



International Leadership Association

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# Member Connector

## ILA's Directory of Leadership Education Programs Launches!

Today's the day! ILA is pleased to announce the initial launch of our new directory of leadership education programs. Populated with more than 1100 degree or certificate programs, the directory is sure to be a boon to people interested in continuing their studies as well as current directors of leadership programs looking to network or benchmark with peers.

During this development phase we need your help!

**Add Your Program:** If you are a student, alumnus/a, or director of a university or college based leadership degree or certificate program, please make sure your program is listed. If it's missing or incorrect, use our convenient online form to add it to the database or send your edits via email to Prathyusha Kanala at pkanala@ila-net.org.

**Add Your Syllabus:** Do you teach a leadership course? Please share your online syllabus! Follow the link to "add syllabus" from the search page. Concomitant with the directory launch, we've launched our new syllabus repository resource. Once the repository reaches a certain level, we'll create a separate search for it. In the meantime, syllabi are available to view as part of a program's profile in the directory.

Questions or reports of bugs, may be sent to Debra DeRuyver at dderuyver@ila-net.org.

"For years directors of leadership education programs and students looking to continue their studies in the leadership field have contacted the ILA for information," says Shelly Wilsey, ILA Director. "Creating an online, searchable database is the perfect solution."

This Directory is possible due to the generous support of the C. Charles Jackson Foundation. Special thanks to ILA Member Alicia D. Crumpton, Ph.D., of 2 Cats Consulting, LLC, who contributed her research to this directory.

Make Sure Your Program Is Listed! Search the Directory at:

[www.ila-net.org/LPD](http://www.ila-net.org/LPD)

## 2. 12th Annual Global Conference

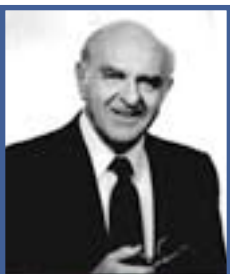
# Leadership 2.0: Time for Action

Marriot Copley Place, Boston, MA, USA  
27-30 October 2010



Boston State House

The ILA 2010 Conference will offer a plethora of exciting, one-of-a-kind leadership learning opportunities and experiences. Read below for descriptions of these great events!



### Leadership Legacy Lifetime Achievement Receptions

*Registration is \$35 for each you choose to attend. Dates & Times TBD*



This year, ILA is proud to honor **Fred Fiedler, Edwin Hollander, Jean Lipman-Blumen, and Russ Mawby** with the Legacy Award for Lifetime Achievement in the Study and Practice of Leadership. Join us in honoring them!



Each recipient will receive their award and provide brief remarks at individual receptions honoring the great impact each of these individuals



have had on the field of leadership and the many lives they have touched. **John W. Gardner** will also be honored posthumously at the conference. To learn more about past recipients visit [www.ila-net.org/Awards/LLA/index.htm](http://www.ila-net.org/Awards/LLA/index.htm).

### Preconference Experiential Workshops

*Preconferences take place concurrently Wednesday, October 27, beginning at 9:00 AM. Registration is \$50. Participants may attend only one.*

#### The Hub of Idealism: Exploring Boston's Leading Role in Advancing Public Leadership and Social Innovation

This Pre-Conference will be hosted by City Year and based at the City Year Global Headquarters for Idealism, located just two blocks from the Conference Hotel. The Pre-Conference will feature a distinguished panel of leaders in the public sector and institutions of social change, followed by breakout sessions on focused disciplines within the broad context of public leadership. Finally, participants will experience a tour of Boston's historic sites of public leadership.

#### Immunity to Change: This is Leadership Development – A Workshop by Robert Kegan and Lisa Lahey

The Immunity to Change workshop is based on the groundbreaking work of Robert Kegan & Lisa Lahey and identifies why personal development is so difficult and how to identify and overcome the natural barriers therein. This workshop is an awareness-building exercise that makes explicit what is currently implicit. Immunity to Change helps participants better understand their competing commit-

ments and truly begin to understand the motivation behind behavior and why change, with all of the best intentions, can be so difficult to master. Robert Kegan and Lisa Lahey will guide participants through the Immunity to Change process and participants will complete the “Immunity Map” which outlines some of the motivators behind commitments they hold. In the end, the map clearly outlines why certain behaviors do/do not occur, competing commitments held by participants and those “big assumptions” that drive behavior – assumptions that may limit personal change or stunt true leadership development.

#### Build, Assess, Improve, Sustain – Leadership Education Program Guiding Questions and Best Practices

This exciting, highly interactive workshop will address the many issues associated with the creation and development of curricular and co-curricular leadership programs on today's university and college campuses. Using the Guidelines Learning Community's document *Guiding Questions: Guidelines for Leadership Education Programs* ([www.ila-net.org/Communities/LC/Guidelines.htm](http://www.ila-net.org/Communities/LC/Guidelines.htm)) as an overall framework, participants will develop “Guiding Answers” to many of these pressing questions in the areas such as campus context, stakeholder involvement, budget planning, and other available ILA resources. Workshop attendees who are new to the field or in the early stages of creating

leadership programs will find this workshop of tremendous value, and attendees from leadership education programs undergoing major revisions will discover new insights to advance your current programs. Key experts in each of the five “Guiding Constructs” will help facilitate the Pre-Conference session and then be available throughout the conference to continue ongoing conversations that emerge from the workshop.

## Other Special Events

### Leadership in Concert

*This special event will take place Friday evening, October 29, at the New England Conservatory. Price: \$50.*

*Leadership in Concert* will be a special event connected with the 2010 ILA conference. On the evening of Friday, October 29th, the concert will explore the connection between music and leadership by bringing together artists and performers whose art is motivated in full or in part by a desire to make change. Each artist will speak briefly about how they understand the connection between leadership and their work, and then perform their impressive craft. Over the course of the evening, the audience will experience thoughtful explorations of the connection between music and leadership as well as a collection of moving and powerful performances. *Leadership in Concert* will take place at the beautiful Jordan Hall within the historic New England Conservatory, which is a brief 10-minute walk from the Conference Hotel.



Jordan Hall

### Leadership Education Program Director, Deans, and Chairs Luncheon

*Date & Time TBD. Price: \$25.*

The PDDC Community provides a forum for networking and information-sharing among this segment of the ILA membership. The annual conference luncheon will be an opportunity to exchange experiences, opportunities, and challenges specific to Leadership Education Program Directors, Deans, and Chairs. As the conversation addresses a specific audience, you must be a Program Director, Dean, or Chair of a Leadership Education program at a University or College in order to participate in this event.

### Women in Leadership Networking Luncheon

*Date & Time TBD. Price: \$25.*

The ILA Women and Leadership Network (WLN) is a new group created by members to provide information, resources, and networking opportunities for those interested in women and leadership. The WLN welcomes scholars and practitioners who have conducted research related to women in leadership or who are interested in discussing possibilities for future collaborative research around this topic. Participants may be those who are interested in acquiring, researching, and implementing leadership knowledge. This luncheon is the first gathering of the WLN.

## The Washington Post Lists ILA's Global Conference Among Seven "Must-Consider" Leadership Events

Those of you who have attended one of ILA's Global Conference already know what a great event it is and what tremendous value it can have. For those of you who haven't experienced one of our conferences, we say don't take our word for it: take the *Washington Post's*. In a special section entitled "The Leadership Playlist," Joe Frontiera and Daniel Leidl identify seven leadership events which those interested in leadership must consider attending. The ILA's 12th annual Global Conference in Boston MA this October 27-30 is listed along with the Wharton Leadership Conference, HSM's World Business Forum, and ODNetwork Conference 2010!

View the list at  
[views.washingtonpost.com/leadership/leadership\\_playlist/2010/05/seven-leadership-events-2010.html](http://views.washingtonpost.com/leadership/leadership_playlist/2010/05/seven-leadership-events-2010.html)

### Quick Links

**Become a Conference Sponsor/Advertiser**

**Register online for the Conference and Special Events or Download a Registration form**

**Complete Conference Details**

3.

## *Leadership and the Liberal Arts* *Achieving the Promise of a Liberal Education*

Eds. J. Thomas Wren, Ronald E. Riggio and Michael A. Genovese  
(Palgrave Macmillan, March 2009)



*This month Adam Goodman, ILA Member, takes on the role of special guest interviewer for this feature. Adam is an award-winning educator, researcher, and trusted advisor to leaders of companies, non-profit*

*groups and other organizations. Currently, he directs Northwestern University's Center for Leadership. He is also a co-founder and Partner with the NorthStone Group, a management consulting firm that focuses on leadership development and decision making. He has given over 100 invited speeches and workshops, and advised dozens of CEOs and other senior officers and executive teams. His current research is the development of 6 Leadership Questions®, an assessment and learning tool.*



*Michael A. Genovese currently holds the Loyola Chair of Leadership Studies, is Professor of Political Science, and Director of the Institute for Leadership Studies at Loyola Marymount University. Michael has writ-*

*ten twenty-seven books, including The Paradoxes of the American Presidency, and Memo to a New President: The Art and Science of Presidential Leadership. He has won over a dozen university and national teaching awards and frequently appears as a commentator*

*on local and national television. He is Associate Editor of White House Studies, and is on the Editorial Board of Rhetoric & Public Affairs, and the International Leadership Journal. Michael has been The Washington Center's "scholar-in-residence" at three national political conventions and the 2008 presidential inauguration.*

*Ronald E. Riggio, is the Henry R. Kravis Professor of Leadership and Organizational Psychology and Director of the Kravis Leadership Institute at Claremont McKenna College. Ron is the author of over one hundred books, book chapters, and research articles in the areas of leadership, assessment centers, organizational psychology and social psychology. His most recent books are The Art of Followership and The Practice of Leadership, and Transformational Leadership (2nd ed.), coauthored with Bernard M. Bass. He is the past President of the Western Psychological Association.*

*J. Thomas Wren is a professor at the Jepson School of Leadership Studies at the University of Richmond. A historian and a legal scholar, Tom brings a unique perspective to the study and teaching of*



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login at [www.ila-net.org](http://www.ila-net.org) to  
download the Introduction  
and Chapter 5, "Learning  
Leadership Discipline by  
Discipline: Cultivating  
Metaphors for Leadership  
through the Study of the  
Liberal Arts," by Elisabeth  
Muhlenfeld

*leadership. An expert on Virginia, he has written and lectured extensively on subjects including James Madison, the Virginia courts and the historical roots of the values in leadership. His research interests include: the implementation of popular sovereignty in the American experience; the challenge of defining and implementing the common good; the roles of leaders and followers; leadership education; and the intellectual history of leadership.*

**Adam:** Welcome. To start, tell me a little bit more about the Keck Foundation Grant and the larger work in which this particular book takes place?

**Tom:** I'm going to chime in a little bit first. I want to give "kudos" to Ken Ruscio who wrote the Forward. He's the one that really was kind of the inspiration for this project when he was the Dean of the Jepson School. He and Michael and Ron put this together and I just kind of picked up the baton later. I want to hit one larger point, which is that the goal behind the Keck project, kind of the premise, was that all these liberal arts colleges are saying that they produce citizens and leaders, but they don't seem to do it consciously and, perhaps, they are not doing it as well as they could. So this is really, in the larger picture, a way to rethink the liberal arts education using leadership as a vehicle.

**Ron:** I think there are two areas that the Keck foundation is interested in. One is the liberal arts in higher educa-

tion, and two is they have a growing interest in Leadership. So this actually was a project that brought those two themes together. A lot of the Keck project was around curricular development—that was the main thrust of the grant. With the book we took it in a broader direction. One of the ways we looked at it, and then I'll stop and let Michael chime in, is we sort of saw it as concentric circles. So we would start small with the faculties from the three schools—from Jepson, from Loyola, and from Claremont McKenna—and then slowly grow that out. And, I guess, the book is the biggest circle in that. We are getting it out to a much broader audience than the people that came to the conferences.

**Michael:** I think that's true. I think also one of our goals was that a lot of people do leadership without knowing they're doing leadership studies and we wanted to bring into the fold people who actually work in that area but who do not identify with leadership studies. Then they could be more explicit in what they do and connect it more clearly to leadership studies. This could then broaden amongst many campuses the notion that leadership is an important component of a liberal arts education and that more people are doing it than they realize and let's make connections with those people.

**Adam:** Ken Ruscio, in the book's **Forward, identifies a simple yet ironic dynamic about the tension between individuals and communities: "An individual discovers his own individuality by directing his attention towards others, recognizing a common humanity with people who may seem very different, and realizing that the mark of a life well lived is what we contribute to the bet-**

**terment of those around us." In doing so, Ken finds specific parallels between the liberal arts and leadership. He specifically references ethical conduct, the roles of leaders and followers, and service outside of oneself. I'd like to hear more about the tensions that exist between self-awareness and liberty on the one hand—obviously drawn from Ken's background in political science—and the need for a social contract and community on the other. I don't think either value operates to the exclusion of the other, and clearly he saw leadership as a mediating influence in helping to resolve those tensions. Why don't we start there.**

**Tom:** Maybe I can take a first stab at it. It's an interesting question and an interesting quote by Ken. You're right; it's not one or the other. Liberal Arts education, I think, has always had a kind of dualistic nature. It's been about the individual on one hand, to become free and live a full life, and the community on the other. It's designed to create citizens. By the Renaissance we're talking about something called Civic Humanism, which is taking your learning and applying it in the public sphere. I think the tension is, as you suggested, may be more apparent than real. It's really difficult, if you look back through the ancient commentators, to find anybody that's purely individualistic. They almost all talk about the common good. Even Adam Smith, who wrote *The Wealth of Nations*, also wrote *The Theory of Moral Sentiments*, which is kind of more communal type thing. Even modern game theory goes from "the prisoner's dilemma" to "the assurance game," which means you have to have conditional altruism. So it's all mixed together. But, to me, in terms of the role of

leadership studies—and I think this is an obvious example—the construct of leadership provides a vehicle to study this tension and its consequences, particularly if you're studying it from the perspective of the liberal arts. For example, modern interpretations of Machiavelli have argued that maybe he was moral if you look at it from a consequentialist point of view (the good of the community). A Kantian, of course, would disagree because of the impact on the individual. You could apply this sort of reasoning to Richard Nixon or some other scenario. But I think asking such questions and looking at such examples helps students to develop moral reasoning. It clarifies the disagreements between students by revealing their premises. Leadership Studies allows us to push students to think through the implication of that tension, you know, to justify one claim or another.

**Michael:** It seems to me there are two great human needs. One is the need to be an individual, to be self-expressive, to be different even. On the other hand there is also a need, because we are social and political animals, for connection and community, to be a part of something bigger than ourselves, to be a part of others. I think in the United States we do an incredibly good job of the former, feeding the beast of individualism, but we don't feed as well the beast of community. And as a consequence I think Tom is correct; Leadership Studies is an excellent lens through which you can see those mutual and dual needs and the need to balance those out—the need to have individual expression on the one hand and yet also to work together. Democracy is the act of working together, finding a way to reach agreement. Consequently, Leadership Studies, to

the extent that it can help us to sort those questions out, really can be a great service to both the individual and to the community.

**Ron:** I think the only thing that I can add is the growing emphasis on followership, which I think parallels this idea. Traditional conceptions of leadership really have focused on that individualistic aspect, but the attention to followership talks more about the communal aspect. So I think that the growing trend around followership is emphasizing that duality and trying to deal with it.

**Adam:** **Let's build on that. The book's premise is that leadership studies, by virtue of its interdisciplinary approach, is fertile ground for asking students and scholars to organize their disciplinary thinking into an interdisciplinary whole, one where students readily make connections from across the college experience. For example, students are not typically asked to think, "how does my freshman class in English Literature relate to my senior class in Physics? How do those pieces come together?" This integration is even more difficult when we ask students to add their experiential and student group activities to this mix. At what point do we ask them to start to put those pieces together by making thoughtful connections? My sense is that one of the arguments you are trying to make in the book is that Leadership Studies is a way to cause some of that activity to happen. Assuming that this is a desirable activity, what advice do you have for a Dean, President or a faculty member regarding how one brings about this kind of**

## integration?

**Michael:** It seems to me at the level of a Dean or an Academic Vice President there are four things you need to do. One you need to believe in it and commit to it. Second you need to fund it. Third you need to reward it and fourth you need to celebrate it. So it involves leadership—leadership from the top of the academic echelon and also from faculty who are committed to this. And, I think if you can do those things you can change the culture of a university. You rightly suggest that the connections are important and the mark of an educated person is the ability to make those connections. In Leadership Studies you have to do that. That's what makes teaching and being a student in leadership studies so difficult because it demands that you bring together so many different disciplines. That's very much counter to my training and our training as professors who are in Balkanized little departments studying narrow things and being rewarded for studying narrow things. But, educationally, you need to have an integrative experience. Some universities or departments have that as a senior colloquium, some as a senior thesis. But I think Leadership Studies demands that you make connections and that you integrate knowledge from other courses and other disciplines. You can't understand Leadership Studies without doing that.

**Ron:** Let me add on to the faculty piece and sort of draw this back into the Keck project. One of the things that I think was surprisingly successful was bringing in faculty from multiple disciplines and asking them to teach courses together. What was so striking to me was that, at least in our case, some of those faculty members were not big supporters of

the Leadership Studies as a discipline idea, but they fell right into it. For the last several summers we've had up to sixty faculty working on an internship program where they have to read, essentially, the students' term papers about their internship experiences that were built around leadership, and we haven't had one complaint. So I think that although there's resistance to this idea of Leadership Studies as a discipline, when you get the faculty engaged in it, it becomes a non-issue.

**Tom:** I want to pick up on how faculty and the university deans and others might get such a discussion started. First of all I say it's true that one of our arguments is that leadership studies is, and the concept of leadership is, a good way to bring things together and to make that bridge across courses and other aspects of the college experience. Students, indeed, have an amazing ability to compartmentalize. They can't remember from one course to the next what they learn, in my experience. To overcome that, it has to be conscious. You have to know exactly what this overarching theme is, and so that's the challenge for faculty. I think that's one thing the Keck project tried to do—introduce new faculty to the concept of leadership. So if I were doing it systemically, I would first of all tell a president or a dean to buy this book. ! (just kidding—but the purpose of the volume is to initiate such a reflective process). Second of all, create a dialogue about what the curriculum is like, what it needs, how to pull together the integration of it, and how leadership might be the answer. To do that you need, as a group, to explore what you mean about leadership and how it might play out. I think that when we later, hopefully, talk about Elisabeth Muhlenfeld's chapter, we'll get a

chance to explore that further, but it's very important for the people to be on the same page, so to speak, about what this overarching concept is. You get that, I think, by a dialogue among your faculty.

**Adam:** Do you see advancing this work in an article, a book, a conference, or through consulting to help deans, presidents and faculty figure out how to have those conversations? It seems to me that what you've done in this book is set up an important dynamic and, Tom, what you've said is that now we need to breathe some life into this dynamic.

**Tom:** I think once you're plugged in to what this concept of leadership is, and how rich it is and how far it goes across disciplines and things, it is relatively easy. It might be helpful to have a Michael or a Ron go to a campus and just ask a basic question of somebody from each discipline, "How do you think your discipline might contribute to Leadership Studies?" and that will start the conversation and the minds rolling. You don't need much of a nudge because, as I think we found out through Keck, as Ron said, that once people are looking at it from this perspective of leadership they see all the connections.

**Ron:** Right I agree with Tom. It's surprisingly easy.

**Adam:** Assume that a school decides, "Okay, we've bought into this. We are going to move in this direction." The next question becomes: how can we know whether students have, in fact, attained sufficient mastery of the ideas that you write about, using leadership as the organizing construct? Ron, you've got an article on assessment in the book,

so I think it makes sense to start with you.

**Ron:** That's something that I'm deeply involved in. We have a re-accreditation of the college, of the whole college, right now, and we are playing kind of a leading role in the process. Part of the reason behind that is that the accrediting agencies—I think this is the same for all of the regional agencies—are much more mission driven. And, since so many college and universities have leadership in their mission, the accrediting bodies are saying, "Ok, how do you take this seriously?" So our leadership faculty are playing a major part in looking at the leadership mission of our college and how you can evaluate it. This is where I think the ILA has come in too with Steve Ritch and his Learning Community on Guidelines for Leadership Education Programs. [Learn more about this community and download *Guiding Questions: Guidelines for Leadership Education Programs* at [www.ila-net.org/Communities/LC/Guidelines.htm](http://www.ila-net.org/Communities/LC/Guidelines.htm)]. Steve's interest in the project was partially driven by his university undergoing the re-accreditation process and having to answer questions like: How do you evaluate the outcomes of a leadership studies program? So essentially that was what my chapter was about, working on dealing with those challenges. But, I think it's the same question that we ask of every discipline and in particular we ask it of disciplines that are hybrids like gender studies or ethnic studies programs. These programs are made up of faculty from multiple disciplines, but they're using these integrating topics. We think that leadership is a natural for bringing together disciplines, but then that creates the difficulty of how do you determine if students have mastered it. One of the issues that we've dealt with is that a

lot of leadership programs focus on developing leadership skills or citizenship and so some of that is sort of behavioral manifestations. So there's content that can be evaluated, but we are also trying to develop skills in students. So that's the kind of approach I've taken with assessment. It's not easy.

**Michael:** To echo the last point that Ron made, I think this is the area that Leadership Studies, my discipline of Political Science, and other disciplines have the greatest need. We need to develop further measurement techniques and skills because I don't think we capture effectively those outcomes. How do you capture critical thinking skills? How do you capture the excitement of community organizing? How do you know if ten years from now a student is going to get involved in the political process or in leadership of some sort? It's very hard, I think, for us to get accurate assessments of that. I think this is the one area where higher education really needs to go the farthest because we have the farthest to go.

**Tom:** I'm kind of a Neanderthal I guess. I come from a liberal arts background all the way—a humanities background all the way—and I have always been troubled when someone talks about assessing the liberal arts in general. Leadership from the liberal arts perspective is very similar. It's that old saying that what's important cannot be measured and what's measured is not important. I think there is something to that, but I think that Ron and others are making big steps. For example, I think there is an accepted instrument now for critical thinking to assess your development there. And, I know that Terry Price in our shop at Jepson is devising an assessment of ethical reasoning. So it can be done. But, I think

what Michael said about making sure it's longitudinal may be part of the answer. To see ten years out what impact the education has had. When you're learning how to be more fully human it may not be easy to measure the day after graduation what that means, but you may know more about that a little bit later.

**Ron:** I think it's a general issue. Take accounting, for example. You can measure with an exit exam or something whether students know the basic accounting principles, but a big part of accounting is using those principles appropriately, and we're seeing that in all the ethical debacles right now. So how do you measure those ethical elements? You aren't going to be able to do that unless you use a longitudinal model to find out if later on down the road those ethical principles, those critical thinking principles involved in being able to make the morally right decision, were being internalized. They may not come out for ten or twelve or twenty years down the line.

**Adam:** As I was reading the book I kept thinking to myself, "Yes this makes perfect sense for leadership, but what other interdisciplinary approaches might be good candidates?" For example, here at Northwestern and I can see Civic Engagement making a similar claim. I could also see our Environmental Studies program making a claim. Is there something unique about leadership that places us in this specific realm? Or are there other programs that you think would be just as good at integrating the liberal arts experience?

**Michael:** Well it seems to me that the other disciplines that you

mentioned might be effective, but I see leadership as that thread that connects so many different things and so many different disciplines. The study of leadership goes back to Plato and beyond. I think that if you look at everything from ethics to civic engagement to the environment and other disciplines, the theme of leadership and followership is woven throughout. I think that's why leadership is, perhaps not uniquely, but certainly very well positioned to do the things you've suggested.

**Tom:** I concur entirely with what Michael just said. I was trying to think of the examples you gave and they are all ways of bringing some kind of cross referencing but there's nothing I can think of aside from, maybe, Gama Perruci's discussion of international issues in his chapter as a possible vehicle—but short of that I can't think of anything that draws from all the disciplines in that way. If we are trying to pull together the liberal arts as a whole, then leadership studies, I think, in many ways, is perhaps the best vehicle that I can think of to do so.

**Adam:** Colleges have silos, and in our case our silos would be Philosophy, History, and other traditional disciplines. We have other disciplines that are intentionally built to cut across those silos.

**Tom:** We all can probably agree that leadership is a very good vehicle to cut across those silos.

**Adam:** So why can't a traditional discipline make this claim? I'm thinking of some friends in Philosophy and some friends in History and Economics who would say to me "Adam, if we get everyone into the Philosophy department, they will put these

pieces together. They'll get it," or, "if we can get everybody to be a student of history, they'll get it."

**Ron:** I think that maybe the problem is that when you have a specific, agreed-upon methodology it then makes it very difficult to make those interdisciplinary connections. The problem is that once you get into a traditional discipline, you get a specific mindset that makes it very difficult to use, or see as valid, other methodologies and other perspectives.

**Adam:** What's to prevent somebody else from staking the claim that you are trying to make in the book? I can hear our Associate Provost for Undergraduate Education, who's an economist, saying, "Hey! It's all about Economics! Everything else is interesting, but Economics is at the core of all of this."

**Tom:** I think it's easy enough to refute any specific disciplinary claim like that. I think we have probably done that already. The stronger claim against using leadership as a unifying concept is the argument that the Liberal Arts is already the study of leadership and already prepares people for leadership and citizenship. That's a very strong argument. I mean, Liberal Arts colleges have been producing citizens and leaders for centuries really. The point really, I think, is that if you want to get across those silos, particularly as they're structured in the modern era, you do need to think intentionally about how to go about that, and you do need some overarching construct. And, as we were just saying, Leadership Studies is perhaps the best construct that we have come up with to make those connections. So for a liberal arts program to claim—as Ron was saying when he was talking about

assessment—that they’re producing leaders and citizens, they would need to be intentional as they go through their curriculum with regards to that particular outcome.

**Michael:** I am very sympathetic to the argument that the best preparation for leadership is the Liberal Arts education broadly defined, but I agree with Tom when he says that you need to have some bridge building that is self conscious, that is deliberate and intentional, and that more explicitly draws those connections out. And, yes, if you don’t have leadership studies, a liberal arts education is a great preparation—but it is an insufficient preparation, I think.

**Adam:** Tom, you touched on this earlier. Part of the premise of your article in the book is that leadership be defined much more broadly than students and faculty typically expect it to be defined. Taking this idea to its logical extreme, which may be completely unfair, raises the question: At what point do we run the risk that leadership is going to be confounded with a liberal education, such that leadership loses its own disciplinary coherence?

**Tom:** Ron and I will probably go to the mat before we’re done on this part, but I would say that there really is not that much distinction, as Michael and I were talking about it a minute ago, between liberal arts and

a liberal arts approach to leadership. It’s a difference on focus and what you’re looking at, I think. I do not think that leadership has an identified body of knowledge or methodology to lose. I think Leadership Studies is a way of looking at things that helps and enhances the liberal arts, so I don’t see that as an issue that concerns me over much.

[T]he ideal situation is kind of a leadership across the curriculum approach where there is no separate program and it’s integrated throughout the curriculum in some way. But short of that, having a Leadership Studies program of some sort does introduce the concept to a certain number of students. And, from that, I think there is a spillover effect.

They are taking a much more nuts and bolts approach and not the broad liberal arts approach. And, the purpose of our book is to try to get the word out. We are sort of preaching. But, we are actually in the minority in those programs that are called Leadership Studies. So I am in complete agreement with Tom and Michael on that note, but those other leadership programs are getting out in front of us and they are taking this much more nuts and bolts kind of practitioner oriented approach and

**Ron:** I’m going to make a couple of comments. I agree with that from a liberal arts perspective. The way that the three of us and our institutions and our programs approach Leadership Studies, it is this liberal arts model. But, the vast majority of those things that are called leadership programs aren’t taking that approach, right? They are in education departments.

we need to somehow infuse what we are talking about into those.

In terms of the argument about the disciplinary approach, let’s look at Jepson, for example. The Jepson faculty all teach the foundations of leadership course, is that right Tom?

**Tom:** Well, we’ve changed the name, but that’s basically what it is.

**Ron:** What’s funny is that there are more similarities than differences in how that course is taught. In other words there’s emphasis on particular theories. Although the theories primarily come out of psychology, some of them come out of management, some of them come out of other areas, and there is this list of theories that they all refer to. Or, you take a book like Northouse [Peter Northouse’s *Leadership: Theory and Practice*], or a number of these other leadership textbooks and they’re more similar than they are different. So there is this agreement on what the main theories of leadership are. That’s evidence that Leadership Studies is moving into a more disciplinary perspective where we’re saying, you can’t be a leadership studies, minor, major, whatever, leadership studies student, if you don’t have X, Y, and Z. And, I think, there is greater and greater agreement on what X, Y, and Z are.

**Tom:** I’ll make a quick comment, which I think is relevant to the book. The Jepson School has changed its opening course sequence. Now we have two courses, one called Leadership in Humanities and one called Leadership in Social Sciences. Then later we have a theories course which talks about all the things that Ron was just talking about. But, if you are thinking about the humanities

side, in my version of Leadership and the Humanities, I teach all of Plato, all of Machiavelli, all of Locke, all of Rousseau, and some other readings. Other people address it through Shakespeare. Some people do modern literature. We are all looking at the human condition and we are all trying to ask the same questions. What's the nature of the human condition? Can people govern themselves? That sort of thing. But, we are doing it so differently. The questions are similar, but the way we look at it is very, very different. I think that goes slightly against the idea that there is an accepted bunch of theories we agree too. We agree more on the Social Science side, but Jepson looks at it in a broader sense.

**Adam:** Elisabeth Muhlenfeld's article was provocative. Pick up the book and take a look at it! It reminded me of ten days I spent at Oxford about fifteen years ago, looking at living and learning residential environments. I would introduce myself as the director of the leadership studies program at the University of Colorado and the universal look that I got from the faculty and administration at Oxford was, "It's nice that you're an American, but going to Oxford produces a leader. We don't need a department of leadership." While an extreme view, it's one that's echoed in Elisabeth's article.

this is more a limited argument at the very start of her chapter—she takes to task leadership programs for being too narrow. I think she's looking at my program at Jepson and saying we don't have any arts, we don't have any sciences, and so we are too narrow and therefore the Liberal Arts is a better way of doing that. My response: guilty as charged. I think she has a very strong argument for how the Liberal Arts is the best way to go at it, in kind of a leadership-across-the-liberal-arts type of approach. The other point is about Leadership Studies and the Liberal Arts and whether the Liberal Arts does it on its own. Even Elisabeth, if you look carefully, made a couple of points: She says that they have a leadership certificate program where student don't take any courses that are actual leadership courses, but they have to define leadership for themselves. They have a leadership advisor and they have to write reflection papers about leadership issues. And when she talks about integrating leadership across the curriculum, she says that faculty have to kind of know what they are talking about so they can make those connections to leadership. Again it's just got to be intentional. You can't just do the Liberal Arts. The old Liberal Arts does produce leaders, but insufficiently without this extra step, I think.

**Michael:** In reference to your comment about how Oxford University presumes that they create leaders. As a fellow of the Queens College at Oxford University, I will say that that is their attitude and it's wrong. It's part of that old elitist presumption that Oxford and Cambridge continue to embrace. Simply by the fact that what sixteen, seventeen now, Oxford graduates became Prime Minister is a prima facie verification of that notion. They don't do it self-conscious-

ly and deliberately and in that sense this production of prime ministers is the accident of elitism in a country that's still quite hierarchical, which produces that sentiment. I think it's the wrong sentiment and I think it is demonstrably wrong and, coming from the inside as well as the outside, I can take Oxford to task for that.

**Adam:** Each contributor to this volume offers what might be described as a list of abilities that students should acquire from a liberal arts education. I started to make a list and stopped after twenty items. In reflecting on the book and the larger work that you did with the Keck Foundation, I was curious to know from each one of you, are there one or two abilities that really stood out in your mind?

**Michael:** I think there are several skills that are higher on the hierarchy of necessary skills. I think critical thinking is important, the ability to communicate, judgment and decision making, and ethical reasoning, to me, are the four major things. And then there are forty-seven things beneath that, but those are the four keys for me.

**Ron:** I actually had those same ones, although I put decision making under critical thinking, so I had three. I had critical thinking, communication, and moral reasoning.

**Tom:** I followed the rules and came up with just two. I would say critical thinking and moral or ethical reasoning. So I think we kind of coalesce it sounds like.

**Adam:** As you think about those, how does the pedagogy of Leadership Studies help students acquire these key abilities?

10.

**Tom:** Elisabeth Muhlenfeld was president of Sweet Briar College when she wrote this. I love her piece. I think it's one of the strongest pieces in the book so I encourage everybody to read it very carefully. She makes a couple of arguments that are relevant to what we've been talking about here. One is—

**Are there some aspects that are unique about the way in which we go about doing our education?**

**Ron:** We focus on those things. Moral reasoning gets touched on in every class, and we focus on critical thinking and communication. In the Leadership Studies classes that we control, we build in work around these abilities. In communication, for example, it's about understanding communication and also there are opportunities for students to communicate in various ways. For example, one requirement in all of our courses is an oral presentation. Students receive feedback and the requirement is there specifically to work on that element.

**Tom:** First of all, when talking about the pedagogy of leadership, one of the important things is that it's not a one-way street. We engage our students, but they have to think for themselves. So, for example, we ask them to defend their positions, both orally and in writing. Opinions should be free, but they should not be cheap. Students should be able to step in and defend their positions and we have to provide them the tools to do so. We read things on, for example, the various moral schools of thought, but we require them to engage and defend their positions and think critically. So the pedagogy is a very important step. In class, you learn some of the content, but you've got to actually try to practice it.

**Adam:** Another "must read" article that relates to what we've been talking about here is Jean Elshtain's. I conceptualized her thesis as being that "mystery" has a role to play in the Liberal Arts and Leadership Studies. For example, we know that some integrating connections take

place, but not always how. If I were to push her argument to the extreme, I would state it as "if we try to be intentional about all things—particularly from a pedagogical perspective—we will lose valuable learning opportunities." She argues that it's okay for connections to be made that we don't intentionally build. While there is value in terms of helping people think about their own leadership, if we are too intentional about it they'll miss out on other wonderful opportunities and insights. In other words, that there is also a value to mystery. Am I making sense?

**Ron:** You're making sense. It's just as a social scientist, I disagree. There is no mystery.

**Tom:** I can't stand it. {chuckles} Go ahead, Michael.

**Michael:** We haven't defined what is meant by mystery, but if we take a very general approach to defining it, I don't think there is any way we can eliminate it. I mean, life is full of that. It's full of questions and queries. It's full of puzzles. To me, the discipline of Leadership Studies hones in and directly attacks those and goes after them, asking us to solve the mystery, as it were. We use a variety of different lenses to do that, but I think that's what Leadership Studies is all about.

**Tom:** I would agree. I think that Elshtain talks about leadership being a black box and there's mystery to the human condition and things. I think that Ron and his ilk do a wonderful job of trying to get inside that black box, to understand it, and to see how it works and what's going on in leadership. But, I think there's a place for the fact, as Michael says,

that the human condition is filled with mystery. I think that both Elshtain and people like Muhlenfeld talk very strongly about. That's where the humanities come in. Elshtain talks about Jane Adams and the stories of Willa Cather and Muhlenfeld talks about poetry and things like that, about how they can help us understand and see the human condition in all its mystery, and be more attentive, more attuned to it. I think that's the beauty of taking a Liberal Arts approach to Leadership Studies, you get both sides.

**Adam:** I've got one final area to explore. As you worked on this book, and as you've worked on the broader Keck project, I wanted to know what conclusions you've reached for Leadership Studies and our curricula and the links with Liberal Arts. I have three main areas. First, should we emphasize specific pedagogy like capstone courses, or individual or group projects, or thesis? Second, as we look at majors, minors and certificates, in what ways do those assist or impede integration with liberal arts? Is there a particular path that you think might be more salient? And then, third, are there particular partners that you think are ideal? Or the inverse, do you think there are some partners that are just bad fits?

**Ron:** Let me try to address the last one. That was exactly what the Keck grant was about, bringing folks from other disciplines like the arts and sciences into the fold. And it was so exciting. So my brief answer to, are there any disciplines that are difficult fits, is I don't think there are. I think we have found that there are great fits all over. The course that we did

12. on leadership in the sciences, for example, had four faculty members teaching the course from four very different disciplinary perspectives, and it was the best course I've ever taught. And, I tell my students, the best course I've ever taken. I only did one fourth of it and the rest of the time I sat and listened to my colleagues and it was wonderful.

**Tom:** I can speak to your question regarding whether structured leadership minors, certificates, etc. help or hurt. My sense is that the ideal situation is kind of a leadership across the curriculum approach where there is no separate program and it's integrated throughout the curriculum in some way. But short of that, having a Leadership Studies program of some sort does introduce the concept to a certain number of students. And, from that, I think there is a spillover effect. And later, if the university or college can be convinced to head in the leadership direction, a program like that can provide valuable service as they think through those issues.

**Ron:** Just a quick add on. If you don't have those things, then you end up with the Oxford situation, right? They're all leaders. So that's the issue around certification.

**Michael:** I'll go to the first question then, which is the one left over: What should we emphasize, capstone, individual, group, or thesis? And the answer is yes.

{all chuckle}

**Michael:** Leadership is so multidisciplinary and so demanding. So, yes, you need the individual to develop his or her individual skills, but they also have to work in groups because leadership is about leading in groups,

you can't get away from that. Then a capstone course, if it's properly designed, integrates Philosophy, History, English, etc. And then a thesis is your chance to really be the individual again, to say something that you think is important. So the answer is that all of those things should come into play in a well designed program of Leadership Studies.

**Adam:** Thank you for your time. Is there anything that I missed? Was there a theme or concept that you think people just really need to know about?

**Ron:** Let me do something that sounds like a blatant plug for the book but it's based on our conversation, and it relates to your question about the leadership major, minors, and certificates. People working in and running these types of program should read this book. The issues that are discussed about a Liberal Arts perspective, and particularly the chapters that you pointed out, are the issues that a lot of these programs need to consider. My fear is that these leadership programs, instead of moving toward a more liberal arts direction, are narrowing down leadership studies and putting things into specific boxes that are smaller and smaller.

**Tom:** I concur with Ron entirely, for a change.

{all chuckle}

**Adam:** So everybody's going to be in Boston?

**All:** Yes

**Adam:** Thank you all very, very much and I'll see you in Boston!

**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.

# What's New in ILA's Member Communities?

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

## Community Updates



### Leadership Development MIG

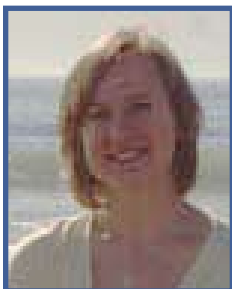
Our Development MIG is cooking away on a variety of projects. Our Ethics Forum is up and running

on ILASpace. It's a great way to engage with members right now! Our Conference Creative team is continuing to bring together ideas for making our conference more engaging. We are planning to have a Connection Café again, a place to meet and informally share ideas.

We are also building on the Mentoring program we had in Prague. Our newest projects include the possibility of having a local service project to help us be a greater part of the Boston community. A running group is not actually new, as there have been groups of runners at many conferences, but not everybody

has been aware of this. So are you ready to run? We will be welcoming anyone and any level; we just need to know you are there so we can match you with other members! It is a great way to meet members you might not otherwise have a chance to talk too.

To become involved, share your ideas, or for more information on the Leadership Development MIG, contact: Chair Jan Byars at [jan@innovativeleadershipsolution.com](mailto:jan@innovativeleadershipsolution.com) or Chair-Elect Laura Santana at [santanal@ccl.org](mailto:santanal@ccl.org).



### Student Leadership Affinity Group

The Student Affinity Group is currently finalizing two tools for students to reference: Tips for Funding ILA Conference Travel (Academic and Non-Academic) and Benefits of ILA Student Membership. We look forward to sharing these documents with students in the near future!

For more information and to become involved with the Student Affinity Group to help with online discussions, conference activities, or connecting leadership students worldwide, please contact Chair Natalie Coers at [natalie.coers@gmail.com](mailto:natalie.coers@gmail.com) or Chair-Elect Naeem Moosa at [n\\_a\\_moosa@hotmail.com](mailto:n_a_moosa@hotmail.com).



### Find ILA Communities Online

For General Information follow the links from:  
[www.ila-net.org/Communities](http://www.ila-net.org/Communities)

Connect, Converse, and Collaborate with MIG Colleagues at:  
[www.ILASpace.org](http://www.ILASpace.org)

## Community Kiosk

Share your important announcements! Pin your virtual sticky note up on ILA's Community Kiosk. Email Ashley Wollam at [ajwollam@ila-net.org](mailto:ajwollam@ila-net.org) to submit.

## Antioch University's Ph.D. Program Welcomes New Faculty

Antioch University's Ph.D. in Leadership and Change Program is proud to announce two new additions to their faculty: Dr. Laura Morgan Roberts and Dr. Stewart Burns. Dr. Laura Morgan Roberts will serve as Professor of Psychology, Culture and Organization Studies. Dr. Stewart Burns will serve as Professor of Community Leadership.

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Continued on page 21...

## Student Leaders Who Are Making a Difference

As James MacGregor Burns famously stated, “One of the most universal cravings of our time is a hunger for compelling and creative leadership.” As the academic year comes to an end, this is the perfect opportunity to celebrate the accomplishments of student leaders who utilize their knowledge and experience in order to make positive changes in society. The following highlights the talent and innovation of four ILA Members, graduates of the Global Leadership Program (GLP), a study abroad program in Prague, Czech Republic hosted by the Global Institute for Leadership and Civic Development. The students’ experiences also give first-hand insight into the benefits of leadership programs and the positive impact programs have on students.



Veronika with General McCrystal

lives better, and most importantly, how the people themselves can make their lives better. Czech PRT has

completed over eighty projects in the fields of security, education, agriculture, water management, transport infrastructure, free media, and women’s

rights. This year there are over fifty projects being realized or prepared. I am working as an administrative and financial coordinator and although most of my work, due to security reasons, is in the office inside of the military base in Logar, or on the Czech Embassy in Kabul, every time I get a chance to go outside the base and see the real Afghanistan, I am left astonished. I see a world where traditional values and life styles clash with signs of modernity, such as Coca Cola and expensive cell phones—a world where children in dirty clothes are carrying bright blue school backpacks which read UNICEF, a world where on the same street you will see women in burkas and jeans.

The Global Leadership Program influenced me in a great way. It gave me more confidence and faith in myself and my future. A leadership program is not able to create a leader

from you. It gives you the opportunity to meet incredible people with big dreams similar to yours. It opens your eyes to see the world around you in a different way. You realize you could not only live your life, but that you can create it; you cannot only accept things around you, you can change them. Leadership programs give you the confidence in yourself that you are capable of making such a change. But it is not only the confidence you need to become a leader: You have to have the knowledge; you have to become an expert on the issue of your interest; you have to study and learn more. And this is also what a leadership program does to you—it creates an eternal

hunger for knowing, because you meet so many incredible people who know and do so many incredible things that you, being inspired by them, want to know and do more to become a better person. No matter what your dream is—working

on sustainable development, being a teacher or a manager of a tooth brush factory—you can do it; you can do whatever you want. That is what I learned and what I am learning every day. You just have to try.

### Angel Acosta, Dominican Republic/USA

**Current Projects:** G.I.F.T and the Global Youth Retreat

The world today is more complex than ever before. Technological in-



Veronika with Ministry of Women's Affairs

### 14. Veronika Jemelikova, Czech Republic

**Current Project:** Ministry of Foreign Affairs of the Czech Republic, member of Provincial Reconstruction Team (PRT) in Logar Province, Afghanistan

To be in a country like Afghanistan and to live through the events you could see before only on TV is an incredible experience. I am a part of a team that works to help to reconstruct and develop this country. We focus on sustainability, on how to make people’s

novations have increased the interconnectivity between people, businesses, and nations. At the dial of a button or at the click of a mouse, the world is just one step away. However, issues like resource depletion, climate change, species extinction,



Angel Acosta

the rising cost of food and fuel, and a whole host of other issues are challenging the balance and relationship we have with the world at-large. In order to deal with the present predicament, people from around the world need to step into a deeper sense of leadership and find practical ways to contribute to societal change. In order to contribute, I have created G.I.F.T, Global Initiatives for Transformation. G.I.F.T is a grassroots online movement, which intends to implement leadership development programs in local communities and create a network of organizations that are engaged in similar transformative work. The first initiative that G.I.F.T will implement is the Global Youth Retreat, which is a 2-week high school summer leadership retreat hosted in Prague, Czech Republic. Ten students from ten high schools in New York State will participate in this dynamic leadership development program. The program will have three main components: leadership development workshops, community service, and multicultural awareness. Partnering with College for Every Student, a nonprofit high school mentoring organization, ten students will be selected out of CFES clubs in New York.

I am dedicated to being an agent of change because of the mentoring I received from Dr. Heather McDougall,

whose program helped set the table for me to develop the skills and connections to launch this project, and Dr. Scott Sherman, whose social entrepreneur course prepared me for the creation and implementation of the Global Youth Retreat.

To find out more information go to [globalift.org](http://globalift.org) or contact Angel Acosta at [angelacosta16@gmail.com](mailto:angelacosta16@gmail.com).

### Virginia Campo, Colombia

**Current Projects:** GLP Panama Program 2010 and Latin America Unida

The leadership stereotype in Latin America is not a good one since we have had a history of corrupt, dictatorial, and rebel leaders. Leadership education is not very common either; there are not many established leadership programs, leadership conferences, or leadership courses for university students. Experiencing leadership education and seeing the impact it had on me, made me and Sebastian Arias, my project partner, work to give our people, our region, Latin America, the opportunity to experience what we did abroad. When I first applied to the Global Leadership Program, I did not know how leadership could be studied, learned, or put into practice. I also did not realize that this would become a new stage in my life in which my ideas would no longer be merely thoughts,

but they would become actions. United by our energy, personalities, and common goals, Sebastian and I are working on two projects: a new GLP Panama-Colombia program and Latin America Unida. Both programs focus on spreading leadership education to create a new generation of leaders that will break the stereotypes. We are proud to say that our original idea of a 2011 Colombia-Panama program has now translated into a June 2010 two-week pilot program in Panama City, Panama. Young leaders from Mexico, Panama, Colombia, the United States, El Salvador, and Ecuador will be joining us. The program includes a course on Organizational Leadership which is complemented by site visits, guest speakers, and tours of Panama City. We are very excited to be working with GILCD and the University of Monterrey (UEM), an institutional member of the ILA, in Mexico on this project. We are also very excited to expand the program to a four-week program in July 2011.

Education has been proven to be the key to personal development and enrichment. Unfortunately, I live

in a region where quality education is not accessible to all. I want to share the opportunity I have had with my people. I want everyone to get a chance to be part of this new generation of leaders and take action in this new wave of change. For more information contact Virginia Campo at [vcampo@globalleaders.info](mailto:vcampo@globalleaders.info).



Sebastian Arias and Virginia Campo at 2009 ILA Prague Conference

# ILA Events Calendar

## An Acclaimed Source for Events in Leadership

To access the online events calendar, simply

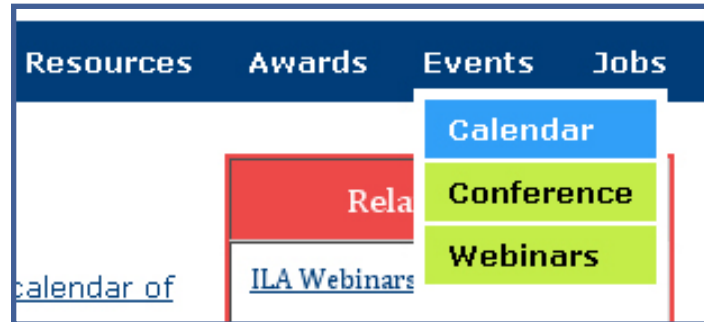
1. Navigate to [www.ila-net.org](http://www.ila-net.org)
2. Navigate to **Events -> Calendar**
3. To post events on the Calendar, email ILA at [ILA@ILA-NET.ORG](mailto:ILA@ILA-NET.ORG)

With so many benefits available to ILA members, it is hard to keep track of them all! In this new column we select a benefit each month to review in detail.

Are you a scholar looking for a conference at which you can showcase some of your research, in addition to the ILA Annual Global Conference? Are you in business, looking for a training opportunity for you and your colleagues? Perhaps you're interested in networking with people on a particular Leadership sub-topic? Or maybe you're an educator, looking for outstanding learning opportunities for your students?

Regardless of your need or desire, there is one place you ought to check first: the ILA Events Calendar. Recently spotlighted by *The Washington Post*, the ILA maintains a comprehensive calendar of must-consider events happening in Leadership around the globe. It features hundreds of events ranging from webinars to workshops to conferences. And it's friendly to those with commitment issues: you can find events which take as little as an hour or as long as a week.

Have you visited our calendar and noticed an event is missing? Don't hesitate to write us at [ila@ila-net.org](mailto:ila@ila-net.org) with all the pertinent details (the name of the event, the date(s), the location, etc) and we'll be happy to add it for you.



### Events Posted for the Week of June 13th

13	14	15	16	17	18
	Sustainability Conference				CFP: International Conference on Advanced Management Perspectives in Asia
			14th Annual Wharton Leadership Conference: Leading in a Recovering (and Even Rebounding) Economy		
			Greenleaf Center 20th Annual Conference		

# ILA Leadership Webinar Series

## **The India Way: How India's Top Business Leaders Are Revolutionizing Management - A Leadership Perspectives webinar with Dr. Michael Useem**

**Date:** Wednesday, June 30

**Time:** 11:00a.m.-12:00p.m. EDT

**Cost:** Free for ILA members; \$24.95 for non-members

**Registration Link:** <https://www2.gotomeeting.com/register/793529283>

Breaking news! While there was already reason enough to be excited for our June webinar with Michael Useem, now there's four more reasons: we'll be raffling off four copies of his book, entitled *The India Way: How India's Leaders are Revolutionizing Management*, to four lucky participants. Join us for the webinar and be entered to win!



## **In Extremis Leadership: Leading as if your Life Depended on It A Leadership Perspectives webinar with Col. Thomas Kolditz**

**Date:** Wednesday, July 14

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

**Cost:** Free for ILA members; \$24.95 for non-members

**Registration Link:** <https://www2.gotomeeting.com/register/685515698>

*In extremis* leadership occurs when followers perceive their lives to be threatened. The leadership lessons and principles which emerge from dangerous situations are especially *a propos* to leading in business and everyday life. COL Kolditz will discuss how leadership literally defines the promise of hope and demonstrate that extremely capable leaders are needed in all walks of life. He will examine high-risk situations which are ideal contexts in which to discover great leaders, assess the styles those leaders exhibit, and extract valuable insights about extraordinary leadership in our everyday lives. Through heart-stopping real-life stories of leaders in extreme situations, Kolditz insists that leaders at all levels can improve their effectiveness.



Kolditz conducted many compelling in-depth interviews with *in extremis* leaders such as chiefs of SWAT teams; mountain-climbing guides; leaders of large-formation skydiving events; the U.S. Military Academy's national champion parachute team; team leaders in football, wrestling, swimming, and rugby; as well as the first armored cavalry commander to roll his tanks into the fiery streets of Baghdad in 2003. Kolditz challenges us to learn from their experiences and honor their commitment and sacrifices by serving the people around us and leading as if our life depended on it.

His authentic perspective on leadership will help cut through faddish, flavor-of-the-month leadership approaches and make anyone better at leading and being led.

Colonel Thomas Kolditz is professor and Chair of the Department of Behavioral Sciences and Leadership at the United States Military Academy at West Point. Kolditz has served in an array of military tactical command and technical staff assignments worldwide, and as a leadership and HR policy analyst in the Pentagon.

Col Kolditz is the author of *In Extremis Leadership: Leading As If Your Life Depended On It* (Jossey-Bass, 2007. [View it on Amazon](#)).

# JOB Listings

To view all announcements or to submit your own ad go to: [www.ila-net.org/LeadershipJobs/index.asp](http://www.ila-net.org/LeadershipJobs/index.asp)

## **Director of Organizational Leadership Program**

Mountain State University, Beckley, West Virginia

Closing Date: Until Filled

[www.ila-net.org/LeadershipJobs/View\\_Job.asp?DBID=1270](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1270)

## **Director of Jewish Young Adult Initiatives**

Charles and Lynn Schusterman Family Foundation, Washington, DC

Closing Date: 7/30/2010

[www.ila-net.org/LeadershipJobs/View\\_Job.asp?DBID=1272](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1272)

## **Director of the Leadership Institute**

Mount St. Mary's University, Emmitsburg, MD

Closing Date: Until Filled

[www.ila-net.org/LeadershipJobs/View\\_Job.asp?DBID=1268](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1268)

## **Executive Director of the Institute for Women's Leadership and Social Responsibility**

Cottey College, Nevada, MO

Closing Date: Until Filled

[www.ila-net.org/LeadershipJobs/View\\_Job.asp?DBID=1267](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1267)

## **Assistant Director**

University of South Florida

Tampa, Florida

Closing Date: Until Filled

[www.ila-net.org/LeadershipJobs/View\\_Job.asp?DBID=1271](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1271)

## ILA Space Highlights

Do you belong? If you do, you know that ILASpace is the online community exclusively for ILA members to connect, converse, and collaborate. If you haven't joined yet, make sure you do! Joining is easy, simply:

1. Navigate to [www.ILASpace.org](http://www.ILASpace.org)
2. Provide the requested information
3. Wait for approval!

Once you're a member, you can connect with fellow leadership professionals, converse about the latest trends in leadership, and collaborate on your work in the field of leadership.

Here are some of the latest happenings on ILASpace:

### Blogs

- Ashley Wollam blogged about a book-give away during the ILA's June webinar! Read about it to find out how you can win a free copy of *The India Way: How India's Leaders Are Revolutionizing Management*
- Jim Taggart blogged about how to cope with a ballooning older generation

### Forums

- Ashley Wollam created an ILA Suggestion Box. Have some suggestions? Post them there!

### Groups

- In the Ethics Forum >Leadership Ethics group, Barbara Crosby asks you, "What is our own responsibility for engaging with great ethical issues of our time?" Furthermore, she prods us to grapple with the question of whether or not we—members of a practice-oriented group of scholars—should become more involved in the most critical policy debates of our time?"
- In the 2010 ILA Boston Conference group, Josh Tarr announced that registration for the 2010 Conference is now open!

### 18. Videos

- Maureen Rabin posted some interesting videos on Leading across Cultures. Check them out!

### Photos

- Nathalie Argueta posted images of the postcard advertising ILA's 2010 Global Conference in Boston!

# 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.

## Spotlight on Lucca Leadership:

### What Kind of Leaders Does the World Need?

Tim Munden, Lucca Leadership

#### The Program

Lucca Leadership is a global not-for-profit dedicated to fostering positive transformation through the delivery of high quality, in-depth leadership training. With full-time trainers and volunteers, we run a variety of one, two, and six day Transformational Leadership training programs for emerging and established leaders between the ages of 16-30. Through experiential learning our programs mix the best of modern research and established tools and models to emphasize personal development, as well as the skills and approaches necessary to leadership.

Since 2003, we have provided training for more than 5,000 emerging leaders from over 60 countries. Our flagship week-long residential leadership development program is located in Lucca, Italy – from which we derive our name – but ours is a global social enterprise, with independent affiliates operating in Australia, Ireland, Macedonia, the Netherlands, North America, South Africa, and the UK.

#### Rooted in Change

Change is a recurrent theme around the world. From the Obama campaign in the US to the recent elections in Britain and around the world, politicians are competing to present themselves as credible leaders of the change voters seek. All of this talk

of change begs some lofty questions: If change is shaped by leaders, what kind of leaders can bring about change that will meet the world's needs? How does that kind of change happen? More importantly, how do we help such leaders grow and emerge?

Lucca Leadership was created to explore these very questions. After almost ten years of experience with thousands of emerging leaders from around the world, we have grown more certain that the future will only be as great as the leaders who shape it and that what we need are leaders inspired by service and equipped with the vision and skills to overcome division and conflict.

#### Out of Change, Transformation

The leaders we envision are individuals impassioned by collaboration, not competition. They refuse to settle for understanding a problem's symptoms, and work to discover the root cause of the problem. With this understanding, they endeavor to create sustainable solutions which meet the needs of all involved, not just a

few. Ultimately, they recognize that the essence of leadership is service and that the calling of a leader is to serve the need where they are.

These individuals are what we call Transformational Leaders. These are the types of leaders we try to develop at Lucca Leadership, and we are confident that anyone who wants to make the world a better place can grow into this role. For us, leadership is not only about those responsible for large groups of people. It occurs wherever someone becomes

aware of what's needed and does what it takes to meet that need. Because everyone has the capacity to serve, everyone can make a difference, regardless of age, background, race, gender, or culture.

#### Leadership Foundations Program

Our Leadership Foundations Program exemplifies what we do at Lucca Leadership. With PowerPoint presentations virtually banned,



we use coaching, personal reflection, and facilitated dialogue to examine how to lead. Throughout, we use a blend of cutting-edge research – such as Daniel Goleman on Emotional Intelligence, William Isaacs on Dialogue, Jim Collins on Level 5 Leadership – and established models. Over the course of this six day, residential program for 16-30 year olds, we cover such topics as:

- Transformational Leadership, and how change happens
- Developing the power of awareness, and how to apply the right leadership style to the needs of the moment
- Managing emotions and thoughts so as to remain focused and resilient in challenging situations
- Ethical decision making
- Servant leadership
- Personal Mastery – how to keep yourself fit to lead
- Taking the lead: planning, delegation, taking action, getting results
- Great Communication: creating dialogue in situations of conflict
- Formulating a personal vision for leadership in your own life
- How to implement a project in your own community



Lucca Leadership recognizes that the full impact of our programs on those who attend is impossible to measure, but what we can measure we do. A key indicator is that approximately 80% of our alumni have been actively engaged in community projects, social entrepreneurship, volunteering

and bringing transformational leadership into the lives of their community. Consider these three examples of our alumni: Ericka Harney (USA), James Mummery (UK), and LP Alonso (Phillipines).

### **Ericka Harney, USA**

Ericka Harney, an ILA member, attended Lucca Leadership's Leadership Foundations Program in Plano, Illinois in August 2009. Ericka writes of her experience on the Program:

*"I am currently pursuing a Ph.D. in Organizational Leadership and am a member of the International Leadership Association. Even with these two endeavors, the experience Lucca Leadership offered was the best practical leadership development program I have experienced. The Lucca program and facilitators guided us through a true journey to understand our own leadership skill and potential. At the end of that journey I was able to fully articulate the intent, vision and projects I wanted to accomplish as a leader. I went home to re-energize my efforts toward starting a social enterprise for women reentering the job market and to also start my nonprofit consulting business."*

### **James Mummery, UK**

James Mummery attended Lucca Leadership's Leadership Foundations Program in Lucca, Italy in

August 2008 and has since created a campaign 'Free Newspapers Cost the Earth'. 'Free Newspapers Cost the Earth' promotes the recycling of free newspapers and raises awareness of their environmental impact to London commuters. James says:

*"Staying true to the collaboration ...*

*principle, which was a powerful element I took from my Lucca course, I worked with the three main free newspapers to encourage recycling campaigns across the papers." He says of his experience on the Foundations Program: "The most powerful aspect of the program for me was discovering how to ... incorporate my emotions into the way I view the world and act within it."*

## **Opportunities for ILA members to get involved**

- Apply to participate in one of our week-long Leadership Foundations Programs – apply online [www.luccaleadership.org/leadership\\_programs](http://www.luccaleadership.org/leadership_programs)
- Train as a Mentor (30 years plus) – [www.luccaleadership.org/leadership\\_programs](http://www.luccaleadership.org/leadership_programs)
- Volunteer or Share Your Expertise – [www.luccaleadership.org/support\\_us](http://www.luccaleadership.org/support_us)
- For more information, email Lucca Leadership at [info@luccaleadership.org](mailto:info@luccaleadership.org)

## **Upcoming Leadership Foundations programs**

- 26-3 July, Lucca, Italy (only a few places remaining!)
- 31-7 August, Drogheda, Ireland (applications close 1 July 2010)
- 15-22 August, Plano, Illinois, USA (applications close 1 July 2010)
- 3-10 September, Cape Town, South Africa

## JP Alonso, Philippines

JP Alonso attended Lucca Leadership's Leadership Foundations Program in Sydney, Australia, following which he developed the Yakap Musmos (Hug A Child) Program. Working with street children in various parts of Metro Manila, Yakap

Musmos' fundamental objective was to raise funds for a number of weekly programs to support street kids in the area. JP says:

*"Being part of the Lucca Leadership programme was one of the most memorable and life-changing experiences I have had in my life. It also played a vital role in*

*making the Yakap-Musmos Program efficient and relevant. Lucca provided me and my colleagues with a clear and useful framework in project planning and execution. Likewise, it emphasised the importance of discovering one's intent and staying true to one's purpose."*

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## ...Community Kiosk Continued

### Do you Coordinate or Manage a Study Abroad Program?

If you are involved in the coordination of a study abroad program—especially one with an emphasis on leadership, ILA member Virginia Campo is looking to network with you! Contact her at [virgi.campo12@gmail.com](mailto:virgi.campo12@gmail.com) or start a group on ILASpace to find those involved in your line of work!

### Call for Papers: *Academic Exchange's* Quarterly Special Expanded Issue on 21st Century Leadership (Winter 2010)

Submit a paper for consideration! Share the opportunity with students and peers!

The peer-reviewed Quarterly has authors and readers in 50 states and 48 countries and, best of all, specifically looks for articles that are 3,000 words or under (longer works are possible), making the process very approachable. The deadline for this issue is August 2010.

Navigate to [rapidintellect.com/AEQweb/7lead.htm](http://rapidintellect.com/AEQweb/7lead.htm) for additional information, or contact the feature editor:

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### Ready for An Adventure?

ILA member Dr. Bruce Jackson, of The Institute of Applied Human Excellence, is organizing a trip which should satisfy even the most insatiable wanderlust or voracious appetite for leadership studies. Join him July 2-9, 2010 for "The Heights and Depths of Mexico: Life Lessons from the Volcanoes, the Rapids, and the Blind – a Mexico Adventure Expedition.

On this trip you will combine the physical challenge of ascending one of Mexico's highest volcanoes with the thrill of descending its most amazing gorge rivers. And to top it off, you will share the remarkable Dinner-in-the-Dark experience – enjoying a delicious meal served in a room completely void of light, with a remarkable blind wait staff providing guidance. For the true adventurer, this is a journey of the mind, the body and the spirit, as you will be challenged in ways you have never imagined.

To learn more, contact Bruce Jackson at [brucehackson@comcast.net](mailto:brucehackson@comcast.net).

# Leadership Dates & Events

Go Online to see complete listings of these & other events:

[www.ila-net.org](http://www.ila-net.org). Navigate to Events --> Calendar. Submit your event to [ila@ila-net.org](mailto:ila@ila-net.org). If you are attending these or other events & would like ILA materials to distribute, contact: [ila@ila-net.org](mailto:ila@ila-net.org)

June 8

**Leadership & Sustainability: Seeking Transformational Solutions Forum**  
Sao Paulo, Brazil

[www.grupobridge.com.br/site/](http://www.grupobridge.com.br/site/)

June 11

**Deadline: Fourth Annual COLE Dissertation Proposal Competition**

[www.ila-net.org](http://www.ila-net.org)  
Navigate to Events —> Calendar

June 14-16

**Sustainability Conference**  
Denver, Colorado, USA

[www.aacsb.edu/sustainability/index.html](http://www.aacsb.edu/sustainability/index.html)

June 16

**14th Annual Wharton Leadership Conference: Leading in a Recovering (and Even Rebounding) Economy** The Wharton School, Philadelphia, USA  
[leadershipconference.wharton.upenn.edu/](http://leadershipconference.wharton.upenn.edu/)

June 16-18

**Greenleaf Center 20th Annual Conference** Monterrey, Mexico

[www.greenleaf.org/annualconference/2010/index.html](http://www.greenleaf.org/annualconference/2010/index.html)

June 20-23

**20th Annual Conference of the Association of Leadership Educators**  
Milwaukee, WI, USA

[leadershipeducators.org/Conf2010.htm](http://leadershipeducators.org/Conf2010.htm)

June 22

**Workshop on Leadership & Stress Management**  
London, UK

[www.ila-net.org](http://www.ila-net.org)  
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June 30

**ILA Leadership Webinar With Michael Useem, "The India Way: How India's Top Business Leaders Are Revolutionizing Management"** (See Page 17)

July 1

**CFP: Management theory and practices: criticism and debate**

[www.ila-net.org](http://www.ila-net.org)  
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July 1-2

**1-month 11th Annual Global Leadership Program in Prague I and II**  
Prague, Czech Republic

[www.globalleaders.info](http://www.globalleaders.info)

July 2-14

**Machu Pichu Expedition and Building Your Philosophy Engagement**

[www.ila-net.org](http://www.ila-net.org)  
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July 3-24

**Leadership for Global Challenges - International Summer School**  
London and Exeter, UK

[www.exeter.ac.uk/international/summerschool/](http://www.exeter.ac.uk/international/summerschool/)

July 8-11

**2010 National Leadership Symposium**  
University of Richmond, Richmond, VA, USA

[www.nclp.umd.edu/](http://www.nclp.umd.edu/)

July 10-13

**Hesselbein Student Leadership Summit**  
University of Pittsburgh campus, Pittsburgh, PA

[www.ila-net.org](http://www.ila-net.org)  
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