



International Leadership Association

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Will We See You in London?

The early bird deadline for ILA 2011 is September 25th. Register today to experience this one-of-a-kind conference.

Featured Participants Include:

John Adair (Lifetime Achievement Award Winner) One of the world's leading authorities on leadership and leadership development, Adair has authored more than 35 books on leadership and more than a million people around the world have taken leadership development courses based on his work.

Keith Grint (Keynote) An acclaimed Leadership Scholar, Grint is co-editor of the journal *Leadership*. He is Professor of Public Leadership at Warwick University Business School.

Polly Higgins (Keynote) An author and international environmental lawyer, Higgins was voted one of the "World's Top 10 visionary Thinkers" for her work on advancing the Universal Declaration of Planetary Rights.

Robert House (Lifetime Achievement Award Winner) As the principal investigator and founder of the Global Leadership and Organizational Effectiveness Research Program (GLOBE), he is one of the foremost experts on leadership across cultures. House is also well-known for his Path-Goal theory and theory of Charismatic Leadership.

Stef Kranendijk (Keynote) As CEO of Desso, they became the first carpet manufacturer in the European Environmental Protection Encouragement Agency to adopt a Cradle-to-Cradle approach to its products.

Visit www.ila-net.org/Conferences to register, browse concurrent sessions, and learn about the many incredible networking opportunities and special events available at the conference. Questions? Contact ILA at conferences@ila-net.org or 1.301.405.5218.

Josh Tarr Accepts New Position at Center for Creative Leadership

Cynthia Cherrey, ILA President & Shelly Wilsey, ILA Director

Staff
CORNER



Cynthia Cherrey

If you are engaged in one or more of the MIGs you will have noticed correspondence recently from Ashley Wollam. Earlier this summer, it became clear that structurally it made sense to

shift responsibilities for the member communities to Ashley Wollam as the membership coordinator. The baton hand off from Josh to Ashley was seamless with Ashley keeping the momentum moving forward.

Josh Tarr, the ILA's conference coordinator, recently accepted a new position at the Center for Creative Leadership and moved to North Carolina. An ILA member and conference participant (DC and Amsterdam) before joining the staff, Josh starting working for the ILA at the Los Angeles conference. Dur-

ing his three-year tenure, Josh was responsible for the very successful Prague and Boston conferences and all of the great work leading up to the London conference.

We are grateful for his creativity, innovation, and hard work on continuing to move the conferences and member communities forward. We will miss him but we are excited for him and this new professional opportunity. Fortunately, Josh's organizational abilities are making it relatively easy for the staff to continue moving forward on the London conference.

Soon we will begin the process of looking for a new team member with a passion and enthusiasm for

the ILA mission, vision and values, to contribute to our continuing success and international growth.

Since all of our current staff members had ILA experience before being hired, we want to ask our members for your help finding a highly motivated, proactive, creative, efficient, and well-organized conference manager. The ideal candidate will be a self-starter with independent judgment, exceptional customer service skills, a flexible and positive attitude, intercultural competence, and the

drive to exceed expectations. The official search will launch soon; stay tuned and watch for more in an upcoming issue of the *ILA Flash!*



Josh at the close of the 2009 conference in Prague

Your Feedback is Critical

2. Complete the 2011 Membership Survey Before September 30th!

ILA's Member Survey is drawing to a close. If you would like to cast your vote on future directions for the association, make sure you participate soon. The survey takes 10-15 minutes to complete, and contains multiple choice and a few open-ended questions. Your responses will be used to assess current benefits and develop new services.

All responses will be anonymous, unless you choose to identify yourself. However, respondents who provide their email address at the end of the survey will be entered to win a complimentary year of membership or an Amazon gift card.

Thank you for your commitment to our success and our ability to serve you!

A Resourceful Resource for Your Research: The ILA Directory of Leadership Programs

by ILA Member Daniel M. Jenkins, PhD



Daniel Jenkins, Ph.D., is an Adjunct Professor of Leadership Studies with the Center for Leadership and Civic Engagement and College of Undergraduate Studies at the University

of South Florida (USF). He received his doctorate in Curriculum and Instruction with an emphasis in Higher Education Administration from USF in 2011. His primary research interests include leadership education, pedagogy, diversity and development, college teaching, and higher education policy.

Late in the spring of 2010 I was working tirelessly on chapter three of my dissertation proposal. I had already cleared my topic with my major professor—a survey of instructional methods used by undergraduate leadership educators—but I had no definitive data source. Where on earth was I going to find or solicit a respectable sample of instructors teaching classroom-based academic credit-bearing undergraduate leadership studies courses?

A peer in my doctoral program pursuing a similar study in Information Systems education was having no trouble soliciting responses from the Association of Information Systems (AIS) member directory. This was not surprising as, according to the AIS homepage, they are the “premier global organization for academics specializing in information systems. Founded in 1994, AIS is an international professional society of

4,000 members from 90 countries and a key player in the advancement of the IS academic community.” Unlike the AIS, most leadership educators are not part of one all-inclusive “meta-association.” Discussions with other leadership educators steered me towards organizations such as NASPA and the National Clearinghouse for Leadership Programs (NCLP). Yet, NASPA’s membership was rather large and even through the membership of their Student Leadership Programs Group, it was a shotgun effort at best to be sure my survey invitation was reaching the intended target. The NCLP too was a hodgepodge of leadership educators, student affairs professionals, university leadership center directors, and the like. Again, there was no assurance my efforts were going to yield favorable response rates. Then, in my e-mail inbox appeared the May 2010 issue of the *ILA Member Connector*. In it was a brief article announcing the launch of the ILA Directory of Leadership Programs—could it be—a searchable database of more than 1100 leadership education programs? This sure beats tirelessly combing through the hundreds of thousands of results I got from my Google search of leadership programs!

With great ease I was able to limit my search to leadership education programs offering undergraduate programs such as certificates, associates, minors, and bachelor’s degrees. The search criteria also let me choose the delivery method (blended, classroom, online, and/or self-paced) of the leadership

education programs queried. I was even able to limit my output to U.S.-based institutions only.

Let me share briefly how I used the directory for my dissertation. The purpose of my study was to identify the instructional strategies that are most frequently used by instructors when they teach academic credit-bearing undergraduate leadership studies courses, identify signature pedagogies within the leadership discipline, and assess the learning goals instructors believe are of the greatest importance in their courses. The ILA Directory provided access to hundreds of undergraduate leadership studies programs around the United States that fit my population criteria. I contacted both the “Contact” listed for each program as well as a random sample of two to three instructors (faculty, adjuncts, lecturers, etc.) from their department website. Compared to the return rate of NASPA (0.93%) and the NCLP (10.04%), the 52.49% return rate through the ILA Directory was nothing short of impressive. To date, no sample had even come close to the large dataset of leadership educators I collected as a result of this resource.

