

15th Annual ILA Global Conference

October 30 - November 2, 2013

Montréal, Canada



LEADERSHIP

**FOR LOCAL &
GLOBAL RESILIENCE**

THE CHALLENGES OF
A SHIFTING PLANET

www.ila-net.org
#ILAMontreal



International Leadership Association

BIENVENUE!

The ILA welcomes the 30+ countries represented at this year's ILA global conference. As the ILA membership increases across the globe we extend our gratitude to our members who travel great distances to participate in the conference. The many countries and cultures represented here support our work of developing and engaging a more global and diverse membership in order to promote a deeper understanding of leadership knowledge and practices worldwide.



15th Annual ILA Global Conference

OCTOBER 30 - NOVEMBER 2, 2013 / MONTRÉAL, CANADA

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Conference Evaluation
www.ila-net.org/eval



Welcome to Montréal!

Excellent design can have a profound impact on our lives. We believe we have designed a conference that will do justice to its host city of Montréal, the only North American city designated a UNESCO City of Design, and to the ILA's tradition of cross-sector, cross-disciplinary, and cross-cultural collaborative learning as we together explore the conference theme *Leadership for Local and Global Resilience: The Challenges of a Shifting Planet*.

Our desire in constructing this year's conference and theme track was to explore our interconnected world and how what we do in one place impacts, inspires, and influences what happens elsewhere on the planet. In this 21st century, leaders have an urgent need to reflect and act locally and globally, and with great resilience, while dealing with myriad economic, social, and environmental crises and disasters.

We anticipate that this time together will be an opportunity to reflect on how leadership, the environment, and the design of our spaces and organizations interact to support thriving communities. We hope that the conference design will inspire knowledge building and the development of leaders able to adapt to new conditions and emerging challenges with artistry and in ways that serve both the collective and the planet.

Now it's time for you to design your own conference experience! Options include a record number of pre-conference choices and many special events in addition to close to two hundred presentations, various networking opportunities, community meetings, and four outstanding keynotes all dedicated to building local and global resilience in unique ways. As you construct your time here, we encourage you to open your hearts, minds, and senses to unexpected opportunities to share, grow, learn, and definitely to have fun.

We are confident that you will take home plenty of memories of the delights Montréal has to offer, from an array of distinguished artistic performances (including on Halloween night!), to some of the world's best gourmet chefs. May this conference nourish in each of you an invigorated appetite to keep exploring and taking your leadership research and practices to new heights of resilience.

On behalf of the ILA Montréal 2013 Planning Committee, welcome to Montréal, a member of the UNESCO Creative Cities Network!

Éliane Ubalijoro
ILA 2013 Conference Chair

Montréal Planning Committee:

Marc Bruyère
Danielle Champoux
Dave D'Oyen
Harkamal Gahunia
Rudaina Halabi
Roger Huang
James Hunter
Penina Kimani
Flavie Laliberté
Katherine Lim
Khurshida Mambetova
Lauren Miller
Joaquim Miro
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Steven Noble
M.J. Plebon
Betsy Pomerantz
Bob Saggars
Kathleen Sears
Fadi Tleel
Berel Michael Weiner
Donald York

Dear ILA Colleagues,

Welcome to the city of Montréal in the Canadian province of Quebec! The conference theme, *Leadership for Local and Global Resilience: The Challenges of a Shifting Planet*, draws our attention to big ideas and extraordinary leadership in challenging times.



No conference is complete without recognizing and thanking the many people who contributed to its success. We'd like to extend our gratitude and appreciation to our sponsors, local planning team, conference program committee, member communities, board of directors, and ILA staff. Their efforts and contributions have resulted in a conference filled with opportunities to grow and learn.

We hope that through this conference you will also become more engaged in the life of our member-based organization spanning nearly 100 countries. We celebrated our first full year as an independent non-profit organization and also our first year at the new ILA headquarters location in Silver Spring, Maryland. We adopted a new Strategic Plan (www.ila-net.org/about/StrategicPlan.pdf) with a focus on advancing the global study and practice of leadership; developing and engaging a more global and diverse membership; and strengthening ILA as a dynamic, sustainable, global organization.

Come learn more about ILA's accomplishments and the association's future plans by joining us on Saturday, November 2, from 8:00–8:45 a.m., for the annual ILA Membership Meeting.

Thank you for your presence and participation at the 15th Annual ILA Global Conference, in a city rich in multicultural history and a conference hotel that shares the ILA's commitment to sustainability. Explore, engage and enjoy the conference and the beautiful city of Montréal!

Gama Perruci **Cynthia Cherrey**
ILA Chair ILA President

ILA 2013 GLOBAL CONFERENCE

Agenda Overview

Times are listed using the international 24-hour format. To convert simply subtract 12. (16:00 is 4:00 p.m.)

Unless indicated otherwise, and space providing, all events are open to all conference participants.

Tuesday, October 29

| | | |
|-------------|-------------------------------------|---------------|
| 14:00–17:00 | ILA Registration and Welcome Center | Mezzanine |
| 14:00–17:00 | ILA Office Open | Saint-Charles |

Wednesday, October 30

| | | |
|-------------|-------------------------------------|---------------|
| 07:00–17:00 | ILA Office | Saint-Charles |
| 07:30–18:00 | ILA Registration and Welcome Center | Mezzanine |

PRE - CONFERENCE WORKSHOP *(Ticketed Events)*

| | | |
|-------------|--|-------------|
| 09:00–12:00 | Achieving Organizational Goals Amidst Continuous Change | Jolliet |
| 09:00–12:00 | Truth & Reconciliation: Creating a Legacy of Healing and Hope | Bersimis |
| 09:00–16:00 | Case-in-Point Learning Lab <i>Sponsored by Jossey-Bass, A Wiley Brand</i> | Duluth |
| 09:00–16:00 | Leadership in the Classroom: Developing a Leadership Curriculum | Gatineau |
| 09:00–16:00 | Reflexivity-in-Action: Arts-based Experiential Leadership Development Encounter for Female Leaders | Harricana |
| 09:00–16:00 | The Power of Appreciative Inquiry: An Introduction and Experience | Hochelaga 6 |
| 13:00–16:00 | Connective Leadership: Female & Male Leadership for a Diverse & Interdependent World <i>Sponsored by Indiana Tech's Ph.D. in Global Leadership Program</i> | Jolliet |
| 13:00–16:00 | Leadership Artistry: Experiencing the Creative Process | Bersimis |
| 13:00–16:00 | Role of the Arts in Creating Resilience | MacKenzie |

| | | |
|-------------|--|----------------|
| 14:30–15:30 | Discussing Leadership with ILA Leadership Legacy Honoree Henry Mintzberg | Richelieu |
| 15:30–16:00 | ILA Member Community Welcome Tables <i>(See page 12)</i> | Hochelaga 4 |
| 15:30–16:00 | Grand Opening of the Exhibit Hall and Leadership Book Fair | Hochelaga 1 |
| 16:00–18:00 | Opening Plenary Session <i>Piano Inspirations, Michael Jones</i> Conference Opening, Éliane Ubalijoro, ILA 2013 Conference Chair Welcome, Cynthia Cherrey, ILA President Leadership Legacy Award Presentations honoring Henry Mintzberg and (posthumous) Ralph Stogdill <i>(See pages 24 and 25)</i> Introduction, Victor Charles Goldbloom, Past President, Quebec Jewish Congress A Foundation of Resilience: Leadership Lessons from the Philanthropic, Corporate, and Sports Sectors, Charles Bronfman, Chairman, The Andrea and Charles Bronfman Philanthropies Inc. <i>(See page 23)</i> | Le Grand Salon |
| 18:00–19:30 | Welcome Reception! | Hochelaga 1–3 |
| 18:00–19:30 | ILA Member Community Welcome Tables <i>(See page 12)</i> | Hochelaga 4 |
| 18:00–19:30 | Exhibit Hall and Leadership Book Fair | Hochelaga 1 |
| 18:00–19:30 | Seventh Annual Student Case Competition Poster Showcase <i>Sponsored by the Kravis Leadership Institute, Claremont McKenna College and Indiana Wesleyan University</i> | Hochelaga 5 |
| 21:30–22:45 | Feature Film: <i>R/Evolution</i> <i>R/Evolution looks at the revolution in human consciousness required at this time to meet the challenges currently facing humanity. Featuring the philosophies of Danah Zohar, Bruce Lipton, and Richard Barrett amongst others, the film looks at a revolution already under way. From the spontaneous creative initiatives of Tahrir Square to China's changing relationship with the rest of the world; from the financial and personal illusions highlighted by individuals from business and banking to a new vision of education in Australia. But will these be enough? And what is required of our leaders, of each and every one of us if humanity and the planet are to survive and thrive.</i> | Le Grand Salon |

Thursday, October 31

| | | |
|-------------|---|----------------|
| 07:30–08:45 | Conference Colleagues Kick-Off & Conference Orientation | Saint-François |
| 07:30–09:00 | Morning Coffee in Exhibit Hall and Leadership Book Fair <i>Sponsored by the Antioch University PhD in Leadership and Change Program</i> | Hochelaga 1 |
| 07:30–09:00 | Ethics Forum Learning Community Breakfast <i>(Ticketed event.)</i> | Ramezay |

Thursday, October 31 CONTINUED

| | | |
|-------------|--|---|
| 07:30–17:00 | ILA Registration and Welcome Center | Mezzanine |
| 07:30–17:00 | ILA Office | Saint-Charles |
| 09:00–10:15 | Plenary Session <i>Piano Inspirations, Michael Jones</i> <i>Creating Community, Shelly Wilsey, ILA Director</i> <i>Kenneth E. Clark Student Research Award Presentation</i> <i>Lessons from the Echo-Maker: Principles and Practices of Leadership from an Indigenous Perspective, Bob Watts, Director, Aboriginal Community Relations at Nuclear Waste Management Organization</i> (See page 26) | Le Grand Salon |
| 10:45–12:00 | Concurrent Session 1 | (See pages 29–33) |
| 12:00–13:15 | Lunch on own or special event Resilience in 21st Century Business Leadership Lunch Panel <i>(Ticketed event. Tickets may still be available at the ILA office)</i> Moderator: Adam Bryant , <i>Corner Office columnist, The New York Times</i> Joey Adler , <i>President and CEO of Diesel Canada Inc.</i> Jean-Sebastian Cournoyer , <i>Co-founder and CEO of Real Ventures</i> Kim Reed Perell , <i>Founder and CEO of Adconion Direct</i> | Saint-François |
| 12:00–13:15 | ILA Member Community Open Meetings • Youth Leadership MIG • Philosophy, Religion, Worldviews LC | (See pages 12) Kamouraska 1+2 Duluth |
| 13:30–14:30 | Concurrent Session 2 | (See pages 41–46) |
| 14:45–16:00 | Concurrent Session 3 | (See pages 47–55) |
| 16:00–16:30 | Refreshment Break in Exhibit Hall and Leadership Book Fair <i>Sponsored by the University of Phoenix</i> | Hochelaga 1 |
| 16:15–17:30 | Interactive Roundtables (See pages 57–63) | Marquette/Jolliet |
| 16:30–18:00 | Emerging Scholars Research Consortium (See page 65) <i>Sponsored by the University of Phoenix</i> | Le Grand Salon |
| 17:30–18:30 | ILA Member Community Open Meetings • Business Leadership MIG • Followership LC • Leadership Education MIG • Public Leadership MIG | (See page 12) Saguenay Hochelaga 5 Duluth Hochelaga 3 |
| 19:00 | Young Leaders Networking Dinner <i>(Ticketed event; tickets may still be available at the ILA office)</i> | Off-site at Bistrot Le Cirque Restaurant |

| | | |
|-------------|---|---|
| 18:00–19:30 | Various Hosted Receptions Deans, Directors, and Chairs Affinity Group Reception <i>Sponsored by The New York Times in Education and the University of Richmond's Jepson School of Leadership Studies</i> Antioch University PhD in Leadership and Change Reception (by invitation) Outstanding Leadership Book Award Reception hosted by the Department of Leadership Studies at the University of San Diego (by invitation) | Saint-Laurent Richelieu Hochelaga 2 |
| 18:30–19:30 | Wright State University Reception for the ILA Leadership Education MIG (by invitation) | Hochelaga 4 |
| 19:00–21:30 | Halloween Evening Event: The Enchanted Isle <i>(Ticketed event; tickets may still be available at Registration)</i> Experience how artistic practice can promote team-building and leadership. Bring your talent, audacity, and imagination and work with professional artists to create performances using theatre, visual art, music, clowning, dance, and drumming. No artistic training is required! <i>Organized by the Institute for the Public Life of Arts and Ideas, McGill University</i> | Le Grand Salon |
| 21:30–23:30 | The Enchanted Isle: Performance of Thinking Art <i>(Ticketed event; tickets may still be available at Registration)</i> Watch a unique theatrical performance co-created by local artists and ILA conference participants during the prior session. | Le Grand Salon |

