# Leadership Development Programs in North Carolina: What Do They Do?

## by Jack Betts

*A number of leadership programs exist in North Carolina, with broad goals of developing individual skills and improving the community, the state, and the region. But how do these programs work, and do they succeed? Do leadership development programs really develop new leaders, or do they simply recognize existing leaders? Do leadership programs reach all the people they should, and what are the advantages and disadvantages of leadership programs in North Carolina?*

**W**hen Cole Campbell moved to Greensboro in 1983, he didn't know much about the city that he would cover as a reporter and an editor for the *Greensboro News & Record.* So when the opportunity came to learn more about the city, he took it. He signed up for Leadership Greensboro.

Shannon St. John runs a community foundation in the Research Triangle Park, and went through Leadership Durham, the town where she lives. Because she works with regional concerns, she went through the Leadership Raleigh program as well. She found the two useful enough to take on the job of designing a new regional leadership program.

Bob Northington grew up in Winston-Salem, spent most of his professional career in business there, and had been a Republican member of the Winston-Salem Board of Aldermen for nearly a decade when he decided a little training on the side might help. He went through Leadership Winston-Salem.

The year Dershie McDevitt was president of the Asheville Junior League and her husband Larry

was mayor, she didn't have much time for outside activities. She had been heavily involved in the community and public affairs for years, but it was tradition for the head of the Junior League to take some civic training in Leadership Asheville. She signed on and went through the program.

Jack Nichols was no stranger to Raleigh public life in 1989. He had long been active in Democratic Party affairs, in neighborhood groups, in Boy Scouts, and on a host of statewide issues. He was already an alumnus of the N.C. Institute of Political Leadership, and he had just started a new law firm the year before. Nichols was so involved as a community leader that he didn't have time for a community leadership program. But he enrolled in the Leadership Raleigh program anyway because, he says, he realized there were some facets of the community he didn't know as much about as he wanted to—business, local arts programs, and new community projects.

These five are just a handful of the hundreds of North Carolinians who each year devote a siz-

*Jack Betts is editor of* North Carolina Insight.

able chunk of their time and energy to enter programs designed to teach them about their communities, give them some leadership skills they may not have, and introduce them to people they may not know. The idea is to create a framework of knowledge and a network of community leaders who know how to solve problems and get things done.

"For me, it was very valuable because I came to Greensboro as a reporter and quickly became an editor, and I didn't know all these people other than having read about them in the paper," says Campbell, recently promoted to the paper's parent headquarters in Norfolk, Va. "So it was valuable to me in a number of ways."

McDevitt, on the other hand, had spent years in Asheville and knew the community well, but still found the Leadership Asheville experience a help to her and a benefit to the community. "It has succeeded in getting people involved at all different levels of our community," says McDevitt. "People work together in all sorts of places—at United Way, on school boards, on local water and sewer bond committees, in the arts—and they are able to do that much more effectively now."

Adds Nichols of Raleigh, "They were not trying to create a new political cadre. We did not address partisan issues, the nuances of elections, or how to run campaigns. But we were very heavily involved in learning more about public issues and the needs of Raleigh and Wake County."

## What Is a Leadership Program?

*T* he idea for local community leadership programs started in Philadelphia in 1959. Two years later, after Savannah, Ga., joined in, there still were only two in the nation. But the idea bloomed in 1969 after a planeload of community leaders in Atlanta crashed and wiped out a generation of that city's leaders. Leadership Atlanta was born in an effort to create a new corps of leaders for the city, and Atlanta's model has been adopted by scores of cities across the nation.

In the last decade, the idea has taken root in North Carolina. Leadership programs in North Carolina have been sponsored by local chambers of commerce, by local colleges and universities, by nonprofit groups and educational institutions, and by quasi-public agencies specializing in economic development. All the major cities, many of the medium-sized ones, and even largely rural counties have started leadership development programs of one sort or another. Each year they turn out hundreds of graduates who have a stake in solving community, statewide, and regional problems.

Campbell, who has worked on Leadership Greensboro's program committee since his class completed the course in 1988, sees four main goals of programs such as Leadership Greensboro: (1) providing certain leadership skills that participants don't have; (2) familiarizing members of the program with pressing needs and events in the city; (3) getting up-and-coming leaders familiar with existing community leaders; and (4) creating a network of people from all over the community who know one another and who can cooperate to

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ON BECOMING A LEADER—

*I would argue that more leaders have been made by accident, circumstance, sheer grit, or will than have been made by all the leadership courses put together. Leadership courses can only teach skills. They can't teach character or vision—and indeed they don't even try. Developing character and vision is the way leaders invent themselves.*

— WARREN BENNIS

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solve community problems and decide on future public issues.

