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Welcome New Members

ILA and Leadership Quarterly to Affiliate

We are delighted to announce that beginning in January 2006, Leadership Quarterly (LQ), a premier leadership journal published by Elsevier, will be officially affiliated with the International Leadership Association. LQ brings together a focus on leadership for scholars, educators, consultants, practicing managers, and executives and administrators. It provides timely publication of leadership research and applications and has a global reach. It also focuses on yearly reviews of a broad range of leadership topics on a rotating basis and emphasizes cutting edge areas through special issues.

What does our affiliation mean to ILA members?

To celebrate their new partnership with ILA, Elsevier will be offering ILA members free online access to The Leadership Quarterly via Science Direct during 2006. Beginning in ’07 ILA members will be given the opportunity to subscribe to the print journal for $40 a year, a substantial savings off of the non-ILA rate of $136. Electronic only subscriptions will be available to ILA members for $10 per year.

ILA members are encouraged to submit their work for publication in the journal. Detailed information about Leadership Quarterly is available at: http://www.elsevier.com/wps/find/journaldescription.cws_home/620221/description. A link to author guidelines is available in the left-hand menu bar of that page.

Login information and instructions for accessing the journal online will be mailed to each ILA member at the beginning of January.
New Milestones for ILA in Amsterdam

by Jeffrey Beeson
ILA Board Member

The conference was the first ILA global conference to be held in Europe. We succeeded in really putting the “I” in ILA. All continents – except Antarctica – were represented and over 30% of participants were from outside of North America.

The Netherlands as a host country was highlighted in excellent pre-conference sessions held in Amsterdam, the Hague, Noordwijk aan Zee, and Rotterdam. Many participants took the time to acquaint themselves with the canals, the bicycles, and the gabled roofs of the host city. After the conference ended, Amsterdam’s Museum night provided the perfect opportunity to enjoy Canal boat rides to dozens of museums that stayed open until two in the morning.

At the conference, the first steps were taken to introduce large group interactive sessions. At the beginning there was an interactive networking session where people were able to meet at least 10 new people. Later we introduced Theme Sessions comprised of 40 to 60 people where conversations took place around pre-selected topics. The topics were taken from questions sent in prior to the conference by registrants. Both of these sessions were very well received.

Another new format was the learning laboratory (long workshops of 2.5 hours to allow topics to be covered more in depth). Alain Gauthier hosted one learning laboratory on co-leadership (i.e. leadership across different sectors of society) that received rave reviews and a second learning laboratory looked at possible areas of interest between business and leadership scholars.

We had four great keynotes from four different continents. Manfred Kets de Vries, the recipient of the ILA Distinguished Leadership Award, shared a fast-paced presentation on leadership development, particularly in the corporate sector. Kumi Naidoo got a standing ovation through his long history of, and impassioned plea for more, civic participation. Sheika Lubna Al Qasimi shared her perspectives as a leader and a woman in the Middle East, allotting half of her session to answering questions from the audience. Stuart Heller literally put us on the edge of our seats to show us how leadership is not just in our heads.

I believe that the Amsterdam conference has taken the ILA to the next level of fulfilling its mission, increasing its international diversity, and providing opportunities for members to integrate leadership practices and theories. Of course, the ILA is still a young organization and there are many opportunities for growth and new approaches. In 2001, when I left my first ILA conference in Miami, I had many constructive ideas about ways to improve the conference. The ILA staff and board not only listened, but also encouraged me to become more involved in future conference planning.

Please let me conclude my term as the 2005 conference co-chair by inviting you to become more involved in the ILA. Whether your interest is in helping to organize a future global conference, recruiting colleagues from your sector, sharing tools or resources, writing articles for the Member Connector newsletter – or perhaps something yet un-thought of – your participation is welcomed. Speaking from personal experience, volunteering with the ILA provides wonderful and enjoyable opportunities to develop relationships with colleagues while contributing to the development of this global network for all those who practice, study, and teach leadership. I look forward to celebrating your contribution to the ILA’s success!

From the viewpoint of the organizers as well as the participants, it met and exceeded the expectations that were set. We continue to get all sorts of appreciative feedback from the participants that were there. (Please be sure to complete a conference evaluation by visiting wwwILA.net and following the link on the home page.) If you were unable to come, make sure you have time to talk to some of the members who were there! You’ll have access to conference materials through the post conference CD-ROM, which is being compiled now and will be mailed to members in early 2006.

I’d like to start by thanking all the participants (420 strong) that brought both their experience and knowledge in leadership as well as their enthusiasm. Their interactions are what made the conference so worthwhile. I would also like to thank Ted Baartmans, my conference co-chair, for all of his efforts as well as the entire volunteer staff (over 30 people) who made the conference run so smoothly. Thanks as well to our corporate partners, Unilever, De Baak Management Center, ROI, Pentascope, and Michael Page NL for supporting this conference and becoming part of the ILA family.

It seems hard to believe after much thought and planning over the last two years that the ILA global conference in Amsterdam has come and gone!
In partnership with the ILA, the Jepson School of Leadership Studies awarded the 2005 Jablin Dissertation Award to Dr. Ross J. Corbett (Brown University, Political Science) as part of the 2005 ILA conference in Amsterdam November 4th. In addition to receiving the award at the conference, Ross presented his work in a paper titled, “Locke and the Problem of Crisis in Leadership” (look for the full-text of Ross’s paper in the CD-ROM of conference proceedings, Spring 2006). There were two honorable mentions for the 2005 award: Dr. Marie Dasborough, University of Queensland (Australia), “Follower Emotional Responses to Attributions of Leadership” and Dr. Suzanne Stigler Martin, Regent University, “Toward a Theory of Invisible Leadership.”

Joanne Ciulla, Professor & Coston Family Chair in Leadership and Ethics at the Jepson School, chaired the award committee and had this to say about Ross’s work: “Ross Corbett’s paper took an important part of John Locke’s work on executive privilege and derived some important and original insights into leadership today. The paper was well grounded in an established body of literature, well argued, meticulously researched, clearly written. He made the job of the selection committee very easy this year. We had a record number of submissions this year. The judges were Professor Don Forsyth (social psychology), professor Gill Hickman (public administration) and me (philosophy). We all independently had Ross’s essay as our top pick.”

The ILA recently had a chance to speak to Ross about his work and award-winning experience at the ILA conference.

How did you hear about the Jablin Award?
In mid-June, as I was preparing for my dissertation defense, my supervisor brought the Jablin Award to my attention, and I applied.

What does winning the award mean to you?
Winning the Jablin Award is a great honor. It is very easy to get caught up in your own research and lose the broader perspective. It is very gratifying to receive confirmation from someone outside of the entire process that your research does make sense and is interesting to someone who would not themselves spend six years pursuing it.

Tell us about your dissertation?
My dissertation was an interpretation of John Locke’s Second Treatise, focusing on his doctrine of prerogative (or extra-legal executive action). We often attempt to reduce legitimacy to a series of formulae, or to say that legitimate action must accord with pre-determined laws, but Locke reminds us that we lack the foresight necessary to craft such rules and consequently must admit the legitimacy of non-nomological political action. In short, we cannot legislate the need for leadership away, a fact to which crises draw our attention.

How does your work contribute to the field of leadership studies?
We might say that most contemporary political theory is premised on an attempt to eliminate the need for leadership by regulating every aspect of political life with either legal or normative rules: discretion may be misused, and so there is a temptation to remove in some way or other a leader’s right to choose in the first place. Questions of desirability aside, this project is ultimately unfeasible. In failing to acknowledge a place for political leadership of this sort, we succeed only in driving it underground. In this way, we render it less accountable because less visible.

When can we expect to see the work published?
I am putting the finishing touches on a revised version, and am currently talking to publishers about getting it picked up.

What was your experience at the ILA conference, where you received your award?
The ILA was a great conference, and Amsterdam was an excellent choice of locations. The people were very friendly and a lot of good discussion resulted. I value many of the contacts made there.

What are you doing now and what’s next?
I am currently finishing a two-year research fellowship in the Political Theory Project at Brown University and applying for faculty positions for the upcoming academic year. I have light teaching responsibilities, so most of my time is spent writing, editing, re-writing, etc.
The Member Connector, International Leadership Association (December 2005)

Featured Publication & Special Members Only Downloadable Chapter

ILA Members publish on the topic of leadership from a variety of perspectives. We are pleased to feature a selection of these publications in this newsletter and our website.

In the Member Connector, authors take you behind the scenes, sharing their perspectives on the work, how the work informs contemporary issues, and highlighting points of interest to ILA members.

Thanks to ILA member Sharon Daloz Parks for contributing to this issue. Visit the member area of the ILA Web site to find additional information on Leadership Can Be Taught, A Bold Approach for a Complex World and download Chapters 1 + 2.

If you have a recent publication and are interested in being featured in this column, please contact ILA membership services, at ila@ila-net.org or 301.405.5218.

Featured Publication

Leadership Can Be Taught

A Bold Approach for a Complex World

by Sharon Daloz Parks

Sharon Daloz Parks is Director of Leadership for the New Commons’, an initiative of the Whidbey Institute in Clinton, WA. She has held faculty and research positions at the Harvard Divinity School, Harvard Business School and the Kennedy School of Government at Harvard University.

You may contact Sharon Parks at hillside@whidbey.com.

ILA Staff, Debra DeRuyver: Your book provides an in-depth look at what goes on during and following Ron Heifetz’s course, PAL 101 “Exercising Leadership: Mobilizing Group Resources” at the Kennedy School of Government at Harvard University. What is your relationship to Heifetz? Why write this book?

Sharon Daloz Parks: Yes, the book provides an in-depth look and an interpretation of the distinctive approach to leadership and ways of teaching it developed by Ronald Heifetz and his colleagues. I had no association at all with this work or with Ron until after he applied for a grant and the Lilly Endowment was making funds available to analyze and interpret this approach. I was contacted by one of his colleagues and invited to consider doing the work. I had a brief opportunity to observe the class, meet Ron, and review an earlier quantitative study. Because of my own experience in professional education and my commitments to the formation of leadership and ethics, I said yes. The intuition on the part of both the Endowment and myself was that something was being worked that could make a significant contribution to our ways of practicing, teaching, and learning leadership. After more than five years of careful observation and more than sixty formal interviews, that intuition has been confirmed.

The Lilly Endowment values formative evaluation (as well as summative evaluation), and they intended that the assessment process would contribute to the ongoing evolution of the work in progress. So, in the beginning, there was a long period of when I was only observing, but after the initial set of pilot interviews, I began to make my perceptions available to the ongoing development of both the approach and the course. In that way I was related to the work itself, but it was necessary for me to maintain also a clear boundary throughout the process in order for the work to have the integrity and credibility that it has now achieved.

The book incorporates a substantial amount of direct quotations from past students and other teachers along with transcripts from actual classes. A full chapter is devoted to an interview with Heifetz. Why did you decide to include so much of the actual words of the subjects of the study?

When we talk about leadership and teaching in the abstract, or only distill what people have said, it doesn’t have the same power as when we can hear the words of the people themselves. So my challenge when creating the book was how to make available to the reader my own experience of talking with a significant number of people who had...
undergone this process of learning and convey the integrity of their experience, which was significantly varied, often struggled, and frequently moving. This book could not be a mere report. For the book to be alive, readable, compelling—and credible, it needed to have the voice of the learner. It also needed to capture the differing elements of what we were working to understand, and thus each chapter is intended to offer a distinctive gift to the imagination of the reader. The book has a kind of texture that seeks to reflect the multi-faceted character of the work.

What is the methodology of the study?

This is qualitative research. A part of the theory in which I ground and interpret this work is constructive-developmental—enquiry into how people grow and change within a social context, in this case in a classroom that’s linked to their own professional experience and the wider life of the world. I have done other qualitative studies, and the art is to pose questions that can evoke more than you would know to ask. Reading the transcriptions, you look both for the key elements in an individual’s experience and for common patterns across interviews. Then you “dwell in the data” and work to distill the most valuable story it can yield and cast it in a relevant and meaningful discourse. In that process, I always most trust what I find that I wasn’t looking for at the beginning. It is critically important to have a second reader, which I did. You must constantly ask, “What are we seeing and hearing—is it really there?” The other part of the analytic work is: “What are the edges? What are the places that this data takes us to but only gives us glimpses of?”

The class’s main purpose seems to be the teaching of adaptive leadership through a pedagogical method Heifetz terms case-in-point. What is adaptive leadership and why is it important to learn? What is case-in-point? And how are the two related?

The central power of what this book offers is that an approach or a theoretical perspective has been wedded to a way of teaching that corresponds to what is being taught. The approach to leadership that is being taught distinguishes what is termed “adaptive challenges” from what is termed “technical problems.” The key difference here is that in an adaptive context one must engage issues that are systemic and require new learning because the current, available knowledge is insufficient. We are living in a time of profound change, heightened complexity, and deep hungers for courageous, moral leadership. This recognition of adaptive challenges is a compelling way of bringing attention to the reality that so many of the key issues of our time are now adaptive and are too often being addressed with earlier solutions. Adaptive leadership requires the capacity to tolerate ambiguity and uncertainty and to develop a stomach for a certain measure of chaos. At the same time, people need to have confidence in their own creative capacity and the ability to work within a complex system to serve the adaptation that is needed. Further, since a part of taking the systemic character of reality seriously is to recognize that no one is fully in control, the consequent insight is that leadership is an act that can be practiced from wherever you sit.

This reorients the classroom in whatever context leadership is being learned and requires creating modes of working that invite—not only the instructor or the consultant or whoever is in charge—but everyone in the room to be working at learning how to practice leadership. The other piece that should be added is that we know that adults learn best in relationship to their own lived experiences. So this approach capitalizes both on what is immediately happening in the learning context and on people’s prior attempts to practice acts of leadership.

In terms of case-in-point, it is important to note that the now “traditional” case method was itself a very important innovation in the field of professional development. The case-in-point approach extends this innovation, or amplifies it, into another level of effectiveness. When every class or consulting session can begin to be viewed as a case, there really is an abundance of material that is immediately available—and often highly charged—to serve the learning process. Every instructor contends with the challenge of how to engage the learner, and this is an approach that really works that art and practice. It does require a kind of courage and humility for everyone involved, but it can be enormously rewarding.

In addition, a part of the challenge to leadership studies at the present time is the matter of how critical theory and critical consciousness are manifest or become manifest in the teaching and learning process? Case-in-point is one way in which that can happen. The intent of this book is that it be a strong and strategic companion for all of us as we engage the emergent edge of leadership study and practice.

For example, we are all keenly aware that in the popular mind so much of what constitutes “leadership” is presumed to be a matter of charisma—and you either have it or you don’t. This approach provides a way to reconsider charisma and the phenomenon of “presence.” Chapter five explores how the course teaches presence through a series of evenings when students are asked to improvise wordless songs after reading prepared pieces to the class. There’s an interesting anecdote behind this. In the beginning Heifetz wondered, should I do this? Should I include these evenings in the course? One of the deans said to him: “If you’re going to teach leadership and you really think this is required, you should go ahead.” And, this gave
him the courage to do that part of the work—even at Harvard. People discover that there is a sense in which charisma can be learned.

Another powerful aspect of the course is the work with cases of leadership failure. Leadership coaches work with failure a good deal of the time, but typically it’s in a private context. Here, every student is required to present a case of his or her own leadership failure, first in a small group setting and sometimes before the class as a whole. For people to have to trot out their failure in a professional setting and learn from it in public is enormously powerful—particularly for fostering learning at the level of default settings.

Does the course work? Are students better leaders afterwards? Or, what competencies have they learned?

In chapter six I address this most specifically, though my response is evident throughout the entire volume. The primary thing I would underscore from my findings is that everyone comes with their own horizon of readiness to learn, and this approach has considerable ability to meet people there. As a consequence, people learn different things and, as another consequence, most will carry away partial learning. So as I interviewed people, there was the phenomenon of different people learning different things, yet some underlying patterns stand out. The course makes available, for instance, a set of metaphors that I refer to as “cognitive anchors.” If a given concept is distilled into a metaphor that can take up lodging in a person’s imagination, then that concept is more likely to endure over time and to be incorporated into the person’s practice. We began to understand this as we discovered, somewhat to my surprise, that this metaphoric language endured through time, perhaps, in part, because there isn’t a lot of competing language with which to talk about adaptive leadership today.

It is my perception that those who benefit the very most enhance their ability to get a systemic purchase on what they are dealing with and disentangle leadership from positional authority, per se. When they can get the systemic perspective and know that formal authority is not enough, then they become able—from many different points within a given field—to analyze more powerfully what is happening and to intervene more effectively.

Many take away a deepened understanding of themselves and their ability to appreciate silence, or to listen, or pay attention in more adequate ways. In fact, the course is remarkably humbling. It is, however, also a real confidence builder. Afterwards, those I studied appeared to have greater confidence because they knew they were able to perceive a given situation in a more adequate way. Moreover, once they grasp a systems perspective they often gain a heightened respect for their dependence on partners and allies. Whatever the domain, the learning that affects actual practice is not only cognitive but has been transformative at the level of what we call default settings. When this kind of learning happens, people are able to make different choices—even under stress—about how they will respond in their given situation.

At one point in chapter seven you state that “the development of any approach to teaching emerges through the particular life experience and imagination of the one who aspires to teach.” If that’s the case, then can others really learn and deploy this approach in their own teaching or training/coaching work?

Can people learn this approach just by reading this book? Or, must they actually experience it first hand in a classroom or training?

Good question. We’ll find out won’t we! I think that good teachers will find that they are already practicing elements of this approach and that as is suggested in the book, this is something that you can start doing in small steps. People will be able to pick up aspects of it and start to use it, solely on the basis of reading the book. I would be appalled if someone tried to become a sort of clone, but the book can be a great dialogue partner in one’s own teaching. If people become curious enough to seek out an opportunity to experience it with someone who is doing it full scale, they may want, for example, to participate in the full course at the Kennedy School, or in the executive program there is a course, “The Art and Practice of Leadership Development,” or they may pursue the offerings of Cambridge Leadership Associates.

Do you think the dynamics of
Heifitz’s will class be changed by the fact that students can now read this book prior to taking it?

I sure wonder. Part of the experience of the course thus far has been a significant measure of confusion about what’s going on. Now that there’s a book available to help explain, that might change—hmmm—I don’t think it will necessarily diminish the experience. It could be a help.

Earlier you mentioned that the evaluation work was formative, and put into dialogue with the course. How has this process changed the course?

That’s a difficult question. This is probably a question that Ron [Heifetz] and others could answer better than I. Perhaps I’ve fostered greater awareness of how the course meets people at their own level of readiness. I know that I am encouraging a recognition of the way this approach addresses the deep mythic structures of leadership in our culture and the need in our time to shift from the leader as hero to the leader as artist—as is explored in chapter nine. People often use the phrase the “art of leadership”, but we haven’t thought seriously enough about artistry in the practice of leadership and the profound implications of doing so. If, for example, we’re talking about adaptive leadership and the ability to work on the edge of the familiar and unfamiliar, then the capacity to work on that edge in a classroom, or in any teaching context, is a very major piece of what has to happen within the adaptive challenges now facing leadership educators. How do teachers themselves work on the edge of what they know and don’t know or, the edge of what is clear to them about what is going on in the classroom and what is not clear to them or not going on? How are we looking at the difference for teachers between art and craft? Art includes craft, but craft is the ability to reproduce what has already been achieved while art is the ability to bring through what has not previously taken form. Great teachers know that teaching is an art and that no two classes are ever the same, and no two lectures are ever the same, and no two students are ever the same, and so forth. To restore art to the classroom in an era of prefab PowerPoint and make learning come alive is the art of what’s being taken up here. In heroic leadership there have been artful dimensions, but I think what we are exploring now is a shift of field and ground. Now it’s more the courage of the artist rather than the art of the hero that is being called for and is being required.

People also speak of the “practice of leadership” without seeing that what it really takes is practice, practice, practice. The way that artists understand and know practice is amplified in this particular account and is part of the humbling dimension of this work. Again, people often cast leadership in August and luminous terms that eclipse the hard work of practice that is now required. In today’s world, people find themselves in positions where they are expected to provide leadership, but they are given very minimal leeway—there is so little room for practice. There is so little room for mistakes—for learning. This is one of the very sobering challenges that we now face in the leadership field. Creating learning contexts in which the opportunity to practice does not come at too high a cost is a highly valuable contribution.

How has observing the work of Heifetz and his colleagues for more than five years affected your own leadership practice and/or teaching approach?

It has significantly affected my own work. I use more elements of case-in-point teaching than I did at a prior time. I am also more keenly aware in my own practice of leadership of the systemic nature all of reality and of any context in which we are at work. I appreciate the way in which this particular approach can interface with some of the most critical dimensions of our current circumstances and I think particularly of how this approach can interface with environmental consciousness, with the aspirations of democratic societies, with the challenges of cultural conflict, and with our growing economic challenges. This approach provides an interpretation of leadership and a practice of leadership that is deeply resonant with the ethical frontiers of today’s world.
Spotlight on ILA Members

ILA Members are doing amazing leadership work around the world, from starting new degree programs to nurturing young people who make a difference, from running innovative workshops and seminars to fostering organizational change. We are pleased to shine an ILA spotlight on the programs of our individual and institutional members. If you would like to nominate yourself or another ILA member to be featured on these pages, please contact ILA at ila@ila-net.org.

The Leadership Trust

The Leadership Trust was founded in 1975 as an independent, self-financing, non-profit-making trust. Since that time it has grown to become one of the most respected providers of leadership development in the UK. Our vision is to be The Centre of Excellence in Leadership.

The backbone of everything we do is leadership. We are the first and only UK-based organisation to focus purely on the subject of leadership. We believe that the potential to lead is within us all, and that the key to effective leadership is to know, control and understand ourselves as leaders. Then and only then will we be able to lead and enable others.

The work that The Leadership Trust undertakes, either through open or customised programmes is targeted at directors and senior managers, middle management and “emerging leaders.” The programmes attract delegates from all sectors of industry, commerce and society and from companies including: PricewaterhouseCoopers, Barclays, Rexam and The British Olympic Association. The Trust has a truly international profile with delegates drawn from over 40 countries.

Programmes are run by a number of very experienced course directors together with a cadre of tutors drawn from all sectors of business and all with proven track records. The work that The Leadership Trust has done really has made a difference to both individuals and their organisations.

The Leadership Trust offers a unique blend of leadership expertise including:

- Experiential learning programmes;
- Research Centre for Leadership Studies;
- Exceptional Course Directors;
- A varied tutor base;
- Strong client relationships;
- A commitment to working with clients;
- The Leadership Trust Alumni Scheme.

Working with clients, The Leadership Trust tailors programmes or solutions to specific needs. Recommendations are made following in-depth discussions between The Trust’s client relationship managers and the organisations concerned regarding their specific culture and current leadership development needs.

The Leadership Trust offers a series of open programmes: the flagship Leadership in Management Programme (LM), Coaching and Mentoring: Leadership one-to-one and Leadership Dynamics: Trust, Fear and Motivation. The open programmes bring together managers and directors from all sectors and from across the globe. Delegates work alongside their contemporaries from a wide range of other organisations. The Leadership Trust also offers in-company versions of all its programmes, a facilitation day designed to consolidate the learning on the LM and customised and team-building programmes.

A new development at The Leadership Trust has been the on-line 360-degree feedback tool. Designed to diagnose leadership strengths and development needs
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.

Set in beautiful grounds in the Herefordshire countryside The Leadership Trust has been at its current site since 1984. Most of the programmes are run at the site in Weston-under-Penyard in its modern training facilities. However, The Leadership Trust has carried out courses all over the world.

Looking towards the future and the next phase of The Trust’s history, the charity is due to establish an Advisory Council of Fellows. This body will support the Trustees and help challenge the perceived leadership norms, instigate debate and further research.

The Research Centre plans to move away from “leadership study” to “applied leadership research” focusing on the application of leadership theory and how this can support organisational development. The Centre has also developed a proposition to deliver “organisational leadership development” specifically targeted at supporting those corporates who are looking to implement organisational and cultural change.

For more information about The Leadership Trust contact us at:

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Fax: 01989 768133
E-mail: enquiries@leadership.org.uk
Web: www.leadership.org.uk
## Leadership Dates & Events

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<td>Jan. 31</td>
<td>CFP Special edition on Organisational Autoethnography for Culture and Organization: More Information at: <a href="http://www.tandf.co.uk/journals/authors/gscoauth.asp">http://www.tandf.co.uk/journals/authors/gscoauth.asp</a></td>
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<td>Feb. 24 &amp; 25th</td>
<td>16th Annual Kravis-De Roulet Leadership Conference Rethinking Followership: New Paradigms, Perspectives, and Practices.</td>
<td>Claremont, CA, USA. Mention you are an ILA Members when you register and receive a special discount of $40 off the conference cost. For more information, <a href="http://kli.claremontmckenna.edu/conference/deroulet.as">http://kli.claremontmckenna.edu/conference/deroulet.as</a></td>
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<td>June 22-25</td>
<td>The 8th Global Leadership Forum: The Challenges of Leadership. Istanbul, Turkey.</td>
<td>For more information on the conference: <a href="mailto:thegloballeadershipforum@gmail.com">thegloballeadershipforum@gmail.com</a> or <a href="mailto:globalleaders@gmail.com">globalleaders@gmail.com</a> to submit a paper.</td>
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<td>Summer</td>
<td>LeaderShape is pleased to announce we are now reserving space for the 2006 national sessions of The LeaderShape Institute! For further information regarding The LeaderShape Institute and the 8 different session dates this summer, visit <a href="http://www.leadershape.org">http://www.leadershape.org</a></td>
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<td>August 15</td>
<td>Submissions for the 2006 Fredric M. Jablin Dissertation Award. The dissertation must be completed between August 1, 2004 and August 1, 2006. For more information see page 13.</td>
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<td>November 1-5</td>
<td>8th Annual ILA Conference: Leadership at the Crossroads Palmer House Hilton Hotel Chicago, IL, USA. For more information please visit <a href="http://www.ila-net.org/Conferences/index.htm">www.ila-net.org/Conferences/index.htm</a></td>
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Full-time Faculty, Leadership Studies
Leadership Studies
Marian College of Fond du Lac
Fond du Lac, WI
Closing Date: Until Filled (Review of applications will begin immediately)
Salary: Commensurate

Description: Marian College, a Catholic, applied liberal arts college located in Fond du Lac, WI invites applications for a full-time (nine-month, tenure track, rank of assistant/associate professor) faculty position beginning fall 2006 responsible for teaching both masters and doctoral courses in Leadership Studies and Educational Administration; maintain an active research/scholarly agenda of publication, national presentations, and strong teaching; chair doctoral/dissertation committees, as well as serve on other doctoral committees; participate in program development and other work of the School of Education; serve as a scholar-practitioner with scholarly and applied expertise in leadership and organizations. Summer teaching opportunities available. The ideal candidate will have a degree that would be interdisciplinary with an emphasis in organizational communication, leadership, and business.

Assistant/Associate Professor - Leadership Development and Education
Agricultural and Extension Education
Penn State University
University Park, PA 16802
Closing Date: 2/15/2006

Salary: Competitive

Description: The position has initially, a 75% resident education, 25% research responsibility primarily in leadership development and education. The resident education component includes teaching several undergraduate and graduate courses in leadership education, youth and family education, and advising undergraduate and graduate students. Consistent with the mission of a major research and land grant university, the individual must maintain a funded research program to complement the resident education function. Candidates must have a doctorate, experience in leadership programming and strong research skills.

For Complete Description & Application Procedure visit the ILA Web site at: http://www ila-net.org/LeadershipJobs/View_Job.asp?DBID=80

Assistant/Associate Professor of Management/Leadership
School of Management
George Fox University
Newberg Oregon USA
Closing Date: Until Filled (Review of applications will begin immediately)
Salary: Commensurate with education and experience

Description: Serve as an instructor in Master’s and Doctoral courses, teaching management, leadership, organizational behavior and other courses in specialty. Will also teach undergraduate courses as required. Applicant must have earned doctorate, teaching experience, and a commitment to scholarship and publication. A professional Doctor of Management degree program will begin in 2006, featuring executive management and management education tracks. The University’s MBA is one of the most selective in the Northwest. George Fox University is a faith-based institution. Applicants must be supportive of the University’s mission Contract year starts August 15, 2006.

For Complete Description & Application Procedure visit the ILA Web site at: http://www ila-net.org/LeadershipJobs/View_Job.asp?DBID=83

Tenure-Track Faculty Position
Leadership Studies, Doctoral Program
Gonzaga University
Spokane, Washington
Closing Date: Until Filled (Review of applications to begin Jan. 30)
Salary: commensurate

Description: Tenure-Track Position: Rank commensurate with experience, but not to exceed Associate Professor. The Doctor of Philosophy in Leadership Studies is based on the Jesuit tradition of educating the whole person. The program is designed for working professionals across an entire range of professions, including, higher education, health care, social services, theology, business, engineering, government, law enforcement, and K-12 education. The program is interdisciplinary and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others. Details about the program are available online at http://www.gonzaga.edu/doctoral. Responsibilities include primary teaching responsibilities. Advise students and serve on dissertation committees. Maintain an active research and publication schedule. Participate in university and community service activities, including university, school, and department meetings and events. Starting Date: Summer or Fall 2006

For Complete Description & Application Procedure visit the ILA Web site at: http://www ila-net.org/LeadershipJobs/View_Job.asp?DBID=80
Assistant Dean for Leadership Education and Development
University Life
George Mason University
Fairfax, Virginia

Closing Date: Until Filled (Review of applications will begin Jan.9)
Salary: commensurate with experience

Description: The Assistant Dean for Leadership Education & Development will be responsible for the design, implementation, and evaluation of a comprehensive and dynamic leadership program for students and staff of the George Mason University community. The Assistant Dean will provide vision and oversight for the Mason Leadership Institute, Presidential Speaker Dialogues and series, classes, seminars, retreats, international exchanges, and service projects. The Assistant Dean will lead the charge and foster collaborative partnerships with faculty, staff and other university constituencies in establishing best practices in leadership development and education. The Assistant Dean will demonstrate a theoretical foundation in the principles and practices of leadership and will be responsible for establishing Mason as a national leader in the area of college student leadership development and education. This position reports to the Associate Dean of Students.

For Complete Description & Application Procedure visit the ILA Web site at: http://www ila-net.org/LeadershipJobs/View_Job.asp?DBID=79

Assistant Director
Leadership Studies and Programs
Kansas State University
Manhattan, Kansas

Closing Date: Until Filled (Review of applications will begin Dec.9)
Salary: commensurate with experience

Description: Kansas State University invites applications for the position of Assistant Director in an innovative and dynamic program in undergraduate leadership studies. This is a 12-month, non-tenure track position with a salary commensurate with experience. Applicants who have an earned master’s degree that gives a body of knowledge in leadership, social justice, non-profit leadership, student development or a related field are invited to apply. Additional required qualifications include: 1) demonstrated experience in teaching at the collegiate level, 2) demonstrated experience in program planning and facilitation, and 3) demonstrated experience working with diverse populations. The general duties of this position include: teaching leadership courses, advising student organizations, and coordinating programming efforts of Leadership Studies and Programs.

For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=73

Full or Associate Professor in Organizational Leadership & Management
School of Undergraduate Studies
Regent University
Virginia Beach, VA

Closing Date: 12/30/2005
Salary: commensurate with experience

Description: Regent University’s School of Undergraduate Studies is seeking a Full or Associate Professor in Organizational Leadership and Management for Regent’s main campus in Virginia Beach, VA. Expectations include a PhD in the teaching field, experience in developing and teaching an online courses, exceptional scholarship, and commitment to Christ-centered teaching and learning. Regent University does not discriminate on the basis of age, disability, race, sex, color, or national or ethnic origin. Qualified minorities and women are encouraged to apply for these positions.

For Complete Description & Application Procedure visit the ILA Web site at: http://www ila-net.org/LeadershipJobs/View_Job.asp?DBID=68
Call For Submissions:
2006 Jablin Dissertation Award

Submissions for the 2006 Fredric M. Jablin Dissertation Award may be on any topic and from any discipline as long as they make a substantial and direct contribution to the study of leadership. Applicants should submit one chapter from their dissertation for consideration. The dissertation must be completed between August 1, 2004 and August 1, 2006. Winners will present their work at the 2006 ILA conference, November 2-5, in Chicago. The award covers registration and travel expenses to the ILA meeting and a one year ILA membership. A plaque and $1000 prize will be presented to the winner at the conference.

Submissions are due by August 15, 2006. They should be sent via email, hard copy, or CD to Dr. J. Thomas Wren, Associate Dean for Academic Affairs, The Jepson School of Leadership Studies, University of Richmond, Richmond, Virginia, 23173, USA or twren@richmond.edu.
Welcome New ILA Members for October and November 2005

* Associated with an Institutional Membership

**Koen Becking***
ROI
The U.S. Army War College

**William Blankmeyer***
ROI
University of Notre Dame

**Robert Ethan Braden**
The U.S. Army War College

**David Castro**
University of Arkansas - Fayetteville

**Jim Clements***
Towson University

**Ruth Collins***
The U.S. Army War College

**Ross Corbett**
Brown University

**Gert Dammer**
Innova Consultancy

**Josette de Goede***
De Baak

**Annemarie de Jong***
De Baak

**Wadad El-Husseiny**
American University of Beirut

**Shann Ferch***
Gonzaga University

**Zarga Ghauri**
Optical Physics Co.

**Mark Grandstaff**
Brigham Young University

**Jennifer Dunn Hall**
Samford University

**John Hardman**
Florida Atlantic University

**Chun Hong Lim**
Thiel College

**Antonio Marturano**
University of Exeter

**Danielle McDonald***
Georgia Institute of Technology

**Steven Mentor**
Evergreen Valley College

**Patrick Monroney***
University of Arkansas - Fayetteville

**Susan Myers***
The U.S. Army War College

**Kail Padgitt**
George Mason University

**Pamela Patterson***
George Mason University

**Alexis Pride***
Columbia College Chicago

**Alma Ramírez***
University of Monterrey

**Rebecca Reichard**
Claremont McKenna College

**Grant Robertson**
Murdoch Business School

**Sara Ross**
ARINA, Inc.

**Melissa Schnyder**
Indiana University

**Idit Schuman-Adatto**
LOTEM

**Julie Shasteen**
University of Nebraska

**Muriel Shockley**
Antioch University

**Ian Simmie**
University of Toronto

**Adrian Smith***
University of Arkansas - Fayetteville

**Anderson Smith***
Georgia Institute of Technology

**Peter Strobosch**
Alaya

**Ken Taylor***
Omicron Delta Kappa

**Peter ten Hoopen***
De Baak

**Phillip Thompson***
Georgia Institute of Technology

**Phillip Thompson***
The U.S. Army War College

**Ashley Tufl**
University of Arkansas - Fayetteville

**Judie van Breukelen**
Erasmus University Rotterdam

**Marc van den Muyzenberg***
ROI

**Tonnie van der Zouwen**
Van der Zouwen Organisatieadvies

**Caroline van Frankenhuyzen***
De Baak

**Thomas Van Kleef**
Warren-Goodwin, Inc.

**Wouter Jan Verheul**
Netherlands School of Public Administration (NSOB)

**Candy Waites***
Columbia College

**James Wallace**
Mustard Seeds & Mountains, Inc.

**Louise Wilkinson**
The Boeing Company

**Michael Willemyns**
University of Wolongong, Dubai

**Mitzi Winesett***
Columbia College

**New Institutional Members**

**De Baak**

**George Mason University**
University Life

**ROI**

**University of Arkansas - Fayetteville**
Student Affairs

**The U.S. Army War College**

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*The Member Connector, International Leadership Association (December 2005)*