By now, we hope you’ve seen the news that ILA Intersections, our new cloud-based member portal, launched on June 29th. But, did you know that Intersections can actually identify commonalities you may have with other ILA members?

Simply complete your Intersections profile, then click on the My Connections -> Network tab on your profile page. You’ll see possible connections based on your leadership interests, location, job history, languages that you speak, and more. What you do with the information is up to you! Connect via Intersections, follow a link to a social media profile, or just email the member through the platform.

Another way that ILA Intersections can help you connect with other members is the Member Directory where you can search for members based on geographic location and other criteria. That’s right, you can now easily find and contact ILA members in your hometown or your vacation destination.

Intuitive to use and simple to navigate, ILA Intersections offers ILA members opportunities to build your global network, contribute and find resources, access member benefits (such as the Member Connector), and much more. To help you make full use of this resource, we invite you to attend one of these free webinars later this month.

**Find Your Intersections — A How-To Webinar on Using ILA’s New Community Platform**

*Tuesday July 12, 19:00 EDT | Wednesday July 13, 9:00 AEST*

*OR Wednesday July 13, 12:00 EDT, 18:00 CEST*

Watch HubILA, the open community forum on Intersections for details next week on how to sign up to attend.
Derreck Kayongo Announced as Plenary Speaker at ILA’s 18th Annual Global Conference

The ILA is pleased to announce that Derreck Kayongo, CEO of the Center for Civil and Human Rights in Atlanta will be helping to open ILA’s 18th Annual Global Conference in Atlanta this November by welcoming delegates to our historic conference locale. After the opening plenary, Kayongo will lead the march to the Center for Civil and Human Rights a few blocks away, where the conference’s opening reception will take place.

Inspired by his experiences as a refugee, Kayongo founded the Global Soap Project, an organization that collects discarded soap from hotels, reprocesses it, and distributes it to vulnerable populations worldwide. This simple idea fights the #1 killer of children in many at-risk communities: hygiene-related disease. Global Soap recently partnered with Clean the World and is expanding Kayongo’s original vision to include micro-loans and training for soap makers in communities around the world. In 2011, Karyongo was named a CNN Hero for his life-changing idea. View his TEDx talk, “Simple Solutions for Colossal Problems,” to learn more of his life story and the Global Soap Project.

Kayongo holds an honorary doctorate from Oglethorpe University and is a graduate of the prestigious Fletcher school of Law and Diplomacy at Tufts University.

Register today for The Dynamics of Inclusive Leadership!
Rates go up after July 15.


**Exploring Leadership in Latin America Online Program Now Available**

Latin America is a continent with a history of weak democracies, coups, dictatorships, wars between neighboring countries, guerrillas, internal social conflicts, and of informal business and market development. The influence of private and military sectors on political decisions, as well as the enormous extension of poverty, have, furthermore, led to difficult geographic, social, and cultural integration.

Although these dynamics have changed in the past 30 years, the residue of this heritage remains as a subtle subtext weighing in on the transformation process of Latin American societies. Influential institutions in Latin America such as family, school, and the media also play a crucial role, impacting behavior and practice. Keeping in mind the Latin American process, this conference asks: How does transformation come about? What type of transformation is Latin America actually experiencing?

This conference will explore these questions, asking participants to consider the new and critical dynamism the world is experiencing and how this course is being expressed, particularly within a Latin American context. *Exploring Leadership in Latin America* is an opportunity to share experiences, conclusions, analyses, practices, situations, cases, processes, research, or reflections that can have an impact on Latin America organizations, businesses, and societies, contributing to their transformation.

With provocative keynotes by María Emilia Correa, Juana Bordas, and Cynthia Cherrey and two full days packed with concurrent sessions, this topical conferences promises something for everyone. Just glance through some of the presentation titles below to find informative sessions from across the region discussing leadership from a corporate, education, nonprofit, or governance perspective.

- Best Practices and Challenges in Leadership Development in Large Companies in Peru
- A Correlational Study on Emotional Intelligence of Hispanic Tech Workers
- Girls as Leaders: Transforming Gender Roles Through the Escuela Nueva Activa Model
- A Honduran Collaborative Leadership Approach to Reduce Corruption
- Leadership Assessment of 340 Young Latin American Georgetown-GCL Students in Washington DC.
- Leadership Education in a Costa Rican MBA program: A comparison between face to face and online courses
- Servant-Leadership and Industry Disruption in a Rural Colombian Coffee Cooperative
- The Skill Gaps of Latin American Leaders
- The Use of Multimedia Cases to Develop Leadership Skills in Rio de Janeiro’s Public Schools Teachers

Learn more about these and other fantastic sessions by visiting the online program book or view the complete program agenda to see the complete schedule.

**Prices increase July 31st! Register today to save. Use code X2016ILA00 to receive ILA member pricing.**
Cynthia’s Corner

The Thriving Ecosystem of Leadership and ILA’s Polymathic Network

by Cynthia Cherrey, ILA President and CEO

Andrea Wulf’s book *The Invention of Nature* about Alexander von Humboldt is striking in its details regarding how Humboldt was a visionary far ahead of his time. Humboldt was a preeminent scientist and, arguably, the father of environmentalism. He was born in Germany and spent the majority of his life in Europe and the Americas. His travels, exploration, and ecological discoveries were in the Americas. He trekked the rain forest in Venezuela, climbed the Andes from Columbia to Peru, and traveled through Mexico up through western North America and points east. He wrote a prodigious number of volumes describing his great journeys throughout the Americas — a chronicle that blended science with poetry.

As early as 1800, while his peers were classifying the world into smaller taxonomic units, he was searching for global patterns. The insight for which he is renowned — and which was nearly two centuries ahead of its time — was that the world is a single web-like interconnected system.

