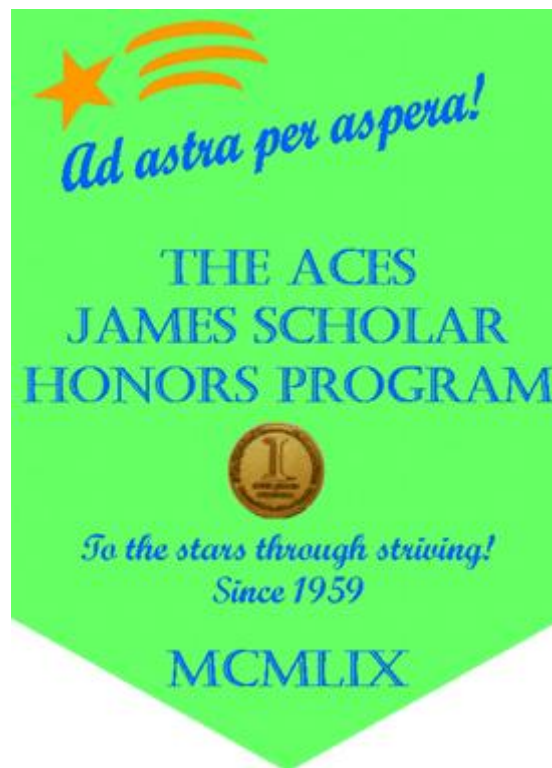


***HEGEMONTOLOGIAE ANTHOLOGIA
(THE LEADERSHIP STUDIES ANTHOLOGY)***

**By Lisa Burgoon, M.S.
ACES Student Leadership Development Coordinator**

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With an Introduction by Bethany Six, B.S. (ACES James Scholar Class of 2007)**



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INTRODUCTION

An Interview with Lisa Burgoon

By Bethany Six (Class of 2007), *ULTREIA*'s Editorial Associate
Reprinted from *CURSUS HONORUM VII: 2* (September 2006)

If you walk into 115 ACES Library, you will find yet another smiling face waiting to help you. Lisa Burgoon joined the ACES staff in August as the Student Leadership Program Coordinator. Previously a Registered Dietitian at McKinley Health Center, Lisa decided to make a career change that could combine several of her interests, but she has not left the field of nutrition completely, as she also has a teaching appointment in the Department of Food Science and Human Nutrition. Lisa has been a True Colors Trainer on campus for the past several years as well as a volunteer at the Champaign County Humane Society. As a True Colors Trainer, she led workshops on team dynamics and communication styles and always found herself rising to leadership roles on various committees. Looking for a career challenge, Lisa said that she was very excited to see the Student Leadership Program Coordinator position become available. Because the College of ACES combines her passion for nutrition, animals, and the environment, a leadership position in ACES seemed like a perfect fit!

Lisa will primarily be working with a group of ten students involved with a USDA Challenge Grant. This is a three-year grant involving three universities: the University of Illinois, Purdue University, and the University of Wisconsin. Each university has a cohort group of ten students that will be trained on fifteen leadership modules. They will then train other students on their own campuses, helping more students to develop their leadership skills. They will be creating the presentations and handouts on topics such as communications, listening skills, team building, problem solving, understanding differences, conflict management, ethics, and organizational leadership.

The cohort's first big project is presenting one of its modules in each **ACES 100** section this fall, but they also plan to work with the student organizations within the College of ACES as well. Lisa has been busy meeting with the students and getting to know them, and she says that talking with the students and seeing their energy and excitement has been her favorite part of the job thus far. Lisa says that they are all excited and ready to share everything that they have been working on.

Student organizations can contact Lisa (burgoon@uiuc.edu) to set up a program for their executive committees or the entire club. As a part of the USDA Challenge Grant, interviews will be held next spring for ten new members of the cohort, so interested freshmen and sophomores should keep that in mind!

When asked for advice about developing leadership skills, Lisa said to learn about who you are and do some deep self-awareness. Put yourself out there, and challenge yourself! Become the leader of a student organization or do volunteer work – being involved is the best way! Remember, being a leader not only means being the president; it also means developing yourself and becoming a good member of society – people can lead in many, many ways!



← Alexander the Great (356-323 BC) rode forth to conquer the known world upon his trusty steed, Bucephalus. He exercised leadership from Greece to India and spread the Greek language and civilization with him wherever he went. (Image Credit: Public Domain Photo of Pompeii Mosaic via Wikimedia Commons)

ARTICLE #1
Student Leadership in Action
Reprinted from *CURSUS HONORUM VII: 5* (December 2006)

The College of ACES, in conjunction with the agricultural colleges at Purdue University and the University of Wisconsin, received a Challenge Grant from the USDA to develop a student leadership program. This program trains ten students on each campus on a variety of leadership topics over a 22-month period. The students then go back to their campuses and provide leadership training sessions to student organizations, in the classroom, and at conferences and workshops. The group, called Leadership in Action (LIA), has been busy putting their leadership knowledge and skills into action at the University of Illinois this fall.

Working in pairs, our ten LIA students led group discussions at all 27 sections of **ACES 100** in September, doing a combination of leadership and teambuilding activities. Students in the class broke into groups and built a tower out of only the things that they brought to class. That teambuilding activity led to discussions of communication, leadership styles, and the realization that everyone can lead in a team setting by contributing to the group's work. Two pairs of LIA members provided teambuilding and communication skills workshops to the James Scholar Media Team and the Pre-Vet Club in October. Many of the LIA members are also in leadership roles in ACES clubs and use their leadership skills everyday to better themselves and help others achieve their goals.



← The ACES Leadership in Action members posed for this picture at a Purdue student leadership conference in November 2006. (Photo Credit: Lisa Burgoon)

In November, the LIA team traveled to Purdue University for their second of five off-campus training sessions with students from all three universities. They participated in three new leadership education workshops, went through a low ropes course, did a Purdue trivia scavenger hunt, experienced a session on spiritual leadership, and had a great time bowling and getting reacquainted with the students from Purdue and Wisconsin.

Spring semester promises to be busy as well. The current LIA students will provide sessions on understanding differences, values, and teambuilding to several ACES student organizations. They will travel to Wisconsin in April for another weekend of leadership education and interaction. Also in April, we will be interviewing students to be in the second cohort of ten students representing LIA at the University of Illinois. Watch for an email from Dean Olson in March inviting interested students in the College of ACES to apply for this unique program!

ARTICLE #2
Leadership Development
Reprinted from CURSUS HONORUM VII: 6 (January 2007)

Ask five different people to define leadership, and it's likely that there will be five different responses. Definitions of leadership – or a “leader” – and the characteristics associated with these terms are abundant in the literature and in everyday language. Often the definition includes something about a person in charge or characteristics that suggest strength, charisma, or a dogged work ethic. Kouzes and Posner, in their book *The Leadership Challenge*, state that “[leadership] is a process ordinary people use when they are bringing forth the best from themselves and others.” (See J. M. Kouzes and B. Z. Posner, *The Leadership Challenge* [Danvers, MA: Jossey-Bass, 2002].)

Leadership, then, is not just about a traditional “designated” leader or leadership role, such as the CEO of a company, the president of a student club, or the committee chair for an event. It is how individuals develop a sense of who they are, the influence that they may have on others, and how they can contribute to the society around them. In what ways can individuals develop and enhance personal leadership skills and contribute to the people and organizations around them? Here are a few ideas:

- Contribute ideas, offer suggestions, and take responsibility for tasks in group projects for class or at work.
- Volunteer on campus or in the community – do fundraising, mentor or tutor young children in schools, provide on-site volunteer hours at a local shelter, etc.
- Attend a leadership seminar or workshop such as one of the “I Programs” offered at the Illinois Leadership Center.
- Spend time reflecting on personal values, goals, and areas needed for personal growth and development.

Ultimately, leadership development is self-development. Leadership skills can be learned and practiced in a variety of settings. By knowing personal goals, connecting with others, and striving to do good work, individuals will develop leadership skills that can be used in work, at school, with their families, and in the communities in which they live.



← Ahikar the Wise (center), Grand Vizier at the Assyrian imperial court (705-668 BC), solves a riddle for the Egyptian Pharaoh (right) in this anonymous woodcut. Ahikar compiled proverbs on leadership and other topics that were widely disseminated in the ancient Near East. (Image Credit: Public Domain)

ARTICLE #3
Communication Skills in Leadership
Reprinted from CURSUS HONORUM VII: 7 (February 2007)

Good leaders use many types of communication to inform, instruct, collaborate with, and influence others. The ability to listen to and understand the ideas of others and to put forth ideas is dependent upon the leaders' ability

to communicate. Communication involves verbal, nonverbal, and listening skills – all of which are important for good leaders to develop. These skills can be learned, and leaders can practice the art of good communication.

Verbal communication includes the tone of voice, using phrases such as “uh huh” and “go on,” and using clarifying questions or paraphrasing statements. Paraphrasing lets the speakers know that they are being listened to, and it can also be used to clarify the communication. Nonverbal communication (such as eye contact, posture, gestures, and facial expressions) is more subtle yet extremely important to positive interactions with others. A forward leaning posture suggests interest in the verbal exchange, and eye contact shows that the listener is paying attention.

The art of listening uses positive verbal and nonverbal communication skills. Leaders need to reflect on their use of these skills, determine areas where improvement is needed, and then practice those areas. For example:

- 1) Make eye contact throughout the conversation, without staring the person down.
- 2) Lean toward the person, or remain in a neutral posture, rather than leaning away.
- 3) Listen, really listen, rather than formulate your next response or rebuttal.
- 4) Practice diplomacy in speaking by reflecting back and asking for clarification.

Successful communication involves a mutual exchange in which every person involved – whether listener, speaker, or both – has a shared understanding of the concept, process, plan, or mission. Good communication skills can improve the quality of interactions with others, build trust in relationships, and encourage interaction and mutual sharing of ideas. These skills can be used in mentoring others, chairing a committee, being a collaborative follower, personal interactions, and any other leadership role.



← This is an 1897 engraving of Sojourner Truth (1797-1883), a leader of the American abolitionist movement, a tireless crusader for women’s rights, and a masterful communicator. Learn more about her life and legacy @ www.sojournertruth.org/. (Image Credit: Public Domain via Wikimedia Commons)

ARTICLE #4

Ethics in Leadership

Reprinted from *CURSUS HONORUM VII: 8* (March 2007)

With the demise of the leaders of large corporations like Enron in recent years, ethics in business practice have been brought to public attention. One might think of ethics in terms of business ethics or ethics in medical practice -- but what about ethics as they relate to leadership? How do leaders lead with ethical integrity and encourage others to do the same?

Robert K. Greenleaf, who devised the concept of Servant Leadership, articulated five principles of ethical leadership. He believes that ethical leaders:

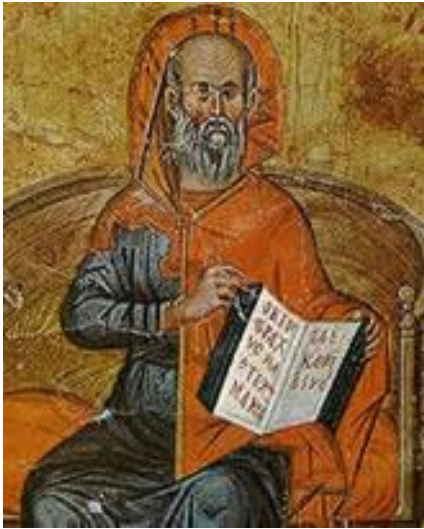
- Respect others.
- Serve others.
- Show justice.
- Manifest honesty.
- Build community.

An organization’s most important asset is its people. Leaders of organizations who recognize this must develop all individuals within the organization into more valuable resources. Part of that development is instilling sound ethics

into daily work practices. Leaders who make ethical decisions and act in an ethical manner create an atmosphere of ethical practice that others in the organization will follow. Leaders must behave ethically all the time, not just when it is convenient to do so.

To demonstrate and model ethical behavior, leaders must be clear about their own personal ethics and the purpose and ethics of the organizations in which they work. They should behave in ways that are congruent with their personal purpose in life. Sharing the reasons why and how the leader makes decisions can help others to recognize and understand the leader's ethics and how those ethics fit into the organizational structure.

Jean Lipman-Blumen, the author of the book *Connective Leadership*, opened a seminar recently with "Leadership is a responsibility, not a privilege." As the president of a corporation or a registered student organization, a nonprofit agency or a *Fortune 500* company, a leader who is honest, treats people fairly, and is objective and impartial in decision making, is taking the responsibility of leadership seriously. Solid ethical leadership is beneficial to the organization and contributes to the well-being of the people in and the community surrounding the organization.



← This anonymous Byzantine portrait of Hippocrates, the "Father of Western Medicine" (ca. 460-380 BC), comes from a 14th-century manuscript in the National Library of Paris. The *Hippocratic Oath* sets forth the cardinal precept of medical practice, "Primum non nocere" ("First, do no harm"), and it requires physicians to guarantee their patients' confidentiality. (Image Credit: Public Domain)

ARTICLE #5

Leading in Difficult Times

Reprinted from *CURSUS HONORUM VII: 9* (April 2007)

There are many challenges that leaders face as they attempt to provide vision for an organization, create an environment of respect in the workplace, and help the organization thrive. Think of a time in your life when you observed effective leaders during a difficult time. What qualities did they possess that helped the situation? What role did they play in effectively dealing with the situation?

It is much easier to lead effectively when the organization is meeting its goals and staff or participants are engaged in and working toward a common goal. However, when the organization is in turmoil, budgets are lacking, and goals are not being met, leaders need to step up and lead. Qualities that help leaders deal effectively in difficult situations include the abilities to:

- Communicate.
- Listen and show understanding of issues to others.
- Share your vision.
- Analyze your own strengths and weaknesses.
- Balance your weaknesses with strengths of others.
- Ask for and encourage input from others.

Leaders who can provide a vision for the success of the organization and communicate that vision well can gain the support of others within the organization. "Leaders inspire people with clear visions of how things can be done better. The best leaders are those who come up with a new idea and articulate a vision that inspires others to act" (Jack Welch, Former CEO of GE).

Despite the commonly held belief that a leader's role in times of turmoil is to solve the crisis single-handedly, effective leaders facilitate the solving of problems. Indeed, a unilateral decision may need to be made immediately in a difficult situation – a good leader will make that decision. Rarely, though, will that solve the problem completely. To prevent a similar situation from occurring, leaders must gather input from others, go back to the vision and mission of the organization, and articulate that mission to prevent similar situations in the future.



← The Egyptian Queen Hatshepsut (reigned 1479-1458 BC) was a Pharaoh of the 18th Dynasty who exercised leadership at a challenging time in Egyptian history, when women were not regarded as having "leadership qualities" by the entrenched male hierarchy. (Photo Credit: Public Domain from Wikimedia Commons)

ARTICLE #6

Sensitivity in Leadership

Reprinted from *CURSUS HONORUM VII: 10* (May 2007)

When we look for qualities in leaders, we often look for intelligence, high ethical standards, good communication skills, and the ability to motivate others. Is “sensitivity” a quality that you want to see in a leader? Or is it perceived as a weak trait, one that diminishes power and authority? The incident that occurred recently at the Virginia Tech campus is a reminder that we need to be aware of the people around us and be sensitive to more than just their needs for success in school and at work.

In the 21st century, everyone (including “positional leaders” and the traditionally positional “followers”) is connected to each other and must communicate in thoughtful, empathic ways. The sensitive leader and follower should:

- Inspire others with a vision for the organization and a vision of how the organization fits within the greater community.
- Influence others by showing mutual respect, shared values, and entrusting individuals with operational tasks.
- Get to know staff, students, and collaborators to the organization on a deeper level and value their interests and activities both inside and outside of work.
- Be able to recognize changes in behavior or work performance and address these issues promptly with courtesy and respect.

One thing that is consistent about the characteristic of being sensitive is the ability to listen. “The simple act of listening to what other people have to say and appreciating their unique points of view demonstrates your respect for others and their ideas” (Kouzes and Posner, *The Leadership Challenge*). If leaders pay attention to others in the organization and listen to their concerns, they are more likely to recognize subtle signs that problems are occurring. Recognition of potential problems and taking action to help the individual are essential in helping to prevent a decline in work or academic performance. The sensitive leader also is able to recognize exceptional behaviors and performance improvement and provide feedback that positively affects the individual and the organization

as a whole.



← Clara Barton (1821-1912) was a pioneering nurse during the Civil War and the founder of the American Red Cross (1881). She led by example, serving as a role model of “compassion in action” for nurses and other humanitarian workers around the world. (Photo Credit: Clara Barton at the Seventh International Congress of the Red Cross in 1902 at St. Petersburg, Russia – Public Domain via Wikimedia Commons)

ARTICLE #7

Leadership Skills: Transitioning from College to Career

Reprinted from *ULTREIA II: 2 (Summer 2007)*

Graduation from college is a milestone achievement to be celebrated and congratulated. The transition period from college life to the full-time workforce is exciting but also is full of change and challenges. The work schedule is different than in an academic calendar, the first job is likely to be an entry-level position requiring few autonomous decisions and a lot of group work, and evaluations aren't based on a grade: they are based on the individuals' ability to meet organizational goals and interact appropriately with others. All of these can positively or negatively affect the ability of the new graduate to succeed in a new job and contribute to an organization's mission. However, recent graduates can use and continue to improve leadership skills that they developed in college to achieve success in the new workplace environment.

When thinking of leadership, people often think about positions of leadership and the decisions that the top few people in the organization make. While this is an important leadership role, most recent graduates will not be in the top leadership role in their first few jobs. There are many other leadership skills and attributes that students developed in college that will help them immediately in their first job. Two that are highly valued by employers are communication and organizational management skills.

Poor communication is one of the top problems identified by executive officers and managers in the workplace. What communication skills did graduates begin to develop in college? Think of all the group projects completed in college or that leadership position held in a student organization. Students had to communicate with a variety of people in a variety of formats (email, personal, phone, group meeting), organize an event, write reports or funding proposal requests, negotiate, and probably speak in front of an audience. Expect to have to do all these things on a daily basis in that first job. Students learned how to express, transmit, and interpret knowledge, ideas, and information while on campus. If these communication skills were difficult in these settings, then recognize and practice the techniques of good communication early in that first job to make the first full-time work experience a good one.

Organizational and management skills are another broad category of skills that employers always desire in their new employees. The ability to organize a project, to set and meet goals, objectives, and timelines, and to manage time effectively will be highly valued skills by the organization. Those who initiate discussions, ask how things could be done better, listen to others, and work well in a team environment are employees that the company will be grateful to have on staff. The ability to effectively manage a project and take responsibility for decisions, delegate and coordinate numerous tasks, and appropriately handle conflict is an asset to any company. Most college students had to use many of these organizational and management skills during their college career.

Graduates transitioning from college to the full-time workforce should reflect on what they learned during

their academic career. Knowledge in the academic major emphasis is high, but students learned a whole lot more in college than just their field of study. Think back to the group projects that worked really well or very poorly in college, and learn from those successes and mistakes. Put leadership skills into action on the job by being an active and participatory member of team projects, offering suggestions for improvement, listening to and asking for critiques and criticisms of your work. These transferable skills began to develop in college, and individuals should continue to hone them over time in the workplace. These are also some of the skills that will help employees get that job farther up the ladder of success as well!



← The Chinese philosopher Confucius (551-479 BC) has exercised a profound influence on the civilizations of East Asia. This statue of the great sage stands outside a Confucian temple in Beijing, China. Confucius' maxims on leadership and other practical topics were recorded by his followers in the *Analects* (etext.library.adelaide.edu.au/c/confucius/c748a/), a perennial classic of world literature. (Image Credit: Public Domain via Wikimedia Commons)