



CONCEPTS & CONNECTIONS:

— Teaching Leadership —

A Newsletter for Leadership Educators

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Teaching Leadership:

A Journey Into The Unknown

by Howard T. Prince II

The number of people involved in leadership programs on college and university campuses continues to grow and may now include close to 1,000 programs serving thousands of students. So the debate about whether leaders are born or made seems increasingly to have been resolved in favor of the position that much of what we think of as leadership can be taught and learned. This

is certainly in line with John Gardner's (1990) view that the answer "to the question 'Can Leadership be taught?' is an emphatic but qualified 'Yes'—emphatic because most of the ingredients of leadership can be taught, qualified because the ingredients that cannot be taught may be quite important" (p. 157). Ever the optimist, Gardner added, "we can offer promising young people opportunities and challenges favorable to the flowering of whatever gifts they may have" (p. 158). Like Gardner, Thomas Cronin (1995) took the position that while leadership cannot be "taught," it can and must be "learned" (p. 308). Cronin seems to argue that learning leadership requires more, perhaps much more, than formal instruction or teaching, though he offers little by way of a prescription for learning leadership.

When the Jepson School was founded, the University of Richmond gave the Jepson faculty the mission to "educate for and about leadership." The leadership studies faculty interpreted this to mean that they had to go beyond the presentation of traditional college courses that convey knowledge and develop

critical thinking. We decided to include experiences that would inspire the willingness and confidence to serve in leadership roles, enable students to integrate knowledge and values in leadership behavior, and equip them to use knowledge of leadership and their imagination to create new responses to leadership situations that would only unfold after the students had graduated. And we did so with no clear theory or conceptual framework of how leadership is learned

to guide the design and delivery of learning experience.

The Center for Creative Leadership (CCL) has one of the world's best research and training programs for the study of leadership. Scholars there have tried to understand leadership development in order to be able to enhance the development of leaders. Some of the CCL staff have suggested that it might be useful to think of leadership development as a form of individual adult development and that leadership development could be defined as "the expansion of a person's capacity to be effective in leadership roles and processes. Leadership roles and

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Connections From The Director

I am so excited to offer you this edition of *Concepts & Connections*! We have assembled a very thoughtful group of authors to address our publication theme, Teaching Leadership. Before I share about this edition, I would like to highlight a number of exciting changes and new initiatives taking place with your organization, the National Clearinghouse for Leadership Programs.

We are very pleased to announce the appointment of Jelena "Helen" Janc as the new Coordinator of the National Clearinghouse for Leadership Programs. Helen will be beginning her graduate work in the Educational Policy and Leadership program at the University of Maryland. Helen comes to us with a diverse background in governmental leadership. She has just brought to closure a Governor-appointed one-year term as the student Commissioner for the Maryland Higher Education Commission. Helen will begin her work with us in early July. Please join me in welcoming Helen to the NCLP family.

Helen's arrival signals the departure of our current NCLP coordinator Amanda Higgins. Amanda has served the National Clearinghouse for Leadership Programs for the past two years, during this time she has completed her master's degree in school counseling through the College of Education. Under Amanda's leadership we have continued to see *Concepts & Connections* reflect the interests of the membership and address cutting edge issues and topics in leadership education. She has brought to fruition our new monograph initiative, Leadership Insights and Applications. Amanda re-conceived the NCLP website, working to create an extensive listing of leadership resources. She helped establish a number of new member

The 2001 National Leadership Symposium, Pluralistic Leadership: Intersecting Tensions and Connections will be held on the campus of Marquette University in Milwaukee, WI.

services, including a 2 year membership, the NCLP list serve, and the pay by credit card option for NCLP membership and products. Amanda, thank you for the past 2 years of dedicated service to the membership of the National Clearinghouse for Leadership Programs.

Chris Conzen, a Master's degree student in the College Student Personnel Program, completed an internship with the NCLP this past spring semester. Chris focused his time on updating the NCLP bibliography. We are in the process of printing the 5th edition of this outstanding resource.

As I referred to earlier, we are now offering a number of new papers in the new Leadership Insights and Applications series. The series is designed to present a brief overview of literature related to the particular leadership topic, present applications of this topic along with challenges in learning this material. In addition the paper presents organizations, web sites and other resources (such as an annotated bibliography) to help the reader seeking additional information.

The series is an ongoing effort. The first set of papers in the series were developed by graduate students in the College Student Personnel program at the University of Maryland in their study of student leadership development. Publications in the Leadership Insights and Applications Series to date include:

- 1 Character & Leadership
- 2 Cross-Cultural Leadership
- 3 Service Learning and Leadership
- 4 Spirituality and Leadership Development

Soon to be available:

- Followership and the Leadership Process
- Leadership and Change
- Civic Leadership
- Leadership Assessment
- LGBT Leadership
- Women and Leadership
- African American Leadership

I would also like to remind you about an outstanding professional development opportunity for those in the leadership education arena. The 2001 National Leadership Symposium, *Pluralistic Leadership: Intersecting Tensions and Connections* will be held on the campus of Marquette University in Milwaukee, WI. This year's program will take place on July 19-22, 2001. Space is limited so please register early. For more information about the program and registration please visit our web site at www.inform.umd.edu/OCPL/NCLP.

