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**/// Nine Articles
for
Leadership for Student Activities
by
Wm. Richard Volp III**

**Senior Project
Jepson School of Leadership Studies
University of Richmond
Richmond, VA**

April 1994

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Nine Articles
for
Leadership for Student Activities

Senior Capstone Project

Dr. J. B. Ciulla

**University of Richmond
Virginia**

Senior Seminar, 450

Wm. Richard Volp III

Spring Semester

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Purpose

The purpose of this Senior Project is to compile a series of nine articles for a magazine entitled *Leadership for Student Activities*. These articles will be printed in the nine 1994-1995 issues as a column. Each of the articles deals with a certain aspect of leadership studies. The main focuses of each article are, in the order I will submit them to the editor of *Leadership for Student Activities*.

The future of leadership
Decision making
Leaders and followers
Leadership guidelines
Leadership and management
Creative thinking
Motivation
The role of a leader
Empowerment

These nine articles provide an overview of leadership in a context that the readers of the magazine will find directly relates to their daily leadership activities.

Introduction

If ever there was a capstone project which allowed students to reevaluate the information they have cultivated over the length of their academic curriculum, it is the project I have just completed. Because the Jepson School has covered so many topics over the past two and a half years, the toughest part of this assignment was selecting which courses from which to draw my research. Before I get caught up in the actual articles which compose the bulk of my project, let me explain how this senior project originated and how I attacked the rather formidable task.

It all began when my father handed me a magazine entitled *Leadership for Student Activities*. The first thing that came to mind was- job opportunity. Because I am interested in continuing my study of leadership after I graduate from the University of Richmond, any field that incorporates the study of leadership is considered fair game for future employment. I thought I was all slick and what not by writing to the editor of the magazine and inquiring about the magazine's purpose, readership, and, above all else, employment opportunities. Well, needless to say, I am not going to be working for *Leadership for Student Activities* when September rolls around, even though I have done hours and hours worth of work for them. It is amazing how these things never seem to work out the way you want them to.

Instead of offering to hire me, Jackie Rough, the editor of *Leadership for Student Activities*, invited me to write a series of articles for her. She offered a few topics she thought might give me a direction for my column. The series of articles would run for an entire scholastic year, one article in each of the nine issues the magazine published. Each article would vary in length anywhere from 500 to 1500 words. It was suggested that I narrow the scope of each article so as to focus my efforts on a specific aspect of leadership instead of tackling the entire spectrum of related material. When I went to visit Mrs. Rough at the National Association of Secondary School Principals (NASSP)

headquarters, located just outside of Washington D.C., we took care of all the loose ends that remained. We traded fax numbers and I was left to fend for myself. Her only instructions came in the form of a deadline that was well past the due date for this project. I assured her that she would have my column well in advance of the July printing date.

The range of topics that Jackie and I discussed at my visit extended from crime to sexual harassment, from dressing for success to handling a tough phone call. These were mainly the themes that would be heading up each of the nine issues next year, and I had the option of relating my pieces to these topics or concentrating on a leadership theme. While I was involved in this discussion with Mrs. Rough, I had already developed several ideas for articles that I thought would be important to the student activities leader. I shared them with Jackie and she agreed that they seemed worthy of pursuing.

One of the reasons why I enjoyed tackling this assignment was because of my high school leadership positions. While in high school I was extremely active in my student government, due in large part to the fact that my varsity swim coach was the faculty advisor for the student council. I served both a year as the school treasurer and a year as the vice-president. At both positions I was able to attend the numerous leadership conferences held across the state. It was at these leadership workshops that I met leaders from other high schools, learned that interacting effectively was essential to the success of any organizer, and developed my sincere interest in leadership. One of the first things I noticed at my first leadership conference was a vitality I had never experienced before. Every person was outgoing, enthusiastic, pleasant, and full of energy. I knew that I fit right in and proceeded to enjoy each and every leadership conference I thereafter attended. As I reflect back on those trips, I wonder what it was that made all of those people come together to meet once a year. Whatever it was, it

went way beyond the chance of missing two days of classes. I knew there was something about leadership that really turned some people on.

When Jackie Rough offered me the opportunity to relate what I have learned since graduating from my high school, I jumped at the chance. Mrs. Rough explained to me that the main purpose of the magazine was to offer some sort of guidance for the presidents of high school, non-athletic organizations. These organizations included everything from Key Clubs to chess clubs, national honor societies to language clubs. I was afraid that even though I was active in non-academic pursuits during high school, my true love could be found out on the playing fields, sweating with all of my best buddies. Confining my writing efforts to those people who practiced leadership in the classroom instead of on the field or in the swimming pool would be a challenge for me.

Jackie Rough explained that the subscribers of *Leadership for Student Activities* consisted mainly of those adults who oversaw non-athletic, high school organizations. While these people were the ones targeted for receiving the magazine, Jackie planned on changing some of the articles to focus on the student leaders of the organization instead of just the faculty advisors. I hoped to create an article that would benefit both of these groups of people. I have to admit that I dreamed of my high school vice-principal glancing through a magazine and reading something I created.

Armed with an opportunity, a plan, and a deadline of April 20th, I left Jackie's office eager to make a difference in the leadership style of hundreds, if not thousands, of high school students. My only fear came from the fact that I had never done any sort of writing for a media resource. I was afraid that my writing style would not be conducive to magazine articles. Jackie relieved some of my tensions when she told me not to worry if she revised some, if not all, of my articles but I was more worried about passing the critical eye of my senior project overseer.

In order to learn a little more about the magazine, I went about reading many of the columns that appeared in last year's *Leadership for Student Activities*. There were

several characteristics that jumped out at me that seemed to be common in each article. The writers began and ended each piece talking about the same subject. There were always a few main points that highlighted each paragraph, points that were simple yet easy to remember. Most of the language was straightforward and clear, yet written at a high enough level to maintain the interest of the educated reader. Some of the columns had obvious themes such as interviews, leadership recognition articles for those people who exemplified the mission of the magazine, local interest stories, and financial advice pieces. My problem with each of these themes was that they failed to relate to the students and focused on the advisors. I wanted my column to reach both groups with a feeling that it was written specifically for the person reading the column. One technique that I vowed to incorporate into my writing was to have something in each article for everybody. Since most of the people who read *Leadership for Student Activities* is involved, one way or another, with public education, I felt like I could highlight certain examples that would be familiar to almost everyone who picks up a copy of this magazine.

In trying to prepare my format, I tried to take into account my personal strengths and weaknesses, the attitude of the reader when he or she turns to my article, and the overall purpose of my project. I knew that I would have to allow some of my more humorous side show through so that my articles would not seem stale, out-of-character, and bland. In other words, I wanted to add a little spice to the messages I had to tell the readers about leadership and building better organizations. Another practice I wanted to make sure I utilized in my writing was an informal approach. Long sentences which used language that exceeded the comprehension level of my readers was worthless. My style of writing, while I wanted it to be informative, relied on the appearance of being a spoken message. By this I mean that a person would read the column the same way they would listen to a speech or a classroom discussion. From my own experiences, anything that sounds the least bit like a textbook sends me to never-never land. Both of

these techniques would, in my hopes, lead to a fresher, more realistic presentation of the material.

The other important strategy I tried to include in my writing was to try to relate it to the activities the students, as well as the faculty members, would, at one time or another, be engaged with as a result of their position. The topics I chose were ones that could be used in the personal lives, academic lives, or organizational lives of the individuals reading the article. Instead of just being informative pieces, I hoped that my work would shed some light on the many different aspects of a high schooler's life. I hoped to be able to do this since I am only four years out of high school and still remain an active participant in many of my alma maters activities.

It was during the writing of the first article that I encountered my first problem. I had so much to say that I felt like I was only scratching the surface of the subject matter. This problem continued to arise in each of the next eight articles that I composed. Only after someone explained that magazine articles was only supposed to highlight the main points and that books were designed to explain concepts in detail did my worries subside. When I went back and looked at other people's columns I perceived this to be true. It is impossible to explain the entire decision-making process in less than 1500 words. Condensing the future of leadership into a few brief pages is unlikely. This insight allowed me to boil my work down to several carefully selected "bullets." These bullets were, in my opinion, the most important concepts to take away from the article. When I decided that short, sweet, and to the point was the key to writing articles, I felt a little better about turning out clichés of leadership, something discussed in our senior seminar class. My column may not have the depth that students expect from the Jepson School curriculum, but it does touch on some of the most important leadership topics around today. The purpose of my column focuses on creating an interest in the area of leadership studies. In my column I do not expect to change someone's life, turn people into terrific leaders in just 800 words, or enlighten someone as to the difference between

leaders and followers. Instead, I hope to give the reader something to think about the next time they select people to work with, accept a leadership position, or come upon a person who acts differently when in a position of power.

Setting my level of impact at this reasonable level seemed appropriate for *Leadership for Student Activities*. In general, the magazine is rather conservative. Very few of the articles deal with controversial topics or use highly provocative language. This does not surprise me considering that the magazine is published by the NASSP. NASSP is, traditionally, an organization that values the status quo. This is evident by the relatively few changes that have occurred in the public secondary school system over the past 10 to 15 years. Writing articles strictly for shock value or to stir up unrest did not seem to be some of the reasons why Jackie Rough asked me to write for her. The real purpose why I was asked to perform my task was because I was closer to the age of the students who would be reading *Leadership for Student Activities* than many of the full time writers. Another reason Ms. Rough offered me the chance to work for the magazine was because of my unique perspective that I have on leadership. [By unique I mean coming from the Jepson School, not different from other people here at Richmond.]

After dealing with all of these concerns, I turned my attention to the actual writing of the articles. While some of the topics I was to write about had been solidified at my meeting with Jackie, I still had some latitude in my selection. In order to begin my theme of leadership right of the bat, I chose to attack the question of whether or not leadership is something that is here to stay. Just being in the Jepson School makes this subject something that interests each of us in the first graduating class. While people like Bob Jepson and Jim Burns feel that leadership is something which will be around for years to come, many other people seem to think that it could be passing fad, and may be discarded by the next "quick fix" designed to solve the world's problems.

Article 1:
Leadership: A Trendy Fad or Here to Stay?

Everywhere you turn, leadership is popping up. In the newspapers, on the evening news, in magazines, in speeches, you just can't get away from this popular topic. Yes, the subject may be music, fashion, politics, or whether or not the Phillies can win the World Series, but somewhere, in amongst the double-talk and highly technical jargon you will find some mention of leadership. What is this thing called leadership? How can everyone be talking about something if they do not know exactly what it is? Is leadership going to follow the same evolution as the Volkswagen bug, Milli Vanilli, or Ross Perot- here one minute gone the next? Leadership is new, it is on the cutting edge, it is also here to stay.

At the University of Richmond a revolutionary approach is being taken in the leadership field. An entire school was built for the specific purposes of teaching for and about leadership. The Jepson School of Leadership Studies is the first school in the nation to offer a bachelor of arts with a major in leadership studies. The curriculum is as innovative as its purpose.

To really know it, you've got to do it. Experiential learning is exactly this. In order for students to understand what it is like to deal with all types of people, make critical decisions, and feel the pressure of an impending deadline, the Jepson School places their students in positions in the community where they will have to cope with many difficult situations. This "real world" training allows the students to take what they learned in the classroom and apply it practically. An internship, service learning class, and a senior seminar all provide this type of training.

Another difference between the Jepson School's style of education and the traditional style is the attention placed on group work. Working with people is essential to any leader. Because of this, the requirements for every class include a group project. Group work may be anything from a critical analysis of the University of Richmond to the motivation of a group of elementary school children to a consulting project at a local area non-profit institution. Whatever group project is assigned you can be sure that Jepson students know what it takes to get a task done and done well.

One other technique the Jepson School uses in instructing its students is to allow for student interaction within the classroom. Classes are usually conducted around a table where each person can converse with others face-to-face instead of through a professor at the front of the room. Because many of the students are outgoing and vocal the class period is often times spent discussing, debating, and applying the material instead of copying it down in a notebook and memorizing it the night before a test.

The Jepson School of Leadership Studies was made possible, in large part, by a generous donation contributed by Robert Jepson, a former University of Richmond graduate, and his wife, Alice. The school has a highly respected faculty drawn from many different backgrounds; law, philosophy, business, English, and community service. While its first graduating class enters the work force this year, it will take awhile to notice the impact these "leaders" will make on tomorrow's future..

While we are waiting for the Jepson students to show their stuff, you can bet on the fact that you will be hearing a lot more of the words leader and leadership. Leadership is not something that only the presidents of students organizations, Lee Iacocca, and General Norman Schwarzkopf know something about. The captain of the football team, the rally organizer, and the guy sitting next to you all know something about it. Leadership is exciting and exhilarating. It is all around you and it is within you. Because of its importance, you can expect to hear a lot more about leadership in the future. Just like the Jepson School of Leadership Studies, leadership is here and it is here to stay.

Notes on Article 1

Along with my own personal stake in the longevity of leadership I had a few other reasons for starting out my column with this topic. My grandfather, of all people, convinced me to write about the role leadership will be playing in the future. I am not sure whether it is the old age setting in or if it is something that really boggles him, but each time I see him he comments on how frequently he hears the term leadership thrown around. Surely he has become sensitive to the concept of leadership since I have entered the Leadership School, but he cites examples of places where he heard people using the word. He tells me about basketball games [he loves basketball],

political speeches, religious services, and newspaper articles that mention the words leader or leadership. To my grandfather leadership is the field of study of the future. I have a feeling that if he had to do it over again he would love to be in my shoes.

I, also, had a selfish reason for writing this article. If my major is going to ^{be} worth something in a few years, leadership better be something people still care about. Whether it is a speech I can make to perspective students, an interview where the employer is interested in the Jepson School, or an article that will be read by thousands of people, I am going to do my best to perpetuate the interest in leadership. Whatever I can do to show people that leadership is a worthwhile pursuit, is something which benefits anyone involved in the Jepson School. The people who are reading the articles and who subscribe to the magazine are, most likely, involved in leadership positions. Therefore, they must have some feelings about the concept of leadership. If I can inspire them into learning a little more about studying leadership, whether it is in the Jepson School or another program, I have succeeded in my endeavor.

When I read the other articles found in the magazine I was amazed at how little research went into each piece. Almost no citations were present, and it seemed like most of the information was derived from practical experience. The audience was not looking for footnotes, citations, or endnotes. They were looking for practical, useful, current information to help them in their daily activities. Many of the trends I foresee down the road for leadership come from my expectations of the Jepson School. While many of the Jepson students would not like this pressure placed on their shoulders, one method of predicting the strength of the leadership field is to see the impact they make. If the Jepson students make their mark on society there is a good chance that leadership will find a niche in this business-oriented world.

This article also gave me the chance to plug the Jepson School of Leadership Studies. The past two and a half years have included some of the most interesting times of my life. The classroom discussions, the group projects, and the experiential learning

components all combined to create my favorable impressions of the school. I feel like I have gained an education that far surpasses my most ambitious dreams. I have met people who have shaped the entire field of leadership. There are not too many other people who can say that they have brushed elbows with the gurus of their academic discipline. Jackie Rough was excited for me to write about my times here at the Jepson School. She made me tell her all about my classes, my professors, and my plans for after graduation.

Article 2:
Decision Making: Essential to Any Leader.

What do you focus on- fund raising, attendance, school spirit? They are all important but you do not have time to focus on all of them. If you are a leader what do you do? The decision rests on your shoulders and you are beginning to feel like your back is going to break. Decisions are something that each person must face each day. Tan socks or brown socks? Peanut butter and jelly or bologna for lunch? If you actually sat down and thought about it you would be amazed at how many decisions you make without even knowing it. Here are some suggestions that might make all of your decisions a little easier to make and of a better quality.

First, set a goal. Having an objective makes decision making so much easier. You can see the destination, even if you can not see the road you have to take. It is comforting to know that somewhere in the future, after all of your decisions are made, you will end up where you want to be. Make sure that each decision you make moves you somewhat closer to your goal. If a decision does not move you in the direction of your goal, it may be wise to rethink your decision.

Look at the entire selection of choices. You have to go out and look for each possible alternative. Most of them are not just sitting there waiting to be picked, you may have to dig a little. In most cases there may seem to only be two ways to go, but a true leader always looks for the third and fourth alternative. If none of the alternatives look appealing, then take a little time to search for another way to go. As a leader you should always be looking to find a better way, instead of doing things the same old way.

Which alternative has the most going for it? You have to look at each alternative side-by-side to see how it compares. When you evaluate each alternative for its pluses and minuses, keep in mind how your other alternatives scored. When you compare all of your alternatives at one time you can combine some choices to arrive at another, hopefully better, solution.

Pick the best one. After you compare and contrast all of your alternatives you have to actually make the decision. This is when the hands get sweaty, the ulcers erupt, and the tension rises. Making the decision is the culmination of all of the steps you have already taken. By this time you should feel good knowing that you have researched, studied, and analyzed the decision. You know that whichever alternative you select, you will be moving closer to your goal. When you choose the most attractive alternative make sure you and the people around you all realize that you have picked the most desirable of the choices.

Party time. If the decision is a doozy and things are a little tense you will need time to relax. The celebration does not have to be a big deal. Going out for ice cream, watching a movie with the rest of the decision makers, or just playing a little basketball to wind down could constitute a celebration. A celebration is anything that does not relate to the job at hand. When the break is over everyone will return to work in a positive frame of mind and with spirits flying high. This will make the next decision that much easier to make.

Follow through. After you make a decision you have to follow up on its implementation. After all, a decision that is not carried out is the same as if no decision were made in the first place. You did not go through all of that work for nothing, did you? Part of the implementation is to evaluate how well the decision turns out. If things do not work out you must find out why. If things do turn out, you must find out why. This evaluation of the whole process will make future decisions easier and of a higher quality, you won't make the same mistake twice.

Use your heart, your head, and your gut. Every decision is made from one of these places. It is the combination of your intellect, your emotions, and your instincts that makes you a quality decision maker. Some decisions, like those that have to do with our bank accounts are based solely in our heads. Other decisions that have to do with our personal lives usually come from the heart. And those decisions that have to be made in the blink of an eye depend upon the gut. Know where you tend to make most of your decisions. Are you a heart person? A head person? Or a gut person? Whatever type of person you are make sure that when an important decision has to be made there is a heart, a head, and a gut in the group of decision makers.

Decision making is an instrumental part of leadership. Many times the decisions made by leaders affect many different people, not just the leaders themselves. Decision making is an art. It takes time to become a master. It is impossible to make the right decision every time, everyone is human. When you see someone wearing one tan sock and one brown sock think to yourself, must have been a tough decision.

Notes on Article 2

After I finished my first article I turned to the courses I have taken to inspire my next several articles. Last semester I participated in "Decision Making" with Mr. Howe. During the length of the class I realized what an imperative skill decision making is for leaders as well as educated followers. Mr. Howe made each of us in the class aware of how many decisions we make everyday. Whether it is deciding what to wear, the menu for breakfast, or if to play tennis or volleyball, each decision we make must have some sort of reasoning behind it. The simulations, real life cases, and movie clips we watched all helped to label our decision-making style so that we could work to improve the areas where we needed strengthening. Probably the first unit we covered in the class was the most eye opening. It analyzed where we made our decisions. Some people make their decisions in their head, while others use their heart, and yet some other people even rely on their gut. We discussed that in some situations the head may lead to a more effective decision than either the heart or the gut. The reverse may occur in other situations. We were then told to reflect on where we made most of our decisions. This practice caused me to understand why people can make decisions, decisions that I would consider completely loony, and not even bat an eye.

Another important section of the class dealt with prioritizing. Because people value certain things more than others, they are more likely going to make decisions that insure the more important things in their lives. If a person values money more than people and you value people more than money, their is going to be a dramatic

difference in your decision making. One of the most interesting parts of the class was the discussion that resulted when we talked about how international business people have to take into account the value structures of other nationalities. Decision making became more than just yes or no, black or white, good or bad. Now, every decision that I make, no matter how small it is, I end up thinking about the repercussions it may have, or the impact it will have on other people. This is something I may not have thought about before taking decision making.

When I presented my speech on decision making down in Florida for Physicians, Sales & Service, I talked about the seven steps in decision making quite extensively. While the steps separately seem to be simple, straightforward and nothing more than common knowledge, together they are a series of reasoning building blocks that support one another. It is the decision-making process that makes this article worthwhile. Some of the hints that I included in the article came from experiences I have had or discussions held in class about the topic. The intention of this article is to give some structure to something that so many people take for granted. Harsh decisions can detrimentally effect the performance of a leader. Thinking through all the steps is a clear way of making sense out of chaos.

My readers are the people who have to make the day-to-day decisions for large groups of people. Some of their decisions may include the allocation of funds, the appointing of a person to a certain position, or the destination of a field trip. These decisions may have to be made as a joint effort of faculty and students. Understanding the decision-making process as well as the values of the other person can aid in the quality of the outcome. Tough decisions can be made that much easier if the series of seven steps is followed. Leadership and decision making go hand-in-hand and together they can elevate a person above the rest of the masses.

Article 3:
Leaders and Followers: Is there a difference?

What does it take to lead? What does it take to follow? Do you need certain qualifications to perform either of these two roles? These are questions that I am sure you have rarely thought about for more than a split second. It is time for leaders and followers to know what separates them. Surprisingly, upon closer inspection the differences are almost non-existent.

Leaders, we think of them as people who are outgoing, energetic, popular, powerful, and influential. They speak well, make snap decisions, and control the destinies of others. They have the ability to plan out long term goals, persuade people that their ideas are the most beneficial, and take charge when the roof caves in. These are people who we want with the ball at the end of the game. Leaders are often times the heart and soul of the group, they stand for everything their followers believe. We look up to our leaders.

Followers. They are the small, inconsequential peons who do all of the work and receive none of the credit. Followers make up the chain gang, run the line at a factory, clean up after the leader is finished, and cheer the leader on when he or she does something spectacular. These subordinates swab the decks, clean the dishes, and do their one and only real job, vote. We tend to look down on followers.

This traditional perception of leaders and followers is changing. The way people look at leaders and the way they look at followers is switching. Leaders work for their followers, not the other way around. A leader's job is dependent on the followers. For a leader to be effective subordinates must be informed, objective, creative and involved in the effort. A bunch of lackadaisical followers are not going to elect a leader who is going to be able to do much, if they bother to elect a leader at all. In Rosenbach and Taylor's book Contemporary Issue in Leadership, many of the differences between leaders and followers is discussed. Let's focus on four traits of Rosenbach and Taylor's effective followers.

Followers have to be able to manage themselves well. A leader must be able to depend on his or her followers to carry out important tasks alone. It is impossible for the leader to monitor all of the subordinate's activities. Followers must be able to think for themselves, make decisions for themselves, and take charge when the true leader is absent.

Followers focus on what needs to be done and do it. Effective followers raise the standards. They are always better than the average follower. They strive to educate

themselves continuously. If they need to learn new skills, they do so with a desire to be the best they can be. They look to solve problems themselves, without the help of a supervisor. They look forward to any contributions they can make and do so with a smile.

Followers are dedicated. Effective followers realize the importance of their mission. They believe that deep down in their hearts, what they are doing is worthwhile and will make a difference. They understand that they are responsible if things do not turn out the way they are supposed to, not just the leaders. Think about an orchestra. Each musician knows that the success of the performance rests on him or her, regardless of the conductor's abilities. Good followers try to help the cause take off, instead of just supporting it.

Followers risk danger and speak the truth. Honesty and courage go a long way when it comes to knowing who you can trust and who you can't. These followers are people whose judgment a leader can trust, and who can respond to any challenge that comes their way.

While the Boy Scout's may say that a scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean and reverent so too are effective followers. When placed in a leadership position, look to recruit the followers who will add to the organization, the followers who have the potential to become leaders, and the followers who demonstrate they have leadership characteristics. The right followers can make all the difference.

Notes on Article 3

Early on in the Jepson School we learned the difference between leaders and followers. Shortly after we learned this difference we learned that followers are the people who actually make the leader what they are. In high school there is not nearly as much distance between the leaders and everybody else. Everyone is a student, it does not matter that you are the vice president of the World Affairs Forum Club and I am the president of the Key Club. In the business world the boss sits up in the penthouse while the line workers scurry around in the basement. While this view of leaders and followers is slowly changing, many high school students still consider the boss/worker

system to be the norm. In high school the people who would have to be considered the followers are the friends of the leaders. They have to sit in class with each other, play sports with each other, and even shower with each other. There are few places where this sort of interaction takes place outside the school.

Having competent people working by your side is another added advantage of being a leader. Many of the faculty members who oversee the organizations they are responsible for have the ability to pick and choose the people they want to be part of their cause. This article shows that even people who are not leaders can add a great deal to an organization if they are used to the best of their ability. It is asking a lot of the students to put people in the best positions considering they have so many levels of contact with the other students. Often times it is up to the advisor to separate the leaders from the followers, all the while it is crucial that the advisor not overstep his or her authorities or alienate members who may have the ability to contribute to the organization.

Much of the basis for this article came from the class discussion we had on this topic. Some of the other points came from Rosenbach and Taylor's Contemporary Issues in Leadership. I did not want to steal all of their ideas so I included many of my own reasons why leaders and followers are so closely related. Since I have been a director at the Jepson School for the past year and a half, I have had to try to find the best "followers" to help me carry out the student government's plans. Also, many of the people who would have to be considered followers in regards to the Jepson School student government are leaders in other contexts around campus. This just goes to show that leaders and followers may find themselves in opposite roles sometimes. Just because a person is not in a position of power does not mean that person can not be tapped for information, ideas, or service.

My purpose in writing this article was to make people aware of the power of the people working for them. Followers are made of the same mold as leaders. Both have

the stuff to make contributions to the missions of the organization. Many times there are leaders who are mixed up in the batch of followers. I wanted leaders to realize that they are not the people who have to do all of the work, handle all of the responsibility, or make all of the decisions. Just because you may represent the entire student body does not mean you have to do everything for everyone. Leaders are the people who convince others to act on some matter. Followers is just a term for the people who the leader represents. In many high school organizations the leaders and followers are the same people. A followership full of leaders could be an interesting group. Oh yeah, that is what we have here in the Jepson School.

Article 4:
The Do's and Don'ts of Leadership.

There are few people who are experts on leadership. Some people may say that General Norman Schwarzkopf, the Dali Lama, Mother Teresa, Lee Iaccoca, and President Bill Clinton have a handle on the subject. Just because these people are famous, in the news day-in and day-out, and have the ability to determine the fate of millions of people does not mean they know anything more than you do about leadership. In many of their cases, the fact that contemporary leaders were in the right place, at the right time, with the right abilities made them what they are- the people we turn to when the subject of leadership arises. After a Superbowl, don't reporters mob the winning coach to ask what it was that he did that led his team to the championship? Does the fact that a coach led his/her team to a win mean that individual has the key to leadership? No. Each of us is capable of leading. Each of us has leadership traits and skills. Each of us can put those skills to good use with a little direction, guidance, and dedication.

Leaders represent their followers. If you are elected the president of your organization, if you are appointed to a leadership position, or if you rise to a level of leadership based on your actions, it is the people who believed in you who deserve your attention. The people who accept positions of influence should not look to themselves first. Instead they should look to those people whose well being they are responsible. Leadership is the most unselfish position a person can hold, a belief any

leader needs to accept in order to be effective. As a leader, you can't forget about those people who got you to where you are.

Pick the right person for the job. One of the main tasks of any leader is to figure out where people will be able to function at their best. Leaders can not do everything by themselves. They need supporting casts. A president needs a cabinet (or at least a vice-president). A captain needs a team. A campaign candidate needs a party. And a general needs soldiers. Deciding who will act as your supporting cast is crucial to your leadership. Enlisting the help of people who you believe will add to your leadership endeavor makes your job many times easier. The wrong person in the wrong job may cause irreversible damage. Don't underestimate the importance of the people who work by your side.

Be a visionary. People often become leaders because of their ability to see into the future. They don't use crystal balls, tarot cards, or the heavenly constellations to predict what is going to happen down the line. Leaders need to envision what they want to do, how they are going to do it, and what they will do after it is finished. Having a goal, a plan, and a backup plan are essential to any leader who hopes to survive for an extended period of time. Don't be short-sighted.

Creativity is a must. The person who can find a new way of doing things, who is not afraid to deviate from the norm, who finds exhilaration in risk taking, and who can add a little spice to the dull monotony of the daily routine is likely to become the leader. The common element in all of these traits is the creativity focused on the task. Shortcuts are not always a bad thing, instead, they show a desire to make things better by using approaches never taken before. Never stop looking for a new solution to an old problem.

Be a good sport. Just because you are a leader doesn't mean that you can't have a good time. Leaders should smile a lot. They should offer encouragement with a pat on the back or a firm handshake. An occasional joke wouldn't be out of line. Remember, leaders are responsible for the attitude, stress-level, and overall mood that the group is experiencing. When things get a little crazy, take a break. Leaders have to address the needs of the people who work with them. People are just as important as issues, if not more important. A leader needs to accept new challenges with a positive attitude. Don't look at extra work with a frown, look at it as a chance to show everyone what you are capable of accomplishing.

Leadership is not something that some of us have in us and others of us don't. Leadership is being able to assess a situation, develop a plan to improve the situation, motivate others to act with you, and follow through until things are the way you want

them. With the few helpful hints that I have given you, I wish you the best of luck being the best leader you can be.

Notes on Article 4

This article is where I used the forbidden “leadership clichés.” In the Do’s and Don’ts of Leadership, I offered a quick rundown of the responsibilities of a leader. I tried to make this almost a checklist for the leader. “Do I do this? Do I do that?” Again all of these short sound bites are taken from my own experiences as a leader. The first point I make is that leaders should represent their followers. This concept really struck home during the last presidential race. I began thinking about why we elect a president into office. You hear so much about policy writing, taxes, national debt, foreign relations, and health care that you forget what Bill Clinton is doing while he sits in the oval office. He is serving you and me. The President of the United States is the figure who represents everything the U.S.A. stands for. His job is dedicated to the improvement, safety, and happiness of each and every American citizen. While the over structured system which Clinton has to work with conceals his true mission, it is up to him to listen to what the people have to say and act accordingly.

My second point relates directly back to my previous article, pick the best person for the job. A leader’s supporting cast makes all the difference in the grand scheme of things. Without competent people helping to make sure things are done well, the leader will fail. Picking the right person to do a job is something I learned early in my directorship. A Jepson student was asked to take charge of the mentor/mentee program. After several months, nothing was being done on the project so I went back to the individual and inquired about the progress of the program. She admitted that she had not had enough time to carry out her task and as of that moment things were unfinished. Later, when someone else volunteered to pick up the project and see it all

the way to competition, I went back to the original person in charge of the program to try to recover some of the original information. The information had somehow been lost since the conception of the project, further delaying the project. Because I entrusted the wrong person to take control of a job, the task was delayed and never amounted to anything worthwhile. What started out as a simple task, failed because I selected the wrong person to take charge. Leaders empowering the right person is something that needed to be included in my list of Do's and Don'ts.

The following three areas I commented on sort of go together. People do not want to work with leaders who do not make things interesting. Being a visionary, creative, and fun to be with all increase the interest of the leader as well as their effectiveness. Seeing down the road is something that leaders need to be able to do in order to make their long-term goals possible. Predicting the future, or at least accounting for it, is a definite leadership trait. Creativity is akin to being a visionary. Leaders need to be able to think in new ways, instead of just the traditional ways. Everything can be bettered and a leader is the person who is responsible for improving the way things are. Finally, having a sense of humor is necessary for those occasions when the tension is thick enough to cut with a knife. Leaders have to make things fun for the people working around them. A stressful or boring job is one that is not done to the fullest potential. Keeping people laughing allows everyone to enjoy the task and focus on the goals of the organization.

When I was in high school, I had a student council advisor who was always doing the most crazy things to make us laugh. He would stand up on the desk to say the Pledge of Allegiance, wear ridiculous clothes, or tell a funny story. Since I owe Mr. Nyman a lot of credit for my interest in leadership, as well as for the many opportunities he gave me, I think I have tried to emulate his leadership style. If Mr. Nyman were to read this article, he would know that I was thinking about him when I wrote this. Even though we had a lot of work, the other leaders and I had a great time

running the school. What more could a person ask for other than, power and a good time? A good leader can give both to the people working for them.

The reason why I chose this subject was because each leader has a weakness. While I was not able to tell all the things that a leader needs to do and not do, I mean who can, I wanted to point out some of the main things leaders need to concentrate on. Leadership is such a vague topic that I felt that anyone, not just leaders, could get something out of this article. The catch phrases I used to begin each of the paragraphs are statements that need to be explained a little further, but will hopefully stick with a reader who may not remember everything about the article. I also wanted to point out that leadership is not something to dread doing. It can be fun and exciting if you let it.

By the time I wrote this article I began to understand that I was not going to be telling people things they did not already know. I have not come up with a revolutionary new theory of leadership. I can not define leadership exactly. I do not want to bore my readers with facts, figures, and statistics that all mean nothing to them. I was trying to show people that there are several views of leadership, not just the same old one you read about in text books. Leadership has improved with the times. It is as current as any multi-media technology or cutting edge human resource gimmick. Leadership is something that everyone needs to learn about because, at one time or another, we will all find ourselves in charge of something.

Article 5:

There's a Difference Between Leadership and Management?

The simple answer to that question can be summed up by saying that leadership begins where management ends. Leaders and managers perform different activities. They have dramatically opposing philosophies concerning their purpose. In 1984 Ross Perot claimed that, "people can not be managed, inventories can be managed; people must be led." This quote incorporates many of the differences between leaders and

managers. Let's take a look at some of the more obvious distinctions between these two types of people.

Their activities. Managers allocate resources, make staffing decisions, control their department, assign responsibilities, supervise, and schedule the work load for the day. Leaders, on the other hand, coach, support, empower their workers to take on new challenges, participate in each step of the project, listen to the people, and watch out for the people as well as the product. Management controls people by pushing them in the right direction while leadership motivates people by satisfying basic human needs.

Their time frame; long term versus short term. Leaders tend to look to the far distant future while managers worry more about day-to-day happenings. A leader may be instructed to strategically map out a plan for a company which may extend well into the twenty-first century. Managers must take care of the inventory which fluctuates weekly.

Their views; big picture versus little picture. Managers are told to concentrate on what goes on inside their area of influence. They may have supreme control over what goes on in their department, but they are severely limited in what they can do outside of their domain. Leaders try to see everything as interconnected; every action they make will affect someone else. If a manager were to take a picture he or she would need a zoom lens, while a leader would need a wide angle camera.

Their power. Leaders use influence to convince their followers of certain things. Managers use their authority to force subordinates into acting in a certain way. Leaders use clear, articulate, concise language that addresses the individual as well as the group. Managers refer to the company handbook when confronted with a tough situation. Leaders depend on trust whereas managers use control to bring forth desired results.

Their element. Managers deal with complexity. Managers are responsible for every action their subordinates take. Therefore, they must be oversee everything to make sure that it is done correctly, on time, and in accordance with the rules and regulations of the organization. Leadership involves coping with change. Many times true leadership arises when change is occurring.

Their purpose. Managers are, more often than not, placed in a position where they must produce and sell goods or services. Leaders intend real changes. While a product or a service may be a by-product of their efforts, leaders focus on what that service will do for the people who it affects. Ross Perot realizes that leaders deal with people while managers concentrate on goods.

Managers have been around for thousands of years, as have leaders. In the business world, the term leader is beginning to become more common. Just because

someone is labeled a manager does not mean that they can not be a leader. Managers and leaders are not separated by their title. A group leader may function better as a manager while a line manager may prove her leadership capabilities daily.

Both leaders and managers are necessary, especially in our rapidly changing world. Leaders are not "good" and managers are not "bad." Our society needs both leaders and managers to make things happen. Without managers daily papers would never arrive on your door step each morning, the evening news would resemble a circus, and your spanking new car would fall apart as you drove it out of the showroom. A world without leaders would never get any better, people would not have a direction, and student organizations would turn into a free-for-all. Leadership and management are complimentary systems of action. They could not exist without one another. The catchy phrase captures the essence of leaders and managers. 'Managers do things right and leaders do the right thing.' What kind of person are you? Are you the right kind of person for your position? What kind of people are the people you work with? Do you compliment each other? Having leaders and managers working together results in the best of both worlds.

Notes on Article 5

My next article addresses this concept of old versus new thinking about leadership. The toughest part of this piece was that, even though we were told that management should not be looked down on, it is tough to not see leadership as somewhat more attractive. My purpose in this article was again to show the different ways people interact. Managers and leaders can be used for different reasons, as I stated in my article. Inspiring this article was a craving in my own mind to, once and for all, clear up what the difference is between these two terms. I also wanted to discover if there were any qualities of management that I could embrace as being worthwhile. Chances are that I will be placed in a management position before I am placed in a leadership position.

It is obvious that the leadership school has warped my way of thinking. Whenever I examine a job or a persons profession, I can't help but classify the person or

position as management or leadership. Another reason why I chose to write this article is because the Leadership School tries so hard to distinguish itself from business schools that specialize in management. I figured that if educated people at the university level were having so much trouble telling the two apart, then the students and teachers who read this magazine would have an even harder time.

The differences between managers and leader are quite striking when you look at them. I think one of my goals in my career is to assume a management position and transform it into a leadership role. One of the most critical elements in differentiating between the two, leadership and management, is that leaders are always looking to improve while managers are looking to monitor. Since entering the Jepson School, I have noticed that I like to fix things that seem to be broken. This was one of the reasons why I ran and was elected to be a director. There were certain things that I felt could be fixed or improved on, and I thought I was the person to do it. I believe strongly in the cliché, 'if you want things done right, you have to do them yourself.' This made writing the empowerment article tough to write, but I will get into that later.

Leadership and management differences are something that companies seem to be interested in all of a sudden. I believe that organizations see the chance to save money while at the same time increasing the value of their products. My own personal belief on the matter is that certain people are born to be managers and other are destined to be leaders. The reasoning behind this goes back, once again, to my grandparents. My grandfather, the one not completely baffled by how often he hears the word leader, is a perfectionist. Nothing anyone else does is considered good enough and only the things he does are perfect. In my mind he is the ultimate manager. On the other hand, my mother is my model of a leader. She is always looking to improve things, looking down the road, and cares about people more than things. It may have been my comparison of these two people who play such large roles in my life that inspired this article.

Dr. Klenke helped my research this article. It was in her History and Theories class that we first looked at managers and leaders in depth. One of the criticisms of this comparison was that she did not point out that people could sometimes be one type of person and, at other times, another type of person. Also, people can be different types of people when they are placed in different positions. This ability to change from one type to another type is a positive characteristic to have. This article is meant to show readers that some people may be better suited for certain tasks than others. It also shows the benefits of having both types of people involved in a group.

Article 6:
Be Creative in Your Thinking.

Every now and then people need to get a little crazy, zany, off the wall, batty, and kooky. It is when people begin to experiment with ideas that don't follow the normal way of doing things that creativity comes about. Just because you are involved in a scholastic activity does not mean that you can't come up with fun and exciting ideas. Most of the time, people forget that they have the ability to invent new ways of doing things. Many of us assume that since things have been done one way for a long period of time, they have to be done that way in the future. Leadership is all about forging a new path, going where no man/woman has gone before, taking a chance and experimenting with change. Haven't things been static long enough. Isn't it about time to take the bull by the horns and start forming our own future.

Creativity gives way to new ideas, which in turn, give way to revolutionary new approaches to problems. It all starts with one crazy idea. Brainstorming is one way to come up with bizarre ideas. Get a bunch of people together who want to see things changed. Give them the problem and let them run with it. You would be amazed with the wild and innovative solutions people will come up with, solutions you may never have thought of on your own. Another way to start out is to tell the group to compose a wish list. Explain to them that they are to write down everything they want, like a Holiday list or a shopping list. No one is allowed to criticize any of the ideas. People are encouraged to build on each others ideas, a practice called piggy-backing. Nothing is too far-fetched. Let your imagination run wild.

For an more artistic approach to creativity, have your group actually draw the future. Ask them to imagine what things will look if they could make any changes they want. Give them a huge piece of paper and markers (or crayons) and tell them to fill the paper with images of dreams they may have for the project. Make sure everyone adds something to the paper, that way you can make sure each person is involved in the brainstorming. Make sure that you tell the group that they are to pretend that they have no restrictions, especially financial ones. Restrictions represent rivers to cross at a later date.

To turn the craziness way up, make each person switch a piece of clothing with someone else in the group. Give your hat, shoe, or sweatshirt to someone else and take their bandanna, burette, or jacket. Then tell everyone that for the rest of the meeting each person has to think from the perspective of the person from whom they borrowed the article of clothing. While you can have a good time using this exercise, make sure that everyone realizes that there is a point to this bedlam. It is important to see issues from more than just one point of view. By taking on someone else's problems you can get a fresh look at a stale problem. Another thing this tactic does is it helps to get those people who always sit in the back of the crowd to interact with everyone else. Switching identities allow people to assume ownership of problems which are not theirs, a healthy way of getting creative ideas from everyone in the group.

One final way to help your group or organization to become more creative is to make some changes. Move a meeting to a new location. Give your members a chance to take in some new scenery. If it is possible, hold your meeting outside. It is amazing what mother nature can do for the creative process. Throw a party. Try to take people's minds off the problems by having them swap ideas in an informal setting. Take a well deserved break. If you have meetings once a week, try skipping a week. Your members will be thankful for the extra time and will come to the following meeting ready to get back to business, hopefully with some new ideas.

Creativity is something that can help to solve some of your group's problems and it can make things fun. As a leader it is up to you to provide some sort of atmosphere in which creative ideas can grow. Every now and then, let your hair down and take a stab at the outrageous. Being creative is easy, just let your imagination run wild.

Notes on Article 6

"Be Creative in Your Thinking" was one article I had no trouble writing. I have always been told that I am a creative person. I enjoy coming up with new ways of doing things and often get frustrated when I have to do the same thing the same way they have always been done. I believe that one of the most critical traits for a leader is the ability to think creatively. Art is tied in closely with creativity, and I have always enjoyed painting, drawing, and coming up with new ways of expressing myself. Writing this article about thinking creatively was something that came from the heart. I wanted to make leadership sound fun and yet, I wanted to show that there is a place in leadership for being crazy and having a good time.

Creative thinking can be a lot of fun but it does have its place in leadership. Probably the first sign of this came when I participated in a ropes course. I had a great time, but I was also very frustrated. As soon as a new task was presented, I felt like it was my job to take control and come up with a solution. I am not sure why this was, but things did not always work out as planned. While I always tried to come up with a way of completing the task, I often failed to recognize that there were members in my group who did not have the same abilities as me. One of the members of my group weighed about 325 pounds which turned out to be quite a hindrance. In the end, I ended up finishing every task and my group, as a whole, did not finish any of the obstacles. I always wanted to improve the way the group did things but found it to be difficult because I had a hard time seeing things from other people's point of views.

Many of my ideas for this article came from a workshop that I attended while in high school. It was at a leadership program that I first heard about how important creativity was to organizations. We spent the whole time talking about what happens when a group gets stale. We learned some exercises that can help to alleviate some of

the reasons why groups get bored. Others hints that I included in the article came from little tricks that I have picked up along my leadership journey.

Once again when I try to look back at my days as a high school leader to think about my audience, I find that if I had known a lot of the things that I have learned here at the Jepson I would have been able to get a lot more things done. While I may have done my fair share of creating while in high school, it would have been nice to have a brainstorming session or a time set aside to just come up with new ideas. The faculty who monitor the organizations in high school also get burnt out. Many of them have been around for many years and may be looking for some hints which could spice up a club or group. I just know that I like to have fun and get crazy every now and then. I wanted to tell people that this is normal, at least I think it is normal, and that it can actually serve a purpose in leadership.

One other reason I wrote this article on creativity is because of the Conflict Resolution class I was able to take last semester. During the course of the semester, we learned that people should always look past the obvious alternatives and search for the third, fourth, and fifth solutions. While it may seem that there is only black and white, in reality there are many shades in between . A creative thinker may be able to see these other possibilities and solve a problem which at one time seemed hopeless.

Article 7:
Leadership as a Driving Force.

One of the many hats that leaders need to wear involves getting people to act. Motivation can be one of the most difficult as well as most frustrating tasks for a leader. Those leaders who speak well, clearly articulate ideas, and envision the future fail if they are not able to get their troops to physically take steps towards getting the task completed. It is motivation that spans the gap between ideas and motion. While innovative ideas are essential to any leader, motivation is a practical application that can increase the efficiency of a project. Every leader wants to work with people who are

completely dedicated to the attainment of some goal, yet this rarely happens. Usually, organizations are made up of all types of people, those people who will do anything to support the cause, and those people who are not nearly as die-hard.

Leaders need to be able to get everyone excited about a plan for several reasons. First, if everyone is working together, the time needed to complete a project will decrease, allowing the group to move on to its next obstacle more quickly. Second, having people who are excited to work on a project adds to the enjoyment of actually doing the work. Finally, motivated people will receive a greater satisfaction when the goal is reached. For all these reasons motivation is something every leader needs to know something about. Here are five suggestions for motivating a group or organization.

Know what your group members need. People want to do things to satisfy desires they may have or needs they want fulfilled. Some people may join an organization just to be part of a group, others may feel the cause of the organization is important, still others may hope to make contacts while participating. Each of these people have different reasons for interacting with the group and all of them may have something to contribute to the purpose. It is up to the leader to understand these needs and fulfill them. To the person interested in just being a part of a group a leader may only have to personally welcome the individual to each meeting and express some honest interest in the person. For the people who truly believe in the cause, the leader needs to make sure that the group focuses on the mission instead of just making friends and socializing. The third individual who is interested in making contacts needs to know how the attainment of the goal will increase the number of people with whom the group networks. Knowing the needs of your followers makes motivating that much easier.

Use positive reinforcement. Instead of making examples of the people who do not do everything exactly correct, praise the people who do exceptional work. Offer incentives for those who go beyond the necessary limits and do the extra work. This reinforcement does not have include the buying gifts and prizes, although this may be something to try every now and then. Other incentives can work just as well. Pat some one on the back after a tough day. Recognize the efforts of a fellow student at the next general meeting. Start a person of the month plaque with the winners picture on it. Sometimes a smile is all the reinforcement a person needs to continue working diligently.

All leaders need to know what things should look like in two weeks, two months and two years. Showing the group the way things can be if they continue to work hard

can inspire groups into action. When an organization's dream seems far off, it is up to the leader to keep the final objective fresh in the minds of the members. Constantly updating the progress the group has made towards the goal or hanging a picture of the way things could look when the group is finished are all powerful motivators.

Make sure everyone is involved. When certain people feel that they are the ones pulling more than their share of the load, morale falls. If people see that everyone is pitching in and trying to make things happen, the group is more likely to feel like a team instead of a bunch of individuals. Another benefit of getting everyone involved is that new ideas are likely to come about. People are an organizations most valuable resources, use them to their fullest potential.

Give your followers responsibly. Show your members that you trust them to carry out certain tasks. Any group should be able to function without the leader constantly looking over the shoulder of its members. When you empower your members to take charge themselves, you force them into action. They know the problem is theirs and it is up to them to solve it. Faith in a person's abilities is one of the most motivating tactics.

Motivation is what gets us out of bed in the morning, to class on time, and organized into clubs. Some people may need slightly more motivation than others. Being excited about a project is the best motivation a leader can ask for. If you are a leader, remember to keep your head up because people are watching you. Motivate your followers to action so that ideas can turn into tangible results.

Notes on Article 7

Not only do leaders have to be able to find the third solution but they need to be able to get others to actively participate in the implementation of the solution. When I first saw the listing of all the courses going to be offered in the Jepson School, I was excited to hear about Motivation. It was clear to me that any leader should have the ability to inspire people to action. All of the leaders that we studied in our curriculum were expert motivators although some of them motivated people using negative methods for negative purposes. Hitler would be this type of motivator. But except for the few

exceptions, most leaders were able to convince people that their issue was worth the people's time, and in some cases their lives.

I have always enjoyed listening to motivational speakers for a number of reasons. Probably the first reason why I think these people are interesting is because of their energy level. It seems as if their should be a prerequisite for being a motivational speaker- you have to have been a cheerleader. Several speakers came to the leadership conferences I attended in high school and a couple have spoken at the University of Richmond. I relate motivation to comedy. Both of these subjects leave people feeling good about themselves. Many of the motivational speakers I have heard speak have incorporated humor into their presentations.

One more reason why I decided to spend an entire article on motivation was because I did not know a lot about it. I was not able to take Mr. Howe's class this semester because of scheduling difficulties but a good friend of mine was able to attend the class. She told me that while there were many theories which related to motivation, most of the theories could be inculcated into some simple exercises. So instead of explaining the theories which went into the small exercises I talked about, I relied on the actual techniques to get my point across. Kristine, my friend, also pointed out that motivation does not just have to be about other people. There are many times when you need to motivate yourself to get things done, like this paper. It is nice to know that there are things you can do to move yourself to action.

In this article I tried to stay focused on the positive aspects of motivation. For instance, fear is a powerful motivator, but I left it out because of its limited usefulness. Rather than talk about the coercive efforts a leader could use to motivate his or her people, I talked about how a positive outlook could turn an entire organization into a dedicated unit. Being honest and open with people is a natural way of motivating them. When respect is brought into a persuasive message, the credibility of the speaker

is raised. Motivation can be used the right way and the wrong way. Instead of showing both ways, I just concentrated on how to do it the right way.

Most of the information for this article came from the class notes of Bill Howe. I then applied them to the audience that would be reading the article. It was tough to remain aware of the people who were going to be reading this column. Since I have been a student for the past 16 years of my life, I have grown used to writing for a teacher or professor who knows how to apply the material to daily occurrences. I could not assume that my audience will have these same skills so I had to make sure that what I wrote could apply to the types of activities that my subscribers engage in on a day-to-day basis.

Writing this article I had to learn a lot about motivation. I examined many of the sources that are used in the Motivation class and I had many discussions with people in the class about what motivation meant to them. The most interesting thing I learned about motivation was how easily it applies to everyone. Even people who are not leaders can remember times when they were or were not motivated to do something. I was reminded of my various high school sporting endeavors. I could remember times when I, as captain of my swim team, had to rally the troops from a tough loss. Another motivational episode I can remember was during tennis season when our team had won 60-some matches in a row. No one on the team could get excited because we all knew that we were going to win. The coach had to give us a pep talk before each match just so we did not fall asleep on the court. When Kristine was explaining the uses of some of the theories of motivation, I could hear my coach telling us many of the same things in our pre-game meetings.

When I was in high school and vice president of my student government, school spirit was, by far, the biggest problem our government faced. We could not get people excited about anything. Pep rallies, concerts, special events; it seemed like they all hated being there and just wanted to get out. I could not relate to these people. I loved

my high school and spent so much time there it felt like a second home, much like the computer center here at Richmond. The only things that could get people to do anything were food, getting out of class, and being able to socialize with members of the opposite sex. While we tried to play on these motivating factors, we knew there had to be some other way to get people excited about some of our projects. This was the point of this article. I wanted to try to alleviate some of the frustrations organizations felt in trying to get people to do things. I wanted to let leaders of organizations know that everyone has to be a motivator some time and that it is not the easiest job in the world.

Article 8:
The Role of a Leader.

A leader is many things to many people. He or she may serve as a parental figure, a mentor, or an organizer. In all of these cases a leader sets an example for the people they represent. Leaders need to be aware of this fact so that their actions do not mislead the rest of the organization to believe things which are not true. It is the responsibility of the leader to project an image that reflects positively on the group. Subordinates look to the leader for direction, support, and guidance. This would be fine if the leader knew when people were looking. Problems arise when followers catch glimpses of their leader contradicting the values of the organization. Being a living example for so many people is an awesome job, even for the most capable leader. Leaders owe it to their constituents to act in a manner which will uphold the respect, integrity, and honor of the organization.

It seems like everyday there is something in the news about somebody accepting a bribe, cheating on their taxes, or doing some sort of insider trading. The name and reputation of their companies are permanently marred, in many cases forcing them out of business. Ethical behavior can become a positive trademark. Unethical behavior is the worst disease possible. If a leader practices ethical business-like actions, then there is a good chance that the people working for him or her will follow in the same footsteps. Acting in an ethical manner can not only benefit the leader personally, but it can increase the organization in the eyes of the public. Ethical behavior incorporates treating people as equals, openness, honesty, and morality. When involved in a group

it is important for the leader to remember that there are people dedicating their time to a project. Those people are what gives the organization an identity. Leaders must engage in ethical behaviors to show the rest of the group what is expected of them.

Relating to ethics is the idea of the leader recognizing the importance of each position within the grand scope of the project. Several companies encourage their upper management to wear the cap of each and every person in the hierarchy. This means that the vice-president should help out the janitors one week, the accountants another week, and the salespeople the next week. While you may not have all of those positions in your organization, the leader should be aware of each persons contributions. An organization is made up many different parts and while some may be bigger than others, even the most minuscule part can put the whole system out of service. Leaders must treat every person as being instrumental to the functioning of the group.

Remembering that leaders tend to rub off on the people around them, leaders need to exude confidence. Subordinates who deal with a sure and optimistic leader will carry those characteristics away from the meeting. Confidence can motivate people, empower them to achieve greater results, and make them believe that anything is possible. A timid, scared and unsure leader causes followers to wonder about the dedication of the top personal. Leaders need to know what they are doing, act in a commanding style, and relate the confidence they have to the rest of the group.

One problem that many leaders have is that they say one thing and do another. Leaders are not the only people who do this. It all goes back to old proverb, 'Actions speak louder than words.' Leaders, whether they be in charge of student councils, academic clubs, or interest groups, must be sure their actions coincide with their words. Not only do followers become more confused when they see contradictory messages, but their faith in the leader plummets as well. Leaders need to realize that they are the role model for many people in the group and their actions are just as poignant as their language.

Finally, heads of organizations must act as coaches. They must instill a feeling of team unity and respect. Individual efforts are not going to bring about the same results as a group effort. Teams are built around a common purpose such as athletics, problem solving, decision making, or strategic planning. Teammates must rely on each other, they must trust each other. A true team is honest and open, dedicated, and determined. Leaders need to encourage this type of atmosphere. If this type of situation occurs the leader can concentrate his or her efforts on things other than the group dynamics, something that often occupies a majority of the leaders time.

Leaders are the ultimate example. They set the standards for how things are going to be done in the future. A leader who uses humor daily makes the rest of the organization comfortable when they laugh. Someone who dresses in a suit everyday creates an atmosphere of formality. Actions are a means of transmitting messages, one of the most blatant means. When a person takes on the role of leader, they must recognize the probability that people will look to them for guidance. Leaders are examples for the rest of the organization and, being so, they have the duty to form the image of those people they represent.

Notes on Article 8

This next article deals with the leader being an example. This article came as a joint request from Jackie Rough and a major theme in the Jepson School. I knew that thinking of a leader as an example was important, but I could not find any information on the topic. So, once again I went to the classes I have taken in the Jepson School. I looked at the course objectives that each professor planned out and tried to see if they could give me any meaning to the phrase "leader as an example." That search worked out well because I was able to derive what type of person it would take to encompass all of the characteristics of someone who would serve as an example. I took all of that information and applied it to the role of a leader, something that has been defined over and over again in each of the classes I have taken.

This research revealed several things that sparked my interest while I was writing this article. The first was how public a leaders life is when they are in their position. Presidents, heads of corporations, government officials, and athletic leaders all are closely watched 24 hours a day seven days a week. Whatever they do is placed in front of the public's eye and is open for criticism. Because of this constant evaluation leaders need to remember they represent a lot of people, all the people who elected them into their role. Many people who run for or assume leadership roles may think

that their job ends when they leave the organization, when it actually follows them where ever they go.

When it boils down to the basics, the role of a leader is to fuse the task with the people working on it. A leader needs to concentrate the people he or she has working on a project as well as making sure that project moves towards completion. Most of the characteristics that a good leader has are the same characteristics that a good citizen has. They are honest, supportive, hardworking, and confident in their own abilities.

Communication is one of the biggest jobs of any leader. Making sure that people get all the information they need to get a job done is something that distinguishes a competent leader from an incompetent one. Leaders need to know that messages are not only conveyed through words such as memos, speeches and video mail, but also through the actions they make. This is a simple example of something that is very simple and yet it could make a big difference in the way an organization is seen by people other than its members.

Image is one of the most important things that a leader can uphold. I remember back to our Critical Thinking and Methods of Inquiry class where we studied the essence of the University of Richmond. Our findings showed that the University's image was the most important thing it upheld. As the campaign ad for Cannon says 'Image is Everything.' When we related this finding to the study of leadership it was apparent that leaders offer some sort of image for the people who they represent. People will elect a leader who offers the best image for the organization. This important aspect of leadership is addressed in this article with a twist towards the high school environment. Leaders need to embody the essence of the people they represent and they need to wear that essence like a badge proclaiming that leader as the ultimate example of what that group represents.

Article 9:
Empowering Others.

We think of leaders as the people who make all the decisions, handle all the big problems, and receive all the praise. They are the people who guide, instruct, control, motivate, and evaluate. Our society thinks of leaders as people who "run the show." Leadership is changing daily. Leaders have to learn how to give up some of their power, give it back to the people they represent. Instead of trying to do everything themselves, leaders have to learn to entrust other people to carry out many of the tasks formally handled by the leader. Giving other people the power to make decisions is something that is difficult to do. Usually the leader is the person who is held responsible for the people beneath him or her. If the followers of a leader fail to produce, the blame falls on the leader. The people who can empower others to take on responsibility and work independently are the leaders who make a difference. While few of us like giving up the power we have, leadership is about just that, delegating responsibility. Empowering others is difficult but if you follow some of the suggestions listed below, the transfer of power will happen in a much smoother manner.

Take things slow. Do not push things on people who are not ready for them. Probably the worst mistake a leader can make is to give people responsibilities that far exceed their capabilities. This only frustrates the individual and produces sub-par results. Training, mentorships, and experience are some of the ways a person can learn enough to tackle larger and more important jobs. Leaders need to be able to tell when a person is ready to handle an assignment. They also have to be ready to assume responsibility if the person fails to complete the project at a satisfactory level. By turning over the power slowly, leaders can watch people to make sure that they do not get in over their heads.

Don't tell people everything to do. Leaders often have a picture of what they want things to look like inside their heads. It is unrealistic to think that other people will be able to "see" the same things the leader "sees." Therefore, leaders need to explain to other people how things should turn out in the end. Leaders should not tell the people who are going to be responsible for the project how to get to that end, leave that up to the individual. Many times the people in charge of the projects will have their own ideas about how to make things happen, ideas that are more effective than the leaders. Just because you are the leader does not mean that everyone else can not think for themselves. Give a group a project and let them run with it. Not only will they feel an ownership of the project, but they will take more pride in a job well done.

Offer advice when they ask for it. A leader must believe in his or her people. If you go around checking up on your people you will foster a feeling of distrust. Make sure that the group knows that you are there to aid them whenever they need help, but do not force your ideas or opinions on them. Ask your group to submit progress reports at certain crucial points on a timeline. It is at those points that a leader can make sure that things are moving according to schedule.

Although it has been already stated that the worst thing a leader can do is burden someone with responsibilities that are beyond their capabilities, leaders should push people past their existing limits. One of the leader's roles is to better each person he represents. By asking people to continuously improve, a leader is increasing the abilities of their followers.

The ultimate form of leadership would be to remove the leader from the organization and have the remaining members function effectively. Empowerment of followers is the first step in achieving this form of leadership. Leaders can't retain all of their power, they won't succeed and the followers will never grow. Empowering others can offer rewards greater than the praise for being a leader, it gives the leader a chance to watch people bloom and take on responsibilities they never thought would be possible.

Notes on Article 9

The final article I wrote deals with empowerment. While empowerment is a dead horse in the Jepson School, Jackie Rough said that it was one of the topics she most wanted me to write about. Delegating power to other people is one of the hardest jobs of a leader. Everybody likes to make all the decisions and control their own destiny. A new trend in leadership is forming where the ultimate goal of the leader is to relinquish as much power as possible and still produce the desired results. This whole theory relies in the abilities of the followers and the effectiveness of the leader to express a vision that is clear and reasonable. Empowerment needs to be a joint effort of both the leader and follower, neither can do it alone. Both have to trust in each other and the project they are working towards.

When Ms. Rough talked about me writing this article, I could tell she wanted it directed towards the adults who advise the student groups. The empowerment she was talking about was the empowering of students to take on some of the responsibilities that, previously, were handled by the administration or faculty. When I started to write this article I started to focus on the advisors but then I decided that students can empower each other. The reason why I came up with this assumption was because of the times, since I have been elected Director, that I have allowed other people to take some responsibilities. This was not really a willful empowerment, instead it was a necessary one. There was so much work to do since the government of the Jepson School had yet to be formed, that the four directors were not able to handle every part of the process. While Andy Patenuade lent a huge hand, Karen Campbell, Alison Hettrick, and a host of other Jepson students made the government come together. Without their help the Jepson School would still be constitutionless and directionless.

This article stresses the process that a leader and his or her members should follow as they look to empower each other. The steps are all simple so that people can remember them, then they go into further depth so that they can be clarified. While I was organizing the different steps in the process, I took some time to think about whether or not I could do this. I would have to admit that I would have a hard time giving up my power to the people who worked for me. I like relying on only myself because I have seen how other people can let you down, even if they do not mean it. While I understand the premise behind empowerment and the reasons why it is important to try to incorporate it into my leadership style, I know that it would be a strategy I would struggle with. If one of my subordinates were to fail at a task I empowered them with, and I had to take the blame, I would not jump to empower the next time a similar task arose.

My main point in this article is that both the leader and the follower need to be ready to make this change in the power balance. Maybe that was one reason why I

have so much trouble with empowerment. I have never been in a situation that I felt a trust strong enough to put my reputation in the hands of another person. Perhaps in the work force this will occur and I will be able to empower people. Getting back to the main point, both people need to be comfortable with the new arrangement in order for empowerment to produce positive results. I tried to warn people that this was not something you can just rush into. Placing too much responsibility on a person who is not ready for it can detrimentally effect the relationship between the two people. It seems as if empowerment is based on finding the fine line between asking too much and not asking at all.

Empowerment is discussed in several of the Jepson classes. Critical Thinking, Foundations, and Community Organizations all had capsules which dealt with empowerment yet none of them explained how to go about implementing it in a real life situation. The steps that I talked about in my article are ones that I developed out of the basic concept of empowerment. I tried to give a brief explanation of what empowerment is and then I wanted to instruct people in actually trying to carry out this idea.

Reflections on My Work

Jackie Rough wanted me to develop some of the new "trends" in leadership. When she talked about trends, I got the feeling that she did not mean trends in the same way that we Jepsonites think of trends. We consider trends to involve transformational leadership, servant leadership, and bottoms-up leadership not conflict resolution, dealing with business, the character of leaders, and restructuring the high school. I listened to Ms. Rough talk about these "trends" and took notes on what she said, but I kept in mind what it was she meant by trends.

Writing these articles made me look back at all of the classes that I have taken while in the Jepson School. Each of the course objectives gave me a brief review of what I did in each of the classes. Some of my most vivid memories of the Jepson School will always have to do with the Foundations course. Besides the beautiful seniors that were in my class, I will never forget Scott Zimmer whimpering because he dreaded going to class so much. I went back through many of my group projects, reread many of my papers and exams, and talked with a lot of people about classes where we learned about different leadership issues. One of the other sources of background information came from me reviewing the leadership literature used in each class. Some of the worst books I have ever read had to be pulled from the top shelf of my bookcase, dusted off, and examined for information that I may not have understood completely the first time.

Probably the best part of this assignment was that I was able to pick the nine subjects that I most enjoyed in the leadership field. Some of the topics I used were ones that I had a strong knowledge of before I began the assignment. Other topics required me to do a lot of digging in order to make sure that what I was saying was accurate. I was able to predict the future of leadership using what I have seen around me and what I have learned about the direction this study is going in. Of all the traits that a leader needs to have, it is the ability to make quality decisions time after time that comes into use most frequently. My article on decision making was one of the most important for any of the leaders who read my column. The piece dealing with leaders and followers cleared up the misunderstanding that followers are worthless. Everyone has certain skills that are useful to a group project, even if they are not noticeable at the beginning of the project.

The fourth article gives an outline for leaders. It would be nice to see the main points of this article made into a poster. Leaders as well as followers need to be reminded of the rules of the game. Managers and leaders are separated in the fifth article. Even though many of the people who subscribe to this magazine do not have to

worry about this difference in the business world, I tried to make it apply to any group situation. People with different view points and styles make any group stronger. This theme carries right into the next article where I interject creativity into the leadership equation. Creativity is something that adds some enjoyment to the situation. If there is anything I have learned while in the Jepson School is that leadership needs to be fun and interesting. Stress, boredom, and monotony are the biggest enemies of effective leadership. Most of the other topics are combined into the eighth article. "The Role of a Leader" talks about many of the expectations of a quality leader. It was in this article that I talked about ethics, a subject that Mrs. Rough wanted me to address. Finally, I talked about empowerment and the part it can play if it is implemented correctly.

The reason why I put this article at the end was because empowerment is a level of leadership that can only take place after many of the other qualities of leadership are learned well. Even though I put the articles in the order that I would like to see them published, Jackie made it clear that she would use the articles in the issues which she felt coincided with her magazine themes. Because I knew that the chances of my articles being published in a certain order were slim, I was not able to have a building type of column. Some of the other columns that I looked at in other magazines built on past pieces. These writers were able to start at one point and slowly work their way up an incline until the readers reached the most important point of the column. The way I wrote my articles forced me to strive for a peak in each article.

The way things ended up, especially now that I am able to look back on the project, many of my articles could be labeled, instructional pieces. For instance, a leader may look to the decision-making article to learn how to make better decisions. An advisor may look to the empowerment article to delegate responsibility more effectively. While this trend in my work seems to fit right in with many of the other columns that I studied, I did not set out to preach the right way to do things. I think the reasoning for my wanting to explain to people a better way of doing things comes from

the objectives of the Jepson School. We were told right from the very beginning to speak up when we notice something is wrong or could be done better. When any of us work in groups outside the Jepson School, it is difficult not to say, "I've done this before and I know the best way to deal with it." One of the basic qualities of a leader is the need to always find a better way of doing things. From the articles I have produced, I would say that the Jepson School has proven to me that their ways of doing things is far better than the way people are doing things today.

Upon reflecting on this project I have come to realize how much of leadership focuses on people instead of tasks. There seems to be an unwritten theory that the right people can accomplish anything if they have the right tools. While this is a very optimistic view of everything, in many situations it is correct. Putting people in the positions where they will be able to utilize their talents, trusting them to come up with creative solutions to the world's problems, and expecting them to become motivated about numerous different causes shows that leadership is based on the competence of the general public. Because I am surrounded by people who are educated, motivated, and dedicated to many causes, this basis for leadership seems to be true. The real test for leadership will come when the skills I have learned in the Jepson School are applied to the rest of the society. It still remains to be seen if people accept our ideas and methods of dealing with problems or if they object to our new ways of interacting. This assignment made me think about the way I will approach people when I get out of the bubble that surrounds the University of Richmond.

One of the regrets I had with this project was the inability to go into more depth when explaining some of the concepts. Because I only had a limited amount of space, I was not able to use many of the illuminating examples that were used by the faculty of the Jepson School. This brevity caused me to exclude ethics as a topic of an article. While this was a subject that I wanted to explore for the readers, I felt like I would not offer them anything which would be useful in their daily leadership roles. In place of

an article solely dedicated to ethics, I tried to include ethics in each of the articles in some way. Even though I may have just set aside ethics as a topic within itself, the numerous times I alluded to it shows its importance in the leadership realm.

I was amazed at how different the style of writing for a magazine is from the types of writing I have done over the past two and a half years. It would have benefited me to have taken a couple of journalism classes that teach the way magazine reporters write. In each article, I found I had a lot to say, which is nothing new for me. One of the most impressive parts of this assignment was realizing how much I have actually learned here at Richmond. I had an interview with a company well before I began this project. The interviewer asked me some of the skills I have acquired in my major. After babbling for a few minutes, I told him that I was able to work well with people. Well, the Jepson School has taught me much more than just how to work with people, and I did not get the job. Now that I have revisited many of the courses I have taken, I know I will be able to answer the same question much better the next time it is asked to me.

I had a great time writing the nine articles for *Leadership for Student Activities*. During the course of my research I had the privilege of discussing leadership with other students, professors, and even my parents. I even had times when I needed to relive some of the events of my high school days, days that will always live in my memory as some of the greatest days of my life. The Jepson School crams so much into the curriculum that often it is difficult to keep everything straight. These articles allowed me to find out where we studied empowerment, what course dealt with servant leadership, and the true meaning of motivation. While I still may not have a working definition of leadership, I have a much fresher and clearer picture of all the aspects leadership covers.

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