Awards and Honors

Congratulations to these members of the Indiana University family on the following recognitions:

Kathryn E. Goddard	1998 Elizabeth A. Greenleaf Distinguished Alumni Award
Helen L. Mamarchev	1998 Elizabeth A. Greenleaf Distinguished Alumni Award
Gary L. McGrath	1998 Robert H. Shaffer Distinguished Alumni Award
Tania Mitchell	1998 Elizabeth A. Greenleaf Fellowship Award
Sarah Thompson	1998 Elizabeth A. Greenleaf Fellowship Award
Jillian Kinzie	1998 August and Ann Eberle Fellowship Award
Heather Cummings	1998 Robert H. Wade II Fellowship
Timothy Stockton	1998 Kate Hevner Mueller Award
George Kuh	1998 Faculty Merit Award, Campus Life Division
Teresa Hall	1998 Professional Staff Award, Campus Life Division
Fran Stage	1998 ACPA Senior Scholar Inductee
Don Hossler	1998 ACPA Senior Scholar Inductee, NASPA Contribution to Research and Literature Award, and NASPA Region IV Graduate Faculty Member Award.

Call for Nominations

Nominations of individuals for the 1999 Elizabeth A. Greenleaf and Robert H. Shaffer Awards are now being accepted.

The Greenleaf Award is presented annually to the graduate of the master's degree program in Higher Education and Student Affairs "exemplifying the sincere commitment, professional leadership and personal warmth characteristic of the distinguished professor for whom the award is named." Previous Greenleaf Award recipients include Louis Stamatakos, Phyllis Mable, James Lyons, Paula Rooney, Joanne Trow, Carol Cummins-Collier, Thomas Miller, Frank Ardaiolo, Deborah Hunter, Vernon Wall, William Bryan, Terry Williams, Marilyn McEwen, Gregory Blimling, Lawrence Miltenberger, and Jamie Washington.

The Robert H. Shaffer Award is presented to the graduate of the Indiana University Higher Education doctoral program who exemplifies outstanding service to the student affairs profession. Previous Shaffer Award recipients include L. "Sandy" McLean, Thomas Hennessy, Jimmy Lewis Ross, Robert Ackerman, Don G. Creamer, Nell Bailey, Alice Manicur, Rodger Summers, Caryl Smith, and Donald Mikesell.

Nominations for both awards close February 2, 1999. The awards will be presented at the 1999 NASPA and ACPA conferences. Please direct your nominations and supporting materials (e.g., vita) to Teresa Hall, W.W. Wright Education Building, Room 4228, 201 N. Rose Avenue, Indiana University, Bloomington, IN 47405. Thank you.

Learning Leadership, Developing Leaders: Will the Student Affairs Profession Embrace the Challenge?

Lynn D. W. Luckow, Christopher R. Turner

This article is based on an interview with Lynn D. W. Luckow centered around leadership development training. The piece begins by exploring definitions of leadership, expectations of incoming students, the role student affairs plays in leadership development training, and what leadership skills are crucial for student affairs professionals. The article also examines whether student affairs preparation programs are responsive to the current need for leadership development training. In conclusion, suggestions are given for preparation programs and for student affairs practitioners or faculty members wishing to strengthen themselves in the area of leadership development.

Lynn D. W. Luckow is president and chief executive officer of Jossey-Bass Inc., Publishers. After serving as an outside advisor for four years, Mr. Luckow joined the company in 1984 as Editor, Higher Education. This position was followed by increasingly responsible editorial and management positions, culminating in his present position in 1991.

Prior to entering publishing Mr. Luckow had been a leader in executive, professional and career education. He had developed and managed over 1,000 seminars, conferences and institutes, attended by over 75,000 participants.

Mr. Luckow is also extremely active in voluntary, philanthropic and leadership initiatives across the country. His involvements include: chair of the National 4-H Council's board of trustees, endowment and advisory board member for the musical group Chanticleer, past board member and chairman for Project Open Hand, past board member for the National AIDS Fund, and currently the national chair for Indiana University's Library Endowment Campaign.

Since we are going to be focusing on leadership development, what would you give as your personal definition of what leadership is?

Mr. Luckow — My whole life is devoted to leading organizations. Leadership for me has a lot to do with authenticity, in who I am as a person. It's about being able to create a clear vision that others are willing and interested in following. For me, it is having and communicating a sense of purpose, and being able to encourage and reward others. Leadership is building a team type of effort.

There are so many ways of thinking about leadership. For me, it's about vision, purpose, authenticity, communication and credibility with a constituency. It is about having place as a person. In some ways it's like a calling.

What experiences have you had that have shaped this definition?

It has really been shaped over a long period of time, from early years in scouting and as student body president in high school, to running student organizations in college and serving as president of my fraternity. After that it has been

shaped by being board chair of a number of nonprofits, studying and teaching leadership, heading Jossey-Bass, and leading parts of the company before I became president.

You do several speaking engagements each year, staying in contact with the youth of this country. What would you say are their expectations of higher education in the area of leadership development?

I would say their expectations are high. In the youth I see today, they expect that they will have opportunities to lead once they enter higher education. They also have very high expectations relating to the type of course work or experiences they will have available to them in order to learn more about leadership. And it's not that past generations have not been strong and interested in leadership, but I see an extraordinarily strong and vibrant new generation about to enter our colleges and universities.

Much of my work recently has been with 14, 15, and 16 year-olds, watching them create some of their own organizations locally and even nationally. There is a rapidly emerging movement for their voices to be heard, and not just voice for voice's sake, but these youth are very smart and articulate. They really do want to affect change, and to affect change takes leadership, acumen, and experience.

In discussing the formation of this article you wanted to focus on leadership development on campus. What are the responsibilities of student affairs professionals in this process?

If you look across the university and say "where should leadership development reside," you will find a few students taking classes in the business school because they believe that is where their life career is, but for the vast majority of students they are not going to the business school to take a class. So, where should responsibility reside? I believe it should reside with the office of student affairs. This is a key area where student affairs professionals can do their work, become involved, and actually take the lead.

I am not saying that campuses are not doing this, as I know a number of them are, but I think leadership development programming needs to be done in a more overt way. For example, one school developing some cutting-edge leadership development programs is the University of California- Berkeley. *[Ed. note: More information on this program follows the interview.]* These types of programs not only benefit current campus organizations, but also the future of our organizations in this country. When students leave, if they can attribute some of their own leadership development back to the campus experience, and the overtness with which the office of student affairs provided leadership training and development opportunities, it will not only improve the benefits to that university in terms of creating healthy alumni, but it will create a healthier society as well because we have better leaders.

What skills do you think are crucial for every student affairs professional to possess?

To me, much of leadership starts interpersonally, or actually intrapersonally. Many people think that leadership is just a skill set, and the key to learn how to be more effective at time management, or strategic planning, or whatever. There certainly are a variety of those skills, but over and over what we know about effective leadership is that it comes from learning to know one's self. Gaining confidence in one's self. Being authentic. Understanding more of why you, as an individual, happen to be on this earth at this time. Understanding one's own passion and purpose. Understanding how one makes a commitment to something, or does not make a commitment to something. Leadership has a lot to do with a sense of what one would like to change in an organization or in the world. So many of these things come out of an individual internally.

Thus, to know thyself is a key skill, and then to determine what types of programs could lead to that knowledge in others. There are a number of different things to engage in to accomplish this, from therapy to individual coaching programs. These are things that are a little riskier than most universities are willing to take on, to get people to really look inside, be honest with each other, tell the truth, things that are a bit more experiential. Some of the best leadership development programs act almost like group therapy. But anything at all that a student affairs professional can do to become more authentic and self-aware of himself or herself would be helpful to encourage this same journey in student leaders.

Another skill has to do with being able to establish a clear vision or draw from other people in order to create a vision for an organization. To me, vision, mission, organization, and strategic planning all work together. This said, the skill of authenticity and knowing one's self forms a very helpful foundation for the visioning skill. From a strong personal base, it is then easier to draw other people out, and have insights into what is possible for an organization or what kind of mission might be developed to light the pathway to create change, or whatever. So, there is a skill set around establishing a clear vision and mission and engaging in strategic planning, and I think there are a number of straightforward courses and workshops where this skill set can be acquired.

Another skill set is around communication. A leader must be able to articulate and communicate his or her dreams, hopes and aspirations. Because when you look back to the original idea of knowing one's self, what you are really knowing is values. It takes well-honed communication skills to have the ability to articulate and communicate your own value set, the value set you see in a particular organization, or where you would like the organization to go.

Another skill set coupled with all of those mentioned above is facilitation. There is a rich literature that is beginning to emerge around facilitative leadership. We are seeing that dreams do not always emerge out of one leader full-blown, they often come through that leader or someone else facilitating a group. Through dialogues and discussions, consensus can be built, bringing people to a common sense of purpose. Because of this, understanding and being able to

practice facilitation and consensus building is a key skill set.

Lastly, as I briefly mentioned earlier, leadership has to do with interpersonal skills in general. A part of this is being able to encourage other people. A reward structure is more common in a business organization, but even in a student organization, leaders need to be able to encourage others. Encouragement in and of itself can be a reward. Leaders also need to know how to challenge others to be more of who they are.

What would you say are the responsibilities of higher education/student affairs preparation programs in developing new professionals in this area, and do you think these programs are responsive to the current need?

I think preparation programs have the ultimate responsibility to educate professionals in this arena. It's like, who else is going to do it? Leadership development is so fundamental to the success of every student, I don't see how student affairs professionals could avoid knowledge and skill in it. All students need some involvement in leadership. Life requires leadership at home, at work, in the community, and college and university graduates are most definitely expected to take on leadership roles when they leave higher education.

Higher education needs to be more honest and involved and less passive in this area. It needs to be more strategic and clear about this being a part of its role and responsibility. I have only heard a deep commitment in this area from a few universities. It certainly does not seem to permeate the student life literature, even though over the past decade we have learned so much about leadership.

Some still believe either you are a born leader or not, and that is such a mistake. Warren Bennis shocked an audience once by saying that leadership cannot be taught, it must be learned. In essence, he was saying there is a certain locus of control for becoming a leader, and that comes from within. What higher education needs to do is make a commitment that those opportunities and encouragement to learn leadership will be available not only through student organizations, but through an active program of leadership development as well.

What types of things would you recommend doing in these graduate programs to better equip student affairs professionals?

Student affairs preparation programs ought to be preparing leaders by including a strong leadership development component in the graduate curriculum. If preparation programs offered professionals-in-the-making opportunities to engage in leadership development and the types of experiential labs essential to self-knowledge, more professionals would be better able to bring this base to campus when they return. Many times people who have had no training in leadership development are asked to formulate leadership development programs, and there is a huge gap in their ability to do so.

I think student affairs/higher education preparation programs need to take more risks in developing leadership knowledge and skill. They should create courses in the curriculum that lead to greater self-reflection and prepare professionals for more experiential types of work. Common sense tells us that these additions will lead to more effective leadership by student affairs professionals in colleges and universities and thus, more experimentation and comfort with student leadership development.

The last time I was back on campus (Indiana University, Bloomington) I was visiting with a strong and intelligent group of faculty members. I turned to them and said, "How many university presidents do you know in the country that are effective leaders, and leaders that you admire?" Not one name surfaced. We have a lot of work to do in leadership development in our own profession.

The student affairs profession is extremely values based, in terms of always wanting the best for the student. This is a very heart-felt profession, and there is no better time than now to look at the importance of leadership development. The values of the student affairs profession and the leadership development profession are in synch, but the practices of each are not. I am reminded of the words of James O'Toole who said that leading at any time ought not be by push, but by the pull of inspiring values. As a values-based profession, student affairs professionals are at a great point in history to make changes in their own preparation and provide leadership. Ultimately, leadership development needs to be at the core of the student affairs curriculum and for that matter the undergraduate curriculum. It is not an elective in anyone's life, it is of the essence.

What advice would you give a student affairs practitioner or faculty member wanting to fill a gap in the area of leadership development?

I would tell them to acquire books that speak to the heart of leadership. The literature can be daunting, but Jossey-Bass recently began publishing "Leader to Leader," a quarterly that really distills leadership to its essence. There are also terrific weekend and week-long programs all over the country. A key part of leadership development is to model the way, and this can best be done by engaging in those activities ourselves. I would tell them try to get out there and participate in experientially-based leadership development programs.

There is the Center for Creative Leadership in Greensboro, North Carolina for example. Through the program, participants receive 360 degree feedback. Materials are completed anonymously by peers, people who report to you and by your supervisor(s). The feedback is discussed in small groups and everyone learns from that setting. It acts sort of like group therapy. This would be a great program to enroll in.

I would tell them to take the risk of getting involved in group therapy. Too many leadership development programs are seen as feeding the brain, but so much of authentic leadership is about feeding the soul and heart, and knowing one's own values and ideas. To be effective, leaders need the ability to be vulnerable.

Several years ago I taught a class called *The Human Condition 2,000 A.D.* We looked at life and key concepts. It did not take long to realize that there is no way we can accurately predict the future, but that we will be in better shape

if we have a strong sense of self, and the ability to draw people together and draw them out. Leadership is so much about personal stuff, so I often wonder why do we keep ignoring it?

Do you have any additional comments in conclusion?

I continue to be perplexed at the lack of awareness for the need for leadership development in the preparation of the student affairs professionals. It is clearly such a key element of a professional's own success in higher education, but moreover, it is equally essential in being able to offer students leadership development opportunities. I believe strongly that the graduate curriculum in student affairs needs an overhaul, and that leadership development should be placed at its core. And for those student affairs professionals already practicing, the leadership development journey will be one of the most rewarding ever, if they dare take it.

Additional information about Jossey-Bass can be found at* ***http://www.jbp.com/index.html*

Additional information on the Center for Creative Leadership in Greensboro can be found through their web site at* ***http://www.ccl.org/*

Supplemental information on the aforementioned University of California, Berkeley leadership development program.

All information below was provided through personal communications with Thomas F. Durein on April 20, 1998. Durein is a Student Affairs Officer in the Office of Student Activities and Services at the University of California, Berkeley, Course Facilitator for one of the LEAD classes, and Co-Coordinator of the LEAD Institute.

The LEAD (Leadership Education and Development) program, unique to Berkeley, is sponsored through a grant from the Hewlett Foundation. The focus of the program is undergraduate students, and is "aimed at community building and leadership development across differences. This particular program is not just targeted at teaching leadership, but developing leadership across all types of cultural, social and economic boundaries."

This program is student affairs driven, in conjunction with the Office of Residential and Family Living. All student affairs staff members are involved in the LEAD program in some way, parallel to Luckow's suggestions above. There are a number of individual programs under the umbrella of LEAD, but there are two important classes involved in the program. The first class is marketed to anyone across campus, teaching basic leadership skills. The second class is geared to upper-division students that have significant leadership experience. "This class takes leadership one step further... by studying theories and models, and discussing how they relate across cultural differences."

Other components involved in the LEAD program are the LEAD Task Force, the LEAD Institute, a workshop series, and a minigrant program. The Task Force is a student driven committee that steers the overall LEAD program,

while the Institute is responsible for highly concentrated weekend conferences centered around using intergroup leadership to transcend differences. The workshop series is comprised of two-hour workshops presented throughout the year on several different leadership topics. Finally, the minigrant program allocates funds for smaller, more specific student leadership programs.

Visibility and the overtness Luckow mentioned in his interview are also key components in this program. "We do everything we possibly can to get it (publicity and information about the program) out there."

Additional information on the LEAD program can be found through their web site at* ***http://www.uga.berkeley.edu/sas/leadhome.htm*

Lynn D. W. Luckow holds a 1971 Bachelor of Arts degree from the University of North Dakota, and a 1974 Master's degree in higher education administration from Indiana University, Bloomington, where he was recently awarded the 1997 Distinguished Alumni Award for Outstanding Achievement in the Field of Education. He has received several other awards for his service, including an honorary Doctor of Humane Letters degree from Golden Gate University in San Francisco, and is currently a member of the Stanford University Publishing Course faculty.

Christopher R. Turner is a student in the Higher Education and Student Affairs Program at Indiana University, Bloomington where he is currently an Assistant Coordinator at Foster Quad Residence Center and a Marketing Associate in the Office of Communications and Marketing. He holds a Bachelor's degree from Wichita State University, and served for two years as a residence hall director.