Friday, November 1

| | | |
|-------------|---|--|
| 07:30–17:00 | ILA Office Open | Saint-Charles |
| 07:30–18:00 | ILA Registration and Welcome Center | Mezzanine |
| 07:30–09:00 | Morning Coffee Break in Exhibit Hall and Leadership Book Fair <i>Sponsored by Indiana University's Tobias Center for Leadership Excellence</i> | Hochelaga 1 |
| 07:30–08:45 | The Asilomar Declaration and Call to Action on Women & Leadership: The Dialogue Continues! Bring your breakfast and join a facilitated discussion about the next steps based on this document. | Ramezay |
| 08:00–09:00 | ILA Member Community Open Meetings • Leadership Development MIG & Ethics Forum LC • Leadership Scholarship MIG • Peace Leadership AG | <i>(See page 12)</i> Jolliet Saint-Maurice Duluth |

Friday, November 1 CONTINUED

| | | |
|-------------|--|--|
| 09:00–10:15 | Plenary Session Piano Inspirations, <i>Michael Jones</i> Looking Forward, <i>Gama Perruci, ILA Chair</i> Leadership Legacy Award Presentation to Alice Eagly Learning about Leadership & Resilience: The Heroes within All of Us, <i>Yuka Saionji, Deputy Chairperson,</i> <i>Byakko Shinko Kai</i> Invitation to San Diego, <i>Cheryl Getz, 2014 Conference Chair</i> | Le Grand Salon (See page 67) (See page 66) |
| 10:30–11:45 | Concurrent Session 4 | (See pages 69–77) |
| 12:00–13:15 | Lunch on own or special event Women and Leadership Network Luncheon (pre-registration required; tickets may be available at the ILA Office) <i>Sponsored by the University of San Diego's School of Leadership and Education Sciences</i> | Saint-François |
| 13:30–14:30 | Concurrent Session 5 | (See pages 79–84) |
| 14:30–15:15 | Refreshment Break in Exhibit Hall and Leadership Book Fair <i>Sponsored by the University of San Diego</i> | Hochelaga 1 |
| 15:15–16:45 | Concurrent Session 6 | (See pages 85–91) |
| 17:00–17:30 | ILA Member Community Open Meetings • Sustainability Leadership LC • Women & Leadership AG | (See page 12) Saint-Maurice Jolliet |
| 17:00–18:00 | Seventh Annual Student Case Competition Final Presentations – Graduate Division Final Presentations – Undergraduate Division <i>Co-sponsored by the Kravis Leadership Institute, Claremont McKenna College and Indiana Wesleyan University</i> | Hochelaga 6 Hochelaga 5 |
| 17:00–19:00 | Networking Reception and Leadership Author Book Signing Last chance to visit the Exhibit Hall and Leadership Book Fare | Le Grand Salon & Hochelaga 1 (See pages 94–95) |
| 17:00–19:00 | Hosted Poster Session <i>(See pages 97–99 for more information)</i> | Le Grand Salon & Hochelaga 1 |
| 19:00–20:00 | Sponsor Appreciation Reception hosted by the ILA Board of Directors <i>(by invitation)</i> | |
| 19:00 | Shakespeare's Leading Women: What the World's Greatest Playwright Can Teach Us about Leadership, Tanna Schulich Hall, McGill University <i>(Ticketed event; check at the ILA Office for tickets or directions.)</i> <i>Sponsored by Heineken</i> | |

Saturday, November 2

| | | |
|-------------|--|--|
| 08:00–09:00 | Morning Coffee <i>Sponsored by The New York Times in Education</i> | Foyer |
| 08:00–08:45 | ILA Membership Meeting | Duluth |
| 8:00–12:00 | ILA Registration and Welcome Center | Mezzanine |
| 08:00–12:00 | ILA Office Open | Saint-Charles |
| 09:00–10:00 | Concurrent Session 7 | (See pages 101–106) |
| 10:15–11:15 | Concurrent Session 8 | (See pages 107–112) |
| 11:30–13:00 | Lunch on own or special event <i>Planetary Resilience in the 21st Century: Business, Sustainability, and Leadership Focusing Ideas to Action Lunch Panel</i> <i>(Ticketed event; check at the ILA Office for tickets)</i> Moderator: Dianne Dillon-Ridgley , Environmental Activist Ann Dale , Canada Research Chair and Professor, Sustainable Community Development, Royal Roads University Steve Grundy , Vice President Academic and Provost, Royal Roads University Carole Robert , Founder, Biotechnology for Sustainable Development in Africa (BDA) and CEO, PharmAfrican Marilyn M. Taylor , School of Leadership Studies, Royal Roads University <i>Sponsored by Royal Roads University</i> | Saint-François |
| 13:00–14:00 | Concurrent Session 9 | (See pages 113–117) |
| 14:15–15:30 | Final Plenary Session Piano Inspirations, Michael Jones Leadership Artistry: Finding Beauty in a Fractured World, Nancy Adler , S. Bronfman Chair in Management, McGill University Jablin Dissertation Award Presentation Student Case Competition Award Presentation Closing Remarks, Éliane Ubalijoro , ILA 2013 Conference Chair | Le Grand Salon (See page 119) |

Sunday, November 3

03:00 **Daylight Savings time ends. Don't forget to change your timepiece!**

THANK YOU

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ILA Board

The ILA Board of Directors at the March 2013 Retreat. Standing, l to r, are: Kathryn, Scott, Margie, Prasad, Ellen, Andrew, Janis, Ira, Martin, and Shelly. Seated, l to r, are: Gamaliel, Max, Katherine, Cynthia, Brad, Jane, and Eric.

Scott Allen

ILA Board Development Committee Chair; Assistant Professor of Management, John Carroll University

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Associate Professor of Sustainable Enterprise, Center for Sustainability and Global Change, Unity College

Ira Chaleff

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Martin Fitzgerald

Associate Professor, Leadership and Management Faculty of Business and Law, The University of Newcastle

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ILA 2014 Global Conference Chair; Associate Professor, Department of Leadership Studies, University of San Diego

Eric Guthey

Associate Professor, The Copenhagen Business School

Brad Jackson (Vice Chair)

Fletcher Building Education Trust Chair of Leadership, University of Auckland

Prasad Kaipa

CEO, the Kaipa Group, California; Visiting Professor, Center for Leadership, Innovation Change, Indian School of Business

Max Klau

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Linda Olson (Ex-Officio)

ILA 2012 Conference Chair; Executive Director, Learning Communities and Civic Engagement; Lecturer/Director, Pioneer Leadership Program, University of Denver

Gamaliel Perruci (Chair)

Dean, McDonough Leadership Center and McCoy Professor of Leadership Studies, Marietta College

Andrew Simon

Executive Director, Yellow Edge Performance Architects Ltd.

Roger H. Sublett (Secretary)

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Katherine Tyler-Scott

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Éliane Ubali-joro (Ex-Officio)

ILA 2013 Conference Chair; Adjunct Professor, Institute for the Study of International Development, McGill University

Ellen van Velsor

ILA Fundraising Committee Chair; Senior Fellow, Research & Innovation, Center for Creative Leadership

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Get Involved

with the ILA's Member Communities

The ILA Member Communities are your opportunity to get more involved. Visit the Member Community tables on Wednesday just before the opening plenary and during the welcome reception. Also, consider attending their open meeting or special event to learn more; see the agenda overview for more details.

Member Interest Groups (MIG) promote the common interests of members in specific areas of the leadership field, develop special projects to serve the needs of their members, compile and distribute resources, and coordinate presentation tracks and networking activities for the global conference.

Business Leadership MIG

Join this MIG to discuss leadership development and effectiveness in corporate settings, and to share ideas, challenges, trends, and experiences related to sector-specific leadership interests.

2013 Chair: Karen Geiger, geigerk@queens.edu

2014 Chair: Amber Lineback, amber.lineback@piedmontng.com

Leadership Development MIG

What are the best methods for developing effective leaders and leadership processes? What tools or strategies can improve leadership development? Contribute to the dialogue by joining this MIG.

2013 & 2014 Chair: Almarie Munley, almadon@regent.edu

Leadership Education MIG

Universities and schools around the world are rapidly adding leadership programs and departments. Share ideas for programs, curricula, and methods of teaching and learning leadership. Wright State University is sponsoring a reception (invitation only) for the LE MIG Thursday evening in Hochelaga 4.

2013 Chair: Robert McManus, robert.mcmanus@marietta.edu

2014 Chair: Dan Jenkins, djenkins@usm.maine.edu

Leadership Scholarship MIG

How is leadership studied and measured? Collaborate with scholars and researchers to better understand the study of leadership and to disseminate the results of leadership research.

2013 Chair: Kevin Lowe, kblowe@uncg.edu

2014 Chair: Becky Reichard, becky.reichard@cgu.edu

Public Leadership MIG

What are the challenges faced by leaders in the public arena? Join this MIG to examine leadership strategies and solutions for those who help lead, work for, or study non-profit, social, civic, political, and governmental institutions.

2013 Chair: Erwin Schwella, Erwin.Schwella@spl.sun.ac.za

2014 Chair: Cynthia Robinson, crobinson@aaas.org

Youth Leadership MIG

The Youth Leadership MIG serves as a forum for all those across the generations who support, develop, or study youth leadership. Attend the Young Leaders Networking Dinner on Thursday to connect with fellow participants; tickets may still be available; check at the ILA Office (Saint-Charles).

2013 Chair: Andrew Henck, ahenck@gmail.com

2014 Chair: Karan Saggi, KSaggi14@students.claremontmckenna.edu

Learning Communities (LC) are groups of ILA members who organize around areas of passion, and around questions that are most critical to their work in the field of leadership.

Ethics Forum LC

Explore the intersection of ethics and leadership through this ongoing forum. Attend the Ethics Forum LC community breakfast on Thursday to connect with fellow participants; tickets may still be available; check at the ILA Office (Saint-Charles).

Contacts: **Jan Byars**, Jan@LeadSyncNow.com; **Tom Sechrest**, thomasls@stedwards.edu; and **Ted Thomas**, tedathomas@gmail.com

Followership LC

Keep up with the latest research, scholarship, and information on followership through this community's active wiki and other online forums.

2013 Chair: **Gene Dixon**, dixone@ecu.edu

2014 Chair: **Rob Koonce**, r2koonce@gmail.com

Philosophy, Religion, and Worldviews LC

Explore how context affects leadership through discussing the impact of different philosophies, religions, and worldviews on leaders and leadership.

Contacts: **John Shoup**, jshoup@calbaptist.edu

Sustainability Leadership LC

The purpose of this learning community is to serve as a place for individuals interested in thinking, teaching, researching, and programming around the emerging paradigm of environmental leadership.

