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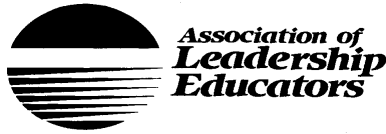
CALL FOR PRESENTERS!!!
2001: A Leadership Odyssey
Chrome Plaza Northstar Hotel
Minneapolis, Minnesota
July 19-21

The 2001 Annual Conference Planning Committee invites proposals for the upcoming ALE Annual Conference. Proposals should focus on the conference theme: 2001: A Leadership Odyssey! as it relates to Leadership Education and expands on diversity issues and audiences from a historical, present and futuristic perspective. These proposals are for three keynote sessions to be held during the three-day conference. Proposals should include:

- Title of presentation
- Name(s) and titles(s) of presenter(s)
- Address, email, phone and fax number of all presenters
- Person to contact
- Goals and objectives of the presentation
- Brief outline of presentation, including how the presentation will relate to the conference theme
- Brief descriptive sentence for inclusion in the program book
- Time requirements
- Affiliated costs. Presenters are responsible for all personal expenses, including but not limited to airfare, lodging, conference registration, and duplication and distribution of presentation materials. (see p.2)

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.



CALL FOR PRESENTERS (continued)

Submit materials to Dr. Larry W. Wilson
Chair, ALE Annual Meeting 2001
Submit by e-mail to: wilsonl@mail.aces.uiuc.edu
Community Leadership and Volunteerism
University of Illinois Extension

Initial Closing Date for Papers: December 15, 2000

Present submittal Date: ASAP

Call for Workshop Presentations coming early January

New Book Available on Rural America

Partnerships in Communities: Reweaving the Fabric of Rural America, a new book by Dr. Jean Richardson, addresses many community-based and community-driven challenges facing rural America. Much of the book draws on her Vermont experience with a comprehensive rural development project conducted during the 1990's, the Environmental Partnerships in Communities (EPIC) program. Major findings described in the book include: a more ecological approach is needed if rural development is to be sustainable; local leadership development is a critical factor in community work; small seed grants to rural citizens can make a difference with unexpected spin-offs; and women, school children and senior citizens are often underutilized resources vital to long-term, positive changes in rural communities. Lessons learned about rural development are prevalent in each of the chapters. The book identifies successful activities, models, programs, and projects; many of which may be replicable or adaptable to other communities. The positive role of leadership education is documented throughout the book with one chapter specifically dedicated to lessons learned about leadership.

Dr. Jean Richardson is professor of environmental studies, natural resources, and geography at the University of Vermont. Trained in the sciences and law, she is an interdisciplinary thinker. Her leadership of the EPIC Program, which was funded by the W. K. Kellogg Foundation, was an opportunity to help the people of rural Vermont develop a more comprehensive, and potentially more sustainable, integrated approach to rural development. The lessons learned are transferable nationally and a "must read" for leadership educators. Some readers may remember that Jean was a keynote speaker at ALE's annual conference in 1996.

Lois M. Frey, Extension Associate Professor at the University of Vermont reviewed the book and prepared this article. For more information, she is available at lois.frey@uvm.edu. *Partnerships in Communities: Reweaving the Fabric of Rural America* is available from Island Press, on-line at <http://www.islandpress.org>.

Genuine Leadership

*Corey Brooks, Masters Candidate
Organizational Leadership
Fort Hays State University*

Definitions of leadership are finally recognizing that there are distinctions between management. Before this the two were often used interchangeably. However, we now know that the old assimilations that are commonly held do not work. "Exalting leadership by casting aspirations on management is an inherently flawed approach to understanding the nature of either concept," says Rost (p.144). In his 1991 piece on leadership, Leadership for the Twenty-First Century, he points out that the definitions of these two concepts are separated by one major characteristic inherent within the relationship. This important difference is the degree of openness that allows the members to choose independently whether to buy into the aspirations and requests of the leadership that was first spelled out by James MacGregor Burns in 1978. That is, the types where the power bases of the groups are unified under a commonly held purpose. Here, relationships rely more heavily on values and changes rather than power or goods. And the visions related to the common purpose are held so strongly that they both uplift members to a heightened state of morality and transcend through the group from generation to generation. Leaders of these organizations speechify themselves on behalf of members' motivations (including wants and needs) in addition to their own visions.