While the data on instructional strategies and learning goals will be published in peer-reviewed journal articles, the demographic data of the leadership educators from the programs identified through my research was intriguing and certainly worth sharing

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here. Of the 303 participants— instructors who teach academic credit-bearing undergraduate leadership studies courses in the United States—the majority (83.8%) were white and 54.8 % were female. Also, 58.4% had doctorates, 38.6% had master's degrees, and 60.2% reported having more than five years of teaching experience. Perhaps surprisingly, only 7.9% of the participants earned their advanced degree in leadership or leadership studies. Instead, degrees in organizational studies (13.9%), higher education (12.9%), college student affairs, development, or personnel (12.2%), and miscellaneous education-related degrees (11.6%) were more prominent. Participants' primary activity at their institutions was teaching (46.2%), student affairs (23.4%), or administration (19.5%). Additionally, 95% of participants taught at a four-year public or private university or college. At these institutions, the academic college delivering the undergraduate leadership courses taught by the participants was usually Business (13.9%), Arts and Sciences (12.2%), or Education (11.6%). The specific academic department offering these courses was Leadership

(19.1%), Business, Management, or Organizational Studies (16.2%), or Student Affairs (14.9%). The distribution of leadership degrees offered was also quite diverse. According to the participants, 48.2% of the programs offered baccalaureate programs in leadership, 39.6% offered minors, 20.1% offered certificates, and less than 11% offered no leadership degree program (only academic courses). More than half of all participants reported having undergraduate leadership experiences (50.2%) and 74.3% reported taking graduate coursework in leadership. Leadership educators are by far a very diverse bunch!

Today, the ILA Directory of Leadership Programs has more than 1500 programs in their database and offers one of the most comprehensive resources available to scholars engaged in research on leadership education. Looking to survey leadership educators for a quantitative study, solicit qualitative interviewees engaged in leadership education, collect data about the faculty, staff, curriculum, or institutional type of leadership education programs? Look no further! I encourage graduate students, leadership scholars, and

The Directory of Leadership Programs

A Free, Comprehensive, Searchable Database of Degree-Granting Leadership Programs Around the Globe

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faculty to take a closer look at the valuable resources within the ILA Directory. As this database continues to grow the research it spawns will be ever impressive. I am looking forward to reading *your* research as the leadership literature continues to grow.

Vision: Transforming Leadership Knowledge and Practice Worldwide.

Mission: The International Leadership Association (ILA) is the global network for all those who practice, study, and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.

Our Commitment: The principal means by which our mission is accomplished is through the synergy that occurs by bringing together public and private sector leaders, scholars, educators, businesses, and consultants from many disciplines and many nations.

Our Values: *Inclusion:* Nurtures and promotes broad and diverse membership engagement; *Intent:* Encourages leadership initiatives that advance the field of leadership and contribute to the greater global good; *Interconnection:* Builds upon the shared interests and complementary talents of members to support individual and collective goals; *International perspectives:* Respects cultural contexts and facilitates learning and networking across national boundaries; *Integrity:* Insists upon effective and ethical leadership practices and sound scholarship.

Featured Publication & Author Interview

Leadership for Environmental Sustainability

Ed. by Benjamin W. Redekop (Routledge, 2010)

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and navigate to eBenefits ->
Chapter Downloads to access
Chapter 3: Challenges and
Strategies of Leading for
Sustainability.



Our guest interviewer for this month's featured publication and author interview is Deborah Rigling Gallagher. She is Assistant Professor of the Practice of Environmental Policy at the Nicholas School of Environment and Executive Director

of the Duke Environmental Leadership program. She received her PhD in Public Policy from the University of North Carolina at Chapel Hill, a masters degree in Public Policy from Harvard University and a B.S. in Chemical Engineering from Northwestern University. Gallagher's research focuses on public policies related to the interaction of business and the environment. She is currently editing a 100-chapter, 2-volume reference handbook on environmental leadership for Sage Publications.



Benjamin W. Redekop received the PhD in History from the University of British Columbia. Formerly Thompson Chair of Leadership Studies at Kettering University, he is

currently Associate Professor and Chair of the Department of Leadership and American Studies at Christopher Newport University in Newport News, Virginia. His books include *Enlightenment and Community* (McGill-Queen's University Press, 2000) and *Power, Authority, and the Anabaptist Tradition* (The Johns

Hopkins University Press, 2001). He has published articles in *The Leadership Quarterly*, *Management Decision*, *The Encyclopedia of Sustainability*, *Building Leadership Bridges*, and *Journal of the History of Ideas*, among others. Dr. Redekop teaches courses to students in the President's Leadership Program at CNU. The over 900 students in the program take an 18-credit academic minor in Leadership Studies and engage in a variety of service and co-curricular activities.

Deborah Rigling Gallagher: I want to start out with a few questions about your plan for the book and the process of gathering the collection of essays. Then I want to ask a few questions about some of the individual chapters. Finally, I have a couple of big questions for us to consider. How does that sound?

Benjamin Redekop: Sounds good.

First of all, I want to talk about the arc of the book. It's really interesting. As you suggested, it really is best to read it sequentially because the chapters do build on one another. You first introduce your plan to connect leadership with environmental sustainability and then you begin with a few wonderful chapters which introduce the new paradigm of eco-leadership and terms like the ecology of leadership. After that there are a series of

chapters which offer a wonderful multidisciplinary exploration of leadership for environmental sustainability. So what was your motivation for constructing a book this way and how was it to work with so many different perspectives?

Well, the underlying idea of the book was to try to place this question of leadership for sustainability in the center and say, look, this is *not* a peripheral question for leadership. This goes to the heart of what it means to be a good leader in the world today given the existing requirements for humans flourishing on the planet. And so, I wanted to place leadership for environmental sustainability at the center to therefore look at it from as many angles as possible. If this is a central question for leadership, how can we look at this as broadly as possible? So, what I did first was ask for proposals. I did that in a number of venues, including the ILA listserv, and I was fortunate to receive a variety of proposals from different disciplines, and different backgrounds and perspectives. So it was partly circumstance. I was fortunate to get a variety of proposals, but I also did conceive of it from the beginning as a multidisciplinary endeavor—the first real attempt to look at leadership for sustainability as a central question that we can come at from a variety of angles,

not just resource management, or business, or environmental studies, but from a broad spectrum of perspectives.

So, you have your discipline and everyone else has their perspectives, their disciplines. How was it to work with all these perspectives?

Oh, that was great. One of the best things about doing this kind of project is collaborating with other thinkers—and not just academics, but thinkers from a variety of fields—and thinking about the common question from all these different perspectives. I worked with the authors on crafting chapters that fit within a common format. So, there were revisions that I asked for, but everybody was very keen to contribute and to work together to produce a book like this. That was probably the most exciting thing about it—working with people from business, from history, from sociology, philosophers, and organizational experts, and talking about this question from a variety of perspectives. I really liked that part of the project.

I have another question about your plan. You say right at the beginning of the book that it's for all those who want to better understand the challenge of environmental sustainability and are looking for insights, research findings, and stories that will help them to address that. Can you tell me more about who you imagine your readers to be?

That's a good question. Well, as often is the case with academics, I hope for both an academic audience and an educated lay audience—people who are in leadership positions or people who care about these issues and would like to

exercise leadership, but also those who study leadership and teach it. My hope is for as broad an audience as possible. Given the fact that the book will be coming out in paperback in December, that will be easier to achieve since that will be a more affordable edition of the book. I really wanted to try to draw in as many different types of readers as possible. I'm assuming a certain level of education and interest, but not overwhelming. One of the things that I did as editor was I worked on making chapters as readable as possible. I exercised a pretty heavy hand in stylistic editing and keeping the chapters short. Most chapters are around 5,000 words, which was a task in itself. So, yes, it was an attempt to address this question from both a scholarly and from a broader perspective. Basically, my ideal reader is somebody who cares about this issue and wants to do something and may be in a leadership position or may just be interested in thinking about how they could lead on the issue. And, after reading this book, my hope is that such a person would have more ideas and more tools at their disposal to think about the best way forward.

As a reader—a person who has just finished doing a really close read of the book—I think that's a really apt description of what the reader might be like. And, I appreciate that it's coming out in paperback. That's wonderful! Let's talk a little bit about the chapters. I want to start with the chapter that you're most steeped in, your own chapter, which is based primarily on environmental psychology. It talks about a personality variable, which you call a consideration of future consequences, as being a critical capacity of leaders for environmental sustainability. You point out the need for identifying

and empowering individuals who possess it. I'm interested in environmental leadership education as the faculty director of the environmental leadership education program here at Duke. So, I'm really interested in how you might go about both identifying and empowering these kinds of individuals?

A very good question. I'm not sure I have a great answer for that, but what I think the research shows is that, as individuals, we do vary in the degree to which we think about the future, and act on future consequences in present action. I don't have a ready-made answer for how one necessarily identifies those people. I think it's usually pretty obvious once you get to know somebody and the way that they think. I do think that there is a degree of conscientiousness, and, frankly, a sense of thoughtfulness—and even worry—about the future. There are worriers—people who tend to think about things, and consequences, and what's beyond them.

I think there's a role for the worrier in our society, and often the people who end up in leadership positions are the fairly secure, confident people that don't necessarily worry about things that much. They're under pressure. You need to have a certain kind of personality to be in these positions of leadership and, in a sense, you can't worry too much. You can't be too anxious or you will not be effective or you will not be confident in a way that you need to be as a leader. One way to think about it is the need to empower the people who don't necessarily end up in leadership positions. They might need support in those positions, but they're the ones who are thinking or worrying

about these things. They can, if they have the right sort of mix of personality traits and behaviors, be confident and not too self-examining. They can be somebody who is discerning and thoughtful. It seems to me those types of people usually stand out, but they're not necessarily the people that get pushed forward, or that push themselves forward, into leadership positions. The kind of person that puts themselves forward is often not the one thinking about these questions.

That's interesting, thanks. I want to talk about your idea of the importance of hope, and then I want to talk about the emphasis on characterizing environmental problems as issues of fairness and social justice. You say that people are more apt to follow leaders who use this type of language, and one of the things that I noted was that this philosophy is echoed in subsequent chapters, especially Bekker's chapter, which offers the three spiritual models of St. Francis of Assisi, the Quakers, and African Ubuntu. What advice can you offer on how these concepts might actually be implemented in practice?

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I'll have to think about that for a second. So, I was just talking about empowering the thoughtful, and perhaps even the worrier, among us; the person that does think about the future and is into these issues. At the same time, we also need to empower ourselves and others who are hopeful about the future. That's what I argue in my chapter. The research shows that there is some utility in raising fears and anxieties about the future. That gets us going. But, that can be overdone. It has to be

counterbalanced by hope and a sense that we are able to counteract these problems. So I guess it's a balancing act. It might partly just be attending to where we fall on that spectrum. Are we on one side or the other and are we balancing those behaviors and those messages that we're giving between concern and optimism—that we can do it?

And, of course, one always needs to pay attention to solutions that are already happening. Part of leadership, I think, would be to raise fears but also to point to successes and good things that are already happening. That helps the group to imagine itself in that same position. So it does take—as all good leadership does—thought, and knowledge, and having something to give your constituents to think about. So, for example, I was just reading about a college in California that is now not only completely sustainable in its power generation and usage, but it's actually producing excess power for the grid in a carbon-neutral way. I'm at a university and this is a success that I can tell my students about. Telling such stories is, in itself, a kind of leadership, I think. I am helping them to imagine a future for our institution. Maybe we can not only aim towards becoming sustainable in our energy use, we could actually be an institution that creates renewable energy.

In terms of Bekker's chapter and the spiritual models that stress the ideas of justice, fairness, and connection—again, we're only raising the issue there. I don't have subtle ready-made answers for that. I think this is something we need to think about though. If we can frame environmental problems as social justice problems and as fairness issues, that will help to motivate people to change behaviors, and point to the ways that they are in

fact issues of fairness and social justice. This requires thought and action, research and knowledge, on the part of leaders and those wishing to show leadership, to communicate to followers and constituents, for example, that this is how climate change translates into water issues, which translates into poverty issues in X or Y situations. So, the project that you're working on—the *Sage Reference Handbook of Environmental Leadership*—is a good example of the kind of work that needs to be done to help us to really be able to make these connections. The leadership, as usual, is largely, or often, about communication—knowing what we're talking about and being able to communicate to a wider audience about how environmental issues are also fairness and justice issues. So, just in general, I think what it does is it tells us what to pay attention to. These are things that will be helpful in the future to try to motivate change in others and ourselves.

I think you're right about the idea of leaders as communicators. One of the things I noticed in the book was how storytelling was highlighted by so many of the authors. I love the stories of the business leaders, and then, of course, there's Wendell Berry's fiction, which is discussed, and then a chapter which talks about unacknowledged green heroes, and then one about Rachel Carson and Al Gore, and then finally these wonderful stories about American Christian evangelical leaders who kind of went against the grain to be environmental leaders. So stories seem to be hugely significant and really featured in the book. Can you talk a little bit about how that happened? Was that a plan of yours? Or just talk a little bit about the idea of storytelling.

Well, again, it was partly happenstance. I think it does reflect some of the more creative thinking in the field right now—thinking about the importance of narrative in leadership. We have eighteen authors for fifteen chapters and the emphasis on storytelling reflects what these people are thinking about. I think it also reflects the desire in a book like this to not just be purely academic or conceptual, but to be practical. And, when it comes to leaders and leadership, I do believe that leaders are storytellers. I think Howard Gardner is correct in an important sense that storytelling is a big part of leadership. And communicating how we're going to get to the future that we want is essentially a narrative function. And, of course, we now know—as research emerges out of many fields—just how central storytelling is to human identity and understanding. We're really missing something in leadership if we don't harness narrative. The work that Stephen Denning and others have done, and are doing, in leadership and storytelling is really important to understanding and helping leaders accomplish the objective of trying to help the group go in the direction they, as a group, want to go in, and to help the group imagine the future.

In Chapter 5, by Martin Melaver, he argues that business leaders are, in a fundamental sense, storytellers. That's what they're doing in their capacity as leaders, much of the time. And, if that's the case, and we have a sense that we need to change the way we live and do business in a manner that moves towards a more sustainable society, that change is going to need to happen, at least partly, through the medium of storytelling. So I think the emphasis on storytelling emerges out of the interest of scholars in the field right now. I think it's also very relevant to this idea that if you want to try

to motivate change, you're going to have to be concrete and not just conceptual.

The reason I got into the field of leadership studies is it's a nice blend of theory and practice. It's theoretical, there's a large research base that's growing, and it's very helpful on a social scientific basis, but it's also not just academic. It's also very practical. It's oriented toward the practical end of change. I think people who get into the field want to see good leadership. They want to see the world be a better place, and this is a way to be engaged in that. And so, out of all of that, it makes sense, I think, in a book like this to have an emphasis on not only the abstract and the theoretical, but on the more concrete and practical—and that includes stories of the kind we can tell and also stories of environmental leaders. I think both are present in the book.

Right, Ben. That's absolutely true. I want to talk a little bit more about, I guess, stories, and language, and just the descriptions in the book. In the chapter on Wendell Berry, this phrase that Paul Kaak used, "anthropocentric audacity," kind of surprised me, and made me smile. I was wondering, were you surprised by some of the vivid descriptions of the challenges that were provided by the authors? Another example that I'm thinking about was in Heather McDougall's chapter where she described the political somersaults of the Green Party in going from outsider to insider status. I guess what I'm asking about is the process of editing. As you were reading and editing, were you surprised by some of the vivid descriptions and vivid language that the authors used?

Oh yes, absolutely. Surprised and stimulated. It goes to the joy in working on a book like this in that you have all these different perspectives coming together and trying to craft them into a coherent narrative. Speaking to that need for coherent narrative yet allowing each chapter to have its own voice, and its own emphases, and so on. So, I do think we are talking more and more in the field about collaboration, about leadership as a shared enterprise. It doesn't always reside in a specific person or even position. It's an emergent quality, and so on, and so forth. And so, in one sense, an edited collection reflects that. You are collaborating on a common question. You're not assuming a single unitary viewpoint. You're trying to achieve some kind of harmony, but you're allowing different voices to speak and raise different issues. I think it is an exciting and stimulating enterprise to work in a collaborative project like this because you can surprise each other and you can certainly expand each other's thinking. I hope there are more of these kinds of collaborations. I do think it enriches our thinking to have a number of voices.

Well I certainly would agree. I know we've talked about the project that I'm working on in environmental leadership, the Sage Reference Handbook of Environmental Leadership. It will comprise 100 chapters, and thus will provide an opportunity to examine environmental leadership from a variety of sectoral and ethical perspectives as well as consider how leadership may be applied to address a variety of complex and intractable problems like resource scarcity and climate change. You're contributing to it as well, and one thing

that was clear to me in your book is that many of the authors were motivated to think about environmental leadership for sustainability because of the challenge of climate change. And, for example, in Rian Satterwhite's leadership model at the end of the book, climate change really framed the development of that leadership model. And what I was wondering, besides climate change, what do you think are some of the most important challenges that a sustainability leader should be focusing on?

Climate change emerges, I think, because it's forcing the issue. It's a deep, systemic problem that is on the horizon and it's a problem that really does unite the world. So it's an unavoidable issue that comes up in a book like this. It's also an issue that really begs the question, or it raises this larger question, of we're all in this system together, and we have to find ways to productively live in this system in a long-term fashion. So that's why that comes up. But, I always say that's just one environmental issue among many that are all related.

Biodiversity is also, I think, huge. As the population continues to grow and we humans take over more and more space on the earth—it's clearly happening—we are forcing out of existence many, many, many species that have been around for a long, long time. Do we want to do this? You can talk about this in terms of the oceans. Clearly, one of the first places that we will see large impacts of climate change, as well as all the other encroachments that we're making on the natural world, will be in the oceans. Coral reefs are seriously threatened, for example, by the changes taking place in the ocean.

Fish stocks are in decline. These are biodiversity issues that we can see in the ocean. We can also look in the forest. We can look at declines in songbird populations in any number of countries, including the U.S., along with declines in many other plant and animal species.

Our own survival and the quality of life for humans is another issue. Again, it's tied to population and it's tied to the fact that we are all dependent on the biosphere, and yet we are draining the system. I think that you can look at it purely from the point of view of, as human beings, do we want to live in a very crowded, dirty place or do we want to live in a different kind of planet? Do we want to live in a fashion that is aesthetically, morally, and spiritually of an order that is fitting for humans? So, yeah, take your pick. I think there are many different ways to look at the problem. I think that the evidence and the data from many different sources overwhelmingly demonstrates that we are making a real environmental impact on the world, and it's not very positive for the most part, and that's the challenge for all of us, including those of us who think about leadership. I believe we have to start thinking seriously about what kind of world do we want, and how are we going to get there?

Absolutely. In the book you have a final chapter where you talk about the themes that are woven throughout the book—leadership themes and others. One theme is systems thinking and what you just talked about—how environmental systems work and how we approach them and how we use leadership to address them are important. But, as I read the book, the most prevalent to me was the theme of adaptive leadership. It almost seemed like all of the leadership

challenges discussed in the book were characterized as benefiting from adaptive leadership. Were you surprised by that or is this something that you expected? Can you talk about adaptive leadership and how important it is in this context?

That was one of the interesting surprises or results of the book project as I was working on it. Working on the conclusion it became clear to me how that approach and that idea really emerged naturally from looking at leadership this way. I argue in my conclusion that the reason adaptive leadership is so prevalent is that it is one of the few modern leadership theories of any real depth that brings together the insights of Darwin and Freud. I think there is an intellectual depth to Heifetz's theory that really serves leadership for sustainability well. The Darwinian side is crucial because it's obviously a model emerging straight out of nature. That is how nature works: evolution by natural selection. So it would stand to reason that a leadership model or approach that's going to find ways for us to live sustainably in nature is going to need to reflect and be a part of that system. And so, that was one of the insights for the book. When you foreground the biosphere as our fundamental context for leadership, what seems to happen is we end up getting more biological ways of thinking about leadership in response. It's only, in a sense, natural that that's what would happen.

Of course the critique in a number of chapters is that leadership studies has really proceeded on an industrial model, thinking about leadership primarily from the point of view of modern industry and economic concerns. And once you set those approaches aside you don't necessarily reject modern industry or capitalism. None of the authors

in the book do. But once you set that aside and start thinking about this bigger problem, you end up getting a different model which is more systemic, which is more organic, and, adaptive leadership is, as I say, based in part on Darwin and evolutionary processes, and it just seems to fit. As for the Freudian (or, I should say, psycho-therapeutic) part of adaptive leadership, what it does is it brings in a powerful theory of human psychological needs and ties them into a Darwinian framework. So I do think that the reason many of us still are talking about Heifetz's theory, and the reason we're using it and we're teaching it in our classes, is that it really is a profound and, if I may, adaptable theory that is useful in a very practical sense in addressing real world problems.

The other thing I would say about it is that it is a theory of leadership which does allow for the larger system to, in a sense, help make the decision. Heifetz's theory is very much about leaders sort of turning up the heat and foregrounding problems, and showing leadership in the sense of getting constituents to confront deep problems, and reconcile competing values, etcetera. But the work has to come from the constituents. The leader is not just deciding the outcome—especially on adaptive problems. Technical problems are different, but with adaptive problems the whole point is that there isn't a clear-cut solution that the leader can just enact right away. Adaptive problems are ones that the whole group has to work through together. I think that's why it's a terribly useful theory for these questions of sustainability. It really is going to require everyone to come together and reconcile competing values in order to change behaviors at the level that's needed.

That's great and it's a nice bridge to the next question I

wanted to ask which is about collaboration. I loved Robert Williams' chapter which really had some interesting research results regarding collaboration in addressing environmental sustainability questions. And, in your last chapter, when you talk about the important role of collaboration, you say that one of the great unsolved questions of the millennium is how to reconcile individual freedom with collective good in a way that is acceptable to ardent individualists and amenable to a market-based economic system that, in a sense, has self interest as its fundamental driver. With some of the big tensions that come into play as we address environmental problems and as we look towards collaboration as one of the solutions, do you think there are other lessons or tools in the book that might be useful to address this kind of tension that we face?

In many of the chapters attention is given to that profound back and forth between self interest and some sort of larger good. In Williams's chapter he looks at how when institutions, governments, businesses, or whomever send representatives to try to collaborate on some larger public problem, including the environment, there's always this problem of when you form a new group you create a set of ideas and perspectives that can be shared in that group, but that doesn't always square with the host groups that sent the representatives in the first place. What Williams concludes is that there aren't usually any easy answers to that problem, but we need to realize that it's there, and think about it, and not assume that just because we're collaborating that we're necessarily going to be making progress. But he also ends up being optimistic that collaboration really is what we need to do, despite its problems. Nevertheless it's hard,

and it's not as easy as it might look, or sound. Collaboration may be the way forward but, we need to think further about how to create processes and structures of collaboration that are productive and that can help to reconcile disparate interests.

I won't pretend for a minute that there are any easy answers. This is one of the oldest questions of political theory—individual interests versus the interests of the group as a whole. Self interest and market-based systems really have been more successful than other more strictly collective political and economic systems. So, given that self interest and markets are useful in many ways, how do we reconcile that with the need for some larger oversight over the system that we're a part of? And, frankly, how do you motivate people to change behaviors for some larger good?

In my chapter, one of the conclusions I come to is that to enforce really punitive sanctions on behaviors, that is, just regulating from above, can work if everyone agrees that this is definitely something we need to regulate. So, if there is crime in a community we'll put limits on our freedom of action. We'll put a policeman on the corner who might catch us for something minor, but a larger good is being served because we're going to make this community safer. There is room for punitive sanctions in changing behavior, but there's even greater potential for more internal motivation. And, really, the leadership challenge is, how do you motivate people to want to change and to want to live in a way that doesn't just benefit themselves but benefits the larger good as well? We have to start finding ways to connect the individual sense of well being and purpose with the larger sense of common good. It's not easy,

but it can be done. And, once you do it, what you get is a blossoming effect. You get leadership at all levels involved because once individuals are convinced about something that, yeah, this is a good way to go, they'll spread those thoughts and behaviors to others, and that's what we want to shoot for. We want people to be excited about what they believe, and what they're doing, and to spread those behaviors to others, becoming leaders in a sense, with leadership not just coming from some authority figure at the top. That's the way I've tried to think about it in my chapter: how can we motivate ourselves and others to want to do something that's good for them and good for the larger whole? How can we show them the connection? If we do, then those behaviors and thoughts will take care of themselves. They will then spread spontaneously.

That's really important. I have one last question. It's actually a question that you asked in your last chapter and I thought I'd give you a chance to think about how to answer it because it's an important question. You ask, how can we design an organization or a system to produce leadership that sustains it as well as the larger system of which it is a part?

17. It brings up this question of leadership by design in that if we're going to look at the world and ourselves in a systems view—that we are part of overlapping series of systems—how do we design organizations, and systems that function in a way that is good, and sustaining, and self preserving? As Wielkiewicz and Stelzner argue in Chapter 1 of the book, which starts to answer this question, you need to think about organizations as, in a sense, having

characteristics where leadership can emerge wherever it's needed. I know there is a lot of thinking about that in leadership studies now with Peter Senge and others who think about learning organizations. And so, I think that's what that's pointing to—trying to think of designing organizations and systems where leadership can truly emerge at the margins and all over the place. What that's going to mean is, in a sense, disempowering positional leaders, at least a little bit, and empowering everyone else to step up, and take over where they see a problem.

This is easier said than done. We live in a world of power and there are power relations at every level. In Chapter 2, Simon Western reminds us of that. We can be idealistic and talk about creating a harmonious system that produces a change in learning and leadership at all levels, but the reality is that there is power, and that as individuals we tend to like to have it, and to aggregate it in ourselves. This is not an easy problem to solve, but it's one we're thinking about. I guess my belief is that ideas do drive behavior. The more we can think this way about leadership, that it's not positional, that it's really about finding a way for a system, or an organization, or whatever to function in the best way, that it's okay if I'm in a leadership position and it's a good thing to be dispersing power in appropriate ways, and it's okay if I don't always have an answer, and it's okay if we have collaborative decision making models, and it's good if we can share decision making—I just think that the more we start thinking that way about leadership, the easier it will get for those in positions of power to give it up, and to not see it as a flaw if we don't have all the answers. Right? Create a mindset of leadership of how it's really not about one person having answers.

Instead, it could be more about one person smartly designing and creating structures where they don't have to have all the answers.

So, we start applauding, and affirming those leaders who come up with well-designed systems and organizations, and leadership is in the design. It's not necessarily in any one decision they made. It's not in any one speech they gave. It's not necessarily in that everyone loves them. It's just that for some reason the organization that they are building is producing all kinds of good things, sort of almost seemingly willy-nilly, but there's a plan behind it. There is a logic to why that's happening. I think in business there is an increasing awareness of this. I'm thinking of Jim Collins' book, *Good to Great*, where he really looks at what makes a successful, enduring company and the kinds of leaders we see in them. He finds that often they are the no-name leaders. They are the people who really are not charismatic, but they've created an environment where good things can happen and leadership can emerge. It's not about them; it's about something bigger, not least of which is the long-term viability of the organization within the larger contexts – social, cultural, environmental, etc. – in which it resides

I think that's a great answer. I appreciate you taking the time to think about it. I think that the book itself offers an awful lot of opportunities for us to reflect on all of the issues, and I'm really glad that you were able to put such a great mix of perspectives together in this volume.

Thank you. I have my authors to thank for that.

Well, it's really been fun talking to you and I think that's all I have.

Thank you for your interest.

Lessons Learned: Leadership and Innovation in Ending Homelessness

by Lyndia Downie



Over the past five years the number of homeless individuals in the city of Boston has decreased by 30%. In my job as president and executive director of Pine Street Inn, Boston's leading homeless provider, I've seen what a difference engaged leadership can have on moving the needle on a complicated issue.

There has been a group of homeless people who have lived on the streets or in shelters in every city in America for as long as 15 or 20 years. The consensus was that they were destined to stay on the streets because they were not "housing ready." We heard about a program in New York that was placing people directly from the street into housing with supportive services designed to keep them there. At the same time we were looking at our own data and discovered that

20% of our guests were taking up 80% of the bed nights over the course of year.

We realized that if we could house the 20% of the people who stayed in shelter the longest, we could change the entire system. How did we do it?

- We look at other innovators across the country and used what they had already learned
- We changed our mission statement to reflect our desire to end homelessness, not just manage it, and put most of our focus on permanent housing instead of temporary shelter
- We found other agencies to partner with or take over programs that were not essential the new mission
- We were diligent about data and used it to develop our strategy
- We acknowledged that taking risks meant we did not have all the answers and made adjustments as we learned more about how best to implement a new strategy
- We continued to challenge the status quo both internally and in our public advocacy efforts.

Five years into this effort we have for the first time in Boston's history shut down shelter beds and repurposed the dollars into supportive housing. Changing both long held beliefs and long time practice is not easy. Even with an 89% retention rate in housing after three years, some people are still telling us that these tenants are not "housing ready" and that this will never work! Leadership requires not just research but the ability to take risks even when you don't have all the answers.

Lyndia Downie, President and Executive Director of Pine Street Inn, has spent the past 27 years dedicating herself to ending homelessness. In her 11 years as President of Pine Street, Downie has helped put in place strategies that have contributed to a documented 30% reduction in chronic homelessness in Boston. Lyndia was a featured presenter at ILA-Boston at a Public Leadership Member Interest Group Sponsored Event.

Correction to Salute to Grads

In last month's *MemberConnector*, **Ryan Schoenbeck** should have been listed as receiving a PhD in Leadership in Complex Systems. Additionally, we welcome a belated Salute to graduate **Vanetta Rodgers**. Vanetta completed her Doctor of Management; University of Phoenix; *Title: "Identifying Leadership Competencies to Create a Leadership Succession Plan at a Ground Handling Company;" Description: The qualitative study explored the dominant leadership style and behaviors of effective leadership. The data gathered might be used to facilitate the development of a succession program through which organizations can use employees' talents to improve and diversify products and services; Future Plans: To engage in continuous studies in the areas of finance and foreign languages in an effort to lead the organization to perform at its optimal level. She recently completed a course in Finance at Harvard Business School.*

Are You Skilled at Leading in a Virtual Environment? What It Takes to Lead Successful Virtual Teams

by Yael Zofi, ILA member

Not that long ago a video conference with participants located on different continents was cutting edge, and the very idea of texting someone from a hand held device was straight out of a science fiction movie. Well, things have certainly changed, haven't they?

Whether you are comfortable communicating with colleagues in the next cubicle or in another time zone is not the issue. The twin forces of globalization and technology have made it equally plausible that you are working on projects with co-located and virtual teammates. To complicate matters, your team members may be from other cultures, with a limited ability to communicate in English. Individuals who lead these diverse work teams need to develop (or refine) skills that are crucial to meeting goals in this increasingly common environment. Leaders must understand differences in worldviews, communication styles, ethics, and etiquette of the people they deal with. They must understand the historical, political, and economic reference points of different people. And they have to do all that while juggling their own responsibilities.

13. If this sounds familiar to you, there is good reason. Even if you work for a small or mid-sized company, you are probably interacting virtually with global stakeholders, and therefore facing challenges that can prevent your team from achieving success. For example, keeping everyone in the loop requires greater energy when distances grow. How often will team members check in with you, and with each other?

Building a cohesive team requires some thought when people may never have met each other. How do you know when conflicts arise, and what procedures have you put in place to resolve them? How do you assess performance, thereby eliminating poor performers and promoting appropriately?

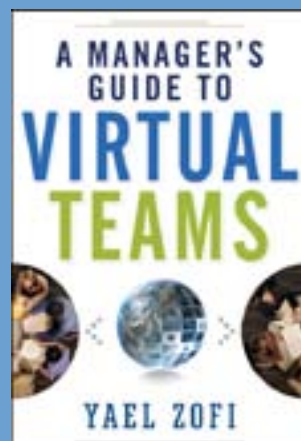
For almost twenty years I have researched these leadership issues in virtual teams, and for my recently published book on this topic (*A Manager's Guide to Virtual Teams*) I interviewed over 150 virtual team members and managers. On the basis of my own experience as well as from the resulting data, I have concluded that four themes recur in high performing virtual teams, regardless of size and types. That is, if your team is to be successful, four elements must be continually mastered throughout the team's life cycle. They are: 1. Ensuring effective context communication; 2. Developing accountability and trust; 3. Defusing conflict and overcoming roadblocks; 4. Developing work systems to get deliverables out the door.

It is not possible to focus on these four themes in the confines of this brief article, but I would like to address the first theme—effective context communication—because it is the foundation for the other three. In the virtual world it is even more important to consider the essence of the human connection. As you know firsthand, connections that occur during face-to-face exchanges become more elusive when we are not in close proximity with others. It is important to foster

Yael Zofi is an international speaker, trainer, virtual teams coach, and CEO of AIM Strategies®, Applied Innovative Management®, a human capital consulting firm focused on



developing global leaders, managing virtual teams and facilitating cross cultural interactions. With 20+ years of consulting experience, she works with leaders and teams on transformational initiatives that improve their bottom line and enable stronger human connection in the workplace. Her clients include AT&T, Credit Suisse, JP Morgan Chase, CIGNA, General Electric, Nokia, Pfizer, Philips, and Viacom. Her organizational development work focuses on helping leaders and their teams become more successful through alignment. She has created many team-based assessment tools, facilitated virtual team retreats, designed international talent management programs, and facilitated merger integrations with three global organizations. Yael has been featured in *Forbes*, *Business Week*, *Halogen Talent Management*, *All Business*, *Entrepreneur* and *Bloomberg.com*. Her latest book, *A Manager's Guide to Virtual Teams*, was just released August 2011.



the human connection in the virtual world because when team members share a bond they work more productively, which directly impacts their work product.

As the team's leader, you must forge these relationships without the benefit of environmental cues, or context, which are eroded in the virtual environment. Here's a quick example of how the lack of context communication makes it harder to create connections:

You are preparing for an important meeting the next day and need input from the department's expert on SQL reporting standards, who sits one cubicle away. Although she left for an outside meeting (you saw her put on her coat and join several co-workers) you knew she would be available after regular work hours to answer you by email. Note: she leaves the office promptly at 4:45 to pick up her twin sons from day care (she passes your office every day at that time on the way out, usually in a big hurry!). Consider, however, if this same co-worker were located elsewhere, and you didn't know her personal schedule. You might take valuable time away from final preparations and needlessly seek help from elsewhere because you didn't know that she could be counted on to resume work during the evening.

What do I mean by context communication? As you can see by the extra layers of observable cues that are a given when you are co-located, context communication is the framework within which we connect the dots so that they make sense. Working in the same office as colleagues allows us to observe behaviors, actions and surroundings, creating background information from which we infer a heightened understanding of their situation, and the dots connect themselves. Without this shared understanding to help us understand each other, the task at hand and the overall work situation, it's necessary to compensate for the

challenge of diminished cues.

There are three ways to achieve context communication: (1) through environmental cues, such as visual, audio and physical information that provide insight into your physical surroundings, your schedule and workload; (2) the medium or format used for communication, such as e-mail, voice, or face-to-face, which determines the richness of information that is communicated and lastly, (3) relationships, which produce knowledge of teammates/personalities, career goals, friendships, and alliances, thereby providing cues about work behaviors.

Here are some practices utilized by successful virtual teams to achieve context communication:

- Colleagues email the team if an unexpected situation makes them unavailable.
- Phone conferences begin with a round-robin where everyone briefly comments on what is going on in their world. Giving colleagues an opportunity to talk about their issues is one way to create a habit of communicating context.
- Before conference calls are concluded participants are debriefed; everyone is asked whether or not they found the meeting valuable. Did it match the stated agenda and meet the intended outcomes?
- Availability standards are developed and shared. Team members state their working hours and inform others how often they check their voice mail, e-mail; a standard is established for how quickly to respond to each mode of communication.
- Interactions are created that replicate on-site office environments (opportunities to chat near the coffee machine, celebrate birthdays and have water-cooler conversations). Some ways

to do this are: set up a 'get to know everyone' virtual gathering and discuss business challenges; set up a team website that gives your team an identity and includes members' photos, bios and personal information – think of it as a proprietary Facebook.

- Leaders model the behavior that they want to see in others. They share their own context, and encourage others to do the same. These are just a few ways to overcome the challenges of working across space and time. All teams, virtual or not, fall into routines. These routines can lead to a comfortable operating rhythm, which can form the pulse of a high performing unit. It is up to the team's leader to develop this rhythm by pushing for regular communications, helping every stakeholder find the connection that drives success.

I conclude this article with a thoughtful quote from a sales executive for a retail company who I interviewed while researching my book on virtual teams. He summed up the challenge of those charged with creating the conditions for true communication in a virtual environment. He said,

"I want to be 100 percent accessible and help my team members grow closer, because they can easily hide behind computers and not establish relationships. I take it upon myself to reach out to everyone and bring them along, learn from them, and incorporate their ideas. Each day we have the end-of-day conference call to connect, refine ideas and plan for the next day's events."

The role of the leader takes on an added dimension of difficulty in the virtual world, but with careful planning and practicing active communication, a diverse team offers uncommon potential for attaining superior results in our hyper-connected world.

Community Updates

What's New in ILA's Member Communities?

All members of the ILA are encouraged to participate in one or more member communities. Information about the different communities is available under the "Communities" tab at www.ila-net.org. Plus, members can interact with each other under the auspices of the different groups on ILASpace (www.ILASpace.org). For general questions about member communities contact Ashley Wollam, Coordinator of Member Services and Marketing, at membership@ila-net.org.

Leadership Development Member Interest Group



London is approaching quickly. We have opportunities to gather and learn with each other within and across other MIGS during the conference. This year, our Annual LD MIG Business

meeting features a member of the team that won the bid for the London Olympics 2012. He will share thoughts with us about the "Lessons of Leadership Learned."

Interested in Ethics? LD houses the Ethics Forum on ILA Space. You can join, post thoughts, and interchange ideas with members of this community. We will also include an update during our Annual LD Business Meeting while in London.

Would you like to welcome a speaker and support the LD MIG? We are seeking volunteers to be LD MIG representatives that LD hosts during the London Conference. Please contact Laura Santana santanal@ccl.org or Tom Sechrest thomasls@stedwards.edu if interested.

Also consider running for Chair of the LD MIG/Track. Elections will be held later this year, so if you are interested in bringing your experience to enhance our MIG, and have time to help further ILA's vision of leadership, stay tuned for the call. Feel free

to ask me, or Tom Sechrest about our experiences as Chairs for ILA during our upcoming London Conference.

We look forward to seeing you in London. Please bring any ideas or issues to be discussed to our Annual Business Meeting.

Public Leadership Member Interest Group

We will hold the next **Public Leadership Open Space Conference Call on September 22 at 1:30 PM ET**. In addition to topics participants suggest, we will provide the latest greatest news about the upcoming conference and provide time for presenters to offer 60-second long "elevator statements" describing their sessions.

To recap, the webinar will operate using the principles of [open space](#).

1. Those who attend are the right people to attend: no such thing as too many or too few.
2. Whenever it starts is the right time—although we will begin and end on a specified date and time.
3. Whatever happens is the only thing that could have happened: any activities that emerge must happen outside the call on the initiative of the participants.
4. When it's over, it's over: this is one

ILA Communities Online

For More Information follow the links from:
www.ila-net.org/Communities

Connect, Converse, and Collaborate at: www.ILASpace.org

Share & Learn via the Followership Learning Community Wiki at: followership2.pbworks.com

of those no obligation chances for fellowship and communication.

5. Rule of 2 feet: if you find yourself neither learning nor contributing feel free to move on.

While the this plan is extremely flexible, it would be helpful to know if you have something specific you would like to discuss, so the organizers can build a working agenda. The webinar will last one hour and fifteen minutes, and up to 4 items will be included on a first-come first-served basis. There is still room for one or two more specific items, so please let me know if you would like to share something with the group.

If you would like to participate or have something specific to talk about, contact Janet Rechtman at jrechtman@fanning.uga.edu so we can manage our time well.

15.

Leadership Perspectives

From Command to Community: A New Approach to Leadership Education

an ILA Webinar Featuring
Nicholas Longo & Cynthia Gibson

September 29, 2011, 10:00 - 11:00 AM EDT



Learn more at: www.ila-net.org/webinars

Register at: www.ila-net.org/webinars/commandtocommunity

Free for ILA Members; \$24.95 for non-members

Fueled by an array of cultural forces—such as technology, globalization, and demographic shifts—the notion of leadership is dramatically changing. These and other changes are requiring a new approach to leadership education; one which focuses less on the individual and “position” and instead emphasizes collaboration, community problem-solving, transparency, authenticity, diversity, and results.

Congratulations to Gavin O. (USA), Matt P. (USA), Temille P. (SAUDI ARABIA), and Hamid K. (USA.), winners of *With God on All Sides* by August webinar presenter Douglas Hicks.

Nicholas Longo

is director of Global Studies and associate professor of Public and Community Service Studies



at Providence College. From 2006-2008, he served as the director of the Harry T. Wilks Leadership Institute, an endowed civic leadership center at Miami University in Ohio. He also served as a program officer at the Charles F. Kettering Foundation in the area of civic education and from 2002-2004 he directed Campus Compact's national youth civic engagement initiative, Raise Your Voice. Aside from co-editing *From Command to Community*, Nick is author of *Why Community Matters: Connecting Education with Civic Life*. He holds a Masters in Public Affairs from the Humphrey Institute and a Ph.D. in education from the University of Minnesota.

Cynthia Gibson

is a senior fellow at The Philanthropic Initiative and Tufts University, and an independent consultant who has more than 26 years of experience in the nonprofit sector. A widely published author and active blogger on issues affecting the nonprofit/philanthropic sector, Cynthia was named to The NonProfit Times' "Top 50 Power and Influence," an annual listing of the most influential executives in the sector. Some of her past or current clients include The Case Foundation, Campus Compact, Ford Foundation, and the Rockefeller Foundation. Gibson has a B.A. in psychology from Pennsylvania State University (Phi Beta Kappa and Summa Cum Laude); an M.S.W. from Catholic University of America; and a Ph.D. in social welfare policy and administration from Rutgers University.



16.

Given the role that higher education has played in helping to advance new forms of education, this session will discuss how colleges and universities can start thinking differently about leadership. It will also highlight examples of how some campuses are incorporating new approaches to leadership education which emphasize relationship over position and public action over attainment.

Participants of this webinar will leave with: An overview of what 21st century leadership looks like and why it's important for addressing 21st century public problems; An introduction to new trends in leadership education in higher education; and Concrete examples for connecting civic engagement with leadership development in higher education.

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 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.

Sep. 22
Public Leadership Member Interest Group Open Space Conference Call, 1:30 PM

Contact Janet Rechtman to participate at jrechtman@fanning.uga.edu.

Sep. 23-24
Global Mindset Development in Leadership and Management Conference

Los Angeles, CA, USA

uofrivertside.com/conference.html

Sep. 28-29
2nd Annual HR Business Partner Conference

Barcelona, SPAIN

www.teneoevents.eu/hr-business-partner

Sep. 29
From Command to Community
A Leadership Perspectives Webinar
10:00 - 11:00 AM EDT

[Learn more](#) | [Register](#)

Sept. 29-Oct. 2
1st Latin American Student Leadership Conference
Monterrey, N.L., MEXICO

www.cellatino.org/

Oct. 3
CFP: Western Academy of Management 2012

www.wamonline.org/

Oct. 15
CFP: International Journal of Mentoring and Coaching

www.emccouncil.org/eu/en/e-journal/call_for_papers

Oct. 21 - 23
The First International Conference on Leadership, Technology, and Innovation

Antalya, TURKEY

icltim.beykent.edu.tr/

Oct. 26 - 29
13th Annual ILA Conference
Park Plaza Westminster Bridge,
London UK

www.ila-net.org/conferences

Nov. 14 - 18
African Integral Development Network: Advancing into the 21st Century

University of Calabar, NIGERIA

Email: aidennigeria@yahoo.com

17. Nov. 23 - 25
1st Israeli Global Human Resources Management Conference
ORT Braude College, ISRAEL

www.ghrm.co.il/

Nov. 28
First International Encounter of Leadership Centers
Asunción Paraguay

Email Richar Ruiz
richar.ruiz@uamericana.edu.py

Dec. 12 - 13
10th International Studying Leadership Conference: Ethical Dilemmas for Leadership

Bristol, UK
www1.uwe.ac.uk/bbs/pdf.aspx?page=2098