



International Leadership Association

## In this Issue:

Sep/Oct 2009

### Page 2

Board Corner: Welcome New ILA Board Members!

### Page 5

Featured Publication:  
*The Powers to Lead*  
Interview with Author Joseph Nye

### Page 12

Community Corner:  
Ethical Responsibilities of an Organization

### Page 13

Community Updates

### Page 14

Leadership Jobs

### Page 14

October Webinar  
Featuring Ira Chaleff

### Page 15

Community Kiosk

### Page 17

Calendar of Events

### Page 18

What's new on ILASpace

### Page 19

Spotlight on ILA Member: Institute of International Education

Member

Connector

## Third Annual ILA Student Case Competition: New Structure will Produce Exciting Results

This year's ILA Global Leadership Conference in Prague, November 11 – 14, will feature the Third Annual Student Case Competition. The competition will have an improved structure which is designed to maximize team inclusion and enhance the student experience.

The largest improvement to this year's competition will be a unique two-round competition format. For the First Round of the competition, all registered teams will receive the case study and questions for analysis. Student teams will then prepare a text-only, 2-4 page brief including the following: Executive Summary, Question Response for the specified questions, Analysis of the Situation, and a bulleted list of Recommendations. Each team should submit one case brief by October 26 electronically for judging. Competition judges will then select finalists to compete in the Final Round of the competition at the ILA Conference in Prague.

At the Final Round of competition, qualifying teams will be provided with additional questions to continue building upon their case. Teams are strongly encouraged to collect supporting information or examples from ILA conference sessions on Thursday and Friday. Teams will prepare a professional visual presentation of their analysis and suggestions. Each team will have 15 minutes to present their case analysis and recommendations to a panel of judges representing business and education, practitioners and faculty members. A 5-minute question and answer period will follow. Presentations are open to all ILA Conference attendees (including teams that participated in the initial round of competition), and will be held on Friday evening, November 13.

Another new feature of the Student Case Competition will be the Student Poster Showcase. All competing teams are encouraged to prepare a presentation poster for display on Wednesday evening at the Prague Conference. The poster should include the important information from the brief submitted for the First Round. Graphics should be added to help explain the text in the brief. The Poster Showcase is a fun event designed to provide students an opportunity for professional development and resume worthy recognition, and has no implications on case competition scoring. The teams selected for advancement to the Final Round of competition will be announced at the Poster Showcase.

Continued on page 16...

# Welcome New ILA Board Members!

Board  
CORNER

by Cynthia Cherrey, ILA President



*The best way to find yourself is to lose yourself in the service of others—  
Mahatma Gandhi*

The International Leadership Association is now ten years

young. As the ILA has evolved, so too has the Board. Today's Board reflects the present and future direction of the Association in serving its members. Our new board members—each respected, accomplished, and influential professionals in their respective fields—will help the ILA achieve our strategic goals to: advance the study and practice of leadership, increase the geographic diversity and size of our membership, foster interaction within and across ILA's constituencies, and develop the partnerships and resources to carry out our mission.

Each year a percentage of Board members roll off the board and new board members are confirmed. This year's nominations committee, chaired by Board Member Katherine Tyler Scott, worked for six months to determine what skills and areas of expertise were needed in new board members. As you'll see below, the new board members are typical ILA members—boundary-crossers with a passion for leadership who bring multiple talents and commitment to the Board. But, in addition to their unique talents, we also sought Board members capable of performing four interrelated strategic roles: Connector,

Ambassador, Rainmaker, and Enhancer.

**Connector:** Board members actively connect people from different sectors, members to others doing similar work, and theory to practice. Connection is the cornerstone from which conversation and collaboration can then build.

**Ambassador:** Board members, through their multiple affiliations, are in the position to open doors in the global community to the ILA with the ultimate goal of increasing ILA's intellectual capital and increasing membership.

**Rainmaker:** A Board member must be a rainmaker by giving and helping to attract others to give of their talents, gifts, and of course donations!

**Enhancer:** As an enhancer, a Board member must understand the ILA mission and vision and be able to make a significant contribution to the strategic goals of the ILA. They must leave the ILA in a better place than when they started their Board term.

## **Connector. Ambassador. Rainmaker. Enhancer. CARE**

Above and beyond it all, Board members need to care about leadership and the ILA—its mission, vision, and values—in order to serve our members. I believe our new board members, as well as the present standing

members, are committed to growing and developing the ILA.

## **Farewell to Board Members Concluding their Service**

But, before I introduce our new Board members to you, I'd like to thank the following people, whose term is concluding, for their service to the board and the imprint they left on the ILA:

Founder and executive director of the Leadership Learning Community, **Deborah Meehan** brought her extensive experience with leadership development and fellowships to the board. She helped develop the ILA learning community structure and also recruited several foundations to participate in the ILA — perhaps you've met some of their leadership fellows at a conference.

**Mark Gerzon**, founder of the Global Leadership Network, completed one board term. While traveling the world as a distinguished fellow of the EastWest Institute, Mark introduced the ILA to potential members in Shanghai, Beijing, and Hong Kong, among other cities, and he helped the ILA position itself globally.

As past chair of the American Society of Association Executives and director of the Health Forum, **Kathryn Johnson** brought almost 30 years of non-profit management and leadership experience to the ILA board. She led the ILA strategic planning process for four years and helped the ILA focus on measuring results.

During his three year term to the board of directors which started in 2005, **Ronald Riggio** provided leadership to the ILA Strategic Initiative to Advance the Study and Practice of Leadership. For the past two years, he served as one of the chairs of the Los Angeles conference and he was instrumental in developing the Leadership Legacy project.

As the Vancouver conference chair, **Brian Sullivan** coordinated activities to create a truly Canadian conference, recruiting record numbers of Canadians to attend the 2007 conference while introducing the ILA to important BC institutions and leaders such as the University of British Columbia's president Brian Toope, the Dali Lama Center, social venture activist Alison Lawton, VanCity, and others.

And last and most certainly not least I and the entire Board want to thank **Carol Pearson** for her many contributions to the ILA. Carol has accepted a new job as provost of Pacifica University in Santa Barbara California. In her prior position as director of the James MacGregor Burns Academy of Leadership, she served as an ex officio member of the ILA board for 4 years. Carol's contributions to the board included her leadership on ILA's branding efforts and securing the Prague conference partnership with the Fetzer Institute.

### Welcome New Board Members!

Please join me in thanking those who have given of their time and talent to serve the ILA membership, and in now welcoming the new Board members as they begin their service.

**Brad Jackson** is the Fletcher Building Education Trust Chair of

Leadership in the Business School at the University of Auckland. In addition to teaching and publishing, he is responsible for leading the academic development and integration of research and educational programmes in leadership. He has been a visiting professor with the Copenhagen Business School, Doshisa University, the University of Pretoria, Worcester Polytechnic Institute, and an associate professor of Continuing Education at the University of Calgary. He is a member of several journal editorial boards, including *Leadership Quarterly* (Elsevier) and *Leadership* (Sage), and is author or co-author of five books and many articles. Brad has a B.S. Degree with honors from the University of Bristol and a M.A degree from the University of British Columbia. His doctorate was earned from Lancaster University in 1999.

**Mansour Javidan** is Dean of Research and Garvin Distinguished Professor at the Thunderbird School of Global Management. He is a board member of Business For Diplomatic Action, serves the president and CEO of the GLOBE Foundation, and for ten years has been co-principal investigator of the GLOBE (Global Leadership and Organizational Behavior Effectiveness) research program. Mansour spearheaded Thunderbird's Global Mindset project which is focused on assisting



managers and executives to work more effectively with those from diverse cultural backgrounds. He is a multiple award-winning executive educator and author whose teaching and research interests span the globe. Mansour has offered senior executive workshops, conducted consulting projects, and coached senior executives in 21 countries. He is author or co-author of five books and numerous articles. Mansour received his MBA and Ph.D. degrees from the Carlson School at the University of Minnesota and BSc. from Sharif University of Technology.