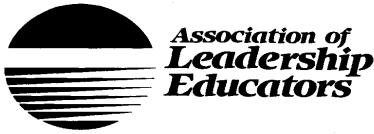
This fact enables the leader to change or transform the very motives of general members through gratification where

transactional leadership relationships do not. While some exceptions may exist, the fact that there is an opportunity, or degree of authority within the transactional leadership relation, automatically disqualifies it from being labeled as genuine in spirit. Like a conflict of interest between an attorney and a client, or judge and defendant, considering a transactional-based relationship as a true form ignores the open door policy that is at the core of the transformational structure. The proposition I would like to put forth is a permanent distinction that leadership is transformational. Any relationships that do not meet the specifications attributed to this form or any, where a degree of authority resides, do not merit this label. Genuine leadership is bounded within an open relationship where coercive consequences do not exist. Therefore, to consider leadership within a capital driven organization or "business," where a chain of command hierarchy is relied upon, to that of the kind which occurs in the pursuit of justness, survival, and other moralistic-based aspirations, is fallacious. Genuine leadership lends itself almost exclusively to the transformational kind.

Demarcating the boundaries of these two forms of leadership is beneficial to both leadership and management. By agreeing upon the core components of the relationship, both camps can pursue studies with more autonomy and preciseness. Rost has laid the groundwork for this already. According to him the four major distinguishing factors of the transformational relationships are: influence-based development of relationship, existence of a membership status that is

consistent with the definitions of leaders and followers, tangible real changes (often related to societal realities), and underlying mutual purposed that have gained free will consensus. The factors involved within the management relationship are: ones that are authority-based and include forms of coercion, possess membership statuses that are consistent with the definitions of managers (superior) and subordinates, include the selling of goods and/or services, and the creation of these goods and /or services through coordinated activities (not mutual purposes).

One may notice that the definition of management corresponds nicely with the definition of a bureaucracy that is structured to function in a manner where routine and complex tasks are accomplished. If this can be recognized we can also assume that the dysfunctions that often affect these systems have the potential to surface. For example, structured inequality, an impersonal aura, red tape, and animosity that can in the long term stifle creativity and drive for change. This distinction agrees with what Rost interprets as mutual change, because in the structure of the management bureaucracy leadership (as it is defined) could not be conceived. Indeed, we are a managerial society even though these systems have their problems they do contribute successfully to operate industries and institutions on a large scale. What's more, transformationally lead organizations may become large enough to rely upon bureaucratization (or administrative structuring) to operate, but an analysis of its core will reveal differences not present within the capital driven structures.



**Association of
Leadership
Educators**

The definitional differences between managers and leaders and subordinates and followers are just as divergent as our distinction between genuine leadership and the transactional type. Of the most defining characteristics is the fact that holding an authoritative position does not constitute, or automatically make an individual a leader. Leaders are not made on authority alone. On the other hand, the definition of a manager is consistent with the holding of such a position. Extending this to followers and subordinates, this same authority impacts the relationship between the manager and the leader. In the case of the manager, this authority creates and labels the others involved, or rather those authority ranks beneath that of the manager. It is also within this where we find those coercive consequences that were mentioned before. In the leader/follower relationship the type of authority is not the kind in which a policy and procedures book is used objectively to dictate behavior or punish infractions. Here the follower is granted more freedom to make decisions that will maintain them as followers or discontinue their allegiance. This relationship is not completely void of what one may call policies and procedures. Certainly every

organization has some form of guidelines or conduct in which its members should follow, but in this case (leader/follower) these rules are not centered or based upon transaction or authority. Moreover, we should note that in the transactional relationship accomplishment and achievement are often driven by monetary rewards where in the genuine leadership relationship, achievement is pursued for intrinsic value and recognition. From this the assumption can be made that transformational organizations are value driven.

Looking at accountability within the two separate structures we find the difference useful in further distinguishing the two. Of the utmost accountability in the transactional relationship is the corporation. Since this body generally has large sums of money tied into the organization its interests are naturally consumed in the maintenance and growth of investments. So, again, the underlying object in most of these situations is capital. Accountability in the view of the leader to the followers is based on moralistic underpinnings. The driving force in this transformational setting is making sure that the base principles are constantly updated and reflect the changing attitudes and values of the society in which it is set. This is the change that Rost emphasizes. It is also why we find the genuine leader taking a more integral role. In this, involvement from the leader brings change rather than status quo

maintenance. This change can manifest on the behalf of the follower to the leader, and from the leader to the followers. But the genuine leadership relation will, in most cases, include moralistic change – not repositioning because sales are down.

