



International Leadership Association

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Record Number of Proposal Submissions for 2010 Global Conference

For the second year in a row, the ILA has received a record-setting number of proposals for the Annual Global Conference. Exactly 500 proposals were submitted this year for the 12th Annual ILA Conference in Boston, Massachusetts, USA on October 27-30. The 2009 ILA Prague conference previously held the proposal submission record of 387 submissions.

With such fierce competition for each of the 120 slots in the conference program, we're sure to have a superb lineup this fall. Of course, with a record number of submissions, we needed a record number of volunteer peer reviewers and ILA members met the call! More than 350 members signed up to blind review the proposals. We are deeply grateful to all of our members who are willing to give of their time and talents.

Rigorous is the watchword of ILA's proposal review process. In the first step of our proposal review system, Member Interest Group (MIG) leaders carefully match each proposal submitted to their track to a reader with a similar background. This year's process was aided by the institution of a keyword system. Each proposal and proposal reviewer selected keywords to describe their proposals and themselves which assisted in the matchmaking. Once reviewers received their set of proposals to review, they judged each based on a variety of criteria (as listed on the call for proposals pages), self-assessed whether or not they were actually qualified to read that particular proposal, and recommended if the proposal should be accepted. Each proposal was read by two to four readers, depending on whether the proposal was submitted to one or two tracks.

The next step in the proposal review process is about to begin! MIG leaders are currently reviewing the recommendations of the readers and preparing to meet in Boston next week, where a second level of review will take place. This is the first time that MIG leaders have been able to come together face to face to work together on the proposal review. The ILA wishes to thank our conference partner, the Fetzer Institute, for sponsoring this retreat. At the retreat small teams of MIG leaders and additional volunteer reviewers will read every proposal that made the initial cut in each MIG and make acceptance recommendations to the conference programming team, who will then take a third level look at the proposals prior to sending out decision notifications by the end of May. Best wishes to all ILA members who submitted a proposal. Be on the lookout for an online preliminary program of accepted sessions beginning in June at www.ila-net.org.

New Partnerships Broaden ILA's Reach, Deepen ILA's Impact

Shelly Wilsey, Director, ILA

Director's
CORNER



Lately “Ubuntu” has gained increased circulation in the leadership community. Those familiar with the concept know that Ubuntu refers to the idea “I am who I am because of

who we all are.” This philosophy holds special meaning for us at the ILA in a variety of ways, but especially in how we relate to other organizations in our field. As this field grows and matures, we look for like-minded organizations around the world who share our values and our vision. Not only are we interested in learning more about their work in leadership, we are also interested in exploring ways to partner and support each other’s development. We are certain that by building deeper relationships with other, like-minded organizations, we can expand our impact, better serve the field, and offer greater value to our members.

2.

In this vein, I am pleased to report on our partnerships with three like-minded organizations—each with conference opportunities for ILA members. While this article will mainly focus on upcoming opportunities, let me first report on a successful partnership from last October.

Chinese Executive Leadership Academy at Pudong (CELAP) conference Leadership:

Harmony and Progress

This conference, held on CELAP’s beautiful campus in Shanghai, featured ILA members Kathy Whitmire, Mansour Javidan, Chung-ying Cheng, and Michael Hackman as speakers. The majority of the two hundred participants were from China, and most of them first learned about the ILA at this conference. As an attendee and speaker at the conference, I was impressed with the number of university-based leadership programs in China, as well as CELAP’s wonderful hosting.

Michael Hackman, Professor of Communication and Leadership Studies at the University of Colorado-Colorado Springs—who presented at both the 2007 and 2009 CELAP Leadership Forums—explains, “A visit to CELAP is a wonderful opportunity for leadership scholars and practitioners from the West. The faculty and staff at CELAP are most welcoming, both as hosts and in terms of their intellectual curiosity. There is a genuine desire on the part of the Chinese to learn more about the most current leadership trends in our literature. At the same time the rich and historic cultural traditions of China provide a fascinating backdrop for sharing ideas, exploring new ways of thinking, and establishing collaborative partnerships.”

Two New Partnerships

European Leadership Centre

ILA members are invited to attend the following two conferences with whom we’re partnering:

Can European Leaders See Around the Corner and Find Creative Solutions?

May 27-28, 2010
Bled School of Management,
SLOVENIA, www.iiedc.si/elc
Draft Agenda: www.iiedc.si/elc/Agenda_2010.pdf

GLC7: Effective Leadership in Turbulent Times

June 3-5, 2010
Beijing Hilton, CHINA
www.glc7.com

All ILA members will receive a **\$200 registration fee discount** by typing “ila200” in the promotional box of the registration page to get the instant discount. *Please note that simultaneous translation is available.*

(ELC), IEDC—Bled School of Management

About two years ago, ILA Member Jonathan Gosling, Director of the Centre for Leadership Studies at the University of Exeter introduced the ILA to the ELC based at the IEDC Bled School of Management, one of the first business schools in Central

and Eastern Europe. He spoke enthusiastically about its boundary-crossing work, regional importance, and extraordinary founder and current director, Danica Purg. As his Centre was already partnering with the ELC, Jonathan offered to make introductions and subsequently ILA Vice President Gamaliel Perruci was invited to attend the 7th annual ELC conference last June on *“Leading in Crisis: Challenges and Opportunities for Europe”* (see June 2009 *Member Connector*).

Held in a modern facility in a beautiful location, Gamaliel found that this conference has a similar feel to the ILA’s—inclusive, welcoming, cross-sector, and cutting-edge. He was impressed with the quality of the program and the caliber of the scholars, educators, and practitioners in attendance. Upon his return, he recommended that the ILA continue developing a conference partnership with the ELC. Towards this end, Danica met with ILA President Cynthia Cherrey and myself at the ILA Prague conference and we established a formal conference partnership with ELC in early 2010. The ELC’s other conference partners include the Centre for Leadership Studies, University of Exeter, United Kingdom and IDM—Institute for the Danube Region and Central Europe, Austria.

Can European Leaders See Around the Corner and Find Creative Solutions? May 27-28, 2010

This year’s ELC conference will be held at the Bled School of Management, thirty minutes from Ljubljana International Airport. According to conference organizers, this will be a “challenging event focusing on what European leaders should bear in mind to make a difference and contribute to a better Europe and a better world.”

Conference participants will be engaged in questions about the novel “leadership approaches to promoting innovation, communication and governance/ethics.” Some speakers include:

- Janez Potočnik, EU Commissioner for Environment
- ILA Member Annie Pye, Director of Research, Centre for Leadership Studies, Exeter University
- Donna Ladkin, Centre for Executive Learning and Leadership, Cranfield School of Management
- Maurice Saias, described by the *Financial Times* as one of Europe’s 10 leading strategy gurus and Professor of Strategy at University Aix-en-Provence, France
- Sally Jeanrenaud, Director of the Green Economy Coalition
- ILA Vice President Jeffrey Beeson, Founding Partner, Entheos Group

University of San Diego’s (USD) School of Business

Our partnership with USD’s School of Business builds upon the groundwork of the CELAP partnership last year. In preparing for that trip, I reached out to ILA members at the School of Leadership and Education Sciences (SOLES) at the University of San Diego to learn more about the conferences they had previously organized in China. In response to my inquiry, I was connected with Emeritus Professor Philip Hwang, who—with Professor Joseph Rost—established the first doctoral program in leadership studies in the United States in 1979, which later became SOLES. Now semi-retired and working with the USD School of Business on USD’s 4th global conference in China,

Philip was open to exploring a conference partnership with ILA. While USD’s previous conferences were located in Shanghai, Philip and his Chinese colleagues decided to hold the 2010 conference in Beijing.

GLC7: Effective Leadership in Turbulent Times June 3-5, 2010

The conference’s name, GLC7, refers to the rich and varied approaches to the study and practice of leadership found on all seven continents, as well as the universal need for leadership excellence. The conference, co-hosted by the Peter F. Drucker Academy of China, will bring together professionals from the private business sector and academia from all over the world to explore the theme, Effective Leadership in Turbulent Times through a series of presentations, discussions, and workshops. Conference speakers will include:

- ILA Member Nicholas Barker, Director of the award-winning Asia Pacific Leadership Program (APLP)
- Jerry Jellison, Professor of Social Psychology, University of Southern California
- Graeme Codrington, Cofounder TomorrowToday.
- Xiaozhi Liu, CEO of NeoTek China
- Jay J. Cheng, Asia Regional Managing Director, Klöckner Pentaplast
- ILA President Cynthia Cherrey, Vice President for Student Affairs, Tulane University

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Who Will Our Next Partner Be?

I hope you are as pleased to hear about these events as I am to announce them. The ILA will continue exploring partnerships that provide our members with increased opportunities to connect and collaborate with colleagues—both those you know and those yet to meet—around the world. After all, how can we really know “who we all are” without visiting one another’s office, home, and favorite local hot spot?



Presenter at CELAP's Conference October 2009

If you have a potential partnership idea, please contact me at swilsey@ila-net.org or 1.301.405.8564. Although this article focussed on international conferences, we invite additional partnership ideas. For example, we recently partnered with Seattle University and Gonzaga University on a local graduate student conference, *Complexity, Change, and the Future of Leadership*.

The ILA Board and Executive Committee in recognition of the importance of synergy with other organizations has formalized our philosophy towards strategic partnerships as follows:

ILA Partnership Philosophy Statement: ILA is interested in expanding its impact and value to its members by developing new partnerships and building deeper relationships and alliances. The ILA philosophy of partnering is that these relationships should strengthen both organizations, achieve agreed upon goals and outcomes, and provide greater combined value.

Guidelines for Assessing Potential Partnerships:

Who: Congruent visions, missions and values; synergistic; trust; fit; solid reputation

Why: How does this advance the ILA's mission? Which strategic initiatives does it advance? Will it be viewed as valuable by members? Is it better accomplished together?

Where: Will it help the ILA expand to new markets or solidify a base?

When: Is this the right time? Is there adequate time to prepare? Is there a sensible start and end date?

What: Is it a clearly defined project? What is the cost/benefit analysis? What can/will/did we learn?

How: Does the ILA have the necessary resources, including a staff point person? Is it a collaborative approach? Are the responsibilities clear and do-able? How and when will the partnership be evaluated? How will it be continued or concluded?

Vision: Transforming Leadership Knowledge and Practice Worldwide.

Mission: The International Leadership Association (ILA) is the global network for all those who practice, study, and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.

Our Commitment: The principal means by which our mission is accomplished is through the synergy that occurs by bringing together public and private sector leaders, scholars, educators, businesses, and consultants from many disciplines and many nations.

4.

Our Values: *Inclusion:* Nurtures and promotes broad and diverse membership engagement; *Intent:* Encourages leadership initiatives that advance the field of leadership and contribute to the greater global good; *Interconnection:* Builds upon the shared interests and complementary talents of members to support individual and collective goals; *International perspectives:* Respects cultural contexts and facilitates learning and networking across national boundaries; *Integrity:* Insists upon effective and ethical leadership practices and sound scholarship.

Featured Publication & Author Interview

Full Range Leadership Development: Pathways for People, Profit and Planet

Eds. John J. Sosik, and Don I. Jung (Psychology Press, 2009)



This month, ILA member Kathryn Gaines takes on the role of a special guest interviewer for this feature. She serves as President for Leading Pace, LLC, and helps clients achieve results by building leadership

capacity and competence at the individual, team, and organizational levels. Kathryn is a past Chair of ILA's Leadership Development MIG. She earned her Ph.D. in Leadership and Change from Antioch University in 2007.



John J. Sosik (Ph.D., State University of New York at Binghamton) is professor of management and organization and professor-in-charge of the Master of Leadership Development program at

The Pennsylvania State University, Great Valley School of Graduate Professional Studies, where he has received awards for excellence in research, faculty innovation and teaching. He is the recipient of the Center for Creative Leadership/Leadership Quarterly Award for his research on personality, charismatic leadership, and vision. He serves on the editorial boards of The Leadership Quarterly, Group & Organization Management, and Journal of Behavioral and Applied Management. He is the lead author of the books, The Dream Weavers: Strategy-

focused Leadership in Technology-Driven Organizations (2004, IAP), and Leading With Character: Stories of Valor and Virtue and the Principles They Teach (2006, IAP).



Dongil (Don) Jung (Ph.D., State University of New York at Binghamton) is professor of management at Yonsei University. He teaches Organizational Behav-

ior, Leadership and Group Processes, and Negotiation at undergraduate and graduate (MBA) levels. He has worked for for-profit and not-for-profit organizations as a consultant and trainer including the US Army, Navy Seals, and Budget Rental Car in the US as well as SK, LG, Hyundai, Shinhan Bank and Samsung in Korea. Don's publications have appeared in the Academy of Management Journal, Journal of Applied Psychology, The Leadership Quarterly, Organizational Dynamics, Group and Organization Management, Group Dynamics, Journal of Applied Behavioral Science, Journal of Organizational Behavior, and Journal of Occupational and Organizational Psychology among others.

Kathryn Gaines: What inspired you to write the book? Why this book now?

ILA Members
Login at www.ila-net.org to
Download "Chapter 10: Full
Range Leadership
Development for
Strategic, Social, and
Environmental Initiatives"

John Sosik: Well, it was twenty years in the making when you think about it. Don Jung and I earned our doctorates under Bernie Bass and Bruce Avolio at SUNY Binghamton's Center for Leadership Studies. We were so enthralled with the concept of transformational leadership that as we were going through the doctoral program we said, "Let's try to promote this throughout our entire career." When I got to Penn State I was teaching in the MBA program and I developed a course on full range leadership and it was wildly successful. And as a result of that I got some suggestions from the administration, "Why can't we create a leadership program around that course since it's so popular?" And, the timing was right.

Then Don and I were at the Academy of Management in 2004 and Bernie Bass chatted with us and said, "You know the leadership training that you guys were involved in as grad students that we did up in the Southern Tier of New York? Someone ought to take some of that material and put it into a book in a form that would benefit managers." Well, we already had the MBA course at Penn State and there were plans to create the Masters of Leadership Development (MLD) Program, so we told him we had to wait a few years to get to the book because we were putting a lot of effort into creating the MLD program. Once that project was over we got to a point where I talked to Bruce and said, you know,

we've been using your textbook and it's getting a little dated. So, we think that we could build upon that and write our own book—something really evidenced-based on the students and how they've used this material throughout the program and the courses—and build a book around that. Bruce thought it was a good idea and said “Go for it.” So that's how it came to be.

Great. And it sounds like that's how it's extending the work of Bass and Avolio.

Exactly. Our work early on was academic, research based studies of transformational and charismatic leadership across a variety of contexts. But the thing is, the material is so relevant and useful, that the students love it. And the idea to show how students have embraced this—through the many, many examples that we've put in the book—was great. Everybody chipped in. And, we tried to put in as many examples as we could through our experience with research, consulting and training and then also in the classroom. And that's how it came to be.

I love the testimonials at the end.

Yeah, aren't they great? I was so proud of our students, how they've taken it up and put the FRLD model into practice. They've really made an impact. And the great thing about our students is that they're at many levels in organizations. We have a lot of mid- to senior level executive types who are in the positions to be able to introduce change. You saw Jay Wishum's testimonial and what he's done at Allstate using transformational leadership to support organizational change. Then we've got some younger students who are aspiring leaders and who do it on more of a

personal basis—influence in the family, influence in the community. Kate McKinnon's testimonial is wonderful—personal change and how it's all about maintaining that positive spirit and the effects that she's made in her own life and the lives of others. So we are very proud of our students. It's a great way to showcase the great things they've done with the FRLD model.

ILA itself is focused very much on bridging theory and practice. With that in mind, what about this book do you expect will most appeal to ILA members?

The idea that the book has many practical applications and colorful examples of it. For example, in Chapter Ten one of the things that Don and I took a lot of pride in was the way that we work with mid to senior level executives on using FRLD to support strategic planning. And we thought that the idea of full range leadership and linking it to some of the tools we use when doing our consulting—whether it be a Balanced Scorecard or the Gallup Path—was a good one. We tried to highlight that in Chapter Ten. So by giving those examples, and showing how some of the companies have benefitted through just those four key transformational behaviors and showing how you can apply that at that level, we show how you can promote real change in people, teams and companies. And we've seen this in companies like Sanofi-Aventis or Vanguard where they've changed entire cultures. Some of my students..., and this is amazing to me, Bill Jordan and Michael Agard at Sanofi-Aventis, were so excited about the concept of full range leadership and what they took out of the MLD program, that we worked with them and their senior leaders to have a series of training workshops all across the multiple

levels of their operation here in Malvern, Pennsylvania. And over the series of engagements, over a year, it became part of the culture—training and assessment, the MLQ and their plans for that. So we can't do it ourselves, Don and I, but when we see our students embrace this and use it to make the positive change, it brings the theory to life; it really does. It's nice to be able to do the research studies and get your publications, but the real useful aspect of any type of research is when it's put into practice and you sit back and say, “Wow! We influenced that. We helped to make things better.” And you know it's a good idea, it's a positive idea, and I think that's why it's so successful.

What would you say to those in organizations without formal authority who must engage in leadership? What's one thing they could do to practice full range leadership development if they don't have a staff or direct reports?

Well the way organizations are set up today, there's a lot of matrix, cross-functional and team-based management. Or, if you think about teams, about 90% of all organizations today use teams to get work done. A lot of that team work leadership is shared and through the sharing of leadership at the different levels, working in teams—or at Vanguard they use mentoring to a large extent. And I know this idea of peer mentoring—our students that work in the industry here talk about peer mentoring and it's all about influence, it's all about role modeling, it's all about trying to get people to come up with better ideas. So at any level in the organization people have opportunity to influence someone else in a positive way. And, by using the Four I's of transformational leadership, they have a lot of tools and tactics to try

and make that change. You don't necessarily have to be the senior level leader like Bill Jordan or Mike Agard at Sanofi-Aventis, but you can be at a lower level. You can just role model and show the character strengths that are part of idealized influence.

Great. If I wanted to strengthen myself in those four I's or across the four I's, which would you identify as the most powerful or effective approach to leadership development?

We use in the MLD program a number of leadership development plans, in multiple courses, and I'll talk about one of them. Actually the cornerstone course in this program is the second class, the Full Range Leadership class. As part of this class what the students do is they take their first MLQ—Multifactor Leadership Questionnaire—which measures the behaviors in the full range leadership model to get a baseline of their leadership profile. Then through the course, and we do this with our consulting too, they identify areas where they are strong, their talents, and then try to find opportunities to put those into practice. At the same time you cannot ignore your weak points or your areas for development. So the MLQ gives you a lot of nice feedback on that and where you can improve. The students will not only take the numbers and compare them to national norms and the benchmarks, but also there's written comments that kind of explain and give more beef to the meaning in the numbers. So students identify those talents and strengths and find an area in the company or a job where they can actually put that into practice. They set goals. They put timelines for when they're going to actually achieve the goal. They put an action plan together to build on their strengths. They also focus on those areas for de-

velopment. Using some of the other things they read about in the book or through the training, they're able to put together a plan to at least try to move forward on working to address those issues. So, the planning. I always tell my students, leadership development is really a 3-step process. Number one you've got to learn by reading and taking in a lot of different ideas and human behavior and leadership. Not just full range leadership but many other different leadership concepts. Then, once you digest that information, in step two you need to think deeply about it. How does it relate to your life experience? Adults learn best through life experience, practical experience. So they need to reflect on that and then find and think really hard about situations or opportunities to put these things into practice. Then the last step in the process is the idea of acting—take what you've read, take what you've thought about, and then put that plan into action. Then, based on what happens, go through the loop again and you continually will refine your leadership. This evidence-based and experience-based approach really works best with adults. Our graduate students are not the typical MBA age students that you'll find in other universities. Those are usually in the early 20's. Our students are working adult professionals. The average age is about, I'd say, 35 to 40, and they have a lot of great experience. And I don't think you can really appreciate leadership concepts or leadership models without at least having a base of experience where you say "OK I've experienced that," or, "I know. I've seen that behavior from a boss who was Laissez-faire, or who was a micro manager." So when they see that and when they see how to navigate around that and what the disadvantages of that style are versus a more positive style. They really cling on to this stuff and they embrace it

and it becomes part of who they are.

That's great. A few minutes ago you mentioned how important it is for them to be aware of not just full range leadership development, but other leadership concepts. How do you see full range leadership development fitting in? Or, how do you compare it with other theories or models of leadership that are out there right now?

Well if you take a look at Chapter One, at the end of the chapter we have a section where we link it to a history of leadership thought and we show the relationships between Full Range Leadership and a number of others styles and theories. So, for example, let me point out authentic leadership, which seems to be very popular these days. So the idea of being true to yourself and being true to others, well that's an umbrella-type concept. You can be authentic in terms of being a situational leader or being directive or participative. But, authentic transformational leadership is what we train in our consulting and graduate school programs. The first class in the MLD program is our Leadership Across Lifespan course. In that course what we do is focus on building what we call authentic transformational leadership, which means if you're going to be an idealized leader—which is the pinnacle of transformational leadership—you need to really know what you stand for, what your values are, what your strengths are and how that relates to your organization. You need to try to get people to buy into what the organization's values are and what the actual positive virtues are that the company needs to move forward on. And it's about actually getting people to buy into that and to live it. When you live what you talk about

and what you think about, then it becomes very authentic. So it was a really easy overlap for us to show the link between authentic leadership and transformational leadership in that first course where we look at virtue in companies and values and character strengths, which is really about idealized influence. So we do link there. We think about other types of theories, such as the work that Mike Mumford's done, very nice work, excellent work on pragmatic leadership, problem solving leadership. Well, intellectual stimulation is about more rational approaches to solving problems by being more creative, by being more innovative. We really drive that theory home as one aspect of intellectual stimulation in our MLD program. We have three courses that the students can choose from. They can take a course on Corporate Innovative Strategies—which, I know you do a lot of OD work, I was looking at your website—and so at that organizational level how do companies actually introduce these massive change programs. So, we have a course on that. That could be fueled by intellectual stimulation. At a more micro level in our program we have two courses. We have a course on problem solving leadership, creativity and problem solving leadership that comes out of the engineering department and where we look at cognitive approaches to being more creative. Then we also have another course that kind of crosses the levels that takes a liberal arts perspective on how you can be intellectually stimulating and we learn from artists and from scientists and from people from many different walks of life outside of traditional businesses. And even that approach is intellectually stimulating because it takes the business student out of the context of business and puts them into theater, drama, music, science, and

they really like that. That's where new ideas come from, from when you borrow from other disciplines or domains.

So it really integrates and incorporates a lot that's out there.

Integration is key. And, we like that idea because that idea of building a curriculum that's tightly or highly correlated and integrated, and within that you'll see that there is some degree of overlap of Full Range Leadership with some of these other concepts we have in the MLD program. The students need to see the connections because often time in other business programs, they'll see accounting or finance marketing operations as functional silos and they don't really see how they overlap. In the MLD program we were very very strategic and very precise in the way that we said, "Look, let's make sure that there's at least some degree of overlap in almost all the courses." But, it all comes back to the Full Range Leadership model. That's the beauty of it. It's a simple idea that can be expanded upon and extended to many leadership contexts or situations.

And clearly it is very validated. It's scientific and really well grounded in research. And the model itself is centered on behaviors and observable, measurable actions. What about—I was thinking about leadership as a way of being. What insights does full range leadership offer about cultivating the more subtle or nuanced elements of leadership? I was thinking specifically about leadership presence and that kind of thing.

Presence is very important to leadership; it's the idea of impression management. The idea here is that

not only do people pay attention to the content of the message of what leaders say when they articulate the vision, but also the way that they present themselves and the way that the message is communicated. So in Chapter Four on inspirational motivation, we talk about how leaders craft a vision and then how they go about and deliver the message in appropriate ways, and we get into all different types of aspects of rhetoric. We talk about paralanguage. We talk about the idea of professional presence in terms of dressing a certain way, fitting the corporate expectations. Take for example Vanguard, which a number of our students come from, we use that company as an example because image and presence is extremely important at Vanguard. When John Bogle started that company, professionalism and giving the customer a product that is innovative, but yet low cost at the highest degree of professionalism was very important to his idea. That's big in their culture. I think Full Range Leadership gets at that in two ways. Number one is the inspirational motivation aspect and how we actually get the message across. And how when you're a leader that message needs to reflect how you act, how you present yourself, and how you treat other people. The other thing is idealized influence, which we say is the pinnacle of transformational leadership. You need to walk the talk in terms of those organizational values, and being a professional and being ethical and if you're able to do that I think you create the presence that draws more people into the company and draws followers close to you as a leader.

I was curious too about what distinctions you make between management and leadership. I was wondering that as I read that first of all there are the four I's

and then there are the transactional leadership behaviors and then at the very end you mention Mintzberg and MBA versus MLD.

In the book itself there are a couple of chapters on the transactional approaches to leadership. Traditionally when you think about how the management field developed in the 1950s thru the 1960s, 1970s, and up to where we are today, the idea was to command and control and it was much more of an exchange relationship. And we present the importance of having that transactional exchange as being a good effective base for effective leadership. So we talk about that in Chapter Seven. We talk about contingent reward, and management by exception active. And then later on in the Appendix we answer the questions, “Why didn’t we just take the leadership component as a minor and put that as part of an MBA program? Why did you develop a totally separate AACSB-accredited program?” Well, because of what we found when we did our market research for the program. We went out to corporations and we surveyed them and asked, “What’s missing from some of the traditional graduate level business programs?” And they said, “Look, you know the details that you learn in an MBA program—the accounting, the marketing, the finance, the operations, and how it all comes together—business is so specialized today that you need that basis. Then you go into the company and you have to learn the way the company does things. Or you learn through your profession. Engineers learn from their professions. The accountants learn from their professions. But what we’re missing is that once you get to midlevel management, those detailed professional specific operations become less important. Now, one has to deal with innovation, negotiation, com-

ing up with strategic thinking, being innovative, mentoring, coaching, and developing cultures. The human part becomes much more important. So we make that distinction in the Appendix. We talk about the emphasis of the manager as pretty much maintaining a system and the leader as destroying systems and reinventing them, and how challenging that could be because people don’t like change. So there are a couple places in the book that we handle that. But transformational leadership is not effective unless it has a solid base of transactional leadership. We find that in the empirical research. The best leaders use a blend of both contingent reward and transformational leadership.

That’s the full range, right?

Actually, the full range goes even more passive than that to Laissez-faire leadership where some leaders think, “Well, I’m empowering you; I’m just going to step back and do nothing.” But they’re absent, and that’s not empowerment. So we talk about the distinction between empowerment and Laissez-faire in Chapter Eight on the passive leadership.

So I’m just curious in thinking of the connection between Bernie Bass’s work, and Avolio’s too with Jim Burns. He has been a real luminary for ILA. What’s the connection or relationship you see between Burns’s and Bass’s notions on transformational leadership?

My students always say that James MacGregor Burns is the “grandfather of transformational leadership.” They mean, he originated the idea, but he really didn’t come up with a measure and take it to the psychology, HR and the organizational ap-

plication. He was out of Political Science. They consider Bernie Bass to be the “father of transformational leadership” because he applied it to business, but it all goes back to Burns. And, as a political scientist, Burns’ idea—and Don and I love his work, because if it wasn’t for his work, we wouldn’t have Bernie Bass’ work. So you see how research from different disciplines builds upon itself, all the different perspectives and steps and we just put the ideas together over time—but what we love about Burns’ work is this idea that—and it gets to this idea of sustainability that’s really big today and the triple bottom line concept in business—yes we are there to make money, but ultimately we’ve got so many social problems today in the world that need to be solved. And, if you’re going to be a socially responsible, triple bottom line company—and many more companies are moving in that direction today—you need to create opportunities and apply your leadership to enhance happiness for people. In other words, people are suffering in the world; let’s try to make their life better. And, the original idea of transformational leadership is to transform societies for the better. By training these behaviors, now our students and our clients, they’re not just interested in the bottom line. They’re interested in developing themselves and others and also in helping our environment and creating sustainable business. And it’s really great because now we are seeing that Burns’ vision is being embraced, especially by the younger people that we work with today. They really love this whole idea. So the time has come for Burns’ vision to be realized.

So I have a two pronged question, looking back and then looking ahead. What do you see as the biggest changes or the most

interesting developments in the study of leadership over the past twenty years?

I see a number of things. I think this idea of shared leadership, where followers are drawn into leadership systems. We talk about that in Chapter Two and the fact that it's not just within the company now. You have professions that need to be pulled in and customers need to be pulled into leadership systems. Leadership is so complicated it's beyond belief. We need more of a holistic approach in studying leadership. And the situation, the times around us, I think, are right for that. That's number one. The other thing is that with technology today with the Iphone and with the Internet and with all these virtual ways of communicating, this concept of electronic or e-leadership is an area that I find very exciting. We've done some preliminary work there and now we're actually seeing the field move forward in that aspect. So the way that the social system that leaders are learning, that can be influenced by the technology system, and how do you get those two systems to come together and cooperate. That's very, very important. And then really getting back to this idea, which I think is really going back to maybe where we started early on in the leadership days of study, of character. I think that the idea of virtue and character are the real substance of leadership, and not only in leaders but also in followers and trying to draw that out of them to promote positive forms of leadership. And this whole strengths-based approach to leadership to see what the consulting work of Gallup Organization and other companies and Diversity Inc.—their emphasis of appreciating differences among people. Saying, well, we're not all perfect; we have our vices, but we

also have our virtue, so why don't we tap into that? If you bring everybody together you're going to get a greater collection of virtue and character. And by taking the best in each person and bringing that together, you create that shared leadership vision that we need to move forward for. So I think that's very important too. And, ethical leadership. We're seeing more emphasis on spiritual leadership; this is the part of leadership that is more artsy. We take a scientific approach to studying leadership, which is essential, but leadership is a human aspect and I think in order to understand humanity sometimes we need to look at those other parts. The arts, liberal arts, spirituality, faith based explanations—that's where I think we're going in the future.

And, actually, you answered the second part to that question—the looking ahead, what you see as the clearest emerging trends.

Well, you asked a great question.

Thanks. There's a lot of depth and complexity to all of this and you did talk in your book about the various elements of leadership as a process or as a system and I didn't know if you wanted a chance to talk a little bit about how the different elements fit together or work together?

Again, this is building upon our mentor Bruce Avolio's work. We like to present this in our classes because students coming into an MLD program, or people we work with through our consulting, they're thinking that it's all about me. I'm going to become a better leader so I need to learn about my character strength and learn a lot about me. That's true, but because leadership is a social influence process, we need to focus more on what strengths our followers

can bring to the table and how to fit those people into the right roles. We talk about and use the metaphor of the production of a play, or, if you're coaching a football team, everybody on a football team has a specific position with specific roles. So I think trying to coordinate, to develop people and fit them into those aspects, is a key leadership aspect. The other aspect of the system happens to be the situation itself. The good news for transformational leadership and for charismatic leadership is that these very challenging days that we all have today with terrorism, the economic and financial sector crises and all the other troubling situations around the world, they're ripe for social change. This has been tailor-made for transformational leadership because we know that these leaders thrive in crisis situations. So you're seeing a lot of attention now to crisis style leadership and I think that's another area that the research is going to move towards. So we talk about the emphasis of the situation, and certain situations are more appropriate for specific leadership behavior and so forth. We talk about that in Chapter Two of the book. Not to mention how technology changes our leadership situation. Culture is another part, so those are more situational aspects. People forget about the nature of the situation and the task that's being performed. We assume that all these leadership styles work for every single task for every single situation and we try to bring up that that's not the case. And in chapter two of the book, we bring up here are some examples where what might work and what might not work in situations.

In fact one of the questions I wanted to ask was, which leader would you say best exemplifies full range leadership development? But I'm guessing the an-

swer is, “well it depends...”

It really does depend. I can think of many leaders that we use as examples. Just today I was reading an article about Warren Buffet and how he’s talking about how to be a successful investor and how businesses should be successful. I think he exemplifies one of the aspects of an idealized leader, which is being temperate, this character strength of temperance. He’s very prudent in the decisions that he makes and he isn’t just focused on short term profit maximization, but he looks for long term sustainable businesses that have a long track history and have a projected future. They may not be able to get there in the next year but they’re going to project over time. So if you’re not willing to invest in someone or a company for ten years don’t expect them to give you that return within that one year. It’s a long term relationship and you need to be very, very careful and thoughtful in the way that you develop. So he’s a fantastic example. I also like Ursula Burns from Xerox. We talk about Ursula Burns in the book and her mentoring from Anne Mulcahy, former CEO of Xerox. This is a woman who is very strong in the area of problem solving and engineering and she has learned business and learned to be more inspiring and to bring people together through team work. And she’s learned this just through hard work, discipline, and having a positive, optimistic view for the company. So I think those are two examples that I like. In the book we’ve highlighted a number of leader profiles throughout whether it be Richard Branson or Indra Nooyi, CEO of Pepsi, or some leaders that you may not be so familiar with. We’ve got leaders from U.S. Army, from faith communities. The amazing thing about Full Range Leadership is that it has such a broad application

and that’s what makes it so appealing, it’s not just for business; it’s for many, many contexts, many situations. And the evidence is there; I think we’ve illustrated that throughout the book.

And not even just within business or within organizations, you know beyond.

On a personal basis too, absolutely. And, sometimes that’s most important because we’ve gone through tough times today with the resources being limited and people losing jobs today. We’ve got earth quakes, tsunamis, devastation in Haiti and Chile. We see war, terrorist attacks, economic crises, leadership ethical scandals, but these crises give us hope because they are opportunities for using transformational leadership to make things better. Because if we apply these concepts and we work together and we see examples of leaders trying to bring people to work together, like President Obama with healthcare reform, things are going to get better, I mean sure it’s been tough, but let’s hang in there and let’s use this Full Range Leadership and let’s work together to make things better. While there’s life, there’s hope.

What was your biggest surprise or insight when working on this book?

How much work it would take!

Sosik & Gaines: [Laughter]

It was amazing, when we got into it. It seems like the longer we’re in this profession, it takes us longer and longer to write these things because we get busier and busier. But seriously, the biggest surprise was the fact that so many people that we’ve been able to influence through our consulting or through our teaching

have jumped on board. And what the students and what our clients are doing with it to affect their personal life. You have people come up to you and say, “Thank you,” or, “I remember when I took that consulting class and that was like five to ten years ago and I’m still using that and here’s what’s happened, here’s the update.” And you hear the good stories and you then say all this hard work, well, that was worth it. So it really was a labor of love because we really wanted to write this as a testimony to how much we thoroughly enjoyed studying under Bruce and Bernie at Binghamton. Don’t get me wrong. It was a very rigorous and tough PhD program and there were days when we felt like we were going to hang up the hat and quit, but we stuck to it and it made it all the difference in our lives and the lives of others. Because when you see that other people are making differences with it, it makes it very important; it has been a very rewarding experience.

You’re carrying on the legacy, but now you see others are too.

And isn’t that the definition of transformational leadership? To develop followers into leaders themselves? That was the original notion that James Macgregor Burns came up with and it’s great to put it into practice.

So what else have I not covered, is there anything else you’d like to say about the book for ILA members?

Whether you are teaching a course or doing consulting with managers—there are stories in here that are testimonials, some are anecdotes, others are research based that everyone can relate to—you’re going to find something in here that will resonate with you. We also found that one

of the things that we wanted to put into the book is that at the end of each chapter—because remember I started out our discussion talking about how the best way to learn is through experiential learning and self reflection and action? Learning is really not through what you're going to get out of just reading this book, but it's by comprehending this book, thinking deeply about it and then putting it into practice. So at the end of every chapter we have these reflective exercises. And, depending on the reader's situation, they'll be able to use this at work with their colleagues or setting up their own learning group. Or, if it's used in the classroom, students can use this in their teams, their learning teams. Instructors could use this, or managers could implement this as part of these informal groups that organizations usually have, these learning groups. Vanguard, for example, has informal leadership learning groups and a number of my graduates from the MLD program, they take ideas from Full Range Leadership or other concepts and they share this and they say let's solve problems with this, let's put this into practice. And that's how you really develop leadership. It doesn't come from just reading. It doesn't come just from thinking and doing. It's really gained expertise and you've got to use it every day over the years, and eventually you get to that stage where you're an expert in transformational leadership because of what you do. So, we think those are really helpful too.

Thank you so much.

What's New in ILA's Member Communities?

All members of the ILA are encouraged to participate in one or more member communities. Information about the different communities is available under the "Communities" tab at www.ila-net.org. Plus, members can interact with each other under the auspices of the different groups on ILASpace (www.ILASpace.org). For general questions about member communities contact Josh Tarr, Coordinator of Conferences & Member Communities at jtarr@ila-net.org.

Business Leadership MIG

To become involved, share your ideas, or for more information on the Business Leadership MIG, contact: Chair Joanne Barnes at joanne.barnes@indwes.edu or Chair-Elect Gus Gustafson at jgustafson@ben.edu.

Leadership Development MIG

Thank you for your response to our call for proposals and for reviewers! The LD MIG is in the process of evaluating conference proposals and had more than twice the number of reviewer we needed. Wow! What fabulous participation. Your next opportunity to participate is on ILA Space, www.ilaspace.org/group/ethicsdiscussionforum. The Ethics Forum is moving into action!

Do you have an ethical need or interest? We are looking to generate both discussion and projects to help each of us move one step stronger in our own ethical development. These ideas and projects will be a part of the presentation in our Ethics Forum Discussion in Boston.

Our Conference Creative team continues to explore leadership service opportunities for Boston.

Also, look for our upcoming Webinars later this year: *Leading*

Community Updates

Through Change: Being the "I" of the Storm; and *In Extremis Leadership: Leading As If Your Life Depended On It.*

For more information and to become involved with the Leadership Development MIG, contact: Chair Jan Byars at jan@innovativeleadershipsolution.com or Chair-Elect Laura Santana at santanal@ccl.org.

Leadership Education MIG

For more information and to become involved with the Leadership Education MIG, contact: Chair Sara Thompson at sethompson@illinois.edu or Chair-Elect Brent Goertzen at bgoertze@fhsu.edu.

Public Leadership MIG

Public leadership as practiced in government is extremely visible these days. A Martian visiting the U.S. democracy might scratch her antenna and wonder, "Is public leadership the process of making sure your opponents fail?" And her Martian interlocutor might respond, "No, not really. I think public leadership is the process of purchasing and sustaining the affection of others with money and favors." Yet another might muse, "Public leadership in the US is a process where leaders help each other create and sustain great power and wealth without having to take

up arms against fellow citizens who have less power and wealth.” Yours truly is a citizen of the U.S. and that leads her to scratch her own antennas and wonder, “What if these same Martians landed in Greece? Nigeria? China? What might they observe? How might they experience their government’s approach to public leadership?” Visit the PL MIG on ILASpace if you would like to pursue this discussion.

If questions like that pique your interest, then ILA’s Public Leadership MIG should be your planet of choice. We are excited to report that we received 126 proposals for the Boston Conference—twice as many as last year. Our twenty reviewers are busily selecting the cream of this bumper crop to invite to Boston to share their work with ILA colleagues. Thanks to Chair-Elect Will Salyards for a terrific job of organizing the review process.

For more information and to become involved with the Public Leadership MIG, contact: Chair Janet Rechtman at jrechtman@fanning.uga.edu or Chair-Elect Will Salyards at willsalyards@comcast.net.

Leadership Scholarship MIG

For more information and to become involved with the Leadership Scholarship MIG, contact: Chair Crystal Hoyt at choyt@richmond.edu or Chair-Elect David Greenhalgh at dgreenha@eastern.edu.

Followership Learning Community

The Followership Learning Community’s wiki has now linked directly to a .pdf aggregator which provides access to .pdf articles on followership and leader/follower

relations. This material is culled from online journals, conference proceedings, and presentations. A great deal of fresh and interesting material, much of it European, is now available here. We have also highlighted the publication of a new book, Rusty Ricketson’s *Follower First: Rethinking Leading In the Church* (Heartworks Publications, 2010), a work of serious lay literature on follower-leader relations that examines its application within a specifically Christian context. Also noted is the availability of an online, reflective self-assessment test for personal and professional growth and development to be used in conjunction with the latest edition of Ira Chaleff’s *The Courageous Follower* (Berrett-Koehler, 2009).

For more information and to become involved with the Followership Learning Community, contact Ira Chaleff at ira.chaleff@exe-coach.com and Elisabeth Null at enul@starpower.net.

Guidelines for Leadership Education Programs Learning Community

For more information on the Guidelines Learning Community, contact: Steve Ritch at ritch@stpt.usf.edu.

Program Directors, Deans, and Chairs Affinity Group

For more information and to become involved with the Program Directors, Deans, and Chairs Affinity Group, contact: Sandra Peart at speart@richmond.edu.

Student Leadership Affinity Group

One purpose of the Student Affinity Group (SAG) is to ensure students

Find ILA Communities Online

For General Information follow the links from:
www.ila-net.org/Communities

Connect, Converse, and Collaborate with MIG Colleagues at:
www.ILASpace.org

Share & Learn via the Followership Learning Community Wiki at:
followership2.pbworks.com

have the resources needed to gain support from their respective institutions and other sources to be active members in the ILA. The SAG Leadership Team is currently working to develop guidelines for students wishing to pursue financial support for ILA conference attendance and membership, as well as an information sheet outlining the benefits of student ILA membership. We are excited for these resources to be available for students in the coming months!

For more information and to become involved with the Student Affinity Group to help with online discussions, conference activities, or connecting leadership students worldwide, please contact Natalie Coers at natalie.coers@gmail.com.

Serving the World Through Leader Development

By Ellen Van Velsor, co-editor of the *Center for Creative Leadership Handbook of Leadership Development*, 3rd Edition



The newest book from the Center for Creative Leadership (CCL) is the 3rd Edition of *CCL's Handbook of Leadership Development*. This volume contains many new chapters, as

well as updates to chapters published previously in the 2nd edition. What follows is an excerpt from one of the new chapters by David Altman, Lyndon Rego, and Steadman Harrison, titled "Democratizing Leader Development." As applied to formal leader development, the authors suggest that democratization is an inclusive process to reach leaders from all walks of society, rather than just at the top of the socioeconomic pyramid or in the corporate sector.

Democratizing Leader Development

The field of leadership development does little for most of the world's people. The vast majority are young, live in rural areas and densely populated cities in developing countries, have had limited access to school education, do not work in formal

organizations, and survive on less than two dollars a day.

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Obviously leadership skills are relevant to these populations; all humans aspire to create better lives for their

families and their communities, particularly in the face of poverty, hunger, oppression, and conflict. But is the practice of leadership development relevant to them? Can

leadership development professionals materially improve the human condition?

Consider a rural town in central Uganda where we conducted a leader development workshop in 2007. At its conclusion, an individual who had formerly been part of a violent guerilla organization shared his poignant perspective on the potential of leader development:

"This training is very important. And you need to understand why we say to you, 'You need to come back. You hear us saying, come back soon.' And it's for a reason. Where you come from, this leadership training may result in better management and better business practices. But here, here in Uganda, this teaching has the potential to save lives. This region, these governments have been at war for many years. If they heard today what you were teaching us, I believe we could end many of these conflicts. We could see an end to these wars."

This statement reflects a broader vision of the role that formal leader development can play in our world. We believe that the greater potential of billions of people ultimately can be unlocked through increased access to leadership development and that this will create significant social and economic benefit.

Our perspective is consistent with the line of reasoning of an icon of corporate entrepreneurship, Bill Gates. Founder and past CEO of Mi-

crosoft Corporation, Gates advocates for creative capitalism, which aspires to reaching more markets that benefit both companies and consumers. He is especially interested in reaching the billions of people who have low socioeconomic status (Gates, 2008). Gates poses the question, "How can we most effectively spread the benefits of capitalism and the huge improvements in quality of life it can provide to people who have been left out?" He notes that despite having about \$5 trillion in purchasing power, the poorest two-thirds of the world's population are mostly ignored by corporations.

This is also a missed opportunity for formal leader development programs. To date, leader development has been readily available to the world's elite: senior business and government leaders, individuals who have been identified as high-potential employees, and people from the highest economic strata with the means to invest in formal developmental experiences. Indeed, leader development programs are a benefit that managers and executives in North America and Europe have come to expect as part of the employment compact. In developing countries, however, we find a considerable gap between the eagerness and hunger for formal development among employees and the resources available to meet these needs.

Barriers to Democratization

Pursuing democratization requires extending both traditional mental models of leadership and the busi-

ness models currently used by formal leadership development organizations. Currently, both of these present barriers to achieving democratization.

The first barrier is the prevailing mind-sets people hold of who is a leader and what constitutes leadership. People in both the developing world and the world of Fortune 500 multinational corporations tend to see leadership as the exclusive bailiwick of people in formal leadership roles. It is still a relatively new idea that leader development could or should be democratized, not only to the audiences that have been underserved in the knowledge economies of the West (youth, teachers, and individual contributors in all kinds of organizations), but to these same kinds of people in the developing world.

Particularly in the West, some may wonder why it makes sense to spend any resources at all on developing the leadership capabilities of people who have little or no formal authority. Yet our experiences in the developing world and with underserved populations in the West lead us to believe that a great deal can be gained through efforts to develop the leadership capabilities of a broad spectrum of people. As with any other bold idea, the implementation of leader development democratization can and must disrupt existing ways of understanding best practice in our field and also disrupt the existing business models of leadership development providers.

The second barrier to democratization is grounded in prevailing business models around the cost of leadership development. Formal leader development interventions are now primarily delivered by busi-

ness schools and for-profit training organizations under the rubric of executive education. Decades of research and practice in the West have led us to develop methodologies and training tools without major concern for cost. Development is fostered through large-scale simulations, high-end and often customizable 360-degree assessments, and programs dependent on a bevy of highly trained staff or high-priced and well-known expert speakers. Because many of our best leadership development organizations pay careful attention to annual rankings in highly regarded publications such as the *Financial Times* and *Business Week*, our collective approaches to leadership development favor exclusivity over affordability, access, and democratization.

We believe the time for change has arrived. Leader development can be scaled to be more affordable and accessible. Finding interested people is not a key issue in democratizing leader development. Plenty of people would like to be consumers of formal leader development opportunities. The problem is figuring out how to create models that reach hundreds of millions of people versus the hundreds of thousands who are reached through our usual ways of developing leaders. We believe the answer lies less in creating new products and more in adapting existing products to make them affordable and accessible (Anderson and Markides, 2007).

We have been inspired by work that has already been done to demonstrate viable and sustainable business models for the poor. C. K. Prahalad (2006a), one of the world's leading thinkers on the benefits of working at the "bottom of the socioeconomic pyramid," argued that the challenges are mostly driven by lack of imagination and commitment to new ways of operating. The zone of comfort

You Are Invited to Join CCL for a One Day Online Leadership Development Conference

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Learn more about this event at: www.josseybass.com/WileyCDA/Section/id-403819.html

Participants will learn how to improve their programs, skills, and understanding of the most effective leadership development processes and systems. The themes and topics are based on the 3rd edition of *The CCL Handbook of Leadership Development*.

drives away the zone of opportunity. A key challenge for leadership development organizations is harnessing our own motivation to do what it takes to step into a new way of doing, not so much leader development itself, as the business of leadership development. Just as in banking, mobile technology, or consumer goods, once a few groups adopt a viable new way of doing business in leadership development, other groups will follow.

*Those interested in learning more about this work can visit *Leadership Beyond Boundaries* at www.leadbeyond.org.*

15.

Misguided Leadership Training: A Webinar with George Graen



You've heard the refrain, "Where have all the leaders gone?" But have you considered why we allow 50-60% of managers to fail due to gaps in technical, business, or leadership competence? These gaps emerge despite enormous funds invested in leadership training (\$12 billion in 2007 according to Industry Report). Why are top management teams slow to use proven training protocols? Why do some executive leaders seem to fear their successors becoming effective leaders themselves?

This webinar, featuring internationally known educator and leadership consultant George Graen, will survey some of the training practices that fail to properly equip people with the leadership skills they need to succeed. It will also highlight research demonstrating that when a promising mission and protocol are presented, people can be trained to achieve satisfying engagement and enhanced performance from their employees.

George Graen has worked for forty years in the leadership field and written over two-hundred research articles and books. Best known for LMX theory, George has recently developed two alternative protocols that describe real world leadership and has been presenting seminars and writing about his latest attempts to "tidy up an extremely messy field." George has taught leadership at Keio University in Tokyo, Japan; University of Illinois (Champaign); and at UST in China. His latest book is *Predator's Game – Changing Designs*.

Date: Wednesday, April 14, 2010

Time: 12:00-1:00p.m. EDT

Cost: Free for ILA members; \$20.00 for non-members

Registration Link: <https://www2.gotomeeting.com/register/581592418>

JOB Listings

For complete descriptions & application procedures, please visit the ILA Website link listed at the end of each partial description. To view all announcements or to submit your own ad go to:
www.ila-net.org/LeadershipJobs/index.asp

Teaching Assistant Professor or Teaching Instructor

Multidisciplinary Studies/Leadership,
West Virginia University
Morgantown, West Virginia
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1264

16. Grad Faculty in Organization Systems Renewal

Organization Systems Renewal Graduate Program, Seattle University, Seattle, WA
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1265

Assistant Director of the Center for Leadership

Center for Leadership,
Elon University, Elon, NC,
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1263

Director

Center for Leadership,
Elon University, Elon, NC,
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1262

Assistant Director for Leadership Southwestern

Social Science, Southwestern College,
Winfield, KS;
Closing Date: Until Filled

www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1261

Executive Director Kravis Leadership Institute

Claremont McKenna College, Claremont, CA
Closing Date: 5/1/2010
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1260

Asst. Professor - Organizational Leadership

Political Science & Criminal Justice,
Northern Kentucky University, Highland Heights, KY
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1259

ILA Welcomes New Members to Team!

Ashley Wollam, Coordinator of Member Services and Marketing, and Nathalie Argueta, Administrative Assistant

Ashley began his work as the Coordinator of Member Services and Marketing for the International Leadership Association on March 15th. His responsibilities include enhancing the member experience, managing ILA's social media presence, and developing ILA's membership.

"ILA delivers tremendous value to its members and, through them, to our global community. I'm excited to make my contributions to such a stellar team, to deepen the value we deliver as an organization, and to learn along the way," Ashley says.

Ashley discovered his passion for leadership as a student at the McDonough Center for Leadership and Business at Marietta College. Through the McDonough Center, Ashley was introduced to the ILA and attended his first conference (and hasn't missed one since). Ashley graduated from Marietta College with a Bachelor's of Arts in Communication Studies and English Literature with a Concentration in Creative Writing and a minor in Leadership Studies. He was awarded Research Honors for two theses which explored identity construction via social media and the



Ashley (L) volunteers as Tech Team Lead at ILA 2009 Conference

construction of narrator identities in postmodern fiction.

Prior to joining ILA's staff, Ashley worked as an analyst for a Fortune 500 financial services provider, where he served in relationship management and knowledge management roles. Ashley's interests include social

media, cultural criticism, and leadership. In his leisure time, Ashley enjoys hiking, horse-back riding, reading, cooking, and traveling.

Ashley can be reached by email at ajwollam@ila-net.org, or by phone at +1.301.405.0804.

Nathalie Argueta holds the position of Administrative Assistant at the ILA, and is responsible for keeping the office organized and ensuring that everything runs smoothly.



Nathalie Argueta

Nathalie was born in Washington DC and raised in the College Park, Maryland area. She is the youngest daughter out of four siblings and the proud owner of three lovable Chihuahuas. During her early high school years she moved to El Salvador, her family's home country, to learn about her culture

and language and to experience a life outside the United States living with just her two older siblings. Upon

returning home to the United States, she graduated from high school in the Model United Nations, International Studies Program and National Honors society. She then graduated from the University of Maryland where she founded her own multicultural community service based sorority in 2004 that strives to make leaders out of young women.

"Though I may have just started I feel right at home with the staff. My position as administrative assistant is not only about keeping the office organized and helping it run efficiently, but also to ensure that every member who contacts us has a pleasant and patient person eager to help them with any question they may have," Nathalie says.

Nathalie can be reached by email at nargueta@ila-net.org, or by phone at +1.301.405.5218.

Nathalie and Ashley join the rest of the ILA staff team:

Shelly Wilsey, Director;
swilsey@ila-net.org; +1.301.405.8564

Debra DeRuyver, Director
Membership Services; dderuyver@ila-net.org; +1.301.405.8064

Josh Tarr, Coordinator of
Conferences and Member
Communities; jtarr@ila-net.org;
+1.301.405.2342

Prathyusha Kanala,
Graduate Assistant & Database
Manager; pkanala@ila-net.org;
+1.301.405.5218

Leadership Dates & Events

18.

Go Online to see complete listings of these & other events: www.ila-net.org. Navigate to Events --> Calendar. Submit your event to dderuyver@ila-net.org. If you are attending these or other events & would like ILA materials to distribute, contact: ila@ila-net.org

Apr 8-10

25th Annual SIOP Conference
Atlanta, GA, USA

www.siop.org/conferences/default.aspx

Apr 9-13

American Society for Public Administration Annual Conference

San Jose, California, USA

www.aspanet.org/2010conference/

Apr 14

Misguided Leadership Training - An ILA Webinar with George Graen

www.ila-net.org
Navigate to Events —> Calendar

Apr 17

CFP: 2010 Annual Roundtables of Leadership Research & Practice, Regent University - Virginia Beach, VA

www.regent.edu/acad/global/emailcampaigns/events/roundtables/roundtables_2010.html

Apr 18

Deadline: Hesselbein Student Leadership Summit, University of Pittsburgh campus, Pittsburgh, PA

www.ila-net.org
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Apr 21-22

CFP: Leadership for Tomorrow: Strategies for Resurgence
Columbus, OH

www.ila-net.org
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Apr 21-24

CLAIMING CREATIVITY: Art Education in Cultural Transition
Chicago, IL

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Apr 22-25

68th MPSA Political Science Conference
Chicago, IL

www.mpsanet.org/Home/tabid/36/Default.aspx

Apr 23

Leading in Times of Scarcity and Uncertainty
California State University, Fullerton, CA

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Apr 23-25

Academy of Religious Leadership's (ARL) Annual Meeting, Charisma & Leadership
Chicago, IL

www.arl-jrl.org

Apr 27-30

Legacy Leadership Institute Practitioner And Facilitator Certification, AB, Canada

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Apr 30

2010 CBODN (Chesapeake Bay Organization Development Network) Annual Conference
Washington, DC

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Apr 30

CFP: Workshop on Leadership & Stress Management Atlanta, GA, USA

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Apr 30

Vision to Voice: Leadership in the Global Age
Seaport World Trade Center in Boston, MA

www.simmons.edu/leadership/

Community Kiosk

Share your important announcements! Pin your virtual sticky note up on ILA's Community Kiosk. Email Debra DeRuyver dderuyver@ila-net.org to submit.

19.

March *Integral Leadership Review* Now Available!

The latest issue of the free online journal, *Integral Leadership Review* is now available online at:
www.integralleadershipreview.com/archives-2010/2010-03/2010-03-toc.php

The ILR features articles, coaching tips, book reviews, leadership cartoons, notes from the field, and more. The ILR is published and edited by ILA member Russ Volckmann and frequently includes materials by or about ILA members.

More than 470 ILA Members have joined the conversation!

205 Discussion Threads

125 Blogs; 237 Photos

40 Groups, including

- Open Source Leadership Knowledge
- Ethics Discussion Forum

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