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## **Inaugural Web Issue**

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Beginning with this issue of the Association of Leadership Educators Newsletter – September, 1999 – distribution will be conducted through the ALE Website. At “publication” time, ALE members will be notified via the ALE list serve about how to access the current issue. Happy reading!

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### **Leadership Strategies for Organizational Change - Linking Individual and Organizational Learning Association of Leadership Educators 1999 Conference Keynote**

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Dr. Theodore R. Alter, Associate Vice President for Outreach, Director of Cooperative Extension and Associate Dean, College of Agricultural Sciences, Pennsylvania State University, addressed the July 1999 conference participants in San Diego, California. Dr. Alter has given much thought to the importance and challenge of creating a culture of leadership in an organization. He began his presentation by sharing some ideas which he says formed his perspective on outreach organizational transformation and leadership for this change at Pennsylvania State University, including a quote from W. E. Demming, “nothing happens without personal transformation.” Dr. Alter emphasized the need for individuals to personally make changes and see themselves in a leadership role. *(continued on page 4)*

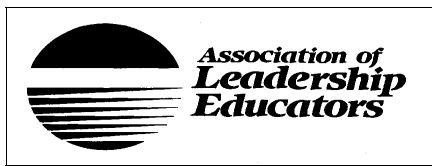
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### **Attending ALE Reflections by a Student**

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When my advisor, Dr. Jim Knight, asked me to co-present with him at the ALE conference in San Diego, I knew little about this organization. The little bit that I did know was that it was an organization about leaders and leadership, an area that I love. Having no idea what to expect when I arrived, I was somewhat nervous. *(continued on page 6)*

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## Taking Program Snapshots: Planning Strategies When There isn't Time For Strategic Planning

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Periodic strategic planning is critical to long-term program success. However, comprehensive strategic planning can be overwhelming—and costly in terms of human and fiscal resources. Here's a process shortcut -- taking program "snapshots" designed to help program teams make mid-course corrections within the strategic planning cycle. This much shorter process (6-8 weeks) is particularly effective for small program areas or project teams. The advantages of taking program snapshots are, first, you can obtain qualitative information quickly from clients, colleagues and administration for use in program planning. Second, it provides optimal working environments for planning by bringing people in to the process sequentially rather than concurrently. And third, it allows a widening circle of people to become champions of the program before the solutions are finalized.

**Step 1:** Informally interview colleagues, clients and administrators affiliated with the program. Ask what they view as the strengths and the weaknesses of the current program, and what changes they'd like to see in the future. You're looking for perceptions, not quantifiable data. This takes about three days, counting waiting for call-backs.

**Step 2:** Draft a short narrative report about what you heard. This isn't rocket science so don't agonize over it; plan on a maximum of one day.

**Step 3:** Convene a small group of Creative Thinkers. Bring together five to eight people who love to explore new possibilities. Some of these people may be within your organization and some may be from the outside. Promise them one day in a comfortable, non-intrusive environment; a day with minimal structure and maximum creativity; a day with no naysayers. They'll jump at the chance! When the group's ready to start, quickly share your narrative report, identify any "givens" (such as "must be implemented at the start of the fiscal year"), describe what outcomes they should achieve by the end of the day (such as "propose 2-4 workable models") - and stand back! Besides having plenty of paper, pens, flipcharts, food and beverages on hand, no facilitation is needed or desired. You're there to clarify any points and to make sure they have everything they need. They'll have a GREAT time, bouncing ideas, grabbing pens to write on charts. The energy levels will stay incredibly high all day long. Several of them will exclaim,

*(continued on page 3)*

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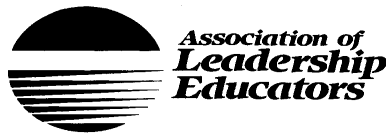
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## Program Snapshots *(cont'd from pg 2)*

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"This is what work is supposed to be like!" And yes, at the end of the day, they'll hand you the product you requested.

Step 4: Invite Reactors to ...react. The next day (or as soon as possible), the Creative Thinkers will introduce their proposals to six to eight reactors--people skilled at listening and analyzing the feasibility of ideas. The reactors are told to "shoot holes" in the models and to "rip 'em apart" - which they'll do with great glee! These people's strength is in finding flaws and recognizing good ideas when they see them. Without any prompting, they'll say things like "Well, it won't work because you have A in here, but if you did B, you'd get the same results and avoid this pitfall." They'll begin to find creative solutions, tweaking here and there, but, without changing the essence of the proposals. Again, minimal interference from you. Now you have several strong proposals, names of the next people to bring in to the process - and 12-16 people committed to the ideas.