This past spring semester we solicited feedback from you concerning future topics for *Concepts & Connections*. We are excited to share with you the themes for volume 10. In the fall we will address the topic of Asian American Student Leadership. In the winter, we will look at the issue of Leadership Credentialing as the variety of credentialing methods continue to spring up on college and university campus through the combined effort of academic and student affairs areas. Our spring edition of *Concepts & Connections* will address the topic of student governance and leadership development. Thank you for your responses; we are happy to continue to address issues of great interest to the NCLP membership.

Now it is my pleasure to introduce to you this edition of *Concepts & Connections* on Teaching Leadership. Dr. Lee Burdette Williams, Director of Educational Programs for the Division of Student Development at Appalachian State University in Boone, North Carolina shares a very frank perspective that many of us may identify in our own thinking about leadership education. Dr. Howard T. Prince II who is currently the Director of the Center for Ethical Leadership, a new initia-

tive in the LBJ School of Public Affairs at the University of Texas at Austin, focuses our attention on the need to provide vicarious learning opportunities for students in addition to ways to learn from direct experience. Bonnie Pribush, Director of the Franklin College Leadership Program, addresses how Franklin College has made a campus-wide commitment to leadership education. Laurie Schnarr, Manager of Leadership, Service and Involvement Programs at the University of Guelph in Guelph, Ontario Canada reviewed *Developing Non-Hierarchical Leadership on Campus: Case Studies and Best Practices in Higher Education* edited by Charles L. Outcalt, Shannon K. Faris, and Kathleen N. McMahon. I believe that our authors only touch the surface of the conversation we all need to be having concerning leadership education. As you think about our authors' reflections, I encourage you to post questions, reactions, and your perspectives to the NCLP listserv (NCLP-L@umdd.umd.edu). We can make great strides in teaching leadership through contributions to the collective conversation.

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*This newsletter
is printed on
recycled paper.*

Teaching Leadership: A Journey Into The Unknown

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processes are those that enable groups of people to work together in productive and meaningful ways" (McCauley, Moxley, & Van Velsor, 1998, p. 4). These authors go on to develop a general model of how experience affects the development of leadership.

But nowhere can we find a complete theory of how to develop leaders. Such a theory would, as a minimum, identify critical leadership knowledge, skills, values, attitudes and beliefs. It would have to tell us what can be learned and what may be innate. The theory might identify stages of leadership development that could be associated with different capacities and perspectives within the learning leader. The theory would also have to inform both students and teachers as to how each of these leadership outcomes is to be taught or developed. Different learning activities would be required in all likelihood to bring about changes in different dimensions of leadership.

Such a theory should help learners develop cross-situational as well as situation-specific leadership knowledge and skills, since there is evidence that the nature of leadership may be contextual. And we should be able to empirically test the key variables in our theory of leadership develop-

"In addition to the ways we impart knowledge and critical thinking, now leadership educators must find ways to allow students to experience what it means to participate in leadership roles and processes. In brief, we must create learning situations that allow students to put knowledge into practice and to experience the consequences of their actions through the reactions of others."

ment so that over time we could refine the ways we engage learners to increase the likelihood of helping them develop their fullest leadership potential. Some promising longitudinal studies of developmental changes and the ability to participate more effectively in leadership roles and processes are under way at Alverno College, Yale University, and the U. S. Military Academy at West Point (Mentkowski and Associates, 2000; Horvath, et al., 1999). But it will be many years before these results will be in and we will know what has been learned from a practical point of view.

So we are left to our own experiences, judgment, and, yes, best guesses as to how and what to teach to students willing to think of themselves as potential future leaders. Since we must act in the present while we await a sound theory to guide the education of leaders, allow me to share my own conclusions, hunches and insights from over 25 years of trying to teach leadership.

The first issue that must be confronted is what outcomes are to be achieved. If one seeks only to provide learners with knowledge about leadership, then teaching leader-

ship is primarily a matter of teaching in the same way one would teach any other subject in the humanities and social and behavioral sciences. One would need mainly to focus on defining a domain of knowledge and then engage the students in thinking

Continued on page 13.

Now Available!

NCLP is happy to announce that the first four papers in our new Leadership Insights and Applications Series

Are now available for purchase.

The cost per paper is \$5 for members and \$8 for nonmembers.

PAPER #1 "Character & Leadership"
By Felicia Mainella

PAPER #2: "Cross-Cultural Leadership"
By John Dugan

PAPER #3: "Service-Learning and Leadership"
By Emily Morrison

PAPER #4: "The Role of Spirituality In Leadership Development"
By Christopher Conzen

This series takes a topical approach to the exploration of leadership.

Each paper includes:

- a brief overview of the literature related to the specific topic
- sample applications
- training activities
- assessment measures
- web sites
- an annotated bibliography

Future topics include:

Women and Leadership

Leadership Assessment

LGBT Leadership

*An order form can be found on the back page of this newsletter or on our web site,
Or call us at 301-405-0799 and we'll be happy to fax/send you one!*

Teaching Leadership...

Or Not?

by Lee Burdette Williams

I had a conversation with a student I know through her work with an organization, the Women's Center, that I advise. I asked her if she considered herself a leader. "Definitely not."...."But," I pointed out to her, "You make consistent and important contributions here and other places."...."Maybe," she replied. "But I'm not a 'leader.' I'm just someone who cares about this organization and is willing to contribute my time and my energy. I'm not a leader—I'm just committed to something I care about."

