The Results Are In!

Each year a group of exceptional members stand for election as ILA's Member Interest Groups' Chair-Elects. In addition to playing a crucial role in the development of the conference program, ILA's MIGs create smaller, interest based homes for members within the larger association. Speaking on behalf of their member constituencies, MIGs influence ILA's operations at all levels. We wish to thank all of the ILA members who stood for election this year and the members who carefully read each candidate statement and submitted their votes. We look forward to working with the incoming chair-elects over the next three years.

Business Leadership Chair-Elect
Karen Geiger, Leadership Faculty, McColl School of Business, Queens University of Charlotte

Business Leadership Chair-Elect
Erwin Schwella, Professor, University of Stellenbosch/Leiden University

Leadership Development Chair-Elect
Diana McQuarrie, Owner, Altus AAT Solutions

Leadership Scholarship Chair-Elect
Kevin Lowe, Professor and Department Head, Department of Business Administration, University of North Carolina - Greensboro

Leadership Education Chair-Elect
Robert McManus, McCoy Associate Professor of Leadership Studies and Communication, McDonough Center, Marietta College

Learn more about ILA's Member Interest Groups online. Affiliate with a group by logging into your ILA profile and editing your affiliations.
New Year Rings in Student Staff Changes

by Shelly Wilsey, Director

Being housed at the University of Maryland affords us many opportunities to work with exceptional students and help foster their passion for leadership. Graduate students and undergrads in paid, volunteer, or internship positions work in every aspect of ILA’s day-to-day operations from clerical work to member services, conference implementation to website design and updating. Chances are, you’ve interacted with one or more student associates during your time as an ILA member. The new year (and new semester) has brought about a number of student staff changes that we’d like to share with you.

Ann Becks, our graduate student associate, left this month to complete an internship requirement of her Ph.D. program. Ann worked primarily on our website and on survey analysis, a specialty of hers. Many of you saw her hard at work at our Boston and London conferences staffing out the special events or audio-visual team.

Lauren Houser, one of our undergraduate student associates, also departs this month to complete her own internship at America Reads. Her past experience on her high school newspaper was put to work laying out the monthly Member Connector newsletter. She also worked fulltime at ILA over the summer in administrative support. Many of you met her at the registration desk at the London conference.

As we planned this transition, it made sense to hire two students able to apply their experience and skills to work on our website, electronic resources, and publications. I’m pleased to introduce you to Jean Portianko and Munir Patel, the ILA’s two newest student associates and to my relatively new assistant, Mary Duong.

Jean was born in Kiev, Ukraine and moved to the United States when she was eight years old. She began her undergraduate career at the University of Minnesota before transferring to the University of Maryland. Jean is pursuing a double major in Linguistics and Government & Politics, with a focus on American Politics. She hopes to attend law school and become a practicing attorney after attaining her B.A. degree. Jean gained experience in website design taking a summer programming course at Montgomery College and during one of her recent internships.

Munir grew up in Ahmedabad, India. He received his Bachelor’s degree in Electronics and Communications Engineering from Gujarat University. During his undergraduate career he served as the moderator of his college Social Activities Committee, Junoon, where he was responsible for planning and managing college events as well as designing and updating Junoon’s social media. Munir is currently a graduate student at the University of Maryland, pursuing a Master’s degree in Telecommunications Engineering. He enjoys drawing, traveling, gaming, reading, and swimming.

In addition to Jean and Munir, I’d also like to introduce you to Mary Duong. Mary joined the association shortly before the London conference and has been primarily working as my assistant. She is currently a sophomore, pursuing a B.S. in Public Health and plans on continuing her education after graduation in hopes of becoming a Physician Assistant. Her interests include running, traveling, and snowboarding.

Please join me in wishing Ann and Lauren great internship experiences this semester and in welcoming Jean, Munir, and Mary.
Kansas State and Northern Kentucky Pull Upsets in 2011 London Student Case Competition

For the past two years Claremont McKenna College and Eastern University have dominated the student case competition with teams from Claremont winning the undergraduate division and teams from Eastern taking home the graduate prize. Not so 2011! Eastern did not field a team this year and Claremont couldn’t stop Kansas State from reaching the winner’s circle. This year’s competition was fierce with sixty students across seventeen teams. Students hailed from sixteen different institutions in seven countries.

Begun in 2007, the annual student case competition pits students attending ILA’s annual global conference against one another in a contest where teams analyze a real world case involving contemporary leadership issues and develop a specific set of strategic recommendations that address key issues in the case. The winning teams in each division receive a $1000 award to divide amongst themselves.

As reported by the participants, The Student Case Competition is an amazing opportunity for students to deepen their experience of the conference, apply their studies, and put their understandings of leadership into practice.

“The case competition itself was an intense experience that provided a marvelous opportunity to strengthen our academic research, writing, and presentation skills.” Megan Downing

“The formative process of our case brief and poster was a leadership experiment in itself. Our team capitalized on each other’s strengths and developed one another so that we were all of one accord…. I am proud to say it was one of the best experiences I have had on a team in my entire college career…. As a college student, I relished the chance to meet professionals who are doing what I want to do in life and be exposed to their journey and perspective…. I feel as if we were all a part of something greater than ourselves during the course of the conference.” Erika Williams

“The ILA conference was a valuable experience in so many ways. First, it provided networking opportunities with those whom I otherwise may have never had contact. Second, the keynotes and sessions presented timely information that was relevant and useful both personally and professionally.” Melody Rawlings

About the Competition: The competition consists of three rounds, with the first ending prior to the start of the conference. In Round One, each team must submit a 2-4 page brief which includes an executive summary, responses to preset questions, an analysis of the situation, and a bulleted list of recommendations. For Round Two each team prepares a poster of their analysis to be presented during the student poster showcase at the start of the conferences. The top three teams in each division are invited to compete in the third and final round. During Round Three, finalists continue to build on their case analysis using ILA conference sessions for further learning and supporting material. Each team concludes the competition by delivering a 15-minute presentation to a panel of judges. Winners are announced during the Plenary session at the conference close.

This Year’s Case: The case in this year’s competition was Agility: A Global Logistics Company and Local Humanitarian Partner, which won the 2010 EFMD (European Foundation for Management Development) Case Writing Competition in the category of Corporate Social Responsibility. The case looked at Agility’s response to a humanitarian crisis in Lebanon in 2006, lessons learned, and the formalization of its position regarding corporate social responsibility.
Congratulations to Mark Menaldo, Winner of the Fredric M. Jablin Doctoral Dissertation Award

On Thursday, October 27th, Mark Menaldo was presented with the Fredric M Jablin Doctoral Dissertation Award during the morning plenary session. The Jablin Award is given annually to a scholar from any discipline whose recently completed doctoral dissertation demonstrates substantial insights and implications for the study of leadership. The award was established to honor and celebrate the life of ILA member and Jepson professor Dr. Fredric M. Jablin (1952-2004). This Jepson School of Leadership Studies has partnered with the ILA on the award since 2006. The award includes a cash prize of $1000 in addition to a stipend to attend the ILA conference and the opportunity to present a paper based on the winning dissertation.

Mark’s winning dissertation was Putting Statesmanship Back Into Statecraft: The Role of Transformative Ambition in International Relations “explores how changes in foreign policies are in large part a result of the political ambition of national leaders. It investigates leaders who have greater and a qualitatively different kind of ambition than is ordinarily recognized in political science. I carve out a sphere of autonomy for statesmen by introducing the notion that leaders with transformative ambition not only rise above constraints but also change the rules of the game.” Read Complete Abstract.

Mark learned about the award from a friend and colleague at Michigan State University, Benjamin Kleinerman, who won the award in 2004. When asked about his experiences at ILA London, Mark replied, “The conference was my introduction to the Leadership community. I was very impressed with the vast array of people, themes, and interests. The connections I made were great and very helpful.” Mark was also pleased that he was able to use his prize money to bring his wife along with him to London.

In terms of future plans, he is currently submitting manuscripts to different journals and working on a book project entitled: Transformative Ambition in International Relations.

2012 Jablin Award Call for Submissions

Deadline: August 1

Submission Requirements: In order to be eligible for this year’s award competition, a doctoral dissertation must be completed between August 1, 2010 and August 1, 2012. The 2012 recipient will be honored at the annual global conference of the International Leadership Association, October 24-27, 2012 in Denver, where the recipient will be asked to present their doctoral dissertation research.

Applicants must submit by August 1, 2012 the following materials: a letter of interest, 3-5 page abstract of a substantive doctoral dissertation chapter (specifically, the chapter that best represents the doctoral dissertation), brief biography, and verification of the dissertation defense date (e.g., a letter from the dissertation advisor). Please do NOT send the dissertation. The award committee will contact semi-finalists to request a full doctoral dissertation chapter.

View Complete Submission Details on ILA's Website.
Inspiring educators through the practice and study of leadership is a core pursuit of Chapman University’s College of Educational Studies.

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Featured Publication & Author Interview

Military Leadership in the 21st Century: Science and Practice

by Kim-Yin Chan, Star Soh, and Regena Ramaya
(2011, Cengage Learning Asia)

This month, Ted Thomas takes on the role of special guest interviewer for this feature. Ted is Director of the Department of Command and Leadership in the Command and General Staff College (CGSC) at Ft. Leavenworth. He graduated from the United States Military Academy in 1978 and served 20 years in various command and staff positions before retiring as a Battalion Commander of the 554th Engineer Battalion. He received a M.S. degree in Civil Engineering (1986) from the University of Illinois at Urbana-Champaign, and a Ph.D. in Engineering Management (1998) from Missouri University of Science and Technology. He joined the faculty at CGSC in 2005 before becoming the director in 2007.

Kim-Yin Chan joined Nanyang Technological University (NTU) as an Associate Professor in 2009. Before that, he served in the Singapore Armed Forces (SAF) as an Infantry Officer in the SAF for almost 25 years and held the rank of Lieutenant-Colonel. He has published in top tier academic journals such as the Journal of Applied Psychology, Journal of Vocational Behavior and Personnel Psychology. His current research focuses on understanding entrepreneurial, professional and leadership motivations.

Star Soh joined the Nanyang Technological University (NTU) as an Associate Professor in 2008. His previous appointments were Chief Psychologist of the Ministry of Defense and Head of the Applied Behavioral Sciences Department. He retired as a Lieutenant-Colonel after 25 years of service. He teaches organizational behavior and research methods at the undergraduate and postgraduate levels in Nanyang Business School, and military leadership courses for Singapore military officers attending the Undergraduate Professional Military Education and Training program. His current research focuses on understanding different perceptions of leadership, and preferences for leadership and management.

Regena Ramaya is currently the Director and Principal Consultant of OPAS Consulting. She is an Occupational Psychologist by profession, and retired from the Singapore Armed Forces at the rank of Major in 2008. She co-teaches military leadership courses for Singapore military officers attending the Undergraduate Professional Military Education and Training program and at Singapore’s Command and Staff College as part of the SAF-NTU Academy. She is currently designing a competency development guide for the Singapore military and involved in assessment centers for various organizations.

Ted Thomas: Why did you write this book?

Kim-Yin Chan, Star Soh, and Regena Ramaya: In 2009, we were asked to develop a totally new undergraduate military leadership academic course that the Singapore Armed Forces (SAF) wanted all its new regular officers to attend, compulsorily, as part of their post-commissioning, continuing professional military education (PME). This more behavioral science-based course was to be conducted alongside two other courses—one on Military Technology the other on Military Studies—taught by Engineering and Political Science/History faculties. All courses are accredited by the Nanyang Technological University (NTU), and are managed by the SAF-
The purpose of the Military Leadership course was to introduce to junior regular SAF officers the key concepts and issues related to military leadership from a social-behavioral science perspective as articulated and applied in contemporary military doctrines and organizations as part of the officers’ PME. This education component was required to complement the already heavy, experiential-based military leadership training that our officers had received. Being targeted at entry-level officers, the course and textbook both focus on direct-level leadership.

Singapore is a very young country that has little military history beyond World War II. Today, the Singapore military is a very young, scientific and technologically sophisticated military that is equipped for conventional war as well as for peace-support and humanitarian assistance/disaster relief operations. Throughout its short history, our military has often had to learn by living vicariously through the painful operational experiences of other forces. Unlike other forces, the Singapore military’s approach to leadership training and development has been based far more on the behavioral sciences than on the humanities.

When we first started searching for a textbook to meet the above course requirements, we found a lack of suitable options. For example, USMA West Point had its highly customized—and literally custom-published—textbook to support its three to four year leadership program. Our course was to be conducted within one academic semester. The U.S. ROTC also had a series of workbooks to support a three to four year leadership program. Plus, a “planning guidance” for our course was that it should support the Singapore military’s highly systematic approach to leadership training and development. Hence, we decided to write our own book.

This book is not about the Singapore military’s view or approach to leadership. It is in fact written for any junior military officer or leader around the world who wants to understand the state of social science as related to contemporary military leadership doctrines. In fact, our approach was to help the Singapore military officers to appreciate the full-spectrum of scientific evidence—often via research funded by military forces—to support the practice of leadership and leadership development as articulated in the Singapore Armed Force leadership doctrine. We therefore attempted to bring together in this book the social scientific programs and evidence that explain certain concepts and practices—for example, different levels of leadership from direct-organisational-strategic, leadership vs. command—or, that can answer certain basic questions that officers often ask—for example, what does it mean to influence? Are leaders born or made? Is leadership a matter of styles or values? Why does military leadership include improving the organization as an outcome? Etc.

Kim was the lead author and he was directly responsible for the Singapore military’s leadership development system and doctrine. He felt that this book was his opportunity to help Singapore understand the science behind its leadership systems and doctrines. Soh Star was the Singapore military’s Chief Psychologist—similar to U.S. Director of Army Research Institute—and had played a major role in leadership selection and provision of psychological support to leaders in operations in the SAF, while Regena Ramaya was responsible for designing and implementing our multisource leadership feedback system. All three of us had benefited from a unique opportunity given to us by the Singapore military to be both uniformed officers and behavioral scientists. During our military careers, we had the chance to visit and learn from the leadership development, training and education practices of many other forces—from the U.S., Australians, Canadians, Israelis, Swiss, U.K., etc. We all felt a duty to share our unique knowledge on the social-behavioral sciences that underlie ideas in many modern military leadership doctrines and systems.

Your text seems to be on the Western way of leadership and does not cover military leadership in non-Western cultures. You included the U.S., U.K., Canada, Australia, and Singapore military doctrine in your text. Being on a cultural crossroads in Singapore, why did you not look at other militaries’ doctrines as part of your approach to military leadership?

There are two reasons for this. First, it is important to appreciate that all military forces, as instruments of state, are naturally defined by their unique socio-cultural-political histories and circumstances. Singapore—though being at a cultural crossroad between East and West—was, for over a hundred years, a British colony before it gained self-governance and independence in the late 1950s/1960s, just like Malaysia, Brunei, and India. The modern Singapore military’s doctrines and traditions therefore began with a British tradition, and
were quickly shaped by the lessons of 20th and 21st century conflicts, especially those which occurred after our independence such as the Vietnam War, the Arab-Israeli Wars, the Falklands War, the U.S.-allies’ Iraqi War, our forces’ involvement in counter-terrorist operations like hijacking, and international peacekeeping operations, etc.

Today, Singapore is part of the Five Power Defense Arrangement (FPDA) that also includes Australia, New Zealand, Malaysia, & Brunei. The Singapore military also trains and operates closely with the U.S. and its allies.

Second, while we would love to include references to military leadership doctrines from more Asian countries in future editions of our book—for example, China, Japan, India, Indonesia, and Thailand—practically speaking, we are limited by our access to many of these doctrines. Many of these military forces tend to not discuss or publish their doctrines. Even if they do, it is almost impossible to find such material in an international language like English, Singapore’s main language of government and business.

You focus your book on science-based knowledge of leadership. Leadership inherently deals with the human dimension which includes the “art” aspect of leadership. Why did you not talk more about the art of applying the science of leadership to different contexts, especially when dealing with a thinking/adapting opponent?

This is another great question that brings up several issues! First, as behavioral scientists, we are often asked to clarify the value of the science versus the art of leadership.

One thing that we typically do is to give them the example that while most bosses continue to swear by the artful use of face-to-face interviews when they go about selecting future employees, scientific evidence has shown that interviews are not at all the most valid method for personnel selection. Similarly, while medical doctors continue to swear by their personal clinical judgments, scientific research has shown that a computer using statistical algorithms can make better decisions with the same parameters.

Chapter 8 of our book introduces the technique of crew resource management which is adopted in the training of air crew and command-information-centre teams in many modern air forces and navies around the world. This technique grew out of the U.S. FAA and NASA’s realization in the 1970s/1980s that many air crashes were caused by the “art” of human error in the cockpit. Our first point, therefore, is that it is important to appreciate both the science and the personal/contextualized art of leadership.

Second, and as you have rightly pointed out, our book focuses on the science and the practice of military leadership as it is articulated in the doctrines of various modern military forces. Military doctrine, while authoritative, serves to guide personal judgment and action. Our book is designed to provide academic education on the subject of military leadership within a typical academic semester and setting, which is intended to help military officers to better understand the basis for concepts and principles articulated in modern military leadership doctrines. Doctrine, in turn, provides the military leaders with a framework for the practice of leadership in their daily operating contexts. Such education, along with doctrine, exists to support the experiential learning of the art of leadership that military officers get from both military training and on the job.

Third, the operational art of military leadership—especially when dealing with a thinking/adapting opponent is important. However, we believe that the best setting for learning or imparting the “art” of leadership does not lie in an academic setting—which is what our book is designed for. Rather, it is best achieved through various organizational learning mechanisms—discussed in Chapter 9 of our book—such as after action reviews, communities of practice—for example, AKO; www.companycommand.com—“lessons learned” centers, systems of coaching and mentoring, etc., that today are increasingly built into the military training and doctrine systems.

Your book addresses subjects such as stress and motivation, but does not talk to the emotional side of decision making and influence. Would you address the role of emotions in leading, influencing, and decision making for both the leader and the led?
This is an excellent point pertaining to the leaders’ own experience of operational stress and its impact on his/her leadership of troops and units, both in terms of decision making and influence! Indeed, Chapters 2 to 4 in our book focused on providing leaders with important information about soldiers, what they might experience and how they might react and behave so that leaders can be better prepared. Emotions such as anger, fear, anxiety, and guilt, and their effect on soldiers and leaders, are mentioned in various sections in those chapters. The study and understanding of the role and mechanisms of emotions in leading and decision making is a new and growing field that we will highlight more in future editions as the research in this area matures.

You have a section on the difference between command and leadership. Could you recap that discussion and talk about how command differs from being a CEO of a corporation?

Sure, we’ll be glad to, but before that, we wish to stress that our book was written more for direct and perhaps organizational-level military leaders than for strategic CEO level military leaders. It is also important to point out that the focus of our book is not on command, but on leadership. It is also not about leaders, but about military leadership as a process of influence, as it is commonly defined in many leadership doctrines.

Our discussion on command and leadership is found in Chapter 1 of our book which aims to clarify the concept of leadership, as articulated in modern military doctrines and our textbook. One of the ways we achieve this is by contrasting the concepts of leadership with management, and then leadership with command. We begin by pointing out how the modern day concept of leadership as a process of influencing people was, to some extent, shaped by a debate on the differences between managers and leaders—in both the corporate and military domains—in the 1970s, post-Vietnam War/McNamara’s military management-era. We then note how in the 1990s, a debate emerged in the military domain on the distinction between command and leadership, for example see NATO’s “Human in Command” conference proceedings edited by McCann and Pigeau and published in 2000. This debate brought greater clarity to the human factor in the command experience and process, separating it from previous, technologically-bound thinking on command and control.

Doctrinally, most military forces share common concepts of leadership as influence of people and command as authority. However, different military forces articulate the relationships between their concepts of command and leadership differently. In the British military tradition, which includes Singapore, Australia, etc., the emphasis is on how commanders are expected to exercise their influence through both leadership and management. In this model, the doctrinal point is often made that commanders are expected to use leadership to influence people, not only their command authority to achieve outcomes. The U.S. forces have evolved their doctrines on command to focus more on the process and experience of battle command, incorporating notions of mission command and dynamic decision cycles, within which, leadership is part of the process of dynamic process of command.

In terms of how military command differs from being a CEO of an organization, in Chapter 1 we discuss that command is intimately tied to the concept of authority which, in the military instance, is related to international and military laws. Such command authority is driven primarily by mission requirements. In contrast, leadership is about the less formal methods of influence that CEOs and/or military commanders must exercise on the job often to achieve more intangible and long-term outcomes like morale, commitment, and performance “beyond expectations.” Readers may also find answers to this in Chapters 9 and 10 of our book which explain the nature of military structure and culture including the concept of “Levels of Leadership” and “Leading in the 21st century Profession of Arms.”

As a director of a leadership department, I struggle with the decision of what subjects to teach in the finite amount of time we have with the students. How did you choose the subjects to cover in your text?

There are two issues here, the time and setting for “teaching” leadership, and the choice of subjects in our text. First, soldiers learn about leadership much earlier than the day that they join the military—for example from family and school life, observation/participation if any in sports, community, politics, etc. “Leadership teaching” must therefore always recognize and support the ongoing experiential process of leadership development. What is taught, when, how, and by whom, depends very much on the learning needs of the students, their prior experience, the organizational context and system, if any, of leadership doctrine and development.

In this sense, the subjects that we decided to cover in our book were shaped very much by the needs of our students who were young regular
As a follow-up, we are in the process of adding fourteen more hours of instruction in ethics into our curriculum. You have a discussion of values, but very little on ethics. Why is that?

Ethics is important for contemporary military leadership and can almost be a subject or course on its own deserving at least fourteen hours of instruction! Our emphasis on “values” in Chapter 6, rather than on ethics, reflected more of the “character”-based emphasis of many military doctrines, at least until the turn of the millennium. We did touch on the topic of “ethics” briefly in relation to the idea of “authentic leadership.” We agree that we could have done more to introduce “military ethics” in the book and hope to do more in a future edition if we get the chance. Military ethics is an emerging aspect that is receiving increasing attention. We highlight this point in Chapter 10 where we note how military forces are increasingly re-emphasizing the importance of professional military ethics in their strategies to revitalize and strengthen the profession of arms in the 21st century.

**How do you see this book “growing” in the future? What other topics would you include?**

In keeping with the 21st century theme, as shared above, we certainly hope to expand on the subject of military ethics and leadership. Such a chapter will introduce some of the ethical challenges of military leadership at different levels ranging from discussion on Just War theory to the process of moral/ethical reasoning at the individual level, and the influence of leadership on the ethical climate in the military. We also hope to update the chapters on operational stress with more recent findings from current military operations. In view of the increasingly complex and dynamic environments that military organizations operate in, we strongly believe that this book can also help future military commanders and staff to understand the social-behavioral scientific basis for many human capital development systems and practices. We may expand on the topics of military leadership selection and military leadership development, which are currently embedded in the chapter on “Born or Made.” Expanded, these could stand as separate chapters in their own right. It may also be important to have a chapter on military families, gender and work/life issues highlighting the implications for military leadership in the 21st century.

This book is not about the Singapore military’s view or approach to leadership. It is in fact written for any junior military officer or leader around the world who wants to understand the state of social science as related to contemporary military leadership doctrines.
What role does reflection have in the curriculum or as part of an education?

In the past ten years, the Singapore military has endeavored to introduce reflective journaling as a routine habit and practice in all aspects of its military education and training system. It has, for example, introduced personal and collective reflection as part of its “military values internalization” efforts for junior leaders. Continued interest in reflection can be seen in the recent University of Nebraska PhD dissertation published by the current head of leadership doctrine & research, “Reflecting on experience for leadership development.”

His research was based on Singapore military samples. Reflection and reflective journaling are best conducted in relation to both conceptual and experiential learning from education, training and real life experience or observation. This emphasis on reflection is part of the broader framework of systematic leadership development in Singapore. In other words, it is recognized as a vital “developmental support tool,” just like multisource leadership feedback. But as our broader framework suggests systematic leadership development requires consistent and continuous emphasis in all six aspects of SELF, COACH/FACILITATORS, CURRICULA, SUPPORT TOOLS, PEER ENVIRONMENT and ORGANIZATIONAL LEARNING CLIMATE/CULTURE to succeed! And so the practice of reflection, just like an education course or a mentoring program, must be well orchestrated as part of a broader ecology for leadership development!

In Chapter 8 you mention the importance of critical thinking skills for decision making and that it “is an individual level cognitive process.” Could you elaborate on how you teach critical thinking at the individual level and how that instruction is then carried through to the team level to enhance team performance?

As you know, the traditional, “critical thinking” emphasized in educational/school contexts tends to focus on individual cognitive processes. However, the military need for critical thinking is related to the context of team-based operations and decision making. There is therefore a critical need especially in military forces to train all leaders to think critically at the team level.

Chapter 8 of our book attempted to draw on the research findings from the U.S. Navy’s Tactical Decision Making under Stress (or TADMUS) research program which was initiated following the shooting of an Iraqi civilian airliner by the USS Vincennes in 1988. How does one teach critical thinking at the individual level and then carry it to team level to enhance tactical team performance in high stress, high technology contexts? We found the TADMUS research most suitable for educating junior leaders operating at the tactical level in teams because it focused on how team leaders could develop their teams to think critically under high-stress, high-demand environments.

The TADMUS research recommends training team leaders specifically in two techniques which are not alien to the military and which we have elaborated under “Leader Actions that Develop Critical Thinking” in Chapter 8: (1) train team leaders to provide situational updates that specifically highlight the “missing, unreliable, or conflicting evidence,” to create a “shared mental model of the tactical situation” in teams for team decision making, and, (2) train team leaders and team members to use.
Many leaders in the military thinking at the junior officer level, the need to teach more critical thinking skills at the team level. This is different from the circumstances involving split second thinking in teams for operations. This is different from the US Army: DM under stress featured critical thinking in teams for operations in high stress, high complexity circumstances involving split second decisions. This is different from the kind of critical thinking in command teams that are responsible for the design of operational art like the "Systemic Operational Design" methodology by Shimon Naveh, which is more suitable for very senior military leadership and therefore not covered in our book.

The U.S. Army has recently seen the need to teach more critical thinking at the junior officer level, so thank you for your comments. Many leaders in the military feel that mentoring is becoming a "lost art". You mention mentoring as a leader role that develops adaptive expertise in teams. In your view, what role should mentoring play in military forces in the 21st century and how should military forces encourage it?

We fully agree with your observation that mentoring is becoming a lost art in military forces. The reason for this may be found in Chapter 10 of our book which discusses "threats" to the professions in general and more specific threats to the military profession. More than just a means for developing adaptive expertise in teams, mentoring is a vital part of the cultural transmission and socialization process. There is a strong professional culture that appreciates the role of mentoring in the transfer of explicit and tacit knowledge through deep personal relationships. In the Acknowledgements section in our book, readers will note that all three authors of this book shared a common professional military mentor, retired Colonel Goh Chee Kong who was coincidentally assigned to us early in our careers, who kept in touch with each of us throughout our military careers, and who continues to keep in touch with us even since all of us have retired from military service! Contrast the depth of outcomes from traditional professional mentoring with the more corporate practice of executive coaching, and one begins to truly appreciate how mentoring concerns professional leadership development, and is much more than coaching for leadership development.

Influencing is a key part of leadership. As the U.S. Army has deployed and fought in two wars with increasingly dispersed forces, we have found the need for junior officers to improve their skills of influencing outside their chain of command. What do you feel are the differences between influencing within one's chain of command to one's subordinates and outside the chain of command to other military or civilian entities, and do you address these differences in your book?

This is an important question that underlies the 21st century military leadership theme of our book. In our view, one aspect of 21st century military leadership is the need for military leaders and systems to move away from an overly person or position-based leadership to one that emphasizes influence, where every soldier is expected to lead people through influence. In this approach, "people" does not only refer to those down in a hierarchy; instead, it includes upward and lateral influence, and influence across social, organizational, and cultural boundaries including civilians. It was with this thinking that we conceptualized Chapter 9 which

The devil's advocate technique with what TADMUS researchers referred to as the "crystal ball" technique, which essentially teaches teams members to challenge assessments and conclusions that are reached by the team so that the team and team members are challenged to think of alternative explanations of the tactical situation or to confirm hostile intent.

Chapter 8 therefore focuses on what team leaders need to understand in order to influence the team members to think critically by adopting or using the two techniques consistently and regularly to develop critical thinking skills at the team level. Again, our goal was to educate the reader on various technique and principles. Training them to use these two techniques to develop their own teams to think critically in a performance context is the task of the military training system and not a goal in our academic course.

It is important to note that the training of critical thinking in teams may also depend very much on the context of team performance. For example, the TADMUS context of DM under stress featured critical thinking in teams for operations in high stress, high complexity circumstances involving split second decisions. This is different from the kind of critical thinking in command teams that are responsible for the design of operational art like the "Systemic Operational Design" methodology by Shimon Naveh, which is more suitable for very senior military leadership and therefore not covered in our book.

In 21st century military forces, mentoring relationships can be facilitated by informational technology—for example, knowledge management portals, communities of practice, etc.—however, we do not believe that these can replace the importance of mentoring relationships which need to be built over time. We certainly hope that military forces will place greater emphasis on the role and implementation of mentoring in the 21st century because of its unique value to leadership development in a professional context. As mentioned, any future editions of the book will discuss the subject of leadership development in the military context, including practices like mentoring, coaching, competency-based learning, and feedback.

As the U.S. Army has deployed and fought in two wars with increasingly dispersed forces, we have found the need for junior officers to improve their skills of influencing outside their chain of command. What do you feel are the differences between influencing within one’s chain of command to one’s subordinates and outside the chain of command to other military or civilian entities, and do you address these differences in your book?

This is an important question that underlies the 21st century military leadership theme of our book. In our view, one aspect of 21st century military leadership is the need for military leaders and systems to move away from an overly person or position-based leadership to one that emphasizes influence, where every soldier is expected to lead people through influence. In this approach, “people” does not only refer to those down in a hierarchy; instead, it includes upward and lateral influence, and influence across social, organizational, and cultural boundaries including civilians. It was with this thinking that we conceptualized Chapter 9 which

The devil’s advocate technique with what TADMUS researchers referred to as the “crystal ball” technique, which essentially teaches teams members to challenge assessments and conclusions that are reached by the team so that the team and team members are challenged to think of alternative explanations of the tactical situation or to confirm hostile intent.
leadership development is a key part of leading in the military. Leaders need to be replaced and in combat it could happen very quickly. How do you think your book addresses this important subject of developing leaders?

This is an important question that concerns uniformed organizations at the policy and individual—experiential, behavioral—levels. Although we do not discuss your question exclusively in any one section of the book, we do address the different ways in which the military deals with leadership transition. At the organizational or policy/practice level, military forces deal with leadership transition issues by adopting individual and unit rotation policies, and by emphasizing and building unit esprit and cohesion. After the Vietnam War, the U.S. Army, for example, introduced its unit-level replacement policy (COHORT) that other forces like the Singapore military continue to emphasize in its personnel policies. We, in fact, teach this in our leadership course to help our junior leaders understand the lessons of history that are embedded in organizational policies that attempt to deal with leader transition. The importance and challenges of military unit cohesion, esprit and unit cohesion building are discussed in Chapter 4 on “Morale,” Chapter 7 on “Team Building,” and Chapter 10 on “Strengthening the Profession of Arms”.

At the individual level, we believe that the way in which military forces have to deal with this issue is to shift the meaning of leadership from one tied to the position or role, to one that emphasizes behaviors expected of all who wear the uniform. All who wear the uniform are expected to demonstrate leadership and not just wait for the ranking commander to give orders. This idea is, as you know, embedded throughout our book. Your question is an excellent one and gives us ideas for a possible sections of military leadership transition in operational vs. routine, garrison contexts.

Do you have any additional thoughts you would like to share?

We hope that members of the ILA will recognize from this interview and from our book, that many contemporary military doctrines on leadership converge with concepts and ideas found in the social scientific literature on the subject. Our book highlights how, on one hand, modern military forces—which are ultimately concerned with the survival and effectiveness of their soldiers and civilians on the battlefields of today and tomorrow, and that are constantly concerned with integrating human and technical systems—have been strong users and supporters of social-behavioral research; while on the other hand, the social-sciences have greatly benefited from the military forces that have given them access to large research samples and, more importantly, practical research questions. This symbiotic relationship between the military and the social-scientific study of leadership has not only led to significant advances in our knowledge of leadership, but has also enabled military forces to be at the forefront of human capital management, development, health, and welfare.

As retired military officers who were applied psychologists, our intent in taking the approach in this book was to bring back to the military the knowledge that it has generated through its funding and sponsorship of military leadership research. We hope that military leaders will apply the principles from this science-based knowledge of leadership as they go about influencing people in the course of their work and as they establish policies that affect the lives of those that they lead. We have therefore dedicated our book to all military leaders and the scientists and practitioners—past, present and future—who have built and continue to build this knowledge domain to the benefit of both the military profession and the social-behavioral sciences!
Leader as Reader Virtual Book Club
Interviews Author Jim Kouzes in Preparation for January 20th Web Chat

Lucie Newcomb: Here we are with Jim Kouzes, co-author of The Leadership Challenge, one of the most popular leadership books ever. Jim, welcome, and thanks for this introduction to your career, your thoughts and this book prior to our extended Leader as Reader online conversation on the 20th.

I’ve introduced you very briefly. Is there anything that you would like to add of your extensive background for this conversation?

Jim Kouzes: I’m currently the Dean’s Executive Fellow of Leadership, Leavey School of Business, Santa Clara University, and also an author and speaker. I’ve been affiliated with Santa Clara for nearly 30 years in one way or another, but I spend only a little bit of time there, working with my co-author, Barry Posner, and with the Executive Development Center and a couple other SCU organizations. I devote the majority of my time either writing and researching, or to delivering seminars and executives programs with organizational clients.

Sounds great, Jim. I’m really glad, by the way, to hear that you’re still involved in the leadership academic community and I look forward to hearing more about your Santa Clara programs at some point.

I love Santa Clara University. It’s where Barry and I met and started our collaboration. It’s where I became a serious student of leadership.

Thank you for the tribute, Jim. Given my interactions with their Global Women’s Leadership Network programs, also once profiled here in MemberConnector, and others of the Leavey School of Business, I can understand and mirror your appreciation. Since many of our ILA members are academically affiliated, it seems, as both a practitioner and adjunct faculty, you personally have an opportunity to offer a uniquely rich, bridging perspective, even more than The Leadership Challenge does.

I have the highest regard for my academic colleagues. If it weren’t for an academic affiliation, I wouldn’t be doing what I’m doing today.

Yes, one of the things I appreciate most about the ILA is the rich dialogue platform it provides for both scholars and practitioners, thus reinforcing leadership’s interdisciplinary nature.

You’ve also been a best-selling author for 25 years. Can you tell us something about your journey—or should I say, journeys—as an author and a leader and a trainer? Are there any lessons and cautions or tips that some of us might apply?

The Leader as Reader Virtual Book Club is designed for and hosted by ILA members. On January 20th, we will have the singular opportunity to speak with Jim Kouzes about how he, together with his business partner Barry Posner, has seen leadership principles and practices evolve over 25 years and five editions of his book, The Leadership Challenge.

WHEN: Friday, January 20, 2012, 4pm EST.

WHAT: Leader as Reader Web Chat with renowned leadership guru, Jim Kouzes.

REGISTRATION: www.ila-net.org/webinars/LeaderAsReader_January2012/

PRICE: Free to ILA members.

CONTACT: leadchat@gmail.com

The book club uses ILA Space and Twitter to foster book conversations prior to the meeting. We look forward to your participation on the 20th! Thank you, again, for your interest in the Leader as Reader Virtual Book Club.
It’s been a wonderful journey. I began my career developing leaders back in 1969, after I returned to the United States from two years serving in the Peace Corps in Turkey, where I taught school. When I came back to the United States, I needed a job. I found one in Austin, Texas where I had trained for the Peace Corps. It was with the Community Action Program Training Institute, and it was my first introduction, really, to adult learning and adult education. I was part of a team that trained new managers of Community Action Agencies—the “war on poverty” organization started in the Johnson administration—throughout the South and Southwest. They were eager to become better at leading and managing their teams, and that experience inspired me to dedicate myself to organization and leadership development.

In my entire career, I have only looked for a job once, and it was that first job in Austin. Everything else in my career has been very serendipitous. I’ve had the very good fortune of being presented with some amazing opportunities during my lifetime, and I guess I was smart enough to take advantage of those opportunities. I’m doing what I do today through a combination of luck and hopefully some wise decisions on my part. When I feel the gravitational pull of a new challenge, and hopefully some wise decisions on my part. When I feel the gravitational pull of a new challenge, I pay attention to what’s attracting me to it. Throughout my career I’ve had the good fortune to play a dual role as both a leadership practitioner and a researcher and author. I’ve done that for nearly 40 years now. I can’t believe it’s been that long. It seems like I’m just getting started!

After my first two years I was promoted from essentially a classroom teacher—an adult educator—to a supervisor. Then I moved on to university administration at San Jose State University and then on to Santa Clara. From Santa Clara University, where I was running the Executive Development Center in the Leavey School of Business, I was asked by Tom Peters to become the president of Tom Peter’s Group Learning Systems. I spent 12 years there, and I eventually bought the company with two partners from Tom and I then served as CEO and chairman. In 2000 I sold my interest in the company and moved on to be a solo practitioner. I’ve been doing that for the last 11 years, and I think that’s how I’ll continue for the remainder of my active career.

Wow, thank you for sharing such a rich background. I would imagine each one of those steps created new lessons and tips that not only helped develop capacity but also allowed you to see, perhaps, the next steps, or the next opportunity. I find that sometimes it’s hard to see them unless you’re at a certain point. Have you found that?

The very first thing I learned early on was to get crystal clear about what I believed in and what I valued. That’s something that we teach managers to this day. Being clear about your values and beliefs creates the condition for the greatest commitment to an organization or a cause. We found that clarity around personal values drives commitment. It’s important to know what the organization stands for because it enables us to find fit, but what’s most important is to know what you personally value and believe in and what your own dreams and aspirations are for the future.

I was fortunate enough early on in my career to get really clear about what was important to me and what I valued. I think that allowed me to take advantage of some of those opportunities that came my way. Because I was clear about the principles that I believed should guide my decisions and action, I could communicate more effectively to others what I valued, and that clarity, then, enabled us to find a common ground. I find that the clearer I am about what’s important to me, the easier it is to know when I’m in the right place or the wrong place.

I couldn’t agree with you more about the penultimate importance of values, both for organizations and individuals; and where they align or don’t. In fact, my Master’s thesis and much of my company’s work uses it as the foundation for all subsequent work. After your clarity about the importance of values, what came next in your learning and achieving journey?

I also learned early on in my career that you can’t do it alone. My collaboration with Barry Posner—now going on 31-years—is a testimony to that lesson. I know that I would not be doing what I’m doing if I hadn’t had the generous support from my spouse and family and friends and colleagues every step of the way. Very early on in the research we were doing for The Leadership Challenge, I had an opportunity to interview Don Bennett, the first amputee to climb Mount Rainier. His story is one of my favorite stories to retell. In fact, Don’s story is one of only two stories we’ve used in each of the four editions of The Leadership Challenge. We’re also retaining it in the 5th edition we’re writing now.

Both Barry and I have continued to tell Don’s story, not only because of his extraordinary accomplishment of being the first amputee to climb Mount Rainier, but also because of the answer Don gave us to a question...
we asked him in our first interview. We asked Don, “What is the most important lesson you learned in climbing that mountain?” Without hesitation he said, “You can’t do it alone. If it weren’t for my wife and seven kids, I wouldn’t be alive today. And, if it weren’t for my team, I would’ve never have made it to the top.” I’ve never forgotten that answer. It’s consistent with the other personal-best leadership experiences we wrote about in The Leadership Challenge. Over and over and over again leaders told us that when they were doing their best they couldn’t do it alone. It took a team effort. Nothing extraordinary ever happened without a team. Don and other leaders have taught me the importance of very collaborative, and I hope I’ve learned that lesson.

It’s wonderful how those you studied also taught you things that you could apply in your own work. I, for one, am grateful you’ve chosen to share this premise with the rest of us.

That’s what I love about the work that we do. I love to learn, and there couldn’t be a better profession than this one for someone who loves learning.

Another one of those learning opportunities came when Barry and I asked Mike Malone, a Santa Clara MBA and also a professional journalist and writer, to advise and coach us as we were writing the first edition of The Leadership Challenge. Almost daily I recall one of the things Mike told us. He said, “Writing is really easy. All you have to do is sit at the keyboard and wait for blood to appear on your forehead.” It’s so true.

That’s a vivid example! But I am not sure I understand the connection you’re making. Could you please tell me more?

Writing is hard work. Leading is hard work. Excellence and expertise are the result of hard work and of deliberate practice. And, at least in my case, there’s no relationship between IQ and results. There is, however, a relationship between hard work and results. It’s something my mother and father preached to me when I was very young. If you work hard and apply yourself, good things will happen. I can tell you that even to this day whenever I say to my mother, who is 94 years old, “I’ve been working really hard, Mom,” she says, “That’s good.” I had that message drilled into me by depression-era parents.

Another gratifying lesson I’ve learned from our research is that the best leaders are also the best learners. It provides me with daily motivation, because I know, and I think all our ILA colleagues know, that if we can more effectively engage students and professionals in learning, and if we can support them in applying their learning, then they will be more effective. We make a difference through the work that we do.

Let’s chat a bit about the LPI, your Leadership Practices Inventory. I have to admit: I tend to be skeptical about assessments (even though I’m certified in one methodology myself). But knowing your work, there was a lot of research involved. Can you tell us a bit about the LPI and how it came to be?

The Leadership Practices Inventory (LPI), is our 360-degree leadership assessment. Barry and I developed it originally to help us determine if our Five Practices model was valid and reliable. It began as a research tool. One of our early clients asked if the could use the LPI in their executive development program, and we said, “Sure. And can we have the data?” That was back in the mid-80s. A publisher expressed an interest in it, and we were excited about the chance to make 360-degree feedback more accessible to practitioners. To date, more than 3 million people have completed the assessment.

And speaking of research using the LPI, Barry and I, along with Lillas Brown at the University of Saskatchewan, did some research relates to our earlier conversation on leadership and learning. One of the things we did was to then we correlated outcomes on the LPI, with learning styles. We found that those leaders who scored highest on the LPI were those who scored highest on the learning styles assessment. There wasn’t a strong correlation between one style and high scores on all the practices measured by the LPI. What we did find was that the more leaders engaged in their own style of learning, regardless of what it was, the higher they scored on the Leadership Practices Inventory. The truth is that the best leaders are the best learners. They are continuously engaged in learning.

I’m glad to hear it since sometimes my own passion for learning seems a bit out of control! So it’s nice to know that the work our ILA colleagues do in developing leaders can make a difference. That gives us all some encouragement to continue to do this work. Is there another lesson or two you’d like to share?

There are lots more that I’ve had the good fortune to learn, but there are two others that have been extremely influential to my writing, speaking, and leading.

The first is that leadership is a relationship. You can’t be a leader if you don’t have constituents, if you don’t have followers. Leadership is very dependent on your
relationship with your constituents. If you have a high-quality relationship with your constituents, you can be a lot more effective than if your relationship is poor. That’s obvious, right? But so many seem to forget that you have to nurture and maintain those relationships constantly. You can never take them for granted.

And—as odd as it might sound—authorship is a relationship. It’s a relationship with your reader and how well you understand the needs of your audience and what’s important to them. If I’m writing for an academic audience and I’m writing for a practitioner audience, I know they have two very different sets of needs. So, leading is a relationship, writing is a relationship.

This relates to one other lesson we’ve been able to apply. When we ask people, “Why did you buy our book or why did you use our program?” they almost always say, “First of all, we like that it’s applied. We like that we can put it to use. But, the other thing we really appreciate about it is that it’s evidence-based. You have research that backs this up.”

I can tell you that one of the things that’s increasingly true these days, particularly in this current economy, is that organizations are looking very carefully at how they spend their money. They want to know that they are spending their money wisely and that if they invest in something it’ll pay off. Having evidence to support the interventions that we recommend is vital to our success.

The same is true for individual leaders and managers. It’s one of the things I constantly say to leaders in the teaching that I do. I tell them, “A lot of what you are trying to do is based on an assumption, or a theory, or even a mythology, and it’s not based on evidence. If you believe at all in evidence-based leadership, then you need to learn more about the evidence that our colleagues have gathered in this field. Apply what is supported by the data. If you do more of that, you’ll be more effective.”

Thank you. That’s a wealth of information. As we talk about your research, is there a book or two of yours that stands out more for you? You’ve just had Credibility come out. You have several other books in addition to The Leadership Challenge, which we will talk about in detail at the club on January 20th. As we’ve been doing this aerial view of your work, are there any particular links you’d like to make to some of the books you and Barry have created?

The Leadership Challenge is the foundation. It’s what started my collaboration with Barry, and it spawned the next couple books we wrote. Credibility, which just came out in a second edition, was our second book, and it was also based on original research that we conducted. We were inspired to write it because we kept finding in our research over and over and over again, that what people most looked for in their leaders was personal credibility. It is the foundation of leadership. If people don’t believe in the messenger, they won’t believe the message. People will only willingly follow leaders they believe are credible. I spend a lot of time with the executives on how to build their leadership relationship on a firm foundation of credibility.

More recently (in 2010) we came out with The Truth About Leadership. That title was inspired by a comment that came from a panel we were part of with Ken Blanchard and other leadership authors. I was responding to an audience question about some research we’d done. I said, “Well, I don’t know what you call something that’s been the same for the last 25 years...” and before I could finish my sentence, Ken Blanchard jumped in and said, “I’d call it the truth.” That moment just stuck in my mind. As Barry and I were thinking about the next book we were going to write, we thought back to that comment from Ken. We knew that despite even the most radical changes in the context of leadership, there were certain things that had remained relatively stable in the context of leadership over the 25 years we’d been doing our research and writing on the subject. We decided we’d do a retrospective on our work. We took a look back over 25 years, and identified ten truths that we could say from our evidence and experience were as true 25 years ago as they are today and that we could predict would still be true 25 years from now. That became the Truth About Leadership. People have responded very well to that book, perhaps because it’s based in evidence, and also because it’s presented in a very informal style that speaks to the practitioner.

Another of our more-recent books was A Leader’s Legacy. It came out in 2006, but I’m experiencing a greater interest in that work today than when it first came out. Perhaps it’s because some of the older boomers—and even the Gen-Xers who are moving into more senior ranks these days in organizations—are becoming more and more concerned about the legacy that they’re going to leave. They want to explore that topic more deeply.

The other piece of work that we’ve done that always continues to get good feedback is our Leadership Practices Inventory as we just
discussed. In fact, it’s our best-selling publication. Leaders need feedback about their practices—360-degree feedback—and the interest in that has grown year over year. Leaders and organizations have responded very well to the LPI. It’s pretty short—only 30 items—and easy to use. It’s also online. People can take it pretty quickly and get valid and reliable feedback from their constituents. We’re also very pleased that the LPI is being used by a lot in doctoral research. There are over 550 dissertations that have been done using the LPI, and our ILA colleagues can access abstracts of most of these studies on our website, www.leadershipchallenge.com/research.

So the convergence of study, or perhaps research, and practice would seem to occur primarily in your flagship tool, as opposed to one of your books; interesting but not altogether surprising. Well, thank you for rounding out some of the books and how they drill down on some of the basic precepts of The Leadership Challenge. What have your experiences been, given this wonderful 25-year span, in different cultures or countries? Are there particular cultures that are more receptive of this work? Can you share some of your experiences at the global level?

We’ve been very fortunate. As of this interview our books are in 22 different languages. Barry Posner and I have done programs in China, Singapore, Hong Kong, South Africa, Australia, Germany, Poland, Mexico, Sweden, Denmark, Iceland, the Philippines, to name a few. The Leadership Challenge® Workshop, the program based on our book, has been translated into six different languages. Currently we’re getting a lot of receptivity in the Middle East, particularly in Saudi Arabia, and a lot of people are using our work in Asia, especially in Singapore, China, and Malaysia.

Barry and I have always wanted to make our work accessible to as many people as possible. Early on we said our vision is to liberate the leader in everyone. We’ve always said that leadership is everyone’s business, and that it’s not about position, not about title, not about gender, not about culture. It is about the behaviors of people when they are leading others, regardless of whether they’re parents or coaches or teachers; regardless of whether they’re citizens who are involved in community action or people who are managers inside organizations. I think that sense of openness about our work and the inclusions of cases from everyday leaders have made it more accessible to people outside of the US.

How wonderful that you and Barry, and your work, have made impacts that are both broad and profound. Is there a brief case study or story you’d like to share, given all the people you must’ve met while teaching and leading overseas or in diverse cultures?

One of the people we wrote about is Titus Lokanata. Titus describes himself as “an Indonesian, Cantonese carrying a German passport, working for a Mexican company in the Czech Republic.” He represents five different cultures all by himself. Very global, right? Well, imagine that you’re Titus and have to lead people in all these different settings. If leadership were peculiar and particular to one specific culture—whether that’s Western culture, Eastern culture, or whatever the culture might be—then Titus would have to learn and apply five different models of leadership. That’s impossible if you’re going to have global leadership. So, what we focus on are the fundamentals that cross all cultures. I think that’s one reason why our work has had receptivity in many different countries.

This is not to say that the application of a particular lesson—say about inspiring a shared vision or challenging the process or enabling others to act—doesn’t have to be culturally relevant or culturally sensitive. It must. But, across all these cultures there are still some universal truths about leadership practices. Our focus has been on these more universal truths.

The prospect of a set of core competencies or capacities at a global level is very exciting. I’m curious. As you’ve interacted with these different individuals across cultures, you’ve also revised The Leadership Challenge. Have there been field impacts on each revision? In other words, you have clearly striven to have the broadest applications and principles made available as we just discussed.

With each edition, including now the fifth edition we’re completing right now, we have tried very, very hard to be more inclusive in a number of ways. For example, while the book is written primarily for a practitioner audience, we always include example from folks who are not in formal leadership roles—people such as Bennett, for example, or Arlene Blum, a mountain climber who was the leader of the first all-female team to climb Annapurna, the 11th highest mountain in the world. Our books tend not to be about the most senior levels. There are very few CEOs in our books, and most of the managerial examples focus on mid-level managers. We also have a separate book for students, and all the stories in that book are from youth leaders. We try to speak to people around the world, and you’ll
find that each new edition is more global. We also have a balance of male and female, and a balance of organizational functions. We have been very attentive to the need to be more inclusive of different cultures and types of organizations as we’ve moved forward.

One of the things we wrote about in the third edition of The Leadership Challenge was that we are captives of our own language. This is something that Shoshana Zuboff of Harvard has researched extensively. Because we began our research studying managers, we were held captive by the language of management. Just using the words “superior” or “subordinate,” for example, is an indication of being captive to a hierarchical language. We became acutely aware of this when we started the third edition, and ever since then we’ve tried, Lucie, to make sure we don’t get stuck in the box of leadership being only about people who hold a position in a hierarchical organization. While we want to be relevant to the majority of our readers, who are managers, we also want to be cognizant of the fact that leadership is not about position or any other demographic variable. It’s about your behavior; it’s about what you do, and not the title you hold. Hopefully we’ve done an even better job with that in the fifth edition.

That sounds great. Without spoiling it for those readers who haven’t read The Leadership Challenge yet, it was both surprising and refreshing to encounter the concept of love at the end of what in many ways is a classic business book. I look forward to talking about that more on our call later this month. I have a real sense that as your leadership concept has expanded so, too, your work has taken on that expansion, as well. This enables many more of us to summon the courage, values and focus to take the kinds of steps you discussed earlier when stepping into new levels of our own leadership.

I want to thank you very much for your time today, Jim, and for a very rich conversation. I look forward to talking with you again with the Leader as Reader book club on January 20th.

My pleasure, Lucie. Thank you for the opportunity. There’s much more to talk about, and I look also look forward to continuing our conversation in January.

Lucie Newcomb, Founder and President of The NewComm Global Group, Inc., has a 30-year business background, featuring notable successes in international marketing, business development and organizational transformation for corporations, start-ups and non-profit organizations on four continents. Founder and Convener of The Leader As Reader Virtual Book Club for ILA members, Lucie is also a Co-Convener of the ILA’s Philosophy, Religion, and Worldviews Learning Community.

Jim Kouzes has co-authored over 30 books with Barry Posner, including The Truth About Leadership, Credibility, Encouraging the Heart, and A Leader’s Legacy, as well as the Leadership Practices Inventory (LPI), the top-selling off-the-shelf leadership assessment in the world. The Wall Street Journal has named Jim as one of the ten best executive educators in the U.S. Jim was selected by HR Magazine as one of the Top 20 HR Most Influential International Thinkers 2010 and 2011. The internationally award-winning and best-selling book The Leadership Challenge is now in its 4th edition with over 2 million copies sold.

## Leadership Dates & Events

Recognized by the *Washington Post* for compiling a “comprehensive calendar of leadership seminars and events,” go online to see our complete listings of these & other events. Visit [www ila-net.org](http://www.ila-net.org) and navigate to Events --> Calendar. Submit your event to ila@ila-net.org. If you are attending these or other events & would like ILA materials to distribute, contact: ila@ila-net.org. Or, if you are interested in partnering on an upcoming event, please contact ILA Director Shelly Wilsey at swilsey@ila-net.org.

### CFP: The Administrative Sciences Association of Canada (ASAC) Labradour/New Foundland, CANADA

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### National Collegiate Leadership Conference

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### Early Admission Deadline: 2012 Global Social Change Leadership Institute

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### 21st Annual Kravis-de Roulet Leadership Conference

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### 2012 International Conference of the Association of Global Management Studies

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<td><strong>Location</strong></td>
<td>Cambridge, MA, USA</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.association-gms.org/Conferences/index.html">www.association-gms.org/Conferences/index.html</a></td>
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### CFP for a Conference on Creating Public Value in a Multi-Sector, Shared-Power World

<table>
<thead>
<tr>
<th>Event Details</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>CFP</strong></td>
<td>For a Conference on Creating Public Value in a Multi-Sector, Shared-Power World</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>Click here for more information</td>
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### Global Mindset Development in Leadership and Management Conference

<table>
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<tr>
<th>Event Details</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Location</strong></td>
<td>Los Angeles, CA, USA</td>
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<tr>
<td><strong>Website</strong></td>
<td><a href="http://uofriverside.com/conference.html">uofriverside.com/conference.html</a></td>
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### 33rd Annual IOOB Conference

<table>
<thead>
<tr>
<th>Event Details</th>
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<tbody>
<tr>
<td><strong>Location</strong></td>
<td>U. of Central Florida, FL, USA</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://ioob2012.com/">ioob2012.com</a></td>
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</tbody>
</table>

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