### Susan R.

**Komives** is Professor of College Student Affairs at the University of Maryland. She is president of the Council for the Advancement of Standards in Higher Education (a 36 association-member consortium advancing standards of practice and self-assessment,) former president of the American College Personnel Association, a former vice president for student development at two colleges, and co-founder of the National Clearinghouse for Leadership Programs. She is lead author of the Leadership Identity Development model research and is currently is co-principal investigator of the Multi-institutional Study of Leadership project, a 100 + campus study of college student leadership outcomes and campus practices that contribute to those outcomes. Susan was a member of the ensemble that developed the Social Change Model of Leadership Development. She has authored and co-authored several leadership books, chapters



and articles. She earned her M.S. and B.S. at Florida State University and an Ed.D. from University of Tennessee, Knoxville.



**Roger H. Sublett** is President of Union Institute & University. He is currently completing a three-year term as chair of the American Council on Education Commission on Lifelong Learning.

Before joining Union, Roger served as the director of the W. K. Kellogg Foundation's Kellogg National Fellowship/Leadership Program and worked in international program development in twenty countries. He has extensive experience in academic leadership having served as a professor, dean, provost, associate vp for academic affairs, chief operations officer, and acting president. In the past, he has served as executive vice president for the Association for Continuing Higher Education (ACHE) and as president of the Coalition for Adult Education Organizations (CAEO). Roger is also a frequent speaker, convener, and advocate in areas of adult and continuing education and leadership. He earned his B.S.E. and M.A. degrees from the University of Arkansas and his Ph.D. with a focus on American history from Tulane University.



in the publication of *Breaking the Glass Ceiling*. Ellen played a key role in establishing CCL's expertise in the evaluation of leader

development and helped develop a number of assessment resources. During her 22-year CCL tenure, Ellen has also been a research scientist and director of product development research. She is co-editor of the *The Center for Creative Leadership Handbook of Leadership Development* and is frequently published and quoted in both the popular press and professional journals. She has authored numerous book chapters, reports, and guidebooks and presents often. She holds a B.A. from SUNY Stony Brook, and a M.A. and Ph.D. in Sociology from the University of Florida.



Serving a two year board term as the chair of the 2010 ILA Boston conference, **Sherry Penney** is the

founding director of the Center for Collaborative Leadership and holds the Sherry H. Penney Professor of Leadership in the College of Management at the University of Massachusetts Boston. Sherry has extensive experience in higher education leadership roles, and currently serves on several boards, including NSTAR and the Education Resource Institute, which she chairs. She also is on the Board of HERS (Higher Education Resource Services), South Shore Hospital,

and the Road to Seneca Falls project in women's history. Her previous Boston-area board service includes the Greater Boston Chamber of Commerce, the Boston Plan for Excellence in the Public Schools, and the John F. Kennedy Library Foundation. She publishes and speaks on topics related to higher education, governance issues, women's history, and leadership. Sherry earned her B.A. at Albion College, her M.A. from the University of Michigan, and a Ph.D. from SUNY Albany.

## Prague Conference Updates!

**Early Bird Registration Extended Until Oct. 23rd.**

**World Café to Be Held in Czech National Cultural Heritage Monument**

A World Café on Corporate Social Responsibility will be held in the Hhalol Building, rarely open to the public, one of the "purest and most prominent art nouveau monuments" of its kind in Prague. In this unique setting, participants will be surrounded by Prague's famous Art Nouveau as well as enjoy one of the last great works by the Czech artist of this period Alfons Mucha. Both the music of Smetana and Dvorak have been performed here since 1905 when the building was constructed for one of the Czech Republic's oldest choirs ([www.hlahol.cz](http://www.hlahol.cz)). Conference attendees may participate for free in this special event, but must register in advance.

Complete details and links to registration available at [www.ila-net.org](http://www.ila-net.org)

4.

**Ellen van Velsor** is a Senior Fellow, Advancement & Partnership and R&D Group Director of Individual Leader Development at the Center for Creative Leadership (CCL) in Greensboro, NC. She was one of three principal investigators for CCL's first research on women managers, which culminated

## Featured Publication & Special Members Only Downloadable Chapter

ILA Members publish on the topic of leadership from a variety of perspectives. We are pleased to feature a selection of these publications in this newsletter and our website. In the *Member Connector*, authors take you behind the scenes, sharing their perspectives on the work, how the work informs contemporary issues, and highlighting points of interest to ILA members.

If you have a recent publication and are interested in being featured in this column, please contact Debra Deruyver, at [dderuyver@ila-net.org](mailto:dderuyver@ila-net.org) or 301.405.8064 for consideration.

## Featured Publication:

# *The Powers to Lead*

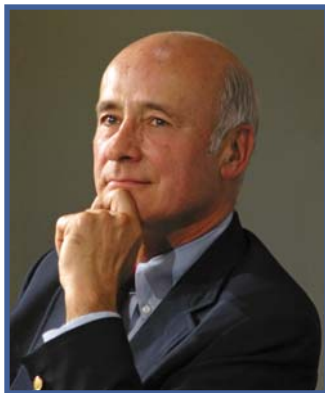
by Joseph Nye  
(Oxford University Press, 2008)



This month, ILA member Richard Couto continues in his role as a special guest interviewer for this feature. Richard Couto helped found the Jepson School

of Leadership Studies at the University of Richmond, Virginia. His recent books focus on community leadership, *To Give Their Gifts*; democratic theory and practice, *Making Democracy Work Better*; and higher education, *Courses in Courage*.

Joseph S. Nye, Jr., is University Distinguished Service Professor and former Dean of the Kennedy School of Government at Harvard University. He received his bachelor's degree *summa cum laude* from Princeton University in 1958, did postgraduate work at Oxford University on a Rhodes Scholarship, and earned a Ph.D. in political science from Harvard. He joined the Harvard faculty



in 1964. In 2008, a poll of 2700 international relations scholars listed him as one of the six most influential in the past twenty years and the most influential on American foreign policy. From 1977-79, Nye was Deputy to the Undersecretary of State for Security Assistance, Science, and Technology and chaired the National Security Council Group on Nonproliferation of Nuclear Weapons. In 1993-94 he chaired the National Intelligence Council which prepares intelligence estimates for the president, and in 1994-95 served as Assistant Secretary of Defense for International Security Affairs. He won Distinguished Service medals from all three

agencies. Nye is the author of numerous books and more than 150 articles in professional and policy journals. His most recent books include *Soft Power*, *Understanding International Conflict* (7th ed), and *The Power Game: A Washington Novel*. He is a fellow of the American Academy of Arts and Sciences, the British Academy, and the American Academy of Diplomacy. He is an honorary fellow of Exeter College, Oxford,

and a Theodore Roosevelt Fellow of the American Academy of Political and Social Science. He is the recipient of Princeton University's Woodrow Wilson Award, and the Charles Merriam Award from the American Political Science Association.

**Richard Couto:** Joe, your book is called *The Powers to Lead* not *The Power to Lead* and that is very deliberate I suppose. Why don't you tell us, why that title?

