ILA Launches 2009 Webinar Series

The ILA will kick-off the 2009 Webinar Series next month, with the first in the series of presentations from prominent and intriguing leadership scholars and practitioners.


Description: Religious extremists movements are built by leaders – people who tell a story of their religion requiring its adherence to dominate others and gathering large groups of people in service of this vision. If we are to build a world of equal dignity and mutual loyalty, we will need a new set of leaders – interfaith leaders with the framework, knowledgebase and skill-set to bring diverse people together on common ground. The time to develop those leaders is now. The time to be that leader is now.

Eboo Patel is Founder and Executive Director of the Interfaith Youth Core (www.ifyc.org), a Chicago-based international nonprofit that promotes interfaith cooperation and author of Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation (http://www.beacon.org/contributorinfo.cfm?ContribID=1651). An American Muslim of Indian heritage, Eboo has a doctorate in the sociology of religion from Oxford University where he studied on a Rhodes scholarship. Among other things, he is on the Religious Advisory Committee of the Council on Foreign Relations and is an Ashoka Fellow, part of a select network of social entrepreneurs with ideas that could change the world.
Finding New Ways to Bring Students to the ILA Conferences

by Gama Perruci, ILA Vice-President for Internal Affairs

As the study of leadership grows in institutions of higher education, we also notice a rise in interest among college and university students to attend conferences and workshops that can give them new insights into this emerging field. ILA’s annual global conference has become an excellent opportunity for both undergraduate and graduate students to expand their knowledge of leadership. The new ILA Student Affinity Group and the success of the Student Case Competition are further indicators that the demand exists within the organization for active participation by students in the life of ILA. Now we need to find ways to get more of them to the conference.

The obvious constraint that students face when planning to attend our annual conference is the financial limitations related to airfare, hotel, meals, and conference fees. While they share the enthusiasm to attend the conference, those costs often restrict their options. In many cases, only a limited number of students who have the financial means end up attending the conference.

We need to find ways to increase the number of students attending our annual conference. In this article, I would like to discuss one potential model. For the ILA conference in Los Angeles last year, the McDonough Center at Marietta College, Ohio, used an alum sponsorship model that may be useful for other leadership programs. Our colleges and universities have graduates scattered all over the world. We can reach out to those graduates as a source of support.

In my role as dean of the McDonough Center, I got in touch with a Marietta graduate who lives in the Los Angeles area – Ronald Carlson, Senior Vice President of USI of Southern California Insurance Services, Inc. As an accomplished leader himself, Ron quickly saw the importance of leadership students having this valuable experience at ILA. After a personal meeting with him and the USI president, Mr. Thom Lewis, I presented Ron a sponsorship proposal to take a delegation of 10 leadership students to the conference.

Ron and USI supported the idea, and within weeks we had a check in hand and the students selected for this exciting opportunity. Through this sponsorship, our students did not get a complete free ride. We required that the students pay for their own airfare, while the sponsorship covered hotel, ILA membership, and conference registration fee. This arrangement ensured that the students also made sacrifices and demonstrated their serious commitment to the experience.

The sponsorship extended beyond support for the students to attend the conference. We also coordinated with the College’s Advancement Office to host an alumni reception in the conference hotel. This event turned out to be an excellent opportunity for the students to network with alumni. During the reception, I heard many of our alumni sharing their leadership experiences with the students. This served as a wonderful way to engage the graduates in the life of the McDonough Center. Some of the alumni also registered to attend the conference – another plus for the organization, which is always looking for new members.

In talking to our students afterwards,
they all shared the view that the conference and the alumni reception were great learning experiences for them. As Gwen Chamerlain, a senior International Leadership Studies/Human Resources double major, said, “I never realized when thinking about going that I would have not only the opportunity to learn about leadership, but the opportunity to compete in a case study competition, to meet practitioners and scholars from across the globe, to meet our alumni from the opposite side of the country, and to experience a city from a unique perspective. Overall attending this conference gave me not only a great perspective on leadership, but the inspiration to continue to try to solve the world’s problems.”

The conference also opened up the opportunity for the students to meet and hear from the authors that they have been reading in the classroom. As Lauren Yanko, an art major pursuing the minor in Leadership Studies at McDonough, mentioned afterwards, “My first ILA experience was not at all what I expected. In fact, I am unsure if I even formulated a hypothesis after hearing the words, ‘You might shake hands with the author of one of your textbooks.’ My roommate can testify to the excitement I portrayed before the trip. Peering at the pre-conference band performing below my balcony once in California, I could hardly wait to get started. After my first day of mingling, attending concurrent sessions, and of course shaking hands with Dr. Thomas Wren, all I said to my professors was, ‘I want to make a difference, and I cannot wait to use these tools as a leader.’” We use Wren’s textbook, Leader’s Companion, in our LEAD 101 (Foundations of Leadership) course.

The students were clearly inspired to be in an environment where all participants were engaged and eager to learn. They also had a chance to meet students from other programs and share experiences. They took those insights back to our campus and the sharing continued beyond the conference. As Lauren further pointed out, “Throughout the weekend, I saw leadership through music and dance; I learned; I was enlightened; I collected tools for my own practices; I spoke to leaders from half way around the world; I competed in a case competition. On the flight home, I was sad to be leaving, but prepared to become a better leader. As a new member of ILA, I feel so encouraged to pursue my passions and to make a difference in the world. I am grateful for the experience and hope to bring back to ILA what I have developed from my experiences. As an art major, it fascinated me to take in the creative approaches of other leaders working to demonstrate theories. At any rate, I am proud to be a leader, and thankful to all of those in ILA who do so much.”

The relationship with the sponsor does not end with the conference. Ron Carlson will be visiting our campus in the spring to lead a workshop on a leadership topic. The McDonough Center’s motto, “Giving Back the Gift,” fits perfectly with this experience. Ron will give his time and expertise to the students through this campus visit. In turn, the students will continue to grow as leaders and expand their knowledge of leadership.

I hope the success of this model in Los Angeles will inspire other institutions to seek out their alumni to take on a leadership role in helping their students attend the next ILA conference. While our students greatly appreciated the opportunity, as the testimonials above indicate, we also gained a new friend and supporter of our leadership program. Ron will continue to make a difference in the lives of our emerging leaders.

If you attended this year’s conference, perhaps you saw them. Eager and helpful, wearing white ILA volunteer tees, this year’s cadre of student volunteers were omnipresent in the session break out rooms. ILA was pleased to again open up the conference this year to student volunteers from campuses local to the event. In exchange for volunteering for two short 3-4 hour shifts, these students could attend the rest of the conference for free. More than sixty students from eight local campuses took advantage of this unique opportunity at the 2008 Los Angeles conference. Begun at the 2005 conference in Amsterdam, the program is one way that ILA strives to support the development of students. We look forward to working with students from the Czech Republic for this year’s conference in Prague!
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 Web site.

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.

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 for consideration.

Featured Publication:

Global Business Leadership

Debra DeRuyver, ILA Staff: Global Business Leadership looks at the challenges facing leaders and organizations in today’s global landscape and puts forward 7 key principles of a new leadership map you developed entitled the Geoleadership Model. Can you talk more about the research you did which led to the Geoleadership model? For example, at one point you mention that all of the research was done via the Internet!

Eileen Wibbeke: The focal point on the Geoleadership model research stemmed from a doctoral project on the intercultural leadership competencies necessary for U.S. business leaders in the era of globalization. The research data was gathered through the first ever Web-based Delphi study conducted on the topic of intercultural leadership competencies. Intercultural experts from around the world were invited to take part in the survey online. They had to have at least ten years experience in intercultural or university-level academics. The experts had to have published at least one book on the topic of culture, be fluent in English and have access to Internet. Due to the nature of the Delphi methodology, participants were anonymous to each other, and known only to me, the researcher. Experts came from five different continents and completed all three rounds of the Delphi questionnaire in order to reach consensus on which intercultural leadership competencies were necessary for U.S. business leaders in the era of globalization. The Delphi methodology is a qualitative mechanism wherein three sequential rounds of data gathering were employed to show a final agreement among participating experts on a given topic. The final results from this research study compose the Geoleadership Model. Real-world

Eileen Wibbeke is the recognized management expert in how culture affects the bottom line. Wibbeke teaches Business Leadership courses at the University of Liverpool, UK, and holds a Doctorate in Organizational Leadership and an MBA in International Management. She spent 20 years leading international projects at Fortune 500 firms, including 10 years in Silicon Valley. Wibbeke is fluent in English and Spanish and has studied German, Italian, and Japanese and holds dual citizenship with the United States and the Republic of Ireland (European Union). Wibbeke is shown above giving a talk at Googleplex in December 2008.

ILA Members
Login to www.ilamembers.org to Download the Foreword, Prologue, and Chapter 1, “Geoleadership Challenges”

If you’re interested in using Global Business Leadership in your leadership class go to globalbusinessleadership.com and follow the link to “adopt.”
business case studies were applied to each of the Geoleadership competencies.

You write that “the problem with even the best-intentioned recommendations for leadership competence in intercultural contexts is that they still have cultural bias.” How did you avoid that in your own research and development of the 7 competencies recommended by your GeoLeadership Model?

This bias is bound to occur because we are all inherently culturally-biased. Even though we may have been raised in one culture, studied and/or worked in another, and now live in still a different culture, we still care “cultural baggage”. As for myself, I disclosed to all of the participating experts my cultural background. For example, I was raised in an Irish-Catholic household in Los Angeles. I was truly attuned to living across cultures, as were all of the experts. I also knew of the cultural backgrounds of all of the experts. I think it is difficult to remove all of the cultural bias from such a situation due to the fact that we all bring our beliefs and values to the decision-making process. In my opinion, these beliefs and values are strongly entrenched in our cultural upbringing.

Can you tell us about each of the 7 key principles in your model?

The seven core competencies of the Geoleadership Model include: capability, care, change, communication, consciousness, contrast, and context.

Capability is intercultural expertise at all organizational levels. In order for a leader to be effective in intercultural situations, there must be development of sufficient personal and organizational capability. Intercultural competence requires that leaders are able to assess their own and others’ capability and build where there is deficit. Most important is the leader’s influence in facilitating an organizational culture capable of intercultural learning agility.

The competency of Care highlights how a leader must show balanced interest and value for profit and stakeholders. One of the clearest and starkest criticisms of U.S. business leaders is perceived to be their focus on profit, seemingly above all other considerations. While we can agree that one object of business is profit creation, we also believe in a longer term and broader social systems approach ultimately serves business.

Change is demonstrated in flexibility in adapting to dynamic cultural environments. Intercultural leaders must shift from the old mechanistic mindsets of the industrial era to the flexible adaptive perspective of organizational life as what it is – a complex socio-cultural system.

The competency of Communication highlights that in order for business leaders to lead effectively in intercultural situations; such leaders necessarily must engage and interact with those cultures in which they work, if not with many cultures. Closely related to this concept is that leaders must reach out to people in other cultures with a desire to understand and appreciate that culture and its people. Leaders must learn communication skills that promote listening and open respectful dialogue. For example, how many U.S. top CEOs speak a language other than English?

Consciousness within the Geoleadership Model denotes the need for leaders to develop self-awareness. A leader’s awareness must be expendable as contexts shift around them, such that the leader becomes conscious of a personal cultural background and bias relative to that of other people. Building consciousness means being able to build your awareness.

An intercultural leader, or Geoleader, must be able to deal with Contrast. Leaders must be able to work comfortably and effectively with ambiguity. Developing a tolerance for working with contrasting perspectives, methods, and with differing value systems is critical. Working in ambiguous contexts requires patience. Working at such a high level of consciousness means that leaders must be able to perceive multiple levels of meaning simultaneously.

The final competency in the Geoleadership Model is how to deal with Context. Global business leaders must develop the ability to perceive, discern, and adapt to the situations within which they work, and to suspend judgment. Global business leaders must attend to the situation in which they find themselves. Leaders need to understand each culturally-learned behavior in the context of where that behavior originates and appears.

You mention the GLOBE project (Global Leadership and Organizational Behavior Effectiveness, the renowned research project on executive performance and leadership around the world) in the intro and you studied at Thunderbird, currently home to Mansour Javidan, one of the principal GLOBE researchers. How does your research mesh, or not, with their findings?

I graduated from Thunderbird many years ago and am now teaching a course via satellite in their On-De-
mand Latin America MBA program there. I have followed the GLOBE project for a number of years and believe in the purpose of their research. My work has a similar purpose to that of the GLOBE project; however, I have confined my target specifically to U.S. business leaders. I would like to have the Geoleadership Model be practically implemented in organizations spanning a wide variety of industries. For example, I teach in a program specifically for U.S. military personnel pursuing their MBA degree. These individuals are high-ranking military officers with a background in business that would like to attain a higher classification within their respective military branch. Almost all of these officers are currently deployed in Afghanistan, Iraq, or Korea. They are studying the Geoleadership Model and how it can be applied in the cultural circumstances in which they find themselves every day. I have gathered a great deal of data; for example, of how the Geoleadership Model can be implemented by individuals who daily see how culture and leadership are inextricably linked. For example, I recently asked one of these students which other nation’s military culture was most similar to that of the U.S.. The student told me that he thought the South Korean military personnel had a similar hierarchical and respectful relationship to authority than that of U.S. military personnel. I applaud the GLOBE project, and often mention it to my students, such as those mentioned here.

You spend a chapter talking about the ways in which culture and leadership are linked and the extent to which different leadership theories take culture into account. Coming, in part, from a cultural studies background, leadership studies’ relative lack of attention to culture has always struck me as an oddity. Leadership studies seems to have only recently begun to incorporate some basic tenets about culture and postmodernism that literary studies, for example, worked through twenty years ago. Why has culture historically taken such a back seat in Leadership Studies?

In my opinion, this is a direct result of educational systems around the world, namely in the U.S.. Culture and language are not stressed academically in the U.S.. Most students do not learn a foreign language until high school and then mostly only for the required two years.

I have always been most astonished by the cultural illiteracy at the high levels of U.S. business. In other countries, it is not uncommon for CEOs to speak more than one language, have lived and worked in another culture, and to understand the cultural component more readily than their U.S. counterparts. Culture seems to now only be “discovered” by mainstream business when profits are down.

During my tenure in Silicon Valley, I saw this quite blatantly. Within one organization, the CEO told me directly that he would not allocate more budget to the international marketing efforts of the foreign offices even through the international offices were generating 50 percent of the corporation’s profits. This CEO is now the head of one of the most successful firms in Silicon Valley, and their global reach is incredible. Being that one of the founders of this successful company was born and raised outside of the U.S. (Ukraine), perhaps the CEO has now realized the inclusive importance of culture on the decision-making process in business.

As for the field of leadership studies, for the most part, such studies sprung from either the business or military arenas. If you mention the word “leadership” to most people in the U.S., they will either think of a military hero or a wealthy business owner. Leadership seems closely linked to both money and power in the U.S.. I also find it fascinating that the heads of most international academic programs in the U.S. are foreign-born. This speaks volumes to me about the intercultural capacity of organizational leadership in the U.S..

One could argue that the book advocates a kind of a moral relativism when it comes to being an intercultural leader, for example when you discuss Google’s decision to remove politically challenging search results in China.

Moral relativism does certainly exist. I worked for Novell when Eric Schmidt was the CEO. He is now the CEO of Google. One could say that Google’s dealings in China were seen as morally relative. Did Google decide to obey by China’s policies in order to do business in the country? Of course, they did. Did Google force the Chinese government to abide by the U.S.-influenced Google way of business? Who is more powerful, Google or China? I advocate that “When in Rome, do as the Romans do.” A leader must decide to work within a culture, and not change the culture. I tell my students that there are no bad or good cultures, just different cultures. I recently spoke at Google (http://www.youtube.com/watch?v=05_7OS4gq_o) and my audience consisted of a plethora of nationalities. My point that individuals who work across cultures understand the Geoleadership competencies well was further reinforced. Google, as many U.S. companies do, does have a tremendous global reach. However, that does not necessarily make them instantly culturally competent. In my Google talk, I discussed how many large Silicon Valley firms that
continue to make mistakes in other countries. The case of eBay in Japan and how it failed in its first attempt to enter the Japanese auction market is just one example. Yes, moral relativism does exist in capitalistic as well as other governmental systems. People like to retreat to their “cultural comfort zone”, and perhaps make a profit while doing so.

Has the current economic climate changed the ground rules for global business leaders? For example, has it emphasized the importance of certain competencies within your model, over others?

The current economic situation has truly shown how closely linked countries are to each other in the world. You could say that there is an economic “butterfly effect”. I think that U.S. as well as global business leaders must now reevaluate their positions. Global markets are prime targets for expansion during “good” economic times, but they are still worthwhile markets during down times. As for which Geoleadership competencies are important during such economic crises, I believe they are all still integral. A business leader can step back and see where within the organization intercultural capability both can be built to expand abroad, as well as developed internally to take advantage of domestic resources. In a time of corporate downsizing, leaders can show their ability to CARE for workers by structuring the organization to focus not solely on profit creation, but on interpersonal considerations. In terms of Communication, I see more business leaders actually now taking the time to travel to their involved regions and personally meet with subordinates. Why did it take an economic crisis for business leaders to realize that they must personally meet their colleagues and subordinates in order both to engender and grow trust? This reminds me of Charles Handy’s thought that “Touch means trust.” Perhaps this time of economic woe is also a chance for business leaders to become self-reflective and understand how past decisions are affecting current results and future relationships. Being that the U.S., for example, has a short-term time orientations, business leaders here should be reflecting on how lack of future planning affects not only their business deals, but their appearance to their global constituents. Context still remains important as well. Did certain economic debacles arise from respective cultural belief and value systems? Does uncontrolled greed appear more readily in certain cultures than others? Understanding how such economic crises occur is vital in preventing their future occurrence. If you look at the crises as a flowchart, an individual makes decisions from the beliefs and values both ingrained in them at an early age, from the society he or she works in and from the organization in which he or she works. I call this the “tri-partite cultural variable”. That individual is then a business leader making decisions affecting multiple constituencies globally every day. How can culture not be a strong determinant in this process? For anyone who has conducted business across borders, contrasts are an important variable as well. In times of economic crises, people may blame such contrasts as the cause of problems. However, leaders must realize that culture does affect basic human drives for power and resources. Is greed culturally dependent?

One of the things you mention in the book is the present shift from a knowledge economy to a “creative economy.” Can you say more about the creative economy, how it differs from a knowledge economy and any unique challenges it may pose to the global business leader?

I would define a knowledge economy as one in which knowledge is produced and managed for economic benefit. Knowledge is a product. Peter Drucker is often associated with popularizing the term “knowledge economy”. The “creative economy” deals with the convergence of creativity, innovation and business. This economy champions creativity in all its forms and translates it into valuable assets for increased returns. It is where creativity and imagination are applied to a business context, with creativity being a tool, and not a product. Both economies utilize knowledge and have their unique challenges. The global creative economy faces challenges in that its main production factor is the talent of individuals. Those regions where creative workers can produce and be mobilize will be at an economic advantage to those areas that cannot.

The second challenge is that of geographic clustering, also known as “IQ magnets” or creative hubs (Boston, Bangalore, Shanghai, Silicon Valley, etc.). The third challenge for global leaders is the growing difference between those working within the higher-paying, high-skilled creative sector, versus those working in the lower-wage lower-skill service sector. The fourth challenge is similar to the third in that there is also a growing divide between small numbers of advantaged regions of the world versus the rest of the world. A so-called “brain drain” is still taking place in which the highly educated workers in such fields as engineering and science still continue to emigrate to the creative cluster countries. A competent global leader must be attuned to such differences and work towards equitable solutions.

It seems as if one of the biggest global leadership challenges facing business is a lack of talent.
You mention shortfalls in business degree programs, for example, in both the U.S. and India. You also indicate that the people best suited for the intercultural development necessary to becoming a global leader may not even be business students. What’s the prescription for these ills? How do we turn our schools and organizations into “talent factories”?

Talent is indeed crucial. Many now see the creative economy as the economy of talent since it is creatively talented individuals that will be driving economic growth. Scarcely one-third of U.S. graduate level business schools offer international degree specialization and only 39 U.S. graduate business institutions provide leadership degree programs. However, this number is slowly increasing. Academic institutions usually follow business trends. For example, if there is more “buzz” about a new technology or business concept, then you will start to see academic organizations beginning to offer programs to meet this newly created demand. There have been many leadership programs in different universities, with many now being partitioned into specializations such as administrative, educational, or organizational leadership. There have been very few academic degree programs focusing on intercultural competence. Within only the last couple of years have there now been academic programs fusing the concept of culture and leadership. It would seem logical that this need has always been there, but if it was not popularized within the business realm first, the academic arena did not follow suit. Again, I think that it is also interesting that the germinal and current experts in leadership topics are mainly from the U.S. while the intercultural experts are from Europe and Asia. Speaking of divides, it has always been clear to me that the U.S. did not place a great deal of emphasis on intercultural understanding. Even though the U.S. has been known as a “melting pot” of nationalities, cultural assimilation was mainly achieved quickly through capitalism. For the most part today, one’s culture does not have to be forsaken in order to make a living.

In trying to speak to this need for interculturally competent leaders in the U.S., I would start at the bottom and institute cultural and language training by first grade. President Obama recently said that children in the U.S. should not be bilingual, but trilingual. I applaud this sentiment and think it can become a reality if school curriculum includes culture as a necessary component. Many students often wonder if trigonometry or chemistry will help them later in life. Culture will be part of everyone’s life, no matter where they live in the future due to the migration of populations around the world. You may be able to stay in Phoenix, for example, but it is likely you will interact with people from Africa, the Americas, Asia, or the Middle East on a regular basis.

From a skip-level viewpoint, a national civil service (akin to the Peace Corps) could be instituted wherein students who live and work in another country receive financial assistance from the government for their future education. The Peace Corps has been greatly successful in exposing a small number of individuals to other cultures. Opening that opportunity up to the general population of students would be a start to developing talent. Organizations also can require employees to live and work one year abroad before a position with global responsibility is bestowed.

Finally, your book and the GeoLeadership Model is geared toward business leadership; can it be used for leadership in other sectors? For example nonprofits or government?

I think that the GeoLeadership Model is applicable across sectors. As I have mentioned previously, I have already seen its successful introduction into several military units with positive results. In terms of the political sector, I think the seven core competencies of a Geoleader can be readily understood there as well. I recently wrote an article (http://www.globalbusinessleadership.com/obama.asp) on President Barack Obama and his potential to be a Geoleader, relevant to his standing to each of the competencies. I am currently developing a list of Geoleaders for publication in my next book. This will be profiles of global business leaders who are compared to the GeoLeadership Model standards and how each of these individual’s cultural background, awareness, and decision-making process make for more inclusive results.

Eileen, thank you for this interesting discussion. Is there anything else you’d like to mention that we haven’t covered?

I thank you for this opportunity to talk about the GeoLeadership Model and the book, Global Business Leadership. I am pleased to report that the book has proven to be very popular and is almost sold out of its first print run.

I think that the next few years will see even more emphasis placed on how much culture influences leadership decision-making. We now have our first U.S. multicultural Commander-in-Chief. This is an individual who has lived experience across cultures and is conscious of how cultural contexts change quickly and too must our mindsets. Flexibility is important in all matters in life, and accepting change willingly and competently will show all of our true leadership abilities.
Longtime Members Arthur Jue and Kuldip Reyatt Appointed to ILA Board

At its December meeting, the ILA board approved the nominations of Arthur Jue and Kuldip Reyatt to the ILA board. The appointments are effective immediately. Commenting on the newest board appointments, ILA President, Cynthia Cherrey said, “Arthur and Kuldip bring exciting and innovative thinking to the ILA. Both have been active ILA members since joining the Association. Their talents will help to guide the Strategic Plan and will most certainly ensure the positive direction of the ILA and the continued advance of our mission.” Please read on to learn more about our two new board members and how they plan to contribute.

Arthur L. Jue is a Director of Global Organization and Talent Development for Oracle. He has extensive managerial experience in Fortune 100 companies such as IBM and Hyperion and serves on the boards of directors for financial services, educational, and non-profit organizations. Arthur holds a Doctor of Management in Organizational Leadership and an MBA with emphasis in Technology Management. Arthur serves on the Editorial Review Board of the “Journal of Management, Spirituality, and Religion” (JMSR), and the MSR Board of Directors at the Academy of Management.

Arthur’s history with the ILA dates back to 2004. He has presented at the ILA Annual Global Conference multiple times, most recently at ILA 2008 in Los Angeles on the topics of spirituality in the development of Tongan leaders in the Tongan Government and the implications of social networks on leadership. Arthur has also just completed his term as Chair of the Business Leadership Member Interest Group. Arthur hopes to bring his energy and business acumen to the ILA in his new board member capacity.

“Arthur’s passion to pursue and advance a praiseworthy mission of transforming leadership knowledge and practice worldwide is an example to emulate,” says Pragyna Seth, current Chair of the Business MIG who served as Chair-Elect during Arthur’s term. “He brought innovations at the 2008 conference and has set a high standard for the coming years. His ability to be able to connect and build a large network to benefit the MIG was outstanding.”

Kuldip Reyatt’s passion for leadership derives from his early leadership experiences in business, charity work, and whilst playing a variety of sports. He has brought this passion to the many roles in which he has served, including his roles within the ILA.

Many ILA members will know Kuldip as a panel leader and presenter at ILA’s annual global conferences. Since 2004, he has presented at each conference on the themes of board leadership, simulative leadership learning, authentic strategic leadership, and strategic visioning and transformation.

Kuldip Reyatt is Founder/Director of Strategic Visioning Partners. He works across sectors with board/strategic leaders to transform individual executive, leadership group, and organisation-wide performance. Kuldip’s prior career involves senior management in ‘Blue Chip’ corporations and international management consultancies. He has also served on the board of a UK charity, which provides pro bono consultancy to transform the performance of NGOs and charities engaged in alleviating human suffering and deprivation.

He is a board/strategic leadership practitioner-scholar. Kuldip holds an MBA from a leading UK business school. He is also at the final stages of his doctoral research into ‘Board and Strategic Leadership Influences on Strategic Visioning’.

In addition to the strategic development of ILA and other ILA board activities, he is keen to contribute by: Using his technology visioning expertise to provide guidance on ILA’s technology vision and support the execution of strategies that will progress ILA towards achieving its strategic vision. This includes supporting the development and launch of a community platform (enabled by web 2.0 technologies) that allows ILA members to connect, converse, and collaborate; Developing a proposal for an international bursary scheme - this will assist emerging leadership practitioners/scholars in underdeveloped and developing countries to become ILA members, enabling some to attend the global conference, and for these new members to promote ILA in their countries; Increasing the number of corporate memberships, so that the ILA has more business leadership development members, and to raise significantly more corporate sponsorship.

Kuldip believes that ILA has an important role to play in developing good leadership around the world. “ILA has achieved a great deal in its first ten years, and I see further development with the aim of including many more people at a variety of levels around the world, particularly in underdeveloped and developing countries. ILA members together have a valuable collective leadership knowledgebase, which can be harnessed to help people who are interested in transforming their organisations, communities, and societies.”

To learn more about the ILA Board and the Strategic Plan, please visit the “About” section of ila-net.org.

The ILA wishes to express its deepest gratitude to the following board members who concluded their service at the end of 2008: Ted Baartmans, Gill Hickman, Jean Lipman-Blumen, Bruce Payne, and Maarten van Beek.
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For all further details, registration and payment please visit our website at http://www.labourmene.com/event-calendar-item.php?p=apr25-09
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Transforming Hierarchical Relationships into Productive Partnerships

Cape Cod Institute
August 24-28, 2009

Most organizations are hierarchical in nature. Even small organizations develop hierarchical cultures. In large organizations - public corporations, hospitals, government agencies, even many churches - hierarchy is a strong feature of the culture. Hierarchy itself is not necessarily a problem, but it often distorts the relationships between those in formal “leader” and “follower” roles. Candor is the first victim. Learning is the second, as without candor in conversation, learning is limited. For the last fifteen years I have explored the leader-follower dynamic from the follower end of the telescope. When you are not THE leader, how can you help the leader use power wisely and not squander or abuse it? Courage is needed. But also skill and tact. This workshop will examine what is involved in creating true partnership. We’ll work three ends of this telescope - you as a follower, a leader, and a coach to leaders and followers.


Member Minutes
Your 15 Minutes of Member Fame!

Members, to share your accomplishments, awards, honors, publications, new jobs you’ve accepted, survey requests, CFPs, etc., email dderuyver@ila-net.org with the Subject Line: Member Minutes.

Congratulations to Ira Chaleff for being named “National Leader of the Month” for Jan/Feb 2009 by LeaderNetwork.Org! For complete details see: http://leadernetwork.org/ira_chaleff_january_09.htm
Leadership Dates & Events

Go Online to see complete listings of these & other events or to add your own! www.ila-net.org/Calendar/index.asp

If you are attending these or other events & want ILA materials to distribute, contact: ila@ila-net.org

Feb 10
3:00 - 4:00 PM EST
www.ila-net.org/webinars

Feb 13-15
National Collegiate Leadership Conference
Tucson, AZ, USA
http://www.leadership-conference.org

Feb 19-21
American Association of School Administrators Conf.
San Francisco, CA, USA
http://www.aasa.org

Feb 20-21
American Society for Public Administration
Miami, FL, USA
http://aspanet.org/scriptcontent/index.cfm

Feb 27
19th Annual Kravis-de Roulet Leadership Conference
Los Angeles, CA, USA
ILA Members Receive a $100 Discount off of Registration!
http://www.claremontmckenna.edu/kli/conference/

Mar 1
Deadline: CFP ILA 2009
Conference, November 11-14, Prague, Czech Republic
http://www.ila-net.org/conferences

Mar 5-7
Multi-Sector Leadership Forum
Indianapolis, IN, USA
http://www.tobiascenter.iu.edu/conferences/multisector.html

Mar 8-9
11th Global Businesswomen & Leaders Summit
Dubai, UAE
http://woibex.com/

Mar 20-24
American Society for Public Administration
Miami, FL, USA
http://aspanet.org/scriptcontent/index.cfm

Mar 28-31
American College Personnel Association Convention
Washington, DC, USA
http://convention.myacpa.org

Apr 2-9
Midwest Political Science Assoc. Annual Conf.
Chicago, IL, USA
http://www.mpsanet.org

Apr 25-30
A Eudaimonium
The Périgord, Limousin, France

May 2
Vision to Voice: Leadership in the Global Age
Boston, MA, USA
http://www.simmons.edu/leadership

Nov 11-14
11th Annual ILA Conf.
Prague, Czech Republic
http://www.ila-net.org/conferences
Sixty years ago psychologist Ralph Stogdill published his first article on leadership, a review of trait research (1). Examining more than one hundred research reports, Stogdill concluded that no specific traits were universal to leadership. Stogdill’s influential article helped turn the nascent field of leadership studies away from traits as a useful explanation for leadership effectiveness. Stogdill went on to argue in subsequent work that instead of traits, behaviors were critical to leadership effectiveness; this approach came to be known as the Ohio State Leadership Studies model. Ironically, a later generation of scholars would conclude that Stogdill and his colleagues themselves failed to identify behaviors that would ensure leaders’ effectiveness.

Yet Stogdill’s argument about “leadership traits” was far more nuanced than is generally recognized or remembered. His detailed review of trait research, which essentially wrote a death sentence to the serous study of personality in leadership research, actually supports the view that certain elements of personality do have significance for leadership effectiveness. While it is true that Stogdill concluded that no single trait was clearly associated with leadership, he actually pointed out that several groups of traits were consistently related to successful leadership. Our own new research on the role character plays in leadership effectiveness suggests that it is time to revisit Stogdill’s landmark article, and rediscover what he actually said—and didn’t say—about character and leadership.

Sifting through the extant research, Stogdill grouped several traits into a category he called “capacity,” essentially a combination of intelligence and judgment. Another category, which he called “responsibility,” included traits like dependability and self-confidence. Our own current research leads us to conclude that Stogdill accurately identified two of the three vital elements of leadership character and its connection to organizational performance.

**What is “Leadership Character”?**

We argue, based on our own review of literature, that leadership character consists of three main traits: cognitive skill, confidence to act, and emotional security. Cognitive skill, or what Stogdill termed capacity and Sigfried Streufert has called “cognitive complexity,” has been studied by numerous social scientists (2). Confidence to act is similar to Bandura’s influential concept of “self-efficacy,” the belief that one is in control of one’s own destiny, and Rotter’s “internal locus of control,” or seeing oneself as the cause of results rather than as a “pawn (3).” Classically, confidence to act relates to what Plato in the Republic calls thymos, or spiritedness. Finally, our third character trait, emotional security, was not one of Stogdill’s trait groups, but is one of the “big five” dimensions of personality that most personality psychologists agree on. David McClelland argued that at the highest level of leadership development emotional security is a central aspect of leaders’ character (4). In sum, our theory of leadership character draws in part on Stogdill’s work, but also on much other past and recent research.

**Leadership and Performance**

We know, based on more than fifty years of research, that leadership is associated with organizational performance. This is true no matter whose leadership theory or model one uses. A meta-analysis conducted by Kevin Lowe and associates, for instance, showed strong associations between leadership, measured by Bernard Bass’ Multifactor Leadership Questionnaire (5), and various organizational performance indicators. Results of research using our own leadership model are equally clear-cut. We found substantial associations between leadership, measured using our assessment, The Leadership Profile (TLP) and organizational performance (7). For example, leaders’ TLP scores were related to outcomes as diverse as bank branch performance (8), shrinkage (theft) in retail establishments (9), high school standardized test scores (10), and hospital patient satisfaction (11). Overall, regardless of the specific leadership theory used, sound leadership measures show significant correlation with sound performance measures.

But correlation is not causation. There is scant research that establishes that leaders really do cause organizational performance. How do leaders influence followers to produce desired outcomes? Some, like Edwin Hollander (12), argue that it is simply a matter of offering followers a
reward for performance. The reward might be money, or it might simply be the leader’s recognition of the follower, a psychological rather than a physical reward. In either case there is little argument that offering followers a reward for doing what one wants them to is a common—and often effective—practice. Others, like Robert House and his associates, suggest that leaders influence followers by arousing followers’ motives and needs. House and his colleagues found that U.S. presidents whose speeches could be shown to include a focus on people’s needs and motives were rated by historians as the more effective presidents (13).

But we see leadership as more than these behavioral choices, more just than a process of influence or motive arousal. Actions that flow from leaders’ character rather than from a set of learned behaviors are, we think, more likely to result in high performance by both followers (individually and in teams) and the organization as a whole.

In a paper we presented at a recent conference of the Academy of Management and are now preparing for publication (14), we found that leaders’ emotional security, as measured by an orientation toward the use of power to benefit others and not just one’s self, predicts overall organizational performance measured one year later. While this sort of actual prediction is better than a simple correlation between two measures (leadership and performance) made at the same time, as has been the case with much of the leadership performance research, it still falls short of causal proof. However, our research comes closer to a causal test by using a statistical technique called “mediation analysis,” which allows for closer examination of causal relationships. This analysis proposes that a third variable, in our case the behavior of the leader, is actually responsible for the association between the cause—leadership character—and the outcome (performance). There are three requirements for this sort of analysis.

First, there must be a significant association between the possible causal measure (leadership) and the measure of performance. Second, we must identify the leadership behaviors that might mediate the effects of this aspect of leadership character on organizational performance. This means that the measure of leadership character must be associated with those behaviors. We measured six behaviors, as seen by followers. Four were strongly associated with emotional security: good management, fairness in allocating rewards, developing a climate of trust, and demonstrating respect and care for others. Third, out of all the measures of character and behavior, we must measure which predicts performance best.

When we did this we found that only fairness in giving rewards actually predicted overall performance a year later. And only good management predicted the number of new products developed in the year after the character and mediator variables had been measured. In both cases the initially strong relationship between character and performance disappeared. Thus this third mediation analysis test showed that good management mediates the effects of emotional security on number of new products developed (in the sorts of organizations we studied), while fair reward practices mediate the effects of emotional security on overall performance.

Our results don’t prove that emotionally secure character causes leaders to be fair in allocating rewards or to act as effective managers. Nor can we say with certainty that it is these actions which cause a higher level of overall performance and the development of more new products. We can say, however, that we have identified a logical and likely “path,” from leadership character through leadership behavior to organizational performance outcomes. A strong association was found between leaders’ emotional security—mediated by fair reward practices—and overall performance measured a year later. Additionally a strong association was found between leaders’ emotional security—mediated by good management practices—and the number of new products developed over the period of a year. Note that because we measured performance a year after all the other measurements were made we can use arrows that clearly suggest that it is leadership character that produces leadership behaviors, that then lead to performance outcomes.

Conclusions
These results support our theory: leader character drives leadership behavior which, in turn, has effects on organizational performance. While one might still refer to this as an “influence process,” we believe that we have shown that it is a process far more complex than the simple “quid pro quo” of exchange. We believe that further exploration of the processes we have identified, which operate through actions that are driven by leader character, will further reveal an underlying process of mutual moral development, as implicitly suggested by McClelland and explicitly described by James MacGregor Burns in his classic analysis Leadership (15).

An especially important lesson to take from our findings is that there is no “magic” set of leadership actions that, when well-learned and properly practiced, will result in high perfor-
performance. Actions—and especially the “right” actions—do not depend on learning a set of behavioral skills. Neither is the secret to effective leadership a case-by-case analysis on the part of leaders, to select the actions that are best suited to a particular situation. Because leadership works through character the first step in developing effective leadership is developing leader character. How that happens is a question for another time.

NOTES


ILA 2009 Proposals in Progress

Each year the ILA offers a free online networking service for members to connect with one another toward the goal of creating a complete session to submit to the conference CFP.

Historically complete session submittals have had a higher acceptance rate than individual proposals needing to be grouped—the exception being refereed papers. Further, proposals are typically ranked higher when they include a diverse body of participants from different organizations and or sectors, countries, etc.

Rather than turn to your colleague down the hall to complete your session, put your idea on our proposals-in-progress networking site and find a new colleague whose work complements your own and whose inclusion would turn a good panel into a great panel!!

Go to: www.ila-net.org/Conferences/inprogressabstracts.asp to view the current list of proposals seeking presenters or click on the “online submission form” link to submit your own proposal-in-progress.

Please be sure to read the instructions on the Web site regarding courtesy and regarding submitting your final proposal via the online submission system.
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 members. If you would like to nominate yourself or another ILA institutional member to be featured on these pages, please contact ILA at ila@ila-net.org.

**Spotlight on ILA Members**

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**Spotlight on The Integral Leadership Review:**

**The Integral Leadership Review: Creating a Leadership Meta Theory**

by Russ Volckmann

The *Integral Leadership Review* (ILR) is the preeminent online publication about an integral approach to leadership. Founded in 2000, ILR serves as a vehicle to explore integral approaches to leadership. In the last few years it has evolved from a single author newsletter to a true journal that has established its value and is attracting more and more readers and writers in its effort to develop tributaries to the stream of integral leadership theory, development, and practice.

Our international advisory board, the Integral Leadership Council, is purposefully comprised of individuals who represent a wide variety of perspectives and approaches including people like Dick Couto, Charles Hampden-Turner, Jim Kouzes, Ian Mitroff, Ron Riggio, Margaret Wheatley. They represent Australia, Canada, France, Germany, New Zealand, India, the Netherlands, Switzerland, UK and US.

In addition to our Journal, every other week, we upload free streaming audios of leading thinkers and practitioners interviewed on the subject of the global financial crisis. For example, ILR audios to date include people like Ian Mitroff on crisis management, Don Benson on supply stream management, Debbe Kennedy on creatively dealing with the challenges we face, Richard Wagner on personal finance management and more to come.

**What is Integral Leadership?**

The idea of integral leadership transcends and includes all of the other approaches to leadership. That means that it seeks to highlight the contribution of many streams of thought and practice related to leadership that can help us evolve our understanding and development so that we may more effectively engage and redress the challenges of growing complexity, diversity, and disparity in our global environment.

What does “integral” signify in ILR?

We recognize that the term “integral” is used in at least two ways. One, it refers to worldview or performance, stemming from adult development theory—how we learn and develop as individuals—in the work of people like Michael Commons, Kurt Fisher, Clare Graves, Robert Kegan, Jane Loevinger, and William Perry. In usage applied to adult development, “integral” is the stage of performance that follows after pre-conventional, conventional, and post-conventional performance.

A second use of the term is as an approach to meta theory. Integral theory provides a framework to organize the value added of all theories on leadership. It provides a set of maps with which we can analyze the perspectives of leadership theory and practice to see the strengths and

**How to Participate**

1. ILR is seeking additional bureau chiefs from countries around the world.

2. Our bureau chiefs are seeking information and writers who can share their work in the virtual pages of this free online publication.

3. Each year we present a Reader’s Choice award for the best publication on leadership in that year. Nominations for 2008 are open: russ@integralleadershipreview.com.

4. We would like to publish a student paper in every issue of the ILR. Only five will be published in every year. We hope to elicit the participation of ILA members. It provides opportunities to recognize quality work by students. We encourage professors to suggest such submissions and students to take initiative.

5. We aspire to making a significant contribution to ILA and its work. Visit our website (www.integralleadershipreview.com) to access the free archives of all past issues, the audios, and notification of our other publications.
identify the blind spots of each. It is a framework that supports integration of approaches across disciplines. If we are to seek a general theory of leadership studies and seek to integrate the work of multiple disciplines, Integral Leadership is a meta theory which seems to offer the strongest potential upon which to engage this research and theory building.

Academically, integral theory is showing up in places like H.E.C Montreal, Fielding Graduate Institute, JFK University, the University of Notre Dame, California Institute of Integral Studies, Institute for Transformational Psychology, Antioch University, the Indian School of Business, the University of Western Australia, and other universities.

The strengths of an integral approach can be seen in the following example. In the study of leadership we might distinguish between leading, leader, and leadership. Typically, these terms are treated almost interchangeably. What if we began by using the following distinctions while recognizing that they, too, will evolve:

1. Leader—a role in a system, that is, a set of expectations held by members of a society, community or organization about desired and appropriate behaviors and qualities of individuals who temporarily occupy the role. For example, members of an organization might hold that leaders are knowledgeable or have a clear understanding of a current situation.

2. Leading—the activities of individuals temporarily occupying the role of leader. Here is where much of the popular leadership literature tends to focus. When researchers and theorists talk about what a leader does it is a description of an individual in the role of leader and the behaviors of that individual that relate to being a leader. For example, the suggestion that leaders articulate and hold a vision is an indication of a behavior or a set of behaviors. So is being authentic or being a servant. If it seems that there is a close relationship between the role and the behaviors that is the case, since we are more likely to identify individuals as having filled the role if they exhibit the corresponding behaviors.

3. Leadership—and here is where a more integrative view emerges) involves the role (leader), the behaviors (leading) and the context. But it is a context that goes beyond our notions of situation. It is a context that includes culture, as well as systems, processes, technologies and artifacts.

Looking at the world of leadership through lenses that build upon such distinctions is what we aspire to in the Integral Leadership Review.

ILR and ILA
An extraordinary feature of ILA is how it has created a professional organization that encourages individuals to cross traditional boundaries among academics and students, coaches, trainers and consultants, and those in leader roles or who aspire to them. It has built a membership and participation that successfully encourages dialogue among theorists, developers and practitioners. To encourage such productive dialogue is also the mission of ILR. This shared aspiration is just one of the synergies shared by ILA and ILR. We each are engaged in a field of inquiry that supports the communication, exploration, and building upon of all perspectives on leaders, leading, and leadership.

A truly integral theory includes the work of people from around the globe. ILR has council members and bureau chiefs in several different countries and is looking for more
For complete descriptions & application procedures, please visit the ILA Web site link listed at the end of each partial description. To view all announcements go to: http://www.ila-net.org/LeadershipJobs/index.asp

Dean, School of Management  
College for Professional Studies  
Regis University, Denver, CO  
Closing Date: 3/1/2009  

Associate or Full Professor of Organizational Leadership/Program Director for Masters of Arts Program in Organizational Leadership  
College Student Development/Organizational Leadership, Azusa Pacific University, Azusa, CA  
Closing Date: Until Filled  
http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1205

Part Time Chair, Organizational Leadership Program  
College of Psychology, Argosy University, Chicago, Chicago, IL  
Closing Date: Until Filled  

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.

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.

Integral Leadership Review continued...

bureau chiefs. Interested? Further, each year our January issue focuses on leadership in a particular country or region, with one of our bureau chiefs taking the lead in being a guest editor. In 2008 the focus was the Netherlands; in 2009 it is Australia.

We’ve been members of the association and participated at the annual conference since 2002. We prize our relationship with ILA and to date all of our interns have also been ILA members. These talented Ph. D. students hail from universities in the United States and elsewhere. Most are working on their dissertations while they intern with us. For example, Oliver Ngodo from Nigeria is completing his Ph.D. at the University of Malaysia, Sarawak, is editing ILR’s bimonthly Leading Digest and is now an Associate Editor with ILR after serving a year as an intern.

Conclusion
If the development of more effective approaches to research, theory building, development, and the practices of leading is important to you, ILR offers a wealth of useful material. Please join us. I’ll say it again: subscriptions are free!