Indeed, in the transformational setting there is more interplay between the leaders and followers. This is why it is more typical to see the exchange of roles more often than in a transactional environment. Transactional organizations have little or no interplay. This can be related back to the point that the bureaucratic structure hinders such interplay from its inherent dysfunctions. For example, the Peter Principle, based on the hierarchically structured administration, states that people tend to be promoted up to their “level of incompetence.” The principle is based on the observation that in such an organization new employees (subordinates) typically start in the lower ranks, but when they prove to be competent in the task to which they are assigned, they get promoted to a higher rank. This process of climbing up the hierarchical ladder can go on indefinitely, until the employee reaches a position where he or she is no longer competent. At that moment the process typically stops, since the established rules of bureaucracies make that it is very difficult to “demote” someone who

Call for Articles for the ALE Newsletter

The ALE Newsletter provides an excellent opportunity for scholars, students, and others interested in leadership education to share their ideas. Articles ranging from 200 to 1000 words are suggested but longer articles are welcome. The articles might focus on theory or practice; short papers on tools in education are particularly interesting. Faculty -- Please send the best paper from your leadership class.

would be better suited and happy in that lower position. The net result is that most of the higher levels of the bureaucracy will be filled by incompetent people, who got there because they were quite good at doing a different (and usually, but not always, easier) task than they one they are expected to do. Again, this movement relates back to the monetary catalyst that often drives achievement within the transactional structure. This, in the genuine transformational structure, should not be considered the norm since intrinsic achievement does not manifest in such a way. Members here often undergo social sacrifice and their own identities. Transactional sacrifices are made between eight and five and generally do not carry into member's personal lives.

My basic view between these forms is that they cease to be assimilated and compared interchangeably. There may be instances where each one may be drawn upon in defining the dichotomy, but it should be limited to that. When this reasoning is carried out it should lead each discipline down its own autonomous path in which the confusion will become clear for both scholars and the public. Genuine leaders identify with their followers in an interpersonal manner. The distinguishing strength here is that eventually people outside the group (nonmembers) are affected. The individuals can be within the proximity of the base operations, or distantly away in other countries. This is the obvious difference that may separate and, for once and for all, clear the definitions and instate the genuine form of leadership. The inherent difference of managers is found in

their job description. Managers are not present to be someone's friend or cater to their needs and values – they are there to get the most productivity out of their subordinates. Is the manager/subordinate relationship that of genuine leadership? I think not.

Bibliography

Rost, Joseph C. Leadership for the Twenty- First Century. Connecticut: Prauger, 1991.

Burns, James MacGregor. Leadership. New York: Harper Torchbooks, 1978.

An Effective, 3-Hour Community Needs Assessment

Sharon Cartwright, Tom Gallagher, Oregon State University Extension Service

Brief Notes: As education and leadership specialists for OSU Extension we were asked to conduct a broad-based needs assessment in Oregon's 36 counties. We had three months to plan and execute the assessment and provide timely information to the university president and the legislature.

We contracted with Judy Weddle, with The Institute of Cultural Affairs, to help design an assessment method that would be effective in a 3-hour session in each county. The method we developed included seven steps. Each session was

planned for 9am to noon. Participants were a diverse mix of community leaders, from 10 to 40 in number, selected by the county Extension directors. The seven steps, the time required, and their value were:

1. Introductions -- 1 minute for each person, developed acquaintance on a first name basis

2. Community Successes -- a group review of the good things the community had accomplished over the past 10 years. Encouraged people to think in terms of "we". About 20 minutes.

3. Trends Affecting the Community -- About 30 minutes with the entire group listing the trends that require change. Established importance of work.

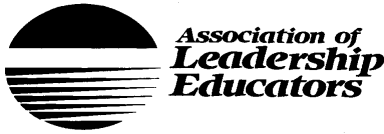
4. Identify Needs -- a) individuals identified needs privately, b) small groups formed to discuss the needs each wrote down, c) the small groups present their strongest needs to the entire group and wrote them "on the wall", d) all groups share all the needs they identified. About 1 hour.

5. Clustering -- All needs are clustered into groups, usually from five to nine. 20 minutes.

6. Naming -- each cluster is given a name, a title with an active verb such as *developing youth leadership*.

7. Closure -- the participants reflect on what they have achieved, including steps they might take to start fulfilling the

Contact the Institute of Cultural Affairs at: icechicago@igc.org. View the OSU needs assessment products at: www.orst.edu/extension/opod.



ALE Executive Board Meeting

November 20, 2000

Participants included Robin Orr, Larry Wilson, Ken Culp, III, Tom Gallagher and Marilyn Corbin. Those absent were Lynn Leavitt, Jon Irby, Marge Hamann and Jim Knight.

Robin led discussion into changing our February meeting location to San Antonio. Our meeting is scheduled for February 1 - 3, 2001 in San Antonio. Robin will make arrangements with a hotel.

Larry updated the group on arrangements for the 2001 Conference in Minneapolis, MN. The Call for Keynote Presentations has been distributed. The Call for Workshops will be sent via e-mail after January 1.

Student membership is currently offered at \$25 per year. Student membership for students from host states will be offered for 2001 at \$15 per year.