Contact: **Rian Satterwhite**, rsatter@uoregon.edu

Affinity Groups (AG) help members find others with mutual interests for more sustained conversation, collaboration, and deeper networking.

Leadership Education Program Directors, Deans, and Chairs AG

Share ideas and experiences to help improve leadership education programs. Join fellow directors, deans, and chairs for this group's annual networking luncheon on Thursday. Tickets may still be available; check at the ILA Office (Saint-Charles).

Contact: **Sandra Peart**, speart@richmond.edu

Peace Leadership AG

A forum to develop synergies between peace workers, peace organizations, and leaders interested in peace leadership principles, where the voices of peace can meet to nurture each other's needs and collaborate on common interests.

Contact: **Erich Schellhammer**, erich.schellhammer@royalroads.ca

Women and Leadership AG

Network with others interested in advancing the standing of women and leadership. Attend their third annual luncheon on Friday; tickets may still be available for sale; check in the ILA Office (Saint-Charles).

2013 Chair: **Carmella Nanton**, nantonac@comcast.net

2014 Chair: **Melissa Mahan**, mahanmk@gmail.com

LEADERSHIP Legacy Program

Honoring Luminaries in the Field with the ILA Lifetime Achievement Award

Initiated in 2008, the Leadership Legacy Program honors individuals who have made a significant contribution to the field of leadership throughout the course of their careers. Each recipient of ILA's Lifetime Achievement Award is recognized and their work celebrated at our global conference as well as after the conference via a virtual Legacy Wall. The ILA thanks Larraine Matusak for her leadership in creating this project and for her founding sponsorship. We also wish to thank the Randall L. Tobias Center for Leadership Excellence at Indiana University for conducting oral histories with our recipients, which are available online at www.ila-net.org/legacy.

PAST HONOREES

John Adair
Bernard Bass
Warren Bennis
James MacGregor Burns
Max De Pree
Fred Fiedler
Mary Parker Follett
John Gardner
Frances Hesselbein
Ed Hollander
Robert House
Jean Lipman-Blumen
Russ Mawby
Joseph Rost
Edgar Schein
Manfred Kets de Vries
Ron Walters

2010 Honorees
with ILA President
Cynthia Cherrey
(middle). Russ
Mawby, Jean
Lipman-Blumen,
Fred Fiedler, and
Ed Hollander.



2008 honoree
James MacGregor
Burns (center)
with attendees
from the
University of
Richmond.

ILA President
Cynthia Cherrey
presents the Legacy
Leadership Award to
Frances Hesselbein
in 2008.



2013 Honorees

ALICE EAGLY



At Northwestern University, Alice Eagly is a Professor of Psychology and of Management and Organizations, James Padilla Chair of Arts and Sciences, and Faculty Fellow in the Institute for Policy Research. Her research interests include the study of gender, attitudes, prejudice, and stereotyping. She is the author of many journal articles and chapters as well as several books, including *Through the Labyrinth: The Truth About How Women Become Leaders*.

See page 67 for more information on Alice Eagly

HENRY MINTZBERG



A Montréal native, Henry Mintzberg is the Cleghorn Chair of Management Studies in the Desautels Faculty of Management at McGill University. He has also served as a visiting scholar at INSEAD (France), Carnegie Mellon University, and the London Business School, among others. Mintzberg has authored or co-authored fifteen books, including *The Structuring of Organizations* (1979), *Mintzberg on Management* (1989), *The Rise and Fall of Strategic Planning* (1994), *Strategy Safari* (1998), *Managers not MBAs* (2004), and *Managing* (2009).

See page 24 for more information on Henry Mintzberg

RALPH STOGDILL (POSTHUMOUS)



Before his passing in 1978, Ralph Stogdill was a Professor Emeritus of Management Science and Psychology at Ohio State University and was internationally known for his research and publications on leadership and organizations. Stogdill became a pioneer in leadership research with the 1948 publication of his first article, "Personal Factors Associated with Leadership: A Survey of the Literature." In 1974 he authored the fundamental work *Handbook of Leadership: A Survey of Theory and Research*.

See page 25 for more information on Ralph Stogdill

What is leadership?

It's more than power and authority.

It's the ability to inspire others.

To identify trends.

**To be an effective agent of change
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GUIDE TO Session Formats

Many participants tell us that the number of concurrent session choices can be a bit overwhelming! This guide draws attention to several helpful pieces of information beyond the session's title and description that can help you understand more about each session's focus, target audience, and format.

If you are interested in attending a session by a particular person, please refer to the presenter index at the end of this program book.

One indicator of the session's focus, target audience, and presenter expertise is the track. This year the session and presentation titles are color coded (see track designations below) to help you quickly identify sessions accepted by the tracks that are of most interest to yourself; however, we encourage you to stretch yourself by attending sessions outside of your normal comfort zone. A plus sign (+) with the two letter track code indicates those presentations accepted by a second or third track.

Format should be another factor in your selection process: everyone has their own learning styles and preferences. The ILA uses the following definitions to create shared expectations between presenters and attendees.

Concurrent Session Formats:

Workshop: An interactive demonstration or experiential session rooted in audience participation and active learning. Half or more of the time should be spent on experiential learning and active audience participation focused on learning a new skill or useful technique.

Symposium: Multiple presentations of papers or research findings related to a common, albeit often broad, subject area. Some include refereed papers submitted in their entirety and reviewed using the most stringent criteria. The commentator will moderate questions to help create a rich discussion among presenters and attendees. The chairperson keeps time and helps move the conversation along.

Presentation: Research, practices, topics, or programs presented by a single individual or team. Presentations on a common topic are often grouped together into a session. Otherwise, they were assigned 20 minutes and a room with a break between so attendees may pick and choose. The chairperson keeps time and helps move the conversation along.

Panel: Brief presentations on a topic by up to four people with contrasting or complementary points of view, followed by a discussion that invites the audience

to add their perspectives, comments, and questions. The chairperson keeps time and helps move the conversation along.

Additional Formats:

Poster: A visual display of a program, paper, research, or project staffed by the creator(s) during the hosted poster session on Friday.

Roundtable: An informal small group discussion on a topic of common interest. Roundtables take place simultaneously in a large room; every 20 minutes a bell will ring allowing participants the opportunity to move to another roundtable or remain where they are. Roundtables are Thursday at 16:15 for 80 minutes in Marquette & Jolliet (for a complete listing of roundtables see page 57).

Guide to Track Designations:

Business Leadership (BL)

Leadership Development (LD)

Leadership Education (LE)

Leadership Scholarship (LS)

Public Leadership (PL)

Youth Leadership (YL)

Conference Theme

PROPOSAL Review Process

Presentations were selected from amongst 500 submissions through a rigorous multi-phase review process. Each of the Member Interest Groups coordinated a track and experienced volunteers coordinated the theme track.

Phase 1 Blind Peer Review

Last November and December over 400 ILA members responded to a call for reviewers. Each volunteered for one of the seven presentation tracks and provided detailed information about their expertise. This information was used to match three or four reviewers to each submission. Reviewers were not assigned their own or a colleague's submission, and they could not see presenter names and affiliations. The scoring rubric published on the ILA submission website was used to evaluate each submission. Refereed papers or refereed symposium submitted to the Leadership Scholarship Track were evaluated using an additional scoring rubric.

Phase 2 Track Chair Evaluations

The chairs for each track (see program committee below) worked together to confirm Phase 1 scoring. Then they set about to transfer any submissions they felt might be better served in another track. Over several weeks, they carefully read submissions and evaluations, created groupings, determined formats, and made very tough decisions about acceptances. Their discussions and evaluations created a high quality program to serve the diverse needs of the ILA community.

Phase 3 Notifications and program finalization

After confirming that all requirements and guidelines were met, the ILA staff emailed status notifications in May to all individuals who submitted proposals to the conference. Soon after, presenters were notified about their session type and time slot. Subsequently, chairpersons and moderators were recruited and the staff worked with presenters to ensure the accuracy of the program book descriptions and session formats.

Phase 4 Track Chairs decide if a session has 'crossover' appeal

In August, the track chairs reviewed a list of the presentations whose submitters indicated that their presentations would cross over multiple tracks. The chairs selected the presentations that met their criteria for cross-track designation. A plus sign (+) with the two letter track code indicates those presentations accepted by a second track.

ILA 2013 Conference Program Committee

The ILA thanks the following members of the program committee for their dedication and volunteer time; without their involvement it would be impossible to present this spectacular program here in Montréal.

Business Leadership (BL): Karen Geiger and Amber Lineback

Leadership Development (LD): Almarie Munley and Tom Sechrest

Leadership Education (LE): Dan Jenkins and Robert McManus

Leadership Scholarship (LS): Kevin Lowe and Becky Reichard

Public Leadership (PL): Cynthia Robinson and Erwin Schwella

Youth Leadership (YL): Andrew Henck and Karan Saggi

Conference Theme: Blenda Crawford and Amanuel Melles

Thank you

TO THE 2013 ILA CONFERENCE PROPOSAL REVIEWERS

Niels Agger-Gupta, *Royal Roads University*

Yemi Akande, *FOCUS St. Louis*

Remi Alapo, *University of Phoenix Online*

Stuart Allen, *University of La Verne*

Alison Antes, *Northern Kentucky University*

Xuezhui Bai, *China Executive Leadership Academy
Pudong*

Janis Balda, *The Simeon Institute*

Doug Banner, *The Flow Project*

Elizabeth Barber, *North Carolina A&T State University*

JoAnn Barbour, *Gonzaga University*

Joanne Barnes, *Indiana Wesleyan University*

Kirsten Bishop, *Johns Hopkins University*

Kathleen Boies, *Concordia University*

Lize Booysen, *Antioch University*

Gerard Bruijl, *BizChange (NZ) Ltd*

Reha Bublan, *The Global Education & Leadership
Foundation*

Julia Buchanan, *National University*

Gerald Burch, *Virginia State University*

Skye Burn, *The Flow Project*

Virginia Byrne, *University of Maryland,
Baltimore County*

Gretchen Carroll, *Tiffin University*

Dani Chesson, *Queens University of Charlotte Alumni*

Mike Cortrite, *California State Univ. Northridge*

Blenda Crawford, *Regis University*

Heather Davis, *The University of Melbourne*

Lisa DeFrank-Cole, *West Virginia University*

Amy Derringer, *Loyola University Chicago*

Ann Dinan, *The Deeper Leadership Institute*

Deirdre Dixon, *University of Tampa*

Patricia Dyk, *University of Kentucky*

Bari Dzomba, *Alvernia University, Penn State University*

Wadad El-Husseiny, *Qatar University*

Michael Fields, *New Mexico State University Grants*

Amy Fink, *Gonzaga University*

Shirley Forsyth, *Indiana Institute of Technology*

Shari Frisinger, *University of Charleston*

Pi-Jern Fu, *Gonzaga University*

Chris George, *Harper college*

Adam Goodman, *Northwestern University*

Maureen Guarcello, *University of San Diego*

Deborah Hackney, *Duke University*

Marcellina Hamilton, *SUNY Canton College*

Maged Hanna, *Society of Engineers – UAE*

Barbara Harold, *Zayed University*

Brigitte Harris, *Royal Roads University*

Mary Harris, *Cabrini College*

Yael Hellman, *Woodbury University*

Andrew Henck, *World Vision International*

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Marc Hurwitz, *Wilfrid Laurier University*

