's requirements of graduate assessment coursework.

Personal Profile Preview (DiSC)

Author: Carlson Learning Co.
Copyright 1994

Source:

The Minton Company
Box 530524
Birmingham, Alabama 35253
Phone: 1-888-776-3472

Description: Marketed as a road map to better self-understanding, the Personal Profile Preview offers four dimensions of behavior. The four dimensions, dominance, influence, steadiness, and conscientiousness provide wonderful analogies to evaluate individual leadership styles. The instrument provides ten sets of words, students rank the words in each set based on which is most like them – 4 points, like them – 3 three points, somewhat like them – 2 points, and least like them – 1 point. This self-scorable instrument provides a nifty, however slightly confusing, way to reveal the dimension related to each word. Students then add the total points for each dimension to create four scores. The highest score is their primary DiSC Dimension of Behavior. The instrument contains descriptions of each dimension and can be taken and scored in twenty minutes.

Socially Responsible Leadership Scale

Author: Tracy Tyree, Ph.D.

Publisher: (forthcoming)
National Clearinghouse of Leadership Programs
1135 Stamp Student Union
University of Maryland
College Park, Maryland 20742
Phone: 301-314-7174

Description: New and exciting, this leadership instrument measures students' participation and engagement within the Seven C's of the Social Change Model. The Social Change Model, created by an ensemble of leadership educators sponsored by UCLA's Higher Education Research Institute, offers seven values that create the core of leadership. The seven values are collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, and citizenship. These values surround the ultimate goal of leadership – change - creating the eighth "c". The instrument presents 103 leadership behavior statements that measure the seven "C's". Students respond to the statements on a Likert scale of 1 – strongly disagree to 5 – strongly agree. Tyree's dissertation on the development of this instrument received the 1999 Melvene Hardee Dissertation of the Year Award from NASPA. Currently, Tyree continues her work on this instrument to allow for broader use by college and universities. She hopes to have a revised version that will be self-scoring and easily interpretable completed for use next summer. At that time, it will be available through the NCLP.

Multifactor Leadership Questionnaire

Authors: Bernard M. Bass and Bruce J. Avolio

Source:
Mind Garden
P. O. Box 60669
Palo Alto, CA 94306
www.mindgarden.com
Phone: 415-424-8493

Description: Based on Bass' work with transformational and transactional leadership built on the classic work of James MacGregor Burns (1978), Bass and Avolio developed the MLQ. Earlier versions of this instrument were designed for business settings used terms such as "subordinate" which made it inappropriate for student groups. The current version (5x shorter) is useful for students and their groups. It is a 45 item instrument with behavioral items (0 – not at all to 4 – frequently, if not always). The self scoring instrument gives users scores on such scales as idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management by exception, and laissez-faire leadership along with three outcome scales of extra effort, effectiveness, and satisfaction. Mind Garden will grant permission to use for research and offer models for use in training. Users must be familiar with the transformational and transactional conceptual model to best use the instrument.

CAS Standards and Guidelines – Leadership Program Self Assessment Guide

Author: Council for the Advancement of Standards in Higher Education
Copyright 1999

Source:
One Dupont Circle
NorthWest Suite 300
Washington, D.C. 20036
Phone: 202-835-2272

Description: Based on their 1997 Student Leadership Programs Standards and Guidelines, CAS has developed a self-assessment tool for leadership programs. Not intended for individual leadership development, this instrument assists program in assessing their program offerings, theoretical foundations, and growth opportunities. This is a complex assessment instrument but is one of the few available to look at a comprehensive leadership program.

Laura Osteen is the Assistant Faculty Director for the College Park Scholars Public Leadership Program at the James MacGregor Burns Academy of Leadership at the University of Maryland. In addition, she is a doctoral student in Maryland's College Student Personnel Program.

2000 – 2001 Membership Directory

You should have received the latest edition of the Membership Directory in September, complete with the new Member Resource Network section. Unfortunately, due to a quirk in our database system, two of our international members were left out of the main listings. They are:

Jean-Pierre Bal
Director, Brexgata Academy
59 Bloemenlei, B - 2
930 Brasschaat
Belgium
32 3 653 14 90
leadbrexgata@cs.com

and

Yu Huang
Associate Professor, National Taiwan Normal University
4F, No. 18, Lane 22,
Wen-chou St.
Taipei, Taiwan, R.O.C.
886-2-23636640*39
t11018@cc.ntnu.edu.tw

Scholarship and Research Updates

Assessing Everything Including Leaders

by Susan R. Komives

Every single reform report focusing on higher education for two decades has called for more assessment of everything! We need to assess students, programs, outcomes, climate you name it. Most campus offices still do little assessment and most campuses do not have any on-going research program. Leadership educators occasionally do needs assessments and some pre-post designs looking at assessing courses and other experiences. As moves to assessment have combined with moves for accountability (how do we know this program works?) more educators have gotten serious about assessment. We run into the same barriers of what to assess (what does citizenship mean in your leadership program?) and what measures exist to do this assessment with credibility. This issue of *Concepts & Connections* seeks to address some of those complexities.

> *"...contact the Clearinghouse for Higher Education Assessment Instruments at the University of Tennessee. They have catalogs of assessment instrument reviews with over 75 instruments featured in their catalog on Student Development, Student Services, and Institutional Effectiveness."*

Assessment in General

Those seeking to understand the basics of an assessment program will find tremendous support in the fine book by John Schuh and Lee Upcraft *Assessment in Student Affairs: A Guide for Practitioners* (1996). Their twenty-page appendix contains addresses of numerous organizations that publish assessment instruments. None are explicitly on leadership, but they do provide useful information on numerous variables of interest (e.g. moral development, values, career). Likewise, one might contact the Clearinghouse for Higher Education Assessment Instruments at the University of Tennessee. They have catalogs of assessment instrument reviews with over 75 instruments featured in their catalog on Student Development, Student Services, and Institutional Effectiveness. Their web page noted that these reviews cover "What is the purpose of the instrument? What does the instrument measure? How was the instrument developed? What are the characteristics (i.e., reliability, validity, norms) of the instrument? How has the instrument been used? Contact them at the Clearinghouse for Higher Education Assessment Instruments, The University of Tennessee, Knoxville, 212 Claxton Education Building, Knoxville, TN 37996-3400, (615) 974-3748, (615) 974-8718 (FAX), or email *mmsmith@utkvx.utk.edu*.

Assessing Leadership in Particular

Ellen Van Velsor (1998) has a terrific chapter on "Assessing the Impact of [Leadership] Development Experiences" in the Center for Creative Leadership's leadership handbook. Her schema will help readers develop a comprehensive program of assessment and evaluation. She identifies both individual and group/organization outcomes to leadership development. In her model individual outcomes have five "domains of impact" (p. 264). These include those that might be achieved in short time frames or at single interventions (i.e. knowledge acquisition, self-awareness building, and perspective on change) as well as those that develop over longer time periods or complex multiple events (i.e. moving from simple to complex skills, simple to complex behavior changes). Many leadership interventions seek to change individuals to help them function better in group settings or to teach a group how to "do" leadership more effectively. The group or organizational outcomes usually are in support of higher productivity, ability to meet group goals, and satisfaction. Measures for these outcomes are climate surveys and group satisfaction measures. Her chapter includes a useful presentation of methods for assessment including end-of-event evaluations, self-reported learning, questionnaires, "post-then" assessments, follow-up on specific goals, in-depth interviewing and journals. Post-then measures are an interesting, underused method. The respondent (self or other) is asked to rate self or other at one point in time, to reflect back to a previous time (e.g. before attending this class, before becoming a resident assistant), as well as a current measure.

Other Sources of Measures

The Center for Creative Leadership has its own instruments for your review. These are costly and targeted at professionals in business and community work, check their web site at www.ccl.org. Their classic publication *Leadership Resources: A Guide to Training and Development Tools, 8th ed.* (Schwartz & Gimbel, 2000) contains over 20 pages of annotations of leadership assessment instruments.

One of the most useful sources for instruments is the Test Locator service on the ERIC web page. Go to <ericae.net/testcol.htm> and you will find the wonderful ERIC site that contains over 10,000 instruments from Buros Mental Measurements, Educational Testing Services, and others. You can search by topic; a search for the word "leadership"

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 NCLPmembers 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 foreword by Dr. Susan Komives (1997, 50 pages)*	$ ______
	TOTAL:	$ ______

Name: ____

Title:____

Institution: ____

Mailing Address ____

____

Phone: (________)____________________________________

E-mail:____

Scholarship and Research Updates

Continued from page 14

brought 214 hits with whole instruments or scales on instruments for leadership. I found 20 hits for citizenship; the user has to know the definitions and construct he/she wants to use for a term to help sort the many hits.

It is worth repeating that in the theory to practice issue of *Concepts & Connections* (Vol. 8 no. 2) I highlighted the useful approach Peter Northouse (1997) took in his book *Leadership: Theory and Practice.* He presents numerous classic theories and information on measures to assess those theories. His book is exceptionally useful to engage leadership educators in linking theory to the assessment of practice. There is a new 2000 edition of this book also from SAGE.

Just Start

One of the best ways to begin an assessment program is to use general measures that review attitudes and behaviors of students. Select items from those measures that would be indicators in your setting of the outcomes you seek to influence like civic values, attitudes toward others, or community involvement. Both the Cooperative Institutional Research Program (CIRP), particularly the freshman instrument (see the HERI web page www.gseis.ucla.edu/heri/heri.html from UCLA), or the College Student Experience Questionnaire (CSEQ) available through Indiana University are two superb measures. Ed Smith's (2000) recent article on using both measures in the assessment of civic leadership at Longwood College illustrates this usefulness. Look around for what data is currently gathered on your students and identify measures that could serve as leadership outcome indicators and work to influence those doing assessment to include such items. Just start!

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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 2211 Benjamin Bldg., University of Maryland, College Park, MD 20742; (301) 405-2870; sk22@umail.umd.edu; fax (301) 405-9995.

NCLP

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