Today, we readily recognize that we are each part of a complex, web-like interconnected system of information and relationships. But for over 300 years Western scientists operated from a worldview based on the industrial era and a Newtonian (machine-like) way of thinking. Leadership under that paradigm is characterized by, associated with, and embedded in a command and control, fixed hierarchical structure, anchored by positional authority.

In thinking of leadership through the paradigm of natural systems, the leading edge is characterized through the exchange of information, evolution, learning, and adaptive fit. Nature readily illustrates that a living system actively cultivates others — an isolated system is destined to die. Nature seeks diversity. New relationships open up new possibilities. It is not a question of survival of the fittest. It is system diversity that increases survival of all system components. In fact, diversity moves a living system from surviving to thriving. Natural systems need many “agents of leadership” throughout the system because the system is constantly adapting and changing to meet the needs of its members. Instead of one positional leader there are many leaders dispersed throughout the system.

The field of leadership benefits from the insights and methods of study from many different disciplines and perspectives. This new paradigm is being utilized as a framework to study, teach, and practice leadership by many leadership scholars, educators, and practitioners who are ILA members. Scholars are studying leadership from the perspective of biomimicry and natural eco-systems because they reflect leadership models that could help human systems thrive. Practitioners are delving into how leadership practices could benefit from what nature can tell us about the power of diverse relationships. Educators teaching leadership are using natural eco-systems to explore the concepts of adaptation, self-organizing, and evolution as an expression of organic change and leadership.

Humboldt’s view of nature as a single web-like interconnected system — an ecosystem — led him to cross disciplines to gain deeper insights. Arguably a great polymath, he explored nature through scientific methods, but also through art, history, literature, geography, and economics. He was multidisciplinary and believed in fostering communication across disciplines.

The field of leadership is also an ecosystem, if you will. It is interconnected systems of people, places, and things that work in concert to produce this epiphenomenon we call leadership. Like Humboldt, ILA’s network of members is polymathic. Our network encompasses people located in widely varied disciplines, sectors, cultures, countries, and viewpoints. It is the diversity of this ecosystem that allows it to thrive as we find our intersections with one another and together explore leadership as an ecosystem.

The preeminent leadership scholar and educator James MacGregor Burns, one of ILA’s founding members, frequently referred to himself as a mere “student of leadership.” As the consummate inquisitive learner, his example challenges us to ask: How do we, in our ongoing leadership journey, become perpetual learners with an intellectual curiosity that gives us greater insights, new knowledge, and effective leadership? While we may not, individually, be polymaths like Humboldt, as long as we are engaged in learning from each other in ILA’s diverse network, we can meet Burns’s challenge and our collective work will continue to thrive.
The “I’s” Have It

by Katherine Tyler Scott, Chair, ILA Board; Managing Principal, Ki ThoughtBridge
& Cynthia Cherrey, ILA President and CEO

In the first part of June alone,

16 people killed, 55 injured in Al-Shabaab suicide bombings in Somalia
Dozens killed and more injured across a dozen bombings in Iraq
13 people executed by ISIS in Iraq
19 Yazidis girls burned to death by ISIS in Iraq
38 people executed by ISIS in Syria
32 people killed, 67 injured in Niger by Boko Haram
Additional executions in Iraq by ISIS, including the discovery of a mass grave of 400 people in Saqlawiyah and 65 people executed in Mosul
49 people killed, 53 injured in Orlando, Florida
11 people killed, 36 injured in a bombing in Turkey

… and these are just some of the killings that have been designated terrorist attacks this month… and terrorist attacks are just some of the killings around the world as a whole.

The violence occurring across the globe in numerous locations has left many of us speechless, almost numb from the frequency of it. As we write, news is even now coming in of the latest attack in Turkey that killed 42 and injured 239. We are struggling to find words to express our individual and collective pain, and the deep sadness, grief, and horror that we feel. As difficult as it is we must speak out, and the words we choose will matter. I choose to start with our words, those we have chosen to express our identity and values.

ILA’s mission is “to promote a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.”

“...for the greater good of individuals and communities worldwide.”

Devaluing diversity and dissent, supporting bullying and intimidation, ignoring the slaughter of innocents, and allowing the demonization of those who are different is not the kind of leadership ILA espouses. Intolerance and injustice have no place in our view of leadership.

It is the kind of leadership that divides us, destroys trust, relationships, and connections. It erodes the values that are essential to freedom; it is intended to drive us into “the solitude of our own hearts” where self-interest prevails and we are walled off from empathy and isolated from what contributes to the greater good. In times like this we cannot be silent because to be voiceless makes us parties to suppression and oppression, to despotic leadership that rules through fear; leadership that fuels and is dependent upon violence.

The values of ILA — Inclusion, Impact, Integrity, Interconnection, Interdisciplinary, and International Perspectives — define us. These “I’s” must be remembered and embraced and they must prevail. This will occur if we all claim and live them through our words and our actions, through what we research, teach, and practice. They are what will give us the courage of our conviction to move us out of silence and allow our voices to be heard. They are what ILA stands for and they are the values that create healthy cultures all over the world — values that believe in the dignity and respect for all human beings, values that care for the greater good. Speaking out can change the world. Let us speak out and make sure these are the “I’s” that in the end have it. Let us work toward putting the world back on a more peaceful and less violent path.
“Academic Leadership Courses: Catalysts for Students’ Retention and Graduation Success”

— Winner of the Most Publishable Leadership Education Paper Award

Krista M. Soria, Linnette R. Werner, and David Hellstrom have won this year’s Most Publishable Leadership Education Paper Award. They will present their paper, “Academic Leadership Courses: Catalysts for Students’ Retention and Graduation Success,” at ILA’s 18th annual global conference The Dynamics of Inclusive Leadership this November.

Sponsored by SAGE Publications, Inc. the winners will be honored at a special ceremony during the Leadership Education Member Interest Group Luncheon, Thursday, November 3rd at 13:30.