Elizabeth Jones, *Notre Dame of Maryland University*

SP Kalaunee, *Eastern University*

Keith Keppley, *Limestone College*

Rob Koonce, *Can We Communicate*

Paul Kosempel, *University of Denver*

Geoff Leatham, *University of Rhode Island*

Bernice Ledbetter, *Pepperdine University*

Merium Leverett, *Regent University*

Kevin Lowe, *University of North Carolina - Greensboro*

Anne Magnan, *National Outdoor Leadership School*

Martha Martin, *Ivy Tech Community College*

Diane McGowan, *McColl School of Business*

Whitney McIntyre Miller, *Northern Kentucky University*

Brenda Melick, *Lakehead University*

Thomas Meriwether, *Virginia Military Institute*

Terrence Mitchell, *Indiana University of Pennsylvania*

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Association*

Anthony Olalere, *Clemson University*

Linda Olson, *University of Denver*

Kate O'Neill, *Zayed University*
 Oluwole Oshinubi, *Impact Management and Leadership Group*
 Ken Otter, *Saint Mary's College of California*
 Debbie Payne, *DP Leadership Associates*
 Penny Pennington Weeks, *Oklahoma State University*
 Gerri Perreault, *University of Northern Iowa*
 Valerie Petit, *EDHEC Business School*
 Kirstin Phelps, *University of Illinois at Urbana-Champaign*
 Susan Pilatzke, *North West Local Health Integration Network*
 Kerry Priest, *Kansas State University*
 Kathryn Quick, *University of Minnesota*
 Janet Rechtman, *The University of Georgia*
 Benjamin Redekop, *Christopher Newport University*
 Becky Reichard, *Claremont Graduate University*
 Luiz Eduardo Ricon de Freitas, *Multirio – Rio de Janeiro City Multimedia Company*
 Ronald Riggio, *Kravis Leadership Institute*
 Shelley Robbins, *Capella University*
 Taylor Roberts, *University of San Diego*
 Betty Robinson, *University of Southern ME*
 Karan Saggi, *Kravis Leadership Institute*
 Uzi Sasson, *Ben-Gurion University*
 Julia Satov, *Centennial College*

Rian Satterwhite, *University of Oregon*
 Anurag Saxena, *University of Saskatchewan*
 Lyzette Schwella, *Stellenbosch University School of Public Leadership*
 Priscila Scripnic, *Mirror Leadership*
 Tom Sechrest, *St. Edward's University*
 S. Lynn Shollen, *Christopher Newport University*
 Elizabeth Stork, *Robert Morris University*
 Sherylle Tan, *Kravis Leadership Institute*
 Shannon Thibodeau, *University of Guelph*
 Simona Thimot, *Royal Roads University*
 Ted Thomas, *Command and General Staff College*
 Thomas Tonkin, *Oracle Corporation*
 Lazarina Topuzova, *Gonzaga University*
 Ellen Van Velsor, *Center for Creative Leadership*
 Leah Waks, *University of Maryland*
 Jerald Walz, *Virginia Tech*
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WEDNESDAY, 30 OCTOBER / 16:00
LE GRAND SALON

KEYNOTE SPEAKER Charles Bronfman

A Foundation of Resilience: Leadership Lessons for the Philanthropic, Corporate, and Sports Sectors

Charles Bronfman is chairman of The Andrea & Charles Bronfman Philanthropies, a family of charitable foundations operating in Israel, the U.S., and Canada. The Philanthropies are committed to encouraging young people to strengthen their knowledge and appreciation of their history, heritage, and cultural identity. Bronfman is co-chairman of Birthright Israel, which provides an educational travel experience to Israel for young Jewish adults throughout the world aged 18–26.

His life-long commitment to Jewish affairs led him to serve, from 1999 to 2001, as the first chairman of the United Jewish Communities, the merged North American entity comprised of United Jewish Appeal, the Council of Jewish Federations, and United Israel Appeal. In 2002 he and his late wife Andrea were awarded Honorary Citizenship of Jerusalem, only the second and third North Americans to receive this honor.

Bronfman retired following a 50-year career with The Seagram Company Limited. In addition, for 22 years he was the chairman and principal owner of the Montreal Expos, the first Major League Baseball club to exist outside of the United States. In 1992, over a memorable 24-hour period, Bronfman was honored by making the ceremonial first pitch at the World Series in Toronto, the first such contest ever to be played outside the U.S. At noon the next day, in Ottawa, he became a Member of the Queen's Privy Council for Canada and later that evening was inducted as a Companion of the Order of Canada, the highest civilian honor in this country.

More recently, he co-authored, with Jeffrey Solomon, *The Art of Giving*, *Where the Soul Meets a Business Plan*, and *The Art of Doing Good*.

LEADERSHIP LEGACY AWARD WINNER



The Lifetime Achievement Award will be bestowed upon Henry Mintzberg at the general session on Wednesday

LEADERSHIP LEGACY HONOREE Henry Mintzberg

Henry Mintzberg was born in 1939 in Montréal. He received a bachelor's degree in mechanical engineering from McGill University in 1961, and a bachelor's degree in general arts from Sir George Williams (now Concordia) University in 1962. After a brief but formative stint in operational research for Canadian National Railways, Mintzberg completed his master of science and doctorate degrees at MIT's Sloan School of Management. He returned to McGill and became a full professor in 1978, and was later appointed Cleghorn Chair of Management Studies in the Desautels Faculty of Management, a post he still holds. He has also served as a visiting scholar at INSEAD (France), Carnegie Mellon University, and the London Business School, among others.

Mintzberg's research interests have been leaders or managers – he does not differentiate between the two roles, and his method is in part to observe actual people as well as the organizational structure upon which their actions are contingent. He considers the basis and understanding of managerial work in this context. Before Mintzberg, many believed that leaders spent the majority of their time strategizing and decision making, but his research suggested that much of the manager's or leader's work is about day-to-day communication, relationship building, and doing the “small things.” He also looks at the forms of organization and how different parts of the group work together. These foci inform Mintzberg's work on strategy, both its formation and its implementation. Regarded as one of the world's foremost business strategy experts and one of the most original minds in management, Mintzberg's research method – structured observation in the field – was a challenge to the descriptive and methodologically oriented research carried out by scholars at the time. His method was quickly replicated, survived several challenges, often revisited, and still generates scholarship today.

Mintzberg has authored or co-authored fifteen books, including *The Nature of Managerial Work* (1973), *The Structuring of Organizations* (1979), *Mintzberg on Management* (1989), *The Rise and Fall of Strategic Planning* (1994), *Strategy Safari* (1998), *Managers not MBAs* (2004), and *Managing* (2009). His body of work also includes over 150 management articles, among which are two *Harvard Business Review* McKinsey prizewinners (1975, 1987). He received the *Strategic Management Journal* Best Paper Prize in 2005.

LEADERSHIP LEGACY AWARD WINNER

The Lifetime Achievement Award will be bestowed posthumously upon Ralph Stogdill at the general session on Thursday

LEADERSHIP LEGACY HONOREE

Ralph Stogdill

Ralph Stogdill is one of the pioneers in focusing on leader behavior from a psychological perspective. Over 60 years ago, Stogdill published the first of his many articles on leadership. Titled "Personal Factors Associated with Leadership: A Survey of the Literature," this influential and much reprinted article launched his career and marked a turning point in the study of leadership.

His landmark work was the *Handbook of Leadership: A Survey of Theory and Research*, published in 1974. Prior to his death in 1978, Stogdill approached Bernard Bass about updating the book. Bass subsequently published two updated editions in 1981 and 1990.

Stogdill completed both his bachelor's degree and his master's degree in psychology at Ohio State University in 1930. He remained as a doctoral student of H.H. Goddard and studied clinical psychology from 1931 to 1934, when he received his PhD. His earliest work was in clinical psychology. For most of the time between 1934 and 1942, he was a psychologist with the Ohio Bureau of Juvenile Research. His diagnostic and therapeutic work was supplemented by research that led to 13 articles concerning attitudes, adjustment, delinquency, and retardation among juveniles. During World War II, Stogdill served as a lieutenant commander in the U.S. Maritime Service, working principally in selection and classification.

In 1946 he became associated with the Ohio State Leadership Studies. This position marked the beginning of his continuous involvement in leadership research, an involvement that lasted beyond his retirement. His research contribution during this time consisted of more than 50 articles based on original data, many contributed chapters, and 16 books and monographs. He developed eight different sets of measurement scales and manuals and directed five films concerning various aspects of leadership and leader development. Even decades after his death, Stogdill's contributions are a model of leadership for us all.





THURSDAY, 31 OCTOBER / 09:00
LE GRAND SALON

KEYNOTE SPEAKER Bob Watts

Lessons from the Echo-Maker: Principles and Practices of Leadership from an Indigenous Perspective

Bob Watts is an expert in Aboriginal policy, negotiations, and conflict resolution. He previously served as CEO of the Assembly of First Nations and the interim executive director of the Canada's Truth and Reconciliation Commission. Watts led the process, supported by an excellent team and many Canadian and international organizations, to establish the Commission. Watts also served as the chief of staff to the Phil Fontaine, national chief of the Assembly of First Nations, where he was a member of the team that negotiated the Indian Residential Schools Settlement Agreement, the largest class action settlement in Canada's history. Watts is a former assistant deputy minister for the Government of Canada.

Watts has led the negotiations of co-management agreements, helped build strong corporate partnerships, and has lead processes focused on strategic plans and community development. He has worked as a practitioner and trainer in both negotiations and conflict resolution. He is also a governor of the Ridgewood Foundation for Community Based Conflict Resolution, and is a Fellow at the European Institute for Community Based Conflict Resolution. He has taught, debated, and lectured at a number of universities in Canada and the United States.

Watts is a graduate of the Harvard University John F. Kennedy School of Government and a Fellow at the Harvard Law School where he researched and lectured on the role culture plays in conflict. Some of his Indigenous learning has focused on medicinal plants, traditional songs, traditional environmental knowledge, and leadership.

Watts is from the Mohawk and Ojibway Nations and resides at Six Nations Reserve, Ontario.

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The University of Richmond's
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recently welcomed assistant professors (from left to right)

Jessica Flanigan, Ph.D., Program in Political Philosophy, Princeton University

Javier Hidalgo, Ph.D., Program in Political Philosophy, Princeton University

Julian Hayter, Ph.D., American History, University of Virginia

Chris von Rueden, Ph.D., Anthropology, University of California, Santa Barbara

Kristin Bezio, Ph.D., English Literature, Boston University

Dejun Tony Kong, Ph.D., Business Administration, Washington University

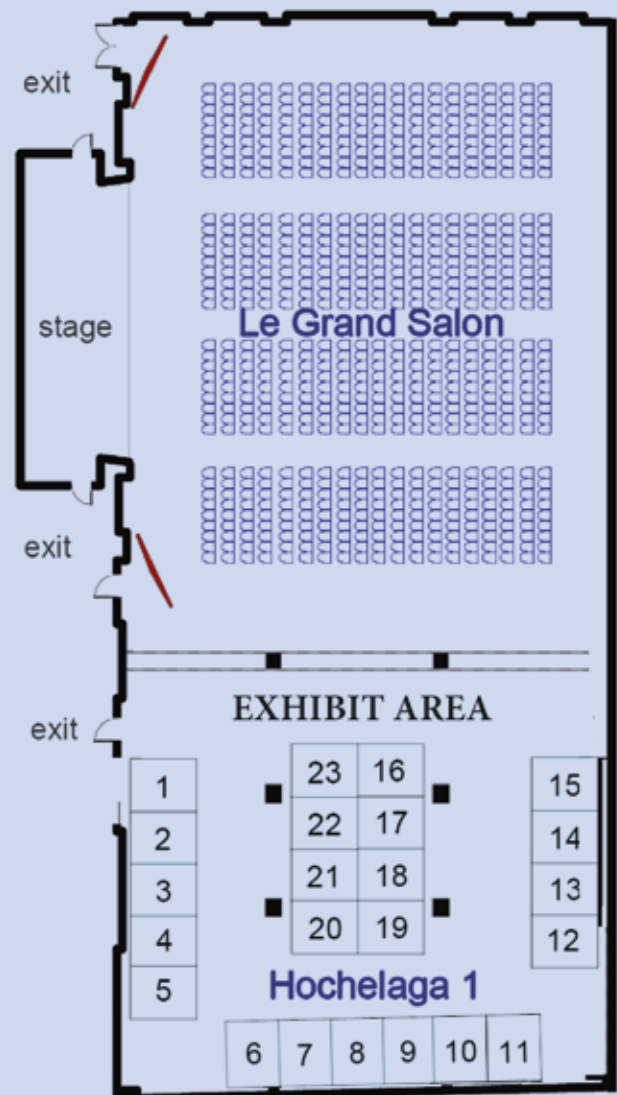
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The ILA 2013 Exhibitors Welcome You to Montréal

The exhibit area is open Wednesday at 16:30 through Friday evening. Exhibitors are encouraged to stand with their booths whenever concurrent sessions or keynotes are not happening.

