Guides

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A Guidebook For A Service Model of Leadership Development

Higher Education Research Institute

HIGHER EDUCATION RESEARCH INSTITUTE

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October 19, 1994

Mr. Goodwin Liu
CORPORATION FOR NATIONAL AND COMMUNITY SERVICE
Senior Program Officer
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Dear Goodwin:

As we prepare for our forthcoming discussion at Airlie House on October 28-30, Sandy and I have appreciated your enthusiasm and commitment to make this working conference on College Student Leadership Development an engaging dialogue.

I have enclosed the preliminary Guidebook for your careful review. We believe it would be helpful to use the attached framework in reviewing the Guidebook.   I hope the questions spur your thinking on a range of topics related to designing, implementing and evaluating the proposed leadership model.   I also have included a brief checklist on items we will still need from you to make our meeting at Airlie House more productive.

We currently are confirming a shuttle schedule for those individuals who will arrive at Dulles or National airports. Please follow-up with KC Boatsman at (310)825-1925 if you are interested in this service and we will advise you about these   arrangements.

On behalf of all of us in the Working Ensemble, we are looking forward to your involvement at the conference.   Until our meeting on Oct. 28th!

Sincerely,

Helen S. Astin
Professor and Associate Professor
Higher Education Research Institute

Enclosures

A

Guidebook

For

A Service Model of Leadership Development

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Who Are You?

In making the best use of this *Guidebook*, it is important to understand the perspective from which you are reading it. Do you fit one or more of these categories?

A. A student affairs professional who:

    1.   is interested in initiating a leadership development project for students.

    2.   is already engaged in leadership development programs for students.

    3.   is already engaged in service-learning/community service projects with students.

    4.   wants to train student affairs colleagues in leadership development for students.

    5.   has been asked by a supervisor or other colleague to become involved in leadership development programs for students.

    6.   Values a nonhierarchical leadership process and is comfortable with collaborative strategies.

B. A student who

    1.   is involved (or wants to get involved) in a leadership development project

    2.   wants to initiate a leadership development/community service project among fellow students

    3.   is trying to understand the meaning and application of leadership as a concept

C. A faculty or staff member who fits one or more of the subcategories listed above in A and B.

D. Any other person who is interested in promoting leadership development programs for students and leadership competencies as vehicles for social change.

A Special Note to Practicing Student Affairs Professionals

Although the primary purpose of the materials presented in this *Guidebook* is to facilitate the development of programs for student leadership development on the campus, we recognize that the life of the typical student affairs practitioner is already so busy and full that he or she may not be able to afford the luxury of embarking on major new efforts of this type. For this reason, we believe that there are other applications of the principles underlying this model that might indeed relate more directly to the daily activities of practicing student affairs professionals.

The daily routine of many practicing student affairs professionals is driven by items from the "in box." These items cover an enormous range of problems and challenges covering virtually every aspect of the student's academic and social life. We believe that many of the "key constructs" and many of the elements of the leadership "model" presented later on in this *Guidebook* may well be applicable to the practicing professional's daily work, especially work that may involve trouble shooting or dealing with crises. Consequently, a special section of this *Guidebook* has been devoted to applications of the principles and the model that may not relate directly to student leadership development efforts but instead can be utilized in the more typical daily activities of the practicing student affairs professional.

How Can You Use This *Guidebook?*

- To generate ideas about possible new leadership development programs for students

- As a conceptual framework for evaluating or revising new or ongoing leadership development programs.

- As a training resource for student affairs staff or other academics who are involved in leadership development programs for students

- As a learning resource for student leaders.

- To encourage dialogue with academic departments and faculty in cooperative efforts to develop leadership programs.

- To initiate service-learning projects that focus on leadership development for life-long social commitment.

(See appendix for an example of how one student affairs professional responded to the *Guidebook*)

What Does The *Guidebook* Contain?

A.   Introduction/Preface (pages 6 – 11)

Provides the theoretical/research underpinnings of the *Guidebook* and briefly describes the history of our Working Ensemble and the process we followed to create this draft *Guidebook*. Especially important are the Key Concepts, the "seven 'C's'" of leadership that have evolved from our discussions: Consciousness of Self, Congruency, Common Purpose, Collaboration, Citizenship, Commitment, and Change.

B.   The Leadership Development Model (pages 12 – 18)

* Preamble ("Reimagining Leadership": a statement of our beliefs about leadership and the goals of this effort)
* Basic Premises Underlying the Model
* Key Components in the Model

C.   Case Studies (pages 19 – 80)

* The use of the case study as a vehicle to illustrate the components of the model
* Case studies of Student Leadership Development
* Brief Vignettes for Case Studies
* Case studies of Student Affairs Professionals
* Other case studies

D.   Other Resources for Leadership Development (pages 81 – 90)

* Annotated books and articles
* Organizations
* CAS standards

E.   Appendices (page 91)

Preface

In 1993 UCLA's Higher Education Research Institute submitted a proposal to the Eisenhower Leadership Development program of the Department of Education to undertake a project aimed at the development of a model of leadership for undergraduate students and a program to promote the practice of the basic tenets of that model. The proposal entitled "Empowering The Next Generations: New Approaches to Leadership and Leadership Development" has as its unique feature the collaboration of campus-based professionals in the field of student affairs in the design and implementation of the program.

The conceptual basis for the leadership development model was provided by several recent studies of college undergraduates and studies of leadership. In their 1980 book Maximizing Leadership Effectiveness, Alexander Astin and Rita Scherrei examined the effect of different approaches to leadership on faculty and college student outcomes. The study looked both at types of administrations as well as characteristics of institutional leaders. Uniformly favorable experiences and outcomes among faculty and students were associated with institutional leaders who were "egalitarian" in their approach and whose overall administrative style was characterized as "humanistic." The most negative outcomes were associated with hierarchical administrations and bureaucratic leadership styles.

More recent longitudinal research by Alexander Astin (What Matters in College? Jossey–Bass, 1993) suggests that one of the most potent sources of influence on the undergraduate college student's leadership development is the peer group. More specifically, the single most potent source of influence on leadership development among college undergraduates appears to be the amount of interaction that students have with each other. Enhanced leadership skills are also associated with participation in volunteer work, tutoring other students, and participating in group projects with other students.

Helen Astin and Carole Leland's recent book, Women of Influence, Women of Vision: A Cross–generational Study of Leaders and Social Change (Jossey–Bass, 1991) suggests a conception of effective leadership which emphasizes collective action and shared power rather

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than "command and control," and a passionate commitment on the part of the "leader" to social justice. The study found that effective leaders are very <u>self-aware</u>, <u>trust others</u>, <u>do their homework</u>, <u>listen to</u> and <u>empower others</u>. Based in part on insights provided by this national study of 77 successful women leaders, the proposed leadership development model is designed to emphasize <u>clarification of values</u>, the <u>development of self-awareness</u>, <u>trust</u>, and the capacity to <u>listen</u> and <u>serve</u> others, and through <u>collaborative work</u> to bring about <u>change</u> for the <u>common good</u>.

Furthermore, the proposed model is designed to make maximum use of student peer groups to enhance leadership development in the individual student. Consistent with this peer group emphasis and with the definition of effective leadership identified by Astin and Leland, the model views leadership primarily "as a collective effort, rather than in terms of a single person (leader) with specific attributes, a person who leads others." Based on this view of leadership, the proposed model explains and outlines in detail a "leadership process" that maximizes the principles of equity, inclusion and service. The ultimate aim of leadership programs based on our proposed model is to facilitate the development of a new generation of leaders who can recognize that they can act as leaders to effect change without necessarily being in traditional leadership positions of power and authority.

Work on this project began in January 1994. The "working ensemble"[1] is composed of nine student affairs educators (see attached list of names and affiliations), the two co-principal investigators (Helen and Alexander Astin), three UCLA doctoral students in higher education (KC Boatsman, Marguerite Bonous-Hammarth, and Emily Langdon), consultant Carole Leland, and Julie Ramsey, who serves as a liaison from Gettysburg College which is engaged in another major leadership development project funded under the Eisenhower program.

The Student Affairs educators were selected by the UCLA staff in collaboration with the heads of key national student affairs associations. They represent a diverse group located at a

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[1] We chose the label ensemble to indicate that we viewed ourselves as a group that strives to function like a musical ensemble—different instruments and different players performing different parts but seeking to create a harmonic whole—the "music" (our leadership program)—that none of us could create individually.

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diverse sample of higher education institutions. Our goal was to identify people in the field who could participate fully with us in the development of the model and in its dissemination.

Student Affairs educators have a long history in academe of fostering leadership development among students. They also are the ones responsible for campus functions that offer excellent possibilities for leadership development among students: Residential facilities, student clubs and organizations, fraternities, sororities, day care centers' advisory boards, and community service programs. However, they have not always employed developmental models of leadership and implementation strategies that reflect current research and practice. Nonetheless, student affairs educators have always been commited to inclusion and to the empowerment of diverse students and to the goal of developing their full talents and potential (see the early work by Esther Lloyd Jones reflected in the volume Student Personnel as Deeper Teaching, 1937; and Student Leadership Programs in Higher Education, ACPA, 1981).

During the past nine months the 16 person Working Ensemble has met three times in two-day working sessions. Regular between-meeting communications have been maintained through telephone, E-mail, FAX and correspondence. From the beginning we have tried to exemplify in our own group the same values, behaviors, and processes that undergird the student leadership program. The following personal reflections from Ensemble members illustrate some of our own struggles in trying to go beyond our preconceived notions about leadership and leadership education.

> I have learned that leadership as a group process can be very difficult, especially because we must, as individuals, change in order to make it work. We must un-learn standard and traditional ways of leadership, which involve positional leaders and followers. We must, instead, learn how to work cooperatively instead of competitively, learn to take individual responsibility instead of expecting others to do all the work.

> Leadership and service means that leadership has a meaning beyond individual gain. It means that leadership has a greater purpose, that of somehow making the world a better place.

> It has been difficult for us to break our old patterns of norms and expectations that inhibit our true involvement as partners in this process, even though we have tried to create new norms and expectations for that involvement. We were all lacking the ability to take the necessary risks in creating new meaning for leadership, based on our years of experiences working with students. Therefore, I am struck by the difficulty of changing

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group process and the difficulty of personal risk-taking in the group process. . . .

I believed we were trying to breathe new meaning into the process of leadership that would result in a greater understanding that leadership without service will not change or build a better future for all.

What we present here is a draft *Guidebook* that reflects our collective work during these past months. As indicated earlier it is intended as a resource and guide for professionals who are engaged in leadership development activities with students or for persons who intend to begin such a leadership program. It can also be used by students who are interested in starting their own leadership projects.

The *Guidebook* begins with a preamble that outlines our conception of leadership and leadership development, followed by the model. In this model we spell out our basic assumptions and values and the types of behaviors that would ideally characterize any group of students that are participants in a leadership development program. We have included several "case studies" to illustrate activities and group processes that reflect leadership education as espoused in our model. The case studies include marginal notations to identify specific values and behaviors contained in the leadership model. The case study section includes also a case to illustrate the application of the model to leadership development among student affairs practitioners.

In the last section of the *Guidebook* we have included selected annotations of books, articles, and essays that could further help the user to understand the model's leadership concepts. We have also included other relevant resources as well.

This model is designed to be used, tested out, modified and refined by anyone engaged in leadership development efforts on campus. It is designed to engage students in activities and experiences that will help them not only to clarify their current values, but also to integrate the specific values, attitudes and behaviors that undergird the model, into their own leadership practices.

We believe that knowing and appreciating oneself is essential to one's ability to appreciate and trust others, a critical element in collaborative work. We also believe that learning about and practicing collaboration are essential to bring about change that serves others—the

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essence of our model. This conception of leadership and leadership development provides a new perspective which we hope will change the more traditional definition and practice of leadership. This perspective emphasizes the relational aspects of leadership and proposes a process that moves from self-reflection to collaboration and then to more self-reflection, a continuous cycle of reflective followed by active learning that results in increased involvement and action.

Thus, the model emphasizes both the personal and interpersonal dimensions of leadership. By "personal" we mean self-awareness and congruence: understanding one's salient values, taents and other individual characteristics, personal integrity, self-renewal, openness to learning and establishing a personal focus or purpose. The "interpersonal" dimension includes communication skills, coalition building, respecting others, collaborating, listening and empowering others.

We believe that the arena of service provides an especially rich and appropriate context for engaging students and for developing collaborative action strategies that benefit others. This model does not purport to be appropriate for all purposes or tasks. It is geared fundamentally to a value of service—to the institution and/or community. That is, it is <u>action oriented</u> with a goal of helping the institution or community to function more effectively and humanely.

In its many hours of discussion and deliberation, the Working Ensemble identified seven key concepts for this leadership model (see following page that lists these concepts).

The Seven Elements of the Service Model of Leadership Development[2]

(1) Consciousness of self through self reflection: self awareness of the values, emotions, attitudes and beliefs that motivate one to take action.

(2) Congruency refers to thinking, feeling and behaving with consistency, genuineness, authenticity and honesty toward others.

(3) Common Purpose means to work with shared aims and values. It implies the ability to engage in collective analysis of the issues at hand and the tasks to be undertaken. It means that all members of the group participate actively in the articulation of the purpose and goals of the leadership activity and share in the vision.

(4) Collaboration is the way of empowering others and self through trust. Collaboration can occur when one has trust in the diversity of multiple talents and perspectives and the power of that diversity to generate creative solutions and actions.

(5) Citizenship is the means whereby the self is responsibly connected to the environment and the community. It acknowledges the interdependence of all involved in the leadership effort. Citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.

(6) Commitment to the service task implies intensity and duration. Commitment is involvement in the activity and its intended outcomes. It is the energy that drives the collective effort.

(7) Change is the ultimate goal of the creative process of leadership—to make a better world and a better society for self and others.

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[2] These concepts were formulated by The Working Ensemble of a project entitled "Empowering The Next Generations: New Approaches to Leadership and Leadership Development" and funded by The Eisenhower Leadership Development program of The Department of Education through a grant to the Higher Education Research Institute at UCLA, October 1994.

The Model

A Service-oriented Model for Leadership Development

Higher Education has a vital role to play in educating each new generation of leaders. Effective leadership is an especially acute issue in modern American society, given its increasing complexity and fluidity and its myriad social, economic, political and educational problems. These problems and pressures call for transformational leaders and leadership. The diversity of people and institutions in higher education provide us with the challenge and the opportunity to expand our notions about leadership and its development based on a model embedded in values and collective action.

Colleges and Universities play a key role in the development of leaders. Both the curriculum and co-curriculum provide rich opportunities for recruiting and developing leaders. Co-curricular experiences not only support and augment the students' formal classroom and curricular experience, but can also create powerful learning opportunities for leadership development through collaborative group projects that serve the institution or the community. These projects can be implemented through residential living, service-learning, community work, and student organizations.

A "leader" is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, we regard a leader as one who is able to effect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change.

The notions of leader as change agent and of leadership as collective action to effect social change suggest that a conscious focus on values should be at the core of any leadership development effort. We believe that any new program in leadership development should focus not only on the value implications of proposed social change, but also on the personal values of

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the leaders themselves. While some academic colleagues may be uncomfortable with our advocacy of a "values-based" approach, we feel strongly that any educational program is inevitably based on values, and that there is a need to embrace common human values such as self-knowledge and collaboration to guide our common civic agendas. A similar viewpoint has recently been expressed in the national report, <u>An American Imperative, Higher Expectations for Higher Education</u> (1993).

We dedicate ourselves to the design and dissemination of a value-based leadership development program which will assist campus educators (i.e. faculty, student affairs staff) in their efforts to prepare a new generation of effective leaders for social change. We believe that we must transform the way we conceptualize and practice leadership as we move to confront the challenges of the 21st Century.

The <u>model</u> we propose attempts to summarize and integrate the key concepts about leadership development that have evolved through the Working Ensemble's many hours of discussion and deliberation. To provide a context for understanding the model, we shall first review certain basic assumptions on which it is predicated.

Basic Premises

- This model is intended to be <u>inclusive</u>, in that it is designed to enhance the development of leadership qualities in all students: those who hold formal leadership positions as well as those who do not, and to promote a process that is inclusive and actively engages all who wish to contribute. We see leadership in terms of a <u>process</u> rather than as a position.
- The model explicitly promotes the values of equity, social justice, self-knowledge, personal empowerment, collaboration, citizenship, and service.
- "Service" and "service-learning" provide powerful vehicles for developing student leadership capabilities in a collaborative environment. Learning happens by "making meaning" of life experiences.
- While the model is designed to assist professionals in the field of student affairs who are engaged (or wish to engage) in facilitating leadership development among students, we

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believe that it can also be useful to faculty and academic administrators or to students who are interested in undertaking leadership development projects on their own.

- The model presented here is only one of many possible models of leadership development. It is presented as a working framework that is subject to regular revision and refinement based on the experience of those who use it. Practitioners and students may well find certain elements in the model to be more applicable or relevant than others. Moreover, different types of institutions may need to make some modifications in accordance with their institutional missions.

- The model is best understood when used in conjunction with the accompanying case studies, which are included in part to illustrate key elements in the model.

- The model has two primary goals:

  1. To enhance student learning and development; more specifically, to develop in each student participant greater:

     a. Self knowledge: understanding of one's talents, values, and interests, especially as these relate to the student's capacity to provide effective leadership for social change. (**consciousness of self; congruency**)

     b. Leadership competence: the capacity to mobilize oneself and others to serve and to work collaboratively to effect positive social change. (**common purpose; collaboration**)

  2. To provide service to the institution and/or community. That is, to undertake actions which will help the institution/community to function more effectively and humanely. (**citizenship; commitment; change**)

Initiating and Sustaining a Project

A service-oriented program of leadership development can be conceived and initiated by any individual or group. However, a critical precondition is that the initiator(s) (and especially the student participants) perceive that something needs to be done.

We believe that such a perception occurs when the student recognizes an <u>incongruence</u> between his or her own personal values and some condition or circumstance in the institution or community. This incongruence provides the impetus or "calling" to service. For this reason, our model focuses on values clarification and values development within the individual student and on the identification and development of <u>shared values</u> among the various student participants.

While our model emphasizes collaboration, empowerment, and shared responsibility, we also recognize that any collaborative group effort to effect change needs to be <u>initiated</u> and then <u>sustained</u>. While the initiation process will often involve the efforts of an individual student affairs professional, we hope that the *Guidebook* will also stimulate individual students and various campus groups to initiate projects on their own. Indeed, one of the most effective ways to initiate a project would be to discuss the *Guidebook* materials in a group setting comprising student affairs staff and/or students.

How to sustain a project that has already gotten under way requires at least as much creative thought and planning as initiating the project. All too often the individual who initiates the project also feels compelled to assume major responsibility for keeping it going. Our collaborative model suggests that this is <u>not</u>, in general, a good idea. On the contrary, the model suggests that the "division of labor" (see D, below) which is so crucial to any truly collaborative and empowering project should apply equally to the administrative tasks involved in sustaining that project. Thus, we recommend that these "sustaining" activities—scheduling meetings, keeping records, sending communications, chairing/facilitating meetings, etc.—be allocated as broadly as possibly among the different group members.

Physical Setting

Leadership development programs can take place in many different physical settings, e.g.:

- Institutions of higher learning (residence halls, classrooms, student organizations, etc.)
- Community (religious institutions, schools, businesses, community agencies, etc.)
- Work (business, internships, staff meetings, etc.)

The Leadership Development Process

The leadership development process using a group project can be conceived of as comprising six major features:

- Preliminary Task Definition (what is the problem or service need?)
- Recruitment of Student Participants
- Task Research/Redefinition
- Division of Labor
- Mode of Group Functioning (knowledge and skill development, assessment and feedback)
- Legitimizing the Project

A. Preliminary Task Definition

1. What is the need/problem? What changes are needed? (Citizenship)
2. How can students best serve/solve? (Common Purpose)

B. Involvement/Recruitment of Student Participants*

1. Identification of shared values and shared perception of need (Consciousness of Self, Commitment)
2. Aim for inclusiveness: seek students with diverse talents/backgrounds (Citizenship)

C. Task Research/Redefinition

1. What additional information about the task or problem is needed? What are the available resources for gathering information? (Collaboration)
2. How should the task/problem be redefined in light of this information?

D. Division of Labor

1. What special skills/knowledge are needed to undertake the task or address the problem?
2. Which student participants possess the needed knowledge/skills? (Consciousness of Self)
3. Are there other participant skills that could be utilized if task were modified?

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*For certain kinds of grassroots projects initiated by students, A and B would occur simultaneously.

4. Which knowledge/skills must be acquired by participants? (Congruence)

5. Each participant assumes some defined role/responsibility in the project (Common Purpose; Collaboration; Commitment)

E. Mode of Group Functioning

The training sessions will involve "classroom" group experiences as well as outside activities. Debriefing and feedback of in-classroom and out-of-classroom activities and experiences will be an essential element of the training process

1. Role of individual group members (student "leaders"):

   a. Each member of the group facilitates the collective group action (Common Purpose; Collaboration; Citizenship)

   b. Each one brings out the best in each other [participant] (Collaboration; Consciousness of Self))

2. Skills to focus on:

   a. Listening ability

   b. Self-assessment (talents, values) (Consciousness of Self)

   c. Communication (writing, speaking)

   d. Understanding of part/whole relationship in service project (i.e., appreciation/understanding /respect of the role played by each member)

   e. Modeling the service ethic in the group ("serving" each other) (Citizenship)

   f. Learning from the experience and acknowledging the reciprocal nature of service: Very often the provider of service learns and benefits as much as those being served. (Collaboration)

3. Assessment and Feedback

   a. Leadership group meets regularly and processes group activities

   b. Emphasize appreciation, openness, honesty and tact in feedback

   c. Focus on development of greater values clarification, and increased self-knowledge, and enhanced group facilitation skills. (Consciousness of Self; Congruency)

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F. Legitimizing the Project

1. Active Involvement of the community for whom change is intended and from who much   is to be learned (Citizenship)

2. Keeping the community informed (Commitment)

3. Evaluation of program impact (Commitment)

A Challenge to Student Affairs Professionals and Others
Interested in Leadership Development

As someone who may be interested in implementing the Service Model for Leadership Development, you may wish to consider the following: The Model encourages highly participatory, non-hierarchical leadership, yet you as a student affairs professional or program facilitator will by perceived by students as being in a position of power and status, although you may not think of yourself in this way. This puts you in a difficult position, being perceived as a person with power, control and status who is introducing such concepts as inclusion, consensus, and reciprocity. We suggest that you acknowledge this discrepancy up front, and let students know that your aim is to be a catalyst and an aid in their leadership development, and that you envision all participants, including yourself, to be equal partners in learning and in the group process.

Your challenge is to "model the Model" in working with students. This entails empowering students to have equal say in how the leadership program proceeds. You need to see yourself as an integral part of the process. It requires you to spend time reflecting on your own self-development, and on the service you are providing to students by acting as a vehicle for their leadership development. Additionally, students will probably look for congruence in what is being taught and what is being practiced. We encourage you to use these principles in your own leadership of your office and functions. The Service Model for Leadership Development is designed for all participants, including you as the catalyst.

Case Studies

Teaching by the case study approach has been used extensively in the training of professionals in Business, Law, Medicine, Social Work and Clinical Psychology. More recently AAHE, as part of its program, "The Teaching Initiative" developed a monograph entitled "Using Cases to Improve College Teaching," (Hutchings, 1993). The AAHE monograph is intended as a vehicle to illustrate how case studies can be used in faculty development efforts. They represent a way of facilitating faculty discussion on pedagogy and in the classroom and are an important means of engaging students in active learning.

The case studies included in this *Guidebook* are designed to encourage students and student affairs professionals to apply the elements of the Service Model for Leadership Development. Through the examination of these cases, readers can work through the key concepts of the Service Model for Leadership Development and apply the values-based leadership model to practical situations.

As you examine these case studies keep in mind the following considerations:

- We see the case studies as examples of how you can organize and process a project that attempts to develop student leadership as described in our model.
- Developed cases included in the *Guidebook* and cases to be written by you can be an important tool in assisting you to become more familiar with the elements of the model.
- Case studies that you and your students may write based on your experience with the model can be of substantial help in further explicating the components of the model.

Such an effort can aid in the understanding of our model—a nonhierarchical and collaborative one that promotes inclusion of all participants involved in the process of leadership. Collaborative leadership is essential to bring about societal change that can improve the quality of life and serve the common good.

Our expectation is that trainers interested in our generic model of leadership development will use all three approaches to the case study materials listed above.

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The *Guidebook* cases so far represent only a small fraction of all the possible leadership situations students and practitioners encounter in their daily lives. We encourage you to design your own leadership activities and apply the leadership process recommended in the model. Our interest is to expand the case study section with new materials as colleagues in the field gain experience using the model.

How to read and use the Case Study materials in The *Guidebook*

This section of The *Guidebook* includes 9 case studies that were written by members of the ensemble as examples to illustrate the intended leadership development process we have proposed in our model.

We have made some marginal notations to identify key constructs in the model and have raised certain questions in order to guide the reader through the case study materials. Each case is designed to reflect all or most of the key elements of the leadership model. However, when you read a case study, do not limit yourself to what we have noted on the margins. As you are reading through the case study allow yourself to add more notes that you believe reflect aspects of the model. We suggest that you read the case study first. Once you have gained an understanding of the case, go through it again and refer to the notes and questions on the margins.

Perhaps the best way to become more familiar with the model is to write and annotate your own case studies. You may also want to use any of the 10 sample vignettes of situations included in the *Guidebook* that call for leadership development activities.

As indicated earlier we also recommend that you work with an interested colleague in reviewing the model and in writing and reflecting on any case study that you wish to develop. (Collaborate!)

The following suggestions are intended to help you either in initiating leadership activities for students or in responding to student initiatives. Look at them either as exercises, as examples for possible leadership activities, or as illustrations of the leadership model.

Guidelines for Preparing Case Studies

If you wish to write your own case study we suggest that you include four sections:

1. Setting (This provides the context)

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2. Task Definition (What is the need/problem?)

3. Process (This describes the group meetings and the other activities that were critical to the outcomes, including such things as how the problem was defined, goals that were set, division of labor within the leadership team, identification of resources, barriers encountered, plans of action generated and how the actions were legitimized).

4. Outcomes (These include what the results were, changes that were achieved plus reflections and plans for further action)

Marginal Notations

Marginal notations are used to help identify the key elements of the leadership model as illustrated by the case studies in the *Guidebook*. They include process elements and values imbedded in the model.

Process Elements

1. Note that the Model represents nonhierarchical leadership (decisions are made collectively, there is a division of labor based on individuals' talents and expertise; everyone assumes responsibility for the success of the project; (Common Purpose).

2. There is a great deal of introspection and reflection: (Consciousness of Self)

3. Cooperativeness and Collaboration

4. Giving and receiving Feedback

5. Key Values Underlying Effective Functioning of the group
   - Trust (faith in others)
   - Honesty (being open; integrity)
   - Empathy (Listening; understanding)
   - Commitment (willingness to become involved; to invest time and energy to see a project through)
   - Citizenship (caring, serving, becoming involved in the community; being socially responsible)
   - Inclusivity (respecting differing viewpoints; valuing diverse talents; making decisions as a group)

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Student-Oriented Case Studies

Case 1: Adult Students Calling for Responsive Services

Setting

Rolling Hills University is a 12,000 student campus located in an urban area. It is funded by the state. As traditional-age student enrollment has declined the campus has drawn its applicant pool from the large number of adults over 25 years of age who are in transition because of the decline in employment in the region. No one knows quite how many students this cohort represents. Rolling Hills has not done much to change the way they do business over the past ten years. Many of the adult students attended a local community college first where there was some sensitivity to adult learning needs, and some support programs available.

Issue

The Women's Center is hosting an event for all make and female students over 25 years of age. It is the first time that a large number of these students have gathered in one location. Opportunities for small group discussion have allowed a number of student concerns to surface. By the end of the afternoon participants have become quite vocal about the fact that they deserve better treatment from Rolling Hills. Key issues raised by these adults include:

- Recognition of Incongruence
- Need for <u>Change</u>

> ...Many services and programs are not available either during the noon hour or after five.
>
> ...Faculty treat adult students as if they have no background or experience and discourage active classroom dialogue.
>
> ...Classes are not scheduled at times convenient for adults.
>
> ...Little financial aid is available.

...Students have difficulty getting help from the career center to

obtain job interviews or to review their career plans.

...Counseling Center staff and services are not geared to issues

of divorce, job loss or other typical concerns of adult students.

...Orientation is primarily focused on "how to register for

classes" and join student organizations that cater primarily to

traditional age students.

The students wonder how they can help the campus better serve the older adult. They decide to ask for volunteers to form a small group to explore how they might begin to achieve their goal of better service to adult students both in and out of the classroom.

- Collaboration
- Common Purpose
- Citizenship: how will this project contribute to the adult students sense of being a campus citizen?

[Adult] Group Meetings

A group of ten men and women meet to decide how they can begin to change the campus to make it more "adult student friendly." They discover that most people in the group have held responsible positions in community or corporate organizations. They decide to take specific assignments and bring information to their next meeting, and to work in collaboration drawing on their individual strengths.

- Consciousness of Self: how does one assess one's talents?

- Division of Labor

Assignments were made on the basis of each person's special qualifications. One adult who had actually worked in student services at another college agreed to talk to the Chief student affairs officer. A computer expert volunteered to speak with the Director of the Computer Center to see

what data on adults students was available An a former student government officer agreed to talk with representatives from the current student government

At the next meeting they share the information they have gathered. Comments from the participants include:

"Everyone asked me who they should talk to about these issues? I tried to explain that we hadn't elected a leader. People also wanted to know who authorized our group."

"I talked with the computer center and the people who put the Women's Center meeting together. They estimate that there may be as many as 45 per cent of the current students who are over 25 years of age."

"People at the career center didn't realize that there is a problem. The corporations seem happy with the traditional aged business and engineering students who come to the center. The placement rate is high."

"I met with the Student Association to see if there was any money available for our group to work with. They seemed curious about why adult students would have different needs. They did tell me how to apply for money."

"In my meeting with the Counseling Center I was pleased to find that they are working with a group of re-entry women at the center. Maybe we should meet with them."

"I met with the Vice President of Student Affairs and he was surprised to learn that we were not satisfied with Orientation and other programs under his direction. He said that if we were to devise a plan, he would be willing to meet with us."

"I had a very productive meeting with the Director of the Faculty Development Center. She would like to work with us to help faculty learn more about adult learner needs."

A lively discussion followed with some students saying that they should "organize" and protest, while other students argued for change within the system." Still others felt discouraged about the enormity of the task, given their work and family responsibilities.

They decided that they should set some goals for their efforts. After much discussion they set the following goals:

> To schedule services, classes and programs for adult students at times convenient for them.
>
> To have an orientation program that addressed the needs or adult learners.
>
> To sensitize the counseling and career center to the needs and issues of adult learners.
>
> To work with the faculty development center on issues of adult learners.

A Plan of Action in which a group member had a clearly defined task was formulated. It included the following specific goals:

> ..to contact all students over 25 on the campus and invite them to a meeting.
>
> ..to invite key administrators to attend the same meeting

- Collaboration: how do you incorporate multiple perspectives?

- Change: how do you begin the change process?
- Task Redefinition
- Common Purpose

- Division of Labor

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..to discover how change is made at Rolling Hills, and to look for other

people on campus that might help.

..to attempt to obtain funding for their efforts.

..to identify the barriers or obstacles to changing the community.   • Legitimization of

..to prepare an article about the group's agenda for the student paper.   the Project

..to continue their efforts until substantial changes are implemented   • Commitment

**Case 2: Building Bridges Between the Campus and the Community:
"I thought I knew what those folks were like, but..."**

The context is a large public research university in the southeastern United States. This institution has approximately 45,000 students, and has been recognized by several college guide books as an academically top ranking public institution in the nation for over ten years. On the north side of campus, the University is adjacent to a low income neighborhood that is predominately African American and Hispanic. For many years there have been tensions between members of the surrounding community and some of the students, as community members felt that students looked at and interacted with them as though they were inferior. Talks involving the Student Affairs staff, University Relations staff, student leaders, and community members were initiated a couple of years ago by the University to address the growing tensions.

As Spring break approaches, several student members of campus service organizations got together to discuss the possibility of undertaking a project that would improve university/community relations. They ultimately agreed on a project where they felt that each participating student would have an opportunity to make a significant contribution. The plan was to arrange to have each student stay with families in the community and help the residents clean and plant gardens in some of the vacant lots that had become eyesores to the community. This activity was designed to: a) assist in creating better relations between students and community residents, b) provide students with a direct "immersion" experience in a "different" community that would challenge their stereotypes and biases, c) provide community residents with an opportunity to interact with individuals from the campus in a different

- Recognition of incongruence
- Common Purpose
- Collaboration
- Preliminary Task Definition

- Citizenship

context to challenge their stereotypes and bias, and d) beautify the vacant lots in the surrounding neighborhood.

To "legitimize" the project and to help initiate contacts with community representatives, the students involved several trusted staff and faculty members from the Office of Student Service Learning, the Department of Human Ecology, and the School of Sociology and Social Work. Eventually the community agreed to "place" 35 students with families in the community, where they would live and work for one week during Spring break.

- Collaboration with like-minded others

On the Wednesday before Spring break, several of the participating students asked to meet with faculty and staff from the co-sponsoring offices. The students expressed concern about issues such as safety, whether they would be "welcomed" in the neighborhood, and what options they had to change their minds at this point in the project. As the discussion proceeded, some other issues surfaced. Several of the students voiced concern about the community residents being "very different" from them. They also expressed concern about how community members would view "white people" coming to their neighborhood to help. Ultimately, the discussion centered around issues of mistrust and a lack of understanding about the people they were to be living with. Stereotypes abounded, and fears resulting from misinformation or distorted information about the residents and their community were articulated again and again. Director of the office of Student Service Learning listened to the students' concerns and challenged each of them to fulfill their individual commitment to the project and give the experience a try. All of those in attendance agreed to continue their participation with the project, though somewhat reluctantly.

- Citizenship: recognition that conflict may occur
- Task research/ redefinition

- Skills and Strategies: reflection, self awareness, feedback, listening
- Consciousness of Self: honesty, challenge

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Friday evening (the first evening of Spring break), the students,
University and community representatives and the host families, assembled   • Task redefinition
in the neighborhood community center to meet one another and to get
oriented to the project. There was obvious skepticism on the part of both the
community residents and the students. At the end of the orientation, students
were assigned to their respective host families and went with them to their
homes for the evening.

For the remainder of the week, each student lived, ate, worked, attended
church, shopped, and shared special (good and bad) moments with their
"community families." Every other evening students met for an hour to
debrief on their experiences. Given the large size of the total group, there
were actually several "regional" subgroups that met at different host houses.   • Division of labor/
Host parents were invited to join these meetings, and many did.   common purpose

Not one of the students decided to discontinue their participation in the
project. The work on the vacant lots was completed during the first three days   • Collaboration: trusting
of the project, so the students and community representatives decided to spend   people and the process
the rest of the week helping residents paint some of the homes in the   • Task Redefinition
neighborhood. The students worked side by side with the residents from the
community, many of whom were members of their host families. The week
was not without incident, however. One evening while some of the students
and their host families were enjoying ice cream at a local park after work, a
group of young people approached them and wondered what those "white
folks" were doing in their neighborhood? Without pause, one of the parents of
a host family responded by saying that all the people there were part of the
same neighborhood. The young people shrugged, and continued on without
further incident.

At the end of the we

ek a dedication ceremony was held at one of the lots to recognize the work

that had been done. Later a banquet was held at the University for the

students and their "community families." Many of the students still regularly

visit their "community families" and volunteer in the neighborhood. Several

"all neighborhood" events were scheduled at the University to strengthen the

ties that had been built by the project. The University and community are

planning next year's program to include more students, families, and to

include faculty and staff from the university.

Reflections (Outcome)

During the bi-weekly "community" reflection sessions that were held

during the next term, the students discussed what they learned from the

service experience, and how they integrated the lessons learned back into

their campus activities.

One student expressed amazement at how much the beautification of a

few vacant lots seemed to mean to the entire community. It appeared as

though such a "small thing" made such a big impact on the lives of some

people. Another student pointed out that she didn't think the actual

beautification was as important as the symbolism: community members

taking responsibility for making a difference in the place where they lived.

Many students reported experiencing a heightened awareness of their

own stereotypes and prejudices about certain people. Because the

neighborhood was considered "poor" and because most of the residents were

African American or Hispanic, many students had formed negative

stereotypes about the community before the spring break experience.

Almost every student felt that "live-in" experience was a powerful stimulus

that forced them to challenge these stereotypes and biases.

- Legitimizing the Project
- Commitment: involvement, ownership, duration

- Feedback/Reflection on one's impact on others

- Change: improve the quality of life
- Common purpose: vision
- Community: collective action
- Change of perspective
- Consciousness of Self

- Consciousness of others and self: increases authenticity

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Finally, the students concluded that their original intentions were to help and serve this "underprivileged" community and to teach others by "modeling" giving and service. What really happened was that the students felt that they learned at least as much as they taught. Each student believed that the experience was meaningful for them because it offered an opportunity not only to provide service and to work with people they knew little about, but also to challenge their own negative beliefs. As the group was departing from their last "community reflection" session of the term, one young woman was overheard telling another, "Wow! I thought I knew what those folks were like, but . . ."

• Reflect on value of service learning experience

Case # 3: Habitat for Humanity

Setting

The setting is the campus of a small private liberal arts college. The office of student activities sponsored an alternative spring break trip to Appalachia as a community service project. This year's program involved traveling to a small former mining town in Kentucky to build and rebuild warmer, safer, drier homes for the community's residents, many of whom were ill from working in the mines.

• Common purpose

• Change

Twenty-five students signed up to participate. The group of students represented the campus population racially, religiously, ethnically, and socioeconomically. Motivations for participating in the project were also diverse: fulfilling a philanthropy requirement for Greek chapters, religious humanitarian desires, satisfying a disciplinary sanction, an alternative class project and previous positive experiences in Habitat for Humanity projects. Two professional sponsors, one faculty member and one student affairs professional from the office of student activities, coordinated the trip.

• Diverse student group

• Multiple Perspectives

Situation
Spring Break Trip

The students and advisors were housed for nine days in an abandoned schoolhouse that did not have electricity or running water. The students were divided into four teams of six or seven people, with one of the faculty or staff assigned to each group as a facilitator. Each team was assigned to work on a specific project and given the latitude to assign tasks as necessary.

• Division of Labor

Although each team developed its own approach to its assigned project, there were some similarities that characterized all of the teams: a spiritual candor and openness, an extended analysis of each member's

• Collaboration

• Division of Labor

particular interests and skills, clearly defined tasks assigned to each member, and nightly "debriefing" sessions where each member's performance and the next day's plans were reviewed.

- Feedback

The people in the community had mixed reactions to the student volunteers. These people had a lot of pride, which created a tension between their recognized need for help and their willingness to accept it.

The student groups had difficulty getting started. First, the supplies did not arrive until the second day. Just when the supplies arrived, the weather prohibited work for another two days. Finally on the fourth day they began the work.

The teams had the remaining five days to complete the project. Even though the groups faced a number of obstacles, a tremendous amount was accomplished. Both major and minor roof repairs were completed on a number of houses, and a considerable amount of insulation and weather stripping was installed. Each student finished the project with an enriched perspective unique to his or her own life experience.

- Consciousness of self

Reflections

Two weeks after they returned from Kentucky, the students decided to get together to discuss their trip. The session was not required; eighteen students attended. Those who attended the session shared their observations and discussed the varying ways in which the experience had profoundly affected them. The students also discussed how the dynamics of their teams influenced their ability to be productive and enjoy themselves. A few students facilitated the discussion.

- Assessment and Feedback

- Collaboration
- Consciousness of self

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"It's great to see you again! I'm so happy we all could get together. Some of us thought that it was about time to talk about out thoughts, feelings, and ideas about the trip now that we have had some time away from the project."

"We can see by the fact that so many of us are here that we have a lot to talk about."

Commitment

The discussion began by the students reminiscing about specific events and then moved on to an analysis of how their expectations before the project differed so much from what they actually experienced.

"Yeah, I came in thinking I was going to 'save' these people. I really saw them as poor victims, but a couple of you on my team knew differently because you had done this last year. You showed me that they didn't need to be saved at all; they had religion and family and you helped me to see how that was so important to them. We definitely helped, but how much can you do in nine days?! There was no way we were going to fix everything."

• Consciousness
of Self

• Feedback

"I agree. Your perspectives made a huge impact on the team. We never ran out of energy or new ideas. Like at the beginning of the week when our supplies weren't there, we went and talked to that family. If it hadn't been for all of you, I would never have done that. This helped me realize that we weren't just there to fix the roof, but to bring some renewed energy to the community."

Citizenship

• Bringing out the
best in each other

The group also discussed the many unanticipated difficulties they encountered throughout the week. One student described her frustration when a fellow team member refused to allow her to help him lift a ninety pound crate of shingles. He said he would wait for another guy to help. She talked about how his attitude alienated her and created tension within the team.

• Congruency
• Honesty

"I haven't spoken to him since we've been back."

With this comment, the conversation shifted to group dynamics and the ways in which various individuals interacted within their teams. Everyone agreed that while they had individual motivations and biases in the beginning, they had to create a team-defined plan in order to succeed. If each of them had focused on his or her own agenda, the work would never have gotten done.

- Processing

- Feedback

- Collaboration

"I learned so much about myself and about working as a team -- all in one week!"

- Reflection and feedback

"You know, I gained a broader perspective, too."

- Knowledge of self

"I had to keep a journal for my class. I couldn't believe how much there was to write about."

"You know, last week in my anthropology class, I realized I understood the lecture better because of some of what I learned on the trip."

"Hey, look at how much we all learned! Let's figure out how this sort of program could be done for credit. After all, if we accomplished so much there, why couldn't we make changes here? Each of us has connections that can help make this happen."

- Change

When the students pooled their resources, they realized that they had potential allies within Student Government, Greek Life, Residence Life, many academic departments and the student activities office. They met a few weeks later to reestablish their interest and define their mission. Each individual was committed to play a role in the process.

- Commitment

- Collaboration with like minded others

This new project is still underway, and we hope before long to be able to write a second case study summarizing the process and outcomes.

Case 4: Service to the Institution: Transforming the Process of Evaluation of Instruction

Setting

The setting is the campus of a major public research university. Student affairs staff have been sponsoring a series of brainstorming sessions involving small groups of upper division undergraduates who are participating in a leadership development project. One of these groups, comprising ten students from diverse backgrounds, has decided to focus its discussions on possible projects that would improve the quality of the undergraduate experience.

After some deliberation the students decided that they would undertake as their leadership project a program <u>to improve the student evaluations of instruction as a means of strengthening undergraduate teaching and learning</u>.

- Preliminary task definition

Process

The major precipitating event that prompted students to consider such a project was the failure of a highly popular faculty member to get tenure. The students concluded that this event was merely a symptom of a much larger institutional problem. The students were encouraged to think creatively and explore any avenues they could think of to learn more about and address the problem. In their early discussions they identified the following <u>shared beliefs</u>:

- Recognition of incongruence

- Information about faculty teaching effectiveness, as revealed in student evaluations of instruction, is not taken seriously in reviewing faculty for promotion and tenure.

- Student evaluations have little, if any, effect on the quality of teaching in the classroom.

- Many students do not take these ratings seriously, which contributes to a growing sense of powerlessness.

- Collaboration
- Clarification of their beliefs
- Common Purpose

As part of the collaborative leadership model that guided the group's activities, each individual member was obliged to take individual responsibility for one or more "tasks" that would contribute to the overall group effort. Students assessed their own and each others' talents and experiences to see what each could contribute to the group. They agreed that their first task was to verify the shared beliefs listed above by means of in depth interviews with persons directly involved in the evaluation process. Several students agreed to conduct personal interviews with small groups of faculty, administrators, and students.

- Collaboration
- Division of Labor
- Consciousness of self

Based on what they learned from these initial interviews, the students agreed upon the following specific goals for the project:

- Goal Setting
- Common Purpose

- To improve the quality of information produced by student evaluations of instruction.
- To increase student involvement and interest in the evaluative process.
- To increase the likelihood that faculty will actually use and benefit from the student evaluations.
- To make student evaluations of instructors weigh more heavily in the review process.
- To improve communication between students and classroom instructors.
- To decrease reliance on the traditional lecture method and encourage the greater use of innovative pedagogical methods (e.g., cooperative learning, student-initiated projects).

Another major task of the leadership team was to identify available resources for the improvement of student evaluations. After some discussion, at least three possible sources of guidance and information were identified: (1)

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The Center for Instructional Development at the university; (2) the scholarly literature that focuses on methodologies for assessing instructional performance and effectiveness; and (3) individual faculty at the university who may be employing innovative methods of course evaluation.

Five students agreed to assume responsibility for each of these three areas of information and to report back relevant findings to the group. Two of these students agreed to visit the Center for Instructional Development and to interview key staff. Another student volunteered to embark upon an extensive library search of the literature, while the two remaining students agreed to survey the heads of each academic department to identify faculty members who might be using interesting course evaluation techniques.

- Division of Labor
- Trusting Others

Before developing a specific plan of action, the students decided to explore barriers and areas of resistance. Accordingly, they invited several outstanding teachers from the instructional faculty and a members of the staff of the Center for Instructional Development to discuss possible obstacles to any attempt to strengthen student evaluations and enhance their effectiveness. Resistance on the part of individual faculty members to the use of student ratings and strongly held beliefs about the quality of information produced by such ratings were identified as being among the strongest barriers. As a result of these discussions, the students concluded that their eventual strategy must seek to generate student feedback that challenges these beliefs. More specifically, they decided to try to modify the rating system so that it would provide information that was more useful to faculty.

- Listening and Learning from others
- Legitimizing the project

An unexpected barrier was that the ratings could be viewed by other faculty. Some faculty believed that certain professors "went easy" on the students in order to "look good" to their colleagues in the ratings. Examples of such reactions would be not to assign homework, lax grading, and avoidance

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of difficult material. There was also a concern that some students avoided real criticism in their ratings because they were concerned that the professor's career might be put in jeopardy. The group finally decided that students should have an opportunity to generate at least some feedback for the "eyes only" of the professor.

Three specific changes in the student rating system were proposed by the student working group:

- Collective decision making

1. Modifications in the standard rating to reduce the purely judgmental content ("good," "poor," etc.), to be replaced by more items focusing specifically on technique and content, and more open-ended questions.

2. The addition of a supplementary form for the "eyes only" of the professor.

3. The use, on a limited trial basis, of "teaching consultants," i.e., outside experts on pedagogy or trusted colleagues who would visit the class on the final day of the term and, in the absence of the professor, conduct a "seminar" with the class that focused on the strong and weak points of the course. The consultant would subsequently "debrief" with the professor: "Here's what I heard."

After these plans were made the leadership group divided itself again into three teams (one for each strategy, above). The first two teams decided to work closely with individual professors and staff from the Center for Instructional Development to revise the standard rating form and to develop the "eyes only" form. The third team recruited a small group of interested professors to try out the "teaching consultant" idea in their classes. Each of the three subgroups also agreed to debrief the students and professors who would be involved in trying out these new approaches.

- Division of Labor

- Provide and receive feedback

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In the process of developing its plan of action, the group frequently expressed concern that their project might fail because few persons in positions of authority—faculty leaders or administrators—would take it seriously. Accordingly, the plan of action was expanded to include a "legitimization" component which would focus on promoting the new evaluation process, explaining why and how it was developed.

- Legitimizing the project

Thus, two students decided to work together to develop a series of articles about the project for the publication in the student paper and the alumni magazine. Four other students began working on a presentation about the project to be made before the academic senate and the trustees. The other four students began to develop plans for a series of campus open forums where the goals, strategies and outcomes of the project would be presented and discussed before the campus community at large.

- Division of Labor

The ten students met regularly throughout the course of the project to share their findings and experiences from the tasks they undertook. In the spirit of a leadership development project which would focus on self-development (including self-understanding) as well as on the project's service goals, these group meetings involved processing as well as debriefing. Processing involves candid give-and-take feedback sessions where the performance of one or more individual members is discussed by the other group members. Particular attention is given to the conduct of individual members during the group meetings. The purpose of these debriefing and processing sessions is not only to help students develop better group skills, but also to enhance their self knowledge concerning how their actions and behaviors affect other group members.

- Reflection
- Sharing of Experiences
- Feedback
- Consciousness of Self
- Consideration for Others

Case 5: Multicultural Student Organizations Working Together

Setting

The setting is a small urban college campus. Each year for the past ten years the leaders of the student organizations attend an off-campus two and one-half day retreat which is planned by the staff of the Student Activities Office. Historically, the goals of this retreat have been: (a) to assess and enhance specific leadership skills of student leaders (e.g., meeting management, delegation, time management, program planning, fund raising, budget administration, communication skills, orientation to campus life and administrative structures, public speaking); (b) to build a sense of team among the leaders of various student organizations; (c) to set goals and make plans for the coming year; and (d) share information on campus and community resources.

Each year each registered student organization is allowed to send only one leader to the retreat. For the past several years the number of student organizations has grown. As well, the type of registered organizations has also changed. In the past, the groups consisted of broad-based campus organizations which were to provided programming and service for all students. As additional students believed their needs were not being met and their voices not heard new student groups were formed. Additionally, a number of petitions for registered student organization status has come from more constituency-based groups (e.g., Asian/Pacific Islander Council). Currently the registered student organizations include such groups as the Panhellic Council, Interfraternity Council, African American Student Union, Young Democrats, Asian American/Pacific Islander Council, Student Activities Council, American Indians United, Student Government, Big Brothers/Big Sisters, Political Conservatives Action Committee, Outdoor Adventurers, Latino Council, United Black Front, Lesbian, Gay, and Bisexual Organization, Environmental Club, Young Republicans, Hillel House, and Feminists First.

Task Definition

This year the retreat was characterized by intense discussions and conflict. Some of the student leaders disagreed about the purpose of student groups and the goals of the retreat. A number of the student leaders did not believe the goals of the retreat addressed the needs and concerns of their student organizations. Additionally, some student leaders expressed feeling overwhelmed by the demands and expectations

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of the increasingly diverse membership of their organizations. Although the Student Activities Office staff had heard these concerns before, especially in the last two years, the concerns expressed this year were much more vocal, dissatisfied, and emotional. After much heated discussion among the students and staff, each of the student leaders agreed to make a commitment to meet on a regular basis (once a month) and to work together to plan the retreat for next year.

Process

At the first meeting many of the student leaders came thinking that the group would be able to become task oriented and plan the retreat immediately. Other student leaders still had unfinished business from the retreat which they wanted to address before moving on with the task. Several of the Student Activities Office staff were in attendance; however, the students decided, and the staff agreed, that their role would be as observers and resources not as the leaders of the planning meetings. After much conflict, angry words, and frustration, one student stood up and said to the group that she felt that the group was being unproductive and that this meeting was a waste of time. She also said that she did not feel listened to when she spoke and that no one was listening to anyone. She stated that they needed to come to some agreement about why they were there and how they were going to communicate with each other. Other students supported her statements and said that there needed to be more focus to the discussion and more agreement about how to make their meetings productive. Even though the meeting was challenging, all of the students agreed to meet again next week and use that time to reflect on how to structure their meetings and make the communication more effective and respectful. Further, they agreed to think about the larger goal of planning the retreat and identify the skills and knowledge they needed to be effective campus leaders.

During the second meeting the students realized that some of their communication difficulties might be due to different cultural expectations and communication norms. They decided that at their next meeting they would invite an expert to speak with them about cross-cultural communication, including attention to gender issues as well. In addition, the students decided to appoint a task facilitator and process observer for each meeting who would ensure that they stayed on task yet met the needs of the group members. Once these group norms were set, the students began to discuss their individual goals and expectations for the retreat and the purpose of their planning meetings.

PRELIMINARY TASK DEFINITION

Commitment - *how do trust issues and conflict affect the students' ability to work together?*

Collaboration- *how does common purpose create the environment for cooperation and collaboration?*

Non-hierarchical leadership

How do you make non-hierarchical leadership work in a group?

Collaborative approach to problem solving

Listening to others; respecting others
What are the significant issues involved in cross-cultural (e.g., race and ethnicity & gender) communication in groups?

Self-awareness; valuing diverse skills and talents
How does one assess one's talents and the skills and talents of others?

TASK REDEFINITION

Citizenship - *How will this project and the group process contribute to the students' sense of being a responsible campus citizen?*

Collaboration - *How can this group stay connected and not feel isolated because of separate tasks and group conflict?*

After much sharing and discussion, the students agreed upon the following goals and steps necessary to plan the retreat:

* Ensure that the diverse needs, interests, ideas, and voices of the various student organizations are incorporated into all phases of the retreat design process.

* Conduct a thorough assessment of student leader and student organization needs and concerns.

* Research how other schools with similar populations train their student leaders

* Identify resources (human, fiscal, physical, etc.,) necessary to conduct the retreat

* Invite appropriate "expert" assistance with the retreat design

* Develop a means and method to evaluate the retreat

Outcomes

As the planning meetings progressed, the students created several working committees assigned with these tasks and responsibilities. The role of the working committees was to identify and explore their specific tasks and based on their findings make recommendations to the larger group for the final decision. As they gathered again in the large group, some of the same group conflict and cultural tension continued to occur. The students decided that they needed some multicultural awareness and sensitivity training if they wanted to accomplish their goal of working together effectively. They invited a staff member from the Counseling Center who was well-known and respected for his multicultural training to conduct an all-day workshop for them. While this workshop did not resolve all of the individual issues that the various student leaders had, they were able to work together in a more respectful and responsive way after the all-day training.

DIVISION OF LABOR

Consciousness of Self - *How can each student identify her/his own unique gifts and talents so s/he can contribute to the group?*

These student leaders continued to meet throughout the year, sometimes in their work groups and sometimes as a large group. While there was ongoing conflict, especially in the large group discussions, the students learned how to resolve conflict and how to express themselves in honest and respectful ways. Once some of the underlying cultural tensions were acknowledged and addressed, the students were able to more

MODES OF GROUP FUNCTIONING

effectively work together on tasks. Throughout most of the meetings the staff of the Student Activities Office acted as observers, although occasionally they made process observations to the students in order to aid in their ability to work together. The student leaders increased their understanding of group dynamics, enhanced their own self-awareness especially around multicultural issues, and developed the skills necessary to deal with the diverse and sometimes conflicting voices within their own organizations. In addition, they improved their ability to communicate and offer feedback constructively.

Case 6: Latina Students Legislate Change:
A Case of "External" Service

Setting

The Context is a research university in Camden New Jersey. Camden City, with a population of 87,492 in nine square miles, is considered an economically deprived urban center with an untrained labor pool. The City has recently received considerable attention in the media for being the second poorest of American cities. Camden is on the State of New Jersey's list of Higher Distress Municipalities and has been identified as a Special Needs School District by the New Jersey Department of Education. With such distress and deprivation, there is a critical need for decent and affordable housing, education, job training, health care, reduced welfare dependency, reduced drug and alcohol abuse, appropriate and professional child care, community and economic redevelopment, transportation, and new businesses and investments.

Camden was struck by all the ills of urban decay. Over the past generation, Camden's population has fallen by some 35,000 residents. As middle class whites, industries, and jobs moved to the surrounding suburbs, African Americans, Latinos, and poor whites were left behind in a jobless, decaying city that lacked an economic base. Thus, these families increasingly turned to public assistance and entered a poverty life cycle. Forty percent of the 87,492 residents of this city live below the poverty level. Two-thirds of Camden's adult population depends on public assistance as the main source of income.

Task Definition

As the only campus of the State University of New Jersey in southern New Jersey, Rutgers-Camden takes seriously its mission to bring needed

- Recognition of the problem

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resources including educational enhancement to this area. Faculty, students, and administrators alike are acutely aware of Camden's many problems. Rutgers-Camden has had a long tradition of working in this urban community to address many of the high priority socio-economic problems. In this particular project, Latina college students decided to work with a faculty member in an effort to legislate for change on behalf of Latina welfare mothers in the city.

(incongruence)
- Citizenship

- Collaboration
- Goal setting
- Legitimizing the project

In partnership with key Camden community representatives, Rutgers-Camden faculty and administrators, and other local and state educational institutions, the Latina college students wanted to advocate for upward mobility and economic development for Latina women in Camden City. In particular, they wanted to organize other young Latina college students to advocate for legislation that would address the needs of poor Latina female single heads of household. They eventually ended up proposing the Hispanic Women's Demonstration Resource Center Act (1992) to the state legislature to address these needs. The case study presented here describes the student efforts in implementing this legislative initiative on behalf of poor Latinas in Camden New Jersey.

Process

Seeking effective change through the state legislature was perceived to be a difficult and tedious task. An important first goal was thus for the students to develop confidence and faith in their abilities to effect change. This task was complicated by the need to develop trust in the leadership judgment of women, to learn to seek cooperation from other women's groups when necessary, to become aware of their ability to work cooperatively with those groups, and to learn to transcend any reliance on the more power-oriented leadership styles exemplified by many male members of the Hispanic community. Conventional

- Preliminary task definition
- Consciousness of self
- Collaboration

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competitive tactics–such as being unwilling to negotiate, or defending an issue beyond the point of practicality–consumed many hours of early discussion that could have been spent more productively. Yet by defining goals, outlining a specific course of action, and exhibiting a clear and unshakable determination to make their effort "work," the Latina college group ultimately jelled into an energetic, collaborative ensemble.

- Redefinition of task
- Commitment
- Collaboration

The group eventually came to realize that leadership requires several assets (such as accurate information, resources, and contracts) and skills that the students had or needed to develop. Most important, the members committed themselves to specific, clearly defined goals.

- Consciousness of self

As the student organization became more focused and cohesive, individual members came to realize that they could work together toward the same basic goals, even though they were motivated by a variety of factors. Some students were interested in careers in public advocacy, others in achieving political power to better serve the poor, and still others in obtaining state government jobs. The group welcomed the opportunity to discuss their various needs and interests.

- Common purpose
- Diversity of talents
- (Recognition and appreciation of the diverse talents)

Because of the diversity of group members, meeting sites were rotated among various cities and communities throughout the state to make possible the participation of single heads of households. Non-Latina student groups who were interested in supporting the work of the Latina college students were also encouraged to participate. When the time came to get support for the passage of the legislation, the legislative committees responded favorably. In the legislative area, the students developed unique tactics, strategies and political awareness.

- Citizenship
- Collaboration

The Latinas college student group saw as one of its major responsibilities to become (and remain) informed about the lives of poor

- Goal setting

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Latinas in the city. To this end these clearly identified various informational goals, researched all aspects of the issue, and outlined the problem and a plausible solution in writing. The group also gained an understanding of how any piece of legislation is designed to accomplish particular ends and the potential positive and negative consequences of enacting various types of bills, including the one that they were proposing. The particular bill that they eventually drafted called for The Hispanic Women's Demonstration Resource Center Act.

The group also assessed who the likely allies and potential opponents of this bill were, where they were likely to have influence, and how much clout they would put toward supporting or defeating the bill. The group members estimated the expenses involved at the state and local level, predicted the effects of passage of the legislation on New Jersey residents, and evaluated which districts would benefit from enactment of the bill. They also provided legislative aides with factual information in the form of studies, position papers, memoranda, and testimony, so that the legislators they worked for would be prepared to refute arguments against the bill's opponents. Their focused work ultimately generated trust in the legislators and their staffs.

Based on their knowledge of each other's interests and skills, the group identified a number of additional tasks and allocated them among the members. Some agreed to learn about both legislative houses in detail: the power politics of each house and who held key leadership positions. Others gathered information about the committees to which the bill was most likely to be assigned. Still others accumulated information about the legislators, their voting records on minority or "welfare" issues, their legislative interest, any prior public offices or occupations, education, and personal and religious affiliations. The subgroup researched legislative staff members and advisers,

- Identification of barriers

- Collaboration

- Commitment
- Citizenship

- Learning process
- Researching the task

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their relationship with local and state party leaders, and the make up of their constituencies. All of this knowledge about the state legislature was exchanged within the total group in a series of debriefing meetings. Within a brief time a full-blown strategy emerged from these discussions.

- Legitimization of the Project

While the bill was being introduced in the legislature, the group set the stage for raising and framing the issue. The group members created an atmosphere conductive to favorable legislative action through a massive campaign of letter writing, mailgrams, phone calls, and meetings with key legislators, media representatives and community groups. They met with key leaders of college women's organizations to disseminate information and educate the public. Media strategies used included radio public service advertisements; college media and state newspapers. To coordinate these many activities, the group met monthly.

- Collective work
- Division of Labor
- Common purpose
- Legitimization of the Project

The success of these efforts to publicize the plight of Latina women was evident when major newspapers began to cover the issue in detail. Because of these efforts, other legislators supported the bill.

Throughout the legislative process the group met weekly to monitor the progress of lobbying efforts and to address other issues that arose. In addition, the group wrote early to the governor, and then kept him informed of the development and progress of the bill, its successes, and support for it. When the bill passed both houses the students contacted the governor's office to assure his support. The group also organized women support groups all over the state who were prepared to visit the governor and speak on behalf of the bill. The bill was signed into law by the governor.

- Feedback, knowledge of self
- Commitment
- Collective effort

There are three Centers all over the state today. Each center received $150,000. One of them is in the city of Camden.

- change
- Outcomes

Case 7: Introducing a Multicultural Requirement in the Curriculum

<u>Setting</u> (context)

Eastern University prides itself on its commitment to the undergraduate experience. Its strong emphasis on teaching and student involvement reflects the college's dedication to students as articulated in the mission statement. The institution's traditional past is being challenged as changing demographics bring different types of students to campus. The student body is quickly changing from its former predominantly white status to being predominantly composed of people of color. The general education curriculum is very traditional and does not reflect the different cultural perspectives of these diverse students.

- Leadership as collective action

Last spring, an ethnically mixed group of students petitioned the faculty to consider adding a multicultural course to the general education requirement. This petition had already been endorsed by the student government. The issue was emotionally charged and the newspaper kept the topic in the public eye until the semester ended. The students also enlisted the help of those faculty and administrators who were known to be supportive of a more culturally inclusive curriculum. They brought their petition before the President, who, with pressure from students and campus personnel, charged an ad hoc faculty committee to investigate the possibilities of a multicultural general education requirement.

- Change

<u>Situation/Circumstance</u> (process)

The Task Force on General Education

The head of the Classics department was appointed as chair of the ad hoc committee comprising six faculty members. At the request of the student government, three students were also included in the task force. One

- Commitment for an inclusive process
- Multiple perspectives

student was a member of the student government; the other two were upper division students from different majors. These students did not know each other and came from different campus "circles."

Since the ad hoc committee was appointed in the late Spring, the chair decided to put off the first meeting until the Fall. However, because they feared that the student petition might not receive a fair hearing when the committee convened in the Fall, the students decided to meet three times during the Summer to prepare for that first meeting with faculty.

Since the students did not know each other prior to their committee assignment, they spent some time during their first meeting talking about themselves, their goals and what they would like to see the committee accomplish. They all agreed that students needed to broaden their understanding of people from different cultures, but they soon realized that they all had a different idea of what the multicultural component should look like. For one of the students, the course could be offered as a substitute for the History and Language requirement. The two others believed that students should be required to take courses focusing on particular cultural and philosophical perspectives as part of their general breadth requirements. As the discussion among the three students grew tense, they recognized that this was an emotional issue for everyone to grapple with.

One student suggested that they focus on those points with which they were in agreement and return to discussions on the scope and format of the course or courses once more information was gathered by the task force. After more discussion, they identified one major goal: to present a viable proposal to the faculty which would stand up to scrutiny.

- Recognition of possible incongruence

- Common purpose
- Clarification of beliefs
- Multiple perspectives within common vision/goals
- Common purpose
- Consciousness of self
- Defining personal values and roles in the group

- Understanding the shared vision

- Common purpose

At their next meeting the students began to realize that the petition raised a number of practical issues that needed to be considered if the proposal was to have any chance of success. How would the new requirement impact students' time to complete general breadth and discipline requirements? How many departments offered or would offer courses appropriate for consideration? Who would teach these courses? At what point in the course work should students be expected to complete the requirement? After several hours of discussion, the students decided to survey several peer institutions to see how they had implemented their multicultural requirement. Each student agreed to phone two such institutions prior to their second meeting.

- Problem research/ redefinition
- Legitimization of project
- Collaboration
- Networking
- Division of labor

Students also discussed how they could make a convincing presentation to the faculty. Although one student felt stronger about his presentation skills than the other students, they agreed that they would join their commentary and present as a group to the ad hoc committee. One of the students suggested providing an overview that would incorporate survey information they would take informally before the committee meeting. Another student would research the student evaluation data on some highly rated classes to see if any met the criteria for presenting a different cultural and philosophical perspective in innovative ways (i.e., writing projects, field research, and other student-focused activities).

- Division of labor
- Learning process, gathering information

At their final summer meeting the students asked the faculty members who had helped draft the original petition to join them for a final brainstorming session. The brainstorming resulted in a two-pronged approach for implementing the requirement: a required freshman introductory course followed by an upper division course which students could select from a variety of offerings. They liked the flexibility of the idea, but one student still thought a definitive plan would be unrealistic:

- Citizenship
- Coalition building

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"We should propose our plan as one idea to be considered among others, but recognize that faculty may not buy it. I think we're better off to go in with more realistic expectations and suggestions."

After more discussion, the students finally agreed to divide their presentation into three sections to be made successively by each student: (1) a summary of the underlying reasons for such a requirement including student sentiment; (2) a discussion of major logistic and political obstacles to such a requirement; and (3) a summary of the two-tier plan, with a brief mention of the pros and cons of other possible plans.

Reflections (outcomes)

The students greatly impressed the six faculty members of the task force when they made their presentation at the first Fall meeting. A lively exchange followed, and it was clear that all faculty members, including several who strongly objected to the original petition, were going to take the students' proposal very seriously.

After the meeting, the students "debriefed" by sharing their perceptions of how it went. They pointed out what each did well and also identified some helpful hints on each others' presentation styles to help themselves improve their skills. Overall, they felt they were quite effective in the meeting. All three students were encouraged by the attention the faculty gave them. One said that she felt listened to and the others nodded in agreement. They were motivated to work hard to see the multicultural requirement implemented. What should their next steps be?

- Strategic planning

- Division of labor

- Consciousness of self
- Reflection and feedback

- Commitment

<u>Questions:</u>

1. What other types of activities could the students organize to support the multicultural requirement?

2. Were the students effective at organizing and working together on the task force?

3. How does this perception of "process" for institutional change mirror circumstances on your own campus? What would you have done differently to bring about the proposed general education requirement?

4. What type of message did Eastern University's President send with the creation of the task force and the task force appointments?

5. How should the students' continuing involvement with the ad hoc committee be structured to make maximum impact?

6. What should the students do if the committee (a) turns down their proposal or (b) refuses to act or tables any action?

Brief Vignettes for Case Studies

1. Asian Culture Center

2 Controversy in Student Activity Funds

3. Violence and the PTA

4. Pitiful Student Pay

5. 10 AM or 7 PM?

6. Transfer Articulation Agreements

7. Campus Safety

8. Library Hours

9. Fees for Service

10. Revitalizing a Youth Tutoring Program

Asian Culture Center

Pacific Coast College is a pretty traditional undergraduate liberal arts college. It has an emphasis on ethnic and cultural studies. Growing numbers of students come from Pacific Rim countries and other Asian ancestry.

A new coalition of Asian student organizations, the Asian Confederation, has requested space in the student union to become an Asian Culture Center. News of this request was the cover story of the campus paper. Immediate response from the Hispanic Student Association and Mexican-American Coalition was to also request space in the student union.The Black Student Union has subsequently asked the Director of the Union to meet with them about space issues.

The Director of the Union has consulted with the Student Union Advisory Board for guidance. One faculty member says "This is very understandable, each group has strong identity development and wants a place to be home base." A student replies "yes, but if this continues we cannot accommodate all groups and when do you stop. How do you make these decisions?" Another faculty member observes "Is the union the only space possible? What is the College's commitment to this kind of need and request?" An Asian student member of the Board says "I think some competition-thing is happening; why does everyone want space now?" The Director of the Union says "OK, how do we make meaning out of these requests and what can we do?"

Controversy in Student Activity Funds

One of the major roles of the York University Student Government Association is the allocation of nearly $300,000 in annual student activity fees. Past practice and procedure has been that recognized student organizations are to file an allocation request including a plan of annual activities. SGA policies indicate that some of the organizations events are to be open to the whole student body and that least one event each semester must be of an educational or cultural nature. Each organization is given a 15 minute time slot in an open hearing to answer SGA questions about it's budget and proposed plan. Any member of the student body is also invited to attend to present support or disagreement with the allocations requested.

The newly approved Lesbian, Gay and Bisexual Association has never been eligible for funding until this year. The approval of the LGB group was clearly within campus policies, but generated a great deal of campus protest and dissenting letters to the editor.

The Chair of the SGA Allocations Committee anticipates a difficult budget approval process. Even some SGA representatives have said they cannot see funding this group. At a planning meeting, the Chairperson says "We better think through our process again. Are we going to have problems?" A member adds "Is there anything we can do to make this fair and smooth?" Another says "Hey, wait a minute, you cannot change the process. It's specified in the SGA constitution and would be challenged if anything was biased or closed!" The Director of Student Activities and advisor to the committee says "Good point to raise. What do you think you might consider?"

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Violence and the PTA:

Lunchtime at Edgeville Community College is a lively time. Because space is tight in the lunchroom, groups of students have started eating together and some regularly now look forward to their new friends. One group of adult learners were particularly grateful to find each other.

In one discussion, they discover that they each have one or more children in the local elementary school system. The morning paper contained a frightening story of a local fifth grader who was beaten up at recess by three other children for no apparent reason. These parents all realize they each have additional stories to share that their children have told them of various acts of violence in the local schools. One says "I just thought what my little Sarah told me last week was an isolated incident. How much of this is really happening?" Another replies "Oh no, my son goes to her school and told me the same thing. He also told me of another incident the next week involving some of the same children." Chris has been listening thoughtfully and said "My husband teaches at a different elementary school and said he is really concerned that more and more seems to be creeping into the elementary schools. He says it's hard to get anyone's attention because they think little kids can't do much harm."

Further discussion over the next two weeks increased their alarm about the potential of increasing violence. Finally, one student said "You know, most PTAs operate in isolation - I know ours does - but we here cover about five different schools. Couldn't we do something?"

Pitiful Student Pay

Nearly 75% of all Atlantic State University students work from 15-20 hours per week. Students have typically liked working on campus because it is closer to their classes, employers are more flexible and understanding about the demands of being a student, and they like being able to identify with the nice staff in most offices.

Budget problems have kept on-campus student pay at minimum wage. The Student Advisory Board in Food Services is very concerned. Off campus employers pay more money and more and more student workers who have to work to pay for school are forced to take these off campus jobs. One former student worker said "My new employer is not at all flexible; I mean it is my job to be there; but I have 3 midterms next week and my grades are dying! I wish ASU could raise their pay to make it possible to stay here." Another student said "I would much rather work on campus; but I just plain cannot afford it."

A member of the Student Advisory Board adds this employment pay item to the agenda of the meeting. She says "We need to look into this pay situation that is forcing students off campus who would much rather be here. Surely there is something we could do?"

10 AM or 7 PM?

Over the past ten years, student enrollment patterns have shifted dramatically at Bay State University. The student body had traditionally been 90% average-aged students, equal numbers of men and women. Changes in the region and curricular offerings have led to a current student body which is 50% traditional age (with a big increase in 40% older students most of whom are part time women students).

The Education Department has historically offered its core courses during the morning hours. Only one large section of some of the courses is offered. Because the faculty who teach that course already teach one night graduate level course, the have resisted moving the course to the evenings.

Residential traditional age students really like this morning model because it leaves them free for afternoon jobs or other courses. Their evenings are spend in personal activities, student organization meetings, and studying. The growing new majority of older adult students finds this schedule very confining. One sadly noted "I just cannot afford to take classes every morning; I have two small children. I need to wait until my husband is home from work and then I could come to campus. I guess I will have to drop out and wait until my children are in school."

Education 220 is scheduled as usual for next Fall at 10 AM. The 80 students in the prerequisite class (Education 210) ask the professor if this could be discussed in class next session.

Transfer Articulation Agreements

"Oh no" Jim groans. "I just got my transcript evaluation and I lost 15 cred-
its from Riverdale Community College. New State University won't accept 5
whole courses yet they are taught here too!"

"That happened to me too" classmate Jennifer chimes in. "How can they
do this to us. Transfers have a tough enough time and to have to add a whole
semester's worth of course work is ridiculous. I think they do it just to get our
money. It's also so elitist like NSU is the only place that can teach those
courses. Absolutely everyone I know loses credits coming here."

Both students go by to see the Director of Academic Advising in their
major department after class. Jim pleas "This just is not fair, Dr. Scott! My advi-
sor at RCC assured me all these college track courses would transfer and now I
am screwed! It's not fair to me and to everyone else...What can I do?"

Campus Safety

Panhellenic Council meeting is usually a calm but fun meeting. Presidents from the 15 national sororities and their advisor meet to plan upcoming programs and make policy changes as needed. Tonight's meeting was a big exception.

Three women students were assaulted on campus last week. The local paper reported one student was abducted and subsequently raped. Another was walking back from the library to her residence hall room at 10 PM and a man attempted to grab her from behind but she broke away and ran for help. Another was grabbed as she walked back to her residence hall from a sorority chapter meeting. There haven't been many safety incidents over the years; campus lighting is minimal and no one has been too worried about being safe. The school paper just printed a story with an interview with the Dean of Students emphatically stating student safety is a campus priority. She was going to work with many groups and offices on campus to raise awareness of safety and ensure safe practices.

Panhellenic has exploded with fear. One president says "We can do something about this. It isn't just theirs to solve, but we need to be part of the solution too."

Library Hours

The Academic Affairs Subcommittee of the Student Government Association at St. Mary's College has been inactive for years. St. Mary's is an undergraduate coeducation college with 3,000 traditional age students with 95% living on campus. Spurred by a spirited student government election, several devoted students volunteered to serve on this new committee. None of the students have been active in campus politics but were motivated to be involved in academic issues.

The committee ran a 1/2 page survey in the school paper, The Torch, asking for identification of problems and issues students would like this committee to address. Only 60 students returned the surveys but over half those surveys that were returned said something like "How can this be a college and have the library close at 5 PM every night?"; or "Why in the world is the library only open Saturday morning for 4 hours on the weekend - I don't even get up until 11 AM!" One wrote "I work every afternoon and have classes every morning - when am I supposed to get to that XV*!&#^$ library?". Still another wrote "My parents pay a lot of money for me to go here, services like the library should be more user friendly!!!!"

The Committee decides there is a clear mandate to make modification in the library hours a high priority. One member says "Let's just circulate a petition and demand they change!" Another says "Let's go to the President and ask her to look into it!" Another says, "Now wait a minute, let's think this through."

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Fees for Service

Broke State University has been under five years of severe financial cut backs. The Board of Trustees accepted a plan to phase out five majors over the next three years. Tuition has increased 8% each of the last three years and room and board charges increased 12%.

The campus paper today contains an interview with the Vice President for Administration that the BSU Board would consider several new fees-for-service starting next year. Students already pay a medical fee and a student activities fee. The new fees will be a recreation fee and a parking fee.

Students have been fairly understanding that times are financially difficult, but the pattern of adding separate fees is new. Student Government plans to discuss the next fiscal year budget at their next meeting. Freshmen senators in Student Government are very concerned. One says "If they start adding separate fees now, there will be more and more added over the next four years. Where is all this going?" Another says "Maybe it would be better not to have some services than to pay an add on for each one. I never even use the new recreation center at all - why am I paying for it?" Another says "Why not just raise tuition another 1% - at least then it's all covered in one total concept. What do we want to do about this?"

Revitalizing a Youth Tutoring Program

Five years ago, the membership of the Black Student Center adopted a local elementary school for a mathematics tutoring project. Men and women from the BSU met twice a week with groups of children to work on arithmetic skills, provide general mentoring, and serve as big brothers and big sisters to the children. The program was very successful and persisted for two years with consistent support from BSU students. The primary organizers graduated, and the third and fourth year of the project had sporadic attendance from the BSU students. The project is basically dead in this fifth year.

The Assistant Principle from the elementary school has called the BSU to see if the group can reinvigorate the project. She says "This meant more to our children than you may know. Some of the sixth graders now say they would not be doing so well if you hadn't helped them in second grade. PLEASE see if you can do this for us." The BSU Executive Committee is meeting to discuss this project. One member says "We are into so may other projects now, I don't see how we can manage this one too." Another says "We really need to do this. I participated two years ago and would be glad to do it again." Still another says "Does it only have to be us? How about Pan Hellenic? How about the African Culture House? One thing's for sure, these kids need attention. Can't we make sure something happens?"

Applying the Leadership Development Model to Student Affairs Professionals

The foregoing cases are all focused on efforts to enhance the development of leadership skills among students. However, during its deliberations our Working Ensemble came to the realization that many elements of the model may also be employed directly by student affairs professionals to enhance their own leadership skills. Accordingly, we have developed three additional case studies to illustrate possible ways in which practicing student affairs staff may use the model to become more effective in dealing with their everyday administrative challenges.

Certainly some of the greatest challenges confronting student affairs administrators are provided by a wide variety of emotionally-charged controversies or crises that inevitably land in their "in" boxes. Given the seeming sense of urgency to "do something" that usually accompanies any crisis, the student affair administrator often feels responsible and thus compelled to figure out a "solution" more or less on his or her own. We believe that the leadership model provides an alternate framework for responding to many such crises. Basically, the model encourages the student affairs professional to:

- Relieve some of the "heat," generated by the crisis by sharing the decision-making responsibility with others (Collaboration)
- "Test out" possible solutions by first sharing and discussing each strategy (and its underlying rationale) with others (Consciousness of Self)
- Arrive at better strategies for solving the crisis by identifying shared values among parties to this crisis (Common Purpose)
- Find a problem-solving approach which is consistent with his or her own values and beliefs (Congruency)
- Help different parties to the crises understand the need to find solutions that will strengthen the college community (Citizenship)
- Help the campus community to realize that the "precipitating event" is not the only issue, and that the existence of a "crisis" implies the need for modifying certain institutional policies or practices (Change)

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- Help the campus community to appreciate the fact that implementing meaningful changes requires significant time, effort, and involvement on the part of others (<u>Commitment</u>)

We believe that the first principle in the above list—collaboration—is by far the most important first step in applying the model to cope with crises or to engage in other forms of trouble-shooting. Thus, when initially confronted with any such challenge, instead of asking "how should I respond?" or "what decision should I make?," the student affairs professional should first ask:

"Who are the like-minded colleagues or students that can work with me to devise a strategy for resolving this crisis?"

"Who else on this campus (student affairs colleagues, faculty, students, or other administrators) has some knowledge or expertise to bring to bear on this problem?"

The case studies that follow represent only a first attempt to use the model in this fashion. We encourage our colleagues in the field to share other case studies describing their own experiences in applying the model to other areas of problem solving, trouble shooting, or decision-making.

Case 1 : Policy Management and Leadership:
An Illustrative Case of Conflict Resolution[a]

As dean of students at Kokomo College in rural Kansas, you have enjoyed your position largely because the campus community has seen you as an effective advocate for students. Your 1,500 students are all residential, lending a sense of community charm increasingly lost on American campuses. Even Kokomo's severe financial crunch has contributed to a strengthening of bonds among faculty and students who see themselves as allies in a struggle to keep the institution out of bankruptcy. Within the past three years, the student body has decreased by several hundred.

Heavily dependent upon student tuition, there is growing concern that Kokomo may be losing its fight to remain a viable independent institution. At least Kokomo has been able to count on unwavering support from its church brethren who have been increasing their annual contributions in an effort to stem the red ink and assure that Kokomo's highly conservative, values-oriented approach to higher education will remain intact for future generations.

The student government association recently made arrangements to bring to campus a prominent scholar, Professor Marsha Conner, chairperson of the Sociology Department at the flagship state university, to talk to your students about her research on sexual orientation, which has focused on the

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[a] The following case study, which focuses on issues related to homophobia and diversity, is presented from a dean of student's perspective. It might just as easily have taken the perspective of a student, a trustee, or a faculty member. Indeed, with some imagination, one can imagine a class of graduate students simultaneously assigning different roles to each of several class members to explore ways that the values of our model may be used to deal creatively with volatile issues like this one.

underlying causes of gay-bashing and violence toward gays on college campuses. When asked by your student leaders for "permission" to schedule Prof. Conner, you responded that administrative approval of speakers was not needed on a campus that supports academic freedom and free exchange of ideas. You also suggested that such a speaker might help students get a better understanding of society's intolerance of diverse lifestyles, in this case related to homophobia.

- Congruency
- Honesty

Now that the date for Professor Conner is three weeks away, final arrangements are being made for publicity. An early news release has been prepared for the student newspaper, and public service announcements are being aired over WKOKO, the student-run, campus radio station.

Unexpectedly, two prominent student government representatives, Bart and Janice, have just asked to meet with you to share, in confidence, that they are extremely pleased about Prof. Conner's visit because they are both homosexuals and are going to use this lecture as an opportunity to "come out" and begin a new student organization, "The Gay and Lesbian Student Alliance."

- Congruency
- Honesty
- Consciousness of Self
- Self-Affirmation

No sooner have Bart and Janice left your office than there is an urgent phone call that the president would like to see you immediately. In his office, President Davis tells you about a telephone call he has just received from Harlan Biggs, the chair of Kokomo's Board of Trustees. Mr. Biggs called President Davis to express his concern about an announcement he heard over WKOKO, something to the effect that there was going to be a "gay advocate" coming to the campus. Mr. Biggs communicated in no uncertain terms his

- Attempts to use hierarchical approach to problem solving

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opposition to what he saw as a possible "breakdown of morality." He ended the conversation by indicating he was sure the radio announcement was in error and that a follow-up disclaimer would be forthcoming.

After briefing President Davis about the position you took with the students, the president proceeds to share with you the following points:

1. Mr. Biggs and several other trustees are unabashedly anti-gay and enlist the Bible to support their every position.

2. These trustees have been helping to keep Kokomo financially solvent by making major contributions. Their gifts may well stop if Kokomo allows Professor Conner to visit and especially if it permits the formation of a gay/lesbian organization on campus.

   • Problem
     Definition

3. This is just the kind of issue that has the potential to tear apart the college's sense of community by pitting faculty and students against the trustees and "Administration."

President Davis concludes your meeting by indicating that he expects you to resolve this dilemma in such a way that campus harmony is not disrupted and the trustees not alienated. You are to meet with the president tomorrow with a proposed plan of action.

   • (Hierarchical
     Approach)
   • Preliminary
     Task Definition

Rather than trying to figure out a solution on your own, you immediately gather together four trusted colleagues (2 of your key staff and 2 faculty members) and three senior students with whom you have worked closely during the past two years. You select these people in part because you know that they share your basic values: commitment to the institution, support of

   • Collaboration

   • Congruency
     (shared values)

free speech and academic freedom, tolerance of diverse lifestyles. Together the eight of you meet late into the evening to devise a strategy for resolving the crisis. You use this first meeting in part as a way of testing and clarifying your own values and of exploring possible approaches that you could live with.

- Consciousness of Self
- Congruence

Your team's preliminary plan involves several components:

- You, together with one of the students (who happens to hold a leadership position in student government) and one of the faculty members (who is active in the academic senate), will meet the next morning with other members of the President's Cabinet to devise a formal strategy to present to the President (the assumption being (a) that the President will be more likely to endorse a strategy that all of his Cabinet supports and (b) that the Cabinet will support the President's decision if they feel that it is also their decision).

Division of Labor

- Collaboration

- The other faculty member, who happens to be on close terms with a more moderate trustee, agrees to meet personally with that trustee to brief her on the situation and to request that she intervene with trustee Biggs (who likes and respects her).

Common Purpose

- All eight team members of the team agree to use these meetings as an opportunity to gather more information about the issues involved, to identify other members of the campus community who may have interest and expertise to bring to bear on the problem, to test out and refine preliminary strategies, and possibly to identify new strategies.

Task Research/ Redefinition

• The eight team members agree to meet the following day to exchange information about the Cabinet's preliminary plan, the President's response, and the outcome of the meetings with the gay students and the trustee. The team also agrees to continue meeting until a satisfactory plan is devised and successfully implemented.

These continuing efforts eventually led to a presidential decision to permit Professor Conner to give her address, accompanied by a reaffirmation of the college's commitment to academic freedom and the free exchange of ideas. Bart and Janice's request to form a gay/lesbian student organization was not immediately granted, on the grounds that such a move might imply that the college formally "endorsed" or "sanctioned" homosexuality. Nevertheless, this negative decision, together with Professor Conner's visit, resulted in an ongoing series of well-attended campus open forums on the issues of sexuality, the campus, and the church. Bart has subsequently transferred to Professor Conner's university, and Janice has formed an "informal" gay/lesbian student organization which now has about a dozen members.

Assessment and Feedback

Commitment

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Other Case Studies

This final section is reserved for case studies that are not directly focused either on students or on student affairs professionals. We believe that leadership developed can occur in almost any context, and that many of the principles underlying our model can be illustrated with case studies developed in other settings.

We feel that the single case study included here illustrates several key concepts in the model—especially collaboration, common purpose, and commitment. We invite our colleagues in leadership development to add their own case study experiences to this section:

Case 1: Organizing a Feminist Conference

This actual case which was reported earlier in Women of Influence, Women of Vision, describes a highly successful exercise in "leadership for social change." While it is not primarily a student-oriented project, it is presented here because it illustrates clearly some of the key elements in our model.

It demonstrates how a leadership activity can be initiated and sustained and shows how essential it is to collaborate with others. By respecting and acknowledging the expertise and talents of others, actions can be undertaken to implement changes that continue to benefit students, women, and the society at large.

This case is told in the first person by one of the 77 women leaders who were the primary focus of Women of Influence, Women of Vision.

Setting

A 1969 conference at Cornell University proved to be a critical event for women's studies and other women's initiatives. " . . . It was a period when there was some experimentation with the calendar and Cornell was going to try 4-1-4 and have an interterm, and my job was to solicit ideas for programs from various members of the faculty, coordinate, do up a little catalogue, then hope that students would come back. I discovered, not surprisingly, that nobody was ready to put himself or herself out for a course until they knew for sure that the students would be back. So I came up with the idea that what the administration should do is sponsor one or more large events that would guarantee some students would be back and then go out to the faculty and say, 'We're pretty sure we'll have 500 or 1,000 students. Let's see what we can offer.' In that spirit I thought through a conference idea on women. I met Kate Millett early on, saw her whole theory . . . and I invited her to participate in this conference, along with Betty Friedan.

• Collaboration, sharing of vision, common purpose

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And then another relevant development occurred which taught me a great lesson. I had generated some money for the conference because the dean had invited some one of the older community of women activists to speak, and he was afraid there would be no audience for her. Since putting on a conference in which her speech would be one event was appealing to him, he offered us the thousand dollars or so we needed to bring up Millett and Friedan and to organize the conference. By then I'd already touched bases with a few interesting people so I was developing a core of people. I hooked up a collaborative committee to plan it, and had the experience which I've since had many times–going around and asking if anyone was interested in this, and one thing led to another.

- Need to share ideas and activities with like-minded people
- Collaboration
- Finding like-minded collaborators

We were a group of 30 women, graduate students and staff, with one or two faculty women, who planned the Cornell Conference on Women for January 1969. There were so few faculty women at that time. So instead of having sessions on women and jobs, women and education, we called the first session "How Do Men Look at Women and How Do Women Look at Themselves?", which was getting in on a very profound level of image and self-image. The second session was, "Is the Woman Question a Political Question?", which generated a lot of hostility from the new lefties on campus who thought this was all marginal to politics. Next we dealt with abortion, then we dealt with lesbianism. We dealt with issues that only five or ten years later would become mainstream issues.

A month before the meeting took place, the dean announced that he wasn't sure he could fund this conference. I believe he didn't like the way it was evolving, and I experienced my first Kafka-like barrier, because what he was saying wasn't 'We won't fund it'–that would have been an issue–but 'We might not be able to fund it.' And if you that to tell somebody a month before the conference, it is enough to kill the conference. I suppose my first radical, feminist action was to go back to that committee of 30 and say to them that I was prepared to put $500 toward that $1,000 budget if, from the remaining 29, we could raise the additional $500. I thought we were being had by him and the only way to deal with him was to simply say we were prepared to raise the funds to go ahead with the planning.

- Collaboration
- Consciousness of self; congruency
- Commitment

I called Kate Millett–we were going to pay her way by air–and said, "Is there any way you can rent a car and drive up?" Each of these accommodations radicalized the conference even more. Everybody visiting the conference stayed in the same house. That meant that we rapped until 3:00 in the morning during that conference, so that it became a much more intense, intimate experience. So this dean's decision was really a lucky break. In the end he did pay, but it was also very significant for us women to sit there and look at each other, most of them married, and most of them socialized to take any of their savings and put it into their children's welfare, and say, 'Yes, I can give $75' in 1968 dollars to make sure that this thing does happen. It glued our commitment to one another.

- Collaboration
- Common purpose
- Communication

•Commitment

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The conference was scheduled for a room seating 90 and we had to move immediately to a room that seated 400. We think 2,000 individual people came to that conference. It went on for four days. There were four sessions a day. Nothing else was going on campus because of interterm, and it was just 2,000 people clicking, it's a roar. So it was quite spectacular. And, of course, we identified in the audience another concentric group beyond our 30 planners. People from the audience would speak as articulately and as penetratingly as the people on the platform, so that it was not only exciting to watch the debate, but it was also exhilarating to find sister intellects all around. Everywhere you looked people would be looking up and say, 'Who's talking? Who is that person? I never knew she existed.' Also, it was just the experience of being in a majority. There were men at the conference, but by far the women were the majority. . . (abstracted from Women of Influence, Women of Vision pp. 101-104)

• Common purpose

(Partial) List of Resources

Association of Leadership Educators (ALE)

Campus Compact
Box 1975
Brown University
Providence, RI 02912

Center for Creative Leadership
One Leadership Place
P.O. Box 26300
Greensboro, NC 27438-6300
910/288-7210
FAX 910/288-3999

(COOL)
1101 15th Street, NW, Suite 203
Washington, DC 20005

Corporation for National and Community Service
1100 Vermont Avenue, N.W.
Washington, DC 20525

Council for the Advancement of Standards in Higher Education (CAS)
2108 Mitchell Building
University of Maryland at College Park
College Park, MD 20742-5521
301/314-8428

National Clearinghouse for Leadership Programs (NCLP)
University of Maryland at College Park
1191 Stamp Student Union
College Park, Maryland 20742-4631
301/314-7174
FAX: 301/314-9634

National Society for Experiential Education (NSEE)
3509 Haworth Drive, Suite 207
Raleigh, NC 27609-7229
919/787-3263
FAX: 919/787-3381

The Partnership for Service Learning
815 Second Avenue, Suite 315
New York, NY 10017-4594
212/986-0989
FAX: 212/986-5039

List of Readings for Possible Inclusion in an
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Appendices

NOTES FROM A STUDENT AFFAIRS PROFESSIONAL:

What I Would Do If the Guidebook
Arrived on my Desk...

As the Director of Activities & Leadership at a small college, I am responsible for training all the positional student leaders (except the residence life staff) as well as providing some leadership education for both experienced and potential leaders on campus. Suppose the Guidebook arrived on my desk...

I was certainly interested, because I expected a group of professionals and scholars in student affairs to provide an innovative response to leadership education. I placed my current practices next to the model proposed to measure where my program stood. It was helpful to have an outside source such as the model to help determine whether I was on the right track, and how my program might improve. It was affirming for me to review this model because in the leadership programs at my college we did a lot of learning about ourselves and about others in the organization. We used this learning to improve our relationships within the group. We also worked a lot on skill development.

The resources and annotated bibliography were helpful as a quick way to gain access to materials I was unfamiliar with. I reviewed some of the suggested books which saved me a day in the library digging through all the leadership literature. These resources are much appreciated by a busy practitioner.

At first I was a little worried that encouraging leadership for change and empowering students may mean creating more work and possibly problems for me. Did this model make my job easier or harder? However, I am committed to serving students so I decided to trust the process, knowing that my learning and the learning experience of the studentsincreased with this approach to leadership development.

Every year at my college, we do a service day during orientation with the entire first year class. The orientation groups and an upper class student orientation leader participate in a half-day service project. It is quite a logistical nightmare, and much hard work goes

into securing the volunteer sites. In the past, some students washed dogs at the SPCA, some painted the new homeless shelter, some sorted the donated clothing at the battered women's shelter, and several groups of students cleaned up trash on a strip of highway. With all the work that went into this service day, both the prep work of the staff and the actual work of the students, no actual debriefing happened. The orientation leader discussed the experience with her group, but there was no structured time for reflection or for sharing thoughts and insights gained from the experience.

Access to this model encouraged me to see this service day, which was in the capable hands of the Volunteer Service Coordinator, as a leadership development opportunity. In the future, I will get involved and build some processing into the experience.

Self and Group Reflection

This appendix suggests ways that may be useful in self reflection
and in group reflection about the leadership process. it is presented
in the spirit of at least three of our ensemble's "seven 'C's":
Consciousness of Self (through self reflection), Congruence, and
Change (i.e., self-change). It also includes references to published
materials on reflection.

The first piece "Leadership and Professional Involvement as Opportunities for Self-Reflection" is prepared as a guide for using real experiences for reflection and self development. The second piece is a modified open-ended questionnaire the ensemble used in evaluating its own process. We believe that some of the questions may be helpful in assessing a service leadership group's internal process.

Leadership and Professional Involvement as Opportunities for Self-Reflection
Introduction:

Looking at hypothetical or other leaders' cases in leadership is interesting and informative. How much more interesting could a real, here and now, case be which you face today? We believe that the everyday experiences of student affairs professionals deserve reflection and consideration and that, indeed, to regularly reflect on your experiences can be a powerful facilitator to your personal development. Reflection on your experiences will also allow you the time out to renew and reenergize for your next challenge.

The following guidelines suggest a structure for turning current experiences into learning opportunities for you and your colleagues. In the spirit of our collaborative model, we urge you to consider involving one or more trusted ("like-minded") colleagues in the exercise. It would be especially helpful if the colleague(s) has some direct knowledge of the situation in question. Colleagues not only provide you with a "sounding board" and "another mind" to aid in reflection, but also help(s) to "keep you honest." "Honesty" in this context means not only that

you avoid minimizing or rationalizing mistakes, but also that you avoid being too self-critical or too hard on yourself ("mea culpa"). Colleagues can be involved in selecting and summarizing a situation, and a different set of colleagues can serve as reactors during the reflection process (see below).

Selecting a Situation:

Reflect on your experiences in the last month. What issues caused you the greatest struggle? On what issues did you spend the greatest time and energy? What concern brought the most reaction from colleagues? What gave you the greatest joy in your recent leadership experiences? Make a list.

Select from the list a good, juicy, complex situation and then begin to write down your recollections (or share them with your "debriefing colleagues").

Summarizing the Situation (Similar to "Task Definitions" in our Model):

The general format for writing a summary of your situation should include the following:

1. How did the situation evolve? What were the causes or issues involved?

2. Be sure your description allows open-ended response. The case should include the possibility of legitimate alternative interpretations (colleagues can be especially helpful with this one).

3. Be as comprehensive as possible. What specific information would a colleague need to understand the case without having to ask any other questions in order to clarify important issues?

4. What are the most critical issues involved in the situation?

Now, on a separate piece of paper (or in a subsequent discourse with colleagues) respond to the following questions:

5. How did you decide to handle the situation?

6. What were the positive and negative repercussions of the way you handled the situation?

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7. Did you make all reasonable effort to involve colleagues in the decision-making? (i.e., collaboration)

8. What would you do differently in this case if you could turn back the clock?

9. Can colleagues add any other ideas to No. 8?

Keep responses to these questions separate from the original case description. You will want to save responses to these questions to include in your reaction to the case analysis.

Look to identify at least five critical stages in your case analysis:

1. The ethical/moral imagination is stimulated.

2. Ethical issues are recognized.

3. Analysis occurs and analytical skills are exercised and developed.

4. A sense of moral obligation and personal responsibility will emerge.

5. Disagreement and ambiguity take place and those considering the ethical questions learn to tolerate and/or resist each. (Callahan and Bok, 1979)

These analysis and reflections are most effective when they involve others (like-minded, trusted colleagues) actively from the start. We recommend that you use the following stages in presenting your case:

1. Colleagues read what you have written about the case in silence - 5 minutes.

2. Colleagues ask you questions in order to clarify the circumstances of the case - 5 minutes.

3. Colleagues discuss the case with your being present but remaining silent - 30 minutes.

4. Participants identify potential alternative courses of action in order to remedy the situation (be sure that the group remains open to considering alternative remedies) - 10 minutes.

5. You personally describe how you dealt with the situation and make comparisons to your handling and the choices you made to the remedies identified by the participants (feedback and reflection).

6. Closing and summary comments are offered by anyone who has observations or concerns - could vary from 5 -30 minutes. (adapted from Smith, 1993)

This process and the time allotted for discussion is not rigid and inflexible; use as much time as you need without belaboring the topic. The point is to move through the steps of analysis so that you have the opportunity to explore at least the first four goals or steps which result from your real life leadership challenges.

References

Callahan, D. and S. Bok, The Teaching of Ethics in Higher Education, 1979.

Smith, David C., "Moral Reasoning and Service Learning" – A presentation at the Annual Meeting of the Association of American Colleges, January 14, 1994.

Assessing The Group Process

Introduction: The following suggestions are not intended to be limiting of your perspectives – simply stimulating. Please take a few minutes and think about the questions and then jot down your hand-written or typed responses.

Questions:

1. What insights have you gained about leadership and involvement from the experience as a member of a leadership project?

2. What are the roles which have been most important in creating a process which is both productive and meaningful?

3. The juncture of leadership and service (leadership for the common good) has been the focus of most of the work: what is your understanding of what we are striving to achieve through our wok?

4. How can leadership for the common good make a difference in our society.

5. What have been the greatest moments of the group's work together?

6. What have been the most difficult moments of the group's work together?

7. Anything else on your mind?