



International Leadership Association

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2016**

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**ILA Intersections**  
*WHERE MEMBERS CONNECT*



Psst. Don't tell anyone but for the past few months ILA staffers have been toiling away on our new online community, ILA Intersections! We are currently seeking beta testers for ILA Intersections prior to launching it to the entire membership. Beta testing will start around April 22 and continue for several weeks prior to the official launch.

Powered by Higher Logic, ILA Intersections, takes advantage of the experience of more than 25 million users that participate on the platform in more than 200,000 online communities.

ILA Intersections grows out of conversations with our member community leaders and other stakeholders over the past year. We know that ILA members place a high value on the association's role in facilitating networking and connecting with their professional peers around the world. In the recent Membership Survey, "To network with leadership professionals within my field/sector" was the highest ranked reason people join ILA. While the annual global conference, for example, provides exceptional face-to-face opportunities, we are excited to dive into the future of member-member communications, by hosting a virtual community where members can connect, engage, and share leadership questions, knowledge, and best practices virtually, in real time.

For those long term members who might remember the ILA-Exchange listserv and ILA Space, ILA Intersections takes the best of both of the worlds and combines them with single service sign on - which means that when ILA Intersections launches for all members, signing into the community and accessing your other member benefits (e.g. chapter downloads, online journal access, etc.) will involve just one easy login.

**Volunteer to be a beta tester! Complete this quick 2-minute survey to be considered:**  
[www.surveymonkey.com/r/GY6PRJX](http://www.surveymonkey.com/r/GY6PRJX)

## Becoming More of Who We Are

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

In late February the ILA Board and staff met in Atlanta — the site for the 2016 annual global conference — to explore the anatomy of a global organization with the overarching goal of creating a shared understanding of what it means for the ILA to be global. In essence we were exploring how we (the ILA) can become even more of who we are. Like the human body with its 12 different systems, all of which are interconnected, the ILA is a complex entity with a number of interdependent systems, e.g., administrative, membership, governance, financial, legal, etc. The health of each of these contributes to the overall health of ILA. As we become more of what we already are — a global, cross-disciplinary, cross-sector body of scholars, practitioners, educators, and researchers — it will be because we have ensured that our systems are strongly linked together through the mission, vision, and values of ILA.

The ILA is one of the few associations that is multidisciplinary, multi-sector, and transnational from its inception. This unique diversity of the ILA is a core strength and value that will always guide our growth.

The goals of the retreat strengthened these alignments and connections. They were to:

1. Reaffirm the strategic goals of the ILA to
  - a. Advance the global study and practice of leadership.
  - b. Develop and engage a more global and diverse membership.
  - c. Strengthen ILA as a dynamic, sustainable, global organization.

2. Agree to a shared understanding and strategy to be more international/global as an organization.
3. Determine how to engage broader membership in the process of deepening ILA's international/global focus.



Katherine Tyler Scott  
ILA Board Chair



Hyatt Regency Atlanta Hotel, Location of ILA's 2016 Annual Global Conference. Photo courtesy, Jean Portianko.

The time was structured in such a way to allow the Board and staff to reconnect (being a global board from myriad geographical points, the Board meets face-to-face but twice a year) and reflect on the accomplishments and disappointments of the past year before exploring how we continue to move the ILA toward the future.

Board members Susan Murphy and Mansour Javidan presented data from last December's member survey to give the Board a common point of understanding what our membership is experiencing and thinking about the ILA and the field of leadership. The member survey, thanks to all of you, had a phenomenal 41% response rate.

The member survey collected information and perspectives around three areas: the ILA member experience, our collective global reach, and demographic and personal characteristics of each responding member. Obtaining this information was essential in order to enhance member benefits, increase the ILA's effectiveness, and further our



Cynthia Cherrey  
ILA President & CEO

global growth opportunities. In an upcoming *Member Connector*, Murphy and Javidan will be giving you an update on what the data told us about ourselves and our aspirations for the future of the ILA.

Information from the membership survey is but one data point for the ILA. Being a global association involves much more than our

demographics. It also includes what we do and how we think about our capacities to relate to, interact, and influence those who are different from ourselves.

When we come together as an association we share unique perspectives, experiences, research, and knowledge. A world of multicultural and transnational interdependency requires a world that values and invokes insight and wisdom, one that is replete with ethical leaders prepared to bridge differences and able to work collectively to meet the challenges of the 21st century.

Prior to the retreat, board and staff members all completed the Global Mindset Inventory (GMI), an assessment tool that “measures an individual’s ability to communicate and

work with people and organizations unlike themselves.” At the retreat, Javidan led the board and staff in a conversation examining the results of the GMI to help us gain an understanding of our own global mindsets and, more importantly, to explore how a global mindset can be more deeply cultivated in the ILA by focusing on questions such as “How can we help people lead others in a global world? How can we help understand what it means to be a leader in a global environment?”

The ILA Global Expansion Task Force (GETF), chaired by Javidan, will be taking these and other questions under advisement as they fulfill the charge of the task force to identify viable options to increase global outreach and provide recommendations to the board for strategies and action steps that will engage the organization in an intentional process of becoming more global.



Mansour Javidan discusses ILA’s Global Mindset Inventory



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## Leading in Turbulent Times: Learning to Live With Paradox

*“If you are not confused by current events, you are not paying attention.” Bob Johanssen (2012, p. 2)*

In the late 1990s the U.S. Army War College developed the acronym VUCA to refer to the volatile, uncertain, complex, and ambiguous nature of political relations in the post-cold war era. It did not take long, however, for people to realize that these issues had implications for organizations well beyond the military and in 2009 Bob Johanssen, former president and CEO of the Institute for the Future, popularized the concept in his book *Leaders Make the Future*.

In today’s interconnected world you don’t have to look far for examples of VUCA issues: the 2008 financial crash and its continuing impact on the global economy; the Arab Spring of 2010-11, subsequent rise of the jihadist so-called ‘Islamic State’, and the mass displacement of people across the Middle East and Europe; the forthcoming referendum on Britain’s membership in the European Union; even the trials and tribulations of candidates in the 2016 U.S. election campaigns. All of these highlight the speed at which apparent stability can break down and new realities emerge. They also vividly illustrate the contested and ambiguous nature of ‘truth’ – never before have we had access to so much information (apparently 90% of the world’s data was generated in the past two years), yet we seem to struggle more than ever to create and apply useful knowledge.