Morning coffee and afternoon breaks will be served in the exhibit area on Thursday and Friday and the Wednesday and Friday receptions take place here as well! Please spend some time visiting with the exhibitors and sponsors.

| Exhibitor | Booth # |
|--|---------|
| Antioch University | 16 |
| Azusa Pacific University | 3 |
| Chapters Book Store | 19–20 |
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| Edward Elgar Publishing | 12 |
| EthicsGame | 6 |
| Indiana Tech's PhD in Global Leadership Program | 22 |
| Indiana University – Tobias Center for Leadership Excellence | 23 |
| Indiana Wesleyan University Graduate Studies in Leadership | 21 |
| Intercultural Communication Institute | 8 |
| Jossey-Bass/Wiley | 7 |
| Kravis Leadership Institute, Claremont McKenna College | 4 |
| Royal Roads University | 10–11 |
| SAGE Publishing | 14 |
| The New York Times | 15 |
| University of Phoenix | 17 |
| University of San Diego, SOLES | 1–2 |
| USC Price School of Public Policy | 9 |
| Wright State University | 13 |



1

THURSDAY October 31 10:45-12:00

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a "+" and two-letter designation.

Are They Getting It?: Outcomes and Assessments in Leadership Education

• Jolliet • Symposium • Leadership Education

CHAIR: Rian Satterwhite, *Holden Center for Leadership & Community Engagement, University of Oregon*

An Exploration of Leadership Undergraduate Curricula: A Practical and Critical Review

The presentation will provide an analysis of the curricular design of 26 undergraduate Organizational Leadership programs in the U.S. using an approach suggested by Brungardt et al. (2006) and share results indicating that although there is a great deal of overlap in general academic coverage, there is less agreement in leadership core competency coverage. Implications concerning the long-term positioning, evaluation, and recognition of leadership degrees will be discussed.

Kris Gerhardt, *Leadership Program, Wilfrid Laurier University*

Lamine Diallo, *Leadership Program, Wilfrid Laurier University*

Developing a Competency-Based Program

+ LS

This presentation will showcase the study that led to the development of the Student Leadership Competencies, a universal list of leadership competencies translated for nearly every academic discipline. Both the process and outcome of this study have helped shift University of Arizona Leadership Programs into a multi-faceted competency-based approach. Participants will learn about the findings from the study, how to use the Student Leadership Competencies, and how to create a competency-based program.

Corey Seemiller, *Leadership Programs, University of Arizona*

Exploring the Integration of Socially Responsible Leadership and Efficacy Among Campus Programs

The Multi-Institutional Study of Leadership examines college student leadership development and includes a number of core scales that can be used to study leadership development and education. Using its campus' MISL data, this research sought to examine socially responsible leadership and leadership efficacy. The presentation will share results including interesting data and discussion points about integrated leadership development and using the social change model to guide structure and a theoretical framework.

Rich Whitney, *Department of Counseling & Special Education, DePaul University*

Dave Borgealt, *Student Leadership Institute, DePaul University*

Authentic Leadership: Perspectives from Neuroscience, Psychology, and Today's Digital Age

+ LS

• Duluth • Symposium • Business Leadership

CHAIR: Zachary Gabriel Green, *Department of Leadership Studies, SOLES, University of San Diego*

Four presenters will offer thought-provoking approaches to the study and practice of authentic leadership, at times questioning common basic assumptions about authenticity. Spanning across disciplines, these unique views on authentic leadership originate from neuroscience, self-based psychology, and self-determination theory. Current barriers to leader authenticity will be considered, including those created by the pervasiveness of online communications today.

Can Neuroscience Advance the Understanding of Authentic Leadership?

There is an emergent synergy between neuroscience and organizational research, which includes theoretical and practical implications for authentic leadership. This presentation will review four facets of authentic leadership against the theoretical and empirical backdrop of neuroscience, with particular attention to social, cognitive, and affective neuroscience. The presenter will offer insights on theoretical propositions and developmental initiatives to advance the understanding of authentic leadership.

Paul McDonald, *Victoria Business School, Victoria University of Wellington*

Authentic Leadership vs. Web 3.0: A Fight for Identity and Relationship

Authentic leadership requires maintaining self-knowledge and authentic relationships, but what can leaders do when confronted with barriers to achieving both? As web-driven information overload and online social communications (Web 3.0) continue to emerge and hinder self-knowledge and authentic relationships, what action should leaders take? How might leaders manage themselves and others as they navigate a world influenced by today's digital landscape? After examining how Web 3.0 can interfere with authentic leadership, this presenter will explore how leaders can respond.

Brian Davenport, *Leadership and Organizational Studies Program, Lewiston-Auburn College, University of Southern Maine*

An Alternative Approach to Conceptualizing and Measuring Leader Authenticity

The age-old issue of human authenticity remains intriguing and highly relevant in modern times. Today's globalized, fast-paced, and complex environment regularly presents obstacles to leaders' personal and professional practice of authenticity. Existing frameworks for authenticity in leadership, however, do little to explain how psychological/behavioral factors contribute to leaders' expression of authenticity. Grounded in person-centered psychology, self-based theory, and self-determination theory, a new conceptual approach will be offered that emphasizes what it takes for a leader to be authentic.

Taylor Peyton Roberts, *Department of Leadership Studies, SOLES, University of San Diego*

Assessing Leadership: Emerging Healthcare Leaders Face Challenges

• Harricana • Panel • Public Leadership

Providing appropriate access to affordable healthcare has been an ongoing challenge for the U.S. healthcare system. In addition, leaders are also finding the cultural and social challenges of healthcare more demanding. Thus, healthcare leaders are under increasing pressure to lead their organizations through rapidly changing health care reform and improve financial performance. Healthcare leaders now have to assess their organization's leadership and strategies due to the rapid reform. How can healthcare and public policy leaders prepare for this transition?

Latanya Hughes, *American Public University*
Karen Bolser, *Regent University*

Autoethnographic Reflections, Analyses, and Critiques of Multicultural Leaders in Our Shifting World

• Saint-Maurice • Symposium • Leadership Scholarship

CHAIR: **Karen A. Longman**, *Doctoral Programs in Higher Education, Azusa Pacific University*

This panel will include two individual and collaborative autoethnographic studies of multicultural and multifaceted leaders from the U.S. and Australia. The researchers, who live in culturally diverse environments requiring resiliency and the ability to negotiate shifting identities, powers, and legitimacy as leaders, adopted autoethnography as the most appropriate tool by which to reflect, analyze, and critique their own experiences as leaders within their diverse, and sometimes hostile, cultural contexts.

Mentoring Experiences of Leaders of Color in Faith-Based Higher Education: A Collaborative Autoethnography

This presenter will share the findings of a collaborative autoethnography research project involving 14 faculty and administrators of color who had been identified as emerging leaders within faith-based higher education. Research questions guiding the study were: “What kind of mentoring have leaders of color in higher education received as they have professionally developed and advanced?” and “How have their mentoring experiences contributed to their commitment to their work in faith-based higher education?” Project findings and implications for practice will be discussed.

Heewon Chang, *PhD in Organizational Leadership Program, Eastern University*

Michelle Loyd-Paige, *Calvin College*

Leadership and Ministry at Five Tables: An Autoethnography within an Australian Context

This paper provides autoethnographic insights from the perspective of an Australian who has been practicing authentic and servant leadership as a pediatric surgeon, Anglican priest, Zen teacher, family man (spouse, father, and grandfather), and a trainer of mindfulness with individuals incarcerated at a local prison. The presenter will analyze his own multi-faceted leadership within the framework of servant leadership (Greenleaf, 2002), authentic leadership (George, 2004), and transformative leadership (Bass & Riggio, 2006).

Mervyn Lander, *School of Theology, Charles Sturt University*

CEO-Level Succession Planning in Nonprofits: The Right Emotional and Psychological Mindset for Successful Leadership Transitions

• Richeliu • Presentation • Public Leadership

Quite arguably, the degree to which a transfer of professional leadership is successful hinges on how well executives, board chairs and organizations proactively and collaboratively plan for the non-logistical dimensions of the actual stepping-down phase. An additional key determinant is how well the executives pro-actively prepare for post-organizational life through encore careers or other options including meaningful retirement. This session presents action steps emerging from both a comprehensive 2012 survey on CEO-level succession planning in nonprofits and a 3-day workshop convened for 20 long-tenured executives in their early- to mid-60s.

Steven J. Noble, *Noble Consulting Associates Inc., Boston University*

Charismatic Leadership in Terrorist Organizations: The Tamil Tigers, Shining Path, and FARC

• Saguenay • Symposium • Leadership Scholarship

CHAIR/COMMENTATOR: **Tim H. Blessing**, *Department of the Humanities, Alvernia University*

This session will explore the use of systems theoretical concepts to analyze charismatic leadership through studies of three charismatic terrorist leaders. Using a modification of Weber's classic charismatic leader definition, the presenters will establish the systems in which the three studied leaders were embedded and then explore general propositions regarding the use of systems concepts to analyze leadership.

Abimael Guzmán: Leader of Peru's Shining Path

This paper applied systems analytics to the role that Abimael Guzman played in leading the Shining Path. The presenter will analyze Guzman's initial successes using trait, soft systems, and niche theories, and examine his failures using transformational and contextual leadership theories.

Tracey Brown, *Institutional Review Board, Alvernia University*

Leading in Shadows: Manuel Marulanda Vélez and FARC

The terrorist leadership of Manuel Marulanda Vélez was set at a remarkable confluence of political, social, economic, and geographic systems. The presenter will use soft systems theory to explore this confluence and the shaping of a Vélez as a terrorist leader.

Betty-Jo Legutko, *Alvernia University*

The Tamil Tigers' Velupillai Prabhakaran: A Founding Terrorist Leader

The presentation will provide a systems analytic discussion of Prabhakaran and consider his post-colonial context, the issues of ethnicity, the development of older forms of terror, and his ability to create a cultural-military followership which engaged in significant acts of self-destruction and murder.

Thomas S. Fertal, *Alvernia University*

Kelsey Edmond, *University of Delaware*

Global Leadership: Clarity around Concepts and Complications in Practice

• Chaudiere • Symposium • Business Leadership

CHAIR/COMMENTATOR: **Lize AE Booyesen**, *PhD in Leadership and Change Program, Antioch University*

In Search of Global Leadership

Leaders of major corporations agree that they need more global leaders in their managerial cadres, but most firms struggle to develop their existing managers into global leaders. The researchers contend that firms' failures stem mainly from two "disconnects" — failing to understand what global leadership is, and failing to understand the core competencies needed for global leadership. Based on recent research, the presenter will share a framework to assist top management in addressing these two disconnects.

Allan Bird, *Department of Asian Studies, Northeastern University*

Co-author: Mark E Mendenhall, College of Business, University of Tennessee at Chattanooga

Human Resource Management in a Developing Country — Beliefs, Practices, and Challenges + LS

This mixed-method study of 317 respondents investigated the HR beliefs and practices of HR practitioners in Nigeria and the extent to which the latter is impacted by contextual challenges. The findings reveal the existence of soft and hard HRM beliefs and practices, as well as a relationship between HR challenges and hard HRM practices. The presenter will examine the findings against the backdrop of the realities of managing in an evolving, dynamic, and complex socio-economic environment.