**Joseph Nye:** Well, sometimes people think of power as though it was an undifferentiated substance or lump, and it is not. Power is a relationship and relationships depend upon context. So there is no one power; there are different powers that occur in different contexts. To take it in simple terms, people say money is power, but if you're in a monastery it isn't. In a monastery, prayer or your ability to pray may be power, but in the marketplace it's not. So the resources that produce power in one context may or may not produce it in another context. And that is why it is im-

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to Download Chapter 2,  
"Leadership and Power"

portant to use the plural rather than singular.

**I will come back to the distinctions that you make among power, but let me pick up on something that you have already emphasized and that is context. Context is a very important factor in every chapter, whether you are talking about leadership or power or any other item. You stress context and even invoke the situation and contingency theories within the field of leadership studies. Could you expand a little bit more on the emphasis that you place on context?**

I think the importance of context is that it tells you whether resources will lead to power or not, as I just mentioned. And that has very important implications for leadership. Take the case of Winston Churchill, for example. If you ask, was Churchill seen as a great leader in January of 1940? The answer is no. He was seen as a washed up, backbench MP. But by May of 1940, he was seen as a great leader. So then you have to ask what is it that changed? Did Churchill change? Did any of his traits change? Not one bit. What changed was the context. Hitler invaded France and drove the British into the sea at Dunkirk and in that context Churchill was the person that the British followers wanted. He had seemed too brash, too risqué, too passé in January. In the new context of May he was exactly what the British people wanted. So in that sense you could say that the change in context is what made Churchill the leader, or, better phrased, that made the traits that were unattractive in January suddenly become attractive in May.

**Another case that you talk about is Al Gore. Would you talk about that for a moment?**

Well, I think that Al Gore was obviously a successful Vice President. He was a leader of the type within the context of the Vice Presidency. He had to be relatively cautious, he had to help Bill Clinton get his agenda passed, and he had to think of what's practical, what's feasible. When Al Gore was a former Vice President, he could unleash his vision and talk about things that might seem farfetched or far out or politically impractical. So the context of being a leader without the responsibility of office allowed Al Gore to become a different type of leader, one who could emphasize his vision and the prophetic dimensions of his leadership. Whereas when he was in office he had to emphasize the aspects of leadership that involved getting others to go along with an agenda in the short run, rather than preaching to them about a different vision in the long run.

**To just be clear, both of your examples are taken from public officials and government, but one of the interesting things I found about your book is the very deliberate effort to span contexts. So, what you were talking about with Churchill and Gore you find equally applicable to people in corporate and social change settings as well?**

Yes, there is not only the difference of the moving back and forth between government and corporate life—I mean for example, somebody like Paul O'Neill, who was regarded as an excellent CEO of Alcoa, was not regarded as an excellent CEO of the Treasury Department as Secretary of the Treasury—but there are also differences within industries. Somebody who may have quite the correct style or appropriate style for the context of a manufacturing industry may find that he is not well suited for, let's say, a Web 2.0 company in Silicon Valley.

So understanding difference in context—whether it be between government and business or whether it be between different types of business—is crucial to effective leadership.

**It is ironic that your emphasis on context is something that you find useful to explain leadership across context. I am not sure if that is irony or a paradox! So often we talk about public leadership or corporate leadership or non-profit leadership or social movement leadership, but you talk about all of those in this book in a way that context, in any situation, is an important analytical factor in explaining leadership.**

Well, I think that what we see is that the effective leader has contextual intelligence. He or she knows that what worked in this situation is not going to work as well in another. All too often we are seeing that leaders have a routine that has worked for them well in the past, that explains or accounts for their success thus far, and they get into another situation and they assume they can use the same routine, but it turns out that they can't. And so contextual intelligence is that ability to understand the difference in culture, the difference in the distribution of political power and the difference in time urgency and such other things that I described in the book which require a different mix of skills. I used a little aphorism of Mark Twain's to elucidate this—that a cat that sits on a hot stove won't sit on a hot stove again, but it won't sit on a cold stove either. Contextual intelligence is the ability to tell whether the stove is hot, cold, or warm.

**We've leaped way ahead of ourselves here. Contextual intelligence is one of the critical skills that you attribute to smart power, which is the hybrid of soft and**

**hard power. So could we go back to the title of the book *The Powers to Lead* and if you would just talk briefly about the distinction that you make between hard and soft power.**

Sure. When people talk about power they often have in their mind hard power, which is the ability to use coercion or payments to get people to do what they otherwise would not do. That is a very common definition. Sometimes people call this the first face of power or the visible face of power, but it misses something very important, which is that there are other faces of power and those involve the ability to get what you want, or to affect others to get what you want through attraction rather than coercion or payment. I've termed that soft power. Another way of putting it, is hard power emphasizes carrots and sticks while soft power might be said to emphasize honey. Or, alternatively, you could say that with soft power you are able to get people to want what you want through attraction. So, you don't have to use as many carrots and sticks to try to get them to change what they would otherwise want to do.

I found that as I was trying to teach leadership to our... students ... I was caught between either a lot of books that were very catchy and very cute but not very analytical... and another set of readings that ... were full of regression equations and tests of statistical significance, but which were totally unreadable. And it struck me that it would be possible to write a book that had the analytical structure of an academic book but, let's say, the readability of what was used in more popular literature.

**You spend some time early on debunking the heroic myth—the myth of the alpha male—as part of addressing hard power. And, what I found very interesting in that work is your continued reference to empirical and historical studies to make your case. You are not just making a case or pleading for soft power to complement hard power. You are actually going to studies of primates and hunting and gathering societies to show that the reference to the alpha male or hard power, as a universal, is a myth.**

Well it is interesting how so many people accept the myth. The simplistic version of it is since we have 98.8% the same genome as a chimpanzee, and since chimpanzees have alpha males, therefore alpha male leadership is built into our genes. But what is wrong with that, among other things, is that a) we are not chimpanzees and b) there is a form of chimpanzee, the Bonobo, which has female leaders and does not have any alpha male leaders. Then there is also the problem for those who say, "Well, it is in our genes," that for a long period in

human history we lived in hunter-gatherer societies and what we know from hunter-gatherer societies that still exist is that they don't always have alpha males. Often they are not very hierarchical in their structure of leadership. I guess the point that I was trying to make by these examples was to say—don't think that sociobiology is going to answer this. Certainly there are societies in the world today, I suppose Robert Mugabe's Zimbabwe is an example, where you have an alpha male style of leadership—so it is not as though it has gone extinct—but the argument that it is in our genes and that humans are incapable or programmed for alpha male leadership and are incapable of other types of leadership simply isn't true.

**This takes us in some ways back to the origins of the book and your own frustration of looking for a book that was analytical for an introductory course.**

Yes, I found that as I was trying to teach leadership to our last year students at the Kennedy School, and looking over the varieties of books I could use, I was caught between either a lot of books that were very catchy and very cute but not very analytical—much of them from the popular business literature—and another set of readings that were coming out of organizational behavior and psychology that were full of regression equations and tests of statistical significance, but which were totally unreadable. And it struck me that it would be possible to write a book that had the analytical structure of an academic book but, let's say, the readability of what was used in more popular literature. And that's the way I tried to write the book—to make it accessible to the average lay person, but with some four hundred footnotes

in the back to expose an analytical structure for those who wanted to question any given straight forward proposition.

**I hadn't counted them, but I was struck that the book is very well referenced and diverse in the material from which you draw. You take considerable pains to rely on empirical studies rather than merely people who would support your own opinion or appeals to authority or whatever— as you illustrated in discussing the alpha male myth in primate studies.**

Well, I do think that an awful lot of books in the popular literature on leadership have plausible accounts, but then you look at the next book and it also has a plausible account and it doesn't fit with the first plausible account. And that is why I wanted to stress the empirical basis for the propositions that I was putting forth in the book. It struck me that you can be analytical and readable at the same time.

**And I think you pulled it off pretty successfully. This brings me to another question about the origins of the book. Why write this book if you have already introduced the concepts of hard and soft power into public discourse, not just scholarly literature?**

**That is actually a leading question. As I read the book, I felt that you were working almost out of a compulsion.**

**In many ways I read your book as saying that we have adaptive work to do, to take Ron Heifetz's term. Power and leadership are changing. We have private public partnerships, we have the Internet, we have networks, and all of these factors provide us a new context in which we**

**have adaptive work to do. And part of that means bringing about a better understanding of the relationship of powers and leadership. So, did you feel compelled to write this book?**

Well, I did - for two reasons; One is because I was frustrated about not finding something that I could readily turn to for the teaching that I wanted to do but the other was because of the public discourse, particularly in our politics, but in much of our society, which treats power as command and control and hierarchical. That is part of power, but it is not the only part. It seemed to me that unless we became more alert to the hidden dimensions of power or, if you want, the softer dimensions of power, we were going to make wrong decisions based on wrong policies. I think the idea that the world is moving from the hierarchy of an industrial age to networks of an information age has some validity. I also think that the hierarchical model of leadership that fits more with command and control still exist, but it is becoming supplanted, in part, by what you may call leadership from the center of the circle. That is, attracting people to you, rather than leadership from the king of the mountain giving orders down the chain. It struck me that the concepts of soft and hard power and smart power would help people to understand the mix that was necessary as the world was changing around them.

**You take some time to debunk the myth of hero as leader, the alpha male, but you also caution us that soft power might also have its myths as well. You compare hard and soft power to male and females styles of leadership. But you talk about the danger of stereotypes whether male or female.**

Yes, there have been some studies

that have been done showing that women, because of the way they are socialized in our society today, may have a better intuition about soft power. So some people have taken from those studies the answer that soft power is women's power or that we are finally entering the age of women's power. I do hope that we will see more women leaders, but I think it is a mistake to categorize the types of power by using gender stereotypes because the answer is that male leaders are going to have the need to think more like women and some women leaders are going to have to think more like men, or, putting it the right way, both men and women are going to have to know how to use both hard and soft power. So I think it is better if we get away from gender stereotypes and instead use the terms hard and soft power which should be independent of gender.

**One of the criticisms that Jim Burns [James MacGregor Burns] makes of his own work *Leadership* is that we're too easily given to dichotomies. In his case the dichotomies of transforming and transactional leadership, or modal and end values. It seems that here you are responding in part to that danger of creating a dichotomy between hard and soft power or male and female styles.**

Right. That is the purpose of the concept of smart power. Sometimes people have read my work and said, "Oh, he advocates replacing hard power with soft power," or, "He thinks that soft power is the only way to do things and that hard power is obsolete." For better or worse that is not the way the world is. The world is still a set of human relationships in which both hard and soft power matter. How much they matter, and how you mix the two depends upon context. The ability

to mix them appropriately for different contexts so that you are able to pursue effective strategies toward achieving your objectives—that is smart power. So I think by getting away from just hard and soft, but also having the concept of smart power, I can get away from too simple a dichotomization.

**There are other scales or spectrums that you present in which you ask the reader to consider this combination of hard and soft power, for example, as one goes from formal to informal authority there may be more emphasis on hard and soft power. Did I get that right?**

Yes. It is interesting that sometimes if you have formal authority, you may have hard power that goes with it. In other cases with informal authority, you may have nothing but soft power. So there is often a relationship between formal and informal and types of power, but it is also not perfect in the sense that you could imagine formal authority also attracting people. Similarly, you can also imagine people who attract, but who develop power as a result of that who can use it to create hard power; Jim Jones and the people's temple cult would be an example of that.

**Among the critical skills that you list for hard power are organizational skills and political intelligence. Your point is, I take it, that these skills apply to both formal and informal authority but they are probably more critical in formal authority.**

Yes, organizational capacity is crucial if you are heading an organization, obviously. Whereas, if you are heading a movement or a band, it may be less so, but even then some degree of organizational capacity is important, if one interprets organization the way

I do as managing reward and information systems rather than simply setting up organizational charts.

**And, on the other side, the soft power side, the critical skills that you see there are emotional intelligence, communication, and vision. That last is a very tricky concept, an elusive concept, but you refer to that in terms of Gore's transition from a Vice President to a failed Presidential candidate and moving from the broad political ground to his focus on the environment and how, in a sense, that move freed him up to engage and to articulate his vision. So I guess that reinforces this point of moving from formal to informal authority, and the importance of one set of skills in one position or one context rather than another.**

Yes, it is ironic that Al Gore was criticized as not having enough vision when he was Vice President and running for President. Then, after he left that office, he became the man who is alerting the planet to the dangers of global climate change with others criticizing him for too much vision. But I think the answer is which type of a leader was he in which type of situation. In the formal organizational structure he had limits on what he could do with his vision. As the leader freed of organizational constraints he faced far fewer limits.

**You also distinguish between inspirational and transactional leadership styles along the spectrum of hard and soft power. Could you talk a little bit about the distinction that you make there?**

I argue that power to inspire others is something which can produce attraction, which is essentially a form of soft power, and that it struck me that whether you use that attraction or

that inspiration to change the world or not, in other words whether you're transformational or merely making small changes that are incremental, that is a separate dimension than inspiring. So you can inspire people for transformation, or you can inspire people for the status quo or incremental change. And then I thought that it was perhaps better to distinguish those dimensions rather than to just talk about transformational leadership and assume that the style of a transformational leader was the same. In other words, you can have transformational objectives and a transactional style like Lyndon Johnson had, or transformational objectives and an inspirational style like Franklin Roosevelt had.

**I think you do us a great service by jumping in there with Burns's work [James MacGregor Burns's *Leadership*] and Bass's [Bernard Bass's work *Transformational Leadership*] work. You sort out style and objectives to come up with another formulation that applies. Hard and soft power to styles of leadership in pursuit of objects that may be transforming, incremental, or preserving the status quo. And then another dichotomy that you deal with—with some trepidation, I imagine—is good and bad leadership.**

Yes, I think there it is very important to distinguish the two meanings of the word good, which can be a normative meaning that we approve of it ethically, or a practical meaning, which is that it's effective. So you can say this is a good knife because it cuts, or this good knife was used for bad purposes because it killed somebody. So if we think about good and bad leadership we want to distinguish between good in the sense of effective and good in the sense of

moral. And the reason for devoting a whole chapter to good and bad leadership is to go beyond the rather simple ways in which people have talked about this in the past.

**You go beyond that quite-a-ways in taking up some of the real difficult problems of leadership—public and private morality; for example, deception, the calculation of costs and risks in making decisions, and also the relationship of the leader and follower in terms of the goodness or badness of a particular leader. There was one particular example that you have in the book that was striking. An NGO worker comes across an execution in Darfur, all hypothetical, wherein as reprisal for shooting at one of his troops, this commander has troops lined up ready to shoot 50 villagers. The NGO person intervenes and protests that action trying to stop the slaughter of the innocents. The commander gives him the option of shooting one of the villagers herself, saying if she takes this one life, he will let the other 49 go. It is a really stark example of private morality and public purpose, if you will. There is a chance here that doing something that one thinks is wrong might lead to a good, that is taking one life saves 49 others. It is an extreme, but it illustrates the situations of dirty hands; to do some good we must do some bad and other times we have no choice but to stand by powerless to stop evil.**

10.

Yes, Michael Walzer and others have explored this issue of dirty hands at some length and it does raise difficult problems. A public leader is a trustee for others and so the question of what do the followers want and what do

they expect of a leader, adds another dimension of obligation in addition to one's private morality. This is sometimes called the question of the terrorist who is about to explode a bomb in a city and kill a million people. Is it legitimate to torture that person to get them to disclose the whereabouts of the bombs so that the million people are saved? And we are now going through this in our national debate about the use of torture in the aftermath of 9/11. So it is not purely hypothetical. Walzer asks, if you don't get your hands dirty is that the right meeting of those moral obligations? Others say that places it too simply and that you have to ask what are the systems you are setting up, what are the legal frameworks, and how will they affect the longer-term future.

So in this example that I gave of the NGO worker who encounters this situation in Darfur where the commander says if you shoot one you can save all these other people, you have to also ask, not just the utilitarian question of do I save one person or save fifty people, but how do I know I won't be tricked by this commander? How do I know that once it becomes known that NGO officials or workers will shoot people that we won't all be trapped into this? And then there is finally

Yes... this issue of dirty hands ... does raise difficult problems. A public leader is a trustee for others and so the question of what do the followers want and what do they expect of a leader, adds another dimension of obligation in addition to one's private morality.

the question of one's own conscience. What price does personal integrity trade off against a violation of followers' trust? So these are very hard questions. They have been explored by philosophers for years, and they are now being explored by psychologists in terms of which parts of our brain tend us toward one direction or the other.

**Yes, that's another good example of your effort to ground your work in empirical studies. Why don't you share with our readers your decision in the NGO case?**

Well, I would not. If I were the NGO worker who came across the commander who said if you shoot one person I'll let the other fifty go, I think I probably would not do it. How could I be sure that he would let the others go? How do I know that he wouldn't in fact

execute them anyway, and how do I know that he wouldn't essentially destroy the reputation of the humanitarian organization for which I was working by having somebody who would be a witness to the fact that I had killed an innocent villager? So I think that the larger consequences would lead me not to participate in this even though he might indeed go ahead with his plan of killing the other fifty. But these are the kinds of hard decisions that people face. I take

the position of what I call an institutional consequentialist or somebody who says what are the consequences not just for the moment, but for the institutions that we live by over long periods of time. That's a little different from what's sometimes called the deontological or Kantian answer, which says you can't do it because it is bad per say. But it is closer to that than it is to the short term utilitarian who just says that it is better to kill one person if it saves fifty.

**And in what ways would your decision in that Darfur case illustrate smart power, your own smart power?**

Well, I think in that case it would be in realizing that in this context I have no reason to trust this militia commander. And, in this context, his ability to manipulate what I did to serve his purposes, which are not the same purposes as mine, is much greater than mine. So it would be that sense of context—who had power, what were their motives, what were they doing it for, what was the nature of the culture—those would be the things which will be important.

**Yes. It certainly would represent a skill in handling crisis and time urgency; another one of the critical skills of smart power that you discussed.**

**I did have trouble with one of the major tenets of your position. You talk about leadership as a three-sided triangle of leader, follower, and context. You have a heavy emphasis on inspiring others to take action or moving other people to take action. In one case you used, a little girl is sitting on the side of a pool, which struck me because it could have been my granddaughter sitting there, and**

**she jumps into the pool. Others do not jump into the pool after her that indicates for you that hers was not an act of leadership. I guess I raise the dimension of time here; a person's acts may not have the immediate consequences of other people taking similar action but over time people may take that example as a reason for taking action on their own.**

Oh, I think that is a good point that you have to bring in the time dimension, and obviously I didn't in that example. If it turns out that with this girl's jumping into the pool other girls say, "You know what, I didn't have the guts to follow her at that time, but next time I am in a situation like that I am going to jump in." Then that clearly is an act of leadership. If, on the other hand, the girl who jumps into the pool has no effect on others then the fact that she goes first but has no followers means there is no leadership.

**That raises all kinds of really interesting questions about intentionality and leadership and sometimes we cannot control the decisions of others whether to follow or not to follow. But retrospectively, our action might be seen as actions of leadership because with time, people take inspiration from them.**

Oh, I think that is absolutely right.

**Let me ask you one last question about scholarship and soft power if I may, actually scholarship and soft power. We can conjure up a heroic myth of the scholar too, working alone and churning out words and great thoughts. But it seems that there was a great deal of soft power in networking, if you will, in this work—your footnotes credit Graham Allison**

**for pointing out something about Churchill. I suspect that public television may have influenced some of the examples also; you have mentioned lectures, etc. Could you just talk a little bit about scholarship in a partnering, networking way, rather than the heroic, man-ner?**

Well, very often people think of scholarship as somebody retreating into a carrel or a small office, thinking hard, and coming up with a brilliant idea, then announcing it to the world through a publication. And sometimes that does happen. However, I find that many ideas are shared ideas. They have many sources, many parents, and, for me, the interaction with others is often a very productive way to make myself think harder. And so I tend to think that scholarship can be done in different ways. But, for me, interactive scholarship—both with other scholars and people interested in policy—has helped me to generate ideas.

**It comes across very well in the book as well with a tremendous number of resources synthesized and articulated extremely well, and very concisely and briefly also. Are there other matters that we should have touched upon that we didn't?**

No, it seems to me we have covered the ground in the book quite thoroughly. So, well done, you obviously did your homework {laughs}.

**Well, I enjoyed it. I can tell you that too. It is easy to do your homework when you are enjoying it. Thank you very much.**

Thank you.

# Ethical Responsibilities of an Organization

Community  
Corner

*Leadership Development*

by Ted Thomas, Director, Command and Leadership, Command and General Staff College

*Abu Ghraib: "The Torture? A more serious blow to the United States than September 11. Except that the blow was not inflicted by terrorists but by Americans against themselves." Quoted by Lajolo, the Vatican foreign minister, to the Italian newspaper La Repubblica<sup>1</sup>.*

Large organizations have a responsibility to the public and to their constituents to act ethically. Great harm is done to companies, their employees and clients, as well as to nations by the unethical behavior of leaders and members within the organization. The scandal and torture at Abu Ghraib caused untold damage to the military's mission and to the United States' credibility throughout the world due to the actions of soldiers and their leaders from top to bottom.

What is the responsibility of an organization to instill ethical conduct among its members? Is teaching ethical conduct enough to cause a change in thought and behavior? Where and how does organizational culture play a part in the ethical climate of a company?

12.

The ethical culture in a company usually flows from the top leadership. From the Army's perspective at Abu Ghraib, former Secretary of Defense Donald Rumsfeld signed a memorandum approving the use of "harsh interrogation methods" as stated by former U.S. Army Brigadier General Janis Karpinski<sup>2</sup>. The permissive use of harsh methods allowed by the administration certainly was trans-

mitted through the ranks, resulting in many and varied excesses.

Teaching ethics is not enough to instill ethical behavior in employees. Most companies have published standards of ethics and codes of conduct. The U.S. Army certainly does, and actively teaches ethical considerations and issues. However, ethical misconduct is not just an Army issue but is endemic in our society and throughout the world. A cursory search on the internet surfaces hundreds of ethical scandals and misconduct.

The real issue is not training, programs, or codes of conduct. It is not teaching facts and trying to force compliance with the stated rules. The real issue is how to instill ethical conduct into top management and all employees throughout the organization so they adopt it as their own. It involves making ethical behavior not just an act of compliance but a way of life and thinking. Ethical standards need to be moved from the head (cognitive) to the heart (emotional), from doing the right thing because we are told to do it, to doing the right thing because we want to do it. It means establishing a culture where ethical behavior is aligned with ethical standards. An ethical culture becomes a community in which its members consistently repeat acts of ethical behavior. They police themselves by correcting and censuring those who are not compliant with the ethical norms of the organization. Compliance to ethical rules resides in an organiza-

tion whose management is not only concerned with what is achieved but also with how it is achieved while commitment resides in an organization whose members want obedience to rules of ethical conduct and are concerned with the why of behavior.

Creating an ethical organization or changing the ethical culture of an existing organization is a leadership responsibility, requiring leaders to not only live ethically but to enforce ethical behavior within their organization. Living the ethics of the organization is still an individual responsibility. Ethical decision making must permeate the organization, becoming part of the DNA since even one unethical individual can have strategic consequences for an organization. Consequently, organizational leadership should exercise constant vigilance and dialogue for everyone in their organization to address and resolve ethical issues and standards in the workplace. To help in this dialogue, the Ethics Forum Group is formed on ILA Space and a Leadership Ethics Forum panel discussion is scheduled for the ILA conference in Prague. We encourage all to attend and to actively engage in fostering more ethical organizations and societies.

<sup>1</sup>USA Today, "Vatican calls prison abuse a bigger blow to U.S. than Sept. 11," 2005, The Associated Press, [www.usatoday.com/news/world/iraq/2004-05-12-vatican-iraqi-abuse\\_x.htm](http://www.usatoday.com/news/world/iraq/2004-05-12-vatican-iraqi-abuse_x.htm).

<sup>2</sup>Reuters, "Rumsfeld okayed abuses says former US army general," 25 November 2006, [www.alertnet.org/thenews/newsdesk/L25726413.thm](http://www.alertnet.org/thenews/newsdesk/L25726413.thm).

## 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](http://www.ila-net.org). Plus, members can interact with each other under the auspices of the different groups on ILASpace ([www.ILASpace.org](http://www.ILASpace.org)). For general questions about member communities contact Josh Tarr, Coordinator of Conferences & Member Communities at [jtarr@ila-net.org](mailto:jtarr@ila-net.org).

## Leadership Development Member Interest Group

We are gearing up for ILA's annual gathering in Prague. If you'll be there, please visit our table on wednesday for a warm welcome and plan to attend our business meeting to learn more and get involved. In the meantime, whether you are coming to Prague or not, please interact with our group on ILASpace at [www.ilaspace.org/group/LeadershipDevelopmentMIG](http://www.ilaspace.org/group/LeadershipDevelopmentMIG). We will be posting questions and invite you to post yours. For example, what are your top reasons for affiliating with the Leadership Development MIG? What is your favorite leadership development resource (book, model, instrument)? In what context are you developing leadership?

For more information and to become involved with the Leadership Development MIG, contact: Chair Kathryn Gaines at [kathryn.gaines@mind-spring.com](mailto:kathryn.gaines@mind-spring.com) or Chair-Elect Jan Byars at [jan@innovativeleadershipsolution.com](mailto:jan@innovativeleadershipsolution.com).

## Public Leadership Member Interest Group

*ILASpace*: Please take time to check out our Public Leadership MIG page on ILASpace and meet some of our members—[www.ilaspace.org/group/PublicLeadershipMIG](http://www.ilaspace.org/group/PublicLeadershipMIG). This is a great place to discuss public leadership issues, recommend new books and articles, or enjoy getting to know members. Stay linked into all of the

new ILA initiatives such as a new mentoring program and discussions about ethics and other leadership topics.

*ILA Conference in Prague*: We will have a MIG table to meet with you personally at the opening so please stop by to meet us. We will also have a special Public Leadership MIG meeting that will be listed in the conference program to discuss our strategic planning in preparing for future conferences and MIG networking opportunities

*Public Leadership Collaboration*: Public Leadership MIG spans a broad range of interests and issues both theory and practice based on the submissions for the annual conference. We urge you to consider serving as the MIG Chair-Elect next year. After one year in the position, the Chair-Elect succeeds the MIG Chair.

For more information and to become involved with the Public Leadership MIG, contact: Chair Susan Myers at [Susan.R.Myers@US.ARMY.MIL](mailto:Susan.R.Myers@US.ARMY.MIL) or Chair-Elect Janet Rechtman at [jrechtman@fanning.uga.edu](mailto:jrechtman@fanning.uga.edu).

## Program Directors, Deans, and Chairs Affinity Group

*Sandra Peart, Dean of the Jepson School of Leadership Studies at the University of Richmond, has been named the new Chair of the PDDC Affinity Group!*

The PDDC Affinity Group provides a more private forum for network-

ing and information sharing among this segment of the ILA membership. Participants in this Affinity Group will create specific opportunities to exchange experiences that advance the ILA's mission to promote a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.

For more information and to become involved with the Program Directors, Deans, and Chairs Affinity Group, contact: Sandra Peart at [speart@richmond.edu](mailto:speart@richmond.edu).

## Student Leadership Affinity Group

As students head back to class, the Student Affinity Group is excited to promote student involvement in the ILA. We are greatly appreciative of all of the ILA members that continue to help us out in spreading the word and helping the student representation in the ILA grow! We look forward to the events being planned for Prague; stay tuned for more information on the Student Case Competition, and the opportunity to be a student blogger!

For more information and to get involved with the Student Affinity Group, contact: Natalie Coers at [natalie.coers@gmail.com](mailto:natalie.coers@gmail.com).

13.

# JOB Listings

To place an announcement  
in the *Member Connector*, please  
contact us at [ila@ila-net.org](mailto:ila@ila-net.org)

For complete descriptions  
& application procedures,  
please visit the ILA Website  
link listed at the end of each  
partial description. To view all  
announcements go to:  
[http://www.ila-net.org/  
LeadershipJobs/index.asp](http://www.ila-net.org/LeadershipJobs/index.asp)

## Visiting Associate Professor, Coordinator

Master of Arts in Community and  
Organizational Leadership Program,  
Emory & Henry College, Emory, VA,  
USA

Closing Date: Until Filled

For Complete Details: [http://www.  
ila-net.org/LeadershipJobs/View\\_Job.  
asp?DBID=1243](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1243)

## Class of 1961 Professor of Leadership Education

Leadership, Ethics, and Law, United  
States Naval Academy, Annapolis, MD,  
USA

Closing Date: Until Filled

For Complete Details: [http://www.  
ila-net.org/LeadershipJobs/View\\_Job.  
asp?DBID=1243](http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1243)

## Transforming Hierarchical Relationships into Productive Partnerships Webinar with Ira Chaleff

**Date: Wed. October 21**

**Time: 12:00 - 1:00 PM EDT**

**Cost: Free for ILA Members;  
\$20 Non-Members**

Register at: [https://www2.gotomeet-  
ing.com/register/770193674](https://www2.gotomeet-ing.com/register/770193674)

But there are additional challenges in  
very large hierarchies or global organiza-  
tions. This webinar will examine the core  
principles of transforming hierarchical  
relationships into productive partnerships  
even in these challenging environments.

Ira Chaleff is the founder and president of  
Executive Coaching & Consulting Associates  
in Washington, DC. and a principal in the In-  
stitute for Business Technology, a worldwide  
provider of Personal Effectiveness Programs  
for workload management. Ira was cited in  
the December, 2007, *Harvard Business Review*  
as one of the three pioneers in this field. Ira  
was named one of the top 100 "Best Minds  
on Leadership" in 2007 by *Leadership Excel-  
lence* magazine. In 2008, Ira founded ILA's  
Followership Learning Community and is  
serving as the community's president. He is  
a co-editor of the newly released book, *The  
Art of Followership: How Great Followers Make  
Great Leaders and Organizations*.

14. *The Courageous Follower*, original-  
ly published in 1995, helped  
launch the emerging field of  
Followership. The soon to be  
released 3rd Edition contains  
an important new chapter  
"The Courage to Speak to  
the Hierarchy". In the age of  
social networking, a failure  
to build cultures of productive  
candor will almost certainly result  
in the frustration of employees  
being aired less productively in the  
public arena. Courageous Follow-  
ership is difficult and essential in  
organizations of almost any size.

**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.

# Community Kiosk

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

15.

## CFP: *Academic Exchange Quarterly* Summer 2010, Volume 14, Issue 2 Teaching Leadership

Deadline: February, 2010

Feature Editor: Penny Pennington Weeks, Associate Professor  
Complete details available at: [rapidintellect.com/AEQweb/rufen1.htm](http://rapidintellect.com/AEQweb/rufen1.htm)

## Call for papers and reviewers for a special issue of *Management Decision* entitled *Enhancing Decisions*

Deadline Aug 1, 2010

Guest Editor Erwin Rausch, [didacticra@aol.com](mailto:didacticra@aol.com)

The focus of the issue would be on ways to help people with managerial responsibilities at work and in private lives, enhance their decision-making skills and, of course, their success. Selection of papers for the issue would be based on their likely interest to individuals who want to improve their own skills, to faculty member in various disciplines, and even more so to readers who have management development responsibilities.

## 2010 Multi-Institutional Study of Leadership Receives C. Charles Jackson Grant

The Multi-institutional Study of Leadership (MSL), of the National Clearinghouse for Leadership Programs at the University of Maryland has received a \$25,000 grant from the C. Charles Jackson Foundation. The grant is designated to provide partial scholarships to support the involvement of institutions that need financial assistance to participate in the MSL 2010 study. Grants will typically range between \$500 - \$2000 to underwrite the cost of participation in the MSL. For detailed information on applying for a scholarship for MSL 2010 participation, go to [www.leadershipstudy.net](http://www.leadershipstudy.net) or call the Center for Student Studies at 1.800.774.0142.

## CFP: Leadership for Transformation A Volume in the ILA Building Leadership Bridges (BLB) Series Editors: JoAnn Barbour and Gill Hickman

Deadline: December 1, 2009 (Please note that this is an extension of the original deadline)

The International Leadership Association invites you to submit your work on the theme, Leadership for Transformation for our annual volume in the Building Leadership Bridges series. The book captures the best contemporary thinking about leadership today from a diverse range of scholars, practitioners, and educators working in the field of leadership studies. In keeping with the mission of the ILA, the book series connects ways of studying, imagining, and experiencing leadership across cultures, over time, and around the world. The book will be published by Jossey-Bass/Wiley with an expected publication date of November 2010. Send questions and submissions electronically to Debra DeRuyver at [dderuyver@ila-net.org](mailto:dderuyver@ila-net.org).

See Complete Submission Guidelines : [www.ila-net.org/Publications/BLB/Callforsubmissions.htm](http://www.ila-net.org/Publications/BLB/Callforsubmissions.htm)

Continued on page 16...

## CFP: Developing the Next Generation Responsible Leaders

The Centre for Responsible Leadership in partnership with the GTZ will host the first International Conference in Responsible Leadership at the University of Pretoria, Main Campus, South Africa May 18-20, 2010

Deadline for abstract proposals: October 30, 2009

Deadline for full paper submission: April 2, 2010

Abstracts of papers (max. 500 words) and full paper can be submitted to the conference organizer, Jo-Anne Adams-Underhill ([jo-anne.adams@up.ac.za](mailto:jo-anne.adams@up.ac.za)). If you want your paper to be considered for the Special Issue of the *JBE* please indicate this on the paper and also send a copy to Nicola Pless ([nicola.pless@esade.edu](mailto:nicola.pless@esade.edu))

For complete CFP:

[www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila](http://www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila) and navigate to Oct. 2009

## Submissions Invited

### *Transformational Thinking for 21st Century Leadership*

A Fetzer Institute/Jossey Bass Publication

Editor: Carol S. Pearson

This announcement is an invitation for you to submit an essay for inclusion in *Transformational Thinking for 21st Century Leadership*, a forthcoming book on ways of thinking and knowing that can help leaders and leadership teams foster positive transformational processes and outcomes.

Schedule for Submission:

A brief synopsis (a paragraph or no more than a page) ASAP

A final draft of your essay by **April 1, 2010** to allow for editing.

Final copy ready for copyediting by **July 1, 2010**.

Final acceptances are subject to review by the editor and by the project Stewardship Committee. Send submissions to Carol S. Pearson by e-mail to [cpearson@pacific.edu](mailto:cpearson@pacific.edu) or hard copy to her at

Executive Vice President and Provost  
Pacifica Graduate Institute  
249 Lambert Rd.  
Carpinteria, California 93013

For complete CFP: [www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila](http://www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila) and navigate to April 2010

This year, a distinction will be made between competing undergraduate and graduate student teams. The competition will have two categories representing each group. There will be three teams selected from each category to advance to the Final Round.

Commenting on the new design of the Student Case Competition, organizing team leader, Jessica Briggs, Assistant Director for Leadership Programs at the Kravis Leadership Institute of Claremont McKenna College, said, "We heard the feedback from student teams last year and have built upon that to create a better conference experience. This year's competition format allows for a fun and fair opportunity for students to gain valuable experience. Adding the Poster Showcase also gives all teams the opportunity to present at a well-respected international conference. We are confident that this year's competition will be a great event!"

The winning teams of the competition will receive a monetary prize and 1-year memberships for each team member.

This year's ILA Student Case Competition is organized by the Leadership Education MIG, and sponsored by Northwestern University and Vodafone Czech Republic.

To register a student team for the ILA Student Case Competition, please visit [www.ila-net.org/Conferences/index.htm](http://www.ila-net.org/Conferences/index.htm) to download a registration form.

**JUDGES WANTED:** Would you like to serve as a judge for the ILA Student Case Competition? Leadership professionals from all sectors are encouraged to participate and play an important role in the development of young leaders. Please email Jessica Briggs at [jessica.briggs@cmc.edu](mailto:jessica.briggs@cmc.edu).

# Leadership Dates & Events

Go Online to see complete listings of these & other events: [www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila](http://www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila). Submit your event to [dderuyver@ila-net.org](mailto:dderuyver@ila-net.org). If you are attending these or other events & would like ILA materials to be distributed, contact: [ila@ila-net.org](mailto:ila@ila-net.org)

Oct 16-17

**The 3rd CELAP Leadership Forum;** Shanghai, CHINA

[www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila](http://www.ilamembers.org/mc/community/vieweventcalendar.do?orgId=ila)

Oct 25-27

**6th Conference on Interfaith Youth Work**  
Chicago, IL, USA

[www.ifyc.org/events/conference](http://www.ifyc.org/events/conference)

Oct 30

**Deadline: Prize essay competition - "Learning that has helped"**

[www.ashridge.org.uk/](http://www.ashridge.org.uk/)

Oct 31

**CFP Deadline: 12th Winelands Conference: Public Leadership for Added Citizen Value**

[www.winelandsconference2010.co.za](http://www.winelandsconference2010.co.za)

Nov 5-6

**5th European Conference on Management Leadership and Governance;** Athens, GREECE

[academic-conferences.org/ecmlg/ecmlg2009/ecmlg09-home.htm](http://academic-conferences.org/ecmlg/ecmlg2009/ecmlg09-home.htm)

Nov 6

**INSEAD Leadership Summit Asia;** INSEAD Asia campus

[www.insead.edu/events/LeadershipSummitAsia2009/](http://www.insead.edu/events/LeadershipSummitAsia2009/)

Nov 11-14

**11th Annual International Leadership Association Conference**

Prague, CZECH REPUBLIC

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

Dec 1

**CFP Deadline: Leadership for Transformation** (A Volume in the ILA BLB Series)

[www.ila-net.org/Publications/BLB/Callforsubmissions.htm](http://www.ila-net.org/Publications/BLB/Callforsubmissions.htm)

Dec 2-5

**5th Annual Leaders in London International Leadership Summit**  
London, UK

[www.leadersinlondon.com/](http://www.leadersinlondon.com/)

Dec 2-5

**CFP: Leadership in Crisis (8th Int'l Conf)**  
Orlando, FL, USA

[www.coachfederation.org/ICF/](http://www.coachfederation.org/ICF/)

Jan 4-6

**E-Leader Conference**  
Singapore

[www.g-casa.com/](http://www.g-casa.com/)

Jan 4-9

**19th International Youth Leadership Conference**  
Prague, CZECH REPUBLIC

[www.czechleadership.com/](http://www.czechleadership.com/)

Feb 10

**AASA National Conference on Education**  
Phoenix, AZ, USA

[www.aasa.org/nce/](http://www.aasa.org/nce/)

Feb 19-21

**National Collegiate Leadership Conference**  
Tucson, AZ, USA

[arizonaleadership.orgsync.com/org/nclc](http://arizonaleadership.orgsync.com/org/nclc)

# What's New on ILASpace?

355 ILA Members

30 Groups with 147 Discussion Threads

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18.

ILA Members are doing amazing leadership work around the world, from starting new degree programs to nurturing young people who make a difference, from running innovative workshops and seminars to fostering organizational change.

## Spotlight on Institute of International Education's

### Leadership Development for Mobilizing Reproductive Health Program (LDM)

Pakistan, one of the five Leadership Development for Mobilizing Reproductive Health program (LDM) focus countries, is facing rapid population growth and extremely high maternal mortality and morbidity. The low socio-economic status of women has added to the country's HIV problem, as well as other reproductive health-related diseases. With little bargaining power and low literacy rates, many women do not have the mobility or education to access reproductive health services and information. Furthermore, the rise in terrorist acts and increased Taliban control is directly impacting women's rights, and the work of civil society and reproductive health workers in particular are often targeted.



Pakistan Leadership Fellows

Developing the next generation of leaders—from within communities and districts, to local and national level organizations, right up to the policymakers and national leaders—is critical to improving reproductive health outcomes for the most vulnerable populations in Pakistan and around the world.

With funding from the David and Lucile Packard Foundation in 2001, the Institute of International Educa-

tion West Coast Center (IIE/WCC) in San Francisco established the LDM program. The program's overall goal is to build and sustain a critical core of well-trained emerging and established leaders to improve the delivery of family planning and reproductive health services in five focus countries: Ethiopia, India, Nigeria, Pakistan, and the Philippines. Many of these leaders work on such pressing global health issues as HIV/AIDS, adolescent reproductive health, gender-based violence, access to quality family planning services, and improved maternal health care. The men and women who make up the network of reproductive health leaders include doctors, lawyers, academics, Islamic scholars, public health professionals, community and youth leaders, government employees, and journalists.

Between 2000 and 2009, over 1000 men and women have accessed leadership development opportunities directly through Packard Foundation-funded population leadership programs. The majority of these Fellows participated in short-term leadership or reproductive health training courses in their own countries or in regional settings. Trainings included courses in reproductive

#### LDM Leadership Development Framework

**Leadership development is an emerging field, especially in the social sector. While there are numerous leadership theories, LDM's leadership development approach is based on the belief that leaders can be nurtured, leadership skills can be learned and that this process can be facilitated both formally and informally. While some people are born leaders, others can develop those traits which can make them better equipped to face the multitude of challenges of reproductive health. LDM sees leadership development not as a one-off training, but a continuing journey of growth, self-reflection and relationship building.**

Some of the critical elements of LDM's leadership development process are:

- Vision Building
- Understanding the Context
- Values
- Self Knowledge
- Skills

Leadership development trainings should support many of these elements. A participatory learning style ensures that the learning engages the whole person, and it triggers an on-going process of learning and reflection.

health management, transformational leadership, and other technical trainings related to improving reproductive health policies and services. As a result of their participation in the program, Fellows have expanded their ability to leverage complex social systems to affect change, strengthened their organizations, and collaborated more effectively across sectors. They continue to network to build strong coalitions and exercise collective leadership to impact both policies and services.

As the LDM program has matured, an important focus has been to work with governments, higher learning institutions, and nongovernmental organizations to institutionalize leadership programs in each of the countries. Improving access, in country, to quality reproductive health leadership programs, ensures that the goals of the program, to build a diverse cadre of leaders in the field, will be sustained over the long term.

Beyond strengthening leaders and leadership

development training programs in each country, LDM is also committed to documenting and expanding the unique cultural dialogue on leadership and leadership development taking place in our focal countries. This discourse on leadership has not yet fully emerged or been documented and there has been a growing interest on the part of LDM Fellows and others close to our program to assume some responsibility for this. Increasingly the questions emerging from our focal countries are: “What does our history teach us about leadership? How does culture interact with

leadership and vice versa? How can we document what we are learning from our own cultural history and experience as it relates to our work in reproductive health?”

The LDM program, in collaboration with the Packard Foundation, has been working to increase the participation and visibility of leaders from our focus countries in the leadership discourse. ILA is an integral part of this effort. We have participated, with selected Fellows, in offering sessions that share the experiences and lessons from our work in developing leadership for reproductive health.

In early 2009, the LDM program took another step toward this commitment and established a competitive research award process to encourage Fellows from all Packard-funded leadership programs to contribute to the discourse on leadership and



Nigerian Male Scholars

leadership development for reproductive health. A selection committee reviewed 10 finalists and awarded 7 grants—one each in Ethiopia, India, and the Philippines and two in Pakistan and Nigeria. Six of the winning research teams submitted

abstracts to the ILA of which two were accepted to present their findings at the ILA conference in Prague, Czech Republic.

One of the winning research project was submitted by a team of two LDM Fellows from the Philippines, Jackylin Robel from the Commission on Population and Cecilia Villa of the Foundation for Adolescent Development. Their project will review and assess current youth leadership programs in the Philippines.

With 277 persons per square mile, the Philippines is one of the most densely populated countries in the

world. The majority of the population lives on five of the country’s 7100 islands (Bohol, Cebu, Luzon, Negros and Panay) and an estimated 16.5 million (20% of total population) are under the age of 24—a figure that is projected to balloon to 29 million by 2020. The country’s exploding population remains one of the major causes of low per capita income and poor standards of living.



Pro-Reproductive Health Rally, Philippines

Opportunities for leadership development in reproductive health among professionals have largely been put in place and are available in the Philippines. However, the current situation suggests that the needs of the youth are largely ignored in health and development policies, programs and services. There is a critical call for leadership development programs for youth that don’t merely focus on peer counseling or adolescent reproductive health issues, but also highlight the important foundations of leadership. These programs must enrich the knowledge and skills of young people and prepare them for leadership positions in the future. By reviewing and assessing current youth leadership programs, the researchers aim to identify key elements to be included when designing comprehensive reproductive health-oriented leadership programs for youth.

Visit the Reproductive Health Leaders’ Network wiki to learn more about our work—[www.socialtext.net/rh-leaders/index.cgi](http://www.socialtext.net/rh-leaders/index.cgi). To learn more about the Institute of International Education West Coast Center, please visit our website at [www.iiesf.org/new/](http://www.iiesf.org/new/).