My doubts about teaching leadership had been percolating for some time, but I think it was *that* moment, that conversation, that really crystallized vague misgivings into something more definitive. I think it was *that* moment when I realized I had it all wrong—this whole "teaching leadership" concept, this whole "leadership" thing, and because I had it wrong, I had maybe done some serious disservice to students in my care. And it was *that* moment when I decided to stop teaching leadership.

I don't take this decision lightly. For years I've defined myself professionally as a leadership educator, and a quick glance at my vita will turn up the word "leadership" numerous times. And most importantly, there is nothing that I teach under the umbrella of "leadership" that I regret teaching, or would forego in future efforts. All the skills, attributes, principles, and perspectives on leadership are still ones I value and want to help students learn. I simply want to get rid of the words "leader" and "leadership" in my communication with students.

Like many of my colleagues, I have worked hard to recruit students to leadership programs and classes. Sometimes I've been successful, other times not. At this point in my career, though, I'm experiencing a confluence of two factors that have forced me to re-think this recruitment effort. One is the institution I'm at. Appalachian is a public, regional university with a pretty decent student body. We get some great students, we get some not-so-great students, but most of our students are somewhere in between. These are rarely the class presidents with 1400+ SAT

scores, extensive international travel and a successful side business that's now gone public. In North Carolina, those students are much more likely to end up at UNC-Chapel Hill or Duke. We get those students who are willing participants, who care about something but not often in a splashy way, who will be good citizens but not necessarily operate from positions of visible power. Our location, isolated in the beautiful and rugged Blue Ridge Mountains, also brings us a fair number of students who love the wilderness and the "outsider" reputation of mountaintop and work to cultivate that lifestyle for themselves.

The second factor is that because of the Women's Center, and because the leadership class I teach is "Women and Leadership," I work with many more women than men. I can't help but be influenced by the students I interact with each day—mostly women, mostly slightly above average. And here is what I've gleaned from my conversations with them, conversations that have been both the cause and the result of my growing discontentment with leadership.

What I have learned initially is that students are fed a diet of "leadership" activities now, starting at an early age, through schools and church groups, community organizations and athletic or artistic programs. The sheen is off the leadership label. So while there are students out there who identify themselves as "leaders," they are burned out on leadership education by the time they get to college.

But perhaps even more importantly, I learned this: that the majority of students don't see themselves as "leaders," for one of two reasons. First, despite what they've been taught about leaders being those who serve others, sometimes quietly, they don't believe it. They still see leaders as those who step up and take charge, and that's not who they are. Second, they find that those students who readily self-identify as leaders are not peers with whom they identify, or whom they wish to emulate. Student "leaders," it seems, have become irrelevant, or even unlikable, to many students.

"It is this realization that has helped me recognize a major flaw in leadership theory: no matter how we define 'leadership,' it is a term that connotes a certain exclusivity and separateness. Not everyone can, or should, be a leader, not if we want 'leadership' as a concept to carry any panache at all. If 'everyone can be a leader,' then what's the personal benefit of learning to lead?"

It is this realization that has helped me recognize a major flaw in leadership theory: no matter how we define “leadership,” it is a term that connotes a certain exclusivity and separateness. Not everyone can, or should, be a leader, not if we want “leadership” as a concept to carry any panache at all. If “everyone can be a leader,” then what’s the personal benefit of learning to lead? In addition, students don’t buy this watering-down of leadership. They know that when “student leaders” are needed for some task, some will be called, others ignored. Those who are called are usually those who occupy the most traditional leadership positions and demonstrate the most overt “leadership” behavior.

Students know this because they recognize, intuitively, the “leadership binary,” which I think we, as a society, have inculcated. The premise of this binary is that people are either leaders or they’re not. And if they’re not, then they have neither the confidence nor the inclination to step up into the leadership role. The leadership binary means that there is a necessary and clear delineation between leaders and others, and those “others” know, among several things, this one fact: they themselves are *not* leaders, no matter what we say. The very definition of “leader” implies a group of others who may or may not follow, and encouraging “leadership behavior” in everyone, while admirable, seems to fall on its own semantic sword. “Everyone can be a leader” seems, at its heart, an oxymoronic phrasing. “If everyone is supposedly a leader,” one student told me, “then no one is, because you have to have a group *somewhere*. No group, no leader.”

In some quarters, we’ve attended to this by focusing on “followership” skills. We actually try and teach people to be good “followers,” and have made a sincere effort to elevate “followership” to some lofty place. And indeed, those who follow well are important to an organization. No organization can survive a membership comprised solely of leaders.

But students are savvy enough to know that no matter how we characterize “followers,” no matter how many awards we give them in recognition of selfless service to an organization, when it comes time to hand over the reins of any organization or project, our society will always seek “leaders” who have demonstrated an ability to bring others along.

I think this notion of “leader” as a label that separates people might be felt in especially keen ways by women. A friend of mine recently told me about an award she had received for her involvement with a community organization. I congratulated her, but noticed her hesitation in even talking about the award. “It’s nice that they did that, but it’s really not what I want. I feel like it puts me on a pedestal, separate from the others involved, and I don’t want to be separate. I want to be with everyone else, shoulder-to-shoulder, all of us working on something we believe in.”

Not long after that conversation, a Women’s Center volunteer came to me to express her misgivings about the end-of-year awards the Center gives out. She said that while she recognized that some people were more involved than others, she felt it was unfair that we judge people’s involvement, and perhaps hurt the feelings of those who had given what they could give by not recognizing them, or the circumstances that may have limited their involvement.

I now find myself having very different conversations with students and colleagues about “leadership,” struggling to find a language that is more inclusive, *less* loaded, but nonetheless can encompass the values of leadership I still hold dear.

“I find myself thinking a lot about the notion of a “contribution continuum,” of reframing leadership as contribution at whatever level one chooses.”

I find myself thinking a lot about the notion of a “contribution continuum,” of reframing leadership as contribution at whatever level one chooses. I talk to students about “leaving their legacy,” a concept for which I’m indebted to some of my colleagues here at Appalachian, colleagues who have shared with me their own misgivings about the baggage that comes with the term “leadership” and the way it alienates some of our most thoughtful and committed students.

I feel like I’m in the early part of what may be a lengthy and unpredictable journey. But the destination is not entirely unknown. I want to

be at a place, as a leadership educator, where students choose their involvement based on their interest and passion, develop skills based on their goals, serve others and the university in the process, and grow into exceptional citizens, neighbors, employees, parents and partners. And that when they hear the word “leadership,” what comes to mind is an inner sense of accomplishment, on their own terms, achieved by working shoulder-to-shoulder with others who share their commitment. ▲

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The Franklin College Leadership Program:

“Investing in Leaders for Life”

by Bonnie Pribush

As Director of the Franklin College Leadership Program, I am often asked, “How can you teach leadership?” My response is that teaching leadership is just like teaching math or computer science or acting. (And for 15 years I did teach mathematics and computing!)

There is a cognitive knowledge base that leadership students should master. The theories and the research studies can be read, explained, critiqued, and debated. Everyone is comfortable with this concept of teaching about leadership but they recognize that it is as limited as reading about computers without ever touching one or reading about acting without ever setting foot on a stage. What these folks really want to know is how do you prepare students to be leaders? Surprisingly, the answer is: “Much as you prepare them to be computer scientists or actors.”

As a professor of computer science, I could not predict every problem that my students would have to solve but I could identify skills and techniques that are useful in many situations. From these, I structured assignments and exercises that required the students to select and practice these skills and techniques.

“Everyone is comfortable with this concept of teaching about leadership but they recognize that it is as limited as reading about computers without ever touching one or reading about acting without ever setting foot on a stage. What these folks really want to know is how do you prepare students to be leaders?”

I could not assure their success in every situation but by providing a repertoire of skills, I could prepare them to meet a variety of situations. My colleagues, who teach acting, cannot predict every role or every audience but they have identified skills and methods that better prepare students to meet the unique challenges of any play.

For the last ten years, more than half of our faculty have been developing methods, exercises, and lesson plans that incorporate leadership skills in much the same way that we teach the skills of our more traditional disciplines.

First, as a professor incorporating leadership in your teaching, you must know what you believe about leadership and what specific skills, attitudes or knowledge, you believe leaders need. There are hundreds of books and surveys that provide suggestions. Choose a manageable

number that you consider most important and develop a clear definition that is behavior based. Some of the skills and attitudes identified at Franklin include:

- Creating a personal vision and setting goals
- Creating a shared vision
- Facilitating the work of a group
- Being responsible and accountable

- Developing a personal ethical framework
- Working well with diverse people

Then the question is “Where do you have opportunities to help your students learn this either through **modeling** or through **teaching**?” For example, when you create a classroom community that includes the students’ goals and concerns as well as your own, you are modeling the process of creating a shared vision. If you define what you are doing and articulate the process, students can connect the definition with the behaviors. Then, when they work on a project as a group or participate in a community service field experience, you can ask them to practice creating a shared vision and to reflect on how well they succeeded.

Once you have seen the opportunities, the next step is to be creative in devising strategies that enable students to practice the skills you have identified. Professors and other campus professionals and even students in leadership positions can approach this very differently and yet reinforce each other.

“Since my operative definition of leadership is framed in terms of contributions to the life of the group, I have woven this emphasis into the various aspects of my courses ...everything from course management to pedagogical techniques. For example, much of the first day of class has typically been devoted to syllabus construction wherein students are empowered to determine many of the features of the course that will impact their learning environment. Thus, on the first day the lesson is that they are part of a group and each person shares responsibility for recognizing, learning **and** engaging in behaviors that help to realize the expressive and instrumental

needs of the group. Group projects, group exercises, group presentations, group simulations, and consequences tied to group based behaviors are therefore the "nuts and bolts" of teaching leadership in my classes."

Dr. Tim Garner, Sociology

"Students choose which elements of leadership and advertising they will incorporate in their class project. For example, one student chose "a personal, ethical framework" and applied it to an examination of advertising images she felt were demeaning to women and girls. Her project was a portfolio of these ads accompanied by her written rationale for why she will never create such ads as an advertising professional. Another student used Franklin's "personal vision and goal setting" leadership component to develop a business plan and corporate identification materials for the ad agency she would like to run some day."

Dr. Ray Begovich, Journalism

"My Gerontology students 'adopt' a resident at Franklin United Methodist Community. They visit them once a week and write a journal. They must ...interact with a nonprofit agency, sign a confidentiality protocol, ...coordinate their schedules and take a leadership role in making the visits as pleasant as possible. The students were all hoping to have charming, vivacious elders like Sean Connery or Angela Lansbury to visit, but this is Franklin not Hollywood. ... I have encouraged students to give feedback to management."

Dr. Mike Norris, Sociology

The Residence Life Staff developed a professional skills assessment model to be used in Resident Assistant selection. The assessment model was also used to help develop in-service activities to develop these skills. At a recent workshop, resident assis-

tants identified a dozen ways that they can model and teach accountability and responsibility to their peers, including involving the residents in setting community standards and penalties for the hall, reframing accountability to focus on demonstrating value rather than assigning penalties, involving residents in repairing damage, and using the Greek and community standards boards to define and model accountability to the campus community."

Lori Neff, Assistant Dean of Students

When leadership education becomes a campus-wide commitment, students assimilate these lessons through continual practice in many different environments.

Finally, once the opportunity and the strategy are identified, a plan for assessment must be developed. Most often, this assessment is not a component of the student's grade for the class; rather it is formative evaluation, which provides the student with information about their strengths and opportunities for growth. Providing this feedback in a meaningful, productive way is itself another leadership lesson and engaging the students in peer and self-assessment further enhances the learning experience.

Leadership can be taught and it can be modeled. There are literally hundreds of opportunities in every aspect of campus life. Identify the opportunities, develop creative strategies, articulate the learnings, and assess student progress. Your students will not only know about leadership; they'll be prepared to do it! 🏠

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From the NCLP ARCHIVES

We first addressed the topic of Teaching Leadership in *Concepts & Connections* in 1995 with Volume 3 Issue 3, "Teaching Leadership: Curricular Approaches to Leadership Education".

That issue included:

- **"Teaching and Leadership: Curricular Approaches to Leadership Education"**

by Dennis Roberts, Miami University of Ohio

- **"'The Gift of Self': Teaching Leadership"**

by William Howe, Jepson School of Leadership Studies, University of Richmond

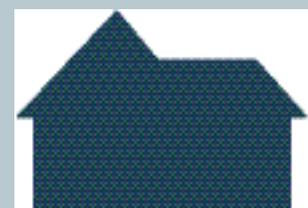
- **"The Experience of Teaching Leadership"**

by Allen Delong, University of Maryland

- **"Teaching Leadership - or is it - Learning Leadership?"**

by Susan Komives, University of Maryland

Volume 3 Issue 3 and all back issues of *Concepts & Connections* are available to members at a cost of \$3 per issue.



The Leadership Bookshelf

Developing Non-Hierarchical Leadership on Campus: Case Studies and Best Practices in Higher Education

Edited by Charles L. Outcalt, Shannon K. Faris, and Kathleen N. McMahon

Reviewed by Laurie Schnarr

Every once in a while I happen upon a book that, within short order, becomes a dog-eared and tattered staple of my leadership library. *Developing Non-Hierarchical Leadership on Campus* (Greenwood Press, 2000) is without doubt one of those books. Written almost entirely by leadership practitioners who readily share their insights and strategies based upon their experiences in a range of institutional settings, this volume is refreshing in approach, and comprehensive in breadth and scope. Case studies, essays, program descriptions, and evaluative reports highlight key explorations, findings, and ruminations on a broad range of topics relating to non-hierarchical leadership on university and college campuses today. Particularly instructive are the many chapters featuring diverse applications of the Social Change Model (SCM)

of Leadership Development. Due to my own keen interest in and regular use of this model, I found this feature of the book extremely helpful.

Developing Non-Hierarchical Leadership on Campus features a forward by Alexander Astin and includes four sections and over twenty chapters. The first section, focusing on leadership theory, offers a range of perspectives, beginning with a fascinating interview with Helen Astin, who shares her views on the nature of

leadership and the role of 'change' in the leadership process. This is followed by an historical overview of leadership theory that spans traditional through post-industrial approaches. Most noted among the ensuing chapters are Marguerite Bonous-Hammarth's overview of the SCM, a compelling critique of current non-hierarchical leadership theory from a post-modern feminist perspective written by Lori E. Varlotta, and Cynthia Cherrey and Kathleen Allen's exploration of leadership development in the context of a "networked world".

In this latter chapter the authors argue that the shift we are experiencing – from a fragmented to a connected world – has significant implications for leadership development programs on our campuses. I especially liked their analysis of the differences inherent in fragmented/hierarchical vs.

networked environments, and the strategies they identify toward reconceptualizing our leadership programs to address this shift, and better prepare our future leaders on both individual and organizational levels. I see great promise for continued research and exploration in this area and look forward to future offerings by Cherrey and Allen.

Section two of this book highlights twelve campus programs that

have successfully fostered or promoted non-hierarchical leadership. Again, as a practitioner who is working with others toward building a comprehensive program on my campus, I welcomed the range of offerings featured in this chapter – likewise, the number of initiatives that were clearly the product of collaborative partnerships between campus and community stakeholders. Whether interested in developing a doctoral program in leadership studies, initiating a change process, fostering collaborative leadership and service through class projects, or empowering international students to engage in leadership activities on your campus, this chapter is filled with concrete examples from which to draw.

While there are many highlights within section two, I was impressed by Dennis Roberts' overview of Miami University's "Leadership Commitment", and Nancy Huber's spotlight on the University of Arizona's curricular model "Leadership Concepts and Contexts". I also liked Cynthia Cherrey, Judi Biggs Garbuio, and Rachel Isgar's chapter featuring the University of Southern California's "Extended Multidimensional Approach to Leadership Development" (the USC Model). This model, developed to assist students in preparing for life and work in a networked world, features an integrated approach to learning that includes a portfolio, an Emerging Leader Program, an interdisciplinary leadership minor, and a range of non-credit courses. While I certainly gained new insights – and ideas – as a result of reading this chapter, the absence of program assessment and evaluation results was disappointing.

"This is an excellent book. It is a volume you will revisit time and again whether you are wrestling with a new concept, preparing a presentation, planning an assessment strategy, or initiating a change process."

Particularly compelling in Roberts' chapter, beyond his description of Miami's comprehensive leadership development program, is his emphasis on the process the Miami Task Force undertook, his role within that context, and the commitment Miami University has made toward fostering leadership development in each of its students. I also appreciated his emphasis on qualitative and quantitative assessment. Specific outcomes cited were helpful in gauging the extent to which Miami's programs have met their objectives and aided me in identifying assessment techniques that could readily be transported to my own campus.

In chapter twelve Huber's emphasis on the use of innovative pedagogy in her course "Leadership Concepts and Contexts" was insightful and refreshing. The integration of class projects that promote leading through service, the use of journal writing as a tool to encourage reflective thinking, the commitment to fostering meaningful connections through small class sizes and minimal lecture time, and the emphasis on building personal leadership models based upon collaborative leadership principles were particularly noteworthy. I especially liked Huber's stated commitment to "...prepare students fully to take their place as collaborative leaders contributing to the well-being of the communities in which they will live and work once they graduate..." (p. 127).

The intersection of leadership and identity is the focus of the third section, which features three excellent chapters. In chapter nineteen Daniel Adams and Patricia Aquí introduce the University of Michigan's "Intercultural Leadership Seminar", which was designed to prepare students for success in a global society. Noteworthy is the reported impact this program has had on the participants, faculty facilitators, and on the institution itself.

The next chapter, written by Wayne Millette and Roger Fisher, demonstrates how a pilot program

titled "Transforming Communities" successfully addressed the need for meaningful dialogue across ethnic and racial lines and for heightened multicultural sensitivity amongst student leaders at the University of Michigan, Ann Arbor. I liked the authors' use of quotes by the participants themselves to communicate the impact this project had on students and on the leadership community itself. The establishment of the student organization "Students United for Multi-Cultural Initiatives", a product of participants' experience with the program, was particularly impressive.

The final chapter in this section offers an overview by Ronni Sanlo of UCLA's model of LGBT leadership—the LGBT Student Leader Roundtable – a program that fosters a sense of community and facilitates dialogue among LGBT organizations. In addition to Sanlo's detailed accounting of this successful program and its offerings, the author's insights relating to sexual identity development and LGBT leadership are thought provoking and informative.

Two chapters focusing on assessment and evaluation are featured in the fourth section of this book. In "Developing Citizenship through Assessment", Christine Cress cogently argues for the use of participatory assessment on our campuses and in our leadership programs. Her extensive reference list offers those who wish to explore this topic in greater depth a wealth of possibilities.

The final chapter, written by Tracy Tyree, provides an in-depth guide to developing an assessment instrument, as informed by her experience producing the "Socially Responsible Leadership Scale", an instrument designed to measure the SCM. As a practitioner who has sought out reliable and valid instruments with which to measure students' participation in non-hierarchical leadership, I am looking forward to the release of this scale. In the meantime, this chapter offers helpful strategies and insights.

This is an excellent book. I recommend it highly to leadership practitioners, faculty, students, and any person who shares an interest in non-hierarchical leadership. It is a volume you will revisit time and again whether you are wrestling with a new concept, preparing a presentation, planning an assessment strategy, or initiating a change process. I guarantee that within short order your edition, like my own, will bear the scars of ample use. That can only mean good things for the future of non-hierarchical leadership development on our campuses! 🏠

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Scholarship and Research Updates

Learning Leadership: As Individuals and In Communities of Practice

by Susan R. Komives

In my 1995 *Concepts & Connections* column on this topic ("Teaching Leadership – or is it – Learning Leadership?") I thought I cleverly posed a key and central question that instead of how to teach leadership the better question might be how is leadership learned? Embedded in that question, no matter how clever I thought I was to re-frame the issue, are two substantial problems. First, teaching versus learning sets up a false dichotomy. Instead, it is both of those dimensions in a dynamic reciprocity with each other. Understanding how leadership is learned leads to understanding how educational interventions can be designed to facilitate that learning. The field of leadership education is still dismally weak in understanding how leadership is learned. Second, the question is read by most of us to focus on individuals and their learning and almost never is thought to mean how does a group learn leadership. How does a community of practice come to learn how to focus on its own practices that lead toward meaningful relationships through which leadership happens?

Two major conceptual frames bear repeating in this column. Readers would benefit from understanding David Kolb's (1983) experiential learning model. Things that

happen to us do not become experience without reflection. The service learning movement has spread this message clearly. Kolb focuses on how we learn from experience and how we understand abstractions through experimentation. The four positions on this model are concrete experience (feeling), reflective observation (watching), abstract conceptualization (thinking), and active experimentation (doing). Many students have a concrete experience that through reflective observation can become an abstract conceptualization leading to an enriched active experimentation. There are leadership lessons in many experiences and skilled reflective questions can heighten these lessons. Kolb's work further describes variety in learning styles. His instrument (the Learning Styles Inventory) works well with the Myers-Briggs Type Indicator to enrich learning.

The second conceptual model that is salient for leadership learning is Bandura's (1997) concept of self-efficacy. Bandura notes there are both individual and collective dimensions of efficacy. They are informed by meaningful experience, verbal persuasion or affirmation, vicarious experience, and affective state or awareness of emotional cues. His work on collective efficacy is particularly salient for the new

frontiers of understanding how communities of practice engage in leadership and can learn more effective ways. Why is it that a gathering of a dozen skilled leaders can be totally ineffective as a group working on a shared task? How do we come to understand the collective differently than the individual? Clearly this is not a false dichotomy; to truly learn leadership there are dimensions of individual learning as well as collective learning.

Focusing on developing leadership in individuals and in communities of practice is a tall order. Joe Rost and Richard Barker (2000) challenge educators that the "content of leadership education in the future will cover three broad categories: the evolution of social change and development, the processes that influence social development, and the dynamics of human nature in change processes" (p. 3). The agenda is clear that teaching and learning leadership must focus on the social/relational aspects of leadership.

Readers are referred to several interesting assessment, evaluation and research tools in the literature. Sara Boatman (1999) describes a leadership audit procedure for assessing a campus leadership program. This practical article is well grounded in program evaluation principles and will be useful for those moving to a new environment or those wanting to punch up their leadership programs. Check out Richard Wielkiewicz's (2000) article presenting the thorough and thoughtful development of an instrument to measure hierarchical and systemic leadership. Wielkiewicz has developed the two factors measuring students' attitudes toward more traditional approaches and emergent/empowering approaches. The instrument and scoring are printed in full with

"Understanding how leadership is learned leads to understanding how educational interventions can be designed to facilitate that learning. The field of leadership education is still dismally weak in understanding how leadership is learned."

permission to reprint for use. This 28-item instrument appears to be a good pre-post measure to see how attitudes change during a leadership course for example.

The Student version of the Leadership Practices Inventory is now available from Jossey Bass in a computer-administered version with scoring software for about \$25. Check out the Jossey Bass web page at www.josseybass.com. Remember also that the Student LPI comes in the self, other, and team versions.

NCLP is launching a new paper series called Leadership Insights and Applications. These monographs explore some theoretical and conceptual scholarship on specific topics and connect that with leadership (e.g. spirituality, service, African American dimensions). Each mono-

graph contains sample applications, training activities, web sites, annotated sources, and sample assessment measures. Readers of this column will be particularly interested in a forthcoming monograph in this series by Julie Owen (formerly the Coordinator for Leadership and Volunteer Programs at UNC Wilmington) on leadership assessment. I encourage you to order copies in this series of interest to your work and be in touch with me if you have a topic we might consider for this series. 🏠

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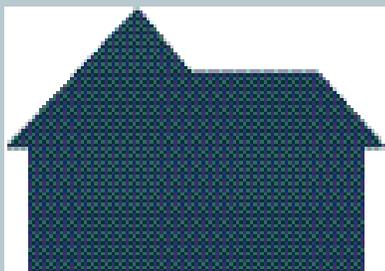
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Teaching Leadership: *A Journey Into The Unknown*

Continued from page 3

about the subject. This is no easy task and should not be considered less worthy than the choice to promote development of other capacities for leadership. Society benefits when more citizens are better informed about the nature of leadership and its significance as a social process, especially in a democratic society.

But if one aspires to nurture the capacity to actually participate more effectively in leadership roles and processes, how does one teach leadership? A second choice now confronts the teacher. One must answer questions such as what do you and the learner want to know and be able to do? And what values or virtues of character should be nurtured since leadership is always a matter of ends and means? Here we must be concerned with much more than the best teaching methods in the tradition of the liberal arts, which might suffice in teaching to know about leadership.

In addition to the ways we impart knowledge and critical thinking, now leadership educators must find ways to allow students to experience what it means to participate in leadership roles and processes. In brief, we must create learning situations that allow students to put knowledge into practice and to experience the consequences of their actions through the reactions of others. There are many ways to do this in the classroom: written case studies, role-plays, simulations and others. We must also create ways for students to apply their leadership knowledge outside of the classroom,

to find learning laboratories and ways to capture experience for later discussion and reflection.

Here we must confront the artificial ways we divide our campuses and seek to connect the many places students can experience not only their own leadership but also the leadership of other students, faculty administrators, and staff on campus. The more we can connect the classroom with other parts of the campus leadership environment, the more potent leadership education can be. And we can send students off campus to experience leadership in settings where students are entrusted with leadership responsibilities in internships, service learning, and part-time work settings. Critical to learning from experience is the opportunity to discuss and reflect with faculty and other students about the meaning of one's leadership actions and their impact on others. Early results from the work underway at Alvorno suggest that reflection is critical to both lifelong learning

and the capacity to integrate knowledge, skill and character in life situations (Mentkowski, 2000).

We need to provide vicarious learning opportunities for students in addition to ways to learn from direct experience. Complex social behavior such as leadership can be taught by calling attention to more experienced leaders in action. This can be done through the use of videos, current media events such as televised speeches or events, and by bringing leaders to campus and class to interact with students.

As teachers we must always be aware of how we lead in all of our interactions with students. We are continuously teaching lessons about

"Here we must confront the artificial ways we divide our campuses and seek to connect the many places students can experience not only their own leadership but also the leadership of other students, faculty administrators, and staff on campus."

power, interpersonal relations, communications, decision-making, motivation, respect for others and much more as we interact with our students in class and elsewhere. When we practice what we teach, we not only teach, we inspire. If we ignore what we teach about leadership, we risk creating disengaged cynics. And we need to inspire our students to believe that while the choice of whether to lead or not must be theirs, they can lead and lead well. Our future may depend upon it. ■

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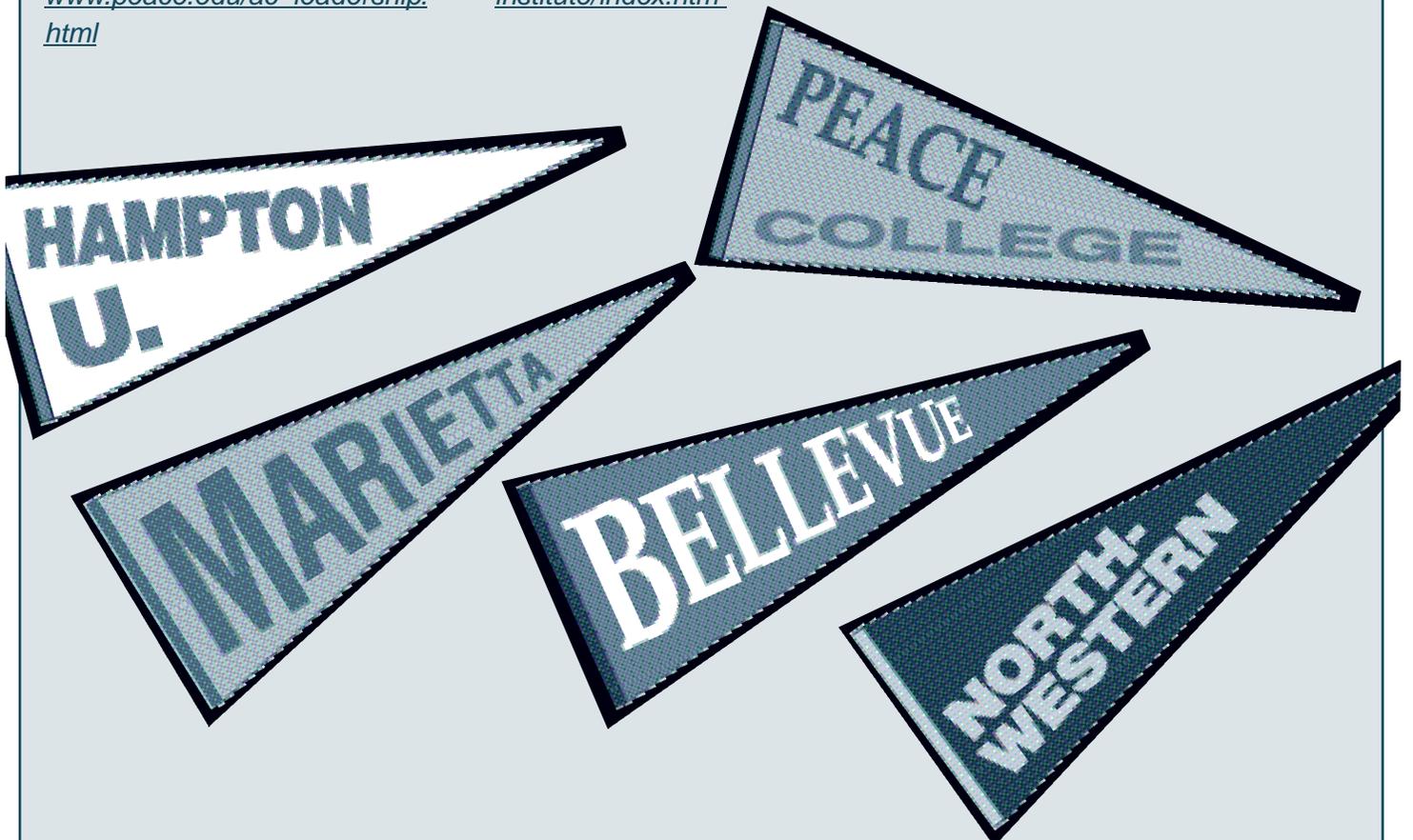
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