Franklin Oikelome, *PhD in Organizational Leadership, Eastern University*

Sociocultural Influences on Leadership: Comparative Practices between the U.S. and Cameroon

There is increasing evidence in related literature of a link between leadership and cultural context. While there is rich body of literature on leadership in Western countries, there is comparatively less in developing countries. This empirical study is intended to help both educational institutions and global business organizations more effectively teach students and/or manage corporate human resources around the globe.

Angela Titi Amayah, *SUNY Empire State College*

Developing Leadership through Awareness and Authentic Presence

• Bersimis • Symposium • Leadership Development

CHAIR: **Jonathan Reams**, *Norwegian University of Science and Technology*

Authentic Leadership through Deep Dialog: How Presencing Enables Collective Intelligence + LE

Within the field of leadership, the critical importance of a leader's inner condition — the quality of presence, consciousness, and the clarity/depth of communication that a leader draws on — has been identified as significant. This presentation will briefly explore survey current research and report on a variety of organizational contexts where action research and practice concerning the refinement and development of key capacities of leaders' inner condition have been conducted. Presenters will conclude with findings and implications for leadership development.

Olen Gunnlaugson, *Department of Management, Laval University*
Jonathan Reams, *Norwegian University of Science and Technology*

Awareness-Based Leadership Development: How Practice and Coaching Facilitate Developmental Growth + LE + BL

Various leadership theorists have called for research on building an approach to leadership development based on constructivist adult developmental theory (McCauley et al., 2006). This presentation addresses how this theory, through an awareness-based approach, enhances adaptive leadership competencies (Heifetz et al., 2009) in a corporate setting with academic partnership. Data from two program cohorts and coaching of cohort members will be analyzed in relation to constructivist developmental theory (Kegan & Lahey, 2009) to contribute empirical data in this area.

Jonathan Reams, *Norwegian University of Science and Technology*
Juliane Benninger, *Center for Transformative Leadership*

Developing a Development-Based Leadership Development Program + PL

This presentation will review the process that was used to convert a 110-year-old competency-based leadership development program into a developmental-based leadership program. It will inform the audience about the cultural, change management, and design challenges and opportunities that were encountered along the way. Current results from the program will also be reported.

Jacqueline Hamp, *Goodwill Industries International*

Intentional Neighborhoods: Key to Regional Resilience

• MacKenzie • Workshop • Public Leadership

To be successful, intentional communities — whether innovative cohousing and ecovillages or more traditional condo associations and dormitories — need effective leadership and decision-making practices. Sociocracy offers a “many-mind” decision process that overcomes the inadequacies of majority voting, consensus, and even benevolent autocratic leaders with new structural concepts fueling delegated responsibility and authorization. In the workshop, participants will work in small groups to experience key structural principles and a new decision-making method, leaving with practical tools to use in any community. A representative from a local Montréal cohousing community that uses sociocracy will be present at the workshop to answer questions about local experience.

Jerry Koch-Gonzalez, *The Sociocracy Consulting Group*
John A. Buck, *The Sociocracy Consulting Group*

Exploring Unique and Creative Approaches to Leadership Development

• Matapedia • Presentation • Leadership Development

CHAIR: Carol Madison, Tobias Center for Leadership Excellence, Indiana University

Ephemeral Leadership Development in Virtual Worlds

+ LE

This presentation will argue that virtual worlds (such as Second Life) and video games offer opportunities for leadership development through the platform of an emergent leadership perspective called Ephemeral Leadership. While Ephemeral Leadership can be developed elsewhere, it is most noticeable in virtual worlds where participants, freed from the pressures of hierarchy and status, are able to practice and test their leadership abilities toward becoming better leaders and better people.

Patricia Dillon Sobczak, Fielding Graduate University

How I Became the Leader I Am, Through Sociocracy

A new method — Cercle canadien des agréés en sociocratie sociocracy — developed in The Netherlands over the past few decades, strengthens the bonds between members of a group, enhances leadership of all members of a team, and energizes participation. Reflecting on their own leadership development with the International School for Leaders, the presenters will explore how the sociocratic concept of equivalency develops responsible leadership and resilience, to the benefit of individuals and organizations in which they work.

Pierre Barbès, Cercle Canadien des agréés en sociocratie

Gilles Charest, Organisational Development consultant

How to Write a Leader Self-Portrait that is Relevant in a Shifting Planet

+ LE

Leadership development begins with knowing what behaviors leaders need to change. Such insight requires self-reflection. This presenter will provide a framework for leader metacognition (i.e., thinking about what we should think about regarding the leadership process) to assist in writing and understanding one's leadership self-portrait (i.e., self-concept). The model is shaped by a comprehensive definition of leadership and a conceptual framework, and it evolved across five years of teaching and researching the leadership process at the Virginia Military Institute.

Thomas N. Meriwether, Department of Psychology, Virginia Military Institute

Developing Resilience: Empowering Millennials to Lead Across Generations

• Hocolaga 6 • Symposium • Youth Leadership

CHAIR: Andrew Henck, Professional Development Programmes, World Vision International

Innovative Leadership Programs to Develop Resilient Generation Y Leaders

This discussion will introduce the latest thinking on generational differences, emphasizing learning and development preferences of Generation Y. Areas of focus will include consideration of effective leadership development, using facilitated action learning, and the importance of coaching and mentoring for Generation Y leaders.

Jean-Anne Stewart, Leadership, Organisations & Behaviour (LOB), Henley Business School

Lynn Thurloway, LOB, Henley Business School

Joan Keevill, LOB, Henley Business School

Co-author: Claire Collins, Henley Business School, University of Reading

The Millennial Generation: Making Their Mark in a Shifting World

+ BL

The Millennial Generation, still in their coming-of-age years, will begin moving in unique ways into organizations. How the older generations, Boomers and Gen Xers alike, will help facilitate this transformation through substantial adjustments to existing mindsets will be important to their success. Target audiences for this presentation are any Boomer, Gen X, and Millennial leaders, both current and aspiring, looking for new and innovative ways to work in inter-generational partnership with one another.

Stephan P. Belding, School of Business, University of Phoenix

From Theory to Practice: Implementing Five Strategic Components for Developing Leaders among the Youth

+YL + LD

- Hochelaga 4
- Workshop
- Leadership Education

Leadership is conformed by a diverse array of elements, and leaders need to be prepared to portray different skills according to the people's needs, contexts, and situations. This workshop is designed for those working with youth to develop prosocial oriented leaders. Join this interactive session to learn about five strategic components implemented at the Universidad de Monterrey, Mexico, to encourage the development of prosocial oriented leaders. Attendees will acquire practical knowledge, skills, and implementation strategies to prepare the next generation of youth leaders.

Astrid Garza, *Universidad de Monterrey*

Jorge F. Salcedo, *Center for Student Leadership, Universidad de Monterrey*

Leader-Follower Relationships

- Peribonka
- Symposium
- Leadership Scholarship

CHAIR: Rob Koonce, *Can We Communicate*

An Initial Model for Partnerships

If you want to teach people to dance, you teach the leader to lead, the follower to follow, and the couple to partner together. The skills are interlocking and interdependent because partnerships require two people, each of whom assumes an active role in the relationship. This presentation will explore leadership and followership as interdependent constructs, discuss a skills model incorporating both, and offer an outline for a research program.

Marc Hurwitz, *Department of Organizational Development, Wilfrid Laurier University*

Follower Forgiveness and Reactions to Leader Interpersonal Transgressions: A Theoretical Framework (Refereed Paper)

This paper presents a theoretical framework that examines follower forgiveness and reactions to an interpersonal transgression committed by a direct supervisor. The framework proposes that leader-member exchange and followership influence forgiveness accorded by the follower and further proposes that these relationships are moderated by perceptions of offense severity and the presentation of an apology by the leader. Forgiveness is then argued to impact turnover intentions and counterproductive behavior, as moderated by one's level of continuance commitment.

Melanie Robinson, *Department of Management, Concordia University*

Trust as a Key Aspect of the Overall Perception of Change in the Leader-Follower Relationship (Refereed Paper)

Establishing strong relationships between leaders and followers provides a means to adapt to an ever-changing environment. This study explored experiences shared by executive level leaders, who were asked by the head of their organization or large departmental unit to adapt to a new organizational direction, which required role adaptation. The outcome of this study expands existing leadership literature, further defining the environment, leadership attributes, conducts, and actions perceived to develop trust in the relationship between executive level leaders and followers.

Stephanie Povlosky, *Department of Business Administration, Cabrini College*

Research on Innovative Approaches to Leadership Education

• Gatineau

• Symposium

• Leadership Scholarship

CHAIR: **Anthony Andenoro**, *Agricultural, Education & Communication Department, University of Florida*

Measuring Change in a Transformative Education Program in Global Leadership: A Mixed Methods Study

This presentation will share preliminary findings of, and invite discussion on, a mixed methods research study that measured change in competencies of participants in an international educational program in global leadership. The program, a partnership between Collabriv — a social venture in San Francisco — and the Leadership Center at Saint Mary's College, seeks to develop important competencies in collaboration and leadership through a six-month cultural immersion experience that combines a professional internship with transformative learning experiences in collaborative leadership.

Ken Otter, *Leadership Studies Programs, Saint Mary's College of California*

Observations from an Analysis of the U.S. Army's ROTC Leadership Development and Assessment Course

+ LE

This study analyzed data from the U.S. Army's ROTC Leader Development and Assessment Course leader development program. A quantitative analysis using data spanning 11 years and over 47,000 leadership assessments using 16 leader dimensions allowed for a multivariate logistic regression analysis that determined the nature and duration of activities that had the greatest influence on the overall leader development rating. The presenter will discuss the study and share insights on the influences of gender, race, and age on the leadership assessments.

John P. Baker, *School of Leadership Studies, Western Kentucky University*

Transdisciplinarity and Leadership: The Case of MACL

This work is a reflection upon the co-creation and future view of a leadership development program routed in transdisciplinarity. Valuing reflective practice, and drawing on participant's live working context, the program builds on the emergence of leadership experience through episodic learning. This paper is developed through the perspectives of the program facilitators, specifically organisational behavior and design management. It is through the collaboration of these professions that a transdisciplinary space of experiential learning for leadership development has been forged.

Anton P. Baumohl, *Department of Psychology and Psychotherapy, Regent's University London*

Maria Charalambous, *Webster University Business and Management Programmes,
Regent's University London*

Co-author: Thomas Morgan, Department of Business & Management, Regent's College London

Educating Leadership Designers

+ PL

• Ramezay

• Workshop

• Leadership Education

This highly interactive session will present a distinct model that fundamentally reframes leadership as a multi-layer design process while engaging participants in a variety of unique pedagogical activities that highlight both the design principles and their leadership implications. Design as a process essentially comprises creative problem-solving. Drawing from multiple design fields and theorists, the model and activities integrate design processes and principles providing new ways for how leaders see and “design” their role and practice for leadership educators.

Anthony Middlebrooks, *School of Public Policy and Administration, University of Delaware*

The Scholarship of Teaching

• Hocelaga 3 • Symposium • Leadership Education

CHAIR: **Scott Allen**, *John Carroll University*

How do those who teach leadership practice leadership in the classroom? Do students actually learn leadership in the classroom? This panel aims to provide leadership educators with a better understanding of the answers to these important questions.

Addressing Spirituality in a Diverse Leadership Program: Practical Implications from Research

In graduate leadership programs, encouraging the development of students' whole selves, including their spirituality (religious or not), supports authentic leadership, strengthens leadership in diversity, and provides a potential source of personal resilience. Including spirituality is challenging in a nonsectarian academic program where faculty and students represent many different worldviews and there is limited classroom time available. The presenters will share ongoing research into student and faculty views on including spiritual topics in leadership education that has yielded some practical insights for faculty.