"The point is not to develop leadership from scratch, but to draw participants toward community service and leadership. It's not to take people and make leaders of them, but to take people and implant in them a sense of public service and obligation to do what they can," notes Campbell.

Prior to Greensboro's first leadership class in 1977, there was no formal leadership program. Community leaders rose through the ranks of organizations like the Greensboro Junior League and the Greensboro Jaycees, an unusually active service club that at one point produced four future mayors of Greensboro and a number of city council members. But these organizations are structures that *allow* talented individuals to rise to positions

of leadership, rather than machines that set out to develop leaders from the raw materials of citizens.
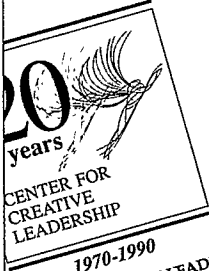
Tog Newman, who runs Leadership Winston-Salem, says that's not really the point of leadership programs. "Leadership Winston-Salem is not a leadership *development* program," she says. "We target established leaders, and there is no emphasis on training. We do emphasize discussion of community history and emerging problems, and we do emphasize networking." In fact, the networking element is a hallmark of the Winston-Salem program. Alumni of that group meet regularly to broaden their outlook and knowledge of the community.

Northington, the city alderman who had been on the board for years before he went through the program, says it was an eye-opener for him. "While I had been on the city council for nine years or so when I went through Leadership Winston-Salem, I met many people that perhaps I never would have known, and I learned a huge amount about Winston-Salem, things I thought I already knew but found out that I didn't. Some of these things [housing, hunger, race relations] were the sort of things that you really didn't always want to know about, because they were difficult problems. There was a great deal of intensity, and a lot of conflict within the class as we learned about these things."

The sessions, which in most programs require at least one day per month over a nine-month period, involved frank discussion that was nearly always stimulating even if it wasn't always pleasant, says Northington. He values the knowledge gained in such programs as highly as he does the contacts with other leaders, particularly through the alumni programs of Leadership Winston-Salem. "Those understandings and contacts have made things better—sometimes easier, sometimes harder—but in all cases, I'm a better city councilman for having been a part of it," says Northington.

These leadership programs all are based on a recognition that neither government alone nor the private sector working in isolation can meet community needs and solve urban problems, notes H. Smith Richardson Jr., whose father's foundation created the nationally-acclaimed Center for Creative Leadership in Greensboro. "A number of communities are recognizing that problems com-

munities face today can only be dealt with by a joint citizen-government effort—whether it's the problems of drugs, or education, or anything else. And I think you'd call that a need for leadership more than anything else," says Richardson.

That need for leadership is one reason why there are a number of leadership programs or personal development programs with strong leadership elements to them at work in North Carolina. These programs go well beyond producing community leaders (see sidebar, pages 56-58, for a list). Some of these program operate on the national scene, while others are statewide, some are regional, and some are strictly local.

For instance, the **Center for Creative Leadership**, with offices in Denver, Col., and San Diego, Cal., in addition to Greensboro, offers management and leadership training programs around the world. Its researchers are in the forefront internationally in studying and publishing on the subject. The Center has trained corporate leaders, military officials, government managers, and nonprofit leaders, for example, with a stated mission "to improve the practice of management in commerce, government, education and public service," says marketing manager Patricia A. Wegner. CCL's programs include special training for school principals, for executive women, for human service administrators, and for nonprofit managers, just to name a few of the center's offerings.

Another national program with strong North Carolina ties is the **W.K. Kellogg Foundation** of Battle Creek, Mich., which each year selects a group of up to 50 individuals from around the country to participate in three-year fellowships that emphasize learning in fields outside the participants' primary profession, leadership growth, and personal growth in fields of particular interest. In recent years, the foundation has named a number of North Carolinians to the fellowships, such as Delores Parker of Greensboro, who has worked

with the homeless in that city; Pam Silberman of Raleigh, a legal aid attorney working in the health care field; and Jane Kendall of Raleigh, a nonprofit executive who is developing a center to provide services to nonprofit organizations in North Carolina.

The **North Carolina Institute of Political Leadership**, located in Wilmington, is an unusual statewide program that offers specialized training in public issues, specific communication skills, and political strategies and skills, to rising political leaders of varying backgrounds. The institute, says Richardson, "is unique. They have a very concrete program to give information and the skills to participants to enter political life actively. It's the first and only attempt I know of to interest better people in being involved in state politics and state affairs." Recent graduates of the institute include Bob Hensley of Raleigh, a Democrat who knocked off Rep. Betty Wiser (D-Wake) in the 1990 Democratic primary and won a seat in the N.C. House of Representatives, and Larry Linney of Asheville, a Republican who ran for the state House but lost.

The **Rural Economic Development Center**, which is partly funded by North Carolina taxpayers, has developed a **Rural Leaders Program** held at regional universities and a **Rural Institute** at UNC-Chapel Hill to develop better-informed and trained rural leaders. The center began graduating rural leaders in 1989 after it developed a program with the Kenan Center at the University of North Carolina In Chapel Hill. Billy Ray Hall, the center's director, says the programs are pilots to test how well rural leaders can be trained, and observes, "It's harder to identify and train rural leaders than the urban leaders" because of a variety of factors including such problems for participants as distance, transportation, work hours, and other commitments.

The Kenan Center also conducts specialized management and training programs for business leaders and executives, working closely with the School of Business Administration. And the

**Institute of Government** at UNC-Chapel Hill, while it does not conduct a leadership development program, does provide numerous specialized management training programs for municipal and county employees, officials, and elected leaders. Such training programs are designed for city and county managers and department heads, public school superintendents and principals, social services administrators, and others. Role-specific instruction is provided to many others, including mayors and council members, county commissioners, district attorneys, judges, and local government staff members specializing in finance, personnel administration, and planning. John Sanders, director of the Institute of Government, points out that "nearly all the people we teach are in public service, full-time or part-time," and that participation may not be voluntary because many local government managers may require their employees to attend an Institute of Government course.

There also are leadership programs designed for special audiences such as minority leaders (Focus on Leadership in Charlotte and Challenge Greensboro, for example), for women (such as the programs run by the N.C. Women's Political Caucus), and for leaders among senior citizens (Leadership Asheville Seniors, for example, and a similar new program in Wilmington). And, of course, there are numerous programs at academic institutions that deal with leadership generally, including the N.C. Fellows Program at UNC-Chapel Hill, Davidson, and N.C. State, the Duke Leadership Program at Duke University, and a new leadership program at Appalachian State University, but this article mainly deals with leadership training for adults.

In addition, there are a number of local economic growth programs—like one called Wilmington Excellence or another called Greensboro Vision—that seek to promote healthy development in an orderly fashion. These programs also have leadership elements to them but are not leadership programs per se.

## What Do Program Participants Do?

W hat these programs have in common is a goal of enabling new leaders to come up with solutions to problems, to develop community consensus on how it wants to grow or provide health care or build new roads, and generally to improve the economic, social, environmental, and cultural atmospheres of their communities. But

Leadership as Interpretation of "the Sense of the Community" and with a Moral Element: *"Practical leadership . . . must daily feel under its own feet the road that leads to the goal proposed, knowing that it is a slow, a very slow, evolution to wings, and that for the present, and for a very long future also, Society must walk. . . . In the words of the master Burke, 'to follow, not to force, the public inclination—to give direction, a form, a technical dress, and a specific sanction, to the general sense of the community, is the true end of legislation.' That general sense of the community may wait to be aroused, and the statesman must arouse it; may be inchoate and vague, and the statesman must formulate and make it explicit. But he cannot and he should not do more."* — WOODROW WILSON

Source: Barbara Kellerman, "Leadership As A Political Act"
in *Leadership: Multidisciplinary Perspectives*

bringing together the diverse elements to accomplish those goals is difficult, whether you define "community" as local, state, national, or international. John Gardner, founding chairman of Common Cause and author of the 1989 book *On Leadership*, has pointed out that in many communities, the most prominent and most capable citizens may not have a broad view of the communities' needs, but instead focus their time and energies "tending the machinery" of their jobs.[1] That is, they spend most of their time and creative energy in their professions and on their families, and relatively little on public affairs and community or regional affairs.

This makes for dispersed leadership, with individuals who are very good at what they do, but not good at community leadership, says the National Civic League's Carl M. Moore. The irony is that "as the best and brightest individuals become better and better at what they do, they get farther and farther way from a sense of community—a feeling of connectedness—with either the community at large or each other."[2] And that's why many community leadership programs seek to create a network of knowledgeable leaders who can help each other. "Underlying these goals," says Moore, "is the assumption that increased

knowledge about the community, coupled with a network of affiliations, will enable the graduates to be more effective participants in the civic life of the community (i.e., serve effectively on the nonprofit boards and commissions that are critical to the community's health)."

Nichols of Raleigh found this to be particularly true. Though he had been heavily involved in a number of community activities, Nichols realized that he didn't know many people in business or in economic development organizations. But midway through the Leadership Raleigh program, he realized the converse was true as well—that many business people didn't know that many people in the legal profession or in politics. "A lot of them were active in business, but not in public policy and political things," recalls Nichols. "They were just the opposite from me, so we were coming at it from opposite quarters. They [Leadership Raleigh] needed all of these people to make it work."

Where once there were but a handful of community leadership programs, there now are hundreds nationally and scores across North Carolina. The typical model for community leadership programs is a group of 25 to 30 rising community leaders, roughly between the ages of 25 and 50.

# Leadership Programs at Work in North Carolina

A variety of leadership programs and institutes are at work in North Carolina and in the United States, helping train current and future leaders with a variety of programs, goals, and techniques. Here is a sampler of different types of programs and contacts for those programs, with emphasis on those operating in this state.

A. *Community Leadership Programs.* There are at least two different types of community leadership programs at work in the country. They have similarities but may belong to one of two national umbrella groups:

The American Leadership Forum (ALF), which works closely with the National Civic League, 1601 Grant Street, Suite 250, Denver, Col. 80203 (303-832-5615). The ALF has no current community programs in North Carolina, but operates in Denver and in several other cities.

The National Association for Community Leadership (NACL), which works closely with the American Chamber of Commerce Executives. The NACL is located at 525 S. Meridian Street, Suite 102, Indianapolis, Ind. 46225 (317-637-7408). A number of organizations in North Carolina are affiliated with this group. They include, but are not limited to:

| Program | Contact |
|---|---|
| Leadership Asheville | UNC-Asheville |
| Leadership Asheville Seniors | Department of University |
| Leadership Haywood | Relations |
| Leadership Hendersonville | One University Heights |
| Leadership Madison | Asheville, NC 28804-3299 |
| Leadership Transylvania | (704) 689-4599 |
| Leadership Carteret | Carteret County Chamber of Commerce<br>P.O. Box 1198<br>Morehead City, NC 28557<br>(919) 726-6350 |
| Leadership Charlotte | UNC-Charlotte<br>Urban Institute<br>Charlotte, NC 28223<br>(704) 547-2307 |
| Focus on Leadership<br>(Charlotte) | Johnson C. Smith University<br>P.O. Box 1100<br>Charlotte, NC 28216<br>(704) 378-1015 |
| Leadership Durham | Durham Chamber of Commerce<br>P.O. Box 3829<br>Durham, NC 27702<br>(919) 682-2133 |
| Challenge Greensboro | Greensboro Education and<br>Development Council<br>1010 Homeland Avenue, Suite 104<br>Greensboro, NC 27402<br>(919) 271-8124 |

# Leadership Programs in North Carolina, *continued*

Leadership Greensboro
Greensboro Area Chamber of Commerce
330 South Greene Street
Greensboro, NC  27401
(919) 275-8675

Leadership High Point
High Point Chamber of Commerce
P.O. Box 5025
High Point, NC  27262
(919) 889-8151

Leadership Raleigh
Raleigh Chamber of Commerce
P.O. Box 2978
Raleigh, NC  27602
(919) 833-3005

Leadership Triangle
Greater Triangle Community
  Foundation
P.O. Box 12834
Research Triangle Park, NC  27709
(919) 549-9840

Wilmington Leadership Institute
Adult Scholars Leadership Program
UNC-Wilmington
Office of Special Programs
Wilmington, NC  28403-3297
(919) 395-3193

Leadership Winston-Salem
Winston-Salem Chamber of Commerce
P.O. Box 1408
Winston-Salem, NC  27102
(919) 725-4451

B. *Statewide Leadership Programs.* There are several private and public statewide programs operating in the leadership arena. They have varying purposes, some dealing with future political leaders, some with rural leaders, and some with giving specialized training to municipal and county leaders, both elected and appointed. These organizations include:

Governor's Executive
  Management Program
N.C. Department of
  Administration
116 W. Jones St.
Raleigh, NC  27603-8003
(919) 733-7232

N.C. Agricultural Extension
  Service
Leadership Development Institute
Advisory Leadership Conference
N.C. State University
Home Economics Extension
P.O. Box 7605
Raleigh, NC  27695-7605
(919) 737-2770

N.C. Institute of
  Political Leadership

N.C. Institute of Political
  Leadership
P.O. Box 5248
Wilmington, NC  28403
(919) 256-8511

N.C. Rural Economic
  Development Institute
Rural Leaders Program
Rural Institute

N.C. Rural Economic Development
  Center
201 New Bern Avenue
Raleigh, NC  27601
(919) 821-1154

Public Managers' Program

Office of State Personnel
116 W. Jones St.
Raleigh, NC  27603-8003
(919) 733-7108

University of North Carolina
  at Chapel Hill
  Executive Institute

The Kenan Center
UNC-Chapel Hill
Campus Box 3445
Chapel Hill, NC  27599
(919) 962-3243

University of North Carolina
  at Chapel Hill
  Institute of Government

Institute of Government
UNC-Chapel Hill
Knapp Building 059A
Chapel Hill, NC  27599
(919) 966-5381

C. *Regional and National Leadership Programs with North Carolina Ties.* While these organizations do not focus solely on leadership development in any one region, they have strong ties to the state or have had a large number of participants from North Carolina. These organizations include:

The Center for Creative Leadership

Center for Creative Leadership
5000 Laurinda Drive
P.O. Box 26301
Greensboro, NC  27438-6301
(919) 288-7210

The Kellogg National Fellowship
  Program

W.K. Kellogg Foundation
400 North Avenue
Battle Creek, MI  49017-3398
(616) 969-0413

South LINK 2000
  Leadership Development in the South

Southern Growth Policies Board
P.O. Box 12293
Research Triangle Park, NC  27709
(919) 941-5145

Tuition for a participant can be as low as $50 and as high as $1,500; fees may be paid by an employer or by the participant; scholarships or fee waivers may be available for those who cannot pay, but most often a participant's employer will foot the bill. That raises questions about how many leaders from across the community a leadership program can attract if an employer usually pays the cost. Many community leaders may not hold a salaried position; others may work for organizations that can't pay the tab.

But businesses themselves find it makes good business sense to send employees through such programs. What do they get out of it? "Several things," says Nita Fulbright, who runs the Leadership Raleigh program at the Raleigh Chamber of Commerce. "It's to a company's advantage to be part of a better community, so that's one reason. And some companies have employees that they want to develop into better leaders. So companies gain a lot from these programs."

Typically, participants spend one working day and perhaps one weekend day per month during a nine-month period. The program may begin with a weekend retreat for orientation, may involve up to 60 hours of training—perhaps including an outdoor confidence- and trust-building session based on the Outward Bound model—and may end with a graduation banquet or another weekend retreat. The regular day-long sessions usually include speakers and presentations in a class-like setting as well as field trips. Sessions may focus on social services, education, law enforcement, health care, human relations, growth planning, and on individual skills like stress management, communications and public relations, problem-solving, and effectively serving on a nonprofit board.

Particularly useful both as a training tool and as a service benefit in a number of North Carolina programs are class projects aimed at solving a problem or fulfilling a community need. For instance, Jack Nichols' Leadership Raleigh class examined transportation planning for the rapidly-growing area of Durham, Chapel Hill, Cary, and Raleigh. The group decided to press for creation of a Triangle Transit Authority to plan transportation needs and to fund projects. The 1989 General Assembly approved the proposal after Leadership Raleigh participants lobbied for it.[3] And in Greensboro, participants in the program there set up a free medical clinic operating in the evening hours to provide medical services to the poor and to the homeless. Leadership Greensboro participants based it on a similar service operating in Raleigh.

The projects, the networking, and the training in community history and needs have had other results as well. For instance, alumni of the Leadership Asheville program recently resolved a problem over the local animal shelter, which had come under fire for its handling of animals and for its operating procedures. Graduates of the leadership program quietly made contacts with other alumni in a position to help, and collaborated on a proposal to provide a new source of funding and resolve disputes over how the shelter was run.



LEADERSHIP HENDERSONVILLE

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**Leadership Charlotte XII Begins Progam**

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These programs have demonstrated their effectiveness in a variety of ways, and at least one program graduate thinks they can do more. Shannon St. John, executive director the Greater Triangle Community Foundation, is designing a new program for the Raleigh-Durham-Chapel Hill area aimed at solving *regional* problems and "to help bring together the three communities of the Triangle." St. John says the new program, called Leadership Triangle, will have two goals—to educate the future leaders of the Triangle area on emerging problems—transportation, the environment, land use, and the like—"because so many of the future issues will be regional in nature and not distinct to just one community;" and second, "to develop a network of ongoing relationships among our community leaders so that 10 years from now when we are facing an issue like water quality, we will have a network of people who will know one another, who will trust one another, and who will be able to pick up the phone and say, 'Let's talk.' We just don't have that now."

## Strengths and Weaknesses of Leadership Programs

*L*eadership programs have had varying degrees of impact upon their communities and upon their region. Questions invariably arise as to their aims, as to the prospect for their success, and on how they go about what they seek to do. There are even questions about the nature of leadership.

■ *Are Leaders Born or Made?*

Can leaders be created or developed? And why is it important, anyway? Warren Bennis, a professor of business at the University of Southern California and a nationally-acclaimed expert on leadership, perceives a declining cadre of national leaders, "an endangered species, caught in the whirl of events and circumstances beyond rational control." He says this lack of leadership is among the world's top three problems. His short list of worldwide worries includes war or nuclear accidents, worldwide famine or disease, and finally the "quality of the management and leadership of our institutions."

Why is this such a problem? Because it's so difficult to produce successful leaders. He writes, "Billions of dollars are spent annually by and on would-be leaders. Many major corporations offer leadership development courses. . . . I would argue that more leaders have been made by acci-

dent, circumstance, sheer grit, or will than have been made by all the leadership courses put together. Leadership courses can only teach skills. They can't teach character or vision—and indeed they don't even try. Developing character and vision is the way leaders invent themselves."[4]

John Gardner also has reservations about community leadership programs. "In these programs young potential leaders are exposed to experiences designed to increase their understanding of their own community and to enhance their leadership capabilities. Just bringing such groups together can be valuable in itself, particularly if they are truly representative of all segments of the community. Unfortunately, some of the programs use up the time of the young people with fairly low-grade show-and-tell activities of the sort that led one observer to describe them as 'meet the sheriff' programs."[5]

Other critics say leadership programs are little more than the baby boomer's version of the Lions or Kiwanis or Junior Women's Clubs or the Junior League, providing services to the community but not really aiming at developing leaders. Still others criticize the programs for being long on promise—developing leadership—and short on delivery—holding interminable seminars on community programs and problems that the average citizen ought to know about just by being attentive citizens and participating in public life.

Leadership program managers concede that may be one aspect to such programs, but they say it's still a useful introduction for many participants. "One of the things we try to do is create awareness of what is going on in the community," says Fulbright of Leadership Raleigh. "It lets us get participants to walk in other people's shoes—to sit at a table in a soup kitchen, to ride in a police car, to sit in a classroom." By bringing together a diverse group of existing leaders and potential leaders, the program opens the eyes of both to community problems and to possible solutions.

"Is the true leader the lady who runs a homeless shelter or someone else?" asks Fulbright. "It's amazing to me to see the number of people who can run a big company but who have not

really seen what is going on in the community in areas like law enforcement, or health care, or human needs, or education, or children's needs. A lot of these people have not worked the system and they don't know what the barriers are for people who need help but don't get it."

■ *How Diverse Are Participants?*

Most alumni of these programs feel they have been a positive experience, but that they need to improve certain aspects of their operations. For one thing, says Fulbright, involving minorities is a key element to the success of the programs, but recruiting blacks who can pay their way or who can take time off from their businesses has been difficult. The programs are not cheap—some cost up to $1,500—and scholarships have been insufficient to involve as many blacks as the programs would prefer. This has been one reason for the creation of special leadership programs geared to rising leaders in the black community. Challenge Greensboro is a new program that attempts to involve minorities in that city, and Focus on Leadership is a Charlotte program that works with Johnson C. Smith University to identify potential minority leaders and give them leadership skills. In addition, a number of urban leadership programs, notably Leadership Winston-Salem, have developed seminars on race relations that are reputed to be stressful for participants but valuable in improving community relations and understanding among the races.

A recent national study shows how most community leadership programs don't get nearly enough minorities, but they do a little better at involving women. The study by the National Association of Community Leadership showed that the gender of participants *nationally* was 60 percent male and 40 percent female, but that 86.5 percent were white, only 10.3 percent were black, and the remaining 3.2 percent were Hispanic, Indian, or from other minority groups. (In North Carolina, about 22 percent of the populace is black

and about 52 percent female). In addition, 84 percent of participants had college degrees; 78.8 percent were married; and 69.7 percent made more than $35,000 annually. In other words, community leadership programs are strongly populated by those who are already likely to be in leadership positions.[6]

St. John, who is designing a new leadership program for the Triangle area, believes that diversity among participants is the major problem of many programs. "It is extremely important because leadership needs to be defined extremely broadly. There has been a tendency in the past to define leadership in terms of business and the community power structure, but I think leadership exists also in the neighborhoods, in the churches, in nonprofit organizations, in government—elected and appointed and staff—and we are losing key elements of knowledge and energy by limiting leadership to the business community." Partly to make sure the new leadership program is more inclusive, NCNB and the Ford Foundation are underwriting some of the costs of Leadership Triangle to provide scholarships and guarantee access. And the Institute of Political Leadership in Wilmington pays all the costs for participants, so tuition costs are not a barrier for that program.

■ *What Results From Leadership Programs?*

Participants and alumni in these programs say there are a number of benefits to them, but that many results are often intangible. As Northington puts it, "I don't know how you can have a tangible result from an intangible program, but there are many benefits to the community."

Mary Hopper of Charlotte, a public relations consultant and a graduate of the Leadership Charlotte program, says, "If the program works well, it challenges all your beliefs about what is important in your state or community. If it works well, it opens your eyes to new ways to make improvements and new allies to accomplish them," and introduces new people to help get those things done. "You find bankers who probably never had a lot of friends from nonprofit or public sector jobs," adds Hopper. "It breaks down those barriers and opens up our eyes to the problems, and the strengths, of whatever the 'other' sector is."

The point is, things get done. A health clinic for the needy is established. A transit authority is set up. An animal shelter problem is solved. And perhaps more important, relationships are built up that will last for years and which will be instrumental in solving future problems—including problems as yet unidentified, and perhaps for

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*When the best leader's work is done, the people say, "We did it ourselves."*

— LAO-TZU

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goals as yet undetermined. That brings up another question.

## ■ *Leadership For What?*

What exactly do communities and sponsoring organizations and participants themselves want to come out of a leadership program? Do they seek to identify new leaders? If so, why do so many programs tap people who already are leaders? Miriam Clark and Frank Freeman, in a new book published by the Center for Creative Leadership, point out that leadership means different things to different people.[7] For leadership program participants, the definition can fall into four categories: (1) leadership for civic participation; (2) leadership for self-development; (3) leadership for organizational change and vision; and (4) leadership for more effective organizations.

Suzanne Morse, a leadership expert with the Kettering Foundation, says that leadership programs can cross the lines of these goals, but that "clarity of purpose" is a key element in setting up and carrying out leadership programs.[8] Above all, she writes, most leadership programs do not claim to be able to teach leadership, but "most do use words like 'enhance, develop and practice.'"

Walt DeVries, executive director of the N.C. Institute of Political Leadership, points out that there's a very tangible benefit to local governments. "One key reason for community leadership programs is to set up a cadre for appointments to boards and councils on a local level," he says. Graduates who have gone through a leadership program, and who already know one another and who are familiar with community programs and community problems, make for good appointments to such boards. But without leadership programs, there would be a lack of appointees from diverse backgrounds who already know one another. "You force people together who otherwise would never, never get together and communicate," notes DeVries.

## ■ *Leadership or Management?*

Another dimension of this same question is whether programs teach leadership or management. To many, there may be little distinction between the two terms, but to others the difference between the two is as wide as the Mississippi. Leadership may be the quality that allows individuals to motivate others to take action or solve problems or move in a certain direction, while management may be the technical and personal skills necessary to accomplish those ends once movement has be-

gun. For instance, the Institute of Government in Chapel Hill concentrates more on education and providing management information and less on leadership skills. Likewise, Leadership Winston-Salem does not emphasize leadership training at all, but seeks to educate and to build networks of leaders. On the other hand, the Center for Creative Leadership is heavily involved in research and training on how to develop leadership and how to use simulated conditions to develop the leadership skills of individuals going through its programs.

## ■ *Do Leadership Programs Create A New Elite?*

All leadership programs are elitist because they *choose* those who participate, writes Roberta Miller, a leadership program consultant and an editor of *National Civic Review*. "They create a network not unlike the traditional old boy network, with the essential difference being that the rules have changed—inclusion is not based on powerful family connections, political or corporate position, wealth, being white, male, and over 55. Traditional power brokers are integrated with minorities, women, representatives from many professions, small business interests, public sector employees, nonprofit professionals, and union interests. Creating an elite, even it it is diverse by traditional standards, is always dangerous and opens an organization to public criticism. Good programs take such questions seriously. They continue to ask, 'Who isn't here and why?'"[9]

Still, it's apparent that North Carolina communities increasingly are finding community leadership programs to be useful. Leadership Asheville was helpful to Dershie McDevitt, who participated in the program the year she was head of the Junior League. She thinks the program has not produced as many political leaders as one might have expected, but believes it has succeeded in involving more people in community affairs and in developing personal relationships that have been effective in attacking local problems on countless occasions. "It was a wonderful opportunity to see trust grow between members of the business community, nonprofit agencies, and others in the community. It would have taken years and years to build these networks without the help of Leadership Asheville," says McDevitt. ◫

## FOOTNOTES

[1] John Gardner, *No Easy Victories*, Harper Colophon Books, New York, 1968, pp. 126-127.

[2] Carl M. Moore, "The Anatomy, Roles, and History of Community Leadership Organizations," *National Civic Re-*

view, Vol. 77, No. 6 (November-December 1988), pp. 502-503.

[3] Chapter 740 (HB 694) of the 1989 Session Laws.

[4] Warren Bennis, *On Becoming a Leader*, Addison-Wesley Publishing Co., Reading, Mass., 1989, pp. 14 and 42.

[5] John Gardner, *On Leadership*, The Free Press, New York, 1990, p. 176.

[6] Carl M. Moore, "Who Participates In Community Leadership Programs And Why Are They So Motivated To Do So?", *Leadership News*, newsletter of the National Association for Community Leadership, Vol. 8 (Spring 1990), p. 4.

[7] For more information on what individual leadership programs are all about, see *Leadership Education 1990*, a new source book by Miriam B. Clark and Frank H. Freeman, available from the Center for Creative Leadership. For a profile of 78 different leadership programs, see Jane Kendall, ed., *Combining Service and Learning*, National Society for Internships and Experiential Education, Raleigh, 1990, Vol. II, pp. 293-483.

[8] Suzanne W. Morse, Book Review of *Leadership Education 1990* in *Experiential Education*, National Society for Internships and Experiential Education, Vol. 15, No. 6 (Nov.-Dec. 1990), p. 8.

[9] Roberta Miller, "Business As Usual Is Not Enough," *National Civic Review*, Vol. 77, No. 6 (November-December 1988), pp. 543-556.

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including the following: "The current of air flowing upward from The Rock prompted the Ripley 'Believe-It-Or-Not' cartoon about 'the only place in the world where snow falls upside down.'"

[2] County managers and administrators in all 100 counties were surveyed by mail in June 1990. Those who did not respond got a second mailing, and the Center followed up this mailing with telephone interviews for a response rate of 100 percent. In some cases, county managers channeled the questionnaire to appropriate staff persons, such as county planners.

[3] Chapter 1284 of the 1973 Session Laws (2nd Session), now codified as G.S.113A-100–128.

[4] HB 1374 of the 1973 session, H.B. 596 of the 1975 session.

[5] See, for example, John M. DeGrove, "The Politics of Planning a Growth Management System: The Key Ingredients for Success," *Carolina Planning*, Vol. 16, No. 1, Spring 1990.

[6] For an evaluation of the performance of the Coastal Area Management Act in regulating coastal development, see Bill Finger and Barry Jacobs, "Coastal Management A Planning Beachhead in North Carolina," *N.C. Insight*, Vol. 5, No. 1 (May 1982), pp. 2–13. For more on North Carolina's land resources and tensions between planning and development, see Larry Spohn, "Protecting the Land and Developing the Land: How Can We Do Both?" *North Carolina Insight*, Vol. 10, No. 2–3 (March 1988), pp. 94–106; and Bill Finger, "How Do We Gauge Progress or Decline in Land Resources?" *North Carolina Insight*, Vol. 11, No. 1 (October 1988), pp. 15–20.

[7] Randy Schenck, "North Carolina Conservation Issues," *Footnotes*, the newsletter of the North Carolina Chapter of the Sierra Club, March 1990, p. 8.

[8] "Provisional Estimate of the Population of North Carolina Counties as of July 1, 1989," North Carolina Office of State Budget and Management, Management and Information Services, July 1990, pp. 4–5. The five fastest growing counties and the percentage increase in their populations between 1980 and 1989 were: Dare, 70.4 percent; Brunswick, 44 percent; Wake, 32.8 percent; Currituck, 29 percent; and Carteret, 25.2 percent. Of these five counties, only Wake is not covered by the Coastal Area Management Act. Henderson was the fastest growing mountain county at 20.1 percent, followed closely by Macon County at 18.2 percent. Preliminary 1990 U.S. Census Bureau population counts were released to local governments for review in the fall of 1990. Final figures will be released to state officials in early 1991.

[9] Chapter 676 of the 1983 Session Laws, now codified as G.S. 113A-205–214.

[10] Ga. Annotated Code 50–8–7.1(a)(1). See also Joel H. Cowan, "Quality Growth Partnership, The Bridge to Georgia's Future," final report of the Governor's Growth Strategies Commission, Nov. 2, 1988, pp. 13–15.

[11] *The Future of North Carolina: Goals and Recommendations for the Year 2000*, report of the Commission on the Future of North Carolina, N.C. Department of Administration, 1983, p. 148.

[12] Morton has himself become the target of criticism because of plans to sell 900 acres on the lower slope of Grandfather Mountain for development. Morton says he is minority owner in a partnership and therefore cannot control the decision to sell the property. "The land in question is down in the valley from the high ground land that I own that is usually considered to be Grandfather Mountain," says Morton. "I have not offered for sale any Grandfather Mountain land that came to me in 1952 in the division of family property, other than to provide right of way and buffer zone for the Blue Ridge Parkway, so the high ground of Grandfather Mountain is thoroughly protected. That is land I control, and it is wrong for anyone to implicate me with regard to land I do not control."

[13] Chapter 426 (HB 156) of the 1989 Session Laws, now codified as GS 143–214.5.

[14] A spokesperson for the Division of Environmental Management in the Department of Environment, Health, and Natural Resources says the high quality waters regulations would not prevent industrial or residential construction along a designated stream but would hold development in these areas to higher standards. For example, an industry along a native trout stream would have to pre-treat any waste water and take it to a county or municipal treatment facility rather than discharging it directly into a stream. Residential construction beyond a density of one house per two acres would require a storm water detention system to control runoff.

[15] Bradley Bennett, an environmental engineer in the Division of Environmental Management, says restrictions will not necessarily apply to an entire watershed. He says it has not yet been determined how much acreage in Wilkes County will fall under the regulations.

[16] Chapter 1066 (SB 1426) of the 1989 session laws.

[17] Cowan, p. 4.