The changes since the turn of the millennium have come at such a rate that it has been hard for leadership theory and practice to keep up. In reflecting on what has happened since the publication of his 2005 book, *The World is Flat*, Thomas Freidman noted:

When I said the world is flat, Facebook didn’t exist. Or for most people it didn’t exist. Twitter was a sound. The Cloud was in the sky. 4G was a parking place. LinkedIn was a prison. Applications were something you sent to college. And, for most people, Skype was a typo. That all happened in the last seven years. And what it has done is taken the world from connected to hyper-connected. And that’s been a huge opportunity and a huge challenge. (Freidman, 2012)

In the second edition of his book, Johanssen (2012) presented an updated forecast of trends that would shape business and society in the next decade. Alongside the challenges and opportunities previously identified (changing diasporas, civil society, food security, ecosystem degradation, and amplified individuals) he identified two new developments that will have significant, enduring, and unpredictable effects. The first of these, digital natives, refers to the first generation to have grown from childhood in a world of social media and cloud computing (anyone born since the mid 1990s), who are now entering the workplace. Johanssen suggests that digital natives “will be a disruptive force on a scale that we cannot yet imagine” (p. 10), significantly challenging the assumptions and behaviors of previous generations. The second new trend is cloud-served supercomputing, which offers networked forms of computing that were previously unthinkable and which, according to Johanssen, “will be the biggest innovation opportunity in history” (p. 12).

### Meet Richard Bolden

Richard Bolden is Professor of Leadership and Management and Director of Bristol Leadership Centre at the University of the West of England. His research interests include distributed leadership; systems leadership, complexity and change; leadership in higher education; worldly leadership; and leadership development evaluation. He is Associate Editor of the journal *Leadership*, Fellow of the Lancaster Leadership Centre, and Research Advisor to the Singapore Civil Service College. His other publications include *Exploring Leadership: Individual, Organizational and Societal Perspectives* (OUP, 2011).



In a VUCA world, established approaches to strategy, planning, and control often accentuate rather than alleviate the problem. Take, for example, the predicament facing the UK's largest supermarket chain – Tesco. A strategy of growth that proved successful for many years hit a wall in 2014 as low cost retailers such as Aldi and Lidl ratcheted up the competition in an increasingly cost-sensitive marketplace. Combined with financial mismanagement and wavering public opinion, the future is far less certain than it once appeared for Tesco and the share price has fallen by nearly 50% in the past two years.

Turbulent times highlight all too quickly the limits of traditional models of leadership and leadership development that focus almost exclusively on what is happening at the top of the organization. Whilst the CEO, Chairperson, and other members of the senior leadership team are clearly important, the factors that contribute towards organizational adaptability, innovation, and performance are far more widely distributed. Context, both internal and external, ultimately determines what works... and what doesn't.

In this rapidly changing environment, however, a business-as-usual mentality continues throughout much mainstream leadership development and research and practitioners are rarely encouraged to think or behave differently. The 'romance of leadership' (Meindl, Ehrlich, and Dukerich, 1985) remains as alluring as ever despite a large and growing body of evidence highlighting the risks and limitations of individualistic approaches.

So what can be done to address this matter, to encourage a more reflexive and contextualized approach to leadership development and research? Over recent years, colleagues and I have begun using the concept of paradox to help leaders and organizations think and work differently. A paradox is something that conflicts with deeply held views of what is possible yet, on closer inspection, may turn out to be well founded. The logician Willard Quine (1966) distinguished between three categories of paradox: (1) veridical - something that sounds implausible but is logically

correct; (2) falsidical - something that sounds plausible but is actually impossible; and (3) antinomy - something that cannot be resolved with any amount of logical analysis.

In times of turbulence and uncertainty all three of these paradoxes can have challenging and problematic effects. Several examples of veridical paradoxes can be found in J.W. Forrester's seminal work on systems dynamics and leverage points (see Meadows, 1999 for a brief summary). Through computer-based modeling, for example, he demonstrated that a common factor linked to global problems such as poverty, hunger, environmental degradation, and unemployment is economic growth. However, whilst political and business leaders were (and still are) trying to resolve these issues through increased economic growth this is the wrong approach and what is actually required is slower, or even negative, growth. This is an insight so at odds with the dominant capitalist logic of our times that it continues to be largely ignored, despite convincing evidence of its veracity. Instead we insist on pushing the lever of change in the wrong direction!

For an example of a falsidical paradox it is worth considering pay and remuneration structures. Whilst organizations continue to claim that 'people are our most valuable asset' the scale of the pay gap suggests the opposite. Analysis of data from 2014 shows a 204-to-1 ratio between the average pay of CEOs to median worker wages in U.S. companies, with four CEOs earning over 1000 times the median salary in their company (Che, 2015). Such discrepancies are based on a number of false (yet surprisingly widespread) assumptions, including: 'company performance can be traced directly to the CEO'; 'the more you pay, the better the CEO you will get'; and that 'such differentials are justifiable on the basis of the value that the CEO brings to the company'. You don't need to look far for evidence of where such logic is clearly misguided and yet, similar patterns are replicated around the world. We continue to grossly over pay senior executives and are then surprised when they turn out to be driven by greed and to show signs of grandiosity.

**ILA Members download "Chapter 1: Introduction,"  
from *Leadership Paradoxes***

Log in at: <https://ila.memberclicks.net/chapter-downloads->

Whilst veridical and falsidical paradoxes are problematic, and entrenched mindsets and ways of working make them difficult to address, antinomy paradoxes may well be the most difficult for individuals and organizations to come to terms with as they require an ability to hold two or more possible interpretations in mind simultaneously. Take, for example, the widely held view that the United States is the wealthiest country on the planet, yet nearly 47 million Americans are reported to be living in poverty. These facts suggest (at least) two very different experiences of what it means to live in the U.S. — both ‘correct’ to those experiencing them and yet each completely at odds with the other. Similar trends exist in many spheres and challenge our tendency towards binary either/or distinctions.

In organizations paradoxes are often experienced as a need to balance or choose between two or more apparently contradictory demands or expectations. For those of us working in universities a common example is the tension that can be experienced between teaching and research. Whilst it is possible to conceive of these as interdependent activities (as articulated in the mission of universities that seek to deliver research informed education), in the day-to-day experience of many academics they are often felt to be in direct conflict with one another and to require the deployment of quite different expertise and resources. In such a context one of the functions of leadership is to enable people to identify the links between these activities and to create an environment in which both are recognized and valued. The situation, however, is complicated by a system that tends to acknowledge and reward one set of activity more than the other, thus producing the perverse situation in which recruitment and promotions are largely dependent on research performance whereas institutional funding and student experience is more reliant on teaching-related activities.

The experience of paradox and the need to balance competing requirements seems to be a fairly ubiquitous experience of life in organizations. As people who are looked to for direction, leaders have an important role to play in

helping others to navigate their way through paradox... and may frequently struggle to come to terms with the inherent ambiguities of their own role. Frameworks, models, and theories that espouse a common set of behaviors, competencies, or attributes tend to neglect the significance of context and the importance of collective sensemaking and identity in the leadership process.

Years of teaching and research have taught us that there is no quick fix, no simple framework, no easy answer; and that much of the confusion about leadership is created by those who suggest that there is. Taking the perspective that leadership is inherently paradoxical, and that leaders, followers, and organizations need to develop an ability to navigate through complexity, ambiguity, and uncertainty calls for a critical and reflexive approach to leadership education and research. Rather than providing answers we need to create spaces for exploration, debate, and co-inquiry. Colleagues at the University of the West of England are working with individuals and organizations to develop ‘negative capability’ — described by the poet John Keats as “when a [person] is capable of being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason” (see Simpson, French, and Harvey, 2002). In today’s complex world we must learn to let go of the need to be in control and, instead, embrace learning, inquiry, and experimentation.