Peter E. Williams, *Graduate School, Northcentral University*

Co-author: **Stuart Allen**, *Department of Organizational Leadership, University of La Verne*

MOOC'S and LMX? Surveying Intersections between Massive Open Online Courses and Leader-Member Exchange Theory

Massive open online courses (MOOC's) exploded in 2012. Early research from classroom assessments on cost-benefit analyses illustrate varied outcomes for this global shift in higher education. Researchers and institutions are quickly mobilizing in response to the call for education taking a new shape, while simultaneously holding the academy accountable to standards that make higher education a unique relationship between professor and student. This presentation will represent a review of current studies, literature, and discussions about MOOC's and Leader-Member Exchange Theory intersections.

Maureen Guarcello, *Department of Leadership Studies, SOLES, University of San Diego*

Disrupting Leadership Definitions: A Qualitative, Semi-Longitudinal Study of Undergraduate Conceptualizations of Leadership

+ LS

Does teaching leadership matter? Do students actually learn? If so, what shifts might occur in students' perspectives on leadership? Little research exists that tracks the changes in conceptualization of leadership over time in leadership education programs. This presentation will explore how students' definitions of leadership changed over the course of a four-year leadership studies minor. Results from a semi-longitudinal study of leadership conceptualizations in traditional-aged undergraduate students will be presented and future directions suggested.

Paul Kosempel, *Pioneer Leadership Program, University of Denver*

Linda G. Olson, *Learning Communities and Civic Engagement, University of Denver*

Building Resilient Communities in Post-Disaster Japan

+ PL

• Saint-Laurent • Workshop • Conference Theme

After disasters, what interventions and processes can help people of the region create new future-forward communities rather than just having the government come in and rebuild the past? In 2011, earthquakes and tsunami cracked open the nuclear reactors at Fukushima. This workshop will begin with the presenters sharing stories from their "Future Centers" work in Japan, and move into a world café to explore questions about working to bridge disaster into resilience, and then come back together as a whole group to discuss questions.

Robert L. Stilger, *New Stories*

Yuka Saionji, *Goi Peace Foundation*

Three Approaches to the Development of Current and Future Leaders

• Kamouraska 1+2 • 20-minute presentation

CHAIR: **Tom Sechrest**, *School of Management & Business, St. Edward's University*

Group Mentoring for Developing Future Public Service Leaders

• 10:45–11:05 • Public Leadership

This presentation reports on a government leadership development group mentoring program that prepared protégés for leadership positions within a large government organization. The program addressed staff, team and organizational learning needs in a time of severe budget constraints. Group mentoring also allowed employees to work across divisions, and fostered knowledge-sharing of employees across the organization. The program provided a framework for experienced, high performing leaders to pass on their knowledge, experience and wisdom to aspiring leaders within the organization.

Brigitte Harris, *School of Leadership Studies, Royal Roads University*

Kenneth Cheng, *The Poverty Game*

Mind the Gap: Learning Leadership — A Perspective across Generations

+ LE

• 11:10–11:30 • Public Leadership

The “Learning Leadership Lab” is an inter-generational leadership research initiative aimed at comparing important leadership concerns across different countries, contexts, and settings. Interviews with a group of Dutch and U.K. public sector leaders established the issues, problems, and possibilities facing them, and considered what this means for the development of future leaders. Young people from both countries were then invited to explore these themes in order to develop their own insights.

Nikol Hopman, *Leiden Leadership Centre, Leiden University Campus Den Haag*

Co-author: Anne Murphy, Innovation in Learning

Leadership Competencies Developed when Action Research is Integrated into Leadership Education (Refereed Paper)

+ LE

• 11:35–11:55 • Leadership Scholarship

This paper focused on the development of leadership competencies of managers within the context of a graduate level leadership education program which targets mid-career managers and uses action research. The investigation involved a document analysis of capstone project reports from a random sample of 130 recent graduates, and a survey distributed to all 341 graduates. The presenter will share the thematic analysis and conclusions about the efficacy of action research in graduate degree programs.

Wendy E. Rowe, *School of Leadership Studies, Royal Roads University*

Learning Leadership in New Ways: Three Creative and Impactful Interventions

• Youville 1+2 • 20-minute presentation

CHAIR: Brad Jackson, *New Zealand Leadership Institute, University of Auckland*

Shifting Stars: Learning Resiliency from Snow White and Peter Pan to Tangled and Wreck-It Ralph (Refereed Paper)

• 10:45–11:05 • Leadership Scholarship

Has the message about gender roles become more complex? This study uses the Whissell Dictionary of Affect in Language to analyze how similar or different the roles of male and female Disney stars may be, and asks if those roles have shifted over time. This research comes from an understanding that perceptions of gender and how the leader acknowledges the constraints and freedom of his or her gender can be both a threat against and a catalyst for resiliency.

Kristine F. Hoover, *Department of Organizational Leadership, Gonzaga University*

Co-authors: Molly B. Pepper, Department of Organizational Leadership, Gonzaga University; Lazarina Topuzova, Department of Organizational Leadership, Gonzaga University

Teaching People to Team

+ BL

• 11:10–11:30 • Leadership Development

Teams have the potential to create breakthrough performance, but unfortunately this rarely occurs. Poor alignment and an unhealthy dynamic leave teams languishing. When offered, superficial teambuilding does not stick or it becomes group therapy that can make the situation worse. This session provides an alternative: a business-focused approach that focuses on the team mandate and the dynamic required to execute it. Learn how to teach teamwork and how to use team effectiveness to drive the renaissance of an organization.

Liane Davey, *Talent Solutions, Knightsbridge Human Capital Solutions*

The Use of Life History Collage to Explore Learning Related to the Enactment of Social Consciousness in Female Nonprofit Leaders

• 11:35–11:55 • Public Leadership

The purpose of this research was to investigate learning related to the social consciousness of female nonprofit leaders who work with organizations focused on social justice issues. The research method employed a combination of art and life history to investigate this phenomenon. Analysis utilized enactivism, a biologically based learning theory that roots learner and learning within environmental relationships, and considered how each woman's social consciousness led them to commit to nonprofit work.

Susan Renee Seymour, *Department of Institutional Effectiveness & Planning, Utah Valley University*



The Kenneth E. Clark Student Research Award

2013 Winner
Chenwei Liao

*Department of Managerial Studies
University of Illinois at Chicago*



Chenwei's winning submission – "Divergent Effects of Leader-Member Exchange Differentiation on Individual and Group Outcomes: A Multilevel Analysis" – will be presented **Thursday, Oct. 31, from 13:30 to 14:30 in Hochelaga 5**. Ellen van Velsor, Center for Creative Leadership, will chair the presentation.

ABSTRACT

Drawing on justice and social comparison theories, this study examined leader-member exchange (LMX) differentiation as a group contextual variable that operates at both the group and individual levels. It was hypothesized that LMX differentiation is negatively related to group effectiveness, operationalized as group performance and organizational citizenship behavior (OCB) climate, via its negative impact on procedural justice climate. Also, it was proposed that LMX differentiation strengthens the relationship between relative idiosyncratic deals (i-deals), supervisory procedural justice, and employee outcomes at the individual level. Data from a U.S. sample of 961 employees nested in 71 restaurants supported the paper's hypothesized model. Results of the study highlight the contextual role of LMX differentiation in impacting individual and group outcomes.



Kenneth E. Clark

The ILA is pleased to partner with the Center for Creative Leadership (CCL) on the Kenneth E. Clark Student Research Award. CCL is a top-ranked, global provider of executive education. Founded in 1970 as a nonprofit, CCL helps clients around the world to cultivate creative leadership – the capacity to achieve more than imagined by thinking and acting beyond boundaries. The award is named in honor of the distinguished scholar and former Chief Executive Officer of CCL and recognizes unpublished student papers on leadership or leadership development.

The Call for Submissions for the 2014 Kenneth E. Clark Award will be available online in early 2014. Please visit www.ila-net.org/awards for more information.

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THURSDAY OCTOBER 31 13:30–14:30

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a “+” and two-letter designation.

Building Better Leaders: How Problem Solving Styles Influence Leadership Development + LE

• Hochelaga 6 • Panel • Leadership Development

CHAIR: Kevan Lamm, *Department of Agricultural Education and Communication, University of Florida*

The examination of the problem-solving styles of leaders is an emerging line of inquiry. This panel will discuss the approaches, successes, and challenges of using problem-solving styles in leadership development work with various audiences including undergraduate college students, business leaders, and university faculty and administrators. Panelists will explore how their programs foster participant resiliency and how that extends to the development of team and organizational resiliency.

Alexa Lamm, *Center for Public Issues Education, University of Florida*

Rochelle Strickland, *Department of Agricultural Leadership, Education & Communication, University of Georgia*

Hannah Carter, *Wedgworth Leadership Institute*

Conscious Leadership: Reflections from Whole Foods Market's Academy for Conscious Leadership

• MacKenzie • Presentation • Leadership Development

Whole Foods Market has maintained a focus on innovation for the past 33 years, creating a new industry that runs parallel to the conventional grocery industry. This innovation has been sustained by Whole Foods' culture of conscious leadership. Participants will learn about the tenets of the Conscious Leadership Academy and its experiential workshop (required by Whole Foods Market for every leader but open to leaders from anywhere) designed to develop intentional and balanced leaders. Based on Conscious Capitalism, which holds Conscious Leadership as one of its tenets, the Academy has widespread applicability to all organizations.

Ann Dinan, *The Deeper Leadership Institute*

Jessica Agneessens, *Whole Foods*

Class-S: A Systems Theory Review of the Failure of Lehman Brothers and Application to Current Firms

• Bersimis • Presentation • Business Leadership

COMMENTATOR: Karen Geiger, *Karen Geiger & Associates, Inc.*

Five years ago, Lehman Brothers, the fourth largest Investment Bank in the U.S., collapsed. The failure of this financial behemoth shook the foundation of the global financial markets, and led into a global recession second only to the Great Depression. Adopting a qualitative case study methodology, this study analyzes the failure of Lehman Brothers through the lens of the CLASS model (Drew, Kelley, & Kendrick, 2006), examines risk strategies and corporate governance processes holistically as a sum of many parts of the entity, and develops a new approach, the CLASS-S assessment.

Kristin Trahan Winford, *Creighton University*

Divergent Effects of Leader-Member Exchange Differentiation on Individual and Group Outcomes: A Multilevel Analysis (2013 Ken Clark Awardee Presentation)

• Hochelaga 5 • Presentation (Clark Award Winner) • Leadership Scholarship

CHAIR: Ellen Van Velor, *Center for Creative Leadership*

Drawing on justice and social comparison theories, this study examined leader-member exchange (LMX) differentiation as a group contextual variable that operates at both the group and individual levels. It hypothesized that LMX differentiation is negatively related to group effectiveness, operationalized as group performance and organizational citizenship behavior (OCB) climate, via its negative impact on procedural justice climate. Also, it proposed that LMX differentiation strengthens the relationship between relative idiosyncratic deals (i-deals), supervisory procedural justice, and employee outcomes at the individual level. The presenter will share data from a U.S. sample of 961 employees nested in 71 restaurants that supported the hypothesized model, and results of the study that highlight the contextual role of LMX differentiation in impacting individual and group outcomes.

Chenwei Liao, *Department of Management Studies, University of Illinois at Chicago*

Global Leadership Development for a Complex World

• Matapedia • Symposium • Leadership Development

CHAIR: Christopher Horsethief, *Interdisciplinary PhD Program, Union Institute and University*

Global Leadership Development: Adapting to a Diverse Cultural Understanding

+ LE

The understanding of what leadership is and how it functions has seen drastic changes in the last 40 to 50 years. With ample experience in leadership development in Latin America, specifically in Peru and in Brazil, the presenters will expand on three challenges in leadership development in the region. They will discuss the adaption of a leadership development curriculum that considers the rich cultural heritage of the host countries as well as the need to incorporate new leadership practices.