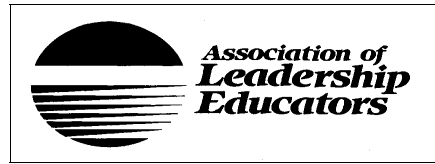
Step 5: Now, it's your turn—to synthesize the materials offered by the creators and reactors. Draft a working proposal document, making sure to include a short overview, the advantages and disadvantages of each of the proposals, estimated budget and phase-in time. Prominently display the names of the people who crafted the concepts. Distribute the document the following day to appropriate decision-makers, and to the people who put it together. Maintaining forward momentum is vital -- write this document within a day or two after the meetings. The quick turnaround time implies respect for the time and energy the creative thinkers and reactors gave to your program, and minimizes rumors.

Step 6: Identify and approach additional stakeholders—and do it right away. These people are generally those who would be implementing (field personnel), or supporting (office staff) or administering (program leaders) the proposed new program actions. Now's the time to bring them into the planning loop to minimize glitches, to develop understanding of what's being attempted, and to garner more champions for the ideas. Invariably, the additional stakeholders are very willing to give good advice, especially before the proposals become reality. Another advantage to moving quickly, is that many of the creative thinkers and the reactors will informally talk about the proposals to anyone who will listen. Why? Because they found the process exciting, they have ownership, and they know the ideas are valid. In two weeks, you can easily have an additional 50 people to add to your list of "authors." Spend about 10 days on this step.

Step 7: Implementation! When official approval or a decision has been made by whatever mechanism is typical for your organization, share that quickly with your authors. They'll want to know and provide assistance in turning the concept into reality.

Are you asking yourself, "Sounds good but does it really work?" Yes, it does. Program Snapshots method has been successfully used with USDA Forest Service Deschutes National Forest, Service to Children and Families' Independent Living Project , and Sunriver Nature Center.

*Viviane Simon-Brown, OSU Extension Leadership Educator, adapted this method from the "tiered" approach by Teresa Hogue (OSU Extension Specialist and Dir. of the Chandler Center for Community Leadership).*



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## 1999 Keynote Address *(cont'd from pg 1)*

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Individual behavioral change is a process of learning about change and what it means for a work unit. Individual changes means the willingness to take risk, offer new ideas, initiate action, and learn from others with their range of responsibility. Individuals and groups need to work together for change within the organization. Change can be learned by interaction through others.

Organizational change means a shift in the way an organization does business and involves internal and external ways of relating to each other within the organization. Organizational change occurs through an interactive learning process. It means listening and seeing another person's perspective. Donald Schoen, author 'Organizational Learning' in *Beyond Methods* (1983), points out that organizational learning and intelligent action depends on a continuing mutual adjustment of individuals' behaviors, one to another. The mutual adjustment of individual behaviors depends, in turn, on each person's image of the larger system. In this sense, the organization exists in its members' heads.

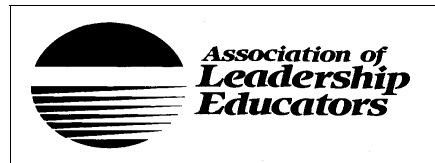
Dr. Alter reminds us that this is not new or profound information. DiBella and Nevis define the process for us in the book, *How Organizations Learn*. First, new attitudes, skills, values and behaviors are created and learned over time. Second, what is learned becomes the property of a collective unit. Third, what is learned in a learning organization stays with the organization even if individuals leave the organization.

For these three processes to happen, we are committed to being learners and listeners. As a member of the organization, the member needs to have a vision for change and a vision for the process. The organization needs to create opportunities for internal and external people to come together to learn about the outreach of the organization.

The organizational system needs to create a strategy of communication for discussion and learning. The organization's mission, vision and values need to be articulated and associated with the organizational change initiative.

For successful change to occur, the organization also needs to be committed to listening, reflection, and learning. These tasks are critical to reshaping the new vision for the organization. C. Peter McGrath, President, National Association of State Universities and Land-Grant Colleges (NASULGC) defines the new model for higher education as one that involves extending and linking universities with businesses, with community social, state, and federal agencies, and with volunteer organizations in order to deal with environmental and other social challenges.

The Kellogg Commission defines engagement as institutions redesigning their teaching, research, and service functions to become more sympathetically and productively involved with their communities. By engagement, the Kellogg Commission envisions partnerships, two-way streets defined by mutual respect among the partners for what each brings to the table. Communities and higher education institutions sharing with each other is central to the notion of engagement. *(continued on page 5)*



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## 1999 ALE Keynote *(cont'd from pg 4)*

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Dr. Alter believes that a designing process is needed for organizational change and transformation. The organizational leaders must define those factors for facilitating individual learning, behavior change and organizational learning. As the process unfolds, additional factors will be added to the list. Important factors to consider include:

- provide a vision of how to move through the change process itself, in addition to a vision of what ways and why the organization should change - the principles and activities needed to articulate the process vision
- systematically create over time, regular and multiple small and large-scale opportunities for individuals to learn about the outreach and extension initiative -- designed for and include faculty members, deans, technical staff, extension agents, and external stakeholders
- continually increase the number and representation of people that are taking responsibility for the change by making the process highly visible
- establish a systematic organizational communication strategy and publicize the successes
- commitment of change leaders to listen, reflect, learn, and contribute is critical for success
- change leaders must live the change, be patient and persevere, and let others lead
- create integrating mechanisms for individual and organizational learning

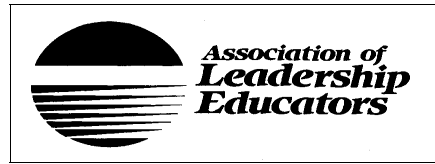
The panel respondents to Dr. Alter's presentation included: Dr. Nancy Huber, Arizona State University and Dr. Larry Yee, University of California Extension.

Dr. Huber asked for learning organizations to consider a collaborative approach to graduate work where several colleges come together to support graduate work; a look at language and a focus on university outreach for all colleges; a need for transformation at the values level in order for change to occur; and, the involvement of students to create shared meaning community.

Yee stressed the need for communities and mutual learning to occur; and, the need for visionary leadership that provides clarity and spurs people to action. How long can this process be sustained? And, who controls the learning? Yee feels that learning communities on the smallest scale are self-organizing and determine their own resources. It is the responsibility of leadership to create new models that produce the new paradigm.

Several concurrent session workshops offered during the conference continued to focus on learning individuals and organizations. We want to thank Dr. Alter for sharing his vision of this process and causing us to think differently as learning individuals. For further information, Dr. Alter can be contacted at Pennsylvania State University by e-mail: [talter@psu.edu](mailto:talter@psu.edu)

*Karen L. Zotz, ALE Past President, and  
North Dakota State University Associate Dean,  
College of Human Development and Education, and  
Extension Assist Dir., Nutrition, Youth and Family Science*



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## **Student Reflection** *(cont'd from pg 1)*

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From the moment I walked into the conference room, there were smiles everywhere. The energy and enthusiasm was immediately recognizable. Everyone was excited to see old friends and make new ones. There wasn't a moment that I felt like an outsider!

As a senior majoring in Agriculture Education, I wasn't sure what I would learn and be able to take home from the ALE conference. But I walked away with great ideas for games, keeping my students excited, new ways to involve individuals - and more confidence that I was in the right field of study. Thank you for your open arms and your desire to build great leaders.

*Sharon Kilthau,  
Undergraduate Student,  
University of Arizona*

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## **2000 ALE Conference**

**July 13-15, 2000**

**Toronto Colony Hotel**

**[www.toronto-colony.com](http://www.toronto-colony.com)**

**Details in  
Future newsletters**

**Mark your calendars now!**

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## **The Innovation Network 1999 ALE Conference Kick-off**

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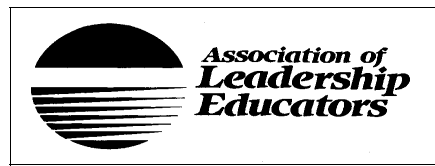
Kicking off the 1999 ALE conference was a lively and interactive presentation by Joyce Wycoff of the Innovation Network. The session included small group discussions, taking a look at the action learning model (inverted pyramid) that Joyce uses, and two large group games.

The first game was a mix and match assortment of cards with "thinking style" descriptors. Each person was given a hand to begin then was encouraged to trade until they had a set that they felt best described themselves. The purpose was for each person to discern their "thinking" style. (For a more detailed description of the four thinking styles, see Ned Herrmann's book, "The Whole Brain Business Book", 1996).

The second game was an exercise for groups to display their collaborative abilities and creative skills. Using a variety of props and approaches, some very innovative (and dare we say, outlandish?) presentations were made to a fictional board of directors. This board was investigating which team would be the best investment of their quite sizable award to be granted.

Following the activities, Joyce finished her presentation with some synthesis questions for the small groups to reflect on and discuss at their tables.

*Jeff Miller, Ph.D.  
Educator/Consultant  
Greenleaf Center for Servant-Leadership*



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## **From the Margins: A Response to Leadership Strategies for Organizational Change (Keynote Address, 1999 ALE Conference)**

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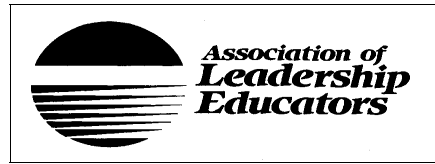
I am pleased to be asked to respond to Penn State's organizational change efforts presented by Ted Alter. My own University is currently involved in a long term transformation process and I'm happy to share some lessons learned at The University of Arizona. In addition, we are collaborating with several institutions around the country who are part of the Kellogg Forum for Higher Education Transformation. Together, we are learning about each other, about what's possible, and about how to create a bright future in higher education. There is much to do, and I applaud your institution's commitment to serving the people of Pennsylvania and beyond in new and more meaningful ways. I'd like to say a little about the role of language in the transformation of higher education.