The theme of leading in turbulent times is at the heart of my most recent book. *Leadership Paradoxes: Rethinking Leadership for an Uncertain World*, published by Routledge in March 2016, is an edited collection that considers a number of common and enduring paradoxes in leadership practice, research, and development. Whilst traditional texts tend to present and explore a range of well-known leadership theories and concepts, we use a problem-centered approach to illustrate the lived experience of leadership and how this informs, and is informed by, mental models and assumptions about the dynamics of power, influence, and identity in organizations. By exploring the ideas in this book, we hope that readers will gain a greater appreciation of the breadth

## Leadership Paradoxes: Rethinking Leadership for an Uncertain World

ILA Member Discount Available - enter code FLR40 at checkout to receive 20% off [www.routledge.com/9781138807129](http://www.routledge.com/9781138807129)

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and depth of leadership studies and begin to recognize the limitations, and precarious foundations, of many widely assumed truths about leadership.

In the spirit of Socrates we suggest that true wisdom lies in recognizing how little we actually know and using this insight to guide a continuing quest for inquiry and understanding. Leadership remains one of the most sought-after qualities in contemporary society, yet after centuries of research, education, and debate *good leadership* remains just as elusive as ever. As Rick Haythornthwaite, Chairman of Centrica and MasterCard, said during a recent talk at our university: “Anyone who thinks they can impose yesterday’s patterns on tomorrow’s world looking for insight in this fast-paced, disrupted world is kidding themselves” (cited in Bolden & O’Regan, 2016) — and that applies as much to leadership educators and researchers as practitioners.

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## Save the Date for the 3rd Biennial Women and Leadership Conference

by Chrys Egan, Salisbury University;  
ILA Women and Leadership Affinity Group Communication Chair

This time of year is ideal for announcing the next ILA Women and Leadership Conference. Although the conference, June 11-14, 2017, is still over a year away, allow me explain why this is the time to save the date and plan to attend.

On March 8, 2016, International Women’s Day, a program aligned with the mission of ILA’s Women and Leadership Affinity Group (WLAG), was celebrated in many countries around the world. First celebrated in 1911, International Women’s Day offers a “global day celebrating the social, economic, cultural, and political achievements of women” ([www.internationalwomensday.com/](http://www.internationalwomensday.com/)). The theme for this year is “Pledge for Parity,” raising consciousness about economic disparity for women around the world. The World Economic Forum calculates that the gender income gap will not close until the year 2133. So you can wait another 117 years, or work on this issue now.

March also marks the celebration of Women’s History Month (WHM) in the United Kingdom and the United States. Women’s History Month took root in the U.S. from 1978-1987 first as a week of celebration around International Women’s Day and eventually as a whole month acknowledging the contributions of women. Each year since 1987 has a theme, with 2016’s being “Working to Form a More Perfect Union: Honoring Women in Public Service and Government.” The national WHM committee selected this theme and its honorees because: “Each of these public leaders succeeded against great odds. The diversity of their experiences demonstrates both the challenges and the opportunities women in public service have faced. Their ability to use the art of collaboration to create inclusive solutions and non-partisan policies, as well as their skill and determination, serve to inspire future generations” ([www.nwhp.org/](http://www.nwhp.org/)). Likewise ILA’s WLAG allows men and women to collaborate, practice inclusive leadership, appreciate diversity, solve problems, and provide service.

Your next opportunity to completely immerse yourself in Woman and Leadership is at ILA’s 3rd biennial Women and Leadership conference taking place June 11-14, 2017, which gives you 15 months to prepare. The conference provides a

critical forum for bringing together top scholars, leaders, and practitioners to discuss the latest research and work related to women and leadership. For each conference, the program team purposefully selects a conference setting conducive to peace and rejuvenation, providing distinctive opportunities for learning, discussion, networking, reflection, and renewal.

The inaugural Women and Leadership conference, *Building, Bridging, and Blazing Pathways for Women and Leadership: Celebrating the Past, Present, and Future*, was held in 2013 at Asilomar in California. At the conclusion of the conference, attendees created The Asilomar Declaration and Call to Action on Women and Leadership, which was later updated in 2015 after the 2nd biennial gathering at Asilomar. You can [read the declaration online](#). The Asilomar conference grounds were strategically chosen as the conference site because of the natural beauty of the beachfront pine and oak forest setting and Asilomar's historic connection with the Young Women's Christian Association (YWCA) Leadership Camp — which celebrated its centennial in 2013 — and 13 historic Arts & Crafts style buildings designed by renowned architect Julia Morgan.

Both the 2013 and the 2015 conference, *Advancing Women in Leadership: Waves of Possibilities*, not only included typical conference features like well-known keynote speakers, concurrent research presentation, and applied workshops, but unique retreat-like opportunities such as guest-speaker fireside chats, yoga, silent reflection, walking tours, community bonfires, wine tasting, and healthy meals with facilitated discussions. You can explore both conferences through the print and online program books available at [www.ila-net.org/conferences/past](http://www.ila-net.org/conferences/past).

This amazing conference experience continues in a new location for 2017: The Omega Institute in Rhinebeck, New York. Whether you are already one of the 23,000 people who visit the [Omega Institute](#) annually for their “diverse and innovative educational experiences that inspire an integrated approach to personal and social change” or you're new to Omega, prepare to be amazed at this gem located in New York's Hudson Valley. The Institute houses the [Omega Women's Leadership Center](#) whose vision includes “women's leadership advancing a future where... Our global society fosters nurturing and mutual relationships, healthy families and communities, and a peaceful, just, and sustainable world — for everybody.” As with Asilomar in the past, The Omega Institute's work and location reflect the core values of ILA's WLAG, providing an ideal locale for holding the 3rd biennial conference.

Ready to join us? Everyone is welcome at the conference whether they wish to present their work or participate as an attendee. The call for papers will be released in June 2016 with a September deadline for online submissions. A large team of reviewers will determine which papers to accept in late September and early October. In December 2016, the registration site will open to everyone. Keynote speakers and other featured guests will be announced throughout the year leading up to the conference.

I hope to see you at the 3rd biennial Women and Leadership conference, *Advancing Women in Leadership: Cultivating Our Whole Selves*, June 11-14, 2017 at the Omega Institute in Rhinebeck, New York, for a professional and personal experience you will never forget.



International Leadership Association

## 3<sup>RD</sup> BIENNIAL ILA WOMEN & LEADERSHIP CONFERENCE

*Advancing Women in Leadership: Cultivating Our Whole Selves*

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*CFP Opens June 2016*



## Announcing The Doctoral Program Faculty and Leaders Learning Community — ILA's Newest Member Community

by Vern Ludden, Professor, Organizational Leadership, Indiana Wesleyan University; DPFLLC Community Leader

Do you teach doctoral courses? Are you a director, chair, or dean of a doctoral program? If so, you will probably be interested in the newest ILA Member Community. The Doctoral Program Faculty and Leaders Learning Community became an official ILA community last year and made its first appearance at the 2015 annual global conference in Barcelona. The community recognizes that teaching, advising, and guiding research diverges at the doctoral level from other levels of higher education. While the learning community enhances the knowledge and practice of individuals working in existing doctoral programs in leadership, the community welcomes academicians from universities considering the establishment of a doctoral program in leadership and those working in doctoral programs related to leadership — which covers a broad range of fields.

While the Leadership Education Member Interest Group (LEMIG) provides some excellent resources for those ILA members who work in higher education, particularly those who work in bachelor's or master's programs, educators working with doctoral students are faced with issues that focus on areas not commonly found in other academic programs. Interest in a new learning community around these issues developed at past conferences when faculty and leaders who attended sessions about doctoral education began to network and discuss the need for both more sessions related to doctoral education and more facilitated networking opportunities.

This discussion led to a preconference workshop at the 2014 annual global conference specifically focused on doctoral education, which I chaired. There was unanimous support among attendees to organize a learning community to help meet the unique professional development needs of this group. In concert with ILA leaders and staff, I then followed the steps necessary to achieve approval for the new learning community. The first step was to recruit a leadership team consisting of Rhonda McClellan, Director and Professor,

Interdisciplinary PhD in Leadership Studies at University of Central Arkansas; Tova Sanders, Associate Professor and Concentration Lead for Organizational Leadership Studies at Northeastern University; and Bruce Winston, Director, PhD in Organizational Leadership program at Regent University. Subsequently, this group of leaders helped prepare the application for the new learning community.

The 2015 conference in Barcelona was the first time the Doctoral Program Faculty and Leaders Learning Community actively engaged in ILA activities. I conducted a second preconference workshop on doctoral education with Joanne Barnes, Tim Beuthin, and Boyd Johnson, from Indiana Wesleyan University; and Marta Bennet, from International Leadership University in Nairobi, Kenya. In addition, community leaders met with ILA members during the Member Community Welcome Reception, many of whom were interested in becoming part of the community.

Please bookmark the learning community page on the ILA website, where current news related to the learning community will be posted. Members can join the group by accessing the ILA Member Portal and following the steps outlined below. Keep in mind that ILA permits members to join an unlimited number of member communities without any additional membership fee. We invite anyone interested in learning more about teaching and leading doctoral programs to join us. All members of ILA are welcome!

In addition, when registration opens April 15th for ILA's annual global conference in Atlanta, we encourage you to register for *Building Inclusive Doctoral Leadership Programs*, a preconference workshop sponsored by our community and facilitated by community leaders.

We look forward to discussing how you can become involved with the group. We are interested in your ideas and contributions to our discussions about doctoral education. See you in Atlanta!

### Join an ILA Member Community!

ILA members enjoy unlimited access to its 15 member communities. To affiliate, log in to the member area of the ILA website and follow the green button to "Update My Profile." Click edit then scroll to the bottom of the page to select the communities with which you wish to affiliate. Finally, be sure to click the Save button at the bottom of the page.

## Will You Be the Next Editor of Building Leadership Bridges?

### Call for Editor & Volume Theme

Deadline May 31, 2016

The ILA is currently seeking a lead editor for the 2018 volume in our *Building Leadership Bridges* series. This is a volunteer position in the ILA. The lead editor(s) must remain an ILA member in good standing throughout the process.

Major responsibilities include developing a theme and call for abstracts for the 2018 volume, assisting the ILA in the selection of the rest of the editorial team (section or co- editors) as needed, leading the team in the chapter selection and editing process, securing invited chapters (as desired), writing the introduction, and working with the ILA and our publisher on endorsements and marketing after the manuscript is delivered. As with our most recent volumes in the series, if section editors are utilized, they will be listed after the lead editor on the cover of the volume.

The ILA staff assists on all of the logistical work for the book including, for example, advertising the call for abstracts, collecting the submission, and interfacing with the publisher. ILA currently has a contract with Emerald Group Publishing for this series. If selected as the next volume, you will work with ILA to develop a timeline that gets the manuscript to Emerald around September 1, 2017 with a publication date of March 2018.

If you have a great idea for an edited leadership volume and you're willing to take on the required commitment, please [download the proposal form](#) for more details, complete the questionnaire, and return it, along with your C.V., to Debra DeRuyver at [dderuyver@ila-net.org](mailto:dderuyver@ila-net.org) by May 31, 2016.

## Arts and Leadership Learning Community News

by Michael Chirichello, International Consultant Leadership Matters LLC; Co-Convenor, Arts & Leadership LC

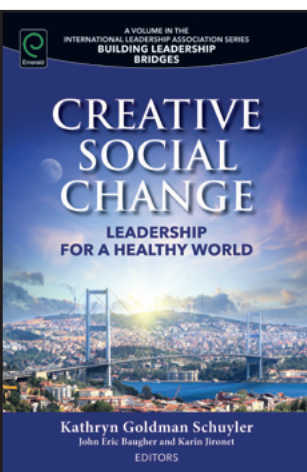
The [Arts and Leadership Learning Community](#) strives to rouse a community of conversation, sharing, practice, and research focused on the arts in leadership. We encourage you to join with us and be advocates for the arts and leadership movement in their spheres of influence.

The intersection of arts and leadership has already developed a world-wide community of interest. There are a number of other networks responsive to the arts and leadership movement worldwide. Examples include both scholars and practitioners that are part of the [AACORN](#) (Arts, Aesthetics, Creativity & Organizational Research) community, those involved with the journal *Organizational Aesthetics*, and the [European Sociological Association Research Network for the Sociology of the Arts](#).

The ILA Arts and Leadership Learning Community has a vision: Our community is open and inviting for all those engaged in the arts in leadership development and allies who are interested in this sphere. We hope to encourage and leverage the diversity of ideas, opinions, and experiences of the arts in leadership development. Consider joining with us as we continue on our journey.

*To affiliate with the Arts & Leadership Learning Community, please follow the instructions in the blue box on page nine.*

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## Understanding Shared Leadership-as-Practice Through the Application of Social Network Analysis Tools

The purpose of this article is to illustrate how an understanding of shared leadership-as-practice (L-A-P) in group contexts can be obtained through social network analysis tools. The tools illustrated in this article differ from standard social network analysis where there is a reliance on sociometric questionnaires based on group members' perceptions and assumptions of *past* practice. Rather than rely on these past perceptions of practice, I illustrate how two tools, *in-situ* sociograms and the co-efficient of variation (V) can be applied to understand practice as it occurs in group settings. These tools will appeal to both leadership developers and leadership researchers, particularly those who have an interest in shared leadership, distributed leadership, team development, group dynamics and the emerging L-A-P movement. I start with an overview of my positioning, followed by a brief discussion of shared leadership, team leadership, L-A-P and an introduction to the contexts used to illustrate how each tool can be used. These are followed with detailed descriptions of how data is generated and how they can be interpreted, whether for developmental or research purposes. It is important to note that in this article I am focusing less on the extensive fieldnotes taken during this research but more on the two tools employed to analyze participation patterns. The two tools contribute a 'slice' of what was going on, not the fuller picture.

My motivation for engaging in the approach outlined in this article is twofold. Firstly, my practitioner experience in leadership roles has always led me to look for the applied aspect of leader and leadership studies. Consequently, I, like many of you, have experienced practice labeled as leadership with all of its complexities and tensions and so look to see

if leadership research studies and development training programs go deep enough to connect with the minutiae of day-to-day practice. In the leadership industry I think we are at risk as market forces propel the leadership field towards generalized and sometimes superficial approaches to research and development where standardized theories and programs are assumed to be simply transferable from one person, group, and organization to another. The argument against superficial transferability is grounded in socio-cultural understandings of practice labeled as leadership (see Youngs, 2009, 2014).

My second reason is more conceptual and is informed by the first. Day-to-day practice does not tend to fit 'snuggly' into our field's normative ontology of leaders, followers, and goals, despite our assumption and hope that the leader-follower ontology as a starting point will be sufficient. This view resonates with the emerging L-A-P approach, where "leadership occurs as a practice rather than from the traits or behaviours of individuals ... It is thus concerned with how leadership emerges and unfolds through day-to-day experience" (Raelin, 2016, p.3). These experiences can often occur in groups so my gaze tends to be drawn to distributed and shared constructs of leadership, rather than solely on those more leader-centric.

One way of studying shared leadership and perceptions of past leadership practice in groups is through social network analysis (Shawne Burke, DiazGranados, & Salas, 2011). Social network analysis tends to rely more on sociometric questionnaires related to the past rather than observation of the present (Slaughter, Yu, & Koehly, 2009), even though

### Meet Howard Youngs

Howard Youngs is a Senior Lecturer in educational leadership at Auckland University of Technology (AUT) in New Zealand. His research focuses on shared and distributed forms of leadership and how these constructs can assist our understanding of practice labeled as leadership. For further reading please refer to his referenced work in this article. Howard can be contacted at [howard.youngs@aut.ac.nz](mailto:howard.youngs@aut.ac.nz) and has presented on this area at the 2013 Oceania ILA conference in Auckland and more recently at the 2015 ILA global conference in Barcelona. He is able to email his ILA papers on request.



observation is more likely to reveal informal leadership (Bryman, 2004). To better understand shared leadership in practice, fieldwork over a period of time is therefore required (Jermier & Kerr, 1997; Mohammed, Hamilton, & Lim, 2009; Nicolaidis et al., 2014). However, fieldwork over a period of time is intensive and in these times of expected quick results for researchers and developers, we can be caught in the dilemma of needing to reach a high number of research and development outputs, while also acknowledging these performative expectations can cut short our time of connecting to and understanding the day-to-day practice of group members. Observation as a data collecting tool over a period of time therefore tends to be a lesser used approach in leadership studies compared to the quicker forms of data collecting and analysis found through questionnaires and to a lesser degree, interviews and focus groups.

For the remainder of this article I focus on how the two tools of social network analysis can be used to help understand patterns of day-to-day practice over a period of time. Over a 20-month period 37 non-participant observations of group meetings took place in two high schools. In each school there were two types of groups; firstly, operational teams that were embedded in the organizational structure and secondly, fixed term project teams where members came from across a range of the permanent operational teams. During each observation I wrote down summaries of what was being said and how, while at the same time recording the order of group member verbal participation. If there were eight participants labelled A to H, then part of my fieldnotes would have looked like B,F,B,G,A,B,H,E,D,B,D,B,D,B,D... and so on. In this example B tends to be involved more than the others and has a discussion with D. C does not participate, though this does not imply disengagement. It is here where it is important for the observer to look beyond those who talk to see who appears to be listening or not and record this also in their fieldnotes.

The order of participation was analyzed and tabulated for 22 of the 37 observations. After recording the order of participation, data were reduced into a numerical form as displayed in Table 1. In this example, the numbers across each row represent how many times a participant followed on from others present in the meeting. The highlighted green row, for example, shows Rachel followed on from others thirteen times, as indicated by adding up the numbers across

the row. Each number represents all others in the meeting in the order listed down the table. For instance, the first two numbers zero and two, meant that Rachel followed zero times after Hamish and two times after Natasha. The highlighted purple cells show Natasha followed on once after Rachel and once after Hamish. Therefore, the two times Rachel followed on after Natasha and the one time Natasha followed on after Rachel, both circled in red, provides a total of three linkages.

Table 1 – Tabulated participation data

Number of times followed on after	Rachel	Hamish	Natasha	Neil	Harry	Craig	Louise	Roger	Raewyn	Ken	Lloyd	Rose	Carol	Rebecca	Total
Rachel		0	2	0	0	1	1	1	1	2	2	2	0	1	13
Hamish	0		0	1	0	2	0	1	1	0	0	0	0	0	8
Natasha	1	1		0	0	0	0	1	0	0	0	0	0	0	3
Neil	3	0	0		0	0	6	0	6	1	0	0	0	1	17
Harry	0	0	0	0		1	0	0	0	1	0	0	0	0	2
Craig	2	2	0	2	1		0	1	1	1	2	2	1	1	16
Louise	1	1	0	1	0	3		0	2	0	0	1	0	1	10
Roger	0	0	1	1	0	1	0		0	1	0	0	0	0	4
Raewyn	1	0	0	6	0	1	1	0		0	7	0	0	1	17
Ken	1	2	0	2	1	1	0	0	0		0	0	0	0	7
Lloyd	1	0	1	2	0	2	0	0	5	0		0	0	0	11
Rose	1	0	0	1	0	1	1	0	1	0	0		0	0	5
Carol	0	0	0	1	0	0	0	0	0	0	0	0		0	1
Rebecca	1	1	0	0	0	2	1	0	0	0	0	0	0		5

These linkage totals for every possible combination between participants help develop sociograms from the *in-situ* data and reveal participation patterns as they occurred. The lines between participants in the sociograms (see Figure 1 for the example related to Tables 1 and 2) are drawn so each linkage total is represented by a 0.5 thickness gradient in each line. For example a linkage total of three would be represented by a line of thickness 1.5. In the sociogram below, a red line identifies a connection that involves a member who has a senior organizational-wide role, whereas a blue line identifies a connection between two members who have a middle-level departmental role as a team leader. This form of colour coding can assist in identifying within group difference based on role or any characteristic a researcher may choose to employ, such as gender, tenure or level in an organization. Those in senior roles in this group were Hamish, Natasha, Neil, and Rachel who was the organization’s overall leader.

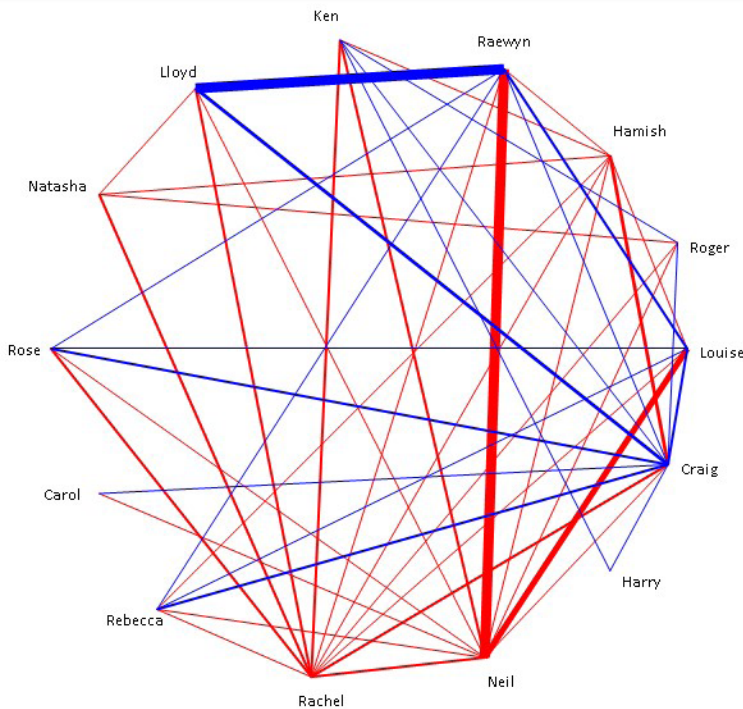


Figure 1 – In-situ sociogram of participation

Using the coefficient of variation means the amount of participation as well as the distribution of participation can be combined when using this ‘followed on’ approach. For instance, as possible evidence of shared leadership, I define a possible boundary-spanner leader as someone who not only follows on from a wide range of other participants, but also has a high degree of participation. The lower the value of V, the more likely the participant is a boundary-spanner in the group at the time of observation. As an example, Neil (highlighted in blue in Table 2) and Craig (highlighted in maroon) have approximately the same mean showing they participated nearly the same number of times, yet their standard deviations are quite different. Neil’s higher standard deviation indicates his participation is spread less around the group compared to Craig’s. Consequently, Craig’s V value is lower than Neil’s. Craig’s spread of participation as indicated by the standard deviations is nearly the same as Ken’s (highlighted in yellow), yet Craig’s V value is lower due to his higher degree of participation. This interpretation is also reflected visually in the sociogram (see Figure 1). As well as calculating V values for all participants, an overall V value can be calculated for each meeting by combining

all the participation data (as in Table 2). This is shown circled in red on Table 2 as 1.77 and along with other V values, is used to see if there are shifts in verbal engagement over a period of time, across different groups and when shifts in group foci occur. These shifts may help deepen understanding of shared leadership in differing group contexts and in this study the fixed-term project teams generally had lower V scores compared to the permanent teams suggesting a wider sharing of leadership practice when combined with the rest of the fieldnote data. The V values for an individual is also examined over time and those who consistently have lower V values may be possible boundary spanning or emergent leaders, particularly if they

are not in a senior position and co-ordinating the group. This could suggest those in senior roles are intentionally stepping back to create space for others to influence the group.

In conclusion, using observation over a sustained period of time can make it possible to analyze and better understand the day-to-day practice of shared and emergent leadership

This visual interpretation can also be validated quantitatively if the distribution of participation is to be compared between meetings and within agenda items. For each participant a mean score is generated by dividing their total number of follow on occurrences with the total number of other participants in the meeting. For example, the green row highlighted in Table 2 shows Rachel’s total of thirteen occurrences divided by the number of other participants present (i.e. thirteen) results in a mean of 1.00 occurrences per participant with a standard deviation of 0.82.

A low standard deviation indicates an individual participates by following on after a wider range of participants, whereas a high standard deviation would indicate a higher likelihood of a dominant two-way conversation that may exclude others from participating and moderate emergence and shared leadership, as well as indicate to what degree individual leading (or dominating) may be prevalent in a group. Standard deviation is also dependent on the mean, so the coefficient of variation is used as an indicator of diversity, where V is calculated by dividing the standard deviation by the mean (Bedeian & Mossholder, 2000).

Table 2 – The quantification of participation data

n=14	V	$\bar{x}$	s
	1.77	0.65	1.15
Rachel	0.82	1.00	0.82
Hamish	1.44	0.54	0.78
Natasha	1.90	0.23	0.44
Neil	1.72	1.31	2.25
Harry	2.44	0.15	0.38
Craig	0.59	1.23	0.73
Louise	1.21	0.77	0.93
Roger	1.56	0.31	0.48
Raewyn	1.80	1.31	2.36
Ken	1.44	0.54	0.78
Lloyd	1.73	0.85	1.46
Rose	1.32	0.38	0.51
Carol	3.61	0.08	0.28
Rebecca	1.69	0.38	0.65

in group settings. I have illustrated two tools for analysis, in-situ sociograms and the co-efficient of variation as a complementary measure and have acknowledged that both capture only a 'slice' of what may be occurring. I have yet to come across this combination of in-situ sociograms and the co-efficient of variation anywhere else, so leave you with two questions. Does this analytical framework provide a possible way forward to better understand shared leadership in practice? If so, how could it be strengthened further? These questions are raised with acknowledgement that any increase of sharing leadership does not necessarily lead to improved team performance (Mehra, Smith, Dixon, & Robertson, 2006) and an increase in verbal connections between members may not necessarily lead to increased learning across a group (Zollman, 2007). After all, we do not want to see further dispersion of poor leadership practice, so both of these tools cannot be used in a superficial sense. They must be complemented with a deep understanding of what is occurring in day-to-day practice and the researcher's or developer's commitment to helping individuals and groups develop over time.

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## A Unique Approach to Student Leadership – Mary Washington’s Center for Honor, Leadership, and Service

We all know leadership is the “in” thing in higher education these days with university and college websites overflowing with programs claiming to teach, train, or educate about leadership in a host of settings. Integrity and service are often discussed as part of these programs. Sometimes they are peer concepts and other times they are either a subset of, or vehicle for, learning and practicing leadership knowledge and skills. When the University of Mary Washington, located in Fredericksburg, Virginia, decided to develop its own program we took a little bit different direction. Four years ago the university decided to reimagine the approach to leadership and these sister concepts and created the [Center for Honor, Leadership, and Service](#). The idea, as stated in the Center’s mission statement, was to “place honor, leadership, and service at the heart of a distinctive and meaningful Mary Washington experience; to promote a ‘seamless’ education, where the boundaries between disciplinary, classroom pedagogy and experiential learning merge.” These concepts and the programs that derive from them form equal pillars designed to better educate and serve our students.

We strongly believe that nothing a student learns, experiences, or engages in happens in isolation. Everything impacts everything else and part of our challenge is to figure out how to connect our work to everything else students are doing, both in and out of the classroom. We start with our belief that a foundation of honor and integrity is the cornerstone upon which everything else is built. We believe leadership occurs wherever people come together and at Mary Washington students have opportunities to learn about and practice leadership with a view to developing their skills and abilities. We expect these experiences will challenge

their understanding of traditional leadership roles as formal and hierarchical and encourage deeper thinking about how they can make an impact whatever their circumstances. Service as practiced here is transformational and by engaging in a broad range of service activities students gain a deeper appreciation of their responsibilities as citizens and members of a community.

We work to accomplish our goals by breaking down silos both within student affairs and between the academic and co-curricular sides of the university. The Center has actively engaged other offices in Student Affairs providing training and programming to the Multicultural Center, Student Activities, and Campus Recreation and having their staff and students participate as presenters and program facilitators. Academic interactions include a growing relationship with the Honors program where students complete a service project during their sophomore year and a leadership project in their junior year. The Center is partnering with the College of Business to support the creation of a minor in nonprofit management and developing service learning opportunities across the curriculum. We serve as primary advisors and administrative liaison to the student-run Honor System, which involves collaboration with faculty, Academic Affairs, and Student Affairs. Finally, Center staff are directly involved through teaching a freshman seminar focused on honor, leadership, and service. Students are required to engage in activity outside the classroom and

*Alternative Spring Break with Habitat for Humanity*

### Meet The Center for Honor, Leadership, and Service

**Mission Statement:** The mission of the Center is to place honor, leadership, and service at the heart of a distinctive and meaningful Mary Washington experience; to promote a “seamless” education, where the boundaries between disciplinary, classroom pedagogy and experiential learning merge; and to encourage collaboration among all members of the UMW community in achieving these goals.

**Vision Statement:** To inspire and prepare Mary Washington students to be engaged global citizens, leading fulfilling lives grounded in the values of honor, leadership, and service.





bring that experience back to the classroom discussions. This combination of academic and co-curricular experience is becoming a hallmark of the Center's efforts as demonstrated in the Horizons program.

Horizons is a co-curricular program that forms the first pillar in our effort to connect with students. It is not just a leadership development opportunity but expands to include the concepts of service, honor, and integrity as well. The Horizons Program offers students the opportunity to develop as individuals, leaders, and scholars through their investment in leadership, community engagement, and ethical practices. The program is collaborative and actively involves staff and faculty from across the campus as sponsors, presenters, and consultants.

One key goal in creating the program was to make it value added versus work added. The goal was to leverage activities both in and out of the classroom and provide students a structure that encourages reflection and helps them develop a mindset where thinking about these core concepts becomes second nature. Using David A. Kolb's experiential learning model (see, for example, *Experiential Learning: Experience as the Source of Learning and Development*, 1984) as the basis, Horizons consists of three required components, the educational, the experiential, and the reflective.

The educational component can consist of workshops, classroom work, and event participation allowing students the opportunity to learn more about theories and principles of engagement, ethics, and leadership. The experiential component is where we expect to see the greatest value added. Students are already engaged in a host of activities and our job is to help them harness these experiences as part of the learning process. They aren't asked to do more, rather we ask them to use what they are already doing to recognize and better understand the concepts surrounding leadership, service, and ethics in their own experiences. The reflective component brings learning full circle in challenging students

to develop a deeper understanding of what they've learned and preparing them to move to the next level. The program is tiered, challenging students at each higher level to move from basic participation and understanding organizational processes to meaningful contribution to interactions between

organizations and communities. Within each level, students are encouraged to focus on different interest areas while building on the knowledge and skills gained in previous levels.

There are no prerequisites and the program is open to all UMW students. We envision students starting in their first year but the program is flexible and students can start at any time during their college career. We also recognize that many students may already have a solid grounding in leadership, service, and honor whether through their previous school or life experience and so we have created a process to assess where they are and assign them accordingly. With a three-year program we expect some students to finish their junior year and plan to bring these students back in their senior year as facilitators, mentors, and presenters sharing their experience to benefit their fellow students.

The service pillar is anchored in the Community Outreach and Resources (COAR) office, the university's volunteer coordinating organization. COAR is a student run organization

that serves community needs through an active exchange of service and learning, while continually striving to find solutions to problems that challenge the community. COAR programming includes both annual events as well as weekly programs for individual students, sports teams, or clubs who want to volunteer and make a difference. COAR's overall goal is to foster relationships with community members and involve students in meaningful experiences. COAR encourages students to come forward to start programs not currently offered in order to help students find their best fit for what they are passionate about.



*Tree planting project with first-year students*



*"Spring Forward" community event*

COAR's weekly programs range from working with children to working with the environment. Some of the most popular programs include Big Brothers/Big Sisters, Best Buddies, Environmental Awareness and Action, Food Bank, and multiple tutoring programs with elementary school kids. COAR also hosts annual events that help connect students with the Fredericksburg community. These events include "Into the Streets," a local clean-up day in the fall where students volunteer to participate in various ways to help the community and "Spring Forward," a free event for community children including crafts, games, and an egg hunt. All COAR programs function thanks to the dedication and passion of the volunteers who attend and those who choose to take on the leadership role of becoming program leaders. Through COAR, volunteers at the college level find their passions and spend their time in ways they find both fun and rewarding. Service through COAR leaves students with unforgettable experiences, a deeper connection with the community, and a real appreciation for service.

The final pillar of the Center's outreach is the Honor Council. This elected body is solely responsible for administering the university's academic integrity processes, reporting directly to the President and Board of Visitors. Students manage the honor program, oversee the constitution, and adjudicate honor violations, which includes hearings and determining sanctions up to and including expulsion from the university. They also work to increase awareness of the honor system through innovative programs reaching out to new first-year students during arrival week and conducting an Honor Week in September where they partner with Residence Life bringing programs into the residence halls to literally meet students where they live. The Center helps these excellent students develop as campus leaders, improve their processes, and make honor as a value salient within the campus community. By recognizing themselves as leaders serving their community, the Honor Council is more effective as an educational experience and as an administrative process.

In all our efforts we seek to connect with students through innovative programming while staying focused on connecting their learning to the curriculum and life after college.

*by Golda Eldridge, Director of Leadership, Center for Honor, Leadership, and Service, University of Mary Washington*

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# Seeing *Good Leadership* Through 7 Lenses of Ethical Responsibility

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Free for ILA Members

Explore the question, “What is ethical leadership?” from a holistic perspective that sheds some light on why scholars have not yet been able to agree on a single answer and definition. Linda Fisher Thornton will share a convergence of trends advancing our understanding of “good leadership” and describe the gaps in leadership development that led her to write, *7 Lenses: Learning the Principles and Practices of Ethical Leadership*.

Based on 25 years leading and developing leaders, 16 years teaching at the University of Richmond, and 3 years of intensive research into the question “What is ethical leadership in a global society?” Thornton’s work describes 7 ethical dimensions that are sometimes viewed as competing interests. Her multidimensional model is based on the expanding scope of expected ethical responsibility and provides a clear framework for talking about and teaching ethical leadership.

## Leadership Perspectives

THE INTERNATIONAL LEADERSHIP ASSOCIATION WEBINAR SERIES



# The Strategist Competency Model: The Future Of Leadership Development

with Maureen Metcalf, Michael Morrow-Fox, and Susan Cannon

Wednesday, 11 May 2016  
12:00 - 13:00 EDT

Registration: [goo.gl/nhyjvy](http://goo.gl/nhyjvy)  
Free for ILA Members

**What competencies will leaders need between now and 2050?**

Join acclaimed futurist Susan Cannon as she looks forward to predict the challenges leaders will need to navigate over the next thirty-five years and backward to explore the history of the co-evolution of leadership with society. Maureen Metcalf and Mike Morrow-Fox will then step in to share their “strategist competency model” of leadership. Based on the work of developmental psychologists and reflecting post-conventional worldviews, the model’s efficacy has been verified with extensive research and observations within a wide range of organizations. Based on their chapter in *Leadership 2050: Critical Challenges, Key Contexts, and Emerging Trends* (Emerald, 2015), attendees will learn the seven key competencies leaders need to demonstrate consistently and will gain an understanding of how the model can help one focus their personal and organizational goals.

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

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

### Conferences, Symposia, Workshops, MOOCs, Etc.

#### Apr. 14-15

*Women Leaders - Agents of Change in Europe* with featured speaker, ILA Member Susan R. Madsen, Bled, Slovenia

#### Apr. 20-22

InClaritis Spring Retreat, *Clarifying Love and Power*, Maui, Hawaii, USA

#### Apr. 29-30

*Leadership Conference: Increasing Diversity*, Institute of Leadership and Ethics, Evangelische Theologische Faculteit in Leuven, Belgium

#### May 24-July 19

*Ethical Leadership: Character, Civility, and Community*, Boston University FREE Massive Open Online Course (MOOC) taught by Walter Earl Fluker

#### May 25-26

*Developing Women's Leadership: Theory and Practice* workshop, University of Roehampton, UK. For more information, contact Carole Elliott, [carole.elliott@roehampton.ac.uk](mailto:carole.elliott@roehampton.ac.uk).

#### June 1-4

*Manageable Cooperation?* EURAM 2016, Paris, France

#### June 5-8

*Women in Higher Education Leadership Summit*, San Diego, California, USA

#### June 5-9

*Library Leadership in a Sea of Change*, 37th annual conference of the

International Association of University Libraries, Halifax, Nova Scotia, Canada

#### June 12-14

*Collaboration, Creativity & Change*, 2016 EFMD Annual Conference, Rome, Italy

#### June 20-22

*Engaging Young Leaders: A Contemporary and Compassionate Approach to Teaching Leadership*, Minneapolis, Minnesota, USA

#### Jun. 21-22

*Becoming a Leader - A Matter of Education?* Conference at University of Nordland, Bodø, Norway

#### July 7-9

EGOS, Naples, Italy

#### July 10-13

*Prospecting for Leadership*, annual conference of the Association of Leadership Educators, Sacramento, CA, USA

#### Jul. 10-17

*8th Annual Peru Leadership Adventure* Huber Inca Trail and Machu Picchu via Lima, Cuzco, and various historical and cultural sites

#### Jul. 17-24

1st Annual Eurasian Doctoral Summer Academy for doctoral researchers within the social sciences, Varna, Bulgaria

#### Jul. 18-21

*Intentional and Evidence-Based Practice in Leadership Education: Celebrating 20 Years of the Social*

*Change Model of Leadership Development*, National Leadership Symposium 2016, University of Tampa, FL, USA

#### Sep. 6-8

*Thriving in Turbulent Times*, 2016 British Academy of Management annual conference, Newcastle University, UK

### Papers & Publications

#### April 30

*EurAsian Journal of Leadership* Researchers are invited to submit their

300-word abstracts for the first issue of this new international, peer-reviewed journal of leadership and management in the Eurasian context. Please visit the website for details and to submit online.



### Member News

Congratulations to ILA members Rob Koonce, Michelle C. Bligh, and Marc Hurwitz on the publication of their new book, *Followership in Action: Cases and Commentaries*.



**ILA Members, receive 30% off this book when you order through the [Emerald Bookstore](#). Use discount code: **FIAILA30****



International Leadership Association

# Upcoming ILA Events & Important Dates

<p><b>Apr. 15</b></p> <p>Registration opens for ILA's 18th Annual Global Conference, <i>The Dynamics of Inclusive Leadership</i> Atlanta, Georgia, U.S.A.</p> <p><a href="#">Learn more</a></p>	<p><b>Apr. 27</b></p> <p>Leadership Perspectives Webinar: <i>Seeing Good Leadership Through 7 Lenses of Ethical Responsibility</i></p> <p>12:00 - 13:00 EDT</p> <p><a href="#">Learn more</a>   <a href="#">Register</a></p>	<p><b>May 10</b></p> <p>Acceptance status notifications emailed for ILA's 18th annual global conference, <i>The Dynamics of Inclusive Leadership</i>.</p> <p><a href="#">Learn more</a></p>
<p><b>May 11</b></p> <p>Leadership Perspectives Webinar: <i>The Strategist Competency Model</i></p> <p>12:00 - 13:00 EDT</p> <p><a href="#">Register</a></p>	<p><b>June</b></p> <p>CFP for ILA's 3rd Biennial Women &amp; Leadership conference, <i>Advancing Women in Leadership: Cultivating Our Whole Selves</i>, opens.</p>	<p><b>June 10</b></p> <p>Call for Submissions Deadline: Kenneth E. Clark Student Research Award</p> <p><a href="#">Learn more</a></p>
<p><b>July 1</b></p> <p>Call for Submissions Deadline: Fredric M. Jablin Doctoral Dissertation Award</p> <p><a href="#">Learn more</a></p>	<p><b>Aug. 10-12</b></p> <p><i>Exploring Leadership in Latin America</i></p> <p>An ILA topical conference taking place in Lima Perú, at the Universidad del Pacifico.</p> <p><a href="#">Learn more</a></p>	<p><b>Nov. 2-5</b></p> <p>ILA's 18th Annual Global Conference, <i>The Dynamics of Inclusive Leadership</i> Atlanta, Georgia, U.S.A.</p> <p><a href="#">Learn more</a></p>

## Newsletter Ad Rates

The *Member Connector* goes out each month to all members of the ILA. Current circulation is 2,700+ in over 70 countries. Multi-month advertising discounts are available for insertion orders of three or more months. To place an order please email Debra DeRuyver at [dderuyver@ila-net.org](mailto:dderuyver@ila-net.org)

### Rates:

1/4 page: \$300 (non-members); \$240 (members)

1/2 page: \$600 (non-members); \$480 (members)

full page: \$1,200 (non-members); \$960 (members)