Robin reported for Lynn who had attended ILA. ILA is not currently an "official organization" and does not want to become a Non-Profit organization. ILA does want to continue to operate out of the University of Maryland. It is not as applied as ALE; most members are researchers. They had about 200 attend their 2000 conference. (This compares with ~600 in

1999.) Nothing in their program deals with K-12 Leadership programs. They are interested in collaborating with ALE. Their membership is \$100 per year or \$250 for 3 in the same institution. Their next conference is in Miami in November 2001. They have no student scholarships. We will extend an invitation to Nancy Lucas, director of James McGregor Leadership Center to attend our February meeting in San Antonio.

Robin mentioned that Lynn Leavitt is interested in providing as many student scholarships for the 2001 conference that monies can cover so if we have money designated for undergraduate scholarships and only graduate submissions, that we can increase the number of graduate scholarships.

Larry asked if winners of outstanding leadership programs could make application again. The consensus of the group was that was acceptable to make application again, so long as the programs being nominated were significantly different.

Tom suggested writing an article for the newsletter regarding ILA. The group consensus was that this was a capital idea and Tom should proceed with it (*Ed note: In progress*).

Tom asked about progress made toward submitting ALE papers to ERIC. Ken reported that Chris had sent an e-mail to 2000 presenters with instructions for submitting their papers to ERIC. Additionally, Chris' e-mail had said that (hopefully) 2001 papers would automatically be submitted. Larry will work on how to make this automatic this summer.

Committee Reports:

Nominating

Marilyn asked if anyone knew of people who would be interested in running for an office. Robin suggested that Marilyn send an e-mail to the board regarding candidates.

Marilyn agreed to do that in the spring.

Site Selection for 2002 Conference

No report. Kentucky is encouraged to submit a proposal .

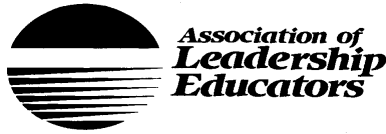
Membership

Jim gets membership requests that he forwards to Jon. When Jon receives dues, he notifies Jim. Jim would like to have a monthly update of paid members to shorten the gap between joining ALE and receiving member benefits. Jim will then send a reminder to those unpaid.

Elections will be conducted electronically. A variety of techniques were "discussed" regarding how to avoid lengthy hand-counts, "chads" and the necessity of having election results certified.

Respectfully Submitted,
Ken Culp III

The ALE Board will meet from the afternoon of February 1 to February 3 in San Antonio. If you have ideas or questions you would like addressed by the Board, for the benefit of ALE, please contact one of the Board members.



In the News

- Christine D. Townsend received the **National Teaching Award** from NASULGC (the National Association of State Universities and Land Grant Colleges) for 2000. Chris is on the faculty of Texas A and M and is the past editor of the ALE newsletter.
- West Virginia University Extension Service is currently recruiting for an **Extension Specialist -- Leadership Education** position, according to an e-mail from Jeff Miller received 12/11/00. The position is tenure track. The specialist will provide program leadership for education programs and research activities in the areas of community decision making and organizational leadership. Effective decision making in rural communities and organizations is key to rural development and well being. For a complete position description see their web site at: www.wvu.edu/~exten or call Kim Suder at 304/293-4555 for additional information.
- Jon Irby, ALE Treasurer, reports that ALE has a balance of **\$18,034.67**. A more detailed report will be available at the board meeting in San Antonio.
- Michigan State University Extension's announced it's **LeadNet** "loosely linked network" in a July 2000 brochure. "The program aims to create a learning community within MSUE that is center on facilitative leadership for community action." Their website -- [web2.canr.msu.edu/leadnet/...](http://web2.canr.msu.edu/leadnet/) provides access to printed resources, a people resource database, and a check-out system for library materials. The **LeadNet** contact is Dr. Lela Vandenberg, 11 Agriculture Hall, Michigan State University, E. Lansing, MI 48824-1039. Phone 517/353-1898. Email: vandenbl@msue.msu.edu.

**Be no more certain than you must
to make the next decision**

Montaigne 1500s

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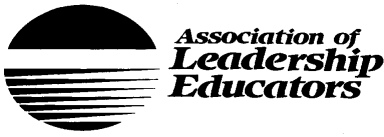
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This newsletter is the quarterly "voice" of the Association of Leadership Educators. It is published on the ALE web site and is available to paid members of the association. It is published quarterly in the Winter, Spring, Summer and Fall. Unsolicited submissions are welcome and should be sent – via e-mail – to the editor:

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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.

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

I want to...

- Become a member
 Renew my membership
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Name _____
Agency _____
Address _____
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email _____

- Enclosed is my *Regular Membership* of \$50.00 U.S.
 Enclosed is my *Student Membership* of \$25.00 U.S.

Make checks payable to: Association of Leadership Educators

Mail your check and/or comments and this form to:

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Note and Comments to the Board: