ALE Conference Proceedings

2002 – Lexington, KY

HOW TO CALL A CIRCLE IN ANY COMMUNITY OR PROFESSIONAL SETTING

Developed for the Association of Leadership Educators Conference

July 11, 2002

adapted from Calling the Circle, the First and Future Culture (Bantam)

- Circle host (a rotating position) provides a centerpiece (candle, flower) and an object (something symbolic or just what's handy) to be held by whoever is speaking.

Agreements establish self-governance so accountability for the experience belongs to all participants. Use standard Agreements or generate Agreements by asking what factors would engage them to accomplish the purpose that has gathered the group.

Personal story is confidential unless permission is granted by the speaker to share it.
We practice listening to each other without judging and speaking our personal truths and convictions.
Each person asks for what they need and offers what they can.
When we need a break or refocusing, we will pause and take a breath, then continue.

- Circle host welcomes everyone, reads the circle agreements and sets an ending time. If there's a theme or question, state it. Call for a moment of silence to relax, reflect and become present. Breathe.
- Go around the circle once as a "check-in"— inviting each person to say their name and speak to what is on their heart and mind regarding the theme (pass if you like). Remarks should be succinct to allow time for everyone to share introductions. Pass the talking object. Avoid feedback, response or cross-talk.
- Go around the circle again, giving each person another chance to speak without feedback, response or cross-talk. This round allows more time for each person to explore their thoughts, feelings, reactions in an orderly pattern of response. If someone wants to respond to another person's comments they can do so in their own turn or when the circle is opened for conversation. Use the talking object.
- Set the talking-piece down and open to conversation council. Keep in mind the agreements. (Watch the time factor so there is time to close. Call for and utilize pauses: brief moments when silence re-centers the group and refreshes the dialogue.)
- To close, go around the circle again, giving each person a chance to say briefly what they have received or learned from the conversation or appreciate each other. End with a moment of silence, or any appropriate signal of completion (poem, bell ringing, etc.)

The whole circle process can happen in 20 to 90 minutes. If the group is larger than 10, divide. Use large group methodologies to gather insights if needed in the situation.

Why the circle is the conversational process for leadership and citizenship

A circle is not just a meeting with the chairs rearranged. Circle is a return to an original form of human community, as well as a leap forward to create a new form of community. The use of circle is based on the methodology of PeerSpirit developed in the 1990's by Christina Baldwin & Ann Linnea, and articulated in Baldwin's book, Calling the Circle, the First and Future Culture. Calling the circle is a declaration of readiness to link where we came from, where we are, and where we may go.

Three Practices of Council
We listen attentively
We speak intentionally
We contribute to the well-being of the group.

Three Principles of PeerSpirit
We rotate leadership
We share responsibility
We hold center by common intention

~ Excerpts from Calling the Circle, the First and Future Culture ~

About 400, 000 years ago, when humans captured the spark of fire and began to carry the embers along from site to site, a new way of being came around the flame. Coming together at dusk, they found shelter for the night and brought the safety of the light with them. They found that with fire they could sustain more people, provide more food, and extend the offer of community. Something happened then: our ancestors took a great leap toward community, ,consciousness, and conversation. Somewhere in our minds and bodies is a link between the leap we need to make now, and these ancestral sources. We know there is another way to live; we are searching for our culture, the culture of the circle. To come into a circle is the choice to remove oneself from the middle, and to place something else there, around which we, and those who journey with us, can gather. Every circle, from the first campfire to the United Nations, asks for this commitment: to create a center that symbolizes the group's highest purpose and then to sit at the rim. Humans started here- facing the fire and tending the needs of the community- and here is where we need to return- facing the burning questions of the times and tending to their solutions.

Several actions set the circle in motion. Members of a circle come together in a manner that honors their culture. Every voice is heard. For over a decade PeerSpirit has reintroduced the use of circle to individuals, organizations, corporations, religious institutions, government agencies, faculties and students. Our goal is to bring the circle into the mainstream of modern life, and to share applications of circle worldwide. Our experience leads us to believe that the circle fosters a unique quality of conversation. Around the world, people are remembering how to sit in conversational space with each other, a space that honours the spirit of the whole, practices interpersonal respect, and focuses our hearts and minds on areas of mutual concern.

Christina Baldwin & Ann Linnea
~ PeerSpirit www.peerspirit.com 360-331-3580 ~

ASSOCIATION OF LEADERSHIP EDUCATORS
2002 ANNUAL MEETING - LEXINGTON, KENTUCKY
July 11-13, 2002

"MASTERFUL MENTORING METHODS"
CONCURRENT SESSION

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The conference theme "Leadership Beyond Boundaries" offers the opportunity to explore non-traditional concepts of leaders. One such way that experienced individuals often serve as leaders is in mentoring new professionals in their organizations.

As part of Georgia's "*Foundation Program for New County Extension Agents*", experienced agents are assigned to serve as mentors to new CEAs during the first year of employment. Mentors have been informally assigned to assist new agents for several years. However, no specific direction or formal training was provided for mentors about their roles and responsibilities. After a review of the program the recommendation was made to further develop and formalize the mentoring experience by providing training for experienced CEAs in effective mentoring strategies.

The result was the development and implementation of *"Mentoring Methods for the Experienced CEA"*, a statewide five-hour training for 30 experienced CEAs selected by their District Extension Heads. The initial training was presented in May, 2001 and included CEAs from all program areas and with a wide range of years of service (one year to 25+ years). A main goal was to build a pool of informed CEAs who could be tapped to serve as mentors as needed.

The training was led by the coordinator of the Foundation Program, along with three experienced CEAs with specific interests in mentoring. As a pre-requisite participants were required to complete the web-based new agent orientation *"Getting Your Bearings: An Introduction to Extension"*, required for all new CEAs during their first month of employment.

TRAINING CONTENT:

Overview of the Foundation Program for New County Extension Agents

Participants receive a brief explanation of orientation requirements for all new CEAs, including in-county orientation and on-site trainings. An overview of the minimum expectations/requirements of mentors is also discussed.

Demographic Profile of Recently Hired County Extension Agents

In order to help trainees get a better picture of their potential mentees, tables are provided which depict CEAs hired during the last year according to:

Bachelors Degree Received by Year
Masters Degree Received by Year

Texas A&M University
College of Agriculture and Life Sciences
Department of Agricultural Education

Syllabus

Biographical Application of Leadership Theory
AGED 689
3 Credit Hours
Fall 2002
Thursdays, 2:00-5:00pm

Instructor: Cindy Blackwell
Office: 131 Scoates Hall
Telephone: 979/862-7650
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Office hours and appointments: Office hours are Tuesdays 9:00-11:00am and Thursdays 9:00-11:00am and 1:00-4:00pm. Please feel free to make an appointment with me if these times conflict with your schedule.

PURPOSE OF THE COURSE

The purpose of this course is to discover how leadership theories correlate with the lives of leaders of the twentieth and twenty-first centuries. Each week we will examine the biography or autobiography of a leader who is commonly held in high regard, examining the process and the products of that leader. Class participants will be expected to take a stance grounded in theoretical context as to how each leader achieved what he or she achieved. Historical context must be taken into account.

COURSE METHODOLOGY

This course will be conducted in seminar format. To be effective, all class participants must actively engage in each discussion. Proper preparation will be mandatory and includes thorough reading of selected material and consideration of the thought questions listed on the Course Outline. Outside readings related to various leadership theories are not required, but may be necessary in order to make a compelling argument regarding that week's leader. Please keep this in mind.

To address certain concepts, we will approach discussions in an active learning style. From time to time activities will be used to explore issues in a more in-depth fashion. If any student has such an activity that he or she would like to facilitate in class, please feel free to do so. Notifying me in advance of such plans will assist us in allocating proper class time to accommodate the activity.

In addition to the weekly class discussion, there will also be periodic written assignments. Students will also be asked to share the content of the final written assignment in a short and informal presentation at the end of the semester. Assignments should be of professional quality and turned in on or before the given deadline (see Course Outline for assignment deadlines and Coursework Requirements for assignment descriptions).

COURSE EXPECTATIONS

Because each student will bring a different perspective and opinion related to the weekly topics and leaders, discussion will be complete only with all students in attendance. I do however realize that life is not always as we wish and that legitimate reasons to miss class do arise from time to time. If you are unable to be in class, we will miss you. If possible, please notify me *prior* to the class meeting. I would love to be able to share your thoughts and opinions with the class if you are able to share them with me.

In addition, it is expected that students will:

- conduct themselves as professionals;
- maintain a respectful classroom environment;
- use inclusive language in speaking in writing;
- raise questions and contribute observations;
- be responsible for the content of assigned readings;
- take active responsibility in building and ensuring a constructive learning community and environment in the classroom;
- complete assignment on time. Late assignments must be discussed with instructor in advance of the due date (unless a legitimate emergency prevents class attendance);
- treat information shared in class with respect and sensitivity.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a leaning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Services for Students with Disabilities, Koldus 126, 845-1637.

REQUIRED READINGS

You will be responsible for purchasing a course packet from Copy Corner. The course packet contains excerpts from biographies and autobiographies related to each leader we will discuss. All necessary readings are included in the course packet. If you would like further information on a particular leader, all books from which the course packet copies have been taken are available in the leadership library located in 131 Scoates Hall.

LEADERSHIP LIBRARY

If at any time you wish to brush up on a particular leadership theory or concept, please feel free to browse the leadership library. Books are checked out on a 24 hour basis. Many leadership books and articles can also be found in the various libraries on campus. Please note that the **Journal of Leadership Studies** has been moved to the Policy Sciences and Economics Library.

COURSE OUTLINE
The following course outline is tentative and is subject to change to meet our needs as a class.

Class Date	Class Topic and Questions for Thought	Assignment Deadlines	Required Readings (all readings are from the course packet)
29 Aug	**Determination** – Helen Keller *For what is she known?*		*Story of my life* by Helen Keller; Doubleday, 1954
5 Sept	**Strength** – Jack Roosevelt Robinson (Jackie Robinson) *Did baseball use Jackie Robinson or did Jackie Robinson use baseball?*		*Baseball's great experiment: Jackie Robinson and his legacy* by Jules Tygiel; Oxford University Press, 1983
12 Sept	**Vision** – Walt Disney *How did Disney's empire produce creativity ?*	**Current event leader report 1 due**	*Disney version: The life, times, art, and commerce of Walt Disney* by Richard Schickel; Ivan R. Dee Publisher, 1997
19 Sept	**Honesty** –Franklin D. Roosevelt *Was FDR really a visionary?*		*Roosevelt: The lion and the fox* by James M. Burns; Harcourt, Brace and Company, 1956
26 Sept	**Revolutionary** – Jack Kerouac *Did he start a revolution for the Beat Generation?*		*On the road* by Jack Kerouac; Viking Press, 1957
3 Oct	**Justice** – Earl Warren *Did he make changes for the better?*		*Earl Warren, a great American story* by Irving Stone; Prentice-Hall, 1948
10 Oct	**Belief** – Martin Luther King, Jr. *Did he practice what he preached?*	**Biography review due**	*Martin Luther King, Jr.* by Adam Fairclough; The University of Georgia Press, 1995
17 Oct	**Progressive** – Benny Goodman *Was Benny Goodman a great band leader or just a musician?*		*Benny Goodman and the Swing era* by James L. Collier; Oxford University Press, 1989
24 Oct	**Diplomat** – Mark Twain (Samuel L. Clemens) *Could he really be considered a diplomat?*		*Authentic Mark Twain: A literary biography of Samuel L. Clemens* by Everett Emerson; University of Pennsylvania Press, 1984
31 Oct	**Advocate** – Lyndon B. Johnson *He never wanted to be the President. Was he really an advocate and for whom?*	**Current event leader report 2 due**	*Accidental President* by Robert Sherril; Pyramid Books, 1954
7 Nov	**Attitude** – Anne Frank *Despite being held in captivity by the Nazis, she kept a strong spirit. Is she to be believed?*		*The diary of a young girl/ Anne Frank* by Anne Frank; PAN Books, 1954
14 Nov	**Inspiration** – Oprah Winfrey *Should we really care about her childhood struggles now?*		*Oprah Winfrey: Media success story* by Anne Saidman; Lerner Publications Co., 1990
21 Nov	**Thanksgiving Holiday**		
28 Nov	**Paper Presentations**	**Vision autobiography paper due**	
At final exam time	*The greatest leader ever is/was…*	**Final discussion**	

COURSEWORK REQUIREMENTS

There will be no written exams for this course, however there will be a **discussion exam** during our final exam time where you must contribute to the conversation. Contributions to the conversation should, as always, be constructive and should show your ability to intelligently converse (and possibly debate) on the topic of leadership theories and theory application. You will generate a discussion regarding who you believe to be the greatest leader. Keep this in mind as we move through the semester's topics.

Other class projects include, a **critical review of a biography or an autobiography of a perceived twentieth or twenty-first century leader**. Each student will select a biography or autobiography apart from those included in the course packet and analyze the effectiveness of the person profiled. Elements of the review should include, but are not limited to, a discussion of his or her most dominate leadership traits, strengths and weaknesses of that leader, a historical context explaining why that person would or would not be effective in another time, and relation to a theory or theories. Your review should be 10 to 12 pages in length and professionally written.

Twice during the semester you will submit a 2 to 3 page **report analyzing the strengths and weaknesses of a leader prominent in the popular media**, especially news magazines and newspapers. Consider why this person is currently in the limelight and is this for positive reasons or negative reasons. With what leadership theories do they seem to fit? What could they be doing to improve their image, if needed? These are thoughts for you to consider and not to confine you.

Finally, you will **write the first chapter of your autobiography**. This is a *vision* project and should be treated as such. Do not consider your life to date, but rather where will you be in at least 20 years and what will have happened on your journey there. As the first chapter, you will provide the reader with an overview of what to look forward to in your book. Be as daring and creative as possible, but also be true to yourself and your vision and dreams. The length of the paper should be between 12 and 15 pages.

All projects will be explained further in class.

ATTENDANCE AND PARTICIPATION

Class attendance and participation are essential components to successfully complete this course and both are factored into your final grade. Your enrollment in the class indicates a commitment to attend scheduled class sessions and to actively participate. Your participation as an active learner and contributor to the learning of other participants is required. Students are encouraged to share articles, resources, and other information in class when appropriate. There are many in-class activities, case studies, and exercises that require full participation and, while there are no specific grades for your participation in these activities, full and active involvement is required to earn your full participation grade. Significant contributions will be those that improve the class discussion and understanding or help people focus on specific tasks or areas of inquiry. Again, in case you are unable to attend class or will need to arrive late or leave early, prior arrangements should be made with me. Students who miss more than 20% of class time (9 hours) will be encouraged if not required to drop the course.

GRADING

All coursework will be graded by the instructor and will be assigned a grade based on a 0 to 100 point per project. Because the work commitment differs for each project, percent values for your overall grade will be weighted differently and will be:

Autobiography/biography review	**20%**
Current Events leader analysis	**10% each**
Autobiography first chapter	**30%**
Final discussion	**20%**
Class attendance and participation	**10%**

The grading scale for the final grade will be:

A = 100-90%	**D = 69-60%**
B = 89-80%	**F= Below 60%**
C = 79-70%	

SCHOLASTIC MISCONDUCT AND ACADEMIC DISHONESTY

Scholastic dishonesty consists of lying, cheating, or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action and will receive a failing grade for the course.

New Approaches to Leadership Formation: Moving From Knowledge to Wisdom

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Introduction

The goal of all leadership education is the "improvement" of human systems such as groups, teams, organizations, communities, etc. A review of the mainstream leadership literature will leave us with the impression that leadership is basically about a leader and her/his followers. The goal of the leader is to get the followers to do things they don't want to do. But looking at human interaction through the constructionist lens leads us to a different belief about leadership. When we, from this point of view, observe a group that is working well together we notice group members doing things that lead to the accomplishment of a common goal. Limerick, D., Cunnington, B. and Crowther, F. (1998) call this behavior "facilitative behavior." They go on to say that "It is not hidden behavior; it is recognized and expected by others in the system – it is a role." An interesting thing to notice is that everyone in the group is in either small or large ways contributing to the goal accomplishment. It might be said that everyone at one point or another is playing the role or constructing a way of working together that can be described as facilitative behavior.

In western culture the basic belief is that if there is quality leadership the chances of achieving a desired result is significantly improved. Although this seems like common sense it is easy to forget that improved human interaction, which leads eventually to the accomplishment of a task, is the ultimate goal of leadership. We may also be working under the assumption that there is one right or one best way for leadership and group action and by extension task accomplishment to happen. In this paper we want to suggest that there are an infinite number of ways for leadership, group action and task accomplishment to occur. The path to multiplicity in leadership, group action and task accomplishment goes through and postmodern and constructionist leadership education. Through these philosophical perspectives we can enhance our ability to create human systems that that achieve desired results and simultaneously increase a sense of communal action and social satisfaction.

Postmodern/Constructionist Theory and Leadership Education

Postmodern theory holds that humans are social creations and that their institutions are constructs upheld by humans acting according to their images of reality.

> "Postmodern theory is emancipatory. Individuals are freed from the imperatives and restrictions of structures, because these have been discredited and

> demolished: 'Rather than introduce imperious guidelines to regulate order, postmodernists illustrate that persons are able to approach one another freely through the *recognition of difference*' (Murphy, 1988, pp.611-612). In other words, individuals are free in every sense. They are free from artificial hierarchies and structures and free to be different, to be themselves. Lyotard (1984), in particular, stresses the role of information technology in allowing people to be free, to create their own local knowledges." (Limerick and Cunnington, 1993 pp. 9).

There are some who view postmodernism as relativistic and chaotic. The multiplicity of interpretations and discourses that are welcomed can appear to be conflicting or contradictory. But we suggest that the tolerance of difference in postmodernism allows for more freedom and creativity in human systems. We are no longer victims or pawns limited by conditions or conditioning, (Ferguson, 1980) but rather social partners in a decentralized society. We are capable of imagination and invention, which leads to new possibilities and social innovation.

Constructionism emphasizes the interactive role of social relationships and examines how different relational influences shape life.

> "Constructionism can be defined as that philosophical position which holds that any so-called reality is, in the most immediate and concrete sense, the mental construction of those who believe they have discovered and investigated it…."Learners respond to their sensory experiences by building or constructing in their minds, schemas or cognitive structures which constitute the meaning and understanding of their world." (Saunders, 1992)

Social constructionist theory has begun to overshadow the learning-as-process model, which has been the dominant paradigm defining education. Its rise to prominence within the last decade is shifting the theories of social interaction that have defined the work of leadership educators. The most significant influence of constructionist theory upon education has been its endorsement of collaborative learning. Instead of the learning-as-knowledge acquisition model, in which the influence of other class members has been perceived as unnecessary, the constructivist, or learning-as-knowledge-creation model sees collaboration as essential to learning. As class or group members work collaboratively to construct new knowledge about leadership, group behavior, and task accomplishment multiple interpretations, responses, discourses, and options are encouraged. Because the learning process is creative instead acquisitive it may be better thought of as "leadership formation" rather than "leadership education."

In addition to denying or reducing interpretations, responses, discourses, and options for positive human behavior the learning-as-knowledge acquisition model often creates inert knowledge, a term first used by Alfred North Whitehead. Inert knowledge refers to knowledge that does not come to mind when it would be appropriate or useful. It is knowledge that is stuck in the situation where it was acquired. Thus the individual might perform well on a test but not be able to apply what they know to "real life" situations. Students know the information but it is not visible in their behavior.

New Approaches to Leadership Formation

Two implications of the constructionist view of leadership formation are:

- If leadership is facilitative behavior and everyone engages in facilitative behavior, everyone should be involved in leadership formation.
- If leadership is facilitative behavior the goal of leadership formation should be the development of facilitative behaviors.

To achieve these goals leadership educators can design curriculum and programs that engage learners in the development of new behaviors that make positive differences in the way groups, teams, organizations, communities, etc. work together. As a starting point for that project we have modified Andrew Yeaman's "Eight Ideas for Postmodern Instructional Design" (1994) to create Eight Ideas for Postmodern Leadership Creators. It does not seem congruent to continue calling those of us doing this work "educators" thus the term "creators" which can be equally applied to those who have been previously called students.

- There are several workable ways to engage in leadership formation, not just one ideal solution.
- Consider possibilities and not just problems. Your task is to generate new and more value congruent ways of leading and working together.
- Be open to learning from the learners. Make sure everyone has full voice in the creation of new leadership knowledge.
- Avoid the romantic notion that there is a perfect meeting of the minds. Although people engage in communication all their lives, there is rarely an absolute correspondence in understandings.
- Generate multiple interpretations, responses, discourses, and options in your message.
- Expect diversity in the way students understand and in what they understand. Advocate these myriad pathways of understanding as superior to our past reliance on a linear, pipeline transmission of knowledge. Each learner is unique and brings to learning his or her own background, interests, needs, and perspectives.
- Examine, learn from and build on leadership formation that that succeeds.
- Evaluate successful leadership behaviors. How was the original task accomplished? What other positive things have happened? Have new ways of leading been created?

These ideas can be used in an endless number of ways to co-create curriculum and programs for leadership formation. Any process that creates knowledge about successful action in a human system is leadership formation. The goal here is not memorization and replication of successful actions as this leads to inert knowledge. The goal is the development of facilitative behaviors. Behaviors that:

- Make possible multiple interpretations, responses, discourses, and options.
- Through the recognition of difference, facilitate people approaching one another freely.
- Sustain freedom from artificial hierarchies and structures and allow people to be different, to be themselves.
- Ignite imagination and invention and lead to new possibilities and social innovation.

Possible Approaches

For all these examples you will need a group experience from which to draw. The experience can come from a video, a story (actual or fictional - written or oral), an experiential exercise created just for this purpose, an experience the group had while working together on a project or task, or a picture or photograph of a group. Leadership creators should remember that every activity should begin with a predetermined conclusion. The goal is to encourage the group to actively co-construct or co-reconstruct their knowledge about successfully working together.

Using **IDEAL** to discover leadership knowledge

I = Identify the question. Work together to define what the group wants to know. e.g. How do the members of the group gain full voice? or What was it about the group members that made working together fun? If understand fun, for example, is the objective, the group experience will need to be selected from experiences that group members describe as fun.

D = Discover the best of what was created. This activity is focused on observation, which includes listening. The group creates questions and interviews people who participated in the group experience or they watch a video, read a story, or reflect on a picture. They are focused on thoughts, feelings and actions that make fun, for example, possible.

E = Exploring possibilities for the future. During this activity the group asks the participants from the experience, or each other if the experience comes from a video, a written story or a picture, what else might be possible in this experience. The ask the participants to first imagine an ideal experience of working together and having fun and then to tell the group about the imagined experience.

A = Actively creating new behaviors. Here group members engage each other in a dialogue and use what they have heard, seen and felt to co-create new ways of working together that help them achieve their shared goal while creating deeper social bonds and satisfaction.

L = Look for the positive effects of the behaviors they have created. As group members integrate the new behaviors in their actions they should focus on those moments when the group is the most successful in working together. Observing what is working and building on it leads additional social innovations.

Be Artful With **Questions**

Follow Blooms (1956) taxonomy of questions to construct what successful leadership looks like.
Inference Questions – Go beyond the immediately available information. Ask the group what they know about successful leadership from their experience or from the video they saw. Push beyond the facts to discover feelings and thoughts.

Interpretation Questions – Ask the group to reconstruct or imagine the positive consequences of the behavior they experienced or observed. What was it that made the experience fun? How do you imagine that the participants in the experience generated fun?

Transfer Questions – These questions help the group to move from what was or is to what might be. How can more fun be created in the group? What other ways can we work together that would generate more fun? How can we bring into our group some of the fun we saw in the video?

Expectation Questions – Use questions that help group members understand their positive expectations. Ask them to think about at time when they were working in a group of people and having fun. Then ask, what did you think would happen as a result of your participation in the group? What were you hoping for or expecting?

Reflective Questions – These questions should help group members explore the indicators they are using to identify positive or successful experiences. They include questions like; How do you know what successful leadership is? How did you know what fun is? What did I see that led to the conclusion that the participants were having fun?

Forming Leadership Through **Inquiry**

This approach to leadership formation makes experience central. Group members investigate and inquire about leadership. Their own observations serve as the source of data. They create the concepts and principles of leadership through discovery, imagination, design and innovation. When leadership is presented through inquiry group members move beyond that which has been written about leadership and begin to construct new forms and ways of leading. Leadership is constantly changing to meet the demands of an ever-changing world. Using inquiry for leadership formation accelerates the evolution of leadership while simultaneously focusing participants on creating social innovations.

Leadership Formation Inquiry starts with curiosity, willingness to suspend judgment, open-mindedness and optimism. Group members adopt a curiosity about the world of leadership and are not afraid to admit they don't have all the answers. They are willing to accept a variety of viewpoints without passing judgment and recognize that there are an infinite number of ways for groups to work together successfully. They are always looking to what works.

Leadership Formation Inquiry should begin with appreciation**.** The primary task is to describe and explain those exceptional moments, which give energy to the organization and activate members' competencies and energies.

Leadership Formation Inquiry should be applicable. Study should lead to the creation of knowledge that can be used, applied, and validated in action.

Leadership Formation Inquiry should be provocative. An group is capable of becoming more than it is at any given moment, and learning how to determine its own future.

Leadership Formation Inquiry should be collaborative. This assumes an inseparable relationship between the process of inquiry and its content.

The goal of these processes is to facilitate the creation of knowledge. Through them group members will reconstruct their social reality – what they believe is "true" about leadership.

References

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Talking Circles as a Metaphor and Pedagogy for Learning

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The purpose of our paper is to enrich ageless ideas with current theory a) to support the significance of integrative conversation, b) to illuminate a structure and process for facilitating such conversation, and c) to promote increased competence among emerging leaders in requisite skills. A premise of our argument is that highly-effective processes of inclusion and integration are not new. They have existed for thousands of years within indigenous cultures that thrive on rich social interrelationships grounded in epistemologies that value the contextual richness of stories, the importance of learning from experiences, the significance of diversity and inclusion, and the wisdom of elders to guide the process. What is new, however, is a vast amount of relevant research that is emerging about underlying processes that enable these integrative processes to work well.

Integration Conversation and the Talking Circle.

It is becoming more apparent in today's interconnected world that people with different values and beliefs often do not work well with one another, usually because they do not understand one another, usually because they do not sincerely listen to one another, often because infra-structures and foundations for doing so are inadequate or missing. An absence of work harmony is certainly not new by any means, however, its consequences are becoming detrimental at an accelerating rate. An example of difficulties arising from such weak social connections apparently occurred at Electronic Data Systems (EDS) prior to the arrival of current CEO, Dick-Brown:

> "Individual operating units had no incentive for cooperating with each other to win business. The company's top leaders had grown aloof and cut off from people at the front lines. 'We'd have meetings, meetings, meetings, but nothing would ever get decided,' says Heller [EDS Vice Chairman]…. Brown quickly signaled that he would not put up with the old culture of information hoarding and rampant individualism…. Systems were crashing, deliveries were failing, and projects were late…. When projects were finally delivered, the quality was unacceptable…. Almost everyone paid lip service to the call to collaborate, but not enough people acted on it" (Breen, 2001: 112-113).

Clearly, EDS was in need of awakening to the need for social harmony (e.g., Quinn, 1996), of healthier organizational synapses, and of ways to enable people to realize the value of understanding and working with each other.

Nevertheless, essential skills of listening and working cooperatively were not in place, just as they are not prevalent in many other organizations.

We propose that the basics of "integrative conversation" are lacking not only in most organizations but also in educational institutions. Integrative conversation involves the exchange and creation of new meaning and feelings of cohesion. It is not simply a sharing of individual opinions, beliefs, and perspectives. Further, it is not the mere projection of what individuals already know, unfolding competitively in order to create and win arguments. Instead, integrative conversation requires that individuals become part of a bigger story, creating new meaning in concert with all others rather than any select subset. An integrative conversation is a genuine exchange of ideas, feelings, perspectives, opinions, and so forth, where for each person involved there emerges a sense of self as part of the whole. To participate in integrative conversation, one accepts responsibility not only for actively listening to every perspective, but for creating an integrative story along the way. In doing so, the underlying dynamics of power shift from traditionally myopic, self-centered, and rigid to inclusive, interconnected, and fluid. In other words, participants let go of the typical craving to adhere to individual perspectives -- or those of a privileged few -- and assume willingness to change, take ownership of the collective outcome, and experience real potential to impact relationships.

The Talking Circle provides a proven but seldom employed structure and process for facilitating integrative conversation. Though the Talking Circle is not new, it has never been integrated into mainstream Western-European education nor so-called "modern" organizations, ironically perhaps because it is inclusive and thus inconsistent with the foundation of much of Western-European philosophy (cf. Friere, 1993). Fortunately, there exists a growing awakening these days to the possibility that mainstream structures and processes of learning inadequately support organizational and societal needs.

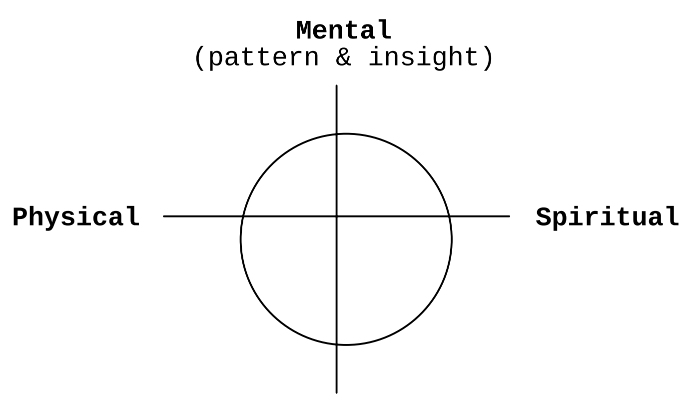
Theory of the Talking Circle: Ageless Wisdom & New Research.

The Talking Circle is a process that arose naturally in different cultures around the world. It arose not as a fad or quick fix to current dilemmas, but as an empirical response to a diverse world and as a practical way of creating integrative knowing. Integrative knowing is antithetical to many Western European conceptions of learning and organizing, which tend to emerge from values that are linear, fragmented, and controlling. This does not mean that Talking Circles are better than Western European perspectives, but only that they add considerable insight.

The Talking Circle as a way of knowing stands on the premise that real-world diversity is essential. Just as we cannot understand a forest by staring continually at a single tree, we cannot understand a group of people by listening only to the most vocal or dominant perspectives. In a Talking Circle, no voice is wrong, right, overemphasized or disregarded. Challenges of participating in a Talking Circle include both contributing individually in an authentic and honest manner, and listening genuinely in a receptive, integrative way. When engaged to its full potential, the Talking Circle transcends individual egos, exclusive dichotomies (e.g., us versus them), and fragmented, disconnected outcomes, and instead provides a whole story.

Talking Circles unfold in many ways depending upon the levels of experience and mastery among the people involved. In a Talking Circle, participants sit in a circle in order to see and hear everyone, not just a "teacher." Talking Circles begin with an identification of purpose and someone taking the lead to talk. Often a Talking Circle begins with whomever is seated in the East, which is the direction that symbolizes the start of a new day. Each person, in turn and clockwise, shares openly and honestly and then passes to the next person -- often by handing forward a "talking stick" -- until everyone has had a chance to contribute. The underlying structure for this process is the Medicine Wheel, depicted in Figure 1.

Figure 1
The Medicine Wheel Structure of the Talking Circle:
An Array of Multiple-Intelligences



(reflection & precedence) (vision & imagination)

Emotional
(feeling & detail)

Represented in Figure 1 are the cardinal directions or cornerstones of the Medicine Wheel, a Native American structure symbolizing the diversity and interconnectedness of reality. The Medicine Wheel embodies a mix of unique intelligences that only together comprise humanity. It reveals the fact that humans are not only physical beings, but also mental, emotional, and spiritual beings, with the potential to develop and manifest all of these (cf. deBeauport, 1996). Such inclusive structures are found not only in the roots of Native American philosophy (e.g., Storm, 1972; 1994), but also in integrative philosophies of Celtic (e.g., Dames, 1992; Meadows, 1989; 1990), African (e.g., Fu-Kiau, 1985; 1991), and Far Eastern (e.g., Musashi, 1974) cultures, each with an array of distinct cultural inflections.

The Talking Circle is an age-old embodiment of the integrative Medicine Wheel. In other words, it is a philosophy and pedagogy suited for tapping into the diverse awareness, understanding, and talent of a group of people. With mastery, participants in a Talking Circle recognize the needs and values of mental acuity, spiritual clarity, emotional sensitivity, and physical grounding -- and learn to take responsibility for each as needed. Today, researchers are claiming discovery of these intelligences as if they are new. In recent years, we have begun to hear more about emotional intelligence (e.g., Goleman, 1995), spiritual intelligence (e.g., Emmons, 1999), naturalist intelligence (e.g., Gardner, 1999), and so forth, framing each as an enrichment of previous understanding of mental intelligence. The genuine value that such in-depth studies contribute to the Medicine Wheel is systematic application of scientific methodology to specific intelligences. With this effort has come richer understanding of the composition and function of each intelligence and a hint of their combined potential.

Toward Mastering the Skills of a Talking Circle.

A central part of our work with the Talking Circle in a Business School environment is to help students learn to think critically as well as in concert with others. Thinking critically means relating to course material and to our environments in ways that enable us to understand both explicit and implicit meaning. It is having the ability to switch contexts and to develop self-awareness and self-assessment along the way (Loacker, Cromwell, Fey & Rutherford, 1984). These competencies are gained only from adequate exposure, sustained practice, and accumulated experience -- not only with our local environment but also with our feelings and the broader world environment around us. A common theme in developmental psychology is that experience has the ability to change us fundamentally, i.e., to change our personalities, actions, thoughts, beliefs, and values. Accordingly, developmental change is measured by an ability to interpret, to synthesize, and to integrate what is occurring around us broadly and within us deeply.

This idea of movement from one level of development to more inclusive levels is particularly represented in the work of Piaget (1971). Piaget explains how humans mentally develop through naïve and immature consciousness to inclusive and mature ways of processing. In a preliminary stage, we have only the capability to respond reflexively to our local environment. As we develop to what Piaget considers a second stage, we develop broader understanding by acquiring and employing the skill of connecting objects and events to language or other symbolic representations. A third stage involves a period in which we develop more complex schemes or maps of the world in increasingly expansive circles. Ultimately, in what is considered a final stage within this framework, we take our knowledge and experiences, abstract meaning from them, and use this as knowledge in other contexts.

Observing the experiences of particular students within a Talking Circle helps us to understand how people develop from such ill-informed levels of understanding to more mature, integrative perspectives. Using student feedback about a Talking Circle used in a Business School Leadership course during Spring 2000, we found that novice users of the Talking Circle typically behave in ways that correspond closely to what know about human development stages. Initially, many of these students reported that they were not comfortable with the Talking Circle as a way of communicating in class. They did not view themselves as active agents in the process nor were they sure how to respond in such a role. They came to class expecting and wanting to passively experience the ideas, opinions and emotions of their classmates and instructor. Many of these students reported feeling that they “had to talk” in initial stages of using the Talking Circle. They also described spending the majority of their time trying to form what they would say when their “turn” came, instead of really listening to others. Essentially, they described a stage at which they inefficiently processed available cues, information, and stimuli in their environment. They had not yet learned how to actively and selectively attend to the ongoing conversation, nor how to engage effectively in the flow of dialog.

Another theme that emerged from this student feedback pertains to the evolutionary nature of the Talking Circle. Students described how -- over time -- as they became more familiar with the process and with their classmates, they began to develop the skills of listening carefully and responding in more informed ways based on what they learned from others in the Talking Circle. This insight suggests an adaptation to the process and a refining of their skills as communicators and learners. Many of the students emphasized the interactive nature of the process and how this interaction helped them to develop their own ideas about a particular topic. While many of the students began the process feeling intimidated, they slowly progressed to a point at which they acknowledged the developmental benefits of allowing everyone to have a voice in the discussion. In the following section, we take this developmental idea further by examining various potential ways that emerging leaders can learn from the Talking Circle.

Leadership Development and the Talking Circle.

It is important to realize that leaders have important opportunities -- and responsibilities -- to learn more from Talking Circles than the content of conversations that emerge within them. First is an opportunity to see beyond individual contributions to patterns that connect a community of people. Second is an opportunity to notice distinctions and connections among the four intelligences embodied in a circle: physical, mental, emotional, and spiritual. This opportunity challenges young leaders to tune into not only spoken words but also into feelings, intuitions, and perceptions. Third, from a broader perspective, Talking Circles provide opportunities for emerging leaders to recognize and understand forces that enable truly integrative conversation, and forces that constrain or diminish its value. Even broader, an opportunity presents itself for learning to translate insights from the Talking Circle process to other processes of human exchange within and throughout an organization.

An array of requisite capacities, such as deeply listening, making meaningful interconnections, and employing multiple intelligences accompany the first two kinds of learning as they are employed with increasing mastery. The third kind of learning points in a different direction, involving an understanding of how the Talking-Circle process functions. Borrowing from an analogy, this kind of understanding would involve knowing how a racecar operates rather than just gaining competence in driving a racecar well. Ultimately, a leader's challenge is also to bring out the best in other participants and to enable others to advance their skills in these various ways. Thus, leaders not only learn how to participate well in a Talking Circle and how to gain usable insight along the way, they also learn subtle intricacies about the Talking Circle process and its fit into various contexts, i.e., when, where, and how to employ a Talking Circle effectively.

Certainly the Talking Circle cannot promote all leadership skills, just as it is not appropriate for all organizational situations. However, it remains a time-tested and rich process for enabling emerging leaders to understand and to work within the social world beyond the boundaries of one's own beliefs and values. The Talking Circle is more than a pedagogy -- it is a compelling metaphor for leadership development, indicating through its insights how, when, and where to let go or to take control, to guide or to empower, and so forth. Thus, real masters learn to not get hung up on the "Circle," but instead to live the Circle as an inclusive, integrative philosophy of life.

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The Role of Public Deliberation in Leadership: Crossing Boundaries to Reach Diverse Perspectives

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Introduction

The challenge for individuals in a leadership role is to base decisions on the needs of the diverse peoples impacted by those decisions. An additional challenge lies in how to gather those diverse perspectives in an authentic and transparent way. Public deliberation through deliberative forums is emerging as an effective way to engage the citizenry in sharing their diverse perspectives on public issues and the public solutions to those issues.

From Public Problem to Public Decision

When a public problem requires a public solution, there are three things to consider in the decision-making process: myths, facts, and values/beliefs (Figure 1). One step in the process involves giving people factual information about the problem and possible solutions. As is the case with most public problems, people have some limited knowledge about and experience with the problem. Educating the citizenry helps to provide the pertinent facts for making a more informed decision.

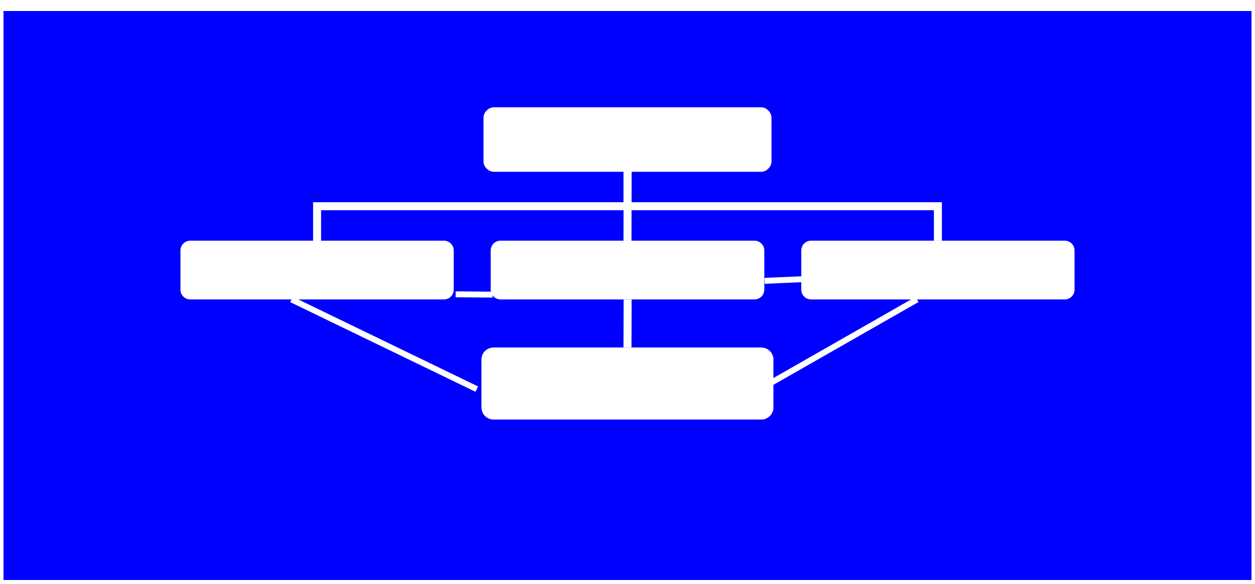

Figure 1. Anatomy of the Public Decision-Making Process

Another step in the process addresses moving people from myth to fact. With arguably any public problem, some members of the public will have some level of misinformation or misunderstanding that they believe to be factual or true – i.e. myths. The presentation of facts to help correct erroneous information or perceptions helps to address this factor.

Dealing with people's values and beliefs adds another layer to the decision-making process. Patton and Blaine (2001) noted the sharing of facts and research-based information may only address a small part of a public issue that involves a value-based conflict. It is necessary, therefore, for leaders to become familiar with information and perspectives originating outside of facts and research-based information.

Public Deliberation and Deliberative Forums

Public deliberation is a means by which people make difficult choices as a citizenry by reasoning and talking together in a deliberative forum. To deliberate in a public forum is to examine possible policy directions or approaches to a public problem or issue. In that examination, forum participants weigh the consequences and costs of each approach based on what is truly valuable to them (Mathews & McAfee, 2001). Public deliberation involves listening to the views of others and considering those views in light of one's own beliefs. In addition, public deliberation forces people to identify the trade-offs they are willing to make in order to put one or more policy directions into action. Also, it is a means to find common ground for action and/or a shared sense of direction. The goal of public deliberation forums is to make sound decisions as a community and country about what action is best for the public as a whole.

The formalization of public deliberation and deliberative forums evolves from familiar forms of civic engagement. The roots of public deliberation in its earliest forms are in tribal peace making and tribal decision making, and the evolution continued in the town hall concept. Founded in 1927, the Charles F. Kettering Foundation conducts research to learn what it takes to make democracy work as it should. Building on the founder's interest in inventive research, the Kettering Foundation created the National Issues Forums (NIF) in the 1980s to learn through research the effects of public deliberation and deliberative democracy. In a related effort, the Study Circles Resource Center supports public deliberation through a study-circles format of on-going deliberation on public issues.

The National Issues Forums is one model of a national effort to engage citizens in public deliberation. NIF work is based on non-partisanship and non-advocacy – the emphasis is on engaging the citizenry in participating in public decision making on public issues through public deliberation, rather than advocating a certain stance on an issue. To facilitate public deliberation, Williams (2001) noted that the NIF network identifies issues of concern expressed by a wide range of citizens across the nation. Typically, three or four issues are selected for development into issue forums each year. After an issue is selected, the NIF network frames the issue for deliberation by identifying three or four alternative policy approaches as well as possible actions that could be taken in each approach. Key arguments are identified *for* and *against* each approach. To enhance the forum experience for participants, NIF develops an issue book and brief companion videotape. The issue book provides an overview of the issue and presents the alternative policy approaches, actions, and arguments for and against the approach.

What Does a Forum Look Like?

While there is no typical forum, an effective forum can consist of 20-30 persons from a cross section of the community. Forums are usually two hours in length. The moderator and participants convene in a circle, and a recorder documents the deliberation on flipchart sheets that are posted around the room. The moderator and recorder are specially trained in working with deliberative forums.

Forums are organized into four parts:

- the opening
- the deliberation of the alternative policy approaches
- reflections
- closing

In the opening and welcome, the moderator describes the purpose of the forum and the recorder, has participants complete the pre-forum questionnaire, reviews the ground rules, introduces the issue, and asks for volunteers to share how the issue has touched their lives (the *personal stake*).

The personal stake provides a transition into the major part of the forum: the deliberation of the alternative policy approaches. Moderators use a variety of questioning strategies to encourage participants to do the following:

- describe what appeals to them about each policy approach as well as what concerns them
- identify what they hold valuable
- identify the tensions between the approaches
- think through the possible consequences of each approach
- describe what they think someone with an opposing view would say about the approach – i.e. the diverse perspectives on the issue
- note whose voices are absent from the forum, and what they might say
- recognize that there are not adequate resources to implement each policy approach to its fullest extent
- state the trade-offs they would be willing to make

As the recorder completes flipchart sheets, they are posted around the room. The moderator encourages participants to look the sheets at any time throughout the forum as a reminder of the group's progress in deliberation.

The reflections segment of the forum is followed by the very brief closing. In the reflections, the moderator asks participants how their thinking about the issue and possible approaches has changed, as well as how their thinking about other people's perspectives has changed. Participants are also asked if their deliberation has identified any shared sense of direction or common ground that could be the basis of acting publicly on the issue. The moderator involves the participants in further consideration and identification of trade-offs, as well as what they did not cover in the forum that still needs to be addressed. The group may decide to reconvene for further deliberation or to begin to act on some area of common ground. They may also decide to end the deliberation at the conclusion of the forum. The forum closes with participants completing the post-forum questionnaire.

After the forum, the moderator and recorder prepare a report on the forum and its outcomes using the one-page "Moderator Response" form. The recordings on the flipchart sheet are transcribed and shared with forum participants, if desired. The pre-and post-forum questionnaires are sent in to the NIF network, along with the "Moderator Response" form. Local news releases are often developed to share the forum outcomes with others. NIF will sponsor three or four national studies on selected issues each year to report on the outcomes of hundreds of forums.

Crossing Boundaries through the Use of Public Deliberation

No one leader or small group of people has all the experience and insight needed to lead a community or organization in the best policy direction. It is the thinking of diverse peoples that provides the basis for sound public decision making.

Studies of public deliberation have been conducted by the Kettering Foundation and other groups since the 1980s and have shown that this practice works with all types of older youth and adults, socioeconomic levels, community size, and ethnicities. The studies have revealed that deliberative forum participants:

- Come from every part of society
- Reconsider their own opinions and judgments
- Approach issues more realistically by considering costs, consequences and trade-offs associated with policy options
- Reconsider and development greater understanding for the views of others
- Define their self interest more broadly
- Develop a greater sense of confidence in what they can do politically
- Become more interested in political and social issues

A deliberative forum convener (T. Willingham, personal communication, February 1, 2001) reported on her work with California prison inmates in the 1990s, where she used deliberative forums as part of an adult literacy program. She noted that inmates learned to participate effectively in forums and expressed surprise that people would value their perspectives on public issues. They asked if they could attend forums after their release from prison, and commented that nobody had ever before asked them to participate in decision making.

Public Knowledge, Public Judgment, and Public Voice

One product or outcome of deliberative forums is a kind of knowledge about an issue that is not available from experts or polls. Both the deliberative forum participants and the leaders who look at forum outcomes and reports gain this knowledge or perspective about the issue. Mathews and McAfee (2001) called this "public knowledge" (p. 15), noting that it reveals three things:

- how the public sees an issue;
- what is valuable to people and what tensions exist among the many things that are important;
- what people are or are not willing to do to solve a problem; what costs and consequences are or are not acceptable; and
- where there is any shared sense of direction

They add that "deliberation produces public knowledge by synthesizing many different experiences and perspectives into a shared framework of meaning" (p. 16).

Yankelovich (1985) stated that a deliberative dialogue can distill judgment out of mere opinion. He described this by noting that public opinion polls measure the public's viewpoint at a moment in time – however vague, ill-informed or clouded in emotion it might be – whereas *public judgment* represents the public's viewpoint after all elements of mere opinion have been distilled from it, once people have had an opportunity to confront an issue seriously and over an extended period of time.

A third product of deliberative forums is the *public voice*. Mathews (1999) described public voice as "the voice that emerges from structured forums or serious public dialogue" (p. 94), adding that "it is not the voice of the majority but the voice of a synthesis".

Supporting Public Deliberation – The Capacity to Partner

In recognition of the value of public deliberation and deliberation to community and organization leaders, Williams and Daugherty (1999) conducted a study in Oklahoma to determine the capacity of statewide organizations to support an educational program to develop the habit of public deliberation in the citizenry. It was essential that partnership organizations and groups represent diversity in ethnicity, gender, age, economic and education level, and philosophical perspective. Through partnership, the groups could capitalize on a variety of resources. The project directors developed a 33-item telephone interview survey instrument addressing resources, motivational factors, and network/communication. Over 80 interviews were completed involving persons representing approximately 15 organizations or groups that shared an interest in involving diverse citizens in public decision making.

The Oklahoma Partnership for Public Deliberation (OPPD) was formed in 2000. The partnership continually grows and evolves to accommodate the "partnership's voice" on how to engage citizens through public deliberation. Through the efforts of the OPPD, public deliberative forums are becoming strong components of community and statewide leadership development programs and activities.

Closing Thoughts

Public deliberation and deliberative dialogue have a most valuable role to play in leadership. Leaders can consider public deliberation from several viewpoints. As skilled conveners, moderators, recorders and reporters of deliberative forums, leaders have an effective tool to elicit from the citizenry the diverse perspectives that people have on public issues. Another choice for a leader is to call on others who are skilled in convening and moderating forums, and to employ the habit of public deliberative forums in the leader's community or organization. Through public deliberation, leaders can gain an understanding of the public's knowledge on an issue. Leaders can appreciate the depth of public judgment when compared to the capricious nature of public opinion polls. Finally, leaders can hear the public's voice on a given issue, richly flavored with the nuances of diverse perspectives.

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Voices of Leadership

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Abstract

This study examines leadership and the impact of a leadership education retreat through the eyes of six undergraduate college men who participated in The Institute for Men of Principle at a midwestern college. What influences shape their definition and experience of leadership? Entry and exit interviews were conducted along with field notes from observations of the Institute during the five-day curriculum. The study finds that early socialization experiences are paramount. In addition, participants uniformly struggle with acquiring and keeping the role of leader. Being a leader also plays a crucial role in the self-esteem of the participants. Analysis of the curriculum reveals that the application of leadership and leadership theory during hands-on activities was effective in shaping their view of leadership. Viewing leadership as needing to be congruent with personal values and as the process of an involved team were the strongest consistent changes in participants' views. The case is made for qualitative and longitudinal investigation for assessing leadership education programs.

Voices of Leadership

While browsing the local bookstore or contemplating job-related seminars, we are bombarded with information on leadership and leadership education. The concept of leadership has worked its way into local school districts and is a burgeoning phenomenon on college campuses. Despite the preponderance of the emerging field and countless leadership education offerings, we know very little about the influences that shape one's image of self as "leader" and even less about the impact of the efforts to teach leadership.

Anthropology, sociology, psychology, economics and business management, political science, education, and social psychology have informed current understandings of leadership. Despite the large number of fields contributing to a conceptual understanding of leadership, the research and findings have not produced an integrated understanding of leadership. This has led many to conclude that the field is filled with inconsistencies, is in a mess, and unable to even define leadership (Borwick, 1995; Klenke, 1990; Sorenson, 2000).

Despite the lack of apparent agreement on a concise definition, there *is* consensus about the nature of leadership. Most modern theorists converge on the idea that leadership involves an influence process or influence relationship between two or more people. Most would also agree that leadership entails some facilitation of a group involving the accomplishment of a communal task (Alvesson, 1996; Bass, 1990; Fleishman et al., 1991; Rost & Barker, 2000; Wren, 1995).

As difficult as it may be to arrive at a common definition of leadership in the literature, looking at how it is taught is an even greater challenge. The seminal Bass and Stogdill's (1990) *Handbook of Leadership* illustrates this. In its 1182 pages, only six paragraphs were devoted to secondary leadership education, five to higher education, and five to leadership education in continuing adult education and community-based programs. Along with the difficulty of defining leadership is the concurrent struggle of whether it can or should be taught. Although leadership education has been with us since the time of Plato and appears to be attracting widespread attention, only recently have scholars and educators begun to ask questions about leadership development. Is leadership learned? Can leadership be taught? Does it belong in our schools? (Brungardt, 1996; Hackman, Olive, Guzman, & Brunsonm, 1999; Watt, 1995)

While some believe that leadership training is nothing more than a popular fad, lacking theoretical grounding and sound empirical support, leadership education appears more prevalent than ever. The teaching of leadership appears to have a solid base on American campuses and appears to be growing with over 800 programs existing on college campuses today. There are societal and cultural factors that are probably adding to the phenomenon. Burkhardt and Zimmerman-Oster (2000) claim that "the American public perceives a crisis of leadership in our nation" --a perceived crisis that has spawned programs and initiatives at all levels of education (Burkhardt & Zimmerman-Oster, 2000, p. 2).

There is general awareness of the growing extent to which leadership is coming onto campuses. It is not easy, however, to speak with unanimity about *how* it is appearing. One of the first to look at the leadership education phenomenon, Breen (1970) found that six programmatic commonalties emerged in leadership courses and programs at the time: students were involved in the planning, whatever exists was run by student activities departments, the best ones cost money, weekend retreats were the most common setting, emphasis was on small group experiential and interpersonal activities rather than theory, and extensive feedback sessions were key. Breen offers commonalities but no specific evidence to suggest whether or not the programs he reviewed were successful at actually teaching leadership. This is consistent with the absence in the literature of assessments of leadership education programs.

The most notable exception to the relatively small number of assessment studies done since Breen's work is the initiative by the W.K. Kellogg Foundation. Kellogg funded projects between 1990 and 1998 that focused on leadership development in college-age young adults. After conducting on-site visits, qualitative and quantitative analyses, and interviews, The Kellogg Foundation evaluation team recently released the results of their review of the 31 leadership programs they funded in the past decade.

The evaluators found that the most successful leadership development programs are effectively situated within a specific context. This context includes the following elements: There is a strong connection between the mission of the institution and the mission of the leadership development program; the program's approach is supported across the institution and includes an academic component as well as theoretical underpinnings that link curricular and cocurricular activities; the program has an academic home above and beyond the departmental level-ideally, under the auspices of both academic affairs and student affairs; there is strong leadership for the program, often a tenured faculty-level director with research expertise in leadership or youth development, or a highly experienced member of the student affairs community (Burkhardt & Zimmerman-Oster, 2000).

The Foundation looked at the common practices found in programs that they considered most successful. These components are listed next to the commonalities found 30 years earlier (see Table 1).

Table 1. Components of Successful Leadership Education Program

Findings of Daniel Breen (1970)	Burkhardt & Zimmerman-Oster (2000)
Students involved in planning *Run by student activities department* *Emphasis on small group experiential and interpersonal activities rather than theory* *Regular feedback sessions* The best ones cost money Weekend retreats as a setting	*Student leadership of programs* *Faculty involvement and incentives* *Outdoor activities* *Service learning and servant leadership* *Self-assessment and reflection* Intercultural issues Skills building &problem solving Community involvement Public policy Target training and development Student recognition Cocurricular transcripts and portfolio work Capstone experiences

Note. Italics indicate similarities.

Comparing the common practices from 1970 to those deemed successful in 2000, it is clear that all the elements found by Breen have been listed in the Burkhardt and Zimmerman-Oster findings. Although not specifically listed, current leadership education programs generally do have fees attached and a retreat setting is the norm. The differences would suggest that leadership education, or at least successful leadership education, has evolved to include specific skills training activities, a greater involvement in serving the larger community, affirmation of student participation, and direct connections to their lives as students and emerging involved citizens.

Although Swatez (1995) cautions against an assembly line conception of leadership education, there seems to be a growing consensus, fueled by the Kellogg findings, about what kinds of programs and curricular elements foster success. When you examine the Kellogg findings in light of other current programs, they all start to look alike. "The transformational-charismatic-values based leadership paradigm is the current poster child of the 'new paradigm' theories (Lowe & Gardner, 2001)." These programs usually involve a period of self-assessment and values clarification, development of leadership skills, a discussion of the needs of the organization, setting a mission statement or goal, creating an action plan for success, and contributing to the community at large. But how do we really know this works? How do we know if the success is due to the curriculum or some other constellation of personal and group dynamics?

While there is growing consensus in the literature and in practice about what current programs should look like, there appear to be two areas in the research on leadership education where there are obvious gaps. The first problem with leadership education is that there has been little assessment of the initiatives. Many recent researchers have been calling for large-scale studies into the impact of this type of curriculum on students. Whereas much assessment has occurred in the business world to test theory, virtually none has happened in this field. We don't know what is really happening in these programs, especially with college students (Brungardt, 1996; Buckner & Williams, 1995).

Second, in addition to this lack of assessment, many researchers are beginning to question the type of assessments being used and the information they yield. What little qualitative inquiry does happen is usually in the form of brief surveys with no interviews. These questionnaires tell us some things about the impact of the experience: changes in willingness to lead, understanding the basic concepts of leadership, growing clarity of personal mission. However, we are learning nothing of the rich and complex experiences that shape a student's image of self as a leader over time. What we are getting, if anything at all, is assessment which is a brief snapshot of students' views that provides superficial assessment and begs exploration of a deeper picture (DePree, 1992; Lowe & Gardner, 2001; Rost & Barker, 2000; Wheatley, 1990).

Within the past eight years, the second gap is beginning to get attention as researchers investigate the nebulous areas of self-knowledge and self-leadership. What is going on in the inner world of these student leaders? Are they bringing a myriad of personal or psychological factors to the table which shape their leading regardless of or in spite of the educational programming? What are the deeper motivations that propel students to lead and how does that interact with the curriculum? (Borwick, 1995; Chemers, 1993)

Howe (1996) reflects the new movement to the "inner":

> Even as leadership studies appears to be moving increasingly away from the individual-as-leader toward leadership teams, there is, at the same time, increasing consideration of the place of self in leadership, particularly in terms of self-knowledge and self-leadership…Unlike the older focus on the individual leader, which emphasized the heroic proportions or power of that individual, the new focus on self tends to look to the integrated, self-aware, empowered, expansive person and the consequent capacity of that person to give to others, to serve others, or to make leaders out of others (Howe, 1996, p. 46).

An investigation into aspects of self-knowledge has been left out of research on leadership education. If we agree that people are transformed by leading and leadership education as Bass (1990) and Burns suggest, how do we know that it has happened? In what ways are they transformed (Burns, 1978)?

There are those who are encouraging us to take this one step further and penetrate the socio-psychological and unconscious dynamics that shape leaders and leadership. Cashman's "Leadership From the Inside Out" (1999) is just one example. Other examples are investigations into issues of warmth and achievement demands of parents, people who have overcome early hardships to become leaders, and the copying of popular early role models (Cashman, 1999; Cox & Cooper, 1989; Hartman & Harris, 1992; Klonsky, 1987; Lowe & Gardner, 2001; Sosik, 2000; Zacharatos, Barling, & Kelloway, 2000). The research gaps in assessment and personal-psychological dynamics are related in that not only do we not know how effective leadership education programs are, we are not even undertaking the kinds of research methodologies that will get us to deeper understandings.

There is virtually no qualitative research in the field using extensive interviews and narratives, especially when this is coupled with participant observation. In this paper I offer an in-depth look at how six male college students relate to their role as leaders and the key life influences that shape these perceptions. By conducting extensive entry and exit interviews and following the participants through a leadership education institute, I aim to advance new understandings of the impact and efficacy of this experience on the participants. The questions I explore are: What are their definitions of leadership? What motivates them to lead? What is their image of self as leader? How effective of a leader do they believe themselves to be? How willing are they to engage in leadership? What fears do they have in leading? What do they hope to gain by being a leader? By asking these questions before and after *The Institute*, we learn about leadership and leadership education through a unique, personal, and more complex lens. In addition, this work provides a framework for continued investigation into this little-understood phenomenon.

Method

College men from the U.S. and Canada have participated in *The Institute for Men of Principle* on a Midwestern campus since 1999. Each summer undergraduate members of the host fraternity gather for sessions of this leadership training institute. Each session runs for five days and includes about 60 participants.

Participants are selected to attend in a variety of ways. For the most part, the process is one of self-selection. *The Institute* is advertised in mailings, a website, and in personal recruitment efforts, and up to three members per chapter/college are allowed to attend one of three sessions. For those who do not self-select, these participants are often recruited by local alumni, former participants who currently are leaders within chapters, staff members of the fraternity, and university greek affairs personnel who are aware *of The Institute*. Usually, the undergraduate has shown some leadership potential by holding an office in a chapter or on campus and they seek to accentuate their skills and abilities.

After permission was granted by the host fraternity to use the 2001 *Institute* as a site for research, I sent out an invitation to all students scheduled to attend, introducing myself and briefly describing the aim of my study--to garner their thoughts about leadership before and after *The Institute*. I also spelled out the requirements of participating, which essentially included agreeing to arrive early and stay late so as to be able to participate in entry and exit interviews.

It is important to note here the limited sample that my participants represent. All six college students are white, male, and already identified as leaders and in a leadership role. They are not fresh to the conversation on leadership and some have had leadership training experiences in the past. These factors limit the scope and generalizability of the study.

Participants

Of the 60 registered participants, six responded that they would like to be in the research, which was the sample size I was intending. The low response rate was surprising and could limit findings. Most of the students were involved in preparations to take final exams when they received the invitation, which would have reduced their willingness to participate in the research.

Arrangements were made for each of the six participants to arrive the night before the start of *The Institute*. The interviews were conducted at the international headquarters of the fraternity. This allowed for a quiet setting and privacy that was conducive for audio-recording.

These six pre-experience or entry interviews were conducted in the afternoon and evening and lasted from 45 to 75 minutes each. Each participant signed a consent form allowing for the taping of the interview and for the use of their actual names in all parts of this paper and any subsequent publications.

The Institute

The Institute emphasizes the five fundamental practices of exemplary leadership presented by Kouzes and Posner (1995) in *"The Leadership Challenge"*: Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart.

The Institute is designed so that there are large group sessions and small group sessions rotated throughout. The schedule of activities for each day is in Appendix A. Each participant is assigned a "chapter" and stays with that small group through the programming. With permission from the facilitators and clarity about my role as observer, I was assigned to Chapter One.

Knowing that my research would be enhanced by following the participants I had interviewed, I had asked that those who were participating in the study be put into the same small group. Five of the six were in Chapter One. One member was not because he was from the same university as another participant in this study, and the facilitators separate participants from the same university.

<u>Data Collection</u>

I observed participants through almost the entire five-day *Institute*. The only time I was not present was during one morning session when I was reviewing the entry interviews. I took extensive notes, which I recorded in a field note journal. Some examples of these would include descriptions of the activities, comments from the participants which related to issues raised in the entry interviews, and personal reflections on group dynamics. I was careful throughout not to interfere in the dynamics of the activities, though I certainly sensed on the first day or two that they were sensitive to being observed.

After *The Institute* concluded I conducted four exit interviews, once again recorded off campus at the fraternity's headquarters. The final two interviews were conducted the following week. One was done in person in my office at The University of Michigan, and the other was an arranged phone interview.

Data Reduction and Analysis

Upon completion of the interviews, professional transcriptions were made. The next step taken before analysis was to clean up the transcriptions so they accurately reflected the words and references used. In addition, I transcribed my field notes. All the transcripts were further prepared by formatting the documents to leave large margins on the right side for analysis and notes. Once this was complete I began analysis.

For data analysis, I used procedures recommended in Cresswell (1988). The first step was to read the 155 pages of interview transcripts and 14 pages of field notes without notation. Next, I read them again and highlighted words and phrases that struck me as important, guided by concepts from leadership theory. In the next reading I wrote key words and phrases in the margin on the right side, then I constructed a concept map of my margin notes. This concept map served to help me create the emergent codes of section (3) in Appendix B to be used in qualitative analysis using NUDist software. The process of coding was emic in that I allowed the themes to emerge, rather than creating them *a priori* based on the literature on leadership.

One problem that emerged in the coding was that I had not adequately segregated out power as a theme. I had hoped to merely reflect this dynamic in styles of leadership. By the middle of coding the second participant I realized I needed to add power, so I recoded what I had previously done.

Once the entire database was coded I began a systematic analysis of the data. I created a matrix for each participant reflecting his answers to each of the seven main questions before and after the experience. This allowed me to track how each participant was responding to the common questions. After studying the answers organized in this manner, I added a column to the right to monitor changes in answers and emergent themes before and after *The Institute*.

Through two intensive interviews and five days of field notes, I had uncovered many of the participants' attitudes and beliefs about leadership, related key relationships and life experiences that shaped their definition, and captured epiphanies about their life and world view as it related to leadership. I witnessed them learning about leadership concepts and watched them as their ideas evolved. I also had a sense of their motivations to lead and models of leadership they had learned.

I then became concerned that my entry point--the experience of each individual, might cause me to miss something had I looked at the data from the perspective of the emergent themes. If I entered the analysis via the themes rather than participants, might I uncover commonalities or inconsistencies? This led me to then create a data report of emergent themes that ran across the 12 interviews and field notes. I no longer was looking to the individual stories but rather the story of the common themes. I repeated the same process of analysis related earlier: read through 155 pages of script organized by emergent themes, highlighted key sections, made margin notes of key words, and a concept map of key words. After completing this process, though time consuming, I was confident that I had, indeed, captured with sufficient depth and understanding the emergent themes and changes within the context of the individual case study. I decided, then, to use the lens of the individual participant by presenting short case studies to illustrate the emergent themes and findings.

Results

What follows are six cases that highlight the coherence of experience the participants had around the themes that emerged in the interviews. In presenting, I do little interpretation. After presenting the cases, I report a cross-case analysis drawing similarities and differences.

Themes

Before presenting the case study analyses, it is important to understand the emergent themes that cut across the experiences of the program's participants which shed light on the impact of the leadership education experience as well as the nature of leadership itself. Among the six participants, four clear themes emerge. The influence of *early socialization* on their image of what a "leader" is and does is paramount. Within this context, family dynamics, religion, key role models, and athletics were unanimously mentioned. The second theme deals with the *acquisition and congruence* of the role of leader on the participant. Issues of *power and control* were evident as the participants reflected on performing the tasks of leading. Finally, being a leader clearly had a *personal/psychological* benefit for all involved.

Early socialization. Family dynamics weighed heavily on the early socialization of each participant into the role of leader. In each case the influence of parents and/or a sibling set the stage for a dynamic that played out in the participants' image of self as leader. Surprisingly to me, the participants unanimously reported the role of religion and various religious images. Religion impacted the choice to lead, provided a rationalization or purpose in leading, and often grounded the participant in the role. Without exception, each participant cited a key role model or models that they emulated while being a leader. This was often a family member, but teachers, coaches, athletes, and other members of their fraternal organization were cited.

Acquisition and congruence

In all cases participants talked about and struggled with the notion of how people are deemed leaders and whether or not they were deserving of or comfortable with the role. The acquisition of the role often happened early in life and each has been performing it for years, though they were frequently unclear how and why this happened. In addition, as they reflect upon themselves, they wonder if they really are leaders and, if so, how are they going to hold onto the position in the months and years to come.

Power and control

All the participants talk about styles of leadership, but essentially the issue that arises is their use of power and control while leading. Each offers a justification and qualification about the power dynamics inherent in leading. While some exemplify an authoritarian style and others much more democratic, each is aware of the influence relationship involved.

Personal and psychological benefit

A final theme that emerges is the personal and psychological benefit that each participant received from leading. Whether it is continuing the love and self esteem fostered by their upbringing or making up for what they didn't receive, each participant in a sense "used" leadership to meet personal needs or a perceived lacking in their life.

As each of their stories is related, I weave in the impact of the curriculum on the participant. While it is clear that the major features and dynamics of leadership did not change, each participant cited changes and a perceived benefit from being a part of *The Institute.*

Case Studies

Brad

Growing up as a twin was the defining relationship of Brad's life. He remembers from his earliest days the desire to compete with, beat, and one-up his twin brother. This is a competitive dynamic that is intact even to this day. While acknowledging that his parents and religious upbringing helped him learn "right from wrong," Brad very much sees his relationship with his brother as foremost in shaping his leadership abilities and traits.

This framework for leadership is seen in his definition of a leader as "somebody who has the ability to take charge and get others to go along." This often was played out with kids on the block as a child and later in athletic pursuits. Indeed, before the start of *The Institute*, he stated that he finds the challenge of leading a group of leaders "gripping and exciting," especially "the competition when others may even be better."

Brad has a strong, physical presence that dominates the room. He and his twin also enjoyed a stint as Abercrombie and Fitch models. Blessed with an amazingly deep voice, a large build, and athletic prowess, these fed his instincts to lead and helped him establish and maintain his leadership position within his peer group of high school and college men. He knows he has a charisma that stands him apart. However, he also knows his leadership is not grounded in something deeper and in interviews relates that he fears losing the special status he now enjoys. "I wish leadership was this little glowing ball that I can ingest so I know that I have it."

At a very early age everyone called Brad a leader, but he was very confused as to why. Convinced there is "something very superficial about being a leader," he's always felt a bit uneasy with the label. Brad sees this label as a gift, but stresses that it is not useful unless he learns how to *use* it. Although he cites famous athletes and coaches as models, he really looks to himself as a model of leadership. One problem with this highly independent model is that he states, "It's like I have a machete and I'm blazing a path and everyone's following…but I have no direction." In addition he states, "making the right decision rarely enters my mind."

Brad knows that he has "it" but is unsure what that is. He sees himself in a precarious position because if his leadership is based on good looks, physical presence, his voice, and good grades, he understands that he may not always have these.
On some level, Brad knows his leadership is superficial and that this can hide many failures. He approached *The Institute* in the hopes that it "doesn't all collapse."

The personal ego benefit for Brad really comes from the competing and winning. His sense of self comes from pushing himself and others to higher goals or accomplishment. Brad has always wanted to be "the one." Being up front was the key, whether it was basketball practice or riding bikes in the neighborhood. Leadership is about power and being in control. Feeling sorry for "weak people" Brad insists that, although he always leads, he doesn't intimidate and models behaviors that are critical to the success of his team.

Whether it is "egotistical or selfish" Brad willingly takes advantage of power that comes with the spoils of the surface features of leaders. During the Board of Directors activity participants are asked to list the key role models and mentoring influences in their life and sit them in appropriate place on their Board. The first to offer a response to the small group, he quickly asserted, "*I* sit at the head of my Board."

<u>Influence of the Institute.</u> The most important activity for Brad during *The Institute* was the low ropes course. Blindfolded by the facilitator for "being a little too much of a leader," he was forced to rely totally on others for the success of his team. It showed him that he "can't get the job done by himself."

Brad realized after participating in *The Institute* that the sports model of leadership that he had been operating under actually was "oppressing others." He related that former Chicago Bulls coach Phil Jackson was able to make the Bulls champions once he got Michael Jordan to realize this same lesson. This awareness early in the program opened Brad's eyes to other ways of leading and framing leadership. He began to see leadership as a relationship among people where communication and mutual encouragement and effort led to success--for the individual, the team, and the organization. He still held on to his position of power and stated that increasing his communication skills and encouraging the heart of others would help him "mold" the group to accomplish his goal.

The greatest impact the overall program had on Brad was his new awareness that leadership is not superficial but values-based. This epiphany came when the participants analyzed their ritual in the organization's private ritual hall. He said it was a "spiritual experience" where his inner and outer came together. He realized that if he led from core basic principles he was on solid ground regardless of how many followers he had. Convinced that you "got to be principled before you lead," he stated that connecting his actions as a leader with deeper principles is where *real* leadership lies. "Power is not as good as deeper change" was one of Brad's reflections that emphasizes this point.

This led Brad to conclude that he wanted influence more than control and that he appreciated and wanted to employ the different styles of leadership that he and other leaders could employ. Since *The Institute* Brad has reconnected with his twin brother in an interesting way. He still sees them on parallel paths to success, but feels he has "caught up to him" in terms of integrity and inner growth.

<u>Tyler</u>

Anderson Island, Washington is where it all began. Saying, "It was like *Lord of the Flies*," Tyler learned that there were those who were a "cut above" and that he was one of them. Those early days laid the groundwork for success throughout his schooling years. Having a mom as a buddy and a dad as a role model were critical in his image of leadership and represents some of the ambivalence with which he holds the definition.

Tyler's father is a "self-made man" who had a vision for what family and home would look like on Anderson Island. Modeling self-sacrifice, hard work, and integrity, he also poses a bit of tension for Tyler because "we are exactly alike." His parents pushed him to be like Harry Leons, a local athlete who went on to play professional football. Tyler remembers being in the stands and hoping someday to be like Harry. Harry was a model of the ideal leader. He was smart, humble, successful, athletic, and well rounded.

Tyler, indeed, did grow up to become like Harry. As Valedictorian, accomplished pianist, and quarterback of the football team, he displayed the same grit and determination that his dad and Harry showed.

His mom in many ways provided that balance and caution that a quest for leadership might encourage. His competitive nature is mellowed by his ability to listen and embrace others of all backgrounds. "I exude understanding." Tyler wants a successful life. His role models are models of success. Blending the roles of his parents with the example of Harry Leons gives him the ego identity he seeks. Being a leader that is balanced is his goal.

He is very willing to be a leader and says it is a "great feeling being trusted to lead right." Tyler is very careful to make sure that he arises naturally to a position of leadership. "I want to show who I am and be selected by the group before I take over." Once selected, it frees him up to do the leading.

Tyler is conflicted about the power and influence that comes from leading. The most vivid example is his relationship with his little brother. Frustrated that his brother rejected his leadership, Tyler continued to try and lead him. By coming down on him "like a father" he realizes that he hurt the situation and was personally hurt in return.

Influence of the Institute. The curricular impact for Tyler was in some ways just "giving names to things I already knew." He had a clearer vision of leadership and was more motivated to engage in leading because "I know what I'm doing now." Tyler remained conflicted and curious about the role of his personal ego. " I have a low ego, which is good, but I need to get more of a…fire. I am still me, but I'm going to explore different styles because it's so necessary to be a successful leader." He also realized he needs to encourage people more and help them see "your vision" once he's arisen to a leadership position. This reminded me of his struggles to lead his brother.

Tyler related that he now sees that "leadership is not a competition." In addition he had less fear in leading because he knows the psychology, styles, and change theory more and has picked up more tools and skills. He also benefited from seeing different styles being effective in leading others, but insisted, "I still have to be me."

<u>Dan</u>

"Never being satisfied" is one way that Dan frames his perspective on leadership. Perhaps this is best related to his use of leadership as a way out of a troubled and difficult childhood, which included the use of drugs.

Dan's early socialization clearly laid the groundwork for his vision of leadership, his need for leadership, and his struggle with leadership. A gregarious, engaging, verbal young man, I was caught off-guard towards the end of the exit interview when he related the turning point in his life. Feeling "very alone," Dan attempted suicide at age 14. After this he threw himself into church leadership training and a host of school activities, including athletics, student government, and theater.

Dan's grandfather was his hero. He was a military general and a great leader, but most importantly he was loved by the people above and below him. Dan sees this affection as critical in being a leader. His brother was a leader but lost the respect and affection from those he led, and this remains a fear and caution for Dan today. His brother's loss of affection from his followers represents the conflict in Dan taking on the role of leader. He is petrified of losing "it". "Owning leadership means you could lose it." Dan related, "My greatest fear is being alone at the top as a leader and a person."

Dan would rather see himself as a humble servant, yet he has always struggled with managing his draw to the limelight with his inner desire to be "backstage." In a sense, being backstage doesn't fill the more compelling need he has to lead. Issues of power and control operate for Dan in service of his needs being met. Being able to be "a Nazi or a loving leader" depending on the situation, Dan is able to take on powerful positions in a variety of settings. He related several times that he is afraid when he leads, but is strongly drawn to do so anyway.

Dan expressed deep disappointment on the "superficiality of leadership." He was jealous of Brad (participant reported earlier) being anointed a leader just because he was tall, good-looking, and well built. He was surprised that others automatically followed Brad, and disappointed in himself for doing the same. Although he found out that the trust people had in Brad was well deserved, it gave him great pause.

The personal and psychological benefits in being a leader are clear with Dan. One of the most obvious examples is when he started what was eventually known as the "Fat Kids Club" at college. For oversized kids just trying to feel better about themselves, Dan saw a lot of personal benefit in the support he received there.

<u>Influence of the Institute.</u> The biggest impact of *The Institute* for Dan was that he had others he could call on for support. He realized that in employing a different leadership style in which he wasn't leading alone allowed him to have less fear in leading. Stating "true leadership is earned" Dan was encouraged to do more "inner work first" and become a better and stronger person. He would do this by examining himself and the ritual and principles to which he has pledged himself. While still reluctant to fully accept

the label of "leader" because of his fears, he realized that "want(ing) to serve is enough" and "I don't always have to lead."

The Human Knot activity and Common Currency activities showed him that "communication is the key" to understanding each other and to leading effectively. In each, he saw how trial and error at talking your way through a difficult group task was the only way of accomplishing it. Finally, he realized that leading others and "motivating people towards a common goal made things better for others, and for me."

<u>Mike</u>

The foundation of Mike's view of leadership was shaped by two key events in his young life. At age two his father, a successful psychiatrist, was involved in a major car crash. In seventh grade he returned home from school to find out his parents were divorcing and he would be changing all his classes in school the next day. This was the beginning of Mike's inner and outer search to make sense of his world--one he did by embracing a view of himself as leader. Identifying with Conan and "having no fear of pain," Mike set out on an independent journey and "learned to depend on myself." Claiming "sports helped me to cope," Mike's self esteem was built initially through great success in sports. As a captain in athletics and current college football player, he carries a strong presence in a room.

Far from falling into the persona of "jock" Mike is amazingly giving and balanced. When speaking with him it is clear that he is a confident, charismatic, and verbal leader. Claiming he "always wanted a brother" and that "all of his friends were girls," Mike exudes a caring and engaging side. Mike credits his emergence as a leader to his leadership education teacher in high school. Spokane (WA) schools has a program which nurtures leaders and offers academic credit for courses. Mike took five straight leadership courses in high school. Some of these included independent study and community service learning projects.

In many ways, Mike now emulates his teacher. He defines leadership as "putting your words and morals into action" and is proud of his ability to stand up and take a risk. He loves learning about people and traces this to his classes and to the discussion about divorce in bible and circle talks at his high school youth group. His leadership teacher, "a second mom to him" adopted a troubled kid and was a model of giving to others, even through the death of her own husband. This relationship has paid off for Mike. Involved in community service organized by the coach of his college football team, Mike has "adopted" a three-year-old named "Carlos." Carlos "kept all the pain inside." One of Mike's proudest moments was when he had earned the trust of his young companion who finally opened up and cried.

Mike willingly accepted the mantel of leadership that came his way as he developed athletically, socially, and academically. Being amazingly well-grounded, Mike states, "This is how I think and feel. I know who I am." Having "Catholic morals" and being willing to "stand alone for righteousness," he acknowledges that leading is sometimes a difficult thing. Mike is estranged from his older sister, who had a baby out of wedlock and "compromised everything I stand for." This continues to be an issue in the family. "Do I go tooth for tooth or turn the other cheek with my sister?" Mike's high ground sometimes leaves him standing alone, something with which he is very comfortable. "I am willing to be criticized." He is aware that his stances and "pushing hard" can lead to rejection. He also wonders if this plays a part in his lack of intimacy, "I've never had a serious relationship."

Mike's view of the power dynamic in leadership is based on his belief that he stands by the principles and values he believes in and works to help organizations do the same. Although he was the participant I did not follow in small group, it was apparent in my contacts with him that he is fiercely loyal and sure of himself, and unabashedly leads. Mike makes sense of his world by identifying with nobler notions of people and organizations. With almost romantic devotion, he commits to ideas and others. "The feeling I get from being a leader is great. I am dedicated to caring." Speaking of his leadership teacher he states, "I also realized that I learned to be just like her."

Influence of the Institute. There are some interesting parallels when we look at his caring for others, especially "Carlos." Carlos lost his father at almost the exact same age when Mike's father was injured. Indeed, after *The Institute* he stated, "I think I know why I help Carlos." *The Institute* and interviewing had another impact on Mike. He stated that he needs "to reassess his relationship with his sister and parents." Inspired by the many self-reflection and self-inventory activities to do inner work, he came to the realization that shutting off others "is affecting me."

Mike learned that "leadership includes the evolution of the followers." This is a basic tenet of the transformational leadership theories now so dominant and referred to earlier. He also asserts, "I used to tell. Now, I must show. I need to experience with them and encourage the heart."

One thing that reassured Mike is that "I found out that I have zero conflicts--total congruence with the principles of (my fraternity)." A new fear that emerged for Mike was the "purity of ideas being destroyed." In a sense this supports his pattern of deep devotion to his core beliefs. I don't want "evil to beat purity" was his way of framing those who unfairly attack the educational initiatives of his fraternity. Offering that "Christ laid down his life for his brother," you can see how he identifies with a role of service to others. After all, he states, "(Our fraternity) fills a hole--like religion."

The only person to talk about new fear *after The Institute*, he observes, "It is scary we bonded so closely, so quickly." Perhaps what scared Mike is the intimacy he enjoyed as it calls into question his independence. Mike's basic view of himself as solo brave leader still stands, but he is much more aware of others in the equation.

<u>Nick</u>

Nick's view of a leader as being the "number one servant" comes from his active and hard-working parents. Having a father as a high school principal, Nick learned to "get the job done." "I learned at an early age that I wasn't going to be the quarterback, so I looked for what I could excel at." Saying that leaders are "born with it" he is forever hesitant to take on the role and not sure if it applies to him. Noting the superficiality of being a leader, he tries to make up for what he thinks he lacks in surface traits. As an athlete, choir leader, and student council president, Nick concedes that leaders "do stick out." A "good talker" and "influential" guy, he says he leads out of necessity.

Being a product of "conservative christian values" he says he wants to be an example to others. By being "first a follower" and then a leader he tries to avoid claiming leadership. One reason is that leaders often become cocky and lose their followers and when he tries to lead, "I do worse and can become overbearing." Nick cites a quote from University of Tennessee coach Phil Fulmer as a great ethic by which to lead. "It's amazing how much we can get done when nobody is worried about getting the credit." This is a trait modeled by his parents and his high school football coach.

Nick assumes leadership positions when he sees a job that needs to get done. Once leading, he *does* want to succeed. "Who doesn't strive for the perfect season?" This plays out in his conflict over just being the servant and giving to a group and his need to "win." I was surprised by the aggressiveness of his comment, "I want to be feared by other fraternities."

The power and control associated with being a leader is also an ambivalent fit for Nick. While leading he is "stubborn as a mule" and fearless in his loyalty to a position or organization, yet he tries to avoid the appearance of strong ego gratification. On many occasions I saw Nick vacillating between strong leading and passive following.

The main personal benefit for Nick in being a leader is that he gets to contribute to organizations and causes in which he believes, yet gets to do so in a way that appears humble and ethical. All the while, he is able to meet his need for recognition for "getting the job done."

<u>Influence of the Institute.</u> The main impact of *The Institute* for Nick was his awareness that "everyone is born with leadership qualities and that the best leaders are just right for the situation." He also was very proud to find out that he has integrity and that "superficial features don't matter much." He found out that he is true to his core. On the ropes course and during the Human Knot activity he learned humility and the importance of communicating with others. This was particularly important for him because he used to force his way once in a leadership position. Now he believes he has

"less fear of failure because failure is less likely and easier to take when you are on a team." He is convinced that because of *The Institute* he will go to others for more help.

The other key is his new awareness of the importance of self-knowledge and the importance of self-knowledge for an organization. Those one-on-one connections emerge naturally and then leadership roles emerge. Upon reflection he recognized that he was most successful in leading and felt the best about his role when he took the time to really get to know where others were coming from and established a relationship with them.

<u>Kevin</u>

Kevin's early socialization has everything to do with what he believes a leader to be and do. The son of "parents who are great leaders" Kevin learned that "we all can be leaders in all phases of our life." Believing that leaders "take charge, set goals, and are respected," Kevin certainly does all three. He also emphatically states that "leaders handle stress and keep a balanced lifestyle--mind, body, and spirit."

Kevin admits to frequently being stressed, but he is "driven to compete." Citing a commitment to God and his parents, he wants to "leave my mark--leave my legacy." He learned in church group that the purpose of leading is to help a larger group, in that case, to "get the word of God out." He also knows that it is crucial to lead by example. As a captain of a sports team in high school and the president of his fraternity in college, he notes that he can be" impatient and pushy, but…he delegates well." He stated that he asserts himself and his personal power well and concentrates on trying to personally keep balanced.

Much like the other participants in the study, Kevin recognizes that he fears failure. He also knows that to succeed you have to have good people around you. Kevin acquires leadership positions by vocalizing what he believes a group should do and then setting out a clear agenda for how he will accomplish the goals. This has been evident in his rising to the top of virtually every organization to which he belongs.

<u>Influence of the Institute.</u> The main impact of *The Institute* on Kevin was reconnecting with himself and with his mission of serving others. Citing in the exit interview that "Jesus was the ultimate servant," Kevin remembered that his parents have always encouraged him to change the world or improve aspects of the lives of others. After *The Institute* he proclaimed, "I am my chapter's master servant." This reconnection with servant also played out in the power dynamics of the role of leader. "It's not about leading in my direction, but our direction." Whereas before he was not too concerned about eliciting great input from followers, now he is convinced of the importance of this. "I need to listen more" and I want to "make a more personal connection with each member of my chapter. I don't do that." "I need to communicate my ideas to others and recognize their great personal qualities." These are important qualities for the "supreme leader of the house." "We need to connect on mutual values, not the superficial stuff."

The setting of *The Institute*, being separated and isolated, was helpful for him. Kevin was determined to slow down and attach greater meaning to things and was sure that his girlfriend would see the difference in him. The space to be pensive and reflective also affirmed for him that "I am a man of integrity." Because he saw the benefit in clarifying his inner beliefs, he wanted the same for members in his organization and the organization itself. "I wasn't balanced when I came here. This kind of self-discovery and reflection was lacking in my life. I've been baptized in (my fraternity's) blood."

Cross Case Analysis

Returning to the emergent themes, the data show the paramount importance of early socialization on the way each participant views leadership. All six men had key role models from whom they received a blueprint of what a leader is and does. For Brad it was the athletic competition with his twin. For Tyler, it was the well-rounded athlete Harry Leons, Jr. Dan had his beloved grandfather. Nick and Kevin mentioned their parents, and Mike had his leadership teacher in high school. In each, the family dynamics helped shape their leadership role. The curriculum didn't really uncover much of this, but it came out in the interviews. This finding supports the notions of Borwick (1995) and Chemers (1993) noted earlier who call for a closer look into the deeper motivations and personal family dynamics of leaders.

Each participant was very aware of how he gained his status as a leader. Some were very careful to earn the label first while others simply took charge. In any case, they all were able to take an objective look at whether or not the label was a good fit for them. Kevin, Brad, and Mike eagerly assumed the role with vigor, rarely looking back. Nick, Tyler, and Dan rose to leadership but in a more careful, measured way--each with some ambivalence.

Closely related to the above, the emergent theme of power and control played itself out in interesting ways. Each participant was very sensitive to this issue, especially at the end of *The Institute*. Brad, Mike, and Kevin originally had a view of themselves as leaders wielding significant power and influence. Each was accustomed to this being an authoritarian or solitary role. Whereas Tyler, Dan, and Nick all saw leaders as powerful, from the beginning they were much more aware of the team and community nature of leadership. By the end, all six participants viewed leadership as a group process and a sharing of influence rather than a heroic or dictatorial act. This notion of leadership parallels the components proposed by Kouzes and Posner (1995) and the transformational model of leadership advanced by Bass (1990) and Burns (1978).

I have earlier made the case that being a leader served some personal/psychological purpose for each participant. For Brad, his self-esteem was fed when he led. "When I'm *not* leading, I just feel horrible about myself." For Kevin, his image as a good man is sustained by leading. This is supported by his references to Jesus and the Christian example encouraged at home. For Tyler, he is drawn to be the balanced man that is admired and respected. By garnering the support of his followers first and leading in so many ways (musical, academic, athletic) he feels good about measuring up to the role models in his young life. The most obvious personal benefit, perhaps, was with Dan. So fearful of never being alone, his multiple leadership activities keep him connected to and nurtured by others. For Mike, being a strong and independent leader that is fiercely loyal to a belief system or organization allows him to care for others and himself in ways for which he may have always longed. These all support the notions of Howe (1996), Cashman (1999), Borwick (1995), and Chemers (1993) who encourage research into the inner world of the leader.

There were two consistent themes that emerged from analyzing the impact of the curriculum on the participants--leadership is done on and by a team, and leadership is done best when the actions of the leader are rooted in a core belief system. These match the transformational-charismatic-values based leadership paradigm (Lowe and Gardner, 2001) mentioned earlier. Every participant spoke at length about not leading alone after they had completed the program. The concept of transformational leadership was quite evident in that all had a new realization that the act of leading must edify the leader, the follower, and the organization. In order to do this, a respectful relationship built on good communication and mutual trust must exist first. Leadership is done by a team. Every participant in some way related that *The Institute* gave them an opportunity to clarify what their deeply-held values are and that a leader must lead with integrity to those values. Each of the six men left feeling more confident in themselves as a leader because their actions as leaders would now be grounded in something that could not be shaken by fad or resistance.

Conclusions

This study suggests that there is much to learn from a deep, rich, qualitative investigation into the early socialization, motivations, and key life experiences of the students we are teaching to be leaders. As we rush out to meet the perceived national crisis in leadership and leadership education, it is critical that we take a more holistic view of the student. Although this study is limited in its scope because all the participants were white, male, and members of the same fraternity, new understandings of leadership are advanced. The data show that there is much more going on here than previously explored. Team building activities, leadership skills training, and service learning projects all had a strong and positive impact on the participants, which is consistent with the findings of Burkhardt and Zimmerman-Oster (2000). However, these successes do not happen in a vacuum. Each participant through the lens of fears, family dynamics, and personal models filters the curriculum. The complexity of the experience of leadership for the student is difficult to measure or uncover, but this is exactly what we must do if we are to come to greater understandings of the leadership education phenomenon.

If we are to assess more accurately what is going on in leadership education, as called for by Brungardt (1996), DePree (1989), Lowe and Gardner (2001), Rost and Barker (2000), and others, this study suggests that we must undertake the arduous task of going into the personal stories and narratives of students. In addition to calling for this type of qualitative approach, we know virtually nothing of the long-term impact of leadership education. There is an obvious absence of longitudinal studies of the impact of leadership education courses and experience on college students. Short questionnaires at the end of a retreat give us some information, but how does leadership education help in the long run? Do these students use the information they learn and apply it to their leadership experiences? How does leadership education *really* happen and impact lives?

These are the voices of leadership yet to be heard.

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Appendix A

Curriculum of *The Institute for Men of Principle*

Day One	**Scheduled Activity**	**Description**
	Welcome and Orientation	Orientation to Institute
	Beta Heritage	Introduction to organization and site
	Dinner	
	Teams Course	Experiential activity
	Chapter Meeting One: *Board of Directors*	Small group reflection activity
	Beta Time	
Day Two	Breakfast	
	Chapter Meeting Two: *Community of Leaders*	Small group values clarification activity
	The Leadership Challenge	Presentation of Kouzes and Posner's classifications
	Lunch	
	Children's Burn Awareness Training	Community Service
	Chapter Meeting Three: *Personal Best Leadership Experience*	Small group reflection
	Break	
	Effective Decision Making: *Black Bear*	Small group simulation game
	Recreation and Free Time	
	Dinner	
	Building Partnerships: *Common Currency*	Large group simulation game
	Chapter Meeting Four: *Communication*	Small group work
	Beta Time	
Day Three	Breakfast	
	Introduction to *Giving of Self*	Community Service preparation & training
	The Institute Group Photo	
	Travel to *Giving of Self* Agencies	Local grade schools and nursing homes
	Giving of Self Community Service Experience	Children's Burn Awareness presentations & nursing home projects
	Giving of Self Small Group Reflection	Small group debriefing
	Giving of Self Large Group Reflection	Large group debriefing

	Composite Photos	
	Dinner	
	Chapter and Colony Heritage	Tracing historical roots and artifacts of one's host institution
	Applying the Principles to Daily Life	Ritual education and personal application
	Chapter Meeting Five: *Reflection*	Small group debriefing
	Beta Time	
Day Four	Breakfast	
	Ropes Course	Experiential education
	Lunch	
	Break	
	Facilitating Change: Organizational Change Theory	Presentation to large group: stages of organizational change
	Break	
	The *Men of Principle Initiative*	Large group presentation
	Undergraduate Forum	Large group discussion; undergraduates only
	Dinner and Free Time	
	Chapter Meeting Six: *Closure*	Final small group session - affirmation & reflection
	Social Activity	Oxford Bowling
Day Five	Breakfast	
	Educational Consultant & Intern Opportunities	Large group presentation
	Housekeeping & Sponsorship Thank Yous	Administrative
	Graduation	Large group ceremony
	The Institute for Men of Principle Roundtable	Final activity - Large group affirmations
	Depart	

The coding schema I used was as follows:

(1) Time
- (1.1) Pre-experience
- (1.2) Post-experience

(2) Interview Questions
- (2.1) Definitions of Leadership
- (2.2) Motivations to Lead
- (2.3) Image of Self as Leader
- (2.4) Effectiveness as a Leader
- (2.5) Willingness to Engage in Leadership
- (2.6) Fears About Being a Leader
- (2.7) Hopes to Gain from Experience

(3) Emergent Themes
- (3.1) Socialization
  - (3.1.1) Family
    (family roles, expectations of parents, siblings)
  - (3.1.2) Religion
    (religious training, youth group leadership)
  - (3.1.3) Role Models
    (teachers, family members, friends, celebrities)
  - (3.1.4) Sports
    (leadership on athletic teams, captain of teams)
- (3.2) Styles of Leadership
  - (3.2.1) Servant
    (primary role to serve others and organization)
  - (3.2.2) Superficiality
    (the realization that looks, voice, height are key)
  - (3.2.3) Power Relationships
    (how people influence or control groups)
- (3.3) Therapeutic Aspects of Leadership
  (personal psychological and ego gratification that being in a leadership position offers the leader)
- (3.4) Acquisition and Congruence of Role
  (how does one get to be a leader and what level of comfort does the participant feel with the label?)
- (3.5) Curricular Impact
  (which activities were describes as having the strongest influence on the participant's views of leadership)
- (3.6) The Fraternity
  (specific references to the participant's fraternity)

(4) Field Notes

Study Abroad: Linking Individual Leadership to Organizational and Societal Change in the Global Community

Association of Leadership Educators Conference
Lexington, Kentucky
July 11-13, 2002

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Contemporary careers demand much more of college graduates than merely being subject matter experts in a focused discipline area (Bosshamer, 1996). Today's employers not only demand technical expertise within a focused area, but also broader interpersonal and organizational skills critical to successful business and industry. Examples include team building, multifaceted problem solving, critical thinking, visioning, and change management, each of which is integral components of leadership (Kotter, 1996; Kouzes and Posner, 1995). Such skills are critical to developing and sustaining holistic systems.

The connection of a student's academic program with their future occupation and responsibilities as a citizen has become increasingly important in recent years. Concerns have been raised that colleges and universities are graduating students who may have expert technical or subject matter skills, yet be deficient in critical leadership and citizenship skills necessary to be successful in today's workplace and diverse society. According to the American Vocational Association (1994):

> The new emphasis on the development of a comprehensive school-to-work system has grown from a series of changes in workforce needs and alarming facts about the preparation of American students for work and further education....If, as an educated society, we believe that all students have the capacity to learn and to be productive citizens, then the school-to-work system can contribute significantly to this goal. (p. 19)

Furthermore, contemporary businesses and industries recognize that an educated and motivated workforce is not only critical to organizational financial and commodity goals, but also serves as an important link to the broader community. Within the past decade, numerous scholars, citizens and authors have reexamined the role of higher education in preparing an educated citizenry. Although no authors disagree with the role of the university in transferring highly specialized knowledge within the scope of academic and professional disciplines, several have espoused the need to reexamine the relationship of such knowledge within the larger societal context (Bok, 1980; Boyer, 1987). Lynton and Elman (1987) suggested "that universities, in their teaching as well as in their other professional activities, related theory to practice, basic research to its applications, and the acquisition of knowledge to its use" (p. 3). Glassick, Huber, and Maeroff (1997) summarized this new perspective when they:

> proposed that America's colleges and universities need a fresher, more capacious vision of scholarship...a new paradigm that views scholarship as having four separate but overlapping dimensions: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. (p. 9)

Colleges and universities are in a unique position to nurture the development of new approaches to leadership that are required of leaders in the 21st century. Leadership development has been a strong component of land-grant institutions, ranging from community grass-roots leadership development through Cooperative Extension programs to discipline-focused programs such the adult agricultural Leadership Education And Development (LEAD) program. Historically, the discipline of agriculture has structured and encouraged traditional approaches to youth leadership development through 4-H and FFA. Brown and Fritz (1994) identified 35 university departments of agricultural education that currently offer traditional resident instruction courses in leadership at the undergraduate or graduate levels.

However, the type of leadership required in society as a whole is changing (Apps, 1994; Handy, 1989, 1994; Kotter, 1996; Rost, 1992). Traditional approaches to leadership have focused upon the leader's ability to work with and through others (i.e., transactional leadership). While these leadership competencies will continue to be a firm foundation for tomorrow's leaders, new leadership approaches will be as important if not more so. These new approaches (i.e., transformational leadership) utilize a leader's firm personal values and philosophy of leadership in order to create and communicate a shared organizational vision for the future; manage the ambiguity inherent in complex and rapid social and technological change; build bridges between people and ideas, communities and commodities; and develop and sustain effective empowered teams in the workplace. Burns (1978) stated that transformational leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality....Their purposes, which might have started out as separate...become fused" (p. 20). Transformational leaders are people with confidence, courage and vision. They "leave behind old ways of thinking and acting; ...build different structures and relationships and develop different procedures for carrying out their tasks" (Apps, 1994, p. 48).

Few current university degree programs adequately prepare undergraduates for the changing nature of leadership challenges due to a traditional, myopic focus upon a single curriculum or discipline; course and degree time limitations; and a lack of faculty expertise focused in such areas. According to Brungardt, Gould, Moore, and Potts (1997):

> Over the past decade, more and more colleges and universities are beginning to offer programs and courses in leadership studies...With only a few exceptions, however, most college leadership programs offer only one or two activities. These efforts in leadership education are characterized by limited resources and with an absence of institutional priority. If higher education is going to play a more active role in addressing the leadership needs of our nation, learning environments must be created to challenge and motivate the new generations of college students for the complexities of our society. (p. 58)

According to the Globalizing Agricultural Science and Education Programs for America Task Force (n.d.), "Leadership training...on Land-Grant University campuses, should provide early and mid-career agribusiness representatives with opportunities to understand better the global dimensions of the contemporary agricultural economy" (p. 8). The author would expand this position to include future leaders, and would also argue that increased and sustained global understanding cannot be achieved without the leaders first understanding their own personal beliefs about leadership.

Importance of the Study Abroad Teaching Technique

According to Matz (1997), “the mark of an educated person has always been the development of a broad, cosmopolitan outlook about the world” (p. 115). Study abroad has been used as a teaching tool since 1923 when the University of Delaware sent students to France to study language (McNabb, 1996). The Ohio State University Office of International Education offers more than 100 study abroad programs in over 40 countries and in numerous fields of study.

Why is a study abroad experience important to college graduates? With the ever-increasing globalization of the world, instant access to information and people throughout the world, greater ability and ease to travel to many parts of the world, and the global economy, current and future leaders find themselves dealing with different cultures and languages almost on a daily basis. Motz (1997) stated, "the main benefit of study abroad is an increased maturity and a broader perspective about the human condition in the world. American students are first confronted with a new sense of history" (p. 120). Seeing that the U.S. is a young country can come as quite a shock to most students as they visit historical sites and museums and study the history of their host country. Other benefits cited by Motz (1997) included (a) students being shocked to learn that their foreign counterparts are much farther along in their major field of study; (b) being thrust into the role of being resident expert on American affairs and being unprepared to debate the U.S. position on foreign policy, economics, etc.; (c) coming to appreciate that other cultures are simply different rather than right or wrong when compared to the American culture; and (d) being humbled by how others who are less fortunate and struggle with greater obstacles in life than most Americans are able to preserve and still prevail.

Description of Study Abroad Program

The Alpha Zeta Partners (AZP) study abroad is part of a larger two-year experiential leadership development program for undergraduates in The Ohio State University College of Food, Agricultural, and Environmental Sciences who have demonstrated academic discipline excellence. The program enables these promising students to bridge academic disciplines with current and emerging leadership issues in food, agriculture, and natural resources systems by working with identified academic and commodity leaders in their food, agriculture, and natural resources profession. The students: (1) participate in three experientially focused seminars linking leadership theory to contemporary issues within agriculture and natural resources, (2) participate in a six-week study abroad, and (3) complete an innovation project by working with a faculty advisor and a commodity group mentor from their future agricultural or natural resources profession.

During a six-week period through study, direct observation, and first-hand experience, AZP students explored historical, institutional, organizational, and individual leadership perspectives of a contemporary foreign society (Brazil) that help them critically examine, reflect upon, and directly link individual leadership to organizational and societal change in America. Through formal and informal dialogue and teaching, at the individual and organizational levels, students gained knowledge and insight into transformational leadership by sharing knowledge and insights regarding leadership with others. Students explored, understood, and applied transformational leadership from a global perspective by:

- studying Brazil's historical and social development;
- exploring fundamental changes in Brazil's governmental, religious, educational, and cultural institutions;
- observing and experiencing fundamental changes in Brazil's industry, agriculture, social service organizations, and families; and
- experiencing (staying in host family homes) and reflecting upon both traditional culture and emerging issues facing people in Brazil, through active dialogue with current and emerging foreign leaders.

The program of study for the six-week study abroad program incorporated the contents set forth in the syllabi for the three five-credit courses included in the program: Agricultural Economics 697: Brazil's Agricultural and Natural Resources Economy; International Studies 697: Brazilian History, Culture, Government and Language; and Rural Sociology 697: Brazilian Rural Development and Natural Resource Management. These courses were taught by four Brazilian faculty members the University of São Paulo's Escola Superior de Agricultura Luiz de Queiroz (ESALQ) in the Department of Economics, Administration and Sociology. The courses specific objectives were:

International Studies 697 Learning Objectives

a. To understand the main periods of Brazilian history in terms of cultural, political, economic and regional development.
b. To understand the Brazilian political system and the basic organization of the Brazilian federal, state and local governments, as well as the interrelations between them.
c. To understand the Brazilian educational, health and social systems.
d. To develop an appreciation for Brazilian popular culture, the arts and regional differences in culture.
e. To develop sufficient skills in the Portuguese language to be able to carry out daily living in Brazil.

Rural Sociology 697 Learning Objectives

a. To understand the demographics of the Brazilian rural and urban sectors and the impacts of same on rural-urban migration, international migration, and the associated problems of rural and urban development.
b. To understand Brazilian land reform and changes in government policy with respect to land tenure.
c. To understand Brazilian programs of technology generation and transfer by means of research programs, extension programs, and the role of the public and private sectors in same.
d. To understand the social and government organization of rural areas. This will include the church and the roles of federal, state and local governments in matters of governance and development projects.
e. To understand the problems of natural resource degradation in rural areas and projects that are designed to rehabilitate, conserve and manage this resource base.

Agricultural Economics 697 Learning Objectives

a. To understand the economic geography of Brazilian agriculture, in particular the sharp differences among different regions' production and marketing conditions.
b. To understand agriculture's role in the past and current development of the Brazilian economy.
c. To understand the role of the state and public policy in agricultural development.
d. To understand root causes of rural poverty and how it is affected by agricultural development.
e. To understand environmental constraints on agricultural development as well as environmental problems caused by increased crop and livestock production.

During the six weeks, students attended classes from 8 a.m. to 6 p.m. with a two-hour lunch break Monday through Wednesday and participated in field trips Thursday through Sunday. There were numerous one-day field trips a three-day trip to São Paulo, a 10 day trip through five states, and a three-day excursion to Rio de Janeiro. During these field trips students visited sites such as the largest commercial farm in Brazil, a sugar mill and sugar plantation, a flower cooperative, the natural resources & environmental research station, the State Department of Agriculture's Research Center, a grain cooperative, a soybean research center, a cattle research center, a dairy cooperative, Nova India Genetica, the agronomic institute, the State University of Maringá, and the University of Uberaba.

Other field trips included the Ipiranga Museum, the São Paulo Zoo, Republica Square, Iguaçu Falls and the Iguaçu National Park, Itaipú (hydroelectric power plant), the Prata River, and Paraguay. The students also spent one weekend with a Brazilian host family as well as volunteered to paint houses for a housing for the homeless project. The end of the study abroad included a three-day excursion to Rio de Janeiro where the students visited Corcovado, Sugar Loaf, Maracanã Soccer Stadium, Carnaval, took a sightseeing tour of the city, learned to samba, and spent some time on the sunny beaches. For a complete schedule, please contact the author.

Evaluations from Students

The students were asked to evaluate their study abroad experience immediately after they returned to the United States. Below are two questions that students were asked to respond to with some of the students' individual comments following.

Something(s) I about this study abroad experience that I valued and learned from…

- We learned so much about ourselves as leaders and how we approach different aspects of leadership. We learned that every person is a little different and how to respect those differences and communicate to those differences.
- The entire program has shaped my ideas and perspectives.
- The program allowed me to open my mind to whatever differences are out there.
- We have had a chance to mold together individuals that you don't get in a typical college experience.
- We should be looking for change and don't settle for how things are and say they are good enough. We should look forward to change because you can always improve things.
- We have learned how to communicate with people from different backgrounds, different knowledge bases, and to learned how to let everyone interact within a group and work as a team while accepting everyone.
- I'm much more open to experience new activities and able to support my feelings and beliefs and not as held back when discussing issues.
- Become more open and expand my ability to work with others. Resolving conflicts between different disciplines and thoughts is something that appeals to me -- created a future possibility for me.
- You learn so much with each little step you take even if it is a mistake, you learn a lot from it.
- This experience has helped us all realize what strengths we have as leaders and gives us more confidence to interact with others.

- I learned a lot about working as a group and respecting the group during this program. It definitely brought everyone together. I think most importantly I learned a lot about experiencing another country's culture. That was what I enjoyed most.
- I think I have learned many things on this trip and it has made me a better person. I learned more about being with people I don't know and how to deal with strange situations. If something went wrong we had to figure out how to fix it ourselves instead of relying on someone else.
- We have it really good in the U.S. Because of that, we are sheltered from other harsh realities of the rest of the world.
- I thought it was an excellent experience; I really appreciated learning about the Brazilian culture and seeing how other people live. I learned so much about Brazil as a country and how different the culture is. I also learned a lot about how to deal with a group in a group situation. It is definitely a unique experience to live and learn with a group for six weeks.
- Ability to share and discuss about different culture and opinions.
- There are some unique things about each culture you will never be able to learn or appreciate until you experience them yourself. Learning a second language is difficult, which makes communications also difficult. A study abroad makes you appreciate instead of take for granted the things you like in your own native culture.
- I valued that not everybody does everything like we do, and the experience I got from that fact was very important. Just because something is done differently in another county does not mean it is wrong, but rather, it opened my mind to this new way of doing things.
- Learning about another culture and learning to appreciate the differences between my culture and another. Learning how to work with a group of people especially in situations, which are stressful, and the group is divided over a decision. Discovered a greater appreciation for not only other cultures but also my own government and country.

How has your philosophy of leadership been changed or stretched as a result of participating in this study abroad?

- Over the last several weeks I have been able to see others and my own strengths and weaknesses of leaders. There have not been any profound changes in my leadership philosophy, but I do feel that my leadership skills have stretched as a result of this study abroad program.
- It has been stretched a lot. I got to see the group work out their problems and come together better. It helped me to not let little things bother me and to focus more on the big picture and what is best for everyone.
- I learned a lot about leadership just by observing our group and comparing them to the Brazilians' way of operating. I probably learned more by being a silent observer than I would have by being more vocal throughout.
- It has definitely been stretched. I found myself sharing more, being more accepting, and holding back unnecessary comment.
- I learned that as a leader, you have to be a member of the group first, and the leader second. As a leader, it is your job to keep the group together.
- Being in an unusual situation doesn't give you an excuse to be less of a person, no matter how hard it may be.
- I really learned a lot about working and living in group situations. I learned that a lot of the time you have to sit back and listen. I also learned though that sometimes you really need to

step up and get a job done because if you leave it to someone else it might never get done. My philosophy has changed because I have learned that you need a good balance of the two.

- Learn to cope with different varieties instead of just avoiding them.
- I believe this trip has built on the diversity seminar. In another culture you have to keep an open mind in order to adapt to the culture. Also, there are times that you have to be assertive and ask questions to gain the maximum amount of knowledge.
- My philosophy of leadership has broadened greatly, I think because of seeing different ways of doing things. I feel that my ability to lead is much greater than before because I have this added knowledge.
- I have recognized the need for extreme patience in trying times and that a good leader must step up in times of stress and disagreement rather than let himself be taken over by emotions. Also, I learned people are more willing to follow someone who they feel has treated them with respect and are even more willing if they consider the person a friend.

Implications for Leadership Educators

As leadership educators we need focus on developing quality study abroad experiences for our students, whether they are high school students, undergraduates, graduate students, or adult learners. A study abroad experience can enhance an individual's leadership skills and capacities in areas such as communication, diversity, multiculturalism, conflict management, self-awareness, group dynamics, and many others. Motz (1997) affirmed:

> "the expectation of study-abroad programs is that the students will return from their time abroad not with only factual knowledge, but also with a broader outlook and with tolerance and empathy for others who are different. This truly is what multicultural education is about." (p. 123)

Leadership can be taught in many different ways using multiple teaching strategies. The study abroad technique uses classroom teaching, experiential and interactive approaches, and group dialogue, and debriefing sessions to help students learn new leadership skills and capacities, which will help them in their future. Brungardt et al. (1997) stated it "is not so much to teach students to *be* leaders, but rather, prepare them to be *capable* of participating in the leadership process" (p. 57). Study abroad is an excellent teaching technique for preparing students to participate in the leadership process in their future careers, their home community, civic organizations, families, and many other everyday life experiences.

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Too Much to Do…Too Little Time –
Breaking the Boundaries of Leadership Development Access

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Leadership development is not solved through a "quick fix" solution, but instead develops through small changes. Today's leaders need to have opportunities for development beyond traditional workshops. The information needs to be available in many different formats and whenever the window of opportunity is available. Members of the Ohio State University Extension Training and Development team have created a website that offers access to learning and development 24-hours a day. This website connects users with resources and ideas for gaining more control of how they use time in their life. Offering leadership development opportunities through distance learning, is another way to break traditional boundaries

Background

To remain viable in today's high touch informational society, formal and non-formal teaching must incorporate computer-based instruction. Educators must keep up with the technological revolution that has restructured how people access knowledge. With the Internet, leaders have access to information, when, where and how they want it. To meet the requirements of leaders, educators must strive to create a learning environment that is accessible 24-hours a day. With every passing year many learners arrive with more and more high tech literacy. The younger generations in the workforce are described as "cyber literate" and "techno savvy" (Salopek, 2000). Training programs and learning experiences must catch the attention of those who grew up with the glitz and glamour of videos, MTV, computer games, and learning from high tech/interactive toys.

Dunerstadt (1999) would say that if we are not ready, we had better get ready! In Katz's book, *Dancing with the Devil,* Dunerstadt says:

> The classroom itself may soon be replaced by more appropriate and efficient learning experiences. Indeed, such a paradigm shift may be forced on faculty by the students themselves. Today's students are members of the "digital generation." They have spent their early lives surrounded by robust, visual, electronic media… Unlike those of us who were raised in an era of passive, broadcast media such as radio and television, today's students expect—indeed demand—interaction. They approach learning as a "plug-and-play" experience…inclined to plunge in and learn through participation and experimentation. Although this type of learning is far different from the sequential, pyramidal approach of traditional college or university curriculum, it may be far more effective for this generation, particularly when provided through a media-rich environment (p. 12).

The quality of teaching and learning cannot be compromised when using computer-based training. Teaching and learning principles and theories are just as critical in high tech dissemination of information as they are in high touch learning environments. According to Knowles (1980), adults are generally motivated to learn due to internal or intrinsic factors rather than external or extrinsic factors. Research has shown that the majority of adults participate in learning because of a trigger event in their lives such as marriage or divorce, addition of a child, job change, etc. (Aslanian and Bricknell, 1980). With the emphasis upon workplace learning today, the majority of adults participate in learning related to a job or vocation (Apps, 1991). Based on this knowledge, a website on the topic of Time Management was developed.

Staff Development Opportunities through Distance Education

The Ohio State University Extension Training and Development Team which is a collaborative working environment of the Employee Development Network and the OSU Leadership Center strives to meet the needs of Extension employees in Ohio. Traditionally, workshops have been offered as face-to-face learning opportunities on campus or in county offices. In order to meet the needs of our employees, OSU Extension has developed a continuum of learning opportunities that now include: one-on-one coaching, traditional workshops, teleconferencing, educational e-mail messages, websites and multi-media training packages. In order to provide up-to-date leadership development training, the Training and Development Team created a website that offers access to learning and development 24-hours a day. This website connects users with resources and ideas for gaining more control of how they use time in their life.

The Time Management website, located at: http://edn.ag.ohio-state.edu/TimeManagement/index.htm, offers the opportunity to browse through six topics: *Creating Balance, Making Decisions, Dealing with Interruptions, Organizing, Managing Procrastination*, and *Setting Priorities.* This educational website offers a multi-dimensional approach to learning. Each section contains a self-assessment, general information on the topic, as well as helpful tips. A very important aspect of this website is the connection to additional resources that are available on loan for the participant's personal or professional development.

Offering leadership development via the Internet allows users the opportunity to access information that is normally offered only via face-to-face workshops. As educators, this allows us to reach potential audiences that we may miss due to the time constraints of today's learner. Also, some learners are more comfortable being anonymous and are more likely to seek development opportunities using computer-based technology. By providing information on six different aspects of Time Management via the website, the development team has made an effort to allow learners to access information with a specific focus, at the teachable moment.

Summary

The ***Too Much to Do… Too Little Time*** website has been available since May 8, 2002. In the first month, 239 users had utilized this website for leadership development in a 24/7 world. Future plans of the development team include efforts to evaluate the effectiveness of the website material, as well as the use of the web as a training tool. There are plans to examine the number of Time Management resources borrowed from the Leadership Center, in comparison to a similar time period prior to the availability of the website. Users of these materials will be contacted by random sample to assess their use of the website and of the resource materials, and the impact on the time management skills. In addition, users will be asked to compare the usefulness of this teaching method to more traditional formats.

As OSU Extension continues to stretch the boundaries of leadership development, creative training methods will be offered in a variety of formats whenever the window of opportunity is available.

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TL2: Transformative Learning and Transformative Leadership in Successful Cooperative Extension Staff Partnerships

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ABSTRACT

Partnerships can enhance individual and organizational success through more effective problem solving and improved adaptation to change. Working in partnerships is not easy and learning and leadership is often required for successful collaboration that may transform the partners. This study explores learning and leadership in Extension staff partnerships that transform the individual, the partnership, and the organization. Three types of learning were identified including eight types of transformative learning. Leadership was shared between partners and often depended on the individual's strengths. Conditions that promoted transformation in successful partnerships included strong partner facilitation, critical reflection, critical events, partner difference bridged by common purpose, and independence with interdependence. Recommendations for nurturing transforming Extension staff partnerships are shared.

INTRODUCTION

Partnerships can enhance individual and organizational success through more effective problem solving and improved adaptation to change. Working in partnership is difficult and often requires learning and leadership for successful collaboration. This learning and leadership sometimes transforms or changes the partners in a collaboration. This change may stem from transformative learning—a type of learning resulting in a different frame of reference rather than technical, skill based, or practical learning (Kreber & Cranton, 2000) or transformative leadership (Burns, 1978). Therefore, it is important to understand how successful Extension staff partnerships use learning and leadership in ways that transform the individual, the partnership, and organizations.

Researchers and practitioners increasingly express interest in understanding the role of partnerships in adapting to or embracing change (Bennis & Biederman, 1997). It has been shown that people working together often deal with change more successfully than when they work alone. By taking on tasks and learning together, individuals gain more integrated and balanced views of themselves and their work (Anderson, 1992).

What is the role of transformative learning and transformative leadership in successful Extension staff partnerships between campus academics and county practitioners? The answers to this question are important because Extension leaders need to know how partnerships can facilitate adaptation to internal and external forces. This includes how to align individual transformation with larger organizational change. Without this information, change is slow, thwarted or never fully realized. This study explored change in individuals by observing and analyzing successful partnerships between Cornell Cooperative Extension (CCE) campus faculty and county Extension educators to determine the role of transformative learning and transformative leadership in these cross-profession partnerships.

REVIEW OF THE LITERATURE

Although a great deal of literature focuses on successful partnerships, few researchers have studied cross-profession partnerships, intraorganization partnerships, or learning in partnerships. Cross-profession partnerships made up of researchers and practitioners strengthens research (Amabile, Patterson, Mueller & Wojcik, 2001) but requires the breaking down of ideological and political boundaries between professions (Tourse & Mooney, 1999). Rosabeth Moss Kanter (1994) claims that successful partnerships are learning oriented and result in partners who are open to new ideas and see across boundaries (Hesselbein et al., 1996).

One field of research in education focuses on transformative learning theory. Jack Mezirow (1991) the founding father of this theory suggests individual transformation includes a change in a frame of reference or way of seeing the world. Mezirow and others in the field less often explore this theory in groups or organizations and rarely look at its presence in a partnership context. For transformative learning to take place in educational settings, the educator needs to provide a safe environment for the learner to nurture critical reflection (Mezirow, 2000). With these thoughts in mind, this article explores the role of transformative learning in successful Extension partnerships between campus researchers and county practitioners.

Transformative leadership theory, pioneered by James MacGregor Burns and heavily researched and further developed by Bernard Bass, contends that effective leadership goes beyond transactions between partners. Instead, a leader and followers work jointly towards a larger purpose that transcends self-interest, resulting in individual and group transformation (Bass, 1997; Burns, 1978). Transformational leadership focuses on mutual purpose, moral development (Burns, 1978), inspirational leadership, individual consideration, intellectual stimulation, and idealized influence (Bass, 1997).

METHODOLOGY

A combination of grounded theory and case study traditions with a constructivist approach informed this research. The study included ten successful Extension staff partnerships made up of one campus researcher and one county educator. Campus and county Extension administrators and peers nominated successful partnerships for the study. An advisory committee of campus and county Extension staff selected the final slate of partnerships for the research. This advisory committee also helped shape the study and provided feedback on the research findings.

Each partner in the study participated in a semi-structured interview about their history with Extension, the work of their partnership, and learning and success in their partnership. The interviews were transcribed and coded for common themes. Partner profiles created from the interviews described success, learning, and leadership in the partnership. Each partner interacted multiple times with the researcher to edit and prepare their profiles for public use and to react to the findings from the study.

Additional data on successful CCE campus-county staff partnerships was collected through document review, observations of partners at work, feedback about the partnerships from the partners and their peers, and feedback on the findings from the partners and other Extension staff. These data were analyzed using Eisenhardt's (1989) comparative case study method that revealed variation and commonalties of success and learning within and across cases.

RESULTS

Successful Partnerships

All ten partnerships studied had reputations for being successful. Several common factors contributing to that success surfaced across cases. The first included a commitment by the partners to a bigger picture or fit with the environment outside the partnership. Strong communication, promoting partnership outcomes, stakeholder involvement, and integrating the partnership work into the overall organization illustrated this commitment. Second, specific drivers of learning identified by the partners made their work successful. These included mutual respect among partners, stretching, challenging, or pushing each other's thinking and capacities, trust, a supportive environment, and successful outcomes that supported learning in the partnership. Third, partners indicated challenges in partnership work existed but they found that education of themselves and others as well as persistence helped overcome these barriers. Challenges did not prevent these partnerships from working towards their goals. Finally, personal attributes of the partners promoted success in the partnership. Partners often had similar motivations for entering into and staying in a partnership. One commonly valued attribute of partners included providing personal support that resulted in raised or affirmed self-esteem. Partners indicated this support was a key to the success of personal and partnership success.

Transformation in Partnerships

Three types of learning surfaced in successful campus-county Extension staff partnerships—instrumental, communicative, and transformative learning (Mezirow, 1991). Instrumental learning focuses on improving performance through task-oriented problem solving and leads to learning how to control people and the environment. This type of learning includes empirical testing in search of the truth. In this study, all of the partnerships experienced instrumental learning. Partners indicated learning how to improve group facilitation skills, how to navigate campus and local environments, and increasing their knowledge about the theory and practice of Extension work.

Communicative learning emphasizes learning for interpersonal understanding. A key part of this learning includes reflective discourse with others about the meanings that people communicate. In this research, communicative learning had a strong presence in all but one partnership. Partners learned how to work effectively with each other across differing work, communication, and learning styles, personalities, and worldviews. By better understanding each other's professions, they learned how to give more appropriate feedback and advice. Partners mentioned that over time they came to see the partnership from the other person's perspective.

Transformative learning results in a major change in thinking or perspective where individuals become more responsible for their actions, more autonomous, and use clearer thinking when making decisions. In this study, transformative learning existed in six of the ten partnerships including nine of these twelve partners. The research revealed eight types of transformative learning based on the partner's awareness of their transformation, whether or not the transformed partners took personal action based on their change, and to what degree the partners attempted to initiate change in others related to their own transformation. Partners who were transformed from their partnership experience indicated gaining a more holistic view of their work, the ability to better understand processes around them, personal development, and the alleviation of professional isolation. Transformed partnerships experienced a deepened commitment to their goals, enhanced action, enhanced learning, and increased use of shared leadership styles. These partnerships indicated that the organization transformed because they provided models for others in the organization to emulate, their success created additional success, and organizational learning was heightened.

Conditions for Transformation in Partnerships

Transformative learning and leadership is considered important for more integrated and inclusive thinking and decision making in individuals. This study found five common conditions that promotes transformation in Extension staff campus-county partnerships. The first included strong partner facilitation. Partners in partnerships where transformation took place were strong facilitators of reflective discourse. They also used a variety of methods to facilitate learning. The second condition, critical reflection in transforming partnerships included the practice of thinking critically about individual, work, or process assumptions. Partners articulated the original assumptions they used in their work and the new assumptions they constructed from the change process that occurred. The new assumptions they arrived at through critical reflection often resulted in broader views of their work.

The third condition for transformation in partnerships included the presence of critical events that set the foundation for change or enhanced transformation. The events sometimes served as disorienting dilemmas resulting in partner reflection about the associated discomfort. The fourth condition focused on a fundamental difference between partners bridged by a common purpose. In transforming partnerships, partners differed in personality, work styles and/or worldviews. Finally, transformative learning was enhanced by a condition some partners called "independence with interdependence." This included the process of retaining personal autonomy yet depending on the other partner to enhance the success of the work at hand. Through this process, campus and county Extension staff sought out each other to alleviate professional isolation and to better meet the needs of local residents. Partners indicated that the partnership mission and their leadership roles in statewide Extension program work teams guided interdependence.

CONCLUSIONS

Several main themes arise from this study. The first includes the significance of a fundamental difference between partners that promotes transformation. This suggests that diversity management encompasses more than creating a physically diverse workforce. Diversity efforts must bring together people with diverse perspectives to enhance each other's learning and leadership under a common purpose that bridges this difference.

According to the results of this study, transformed individuals can contribute to more quickly adapting to environmental change. Personal change may happen without organizational change and vice versa but joint transformation can result in individuals and organizations more quickly adapting to environmental change. A fragmented approach to change may impede or slow the transformation process. Individual and organizational change strategically aligned can produce a hastened response to change.

Leadership in partnerships greatly impacts the transformative learning process. Joint leadership that facilitates reflective discourse around personal and shared assumptions promotes transformative learning. A deep developmental view of facilitation rather than a simple process approach results in deep change in one or both partners.

Transformation has many faces. Frequently people don't realize or acknowledge how they have changed through their work together. Some of them, in this unknowing stance affect change in others. Other people who are aware of their own transformation consciously choose to change themselves and/or work towards change in others and/or the organization. It cannot be assumed that the transformation process occurs in the same way for everyone and every partnership.

RECOMMENDATIONS FOR THE COOPERATIVE EXTENSION SYSTEM

If the Cooperative Extension System truly promotes organizational learning and serves as a catalyst for individual and community change through education, it must also change to better encourage and sustain transformation in its staff. This requires fostering partnerships, dealing with barriers to effective partnerships, promoting critical reflection to encourage transformative learning, helping staff gain strong facilitation skills, and promoting diversity.

State and county Extension administrators need to create and support environments that facilitate cross-profession relationship building and partnership formation. This includes opportunities for staff to meet each other, engage in discourse, to solve problems together, and share their work with others. One specific approach includes an accessible database of staff interests so people with similar interests can quickly locate each other. A statewide Extension e-newsletter could also support the location of potential partners and the sharing of partnership work and processes. Models of successful staff partnerships need to be identified and lauded across the organization. This could be enhanced by creating an innovative grant program or orchestrating organizational events that foster, explore, and recognize campus-county staff partnerships. Administrators should also attempt to align organizational transformation that parallels and/or enhances transformative in partnerships. Finally, leaders need to communicate the value of cross-profession partnerships in legitimizing county staff as full partners with campus faculty in Extension research and programming. These strategies would promote partnership formation and sustainability but not force staff interaction.

To help partnerships flourish, barriers preventing partnership success need to be dealt with. Specifically barriers related to university departments and county Extension units such as the reward system for staff should be reviewed. Incentives should recognize partnership work that creates change rather than furthering the status quo. Administrators and staff supervisors on campus and in counties must also articulate the local and system-wide value of partnerships. In addition, professional associations can provide resources, support, and recognition to help partnerships overcome institutional barriers, and support innovations that go beyond the usual institutional expectations. Organizational systems need to be "partnership friendly." This includes creating more convenient mechanisms for transferring resources between Extension partners and their units. Staff may also find it difficult to form partnerships with each other due to multiple program responsibilities and generic titles that do not accurately reflect their work. Administrators should therefore combat this fragmentation of staff duties and implement consistent, descriptive job titles.

Extension must find a way to promote critical reflection as a medium for promoting transformative learning and leadership in staff. In the active world of Extension work, this remains a challenge. Administrators, supervisors, and influential staff must model deep reflection about their assumptions on an ongoing basis through their work. This comes from generating thought provoking questions, raising and testing propositions, showing curiosity, and being conscious about the ethics of their work (Brookfield, 2000). Professional development opportunities, staff meetings, committee meetings, work teams, and other staff gatherings should consistently include critical thinking and reflection activities such as action learning, scenario building, and the use of metaphors (Deshler & Keily, 1995). Technology should also be used to help staff record their reflections and to promote critical dialogue with others throughout the organization.

Supporting transformative learning and leadership in Extension staff requires that they become competent facilitators of learning for each other. The presence of a strong facilitator often helps Extension staff survive the stress of transformation. Therefore, staff should be hired who exhibit successful educational facilitation skills or have the potential to do so. Regional and campus based workshops should also focus on developing facilitation for learning in staff. To ensure that facilitators do in fact support a transformative environment, training, practice, and support for leading reflective discourse is critical. A mentoring system could also match experienced facilitators with those new to the process to learn facilitation skills that help guide others on their learning path such as creating a learning environment, asking probing questions, making connections, and synthesizing information. Developmental facilitators must also be people more than content centered, create transforming environments, use a variety of facilitation methods, be flexible, and able to critically reflect on their own learning and leadership. A professional development certificate program based on acquiring these skills could enhance strong facilitation of learning and leadership in Extension staff.

Finally, diversity should be promoted more broadly within Cooperative Extension. Traditionally diversity efforts have honored physical differences in employees. To encourage transformation in staff, diversity management should expand to consciously ensure that staff work together with others who have differing personalities, work styles and worldviews. The organization also needs to create, support, and recognize safe environments that promote change and value diversity to help transforming partnerships flourish. This includes fostering dialogue that defines diversity, listening for and recognizing wisdom in each other, connecting with individuals as a whole person not just their interests and skills, and seeing difference as critical to reaching a common purpose and addressing complex problems.

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Building Leadership Beyond Boundaries: The Sustainable Communities Approach

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Community planners, elected officials, educators, social service agencies, community developers and a host of other professionals talk about their community plans being driven by residents. Words like bottom-up, representative of the community, respecting diversity and a host of other phrases are used to display the feeling that the effected residents were the ones who orchestrated the outcomes. In 2000 such an attempt to create a plan controlled, created and implemented by residents was begun in Noble County, Ohio. The Ohio State University Extension, Sustainable Development Team created a planning program entitled Sustainable Communities. Built on sustainable development concepts the Sustainable Communities Program sought to implement a planning process that defined an acceptable balance between the economic, social and environmental aspects of a community. At the heart of this effort were four cornerstones of sustainable development:

long-term focus

interconnection of economy and equity and environment

multi-dimensional indicators

an inclusionary process

The remainder of this paper will share some insight gained concerning leadership development based on the two cornerstones of inclusionary and multi-dimensional indicators.

Sustainable Communities

The Sustainable Communities Program was designed to help interested communities establish a template for their future based around the sustainable development goal of finding balance between the economic, social and environmental aspects of the community. Working with a team of faculty from the Community Development Program Area of Ohio State University Extension, a community would apply a two-year planning process to define what made them a sustainable community. The plan was to extend the definitions of traditional planning processes in many ways. First the Sustainable Communities Process defined long-term as a period of at least fifty years. Fifty years caused most participants to think about the community their grandchildren or great-grandchildren would call home. Next the planning process desired to struggle with finding an acceptable balance between plans that focused on economic concerns, plans that were intended to bring about social good and concerns and interest of plans designed to protect environmental concerns. To accomplish these two goals it was necessary to address the third cornerstone of sustainable development. An inclusionary process that provided equal authority and opportunity to the residents of the community needed to be designed and implemented. Without an inclusionary process residents of the community would not be able to claim the template produced as their own. The Sustainable Communities Program is about planning but more importantly it is about residents educating each other about the assets and potentials of their community. Also, if residents are to truly claim the template as theirs they must understand the goals they establish, accept responsibility for implementing projects to maintain or reach those goals and finally monitor the success of living within their sustainable definition through indicators of success. Therefore, the fourth cornerstone of sustainable development addressed was creation of multi-dimensional indicators. These indicators should integrate the indicators of existing economic, social and environmental organizations, agencies, groups and individuals. It is within the building of an inclusionary process and the creation of multi-dimensional indicators that leadership boundaries must be pushed to bring about a long-term success in implementing daily decisions that implement the fragile balance between a community's economic, social and environmental sectors. Unless residents have a new access to becoming leaders and enhancing their leadership skills, the template built during the Sustainable Communities Program will at best be barely remembered. Being a sustainable community requires daily decisions by leaders and residents. It requires that each person accept responsibility for maintaining the ethos needed to make the difficult daily decisions. There is also the need for each resident to pass on to the next generation the essence of the template created. This was the challenge Noble County Commissioners accepted when they invited the Extension Sustainable Communities Team to visit with the community about implementing the planning process.

Being Inclusionary

The Sustainable Communities Program defines inclusionary as breaking down barriers to individual participation. To be truly inclusionary each resident must have access to share his or her gifts, ideas and desires. To be certain not all residents will find value in being involved when the opportunity arrives. Personal situations or other priorities may cause an individual to opt out of the process. Our definition of inclusionary can only accept an individual’s decision to personally opt out as an acceptable reason for their not participating. An individual’s lack of involvement because we denied them access is not acceptable.

Every planning process has a steering committee. Traditionally, each planning program has a sponsor who spearheads the process and identifies the organizations that will be brought to the table. Leadership in this model is centralized, sanctions the process and then invites others to participate. Often the sponsor even goes as far as to select the representative to the steering committee from the invited organization. Unfortunately, this attitude surfaced in the beginning of building a steering committee in Noble County. The County Extension Community Development Agent assumed that Extension was to direct the Noble Sustainable Communities Program. A reputational survey was used with the good intention that this would be inclusionary. This method led to a potential steering committee makeup that was predominately one gender, the members of generation x, people involved with agriculture and residents from the western part of the county. This approach did not meet our test for being inclusionary. At this time it became clear that although the County Commissioners did indeed initiate the process, it would take the authorization of residents themselves to make the project personal. It was clear that the project would not happen unless a significant number of organizations and entities throughout the community saw value in the effort and agreed to take two actions:

1. To sanction the sustainable communities program, and
2. To select and appoint a representative to the steering committee.

A new method to identify members of the steering committee was then attempted using Lasswell's Categories for Value/Institutions (Lasswell, no date given). Lasswell identifies eight sectors of a community which, when viewed in their totality, includes all of the interests and stakeholders in a community. Use of this method led to the inclusion of groups that were not involved traditionally in a community-wide leadership role. Even groups that were seen as antagonistic by the mainstream were identified as potential participants.

We found that Lasswell's categories provided an acceptable standard to break down barriers to leadership. Once groups were identified by using these categories, a member of the Ohio State University Extension Sustainable Communities Team visited the identified organizations. The Extension Team was used to make initial contact because it was realized that the Commissioners simply initiated the concept, and that Extension had developed and was testing it so they could more effectively explain it to the community. Over the next three months, thirty-four organizations identified through the application of Lasswell's categories were contacted. The contact happened at a regular meeting of the organization during which time a summary of the Noble Sustainable Communities Program was shared. Each organization visited was asked to sanction the process and select a representative to participate in the steering committee. Twenty-seven of the thirty-four contacts sanctioned the program and identified a representative. An interesting surprise occurred next. Six organizations that were not contacted asked to be included on the steering committee. Of course, all six were included to the Futures Council, which was the name selected by the steering committee to identify themselves and their role. Throughout the effort the sponsoring entities maintained control of the process. The lesson learned is that by applying a non-biased, universal schematic like Lasswell's categories it was assured that groups often overlooked were included. Even when existing leaders intend to be inclusionary, it is often impossible for them to step back from their perceptions of the community to accurately identify all of the sectors that need to be brought into leadership involvement. A second lesson learned was for leadership to be inclusionary domain must be held within the participating organizations and entities. The only way to assure that domain is for each organization to decide whether or not the project happens and if it does, who will represent them in the process.

Meeting Where People Gather

Every planning effort that involves input from community residents struggles with how to gain participation. Varies methods are tried. Some planning processes try to be inclusionary by selecting leaders from various stakeholder groups to participate in creating the plan. These selected leaders are expected to speak for the group they represent, to take results to their respective group and to bring feedback to the planning committee. Another model seeks input from community residents through public meetings held in a central location at a time that planners hope will encourage the largest participation by residents. The proposed plan is then presented and input is gathered from those who attend. Both of these methods are limited in their ability to build meaningful participation and leadership in the planning process from community residents. Whoever has witnessed a poorly attended Community Development Block Grant public meeting or experienced resident controversy just at the point when a project believed to have concurrence is about to be implemented, realizes the inherent limitations in both of these approaches. The difficulty with these methods is who is assigned leadership responsibility. Those in public positions have assumed it is their knowledge that will create a viable plan. What they are asking from residents is simply a blessing and adoption.

In contrast, the sustainable communities approach seeks to break down the boundaries to resident participation and leadership by recognizing that residents are the holders of the knowledge needed to bring success. In this model elected and appointed leadership clearly backs away and asks the residents to take responsibility for leading the creation of the community vision. This new paradigm now must find a way to get to people. The Sustainable Noble Program decided the best way to reach people was by going to where people gather. By going to a location where people already feel comfortable, associating with peers and in familiar surroundings, it was hoped that participation will be encouraged. The only acceptable reason for not participating is the resident's own decision to not attend.

The Futures Council took on responsibility for the planning of vision sessions by identifying those places and times to hold the community vision meetings based on where residents gathered. The ease with which residents could attend the meetings became a key emphasis in the selection of locations, expanding the possibilities well beyond government complexes and community halls. Another important consideration was to select locations and groups that mirrored the demographic profile of the county. A third consideration involved the time of the meeting. The Futures Council decided that many of these sessions could be held to piggyback with already scheduled meetings and community events to take advantage of groups that were already gathered. As a result, the following groups/locations were chosen for vision sessions:

1. local governments
2. agencies
3. public schools
4. service clubs
5. community festivals
6. churches

To help in facilitating these vision sessions, volunteers from the Noble Leadership Development Program were trained to facilitate the process. Having local residents volunteer to facilitate these sessions helped residents to become visually aware that Sustainable Noble is their effort rather than the creation of traditional community leaders or a professionally hired staff.

The vision sessions were centered around two questions:

1. What do you value most about your community? (Treasures)
2. What do you hope your community will become for your grandchildren and great-grandchildren? (Rainbows)

Participation rates for the vision sessions varied. We learned that some methods were much more effective than others in defining where people gather. Vision sessions were held in fourteen of the fifteen townships, usually at the township hall, at the insistence of the County Commissioners. We found that these meetings were only effective and well attended when the township clerk informally and personally promoted the event to his/her neighbors. Other public officials were not as successful in encouraging participation. We also tried community surveys. They were distributed at the meetings and people were asked to share them with friends and family who couldn't attend. Only a handful of the hundreds of surveys that were distributed were returned. In total, thirty-eight vision sessions were held throughout the county. In addition to the townships and villages, sessions were held at the Caldwell High School and Shenandoah High School government and English classes, Extension Advisory Committee meeting, senior companions, senior citizen meetings, Teens for Tomorrow program, regional planning meeting, health department meetings, Caldwell Fireman's Festival, Ministerial Association, Noble County Fair, Farm Bureau annual banquet, Retail Merchants Association, civic organizations, Community Action Organization and Chamber of Commerce to name a few. In all, seven hundred and fifty two persons over the age of 14 shared their feelings and provided leadership in the setting of direction for Noble County. This effort of going to where people gather successfully reached a cross section of the community by age, gender, income, occupation and geographic location.

An important lesson learned was that when residents were engaged within surroundings familiar to them, rather then to the facilitator, and were with familiar people a free sharing of ideas occurred. People would throw out an idea, and often it was built upon by others. Ideas were recorded on sheets of paper hanging on walls. During festivals participants would bring their friends over to see that their idea was up on the sheet and was being used and included in the vision process. These residents felt ownership and sense of pride in their contribution as leaders in determining a Sustainable Noble. No comments were edited or modified, and all appeared in the final report to the community. The vision statements that came out of these comments were built totally from the resident's ideas, thoughts and feelings with no editing or the setting of allowable parameters from local public officials. Another important lesson learned was when people talked, it centered around what was possible rather then what was a problem or couldn't be accomplished. An exciting realization was that these vision sessions resulted in a ripple effect. Residents participating at one session would take responsibility for bringing the vision session to other groups to which they belonged.

Indicators

Resident's leadership in the determination of Noble County's future was enabled through the vision sessions. The challenge then became how to evaluate and monitor progress toward reaching these goals in a way that insures that the resident's definition of success is the guide. Also keeping with sustainable communities, the importance of building an interconnection in this evaluation process between the economy, society and environment is paramount. Desiring to continue the effort of residents being leaders a session was planned for Future Council members to share their organizations existing indicators. The goal was to show the connection between indicators held in esteem by economic groups, social groups and environmental groups. Members of the Future Council enjoyed sharing their indicators and everyone gained a deeper knowledge of what was valuable to other groups.

Unfortunately, the task of combining indicators is a strenuous task that requires great attention to detail. It was also discovered that indicators seem to be items that are understood by organizations and individual but often not written out. Rather then spend hours working on connecting indicators as a group, the Future Council members selected a task force to take the indicators already shared and weave them into multi-dimensional indicators for consideration by the total group. This was a disappointment to the Extension Sustainable Development Team, but even disappointment can be a viable teacher of lessons. What the Extension team discovered was that when resident leadership assigned technical tasks to experts is was an act of leadership. What is important is not what was done but who took the action, how they took it and why. Residents were the leaders in assigning the indicator task. Certainly elected officials and appointed officials were involved in the Future Council but they were not in a position of legislative or executive authority. They were one voice mixed with resident based organizations. How the assignment was made is also a valuable lesson in pushing boundaries of leadership. Again it is important to look at what was not assigned. The Future Council members did not assign the task force the role of creating new indicators. They simply were to take indicators created by each group and connect them as multi-dimensional indicators. Nor did the Future Council members empower the task force to legitimize these newly created multi-dimensional indicators as the new guiding lights for the community. The task force was to simply play a role of synthesizing the indicators. Finally why the Future Council acted as they did is important. They assigned this task because it was efficient. A clear lesson in the develop of multi-dimensional indicators was that leadership still resides with the residents provided they maintain the ability to accept work assigned to experts and make the choice of what is appropriate action for experts to accomplish. Leadership does not always need to do the tasks themselves. Leadership simply needs to not abdicate it's decision-making role.

Lessons Learned in Pushing Leadership Boundaries

The Noble Sustainable Communities Project has provided some valuable lessons to Extension Faculty regarding successful methods for pushing leadership boundaries to residents of a community. A desire of the Extension Sustainable Development Team was to move towards a more inclusionary approach in building a template for a community to design, implement and monitor a sustainable ethos. It was clear from the beginning that unless new methods were discovered to empower residents as leaders in this process what was gained would not be lasting. For a geographical community to be sustainable members of a community must daily assume responsibility for making individual decisions that honor this sustainable ethos. Each resident must see himself or herself as the keeper of the community's interest and realize the connection of the environmental, social and economic parts of their lives. In other words, each resident must take on a leadership role rather then advocate the responsibility to elected and appointed officials. How to make sustainability a part of each resident's life is a challenging task. The only potential way imaginable to make this happen is to build an inclusionary process that breaks down barriers to residential leadership access.

The following lessons learned from trying to build an inclusionary concept into the Sustainable Noble Project may provide some insight to pushing existing definitions of leadership boundaries:

1. *Using a non-biased, universal schematic increases participation in leadership cycles by often-ignored groups.* The use of Lasswell's Categories for Value/Institutions yielded invitations to be part of the project steering committee to groups not normally invited into leadership roles. This helped the geographical community of Noble County think about the communities of interest that existed within the county's borders. The use of this schematic made it possible for elected and appointed leaders to think about groups they knew should be included but did not on a regular basis have contact with. The schematic simply made everyone more conscious of who was part of their community.

2. *For residents to be leaders they must have the ability to sanction to be included as part of the domain.* Instead of having a sponsor or group of sponsors for the Sustainable Noble Project, communities of interest decided if the project was valuable to the community. For the project to happen a significant number of resident based groups had to sanction the effort. What resulted was the project belonged to no one yet it belonged to everyone.

3. *Communities of interest must be free to determine who will represent them in the geographical community.* Each group who sanctioned the Sustainable Noble Project was free to decide who would be their voice when the total geographical community gathered. What emerged were residents assuming leadership roles who had never before been identified as a leadership position within the total community. These emerging leaders provided access to residents who traditionally did not participate in community decision-making. They also brought a fresh perspective to what Noble County was about.

4. *Identify residents of a geographical community as leaders by meeting where they gather in their community of interest.* There were very few organizations or neighborhoods that turned down the opportunity of holding a vision session as part of one of their regular meeting agendas. Also there were very few people present within these sessions that did not speak. Residents of Noble County felt free to share their dreams, visions and ideas because they were in a place that was comfortable to them. At times facilitators were the ones who were uncomfortable because they were the ones in an unfamiliar environment. What emerged though was an honest exchange of ideas with learning from and by all sides. And participation rates were high.

5. *People would support the project and accept others ideas where their individual ideas are recognized.* To date the summary of the Noble County definition of finding a sustainable balance between the environment, economics and social dimensions of life have been accepted. A key reason has been that throughout the process everyone saw that their ideas and thoughts had a fair hearing, even to the point that it is still part of the definition of what makes Noble County Sustainable. This fact is evident because projects within the template have been untaken by various groups in the community. One of note is the renovation of an abandoned school under the leadership of a group that was always seen as antagonistic to the community. Another example is the designation of selected water and sewer projects as high priority by county officials. Public officials saw these projects as difficult before the community residents took leadership in defining the future. Now residents groups are helping to promote support of the utility extension projects.

6. *Leadership does not mean you do it yourself.* Residents are still playing a leadership role when they assign technical tasks to experts who have the time and

> knowledge necessary to complete the task. What is important is the fact that residents decide when it is appropriate to use experts. Also important in this exchange is residents maintaining ownership of the materials used by the experts in completing the task. In the Noble County case residents, for example, are not advocating leadership roles when experts create the multi-dimensional indicators because the base indicators are owned by the residents and the task assigned the experts is specific with final approval in the hands of residents.

Pushing boundaries of leadership is something residents will welcome and respond to within a sustainable communities setting. The very definition of sustainability requires no less. Indeed, it takes more time to complete your project planning, but more time spent in the beginning will lead to greater implementation and ownership of the template created. Residents were prepared and willing to assume those leadership roles. What is also interesting is those residents who chose not to be involved have remained silent as those who engaged move forward the community-wide vision.

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Student Participation in Collegiate Organizations – Expanding the Boundaries

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Extracurricular organizations are beneficial to college students. They help bring students and faculty together, let students interact in a non-formal atmosphere, and allow students to strengthen their leadership and communications skills. These are at least what books, articles, and advisors will tell you, but what do the students actually think about these organizations?

Researchers say that with a higher education comes leaders (Stogdill, 1959) and that educational attainment was a key indicator of an individual's leadership ability (Birkenholz, R., McKinley, and Stewart 1993). Again, these statements cover what makes leaders, not what drives students to participate in organizations, a high factor for the college experience.

The closest research statistic available to us is from the Birkenholz study in 1993. This study came to several conclusions about leadership, one specifically geared towards participation in student organizations and activities. It states: "Communications skills of College of Agriculture students are enhanced through participation in student organizations and activities."

In today's society, employers are hiring students more on what they can do, not their grade point average. Participating in extracurricular organizations shows future employers that students can handle school, work, and other activities, which in turn shows responsibility and organization. Do students really understand this?

In order to begin this study with an open mind, we came up with the following null hypotheses:

1. Gender has no effect on whether students do or do not participate.
2. Grade Point Average has no significance in whether a student will or will not participate in organizations.
3. Grade level does not affect the participation level of students in organizations.
4. Major does not affect student involvement in undergraduate organizations.

Purpose and Objectives

Expanding leadership boundaries is important in personal growth. As part of the University of Arizona's College of Agriculture and Life Sciences (CALS), we wanted to identify means to expand leadership boundaries for students in undergraduate organizations offered at the University of Arizona's CALS. The objectives of this study were to:

1. Describe the current involvement of undergraduates in student organizations at the University of Arizona, CALS.
2. Describe why students do and do not participate in undergraduate student organizations at the University of Arizona, CALS.
3. Define the characteristics that are most highly correlated with participation in student organizations.
4. Identify strategies for improving student participation in undergraduate student organizations.

Methods

Design: The design of this study was of non-experimental survey-type, based on a Likert scale. There were 31 questions that were asked of the students that reflected their characteristics as to why they do and do not join undergraduate organizations. In addition, fill-in-the-blank type questions were used to gain the following information:

- Age
- Gender
- Class
- Major
- Overall GPA
- Extracurricular organizations involved in during college

The nominal variables of this study were the fill-in-the-blank type questions mentioned above.

Sample: The sample consisted of students enrolled in CALS classes offered in the spring semester 2002. The classes that were randomly chosen, consisted of the following:

- Soils and Water Science 316
- Agriculture Resources and Economics 377
- Agricultural Technology Management 350
- Agricultural Technology Management 432
- Agricultural Education 462
- Agricultural Education 195
- Agricultural Education 297
- Applied Biological Engineering 120

All surveys handed out were completed, however, 50 were invalid due to the requirements of class and major. Only undergraduate students and CALS students were allowed to participate. A total of 95 students were surveyed.

Instrumentation: The survey for this study was produced by a panel of experts from CALS whom reviewed studies and questionnaires, the most helpful being the Schumacher (1990) survey for college students. The questions used were created according to the panel's previous knowledge of undergraduate organizations, specifically geared to why students do and do not participate.

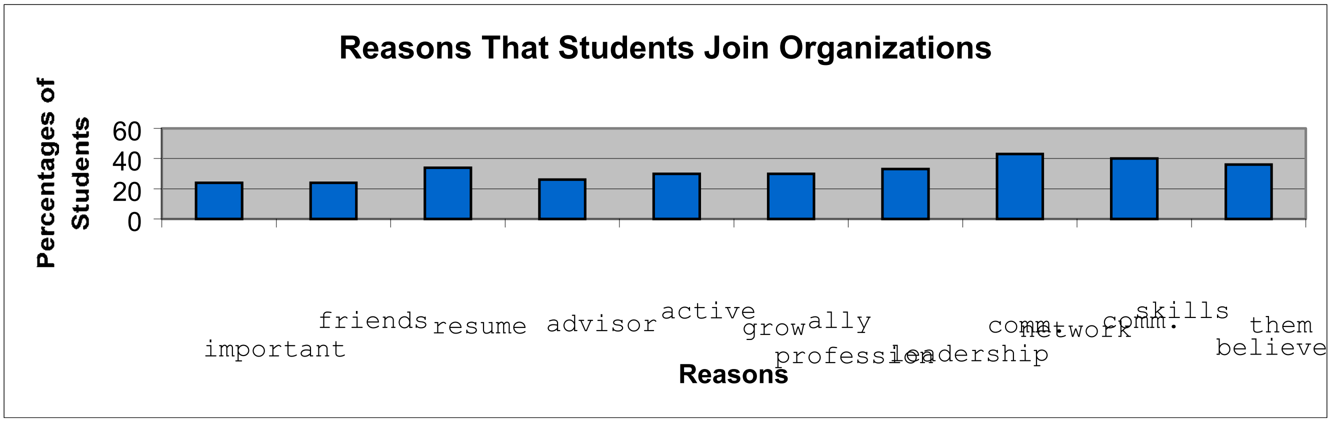
Data Collection and Analysis: The data received from the surveys was compiled in to a SSPS computer program. This data was then reported as descriptive statistics from correlations and frequencies. The significance of the data was determined by a nominal-by-nominal Cramer's V with a beginning significance the .05 level.

Results

Objective 1: Of those surveyed, 75.8% said that they are involved in extracurricular organizations. This involvement is quite high for the college, thus we analyzed questions to find out why these students participate at such a high level (see objective 2).

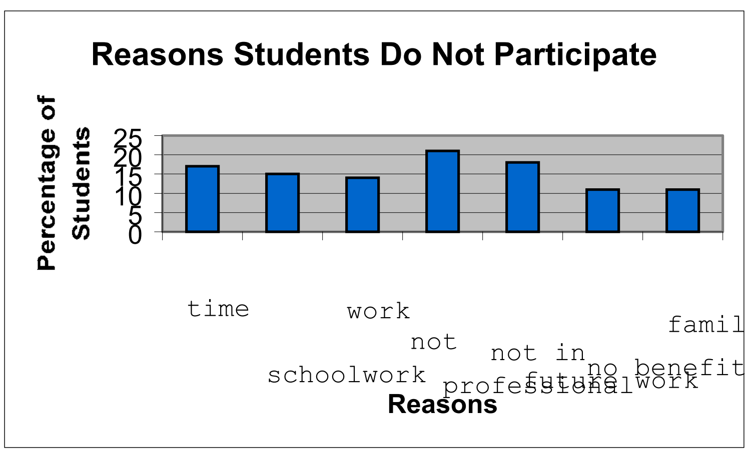
Objective 2: In order to answer this question simplistically, we broke the survey down into questions reflecting answers of why students do and do not join. The following are reasons that students join, all are the largest valid percent (see graph):

- 24% stated that they strongly agree that belonging to organizations is important to them.
- 24% stated that they slightly agree that they join organizations because their friends are in them.
- 34% stated that they slightly agree that they join organizations because organizations look good on their resume.
- 26% strongly disagree that they join organizations because their advisor urged them to.
- 30% strongly disagree that they participate in organizations, but are not active.
- 30% moderately agree that joining organizations helps them to grow professionally.
- 66% agree that joining organizations helps them to strengthen leadership skills.
- 43% strongly agree that joining organizations helps them to build a greater communications network.
- 40% strongly agree that joining organizations helps them to strengthen their communications skills.
- 36% strongly agree that they join organizations because they believe in what they stand for.



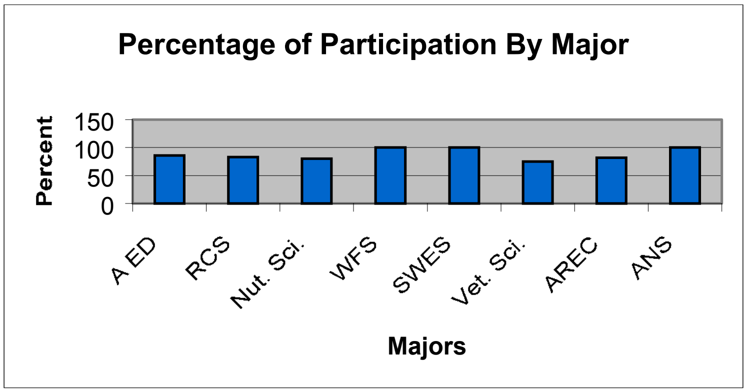
On the other hand, the following are reasons students do not join organizations (see graph):

- 17% strongly agree that they do not join organizations because they do not have time.
- 15% strongly agree that they do not join organizations because they are too busy with schoolwork.
- 14% strongly agree that they do not join because they have to work.
- 21% slightly agree that they do not think that the offered organizations are professional enough.
- 18% slightly agree that the offered organizations do not adhere to their future work.
- 11% do not think that the offered organizations benefit them in any way.
- 11% do not join organizations because of other family obligations.

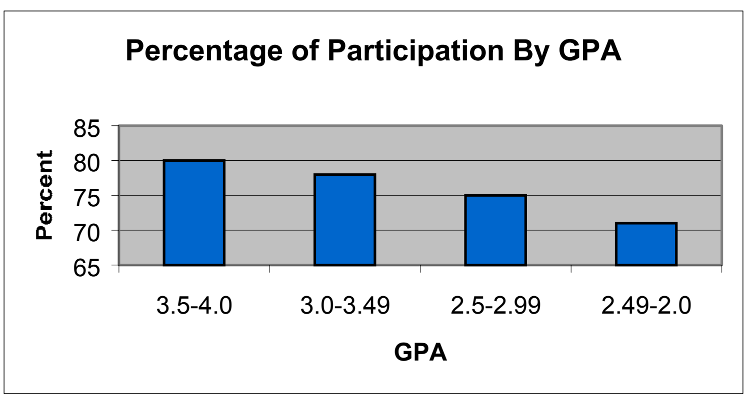


Objective 3: The characteristics of the students that do participate are quite clear. The answers to this objective started with the fill-in-the-blank type questions. We were able to disprove all of our null-hypotheses.

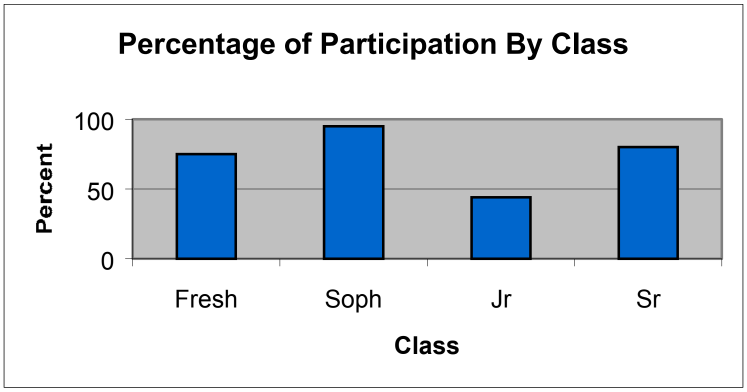
- Major: There is clearly a difference in those that do and do not participate according to major. The approximate significance to this correlation was .619, clearly showing a correlation. The majors that participated above 75% (the current involvement at the CALS in extracurricular organizations) were: agricultural education, 86%, Retail and Consumer Sciences, 83%, Nutritional Sciences, 80%, Wildlife and Fisheries Sciences, 100%, Soil and Water Sciences, 100%, Veterinary Sciences, 75% Agricultural Resource and Economics, 82%, and Animal Sciences, 100%.



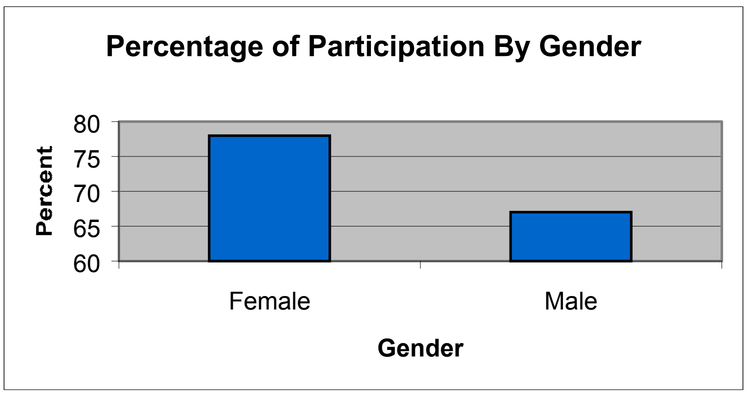
- Grade Point Average: The correlation between GPA and participation was great, again, disproving our null hypothesis. The significance for this correlation was .585, again showing importance. Our results show that students who have a GPA of 3.50 to 4.0 have an 80% participation rate, compared to GPAs of 3.0 to 3.49, 78% participation rate, 2.5 to 2.99, 75%, and 2.0 to 2.49, 71%.



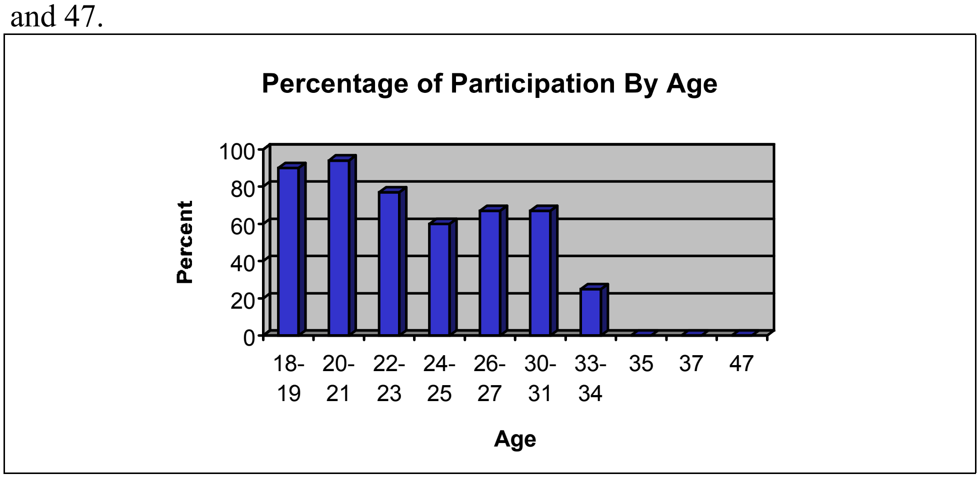
- Class: Our null hypothesis wanted to disprove that grade level made no difference in participation. This survey did disprove this. The significance for this correlation great, at .004. Our results reflect that sophomores are the most active with 95% participation rate. Juniors were the least active with a 44% participation rate.



- Gender: The relationship between gender and participation was again seen and did disprove our null hypotheses. It showed that females have a participation rate of 78% compared to males whose participation is 67%.



- Age: There is a high significance between age and participation, an approximate value of .014. The younger the undergraduate is in age, the higher the participation level. Our results show that the highest participation level age-wise is between the ages of 18 and 21. The lowest participation is between the ages 35 and 47.



Objective 4:

After reviewing the statistics of our survey, we have concluded six ways to improve the participation level in undergraduate organizations. They are the following:

- ✓ Undergraduate organizations need to have their meetings and activities when it is convenient for its potential members. Some of the reasons students do not join organizations is because they do not have the time either due to work or school. Making the meetings in the morning or during lunch may attract more members. Another idea is to have posted meeting minutes available on the Internet. This will keep members informed of the happenings at the meetings that way if they miss one they can get caught up and can know new dates of activities.
- ✓ Undergraduate organizations should try to be more professional. Some of the potential members that they are missing are those that are older than most college students (30 or older in age) and do not want to be at meetings that are disorderly or unimportant. Meetings should be quick and to the point, increasing professionalism and keeping the time factor in mind.
- ✓ All majors need to have something to belong to whether it is the Soil and Water Science Club or CALS Ambassadors.
- ✓ Undergraduate organizations should recruit members that have trouble in school; those with GPAs lower that 2.5. This may allow them to become more involved in school work and will help them to meet others in their major that can guide them to understanding their school work and increase their communications network.
- ✓ It must be emphasized to upperclassman that participating in undergraduate organizations is important in personal growth and leadership.
- ✓ Though some students are older in age, we, as a college, need to target them and make them feel needed.

Conclusion

Objective 1: After analyzing the information provided by the student surveys, it is clear that the University of Arizona's CALS is quite active in the offered student organizations. It is suggested that in a later study more students should be surveyed to be absolutely sure that this participation rate is correct.

Objective 2: When correlating the reasons students do and do not participate in extracurricular organizations, our results came out quite significant. In addition, it is what most people expected. Students participate in organizations to improve their communications skills and enlarge their communications network. The number one reason students do not participate is because of the lack of time. These results are new because they have been proven scientifically, but are what the collegiate population hypothesized.

Objective 3: These results are most helpful when answering objective 4: What strategies can be implemented to improve student participation. The result that was most astonishing to us was that the students that are most active are sophomores. In our mind, we thought that freshmen would be more active because they are trying to find their nitch in college. In resurveying the students, we might want to, again, sample a larger population because the significance of this finding was not too high.

Objective 4: When examining our findings, the strategies that need to be implemented into college programs are quite clear. Though this study was small, we had some pretty strong findings with large significances. These are results from major, GPA, age, and the results from objective 2.

Discussion

This study could be used for other studies in College of Agriculture and Life Sciences across the nation. It might be interesting to see:

- What organizations are students most involved in?
- What organizations do students want to be more active?
- What intercollegiate activities to students enjoy most?

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TRANSFORMING LEADERSHIP INTERNATIONALLY THROUGH THE TEACHING OF "THE 10 CHARACTICS PLUS 2" OF SERVANT-LEADERSHIP

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INTRODUCTION

The practice of organizational leadership in developing countries is largely prescribed by cultural norms based in what constitutes a leader. The model of leadership that most fits this cultural norm in many African countries is "*bwana mkubwa*" (big man), which is modeled after a combination of colonially-inspired, top-down command and control practices and by traditional styles of leadership in village-based societies. In both cases, leaders are to be listened to and followed, regardless of whether the directives issued are in the best interest of the follower. This perception of leadership is acted upon in faith-based non-governmental organizations as much as it is in government and industry offices. Although faith-based organizations have alternative models of leadership at their disposal, the cultural perceptions of leadership prevents the alteration of the basic model.

In an MBA program in leadership development, offered jointly by World Vision International (WVI) and Eastern University, an alternative model of leadership was taught – that of servant-leadership. The model challenges current cultural norms by introducing "The 10 Characteristics Plus 2" of servant leadership.

In this paper, I first present a brief discussion on servant-leadership and then present an overview of the curriculum of the course. Thereafter, I discuss the results achieved by 28 African students (who are all middle managers in their respective World Vision national organizations) in implementing servant leadership. The transformational qualities of implementing this curriculum will constitute the conclusion of the paper.

LEADERSHIP AND SERVANT-LEADERSHIP

Leadership studies are at a significant crossroads: the number of books on leadership multiplies daily and ranges from "how to" books to biographies of positional leaders who have been successful "captains" of industry. Leadership theorists and practitioners have developed a number of approaches rooted in such fields as psychology, business, military science, religious studies, political science, and anthropology. Despite this explosion of resources, there is no one unified theory of leadership.

This information is shared with the participants of the joint WVI/Eastern University MBA program in the introductory course "Foundations of Leadership." After discussing the different theories and approaches to leadership, a course on Servant-Leadership is taught as the preferred model. Servant-leadership – advocated by Robert Greenleaf in his many works, and in the works of the Greenleaf Center for Servant-Leadership – is composed of more than 50 different characteristics of leadership. The Greenleaf Center, headed by Larry Spears, distilled these 50+ into 10 core characteristics. These are: Listening, Empathy, Healing, Awareness, Conceptualization, Persuasion, Foresight, Stewardship, Commitment to the Growth of People, and Building Community. The practice of these characteristics has produced organizational change in such companies as TWIndustries, ServiceMaster, Southwestern Airlines, Visa and others.

In teaching the Servant-Leadership course, I added two other characteristics: Love and Humility. In general, we can say that the first four characteristics incorporate personal qualities of the leader, while the latter six are organizational qualities, i.e., those qualities that are necessary for organizational effectiveness. The “plus 2” are also personal characteristics, and fit most appropriately in the Christian organizational setting of World Vision.

In teaching and learning these characteristics, course participants are urged to move away from the “command and control” model of leadership to that of a servant – one who takes his/her role as one of stewardship and leads through the practice of the 10 characteristics plus 2. Once the characteristics have been adopted and put into practice by the leader, it is anticipated that significant changes will take place in the organization. In moving the organization from a top-down leadership approach to one that is more focused on empowerment of staff at all ranks, the organizational structure is expected to change. In Greenleaf’s terms, “Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” In essence, by facilitating the change in leadership, the organization empowers each staff member to be a full contributor to organizational effectiveness. The results sought in teaching the course are nothing less than a transformation in thinking and practice.

CURRICULUM

The context in which the Servant-Leadership course is taught is an MBA Program in Leadership Development. The program is offered in five different global locations – South Africa, Austria, Canada, Thailand, and Ecuador – largely to World Vision employees. The format includes 20 hours of classroom instruction per course followed by a 10-week period of project work (for each course) that is conducted interactively with faculty over E-mail.

The program offers the following courses:

- YEAR ONE: Foundations of Leadership; Servant-Leadership; Strategic Thinking & Organizational Development; Human Resources Management
- YEAR TWO: Perspectives on Poverty and Development; Managing Cultural Differences; Advocacy, Public Policy & Civil Society; and Spiritual Formation

AWARD OF CERTIFICATE

- YEAR THREE: Applied Research; Managerial Accounting/Financial Management & Control; MIS; Spiritual Formation
- YEAR FOUR: Marketing, Communications & Fundraising for the NGO; Relief & Mitigation for Disasters & Complex Humanitarian Emergencies; The Global Economy in the 21st Century; Integration Seminar

AWARD OF MBA

Over the four-year program, participants must identify a mentor who may be anyone outside of the organization, and a coach who is the participant’s supervisor. By building this type of support system, it is envisioned that the participant will be able to access the knowledge, spiritual and personal support needed to undergo the program while keeping up a full-time, very demanding job.

By launching the program with the Servant-Leadership course, participants gain a foundational understanding of the type of leader they can become. In addition to learning how to be a servant-leader in their respective organizations, participants also learn how to serve each other and encourage each other in studies over e-mail correspondence.

The Servant-Leadership course is arranged in the following manner: 1) Pre-work on *The Servant as Leader* and women in leadership; 2) 20 hours of interactive, applied work on the 10 Characteristics Plus 2; 3) homework readings and reflection assignments on each of the characteristics; and 4) a paper entitled “Myself as a Project.”

THE ASSIGNMENT: MYSELF AS A PROJECT

The final paper, “Myself as a project: Drawing the Path of the Inner Journey,” requires participants to explain the ways in which they have practiced the 10 Characteristics Plus 2 and the results they obtained. In this practical exercise, participants were to take what they had learned and apply it to their own work environment, trying out the many different characteristics to determine if practicing servant-leadership made a difference in the way the organization operated. The remainder of this paper outlines the difference each characteristic made and the transformation that resulted.

Listening: When in the residency, participants learned – through an exercise in active listening – what it felt like to really be listened to. When asked to reflect on what they had learned in undertaking this exercise, many shared that they were not very good listeners and always seemed to be too occupied with other work to give someone their full attention. When challenged to put this characteristic into practice, these are the results they recounted:

- Integration of ideas; team commitment
- Clears misunderstandings; reconciliation
- Understanding of fears & strengths
- Improved working relationships
- More open; greater confidence
- There are two sides to every story
- Ability to mentor others
- Reduction of one-up culture
- Policy changes
- Everyone included in the conversation

Empathy: Akin to listening, this characteristic called upon participants to “walk in another’s shoes” to gain an understanding of the constraints and difficulties with which staff members are dealing. By listening with empathy, and acting empathically, participants documented the following results:

- Brings us together
- Greater trust
- Holding the head “high”
- Transformed personal relationships

•Greater participation by staff in decision-making
•Greater concern for each other's welfare
•Putting a "human face" to our work
•Grow from the experience of others

Healing: During the residency participants all indicated that not only their organizations needed healing, but that they – themselves – required healing. As in so many global relief and development organizations, staff members are overworked, overcommitted, and unable to draw boundaries. When introduced to the characteristic of healing, participants saw themselves and their organizations in a different light:
•Realization of self worth
•Not afraid of challenges
•"Smashing" of prejudices
•Internal support relationships
•Lead a more balanced life
•Work within official working hours
•Creation of work schedules
•Overcome bitterness & suffering
•Help others be more productive
•Improved "sloppy" performance
•Respect for each other's boundaries
•Greater forgiveness

Awareness: A personal characteristic that requires an individual to be "reasonably disturbed" about how the organization works and the types and quality of services it offers, awareness calls upon participants to be keenly cognizant of what they are doing and the effects they are having on their various client populations. Instead of just accepting events as they occur, they are encouraged to ask "why" a program is being implemented in a particular way toward the goal of improving program delivery. A heightened awareness produced the following results:
•Awareness of limitations
•Greater interest; participation; commitment
•Regular training schedule
•Greater delegation and shared burdens; accountability
•Changed orientation processes
•I ask others to be my mirrors and watchdogs
•I know what hurts and what builds up
•Collaboration replacing competition
•Awakened spirituality & sensitivity to own values and practices

Persuasion: In teaching this characteristic, facilitators focus on the development of different techniques of moving others to action. Rather than ordering people to do certain tasks, participants practice different ways of incorporating others in the decision-making process so that performing a particular task is taken as part of the workload. Participants reported the following results:
•Greater teamwork, involvement
•Acceptance of new systems

- •Greater motivation; being more pro-active
- •Discovery of the positive
- •Increased cooperation

Conceptualization: "Dreaming great dreams" is the focus of this characteristic. Participants are taught to think outside of the "box," to do some "zig-zag" thinking to brainstorm how to implement different development programs and to work to achieve results. In conceptualizing, i.e., spending time thinking about alternative means of designing and delivering programs, participants generated the following results:

- •Less waste of time; more time to pursue other tasks
- •Greater risk-taking
- •A new, owned vision
- •Greater empowerment of front-line staff
- •Room for self-expression
- •More sharing of information
- •Tightened procedures
- •Devolution of patriarchy
- •Greater appreciation of structure
- •Increased patience after "planting" to wait for the "harvest"

Foresight: This is the characteristic that helps participants understand the range of variables that need to be taken into account when ascertaining programmatic concerns for the future. By learning how to assess environmental and organizational trends, participants had the following results:

- •On-time delivery of goods and services
- •Ideas coming from different sources
- •Redeployment instead of layoff
- •Increased monitoring and evaluation of effort
- •Being prepared for emergencies
- •Greater satisfaction of staff and intended beneficiaries
- •Increase collaboration with other organizations
- •Succession planning and training
- •Better choices

Stewardship: This characteristic is taught as responsibility not only for financial resources, but also of human resources. Participants are taught how to ascertain the particular gifts and talents of each staff member, and how to utilize these to enhance organizational effectiveness. Participants are also taught how to reward staff for a job well done and how, systematically, to grow strengths. The results achieved include:

- •Greater Accountability & Responsibility
- •Shared Knowledge
- •Freer Communications
- •Changed Structure
- •More Evenly Distributed Benefits
- •Enforcement of Standards
- •Shared Ownership

•Decentralized Decision-Making
•Choosing Service Over Self-Interest

Commitment to the Growth of Others: Related to the stewardship of people, during the teaching of this characteristic participants learn that the greatest asset the organization has is its human capability. To enhance the growth of individual capacities, to chart a growth trajectory with staff members, and to develop personal development plans were all elements of the learning on this characteristic. In implementing growth, participants reported the following results:

•Greater satisfaction; confidence
•Improved horizontal and vertical communications
•Growth in respect, recognition, encouragement and trust
•More effective operations
•Growth in professional competencies
•More opportunities for staff development
•Greater empowerment for women
•Understanding of importance to the organization

Build Community: Since so much time is spent in the organization – at least 50 hours per week – it was assumed by some participants that their workplace was a community. When we explored the meaning of community, many realized that they did not have one. In coming to an understanding of how to be intentional creators of community, participants undertook many community-building exercises that resulted in the following:

•Care for each other
•Collective responsibility for the past and the future
•Common sense of ownership
•Greater consensus
•Greater appreciation of interdependence
•Walking the walk together; a clearer idea of "citizenship" in the organization
•Sharing stories and celebrations

Humility: The personal quality of humility was one of the more difficult elements of servant-leadership for participants to grasp and practice, largely due to their perceptions of leadership. It was believed by many that humility was acting in a subservient manner toward the "big bosses," rather than knowing yourself, your own strengths and weaknesses. When this new understanding of humility was reached and practiced, the following resulted:

•Honesty in sharing weaknesses
•Understanding of the need for others to grow and develop
•Position does not get in the way of asking for help
•Closer relationships with clients
•Greater staff accessibility

Love: As a Christian organization, World Vision advocates acting in the same way Christ did toward others – in love. Much discussion ensued when trying to reach an understanding of what Christian love meant in an organizational setting. Demonstrated in many different ways, participants had the following results:

•Increased commitment to mission
•Recognition of our common humanity

- More reconciliation
- More pleasant workplace
- Understanding of love as an active verb
- When you invest love, you also receive it
- As I am treated, so I treat others

ANALYSIS OF THE RESULTS

The results each participant achieved in practicing the 10 Characteristics Plus 2 were made possible for three fundamental reasons:

- The concept of Servant-Leadership was "Demystified," thus enabling participants to analyze the qualities and determine what each one meant in the transformation of their own behavior
- Participants were required to obtain a theoretical grounding in the literature
- Participants were given the opportunity to practice and apply what they had read/learned and to document the changes that resulted.

In utilizing the process of action/reflection, participants were able to participate in and observe their own transformation. They learned from an academic though applied approach that change can occur in themselves and in their organizations. In the design and delivery of this particular MBA program, participants are challenged to change – to adopt what they have learned to generate best practice. In presenting the results of the Servant-Leadership course, I have demonstrated one strategy of creating personal and organizational transformation.

University of Kentucky
Volunteer Administration Academy

Ken Culp, III, Ph.D.
4-H / YD Specialist,
Volunteerism

Wendy J. Stivers, Ph.D.
4-H / YD Specialist,
Organizational Systems

Introduction & Background

- One of the most frequent "evaluative" questions posed to Extension & Leadership Educators is "How many volunteer leaders do we have and how many hours did they give us?"
- Documentation often consists of counting numbers.
- Many volunteer roles require services described in long-term outcomes or *quality* rather than *quantity*.

How did we get here?

- School consolidation in the 1960's led to a loss of community identity and community clubs
- Affirmative Action & Equal Opportunity were mandated
- Kentucky 4-H in the 1980's
  - Agent evaluations focused on numbers of participants
  - Assistant Director of Extension for 4-H expected to:
    - Report the highest camping numbers in the US
    - Enroll 80% of youth in counties in 4-H Clubs
    - Engage actively functioning County, Area and State 4-H Councils

How did we get here?

- **The "solution"** --- Agents leading School Clubs
- A new wave of Agents saw themselves as classroom teachers
- A vicious cycle was bred.

KY 4-H/Youth Development Today

- Primary Delivery Methods
  - School clubs and camps
- Majority of agents “lead” school clubs
  - Many agents lead 40+ school clubs
  - Several agents spend up to 20 days per month in classrooms
- Four-fold youth development vs. providing information
- Key Issues:
  - Agent retention and burnout
  - Volunteer involvement

Effective adolescent leadership development programs

- Meaningful relationships with non-custodial adults are a key factor in developing leadership in adolescents.
  - Armorose & Horn, 2000; Arminio et al, 2000; Baker,1993; Cox, 1988; Devlin-Schere, 1997; Hart & Kean, 1996; Leppo, 1987;Plucker, 1998; Propost & Koesler, 1998; Romano, 1996; Shamanoff, 1985; Shandley, 1989; Summers, 2000.
- For youth to develop as healthy, fully-functioning, capable, caring and contributing citizens, they must develop 3 – 7 meaningful relationships with non-custodial adults. (Rohlkepartain, 1992; Search, 1996)

Rohlkepartain (1992)

- 49% have non-parental adults whom they can turn to for advice and support.
- 42% of 6th – 12th graders report a frequent, in-depth conversation with a non-parental adult.
- Two key benefits for teen-adult relationships
  - Teens are less likely to engage in at-risk behaviors
  - Teens are more likely to volunteer to serve others

Volunteer Administration Academy

- Intensive, year-long series of three, 3-hour graduate courses.
- Provides tools, resources and knowledge to assess county 4-H programs, envision opportunities, set goals, gather stakeholder support and develop volunteer resources to achieve goals.
- Transform county 4-H program from agent-driven to volunteer-driven.

University of Kentucky VAA

- Meets monthly for two consecutive days in a retreat setting
- Teaching team
  - Ken Culp, III, Ph.D.
  - Wendy J. Stivers, Ph.D.
  - Rachel S. Davis, Ph.D.

Intended Outcomes

- Shift the delivery method from agent to volunteer
- Transform agent's role from a youth teacher and activity coordinator to a volunteer administrator and volunteer program manager
  - Existentialism

Participant Benefits

- Document a significant increase in the quantity and quality of volunteer leadership involvement
- Increased competency in the 18 phases of volunteer leadership administration
- Learn to assess local needs, make an action plan, set goals, gather support and mobilize to take action
- Learn to identify measurable outcomes
- Document participant benefits (both youth and adult volunteer leaders.)

UK CES Benefits

- Extend the outreach of UK CES
  - Volunteers extend University outreach by reaching un-served audiences
- Extend the VAA to Agriculture & FCS
- Develop a Volunteer Administration Tool Box

Participant Commitment

- Serve as a volunteer administrator/coordinator
- Support the spirit, vision and intent of volunteer leadership development, volunteer involvement and volunteer administration
- Be willing to take educated risks
- Mentor other 4-H Agents in VAA
- Gain support from APD, County Agents & 4-H Council

A Year in Review

2001

Demographics

- 19 Agents enrolled
- 11 Agents (10 counties) participated
- 8 female, 3 male
- 9 enrolled for credit, 2 for professional development
- Tenure: 3 – 20 years
- Age: 25 – 52 years
- 8 Agents (7 counties) graduated

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Theoretical Framework

- 7 volunteer administration models are introduced
  - ISOTURE
  - Bridge from Dreams to Reality
  - Volunteer Professional Model for Human Services Agencies & Counselors
  - Volunteer Management Cycle
  - 4-H Volunteer Leadership Development Program
  - L-O-O-P
  - GEMS Model of Volunteer Administration

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Theoretical Framework

- Text versus Journal Articles
- Select/develop a Volunteer Administration Model
- County Action Plan
- Existentialism
- Travel Seminar
- Time Study
- Papers….papers….papers….

Evaluation

- Pre- and post-test instruments
  - Spectrum of Agent-Volunteer Relationships
    - Stivers & Culp (2001) (adapted from Lofquist)
  - 4-H/Youth Development Agent's Volunteer Development Activities
    - Deppe (1997); Kohlhagen (1999)
  - How Well Do You Delegate?
    - Smith, Hodson & Safrit (1992)

Evaluation

- SWOT Profile
- Creative Problem Solving Process
- County Action Plan
- Agent’s Time Study
  - Three cohort groups

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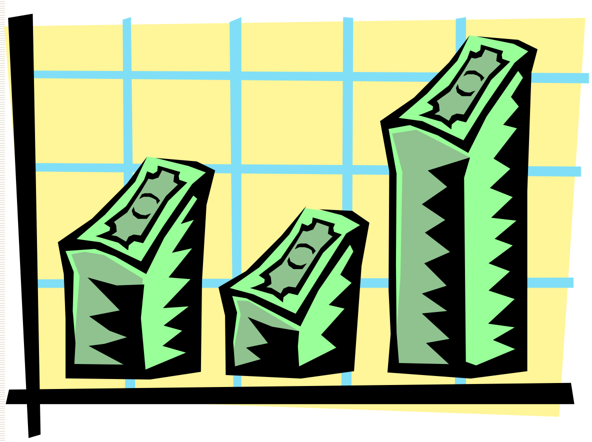
Results



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April 1, 2001

- All 10 counties developed a County Action Plan through the SWOT Profile and Creative Problem Solving Process
  - Recruiting additional 4-H Council members
  - Developing a 4-H Marketing Strategy
- Three counties added a total of 8 new council members
  - 5 males, 1 African American

April 1, 2001

- Six new leader-led clubs
- Three Agents reported a paradigm shift:
  "School club leaders could be volunteers!"
- Three Councils reported paradigm shifts:
  "Agents aren't expected to be classroom teachers!"
- Two counties initiated new volunteer-led activities
- A local newspaper wrote a full-page 4-H Feature

July 1, 2001

- All 11 Agents reported a personal paradigm shift
  "The 4-H program <u>can</u> be volunteer driven."
- Nine new leader-led clubs are functioning
- 13 new 4-H Council members are engaged
- School clubs will be volunteer-led in 5 counties this fall.
- Agents in 6 counties report a revitalized Council

July 1, 2001

- Kenton county developed a Sewing Mentor Program involving 9 volunteers
- Area Program Directors support agents who recruit school-club leaders
- KAE4-HA and State 4-H Council see VAA participants as volunteerism resources & experts
- The VAA has focused attention on volunteerism and volunteer leader development

October 1, 2001

- 5 Agents have ordered curriculum from Purdue
- 3 Agents will introduce or expand a K-2 program
- 2 Agents are implementing or expanding their Companion Animals project offering
- 2 Agents will be implementing Open/Interview Judging
- 2 Agents will introduce Action Demonstrations to build self-confidence and public speaking skills

Final Results by December 6, 2001

- All 10 counties developed an action plan
- School clubs are volunteer-led in 5 counties
- 6 4-H Councils became revitalized and functional
- Sewing Mentor program involved 9 volunteers
- 15 new Council members were recruited
- 47 new leader-led clubs were introduced
- 3 counties held a county-wide volunteer-led event

Final Results by December 6, 2001

- 5 counties ordered Purdue curriculum
- 3 counties introduced K-2 4-H programs
- 2 counties implemented Companion Animals
- 2 counties introduced Open/Interview Judging
- 2 counties introduced Action Demonstrations
- A reporter wrote a full-page 4-H feature

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Challenges

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Challenges

- Rachel Davis resigned June 30, 2001
- Gulf between credit and non-credit agents widened
- VAA is time intensive
- UK doesn't require a Master's Degree; Grad School expectations are deemed excessive
- "Weight Watcher's" and "Health Club" phenomenon
- Squeeze play between agent's role transition and previous time commitments

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Documented Impact

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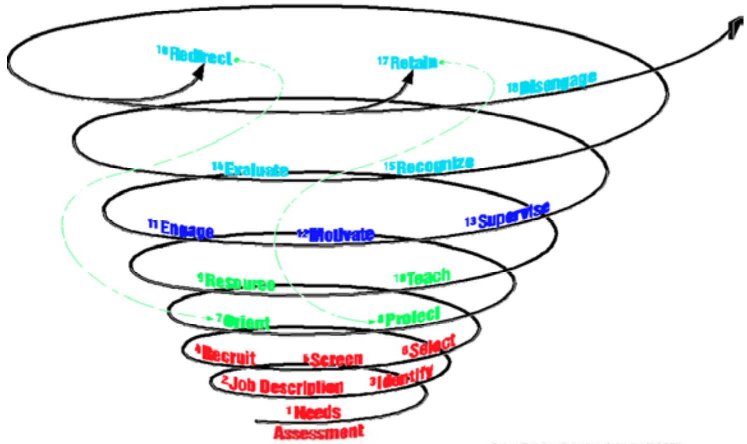
GEMS Model

A Spiral Profile of Volunteer Administration

Generate Educate Mobilize Sustain



Culp, Deppe, Castillo, & Wells (1997)

4-H/Youth Development Agent's Volunteer Development Activities

(Deppe, 1997; Kohlhagen, 1999)

- ***Level of Competence***
- 66 of the 72 items tested showed significant gains at P< .05
- 41 of the 72 items tested showed significant gains at P< .005
- 16 of the 18 GEMS phases showed significant gains at P< .05 *(Teach & Motivate did not)*
- 7 of the 18 GEMS phases showed significant gains at P< .005

GENERATE

	Post-Pre-PostTest	Post-Test	Gain	P value	Gain Rank
Needs Assessment	3.4375	6.1875	2.7500	.0043	5
Position Description	3.4688	6.4688	3.0000	.0015	3
Identify	4.9688	6.7188	1.7500	.0175	12
Recruit	5.4688	7.0625	1.5937	.0080	16
Screen	3.9375	6.7500	2.8125	.0033	4
Select	4.1250	6.6875	2.5625	.00275	6

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EDUCATE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Orient	4.5000	6.3438	1.8438	.0513	11
Protect	3.5313	6.1875	4.5000	.0010	1
Resource	5.6563	7.1563	1.5000	.0128	17
Teach	5.5000	6.3125	2.3125	.0888	7

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MOBILIZE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Engage	5.5625	6.7500	1.1875	.0168	18
Motivate	4.9063	6.6250	1.7187	.0848	13
Supervise	4.5313	6.6875	2.1562	.0030	8

SUSTAIN

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Evaluate	3.9688	5.5938	1.6250	.0068	15
Recognize	5.1875	6.6875	3.1250	.0170	2
Retain	4.4375	6.3125	1.8750	.0128	10
Redirect	3.9063	5.5938	1.6875	.0370	14
Disengage	3.3125	5.2188	1.9063	.0180	9

4-H/Youth Development Agent's Volunteer Development Activities

(Deppe, 1997; Kohlhagen, 1999)

- ***Frequency of Use***
- 65 of the 72 items tested showed significant gains at P< .05
- 26 of the 72 items tested showed significant gains at P< .005
- 16 of the 18 GEMS phases showed significant gains at P< .05 *(Retain & Disengage did not)*
- 4 of the 18 GEMS phases showed significant gains at P< .005

GENERATE

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Needs Assessment	3.1250	5.5000	2.3750	.0055	5
Position Description	2.7188	5.9375	3.2187	.0025	3
Identify	4.6250	6.4688	1.8438	.0200	8
Recruit	5.1875	6.8125	1.6350	.0122	11
Screen	3.1250	6.6875	3.5625	.0023	2
Select	4.0000	6.4688	2.4688	.0130	4

EDUCATE

	Post-Pre-PostTest	Post-Test	Gain	P value	Gain Rank
Orient	3.1563	5.1250	1.9687	.0040	6
Protect	2.9375	5.8125	4.8437	.0020	1
Resource	5.7813	7.3125	1.5312	.0163	13t
Teach	4.1875	5.6563	1.4688	.0280	15

MOBILIZE

	Post-Pre-PostTest	Post-Test	Gain	P value	Gain Rank
Engage	5.4688	6.7500	1.2812	.0153	17
Motivate	4.5938	6.1250	1.5312	.0298	13t
Supervise	4.9688	6.8438	1.8757	.0130	7

SUSTAIN

	Post-Pre-Post Test	Post-Test	Gain	P value	Gain Rank
Evaluate	3.3125	5.1250	1.8125	.0138	9
Recognize	5.3750	7.0625	1.6875	.0120	10
Retain	4.6250	6.1875	1.5625	.1010	12
Redirect	3.5313	4.9688	1.4375	.0453	16
Disengage	2.9688	3.9688	1.0000	.1293	18

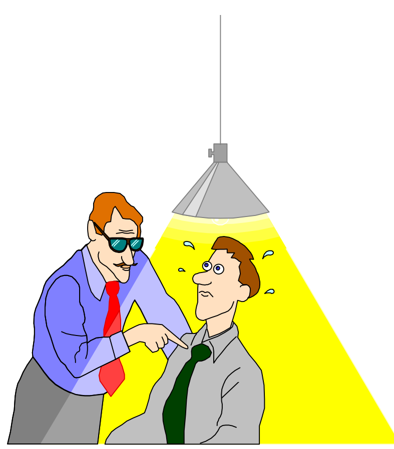
A Year in Review

2002

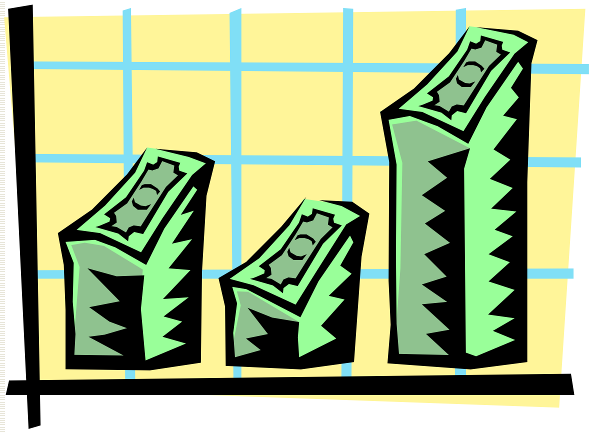
Demographics

- 12 Agents enrolled
- 10 Agents (10 counties) participating
- 9 female, 1 male
- 10 enrolled for credit
- Tenure: 2.5 – 25 years (mean = 9.33 years)
- Age: 24 – 48 years (mean = 36 years)

"Why I enrolled in the VAA"



Results



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May 1, 2002

- All 10 counties developed a County Action Plan through the SWOT Profile and C.P. Solving Process
  - Developing a 4-H Marketing Strategy
- 3 counties added a total of 10 new council members
- Re-vitalized councils in 8 Counties
  - Instituted committee structure
  - Instituted a rotational system
  - Resource Development
  - Sponsoring educational programs for club leaders

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May 1, 2002

- 84 New volunteers
- 5 new leader-led clubs
- 28 New teen leaders
- 8 Councils reported paradigm shifts:
  - *"Agents aren't expected to be classroom teachers!"*
  - *"Volunteers are the Council's target audience."*
  - *"Focus is long-term rather than on events."*
- 3 Agents reported a paradigm shift:
  - *"School club leaders could be volunteers!"*

May 1, 2002

- 5 counties initiated new volunteer-led activities (Campbell, Carroll, Christian, Hickman & Kenton)
- 5 agents developed their own Volunteer Administration Model
- 17 new volunteer-led programs
- 10 Agents feel more confident, bolder, unafraid to ask; identify and articulate needs.

Questions, Comments, Input?

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Tailoring Volunteer Leadership Positions which Connect Communities and Organizations

Ken Culp, III, Ph.D.
4-H/Youth Development Specialist, Volunteerism
Wendy J. Stivers, Ph.D.
4-H/Youth Development Specialist, Organizational Systems

Learning Objectives

- Develop competence in identifying volunteer leadership roles from a scenario.
- Create and *"tailor"* two volunteer leader position descriptions which *"fit"* the identified roles.
- Select and place the most suitable volunteer leader whose skills, interests and abilities provide the best *"match"* for both the volunteer leader and the organization.

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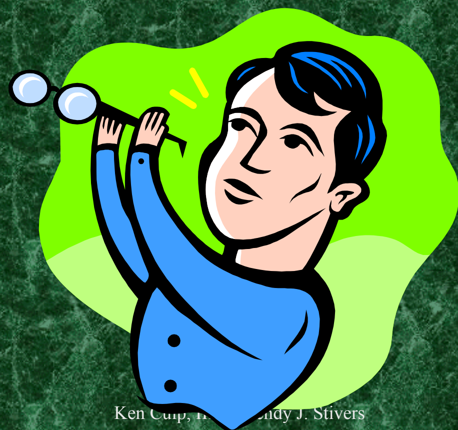
Do you see every person as a potential volunteer leader for your organization?



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Scenario “A”

Community organization needs person to plan, coordinate and conduct a memorial observance to commemorate a national tragedy.

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Scenario "B"

Chamber of Commerce, VFW and American Red Cross needs self-motivated volunteers to plan, coordinate and conduct a memorial observance for the first anniversary of September 11, 2001.

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Assessing Volunteer Leadership Needs

- What is the mission of your organization?
- What are your organization's goals?
- What organizational goals can be accomplished through volunteer leadership?
- Will your organization accept and value volunteer efforts?

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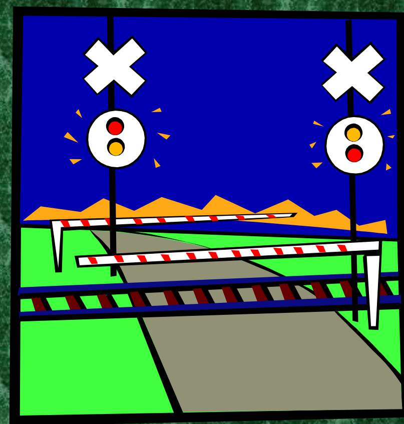
Barriers to Volunteer Leadership Involvement

- Fear of the unknown
- Recruitment problems
- Control Issues
- Ownership & Accomplishement
- Lack of time



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Assessing Needs to Identify Volunteer Roles

- In order to fulfill the goals developed through your needs assessment activity, what three volunteer positions have the greatest need in your program or organization?

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Volunteer Position Worksheet

Goal	Position	Rank	Target Volunteer Leader Audience	Recruitment/ Contact Method

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Position Description (Tailor)

- Written explanation of the volunteer leader's position and role.

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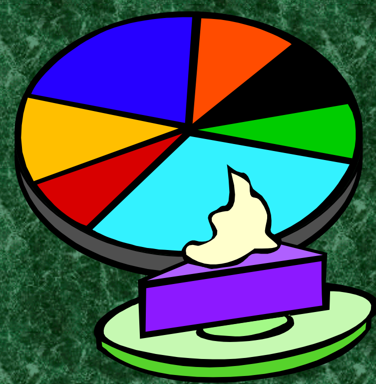
Position Description Components

- Position Title
- Time Commitment
- Location
- General Purpose
- Specific Responsibilities
- Qualifications
- Support Provided
- Benefits
- Mentor/Supervising Professional



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Developing Position Descriptions

- Develop a Position Description for one of the three volunteer leadership roles which will have the greatest impact upon helping your organization achieve it’s programmatic goals.

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Identify
(Determine where to "purchase" your fabric!)
• Developing a list of prospective individuals and groups to be contacted for volunteer service.
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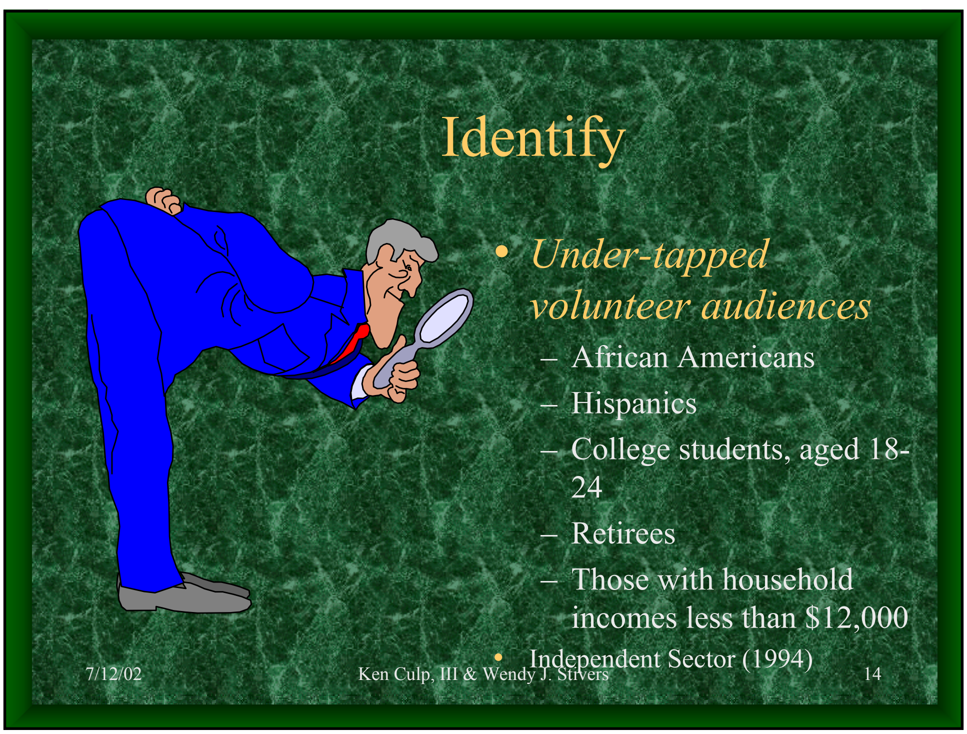
Identify
• Under-tapped volunteer audiences
– African Americans
– Hispanics
– College students, aged 18-24
– Retirees
– Those with household incomes less than $12,000
• Independent Sector (1994)
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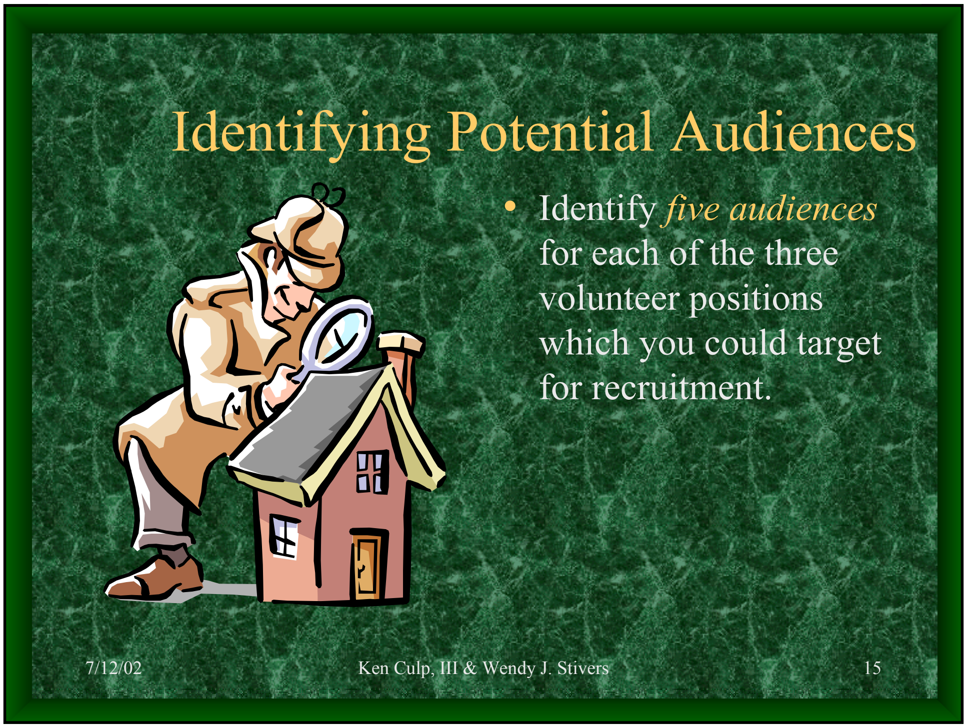
Identifying Potential Audiences
• Identify *five audiences* for each of the three volunteer positions which you could target for recruitment.
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Recruit
• The process of actively searching for new volunteer leaders which have previously been identified.
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Understanding Volunteer Recruitment

- Knowing why people volunteer their time, talents and energy is important to understanding volunteer motivation.
  - Rohs, 1986
- Volunteers are often motivated to serve because a family member benefits or because they were asked by a friend.
  - Murk & Stephan, 1990; Zeutschel & Hansel, 1989

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Understanding Recruitment

- The relationship between volunteers and the organizations they serve is dictated by two elements: *volunteer motivations* and *organizational needs*. The point of contact between these two elements is the actual volunteer experience, which should satisfy the needs of both the volunteer and the organization.
  - Balenger, Sedlacek & Guenzler (1989)

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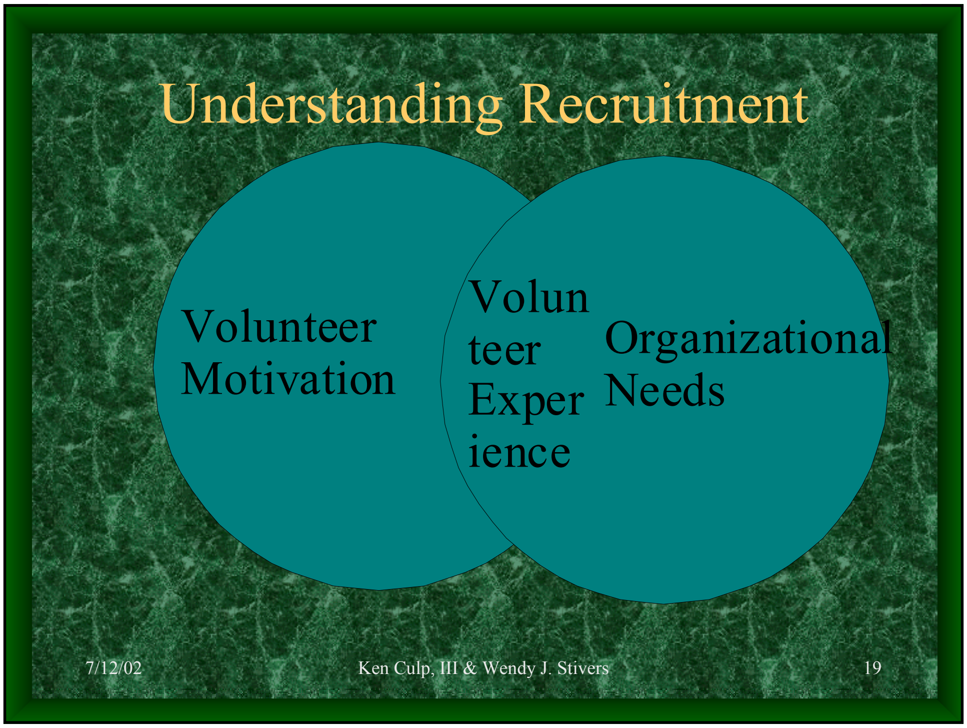
Understanding Recruitment
Volunteer Motivation
Volunteer Experience
Organizational Needs
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Recruitment & Motivation
• Primary motivational needs include Achievement, Affiliation, Power/Control & Avoidance.
– McClelland (1955, 1962)
• Most college students are motivated primarily by altruistic motives.
– Serow (1991)
• People volunteer their service to benefit the community.
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Recruitment & Retention

- Recognition is a reward of volunteering and a strong motivator for volunteer retention.
  - Zeutschel & Hansel (1989)
- By understanding the characteristics and motivations of volunteers, programs can be designed to recruit and retain volunteers.
  - Kwarteng, Smith & Miller (1988)
- Locating volunteers who are likely to succeed in a particular role will increase retention.
  - Sergent & Sedlacek (1989)

Recruitment Methods

- Self Recruitment
  - "First Warm Body Through the Door"
- Individual Recruitment
  - "There's Nothing To It!"
  - Targeted Individual Recruitment
- Mass Recruitment
  - "Buffalo Bill" Approach
  - "Shotgun" Approach
  - Targeted Group Recruitment
- Delegated Recruitment

Recruitment Implications

- When recruiting potential volunteers…
  - stress the volunteer's affiliation with the organization *(Affiliation)*
  - focus on the opportunity to help other people *(Affiliation)* and benefit the community *(Achievement)*
  - create opportunities to share skills and talents *(Achievement)*
  - appeal to interests in employment opportunities and job skill development *(Power)*
  - understand what the volunteer's role will (and won't!) be!

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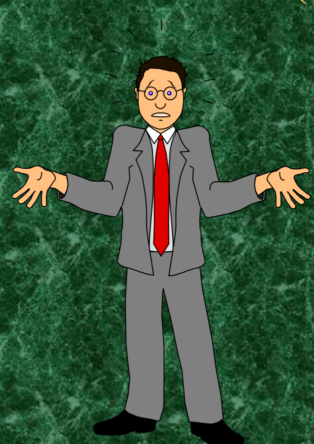
Select
(Match)



- Placing an individual in the most suitable volunteer position based on organizational standards, position description, and information learned.

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Selection & Retention

- Retention Rate is dependent upon effective Selection and Placement
- One size does not fit all!
- The "ethics" of effective selection and placement

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Selection Activity

- Match the following volunteer applications with the position descriptions for which the applicant has the greatest likelihood for success, satisfaction and retention.

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Learning Objectives

- Develop competence in identifying volunteer leadership roles from a scenario.
- Create and *"tailor"* two volunteer leader position descriptions which *"fit"* the identified roles.
- Select and place the most suitable volunteer leader whose skills, interests and abilities provide the best *"match"* for both the volunteer leader and the organization.

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Tailoring Volunteer Leadership Positions which Connect Communities and Organizations

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Around the World in 60 Minutes: Experiencing Leadership One Country at a Time

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ABSTRACT

Teaching leadership through experiential learning in a way that is fun, exciting, and active was the focus of the leadership workshop, *Around the World in 60 Minutes: Experiencing Leadership One Country at a Time.* Based on the work of Rich Katt, the workshop was adapted to meet the age appropriate needs of students attending the 74th Florida FFA Convention. From Kenya to Thailand, costumed facilitators took students on an hour-long journey around the world where they learned about leadership at each stop. Students processed the information as a team, and reflected on their experiences as well. This paper describes the workshop, but also discusses some of the feedback from the participants and facilitators. According to the feedback and our observations, the right mixture of structure and fun led to loads of leadership learning among the participants.

INTRODUCTION

The question in leadership development used to be, “Are leaders born or made?” As leadership educators, we believe that leadership, or at the very least, some aspects of leadership can be “taught.” This notion is supported by the works of Bass (1990; 1998) and Kouzes and Posner (1995). So the question in the minds of most leadership educators’ today is “How can I teach leadership?” There are many ways that leadership can be learned, but we discuss the use of *activities*. According to vanLinden and Fertmen (1998) activities allow people to learn more about their leadership skills while being guided by support and structure.

The Around the World in 60 Minutes: Experiencing Leadership One Country at a Time Leadership Workshop provided FFA members with several short, yet powerful activities to develop their leadership skills. The Experiential Learning Model of Kolb

(1984) and Bloom's (1956) Taxonomy were the theories guiding the development of the leadership development activities. The Kolb and Bloom theories claim that the best learning is constructed through experience, information processing, and reflection.

THE SETTING AND AUDIENCE

The Around the World in 60 Minutes: Experiencing Leadership One Country at a Time Leadership Workshop was conducted at the 74th Florida FFA Convention held in Kissimmee, Florida during June, 2002. This activity was designed for Florida FFA members in both high school and middle school chapters.

The time and location of the workshop were included in the convention book. The workshop was also highlighted in daily convention handouts, as well as announced at the teachers' meeting the first night of the convention. A total of 79 Florida FFA members attended and participated in the workshop.

THE PROCESS

The Around the World in 60 Minutes: Experiencing Leadership One Country at a Time workshop was based on a workshop developed by Rich Katt (personal communication, February 20, 2002) for the Cargill Experiential Leadership Night conducted at the 74th National FFA Convention held in Louisville, KY in October, 2001. Minor adaptations were made to accommodate a smaller time allotment and more limited resources. Minor modifications were also made to ensure age appropriateness of activities so as to include middle school participants.

As participants entered the room, they were given a "Passport to Leadership" that had a group number printed on the back. Participants were asked to sit at the table with their group number. As their table filled, they were asked to introduce themselves to and get to know their "traveling companions."

After a brief welcome from a workshop coordinator, participants were introduced to their "tour guide" for the workshop. The "tour guide" explained that there were eight "countries" each team had to visit as a team in one hour. At each country they would receive instructions about the task they were to complete from the station facilitator. After completing the task, each team member must get his/her passport stamped by one of the station facilitators prior to traveling to a new "country."

After receiving instructions from the tour guide, teams were given one hour to visit each of the eight stations. Table 1 summarizes the activities participants were asked to perform at each station. Table 1 also includes information about the materials participants needed to complete each task and the decorations, including facilitator costumes, used at each of the "countries."

As teams finished their trip around the world, the experience portion of this activity, they returned to the tour guide for further instructions. Each team was asked to think about the tasks they performed at each "country" and what they learned about leadership in the process. This was the information processing portion of the activity. Teams were each given a piece of flip chart paper and a marker and asked to write their own definition of leadership based on their experience. After all teams finished their definitions, the tour guide facilitated a discussion on the definitions as each team

Table 1. Florida FFA Convention Experiential Leadership Workshop

Country	Activities	Materials Needed	Decorations	Costume	Facilitator
Thailand	Create a list of fun activities that "tie a chapter" together	Paper ties Yarn	Thailand Poster	Monk robes Woven hats	
Iceland	Team must work together to create a list of 10 best icebreakers for workshops	Paper	Iceland Poster Snowflakes	Velvet robe	
Nepal	Two teams compete to build the tallest tower from gummy worms and straws	Gummy Worms Straws	Nepal Poster	Hat Cape for warmth	
Kenya	Make tribal mask that represents the strengths that each member brings to the team. Answer questions about how to use the strengths.	Paper Markers	Kenya Poster	Safari hats Leopard cloth	
Morocco	Interpretive belly dance about leadership --- two or three should dance and the rest make music and interpret the dance.	Finger cymbals Drums Maracas	Morocco Poster	Fez hats Arabian outfits	
China	Use chopsticks to see how many jelly beans they can pick up and put in a container. They must come up with one leadership skill people need for each jelly bean they pick up	Jelly Beans Containers Chopsticks	China Poster Paper Umbrellas Lanterns	Ninja costume	
Fiji	Limbo in pairs. Two teams limbo against each other.	Limbo sticks Radio	Fiji Poster Limbo music Hawaiian table cloth	Saraongs/grass skirts Shell bras	
India	Everyone gets on a carpet square and recites the creed	Carpet square Copy of the Creed	India Poster	Cloth wrap	

Note: Based on an activity created by Rich Katt for the Cargill Experiential Leadership Night, National FFA Convention, presented their definition to the entire group. As the tour guide concluded the discussion, participants were asked to reflect on what they learned during the workshop and think about how they could take what they learned back to their own chapters. One participant provided the following comment:

> "I enjoyed the creativity in the workshop. The workshop opened my eyes to what my chapter needs to work on."

The workshop was concluded when several reflections were offered and after the participants thanked all of the workshop coordinators and facilitators.

PARTICIPANT EVALUATION

Prior to leaving the workshop, participants provided feedback on the workshop. They were asked to identify what they liked and disliked about the workshop as well as what they learned about leadership. On a final note, participants were asked to identify which of the “countries” they visited was their favorite and why.

The feedback provided by the workshop participants was overwhelmingly positive. When asked what they liked about the workshop, several major themes emerged. In general, participants enjoyed meeting new people, working together as a team, the variety of activities included in and the interactive nature of the workshop, and the fact that they had fun. Some comments about what participants liked about the workshop include:

> "Mostly everything: using teamwork, having fun, doing all of the activities & meeting people."
>
> "That at every station we had a fun activity that had a lesson with it."
>
> "We got to 'travel around the world' and complete tasks that require teamwork and leadership."
>
> "The ability to move around & do things hands on not just listen to a speaker."
>
> "Learning leadership skills in a fun way while being able to meet new people."

The feedback from participants was generally positive, and few participants identified any aspect of the workshop that they disliked. Of those who indicated a dislike, the major criticism of the workshop, as identified by the participants, was the limited space available in the room and hallway. Also, since teams were allowed to visit the "countries" in any order they chose, some teams had to wait at a particular country while other teams finished the task. Some participants indicated that they were uncomfortable with some of the activities that required them to do something "crazy". By far the most reported dislike of the workshop was that it began at 8:00 am. Some comments about what participants disliked about the workshop include:

"Was not a lot of room."

"The time. Was too early."

"There was a backup at many of the countries."

"Some things were slightly embarrassing."

When asked what they learned about leadership from the workshop, responses varied. Many participants recognized the value of teamwork and indicated that there was more to leadership than they originally thought. Some of the participant comments include:

"No matter what - you can't do it on your own. You have to be well-rounded and honest & fair."

"It is all about teamwork, determination, honesty, responsibility, & communication & most of all it's fun."

"I learned that you can't have a team w/o a leader and you can't have a leader w/o a team. Everyone has to work together to accomplish tasks."

"You have to listen to everyone to be a good leader."

"Leadership can't come from just one person everyone has to be a leader."

These responses are in-line with what many leadership theorists and educators have been espousing for years. This was a great indicator of the effectiveness of the workshop and the *activities*, in particular, as a method of teaching leadership to students.

FACILITATOR EVALUATION

The station facilitators also provided feedback on their experience with the workshop. Similar to the participants, facilitators were asked what they both liked and disliked about facilitating their station. Station facilitators also provided feedback on what aspect of the workshop they believed to be most beneficial to participants in terms of their learning about leadership.

In general, facilitators indicated that they liked the fast-paced nature of the activity, the ability to interact with the FFA members, and the opportunity to have fun and role-play. The biggest dislike about facilitating a station reported was that because there was always a team at each country, there was no opportunity for facilitators to observe what was going on at the other stations.

Station facilitators were generally positive in their comments about the most beneficial aspect of the workshop in terms of what participants learned about leadership. Many comments indicated that the facilitators believed it was good for participants to have to work together as a team at many of the stations and saw the fact that teams were composed of individuals from various chapters around the state as an asset of the workshop. Perhaps the following comments by two of the station facilitators sum up this workshop best:

> "There were so many good aspects to the workshop. Probably having the students formulate their own definition of leadership was one of the best things."

> "They were up on their feet and this captured their attention. Learning by doing for people this age is the most effective way."

CONCLUSIONS

According to the participant and facilitator comments, the workshop was a success. The question that must be asked, however, is "Was this success due to the fancy costumes and crazy activities included in the workshop, or due to the fact that students actually experienced something, processed it, and reflected on their experience?" Without more detailed evaluation procedures, it is impossible to know for sure, but participant comments suggests that the craziness made it fun, but the structure (experience, processing, and reflection) of the activity is what facilitated the leadership learning.

We realize that many of the activities were specific to FFA members, who had certain interests and were of a certain age group. It should be noted, however that the activities can be modified to fit the needs of any group, team, or organization.

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Partners For Social Change: the building of a multi-institutional leadership development program focused on moving cultural diversity beyond boundaries

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Abstract

Our purpose is to elaborate on the evolution of a "Partnership for Social Change: Developing Leadership in Agricultural Students" that has provided avenues to enhance collaboration, overcome cultural boundaries and have knowledge transfer between three land-grant institutions. Diversity spanned academic majors, university environments, country of origin and ethnicity. Application of principles for social change by educators involved in curriculum development and catalysis of inter-institutional collaboration will be described.

"A Partnership for Social Change: Developing Leadership in Agricultural Students" was undertaken during 1997 – 2001. In this grant, students from the three Alabama land-grant universities participated in assessing, understanding and practicing leadership skills to impact positive social change and more fully understand others from diverse backgrounds. The program was designed through the collaborative efforts of three key faculty from each university who were supported by a diverse group of students. The diversity spanned, academic majors, classification, country of origin, ethnicity and university environment.

Introduction

Agricultural sector leaders have become insistent that colleges of agriculture adequately prepare graduates to become future leaders in their organizations and in society, equipped with fundamental leadership skills. Since leadership development has not traditionally been taught as a part of a comprehensive agricultural curriculum (exceptions are ag education programs), there was a compelling need to develop an undergraduate leadership development course that would intentionally equip agriculture students with the tools to become effective leadership practitioners upon graduation and employment in the workforce.

A separate but related issue is that of preparing future leaders who will be responsive to needs an increasingly complex and changing society. Changes are occurring at such a rapid and dramatic rate that it is critical that higher education begin to teach our future leaders--typical undergraduates--to confront sensitive social issues and seek common purpose with people who perhaps have heretofore been un-approached or even unapproachable. To be more specific, it was essential that white and black college students forge partnerships to bring about social change, and it is our job as educators to provide a vehicle for this to occur. The main goal of our partnership was to develop an discipline independent approach that accomplishes this.

Although it is generally believed that institutions of higher education in the U.S. adequately provide students with knowledge necessary to become employed in their chosen fields of endeavor, students often have little understanding of how to be effective both in the workplace and the community. What is lacking in higher education are *intentional* developmental opportunities for all students--not just those in leadership positions--to become effective leaders.

Beyond a need for teaching basic leadership competencies is the lack of emphasis on citizenship as an integral part of leadership. Citizenship is the process whereby an individual becomes responsibly connected to the community and society. To be a good citizen is to work for positive change on behalf of others and the community. Citizenship thus acknowledges the interdependence of all who are involved in or affected by efforts to improve the quality of community life for all. Leadership does not happen in a vacuum; it is relational, and good citizenship should be part of its focus. Another goal of our effort was to establish a unique partnership with the colleges of agriculture of the three land-grant institutions in Alabama: Alabama A&M, Auburn University, and Tuskegee University. Given the history of racial segregation and discrimination in this state, it is imperative that the three schools learn to work collaboratively, adopt attitudes and behaviors that foster understanding and challenge racial stereotyping, provide students with cultural exchange opportunities, and begin to forge long-term commitments to improving the quality of life for the people of this state.

We sensed a compelling need for an inter-institutional leadership development course that emphasizes both the personal and interpersonal dimensions of leadership as well as provides a context for engaging students to develop collaborative action strategies that serve the institution and benefit the greater community. Through our experiences, we had the opportunity to advance the development of core leadership competencies in undergraduates at the three partnership institutions--Alabama A&M University, Auburn University, and Tuskegee University–overcoming traditional cultural and institutional boundaries.

The goals of this paper are to:

- elaborate on the evolution of a project that has provided an avenue to enhance collaboration, overcome cultural boundaries and knowledge transfer between three land grant institutions.
- enable application of principles of the model for social change to educators from any discipline that are involved in curriculum development and evolution of inter-institutional collaboration for enhancing learning and growth.

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Leadership Education for Rural Development: Three Case Studies, Association of Leadership Educators, Lexington, KY July 2002

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Background

- We have a long history of civic participation and volunteerism in Wisconsin
  - Ethnic heritage of Yankee, Germanic and Scandinavian settlers
  - Progressive political movement (early 1900's)
- The Wisconsin Idea -- to bring university expertise to government and everyday life
- Strong University Extension System with:
  - County Based Community Resource Development Educators
  - Campus-Based Faculty provide research and support.

Why develop leadership programs now?

- Complex issues brings a need for more and new types of leaders
- Powerful social and economic changes in rural Wisconsin
  - New "settlers" from urban and suburban areas
  - Effort by state to drive local government agendas i.e. School Funding, Kettl Commission
  - Globalization and changing economic bases i.e. agriculture replaced by tourism and other economic activity

Common Threads in the Three Programs

- Focus on broadly defined "Rural" Leadership Development
- UW County-based extension faculty as 'the glue"
- Educate community leaders..not just business leaders
- Emphasize building leadership and organizational development skills
- Focus on understanding leadership within community/rural issues
- Leadership theories presented in context of issues
- Our hope is that our trained leaders model Community Development Principles of Good Practice

Principles of Good Practice: Community Development Society

- Promote active and representative participation
- Engage community members in learning about and understanding community issues
- Incorporate the diverse interests and cultures of the community in the community development process;
- Work actively to enhance the leadership capacity of community members, leaders, and groups within the community.

Sauk County Institute of Leadership (SCIL)

- Established 1997
- 501 (C) 3
- Board of Directors
- Public-Private Partnership
  - UWEX Sauk County – Liz Nevers
  - Area Chambers of Commerce
  - Sauk County Development Corporation
  - Area Businesses and Nonprofits

SCIL cont'd.

- Nine month program with 9.5 days of training; overnight retreat
- Class project
- Move monthly sessions around county
- Diversity in speakers and participants
- Small class size
- Five classes graduated and 72 alumni

Outcomes and Impacts

- Networking
- Personal growth
- Professional growth
- Taking on new leadership roles;
  - Local elected officials
  - SCIL Board
  - Business ventures-Donna Neuwirth
  - Class of '02 Project

Challenges

- Takes a high level of UW involvement
- Funding
- High per student cost vs. other UW extension training programs
- Outcomes for impact evaluation are abstract
- Continuing to build alumni capacity

Community Leadership Alliance: Building Leadership for the Future of SW Wisconsin

Tim Filbert
Community Resource Development Educator
UW-Extension, Grant County

Southwestern Wisconsin Leadership Program - Basics

- Recruits from 3 county area
- Combines efforts of 3 UW extension community resource development educators
- 1/4 time staff person - 9 months Sessions spread over 6 months
- Graduated 3rd class in 2002 - 70 total graduates
- Partnership among local chamber, UW campus, and UW-Extension

Southwestern Wisconsin Leadership Program - Basics

- Revenue:
  - 40% - participant fees ($325 per person)
  - 25% - local businesses, banks, etc.
  - 35 % - private foundation grants

Southwestern Wisconsin Leadership Program - Basics

- Expenses
  - 25% - program coordinator
  - 11% - educational material / speakers / faculty
  - 16% - food / facilities
  - 45% - administration (other staff, equip.., supplies, advertising, scholarships, …)

Who are the participants

- Local government officials- elected & appointed
- Chamber of commerce directors/staff
- Miscellaneous non-profit organizations
- Small/micro business owners/employees
- A high % from major population center - Platteville

What’s taught?

- Temperament assessment, “Colors”
- Leadership styles / theory
- “Ropes” course team - building
- Community change / collaboration
- Economic development
- Strategic Planning

What’s taught?

- Demographic change - Census 2000
- Some community issues
  - Education
  - Land Use
  - Health
- Communications
- Facilitation

What’s taught?

- Garnering resources
- Diversity

Outcomes

- Self awareness / understanding self
- Understanding others
- Building awareness, knowledge & skills

Self awareness / understanding self

- Temperament workshop - Colors
- Reflective exercises / assignments

"Leadership begins from within"

(2002 Program graduate)

Understanding and valuing others

- "Ropes" exercise
- Temperament workshop
- Valuing diverse interests and cultures

Building Awareness, Knowledge & Skills

- Alternative dispute resolution
- Communicating with elected officials
- Community dynamics / collaboration
- Economic development (v. growth)

Making Connections

- Connecting who we are, with community issues, and having some skills for helping us bridge the two.
- Applied temperament theory - as a thread throughout the program

Outcomes and Impacts

- Leadership on community projects
- Awareness
- Relationships - Alumni organization
- Continued learning

Challenges

- Costs - high administrative expenses
- Funding
- Evaluation - What's happening as a result of it? Is it worth the costs?
- Recruitment - Are we capturing those with latent leadership potential?

A Leadership Role for Extension?

"This is ***THE*** opportunity for UW-Extension"

State-wide Economic Development Leader

and program graduate

Wisconsin Rural Leadership Program – www.uwex.edu/ces/wrlp

- State wide Program Founded in the mid 1970's
- Significant W.K. Kellogg Support
- University-Community Partnership
- Designed to accelerate emerging adult leaders
- Broad rural community leader oriented (not limited to farm and related)
- Led by UW-Extension with other UW Institutions and a strong external board

Wisconsin Rural Leadership Program

Primary design objectives:

- Recruit 32 emerging leaders for a two year program
- Present a broad perspective on political, economic and social issues
- Enhance personal leadership skills through experience
- Introduction to community, state and national leaders
- Create a journey of self awareness through directed reflection
- Emphasize experiential learning

Wisconsin Rural Leadership Program - Curriculum

- Initially UW Faculty as Executive Director and Program Chair with advice from committees of the WRLP Board
- Initially heavy emphasis on issues and state and national government legislative process.
- One week Regional, Washington, D.C./ Federal Govt. and two week International Seminar
- Within State seminars of three days duration on state government, leadership, education, health, natural resources, economic development, urban life, family and community development

Who Participates in WRLP ?

2000-2002

Farmers (4), Small Business (3), Bankers (3), USDA (3), WI DNR (3), Journalism (2) Public Utility (2), Health Care (2), Not for Profit (2)WI Tech.College System (2), WI DATCP (1)

Women (14) Men (13) Dropped Out (2M,1W)

Wisconsin Rural Leadership Program - Curriculum

- Full time academic staff executive director
- Most seminar committees include faculty/staff and alumni/topic leader co-chairs
- Emphasis on "lessons to take home"
- Within guidelines lots of freedom in seminar design, pre-work, post work and internet/e-mail
- Program Evaluation for Each Seminar and overall evaluation every 4-5 years
- Increased emphasis on plan for personal leadership action

Outcomes and Impacts

- Networking – WRLP Alumni
- Resources for UWEX local leadership
- Personal growth – personal leadership plan and community issues plan
- Taking on new leadership roles;
  - Local elected officials – school board, town board, county board
  - Wisconsin Rural Partners /members
  - Elected State Legislators
  - Non-Profit Leadership and Formation

Challenges

- Costs/student - high administrative expenses and high coordination time
- Where is the "academic home base"?
- Evaluation - What's happening as a result of it? Is it worth the costs?
- Recruitment - does time (six weeks over 2 years) and cost ($4500 paid or raised) keep good people away
- Does the "one room school" have enough diversity for optimal learning

Common Threads in the Three Programs

- Focus on “Rural” Leadership Development
- UWEX County-based faculty as ‘the glue”
- Want community leaders..not just business leaders
- Emphasis on Building leadership and organizational development skills
- Focus on understanding leadership within community/rural issues
- Leadership theories presented in context
- Our hope is that our trained leaders model Community Development Principles of Good Practice

Graduates potential contributions to rural development?

- They have learned how and why to promote active and representative participation
- They have learned how to get community members involved in learning about and understanding community issues
- They have learned how diverse interests and cultures of the community enhance the community development process;
- They have learned and practiced skills to help enhance the leadership capacity of community members, leaders, and groups within the community.

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Leading in a Multicultural Context

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Introduction

The "global community" has become a standard part of our vocabulary over the past two decades. Almost everyone now accepts that we will interact with people from many cultures routinely in our daily lives. However, the connection between culture and leadership has not been as widely acknowledged. The need for leaders who can cross cultural boundaries is growing. In his book Global Literacies: Lessons on Business Leadership and National Cultures, Robert Rosen reports on interviews with one hundred leaders of major corporations in 17 countries. When asked what factors would predict success for a company in the twenty-first century, the top two responses were (1) developing leaders and (2) competence in multicultural settings. At Franklin College we decided to pursue the challenge of developing a multicultural leadership course for our traditional, homogeneous student population.

Leadership Course

Funding from the Ball Brothers Foundation Venture Fund enabled us to bring together experts from seven cultures, Russian, Norwegian, Taiwanese, Hispanic American, African American, and Native American, as well as the dominant American culture to examine the differing assumptions about leadership in these cultures. Further funding from Ameritech enabled us to develop a technologically advanced course that included video-conferencing and virtual world simulations as teaching tools. The purpose of this paper is to provide an overview of the connections between leadership and culture and a brief discussion of the classroom experience.

Cultural Framework

Understanding culture requires looking at the basic assumptions that a group of people make about their lives, their relationships, and their environment. To help students recognize these assumptions the cultural framework developed by Geert Hofstede in his book Cultures and Organizations: Software of the Mind was chosen. (Aspects of other frameworks were also introduced such as Trompenaars & Turner in Riding the Waves of Culture and Wilson, Hoppes & Sayles in Managing Across Cultures: A Learning Framework.) Hofstede's framework includes four dimensions: individual/collective; power distance; uncertainty avoidance; and tough/tender. A brief explanation of each of these follows.

The individual/collective dimension examines the source of identity for people, the value placed on the person as opposed to the group. "Individualism pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family. Collectivism pertains to societies in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty." (Hofstede, 51)

The second dimension of the cultural framework concerns the "orientation to authority" (Wilson, Hoppe, Sayles, 12) in a society. In societies with a large power distance, everyone accepts that there is inequality in the world and there will be status differences between people. Hence, rulers are entitled to special privileges and in return they provide security for the people. By contrast, societies with a small power distance, believe in the equality of all people.

Uncertainty avoidance refers to a society's "response to ambiguity." (Wilson, Hoppe, Sayles, 15) It can "be defined as *the extent to which the members of a culture feel threatened by uncertain or unknown situations.*" (Hofstede, 113) In societies with strong uncertainty avoidance people prefer structure and rules to govern their organizations and relationships. Change causes anxiety and is not considered desirable.

The final cultural dimension considered relates to attitudes towards achievement. This is referred to by Hofstede as masculine/feminine orientation and by Wilson, Hoppe & Sayles as tough/tender. "Tough" cultures value competition, achievement, challenge and recognition whereas, "tender" cultures are more concerned with relationships and achieving a balance in life.

Leadership Framework

At the same time that this course was being created, the Franklin College faculty developed and adopted a framework for leadership-themed courses for freshmen as a graduation requirement. The four aspects of leadership, which the faculty chose to emphasize, were vision, power, decision making, and conflict resolution. (In addition the freshmen courses include the history of leadership theory and the connection between leadership and the liberal arts.)

In studying the role of vision in leadership, the development of the vision, the content of the vision, and the articulation of the vision are important. Power is a central feature of leadership. The sources of power, the uses of power, the extent to which power is shared determine the success of a leader. One key role of leaders in all societies is to make decisions for the group. Studying the process of decision-making includes who is included in the process, the collection of data, the generation and examination of alternatives, the role of values, and the role of logic and intuition. Finally, leaders must often resolve conflicts, both within their group and between their group and other entities. The attitudes toward conflict, the preferred responses to conflict and the techniques for resolution vary from society to society.

Connections Between the Frameworks

There are multiple ways in which the cultural assumptions affect the four leadership dimensions. For example, in collective cultures people seldom think of their own individual vision, rather they are focused on the family or the organization. Their personal prospects are subordinated to the good of the group so an exercise in formulating personal mission statements will seem unimportant or unnecessary. In the book Intercultural Interactions: A Practical Guide there is a case study where a Frenchman turns down a promotion because it would require leaving the country. His Japanese employer is bewildered because it is not appropriate for the Frenchman "to place his personal inclinations above those of his role as an employee of the company." (Cushner & Brislin, p. 158) It is also often the case that individuals in community oriented cultures will prefer to avoid conflict and will seek to collaborate, whereas individualistic cultures create people who enjoy competition and will openly and easily challenge anyone's ideas.

Assumptions about power distance also determine an individual's definition of a "good" leader. In high power distance countries, ascribed positional power is more likely to be respected than achieved or expert power. Decisions in high power distance countries are made by those who have the power. It is the role of their followers to support them and work to make their decisions successful. Individuals in low power distance countries are more likely to prefer leaders who practice participative or collaborative decision making.

In cultures where there is a strong tendency to avoid uncertainty and ambiguity, people will want rules and procedures that insure decisions are made consistency. They tend not to be comfortable delegating decisions to be based on the current situation. Initiative and dynamic responses are not welcomed. Similarly, people in these cultures often seek to avoid conflict because it creates unclear situations and unfamiliar risks, which are threatening.

Tender cultures tend to be inclusive and less achievement oriented, hence visions for their organizations are more likely to include all perspectives as well as a concern for the environment. Winning or making the most money will be kept in balance with the need for satisfaction in life and a good working environment. Similarly, in tender cultures the need for individualized power may be less evident and individuals who exhibit a high need for power may be less likely to succeed.

Of course, whenever one studies complex topics such as culture and leadership, it is always important to note the dangers of stereotyping and over-simplification. National characteristics represent "average" people based on statistical analysis but they cannot possibly capture the uniqueness of each individual. Hence, students are cautioned that these frameworks are provided as a structure to initiate their study rather than as a box into which they can cram every person they meet.

Pedagogical Approaches

The material described above was most easily taught through lecture and discussion. However, leadership is not just about knowledge it is also about action. Three other pedagogical techniques were used in the class to illustrate these concepts and also to develop students' personal leadership skills.

A number of small group, experiential exercises were designed to help students develop four skills essential to working in multicultural groups. The four skills are

1. listening for the intended purpose
2. taking another's perspective
3. willingness to suspend judgment
4. taking a balcony perspective and self-monitoring

(#1 is based on work by Gil Hickman at the University of Richmond; #4 is based on material in Leadership Without Easy Answers by Ron Heifetz)

A grant from Ameritech provided support for videoconferences with the professors who developed the original course and with Dr. Hofstede. This enabled the students to not only learn directly from people in another culture but also to practice their skills in facilitating the discussions. Students were placed in small groups to coordinate the videoconferences and to prepare reports on the cultures represented.

A technique frequently used in cultural studies classes is a classroom simulation such as Bafa Bafa. However, a major concern about classroom simulations is the ability of students to genuinely enter into the experience. Through the Ameritech grant, a virtual world simulation was created for use in the class. By using virtual worlds, the hope was that students would more easily take on different persona and play roles without inhibitions or distractions. The Active Worlds Educational Universe (AWEDU) was the virtual reality platform. AWEDU uses Active Worlds technology to host three-dimensionally rendered online, multi-participant, synchronous, virtual reality environments for qualifying educational institutions.

After an introduction to the basic functions in the virtual world, students were placed in groups and asked to "build" a world that would reflect a specific set of cultural assumptions that they were given. The creativity of the classes was amazing. Once the world was designed and built, each group of four students took the rest of the class on a tour of their world. Through their behaviors and interactions, they also modeled their cultural assumptions. After each tour, the "tourists" in the world were asked to identify as many characteristics of the culture as they could. This exercise required the students to understand the practice as well as the theory of leadership in different cultures.

Conclusion

The two groups of students who have taken this class to date have rated it very favorably and have responded well to the variety of pedagogical techniques. Most interesting though has been their increased understanding of their own cultural assumptions and the impact that those assumptions have on how they define and practice leadership. Most rewarding to the instructor is a postcard from a student, who went to Japan to teach English the year after taking this class. He said, "My experience in Japan so far has been incredible. I seem remarkably well adjusted and experienced minimum culture shock. I credit this mainly to the knowledge I gained in the Multicultural Leadership Class. Thank you."

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Utilizing Leadership Skills with At Risk Middle Schoolers

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About New Dominion

- Serves about 60 middle school students
- Students have been removed from their base school due to behavior problems, often violence
- Students come from three school districts and about 13 different middle schools

The Leadership Program

- About 45 minutes once a week in the classroom with the teacher present
- Combines life skills with leadership skills (budgeting, communication, etc.)
- Includes role modeling (I help out with other school wide activities and assemblies)

Program Topics

- What is Leadership?
- Learn About Yourself and Others
- Communication
- Teamwork Activities
- Goal Setting (Group & Individual)
- Conflict Resolution and Anger Management
- Decision Making with Character (CHARACTER COUNTS!)
- The Creative Leadership Process from PYLI
- Careers, Job Applications and Interviews
- Budgeting
- Community Mapping, Assessing Needs
- Planning an Event
- Managing Time and People (Staffing, Managing, Delegating & Leading)
- Recognition
- Fundraising/Finding Resources
- Representing/Advocating
- Evaluation and Reflection

Program Pros

- Show students the community cares
- Offers role models
- Encourages leadership through community service
- Teaches useful skills (communication, goal setting, teamwork, etc.)
- Sets high expectations

Program Cons

- Irregular attendance (students absent a lot and new students coming in all year)
- Not always consistent follow through with what is taught
- Most students return to non-positive environments (both home and school)
- Not enough chance to practice the skills

Some Insights

- Look past what you see (negative comments, bored behavior, etc.)
- Try to understand the environment they come from and adapt activities/lessons
- Behavior varies from day to day and student to students due to problems out of your control

Signs of Success

- Community Service - 3096 hours this year in ten different projects
- Pride when they succeed
- They know your name and call you by it
- They say thank you for something
- They say they were wrong about something.

Program Evaluation

- Using 40 Assests - Pre/Post Test
- Unreliable due to many factors, primarily student attendance and attitude
- Subjective evaluation shows benefits - teachers want the program repeated
- I am not making a major change in any of these students now, but am planting seeds that may grow and blossom in the future

Enhancing Global Perspective of Future Leaders

Pam Morris, Natalie Fowler, Abdelfattah Nour, Dave Sammons, & Mark Russell, Purdue University
Indiana, USA

Purdue University International Experience Goals

- International Programs in Agriculture (IPIA)
  - organized in the Dean's office in 1960s
  - to provide a strong presence and focal point for international activities
- Goal of 25% of all undergraduates have some international experience before they graduate by 2005 - (currently 14%)

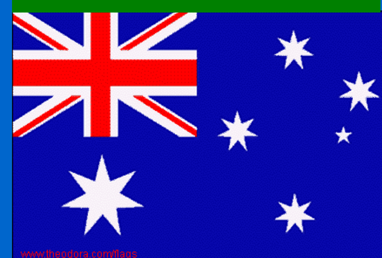
- A look at ownership of business and employment, extent of export and import trade and economics, community cultural diversity, and cultural differences in local community will begin the session. The group will then discuss how the university responds to these societal changes and needs in the characteristics of the graduates and community leaders.

changing demographics of our communities

- how vital it is for successful leaders to have a global perspective, as they lead beyond traditional boundaries.

History of Program

- faculty sabbatical - relationships
- build memorandum of agreement
- grow carefully
- many requests
- safety, academics, quality of experience



GOALS

- Create an environment for staff and volunteers that acknowledges values, and respects inherent differences in a pluralistic society.
- Create domestic and international opportunities for staff to broaden and enrich our understanding of the interdependence within a multicultural global society.

RECOMMENDED STRATEGIES AND ACTIONS

- Create a Multicultural/Diversity Specialist position for CES with a primary responsibility for providing leadership in cultural diversity training and recruitment and retention of a diverse extension staff.
- Create and fill a position at the Associate Director level under CES
- and in the International Programs in Agriculture Office to provide
- leadership and program implementation in internationalization.
- Establish a standing multiculturalism/internationalization committee with the purpose of advising and implementing identified educational opportunities.
- Provide multicultural and international training to extension staff and volunteers on a regular and a continuing basis.
- This training should result in staff capable of assessing needs of multicultural groups, designing appropriate programs, delivery systems, and providing services to all the cultural groups they encounter.
- Develop a series of fact sheets and provide opportunities that would increase the awareness and understanding of the importance of multiculturalism for our traditional extension stakeholders and supporters e.g. P-CARET.

RECOMMENDED STRATEGIES AND ACTIONS

- Develop partnerships with 1890, 1994 Land Grant and Hispanic Serving Institutions to provide exchange opportunities for staff to experience a different perspective on culture and programming.
- Create a database to provide staff and their audience with access to program goals, resources, and delivery systems to develop and enhance competencies related to multiculturalism.
- Include and engage voices from the community in the decision-making process relative to program planning and activities that impact them. The Plan of Work will be reflective of multicultural needs and efforts.
- Provide international opportunities for extension staff to participate in study teams and exchange programs, and to conduct extension program delivery systems in other countries.
- Create a Multicultural/International award to recognize outstanding CES staff and programs and activities.

Purdue's Strategic Plan - Purpose

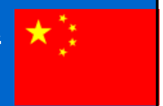
- ….”train a new generation of university graduates who have the knowledge, skills, attitudes, and aspirations to understand not only the new international economic system but also its cultures, languages, and scientific output”……

Purdue University International Experience

- …..“As globalization increases and the importance of national borders diminishes, students and employers are placing greater value on international experiences.”
- Goal of 15% of all undergraduates have some international experience before they graduate by 2015 - currently 9%
- 200 programs in 42 countries currently

Types of International Experiences in the School of Agriculture

- International Understanding Requirement
  - nine credit hours across the curriculum
- International Maymester Courses - three
- Summer Work / Internships
- Independent Semester-Long Exchanges
- International Agriculture Minor
  - language, culture, experience, seminar




School of Agriculture Program

- choose from 20 study abroad or internship programs in 15 different countries.
- During the past year, 80 students participated in a study abroad program or internship experience.
- Approximately 14% of the agricultural graduates of 2000-2001 completed an overseas program prior to graduation.
- During this same time period 15 students completed the requirements for the International Studies minor in the School of Agriculture.

Exchange Program

- programs are based on student exchange agreements that Purdue maintains with universities around the world
- tuition costs are the same as Purdue's
- always Purdue students / Purdue credits
- units are graded - full-time >12 hours
- well organized by participating institutions
- not a travel agency

Application

- on line (http://www.ippu.purdue.edu/sa/applications/applicat.htm)
- essay, recommendations, transcript, photo, departmental approval
- GPA of 3.0 & at least sophomore
- six months in advance
- ambassadors for your program

Purdue School of Agriculture Exchange Destinations

Selection of partner universities

- Developing countries
  - require funding to allow students to participate
  - host families often help students coming to US and provide cultural understanding beyond the normal university experience
- Developed countries
  - fostered by agreements that allow students to pay tuition at their home campus.

Selection of partner universities

- identify quality, comparable partners
- safety and health
- language and culture
- credits - academic Integrity
- grading / educational systems
- relationships with known people

Challenges to Sustainability

- personnel at BOTH ends
- mentors with a strong interest in students and knowledge of the programs
- when exchanges are ongoing, students tend to form networks between universities that are beneficial to new students
- combine with work and travel - known contacts in partner country

Challenges to Sustainability

- Fees & Tuition and equality of numbers
- equal numbers of students from each university - financially sound
- students to pay tuition to their home institution while participating in exchanges, and revenue remains constant for both institutions

One Semester Example Costs

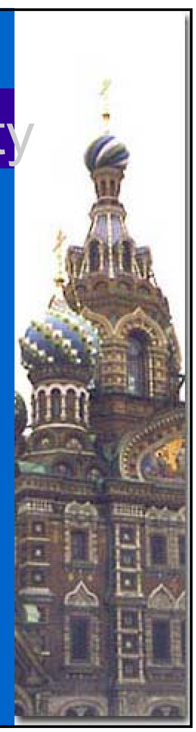
Purdue tuition per semester to be billed by Purdue:	$1,936 in-state
	$6,452 out-of-state
Insurance	$150
Housing and meals	$1,150 to 2,200
Books & supplies	$300
Approximate additional costs per semester:	
– Round-trip airfare	$850?
– Travel documents (passport, photos)	$85
– Housing & meals during breaks	$900
– Miscellaneous personal expenses (local transportation, personal items, entertainment, etc.)	$1,200

Challenges to Sustainability

- Accommodations - insist on campus housing

- Scholarships and other financial assistance are often provided
  - School
  - Departments
  - Placement Partners

Challenges to Sustainability



- student ambassador quality -
  - who should represent you? Don't send all
- must fit destination
- pre-arranged student relationships
- student orientations
- best with those who return and those who "here from there"

Already Overworked?

Observations of Recent Employers

- International experience helps employees be more productive and effective even here at home.
- Employees with international experience are better able to work with persons who are different from themselves.
- Overseas experience is important for working in the global marketplace.
- It is no longer enough to have a workforce that speaks only English.
- Overseas living develops a sensitivity to new market opportunities.
- Students who study abroad tend to be risk-takers; they are more independent, flexible, creative, and goal-oriented.

Benefits to the University

- Scholarships from alumni & friends has doubled in four years
- host institutions are requesting more and promoting more to their students
- increased collaboration with other research and education
- fewer exiting seniors “regret not having gone”

Conclusion

- selfish - seeking opportunities for our graduates - so we have to host
- time and money constraints - too focused?
  - Some don’t see the “big picture”
- always increased counseling and sorting our personalities and cultures
- good alumni & employer relations
- students always return changed
- VERY REWARDING FOR ALL

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Character Education

Kim Sager & Deana Tompkins

"*To educate a person in the mind but not the morals is to educate a menace to society*"

Theodore Roosevelt

What is Character Education?

- Character education is about teaching young people to know, accept, and live up to their moral duties and obligations.
- It is about teaching young people to make sound moral judgements or good ethical decisions.

Why is Character Education Important?

- It enables youth to express their emotions through positive means of action or behavior.
- It gives youth the vision of a positive future and teaches them to be involved, caring citizens with good moral character.
- "*We pay a price when we deprive children of the exposure to the values, principles, and education they need to make them good citizens.*" -Sandra Day O'Connor

How to Teach Character Education

- There must be experienced/trained adults or teen leaders to be the teachers.
- Use activities, examples, stories, etc. as simple teaching tools.
- Involve the participants in discussion of the activities and their importance.

CHARACTER COUNTS!

- Nationwide program based on six core values
- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Trustworthiness

- Be honest.
- Don’t decieve, cheat, or steal.
- Be reliable- do what you say you’ll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal- stand by your family, friends, and country.

Respect

- Treat others with respect; follow the golden rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don’t threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.

Responsibility

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control: be self disciplined.
- Think before you act- consider the consequences.
- Be accountable for your choices.

Fairness

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don’t take advantage of others.
- Don’t blame others carelessly.

Caring

- Be kind.
- Be compassionate and *show* you care.
- Express gratitude.
- Forgive others.
- Help people in need.

Citizenship

- Do your share to make your school and community better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the enviroment.

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Breaking Through the Boundary of Teen Leadership

Kim Sager & Deana Tompkins

Project Groups

- Leadership I starts off with basic leadership skills- leading a meeting, basic budgeting, goal setting, communication skills, planning a project, etc. The group plans and implements a community service project.
- Leadership II concentrates on speaking skills and publicity. Members learn how to write press releases and conduct publicity campaigns. Projects include planning and conducting a community service project.

Project Groups (Cont'd)

- Leadership III focuses on fundraising and grant writing. Participants in this group will search for and write a grant proposal as well as take responsibility for planning a community service project.
- Leadership IV has teens taking all the skills they have learned and putting them into practice by working independently to plan and implement a community service project.

Leadership Weekends

- Weekends for both middle schoolers and high schoolers are planned by teens for other teens. Usually held at the 4-H Educational Center in Front Royal, the weekends focus on leadership skills. The weekends are open to all youth in Northern Virginia area. In addition to planning, the majority of the weekend is led by qualified experienced teens.

New Dominion Outreach Program

- Volunteer adult leader Barbara Reese teaches once a week leadership program to middle schoolers at the New Dominion Alternative Education Center in Manassas. New Dominion has been recognized as a National Leader school (one of only 63 nation wide) and last year students contributed 3096 hours of community service.

Purpose

- To teach and develop leadership skills.
- To provide a healthy, drug and alcohol free atmosphere for teens to socialize.
- To encourage community service by teens.
- To promote good character among the teens.

Community Service

- Sock puppets for Pediatric patients at a local hospital.
- Luau at B.A.R.N. transitional housing.
- Baby care packages for teen mothers.
- Halloween party for community children.
- Safe Night for teens to have a fun night without the influence of drugs, alcohol, or violence.
- Stocking stuffers for needy children.

Deana’s Experiences

- I have been in Teen Leadership Club for four years and have completed Leaderships I-IV.
- I co-chaired the March middle school weekend with Kim Sager. I will also be chairing the middle school weekend next March.
- I have done many community service projects, fundraising, publicity, and I have completed the Tadmasters program twice.

Kim's Experiences

- I have been in 4-H for 9 years and in the 4-H Leadership Club for 3 years.
- I have helped with a number of community service projects, fundraising, and publicity.
- I am currently serving as Northern District 4-H State Ambassador in Virginia, in which I used the skills I have learned to get the job.
- I have also attended Tadmasters classes on public speaking through the 4-H Leadership club.

What We Have Learned

- How to plan, fundraise for, publicize, and conduct a community service project.
- Public speaking.
- CHARACTER COUNTS!
- Goal setting.
- Organization.
- Team work.

Impact on Our Lives

- It has taught us how to be good citizens and good leaders.
- It has given us the opportunity, confidence, and skills to come here and speak to you.
- It encouraged us to be the best we can be and to make the best better.
- It has given us the opportunity to explore who we are and the difference we can make in our communities.

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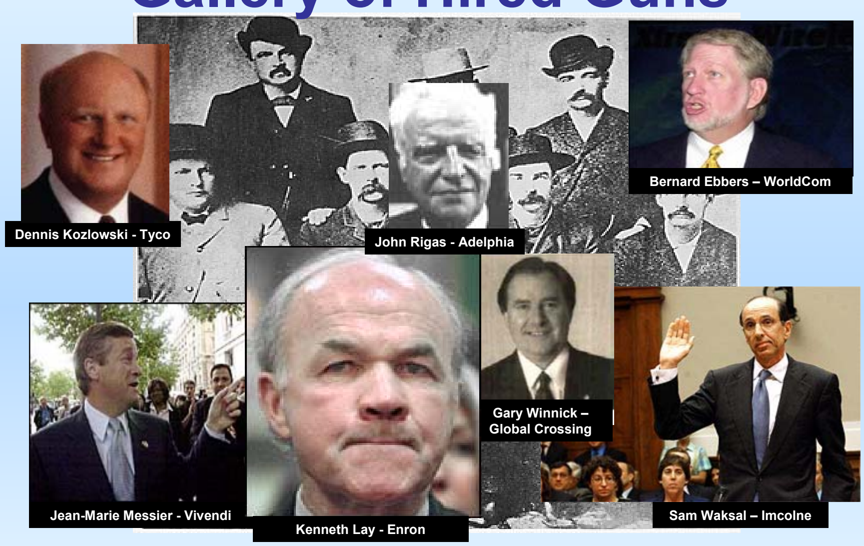
The Clash of Corporate Agendas

The Demand for Short-term Results
versus
the Need for Long-term Leadership

David Spivey, Director of Leadership Programs
University of Texas at Dallas

1

Gallery of Hired Guns



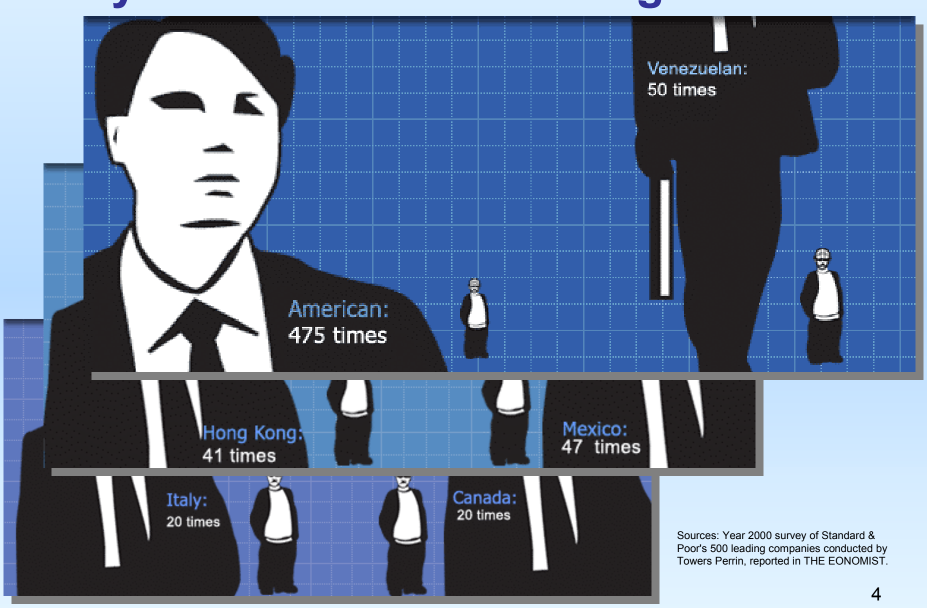
Hired Guns Don't Make Good Father Figures!

2

Hired Guns…
Big Egos, Big Paychecks, Bad Results:

- More than 1000 CEOs left office in both 2001 and 2000, 5X increase *(Challenger, Gray & Christmas)*
- One third of largest 700 US companies now headed by outsider *(Spencer-Stuart study)*
- Downsizings of 1980s & 1990s axed "future CEOs" left smaller pool of candidates
- Limited supply = increased market prices

Pay Ratios: CEO vs. average worker



Sources: Year 2000 survey of Standard & Poor's 500 leading companies conducted by Towers Perrin, reported in THE EONOMIST.

And yet, it continues…

- "No shred of evidence that the extreme compensation of executives has improved company performance. None!" *(Peter Drucker)*
- Boards & search firms have developed "co-dependent relationships" *(HBR)*
- Only 36% of board members think companies are doing "effective job" of management succession *(Korn/Ferry 2001)*
- Only 3% of top US managers agree their company develops managers effectively

  (Helen Handfield-Jones, co-author "The War For Talent)

UTD The University of Texas at Dallas

- Researching leadership practices & development in area organizations
- 89% admit moderate/high need to improve 10 key leadership competencies
- Only 11% currently highly effective in developing leadership capabilities

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"…Misstated the Facts"

"…Inappropriate Accounting Practices"

"… Overstated Revenues"

"…Improper Personal Gains"

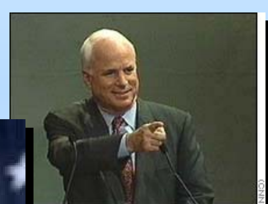
"…Inflated Earnings"

"…Misappropriated Funds"

Changes are coming

The "politically correct" solutions…

SEC's Harvey Pitt:
Prosecutions, Audits, CEO guarantees



Congress/McCain:
Shares held until departure, limited options exercised

Pres. Bush:
CEOs accountable, Increased jail time

The Overlooked Stakeholders: Workers

The "Right Stuff"

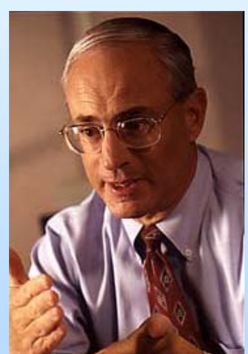
Integrity, Honesty, Values

Walk the Talk

"Having a good leader whom people within the organization model is key to having a strong, consistent culture."
(Cheryl Dahle, Senior Editor, Fast Company)

9

Some get it right…



Ned Barnholt, CEO
Agilent Technologies

"the right thing to do for our employees…

would have been breaking faith…

cutting jobs should be the last thing a company does rather than the first….

your employees are the most valuable asset you have."

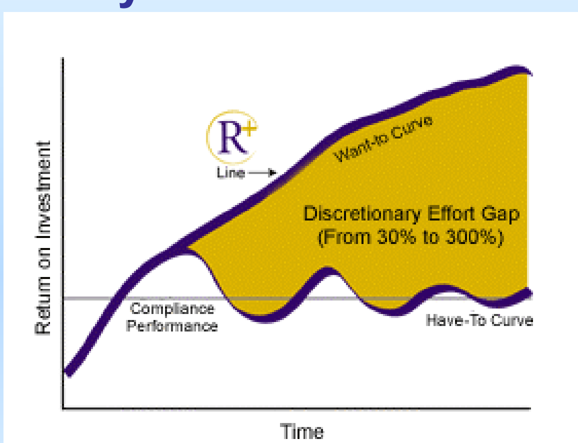
10

Some get it right…

- Viewed ship through crew's eyes
- "It's Your Ship" – shared purpose
- Communicated constantly
- Achieved highest scores, saved $, 100% reenlistment, 22 months
- Method "bucked" culture & tradition
- Largely unsupported by senior officers - until overwhelmed by results
- "Best Damn Ship In The Navy!"
  (Wm. J. Perry, former Sec'y of Defense)

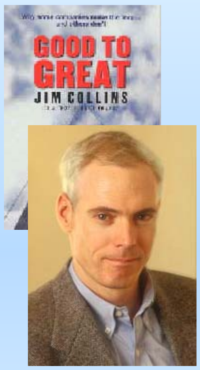
Michael Abrashoff

Aubrey Daniels International



"Executive Leadership produces or inhibits extraordinary performance"

Jim Collins, from *"Good To Great"*



- **Studied 1435 cos, identified those that outperformed by 3X over 15 years**
- **Best 11 companies: 7X over market**
- **"Committed-to-excellence process & framework"**
- **"No connection: money & mastery"**
- **"Direct relationship between ABSENCE of 'celebrity-CEO' & sustained performance"**
- **"Years of lurching back & forth – no momentum, steady downward spiral"**

Watson Wyatt
Worldwide

- **Human Capital Index study**
- **Well-led companies 3X greater shareholder value than average**
- **Cause/effect: leadership BEFORE results**

- Institute for Strategic Change study
- Stock price of companies perceived to have good leadership grew 900% in 10 yrs.
- vs. just 74% companies w/o good leaders

- "Leadership is essential competency"
- Virtually all 100 cos: leadership development is the TOP training priority
- "…if you were forced to pick the one (factor) that makes the most difference, you'd pick leadership." *Thomas Stewart, Sr. Editor*
- "100 Most Admired" also leadership-focused

The Solution:
Reward the Right Things

- Employee retention & loyalty
- Higher productivity
- Reduced operating costs
- Increased customer satisfaction
- Growth in market share
- Improved management skills
- Succession-plan & leadership development

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Questions?

Please contact me for continuing updates on our research

Your ideas and suggestions are appreciated!

David Spivey, Director of Leadership Programs
University of Texas at Dallas

Florida Cooperative Extension Volunteer Leadership Certification Program

Paper presented at the
Association of Leadership Educators
Annual Meeting

Lexington, KY
2002

Rick Rudd, Ph.D.
Nicole Perez Stedman, M.S.
Chris Morgan, M.S.

Agricultural Education and Communication Department

University of Florida

Abstract

Volunteers are the lifeblood of the County Extension Service (CES) and play a significant role in assisting Extension agents to provide services to the community. One in every eight Americans has provided service to the CES. Because of this, it is becoming increasingly important that Extension agents be provided with the tools necessary to lead and manage volunteers.

A needs assessment was conducted to determine the knowledge and expertise of professionals who supervise Extension volunteers. The survey showed that Extension agents had concerns in the following areas: The implementing constructs that constitute good volunteer programs, such as motivating, recruiting, training, recognition, and evaluation; and the need for training in order to perform these tasks.

Using this information, the Center for Volunteer Leadership Development (CVLD) developed a comprehensive series of nine teaching modules and in-service trainings for Extension professionals. Each self-paced module consists of several teaching tools including video presentations, PowerPoint slides, texts, supplemental readings, and exercises.

This curriculum is applicable to not only Extension programs, but to volunteer programs of any type. The principles that were used in developing the Certification program speak to the importance of effective volunteer leadership and the self-paced modules cater to adult learner needs.

Introduction

Today, volunteers play a significant role in assisting Extension agents provide services to the community. Seevers, Graham, Gamon, and Conklin (1997) wrote that volunteers are the lifeblood of Extension. With each American being a potential client of Extension there is no way that, the paid staff of Extension could provide outreach to such a vast audience. They even went on to say that one in every eight Americans has provided service to the Cooperative Extension Service (CES) equaling five times the entire CES budget. Extension throughout the U.S. actively seeks ways to better volunteer services.

These endeavors are helping ensure that volunteers in the CES are used effectively, managed effectively, and involved in meaningful experiences. With the current hourly value of volunteer time, reaching over $16.05 per hour it is becoming increasingly important that volunteers are treated with professionalism. Extension has long recognized the importance by providing resources to Extension professionals with models of volunteer management. The LOOP model, locating, orienting, operating, and perpetuating has been used since its introduction in 1991 (Seevers, et al., 1997) (Penrod, 1991).

The LOOP is a simplified model compared to the issues that Extension faces today concerning volunteers. Today, legal issues, program development, evaluation, motivation, leadership, recognition, etc are all essential to leading successful volunteer programs. Seevers, et al. (1997) indicated that Extension professionals spend a third of their work time with volunteers.

Florida 4-H has used the ISOTURES model to assist Extension professionals in leading its volunteer programs. ISOTURES represents identification, selection, orientation, training, utilization, recognition, evaluation and supervision of volunteers (FCES, 2001).

Even with these models in place, it was still unclear whether Extension professionals were ready to lead successful volunteer programs.

In 1999, the Florida Cooperative Extension Service estimated that 42,000 volunteers contributed nearly 2 million hours of service to Extension-related programs. Until recently, there has been no comprehensive long-term support offered to Extension Agents who supervise volunteers, nevertheless, most Agents are expected to recruit, train, and manage volunteers to extend their educational programs.

A needs assessment was conducted to determine the knowledge and expertise of professionals who supervise Extension volunteers. The Center for Volunteer Leadership (CVLD) in the Department of Agricultural Education and Communication at the University of Florida developed a survey in accordance with the National Standards for Volunteer Mangers established by the Association for Volunteer Administration.

Methods

A letter requesting participation in the needs assessment was sent to Extension professionals with volunteer responsibility as a portion of their job description. Respondents were self-selected in that surveys were mailed to individuals who responded to the request. Seventy-nine survey questions covered a variety of tasks supervisors routinely encounter, these include: recruiting, training, and evaluation. A Likert-scale format was used to gauge the respondent's level of agreement with the importance of each statement and the extent to which they need more training in order to perform the task described. Likert categories ranged from strongly disagree, disagree, no opinion, agree, and strongly agree.

The figure below shows a sample of the survey format.

This task is important in managing volunteers:						I need more training in order to perform this task:				
SD	D	NO	A	SA	Describe the role of volunteers in Florida Extension.	SD	D	NO	A	SA
SD	D	NO	A	SA	Define tasks and responsibilities for my volunteers.	SD	D	NO	A	SA
SD	D	NO	A	SA	Provide adequate volunteer supervision.	SD	D	NO	A	SA
SD	D	NO	A	SA	Recognize volunteer accomplishments.	SD	D	NO	A	SA

Figure 1. Sample survey format for volunteer needs assessment.

Forty university and county faculty completed the survey. Overall, respondents represent 22 counties, an equal mix of rural and urban communities. Two-thirds of the respondents are female. The ages range from 26 to 62 years. Sixty-two percent of the respondents have a Master's degree, 24% Bachelor's and 13% Doctoral degrees. Respondents indicated their area of specialization as either plant science (30%), family, youth and consumer sciences (22%) or youth development (19%). Twenty-seven percent checked 'other' and listed areas of specialization such as agricultural education, organizational management, leadership administration, mass communication, and adult higher education.

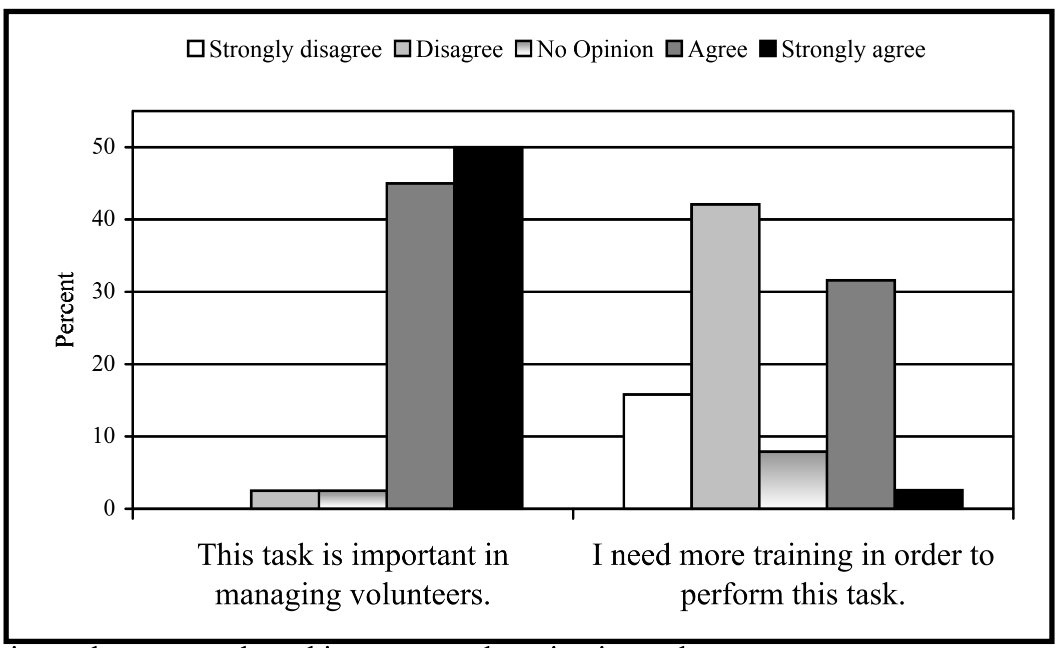
The majority (55%) of respondents have no formal volunteer management training, 36% have attended at least one Extension in-service training and less than 10% received training on the job or through county sponsored programs. In addition, 32% of the respondents noted that within the last five years, they have read books on managing volunteers and/or listened to cassette tapes to improve their leadership and management skills. Respondents also use the Internet as a regular source of information on issues relating to volunteer management. Several respondents are members of national organizations like the Association for Volunteer Administration (AVA) or involved in local volunteer networks.

Results

Throughout the survey, respondents agree or strongly agree on the importance of constructs that constitute good volunteer programs, such as motivating, recruiting, training, recognition, and evaluation. They also recognize the need for additional training in order to perform these tasks described.

One area where respondents feel most confident, or that they do not need additional training, is the orientation of volunteers to the Florida Cooperative Extension Service. They feel confident in their ability to communicate the history and mission of Florida Extension to volunteers, as well as explain the importance of volunteer involvement in Extension. They agree (45%) or strongly agree (50%) that it is important to recognize the role of volunteer involvement in Florida Extension, though most disagree (42%) or strongly disagree (16%) they need additional training to perform this task (Figure 2).

Respondents indicated that in order to effectively perform tasks required to manage volunteers, they need additional training in most other aspects of volunteer management including identifying volunteer needs and interests, recruiting and training volunteers, recognizing and rewarding volunteer accomplishments, and evaluating individual volunteers and volunteer programs. One area in particular, where respondents agree (53%) or strongly agree (32%) on the need for additional training, is designing and implementing a volunteer recruitment plan (Figure 3). Respondents also indicate a need for training in associated tasks such as



identifying volunteer needs and interests, and motivating volunteers.

Figure 2. Respondents' level of agreement with professional development tasks (n=40).

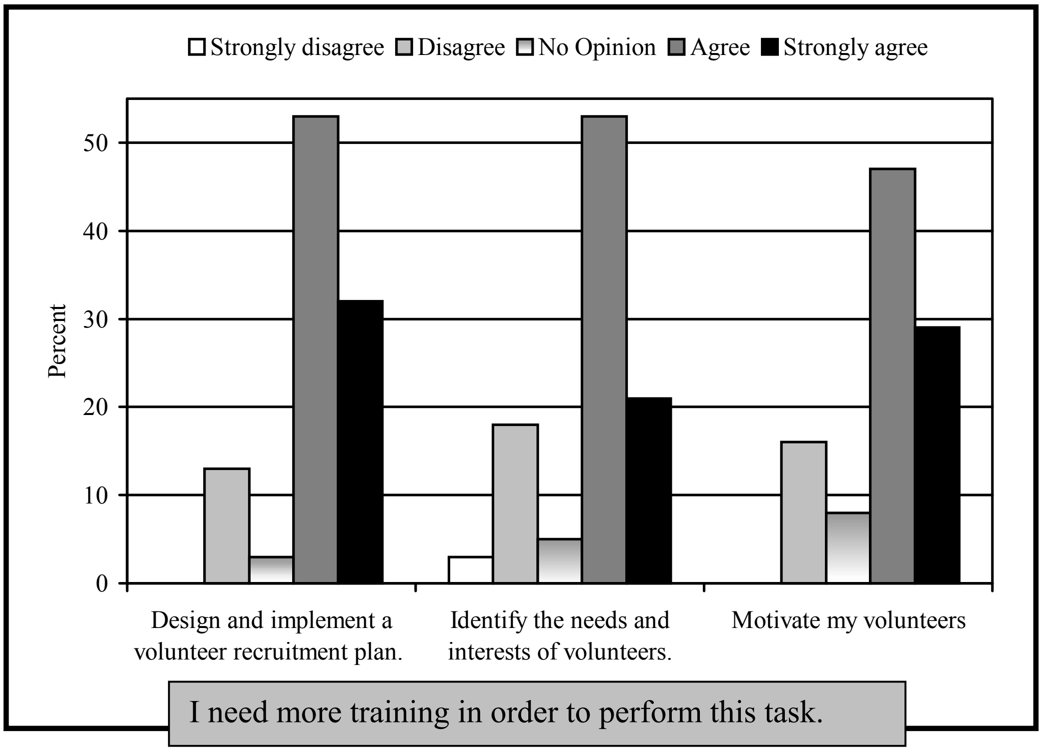


Figure 3. Respondents' level of agreement with professional development needs (n=40).

Specific programmatic areas where respondents agree or strongly agree on the need for additional training include explaining the rights of volunteers (72%) and terminating volunteers (82%).

Another area where respondents feel a need for additional training is monitoring and evaluating individual volunteers and volunteer programs. Respondents agree (47%) and strongly agree (24%) there is a need for training on how to supervise volunteers. Similarly, they agree (42%) and strongly agree (26%) on the need for additional training in order to evaluate their volunteer programs.

For the most part, respondents feel confident in their ability to recognize and reward volunteer efforts through letters, commendations, news articles and plaques; however, they indicated a need for information on conducting formal volunteer recognition events (39% agree and 16% strongly agree).

Conclusions

The survey revealed valuable information on the needs of Extension professionals who manage volunteers. In general, Extension professionals recognize the importance of volunteers and their contribution to Florida Extension; nevertheless, they recognize that in order to effectively manage volunteers, they need training in the basic managerial aspects of recruiting, training, and evaluating volunteers.

The Center for Volunteer Leadership Development (CVLD) used this information to develop a comprehensive series of teaching modules and in-service trainings for Extension professionals. As a result of the study, the CVLD developed nine modules:

- Volunteerism in America (currently available on – line)
- Motivating volunteers
- Building a volunteer staff
- Recruiting volunteers
- Legal issues in volunteer management
- Evaluating volunteer programs
- Volunteer leadership (release Spring 2003)
- Supervision of volunteers (release Spring 2003)
- Service-Learning (release Spring 2003)

The modules are self-paced and allow Extension professionals to work on the readings and exercises individually. Each module consists of several teaching tools including video presentations, PowerPoint slides, texts, supplemental readings, and exercises. Extension professionals are able to request modules by contacting the Agricultural Education Department. Extension professionals have the option of requesting all modules at once in a set or individually. The goal of the self-paced modules is that Extension professionals will be able to take their time in order to get the full benefit of the materials. Assistance is always available from the CVLD.

The Florida Cooperative Extension Volunteer Leadership Certification Program is a way for Extension professionals to earn a certificate recognizing them as certified volunteer leaders. The Certification requires that Extension professionals complete nine modules, a proficiency quiz of material covered in each module, and a personal philosophy paper. A panel of experts, including a faculty member, a CVLD member, and an Extension Specialist, review completed materials.   The panel then awards certification to the Extension professional.

Training and Certification may help reduce turnover in volunteers and increase the self-efficacy of Extension professionals leading volunteer programs.

Implications

In the future the presentations and exercises will be available on-line with texts and supplemental readings being sent to the Extension professional.   Future in-service trainings will allow Extension Agents to access information at their leisure then come together at designated times via the WebCT chat room to share their experiences in managing volunteers. Certification in many industries may count toward continuing education credits, tenure, and merit increases.

This curriculum is applicable to not only Extension programs, but to volunteer programs of any type.   The principles that were used in developing the Certification program speak to the importance of effective volunteer leadership and the self-paced CD ROM modules complement adult learner needs.

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Beyond the Boundaries of Risk: Factors Influencing the Risk-Taking Propensity of Student Leaders and Implications for Leadership Development

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Introduction

Leadership is a process that occurs when an individual inspires a group of individuals to work together toward a common goal (Northouse, 2000). Colleges and universities bear the obligation of developing the leaders of the future (Boyer, 1987). To do this, universities must engage in a deliberate attempt to guide students from their current level of skill, ability, and maturity, through the collegiate experience, and to graduation as an adult with the competencies, experience, and confidence to contribute positively to the communities they will inhabit. As universities undertake this endeavor, it behooves them to provide education and experiences that allow students to understand and be able to articulate the skills and abilities they have developed.

Universities take their role as developers of student leaders very seriously and with much pride. However, there appears to be a lack of understanding as to what exactly it means to develop students as leaders. Fortunately, there are leadership experts who have identified certain skill sets, or competencies, that leaders should possess. Among these skills is the ability and willingness to take risks in a healthy and constructive manner. This study begins to answer some questions about how to develop this ability in collegiate student leaders, which factors contribute to risk-taking behavior in students, which do not and what the implications are for students and those who strive to help them grow.

Purpose of the Study

This study is a part of a larger research agenda that seeks to identify the most effective and efficient leadership education system. This overarching paradigm considers the factors that affect the success of leadership education programs. The factors include selection of appropriate theory, teaching methods, delivery media, and program length. In addition, several student attributes -- gender, learning style, ethnicity, age, and leadership experience -- are a part of this research program. Finally, specific skills, behaviors, and the environment of practicing leaders are investigated to ascertain their impact and inclusion in leadership education programs.

The purpose of this study is to examine if the culture of the student organization influences a college student's propensity to take risks as a leader within that organizational context. Three research questions more specifically address the problem:

1. What is the relationship between organizational culture and the risk-taking propensity of student leaders?
2. Is an individual's propensity to take personal risks the same as his or her propensity to take risks as an organizational leader regardless of the context?
3. Does a leader's risk-taking vary with the purpose of the organization?

Hypotheses

From these three questions, ten null hypotheses were formulated for this study:

H_{01}: There is no relationship between the clan organizational culture score and risk-taking category scores by student leaders in the organizational context.

H_{02}: There is no relationship between the adhocracy organizational culture score and risk-taking category scores by student leaders in the organizational context.

H_{03}: There is no relationship between the market organizational culture score and risk-taking category scores by student leaders in the organizational context.

H_{04}: There is no relationship between the hierarchy organizational culture score and risk-taking category scores by student leaders in the organizational context.

H_{05}: There is no difference between an individual's propensity to take personal risks and the individual's propensity to take risks as a leader in the organizational context.

H_{06}: In a clan culture, there is no difference between an individual's propensity to take personal risks and the individual's propensity to take risks as a leader in an organization.

H_{07}: In a hierarchy culture, there is no difference between an individual's propensity to take personal risks and the individual's propensity to take risks as a leader in an organization.

H_{08}: In an adhocracy culture, there is no difference between an individual's propensity to take personal risks and the individual's propensity to take risks as a leader in an organization.

H_{09}: In a market culture, there is no difference between an individual's propensity to take personal risks and the individual's propensity to take risks as a leader in an organization.

H_{10}: There is no difference in risk score based on organizational purpose.

Summary of the Review of Literature

Introduction

The review of the literature covers the four broad factors investigated in this study. These factors are the developmental level of the college student, risk and risk-taking, organizational culture, and leadership. They are discussed in this order.

Student development

Traditionally aged college students are not yet adults; however, they are no longer children. Parsons et al. (1997) called them "late adolescents." These students still possess some of the characteristics of high-school aged students. They tend to be egocentric and sensation seeking. Parsons et al. (1997) found that these students do not perceive the benefits or risks of their behavior the way adults do. College students tend to overweight perceived benefits and underweight perceived hazards of their behaviors. Additionally, traditionally aged college students, in general, have not progressed through levels of reasoning that enable them to see past the authority or influence of their peer group (Smith, 1978). One could suspect, then, that these students will not always evaluate decisions regarding uncertainty in the most constructive way.

Risk

Risk is a concept that is ambiguous at best. Most people tend to think of something risky as something that presents danger or hazard or is undesirable. According to Byrd (1974), risk can be conceptualized as either static, in terms of losses, hazards, and danger, or as dynamic, in terms of possibility for innovation, creativity, growth, and success. Most writing regarding risk tends to dichotomize it in this fashion - risk is something to be avoided or something to be sought. Kahneman and Tversky (1982; 2000a; 2000b), through extensive research, have found that individuals do not always act rationally toward uncertainty. Prospect theory is the result of this work. Prospect theory proposes that people tend to be risk seeking when outcomes of choices are uncertain but are framed in terms of loss and risk-averse when outcomes are framed in terms of gains. This research is supported by myriad studies on a variety of populations (Brockner, 1992; Case & Shane, 1998; Chow-Chua, 1997; Heath et al., 1999; Hogarth & Einhorn, 1990; Muhs & Justis, 1981; Plax & Rosenfeld, 1996; Radner, 2000; Ritov & Drory, 1996; Wang, 1996). Many of these studies have identified confounding variables that suggest that prospect theory cannot predict all behavior.

Research regarding risky behavior by college students, mostly centered on sex, drugs, alcohol, and health issues; finds that college students do not act according to prospect theory. This population tends to be risk seeking when they believe the benefits of this behavior will meet their needs and motivations (Cooper et al., 1981; Parsons et al., 1997; Smith, 1999). Additionally, they will tend to disregard or underweight the perceived hazards associated with "risky" behaviors (Parsons et al., 1997). Because they are heavily influenced by their peer group (Astin, 1993a; Kuh et al., 1991; Powell & Drucker, 1997), and this overweighting of benefits also characterizes those in their peer group, it is not surprising to see students often engaging in potentially counterproductive behaviors.

Culture

The culture of an organization has been equated to the personality of the individual. It is composed of the underlying beliefs, values, assumptions, and artifacts (Schein, 1992) that give meaning and stability to those operating within the organization. Each organization develops its own unique culture. However, there are patterns within cultures that emerge and allow the classification of culture into particular types. Cameron and Quinn (1999) have developed a valid and reliable (Cameron & Quinn, 1999; Howard, 1998) tool that classifies organizations according to two sets of competing values.

Organizations can be categorized based on the extent to which they are flexible or controlled regarding decision-making autonomy and the extent to which organizational processes are internally focused and integrated or externally focused and differentiated. (See Cameron and Quinn's framework in Appendix A.)

Many studies have found that the culture does influence the behavior of individuals within the organization (Johnson & Covello, 1987; Martin, 1992; Pennington, 2001; West & Berthon, 1997), both for the good and to the detriment of themselves and the organization (Detert et al., 2000; Feldman, 2000; James, 2000; Sims & Keon, 1999; Vardi, 2001). Additionally, there is a systemic relationship between organizational leaders and organizational culture (Schein, 1992). However, leaders enter organizations with their own experiences and skill sets acquired outside of the organization. These individual characteristics seem to influence the way leaders behave within an organizational context (Kotter, 1998).

Leadership

Finally, leadership is another ambiguous concept that is often spoken of but is not clearly defined. Leadership is about inspiration and influence as opposed to being about management and control. Much has been written about leadership. Many authors have developed and described skills sets and competencies possessed by effective leaders (Bennis, 1989; Kouzes & Posner, 1987; Mumford et al., 2000b; the Vision for Student Leadership task force, 2001; Woodard et al., 2000). In general, these competencies include a sense of vision, knowledge of personal values and of self and an ability to know others, an awareness of the situation and the ability to apply particular skills to particular situations, and personal integrity. Included in most of these competencies, either explicitly or implicitly, is the willingness and ability to take appropriate risks (Bennis, 1989; Byrd, 1974; Cress et al., 2001; Kouzes & Posner, 1987). That is, the ability to engage in behaviors where the outcome is uncertain but is believed to result in growth, development, innovation and creativity and the ability to encourage others to behave this way as well.

Mumford et al. (2000a; 2000b; 2000c), assert that leadership skills can be measured and are useful in predicting behaviors associated with these skills. Additionally, Brungardt and Crawford (1996) emphasize the necessity of measuring collegiate leadership development programs. The Vision for Student Leadership task force (2001) at Texas A&M University has developed a matrix that promises to be a useful framework for both developing and evaluating collegiate leadership programs. (See Appendix B for an example of the Leadership Matrix.)

Research regarding collegiate student leadership is often found within the literature on the significant benefits of student involvement (Boyer, 1987; Brungardt & Crawford, 1996; Cress et al., 2001; Hanselka, 2001; Reardon et al., 1998). Leadership involvement, education, and development have been found to improve both students' self-perceptions of leadership skills (Tabke, 1999; Thorp, 1997) and their leadership abilities in situations after college (Cress et al., 2001; Reardon et al., 1998). However, it has also been found that different populations benefit differently from different approaches to leadership development and not all leadership skills are used the same way in all situations (Kezar & Moriarity, 2000; Whitt, 1994). Thus, it is essential for programs to have a firm grasp on which skills are to be developed and the experiences in which students engage as part of their leadership education.

Additionally, the influence of the peer group on traditionally aged college students has been found to be significant (Astin, 1993b, Gamson, 1993; Kuh et al., 1991; Terenzini et al., 1993) and can result in counterproductive behaviors if the goals of the group are destructive and, conversely, in constructive behaviors if the goals are positive (Kuh et al., 1991). Thus, it is essential for leadership development programs to be intentional in terms of goals of the programs, skills taught, and experiences offered to develop leaders. In addition, continuously monitoring these programs can improve the quality of the program (Brungardt & Crawford, 1996) while giving students the freedom to make choices and decisions while keeping them on the track to developing healthy and productive skills.

Methodology

Population and sample

A purposive sample (Gall, Borg, & Gall, 1996) was chosen for this study. The sample consisted of 100 students in attendance at the Texas A&M University Fall Leadership Conference. All attendees at the conference, both male and female college students, participated in the study. These students were all campus leaders and represented various campus student organizations. Data was collected from all participants during one of three concurrent sessions at the conference.

Instrumentation

Organizational culture, the independent variable was measured using the Organizational Culture Assessment Inventory (OCAI). Risk-taking propensity, the dependent variable in this study, was measured using the Risk Inventory for Students – Collegiate (RISC) that was developed for this study by the researcher.

The OCAI measures the leader's perception of the culture of the organization and classifies it as a clan, adhocracy, market or hierarchical type culture. The OCAI consists of six items in a questionnaire format (see Appendix C). For each of the six items, participants are asked to distribute 100 points between four statements describing their organization. The internal reliabilities for the OCAI in this study were .77 (n = 99) for the clan culture score, .75 (n = 99) for the adhocracy culture score, .85 (n = 99) for the market culture score, and .74 (n = 99) for the hierarchy culture score.

The RISC (see Appendix D) is a questionnaire that is used to measure the dependent variable in the study. The dependent variable consists of the individual's risk-taking propensity within his or her role as a leader of a university student organization. The RISC has two parts, an individual section and an organizational section. This RISC gives a total risk score as well as a risk score for personal risk-taking and for risk-taking as a leader within a specific organization. The RISC was developed by the researcher through a compilation of previous experience, literature reviews, and reviews of other questionnaires purporting to measure risk. The reliabilities for the RISC were .70 for the individual portion and .70 for the organizational portion of the instrument.

Summary of Findings

Findings related to hypotheses one through four

Hypotheses one through four tested the statistical significance of the relationship between organizational culture scores and risk-taking category scores. Hypotheses one through three failed to be rejected because both personal risk-taking scores and risk-taking scores for leaders within the organizational context were not significantly related to the organizational culture scores for organizations with a clan culture, an adhocracy, or a hierarchy culture. However, hypothesis four was partially supported because personal risk-taking scores had a significant positive relationship with the market culture (see Cameron & Quinn's (1999) Competing Values Framework in Appendix C), while scores for risk-taking as leader and market culture scores were not significantly related.

Findings related to hypotheses five through nine

Hypothesis five was a null hypothesis that stated, "There is no difference between an individual's propensity to take personal risks and the individual's propensity to take risks as a leader in the organizational context." A statistically significant difference was found to exist between the means of the individual risk-taking scores and the risk-taking scores for leaders so the null hypothesis was rejected. The mean of the individual risk-taking score was higher than the mean for the leadership risk-taking score. Thus, individuals were more likely to take personal risks than they were to take risks as leaders within an organizational context.

Hypotheses six through nine were null hypotheses that addressed differences between the individual's propensity to take personal risks and his or her propensity to take risks as an organizational leader within a particular organizational culture as identified by the OCAI. Each of these null hypotheses was rejected, as the individual's propensity to take personal risks was significantly higher than his or her propensity to take risks within the specific culture of the organization within which he or she was a leader.

Findings related to hypothesis ten

Hypothesis ten was a null hypothesis that stated, "There is no difference in risk category scores based on organizational purpose." Organizational purpose was categorized as being social, community service, student/campus service, academic/honor, knowledge or skill acquisition, athletic, special interest, or culturally or ethnically based (see Appendix B, page 107, question 1 of the RISC – organizational). There were no statistically significant differences found between risk scores based on organizational purpose. Therefore, the null hypothesis was not rejected.

Conclusions

Several conclusions were drawn from this study. However, as conclusions are considered one must bear in mind the limitations of this study. First, the RISC instrument was used for the first time in this study. This instrument will continue to be refined and validated. Second, this study was conducted on student leaders at Texas A&M University and the results can only be generalized with certainty to this population. However, the results give rise to notions that may be considered regarding similar collegiate leader populations.

Conclusion one

Possibly the most important finding of this study was the general conclusion that, for these students, risk-taking propensity of student leaders does not appear to be at all related to organizational culture within which they are currently a leader. This finding supports what James (2000), Mumford et al. (2000b), and others (Hersey, 1984; Jansen, 2001; Kotter, 1998) said about the situationality of the development and use of leadership skills. Because the use of leadership skills is based upon a particular situation and the development of skills takes a considerable amount of time (Mumford et al., 2000a), perhaps student leaders have not yet had the opportunity to be influenced by the culture of one particular organization. This could particularly be true because most of these leaders were new to the particular leadership position to which they referred when they completed the instruments.

This finding is contrary to what Schein (1992) said about the linkage between organizational culture and leadership. Additionally, it appears to refute Astin (1993) and Kuh et al. (1994) findings regarding the peer group as most influential in individual student decision-making. However, it supports Terenzini et al's (1993) finding that showed a negative relationship between a student's gains in critical thinking and a positive, supportive relationship with peers. Of course, it is possible that it is not the peer group that composes the organization that has the most influence on the student leader's risk-taking propensity. Perhaps it is a peer group that includes those in the organization, but is not limited to them.

Conclusion two

Another noteworthy finding is related to hypothesis five, that students in this study were significantly more risk seeking regarding personal risks than they were as leaders within a specific organization culture and regardless of the organizational context. This was particularly surprising as it is contrary to the notions of peer group influence noted above. Additionally, it refutes what Kahneman and Tversky (1982; 2000a; 2000b) have said about individuals tending to be risk seeking in some situations and risk averse other times depending upon the frame of the choice. It appears that student leaders are relatively more risk averse as a leader than they are regarding personal decisions regardless of the frame. Additionally, this finding has implications regarding what Parsons et al. (1999) found about students over weighting the perceived benefits of a risky choice and under weighting the perceived risks. It appears that, at least in a leadership role, students tend to weigh perceived benefits and risks differently in their leadership role than they do outside of this role. This finding may also suggest that other factors may mitigate a leader's risk-taking propensity, and because they are in a new experience they are less risk seeking. This notion is supported by Wildavsky and Douglas (1982) as well as by findings of Wechsler et al. (1995) and Dorr et al. (1999).

Conclusion three

Regarding the finding related to hypothesis six that student leaders tend to have a higher propensity for personal risk-taking than they do as a leader of a clan culture, this finding partially supports Cameron and Quinn's (1999) profile of a clan culture. Cameron and Quinn (1999) assert that this culture is like an extended family and is characterized by support, commitment and concern for others. Levels of certainty maintained in this type of culture may lead to risk averse behaviors by leaders as posited by Douglas (1985). However, this culture is also characterized by a relatively high level of flexibility and discretion in decision-making and one may expect leaders to be encouraged to take risks as espoused by Hartman and Nelson (1996), Kouzes and Posner (1987), and West and Berthon (1997).

Conclusion four

Regarding the finding related to hypothesis seven that student leaders tend to have a higher propensity for personal risk-taking than they do as a leader of a hierarchy culture, this finding does support Cameron and Quinn's (1999) profile of a hierarchy culture. Both an internal focus and low levels of autonomy where stability, predictability, and efficiency are valued characterize this type of culture. This culture does not appear to support risk-taking by leaders due to its emphasis on policies and procedures.

Conclusion five

Regarding the finding related to hypothesis eight that student leaders tend to have a higher propensity for personal risk-taking than they do as a leader of an adhocracy culture, this finding does not support Cameron and Quinn's (1999) profile of an adhocracy culture. This type of culture is characterized by dynamic risk-taking as described by Byrd (1974), Kouzes and Posner (1987), and others. Additionally, the external focus and high level of autonomy found by Hartman and Nelson (1996) in risk-taking groups is present in this type of culture. One would expect leaders to tend to be more risk seeking in this environment.

Conclusion six

Regarding the finding related to hypothesis nine that student leaders tend to have a higher propensity for personal risk-taking than they do as a leader of a market culture, this finding partially supports Cameron and Quinn's (1999) profile of a market culture. A market culture is characterized by an external and differentiated focus and by control and stability regarding decision-making. With a less than autonomous structure and a focus on winning and profitability one would expect highly calculated, risk averse decision behaviors. However, West and Berthon (1997) found that advertising managers would take more risks that are positive in a culture that encouraged risk-taking, with bottom up (autonomous) decision-making processes, and in a well performing (profitable) firm.

Conclusion seven

This conclusion is related to the finding from hypothesis three that as market culture score increases, the personal risk-taking propensity of the student leader increases. Cameron and Quinn's characteristics of a market culture were discussed above. The finding of this study partially supports this assertion as discussed above. Additionally, West and Berthon's (1997) study, also discussed above, does support this finding. It is interesting to note the student leaders in a market culture had higher scores for both personal risk-taking (IPR = 4.5) and for risk propensity as a leader (PRO = 3.44) than for any other culture (clan culture scores, mean IPR = 4.018, mean PRO = 3.26; hierarchy culture scores, mean IPR = 4.028, mean PRO = 3.306; adhocracy culture, mean IPR = 4.067, mean PRO = 3.353). It could be that the emphasis on competition and winning found in a market culture attracts students with a higher propensity for personal risk but that, as discussed above, this propensity as a leader is mitigated by other factors such as the autonomy found in this culture, the leader's newness to the organization or the leadership position, or the influence of peers outside that specific organizational context.

Conclusion eight

Finally, the finding regarding hypothesis ten, that the risk propensity for leaders is not influenced by the purpose of the organizational is again contrary to the notion of peer influence. Additionally, it is contrary to Douglas and Wildavsky's (1982) assertions about the social construction of the culture. It does, however, partially support an assertion of Mumford et al. (2000c) that it takes some time for the leader to develop skills appropriate and useful within a specific organization.

Recommendations for Practice

Based on the results of this study several recommendations are made for student development and leadership education professionals.

First, collegiate student leader curriculum and development curriculum, both within the classroom and through extracurricular development programs, should include an in-depth study of risk as a concept area and a leadership skill. This study should include various perspectives of risk as well as risk-taking as it applies to personal leadership development. Specifically, programs could include methods for discerning both potential gains in innovation and creativity balanced with the potential costs of trying something new and different.

Second, collegiate students should be given the opportunity to assess their own risk-taking propensities as an individual and as a leader. This will enable them to develop an awareness of their risk-taking style and can aid them in monitoring their risk-taking attitudes and behaviors within their leadership role and consider the influence their risk-taking style may have on their organization and on other organizational members.

Third, leadership development curriculums should also include a module that addresses the concept of organizational culture. An awareness of the values, assumptions, and artifacts that influence organizational behavior will allow leaders to understand and work effectively within the unique climate of their organization.

Next, leadership training should include an awareness of the influence of the peer group on an individual's behavior within a leadership role.

Additionally, leadership training should be based on a holistic model of leadership development similar to the one developed by the Vision for Student Leadership Task force at Texas A&M University (2001). This type of model will make leadership development more deliberate and will enable competencies to be operationalized for assessment purposes. Measurement and evaluation of leadership programs should include a variety of instruments and procedures that give a comprehensive assessment. Experiences within leadership development should be appropriate to the developmental level of college students and should be monitored constantly to ensure that the program holds to the goals and objectives set forth at the beginning.

Finally, student advisors would benefit from the same type of training and experiences mentioned for student leaders above. Because student development professionals are responsible for the growth and development of student leaders, they should develop the same level of awareness. With this knowledge, professionals can model appropriate risk-taking behaviors and guide students through the process of developing the leadership skills and abilities they will take with them into the future.

Recommendations for Research

Based on the results of this study several recommendations are made for further research in this area.

First, a greater understanding of the influence of organizational culture on risk-taking of leaders may become known if several student organizations having differing cultures were identified and surveyed and the risk propensity of the leaders within those organizations were compared.

Second, a comparison of risk propensity across demographic variables would provide an increased understanding of differences occurring within the student population.

Third, a study of risk propensity of student leaders across a variety of factors that are reported in the research to influence risk-taking propensity would provide additional insight.

Fourth, a study of the phenomenon of risky-shift, the tendency for group decisions to be polarized from the average of the individual decisions within the group (see McGuire, Kiesler, & Siegel, 1987, for a thorough discussion of risky shift), occurring within the leadership ranks of student organizations may contribute to increased understanding of how group discussion can influence student leader decisions regarding uncertainty.

Fifth, it may be helpful to find if experiential activities regarding risk-taking are more helpful than just classroom instruction regarding risk.

Finally, further refinement and validation of the RISC instrument should be conducted so it can be used in future studies to reliably evaluate risk propensity.

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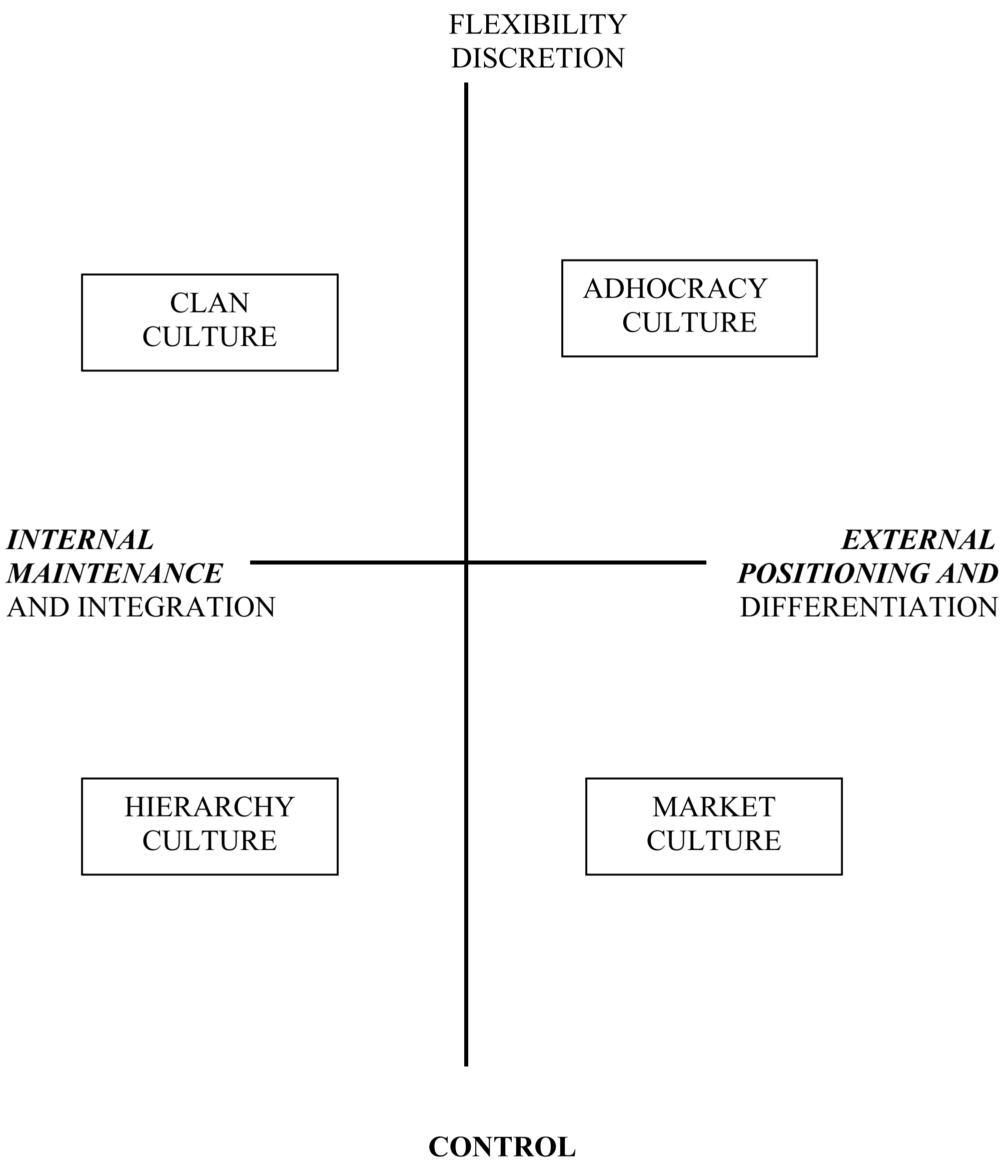
APPENDIX A

COMPETING VALUES CHART



APPENDIX B

LEADERSHIP MATRIX

Classification	Involvement	Instruction	Environment	Employment	Comments & Life Plan
** Dev. Self					
**Dev. Others					
**Vision					
**Org. Mgmt					
**Values					

APPENDIX C

The Organizational Culture Assessment
Instructions

The OCAI consists of six questions. Each question has four alternatives. READ EACH ALTERNATIVE CAREFULLY AS DIFFERENCES MAY BE SUBTLE. Divide 100 points among these four alternatives depending on the extent to which each alternative is similar to your perception of the student organization you referred to in the RISC. Give a higher number of points to the alternative that is most similar to your organization. For example, in question 1, if you think alternative A is very similar to your organization, alternatives B and C are somewhat similar, and alternative D is hardly similar at all, you might give 55 points to A, 20 points each to B and C, and 5 points to D (see example below). Just be sure that your total equals 100 for each question. (Adapted from Diagnosing and Changing Organizational Culture*, (1999) by Kim S. Cameron and Robert E. Quinn)*

EXAMPLE QUESTION

EXAMPLE. Dominant Characteristics		**Points**
A	A. The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	55
B	B. The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	20
C	C. The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	20
D	D. The organization is a very controlled and structural place. Formal procedures generally govern what people do.	5
Total		**100**

The Organizational Culture Assessment

Please address each question as instructed above.

1. Dominant Characteristics		**Points**
A	A. The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	
B	B. The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	
C	C. The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	
D	D. The organization is a very controlled and structural place. Formal procedures generally govern what people do.	
Total		**100**

2. Organizational Leadership		**Points**
A	A. The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	
B	B. The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	
C	C. The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-driven focus.	
D	D. The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	
Total		**100**

3. *Management of Employees*		Points
A	A. The management style in the organization is characterized by teamwork, consensus, and participation.	
B	B. The management style in the organization is characterized individual risk-taking, innovation, freedom, and uniqueness.	
C	C. The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	
D	D. The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	
	Total	**100**

4. *Organization Glue*		Points
A	A. The glue that holds the organization together is loyalty and mutual trust. Commitment to organization runs high.	
B	B. The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	
C	C. The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	
D	D. The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	
	Total	**100**

5. Strategic Emphasis		**Points**
A	A. The organization emphasizes human development. High trust, openness, and participation persist.	
B	B. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	
C	C. The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	
D	D. The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	
	Total	**100**

6. Criteria of Success		**Points**
A	A. The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	
B	B. The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.	
C	C. The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	
D	D. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.	
	Total	**100**

APPENDIX D

RISK INVENTORY FOR STUDENTS – COLLEGIATE (RISC)

INTRODUCTION

RISC is designed to identify the willingness of college students to take risks in their personal lives and as leaders within student organizations. This inventory is being used in a study to investigate the relationship between risk taking of student leaders and the culture of the organization within which they lead.

INSTRUCTIONS

Read the instructions at the beginning of each of the section of the RISC carefully.

On items requiring the use of the scale, respond by writing a number from 1 to 7 that best indicates the extent to which each statement describes you, as an individual in the first section and as an organizational leader in the second section. A response of:

1 indicates that the statement does not at all describe you;

4 indicates the statement somewhat describes you;

7 indicates the statement is very much describes you.

Use any of the numbers in between to show relative degrees of how the statement varies with its applicability to you.

Write the appropriate responses (numbers) in the spaces to the left of each statement.

Do not worry about "right" or "wrong" answers or "better" or "worse" answers. There is no "preferred" or "ideal" response. This inventory will not make you look "good" or "bad" and your answers will remain confidential.

NOTE THAT YOUR FIRST IMPRESSIONS ARE USUALLY THE MOST ACCURATE, so don't spend too much time on each question. Go with your gut response. There is no set time limit, but keep moving. Do not spend too much time debating any given item.

Thank you for participating in this study!

Risk Inventory for Students - Collegiate Individual

Please answer the following questions about yourself. Your answers will help us gather general information about the group that that is filling out the questionnaire. The results of individual questionnaires will remain confidential. Write your response on the line to the left of each item.

_______ 1. Age

2. Sex:

_______ M

_______ F

3. College of Major (choose one only):

_______ Agriculture

_______ Business

_______ Education

_______ Engineering

_______ Geosciences

_______ Liberal Arts

_______ Vet/Med

_______ Double major

_______ 4. Number of completed college credit hours.

_______ 5. Number of semesters in which you have held one or more collegiate leadership positions.

_______ 6. Number of collegiate leadership positions you have held or currently hold.

Consider how each of the following statements describes you as an individual. Use the numbers on the following scale to indicate the extent to which each statement is like you. Write your choice on the line to the left of each statement.

Not at all like me			Somewhat like me			Very much like me
1	2	3	4	5	6	7

______ 8. I would rather watch a game of tackle football than play in one.

______ 9. I would choose a $3,000 annual raise over a $10,000 bonus, when I had about a one-in-three chance of winning the bonus.

______ 10. I have done things with a group that I wouldn't have chosen to do if I were alone.

______ 11. I often check for "expert" opinions before making a major purchasing decision.

______ 12. I avoid uncertain situations because I may lose something or be exposed to some kind of hazard.

______ 13. I can do anything I set my mind to.

______ 14. I believe that "nothing ventured, nothing gained."

______ 15. I fasten my safety belt before I put the car in gear.

______ 16. I often change my mind to go along with the group.

______ 17. I make it a point to talk to my professors in their office or after class at least 3 or 4 times per semester.

______ 18. I still feel it's worth taking a chance, even when the odds are against me.

______ 19. I am afraid to ask someone out or over to my house because they may say "no."

______ 20. I would rather deal with intense disappointment over having lost or failed than with severe regret over not having tried.

______ 21. I carefully lock my residence at night.

______ 22. The approval of my peers is very important to me.

______ 23. I talk to my parent(s) at least once per week.

______ 24. I tend to see situations in terms of what I have to gain.

_______ 25. I have said I was sick just to get out of making a presentation in front of the class, even when I was prepared.

_______ 26. I will go against the rules if I think I won't get caught.

_______ 27. I would rather flip burgers than be unemployed after graduation.

_______ 28. I often check with my friends about which classes I should take.

_______ 29. I have met with my departmental academic advisor only once since I've been in college.

_______ 30. I think of tests as an opportunity to see what I have learned.

_______ 31. I have confidence in my ability to recover from my mistakes, no matter how big.

_______ 32. I don't mind going to a bar or club by myself.

_______ 33. I have crossed roads leaving more careful companions behind.

_______ 34. A friend has talked me into buying something that I was unsure about.

_______ 35. High-risk investments are an opportunity to lose large amounts of money.

_______ 36. I have caught an airplane at the last minute.

_______ 37. I believe the advertised health ramifications of smoking are grossly underrated.

_______ 38. I can handle big losses and disappointments with little difficulty.

_______ 39. I wouldn't consider going out to eat by myself.

_______ 40. I haven't started projects because I'm afraid I won't finish them.

Risk Inventory for Students - Collegiate Organizational

For this section: think of the student organization where you hold the highest of the leadership positions in which you are currently serving. Write the name of the organization and position here (optional):

____

Organization Title
(Do not use employment or non-collegiate organizations)
Answer the questions in this section in regards to this organization.

For questions 1 through 6, place an "X" on the line to the left of the item that best describes your organization.

1. Primary purpose of the organization (choose one only)

_______ Social
_______ Community service (off campus - local, state, national or global)
_______ Student / campus service
_______ Academic / honor
_______ Knowledge or skill acquisition
_______ Athletic
_______ Special Interest
_______ Cultural or ethnically based

2. The organization is part of the

_______ Pan Hellenic Council
_______ Panhellenic Council
_______ Inter-Fraternity Council
_______ Corps of Cadets
_______ None of the above

3. How many members are in your organization?

_______ 25 or fewer members
_______ 26 - 50 members
_______ 51 - 75 members
_______ 76 - 150 members
_______ 150+ members

4. Size of the executive board (or small group with whom you most often make organizational decisions)

_______ 4 or fewer members
_______ 5 – 10 members
_______ 11 – 15 members
_______ 16+ members

5. How long has your organization been in existence at Texas A&M?

_______ 0 – 3 years
_______ 4 - 7 years
_______ 8 – 15 years
_______ 16+ years

6. If the organization is part of a larger, non-TAMU, organization that requires you to follow its policies and procedures, is the overall governing organization

_______ At the state level

_______ At the national / international level

_______ At the local level

_______ It is not part of a larger organization. This question is not applicable.

Consider each of the following statements as it pertains to you in your role as an officer within the you organization named above. As you respond to each item, think of it in terms of what you would do within the scope of your role as an officer of this organization. Use the numbers on the following scale to indicate the extent to which each statement describes you as an organizational officer. Write your choice on the line to the left of each statement.

Not at all like me			Somewhat like me			Very much like me
1	2	3	4	5	6	7

_______ 7. In a conflict I would be more likely to side with my advisor than with my peers.

_______ 8. I consult with one or more of my peers within the organization before making a decision for the organization.

_______ 9. I will stop an activity or event I think will fail, even if we've put in a great deal of time and money.

_______ 10. I would continue with an activity or event that my advisor has cautioned me will likely fail.

_______ 11. I consider the safety of participants when planning an activity or event.

_______ 12. I will try to put on an activity or event that has failed before because I can make it work.

_______ 13. If given the choice I would rarely meet with my advisor.

_______ 14. If I know I'm right, I don't change my mind even after a discussion with other officers.

_______ 15. An event that fails is an opportunity to learn and grow.

_______ 16. It is better to ask for permission, than to beg for forgiveness.

_______ 17. I would cancel an outdoor event or activity if threatening weather was forecast.

_______ 18. I would meet with my advisor's boss to try to get what I want for the organization if I didn't agree with my advisor's decision.

_______ 19. Having an advisor present at all organizational events and activities is a must.

_______ 20. Talking with my peers helps me clarify alternatives and make better decisions.

_______ 21. If no one comes to an event it is a total waste of time and money.

_______ 22. I carefully assess all alternatives and their consequences before making an organizational decision.

_______ 23. It is not possible to have too many people at an event.

_______ 24. If I make a poor choice in my position, nothing will really happen to me.

_______ 25. I know the university policies and procedures regarding student organizations.

_______ 26. Meetings are a waste of valuable time.

_______ 27. I would select someone for an important office in my organization who had unlimited potential but was new to the organization even if there was a person available for the position who had more experience but less potential.

_______ 28. Developing new and creative programming ideas is a common occurrence for me.

_______ 29. I would plan an event that requires long hours of driving.

_______ 30. My combined level of knowledge and experience makes me a good leader.

_______ 31. The approval of my advisor and other administrators is very important to me.

_______ 32. I have changed my opinion after a discussion with fellow organization members.

_______ 33. My organization should stick to the kinds of activities and events they are known for.

_______ 34. I would make an agreement with an outside vendor without first checking with relevant others within the organization if it seems like a good deal.

_______ 35. I will take steps to ensure that there is no alcohol at an organizational event.

_______ 36. I wonder when people will figure out that I'm not really as competent as they think I am.

_______ 37. I will do whatever is necessary to improve the organization.

_______ 38. I keep a close watch on my budget within the organization.

Trends and Issues Impacting Community Leadership at the Start of the 21st Century

Paper Presented to the Association of Adult Leadership Educators 2002 Annual Meeting

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Leadership by its very nature is a dynamic and changing concept. Because of this, it is good practice to continually evaluate the changing societal conditions that impact leadership at the community level. These trends change both the structure of leadership that is needed, and concomitantly reinforce the need for strong leadership at the community level.

This paper will briefly highlight what we consider to be six major trends that we believe will have a major impact on community leadership at the start of the 21st Century. It is not meant to be an inclusive list, and strong arguments could be made to include other trends and issues. We welcome feedback and suggestions.

Defining Community Leadership

Leadership has commonly been defined as a process where a change is brought about by influence. This usually implies a leader and at least one follower (see Peter Northouse's excellent introduction to leadership, Leadership: Theory and Practice for a good discussion on defining leadership). Community leadership refers to people in a community that have the ability or opportunity to influence change in their community. These people are leaders due to position or influence. By community, we mean a specific geographic area that the people in that area recognize as a common area.

The Six Trends

The six trends that will propose here are:

1.) A change to a "New Economy"
2.) Globalization
3.) Demographics
4.) Increased choices available to individuals
5.) Organizational change
6.) Technology and science

Again, these are six major trends that we see as critical and important. Others will undoubtedly be able to add to the list. Most of these trends are also interconnected – they tend to feed off and impact each other. Each trend is briefly discussed below.

Change to a "New Economy"

It is important here to explain what we mean by the term "New Economy". We do not mean the much-publicized group of high tech companies that have been severely thinned out by the recent market downturn. What we mean instead is a structural change in the economy due to the adoption of information technologies and the impacts of globalization. The big impact will come not from a small grouping of high tech firms, but rather as a majority of traditional companies utilize information technology. This has already happened, and should continue to occur.

Companies will continue to restructure their organizational design around the use of high technology. This will likely mean a continuation of reducing employees in some areas (and adding in others) and outsourcing some activities. Increased global competition has also caused companies to reduce or maintain price levels. This in turn has led companies to look for other ways to generate revenue, including cutting back on community investments and restricting company time provided to employees for community endeavors.

New Economy Impacts

As companies continue to restructure (and often "reinvent" or relocate themselves), they will impact community leadership. Communities have always looked to local business and industry as a source of community leaders. As companies look inward and reduce the time available for outside activities, this will constrict the pool of leaders available to the community. As companies restructure their role as a corporate citizen is also likely to change. Monies and in-kind services may become harder to obtain.

On a more positive note, communities can take a proactive approach and ask, "What new skills will be required by community leaders and our citizens?" This may require new approaches and uses of technologies. For example, the use of e-mail or websites or the use of conference calls to include those who cannot take time away from work.

Globalization

Globalization is term we all hear and probably define differently. Most people tend to associate globalization with economics and international trade. To us globalization is a broader concept. Globalization implies a process of international customs, ideas, rules, foods, etc. becoming introduced to a wider audience. As Coca-cola becomes a standard throughout the world, the US gets Japanese cartoons.

Globalization is characterized by an increased availability of products and information. In the US, it is also characterized by an increased number of non-European migrants into communities. This forces community leadership to adapt and change to meet the needs of the newcomers. To be clear, any newcomer to the US will likely make more changes to their lives than any native community member.

Globalization Impacts

A key impact of globalization for communities is a reduction in secular "Americanism" thinking. New and foreign ideas inject new ways of looking at problems and opportunities. Community leaders need to find ways of training leaders and citizens on these impacts and opportunities.

Because of globalization we will also face an era where cooperation becomes more important and critical. Learning how to interact and live with others from different backgrounds and cultures will be paramount.

All of these ideas are important because it is likely that the US role in the world will increase, increasing our need to better understand other cultures and ways of thinking.

Finally, a key leadership trait that globalization reinforces is the need for empathy – seeking to understand another's position or idea.

Demographics

While there are multiple demographic trends that could be analyzed, we will focus on three key ones: increasing population, increasing age of the population, and increased racial diversity.

Unlike the rest of the "developed" world, the US population continues to grow in numbers and diversity. According to the US Census Bureau the US population increased by 13% between 1990 and 2000, raising the total US population 281.5 million. Surprisingly, every state in the union grew in population during this period. Metro areas continued to grow the fastest at 13.9%, but non-metro areas also grew at a 10.2% rate.

The average age of the US population has also increased from 32.9 to 35.3 years. This reflects a continued aging of the baby-boom population. It is important to note that many baby-boomers have started to retire in the 50's, and that the first large wave of 67-year old retirees will occur around 2010.

A final trend is the increased diversification of the US. The table below shows continued change in the racial make-up of America. Whites continue to decrease as a percentage of population, while African-Americans almost remained the same. Larger gains have occurred among Asians, "other races" and Hispanic origin (see note below table for more information on the term "Hispanic origin).

Racial Composition of US 1990-2000 as a Percentage

	1990	2000
White	80.3	75.1
African Am.	12.1	12.3
Native American	0.8	0.9
Asian	2.8	3.6
Other race	3.9	5.5
Hispanic origin*	9.0	12.5

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*Hispanic origin refers to one coming from a Spanish or Latin American country. A person of Hispanic origin can be of any racial background.

Demographic Implications

As the US population continues to grow, so do the challenges and opportunities for community leadership. Increased growth in communities may bring more leaders, but also new and different ideas.

An aging population will continue to bring an increase in the number of retirees available to assist in community leadership. As the aging population begins to retiree, they may also leave a void that younger community members will need to fill. Smart communities will begin to prepare these folks for leadership positions.

The continued change in the racial profile of the US will also lead to a change in the types of leaders that will be available, as well as followers. Communities that want to be dynamic and fair will need to reach out and cultivate new members. Likewise, communities will need to realize that change is a two-way street, and the community will also need to change itself as well.

In addition to looking at these demographic changes in terms of leader potential, communities should also look at what they need to do to attract and accommodate diverse audiences. For example, an older population may need larger printing on materials.

Increased choices available to individuals

Almost all trends also point to an increased and unprecedented level of choice for individuals. In particular, technology and globalization have led to more choices for most

Americans. People have more choices on where, when, and how to obtain data, information and products. Consumers are no longer limited to items available only in local stores or possibly via mail order. New ideas, alternative opinions, and more are available to most people with a click of a computer key.

Impacts of increased choices available to individuals

A key impact in this area is the availability of community leaders and citizens to get information from a variety of sources. We view this as a positive trend, as it empowers everyone and forces us all to uphold a higher standard of conduct. It becomes much more difficult for anyone to hoard valuable information.

This trend also means that community leadership programs need to broaden their delivery methods. E-mail, webpages, video, etc. may be needed to reach distracted audiences.

Organizational change

Change has been crashing through organizations at all levels. Private, non-profit, and public organizations have endured at least some of the following trends:

-decentralization or devolution of people and services
-outsourcing of products and people
-a changing work contract – people are mobile and are not tied to any job for life
-turnover of people in organizations – both voluntary and involuntary – has increased
-many organizations are making do with less – fewer people are around, and those that are have more responsibility

Impacts of organizational change

The changes that organizations are undergoing are impacting community leadership. Continued turnover in local businesses means that there will likely be a corresponding turnover in community leadership. Likewise, as more companies downsize, the pool of leaders from these sources will become more limited.

Technology and science

Increased and constant changes in technology and science will continue to impact community leadership. The increases in computing and telecommunications discussed earlier change how leadership programs can be delivered, as well as how and when communications can be delivered. Continued discoveries in biology, especially in genetics, will change our views on race and human differences. We already know that humans throughout the world are the same genetically. This takes to the next step of realizing that theories that ascribe different attributes based upon race are likely to be very suspect. Genetic research also allows us to realize that humans are born with different strengths and weaknesses, and that all can contribute as leaders at some time.

Impacts of technology and science

Continued discoveries will impact all of the previous five trends. Continued studies in biological sciences will impact the social sciences and the study of leadership. Likewise, as we learn more about the biological reasons for human actions, the importance of the social sciences to explain environmental causes will increase.

Conclusion

This paper focused (briefly) on six major trends. We believe that these are important trends and that leadership educators need to spend time thinking about them and their consequences.

We will close by adding four additional thoughts that we have. Because of these trends, we think that:

1.) Leadership is becoming more important
2.) As society becomes more complex, we need to develop both more and an increased variety of leaders
3.) These trends reinforce the importance of adult education and life long learning
4.) Human infrastructure is our most valuable resource

KANSAS ENVIRONMENTAL LEADERSHIP PROGRAM: COMBINING TRAINING IN LEADERSHIP, ISSUE ANALYSIS, and PUBLIC POLICY CHOICES

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The Kansas Environmental Leadership Program (KELP) prepares individuals to practice shared leadership, collaboration, and policy analysis, resulting in positive environmental changes in Kansas.

The focus of this paper is the integration of the separate but related concepts of leadership skills, subject matter knowledge, issue analysis, and public policy choices, using the KELP program as a case study. Several challenges to leadership educators which are inherent in developing multi-disciplinary applied training programs are addressed. Sustainability of the program and successful outcomes are briefly indicated.

Challenges

Developing an integrated training program incorporating a variety of skills and subject matter is not really new, but changing from the paradigm of several separate, distinct programs to one unified or holistic program is still a unique concept for many leadership trainers. Program development often falls into the category of “easier said than done.” However, designing the KELP program was an opportunity whose time had come.

The challenges of providing a multi-disciplinary training program increase when the participants, as well as the program design team, vary widely in interest, background, experience, and occupations. Here the challenges are grouped into three categories:

- Getting started
- Planning the training program content and methods
- Implementation

This program provided an opportunity to foster change and take responsibility for doing something that hadn’t been done in the Extension system in Kansas. The design team had concerns about taking risks and making mistakes, in both programming and in working as a project team.

Getting Started

The vision for KELP began with the realization by K-State Research and Extension personnel and Kansas Department of Health and Environment (KDHE) staff that:

> Community leaders have increasingly recognized that the availability of high quality water is fundamental to attract new residents, industry, and tourism. To maintain economic vitality, communities must invest time and energy to protect and improve local water resources, but they may lack the information and leadership skills to move toward desired improvements.

The first step in sharing this vision was drafting a preliminary outline and exploring funding possibilities. An application for a grant to develop the KELP program was prepared by a team of Extension personnel led by Morgan Powell, a specialist in Biological and Agricultural Engineering who had participated in the North-Central NELD program. Funding was provided through Environmental Protection Agency (EPA) with the funds channeled through KDHE. A program design team of extension specialists (with expertise in water resources, leadership, and local government) and a representative from KDHE was formed to initiate the project. An extension associate with a background in environmental education and organizational leadership was hired.

The training program was built on the philosophy and research findings that indicate that people learn and retain information best when they are actively involved in the learning process. Thus, each KELP training session involves a mix of presentations, local experiences, and active learning opportunities.

The KELP program design team worked together to develop a training curriculum for the program. Much time and effort were required to establish the congenial working relationships we all wanted. We had different working styles, backgrounds, job responsibilities, with diverse approaches to process and technical information, and not nearly enough time. Our strengths were an overarching goal of making this cooperative venture succeed, trust in one another as individuals and in our own individual areas of expertise—but we had to work to integrate our contributions effectively.

Program team members included

- Morgan Powell, Extension Specialist, Biological and Agricultural Engineering
- Katey Walker, Extension Specialist, Family Studies and Human Services
- Dan Kahl, Extension Associate, KELP
- John Leatherman, Extension Specialist, Local Government
- Dan Devlin, Extension Specialist, Agronomy
- Don Snethen, Kansas Department of Health and Environment
- Daryl D. Buchholz, Assistant Director, Extension Agriculture & Natural Resources

- William Hargrove, Director, Kansas Center for Agricultural Resources and the Environment (KCARE)/Kansas Water Resources Institute (KWRI)
- Judy Willingham, Extension Associate, KELP

Planning Program Content and Methods

We began with only a very general set of goals, teaching concepts, and sequence for the training sessions. Refining these ideas and setting priorities was the first step in planning, as we began to focus on specific issues and training needs. Despite difficulties in arranging schedules to meet as a planning group and to carry out assignments between meetings, the program agenda gradually came together. We initially focused on geographic locations of different types of water resources and related policy issues.

For the pilot program, we ended up planning one session at a time, so that we could get the more effective mix of learning activities and speakers and assignments on each topic. Subsequent classes were easier to develop because we had an overall time line and sequence of topics. Another difficulty we had to overcome was integrating this program into our other on-going work, since we all had numerous other responsibilities for teaching and training.

The beginning planning sessions involved combinations of brainstorming ideas along with efforts to commit to some specifics. Once we agreed on an overall set of concepts and methods, we looked at each time slot. We determined what to teach—the learner objectives for the specific topics, resources (visual, actual or other materials), and experiential activities.

We also determined how to teach, with an emphasis in variety and group interaction. We planned methods of group building, anticipating that the group of participants would move through the stages of group development (forming, storming, norming, performing, and re-forming) fairly quickly. Get acquainted activities, ground rules, and other bonding or focusing activities which were practical, short, and not too "touchy feely," were developed. These activities, as well as the experiential learning model, were unfamiliar to most planning team members and participants, but we were committed to building them in an appropriate way. This required creativity in presenting technical subject matter—some of which was handled through lecture and written materials. Interactive and small group case study work and presentations to the total group worked well. At the final session, a graduation ceremony was held celebrating completion of the training and sharing future plans.

We planned a mix of speakers, including design team members/trainers. Local experts from the different locations were invited to serve as speakers, resource persons, or panelists. One of the most effective methods was the involvement of citizen participants who explained how they had planned and conducted public forums, worked with legislators, or otherwise been actively involved in resolving conflicts or influencing policy choices. Small scale collaborations with local people were a highly effective way to motivate and strengthen the ability of class participants to consider what they might accomplish when they returned home.

Time constraints were a constant problem. There was always more information to be included than time allowed. In using the experiential learning model, we were committed to provide time for reflection, generalization, and discussion of applications.

We kept detailed notes of how to teach (process and content), which included case studies, small group discussions, and field experiences. We prepared a detailed chart of topics and methods for future reference. Written materials were revised and edited.

Participant recruitment was done at the same time as program development in the initial stages. This task was handled primarily by the extension associate, with suggestions from program team members and others familiar with water resources issues, agencies, and interested citizen groups.

Other managerial details—registration fees, emergency health forms, time off from work and/or employer support, selection of hotels and meeting locations, arrangements for field trips, local transportation, AV and other equipment—gave new meaning to all the items typically listed under "Planning for Effective Meetings" in the leadership handbooks.

The pilot class of 19 persons was drawn from the state legislature, state, county and local agencies, extension, and local communities. This class was asked to provide feedback and critical evaluation of the materials, the teaching process, and the overall training impact of the KELP program.

Each of the five sessions focused on specific aspects of water resources and policies and on leadership theories and skills:

Session One:	Understanding Leadership and Water Resources
Session Two:	Influential Leadership, Urban Water Infrastructure, and Government about Water
Session Three:	Involving the Public and Impacts on Surface Water
Session Four:	Managing Conflict and Impacts on Ground Water
Session Five:	Graduation and Sharing of Accomplishments and Plans

Implementation

Putting the training program into action was relatively easy once the planning and preparation had been completed. The teaching team consisted of two members of the design team for continuity and others, depending on topics.

The original debriefing format was to follow each class session with a team meeting for discussion and evaluation. At the conclusion of the pilot class, a student intern conducted an intensive focus group evaluation to help obtain ideas for revisions.

Subsequent classes followed the same overall pattern, with some changes in schedule, locations, and teaching personnel. We continued to enhance the class participants' involvement and learning experiences, to truly promote leadership skill development and applications. Past participant involvement as hosts or presenters also contributed to credibility and motivation.

Sustainability

The fourth class is now in progress. Funding continued to be provided by KDHE and K-State Research and Extension. Classes have ranged from 20-28 persons.

The program team continued with some initial members rotating off. A new Extension associate was employed when the initial person moved to a community development position.

Publicity through media and through word of mouth was consistently favorable. Interest in continuing and expanding the KELP concept was indicated by requests for in short term workshops and continued networking.

Additional grant funding and/or employer support was located for workshops on specific topics. Different titles were used to indicate that these one or two-day sessions were not an abbreviated KELP program, but information on specific resources, policy options, or leadership skills.

Accomplishments and Outcomes

Examples of several small group projects in progress, or completed, are listed here. They illustrate the impacts of the training.

Kansas-Lower Republican River Basin – *Gratemates and Classmates.*
This Project utilizes a storm drain filter to capture storm water run-off from city streets and parking areas. Through the involvement of middle school youth, storm drain filters will be installed and monitored to evaluate and demonstrate the non-point source contribution of rainwater run off. The project will consider sources of pollutants, and possible actions to reduce non-point source pollution. This project will provide a hands-on, applied learning opportunity for up to 100 youth in the Kansas City area.

During the winter the team plans to visit the two schools, making presentations on Nonpoint Source Pollution. At the request of the Sumner Academy teacher, the team will also discuss environmental careers. They will visit the schools to install the Gratemates, for periodic inspections, and then to complete the project by removing the units and analyzing performance with the students. School officials, local community leaders, and media are invited to the final visit.

Marais des Cygnes River Basin - *Integrated Runoff Management for Cropland.*
This project will establish a demonstration plot of Best Management Practices (BMPs) for agricultural lands in the Marais des Cignes Basin. The demonstration plot will identify the costs and benefits of utilizing BMPs for agriculture and on water quality. Local agricultural producers will be invited to tour and learn about the BMPs and their application.

The team selected two major areas: a water quality tour in Jefferson County, and a publication demonstrating the economic benefits of buffers vs. cropping. The tour was held in conjunction with a "Grazing School" to increase attendance. 61 people were at the event held on July 26, 2001. The tour included information on TMDLs, buffer strips, and riparian buffers.

Walnut River Basin **-** *Water Awareness.*
This project will increase public awareness of water resources and the importance of protecting water quality. Through the use of public presentations, TV advertisements (PSAs), and utilization of local media, this group will increase awareness of how the public can protect water resources.

The video has been completed and is in production. When completed, a copy is to be sent to the KWO, KDHE, and EPA. The team will be purchasing air time for springtime broadcasting of the video, and the video will be available to cities that have their own cable access.

Smoky Hill-Saline River Basin - *Warm Season Grasses and Water Savings.*
This project educates people about the irrigation water needs of various lawn turf grasses. People are encouraged to use buffalo or Bermuda grasses for lawns and to avoid using bluegrass and fescue. A random survey was conducted to determine numbers of lawns consisting of those four grasses.

A public education program through the City of Hays public works dept. emphasized the water savings potential of switching from bluegrass or fescue to either buffalo or Bermuda grasses.

Olathe Water Festival This project will facilitate an educational activity that will create awareness and appreciation for water resources, and increase public awareness of surface water pollution by Nonpoint Sources (NPS). This will be cooperative effort with the City of Olathe, Kansas Biological Survey, KDHE, and Miami County Extension. The event will occur on one day at either Lake Olathe or Cedar Lake, and will be promoted to all members of the community. Attendees will learn about watershed activities and personal actions that affect water quality in these surface water bodies.

Soil Amendment Pilot Project for Lake Afton Watershed This project will prevent eutrophication of Lake Afton by demonstrating that low pH levels in soil increase nutrient loss through runoff, that liming soils to neutral pH levels decreases nutrient loss through runoff, and to encourage soil testing and subsequent lime applications within the watershed. This will be a cooperative effort with the Sedgwick County Conservation Board, Board of County Commissioners, USDA NRCS, KSU Research and Extension, and Friends of Lake Afton

(FOLA). A field will be identified, soil tested and runoff sampled. Lime will then be applied after harvest to part of the field, followed by sampling. A workshop for area landowners is planned to demonstrate BMPs.

Multi-media Materials that Highlight Cost Sharing Opportunities to Improve Stream Water Quality This project will improve surface water quality in Kansas streams. Cost sharing funds and technical assistance are available to help land owners and operators implement practices to reduce Nonpoint Source Pollution. The aim of the project is to produce multi-media presentations that will inform and educate land users across the state about cost share assistance for water quality improvement projects. Compact discs will be produced with photos and narration. Workshops may be held to provide in-depth information for appropriate agency staff. Publicity about the project and its results will be accomplished through direct contact with agencies and the general news media.

Each KELP participant was part of forming and maintaining a small working group, which developed its own vision and goals and an action plan to carry out the project. Most project groups also involved members of their local communities' organizations in implementing the plans. The project groups experienced similar stages and challenges at the project level that the KELP design team had worked through in developing the training program.

This combination involved teamwork by both the design team and the participants. Successful completion of the training program and the small group project indicate that participants learned about and applied :

- Leadership and personal styles,
- Communication skills,
- Collaborative problem solving,
- Conflict resolution and interest-based negotiation,
- Knowledge of water resources in Kansas,
- Understanding of point and non-point source pollution,
- Public policy and water management choices, and
- Citizen participation in policy decisions.

Participants showed a significant gain in knowledge and skills. They learned about their own personality types and ways of working with others of either the same or different styles. They improved their leadership and communication skills and ability to facilitate group formation and action. Significant knowledge gains about water resources, watersheds, and agencies dealing with water policy were applied to understanding the distinct characteristics of their own watershed areas in relation to water quality and protection.

Summary

KELP developed leadership skills, provided information about the environment and water resources, and taught both principles and processes of public issues education. The model can be replicated for other types of training programs with similar goals, especially those which follow the principle that leadership development occurs best around concrete issues and is based on the experiential learning that involves *experiencing* an action or activity, *sharing* the results and observations, *processing* by reflecting and discussing, *generalizing* by connecting the experience to other activities, and *applying* what was learned to other situations.

The unique feature is the combination of leadership skills, public policy education methods, and subject matter dealing with water resources and water policy choices. The challenge to leadership educators and program planners is to move from vision to action to build an integrated training program.

Reference

To learn more about the Kansas Environmental Leadership Program—including application form, schedule, fees, college credit, professional continuing education, speakers, and financial assistance—please visit www.bae.ksu.edu/kelp.