According to Acquisitions Editor Maggie Stanley, “SAGE is honored to sponsor the “Most Publishable Leadership Education Paper” award. It is our pleasure to provide travel grants for the winners so they can attend the ILA annual meeting. We are excited to partner with the leadership community, help support attendance, and exhibit at the 18th annual global conference this year in Atlanta.”

When asked about the research, Linnette shared, “I undertook this article to understand how leadership education that is based on the intentional emergence model affects undergraduate students beyond the classroom and because I love working with both Krista and David. We are looking into the effects of this pedagogy on the experiences of transfer students and international students as well.”

David added, students are hungry “for an educational experience that both challenges and supports them. As an educator I want to be involved with creating curriculum that helps move students in transformational ways, and then be involved with the research that helps us do that strategically.” Echoing David, Krista loved the project as a way of helping “colleagues on campus learn about the effectiveness of their programs.”

Meet the Winners

Linnette Werner, Director of the Undergraduate Leadership Minor, University of Minnesota, has worked to grow the Minor from 250 students (in 2007) to over 1,400 students per year, begin a research agenda on evidence-based leadership education pedagogy, and co-create the Intentional Emergence Model for teaching leadership. Along with colleagues, she runs the Engaging Young Leaders Institute, which is dedicated to developing leadership educators who effectively teach leadership in an interdependent and adaptive world.

David Hellstrom currently works as a teaching specialist at the University of Minnesota in their Leadership Minor. In the last decade David has been working with colleagues to build innovative curriculum that has resulted in creation of the intentional Emergence Model. In 2016, David joined with Linnette Werner to help launch the Engaging Young Leaders Institute. David’s inner circle includes his partner Susan and his children Gracey, Hank, and Sam.

Krista M. Soria works as an analyst with the Office of Institutional Research and an adjunct faculty for the leadership minor at the University of Minnesota, Twin Cities. She is interested in researching high-impact practices that promote undergraduates’ development and success, the experiences of first-generation and working-class students in higher education, and programmatic efforts to enhance college students’ leadership development, civic responsibility, and engagement in social change.

For 50 years, SAGE has maintained its entrepreneurial spirit as an independent, academic and professional publisher. We proudly invest in innovative new leadership texts and now publish cutting edge digital resources for students, researchers, and professors. Firmly guided by the needs of the changing scholarly landscape, we are driven to publish books that offer fresh perspectives and enhance students’ learning experience, instructors’ efforts in the classroom, and educate the field. SAGE currently publishes more than 800 titles per year worldwide across its imprints. SAGE is also proud to publish influential journals in leadership education, offering the latest research across a wide range of disciplines. SAGE remains majority owned by the company’s founder, Sara Miller McCune, and after her lifetime will become owned by a charitable trust that secures the company’s continued independence. This independence enables us to remain a mission-driven publisher of the highest-quality academic materials for the indefinite future.
Innovative Leaders Driving Thriving Organizations

by Chelsea LeVander, ILA Communications Associate

Maureen Metcalf is passionate about helping others who strive to help the world through effective leadership. Leaders hold the responsibility of ensuring the success of the people and organizations they lead, but in our volatile and complex world, they often need help figuring out how to stay on top of change, how to create a path forward, and who they should be as a leader. As Maureen shared of her work, “part of my professional purpose is to help leaders update their ‘leadership algorithm’ and create a practice of continually updating it.” This practice enables leaders to meet the “multiple, concurrent changes we all face now — and will face for the foreseeable future.”

After receiving attention for her award-winning Innovative Leadership book series, VoiceAmerica — a live and on-demand talk radio broadcaster — contacted Maureen about hosting a show on their business channel. She loved the idea of doing in-depth interviews with global thought leaders. “I’m willing to experiment when opportunities present themselves and it seemed to be an interesting opportunity,” she revealed.

Innovative Leaders Driving Thriving Organizations launched July 14th, 2015 with “Leadership 2050,” an episode that delved into Maureen’s and her associate’s Michael Morrow-Fox and Susan Cannon’s contributions to ILA’s Building Leadership Bridges book of the same name. The show has broadcast weekly since then on Tuesdays at 11:00 AM Pacific Time. Each episode is accompanied by a blog post on Maureen’s website that brings the themes of the interview to the fore and asks provocative questions for listeners to consider as they tune in.

Never one to rest on her accomplishments, Maureen has been tirelessly working to leverage the terrific content she’s been producing, working with university faculty in the United States and Europe to integrate Innovative Leaders Driving Thriving Organizations into the classroom. (Hint: Contact Maureen at maureen@metcalf-associates.com to discuss how you can use the Innovative Leaders podcasts in your own teaching and leadership development work). She was also recently invited to join the Forbes Coaches Council which will support her becoming an active contributor to Forbes.com.

In just under a year — through blogs, LinkedIn, press releases, and happy listeners — Maureen has built the station up to approximately 4,000 - 5,000 downloads a month. Over the past year she has interviewed longtime collaborators, world-class researchers, seasoned and highly respected executives, and leadership thought leaders. “There are a couple of things I love about this process,” Maureen shared. “I get to create a channel for some of the smartest, most accomplished people I know. I have talked to CEOs, CIOs – even a retired Major General. I have interviewed top researchers about the latest brain science, the practice of mindfulness, and how these are important to leadership success. Meeting these people and integrating what I learn from them into my own work has been an amazing experience. I hope everyone who listens takes something away each week to improve their leadership and their lives.”

Innovative Leaders Driving Thriving Organizations is available from the VoiceAmerica website or via iTunes. On the next page, you’ll find a selection of podcasts to sample. Click on an icon to Access the Podcast at the VoiceAmerica website. The show airs every Tuesday at 11:00 AM Pacific Time at VoiceAmerica.

Meet Maureen Metcalf

Maureen Metcalf, CEO of Metcalf & Associates, is an executive advisor, author, speaker and coach who brings 30 years of business experience to provide high-impact, practical solutions that support her clients’ leadership development and organizational transformations. In addition to being an executive advisor, she hosts an international radio show on Innovative Leaders for VoiceAmerica, and is the author of an award-winning series of Innovative Leadership books. She can be reached at maureen@metcalf-associates.com.
Innovative Leaders Podcast Sampler

Click on an icon to access the podcast at the VoiceAmerica website.

CEO Perspective on the Impact of Building a Vibrant Organization in a Global Company with Jim Ritchie-Dunham & Anna Claudia Goncalves

How Do Transformation and Leadership Connect with James Brenza & Dan Mushalko

Global Leadership Planning AND Implementing Corporate Strategy with Rattan D’Souza

The Brains of Leaders: Manage Your Thinking to Improve Your Effectiveness with Gary Weber

How Can You Develop as a Highly Effective Global Leader? with Steve Terrell

CEO Perspective: Talking With One of the Top 100 Most Powerful Women in Canada with Lesley Southwick-Trask

Podcast Playlist
We hope you enjoy this series of articles on that twenty-tens digital dynamo — the podcast. Each article features a podcast program or individual episodes from different programs pertaining to leadership. Tell us about your favorite leadership podcast and nominate our next feature: https://www.surveymonkey.com/r/33998SF

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CFP Opens June 2016
Mary Hale Tolar: I’m pleased to be here today with Jeffrey Buller, one of the authors of Building Academic Leadership Capacity: A Guide to Best Practices. Jeff, what motivated you and your co-author Walter Gmelch to write this book? Why now?

Jeffrey Buller: Walter and I have two colleagues that we frequently do programs with — Robert Cipriano and Richard Riccardi — both of whom are at Southern Connecticut State University. For the past 10 years, Bob and Rick have been conducting a survey of academic department chairs. They consistently find that only about three percent of them have had any sort of leadership training or preparation before they become department chairs.

MARY: Wait. Did you say three percent?!

JEFFREY: Three percent; yes. 97 percent don’t; 3 percent do. You go to a college and graduate school and learn how to become a chemist or an accountant or an engineer mostly by doing research. If you get a faculty position, the university asks you to do all sorts of things you’ve never been trained to do — teach a large class, teach online, run a committee meeting, develop curriculum, and so on. If you do that stuff — stuff that the university didn’t train you to do — really well, then the university gives you a leadership position where you get to do more stuff you were never trained to do.

MARY: Yes. [Laughs]

JEFFREY: We have an odd way of choosing academic leaders. We choose them primarily on the basis of their success in teaching and research and then put them in positions where teaching and research is largely irrelevant to what they actually have to do day-to-day.

Because of that, Walt and I are constantly being invited to university campuses and conferences to speak about what it is the chairs, deans, provosts, vice presidents, presidents, and chancellors need to know in order to be successful at doing their jobs. We get these invitations mostly because we’ve both been in college administration at different levels for a long time and also because we’ve written short articles and books that provide some of this information. A lot of what we tell people is just very practical, what we’ve picked up over 30-some years of being in academic administration.

While we were out on these speaking engagements, we noticed that some of the colleges and universities that we went to did not have any training program for academic leaders. They would bring us in thinking we could teach them how to do something in a day or so without any follow-up. Other institutions we visited would have wonderful, well-developed programs for identifying faculty leaders who

Meet Jeffrey Buller
Jeffrey L. Buller is widely recognized as one of the most effective promoters of academic leadership development in higher education today. After thirty-four years as a university administrator, holding positions ranging from department chair to vice president for academic affairs at four very diverse institutions, Buller now directs Florida Atlantic University’s newly created Center for Leadership and Professional Development. Buller is a prolific author, best known for ten books on academic leadership, and serves as a senior partner in ATLAS: Academic Training, Leadership, & Assessment Services, through which he has presented numerous training workshops on academic leadership all over the world. He can be reached at jeffbuller@mac.com.
had some administrative potential or taking people who were already in administrative position and giving them additional training for the leadership skills they needed to have. There was such a variety out there that we decided to provide some insight into how institutions could either create a leadership development program or improve and expand their existing one. We looked at a lot of institutions, identified what they considered to be best practices, what worked for them, and tried to crystallize that in an easily-digestible format that someone who either had no idea of how to develop an academic leadership program or had been doing it a long time but wanted some more ideas would find equally valuable. So that’s the origin of the book.

MARY: The organizational structure of your book, which I found helpful, was based on the 7S model with three hard S’s — strategy, structure, and systems — and four soft S’s — staff, skills, style, and shared values. In your experience, is there one of those S’s that institutions struggle with more than others?

JEFFREY: They always struggle with the last two, style and shared values. They’ll experiment with things and they’ll find that certain things work and certain things don’t. But they don’t focus on getting the basics right.

One of the things we saw again and again is that institutions that self-identified as “we’ve got a leadership program but we’re really not all that happy with it” often did occasional workshops, but they didn’t really focus on changing people’s behavior. For instance, they would do a time-management session or a how-to-schedule-courses section for an hour, an hour and a half, or maybe even a whole morning, but there wouldn’t be any follow-up. These institutions often eventually realize that they need to provide more scaffolding so that sessions build on one another and that there needs to be some continuity between sessions, such as a support group where people can get together with others and talk about issues that they’re facing or how to apply what they’re learning in the program. Eventually most colleges and universities kind of get that.

What they don’t tend to get is what makes leadership at their institution different from everyplace else. What is it about their institution and their values that make them who they are? How does that affect their academic leadership? What is it about their institution that will either work or not work with the notions a new department chair, for example, brings in from the outside? That’s style.

Shared values go beyond the stuff we all give lip service to. We all say students are important and faculty matter more than administrators but, when you get beyond those truisms, what is it that really characterizes an institution’s shared leadership values? Those are the things that institutions struggle with.

MARY: How does the institutional context of a program inform the way it’s developed and ultimately its success?

JEFFREY: First, I want to say that the 7S structure was definitely Walt’s contribution to the book. It was his insight. It gave us a very good way of characterizing programs and it provided a way for programs to do a quick self-analysis and identify: what is our strategy, what is our structure, and how does it relate to that of other schools?

One of the things that was more my contribution had to do with organizational culture and how that affects the sort of leadership that one develops. A lot of times someone will become a chair and they’ll go get a bunch of leadership books by John Maxwell or other authors who have written about corporate leadership. But they’ll find very little in them that they can apply to their everyday work as a department chair or a dean or a faculty leader, because the organizational culture of how we do things in higher education is so different from a standard corporate, military, or any other form of organizational culture. We’re much less of a social pyramid and we structure ourselves in very different ways.

Meet Mary Hale Tolar
Mary Hale Tolar serves as Director of the Staley School of Leadership Studies at Kansas State University, working with faculty and staff to provide learning experiences aligned with the mission of “developing knowledgeable, ethical, caring, inclusive leaders for a diverse and changing world” for the 2500+ students involved in the school’s interdisciplinary academic and community engagement programs. Tolar co-chairs with Ian Sutherland the Deans, Directors and Chairs affinity group for the International Leadership Association. Mary can be contacted at mtolar@ksu.edu.
So that alone is interesting, but then, there are probably a whole series of subcultures within an institution of higher education. A college of business administration probably makes decisions and creates policies in a very different way from a college of arts and letters. And even within the college of arts and letters, the department of philosophy probably does things very differently from the department of art.

It’s important for anyone who wants to start a leadership program at a particular college or university, or anyone who comes in from the outside and wants to make recommendations, to understand what the local dynamics are, what the assumptions are, how things tend to get done, and how that might be able to be improved. If you try to develop a process that doesn’t respect the institution’s identity and culture, you can miss a great opportunity and even end up being unhelpful to that institution.

MARY: I appreciate that you reference multiple models and a range of academic leadership development programs in your book. Are there any that you’ve encountered that stand out as particularly strong across the board?

JEFFREY: There are four I always turn to when I’m looking for examples of best practices: University of Carolina at Chapel Hill, Cornell University, the University of Michigan, and Nova Southeastern University. These universities take many of the things in the book to a great level and demonstrate through their own assessments that their programs are really effective. Each has a different particular strength, but together they’re pinnacle examples.

The University of North Carolina at Chapel Hill, UNC-CH, recognized that faculty leaders, for example, often need different sorts of leadership development than do department chairs. Department chairs need different skillsets than deans and more senior department chairs need different skills than beginning department chairs. They have a very focused and scaffolded structure so leaders can find the part of the program that meets their needs and takes them where they need to go.

They also successfully combine two types of leadership programs — the cohort and workshop models — in a way that a lot of institutions struggle with. A cohort model is based on applications and each year 12 to 20 people get accepted into the program and move together as a cohort. This model has a lot of advantages. You have a built-in support group. It’s easier to fit into people’s schedules. You know exactly what everyone has heard before and you can build on it. On the down side, you might inadvertently overlook someone who has leadership potential but either can’t quite get nominated for that program or applies but isn’t chosen and gets discouraged.

On the other hand, a workshop model is open to everyone and allows people to come and take what they need, recognizing that everyone doesn’t need the same thing. But this model doesn’t have the structure of support of a cohort model. UNC-CH looks holistically at how to develop academic leadership and provides a mix of cohort and workshop models so they have something that hits all of the strongpoints of the two systems.

Every good academic leadership program works with case studies and scenario trainings. At Cornell University, they cooperate with the institution’s improvisational theater department so that when they do scenario training with academic leaders, they’re actually involving people who either have trained as or who are being trained as improvisational actors. This is valuable because at some institutions the roleplays are done with other academic leaders, whom you probably know, and who likely have limited acting skills. You never quite forget that this is a colleague so the roleplays tend to be very artificial. In contrast, at Cornell people find that three or four minutes into the roleplay with these actors they forget it’s a roleplay and the situation becomes much more realistic. But, of course, it is still a roleplay so if you make mistakes, you don’t have to live with them and you can critique the situation later.

I was talking to Pamela Strausser, who runs the program at Cornell, and she says that the improvisational actors are also really helpful if a department chair or administrator has
buttons that when people push them, they just can’t control themselves. They can work on these issues with an actor and be desensitized to the things that might set them off and keep them from doing something that they might end up regretting later.

At the University of Michigan, they do something similar. The Center for Research on Learning and Teaching (CRLT) Players are an acting company that assist’s with the school’s academic leadership development program to help participants develop a more nuanced approach to diversity issues and to apply the critical thinking skills they develop in their own academic fields to real world situations. The CRLT Players’ series Navigating Departmental Politics is included in the university’s seminar series for junior faculty members. In addition, the group provides experiential training to groups of faculty members who are trying to implement change at the University of Michigan.

Nova Southeastern University has separate programs for deans, chairs, directors, and so on. But they don’t overlook the fact that assistants and associate deans also need some sort of development. They recognize that people in those roles tend to have a lot of responsibility, but very little authority, and how challenging it is to get things done in that situation.

In addition to monthly programming, they also find yearlong projects for different groups to work on, so there is continuity from session to session. For instance, this past year the department chairs had monthly meetings on different aspects of what department chairs do, but between those sessions they did a mini quality-enhancement plan (similar to the larger quality-enhancement plans that form part of the accreditation process of the Southern Association of Colleges and Schools) for some area in their department so they could apply the concepts that were being developed in the workshop and later on assess their progress. I think that’s an excellent way to make leadership training and leadership development practical rather than just theoretical.

Mary: When you and Walt were pulling this book together, who were you hoping most to reach? Who do you think is best served by the observations and the clarifying questions that you pose in this book?

Jeffrey: We wrote this particular book for people who are in situations at institutions of higher education where they can make a difference, either by initiating a leadership program, improving the program, or even understanding that the program they already have in place is following best practices and really needs to just keep going as it is. We’ve written other pieces for emerging leaders themselves and for people who are already department chairs who need to learn how to do their job better. This book is for people who are or who want to be directors of leadership programs at institutions or who are already deans or provosts and have the ability to initiate a program of this kind.

Now, we hope, of course, that anyone who reads the book is going to find out something useful about academic leadership and the things that they themselves can do to become better academic leaders. But our primary audience is people who are asking how they can help people who either are already leaders or who have leadership potential to grow in what they need to know and do. People asking: What’s the best way to do that? How do I make the limited budget that I have — and budgets are always limited — go as far as it can to really make a difference so we can serve our students better, serve our faculty better, and serve our community better?
MARY: That’s affirming. I have shared the book with my provost as well as the learning and development director in our human capital services here at our institution. I’ve also shared it with some faculty leaders as they are growing into new positions on campus.

JEFFREY: Yes, that’s a great group to share the book with. Excellent. When you’re writing a book, you never know whether it’s going to get into the right hands or whether the readers are going to get it. In your case, it sounds like we hit it right, so thank you.

MARY: Absolutely. Shifting a little bit from the book to your general observations, given your experience, how would you describe the state of academic leadership in higher education? Are there any trends that you’ve noticed?

JEFFREY: Great question. If I go back the entire 35 years that I’ve been involved in higher education, the big trend in academic leadership is it’s becoming more professionalized. Though I don’t think the credentialing and training of academic leaders has caught up with that yet.

When I was first starting out as a faculty member, a lot of times the people who got into leadership roles — either chairing committees or departments — were basically first among equals. They merely helped make sure courses didn’t compete at the same time and everyone got their book orders in. Today, the academic leadership responsibilities of faculty leaders, chairs, deans, and provosts are so much more complex and intense. With the national trends in accountability through assessment and legislative requirements, one really can’t be an amateur at this anymore. Even so, a lot of people, as we’ve seen, go into these roles with very little preparation. They realize very quickly that they’re at a disadvantage and need training and development.

The second thing I’ve noted is that even as leadership in higher education has become more professionalized, people have realized that you have to lead an academic unit or group differently from how one might initially think. People do not tend to succeed as chairs or deans or provosts if they take a traditional boss or supervisory stance to things. It doesn’t work. For one thing, in the academic environment you’re dealing with colleagues all of whom have advanced degrees, all of whom are experts in their field. You never really shift from being someone’s colleague to solely being that person’s supervisor. Leading in higher education requires a different sort of ability to get things done. You have to know what it means to build consensus. You have to be able to work with people to move in a common direction even when there are many, many different ideas on the table and many, many different goals and visions being articulated.

I used to see more chairs who tried to rule their departments with iron hands. You still hear about that occasionally, but I think that as people have learned how academic leadership works, they’ve realized that it requires a different leadership philosophy and a different leadership style.

MARY: Looking across the state of higher education and the expectations and hopes for academic leadership, what is your fondest aspiration? If you had a magic wand and you could make something happen....?

JEFFREY: There are a few things. In practical terms, I wish we could come up with some sort of standard certification that documents — to use Walt’s trifold structure — that a person has achieved a certain level of skill, knowledge, and reflective ability in academic leadership. Then, if you were thinking of hiring a department chair or dean from outside the institution, you could see that the person has the “ILA certification,” or whatever it might be, as an academic leader. I think that would help institutions make different choices about people and increase the percentage of department chairs who receive training before they become department chairs.

I guess my second aspiration, which is something I talked about more in Positive Academic Leadership and Change Leadership in Higher Education, is that more academic leaders would realize that academic leadership has to be different in style and approach than leadership in other environments. I wish academic leaders would approach situations with more of what I call positive default, which means that when there’s trouble, they shouldn’t assume that there has to be a troublemaker. When somebody makes a mistake, they shouldn’t assume they were doing it intentionally. Rather, I wish academic leaders would approach situations from the default position that holds that we’re all trying to do the best for ourselves and our institution in the best way that we know. Sometimes we have differences of opinion as to what that should be, but we’re all really trying to do the right thing. I think when you approach leadership challenges and opportunities with that perspective, rather than here’s a “problem person,” you end up leading differently. Everyone’s the good guy in his or her own story. If you understand that we’re all really just trying to do the right thing, not just understand it intellectually, but if you really internalize that in how you approach day-to-day situations and approach change at institutions, I think that’s a great advantage.
Of course, my third dream — and this is not going to happen, but it’s the dream I long for — is that strategic planning buys a swift and merciless death and that we adopt other types of change mechanisms in higher education. Strategic planning really is an invasive species in the academic structure. It doesn’t fit what we do. Ninety-nine percent of the time it fails and yet accreditation agencies require it, many states require it, and so many institutions think they have to do it. It just wastes a whole lot of resources.

MARY: Is there anything else that you’d like to share? Is there a question I didn’t ask that you’d like to answer?

JEFFREY: I want to mention one thing that we grappled with when we were writing the book, because I think institutions wonder about this: What is the best way for them to develop academic leadership? Is it to grow their own program or is it to take advantage of established regional/national/statewide programs and conferences for training academic leaders?

Walt and I actually went back and forth on that for a long time. He started off saying it would be better for institutions to develop their own programs, rather than send their people away to conferences, because they understand their local needs, policies, culture. I came at it from the opposite perspective saying that no institution can have enough resources to do everything. No institution would have all the experts that it needs in all these different areas and therefore it would be valuable to have regional and national and international programs for academic leadership.

As we worked on the project, we realized that it can’t be all one or all the other. There is a huge value in people going to academic leadership conferences and finding out that the problems they’re trying to solve are not necessarily unique to them. There is a huge value in meeting with people who have worked on things for a long time and who can share insights from their experiences.

But I also think that, as Walt realized early on, if that’s all an institution does, leadership doesn’t change at that school. There’s got to be a way of internalizing that value through some sort of institutional program, whatever suits the individual needs and cultures at that institution. There’s got to be a way to take people, who either aspire to become academic leaders or who are drafted into positions of leadership, and provide them with the resources and training they need locally to build on what they might gain from international, national, and regional conferences and workshops. I think we started at opposite ends of the spectrum, but in the end we met in the middle and each saw that there was huge value in both of those approaches. Institutions overlook one or the other at their own peril.

MARY: I really appreciate that. I thought it came out very clearly in the book, particularly through the clarifying questions at the end of each chapter. I also thought the issue of resources, and understanding what resources are available to you at your institution and available to you nationally, was very well framed. I liked the emphasis on making one’s own strategic decisions based on those important questions and data gathering activities posed in the book.

JEFFREY: Absolutely. Just because something is a best practice doesn’t mean that it is the only practice. There’s a lot of good stuff out there and you need to find what works for your environment and not just try to transplant what someone else is doing. At best, graft a new plant onto whatever is growing locally so you have something that thrives in your environment.

MARY: Thank you, Jeff. I really enjoyed reading your book and talking with you today.

JEFFREY: It was great to meet you, Mary. I look forward to seeing you in person in Atlanta later this year at the ILA conference.

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Check out some of the special events in Atlanta sponsored by our various education oriented member communities:

- Leadership Education Member Interest Group
- Leadership Education Program Directors, Dean, and Chairs Affinity Group
- Doctoral Program Faculty and Leaders Learning Community
Integration of leadership and service-learning in leadership focused courses is not a new concept. However, providing this combination of pedagogies in a completely online environment is relatively new. Providing such coursework online enables instruction to extend to anywhere in the world. The potential impact reaches beyond the classroom as students from diverse cultural, social, and economic backgrounds collectively investigate community development within the framework of leadership, civic engagement, social action, and making positive change. This article provides practical strategies in developing an online service-learning course, as well as successes and challenges from experience teaching such classes.

Contemporary higher education has a responsibility to prepare students to solve social problems on local and global levels; therefore, educators are challenged to develop a diverse context for learning and living (Hurtado, 2005). It is critical to educate students with respect to social issues in general and to address such issues within a leadership and community engagement context. Online service-learning courses, which use a fairly new combination of pedagogies, provide new opportunities for leadership and civic education. While service-learning pedagogy has been actively explored in the United States since the 1970’s (Stanton, Giles & Cruz, 1999), facilitating this type of learning online is still relatively new. Examining the potential of service-learning and leadership pedagogies in a virtual environment helps educators to identify foundational best practices and technological tools. Even though service-learning is a pedagogy traditionally used in local communities and primarily an in-person endeavor, technology has expanded the possibilities to include working in a global community. For example, virtual volunteering has provided a forum where community service can be completed in an online environment.

Educators often shy away from integrating leadership and service-learning pedagogies in a completely online environment due to the lack of educators’ experience and scant research available on online service-learning courses. Since these types of courses are traditionally face-to-face, moving to a virtual space can be intimidating for leadership educators. Further, not fully understanding how course content will translate to a virtual space causes educators to be cautious in creating such opportunities.

In the past 10 years, I have developed and taught several online service-learning courses, including a course titled Social Change and Leadership that over 1,000 students situated around the world have completed. That course examines community engagement from a positive social action framework, exploring a range of leadership styles and students’ capacities to enact broad change. Foundational leadership theories include the social change model of development (Higher Education Research Institute, 1996) and servant leadership (Greenleaf & Spears, 2002). As stated in curricular objectives, upon completion of this course, students are to have developed an
understanding of service-learning theory through the recognition of various historical models of leadership in social change movements. These learning outcomes are realized through reflective teaching approaches that require students to consider the relationship between the individual and society within a contemporary societal context. In this course, students are required to identify strategies that promote social action, exploring the potential for local and global change through collaboration with communities, at service sites, and among learning peers. Achieving these objectives requires students to focus on community service projects where theories of social change and leadership can be experienced and examined.

Critical to online service-learning courses is the integration of service-learning, leadership, and experientially based learning situated in local communities. In combination, such methods can transform teaching and learning partnerships in ways that alter learning experiences and enrich individual awareness (Cranton, 2006). To effectively implement service-learning and leadership pedagogies online, instructors must consider the following:

1. Create virtual environments that enable ongoing communication, interaction, and relationship building. For example, require engagement through various discussion board posts, reflective blogging, or social media interaction between students, community staff, and faculty.

2. Develop a teaching approach that fosters autonomy and collaboration. For example, frame the course around individual service experiences and how making meaning of those experiences apply to the collective, especially in leading others in making positive change.

3. Design and implement methodologies that afford opportunities for critical reflection and inquiry. For example, provide multiple ways for students to reflect critically. Remembering that students might reflect differently, offering various avenues will promote critical inquiry, as well as reflection.

4. Deliver curricula through universally accessible technologies which support primary learning goals and the development of secondary skills (e.g., mastering website navigation and the use of software and hardware) (Guthrie & McCracken, 2010).

In the 10 years I have been developing, teaching, and assessing online service-learning courses, many successes and challenges have been identified. Major successes in developing these courses include fulfilling institutional missions, reaching and impacting national and global communities, and witnessing the evolution of individual change. Because online service-learning courses extend access to learning within a context of geographic, socio-cultural, and economic diversity, not only do students provide service in their own communities, but they also provide needed assistance around the world. Participation in these types of experiences and subsequent dialogues with peers enables a rich environment that promotes deep learning.

The biggest challenge in teaching online service-learning courses is developing and teaching curricula that utilizes highly interactive instructional approaches. The establishment of the virtual teaching and learning environment is itself challenging. It requires capturing and nurturing teachable moments that occur both during planned online activities as well as through spontaneous learning experiences encountered in face-to-face interactions at community service sites. The construction of such instructional experiences is particularly complex as they occur within virtual learning environments where students and instructors never come into physical contact with one another. As in most virtual communication, nonverbal body language and unspoken cues are difficult to discern. It is difficult for instructors to identify and understand the disparate skill sets among enrolled students — this impacts instructors’ abilities to facilitate and assess learning in ways that are personally relevant to individual students.

Reviewing resources will assist educators in the development and implementation of online service-learning courses. Minnesota Campus Compact’s Center for Digital Civic Engagement provides an excellent list of resources and connects educators doing this work. Additionally, articles such as “E-Service Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population” (Waldner, Widener, & McGorry, 2012) provides a more in-depth look at research being done in this area.
Online service-learning expands leadership education to create supportive and challenging virtual classrooms for students to learn how to lead and create positive change. I encourage educators to embrace the complexity of using these pedagogies to make leadership learning more easily available for all.

References
Leadership Events & Opportunities — Print, Post, & Pass It On

There is so much going on in the world of leadership that ILA members are involved in! “Print, Post, & Pass It On,” is the place where members can share leadership events, opportunities, and even survey requests with other members. If you have an item for inclusion please email dderuyver@ila-net.org, but please note, we do not guarantee publication of your item nor do we make any warranty regarding the items listed. Find ILA events on the following page.

Conferences, Symposia, Workshops, MOOCs, Etc.

Jul. 17-24
1st Annual Eurasian Doctoral Summer Academy for doctoral researchers within the social sciences, Varna, Bulgaria

Jul. 18-21
Intentional and Evidence-Based Practice in Leadership Education: Celebrating 20 Years of the Social Change Model of Leadership Development, National Leadership Symposium 2016, University of Tampa, FL, USA

Sep. 1-4
Empowering the Intangible: Exploring, Feeling, and Expressing Through the Arts, 8th Art of Management and Organization Conference, Bled, Slovenia

Sep. 6-8
Thriving in Turbulent Times, 2016 British Academy of Management annual conference, Newcastle University, UK

Nov. 17-18
The Entrepreneurial Society, 8th Annual Global Peter Drucker Forum, Vienna, Austria

Nov. 28-29
Developing Academic Leaders in Resource Constrained Environments, Southeast Asian Higher Education Summit 2016, Negeri Sembilan, Malaysia | Call for Papers Deadline: August 1st

Dec. 6-9
Under New Management: Innovating for Sustainable and Just Futures, 30th Annual Conference of the Australian & New Zealand Academy of Management

Dec. 11-13
International Studying Leadership Conference, University of Edinburgh, Scotland, UK | Call for Abstracts Deadline: September 2nd

Mar. 15-17, 2017
Leadership Challenges That Matter, 4th International Conference on Responsible Leadership, Johannesburg, South Africa

Publication CFPs

Sep. 1
Abstract submission deadline for a special journal symposium on Achieving Ethical Leadership to be published in the Fall 2017 issue of the Journal of Leadership Studies.

Oct. 31
Call for Papers: “Approaches, Methods and Critical Diversity Scholarship: The Challenges and the Outcomes,” a special issue of Qualitative Research in Organizations and Management.

Dec. 31, 2016
Manuscript Deadline for “Administrative Leadership & Public Sector Management in Developing Countries,” A special issue from the International Journal of Public Leadership.

Awards

July 13
HeroX Patterns of Success Challenge, Design a leadership and training program to boost the successes of small business owners. The best solution in each category (Strategy, Leadership and Culture) will win $7,000.

Jul. 15
Peter Drucker Challenge - The Peter Drucker Society of Europe is pleased to invite students from across the world to submit an essay on the topic The New Entrepreneurs: Movers and Shakers in Economy and Society? Cash prize of €1,000 plus travel/registration to Peter Drucker Forum in Vienna, Austria.

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See ILA Events & Opportunities on Next Page!
# Upcoming ILA Events & Important Dates

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| **Find Your Intersections — A How-To Webinar on Using ILA’s New Community Platform**  
*Save the Date!*  
Tuesday, July 12, 19:00 EDT | **Find Your Intersections — A How-To Webinar on Using ILA’s New Community Platform**  
(***Same Content***)  
Wednesday, July 13, 12:00 EDT | **Last day to register for The Dynamics of Inclusive Leadership at the EARLY price. Prices go up $60 on July 16.**  
Learn more | Register |
| | **Member pricing with Code X2016ILA00** | |

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| **Exploring Leadership in Latin America**  
ILA topical conference in Lima, Perú. Hosted by Universidad del Pacífico.  
[Learn more](#) | **ILA’s 18th Annual Global Conference, The Dynamics of Inclusive Leadership**  
Atlanta, Georgia, U.S.A.  
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| **Advancing Women in Leadership: Cultivating Our Whole Selves,** 3rd Biennial ILA Women & Leadership Conference, Rhinebeck, NY, U.S.A.  
[Learn More](#) | **19th Annual Global Conference**  
International Leadership Association  
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- Exploring Peace Leadership for Inclusive Communities: A Leadership Journey to The Carter Center
- Foot-Soldiers in the Fight for Civil Rights: Dynamics of Inclusive Grass Roots Leadership – The Road Made by Walking
- Foot-Soldiers in the Fight for Civil Rights: Dynamics of Inclusive Grass Roots Leadership – Witnesses to History
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- Inclusive Dynamics and Ethical Perspectives: An Ethics Symposium
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- Leading With the Brain AND the Mind: Happiness, Mindfulness, and the Healthy Leader
- Profiles of Inclusive Leadership: How to Identify and Nurture the Leadership the World Needs
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- Public Leadership Networking Dinner
- Women and Leadership Networking Luncheon
- Youth Leadership Member Interest Group Dinner

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- Leadership and Tango — Exploring the Dance of Leadership Through Argentine Tango
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