Higher education will not be transformed by language alone. Here's an example from the University of Arizona which I think is an expression of what I mean. We have an emerging vision statement which uses the language "student centered research university." I know of a number of instances where, rather than seeing this as a signal for transformative change, faculty and administrators are simply re-packaging what they have always done and holding it up as an example of student centeredness. And all of the statements about what student-centeredness means have been drafted with little or no student input. The language alone does not transform.

Have you ever heard this? As long as any faculty, staff, or administrator still says (as a joke or not) "This would be a great place to work if we didn't have to put up with the students, har har, har," then we have not transformed our campus into a student centered university. This kind of comment is not funny. It's academic snobbery. It has no place in a transformed institution.

At Penn State, I hear some new language, but I'm not sure if there is shared meaning of the kind Drath and Paulus say is needed to build a sense of community. And I maintain that transformation doesn't happen unless the campus community invests the time it takes to create shared meaning. For example, when you say "outreach AND cooperative extension..." at Penn State, what is the transformation that has occurred? It would seem to me that when an institution like yours can use an umbrella term like outreach and not feel the need to insert a qualifying identity statement, then you will have transformed the community. Until then, what I hear underneath your language is cooperative extension "we"...outreach "they."

You talk about the Kellogg report on The Engaged Institution and the "complaints which add up to a perception." Ah yes, public perception. And have you heard anyone on your campus say (as I've heard at my own institution), "if they only knew what we really do here, then the legislature would be throwing money at us." We say this as though it was somehow their fault that they don't know. But wait a minute... we're using language that suggests we aspire to be known as "engaged institutions." *(continued on page 8)*



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## **Response to Keynote** *(cont'd from pg 7)*

If in fact we truly engaged the general public in the communities where they live and work and worked with them on the really tough, complex issues that will shape the future, then there is no “they” not understanding and no “we” who wish they would. Because engagement means US. And who really decides the difference between perception and reality anyway?

Similarly, when institutions of higher education are truly engaged, the transformation will manifest in new ways to secure meaningful degrees. Transformed universities will have alternatives to the typical discipline based degree. After all, the problems we need to work on to help communities invent a better future in which to live and work are not confined to simple disciplinary boundaries. It's messy out

there. And if we offer relevant degree opportunities for people who live out there in that messy world, they probably will include portions of several disciplines. I'm convinced that higher education will not be transformed unless or until the student experience is transformed -- and they will tell us how best to do this -- if we have the courage to ask ? and to act. Think of the possibilities inherent in offering an integrated degree which includes community outreach, action research, and application of concepts and content from the coursework!

*Nancy S. Huber*  
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## **Coming in the November ALE Newsletter:**

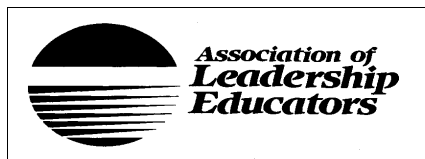
- ALE Annual Award Information
- Further information about the 2000 ALE Conference
- Feature Articles

Submit items for the November newsletter by email to Chris Townsend [c-townsend@tamu.edu](mailto:c-townsend@tamu.edu). The submission deadline for the November newsletter is October 30, 1999.

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## **ALE website address**

**<http://www.aces.UIUC.edu/~ALE/>**



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This newsletter is published quarterly by The Association of Leadership Educators. The newsletters are published on the ALE website and are available to paid members of the association. The newsletters are published in March, May, September, and November. Submissions are welcomed and should be sent – via email – to the newsletter editor. The current editor is:

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Texas A&M University Department of Agricultural Education  
College Station, TX 77843-2116  
[c-townsend@tamu.edu](mailto:c-townsend@tamu.edu) PH 409-862-3015 FAX 409-845-6296

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The Association of Leadership Educators grew out of a need for professional development of persons who work with leadership programs. The Association developed as a result of three successful annual Leadership Development Seminars. A key meeting of the Leadership Development Seminar was August 6, 1989 in Manhattan, Kansas where participants recognized the need for information sharing regarding leadership research, teaching, and practice. ALE was formalized at the third seminar held in Milwaukee, Wisconsin on August 17-18, 1990. The first official ALE conference and annual meeting was held in Denver, Colorado on September 13-14, 1991.

Membership shall be open to any individual whose career interest is leadership education. The Association of Leadership Educators is a growing international professional organization with membership in several foreign countries.

*THE VISION* of The Association of Leadership Educators is to be the premier international professional organization for leadership educators.

*THE MISSION* of the Association of Leadership Educators is to strengthen and sustain the expertise of professional leadership educators.

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## Renew membership in ALE today, or become an ALE member!

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Note and Comments to the Board: