University of San Diego

Digital USD

Dissertations

Theses and Dissertations

1990

Vision: An Essential Component of Transforming Leadership

Robert A. Fink EdD

University of San Diego

Follow this and additional works at: <https://digital.sandiego.edu/dissertations>

Part of the [Leadership Studies Commons](#)

Digital USD Citation

Fink, Robert A. EdD, "Vision: An Essential Component of Transforming Leadership" (1990). *Dissertations*. 542.

<https://digital.sandiego.edu/dissertations/542>

This Dissertation: Open Access is brought to you for free and open access by the Theses and Dissertations at Digital USD. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

VISION: AN ESSENTIAL COMPONENT
OF TRANSFORMING LEADERSHIP

by

Robert A. Fink

A dissertation submitted in partial fulfillment
of the requirement for the degree of

Doctor of Education

University of San Diego

1990

Dissertation Committee

Joseph C. Rost, Ph.D., Director
William P. Foster, Ed.D.
Kevin L. Freiberg, Ed.D.

© COPYRIGHT 1990

ABSTRACT

VISION: AN ESSENTIAL COMPONENT OF TRANSFORMING LEADERSHIP

FINK, ROBERT ALAN, ED.D. University of San Diego, 1990.
226pp.

Director: Joseph C. Rost

The purpose of this study is to examine transforming leadership within the context where this relationship exists. Specific focus is on the National Association for Campus Activities, a national educational association composed of over 1,100 institutions of higher education and 400 associated firms, and its Executive Director, who served as the center of the web of leadership relationships during the past seven years.

The study took the form of a qualitative case study, with interviews and observations taking place over a one year period at various sites across the country during meetings of the Association and its officers. The research had four purposes:

1. To study transforming leadership in an organization where the central character in the relationships did not serve as CEO.
2. To investigate the manner in which vision served as the driving force in the leadership relationship among leaders and followers.
3. To study transforming leadership where the central character in the relationships was not charismatic

by nature.

4. To study leadership, by investigating both how the vision was formed and communicated and the manner in which the leadership relationship developed among leaders and followers.

This study of key volunteers and staff members of the Association uncovered an organization that fosters and promotes influence based leadership relationships as a norm for behavior and interactions. The organization's culture supports collaboration, teamwork, and the free flow of information between individuals in different levels of authority as well as prizing the fluid nature of the leadership and followership roles volunteers move in and out of in the Association. Specific results are that transforming leadership relationships are not dependent on a charismatic leader serving as the CEO in an organization. Additionally, vision is shown as being intertwined with the culture of an organization, and the vision serves as the driving force in the leadership relationships among hundreds of volunteers in the Association.

Dedicated To My Parents,
Walter And Irma

ACKNOWLEDGEMENTS

The work of a doctoral student, through classwork, comprehensive examinations, and the research and production of a doctoral dissertation is a long journey. Along the way there many were kind, bright, and sharing people who provided me with aid, comfort, support, and stimulation.

I would first like to thank Ed McManness, who was the first to really teach and interest me about leadership and the way it can be a positive factor in people's lives. He was an early mentor and I value our continued friendship.

I gratefully acknowledge all of the volunteers and staff members in the National Association for Campus Activities, without whose complete cooperation this study would have been impossible. Ray, Caryl, Lou, and Larry were particularly helpful in supporting my work. I would be remiss to not give special thanks to Stephen Slagle for his openness to this study and his eagerness to be a coinvestigator in this research.

The staff in the Housing and Residence Life Departments at the University of San Diego were important in providing support for my work and understanding for the demands the doctoral program placed on me during the past three years. Judy, Sharon, Kay, Rick, Kathi, my RA's and fellow RD's were always there for help and understanding. A special thanks goes to Skip Walsh, my supervisor for during the past three

years. His patience, support, friendship, and strong beliefs have meant a great deal to me.

A great source of inspiration during the past four years has come from my fellow doctoral students. Many thanks to Kathy for those morning discussions on leadership over flavored coffee, to Janet for her quick mind, to Heng Lee for his support for friends while being tugged in so many different directions, to Ruth for her introjection of a different cultural norm, to Danelle for her help in motivating me to finish this study, and to Gaye and Mike for their friendship and their honest and critical feedback.

My committee was of great help and support in challenging my ideas. Many thanks to Dr. Kevin Freiberg for returning to USD and assisting me with this project. A sincere thanks goes to Dr. William Foster, for Bill always treated students as adult learners and allowed his office and classroom become a nursery for creative ideas.

My biggest thanks goes to Dr. Joseph Rost for his help, support, friendship, and most of all the valuable time he was always willing to provide to me and other doctoral students. I will not soon forget the afternoons spent working by his pool and will treasure those gifts this very special mentor has shared with me.

A final thanks goes to Allison, for providing me with the motivation to complete this study and the desire to look to the future.

TABLE OF CONTENTS

	<u>Page</u>
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF FIGURES	ix
LIST OF TABLES	x
CONTENTS OF APPENDICES	xi
CHAPTER 1: STATEMENT OF THE ISSUE	1
Introduction	1
The Issue	3
Purpose	5
Research Questions	8
Definition of Terms	8
Dissertation Organization	10
CHAPTER 2: REVIEW OF LITERATURE	11
Transforming Leadership	11
Charisma	15
Generativity	22
Vision	24
Leadership and Integrity	32
Leadership and Organizational Culture	35
CHAPTER 3: RESEARCH METHODOLOGY	40
Methodological Framework	40
Participants and Site Selection	43
Site Selection	44

Participants	46
Instrumentation	48
Researcher as Instrument	49
Data Collection	55
Interviews	56
Observations	59
Field Notes	60
Mining of Available Documents	61
Unobtrusive Measures	62
Data Analysis	63
Treatment of Potential Concerns or Limitations .	65
Protections of Human Subjects	68
CHAPTER 4: CARVING OUT A PROFESSIONAL NICHE: THE	
NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES	70
NACA: A Historical Perspective	70
NACA in 1982	82
Selection of a New Executive Director	85
CHAPTER 5: STEPHEN SLAGLE AND THE NATIONAL	
ASSOCIATION FOR CAMPUS ACTIVITIES	90
Ethics	91
Interactions with the Board of Directors . . .	93
Modeling the Ethical Standards	98
Formal Code of Ethics	103
Organizational Knowledge	110
Respect and Trust	117
Response to Failure	119

Real, Intended Change	126
Future Orientation	126
Vision	133
Change in NACA since 1983	137
Leadership	155
CHAPTER 6: CONCLUSIONS AND DISCUSSION	164
Research Questions	165
How Does the Transforming Leadership Relationship Manifest Itself Within an Extremely Loosely Coupled Organization? . . .	165
In What Manner Does Transforming Leadership Arise and Exist When Initiated by a Leader Who Does Not Serve as the CEO of an Organization?	171
How is the Transforming Leadership Relationship Initiated and Maintained When the Leader is not by Nature Charismatic? . .	174
How is the Vision Formed and then Translated and Transferred Among Leaders and Followers?	178
Does the Vision Serve as the Driving Force in the Leadership Relationship?	180
Conclusion	185
Discussion	190
Strengths	190
Weaknesses	193

Future Research	194
Concluding Remarks	196
REFERENCES	200
APPENDIX	221

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Slagle, in the center, meeting with Lou Ross and Doris Gant	102
2. Questionnaire based on ASAE Standards of Conduct	107
3. Slagle at his office desk	112
4. National Office location until 1984	141
5. The National Office has been located in this office building since 1984	142

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Results of Standards of Conduct	
Questionnaire	109

CONTENTS OF APPENDICES

<u>Appendix</u>	<u>Page</u>
A. Participants in Interviews	222
B. Protection of Human Rights Agreement for Stephen Slagle	223
C. Protection of Human Rights Agreement for all Participants in Interviews	224
D. NACA Code of Ethics	225
E. ASAE Standards of Conduct	227

CHAPTER I

STATEMENT OF THE ISSUE

Introduction

The days of February, 1987 were dark for the Reagan Administration. Public and political pressure was growing over the Administration's arms sale to Iran. Concerns were being raised over the President's health and whether he would be able to complete his term in total control of the federal bureaucracy. Criticism was mounting against Chief of Staff Donald Regan over his loss of control and the rumors of poor advice given to the President. Warnings were raised over the dangers that the ever-expanding budget deficit would have on the nation's economy and future. Expressions of grave concern were voiced regarding the unproven technology of the strategic defense initiative (SDI) and relying on it for the nation's future defense.

During January and early February, as these concerns were being raised and debated, the President became invisible to the public. Outside of his State of the Union speech, President Reagan remained locked away at the White House, speaking only with his advisors, a group the public had begun to distrust. Many commentators began to predict

that the Reagan presidency would function as an ineffectual lame duck during its last two years.

On February 13, 1987, the Los Angeles Times published an editorial entitled "Wanted: A Leader." The editorial cited these and other problems facing the country and then stated what the people wanted from their President. According to the editorial writers, they wanted a President who would honestly describe the Iran arms sale and explain what steps were being taken to ensure that this type of incident would not take place again. The people wanted a President who would work with Congress to cut the budget deficit rather than trade verbal barbs over who was at fault for this problem. The editorial called for the President to come forward and speak honestly with the American people about SDI and for the people as a whole to be involved in this decision. In general, The Los Angeles Times called for the President to take control, become accountable, and become a leader ("Wanted: A Leader," 1987).

What type of leadership did this editorial call for? It wasn't for the leadership of some superman based on the great man theories of the 19th century. This wasn't a call for a person with certain leadership traits as was common of leadership studies of the 1930s. Neither was this article a quest for an enlightened manager, able to select the appropriate behaviors for this particular situation as many of the more recent contingency theorists would suggest.

I believe this editorial called for Ronald Reagan to come forward out of his isolation and offer Americans a vision of a better future for the nation and the world. It called for the President to speak out against the moral transgressions of members of his administration and provide a clear picture of movement toward a common good. It called for the President to communicate with American citizens, a dialogue which would provide a collaborative movement to face the critical problems in our world. I believe this editorial called for President to become a transformational leader, forming a relationship with Americans based on a morally purposeful vision of an improved human condition.

The Issue

I believe three factors have prevented the development of a clear understanding of the concept of leadership. First, as stated by Burns (1978), the crisis in leadership is intellectual. This intellectual crisis results in part "from confusion between the concept of the what of leadership, the how or practice of leadership, and the who or agents of leadership" (Allen, Chrispeels, Fink, & Tan, 1986). All too often authors and researchers have focused on how individuals function within leadership relationships without first presenting a clear picture of the core of that relationship.

A focus on leadership as what an individual leader does

rather than a dynamic relationship between leader and followers clouds our understanding of leadership in a number of ways. It can make us lose sight of the active role followers play in the relationship and lead to viewing them as little more than passive responders who blindly follow a leader. A singular focus on a leader and not leadership can lead to the compilation of a list of those extraordinary skills and accomplishments which are attributed to a leader after a successful organizational activity rather than discovering how leaders, followers, and the pressures of the environment may have combined synergistically in a particular case to produce transformational leadership.

A second reason for the present state of confusion on leadership comes with its link with positions of authority. Even when authors follow the concept of transformational leadership and state that positional authority is not necessary, virtually all examples presented of individuals operating within this framework are of presidents or CEO's of their organizations.

The problem with this approach is that the authority and power one has as a president clouds the influence based relationship at the core of leadership. Do subordinates follow and support the ideas of presidents because they express an exciting vision of the future or because failure to do so would jeopardize salary increases and job security? Such an approach can also lead those who study leadership to

lose sight of the true interactive nature of leadership. This could cause researchers to statically identify individuals as leaders and followers according to their position of authority as well as lose sight of the role and presence of leaders at all levels in an organization.

A third contributor to this problem is the confusion between the message and the qualities of the messenger. While most authors discussing leadership do not require the leader to be charismatic, virtually all examples of individuals functioning as transformational leaders describe people who have a personal magnetic quality which can figuratively light up a room when they enter. It is important that we begin to understand that the leadership relationship is not based on a personal attraction among individuals but on the bond forged by leaders and followers centered on a commonly developed vision.

Purpose

This study has four purposes. First, the intent of this research is to contribute in general to the growing body of qualitative studies on transforming leadership as it operates in organizations. Many recent authors have focused on the transforming leader serving as a CEO (Bass, 1985; Bennis & Nanus, 1985; Freiberg, 1987; Levinson & Rosenthal, 1984; Peters & Austin, 1985; Tichy & Devanna, 1986). This research differs in that it focuses on an individual who did

not serve as a CEO in a typical corporate or political organization.

The central character of the study functions as the Executive Director of a national educational association composed of over 1,100 institutions of higher education and 400 associated firms. As an Executive Director in a volunteer organization, this individual was not able to rely on the authority structure and power resources available to a CEO in a private business. The primary sources of power available to the Executive Director were persuasion, influence, and an impressive, thorough knowledge of information about volunteer associations in general and the National Association for Campus Activities (NACA) in particular. This information is organized by a national office staff he directs and then forwarded to both a Board of Directors involved in directing all activities of the Association as well as other key volunteers and committees at many layers of the organization. Thus, this research examines the transforming leadership relationship when its central character is a leader who serves in a position without ultimate corporate authority.

The second purpose of this research is to study the manner in which the vision serves as the driving force in the leadership relationship among leader and followers. Leadership is not a human action that brings only rewards and successes. Leadership is a difficult and frustrating

relationship, filled with rejections and failures as well as accolades and achievements. What is it, then, that drives leaders to place their ideas and beliefs up for inspection and possible rejection by potential followers? How is this vision communicated to potential followers? Who forms the vision? Leaders? Followers? Or both leaders and followers in an interactive relationship?

I believe it is the compelling vision of an improved condition for the organization and its members that motivates individuals to strive to initiate leadership relationships and keep them going despite setbacks and problems. This vision emerges from the values of leaders within their particular organizational context, and the compelling picture of this improved condition painted by leaders stimulates followers to choose to move in a manner consistent with the vision and the values it represents.

The third purpose of this research is to study a transformational leader who is not by nature charismatic. The person studied here is not a magnetic individual toward whom strangers immediately gravitate. The influence and respect he possesses appears to come from other resources than charisma.

The final and primary purpose of this research is to study leadership. In studying leadership I identified the vision the Executive Director and others had for the Association, examined the manner in which the vision was

formed and communicated among leaders and followers, and observed the way in which this vision affected members of the organization. I hope that by studying the manner in which this transformational relationship developed and grew, a better understanding of the concept of leadership will evolve.

Research Questions

The research questions that arise from this statement of purpose are as follows.

1. How does the transforming leadership relationship manifest itself within an extremely loosely coupled organization?
2. In what manner does transforming leadership arise and exist when initiated by a leader who does not serve as the CEO of an organization?
3. How is the transforming leadership relationship initiated and maintained when the leader is not by nature charismatic?
4. How is the vision formed and then translated and transferred among leaders and followers?
5. Does the vision serve as the driving force in the leadership relationship?

Definition of Terms

The following terms are used throughout this research

and I have used them in light of the following definitions.

Charisma: "Any authority that derives its legitimacy not from rules, positions, or traditions, but from a devotion to the specific and exceptional sanctity, heroism, or exemplary character of an individual person, and of the normative patterns or order revealed or ordained by him" (Eisenstadt, 1968, p. 46).

Culture: "The pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 1984, p. 3).

Leadership: "An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes" (Rost, 1988, p. 17).

Transformational Leadership: A relationship within which participants shape and influence each other and their organization to create change, guided by a communal vision, that is beneficial both ethically and collectively.

Vision: A mental, holographic image of a desirable future for an organization which is grounded in the shared values and aspirations and reflects the shared purpose of all members.

Dissertation Organization

The purpose of this dissertation is to study transformational leadership as it functions within a particular organization context. Chapter Two is a review of the literature of transformational leadership and other subjects pertinent to this research project. A review of the qualitative research approach and its particular application in this study is contained in Chapter Three, while Chapter Four presents a description of the specific organizational context in this investigation. Chapter Five presents the information collected in this study from observations, interviews with key participants, and other processes of data collection. The data are presented according to categories shaped by the opinions and information which emerged through a dialogue with the participants. Chapter Six draws conclusions from the information in the study and presents some personal ideas about leadership. This last chapter also reviews the strengths and weaknesses of the study and presents some new avenues recommended for future research.

CHAPTER II

REVIEW OF LITERATURE

Transforming Leadership

The term transforming leadership was introduced by James MacGregor Burns (1978). Burns expressed the view that leadership was neither contingent on the ability of a leader to select the appropriate behavior for a particular situation nor identified by the positions of power or authority an individual in an organization may possess. Leadership to Burns is "leaders inducing followers to act for certain goals that represent the values and the motivations--the wants and needs, the aspirations and expectations--of both leaders and followers" (p. 19). Leaders, according to Burns, develop the leadership relationship with followers in an environment of competition with other potential leaders.

Burns identified two forms of leadership, transactional and transforming. While a number of authors have continued to recognize both forms (Bass, 1985; Kuhnert & Lewis, 1987; Singer, 1985; Tichy & Devanna, 1986; Tichy & Ulrich, 1984), the overwhelming focus has been away from transactional leadership and its view of a somewhat

enlightened manager. The spotlight has moved to transforming leadership which, Burns stated, "occurs when one person takes the initiative in making contact with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20).

Burns presented transformational leadership as having five essential ingredients. First, leadership is collective and must be viewed as occurring in relationships between people. Next, leadership is dissensual and must exist, and in fact thrives, in conditions of conflict and competition for followers. A third factor in leadership is that the result of the relationship is a change in the motives and needs of leaders and followers which has a causative effect on organizations and groups. Leadership is also viewed as morally purposeful, driven by the values and vision of the leader shaped in concert with followers. The final component of leadership according to Burns is that it is elevating, raising the level of morality of followers and leaders.

This description of the transforming leader mirrors the work done forty years earlier by Barnard (1938) concerning executives and their functions. Barnard viewed the creative function as the primary ingredient of leadership while also recognizing a moral component in the leadership relationship.

Executive responsibility, then, is that capacity of leaders by which, reflecting attitudes, ideals, hopes, derived largely from without themselves, they are compelled to bind the wills of men to the accomplishment of purposes beyond their immediate ends, beyond their times. (p. 283)

This moral aspect of leadership has become increasingly accepted as a critical component of leadership. An example of this came in Jesse Jackson's speech before the 1988 Democratic National Convention, where he stated "leadership must meet the moral challenge of the day" (Jackson, 1988).

Zaleznik (1983) also made the distinction between transforming and transactional leaders but he used different terms. Transforming leaders are referred to as charismatic and inner directed while transactional leaders are labeled consensus leaders and group directed. This distinction is similar to the work of Enochs (1981) which was critical of the focus on consensus by American educators because "the managers among us have focused on placating the 'separate interests' rather than attempting to unite people in pursuit of higher goals" (p. 177).

A concept of leadership similar to Burns' is presented by Bass (1985). Bass, though, defined the transforming leader "as one who motivates us to do more than we originally expected to do" (p. 20). The leadership relationship also fosters in followers a disinhibition of

current belief and behaviors and thus stimulates movement to new plateaus of understanding. This view is similar to Lindholm's (1968) focus on the need for the leader to expand the preferences of followers to allow change. Bass' primary departure from that of Burns is his belief that leadership need not be morally elevating, and in fact he allows for the transforming leader to be immoral. (p. 20).

A number of authors have moved the concept of transforming leadership from the theoretical and political into the business arena (Bennis, 1984a, 1984b, 1984c, 1989; Bennis & Nanus, 1985; Kouzes & Posner, 1987; Levinson & Rosenthal, 1984; Main, 1987; Peters, 1987; Prentice, 1982; Price, 1985; O'Toole, 1985; Tichy & Devanna, 1986a, 1986b; Tichy & Ulrich, 1984). Each of these authors identified successful business executives who operated in a collective and empowering manner, from a vision of an improved organization and society, and with the acceptance of the moral and societal obligations of their actions. Other authors have focused on describing successful business organizations while including sections on the need for transforming leaders (Deal & Kennedy, 1982; Hickman & Silva, 1984; Kanter, 1983; Kotter, 1988; Nanus, 1989; Peters, 1987; Peters & Austin, 1985; Peters & Waterman, 1982; Potts & Behr, 1987; Waterman, 1987).

An important recent addition to the understanding of leadership is the focus on the critical nature of the

relationship. This critical component is necessary to the formation of a bond between leaders and followers, a bond that emerges from an evaluation of the past and present and "attempts at the enablement of a vision based on an interpretation of the past" (Foster, 1985, 1988). That this critical component is essential is stated by Grob (1984), for "when no longer nourished by a wellspring of critical process at its center, leadership 'dries up' and becomes, finally, the mere wielding of power in behalf of static ideals" (p. 270).

Charisma

The first use of the term charisma is attributed to the early Greeks. They used the term to mean a divine gift or power. The common use of the term today is as an attribute for a person who is able to win the devotion of a large number of followers through personal magnetism and the conveyance of an inspiring message.

This common understanding is being challenged by authors today as they weave together the concepts of charisma and leadership. Bass (1985) stated that charisma has become "an overworked cliché for strong, attractive, and inspiring personality" (p. 35), while Conger and Kanungo (1988) opined "that most of us carry in our heads a naive theory of what charisma really is" (p. 78).

The first attempt at studying and developing the

concept of charisma was by sociologist Max Weber. Weber included the study of charisma in his research into the question, "By what right do individuals in social systems claim to exercise command over others?" (Willner, 1986, p. 245). This study led Weber to develop and present three ideal types of authority: legal/rational, traditional, and charismatic.

Weber (1986) believed that charisma had divine or exemplary origins and that the term charisma "will be applied to a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities" (p. 234). He described the charismatic relationship with members of a group as more like a prophet/disciple than a leader/follower, for the bond within the group "is based on an emotional form of communal relationship" (p. 241). Weber's concept was that charisma described "any authority that derives its legitimacy not from rules, positions, or traditions, but from a devotion to the specific and exceptional sanctity, heroism, or exemplary character of an individual person, and of the normative patterns or order revealed or ordained by him" (Conger & Kanungo, 1987, p. 638).

Recently, authors have begun to re-examine Weber, building on what they believe are incomplete parts of his

theory. Conger and Kanungo (1987) stated that Weber's research was not specific about the qualities of a charismatic leader other than referring to "magical abilities, revelations of heroism, power of the mind and speech" (p. 638). Hollander (1987) has examined the emergence of charismatic individuals in organizations and found that "charismatic leaders are most likely to emerge when there is a crisis and great enthusiasm to have something done about it" (p. 518). Finally, Conger (1988a) has studied the nature of charisma in relation to Weber's work and stated:

Weber's ambiguity concerning the precise locus of charismatic leadership opened the door to debate. The question remained whether charisma had its roots in the leader's extraordinary qualities, in a context of turmoil, in his follower's perceptions and needs, or in a combination of these factors (p. 11).

A review of the recent work on charisma and charismatic leadership shows little agreement on the nature of these constructs, for as Conger and Kanungo (1988c) stated, "even among researchers, confusion surrounds the concept.... Some describe it as a set of behaviors.... Others consider it a cluster of traits, and still to others it is a divine gift or extraordinary ability of an unspecified nature" (p. 7). Zaleznik (1984) viewed charisma as "any combination of unusual qualities in an individual which are attractive to

others and result in special attachments, if not devotion, to his leadership" (p. 256). Conger and Kanungo (1988a) viewed charisma as an attribution which is based on the follower's perceptions of the behaviors of a leader. Sashkin and Fulmer (1988) and Riggio (1987) saw it as the behaviors of a leader while Riley (1988) viewed it as residing in the soul of the individual charismatic person. House and Baetz (1979) believed that charismatic leaders "by the force of their personal abilities are capable of having profound and extraordinary effects on followers" (p. 399). Willner (1984, 1986) viewed charisma as both perceptual and relational, for "it is not what the leader is but what people see the leader as that counts in generating the charismatic relationship" (1986, pp. 14-15).

These concepts of charisma have recently began to be tied to leadership theory in many different ways. Some view charisma as but one aspect or component of leadership (Avolio & Bass, 1988; Bass, 1985, 1988). Conger & Kanungo (1987) view charismatic leadership as but another leadership dimension, along with the task, social, and participative dimensions. Zaleznik (1983a) and Zaleznik & Kets de Vries (1985) see charisma as that trait or behavior which moves managers to become true leaders in their organization.

Researchers also disagreed on how the charismatic relationship is initiated or developed, and how it functions within an organization or group. Berlew (1979), Conger

(1988a, 1989) and Boal and Byerson (1988) believed the development of a compelling vision is the key in the charismatic relationship. Conger and Kanungo (1987, 1988a) went further and stated that the more idealized and utopian the charismatic vision, the more powerful it is as a force in motivating followers. Bass (1985) and Katz & Kahn (1978) believed that distance between leaders and followers helped to enhance the perception of charisma. While House (1977) described followers as robot-like, blindly following the edicts of a charismatic leader, Graham (1988) saw followers demonstrating free choice behaviors in a relationship similar to transformational leadership. Likewise, Conger (1988b) and Riggio (1987) viewed the charismatic relationship as a two way interplay, between the needs and values of followers and the vision and behaviors of the leader. Finally, charismatic leaders only act in the realm of radical change (Conger & Kanungo, 1987), but while Bass (1985) believed that groups in stress or transition were more likely to embrace charismatic leadership, Willner (1984) stated that a crisis need not be present for it to operate.

Of particular interest is the work done on studying what many have described as the dark side of charismatic leadership. Weber presented the concept of charisma in a value neutral manner, for he believed that "to be a charismatic leader was not necessarily to be an admirable

individual" (Tucker, 1968, p. 735). Conger (1989) and Zaleznik and Kets de Vries (1975) discussed the negative outcomes which have been produced as a result of charismatic leadership, while Conger and Kanungo (1988c) observed how its powers of persuasion could be used in manipulative and toward self-seeking outcomes. Willner (1984) stated that followers believe statements made by charismatic leaders without question and give immediate compliance to their leader's wishes. Kets de Vries (1988) discussed how charisma can be negative by building a dependency and distorting reality in followers, for as Manz and Sims (1989) observed, "in the long run, overemphasizing the charismatic leader can foster a dependence that can acutally weaken the system" (p. 226).

But the key issue is whether charisma is a part, or the whole of leadership. For some, charisma was viewed as a significant part of transformational leadership (Avolio & Bass, 1988; Bass, 1985; Sashkin & Fulmer, 1988). Hunt, Baliga, Dachler, and Schriesheim (1988) viewed charismatic and transformational leadership as "cousins" (p. 5), while Avolio and Gibbons (1988) and Baliga and Hunt (1988) saw charismatic leadership as a subset of leadership since all transformational leaders are charismatic to some degree. Finally, throughout his work, Conger and Conger and Kanungo often appear to use the terms charismatic leadership and transformational leadership interchangeably, writing that

the distinction between the pure forms of charismatic and transformational leadership are "primarily a matter of opinion at this time" (Conger & Kanungo, 1988b, p. 327).

If the distinction is indeed a matter of opinion, mine is that charismatic and transformational leadership are not one and the same. While Bass (1985) discovered followers often stated transformational leaders were charismatic, I agree with Hunt, Baliga, Dachler, and Schriesheim (1988) that superior outcomes often lead followers to attribute charismatic behaviors to a leader after the fact. I believe that in a charismatic relationship, followers are blind, unthinking, and inactive, linked on an emotional level with the charismatic. Such a relationship "based on charisma can create a system that may not be able to function in the absence of the leader - one that collapses like a house of cards when the leader moves on" (Manz and Sims, 1989, p. 226). Followers buy into the charismatic's vision in the often false hope that it meets their needs, for this vision usually requires continued radical change toward some distant self-serving enrichment. The charismatic relationship doesn't develop followers to become leaders but locks them into servitude in a static position, for without continued devotion, "the leader's charisma may have little appeal" (Hollander, 1987, p. 519). Charismatic leadership fosters dependence while leadership, according to Kegan and Lahey (1984), facilitates the development of followers.

Finally, the charismatic relationship isn't focused toward any common good, either for the group or for humankind, and often its outcomes have a darkside resulting from the blind and unquestioning obedience of followers.

I believe that charisma is a form of authority, as Weber stated, and not a form of leadership. I believe much of the current work on charisma has lost sight of the differences among power, authority, and leadership. Charisma as a term and concept is continually used by people who often attribute charismatic behavior to transformational leaders, and as such it warrants study by leadership researchers (Butterfield, 1988). But the constructive direction for this study of charisma in relation to leadership is to work to better understand what some recent researchers cynically called the naive concept of charisma as a personal magnetism or appeal which emotionally draws followers toward a charismatic individual.

Generativity

The generative aspect of transforming leadership has been researched both in terms of empowering future leaders and in terms of a general concern for a future world with a higher level of morality. Rost (1985) viewed both of these generative elements as crucial to the motivations and actions of the transforming leader.

Several other authors have focused on the generative

concerns leaders have in developing future leaders. Peters and Austin (1985) reviewed the role of the transforming leader as a coach and mentor to future leaders. Bennis and Nanus (1985) stated that leaders need to empower other members of the organization and create future leaders rather than just training managers. Gardner (1987) wrote that leaders who are able to develop followers to survive the departure of the leader "have a gift for institution-building [and] may create a legacy that will last for a very long time" (p. 17). While Depree (1989) stressed the responsibility leaders have for the future leadership in their organizations, Kolb (1988) discussed the need for the preservation of both the organization as a whole and the culture of care and concern developed by the leader. Levinson (1988) noted the important role stewardship plays in leadership, where the leader is responsible to turn over to successors a stronger organization than they received. Levinson and Rosenthal (1984) stated that "a central issue for all of these leaders, and one inadequately discussed in the literature of leadership, was their involvement in succession" (p. 277). For the leaders they researched, the teaching and training of future leaders were important and personal tasks.

O'Toole goes beyond this concept of generativity as an element of transforming leadership. O'Toole believed that "no leader can be considered great if he does not instill

the traits of leadership in his successors" (p. 336). Here, leadership can only be judged as successful when "the heir acts with vision, confidence, consistency, and resolve. In short, the second and third generation of leaders, like the first, must be willing to get out on the tightrope" (p. 338).

In a similar manner, Wolfe (1988) stressed the importance for leaders to be concerned about the future leaders of their organizations, for developing mentoring and caring cultures should lead to "significant improvement in personal and organizational integrity" (p. 171).

Vision

Burns (1978) expressed the importance of vision when he discussed the need for conflict and competition among leaders for followers. What leaders compete about is different visions of the future from which followers may choose. The result of this choice is a relationship that changes the motives and goals of both leaders and followers and causes effects on social relations and organizations.

The now common focus on vision and its importance to leadership can be seen in the earlier work of Barnard. In writing about the tasks of executives, Barnard (1938) stressed the importance of a common purpose that is communicated by a leader and which can be a greater influence to an individual than any personal motive. "The inculcation of belief in the real existence of a common

purpose is an essential executive function" (p. 87).

Selznick (1957) also touched on the importance of a vision to a leader attempting to turn an organization into an institution. Leadership, according to Selznick, involves the embodiment of organizational values and purpose. A critical task for the leader is therefore "infusing day-to-day behavior with long-run meaning and purpose" (p. 151).

The importance of vision to a leader has become a common theme in recent studies of leaders and their organizations (Bass, 1985; Bennis, 1989; Bennis & Nanus, 1985; Boal & Bryson, 1988; Conger, 1989; Deal & Kennedy, 1982; DePree, 1989; Gardner, 1986a, 1986b; Hickman & Silva, 1984; Kanter, 1983; Kotter, 1988; Kounzes & Posner, 1987; Levinson & Rosenthal, 1984; Manz & Simms, 1989; Nanus, 1987; O'Toole, 1985; Peters, 1987; Peters & Austin, 1985; Peters & Waterman, 1982; Potts & Behr, 1987; Tichy & Devanna, 1986; Waterman, 1987). Bennis and Nanus (1985) stressed the importance of the capacity of a leader to create and communicate a compelling vision which subordinates can internalize. "Vision animates, inspirits, transforms purpose into action" (p. 30). These and other authors agreed on the vital part vision plays in leadership: creation of the vision is the essential act of leadership (Block, 1987); leaders are vision makers (Nanus, 1987); leadership can't exist without vision (Parks, 1986).

Authors describe and define vision in various ways.

While Barnard (1938), Joiner (1986), Selznick (1957), and Vaill (1984) discussed vision in terms of a purpose, Bennis and Nanus (1985) viewed vision as "a mental image of a possible desirable future state of the organization" (p. 89). In a similar fashion, Stott (1985) defined vision as "a deep dissatisfaction with what is and a clear grasp of what could be" (p. 24). A vision comes from deep within the values and soul of the leader and becomes the driving motivation for the leader to act (Bennis & Nanus, 1985; Holpp, 1988; Levinson & Rosenthal, 1984; Peters, 1987; Peters & Austin, 1985; Rost, 1985; Tichy & Devanna, 1986).

The method for developing a vision is viewed differently in the literature. Block (1987) called for all members in an organization to create their own vision of greatness as an essential step towards empowerment. Bradbury (1985) called for organizations to support group creativity, where meeting rooms and offices become a "nursery for ideas" (p.15). Brown & Weiner (1984), Kiefer (1986) and Pascarella (1986) saw the leader weaving together the beliefs of many organizational members to produce a vision for the group. In a similar manner, Manz and Sims stress the important part followers have in development of the vision, for "the vision itself needs to reflect and draw upon the vast resources contained within individual employees" (p. 225). This process is described somewhat differently by Tichy & Ulrich (1984), who placed greater

emphasis on the leader and less on a participatory process in developing the vision. This difference is extended by Peters (1987) and Bennis and Nanus (1985) who described the vision as developed by a leader and then sold to followers.

Most authors view the vision as developing within the context of a particular organization. Hickman and Silva (1984) saw a clear vision resulting from a "profound understanding of an organization and its environment" (p. 153). Westley and Mintzberg (1988) saw a vision embedded in the context of the organization, with the leader building the vision among followers as the relationship develops. Brown and Weiner (1984) viewed the process of scanning the external and internal environment as an essential step. Sashkin (1988) believed leaders both take advantage of opportunities as they may appear as well as constructing these opportunities, for leaders "create the future as much as they adapt to it" (p. 28). The leader must also have certain abilities and a successful track record within a particular organization or profession for the vision to be attractive to potential followers (Kotter, 1988). Foster (1988) viewed the development of a vision as based on a critical examination of the past and present conditions of the organization or group. In a similar manner, Shandler (1986) discussed the need for a dual vision, one which envisions organizational purposes while also having the capacity to critically see the current organizational

structure. Richards and Engel (1986), though, stated that discussions about vision within organizations must not focus on the present or past because "it serves little purpose to talk about how bad things are or have been, or even about how good things are or have been" (p. 205).

This vision must not exist as separate from followers if it is to provide a basis for the leadership relationship. Pascarella (1986) described vision as a picture that is grounded in the shared aspirations and values of all members of an organization, while Tichy & Devanna (1986a) stated that vision is not owned by one person but is the "expressed commitment of a group" (p. 128). This cooperative and value laden nature of vision and its importance to leadership was also shared by other authors (Berlew, 1986; Burns, 1978; Enochs, 1981; Galagan, 1984; Harrison, 1985; Holpp, 1988; Kiefer, 1986; Peters, 1987).

The way in which vision functions is also described in different ways. Bennis and Nanus (1985), Levinson and Rosenthal (1984), Levy and Merry (1986), and Ritscher (1986) described how the leader uses the vision to pull rather than push followers toward an inspiring future. Kanter (1983), Schein (1984), and Tichy and Devanna (1986a) focused on the way in which vision can help followers through the anxiety brought on by change within an organization. Nanus (1989) believed the vision must be tied to something familiar in the culture of the organization, and that it must then

"provide the spark that ignites their [followers'] energies and empowers them to move forward together with you [the leader] toward a shared purpose" (p. 107). In a similar manner, Kiechel (1989) opined that vision must have "mojo, an appeal to the emotions and aspirations of the troops that goes beyond the usual carrots and sticks" (p. 210). Some scholars see successful change in an organization as dependent on the development of a vision that becomes acceptable to a critical mass of members (Louis, 1985; Peters, 1987; Tichy & Devanna, 1986a; Waterman, 1987). Vision becomes both a guide for the change process as well as the goal or ideal condition toward which the organization is striving (Galagan, 1984; Macher, 1987, February; Main, 1987; Pascarella, 1986; Tichy & Devanna, 1986a). As Harman (1979) stated: "If our vision is inspiring it will impel us to action.... If our collective vision arouses no enthusiasm, or if there is no commonly held image of what is worth striving for, our society will lack both motivation and direction" (p. 1).

The manner in which the leader must convey this vision is discussed in similar ways by several authors: With constancy and passion (Sashkin, 1986); energetically and consistently (Peters & Austin, (1985); acting with clarity and commitment (Vaill, 1984); consistently acting upon and personifying it (Bennis & Nanus, 1985); focusing the attention of others on key issues (Sashkin, 1986); walk the

talk by behaving "in ways both small and large that are consistent with the values and goals he [the leader] is articulating" (Berlew, 1974, p. 24); create heroes out of members respected by the organization, "past and present, who clearly reflect the values implicit in the common vision" (Berlew, 1986, p. 45); the leader serving as a symbol for followers (Gardner, 1986c); through constancy, congruity, reliability, and integrity (Bennis, 1989); focusing on a dominating value (Peters, 1987); putting it all together and making it come to life (Sondheim, 1984); repeated references to the great ideas that govern the organization (O'Toole, 1985); through words, actions, and behaviors (Ross & Ross, 1986); demonstrating a commitment to the vision by living it (Holpp, 1988); communicated daily through real time actions and decisions (Harrison, 1985); the aggregate of action (Barnard, 1938); mobilizing commitment through dialogue and exchange (Tichy & Ulrich, 1984); and by consistently communicating symbols that represent the vision (Tichy & Devanna, 1986). President Hesburgh of Notre Dame University believed that the very essence of leadership is vision, and that "it's got to be a vision you articulate clearly and forcefully on every occasion.... You can't blow an uncertain trumpet" (Bowen, 1987, p. 68). Conger (1989) believed that the communication of the vision is of equal importance to the development and content of the vision itself. This process of communicating

the vision was best summarized by Schein (1986) when he discussed the way the leader embeds and transmits a culture. Primary mechanisms cover overt actions, including the leader's focus of attention, reactions to critical incidents, and deliberate role modeling, teaching and coaching. Secondary mechanisms for this communication include the structure and procedures of the organization, symbolic representations including stories, legends, and myths, and formal statements of philosophy or mission (p. 224).

Most authors viewed the mission statement of an organization as being different from the vision. O'Toole (1985) viewed the mission statement as a "moral touchstone" containing ultimate values which can be checked in times of problems (p. 385). Block (1987) differs with O'Toole, calling his moral touchstone a vision statement or credo containing the core values upon which the organization functions. For Block, the vision must be strategic and operate within the mission of the organization: "a statement of what business we are in and sometimes our ranking in that business" (p. 107). Richards and Engel (1986) also spoke of vision statements as documents describing the way things could be and reflecting and coming from the "highest level of management in an organization" (p. 200).

The importance of this document, a statement of

philosophy or mission for an organization that represents the values of the vision, was discussed further by Pascarella (1986). Pascarella saw mission statements as but a first step in movement toward a vision of an improved organization. It is not the words in this statement that will bring about change but the picture that can be painted and which becomes real to followers.

Some authors viewed as incomplete any examination of vision without a discussion of the means to implement it within an organization. While Bennis and Nanus (1985) stated that the vision can't be established by edict, Goldsmith and Clutterbuck (1986) observed successful organizations had a clear mission which was generated from the executives. Both Block (1987) and Macher (1988) emphasized linking the vision with those political skills which support and extend it within the organization. Fritz (1986) described the leader/creator as one who develops organizational tension through the introduction and comparison of a vision with the current reality.

Leadership and Integrity

The link between integrity and leadership was noted by Berlew (1986b): "Common-vision leadership is a close relative to spiritual leadership. One cannot very well exercise common-vision leadership if one feels, or is perceived as, lacking in integrity" (p. 47). Berlew (1986a,

p. 94) saw as critical the need for leaders to behave in ways consistent with a common vision, a vision which must "reflect goals or a future state of affairs that is valued by the organization's members and is thus important to them to bring about." Bennis and Nanus (1985) placed a similar focus on integrity in leadership by describing the importance of the leader developing trust with followers through positioning.

Many authors described open dialogue as an important step in developing and fostering leadership and organizational integrity. Grob (1984) viewed dialogue as the central activity in the transformational leadership relationship. Maccoby (1988), Harrison (1988), and Lee (1986) all called for the open discussion of ethical dilemmas, while Srivastva and Barrett (1988) and Srivastva and Cooperrider (1988) called for the creation of norms which foster dialogue. Waters (1988) recommended to not simply focus on changing individual values or behaviors in the organization but the creation of a strong culture which allows for the open discussion of and the collective inquiry into dilemmas. Organizational integrity can also be developed either by the leader "choosing a direction and staying with it" (Bennis and Nanus, 1985, p. 48) or by the removal of bureaucratic rules or organizational conditions which hinder the development of integrity (Badaracco and Ellsworth, 1989; Peters, 1987).

Others authors have focused on integrity as a characteristic of the leader. Kerr (1988) viewed integrity as the leader's consistency and not the following of any particular rules or norms, while Wolfe (1988) discussed the need for leaders to balance being true to personal values with the dynamics of the environment. Nanus (1989) stressed the alignment of vision and actions with the leader's ethics. Levinson (1988) discussed the need for executives to understand their own needs, values, and motivations before they can develop integrity while Kolb (1988) called for a balance of moral judgement, creativity, intuitive and emotional capabilities within a rational framework in the leader. The contagiousness and outcome of a leader acting consistently with integrity and trust is that it makes the "ideal believable.... People just start to behave that way" (Waterman, 1987, p. 199).

For Harrison (1985, 1988), the term alignment was critical to understanding integrity for it described the important connection between members and the mission of the organization. Adler and Bird (1988) believed organizations had integrity when their responsibility went beyond the bottom line and they moved to create their external environment instead of just responding to it. Bennis and Nanus (1985) discussed the development of organizational integrity by leaders weaving together trust, integrity, and positioning "to integrate those who must act with that which

must be done so that it all comes together as a single organism in harmony with itself and its niche in the environment" (p. 186).

Leadership and Organizational Culture

The study of organizational culture has become a popular and lucrative pastime since Peters and Waterman (1982) authored their best selling book In Search Of Excellence. While the study of culture in organizations had begun some ten years earlier, the popularity of this book stimulated researchers to produce books and articles describing the symbols, stories, artifacts and the powerful impact of culture in organizations.

While there has been general agreement that every organization has a unique culture which exerts a powerful influence on how members behave, there has been little agreement on exactly what culture is (Smircich, 1983; Shafritz & Ott, 1987). Some authors seem to view organizations as having a culture much as they may possess other attributes. In discussing the symbolic approach to studying organizations, Bolman and Deal (1986) mentioned the meanings of belief and faith, yet focused the majority of their attention on the manifestations of culture. Myths, stories, fairy tales, metaphor, humor, rituals, and ceremonies are described as important in and by themselves and through their ability to "provide meaning, absorb both

energy and conflict, and reduce ambiguity" (p. 168). Siehl and Martin (1984) wrote of how managers need to learn to recognize and change the culture of their organizations and assume that with further research one can learn how to control culture. Here again is a view of culture as something an organization has and which therefore can be manipulated in order to provide direction to the organization.

At the other extreme are those authors who view culture as actually being the organization rather than simply a descriptor or attribute of it. Smircich (1985) viewed organizations as symbolic forms in which the reality is a symbolic construction. Weick (1985) supported the view that organizations don't have cultures but rather are cultures. Louis (1985) likewise did not view organizations as having a culture. Symbols, sagas, legends, myths, and stories are simply the evidence or manifestations of a culture which can be characterized by a set of "understandings or meanings shared by a group of people" (p. 74). Meaning is a socially constructed reality which is influenced by shared interpretations of symbols which helps organizational members to interpret experience and guide behavior (Louis, 1987).

My review of cultural literature led me to believe that Edgar Schein (1983, 1984, 1985, 1986) provided the most useful and accurate concept of culture. Schein (1984)

defined organizational culture as:

the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 3)

Culture, according to Schein's definition, consists therefore of the shared assumptions of members of the group. These assumptions are reflected and can make the culture identifiable through those learned behaviors which the organizational members believe reflect important values to the group. As these behaviors and values are formed and reinforced through successful group functioning, they become those taken-for-granted assumptions which govern the way members both view themselves and the world around them. The key to understanding the culture and basic assumptions in an organization comes through identifying the expressed values of members and by observing the organizational structure, language, symbols, rituals, and stories which echo these values and assumptions (Fink, 1988a).

If culture is therefore an expression of the assumptions and meanings members of an organization have developed, leaders must be both an expression of these meanings as well as shapers of them in order to impact on

the organization (Smircich & Morgan, 1982). As Sergiovanni (1984) summarized:

Leadership acts are expressions of culture. Leadership as cultural expression seeks to build unity and order within an organization by giving attention to purposes, historical and philosophical tradition, and ideals and norms which define the way of life within the organization and which provide the bases for socializing members and obtaining their compliance. (pp. 106-107)

With this understanding of culture, and understanding the importance of culture to leadership, how then can a leader impact on this important aspect of an organization? Srivastva and Barrett (1986) pictured leaders as midwives, communicating through symbols and actions and reinforcing norms with supportive behaviors at all levels of their organizations. Bennis and Nanus (1985) provided us with the term social architect to describe a leader involved in cultural change. Bennis and Nanus use this term because it implies change and that a leader can, in fact, change and impact on a culture. While Bennis and Nanus view culture as much more malleable than either myself or Schein (1985), I prefer the term social architect because it implies the artform of leadership. Expanding the way the concept of the artform of leadership was used by Bennis (1983), leadership in cultural change is an artform, where inspiration or a

vision may provide a starting point but that the final product is not predetermined. Change or impact on the culture by a leader is not through any simple rational cause and effect relationship. That a leader in a transformational leadership relationship with followers will have an effect on the culture of the organization is assumed because the relationship operates on the level of needs, wants, and values. Leaders impact on their organization's culture by living and exhibiting through their actions their values and vision, for as Foster (1986) stated, "leaders can change a culture, but not by following particular programs of intervention. Instead, they change a culture through their own enactments of the aspects of culture they value" (p. 136).

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study is to examine transforming leadership within a context where this relationship exists. Specifically, I focused on the National Association for Campus Activities (NACA) and its Executive Director, Stephen Slagle. I selected this venue for my study because I believed leadership has been present in the Association and that Slagle has functioned as a transformational leader. My research focused on the activities of both the Association as a whole and on the activities of Slagle as he interacted with the many volunteer officers and employees in the organization.

Methodological Framework

This study took the form of qualitative research, which was described by Van Maanen, Dabbs, & Faulkner (1982, p. 16) as having the researcher observe the phenomena in their natural world without prior commitment to any specific theoretical model. Furthermore, the investigative process was based on a naturalistic paradigm, which "views truth as ineluctable, that is, as ultimately inescapable" (Guba &

Lincoln, 1985, p. 55).

Naturalistic inquiry is based on the premise that sufficient experience with or immersion in a group or organization will produce hypotheses and descriptions that accurately reflect the setting. The naturalistic paradigm also views reality as multiple and holistic in nature, and therefore the research design must be able to respond to data and experiences that appear to be divergent rather than convergent (Lincoln & Guba, 1985).

Lincoln and Guba (1985) and Riley (1988) stressed the importance of understanding the context or natural setting in order to interpret the transferability of the meanings and conclusions. This is similar to Pettigrew's (1979) mode of analysis called contextualism, a form of ethnography consisting of vertical and horizontal levels. The vertical phase calls for an immersion in the many layers of meaning because of the need to understand the interdependence between environmental and organizational activity. These are multiple realities that "like the layers of an onion, nest within or complement one another" (Guba & Lincoln, p. 57). The horizontal level refers to the interconnection of activities in historic and future perspectives. Pettigrew (1979) stressed the importance of studying the past and future of an organization in order to understand the information being gathered on its present condition. This longitudinal approach was described as critical, for

organizational dynamics and change can't be captured or understood "by trying to freeze conditions in a traditional research sense" (Cummings, Mohrman, Mohrman, & Ledford, 1985, p. 287). Much as Whyte (1981) described his work, my goal was not to produce a still photograph, but a moving picture of a leadership relationship within the flow of a dynamic organization.

Naturalistic or qualitative research also requires an approach that is "as purely inductive as possible" (Mintzberg, 1983, p. 108). Mintzberg explained the need to measure many elements within the context and language of the organization rather than attempt an objective analysis of a few factors outside of their surrounding. Lawler (1972) called this approach adaptive research design, and my task is to "cast a broad measurement net--measuring as many variables as possible--in order to capture unintended consequences, unexpected interventions, and other unpredictable turns of events" (Cummings et al., 1985, pp. 286-287). This immersion in the context of the experience and the use of inductive techniques is, according to Mintzberg, necessary in order to combine the detective work of the researcher with the creative leap required to describe the phenomena under study.

In this research I attempted to provide an understanding of and give meaning to the leadership relationship within the particular context of NACA in the

spirit of naturalistic research tradition (Bantz, 1983; Glaser & Strauss, 1967; Marshall, 1985). However, I did not assume that I entered the study with no prior conceptual expectations or with a "tabula rosa mind" (Erickson, 1986, p. 140). I engaged in this research with particular biases or beliefs about the nature of leadership, the actions of Slagle, and the operation of NACA. Early in the project I strived to consider these biases and to uncover evidence which both supported and disconfirmed them. I therefore entered this naturalistic study with the approach described by Erickson, understanding that while the process would be emergent, it would be shaped by the constant, strategic decisions I had to make, such as where to go, who to talk to, what to observe.

Participants and Site Selection

The central character in this study is Stephen Slagle, selected because I believed he has been a transformational leader. The participants in the study are those volunteers and employees with whom Slagle interacted in his role as Executive Director of NACA.

The selection of Slagle was based on the familiarity I have had with him during the eight years he has served the Association. I served for three years on the Board of Directors of the organization, two years of which I also functioned as vice chairperson. During this period and for

some years prior to 1982 when I held regional positions in the Association, I observed Slagle in numerous formal and informal settings with both employees and volunteers.

Site Selection

Observations and other methods used in this study had to occur at sites and times when Slagle interacted with the others. The times and sites of data gathering were thus tied to the schedule of the Board of Directors and other policy making and program planning committees of the Association.

Discussions regarding this project were first held with Slagle in Los Angeles, California in October, 1987. I shared with Slagle my ideas, and we considered any problems or benefits either he or the Association might realize from this undertaking. After his approval was received for the study, I contacted the Chairwoman of the NACA Board of Directors, described the nature of the study, and received her authorization to proceed.

The first phase of the study took place during eight days in February, 1988, in Washington, DC during the winter meeting of the Board of Directors at the Association's annual national convention. All regional and national committee volunteers as well as numerous employees from the national office were present. The four days of meetings prior to the convention permitted me many opportunities for

observations in formal and informal settings as well as access to key personnel for interviews and discussions. During the five days of the convention I contacted informants to follow up on issues or questions raised during the meetings and I made additional observations at formal receptions, social gatherings, and supplemental meetings.

The second period of data gathering occurred in May, 1988 at the first meeting of the new Executive Committee of the Board of Directors. This meeting was held at the national office in Columbia, South Carolina. This meeting allowed me to observe Slagle's interaction with both Association officers and office staff as well as providing an opportunity for a review of Association documents, publications, and correspondence.

During these five days in Columbia, I was in constant contact with the officers of the Association, meeting, dining, and being housed with them. I was also given the freedom to spend time in the offices of the Association, meeting with staff and observing their interactions. In addition, Slagle granted me complete access to his personal office and instructed his secretary to make all of his files and correspondence available to me. All employees of the Association were extremely cooperative and in fact very open to participating in this study.

Observations and interviews also took place during the week-long Board of Directors meeting in July, 1988 in

Fayetteville, Arkansas. The summer meeting has historically been the most productive meeting for the Board since the duties and responsibilities of the national convention often become a potent distraction during the February meeting. A few key office employees as well as regional and national volunteers attended this meeting.

The fourth period for data gathering was during the Executive Committee meeting in November, 1988 in Los Angeles, California. Additional interviews and discussions with informants were held at various times during the winter of 1989, both in person and on the telephone. Final interviews, observations, and discussions took place during the February, 1989 Board meeting and national convention in Nashville, Tennessee.

Participants

NACA was selected as the venue for this study because my familiarity with the activities of the Association had led me to believe transformational leadership has been present during the recent past. Slagle was selected as the key subject in the study for three reasons. First, many of the transformative changes in the organization have occurred since his selection as Executive Director. Second, although his position places him in an important position of power and influence, he does not serve as the CEO either overtly or covertly. This provided me with the opportunity to study

transformational leadership in circumstances different than most other recent studies which have focused on individuals who by their position direct their organization. The final reason for my selection of Slagle was that he also does not exude those charismatic behaviors possessed by the subjects in many other leadership studies.

With Slagle serving as the central character in this study, and from my understanding of the Association's operation gained from prior experience with it, I determined that four key staff employees in the national office and the chairs of the NACA Board of Directors would be the core group to interview as sources of information for this study. Starting with the individual who served as Chair of the Board when Slagle was hired, I was able to interview each of the seven chairs of the Board as well as the key employees. At the end of each interview, I asked each subject to name three people with whom I should meet in order to understand Slagle and changes in the Association. This produced a larger pool of people (Appendix A) from which to draw information through formal interviews.

As the data being gathered appeared to be overwhelmingly in support of my preliminary theories, I sought out disconfirming sources, as was recommended by Erickson (1986). Key informants provided me with the names of three past or present volunteers who were thought not to be in full support of Slagle and the direction NACA has

taken since his hiring. I was able to contact and conduct interviews with two of these individuals.

In total, formal interviews were held with fourteen NACA volunteers and nine present or former employees in the national office. Six individuals also received second interviews. There were numerous additional short, informal discussions with most of the participants. Slagle was formally interviewed six times for a total of over seven hours. There were also numerous, brief, five or ten minute discussions with Slagle at receptions, dinners, rides in the car and elevators, or while relaxing in lounges.

My familiarity in the Association and the cooperation of members of the organization with this study permitted me many short conversations with other members of the Board of Directors, regional volunteers, and office staff members. While I usually began these conversations regarding a specific issue or question, I discovered people would often seek me out to discuss the study and volunteer opinions or information. Some of this unsolicited data became useful and was confirmed through other sources.

Instrumentation

The naturalistic model for research calls for the researcher as a human being to serve as the instrument. In this manner I was "inclined toward methods that are extensions of normal human activities" and therefore used

activities such as "interviewing, observing, mining available documents and records, taking account of nonverbal cues, and interpreting inadvertent unobtrusive measures" (Lincoln and Guba, 1985, p. 199).

The exact design of this study was emergent and flowed with the data and information as they were uncovered. The research design was emergent because meaning had to be determined by its context, because of the existence of multiple realities, and because meanings are also contingent on the interaction between research and the context (Geer, 1969, p. 208).

This research approach called for me to develop preliminary conclusions from my observations and interviews and then test them through further observations (Dodge and Bogdan, 1974). I continued this process of research until two conditions existed. First was when continued research yielded "redundancy without useful reinforcement or produced seriously diminishing returns" (Guba and Lincoln, 1985, p. 100). The second signal for the end of the data gathering process was when the data on the relationships and context felt integrated and the available information converged.

Researcher as Instrument

A key decision I had to make in the beginning of this project was whether I, as the instrument in this study, had the requisite skills for the interviews and observations

required in this research approach. This review considered four areas in my background: educational experience, professional experience, familiarity with the purpose and operation of the organization, and experience gained in prior research projects.

An important part of my educational experience which contributed to my research skills was developed during my master's degree program in student personnel administration at Indiana University. My interview skills were evaluated and improved during the counseling segment of this program, which included the video taping of interview sessions and the critique of my technique by professors. The program at Indiana University placed considerable focus on the advising role of student personnel administrators. Here, skills in observing and advising committees and groups were taught and practiced.

Research techniques were also learned and improved during my studies at the University of San Diego. Here, I learned the techniques for taking field notes and the systemized approach for organizing and analyzing qualitative research information.

Additional educational opportunities have come through participation in professional conferences of educational associations at the national and regional levels. During the past fifteen years I have attended over fifty such professional conferences and participated in many

educational presentations and workshops on observing, advising, and improving the functioning of groups and committees. I have found that many of these skills were transferable to my research in this study.

I also found that my professional experiences contributed to providing me with the necessary skills for this project. For twelve years at two different colleges I was responsible for annually advising five policy making and/or budgetary committees which met on a weekly basis. In the context of these groups, my advising responsibilities included both observing the process as well as the product of these groups while also providing them with the necessary information or group process skills to accomplish their goals. Additional responsibilities included working with individuals in these groups to improve their management or leadership skills, and to support and encourage leadership when it occurred. This experience has provided me with highly tuned observation skills regarding the functioning of committees and groups.

My familiarity with the purpose and operation of NACA comes from my ten years of service in positions of authority in the organization. For seven years I served in various positions in the New England region of NACA. Here, my responsibilities included three years of directing all regional activities of the Association and one year of chairing a three day, regional conference with 80 exhibiting

firms, 120 educational sessions, the showcasing of 35 live performers or acts, and over 800 delegates. I was then elected by the national members to serve on the NACA Board of Directors for a three year term. During the last two years of this term I was also elected to serve a Vice Chair for regions. The coordination of the activities of the eleven regions of the Association placed me in a position to oversee a majority of the programs and services delivered to schools by the organization. As Vice Chair I served on the Executive Committee of the Board of Directors and thus was in a position to receive updated information on all issues concerning NACA. I also participated as a member of the Board in the vote to hire Slagle in 1983, and I was preparing to begin my term as Vice Chair as he assumed his position as Executive Director.

This familiarity with the organization was a double edged sword. Both Whyte (1981) and Kotter (1982) discussed how access to the research site and cooperation of those involved was usually a major problem for the researcher. My past experience in NACA was of great benefit for the study in gaining access and cooperation from volunteers and employees of the Association. At the same time this very immersion in the research circumstances could have led to my going native, of losing my role as a researcher and become but another participant in the situation. I combated these tendencies in a number of ways. First, I tried to focus on

negative instances to balance the supportive data I was receiving. Secondly, I entered the research process with the willingness to be proven wrong, and I was surprised at some of the observations I encountered and conclusions I drew in the study. Thirdly, I kept a separate notebook for my feelings and thoughts about the process, which helped to draw me out of the content and reinforce my role as a researcher. And finally, I attempted to make clear to all participants in the study my new role as a researcher.

My success at this later point was confirmed toward the end of the February, 1988 Board meeting by comments by Raymon Parker, then Chair-elect of NACA. Parker and others had invited me a number of times to private parties or receptions in the Board of Directors suite in the hotel during the meetings and convention, but I refused all invitations unless I knew Slagle would be present. At the end of the convention Parker confided that at first he was a bit taken aback by my absence, perhaps because I had been a regular participant in past years, but then he stated he realized that my absence was probably my way of showing that at this point in time I had a different role. At the later meetings in May and July, 1988, I felt volunteers and employees accepted my presence at both formal and social activities as a welcome guest whether I quietly observed and attempted to become invisible or participated in the gathering.

The final area I reviewed was of the experience I had in carrying out qualitative research projects, including interviews, observations, and the analysis of the data generated. Two projects came to mind which have provided me with this kind of experience.

The first research project took place from January until May, 1987. I had made an assumption that an owner of a business with whom I was familiar was a transforming leader as described by Burns (1978). I spent almost a month working in the business and studying the relationships present as a participant observer. Interviews were held and tape recorded with other employees and observations were made and noted through the use of field notes. I also kept a diary as to my impressions of both the process of inquiry and on the content of the study. While the study itself did not reveal a transformational leader but rather, a charismatic relationship in an organization which fostered a climate of questionable moral standards, I did learn a great deal about research techniques and the need for the researcher to remain detached and not go native. I also confronted and resolved the issue of having my original assumption being proven wrong.

The second research project involved evaluating the operation of an office on a university campus. I had began working part time in an office where members were struggling to update and upgrade their operational systems. With the

approval and urging of office members, I worked as a participant observer, interviewing members and observing office processes. Combining the data generated here with the history of the organization led to an evaluation report with recommendations for changes. Here again was an opportunity to hone my research skills while also receiving a critical evaluation of my work.

I, therefore, believe my professional and educational experiences have provided me with the knowledge and skills to undertake this research project.

Data Collection

Collection of data for this project was in the form of interviews of key informants, observations of both policy making committees and office operations, a review of Association records and documents, and the observation and interpretation of unobtrusive measures. Systemized data collection occurred from February, 1988 through February, 1989.

I approached this process as one of "progressive problem solving, in which issues of sampling, hypothesis generation, and hypothesis testing go hand in hand" (Erickson, 1986, p. 140). As discussed by Denzin (1971), Lincoln and Guba (1985), and Yin (1984), I sought multiple sources of evidence as a method to increase the confirmability of the data and conclusions developed in this

naturalistic inquiry.

Interviews. The interview process was a key component in the collection of data for this study. "The interview has a long and noble history" (Levinson & Rosenthal, 1984, p. 8) and has become a common tool in the study of leadership and organizations (Bennis & Nanus, 1985; Freiberg, 1987; Kanter, 1983; Kotter, 1982, 1988; Kouzes & Posner, 1987; Maccoby, 1981; O'Toole, 1985; Peters & Austin, 1985; Peters & Waterman, 1982; Potts & Behr, 1987; Tichy & Devanna, 1986a).

My approach to the interview process was to follow the advice of Whyte (1984), who urged field workers not to treat participants in interviews or interactions as passive responders. Whether described as collaborators (Cummings et al., 1985; Goodman, 1985; Whyte, 1981) or co-investigators (Bennis & Nanus, 1985; Tesch, 1984), I attempted to have the participants of the interviews become involved in the process of research, to interest them in the subject and topic rather than having them simply statically responding to my questions. I tried to have each interview become an open-ended dialogue as described by Bennis & Nanus (1985), Maccoby (1988) and Tesch (1984). This often led individuals to offer examples of events or thoughts which led me to new directions of investigation or provided new insights. It also often led to my explaining the process of naturalistic

inquiry at the end of a number of the interviews.

The first step in each interview was to arrange a time and place convenient to the subject. Often, this led to interviews being held in people's hotel rooms or offices, and I believe they were more comfortable and relaxed when on their own turf. Holding the interviews in these locations also allowed the person to often provide me with copies of letters or reports to illustrate an idea or event. The negative part of this process was the time I spent at conferences or meetings waiting for subjects to call to arrange an interview session when they had an hour break in their busy schedule. Interviews began as early as 7:00 a. m. and as late as 12:00 midnight, and one late night interview had to be politely ended and rescheduled for the next day when I realized the individual had thoroughly enjoyed himself at a social gathering earlier that evening and his thoughts were somewhat clouded. Likewise, one early morning interview had to be rescheduled because the individual arrived with a hangover.

In developing a format for the interviews, I first reviewed the questionnaires and techniques developed by other researchers (Bennis & Nanus, 1985; Kotter, 1982; Levinson & Rosenthal, 1984; Maccoby, 1981; Spradley, 1979; Weller, 1988). My approach was to use a mixture of descriptive, structural, and contrast questions as described by Spradley (1979). Each person was asked to describe their

background and experience in the Association and the nature and extent of their contact with Slagle. Each individual was then asked to contrast both Slagle and the Association today with how they were seven years ago and then to speculate on the future of Slagle and NACA. An additional common question in all interviews was to name three persons with whom I needed to speak to really understand Slagle and NACA.

These common questions were supplemented by both specific questions I developed because of each participant's particular background or from data generated earlier. Since data analysis commenced with the first gathering of data, the issues I raised in each discussion were also used to confirm or deny data discovered earlier in the research or to investigate new avenues of interest. An example of this occurred during my interview with Larry Payton, who was serving as Chair of the Board of Directors when Slagle was hired. Payton was my first interview. During the discussion of Slagle, Payton mentioned how he had never really seen Slagle defeated, of how Slagle always seemed to be looking forward and looked at defeats as an opportunity to learn. This issue interested me as a trait of both Slagle and the Association, and it was incorporated into future interviews with other subjects.

During each of the interviews I supported the responses of the subjects through verbal and nonverbal cues. I

especially supported their telling stories to illustrate their ideas or to recapture events, as is advocated by other researchers (Bennis & Nanus, 1985; Calas & Smircich, 1988; Kotter, 1988; Peters, 1987; Waterman, 1987). All interviews were audio taped with the permission of the subjects and then transcribed for review.

The interviews with Slagle differed than those with other subjects in both content and structure. Due to the extended nature of our discussions, Slagle occasionally led the dialogue beyond the NACA context and into theoretical discussions about leadership, management, the future, and education. I use the term discussions to describe these interviews because they often became stimulating exchanges between two individuals interested in exploring the nature of leadership. In fact, a few months after I stopped collecting data, Slagle spoke with me on the telephone of how he had missed our discussions about leadership, since he stated he had few others with whom to share his very personal thoughts on this subject. I believe Slagle truly became a co-investigator in this research.

Observations. The growing interest and use of direct observation in studying leaders, and the need for the use of qualitative techniques to unravel the leadership relationship was described by Bryman (1986). For if leadership is a relationship and thus an interactional

process, then "observations must be used when the variables of research are interactive and interpersonal in nature" (Derlinger, 1973, p. 554). While Luthans and Lockwood (1984) have developed an observational system for leaders, observations have been used in a more naturalistic or emergent form in a number of recent studies in leadership (Bennis & Nanus, 1985; Kotter, 1988; Maccoby, 1981; O'Toole, 1985).

In addition, observations occurred during 32 hours of formal meetings of the Board of Directors and 18 hours of meetings of the Executive Committee. At various times during these observations, a record was kept of the number of times Slagle or other key individuals initiated or responded with particular forms of communication (giving or asking for opinion, giving or asking for information, correcting or supporting statements by the Chair, etc.). I also visited other volunteer committees for observations.

Observations were also made during many receptions, dinners, and other social gatherings attended by the key volunteers and employees of the Association. My visit to Columbia, South Carolina also provided an opportunity to observe the staff in the national office while at work.

Field notes. Field notes were kept and organized as working notes as described by Agar (1980). These notes were a record of my observations, thoughts, ideas, and key

concepts. They served as an important tool in the continual analysis of information during the data gathering process. The notes were organized to separate my observations from the comments of subjects and the details of incidents I was recording. In a similar manner, I also separated emerging hypotheses concerning the subject of the research from my diary of thoughts on the progress of the research.

The constant possession of this notebook and field notes was of special importance during the many brief conversations I would often have with key volunteers or employees. These discussions would be used to follow up on questions I had from earlier observations. Opportunities for discussions often came at odd or unexpected times, and my ability to quickly review my field notes and gain access to ideas from earlier interviews or observations was critical in making the best use of these opportune moments.

Mining of available documents. The Association and its volunteers and employees were extremely cooperative in making available reports and other important documents during the study. The visit to the national office provided me with an important opportunity for this review. Slagle made his office available for my use and examination while he was gone and instructed his secretary to make all of his files of correspondence available for my review. The office visit also provided me with an opportunity to review all of

the magazines, reports, and other formal publications of NACA. NACA publishes a magazine eight times a year with a one page editorial by Slagle. This provided a historical record of the significant issues Slagle had addressed since becoming Executive Director.

During the study, I was placed on the Board mailing list and thus copies of reports from volunteers and employees were made available to me from the national office. I was also privy to copies of reports or personal notes of limited circulation which certain key informants gave me and which often provided background information for properly understanding a topic under discussion. In addition, Slagle approached me a number of times and asked if I was regularly receiving all materials I thought necessary for this project.

Unobtrusive measures. Webb and Weick (1979) described the use of unobtrusive measures in doing qualitative research. For instance, they suggested that researchers be playful in searching for a wide variety of data sources and to use information even if it might "seem nonserious, untraditional, or puzzling" (Webb & Weick, p. 212). I found I made notations of activities or occurrences which supported or disconfirmed ideas generated through other data collection techniques. For example, during my observations of Board meetings, it became apparent that the frequency of

members leaving the meeting table for coffee or trips to the bathroom corresponded to particular individuals who were presenting a report or speaking to an issue. Likewise, it became interesting to observe the seating of members of the Board around the table, with certain individuals always being either next to or directly across from the Chair of the Board.

Similar types of observations were made at the national office in Columbia, South Carolina. The virtual lack of closed office doors, the free flow of people into each other's offices, and the physical arrangement of Slagle's office supported some ideas on the encouragement of collaborative work and informal relationships generated from other data collection techniques.

Data Analysis

Since the exact design and determination of instrumentation had to occur on site, analysis of the data began with the first observations in February, 1988. I was engaged "in continuous data analysis, so that every new act of investigation took into account everything that had been learned so far" (Lincoln and Guba, 1985, p. 209). Data gathering and analysis became "highly intertwined" (Kotter, 1982, p. 153). As described by Yin (1984), my process of collecting data was "not merely a matter of recording data in a mechanical fashion, as it is in some other types of

research" (p. 59). My task was to interpret the data as it was collected so that I would know immediately if the information was critical either in contradicting other sources or unique and might require additional evidence collection (p. 59).

Data was collected in different forms and tested in different settings and within relationships between different individuals. These varied settings and sources were used in order to triangulate the data. In qualitative research, this need for triangulation, or corroboration of data collected through one method to be confirmed through use of another method, is described by a number of authors (Agar, 1980; Fielding & Fielding, 1986; Jick, 1979; Kirk & Miller, 1986; Tesch, 1984; Whyte, 1984; Yin, 1984). The need to triangulate was especially true in my analysis of interview data, which by its nature can be of questionable validity because it is one step removed from direct experience (Fielding & Fielding, 1986). Thus, not only were interviews of different subjects compared, but also data from direct observations were used, when possible, to confirm ideas generated through interviews as was suggested in a number of studies (Agar, 1980; Fielding & Fielding, 1986; Whyte, 1984). In a similar fashion, information from observations was used to prepare questions and topics for discussion in later interviews.

All interviews were audio tape recorded with the

permission of the subjects. All of the tapes of interviews with Slagle were transcribed by myself, while all other tapes were transcribed by a secretary engaged for this task. A first step in the analysis after data collection was completed was to listen to the interviews for a sense of the whole, a gestalt, as was recommended by Hycner (1982) and Tesch (1984). I then listened to the tapes while reading the transcripts and then while reviewing my fieldnotes. Use of my fieldnotes provided comments on nonverbal cues picked up during the interview, which aided in a full understanding of the interviews.

Themes emerged from this analysis and review of the data, and in some cases additional telephone calls to participants in the study to reconfirm information or request additional opinions or observations were necessary. Themes were connected and developed until they could be placed into a thick description grounded in the context of the leadership relationships of the National Association for Campus Activities. In order to present these themes in a holistic manner so that they can be understood by those unfamiliar with the particular context of the study, I included a history of NACA and some background information on Slagle's entry as Executive Director in Chapter 5.

Treatment Of Potential Concerns Or Limitations

As was discussed by Whyte (1984), it is important for a

field worker to "integrate ethical considerations into the planning process" (p. 219). Thus, prior to entering the research project, I tried to recognize and consider potential ethical or methodological concerns which could impact on the study.

When entering into this project I was concerned about my objectivity in making observations since I began with the assumption that transformational leadership was present in NACA. I, therefore, approached the research with the "concept of objectivity as the willingness to take an intellectual risk, the risk of being demonstrable wrong" (Kirk & Miller, 1986, p. 10). As was discussed earlier, a previous research project had concluded with my rejection of prior assumptions. In this study, I was quite surprised at some of the information I collected and some of the themes which emerged. I also searched for negative instances of both my assumptions and of the themes as they emerged.

A second concern in this and all field research is of the researcher going native. I first addressed this by stressing to participants my new role as researcher and not as a volunteer in the Association. Secondly, most of the issues, while familiar, were not ones in which I had a personal stake, and I felt no great urge to participate in the content of discussions. This was because of the three year lapse between my resignation from the Board and the initiation of this investigation. People in the

organization knew me, which assisted in shortening the period of enculturation and infiltration into the culture, but I was not tied directly to any important issues.

A third concern was how my presence would influence the relationships and interactions I was studying. There are many studies that discuss the manner in which the researcher impacts on the culture and organization under study (Deetz, 1985; Guba and Lincoln, 1985; Lincoln and Guba, 1985; Miles, 1983; Pettigrew, 1985). I tried to minimize my impact by my familiarity with the members of the groups under study and by assuming a low profile at meetings and social gatherings. Most members of the Board of Directors, other policy-making committees, and employees were familiar with me, and my presence did not appear to be disruptive of normal procedures. I also spoke with members of various groups who also stated my presence did not seem to be disruptive.

A fourth concern I had prior to entering the research was of receiving full consent from all participants. While Punch (1986) stated that the researcher can't be expected to negotiate access and consent with everyone who may fall within the study, I was concerned that the fluid nature of participation at NACA meetings might lead me to unknowingly include an individual who did not wish to participate.

Approval for the study was first received from Slagle and Caryl Stern, the 1988 Chairwoman of the Board of Directors, before the February, 1988 convention and

meeting. Prior to the beginning of the first Board meeting in Washington, Stern allowed me to address the entire Board. I stated the purpose of my study and the methodology to be used, and asked that anyone who did not wish to be included to contact me. None did, but many members sought me out to discuss project throughout the year. I also contacted the heads of other important policy-making committees to ensure they were aware of my study and thus could notify the members of their group. Finally, at a meeting with his staff, Slagle shared the purpose of my study and the reason for my presence at meetings and in the office.

Protection of Human Subjects

Steps were taken to protect the rights of the subjects in this study. After a discussion with Slagle brought preliminary consent, a summary of the nature and methodology of this study was prepared for review by the USD Committee on the Protection of Human Subjects. This summary included information on the background and purposes of the research, a description of the research methodology, and a statement of the risks and benefits to the subjects. The committee gave approval to the proposal as submitted.

Final approval was then received from Slagle for this study after the development of a mutually acceptable agreement for protecting his rights and welfare (see Appendix B). I then contacted and discussed the study with

Caryl Stern, 1988 Chair of the NACA Board of Directors, and her approval to proceed was received. Stern permitted me time to state the purpose and methodology of my study to the entire Board of Directors and assembled national office staff members at the beginning of the first Board meeting in February, 1988.

Prior to beginning each interview, I outlined the purpose and methodology of my study and asked them to read and sign a protection of human rights agreement (Appendix C). I stressed to each participant prior to the interview that their names would remain confidential should they wish, but no individual requested confidentiality.

CHAPTER IV
CARVING OUT A PROFESSIONAL NICHE:
THE NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

The twenty-nine year history of the National Association for Campus Activities (NACA) is one of dedicated volunteers continually evaluating the purpose and services of an organization in order to meet the changing needs of their constituents. Its growth and maturity, from a small regional meeting of college talent buyers intent on saving money to a national educational association with a broad focus, is full of successes, name changes, fights for recognition and respect, and a near bankruptcy. The one common denominator evident in its history is a rejection of any central authority in decision making and a reliance on many layers of volunteers having access and input on all important decisions of the Association.

NACA: A Historical Perspective

The roots of NACA begin in 1960. During the ten years prior to this date colleges and universities had hastened an expansion of their involvement in the lives of their

students outside of the classroom. More and more colleges wished to provide high quality social and cultural programs for both their students and the local community. One major problem they faced in booking recognized entertainers onto their campuses was financial. Students wanted to see nationally known performers on campus, but the cost to bring a major star to a college far from a large city for just one performance was exorbitant. Colleges discovered they were competing with clubs or theaters in major cities, into which travel was easier and less expensive and the potential audience would allow multiple performances. Colleges, therefore, found that in order to have a star performer on their campus they were often asked to pay two or three times what was charged for a performance at an urban venue.

But even when willing and able to pay a very high fee for a performance, college administrators discovered they faced another major problem. Artists often refused to travel hundreds of miles by car over two or three days for just one performance date no matter what fee was promised. Thus, colleges were faced with both financial and routing problems in booking quality entertainment.

A small group of college administrators in the southeastern United States met in 1960 to discuss these problems. Their solution was to cooperatively book entertainers on consecutive nights within a limited geographical area. In return for the savings through

reduced travel expenses and guaranteed multiple playing dates for performances, entertainers and their representatives were asked to reduce the fees they charged to the colleges. "The process was unique since it meant a shift from agents planning tours to cooperative efforts by both the agents and the colleges" (de Hart & McDonald, 1984, p. 29).

De Hart and McDonald, two of the early founders of the Association, recalled that the first successful block was for six dates during the week of October 19, 1960. The act booked was Mimi Kelly, a well known Broadway actress and a star in Finian's Rainbow. This and other early blocks were coordinated through the mail and by telephone. This early success led student union staff members to begin discussing this block-booking concept at regional and national meetings of the Association of College Unions-International (ACU-I), an organization dedicated to enhancing extracurricular and cocurricular programs on college campuses within a college union building. Staff members concluded that expansion of this concept to include both bigger name entertainers and more performances would require face-to-face meetings among college officials and talent agents, a project the ACU-I was not interested in sponsoring due to its historic educational thrust. A first meeting for this block booking of performers was held at Duke University on May 24, 1963 and attended by representatives from fifteen colleges and five

talent agencies. The meeting was successful and both college staffs and talent agents saw substantial financial savings and urged future gatherings.

During the next five years the Block Booking Conference, as this organization became known, grew both in numbers of delegates, length of the conference, and stature of the artists represented. While continuing to hold meetings to schedule performers on college campuses, the conference began to expand its activities. First was the addition of the live showcasing of talent for the college talent buyers in attendance. This promoted and especially aided those new or young acts who performed and stimulated the buyers to indeed form blocks of dates. The second expansion at the conference was to sponsor educational sessions for college representatives on such topics as negotiating contracts and the promotion of entertainment, a natural extension of the conference's primary function as a talent marketplace for colleges. Since these early meetings were coordinated by Dave Phillips from North Carolina State University, the coordination of the organization moved when Phillips accepted a position at the University of South Carolina (USC). According to de Hart and McDonald, USC provided important staff support and space for the growth of NACA during its early years.

An important shift in the organization occurred in 1968 when student delegates at the annual Block Booking

Conference, upset at what they perceived as the continued unfair high pricing of artists, decided "to form a national organization to share information and continue to cooperatively buy talent" (Matthews, 1984, p. 34). While the early years of the Association had seen the college administrators and talent managers cooperatively working to save both money, the students viewed some agents as unfairly inflating the price of entertainers, thus negating any real savings to colleges through the forming of blocks. The sharing of information between buyers at colleges was seen as a way to ensure that block prices offered by agents were indeed significantly discounted below the price charged for isolated dates. The Block Booking Conference organizers met soon after and formed the National Entertainment Conference (NEC). Due to his interest, his past work, and the support of USC, Phillips was named the first Executive Director of the organization, a volunteer position at this time. Headquarters for NEC was established at donated facilities on the USC campus.

Matthews (1984) recalled that the organization continued to grow beyond the southeast, expanding statewide meetings into the northeast and midwest and negotiating special discounts from firms for member schools. The nation began to be divided for organizational purposes into elements called units, which usually followed state boundaries. Volunteers in each unit began sponsoring

smaller conferences or programs which mirrored the activities of the national organization. When this growth and expansion of services to members led to the need for a full-time Executive Director, Phillips resigned from his staff position at USC, assumed the position, and moved the office off the USC campus but it still remained in Columbia, South Carolina.

While membership continued to soar into the new decade, a real shift in the focus of the Association occurred in June, 1970 with the establishment of eight standing educational committees and the commitment of one-third of all conference time to educational purposes. Educational sessions at conferences expanded beyond simple "how to" sessions regarding the planning and presentation of programs or performances to leadership and other more academic topics. Later, a graduate program at USC in campus activities programming was given recognition and support from the Association's Board of Directors.

The mid-1970s brought three challenges and changes to the Association. First, the explosive growth was creating an organization truly national in its scope with states organizing to deliver programs to local schools. It was apparent that neither the small office in South Carolina nor the Board of Directors could coordinate and deliver all services to members in states throughout the nation. In a step to try to alleviate this problem, units grouped

together geographically and the nation was divided for organizational purposes into eleven regions, each directed by volunteers, with programs and services funded by their individual regional operations. Member schools in each region selected regional officers who directed and planned fall conferences which mirrored in their activities the larger national convention held in February.

While one might think that a geographic division of the nation into eleven regions for organizational purposes would be easy and painless, such was not the case for this Association. In an example of how this organization has traditionally allowed all interested parties to have input into decisions which affect them, a problem arose over where to place the Wisconsin Unit. Volunteers in Wisconsin rejected the proposals to join either with Indiana and Illinois or with four other nearby states to form a region of upper midwest states. Wisconsin was therefore moved from a status as a unit and became a one state region, as it continues today.

Second, the Association changed its name to the National Entertainment and Campus Activities Association (NECAA). I recall that the Board of Directors believed this name more accurately reflected the Association's movement into educational and other activities which were not purely entertainment oriented. This change came after some heated discussion among volunteers from all levels in the

Association, for it reflected both a split from the original function of the organization and was seen by associate members as a retreat from the central focus that entertainment had held in NEC.

The third change centered on Phillips. Phillips resigned as Executive Director in June, 1976 because of poor health, and a new face to the Association, Gary English, assumed the position the following December.

During an interview for this study, a past Chairman of the Board of Directors recollected that at this point the Association was doing the "right things for the right reasons but in an uncontrolled pace" (personal communication). He compared the Association to a city which had outgrown its infrastructure. Just as blind expansion can cause a city to not have enough paved roads, schools, sewage treatment facilities, and everything else needed, so the Association needed someone to provide expertise in creating working systems and assist in moving to strengthen the organizational structure while continuing to support some progress. English's background was as an organizational analyst, and when he assumed the position of Executive Director he discovered an organization near bankruptcy and "in a survival or a maintenance mode" (Pruitt, 1984, p. 40).

In addition to these difficulties, the Association at this time began a battle with the Internal Revenue Service

over NECAA's tax exempt status. Record keeping and the filing of government reports had recently become sloppy and erratic under Phillips, and an audit by the government led to a decision that NECAA was a for-profit organization formed for the coordination of entertainment activities rather than an educational association. While English's management expertise corrected the bookkeeping and reporting errors, the quest for tax exempt status, and close scrutiny by the I.R.S., would continue for four years. With the advice and guidance of English, NACA in 1982 established the NACA Educational Foundation as a tax exempt organization which still formally serves as an umbrella for all educational activities of the Association. The officers and Board of Directors of NACA also serve as the officers and Board of Trustees for the Foundation. As is common for many firms with varied activities, all income and expenditures related to educational activities of the Association were funneled through the Foundation for the purpose of minimizing its tax liability.

While these problems beset the organization at a national level, most of the regions flourished. As regional coordinator of the New England region at the time, I remember the regions as a whole were able to create large financial surpluses from their regional conferences because of the extensive system of volunteers and support from member institutions. Each regional steering committee, the

elected volunteers responsible for activities and programs in the specific geographic region, had also grown accustomed to operating independently from supervision by the Board of Directors. A strain between the Board of Directors representing the entire organization and the regional officers intent on protecting their individual turfs became apparent even though virtually every Board member had previously held significant regional positions. Board members were constantly faced with tight budgets and hard decisions on priorities for the entire organization while those regions without a strong financial base also looked to the national organization for additional support services.

This strain sometimes shifted from focusing on the organization's officers to a general disenchantment with the national organization, which included the National Office staff. The regional officers had begun to resent the office staff's growing involvement in issues requiring the setting or interpretation of policy, tasks which were appropriately the sole responsibility of the Board of Directors. While English had provided needed structure to the National Office and continued to provide important advice to the Board of Directors, he became a lightning rod for volunteer disenchantment with the problems the national organization was experiencing. The Association had historically succeeded through the work and leadership of volunteers, with the National Office staff carrying out those policies

and directives determined by the Board of Directors. Such policy decisions by the Board had also traditionally been made after input had been solicited from volunteers at all levels in the organization. English's attempts to have the National Office take a more active role in determining policy and direction for the Association added to the growing volunteer disenchantment. English left in 1982 after providing important organizational and business contributions to the Association. Of special note was the improvement in the quality of the Association's publications, which under English received regional and national recognition.

This most recent portion of the Association's history contained one final name change, again mirroring a shift in its mission. While the educational component of conferences and conventions grew in importance, the Association was also improving the quality of its publications and initiating a monograph series. More and more the term entertainment appeared to incorrectly convey the educational mission of the Association either to its volunteers or to other associations in higher education. At meetings with fellow professional associations in student affairs, the Association was often still viewed as focused on entertainment and thus failed to receive full recognition.

An example of this problem concerned the development of new guidelines for the accreditation of colleges and

universities. The coordinating council for all regional and national accrediting agencies had begun to put pressure on the American Council for Education to provide comprehensive guidelines for the evaluation of college student affairs services. In response to this request, the Council asked student affairs professional associations to meet to develop standards for use by these college accrediting associations. Due to both the entertainment component of NACA's activities and because of the loss of tax exempt status at this time, the ACU-I led a campaign to exclude NACA from participation in this consortium. At this same time, NACA associate members were pressuring the Board of Directors to allow associates to become voting members of the Board, a move which lawyers advised would forever doom the Association's attempt to again receive a tax exempt status as an educational association. While NACA was finally permitted to participate in this accreditation group, this incident did mirror the internal stress NACA was confronting between its entertainment and educational missions. In a move to address this issue, the Board of Directors in 1981 changed the name of the organization to the National Association for Campus Activities, and thus made a distinct break from the limited entertainment focus of the early Block Booking Conference.

NACA In 1982

The resignation of English as Executive Director in 1982 provided the NACA Board of Directors with an opportunity to evaluate its mission and the relationship between the volunteers and National Office staff. As the first Executive Director, Phillips had functioned as an advisor and information provider to the Board and other volunteers, mirroring the role he had played with student groups at North Carolina State and USC. In their roles as student affairs staff on their college campuses, the NACA volunteers were familiar with assisting student and staff committees in making decisions and not relying on any single individual to control or wield power. Thus, while English provided needed management expertise, his unfamiliarity with both the Association and the expectation of heavy involvement of volunteers in all decision making led to problems between the volunteers and National Office staff. As the Assistant Executive Director at that time told me, what the Association needed after English was someone who could both better relate to the volunteer constituency while still having "the skills in budgeting and other management matters an association executive needs" (personal communication).

The challenges facing the new Executive Director and the Board of Directors were significant. The regions had begun to view their activities and finances as separate from

those at the national level. Regional conferences and workshops were drawing over 6,000 delegates each year, more than doubling the attendance at events coordinated on the national level. While the budget for activities sponsored at the national level was lean and provided little surplus, most regions experienced large profits and initiated both individual and collective regional reserve accounts. While there was a considerable disparity between the financial health of the richest and poorest region due to geographic and membership factors, the regions taken as a whole were economically successful. In fact, some regional volunteer treasurers had moved from being simple bookkeepers to also serving as investment counselors to their regional steering committees.

NACA membership also presented challenges. Membership by colleges and universities had leveled off at approximately 900 and additional growth was projected to be incremental, if present at all. The critical membership problem facing the Association came from the associate member category, those talent agencies, film companies, entertainers, and firms which supply products or services related to campus activities. The 1980s had seen a steady drop in this membership category, which had a negative effect on the national budget with fewer firms purchasing exhibit booths at the national convention and fewer potential advertisers for Association publications. This

drop in associate members was attributed by various NACA constituents to one of three reasons: (a) the high cost of attending national conferences, (b) a shift in the entertainment industry to view the college market as having less importance, or (c) a perception among associates that NACA was overemphasizing its educational mission to the detriment of its original entertainment marketplace function. At the very time when associates believed the Association had little concern for their problems, the proposal for adding voting associate representatives to the Board of Directors was rejected.

This process of broadening and strengthening the educational component of the Association while continuing, with a lesser priority, the marketplace function with associates was both a financial and psychological problem. The income derived from associate activities, from purchasing advertisements in programs and the magazine to purchasing exhibit booths and paying showcase fees for performers at conferences and the convention, was an important part of the regional and national budgets. In addition, while student delegates at conferences and conventions were provided with many educational experiences through speakers and sessions at regional and national programs, it was also certain that many of these students were drawn to attend these events because of the entertainment activities presented by associates.

Psychologically, even those Board members most intent on broadening the educational thrust of the Association continued to take great pride in the excitement entertainers brought to NACA events. The impressive list of entertainers who early in their careers had showcased at NACA conferences or conventions included Linda Ronstadt, Kenny Rogers, the Oak Ridge Boys, Harry Chapin, Chicago, B. B. King, Roy Clark, and Hank Williams Jr. Two stories which continue to bring a laugh from NACA veterans are of how the Police were rejected for the 1979 national convention as not being of showcase quality and of how Simon and Garfunkle showcased in their early years together and received virtually no offers for dates to perform by those college programmers in attendance.

Thus, when searching for a new Executive Director in 1982, NACA was faced with divisions between national and regional volunteers, between volunteers and staff members in the National Office, and between the interests of college and associate members. An appreciation of this setting provides the necessary background for both understanding the problems facing the new Executive Director and for appreciating how far the Association and its internal relationships have improved during the past seven years.

Selection Of A New Executive Director

When Slagle was named as the new NACA Executive

Director on March 1, 1983, it was a homecoming. His familiarity with the Association, its mission, and its volunteers and staff had began years earlier. After graduating from the University of Tennessee-Knoxville, Slagle remained on campus and served as Director of Student Publications until 1972. His work in the student affairs field was interrupted by a three year position as a publications specialist and account representative for the Delmar Printing Company in Knoxville, after which he returned to his alma mater and served as Program Director in the Department of Student Activities from 1976-1977.

As Program Director, Slagle was introduced to student development theory and the educational side of student activities when he attended the 1976 NACA Southeast Regional Conference. He recalled that this introduction didn't change the way he dealt with his students, but it explained why the staff was functioning in that particular manner. He began to better appreciate the educational relationship his predecessors in the student activities office had formed with the students at the University of Tennessee-Knoxville, for the staff had left patterns of behavior and relationships which he and his staff continued and maintained. For Slagle, "it all began to make sense" (personal communication).

The day after meeting English at the 1977 national convention, Slagle was offered the position of Director of

Information Services at the NACA National Office. This was English's first appointment as Executive Director. When he began this job in May, 1977, Slagle was excited because it meant an opportunity to return to his first love, publishing. He soon discovered this position also provided an opportunity to blend together his publishing interest with his recent introduction to student development theory. Less than two years later, Slagle was promoted by English to NACA Assistant Executive Director for Publications and Communications, the second highest staff position in the Association. Here his responsibilities were extended more directly into the marketing and educational components of the Association ("NACA Executive Director Post Filled," 1983).

Slagle however left the Association in November, 1981, to join an advertising and public relations firm, remaining in Columbia, South Carolina. In a parting column in the Association's magazine, Slagle noted the accomplishments of the organization and its volunteers. He spoke of the role the organization had, and would continue to have, in moving student activity professionals to become viewed as educators and not simply activity programmers. In his final words, Slagle stated: "Folks, it's been good, and it's been fun.... My NECAA years are filled with memories I'll always treasure.... Thanks for the opportunity to work with such a dynamic and vibrant group of people.... So long" (Slagle,

1981, p. 5). His success at the Association was noted by English in his February, 1982 Executive Director's report when he stated that "it was under Steve's leadership that NECAA publications gained their national reputation and respect" (English, 1982, p. 3).

When the search for a replacement for English began, Larry Payton, then Chairman of the Board of Directors, remembered that Slagle's was but one of many names that immediately sprang up. During interviews for this study, two members of the Executive Director's search committee disclosed that the committee was hopeful of finding an individual with some knowledge or experience in three areas: (a) association management, (b) NACA, its mission and activities, and (c) student development and student activities work in higher education. While exceptional individuals were considered with experience in two of these areas, Slagle was the only candidate who appeared to have quality experience in all three. Phillips, the Association's first Executive Director, understood student development theory and was instrumental in the birth of the organization, yet had no prior association management experience. English had significant management experience yet lacked any understanding or appreciation for student activities work in higher education or the central role of volunteers in NACA. Thus, Payton believed that Slagle's broad experience combined with the fact that he "didn't

burn bridges with volunteers when he left in 1981" (personal communication) led to his selection by the Board of Directors as Executive Director.

Slagle became the NACA Executive Director with considerable knowledge of the Association and support from many volunteers. His immediate concern was to help foster a cooperative working relationship between National Office staff and the regional and national volunteers. Another pressing problem was economic, for while the organization under English had climbed out of bankruptcy and disorder, it still had far to go to ensure long-term financial stability. As Slagle recalled, "in 1983 when our reserves were depleted, we struggled to maintain an adequate cash flow and some of our regions borrowed money to operate" (Slagle, 1989c, p. 8). His challenge would be to help the Association and its volunteers to address these immediate critical problems while not losing focus on the long term needs of their constituents. How this challenge has been met during the past seven years has provided the framework for this study.

CHAPTER V
STEPHEN SLAGLE AND THE
NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES

The purpose of this research is to study leadership. In this chapter I will examine the multiple transformational leadership relationships which have developed in the past six years in NACA. Slagle has served as the focal point in these relationships, but he is not the source of all that happens in these leadership relationships. This is a story not of one superhuman actor who has single handedly transformed an organization and its members, but rather of an individual who functioned as a linchpin for the sharing of leadership within a dynamic organization. My research has shown Slagle has functioned and was aware he served as both teacher and student, leader and follower.

In observing meetings and holding interviews throughout my research, I constantly told the participants that the focus of my study was leadership but that the process I was studying focused both on Slagle and the incidents/individuals which have swirled around him. In this chapter I describe the content of the leadership relationships surrounding Slagle, using categories which

emerged through both the interviews with key volunteers and staff and the observations of committees and the NACA office. I also describe key events in the Association during the past six years within which Slagle, because of his critical position in the organization, played a role. In the end, I want to focus on the particular impact Slagle and the activities he supported has had on this volunteer organization.

Ethics

Virtually every individual interviewed for this study used the terms ethics, honesty, integrity, or morality to describe Slagle's strengths. These words were used by both the volunteers and National Office staff to describe his professional actions, his personal life, and the traits he values in those who surround him.

As a long term volunteer, a past chairperson of the Board of Directors, and a member of the Executive Director search committee in 1983, Sara Boatman has had an eleven year professional relationship with Slagle. When asked what she believed was important to Slagle as a person, her immediate response was ethics and honesty. "I think he has a tremendously high ethical code" Boatman stated, "and I believe one of the worst ways Steve could be wounded is to be accused of being unethical or dishonest" (personal communication, July 11, 1988). Boatman believed that for

Slagle, being ethical is a struggle about what is both right and fair in any given situation. The importance of ethics and honesty to Slagle appeared to have been key values to both Slagle and those who have had a major influence on his life. At one point in our discussions we spoke of the relationships he has had with key professors and mentors. When I asked Slagle what would make these people most proud if they could be present today and observe his work, he responded that it would be "the good reputation from the people I work with regularly and the respect of my peers" (personal communication, November 6, 1988).

Slagle believed ethical responsibility is commonly confused with legal rights, for ethics is not the weighing of what is legally permissible but a dilemma over fairness. As he stated in an editorial:

We cannot not practice good ethical behavior. We cannot choose to ignore the consequences of our actions, nor can we depend solely on others to make all the decisions and choices for us. We have to develop and understand our values and then put them to good use. . . . The quality of our moral and ethical character may be our most crucial asset or liability. (Slagle, 1988b, p. 8)

He believed that the promotion of ethical behavior by NACA is one way through which the organization may have an impact on society. Slagle talked of how the Board or

National Office staff members don't often think or talk about contributing to the common good of society, for "what we do isn't life or death, we don't feed or house people" (personal communication, November 5, 1988). Many staff members and volunteers in the Association did feel there is a real purpose and value in the work they do with students. But Slagle believes that perhaps the biggest contribution can come through consistent ethical behavior and the ripple effect that the contagiousness of such behavior can have on society.

Interactions With The Board Of Directors

As the chief, full-time, staff member of NACA, Slagle is responsible for managing and controlling much current and past information of the Association. As in any volunteer association, NACA relies on its staff in the National Office to accumulate the necessary data, keep all required records, and to undertake the appropriate research to ensure the organization's successful operation both in the present and in the future. Where this basically management function becomes the basis for a leadership relationship is in the way in which this information is presented to the Board and Slagle's rationale for this approach.

Richard Mais, who has served NACA both as a regional volunteer and as the Assistant Executive Director in the National Office under Slagle, explained how Slagle honestly

believes the Board of Directors should make the necessary policy decisions for the organization. While he does control much information, Mais noted that Slagle never seemed to have hidden agendas in the way the information was developed or delivered and never used this command of data resources to manipulate the Board. A similar observation was made by Kevin Fahey, a member of the Executive Director's search committee and past officer of NACA, who stated that "in Board of Directors' meetings, Slagle spoke for what was good for NACA, not what was good for him or would make his life easier" (personal communication, February 18, 1988).

James Ferguson, Board Chairperson in 1985, remembered that "Steve made it much easier for me to do the right thing for the Association" (personal communication, February 17, 1988) because he constantly supplied lots of information, challenged people, and urged Board members to thoroughly analyze all issues. The story Ferguson used to illuminate what he viewed as Slagle's strong ethical standards was the protracted negotiations he had with Slagle in renewing his contract as Executive Director in 1985. With Ferguson located in Arkansas, their distance apart, the need to gather comparative salary information from other associations, and other pressing NACA business caused the contract negotiations to become extended over a number of months. As Ferguson proceeded through this process, he

began to note and was impressed that Slagle was not simply negotiating for himself but was "trying to get something fair for both sides" (personal communication).

Slagle's focus on ethics goes beyond content and into process, according to the 1989 Chairperson of the Board of Directors Raymon Parker. He remembered that Slagle believed that the process was important as well as product, and that it was critical that the process be both fair and perceived to be fair by all constituents. Such fairness is not easy, for as Boatman observed, Slagle "struggled with those closest to him about what is the right thing to do" (personal communication). Parker noted that Slagle stressed the importance of presenting information regarding all sides of an issue and that everyone be provided the opportunity to participate. As noted by past Board Chairperson Dennis Pruitt, an important part of Slagle's ethical standards is that the means must justify the ends in both everyday life as well as at work.

I observed an example of his emphasis on full and equal participation at the May, 1988 Executive Committee meeting of the Board of Directors in Columbia, South Carolina. As members arrived from around the country the evening before the meetings were to begin, the hotel cocktail lounge became a central gathering place to welcome each new arrival. Except for the undergraduate student representative from Wisconsin, who had been appointed to the Board just a few

days earlier, members knew each other very well because of their long involvement in NACA. When the student was the last to arrive into this very convivial group, I observed it was Slagle who moved across the room and sat next to him, introduced him to fellow committee members, and then spent twenty-five minutes in a very close and friendly conversation. I also noted that this special attention and support continued throughout the three days of meetings, support which was critical for a student to truly become an active participant in the meeting. I later observed that the participation level by this student continued to increase, and he became increasingly productive during the summer Board meeting and the fall Executive Committee meeting. The student had become empowered in the Association, and I believe that his NACA involvement had become for him an important educational experience.

This stress on ethics raises the question of how Slagle dealt with those on the Board who did not share his standards. Caryl Stern, 1988 Board Chairperson, spoke of her support for Slagle's strong position on ethical activities and said "he's real interested in his own integrity and in the integrity of others. . . . You can make a mistake, that's okay, but where your ethics is, is important to him" (personal communication, February 19, 1988). Slagle believed that volunteers who engage in questionable ethical practices "tend to be weeded out and

they will not usually rise in the Association" (personal communication). But when such individuals did rise to a more responsible position in the national organization, Slagle tried to develop a "tolerance and a way of interacting with them only in the business setting and not pretend we're friends, buddies, or comrades, . . . keeping the contact only on a professional level" (personal communication).

The real difficulty comes, according to Slagle, when such a person has a key organizational responsibility or may even serve as the chairperson of the Board of Directors. Slagle believed that "the chairperson needs to do well in order for the organization to do well" (personal communication), and thus he tried to ensure that the National Office staff members provide all possible support and challenged them to enable each chairperson to be as good as they can be. Sometimes it meant trying to "do things which will minimize the damage that the chairperson might otherwise do" (personal communication) through pushing for thorough reviews and discussions by all interested parties. At other times Slagle has found that he must "remind a chairperson from time to time that you just can't do this" (personal communication), because of a conflict of interest or the possibility that such an action might be perceived as unfair by certain Association constituents.

An example of such an ethical conflict was described by

a past chairperson of the Board of Directors. As chair, this individual had received a telephone call from a National Office staff member who was in the process of being terminated by Slagle. The staff member asked the chairperson to intervene. After the call, the chair spoke to some individuals in order to learn more about the circumstances of the termination. When Slagle discovered this activity, he admonished the chair for not contacting him first about the call from the staff member. The respondent noted that although the action was not meant to be devious, "Slagle can't tolerate anything done behind his back." Their relationship has been cool and distant ever since due to this and other conflicts, which both individuals have viewed as errors of both commission and omission.

Modeling The Ethical Standards

Slagle did not consciously try to overtly convey his standards to others. Rather, he raised questions of fairness when particular situations arose, whether it was in the office or board room. A recent example of this, which he discussed at length, concerned the Association being approached by an associate member with a business proposition. This associate had contacted MasterCard and wanted NACA to assist in promoting this credit card to students on the campuses of member institutions. In return

for its support in linking MasterCard with colleges, NACA would receive one dollar for each application received through this promotion. This was a legitimate business arrangement, but both the volunteers and Slagle had a concern with the possible motives and trustworthiness of the associate member whose organization would serve as the middle company between NACA and MasterCard. One individual at the meeting suggested that NACA cut its own deal with MasterCard and bypass the questionable associate, but Slagle viewed this action as ethically troubling. Even though the problem came with the middle company, Slagle didn't feel comfortable going around the company since the associate had developed the idea of the promotion and brought it to the Association. Due to this concern, NACA as of this writing has not proceeded with any credit card promotion.

Senior staff members in the National Office spoke often of Slagle's high ethical standards and of how he stressed both fairness and the necessary appearance of fairness in all interactions with association members. Slagle expected staff members to raise ethical dilemmas for discussion when they were encountered. One key assistant spoke of how "Slagle is one of the few people I know who lives up to his own ethical standards . . . I honestly believe that being around him, all of us have a higher expectation of ourselves" (personal communication). Former Chairwoman Boatman observed the same effect of Slagle's ethical

standards:

I have the feeling that someone without a high ethical code in the National Office doesn't last very long. Steve has less control over volunteers, but if we look at the standards of behavior and the practices that have been incorporated since 1983, I think there has been a certain degree of contagion, within reason given such a large organization of volunteers (personal communication).

One change in the Association's key volunteers is in their behaviors. With the important place entertainment has had in the history of the organization, and the social activities coordinating role most volunteers have had on their college campuses, volunteers have traditionally both worked and partied hard at conventions and meetings. NACA lore is full of stories of Board members and other key volunteers being found in unlikely or embarrassing circumstances after consuming large quantities of alcohol. My observations were that much of this outrageous behavior has ceased, and the topic of the role modeling responsibility of volunteers is now openly discussed at Board and Executive Committee meetings. As Boatman confided, it is now acceptable to address the issue of the behavior of volunteers throughout the organization.

Slagle said he has tried to develop an ethical consciousness in those who work around him, especially the

staff in the National Office, where the critical concern for fairness must emanate. Staff members often received requests for special arrangements or consideration from associate and college members. While the NACA staff and volunteers have spent considerable time during the past five years updating and expanding the policy and procedure manual, some issues or requests fall into gray areas. When this occurred, Slagle urged staff to look at each situation as to what needed to be done in order to treat the member fairly. When asked what was done when an Association policy stands in the way of fairness, both Slagle and key staff members stated that they go directly to the chairperson of the Board of Directors to openly discuss the problem and the special circumstances which may require changes or exceptions. Such open discussion of ethical dilemmas with the chair is viewed as proper and is supported by both the staff and the Board of Directors. Figure 1 shows Slagle meeting the National Office conference room with Lou Ross, Director of Marketing Services, and Doris Gant, Administrative Assistant.

There was an incident in 1989 which served as an example the contagiousness and openness of discussion in the NACA office of a ethical dilemma. A custodian in the building which houses the National Office was improperly using acid to clean a drain, and his actions produced a gas which spread throughout the building and caused an

Figure 1. Slagle, in the center, meeting with staff members Lou Ross and Doris Gant.

evacuation of everyone in the building. After the building was declared safe and the tenants returned to their offices, a NACA staff member discovered the gas had damaged a significant amount of sensitive chemical printing supplies. NACA filed a claim with its insurance company, assuming either that company or the firm providing insurance coverage to the owner of the building would pay NACA for the loss. NACA received a settlement from its insurance firm and then, a short time later, also received a check to cover the full amount of the loss from the insurer of the building. When a staff member brought the second check in to show it to Slagle, he asked what she intended to do with it. She

replied "Well, I know what you probably want me to do with it, send it back" (personal communication). The staff member spoke with Slagle for a few minutes about the dilemma of keeping both checks, since it most likely would never have been discovered, but then decided on her own to return the money to one insurer.

For Slagle, this was an important incident. At first, the staff member focused on the issue that no one would probably know if both checks were kept by NACA. It then became an issue of what was right and fair. As Slagle stated, the check was returned to the insurance company, where it was probably routed to the accounting department and deposited without anyone pausing to reflect on this honest action. Slagle said that he doesn't believe followers expect a leader to be a saint, but they do expect that one must be fair. Fairness in all interactions with members and business associates is what he stresses with staff. A key belief he has is in the contagiousness of ethical behavior, that by doing the right thing it will touch another person and then another, all of which does eventually contribute to a more ethical society.

Formal Codes Of Ethics

In June, 1975, NACA adopted a formal code of ethics for college and associate members (Appendix D). This code was intended to provide an ethical format which college and

associate members would follow in their business dealings. The introduction to the code provides a rationale for ethical behavior:

As members of NACA, we believe and advocate that ethical and courteous practices are important in their own right and essential to good business. The NACA Statement of Business Ethics and Standards indicates good business practices that generally have the qualities of honesty, fairness, consideration and enlightened professionalism. We support them in letter and spirit. (NACA Statement of Business Ethics and Standards, 1988, pp. 13-14)

The code contains sections on contracting, courtesy and hospitality, and outlines a formal grievance procedure. It must be signed by associate and college representatives each year as part of the renewal of their institutional membership.

In 1982, the year before Slagle became Executive Director, I chaired the ethics and grievance committee for the Board of Directors. This committee is responsible for working closely with the Executive Director to investigate charges of violations of the ethics code and to pass sanctions against both school and associate members as was deemed necessary. At the time, the procedures for the committee were not clear, and I had the distinct impression that investigating ethical violations was not viewed as a

priority by the National Office staff. Since Slagle became Executive Director, considerable effort has been given to clearing up questions about the entire grievance process, and Slagle is actively involved in investigating disputes and arbitrating settlements between the parties involved in such disputes.

Another ethical code with which Slagle is familiar comes from the American Society of Association Executives (ASAE). During his term as Executive Director, Slagle has become increasingly active in this organization, sending both himself and other staff members to ASAE workshops and conferences, accepting a volunteer position in the organization, and actively reading its literature and regularly sharing its information with the Board of Directors. When I visited his office in May, 1988, I observed that the most recent edition of the ASAE publication Association Management was the only non-NACA publication on or near his desk.

ASAE has a code of ethics which begins with this statement:

This Code of Standards of Conduct for members of the American Society of Association Executives has been adopted to promote and maintain the highest standards of association service and personal conduct among its members. Adherence to these standards is required for membership in the Society, and serves to assure public

confidence in the integrity and service of Association Executives. (American Society of Association Executives, 1988, p. 31)

Given both Slagle's high ethical standards and his interest in ASAE, I developed a questionnaire (see Figure 2) using the twelve statements in the ASAE Standards of Conduct (Appendix E) as a method of triangulating the information I received through my interviews on Slagle's strong ethical standards. Each of these 12 standards was adapted to reflect an ethical standard which respondents then used as a criterion to evaluate Slagle's ethical behavior. Responses were made on an ordinal scale of four categories: 3 - Always displays this characteristic: Steve could serve as a model for Executive Directors of professional associations; 2 - Usually displays this characteristic: one of Steve's strengths; 1 - Sometimes displays this characteristic: Steve could improve here; and 0 - I do not possess the necessary experience to judge this characteristic. The anonymous questionnaire was sent to fourteen critical informants: all past chairpersons of the Board who have worked with Slagle and his key assistants and department heads in the National Office. All fourteen respondents returned the survey.

These individuals were selected to complete this survey because of their close working relationship with Slagle. To digress a bit, it may be important for me to explain why the

ASAE STANDARDS OF CONDUCT QUESTIONNAIRE

ROBERT A. FINK DISSERTATION RESEARCH

Please respond to the following statements according to the degree in which Steve Slagle exhibits the characteristic or behavior. Answer by circling the appropriate number according to the following definitions:

- 3 - Always displays this characteristic: Steve could serve as a model for Executive Directors of professional associations
 2 - Usually displays this characteristic: one of Steve's strengths
 1 - Sometimes displays this characteristic: Steve could improve here
 0 - I do not possess the necessary experience to judge this characteristic

Maintains the highest standard of personal conduct	3	2	1	0
Promotes and encourages the highest level of ethics within the educational profession	3	2	1	0
Maintains loyalty to NACA, and pursues its objectives in ways that are consistent with the public interest	3	2	1	0
Recognizes and discharges his responsibility and that of NACA to uphold all laws and regulations relating to NACA policies and activities	3	2	1	0
Strives for excellence in all aspects of management of NACA	3	2	1	0
Uses only legal and ethical means in all NACA activities	3	2	1	0
Serves all NACA members impartially, provides no special privilege to any individual member, and accepts no personal compensation from a member except with the knowledge and consent of the NACA Board of Directors	3	2	1	0
Maintains the confidentiality of privileged information entrusted or known to him by virtue of his office	3	2	1	0
Refuses to engage in, or countenance, activities for personal gain at the expense of NACA or the educational profession	3	2	1	0
Always communicates NACA internal and external statements in a truthful and accurate manner	3	2	1	0
Cooperates in every reasonable and proper way with other association executives, and works with them in the advancement of the profession of association management	3	2	1	0
Uses every opportunity to improve public understanding of the role of associations	3	2	1	0

Figure 2. Questionnaire based on ASAE Standards of Conduct.

Board chairpersons were key informants. As Slagle and many volunteers have said, to serve as the chairperson of the Board of Directors is to make the ultimate sacrifice in personal time and commitment to NACA. The chairperson is elected by the Board to a three year term, usually after already serving at least two or three years on the Board, including one year on the Executive Committee. During the first year of the three year term, the individual serves as chair-elect, during which his/her primary responsibility is to chair the Finance Committee of the Board and develop the Association's annual budget. Here, the chair-elect works closely with many department heads in the National Office as well as with other staff members at all levels in the organization. During the second year the individual has the responsibility of chairing the Board of Directors, during which time all past individuals who have served in this position recall daily telephone calls with Slagle. The chair also coordinates Slagle's evaluation by the Executive Committee and full Board of Directors and, when required, directs the renegotiation of his employment contract. In the final year of the term, this individual serves as chairperson of the Associate Member Advisory Council, a committee of elected associate members responsible to represent the needs of their group to the Board of Directors and other committees of NACA.

The results of this questionnaire (see Table 1)

Table 1

Results of Standards of Conduct Questionnaire

Summary of Responses			
Questions	Mean	Mode	Range
1	2.71	3	2 - 3
2	2.69	3	2 - 3
3	3.00	3	
4	2.93	3	2 - 3
5	2.57	3	2 - 3
6	2.86	3	2 - 3
7	2.46	2	2 - 3
8	2.93	3	2 - 3
9	2.69	3	2 - 3
10	2.57	3	2 - 3
11	2.58	3	2 - 3
12	2.54	3	1 - 3

reinforced my earlier findings of Slagle's strong ethical position and its recognition and respect by his peers, supervisors, and subordinates. The almost unanimous answer

to all questions but one was 3, that Slagle always displays this characteristic and could serve as a model for other association Executive Directors. The mode was 2 for the statement "Serves all NACA members impartially, provides no special privilege to any individual member, and accepts no personal compensation from a member except with the knowledge and consent of the NACA Board of Directors." In addition, only one individual answered any question with a 1, signifying a need for improvement, and this was for the statement "Uses every opportunity to improve public understanding of the role of associations." This strongly positive response from key staff and Board members reaffirmed the opinion I had formed from the results of my interviews, observations, and experiences regarding Slagle's strong standards of ethics and integrity.

Organizational Knowledge

Another aspect of Slagle's influence within NACA which appeared throughout my interviews and observations was his thorough knowledge of associations in general and NACA in particular. All of the chairpersons of the Board of Directors praised his thorough knowledge and preparation on virtually all issues. As 1989 Board Chairman Raymon Parker stated, "He handles all the information in an amazingly succinct fashion. . . . I've seen him switch from one topic to another to another to another and always the knowledge he

has in his head and the way that he articulates it and in a very neutral fashion when providing information amazes me" (personal communication).

While the role of historian and information provider is common for executive directors of volunteer associations, the thoroughness of preparation and research Slagle displayed were impressive. This thoroughness was reflected in the operation and the intensity of focus by staff members in the National Office. According to fellow staff members, very little time in the office was spent on idle chat. Much of Slagle's day was consumed on the telephone communicating with the hundreds of volunteers throughout the country. Despite being an avid golfer, he used the putter and golf ball returner located in the corner of his office only during extended telephone calls, thanks to an extra long telephone cord. Because of the steady ringing of the telephone, it was not uncommon for a queue of staff to form outside his office in the hallway, waiting for a break between telephone calls in order to ask him a question. Informal communication, with quick questions or updates on problems or issues, was the rule. While there were regularly scheduled weekly staff and departmental meetings, the informal process for sharing information outside of formal reports or meetings was also reflected by the fact that individual office doors were seldom closed. Figure 3 shows Slagle at work at his desk in the National Office.

Figure 3. Slagle at his office desk.

Slagle's role of historian and information provider is most apparent during the meetings of the Board of Directors and the Executive Committee of the Board. As described by former Assistant Executive Director Richard Mais, Slagle didn't manipulate the Board through the control of information. He actively presented multiple options and background information for each potential course of action to the Board without any hidden agendas. While Slagle

presented his opinions and questions to challenge the Board, Mais noted that Slagle "honestly believes the Board of Directors was the group which needs to make all policy decisions" (personal communication).

A technique used by Slagle to emphasize the presentation of information he viewed as critical during Board meetings was asking questions which bordered on being redundant. Since it was not uncommon for the Board of Directors to meet for up to twelve hours in a single day, the attention of members often ebbed and flowed according to the perceived importance of the subject being discussed. Slagle often asked those who presented reports to the Board several questions which were obviously intended to highlight a certain portion of the report for the rest of the group. An example of this technique occurred during the February, 1988 Board meeting while Raymon Parker was presenting his chair-elect report to the Board. A copy of this report had earlier been distributed to members, but Slagle raised a minor question concerning the section on affirmative action, which while it had been a concern for the Board and the Association for some time, had received little real attention until 1988. Since the question asked by Slagle was clearly answered in the report, I later asked Parker why he thought the issue had been raised by the Executive Director. Parker replied that he assumed it was Slagle's way of emphasizing this issue with the Board members. When

I later also discussed this action with Slagle, he admitted that he asked the question to make sure that Board members knew of this information even if they had not had time to read the entire report.

His impressive knowledge of the Association was not just apparent to Board members and his office staff. Two associate members who had been actively involved as volunteers in the business of the Association, Scott Jones and Barbara Meyer, both discussed Slagle's impressive knowledge base and understanding of NACA with me. Meyer noted that Slagle's extensive research on and thorough knowledge of the issues important to associates "has helped bridge the gap between the schools and associates" (personal communication, February 20, 1988). Scott Jones, who has served as a nonvoting associate representative to the Board of Directors, was impressed with Slagle's ability to draw almost immediately upon a vast array of information on very different issues or varied projects. Jones further noted that he believed Slagle used this information with honesty, not withholding or limiting access to information simply because it might not support his particular position.

Jones and Meyer, as well as other respondents in this study, believed that Slagle was respected by the associates as someone with influence who would listen to their concerns and problems. Board members and officers of the Association, all of whom were volunteers from member

colleges, were usually viewed by associates as more interested in the educational side of the Association no matter how impartially they might function. Associates often believed the Board had little real interest in NACA's marketplace function other than to collect and redistribute the income generated through fees charged to associate members. While I don't believe Slagle was viewed as their advocate, the associates believed he would listen to a good argument and take a stand according to what was good for the entire Association. As Sara Boatman stated, Slagle was really good at "looking at an issue, any issue, without vested interest. . . . He seldom puts barricades or roadblocks around issues" (personal communication).

Slagle also shared this extensive knowledge was through the Executive Director column in each issue of Campus Activities Programming, the primary publication of NACA. Slagle used this column to communicate with college and associate members on present and future challenges to NACA, higher education, and the entertainment industry. Topics for his columns concerned issues facing schools (copyright law changes, liability insurance, nontraditional students), the Association (reorganization, volunteerism), and society in general (ethics, leadership).

Another way he conveyed information to volunteers was during meetings of the Board of Directors. Slagle was often observed providing background information during meetings,

both when called on to do so as well as when discussions proceeded down an avenue he believed was not supported by facts. His input with the Board was most apparent during budget discussions at the meetings each February. Here the Board received from the Finance Committee an annual budget proposal for review and approval. While the chair-elect was responsible for both the work of the committee and the budget's presentation to the Board, it was obviously Slagle who had the most thorough command of the budget information. While this should not be surprising due to his position in the National Office, where he regularly dealt with Association income and expenditures, it was the way in which he shared the information that was of interest. During my observations of the budget discussions run by Parker in 1988 and by Hale in 1989, questions by Board members were thrown seemingly onto the table in general and not directed to any one individual to answer. At the first hint that Parker or Hale were unsure of the answer, Slagle jumped in to clarify the issue or answer the question. What was significant is that Slagle's interjections were viewed both by Board members and by Hale and Parker as natural and acceptable. In those budget discussions Slagle often seemed to be following the Socratic model, asking questions to the Board as a whole which would stimulate thought and discussion. This was especially true when the Board was acting quickly on an issue which might have either long term significance

or be of critical importance to any one portion of the membership. Slagle's comments were often bracketed by a presentation of the history of the problem or issue, past attempts to address it, and the rationale the finance committee had chosen to address it in the manner so presented.

Respect And Trust

Many informants spoke of the way Slagle is respected and trusted within NACA. It is a respect which appears to come from both his high ethical standards and his thorough knowledge of the business of the Association, while the trust comes from his consistency and reliability. Past Chairman Lawrence Payton described it by saying "Steve is like E. F. Hutton; he commands respect from those around him" (personal communication).

Slagle's respect and trust were evident in his relationships with the National Office staff members and centered on the commitment Slagle showed for his work and the Association. When asked what Slagle is really good at, W. C. Kirby replied "in running this organization. . . . I'll tell you, I have never seen anybody so dedicated and so involved" (personal communication, February 18, 1988). That opinion was echoed by Nancy Walborn, Director of the NACA Educational Foundation, when she described Slagle as a role model who set a standard for other staff members by his hard

work, but does it without making the work appear tedious or a chore. Jeanne Dunay, Director of Administrative Services, spoke of the contagiousness of Slagle's focus and work ethic. "This is a place for people who actually enjoy working, who like working. . . . People who do not like to work don't stay too terribly long with us, so its not an atmosphere that suits everyone" (personal communication, May 6, 1988).

Some volunteers, however, are concerned about slagle's intense focus and long hours. Four past chairs of the Board of Directors told me of their concern that Slagle may burn out because of the volume of work he brings upon himself. Ferguson opined that Slagle creates more work for himself by supporting new ventures by the Board. Because he is so committed to what is best for the Association and those around him, Slagle focuses his energy even more on new projects which support the organization's growth and development than other Executive Directors might be willing to commit.

The respect and trust Slagle evokes could be seen in virtually every meeting of the Board of Directors. Kevin Fahey spoke of how Slagle has "a style, a demeanor, that when he says something people listen" (personal communication). The NACA Board meetings are very long and tiring, with the group often meeting up to twelve hours in one day. Because of this punishing schedule, it was common

for whispering, shuffling of papers, bathroom visits, and trips for coffee refills to take place during reports and discussions. But I observed that when Slagle spoke on an issue, the group was quiet and he virtually always had the undivided attention of the group. Members seemed to want to be sure they heard what Slagle was going to say.

An interesting observation on Slagle's participation in Board meetings came from Past Chairman Duane Anderson. Anderson had noticed that if the discussion on any topic was divided into quarters, he found Slagle would usually speak during the last quarter. It was, Anderson concluded, Slagle's way of ensuring that all Board members would have an opportunity to give an opinion on the subject without the discussion being overly swayed by his personal opinion, historical perspective, or legal advice. Anderson's observation was confirmed also by both my own observations and the comments of other Board members whom I asked about this phenomena. While such timing of opinion could also be viewed as a method of maximizing the influence his comments would have on an imminent vote, all those I questioned agreed with Anderson's rationale for the behavior.

Response To Failure

During the first interview for this study, Past Board Chair Lawrence Payton spoke of how Slagle handled defeat:

He handles it well when he is defeated. I don't

think that Steve Slagle ever really gets defeated. His views might not be totally accepted by our volunteers, or Board of Directors, or leadership or whatever, but he doesn't get defeated because he does an excellent job of providing database information, if you will, or rationale and reasoning to be presented and then I think he can live with himself well, knowing that he's done the best he could. (personal communication)

Jeanne Dunay agreed with Payton and stated that Slagle understands that he is a public servant and thus is almost never bitter. He realizes the Board of Directors rightfully has the authority in the Association to make policy and that he is the instrument for carrying out the will of the Board. When things do not go his way, according to his Administrative Assistant Doris Gant, Slagle "thinks that some things have a reason for them not working out, and that it was probably for the best" (personal communication).

According to Dennis Pruitt, though, there have been times when a defeated concept or inaction by the Board does "gnaw at him sometimes." Even though "he positions himself going into a major discussion to win, I don't think he subjects himself to the notion of win at all costs" (personal communication).

A proposal to create a for-profit subsidiary to the Association, which was considered at the summer, 1987 Board

of Directors meeting, was perhaps an instance where Slagle put too much of himself into a project. NACA had been looking toward working cooperatively with profit making businesses in order to broaden the base from which it could anticipate increasing future operating funds. The Association was proceeding slowly, understandable because of past questions by the Internal Revenue Service concerning the trade show function of the organization. Legal advice had been provided that any joint projects functioning as an integral part of the Association could threaten NACA's tax exempt status. Slagle and his staff had put together a proposal for Board review to form a for-profit subsidiary to NACA. This auxiliary organization would open up new avenues for revenue to the Association, according to Slagle, while jeopardizing neither NACA's tax exempt status nor the Association's primary educational mission.

Slagle presented the proposal at the summer, 1987 Board of Directors meeting. By all reports I have received from staff and Board members in attendance, this meeting was very poorly run due to a lack of preparation by some key volunteer participants. The issue of forming a subsidiary was raised for consideration at the very end of a difficult week of meetings. After lengthy discussion and review, the Board failed to take any action on the for-profit subsidiary and returned it to the National Office staff for further review and research.

According to Ross, a key aide, this was the only time he had ever seen Slagle upset and "physically defeated." This frustration appeared to have come from two sources. First, Ross described how the subsidiary had become "a real personal project for Slagle" because he viewed the subsidiary as the only source from which to raise additional revenue for the Association in the future. Slagle argued such revenue would be necessary for the organization to grow and survive since "he can see more than anyone else that our membership fees and registration fees are just peaking out right now" (personal communication, February 18, 1988).

Slagle's second source of frustration in this incident, according to his own comments, came from the way the issue was handled by the Board. The proposal was not rejected simply on its own merits, but because the Board was not prepared to even consider this new proposal. Pruitt put another face on the issue: what "really bugs Slagle is people's intolerance for change" (personal communication, May 9, 1988). It was evident that some members had arrived at the meeting without preparing to seriously consider the issues. It was obvious many had not read the proposal or truly considered the concept prior to arriving at the meeting. Coupled with this was the relative ineffectiveness of the Board during most of the meetings, which caused much wasted time and undue stress on the group. As the week began to close, more pressure was placed on the Board to

quickly complete the items on the agenda. By the time the subsidiary issue was raised at the end of the week, the group was prepared neither physically nor intellectually to deal with this important issue. Slagle felt frustrated for both himself and fellow staff members who had worked long and hard on the proposal.

Slagle and Ross talked after that Board meeting. Ross told me what occurred next:

When we walked out of that Board meeting the last night and did not have a for-profit subsidiary vote, I felt defeated and I know he did as well. I felt worn out and I could tell he did too. I just felt like the Board had let us down in a big way. But once we were back in Columbia, Steve helped me realize how far we had to go yet with the whole for-profit subsidiary deal as there was so much more to be learned. In actuality the discussion by the Board that prevented us from having that vote was probably good even though decision wasn't for the right reason. (personal communication)

This ability to not dwell on a defeat and move on to new tasks was echoed by many other informants. Kirby, Butler, and Mais all spoke of how Slagle accepted any defeat and then moved on to the next task or challenge. Slagle himself stated that he didn't take rejections from the Board or other volunteers personally but did feel disappointed and doesn't "like losing when the proposal is in the best

interests of the Association" (personal communication). Gant believed that Slagle feels everything has its time, and therefore proposals sometime need to be pulled back before they can be defeated. Slagle spoke with me about how he often realizes that some decisions do not need to be made right away, and that an allowance for ambiguity will allow concepts to be better developed and completed at a later time. This allowance for ambiguity by the Board and volunteers is, according to Slagle, one of the most difficult behaviors to have his office staff learn to both accept and appreciate.

This ability to move on to new tasks without undue recriminations is also a trait of the organization as a whole. One example of this occurred in the early 1980s when the Association attempted to sponsor a second national convention each year. Called the National Arts and Lectures Conference, its purpose was to devote greater focus to the performing arts, which were often overshadowed by popular music at the NACA national convention. The Board thought that this conference would appeal to new associate members as well as draw delegates from member colleges who normally would not attend the multipurpose national convention. Neither view proved true, and this program was a major financial loss to NACA. There were, in fact, other organizations already successfully providing this service to colleges. While some volunteers placed the blame for this

mistake on English, the volunteers who championed this project continued to work successfully in the Association without any undue stigma.

A similar example occurred during my observations and concerned NACA's cooperative work with a local Columbia, South Carolina firm. As a joint associate/Association project left over from the organization's early days, the sales of custom made T-shirts by NACA-T's was promoted by NACA and in return the firm paid a certain percentage of its sales to the Association. Because additional equipment was required to meet the needs of a expected large contract with a national pizza firm, NACA cosigned for a loan with the firm for the purchase of the necessary equipment. Soon after, the contract did not materialize and other significant sources of sales dried up, leaving the firm bankrupt and NACA facing a significant five figure loss. When Slagle reported this at the February, 1988 Board of Directors meeting, there was no criticism directed at Slagle for the decision to cosign the note. At a break in the meeting, several members of the Board and the Chairperson told me that while Slagle had provided advice, the Board had acted on what it thought was right and that nothing constructive could be gained by pointing fingers of blame. They said a lesson had been learned and that now was the time to move on to new projects or activities.

Real, Intended Change

A transformational leadership relationship produces changes which should be visible both in the individuals in the relationship as well as in the organization where it exists. I believe that if real, intended change has occurred, there must have been a future orientation among policy makers, a vision of the future which focuses the energy of the Association and its members toward the change, and tangible changes in the organization. This section will examine each of these topics.

Future Orientation

Both staff and volunteers spoke of the way Slagle is focused on and excited about the future. Kevin Fahey reported that:

I could start with a conversation with Slagle about development and fundraising which I expect to last five minutes, and then before I know it we've rolled into a brainstorming thing. What about this? What about that? And that's what gets him going; new, creative, energetic types of things in the future. . . . What turns him on, I think, is looking at new ideas, looking into the future, brainstorming things we could be doing, things that are going to be productive and exciting for the Association. (personal communication)

This action can be also seen through the eyes of past

chairperson of the Board Duane Anderson, who remembers how Slagle "constantly challenged the Board with new ideas. He's really made an effort to keep us current and looking at new directions where we should be going in order to stay on top" (personal communication). An example of this can be seen in an editorial by Slagle in Programming, where he challenged college activities staff members to look to the future and the aging of the population and open up their office services to a more diverse group of students (Slagle, 1985c, p. 8).

This future orientation can also be seen in his interactions with the National Office staff. Both Louis Ross and Nancy Walborn spoke of how much they enjoyed working after hours in the office, when the telephones would stop ringing and the office would empty out of most employees. They described how these were the times Slagle would be either ready for or would initiate brainstorming sessions. Slagle was described as often initiating discussions on particular problems or ideas and then doing a lot of listening, allowing the brainstorming to be open and frank. Walborn believed Slagle's limited participation early in the discussion was because he didn't want to hurt the creative process by setting limits. Ross, in fact, recollected how Slagle would often stress during brainstorming sessions that the group should not let present structure stand in the way of looking into the future.

Ross believed that Slagle brought up ideas during late night brainstorming sessions when these ideas were in their infant stage, for this allowed the staff members to be critical of concepts before the ideas became identified with any one individual. When asked about these late night brainstorming sessions, Slagle stated that he only shared ideas after careful consideration and thought but he tried to share them in a way which allowed staff members to be free with comments and criticisms. From the comments I received from Walborn and Ross, it appears Slagle was successful in promoting frank discussions of problems and issues.

Also of interest was Slagle's overall view on these evening meetings. While his day usually extends into the early evening, he does not expect staff to regularly work beyond 5:00 p.m. and even tries to not consciously support them when they do so. He likes and rewards staff members who work hard, but he neither expects nor reinforces staff members who work extended hours on a regular basis. But he remembered how, as a young professional, his supervisors at Tennessee-Knoxville would allow Slagle access during the more relaxed evening hours to brainstorm ideas which reached beyond the realm of Slagle's particular responsibilities. In remembering the value he placed on those learning opportunities, Slagle said he therefore "tolerates" the same behavior from his own staff members and provides them with

the same educational opportunities if they are so inclined.

His support of particular activities with the Board of Directors also shows Slagle's interest in looking to the future. Many of his future-oriented activities are, of course, required by his role as Executive Director, so that he can ensure the Association has the resources in staff and unencumbered funds to meet the expanding needs of the organization. His proposal to the Board, which was approved, to purchase a building rather than continuing to rent office space can be seen in this light. Slagle's efforts to create the for-profit subsidiary also falls into this category, since it will broaden and expand the financial resources the organization can draw on in the future.

Sometimes the requirements of outside organizations necessitate that Slagle push the Board to make decisions or consider issues that extend far into the future. Slagle said that often the "Board looks at long range planning as nine months" (personal communication, September 20, 1988). It is the role of the office staff members to give the Board a long term view, for often staff are working on long term projects independent of the Board or its committees. Finding sites which meet the multiple requirements of the national convention falls into this category. The Association requires a convention site which meets varied needs: (a) a sufficiently large exhibit hall for associate

member booths, (b) enough meeting rooms for twenty educational sessions and meetings at one time, (c) multiple performance areas for the showcasing of live performers and films, (d) hotel rooms for 2,500 delegates, many of whom are students and will request triple or quadruple room arrangements to save money, (e) a geographical location which will permit a large number of delegates to travel by car or van, and (f) changes in location from year to year so as to move close to different regions of the nation, allowing different college delegates inexpensive travel and not creating a possible threat to attendance at any one region's fall conference for two or three years in a row.

Slagle and his staff members educate the Board by the constantly raising the issue. Slagle periodically asked the Board for geographic preferences, and then he provides preliminary projections as to the financial consequences of locating a convention in each potential city. National Office staff members also provide evaluations of facilities as each convention ends. Members of the staff visit potential meeting sites and invite cities, where a convention appears to be feasible, to make a presentation to the Board of Directors. Slagle follows each of these presentations with a statement as to the benefits and problems each city presents to NACA, and then he asks the Board to make a decision. Thus, National Office staff members raise the national convention site selection issue

at Board meetings on a schedule set by Slagle.

While many of these actions can be found to be a function of his position as Executive Director, those who have worked closely with Slagle see his interest in the future to come from a source much deeper than his job requirements. Throughout the interview process I asked each individual if they thought Slagle would outgrow the Association or vice versa. The near unanimous answer was that the former was most likely, but not until NACA was unable to provide Slagle with new challenges, avenues to grow professionally, and opportunities for change within the organization. Virtually all respondents expressed the opinion that once NACA volunteers asked the National Office staff to move into a true maintenance mode, the Association would be in the position of losing its present Executive Director.

The past chairs of the Board of Directors also shared this view, and during their term realized they needed to allow Slagle to grow and look forward. Stern observed that the Executive Committee has tried to provide Slagle with "lots of creative opportunities so that he stays" (personal communication). Boatman believed Slagle will outgrow NACA when he no longer can continue to learn as much and move into new experiences. Payton recalled, "As long as we continue to let him be challenged, I see him staying where he is" (personal communication).

Slagle even mentioned his surprise that he has remained with NACA as long as he has. He credited his long tenure to the pure enjoyment of the job and to the new challenges he has been able to face. Commenting on his sixth anniversary, Slagle wrote, "I really didn't think I would be in the job more than three or four years, much less six. I didn't think Association leaders necessarily would choose to get rid of me or that I wouldn't find the work rewarding and challenging, I just imagined a shorter stint" (Slagle, 1989c, p. 8).

One past chairperson discussed Slagle's future with the Association as set for a while. The key now is the new subsidiary, which this respondent predicted is where Slagle "will be spending more of his time and he will amuse himself there, and maybe provide enough challenge to him to stay in NACA" (personal communication, February 21, 1989). But this chairperson also said that Slagle needed to pay more attention to some of the details of the national convention, and used the example of serving a pork entree at a convention banquet where many associate members were Jewish. And this occurred, this informant said with a smile and a laugh, at a convention where NACA was focusing on multicultural concerns.

This lack of focus on the day to day operations of the organization was also discussed by Slagle during our last interview. He spoke of how his role had changed, of how

when he arrived at the 1989 national convention, for the first time he didn't know absolutely everything that was to happen. He remembered how earlier in his tenure he always knew at what stage of completion every article for upcoming Programming magazines was in, but that he was now comfortable with his focus more on broader issues in the Association. Part of this new focus has come from the development of a competent network of staff members who can handle the normal day to day responsibilities of the National Office. But part of this power is also the search by Slagle for new challenges, for new services to members, for new ways to support and interact with volunteers. These things are very important in Slagle.

Vision

During an interview with Slagle early in this study, I asked about his rhythms and energy level at work. He replied that he really wasn't a morning person, and that it takes a strong will for him to be in the office and up to full steam by 9:00 a.m. Thus, when his busy schedule during the 1988 summer volunteer and Board meeting in Fayetteville, Arkansas forced us to schedule an 8:00 a.m. interview session, I was unsure of the quality of the data I would gather. In addition, the location of the interview was a problem. We were meeting in the hotel's cocktail lounge, which while not open for business at the time, was dark and

had Muzak playing softly in the background. When he arrived with coffee in hand, rather bleary eyed and sluggish from a very late meeting the evening before, I was afraid that it would be a wasted opportunity for me to gain some useful insights about Slagle and the Association.

This all changed when I asked my first question; What is the future of NACA? Within just a few seconds he became focused, awake, and excited. He proceeded to rattle off for twenty minutes his view of the challenges and changes in store for NACA.

Slagle believed the Association will become more entrepreneurial in nature with the development of the subsidiary.

The subsidiary will create many more activities or projects on the periphery of the Association which will be revenue producing. We will need to find a way to direct those funds so that they can be used to maintain the educational program. Movement into this will be cautious and careful, for many will be concerned over how these commercial activities will affect the image of the Association. (personal communication, July 13, 1988)

In addition, both the subsidiary and the stature of the organization will produce increasing requests from corporations for the development of affiliations with NACA. NACA will be seen as an avenue through which the college

activities market can be reached. This expansion of NACA's influence will be through both the traditional associate member route, where the organization serves as a conduit to the market, as well as by NACA serving as a catalyst for colleges to link up directly with corporations offering services or programs.

This shift will produce some changes in the organization, for Slagle predicted that some volunteers will feel uncomfortable with this new venture into the college marketplace. It may even produce a shift in the role of volunteers in the Association, for some activities and functions may become subsidized and compensated either through the subsidiary or directly by corporations.

The role of the associate member is not likely to increase in the future, according to Slagle, unless the subsidiary somehow stimulates new avenues for involvement by entertainers or service firms. But even with any such involvement, associate influence will probably decrease due to an expected greater emphasis on the educational mission of the Association and movement toward the creation of an organization which will look more like a professional society. Such a movement will, according to Slagle, place NACA in a better position to influence other higher education associations and the profession of higher education administration as a whole.

Further discussions with Slagle led me to understand

that this vision of the future has not been developed by Slagle alone through contemplation. Rather, it is through a constant dialogue with colleagues where he has been a teacher as much as a learner. Parker spoke of how Slagle has helped to develop a vision for the future of the Association, but that perhaps his true value has come in his skill in having a collective vision flow through successive Boards. Boatman also commented on Slagle's interest in a collective vision, for she sees him less interested in a personal vision than a collective one for the volunteers and members of the Association. His personal vision, according to Boatman, is to develop a stable delivery system within the Association for all of the "wonderful programs and services that are being created by volunteers" (personal communication, July 12, 1988). But it is the collective vision for the organization, the impact the Association can have on the higher education field and the personal development volunteers can discover through their NACA experiences that really excited Slagle.

Barbara Meyer, an associate member volunteer, spoke of Slagle as having visions of the future of the organization which are not "pie-eyed" but which were attainable for the Association. Slagle agreed with this, and spoke of how often the key was not to vision the future but when to communicate the details of a vision to those around him. He spoke of how he communicates his vision to the Board and

other key volunteers "little bits and pieces at a time" (personal communication, July 13, 1988). Some of the things being discussed now he had discussed ten years ago with English. Slagle described his job like that of an air traffic controller handling the many issues and problems always confronting the Association. "The challenges line up like airplanes in a landing pattern, and my task is to keep them at the proper distances and in the right positions until they can be focused on and carefully brought under control" (Slagle, 1989, p. 8). The need and organization of a subsidiary and the development of a national talent competition had been both under discussion for many years. The difference, according to Slagle, was that English needed to be the center of attention with any new program or service. Slagle observed that the Board has traditionally not wanted anyone to come in with a guiding light, but he felt the Board has been open to new ideas if presented a little at a time, incrementally, when still in the infant stage.

Change In NACA Since 1983

During one late night interview session in November, 1988, I asked Slagle what he would like to be remembered for after he leaves NACA. He replied that he did indeed think about this question from time to time, and he came up with this answer for himself: "I was appropriate for the

organization at the time I worked there" (personal communication). He arrived when the Association needed a conciliator, a healer, an individual who could create stability and provide a foundation upon which the volunteers could take measure and begin to focus on what they do well. While other individuals could have been successful as Executive Director of NACA, he believed they would have been successful in different ways. There are forces in the environment which impact on and tend to lead individuals in different ways. In the end, Slagle felt that he would be remembered as one who blended well with the volunteers and who used the available resources well. These achievements reflect both Slagle's strength and the needs of the organization, particularly during the early years of his tenure.

How has NACA changed during Slagle's tenure? If we look back to the critical issues facing the Association in 1983, they centered on two problems: (a) a split between regional volunteers, national volunteers, and the National Office staff, and (b) a stable school membership and decreasing associate membership which together projected future national budgetary problems. The success NACA has had in addressing these problems and in developing approaches to meet new challenges speaks to the success Slagle, the Board of Directors, and other key volunteers have had in providing leadership to the Association.

One problem which required Slagle's immediate attention was the rifts which divided National Office staff members, the Board of Directors, and regional volunteers. As Vice Chair of the Board of Directors at the time, I recall that Slagle did not immediately turn the National Office upside down and clean house when he became Executive Director. Instead, he approached staff changes as the need for a long term shift in attitudes combined with staff openings. W. C. Kirby, who worked closely with associate members in the marketing department, remembered that prior to Slagle's arrival both staff and associates were grumbling about the direction the Association was taking. Everyone was aware of the tension in the organization, and after English left there was some fear that things could get even worse. Kirby recalled:

I think people were kind of relieved when Slagle came in simply because first, he'd been here before and he knew the organization and knew it to such a degree that he could step on board and we wouldn't have to start over again. Second, I think that the process didn't stop when he came in. There was no dead time, no down time. At that point the office operation began to just get better and better. (personal communication)

Walborn, another key staff member in the office, remembered that Slagle's early approach to the position was cautious and reticent. He didn't overreact to the problems

facing the office in its purpose and its relations with the volunteers: "He spent an enormous amount of time with me, providing a lot of background history. . . . Any time a subject would come up, he would spend a lot of time describing how things had evolved to that point, so that I would have a framework to work within" (personal communication).

A signal by the Board and Slagle that the Association and the National Office were now on a different track came in the spring of 1984. The staff had been in the same suite of offices since Phillips had become the first Executive Director and moved the operation off the campus of the University of South Carolina. This initial location had been appropriate for a number of years, being located near the USC campus and upstairs from a row of stores in an older retail section of Columbia, South Carolina. But as the years passed, this area experienced a renaissance, with trendy shops moving into the district and rents increasing rapidly. The Association found itself in a cramped, expensive office located directly above a pizza parlor and a store which sold record albums and drug paraphernalia (Figure 4). In fact, the most vivid memory I have of my first visit to the National Office in May, 1983 for an Executive Committee meeting was the smell of pizza baking in the restaurant downstairs. In 1984 the office was moved to a modern building in an attractive office park (Figure 5),

Figure 4. National office location until 1984.

and for the first time in many years the staff members had an adequate space in which to work. The move signaled that the office was no longer run as a seat-of-the-pants operation as in the early years, but was now the heart of a national professional association.

The shift in attitude by National Office staff members regarding their role and purpose helped to foster a healing of the problems between the regional and national volunteers. Prior to the move and Slagle's appointment, many regional volunteers mistrusted and disliked English. At one point this had actually led to a shouting match between the New England regional coordinator and English in a Boston hotel hallway during a regional conference, where

Figure 5. The National Office has been located in this office building since 1984.

the two were separated just prior to blows being struck.

In the early 1980s, the Board of Directors had attempted to implement greater controls over the expanding budgets and the financial surpluses of some of the regions. There was a concern over both how these monies were being spent as well as how portions of these surpluses from successful regions might be used to assist in the

development of some of the newer and less thriving regions. Some regions had even begun to believe they could exist as a successful organization separate from the umbrella national organization, losing sight of the stability, purpose, and legitimacy it provided. Slagle spoke of the strengths the regions possessed but cautioned them that they are but a part of a larger whole and not to lose sight of the important umbrella formed by the national organization (Slagle, 1984b). Earlier attempts to have some of the surplus funds pooled together and invested by the National Office staff had been rejected because many regional officers were concerned over English's motives and competency. Within two years of Slagle's arrival, a new sense of trust developed between the regional volunteers and the staff. This, coupled with the Board fostering better regional relationships, led to the development of a regional reserve fund and other cooperative financial activities among regions.

The second immediate problem facing the Association was a concern over future sources of income because of declining membership in the associate category. Barbara Meyer, an associate representative to the national organization, remembered the growing impression from associates that the increasing educational emphasis was leading to a declining interest in NACA's trade show activities. She recalled that when Slagle came on board, the Association was in the midst

of the debate over providing associates with voting membership on the Board of Directors. Many associates saw the decision on this proposal as a litmus test for their future in the Association. While Slagle was, in fact, opposed to the proposal, Meyer believed that it was Slagle's fair consideration and review of the pros and cons of the issue which led many associates to remain in the organization even after the proposal was rejected by the Board of Directors. Slagle also has supported the contribution associate members make to college activities programs and to the Association in a number of editorials in Programming (Slagle, 1985a; 1985d; 1989a).

An issue which integrated both the problems of associates and the rift between the regional and national volunteers was regional associate membership. Volunteer regional membership coordinators, responsible for contacting nonmember schools and firms in their regions, were often confronted by small firms or individual performers who, while interested in showcasing at one regional conference, would not join the organization because of the expensive national dues. For these performers, the potential benefits of national advertising or the opportunity to showcase at a national convention were not realistic because of the limited funds they had to invest in their act. Yet, lacking national membership, they were not permitted to showcase or exhibit at regional NACA conferences or workshops, even

though they were willing to pay all fees associated with this single program.

Regional volunteers had for a number of years proposed a new regional associate membership category, which included only limited benefits, as a way to address the decline in national associate membership. Regional associate membership would both provide potential members an opportunity to be introduced to the benefits of NACA membership and provide regional conferences with greater diversity in talent and the excitement such variety brought to regional conferences. At the same time, Board members feared that providing this membership class would only accelerate the loss of overall income as associate members strived to move into this less expensive category regardless of whatever requirements were placed on regional membership. The Board did finally relent to pressures from the regions and approved a regional associate membership in 1984. This has provided some stabilization to associate membership, since the total of national and regional associate members in 1989 roughly equaled the total number of NACA associates in 1982. As Slagle stated, "Just staying even with our associate membership is a success of sorts, as increased business costs have dramatically altered the market since the late 1970s" (Slagle, 1989c, p. 8).

Another problem which had been growing within the Association during the past decade was the decreasing number

of suitable positions available for volunteers in the organization. In the 1960s and 1970s, student activities was a young person's field. Individuals moved up quickly from lower level positions to serve as departmental directors, often by age thirty. Turnover of college administrators was also quick, with these individuals moving into other positions in student affairs or leaving the field. Volunteers in NACA mirrored this action, with individuals moving into regional coordinator positions before age thirty and often completing a four or five year term on the Board of Directors before age thirty-five.

The late 1970s though brought a change in the field, a trend which continues to this day. Turnover in senior student activity positions slowed down dramatically, with individuals now viewing these positions as long term careers. Slagle noted this trend in his first editorial as Executive Director. "Once a highly mobile group, campus activities professionals now tend to stay in their jobs for longer periods of time, thus creating fewer job openings, particularly for top-level and entry-level managers" (Slagle, 1983c, p. 8). Suddenly, dedicated and extremely competent volunteers in NACA found that by age thirty-five they had done it all, with few suitable avenues for professional involvement and contributions available as they continued in the campus activities field. It was difficult for them, having already held senior positions in both their

region and on the Board of Directors, to find opportunities to volunteer which were both personally fulfilling and were worthy of their talents and experience.

At the same time, service on the Board for young volunteers was sometimes a letdown. As regional coordinators, volunteers were often responsible for annual activities which included conferences with over 1,000 delegates, over 100 volunteers, and six figure regional budgets which contained regional investment portfolios and reserve funds. When elected to the Board of Directors, they found themselves as one of twenty-two individuals who were responsible not for planning and directing activities but for setting policy. The reality of the operation of the Board was that most information and recommendations were filtered through the seven Board members who served as officers and members of the Executive Committee, and these seven often found it difficult to keep the entire Board informed as to the problems and activities of the organization. Thus, the other fifteen Board members often either relaxed and enjoyed their three year term and its benefits or attempted to continue their earlier volunteer experiences and awkwardly take an active role in directing Association programs.

The problems of the role of Board members and the best use of experienced volunteers who had already served on the Board at a young age were addressed beginning in 1987. The

organization's 1983 strategic plan called for NACA to:

Conduct an association management and operations review to include study and recommendations in the areas outlined below to ensure that our [NACA's] structure, systems, policies and procedures are current and appropriate to the needs of our Association.

- A. Policy-making systems.
- B. Decision-making systems.
- C. Communication/informational systems.
- D. Operating policies and procedures.
- E. Volunteer and National Office staff responsibilities.
- F. Organizational structure

(Kozuch, December 10, 1987, p. 1).

To conduct this review, NACA hired Joyce Kozuch, a consultant for staff and organizational development. Kozuch had considerable experience working for nonprofit associations affiliated with the American Society of Association Executives, and it is through this organization that Slagle learned of her work and recommended her to the Board for this review.

This was not the first time NACA had turned to a consultant connected with the American Society for Association Executives when facing a critical issue. In the fall of 1975, reports began to reach the Board of Directors of problems in the National Office. While it appeared that

many of these problems were tied to the performance and health of Phillips, the Executive Director, the Board decided to review the entire operation in Columbia, South Carolina. At that point the Board turned to a ASAE connected consultant, and subsequent recommendations contained in the report led to English replacing Phillips as Executive Director.

NACA formed an association management and operations review committee, composed of past and present volunteers and chaired by past Board chairperson James Ferguson, to work with Kozuch. The Board of Directors also directed this review committee to study and prepare comments on Kozuch's final report for the February, 1988 Board meeting.

After reviewing relevant Association documents, interviewing key past and present NACA volunteers and National Office staff, and attending the summer, 1987 meeting of the Board of Directors, Kozuch presented her report and its observations and 51 recommendations to the review committee in December, 1987. The review committee then prepared a report that contained 26 recommendations for changes in Kozuch's report. Both reports were forward to members of the Board of Directors for their review prior to the February meeting.

Kozuch's report urged the Association, and specifically the Board of Directors and Executive Committee, to address three needs:

The need to be second-level managers and to delegate instead of do. The need to prioritize projects in relation to limited resources and in relation to one another. (resources = human resources both volunteer and salaried, money, information, facilities, equipment). The need to accept other roles for the association besides designing and developing the products and services offered. (examples of other roles = brokering between members and other resources, disseminating products and services developed by others, teaming with other organizations to design/develop/deliver, and piggy-backing on other organizations' offerings). (Kozuch, 1987, p. 8)

The key recommendations of the consultant centered on four areas. First, the report recommended a reduction in the size of the Board of Directors by one-third, with this group to focus its attention on the primary organizational vehicles which deliver services and programs to members: the magazine, national convention, regional conferences, and summer workshops. The second key change recommended in the report was to remove three members from the Executive Committee; two professional staff positions and the only student representative on this committee. The third significant issue addressed concerned voting privileges for associate members on the Board and Executive Committee. The final key change was to create a new level of senior

volunteer managers just below the Board of Directors. While both Kozuch and the review committee believed changes were also necessary in the responsibilities of staff members at the National Office, these changes were not considered at this meeting. The Board was advised that changes in office responsibilities should be made after the volunteer structure is established so that concrete connections could be made between the structure of the volunteer committees and specific staff positions.

The Board meeting which discussed these recommendations began with the undivided attention of the Directors and with Kozuch and members of the review committee in attendance. Establishment of the new level of senior volunteer managers was done quickly, after only a short discussion on the proper title for these individuals and their committees. Four educational councils were established, replacing the relatively ineffective structure of national committees. Improvement in the quality of educational programs at the regional level and the establishment of a separate educational program committee for the national convention had left the national committees without a clear task in the Association. These new educational councils would serve as coordinating groups for all of the varied educational programs and services of the organization, whether they were developed by regional committees, national volunteers, or staff members in the National Office. The senior level

volunteer positions in these councils were expected to be both appealing to young professionals not yet interested in the policymaking role of the Board and a constructive outlet for the skills of veteran volunteers.

Discussion over changes in the structure of the Board of Directors and the Executive Committee was more lengthy. From the very beginning of the debate it was apparent there was a consensus that some form of change was needed in these groups. But while Kozuch's recommendations were made in the interest of efficiency and the usefulness of certain positions to the Association, some of the Directors were concerned at the message some changes might send to volunteers and the membership. This was most evident in the discussion on the move to remove the only student representative on the Executive Committee. Kozuch (1987, p. 9) recommended that students should not serve on the Executive Committee because all members of this group "should have real experience addressing national issues that confront the Association." Kozuch also opined that having two student Directors on the Board allowed for ample "student input to the deliberations of the governing body of the Association" (p. 9). Kozuch and others argued that students from member campuses were represented by the professional staff members who would hold the three voting positions on the Executive Committee. The review committee offered no written recommendations on this issue. Board

members and Slagle spoke carefully and deliberately of how this recommended change would not diminish the real role played by students in the Association. But student members of the Board, some Board members, and Boatman and others in attendance spoke of the roots of the organization and its dedication to student development. The Board voted to retain the one student member on the Executive Committee. Slagle later said that he was a little disappointed by this decision for it was an example of some Board members voting "with their hearts and not their heads" (personal communication, February 20, 1988).

The Board also approved the recommendation reducing the size of the Board of Directors, to be phased in over three years. The discussion of voting privileges for associates centered on legal issues. Kozuch (1987, p. 8) stated that "the IRS' [Internal Revenue Service] objection to associate members directly governing the association is clear and continuous," and observed that "currently, agencies in the legislative and executive branches of the Federal Government are closely scrutinizing all associations' marketplace involvement." The Board agreed that nonvoting membership on the Board and Executive Committee was warranted since associates are a separate and significant membership category in the organization, but voted not to provide these representatives a vote since such direct governance participation could "call the government's attention to the

association's unique relationship with its supplier industry--and possibly jeopardize the association's financial stability as a result" (Kozuch, p. 8). Final action on the reorganization extended the role of the review committee to oversee the implementation of the structural changes in the Association.

The most recent major change in the Association has been the establishment of the for-profit subsidiary discussed earlier. With further work on the proposal by the National Office staff and Slagle's promotion of it in his editorial in the January, 1988 issue of Programming (Slagle, 1988a, p. 8), the proposal was finally accepted by the Board of Directors at its meeting of February, 1988. The level of discussion at the meeting showed that Slagle, other National Office staff members, and Board proponents of the change had done their homework since the proposals disappointing reception in July, 1987. Slagle presented the recommendations for the creation of the subsidiary, moving slowly through each topic to allow questions and concerns to arise from Board members. One topic of particular concern during the deliberations was the relationship between subsidiary activities and services and those provided by associate members, for there was a concern that NACA could be seen as supplying products or services that competed with those of associates. Responding to this concern, Slagle asked that the Board become active in developing "a vision

of the types of businesses and services NACA will authorize." When Board members expressed concern that the subsidiary could produce services or products objectionable to some colleges or universities, Slagle told the Board of Directors that he would "personally make sure the subsidiary would not do things that were not in alignment with NACA because I'm an employee of NACA and owe my job to the Board of Directors."

The subsidiary was established by the Board with but one dissent. Members of the Board of this new organization have been named, and they are exploring several possible projects. This new organizational branch has the potential to create vast changes in NACA because of its influence with those corporations interested in positioning themselves in the college marketplace, and because of the new monies which the subsidiary can raise to support the expanding programs and services of the professional association.

Leadership

With the focus of this study being on leadership and since the central character is Slagle, many respondents were open to discuss Slagle's leadership qualities. Stern spoke of how Slagle was a leader, because he was an individual one wished to follow since he instilled faith in the followers. Butler described how working with Slagle was like taking a class in effective leadership and management, for he has an

ability to effectively communicate with all types of people, from "the lowliest janitor to the President of the United States. . . . Just being around him and observing him are educational experiences that are worth thousands of dollars in tuition to me" (personal communication, February 17, 1988). Parker flatly stated: "If anybody's transformational, Slagle is." Walborn, admitting that her words might be influenced by recent articles she has read about transformational leadership, said "I honestly believe that being around him, all of us have a higher expectation of ourselves" (personal communication, February 18, 1988). Boatman, in answering the question if Slagle was a leader, stated:

Absolutely! He sees the future, and he helps others to see it and get excited about it. Yet, he provides the gravity so that people don't just float away and allows change to happen. I really think he could be in Bennis and Nanus [a book about leadership published in 1985]. When I look at what has happened to NACA from 1983-1988, that's living, breathing proof that Steve Slagle is a leader. (personal communication).

Another side of Slagle's leadership qualities was imparted by Kathleen Allen, past member of the Board of Directors and a friend of Slagle's. Allen stated that his strategies reminded her of the Wallenda factor discussed in Leaders by Bennis and Nanus (1985). Slagle never looks at

anything as failures, but just minor blunders which can and must be overcome. Each mistake is but a step toward success through learning. According to Allen, Slagle was a leader, but that he had grown into it during his years of working at NACA. Slagle was "moving in that direction, out of management and into leadership" (personal communication, January 22, 1989). He is also, Allen continued, a good match for a volunteer organization with high levels of participation like NACA because he is not charismatic and thus does not crave or demand the spotlight.

But perhaps more useful in this study of leadership was a late evening discussion I had with Slagle. I began the discussion by asking what made a good leader, and Slagle identified five items. First, he believed leaders must understand that they don't make all of the decisions themselves. Leaders don't function independently but work closely and collaboratively with followers, especially, Slagle noted, in an organization like NACA. "Leadership is conferred by followers who are in the position to make or break the leader" (Slagle, 1987a, p. 8.). Second, leaders must be willing to take chances and risks and live with the consequences of their actions. "Effective leadership requires some risk-taking and a willingness to accept an occasional challenge which tests our courage" (Slagle, 1985c, p. 8). Closely tied to this was his third characteristic of leaders, an attitude that it's okay if

everything doesn't work or succeed. Leaders must be both accepting and comfortable with not being perfect, that some things undertaken will fail.

The fourth statement from Slagle about leaders was the importance of ethics. Leaders must have a sense of values and be willing to stick with them even when challenged. Followers don't look to leaders to have the highest morals, but rather value consistency. Leaders must not think they are perfect or try to be, nor should they make moral judgments on everyone else's actions or beliefs. What is important is for leaders to have a good idea of their basic values and to then not go far afield from those values.

The final trait Slagle presented for leaders is the ability to garner respect from followers. This respect should, when possible, be for both the individual and the position they have in an organization. Respect can't be gained through the use of force or power, but comes when one is likeable, ethical, competent, or possibly just because the leader is a good person and followers say they want to work in an organization with this individual.

A shift in my discussion with Slagle of what made a good leader to focusing on the traits of a good follower brought a much deeper understanding of his, and I believe NACA's, concept of leadership. Good followers, according to Slagle, are ones who question a lot of what the leader and the organization are doing--not in a constantly critical

way, but so that they can learn and contribute better to the tasks at hand. They have to be full participants in the process of decision-making and sometimes take the initiative, rather than just being dragged along and reacting to their surroundings. Finally, good followers are loyal to the organization and the leader, but not in a blind way. Followers must be "loyal to the point of being trusting" willing to carry out things they don't totally understand, but not to the point of doing something immoral or illegal (personal communication).

But the key to being a good follower, according to Slagle, is to have the same traits or elements that leaders possessed.

[Followers] must understand that they in many cases need to serve as role models for other followers, that there often is no clear cut distinction between just a follower or just a leader. Some people are both in many cases. Followers need to understand that they are leaders at a different level in many cases, that there are people they are leading and modeling for, and not just be happy always to follow along, follow direction, and not take the initiative. (personal communication, November 6, 1988)

Slagle has stressed to his staff the importance of urging subordinates in the National Office, even those on the lowest level in a department, to "take the initiative and be

curious enough to want to suggest a new way of doing something and not just be reactive." Doris Gant recollected how Slagle let the staff members do their job in their own way, and Preston McLaurin, NACA director of publications and editor of Programming, stated that "we have the freedom to be creative." McLaurin continued:

I would say that's the highest compliment I could pay to a supervisor or boss, [that he is] someone who will have enough trust and have enough respect for me to let me try to do things and to live with the mistakes, and to let us learn from them together and not make me feel like I'm going to have to go out to him and ask him how to do something. I feel like that's what Slagle expects from me, so therefore that's what I try to give him back, a return on that investment." (personal communication, February 21, 1988)

This support of staff has led to many stories of staff members blossoming and moving ahead professionally within NACA or taking their skills into other organizations.

Slagle conveyed his belief that the distinction between leaders and followers is not clear cut but gray, especially in the higher levels of authority in an organization. With his arms rolling over each other to further illustrate his idea, Slagle stated that:

Top leaders need to be followers too. Leadership rolls around. Leaders such as myself follow other

leaders now and then, and the leader gets thrown into the mix as a follower as well. And we have to be flexible enough to recognize that we go in and out of these roles. Because there are lots of individuals in the organization I respect as leaders, and I recognize that we go back and forth between those roles. (personal communication)

He discussed a similar idea in one of his first editorials after becoming Executive Director in 1983.

[As] an association manager surrounded by volunteers who actively lead rather than just follow [I] must understand and appreciate the nature of cooperative leadership. Leadership in NACA does not come from a single source, but is the result of sharing accountability and therefore the successes and failures. (Slagle, 1983a, p. 8)

Additionally, Slagle has presented editorials which describe the value of volunteerism to both the Association and to individual volunteers as well as the way in which NACA functions with shared leadership as a true "participatory democracy." (Slagle, 1983a; 1986; 1989b)

I believe this concept of shared leadership, of leaders and followers exchanging roles on a regular basis, and of the organization as a true participatory democracy has been instilled within NACA by senior level volunteers since its inception. The traditional role of the Executive Director

working in the background speaks to this condition, as does the past and continuing independent operation, and overall success, of the regional organizations. In the meetings of the Board of Directors, it has been obvious that many different Board members have led the Association to take action on important issues facing NACA. The reorganization of the Board and committee structure, the development of the subsidiary, the enhanced cooperation between regions, the movement toward a more educationally oriented professional organization, and the changes in the standards of ethics and behavior among volunteers have all been championed by many leaders through successive changes in membership of the Board of Directors.

The roots for this cultural imperative are multiple. While they can be traced back through the history of the Association, they have their origin in and continue to be nurtured by the student development theory which serves as the basis for the way the volunteers carry out their responsibilities as student activities professionals on their college campuses. Student development theory speaks to assisting in the developmental needs of the students who make up college student governments, serve on programming boards, and attain positions of authority in student unions, campus activity offices, clubs, and organizations. On campus, activities coordinators are commonly responsible for the leadership training and the personal and group

management skills development of their student constituents. When they became active in NACA, this focus on empowerment from their jobs on the college campuses is transferred to the NACA, and as a result empowerment has been woven into the fabric of the shared understanding of NACA.

I believe this is one of the reasons the Board of Directors altered the composition of the new Executive Committee to include a student representative against the advice of their management consultant and Executive Director. The consultant had argued along economic and practical lines for the elimination of the student representative from the Executive Committee, while the Board members made their decision along historic and philosophical lines for the continued presence of a student on a critical and powerful committee of the organization. Opponents to student representation may have been correct when they argued that the educational experience a student receives by serving as a member of the Board, an educational council, or regional steering committee is equal to the experience as a member of the Executive Committee. But for students and many Board members, a student serving as a voting member on the highest committee in the Association is an important symbol for the commitment NACA has for the development and involvement of students.

CHAPTER VI

CONCLUSION AND DISCUSSION

The purpose of this study is to investigate leadership. Its focus is on a not-for-profit national volunteer Association, the National Association for Campus Activities, where I believed transformational leadership had been present. The central character in this study is the executive director of NACA, Stephen Slagle, who has been one of the key participants and contributors in the leadership relationships present in the organization during the past seven years. Slagle was selected for this study because he does not serve as a CEO in the organization and because he is not by nature charismatic, which distinguishes him from the central character of most other qualitative studies of transformational leaders and leadership.

This final chapter reviews the findings generated through this research study. Also included are a discussion of the strengths and weaknesses of the study and suggestions for future avenues of research.

Research Questions

This project began with five research questions which guided the process of inquiry. These will now be addressed and discussed.

How does the transforming leadership relationship manifest itself within an extremely loosely coupled organization? NACA had prospered and grown as a loosely confederated series of regions functioning under an umbrella national organization which provided legitimacy through a national convention and publications and which performed certain necessary legal and financial tasks. This loose coupling had allowed regions with diverse priorities and needs within the student activities field to cooperate and co-exist. For example, for many years the New England region placed greatest emphasis on the educational component of its conference, the nearby East Coast region emphasized the trade show activities of the showcasing and the exhibiting of talent, while the Wisconsin region emphasized small conferences where the interaction of student delegates was fostered and encouraged.

The leadership relationship has been cultivated in NACA by the constant movement of both ideas and individuals among the different layers of the organization. Slagle, Parker, Stern, and Pruitt spoke of

the Association's need for a time-consuming review by all constituents of every program proposal, but this openness for input has contributed to an alignment within the organization and has acknowledged the value of the contributions of volunteers in the lower levels of the organization to decisions made at the national level. In a similar manner, the Board is presently composed almost entirely of individuals who have earlier served as volunteers in regional organizations. Board members are expected to continue supporting their respective regions through presenting educational sessions at regional conferences, assisting as volunteers with regional programs, or sometimes even serving as members of regional conference or steering committees.

Thus, what works on the regional level is often introduced at the national level after volunteers progress into positions of greater authority in the organization. Likewise, innovative programs are often introduced to regions by present or past national volunteers who continue to contribute at the regional level. The mutual purposes and shaping among members in the leadership relationship in NACA are fostered by the remarkable focus on process as well as product in the operation of the organization. All of these reflect the values of volunteerism and cocurricular education inherent in the mission of the Association.

While change may be slow and unwieldy at the national level of the organization, regions have been able to institute new strategies and shift direction rapidly. An example of a rapid shift occurred in 1987 in the Southcentral region of the Association. This region became aware that an investment firm in Texas which held all of the region's reserve funds had become insolvent and was expected to pay off only a few cents on the dollar after lengthy bankruptcy proceedings. The region had been able to build up a reserve fund of over \$20,000 during the previous six years which permitted the region to fund a diverse program of services to member colleges without fear of cash flow problems or a complete reliability on registration fees to cover the expenses for each event. Faced with the emergency loss of all reserve funds, the regional officers mobilized their resources and energies. Within less than one year, the regional officers were able to alter their plans for the annual services provided to member colleges and generate a profit which almost totally replaced the funds lost in the collapse of the investment firm. This was accomplished while continuing to sponsor the conferences, workshops, and publications the member colleges of the region had come to expect each year.

This cooperative exchange of information and resources between regions and from the regions to the national organization has not always characterized the

Association. Ten years ago these relationships were marked by mistrust and little cooperation. In the late 1970s, the National Office was collectively viewed by the regions as the source of unwanted rules, regulations, and direction. While the Executive Director at that time did contribute important management and expertise to the organization, National Office staff members sought to attach their signatures to particular decisions and programs. Staff members reacted with anger at regional officers who did not offer them proper deference or respect, which once led to a shouting and shoving match in the hallway of a hotel in New England between the Executive Director and a regional coordinator. Ethical behavior was demanded just when regional officers were questioning the motives of National Office staff members.

A real shift began to be visible when Fahey began his two terms as Vice Chair for Regions in 1981. At first, Fahey's role was putting out fires as they erupted over issues of regional sovereignty and a lack of cooperation from regions with directives from the national organization. Slowly, he began to have a positive impact. An example of a shift in attitudes was the development of the first middle management workshop for regional volunteers. Volunteers from the regions were invited to arrive two days before the February national convention to attend training sessions focused on the responsibilities

of each volunteer position, such as treasurer, membership coordinator, or conference coordinator. This meeting began a process of formal, organized sharing of information between regional officers and gave national volunteers and staff members the opportunity to pass on the skills and understandings important to NACA and to regional volunteers. Fahey also initiated the regional smorgasbord, a social event held during the first night of middle management training, where the volunteers of each region brought food and beverages representative of their geographic area to share them with all other regional volunteers. This regional culinary treat helped to kick off the training programs on a fun and cooperative note.

Successive vice chairs of the Board of Directors continued to foster cooperation among regions. The regions later began to contribute to the cost of middle management training, and they have now created and funded a collective regional reserve fund administered at the National Office, with annual contributions based on each region's gross revenues. Other individuals have also played key roles in this change. Boatman, a respected regional coordinator before moving on to the Board of Directors, strove to pull together all the Association's volunteers when serving as Chair. Boatman initiated a long range planning process for the organization during the summer, 1983 leadership meeting. Regional, national,

and associate volunteers at this meeting participated in focus groups which contributed to the first plan for the growth of the organization.

But the key to this shift was Slagle. His impact on the National Office was to develop an attitude of service among office staff members to volunteers. Respect for his integrity and level of competence spread throughout the National Office and was recognized by both national and regional volunteers. He sought to develop a National Office that provided services and skilled staff members who the regions would seek out for assistance. He did not crave the spotlight, but was skilled in providing volunteers with the proper information and guidance to make the right decisions and to perform well. Much as a student activity director at a college advises and empowers student volunteers on committees on college campuses, Slagle empowered and advised the entire volunteer structure of NACA. The staff members in the National Office worked to have volunteers view the office as both a resource center and a source of empowerment to volunteers throughout the organization.

How is a transformational leadership relationship developed in a loosely coupled organization? At NACA, leadership by a take charge executive director was rejected and in many ways ignored by the influential regional volunteers. Instead, it has developed through

the persistent actions of a series of leaders who have been able to develop a level of trust with followers. These leaders have been able to make followers understand that they share and understand the mutual purposes of volunteers throughout the organization. There is now a shared belief in the value of cocurricular education, the value inherent in the volunteer experience, and in the way that NACA can contribute to a better future by promoting these ideals. It has taken time for influence to seep throughout a loosely coupled organization, but a transformational relationship has been established in NACA.

In what manner does transforming leadership arise and exist when initiated by a leader who does not serve as the CEO of an organization? While Slagle does not serve as CEO of NACA, he does occupy an important position of influence and power because of his time commitment and access to information about the organization. Perhaps too much can be made of striving to study individuals who do not serve as CEOs in organizations, for as Block (1987) described, even people at the top are also in the middle because change from the top down happens at the will of those below (p. 63).

But in the context of NACA, the members of the Board of Directors run the organization, often down to debating

and considering the smallest details. Members of the Board are also most visible to the volunteers and delegates from member colleges and universities at Association events. When Slagle and a member of the Executive Committee attend a regional conference as special guests, it is the Board member who is most visible, who is sought out to speak at the opening banquet to the delegates, and who is presented as the primary representative of the national organization. Slagle will be recognized and volunteers will seek out his counsel, but it is the volunteer Board member who is most often identified to speak for the Association. This focus on the Board of Directors to truly direct the Association is both recognized and supported by Slagle and the staff members in the National Office.

His ability to initiate and support the transforming leadership relationship, therefore, comes not from an authority position as head of the organization or because he is the most visible or charismatic person in a key position of authority, but through a long term influence relationship he has had with the volunteers. The respect he has garnered from his wise use of information and the integrity he exudes from both his words and actions has positioned him to influence those above and below him in the organization. Slagle exemplifies the leader's role of pulling rather than pushing followers toward a vision of

an improved future described by Bennis and Nanus (1985) in the book Leaders. Rather than having at his disposal the authoritative power of a CEO parallel the influence relationships with followers evident in so many other studies, Slagle attracts followers through his personal integrity and his support for the integrity of NACA. Slagle lacks both the ability and the threat to reward or punish those in the organization who reject his vision, and thus he influences followers by developing a relationship based on trust. This relationship is dynamic because Slagle recognizes and encourages the movement of both himself and others into roles of leader and follower and because he supports the important role both leaders and followers play in the Association.

Slagle supports the value of experiential education for volunteers--a value that is at the core of NACA--and he mirrors that value in his interactions with and his supervision of the staff members in the National Office. There has been a regular turnover of employees in the National Office, but by and large this has not been caused by the unhappiness by subordinates. Rather, it is because staff members have been urged to further develop their skills and grow in competence while at NACA, and thus have become very attractive to other businesses seeking skilled employees in Columbia, South Carolina.

Slagle's highly respected, outspoken, and consistent

stands on what can and cannot be done by volunteers, staff members, or by the Association as a whole provides him with resources to influence the shaping of NACA in an ethical sense. It is ethical because he supports the full participation of the volunteers at various layers in the organization in the decisionmaking process. This influence is also ethical because he embodies and encourages the higher standards of conduct and behavior now evident in NACA.

How is the transforming leadership relationship initiated and maintained when the leader is not by nature charismatic? During my first, preliminary meeting with Slagle to discuss this study, he asked why I had selected him and NACA as the focus for a study on leadership. I told him there were three reasons for the selection. First, I believed transforming leadership had been and was present in the organization. Second, I wished to focus on an individual who did not serve as a CEO in an organization. But as I got to the third reason, which was that Slagle was not charismatic by nature, I searched for a way to indirectly and politely say that to him. As I tried to speak about his personal qualities in a very general and complimentary way, Slagle interrupted and said "Bob, if you are trying to say that I'm not charismatic, you are not saying anything that I don't already know"

(personal communication). Slagle went on to state that he would love to have that magical, charismatic quality that Pruitt and others in NACA are known to have, but that charisma is just not in his nature.

Indeed, as the study unfolded, I discovered Slagle was not one about whom there were many exciting, inspiring, or magical stories told within NACA. Slagle spoke with me one evening of how he thinks he just isn't a magical or story type of person. Only two common stories focusing on incidents with Slagle as the central character seem to have seeped into the folklore of NACA and were repeated by volunteers and staff during my study. The first humorous story concerned the evening a few years ago when Slagle fell off the dais at a NACA leadership banquet in front of the approximately 100 influential volunteers and office staff members. This incident was even mentioned again by a speaker during the leadership banquet in February, 1990. The second story concerns Slagle's 1985 editorial entitled "A hole worth thinking about" (Slagle, 1985d), which volunteers still laughingly recall made little sense to readers. Slagle is simply not the center of those special stories volunteers tell that form the core of the oral history of the organization.

I discovered that volunteers and employees are drawn to follow Slagle not because he is charismatic but because they respect him. He is respected because of his high

ethical standards and his consistent application of them. Slagle is respected because of the tremendous amount of organizational knowledge he possess and his willingness to share it openly with others. He is respected because he is a hard worker and expects much of those around him. He is respected because he is both tolerant and indeed celebrates the different gifts and skills individuals bring to the Association.

A final basis for Slagle's influence is his fit with the culture of the organization. Slagle and the other National Office staff members have helped to form a strong infrastructure which allows the volunteers to be creative and move the Association forward into new avenues of services to members. It is a fit that is necessary for a staff member to be successful in NACA. When Slagle entered the Association as Executive Director, the organization needed people to build a solid infrastructure upon which the volunteers could depend. One doesn't need to be charismatic to build a solid operational system for an organization, and a cultural characteristic of NACA had, perhaps, become more or less evident to key volunteers in NACA during English's years as Executive Director. The characteristic simply put is that NACA cannot tolerate a high level staff member who craves the spotlight.

Slagle is a humble man, as was shown during our first

meeting when he immediately acknowledged his lack of charisma. But while humble, Slagle is also comfortable with himself and recognizes his strengths and weaknesses. Stern, who served as Chair of the Board of Directors during a portion of this study, described how she admired Slagle's strong sense of self. Stern said that while Slagle liked to be liked, he didn't need to be liked. Stern described it by explaining that Slagle is the type of person who, when dining at a French restaurant, wouldn't need to make believe that he understood the menu but, rather, would ask the waiter for some help. Slagle is comfortable with himself and doesn't need or crave the spotlight as a means to acknowledge his value in the Association, and this is a fit which has nurtured change in NACA.

Leadership and, more particularly, transformational leadership can exist successfully without the presence of a charismatic individual to rally the troops. Heroes are nice, but they are not required for relationships centered on mutual goals and communal visions. Real, intended changes which are collective and ethical can occur without the presence of a leader spinning a charismatic web to engulf followers. Slagle is one of a number of leaders who have contributed to the transformation of NACA. His contribution has been to build a strong internal structure which supports and fosters the educational development of

volunteers as crucial to what NACA is all about and supports the expansion of NACA's contribution to higher education.

How is the vision formed and then translated and transferred among leaders and followers? Vision and culture are intertwined in the organization and mirror the educational role the NACA volunteers play on their campuses. While most college student activity staff members are responsible for the planning and execution of concerts, dances, film series, and other extracurricular programs, a more prominent responsibility has become helping student volunteers develop leadership skills. Here the task of college administrators becomes cocurricular, with the classroom being student committees or organizations. While the product of a student concert committee may be to sponsor a successful concert for the student body, the staff advisor is also responsible for ensuring that the student committee members are learning and growing through their volunteer experience.

This same focus on both the educational process and the product produced by volunteers has been adopted and applied by Slagle, Boatman, Pruitt, Allen, and other leaders within NACA to the organization. The vision of committing the organization to the educational value of volunteerism and participation has not been formed by any

one individual, but by a series of leaders and followers at both the regional and national levels who have challenged each other. While great energy has been focused on producing high quality conventions, publications, and other member services, NACA leaders and followers have also strived to ensure that the volunteer experience itself is both educational and rewarding.

This vision is communicated to new members through their participation in the organization as volunteers or employees. Entry into NACA as a volunteer is easy. Raising one's hand at a regional conference session held to solicit volunteers is all it takes. People rise in positions of responsibility in the organization according to their willingness to commit their time and their past successful performance. Volunteers who are not successful in their tasks gently fade into the woodwork. But at virtually all levels in the organization, the process as well as the product are critically examined. Volunteers on regional conference committees attend workshops and engage in discussions which stress both the value of the educational mission of the organization and their volunteer experience. Virtually every region sponsors leadership workshops and retreats for all of their volunteers throughout the year. After regional experience is gained, many volunteers move on to contribute their talents and abilities at the national level.

In NACA, the vision is not formed by one individual who then sells it to the organization, but through a constant dialogue among the players in the relationship, who themselves are in motion, sometime acting as a leader and other times acting as a follower. The vision is familiar since it mirrors the developmental relationship between students and professional staff members fostered on college campuses. The vision is then embedded into the culture of the organization and then translated and transferred by individuals as they are in constant motion up and down NACA's ladder of authority. Progressing as a volunteer is a process of enculturation concerning two fundamentally different faces of NACA. The first is what works for NACA at any particular time, the manner in which decisions are made and the spectrum of services that are provided to school and associate members. The second aspect of NACA passed on to volunteers is a vision as to the value of personal growth and development as an inherent and important product of volunteerism and cocurricular education.

Does the vision serve as the driving force in the leadership relationship? NACA has a vision for the future, yet has spent little time in developing any formal vision statement. The closest the Association has come to produce a statement that declares a collective vision is

in Article II of the bylaws of the Association. Here, NACA states its purpose:

NACA is an association of higher education institutions that provide co-curricular activities for the educational enrichment of their campus communities, and persons or businesses selling, marketing or promoting services and products necessary for such activities. NACA exists to provide assistance for member institutions to establish and produce quality campus activities programming by providing education, information and resources for students and administrators and to facilitate cooperative consumer efficiency and marketplace effectiveness. (NACA National Bylaws, 1988, pp. 9-10)

As is true of most statements of purpose that are included in policy books or directories, this paragraph focuses more on what and how the organization functions in the present than on painting a values based, collectively inspiring picture of the future which can be understood and internalized by members at all different layers in the group.

If NACA were to have a vision statement, in the sense of how vision statements are understood in the late 1980s, it would look something like this:

NACA believes in the need and desire for all

individuals to develop to their fullest potential. The development of individuals is as important to NACA as their ability to contribute to NACA's many activities. The volunteers are not just the means whereby the Association produces successful activities but they are the end purpose of NACA.

NACA's mission is to support the development of students as they participate in extracurricular and cocurricular programs and organizations on the campuses of colleges and universities and to serve as a forum for the exchange of information which will improve campus entertainment and activities. NACA provides conventions, workshops, publications, and other services which can empower students by developing their competence in planning and directing a high quality and diverse series of activity programs and by providing students with the skills to evaluate, understand, and reflect on their involvement in the cocurricular experiences.

NACA presents similar programs and services to professional staff members at colleges, which both improves their skills as advisors to students programming committees and challenges them to continue in their own professional growth. Opportunities for education and development are also offered by NACA to members of associated firms through volunteer opportunities and formal education sessions at conventions through a series

of associate member forums.

This vision statement mirrors the priorities and rationale for volunteering in NACA. The organization believes in the important part cocurricular education plays in the lives of college students and that NACA's purpose is to provide information, services, and a marketplace for the sharing of ideas which feed these campus programs. NACA also supports the valuable educational experience students and college administrators receive through participation in the planning and execution of these programs, and the Association's educational thrust has moved from focusing primarily on programming skills to leadership and organizational skills. There is an internal integrity to the Association which is consistent with the vision. NACA follows a collaborative and interactive model for decision making which demonstrates the value of volunteerism, and this process mirrors the vision which the members have for the impact that NACA should have on higher education.

This 1989 vision of NACA is quite different from the vision the organization had at its birth thirty years ago. Then, the organization was formed as a way to decrease the cost of bringing entertainers to college campuses. Showcasing of talent was added to NACA several years later as a way for NACA to encourage the presentation of diverse and upcoming forms of entertainment. The first role of

education in the Association was to provide educational sessions for the development of skills tied directly to the successful presentation of entertainment on campus: contract negotiating, concert production, and publicity campaigns. From this grew educational sessions to improve the management of concert, programming, and other student committees or organizations geared to presenting entertainment on campus. The final step has been to add educational programs on leadership development at regional conferences and national conventions.

This vision has been the driving force in the changes produced by the leadership relationship in NACA during the past seven years. The creation of the subsidiary services corporation was intended to provide NACA with sufficient financial resources to fund its future educational programs. The creation of educational commissions during the 1989 Board reorganization was intended to improve the quality of educational services provided by NACA while also concentrating resources on improving the experience of volunteers. The healing of the rift between the volunteers in the regions and volunteers and staff members on the national level has led to a greater sharing of resources and an improvement in the quality of the programs and services provided by the regions as a group.

NACA has a communal vision for the future. It is not a static, one dimensional goal for the group but a vision

that is alive and holographic. This vision is not dogmatic and intolerant but, with its many sides, draws individuals to commit to its multiple parts. It emerges from and is consistent with the present culture of the organization. It is born from many people, both volunteers and staff members. It has been bred from an interactive influence relationship among leaders and followers, where these positions of leadership and followership have been fluid in nature according to the environmental pressures and energy level of volunteers or staff at any one particular moment in time. Real changes which reflect the mutual purposes of NACA members have been visioned, and actions have been taken, to move in a direction consistent with this vision. Woven into this vision is the need for change, and the relationship among members of the organization to be held to high ethical standards. I believe this vision is inspiring to volunteers because it is tied to the common good. There is a consensus among volunteers and staff members that the educational experiences both of volunteers in the organization and of college students on member campuses are of value to the participants and our society. This is a vision which serves as the motivating force in the transformational leadership relationship ongoing in NACA.

Conclusion

Pettigrew (1985) studied organizational change and culture in a large chemical corporation in England during a ten year period. In drawing conclusions, Pettigrew (p. 291) stated "change must be viewed as a long-term conditioning process that is influenced by competition and groups and leaders in an organization, opportunities for change created by environmental factors, and the persistent action of visionary leaders."

This is also a good description of change and culture in NACA during the past seven years. Coalitions have been formed by student and college staff volunteers, office staff members, and associate members to compete both for the funding of activities and for overall direction of the Association. Issues such as the creation of a separate arts and lectures convention, associate member voting privileges, student and associate member representation, creation of a subsidiary, the enhancement of the volunteer experience, and the degree to which NACA continues as both a trade show for talent and a professional educational organization have been debated, addressed, and then raised again. Environmental factors such as the persistent attention by the Internal Revenue Service to any governance activities by associates and an increasing interest from member colleges and universities for improved educational programs with an emphasis on

leadership training have impacted on the key decision makers in NACA.

Persistent actions by visionary leaders can also be found. In 1983 Boatman dedicated her term as Chair of the Board of Directors as the year of the volunteer, complete with a signed proclamation from President Reagan. She has since worked to have the Association continue to improve and recognize as critical the developmental experience of volunteers. Stern spoke against all forms of prejudice in NACA, and has recently left the field of campus activities to work as a consultant addressing issues of multiculturalism in organizations. Allen has been committed to the educational mission of the Association, while Fahey has personally developed a program of fundraising within NACA for the support of scholarships and other educational purposes. Slagle, Boatman, Ferguson, Fahey, and Parker have contributed to the increasing cooperative relationship between the regions and the national organization. The recent reorganization of the national structure of NACA would not have occurred without the leadership of Slagle, Boatman, and Ferguson.

The study of the key volunteers and staff members of NACA described in this dissertation uncovered an organization that fosters and promotes influence based leadership relationships as a norm for behavior and interactions. Much as DePree (1989) described how "roving

leaders take charge, in varying degrees, in a lot of companies every day," NACA prizes the fluid nature of the leadership and followership roles volunteers move in and out of in the organization. The key to success to NACA has been for the volunteers in key positions of authority to find and support leadership wherever it may arise in the Association, a practice DePree saw as critical or success in organizations.

The important role of the organization's culture to support collaboration, teamwork, and the free flow of information and dialogue between individuals in different layers in NACA has led to a spirit of innovation and creativity much as was described by Kanter (1982). Kanter studied 165 middle managers to learn common characteristics of those who contributed to innovation in their organizations, and found innovative managers tended to be

visionary, comfortable with change, and persistent. Innovation flourished in companies where territories overlap and people have contact across functions; information flows freely; numbers of people have excesses in their budgets; many managers are in open-ended positions; and reward systems look to the future, not the past. (p. 95)

Creativity and innovation has been the watchword in the regions of NACA, where volunteers serve in key middle

management roles. The improved relationships between regions and between the regional and the national organization have led to more sophisticated support, in both educational and management terms, to be delivered to the regions. Virtually every region has the funds to support innovative programs, and the Association has traditionally focused more on rewarding performance and the potential for future contributions than on chastising past sub-par work.

The story of leadership and change in NACA is not of one superhuman actor, as easily identifiable as the hero in old western films--he was the sheriff, the only one wearing the white hat and riding a white horse. Rather, leadership in NACA resembles a posse, where citizens mobilized to address particular threats to the common good of the community. In the past seven years of NACA, leadership has been the task of Boatman, Fahey, Payton, Slagle, Allen, Ferguson, and many others in NACA who have both built relationships with followers and who themselves have moved into and out of the roles of leader and follower. These people have intended and produced real changes in the Association, whether it be a new educational direction for the organization or the creation of a stable infrastructure which will allow and promote the creative extension of the purposes of NACA. They have been guided by a communal vision, though unstated, of the

value of education through nonclassroom experiences and the role NACA can play in promoting and enhancing this both in students at member colleges and universities and in the volunteers within the organization itself. This education and development of students and volunteers is viewed as valuable to the individual, to the organization in which they serve, and as a byproduct to society as a whole. This is transformational leadership as it existed in NACA.

Discussion

All research should both be based on prior work and serve as a springboard for the work of scholars in the future. All forms of research inherently have strengths and weaknesses according to both the research design used and the execution of the study by the researcher. The following is a discussion of the strengths and weaknesses of this dissertation as well as potential avenues for future research.

Strengths

A key strength in this project has been the way in which my access to and understanding of large amounts of information the Association and key volunteers and staff members. The data I collected was voluminous. My knowledge of the organization led to a short period of

entry into the research setting, for I understood how the organization functioned and was familiar with the individuals in key positions of authority. I found that my presence in meetings was often forgotten and I became invisible during observations. This was due to many members finding my presence at discussions to be familiar because of my earlier involvement in NACA. Contamination of the setting of the study by my presence was minimized by my familiarity with the participants and by the extended length of time during which I performed observations and interviews. The data I collected were accurate and uncontaminated, and I am very sure that the participants I observed did not behave differently than they would have had I not been present.

The complete access I had to information was also helped by the interest key volunteers and staff members had in this study and in the subject of leadership in general. Leadership is a term used constantly in NACA. While members of this organization, along with most of the population, often use the term incorrectly to identify all elected or selected people in positions of authority, NACA is also constantly focusing on enhancing, teaching, facilitating, discussing, and fostering leadership skills in the Association's volunteers and students from member colleges and universities. This familiarity and interest in leadership by members of the organization led them to

participate in this study not simply as subjects but as coinvestigators. The interviews I had with key informants virtually always became at the end a dialogue, where I did not simply ask questions and have a subject respond, but participated in discussions about what had occurred in an earlier meeting or incident. Thus, a strength of this study was that the participants in interviews felt free to raise issues and lines of discussion, and these often led to new insights and avenues for further investigation.

A third strength of this dissertation comes from my study of leadership where the central character is neither a CEO nor charismatic by nature. While neither quality is a necessary part of a definition of leadership, most other studies of leadership have focused on these types of individuals. This study is strong because I was able to view truly interactive leadership relationships without the presence of either ultimate corporate authority or a charismatic hero. The conclusions generated through this research are useful because scholars and practitioners must begin to focus on leadership as it exists, leadership as separate from the influence derived from ultimate positions of authority, and leadership as practiced by individuals who develop relationships on intellectual and philosophical levels without the emotional magnetism of charisma. For as James MacGregor Burns (1989) stated while speaking at a recent conference on leadership at the

University of San Diego, researchers need to begin to look at leadership in the middle, at people without ultimate power in organizations, to truly understand the construct of leadership as separate from an exercise of power.

Weaknesses

As I complete this study and analyze the process of inquiry I have discovered two weaknesses. The first concerns the approach taken to study leadership. Looking back at the last two years, I see now that I may have placed too much emphasis on Slagle and the relationships in which he participated instead of the general concept of leadership in NACA. Slagle is a key player in the change chronicled in the Association, and because of his role as Executive Director, he has contact with all other key personnel in NACA. This study of leadership would have been enhanced by just observing leadership relationships as they developed within the organization without having any individual as the focus or linchpin of the research.

The second weakness comes from my inability to observe many of the interactions between leaders and followers which form the basis for the leadership relationship. The Board of Directors meets only twice a year, once in February prior to the national convention and once in July during meetings of all volunteer committees. The pressure of the upcoming convention in

February and the need for some Board members to meet with different groups in July make the meeting days long and full. Sometimes there are up to five different meetings taking place simultaneously, with Board members at each, and with critical issues being discussed at every one.

Outside of these two formal meeting times, and the three day meetings the Executive Committee conducts twice a year, the business of the Association is conducted on the telephone. Earlier I described how tied to the telephone Slagle is in the National Office, and this is how many past Chairs of the Board have described a majority of their interactions with other volunteers. Issues may be discussed when several Board members attend the same regional conference, but by and large most interactions are done on the telephone. These are interactions I was not able to observe.

Future Research

I believe this research project can form the basis for a number of other complementary studies on transformational leadership. First and foremost, I believe greater emphasis must be placed on studying leadership outside of political or business settings. The study of NACA can, perhaps, serve as a the stimulus for the study of leadership relationships within voluntary organizations or associations. According to Lee (1988, p.

17), "the United States boasts more than 21,000 national trade and professional associations, which represent a work force of more than 173,000,000 individuals and firms." This nation is in some ways a nation of associations, and the spirit of volunteerism in these large organizations as well as local community groups are an important part of the fabric of being an American. Studying leadership within these volunteer organizations at all levels of society may provide new insights into the interactive and ethical nature of the leadership relationship.

A second area for further study comes from the need for a better understanding of the interactive nature of leadership and management. In NACA I discovered the staff members in the National Office and many volunteers focusing on building a solid infrastructure in the organization, a management task. But, the value of this stable structure was to allow others to be creative and innovative and to move the organization ahead through a leadership relationship. For as Avolio and Bass (1988, p. 33) stated, "Jesus without Paul might have been lost to history as a minor Jewish rabbi around whom a minor sect was founded." The important relationship between leadership and management deserves further study.

Further research must also be done in studying leadership with qualitative research techniques which

produce thick descriptions to permit the transferability of hypotheses. This study attempted to give a narrow, but in depth, slice of the social world. Future similar studies need to be done, for the comparison of case studies for the development of generalizations requires clear definitions and descriptions, and units of analysis which are clear and similar to others (Yin, 1984, p. 33).

A final avenue for future research needs to be on the degree to which the concepts of leadership and transformational leadership are bound by our culture. My thoughts are that the concept of leadership as a relationship intending real change which reflects mutual purposes may be more transferable among different cultures than transformational leadership and its ethical nature. The development of the construct of leadership in a society that is not based on Western, Christian traditions, and its comparison with our concept of leadership would be fascinating indeed.

Concluding Remarks

As a society we tend to look to the actions of some individual as the cause for everything that occurs in our lives. If there is an effect we expect to be able to find the cause. If a company is financially successful, it is attributed to the actions of someone at the top of the flow chart. If an airplane crashes, it also must be

someone's fault. Few people seem willing to accept events as not always in the complete control of a finite set of decision makers. Things can no longer just happen naturally, environmental pressures building over time are viewed as of minimal significance, and there is an assumption that at some level, someone is in control of all activities.

I have three problems with looking at the world in this manner. First, the concept of linear causality is simply not the way the world works. Events, people, organizations, and the environment are in a continuous process of mutual, simultaneous shaping. To try to understand the cause of an event without an indepth understanding of the historical background and the many layers of present day environmental factors impacting the situation will lead to very antiseptic and naive conclusions.

My second concern comes from the rush to attribute the cause of all great, glorious, and even notorious events to the deliberate actions of one individual. There is an assumption of unlimited control and power that is not present in a world composed of human beings, each of whom have motives, needs, and personal agendas. Block (1987) described how he met with the President of Finast supermarkets while studying the resistance to change in that firm. Block arrived to tell the President to use the

power of his office to institute changes planned by him and his fellow senior administrators. But soon the President turned the conversation to his frustration with the ketchup in the company cafeteria, which was too thin and watery. The President explained that he had been complaining for some time about how Finast ketchup was too watery to compete with national brand names and that "he thought that at least someone could have thickened the ketchup at his table in the company cafeteria, even if the product on the shelves remained watery" (p. 63).

The simple fact is that no one has absolute power, not Iacocca to personally transform Chrysler, and definitely not the President of Finast to change the quality of the ketchup. Our urge to attribute outcomes as the product of the planned actions of an individual minimizes the role subordinates throughout an organization or participants in an event have to accept or reject a directive, hear or ignore an order, or embrace or scorn an overture of leadership or personal vision, or even more to the point, shape and reshape the initiative to satisfy some of their own wants and needs as well as satisfy the wants and needs of the organization.

My third concern emerges from the first two, and it is our tradition to picture leaders as distinct and radically different from followers because they are the ones wearing white hats and riding white horses. Our rush

to embrace charismatics may lead us to follow another Hitler or Jim Jones as readily as another John F. Kennedy or Winston Churchill. Manz and Sims (1989, p. 225) are correct when they state that "the current popular notion that excellent leaders should be visionary and charismatic may be a trap if taken too far." Charisma certainly doesn't hurt when trying to influence followers to form a leadership relationship based on a vision, but it isn't the only, or critical factor, in the relationship.

What does all this have to do with leadership? The reliance on beliefs of top down control, of linear causality, and of the magical, charismatic nature of leadership minimizes the decisive role followers have in leadership relationships, the role of the common man with a free will in any organization, and the many diverse gifts different people bring to a party. I agree with Kotter (1988, p. 21) when he states that leadership is "chameleon-like. . . . What it looks like on the surface is very much a function of the situation in which it is found." Leadership is not a stagnant monolith, but a dynamic synthesis composed of ever changing ingredients. We must begin to study and celebrate the different gifts women and individuals from different cultures can bring to the leadership relationship in order to enhance the quality of our understanding of leadership relationships as they exist throughout our social world.

REFERENCES

- Ackerman, L. (1985). Leadership vs. management. Leadership and Organization Development Journal, 6(2), 17-19.
- Ackoff, R. L. (1981). Creating the corporate future: Plan or be planned for. New York: John Wiley.
- Adler, N. J., & Bird, F. B. (1988). International dimensions of executive integrity: Who is responsible for the world? In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 243-267). San Francisco, CA: Jossey-Bass.
- Agar, M. H. (1980). The professional stranger. Orlando, FL: Academic Press.
- Albrecht, K., & Albrecht, S. (1987). The creative corporation. Homewood, IL: Dow Jones-Irwin.
- Allen, K., Chrispeels, J., Fink, R., & Tan, H. (1988). Metanoic leadership: A concept of leadership for the future. Unpublished manuscript, University of San Diego, School of Education, San Diego, CA.
- Alstadt, D. M. (1985). Institutionalizing leadership: The strategic committee of the board. Newmanagement, 2(2), 26-32.
- American Society of Association Executives. (1988, March). Standards of conduct. Association Management, p. 31.
- Avolio, B. J., & Bass, B. M. (1988). Transformational leadership, charisma, and beyond. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 29-49). Lexington, MA: Lexington Books.

- Avolio, B. J., & Gibbons, T. C. (1988). Developing transformational leaders: A life span approach. In Conger, J. A., Kanungo, R. N., & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 276-308). San Francisco, CA: Jossey-Bass.
- Avolio, B. J., Waldman, D. A., & Einstein, W. O. (1988). Transformational leadership in a management game simulation. Group & Organizational Studies, 13(1), 59-80.
- Azzaretto, J. F. (1986). Integrating management and leadership. Public Management, 68(8), 15-16.
- Badaracco, J. L., & R. R. Ellsworth (1989). Leadership and the quest for integrity. Boston, MA: Harvard Business School Press.
- Baliga, B. R., & Hunt, J. g. (1988). An organizational life cycle approach to leadership. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 129-149). Lexington, MA: Lexington Books.
- Bantz, C. R. (1983). Naturalistic research traditions. In L. L. Putnam & M. E. Pacanowsky (Eds.), Communication and organizations: An interpretive approach (pp. 55-66). Beverly Hills, CA: Sage.
- Barbour, G. P., & Sipel, G. A. (1986). Excellence in leadership: Public sector model. Public Management, 68(8), 3-5.
- Barnard, C. (1938). The functions of the executive. Cambridge, MA: Harvard University Press.
- Barnes, L. B., & Kriger, M. P. (1986). The hidden side of organizational leadership. Sloan Management Review, 28(1), 15-25.
- Bass, B. M. (1985). Leadership and performance beyond expectations. New York: The Free Press.
- Bass, B. M. (1988). Evolving perspectives on charismatic leadership. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 40-77). San Francisco, CA: Jossey-Bass.

- Bass, B. M., Waldman, D. A., Avolio, B. J., & Bebb, M. (1985). Transformational leadership and the falling dominoes effect. Group and Organizational Studies, 12(1), 73-87.
- Bennis, W. (1983). The artform of leadership. In S. Srivastva and Associates (Eds.), The executive mind: New insights on managerial thought and action (pp. 27-39). San Francisco, CA: Jossey-Bass.
- Bennis, W. (1984a, August). The four competencies of leadership. Training and Development Journal, pp. 15-20.
- Bennis, W. (1984b). Four traits of leadership. In J. N. Williamson (Ed.), The leader manager (pp. 79-89). New York: John Wiley & Sons.
- Bennis, W. (1984c). Transformative power and leadership. In T. J. Sergiovanni & J. E. Corbally (Eds.), Leadership and organizational culture (pp. 64-71). Chicago, IL: University of Chicago Press.
- Bennis, W. (1989). On becoming a leader. Reading, MA: Addison-Wesley.
- Bennis, W. & Nanus, B. (1985). Leaders. New York: Harper & Row.
- Berlew, D. E. (1974). Leadership and organizational excitement. California Management Review, 17(2), 21-30.
- Berlew, D. E. (1986a). Leadership and organizational excitement. In J. N. Williamson (Ed.), The leader manager (pp. 91-104). New York: John Wiley & Sons.
- Berlew, D. E. (1986b). Managing human energy: Pushing versus pulling. In S. Srivastva & Associates (Eds.), Executive power: How executives influence people and organizations (pp. 33-50). San Francisco, CA: Jossey-Bass.
- Blanchard, K. (1986). Choosing the right management style. Public Management, 68(8), 16-17.
- Block, P. (1987). The empowered manager: Positive political skills at work. San Francisco, CA: Jossey-Bass.

- Boal, K. B., & Bryson, J. M. (1988). Charismatic leadership: A phenomenological and structural approach. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 11-28). Lexington, MA: Lexington Books.
- Bolman, L. G., & Deal, T. E. (1986). Modern approaches to understanding and managing organizations. San Francisco: Jossey Bass.
- Bowen, E. (1987, May 18). His trumpet was never uncertain. Time, pp. 68-69.
- Bradbury, R. (1985). Management from within. Management from within. Newmanagement, 1(4), 12-15.
- Brown, A., & Weiner, E. (1984). Supermanaging: How to harness change for personal and organizational success. New York: McGraw-Hill.
- Bryman, A. (1986). Leadership and organizations. London: Routledge & Kegan Paul.
- Burke, W. W. (1986). Leadership as empowering others. In S. Srivastva & Associates (Eds.), Executive power: How executives influence people and organizations (pp. 51-77). San Francisco, CA: Jossey-Bass.
- Burns, J. M. (1978). Leadership. New York: Harper & Row.
- Burns, J. M. (1989, March). Future avenues for studying leadership. Leadership: Ten years after. Symposium at the School of Education, University of San Diego, San Diego, CA.
- Butterfield, D. A. (1988). Chapter 2 commentary: Welcome back charisma. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 67-72). Lexington, MA: Lexington Books.
- Calas, M. B., & Smircich, L. (1988). Reading leadership as a form of cultural analysis. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 201-226). Lexington, MA: Lexington Books.
- Conger, J. A. (1988a). Charismatic leadership: The evolution of theory. Paper presented at the organizational behavior division, 1988 Academy of Management Annual Meeting, Anaheim, CA.

- Conger, J. A. (1988b). Theoretical foundations of charismatic leadership. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 11-39). San Francisco, CA: Jossey-Bass.
- Conger, J. A. (1989). The charismatic leader: Behind the mystique of exceptional leadership. San Francisco, CA: Jossey-Bass.
- Conger, J. A., & Kanungo, R. N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. Academy of Management Review, 12(4), 637-647.
- Conger, J. A., & Kanungo, R. N. (1988a). Behavioral dimensions of charismatic leadership. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 73-97). San Francisco, CA: Jossey-Bass.
- Conger, J. A., & Kanungo, R. N. (1988b). Conclusion: Patterns and trends in studying charismatic leadership. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 323-336). San Francisco, CA: Jossey-Bass.
- Conger, J. A., & Kanungo, R. N. (1988c). Introduction: Problems and prospects in understanding charismatic leadership. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 1-11). San Francisco, CA: Jossey-Bass.
- Cummings, T. G., Mohrman, S. A., Mohrman Jr., A. M., & Ledford Jr., G. E. (1985). Organization design for the future. In E. E. Lawler III, A. M. Mohrman Jr., S. A. Mohrman, G. E. Ledford Jr., & T. G. Cummings (Eds.), Doing research that is useful for theory and practice (pp. 275-305). San Francisco, CA: Jossey-Bass.
- Cunningham, L. L. (1985). Leaders and leadership: 1985 and beyond. Phi Delta Kappan, 67(1), 17-20.
- Deal, T. E., & Kennedy, A. A. (1982). Corporate cultures: The rite and rituals of corporate life. Reading, MA: Addison-Wesley.

- Deetz, S. (1985). Ethical considerations in cultural research in organizations. In P. J. Frost, L. F. Moore, M. R. Louis, C. C. Lundberg, & J. Martin (Eds.), Organizational culture (pp. 253-269). Beverly Hills, CA: Sage.
- de Hart, A., & McDonald, L. (1984, December). Laying the foundation: The early years. Campus Activities Programming, pp. 27-31.
- Denzin, N. K. (1971, December). The logic of naturalistic inquiry. Social forces, 50, 166-180.
- DePree, M. (1989). Leadership is an art. New York: Doubleday.
- Devanna, M. A., & Kirby, W. E. (1983, Spring/Summer). Managing the middle. Human Resources Management, 23(1/2).
- Dodge, M., & Bodgan, R. (1974, September). Participant observation: A promising research approach for educational technology. Phi Delta Kappan, pp. 67-69.
- Dombart, P. M. (1985). The "vision" of an insider: A practitioner's view. Educational Leadership, 13(3), 70-73.
- English, G. (1982, February). NACA executive director's report to the Board of Directors. Unpublished report. Columbia, SC.
- Enochs, J. C. (1981). Up from management. Phi Delta Kappan, pp. 175-178.
- Eisenstadt, S. N. (1968). Max Weber: On charisma and institution building. Chicago: University of Chicago Press.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. C. Wittrock (Ed.), Handbook of Research on Teaching (3rd ed.) (pp. 119-161). New York: MacMillan.
- Fielding, N. g., & Fielding, J. L. (1986). Linking data. Beverly Hills, CA: Sage.
- Fink, R. (1988a, April). Leadership, culture and change on the college campus. Campus Activities Programming, pp. 64-69.

- Fink, R. (1988b, August). Vision: An essential component of leadership. Profile, pp. 1-5.
- Fink, R. (1989, April). Why do leadership training? Profile, pp. 6-7.
- Foster, W. (1985). Leadership as a critical practice. The Australian Administrator, 6(2), 1-4.
- Foster, W. (1986). Paradigms and promises: New approaches to educational administration. Buffalo, NY: Prometheus Books.
- Foster, W. (1989). Toward a critical practice of leadership. In J. Smythe, (Ed.), Critical perspectives on educational leadership (pp. 39-62). London, UK: Falmer Press.
- Fritz, R. (1986). The leader as creator. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 159-182). Alexandria, VA: Miles River Press.
- Freiberg, K. L. (1987). The heart and spirit of transformational leadership: A qualitative case study of Herb Kelleher's passion for Southwest Airlines (Doctoral Dissertation, University of San Diego, 1987).
- Frost, J., Moore, L. F., Louis, M. R., Lundberg, C. C., & Martin, J. (1985). Organizational culture. Beverly Hills, CA: Sage.
- Galagan, P. (1984). Real leaders revisited. Training and Development Journal, 38(3), 6.
- Gardner, J. W. (1986a). Nature of leadership. Washington, DC: Independent Sector.
- Gardner, J. W. (1986b). Tasks of leadership. Washington, DC: Independent Sector.
- Gardner, J. W. (1986c, November). The tasks of leadership, part 2: Setting an example. Personnel, 63(11), 41-46.
- Gardner, J. W. (1987). Leadership: A collaborative act. New Management, 5(1), 11-17.
- Geer, B. (1969). First days in the field. In G. McCall & J. L. Simmons (Eds.), Issues in participant observation. Reading, MA: Addison-Wesley.

- Gibbons, R. C. (1986). Revisiting the question of born vs. made: Toward a theory of development of transformational leaders. Unpublished doctoral dissertation, Human and Organization Systems, Fielding Institute, 1986.
- Glaser, B., & Strauss, A. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago, IL: Aldine.
- Goldsmith, W., & Clutterbuck, D. (1986). The losing streak. Newmanagement, 2(2), 6-13.
- Goodman, P. (1985). Critical issues in doing research that contributes to theory and practice. In E. E. Lawler III, A. M. Mohrman, Jr., S. A. Mohrman, G. E. Ledford, Jr., T. G. Cummings, & Associates (Eds.), Doing research that is useful for theory and practice (pp. 324-343). San Francisco, CA: Jossey-Bass.
- Graham, J. W. (1987). The essence of leadership: Fostering follower autonomy, not automatic followership. In J. G. Hunt (Ed.), Emerging leadership vistas (pp. 73-79). Elmsford, NY: Pergamon Press.
- Green, K. B. (1988). Leader, mentor, partner: The role of the chief staff executive. Leadership: The Magazine for Volunteer Association Leaders, pp. 40-41.
- Grob, L. (1984). Leadership: The socratic model. In B. Kellerman (Ed.), Leadership: Multidisciplinary perspectives (pp. 263-280). Englewood Cliffs, NJ: Prentice-Hall.
- Guba, E. G., & Lincoln, Y. S. (1985). Effective evaluation. San Francisco: Jossey-Bass.
- Harman, W. W., & Rheingold, H. (1984). Higher creativity: Liberating the unconscious for breakthrough insights. Los Angeles, CA: Jeremy P. Tarcher.
- Harman, W. W. (1979). An incomplete guide to the future. New York: W. W. Norton.
- Harman, W. W. (1986). Transformed leadership: Two contrasting concepts. In J. D. Adams Transforming leadership: From vision to results (pp. 105-110). Alexandria, VA: Miles River Press.
- Harrison, R. (1985). Strategies for a new age. In Bennis, W. G., Benne, K. D., & Chin, R. (Eds.), The planning of change (pp. 128-149). New York: Holt, Rinehart, and Winston.

- Harrison, R. (1988). Quality of service: A new frontier for integrity in organizations. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 45-67). San Francisco, CA: Jossey-Bass.
- Hickman, C. R., & Silva, M. A. (1984). Creating excellence: Managing corporate culture, strategy, and change in the new age. New York: NAL Books.
- Hollander, E. P. (1987). Leadership and power. In G. Lindzey & E. Aronson (Eds.), The handbook of social psychology (Vol. 2, 3rd ed.) (pp. 485-538). New York: Random House.
- Holpp, L. (1988). Realizing the possibilities. Training & Development Journal, 42(9), 48-55.
- House, R. J., & Baetz, M. L. (1979). Leadership: Some empirical generalizations and new research directions. In B. M. Staw (Ed.), Research in organizational behavior (Vol. 1) (pp. 339-401). Greenwich, CT: JAI Press.
- Hunt, R. J. (1977). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larson (Eds.), Leadership: The cutting edge (pp. 189-207). Carbondale, IL: Southern Illinois University Press.
- Hunt, J. G., Baliga, B. R., Dachler, H. P., & Schriesheim, C. A. (1988). Charismatic and transformational leadership. In J. G. Hunt, B. r. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 5-10). Lexington, MA: Lexington Books.
- Hycner, R. H. (1982). Some guidelines for the phenomenological analysis of interview data. Unpublished manuscript.
- Jackson, J. (1988, July 19). Speech before the Democratic Party National Convention.
- Jaffe, D. T., Scott, C. D., & Orioli, E. M. (1986). Visionary leadership: Moving a company from burnout to inspired performance. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 95-104). Alexandria, VA: Miles River Press.
- Joiner, W. B. (1986). Leadership for organizational learning. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 39-57). Alexandria, VA: Miles River Press.

- Kanter, R. M. (1982). The middle manager as innovator. Harvard Business Review, 60(4), 95-105.
- Kanter, R. M. (1983). The change masters. New York: Simon and Schuster.
- Katz, D., & Kahn, R. L. (1978). The social psychology of organizations (2nd ed.). New York: Wiley.
- Kegan, R., & Lahey, L. L. (1984). Adult leadership and adult development: A constructivist view. In B. Kellerman (Ed.), Leadership: Multidisciplinary perspectives (pp. 199-230). Englewood Cliffs, NJ: Prentice-Hall.
- Kellerman, B. (1984). Leadership as a political act. In B. Kellerman (Ed.), Leadership: Multidisciplinary perspectives (pp. 63-89). Englewood Cliffs, NJ: Prentice-Hall.
- Kerlinger, R. (1973). Foundations of behavioral research. New York: Holt, Rinehart & Winston.
- Kerr, S. (1988). Integrity in effective leadership. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 122-139). San Francisco, CA: Jossey-Bass.
- Kets de Vries, M. F. R. (1988). Origins of Charisma: Ties that bind the leader and the led. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 237-252). San Francisco, CA: Jossey-Bass.
- Kiechel, W. (1989). A hard look at executive vision. Fortune, 120(9), 207-210.
- Kiefer, C. (1986). Leadership in metanoic organizations. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 185-198). Alexandria, VA: Miles River Press.
- Kirk, J., & Miller, M. L. (1986). Reliability and validity in qualitative research. Beverly Hills, CA: Sage.
- Kochan, T. A., Schmidt, S. M., & DeCotiis, T. A. (1986). Superior-subordinate relations: Leadership and headship. In T. Heller, J. Van Til, & L. A. Zurcher (Eds.), Leaders and followers: Challenges for the future (pp. 3-14). Greenwich, CT: JAI Press Inc.

- Kolb, D. A. (1988). Integrity, advanced professional development, and learning. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life. San Francisco, CA: Jossey-Bass.
- Kotter, J. P. (1982). The general managers. New York: The Free Press.
- Kotter, J. P. (1988). The leadership factor. New York: The Free Press.
- Kouzes, J. M., & Posner, B. Z. (1987). The leadership challenge: How to get extraordinary things done in organizations. San Francisco, CA: Jossey-Bass.
- Kozuch, J. A. (1987). Recommendations for the structure and process of volunteer leadership in the National Association for Campus Activities. Arlington, VA: Author.
- Kuhnert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. Academy of Management Review, 12, 648-657.
- Lawler, E. E. III (1977). Adaptive experiments: An approach to organizational behavior research. Academy of Management Review, 2, 576-585.
- Lee, C. (1986, March). Ethics training: Facing the tough questions. Training, pp. 30-41.
- Lee, L. (1988). A nation of associations. Leadership: The Magazine for Volunteer Association Leaders, pp. 17-21.
- Levinson, H. (1988). To thine own be true: Coping with the dilemmas of integrity. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 268-289). San Francisco, CA: Jossey-Bass.
- Levinson, H., & Rosenthal, S. (1984). CEO: Corporate leadership in action. New York: Basic Books.
- Levy, A., & Merry, U. (1986). Organizational transformations: Approaches, strategies, theories. New York: Praeger.
- Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.

- Lindblom, C. E. (1968). The policy-making process. Englewood Cliffs, NJ: Prentice-Hall.
- Louis, M. R. (1985). An investigator's guide to workplace culture. In P. J. Frost, L. F. Moore, M. R. Louis, C. C. Lundberg, & J. Martin (Eds.), Organizational culture (73-93). Beverly Hills, CA: Sage.
- Louis, M. R. (1987). Organizations as culture-bearing milieux. M. R. Shafritz & J. S. Ott (Eds.), Classics of organization theory (2nd ed.) (pp. 421-432). Chicago: Dorsey.
- Lustberg, A. (1984, December). Examine your role as spokesperson. Leadership: The Magazine for Volunteer Association Leaders, pp. 32-37.
- Luthans, F., & Lockwood, D. L. (1984). Toward an observation system for measuring leader behavior in natural settings. In J. G. Hunt, D. M. Hosking, C. A. Schriesheim, & R. Stewart (Eds.), Leaders and managers: International perspectives on managerial behaviour and leadership (pp. 117-141). New York: Pergamon.
- Maccoby, M. (1981). The leader. New York: Random House.
- Maccoby, M. (1988). Integrity: A fictional dialogue. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 29-44), San Francisco, CA: Jossey-Bass.
- Macher, K. (1987, February). On becoming a visionary. Association Management, pp. 43-45.
- Macher, K. (1988). Empowerment and the bureaucracy. Training & Development Journal, 42(9), 41-45.
- Main, J. (1987, September 28). Wanted: Leaders who can make a difference. Fortune, pp. 92-102.
- Manz, C. C., & Sims, H. P. (1989). SuperLeadership: Leading others to lead themselves. New York: Prentice Hall.
- Marshall, C. (1985). Appropriate criteria of trustworthiness and goodness for qualitative research on education organizations. Quality and Quantity, 19, 353-373.
- Matthews, T. (1984, December). Growth and controversy: The Interim years. Campus Activities Programming, pp. 33-37.

- McCall, M. W. Jr. (1985). Conjecturing about creating leaders. In W. E. Rosenbach and R. L. Taylor (Eds.), Contemporary issues in leadership, pp. 271-280.
- Miles, M. B. (1983). Qualitative data as an attractive nuisance: The problem of analysis. In J. Van Maanen (Ed.), Qualitative methodology (pp. 105-117). Beverly Hills, CA: Sage.
- Mintzberg, H. (1983). An emerging strategy of 'direct' research. In J. Van Maanen (Ed.), Qualitative methodology (pp. 105-117). Beverly Hills, CA: Sage.
- Morley, I. E. (1984). On imagery and the cycling of decision making. In J. G. Hunt, D. M. Hosking, C. A. Schriesheim, & R. Stewart (Eds.), Leaders and managers: International perspectives on managerial behaviour and leadership. New York: Pergamon.
- NACA executive director post filled (1983, March). Profile, p. 1.
- NACA National Bylaws (1988, Spring/Summer). NACA membership directory, Columbia, SC: Author.
- NACA Statement of Business Ethics and Standards (1988, Spring/Summer). NACA membership directory. Columbia, SC: Author.
- Nanus, B. (1987). Leadership and wealth creation. New Management, 5(1), 43-46.
- Nanus, B. (1989). The leaders edge: The seven keys to leadership in a turbulent world. Chicago: Contemporary books.
- National Association for Campus Activities. (1988, Spring/Summer). NACA membership directory. Columbia, SC: Author.
- Nelsen, E. H. (1986). Empowerment strategies: Balancing authority and responsibility. In S. Srivastva & Associates (Eds.), Executive power (pp. 78-109). San Francisco, CA: Jossey-Bass.
- Nicoll, D. (1986). Leadership and followship. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 29-38). Alexandria, VA: Miles River Press.
- O'Toole, J. (1985). Vanguard management. New York: Berkley Books.

- Owen, H. (1986). Leadership by indirection. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 111-122). Alexandria, VA: Miles River Press.
- Parks, D. J. (1986, October). Create a vision, build a consensus, be an effective leader. The Clearing House, pp. 88-90.
- Pascarella, P. (1981). Industry week's guide to tomorrows executive: Humanagement in the future corporation. New York: Van Nostrand Reinhold.
- Pascarella, P. (1986, October 13). Creating the future. Industry Week, pp. 65-72.
- Pauchant, T. (1985). [Review of The functions of the executive]. Newmanagement, 2(3), 60-61.
- Peters, T. (1987). Thriving on chaos: Handbook for a management revolution. New York: Alfred A. Knopf.
- Peters, T., & Austin, N. (1985). A passion for excellence: The leadership difference. New York: Warner Books.
- Peters, T. J., & Waterman, R. H. (1982). In search of excellence. New York: Harper & Row.
- Pettigrew, A. M. (1979). On studying organiational cultures. Administrative Science Quarterly, 24, 570-581.
- Pettigrew, A. M. (1985). The awakening giant: Continuity and change in Imperial Chemical Industries. New York: Blackwell.
- Pettigrew, A. M. (1986). Some limits of executive power in creating strategic change. In S. Srivastva & Associates (Eds.), Executive power (pp. 132-154). San Francisco, CA: Jossey-Bass.
- Portnoy, R. A. (1986). Leadership: What every leader should know about people. Englewood Cliffs, NJ: Prentice-Hall.
- Potts, M., & Behr, P. (1987). The leading edge: CEO's who turned their companies around: What they did and how they did it. New York: McGraw-Hill.
- Prentice, W. C. H. (1982). Understanding leadership. In E. G. C. Collins (Ed.), Executive success (pp. 140-150). New York: Wiley.

- Price, S. (1985, August). Leaders of the pack: How they get out front. Human POTENTIAL, pp. 15-18.
- Pruitt, D. (1984, December). Refinement through change: The challenging years. Campus Activities Programming, pp. 39-43.
- Punch, M. (1986). The politics and ethics fo fieldwork: Muddy boots and grubby hands. Beverly Hills, CA: Sage.
- Richards, D., & Engel, S. (1986). After the vision: Suggestions to corporate visionaries and vision champions. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 199-214). Alexandria, VA: Miles River Press.
- Riggio, R. E. (1987). The charisma quotient: What it is, how to get it, how to use it. New York: Dodd Mead
- Riley, P. (1988). The merger of macro and micro levels of leadership. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim (Eds.), Emerging leadership vistas (pp. 80-84). Lexington, MA: Lexington Books.
- Ritscher, J. A. (1986). Spiritual leadership. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 61-80). Alexandria, VA: Miles River Press.
- Ross, J. D., & Ross, R. B. (1986). City management and leadership: A necessary partnership. Public Management, 68(8), 14-15.
- Rost, J. C. (1985). Generative leadership. Unpublished manuscript, Graduate School of Education, University of San Diego, San Diego, CA.
- Rost, J. C. (1985, October). Leadership and management: A new consensus. Paper delivered at the annual conference of the Organizational Development Network, San Francisco.
- Rost, J. C. (1988, November). The nature of leadership in the postindustrial era (Revised Edition). Unpublished manuscript, University of San Diego, School of Education, San Diego, CA.
- Sashkin, M. (1984). Participative management is an ethical imperative. Organizational dynamics, 12(4), 4-22.
- Sashkin, M. (1986). True vision in leadership. Training and Development Journal, 40(5), 58-61.

- Sashkin, M. (1988). The visionary leader. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 122-160). San Francisco, CA: Jossey-Bass.
- Sashkin, M., & Fulmer, R. M. (1988). Toward an organizational leadership theory. In J. G. Hunt, B. R. Baliga, H. P. Dachler, & C. A. Schriesheim Eds.), Emerging leadership vistas (pp. 51-65). Lexington, MA: Lexington Books.
- Sayre, S. (1986). Leader communication and organizational culture: A field study (Doctoral Dissertation, University of San Diego, 1986).
- Scaff, W. D. (1986). Leadership, management and the local government: Rise early, work late, strike oil! Public Management, 68(8), 6-7.
- Schanche, D. A. (1987, September 13). John Paul II, CEO. Los Angeles Times Magazine, pp. 9-13.
- Schein, E. H. (1983, Summer). The role of the founder in creating organizational culture. Organizational Dynamics, 12, 13-28.
- Schein, E. H. (1984, Winter). Coming to a new awareness of organizational culture. Sloan Management Review, 25, 3-15.
- Schein, E. H. (1985). Organizational culture and leadership. San Francisco: Jossey-Bass.
- Schein, E. H. (1986). What you need to know about organizational culture. Training and Development Journal, 40(1), 30-33.
- Seiznick, P. (1957). Leadership in administration: A sociological interpretation. New York: Harper & Row.
- Sergiovanni, T. J. (1984). Leadership as cultural expression. In T. J. sergiovanni & J. E. Corbally (Eds.), Leadership and organizational culture (pp. 105-114). Chicago: University of Illinois Press.
- Shafritz, J. M., & Ott, J. S. (1987). Classics of organization theory (2nd ed.). Chicago: Dorsey.

- Shandler, M. (1986). Leadership and the art of understanding structure. In J. D. Adams (Ed.), Transforming leadership: From vision to results (pp. 123-132). Alexandria, VA: Miles River Press.
- Siehl, C., & Martin, J. (1984). The role of symbolic management: How can managers effectively transmit organizational culture? In J. G. Hunt, K. D. Hosting, C. A. Schreisheim, & R. Stewart (Eds.), Leaders and managers: International perspectives on managerial behavior and leadership (pp. 227-239). New York: Perganom.
- Singer, M. S. (1985). Transformational vs transactional leadership: A study of New Zealand company managers. Psychological Reports, 57, 143-146.
- Slagle, S. (1981, December). The editor's page. Campus Activities Programming, p. 5.
- Slagle, S. (1983a, September). Volunteer for a day. Campus Activities Programming, p. 8.
- Slagle, S. (1983b, November). Use what you get. Campus Activities Programming, p. 8.
- Slagle, S. (1984a, September). Looking back through other's eyes. Campus Activities Programming, p. 8.
- Slagle, S. (1984b, December). Being different isn't all bad. Campus Activities Programming, p. 8.
- Slagle, S. (1985a, March). The future of novelty artists. Campus Activities Programming, p. 8.
- Slagle, S. (1985b, Summer). It's not easy being a hero. Campus Activities Programming, p. 8.
- Slagle, S. (1985c, October). Making work of a little fun. Campus Activities Programming, p. 8.
- Slagle, S. (1985d, December). A hole worth thinking about. Campus Activities Programming, p. 8.
- Slagle, S. (1986, September). Similar, but different. Campus Activities Programming, p. 8.
- Slagle, S. (1987a, Summer). Try following before leading. Campus Activities Programming, p. 8.
- Slagle, S. (1987b, December). No problem. Campus Activities Programming, p. 8.

- Slagle, S. (1988a, January/February). Planning for profit. Campus Activities Programming, p. 8.
- Slagle, S. (1988b, November). It's what we do and how we do it that counts. Campus Activities Programming, p. 8.
- Slagle, S. (1988c, December). The reaview mirror approach to planning. Campus Activities Programming, p. 8.
- Slagle, S. (1989a, January/February). What if Pavarotti had showcased? Campus Activities Programming, p. 8.
- Slagle, S. (1989b, March). The view from the top. Campus Activities Programming, p. 8.
- Slagle, S. (1989c, May). "Roll on lucky seven." Campus Activities Programming, p. 8.
- Smircich, L. (1983). Concepts of culture and organizational analysis. Administrative Science Quarterly, 28, 339-358.
- Smircich, L. (1985). Is the concept of culture a paradigm for understanding organizations and ourselves? In P. J. Frost, L. F. Moore, M. R. Louis, C. C. Lundberg, & J. Martin (Eds.), Organizational culture (pp. 55-72). Beverly Hills, CA: Sage.
- Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. The Journal of Applied Behavioral Science, 18, 257-273.
- Sondheim, S. (1984). Putting it together. Sunday in the park with George (music and lyrics by S. Sondheim). New York: Revelation Music Publishing Corporation & Riltng Music Inc.
- Spradley, J. P. (1976). The ethnographic interview. New York: Holt, Rinehart, & Winston.
- Srivastva, S. (1983). The executive mind: New insights on managerial thought and action. San Francisco: Jossey-Bass.
- Srivastva, S., & Barrett, F. J. (1986). Conclusion: Functions of executive power: Exploring new approaches. In S. Srivastva & Associates (Eds.), Executive power (pp. 312-329). San Francisco, CA: Jossey-Bass.

- Srivastva, S., & Barrett, F. J. (1988). Foundations for executive integrity: Dialogue, diversity, development. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 290-319). San Francisco, CA: Jossey-Bass.
- Srivastva, S., & Cooperrider, D. L. (1988). The urgency for executive integrity. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 1-28). San Francisco, CA: Jossey-Bass.
- Staff. (1985). On visionary leadership: A roundtable discussion with John Diebold about the absence of long-term thinking in America. Newmanagement, 2(3), 46-52.
- Staff. (1988, October). [Interview with Ronald Heifetz]. Inc., pp. 37-48.
- Tesch, R. (1984, April). Phenomenological studies: A critical analysis of their nature and procedures. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Tichy, N. M., & Devanna, M. (1986a). The transformational leader. New York: Wiley.
- Tichy, N. M., & Devanna, M. A. (1986b). The transformational leader. Training and Development Journal, 40(7), 27-32.
- Tichy, N. M., & Ulrich, D. O. (1984). SMR forum: The leadership challenge--a call for the transformational leader. Sloan Management Review, 26(1), 59-68.
- Tichy, N. M., & Ulrich, D. O. (1985). The challenge of revitalization. Newmanagement, 2(3), 53-59.
- Tucker, R. C. (1968, Summer). The theory of charismatic leadership. Daedalus, pp. 731-756.
- Vaill, P. B. (1984). The purposing of high-performing systems. In T. J. Sergiovanni & J. E. Corbally (Eds.), Leadership and organizational culture (pp. 85-105). Chicago: University of Illinois Press.
- Van Maanen, J., Dabbs, J. M., & Faulkner, R. R. (1982). Varieties of qualitative research. Beverly Hills, CA: Sage.
- Wallechinsky, D. (1989, August 13). Have a vision. Parade, pp. 4-6.

- Wanted: A leader [Editorial]. (1987, February 13). Los Angeles Times. p. 8.
- Waterman, R. H. (1987). The renewal factor: How the best get and keep the competitive edge. New York: Bantam Books.
- Waters, J. A. (1988). Integrity management: Learning and implementing ethical principles in the workplace. In S. Srivastva and Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 172-196). San Francisco, CA: Jossey-Bass.
- Webb, E., & Weick, K. E. (1983). Unobstrusive measures in organizational theory: A reminder. In J. Van Maanen (Ed.), Qualitative methodology (pp. 209-224). Beverly Hills, CA: Sage.
- Weber, M. (1986). Types of authority. In B. Kellerman (Ed.), Political leadership: A source book (pp. 232-244). Pittsburg, PA: University of Pittsburg Press.
- Weick, K. E. (1976). Educational organizations as loosely coupled systems. Administrative Science Quarterly, 21, 1-19.
- Weick, K. E. (1985). The significance of corporate culture. In P. J. Frost, L. F. Mocre, M. R. Louis, C. C. Lundberg, & J. Martin (Eds.), Organizational culture (pp. 381-389). Beverly Hills, CA: Sage.
- Weller, S. C., & Romney, A. K. (1988). Systematic data collection. Beverly Hills, CA: Sage.
- Westley, F. R., & Mintzberg, H. (1988). Profiles of strategic vision: Levesque and Iacocca. In J. A. Conger, R. N. Kanungo, & Associates (Eds.), Charismatic leadership: The elusive factor in organizational effectiveness (pp. 161-212). San Francisco, CA: Jossey-Bass.
- Whyte, W. W. (1981). Street corner society: The social structure of an Italian slum (3rd ed.). Chicago, IL: Univeristy of Chicago Press.
- Whyte, W. W. (1984). Learning from the field: A guide from experience. Beverly Hills, CA: Sage.
- Willner, A. R. (1984). The spellbinders: Charismatic leadership. New Haven, CT: Yale University Press.

- Willner, A. R. (1986). Charismatic leadership. In B. Kellerman (Ed.), Political leadership: A source book (pp. 245-249). Pittsburg, PA: University of Pittsburg Press.
- Wolfe, D. M. (1988). Is there integrity in the bottom line: managing obstacles to executive integrity. In S. Srivastva & Associates (Eds.), Executive integrity: The search for high human values in organizational life (pp. 140-171). San Francisco, CA: Jossey-Bass.
- Yin, R. K. (1984). Case study research: Design and methods. Beverly Hills, CA: Sage.
- Zahn, G. L., & Wolf, G. (1981). Leadership and the art of cycle maintenance: A simulation model of superior-subordinate interaction. Organizational Behaviour and Human Performance, 28, 26-49.
- Zaleznik, A. (1983a). The leadership gap. Washington Quarterly, 6(1), 32-39).
- Zaleznik, A. (1983b). Managers and leaders: Are they different? In Eliza G. C. Collins (Ed.), Executive success: Making it in management (pp. 123-139). New York: Wiley.
- Zaleznik, A. (1984). Charismatic and consensus leaders: A psychological comparison. In M. F. R. Kets de Vries (Ed.), The irrational executive: Psychoanalytic explorations in management. New York: International Universities Press.
- Zaleznik, A., & Kets de Vries, M. F. R. (1985). Power and the corporate mind: How to use rather than misuse leadership. Chicago: Bonus Books.

APPENDIX A

Participants in Interviews

Volunteers

Kathleen Allen, 1980 Vice Chair for Regions
Duane Anderson, 1986 Chair of the Board of Directors
Sara Boatman, 1983 Chair of the Board of Directors
Larry Butler, 1988 Vice Chair for Regions
Kevin Fahey, 1988 Chair, Foundation Development Committee
James Ferguson, 1985 Chair of the Board of Directors
Scott Jones, Past Member, Associate Member Advisory Board
Thomas Matthews, 1975 Chair of the Board of Directors
Barbara Meyer, Past Member, Associate Member Advisory Board
Raymon Parker, 1988 Chair of the Board of Directors
Larry Payton, 1982 Chair of the Board of Directors
Dennis Pruitt, 1981 Chair of the Board of Directors
Caryl Stern, 1987 Chair of the Board of Directors
Max Vest, 1984 Chair of the Board of Directors

National Office Staff Members

Jeanne Dunay, Director of Administrative Services
Doris Gant, Administrative Assistant
Caroline Harper, Computer Services Coordinator
W. C. Kirby, Advertising Manager
Richard Mais, 1984 Assistant Executive Director
Preston McLaurin, Director of Publications
Lou Ross, Director of Marketing Services
Stephen Slagle, Executive Director
Nancy Walborn, Director of the Educational Foundation

APPENDIX B

Protection of Human Rights Agreement for Stephen Slagle

The following shall serve as an agreement for the protection of the rights and welfare of Steve Slagle as the subject of a dissertation research project by Robert A. Fink:

1. The purpose of this study is to examine transforming leadership within the context of the leadership relationship. The focus of the study will be Steve Slagle, Executive Director of the National Association for Campus Activities (NACA).
2. The procedure for the research will be emergent in design and qualitative in nature. Instrumentation will include interviewing, observing, reviewing available documents and records, and interpreting unobtrusive measures. Interviews will be held with both NACA volunteers and employees with their consent and knowledge of the subject of this research. Observations and other methods of data gathering used in this study will take place at the February 1988 Board of Directors meeting and national convention, the June 1988 Executive Committee meeting, and the July 1988 Board of Directors meeting. Requests for additional periods of data gathering shall be made to Slagle as required.
3. All requests for attendance and observations at Board and other meetings shall be made to the Chairperson of the NACA Board of Directors. All participants at these meetings shall be informed of the nature and subject of the study.
4. The participation by Slagle in this study is voluntary and may be withdrawn at any time.
5. Slagle has had the opportunity to ask questions regarding the procedures of this study and answers have been provided.
6. The duration of the participation by Slagle in this study shall be from February, 1988 through December, 1988.
7. There is no agreement between Slagle and Fink, either written or oral, beyond that expressed in this consent form.
8. The participation of Slagle as the subject of the study will not be confidential. The names of participants in interviews with Fink in this study may be kept confidential. Slagle will be given a final copy of the dissertation by Fink but Fink will not make copies of the dissertation or any report/finding concerning the dissertation available to any person employed by NACA or any member of the NACA Board of Directors.

I, the undersigned, understand the above explanations and, on that basis, I consent to my voluntary participation in this research.

Signature of Subject

Date

Signature of the Researcher

Date

Signature of a Witness

Date

Done at _____,
City

State

APPENDIX C

Protection of Human Rights Agreement for all Participants in Interviews

The following shall serve as an agreement for the protection of the rights and welfare of all participants in the dissertation research project by Robert A. Fink:

1. The purpose of this study is to examine transforming leadership within the context of the leadership relationship. The focus of the study will be Steve Slagle, Executive Director of the National Association for Campus Activities (NACA).
2. Instrumentation will include interviewing, observing, reviewing available documents and records, and interpreting unobtrusive measures. Interviews will be held with both NACA volunteers and employees with their consent and knowledge of the subject of this research. Observations and other methods of data gathering used in this study will take place at the February, 1983 Board of Directors meeting and national convention, the June, 1988 Executive Committee meeting, the July, 1988 Board of Directors meeting, and at additional times and sites as required.
3. All participants in interviews shall be informed of the nature and subject of the study.
4. The participation by all individuals in this study is voluntary and may be withdrawn at any time.
5. All participants have had the opportunity to ask questions regarding the procedures of this study and answers have been provided.
6. There is no agreement between any participant and Robert Fink, either written or oral, beyond that expressed in this consent form.
7. The names of participants in this research project shall remain confidential upon request.
8. Prior permission for the tape recording of interviews or conversations has been obtained.

I, the undersigned, understand the above explanations and, on that basis, I consent to my voluntary participation in this research.

Signature of Subject

Date

Signature of the Researcher

Date

Done at _____, _____
City State

APPENDIX D

NACA Code of Ethics

Statement of Business Ethics and Standards

As members of NACA, we believe and advocate that ethical and courteous practices are important in their own right and essential to good business. The NACA Statement of Business Ethics and Standards indicates good business practices that generally have the qualities of honesty, fairness, consideration and enlightened professionalism. We support them in letter and spirit.

I. Contracting

1. Negotiations and agreements must be undertaken only by those properly authorized by the school, by an agency or by an artist. The agency must make clear to the school whether it has exclusivity with an artist and is responsible for identifying an authorized negotiating person from the school.
2. When an agency offers an act to a school, the school must avoid unreasonable delays in responding and, if accepting or declining the offer, should clearly and explicitly indicate so.
3. An agency must be able to fulfill any offer made and, if the offer is conditional, must make such conditions clear to the school in advance.
4. Contracts and riders should be signed and returned by both parties without delay.
5. Middle agents who sign contracts on behalf of an artist are as responsible for the provisions of any agreement as the exclusive agency of an artist would be.
6. Verbal commitments must be honored, although written contracts are essential for a clear understanding between the parties. The agent should make sure that both the school and the artist understand all arrangements in the contract.
7. Contracts are to be signed only by the properly and legally authorized persons of the contracting parties. The agent is responsible for identifying the contracting authority at the school.
8. Contract riders should be agreed upon before contract signing and are a part of the contractual obligation.
9. Schools must provide complete and accurate information regarding the facilities and equipment to be used and intended method of payment.
10. Any additional expected activities from the artist should be in writing. The agent is responsible for informing an artist of such particulars.
11. Schools must be honest, accurate and timely in attendance and expense reports where either has an effect on the artist's remuneration.
12. Written permission must be secured prior to any type of recording of a performance.
13. Advertisement and promotion activities stipulated by contract should be fully executed.

II. Courtesy and Hospitality

1. Phone calls should be returned and letters answered promptly.
2. Schools should return videotape or films on time and in proper condition as specified in agreements. Agreements and promotional information, as well as programming materials, should be sent when promised by the agency.
3. Political or issue-oriented reasons for scheduling a program should be explained to the artist/manager during negotiation if these special reasons exist. The agency should inform the artist of all responsibilities of his contract and rider before arrival on campus.
4. Sharing information concerning quality, success and level of service received from an act or agent is important to other NACA members; also, quality service should be communicated as well as service that is unsatisfactory.
5. Under contracting, good use of supplied promotional materials is important to the success of the event. Selling or other misuse of promotional material is improper. Promotional material should be sent on time and should be kept updated. Only materials that will be needed and used should be requested.

Appendix D continued

6. Artists should be treated as guests on campus. Artists should treat facilities and campus rules with respect. Hospitality arrangements, provision of rider requirements, and payment according to contract are necessary to the artist's well-being and contribute to the quality of the appearance.
7. A campus host or hostess should be on hand before and during events and on call at other times for artist liaison with campus and community. Artists should schedule their travel with ample time to begin the performance at the time stated on the contract.

Grievances may be filed only under Section I (Contracting) of the Statement of Ethics.

APPENDIX E

ASAE Standards of Conduct

AMERICAN SOCIETY OF ASSOCIATION EXECUTIVES

Standards of Conduct

AS A MEMBER of the American Society of Association Executives, I pledge myself to:

Maintain the highest standard of personal conduct.

Promote and encourage the highest level of ethics within the industry or profession my association represents.

Maintain loyalty to the association that employs me, and pursue its objectives in ways that are consistent with the public interest.

Recognize and discharge my responsibility and that of my association to uphold all laws and regulations relating to my association's policies and activities.

Strive for excellence in all aspects of management of my association.

Use only legal and ethical means in all association activities.

Serve all members of my association impartially, provide no special privilege to any individual member, and accept no personal compensation from a member except with the knowledge and consent of my association's governing board.

Maintain the confidentiality of privileged information entrusted or known to me by virtue of my office.

Refuse to engage in, or countenance, activities for personal gain at the expense of my association or its industry or profession.

Always communicate association internal and external statements in a truthful and accurate manner.

Cooperate in every reasonable and proper way with other association executives, and work with them in the advancement of the profession of association management.

Use every opportunity to improve public understanding of the role of associations.

THIS CODE OF Standards of Conduct for members of the American Society of Association Executives has been adopted to promote and maintain the highest standards of association service and personal conduct among its members. Adherence to these standards is required for membership in the Society, and serves to assure public confidence in the integrity and service of Association Executives.

asae