Sylvia Gonzalez, *Leadership and Educational Administration, Andrews University*

Robson Marinho, *Leadership and Educational Administration, Andrews University*

Leadership, Resilience & Cultural Entropy: An Example from Decolonization Studies

+ LS

The history of North American colonization included policies intended to separate Native Peoples from their history, language, and culture. During enfranchisement academic researchers engaged in invasive research techniques whereby individuals were separated from traditional notions of self-identity. Recently community leaders explored aspects of Connective Leadership Theory to alleviate tensions challenging community resilience, introducing initiatives to empower community members to engage in self-directed genealogical investigation. The resulting genograms facilitated complex small-world networks and recursive lineage architectures, while increasing the resilience capacities of individual community members.

Christopher Horsethief, *Interdisciplinary PhD Program, Union Institute and University*

One Planet Leadership: Sustainability through Personal and Organizational Resilience

+ LD

• Richelieu • Workshop • Conference Theme

Leaders are using sustainability to call organizations to design solutions to economic, social, cultural, and environmental challenges. Sustainability catalyzes engagement, productivity, and workplace well-being through the interaction of mirror flourishing — connecting doing organizational good while enhancing personal resilience. This session will show how to: identify stages of organization readiness on the sustainability adaptation continuum; understand why positive psychology approaches reduce threat and release innovation; and apply these approaches to leading organizational change. Participants will explore how to connect positive psychology approaches of personal resilience to effect organizational transformation.

Cynthia Scott, *Presidio Graduate School*

Leadership in Extreme Contexts

• Chaudiere • Symposium • Leadership Scholarship

CHAIR: John Baker, *School of Leadership Studies, Western Kentucky University*

Leadership and Decision Making for Uncertain Environments (Refereed paper)

+ PL

This paper explores leadership decision-making models and their epistemological constructs. Many leadership scholars suggest that what is typically thought of as cognition in leadership theory (e.g., rational, analytical thinking) is insufficient because it does not account for practical problem solving that stems from experience, nor for creativity and innovation (Antonakis, et al., 2004). New paradigms for cognition have been identified but not yet operationalized widely. The ideas described in this paper seek to bridge this divide and promote operationalization of improved decision making.

Elizabeth Castillo, *Department of Leadership Studies, SOLES, University of San Diego*

Leading in Combat: The Role of Situation Awareness and Perceived Control during In Extremis Situations (Refereed paper)

+ PL

For military teams faced with the threat of death, this study found that the generally accepted positive effects of training and experience may be insufficient to ensure survival and meet mission goals. Positive outcomes of acute events encountered by military team leaders did not correlate with general training, overall team leadership experience, or frequency of experience. Survey responses of 494 military leaders reveals situation awareness and perceived control trump training and experience in positive outcomes of in extremis events.

Deirdre Dixon, *College of Business, University of Tampa*

Co-authors: James Gaskin, Brigham Young University; Sheri Perelli, Wayne State University; Michael Weeks, University of Tampa

Looking in the Mirror: Applying a Leadership Lens to Teaching Leadership

Jolliet • Symposium • Leadership Education

CHAIR: Whitney McIntyre Miller, *Department of Political Science, Criminal Justice, and Organizational Leadership (PSCJOL), Northern Kentucky University*

A Framework for Instructor Reflection on Teaching Leadership

Leadership educators focus on creating course content and activities that facilitate student learning, but specific instructor behaviors and characteristics that foster learning go relatively overlooked. The panelist will propose that viewing teaching through a leadership lens provides a useful framework for explicit reflection on instructor behavior, and then share a tool based on this framework.

Alison L. Antes, *PSCJOL, Northern Kentucky University*

Authentic Classroom Leaders: The Student Perspective

Students in an undergraduate leadership program participated in a qualitative research study on their perceptions of faculty-student interaction in the online learning environment. Findings identified faculty behaviors that established a sense of social presence and demonstrated that students make meaning of faculty-student interaction in ways that align with authentic leadership behaviors.

Megan S. Downing, *PSCJOL, Northern Kentucky University*

Leading in the Classroom: The Instructor Perspective

This presentation will explore the unique parallel between the teaching of leadership and the influence of these leadership lessons on instructor effectiveness. In considering applications of a leadership perspective to teaching, the panelist will discuss two specific examples, setting clear expectations and providing feedback, and explore how the examination of leadership practices through this perspective provides a framework for continued growth and development.

Jeffrey Mark Zimmerman, *PSCJOL, Northern Kentucky University*

Online Mentoring: Opportunities and Challenges for Women's Leadership Development

• Hochelaga 4 • Workshop • [Leadership Development](#)

In today's quickly changing world, emerging technology offers new and exciting ways to maximize and scale women's leadership development. This workshop will examine the value of mentoring in women's leadership development, discuss the opportunities and challenges present in a new online mentoring tool developed by AAUW, and engage participants in a mentoring simulation.

Kate Callahan Farrar, *Campus Leadership Programs, American Association of University Women*

Deepti Gudipati, *Member Leadership Programs, American Association of University Women*

Personal Leadership: Resilience in the Face of the Unexpected

• Hochelaga 2 • Workshop • [Leadership Development](#)

What if there were proven leadership methods that cultivated resilience in leaders in the face of complexity and uncertainty, while supporting collaborations across cultures? Personal Leadership is such a method; it is clear, simple enough to teach in one day, and deep enough to be practiced for a lifetime. This engaging workshop will teach the core of the Personal Leadership approach, express a clear vision of truly resilient leadership, and share a reliable method for developing such leaders.

Heather Robinson, *Success Across Borders*

Rita Wuebbeler, *Interglobe Cross-Cultural Business Services, Inc.*

Phenomenographic Action Research (PhAR): Leading Change by Embracing Variation

• Ramezay • Workshop • [Leadership Scholarship](#)

Phenomenographic Action Research (PhAR) improves understanding and communication across cultural contexts and professional divides. This experiential workshop will employ the traditions of PhAR to discover, respect, analyze, and graphically represent variations in the dynamic ways people make meaning, create understanding, and build change within today's complex organizational contexts. To fully integrate the theoretical dimensions to this approach with practical outcomes, the presenters will briefly discuss their experiences using the PhAR approach with a project in a Toronto healthcare setting and the emergence of the model.

Niels Agger-Gupta, *School of Leadership Studies, Royal Roads University*

Dorothy E. Agger-Gupta, *School of Human and Organizational Development, Fielding Graduate University*

Simplifying Leadership to Develop Resilient Leaders for a Complex World

• Duluth • Panel • [Leadership Development](#)

The presenters' studies of leadership across the globe have concluded 21st century leadership development can be simplified and organized around basic and common human issues to respond to complex and uncertain environments. This session will introduce an innovative global leadership theory and a simplified leader development framework to address resilience principles for peace and reconciliation in post-conflict environments and in other settings and situations.

Patricia O'Connell, *College of Business & Leadership, Lourdes University*

Andrew H. Campbell, *U.S. Strategic Command*

Reframing for New Realities: Youth Leadership Development in the 21st Century

• Hochelaga 3 • Symposium • Youth Leadership

CHAIR: **Tom Sechrest**, *School of Management & Business, St. Edward's University*

COMMENTATOR: **Andrew Henck**, *Professional Development Programmes, World Vision International*

Reframing Leadership for the 21st Century: The Crisis of the Field and Youth Responses

Impending global crises have exposed the fundamental deficiencies of the current field of leadership; namely, the distance from its philosophical origins. This discussion will highlight leadership as a way of being, as opposed to examining leadership through a scientific lens. Building on conversations regarding youth leadership from previous conferences, the presenters will explore the crisis of leadership, reframe leadership as a question of being, and discuss the ways worldwide youth leadership development is reconstituting its philosophical origins.

Luis Miranda, *Peace and Conflict Studies Program, University of Oslo*

Angela Miller McGraw, *Hesselbein Global Academy for Student Leadership and Civic Engagement, University of Pittsburgh*

Youth Leadership in the 21st Century: Cross-Generational Collisions

+ BL

Cross-generational relationships pose challenges for both leaders and subordinates, as the workplace becomes host to five generations. This presentation will focus on emerging patterns of leadership associated with young managers and older workers.

Donna Haeger, *Weatherhead School of Management, Case Western Reserve University*

Shift Happens: Academic and Student Affairs Partnerships for Institutional Transformation

• Saint-Maurice • Panel • Leadership Education

CHAIR: **John L. Garland**, *University College, Alabama State University*

COMMENTATOR: **Wendy Wagner**, *New Century College, George Mason University*

This session will describe the efforts of several campuses to transform their cultures to value and model socially responsible leadership development and inculcate purposeful and intentional leadership development opportunities that are grounded in academic and practical knowledge. Join this session to learn theoretical approaches to leadership and institutional transformation; explore ways to cultivate academic and student affairs partnerships; hear lessons learned from faculty, students, and administrators who participated in institutional transformation projects; and identify strategies for institutional transformation in one's own institutional context.

Julie E. Owen, *New Century College, George Mason University*

John P. Dugan, *School of Education, Loyola University Chicago*

Nicholas R. Lennon, *Leadership Education and Development, George Mason University*

Stronger Together: Generating Resilience through International Mentoring

• Saint-Laurent • Workshop • Business Leadership

This workshop will explore mentoring internationally, based on a context for lifelong learning, to build leadership capacity in general, and resilience specifically. The presenters will provide an overview of the U.S. State Department's TechWomen program, which brings 80 female STEM professionals from the Middle East and Africa to Silicon Valley for company mentorships. Key session components will include Skype chats with 2 TechWomen alumnae, small group discussions about both sides of the mentoring relationship, a full discussion on group findings, and first steps towards creating a personal mentoring plan.

Faith W. Ngunjiri, *Offutt School of Business, Concordia College*

Prasad L. Kaipa, *Kaipa Group*

Teaching Leadership beyond the Classroom: Experiential Education and Alternative Pedagogies

• Gatineau • Symposium • Leadership Education

CHAIR: Max Klau, *City Year*

Getting Outdoors: Cultivating Resilience in the Wilderness

How do leadership educators effectively prepare students for the increasingly complex, changing world and help them from getting in over their heads? And, how can this work be assessed? This presentation will explore how a federal service academy, the United States Naval Academy, and a non-profit, the National Outdoor Leadership School, effectively collaborate to provide undergraduate students with opportunities to test their campus-based leadership development, and their resilience, in a wholly new environment — the wilderness.

Anne Magnan, *National Outdoor Leadership School*

Joseph J. Thomas, *United States Naval Academy*

Dialogue through Dixie: Challenging the Master Narrative of Leadership and Social Change

Nineteen students traveled through five states in eight days on an inaugural Civil Rights Bus Tour, developed to empower students to understand their role in the leadership process, confront complex issues, promote social awareness, and work to create a more just society. This presentation will introduce the development and implementation of the Civil Rights Bus Tour, and offer lessons on teaching leadership and meaning-making in non-traditional settings.

Melissa Dawn Gruver, *Purdue University*

Natasha H. Chapman, *West Virginia University*

Understanding the Intersection of Leadership and Entrepreneurship

+ BL

• Harricana • Panel • Leadership Scholarship

CHAIR: Prince Attoh, *Department of Educational Leadership, Delaware State University*

This session will explore leadership behavior at three critical points in the entrepreneur life cycle: (1) at the launch of new business, (2) during a period of stability and/or maturation, and (3) post succession. The panel features three doctoral students who studied entrepreneurs in separate studies using qualitative and quantitative methods. The discussion will be a comprehensive look at what their research reveals about entrepreneur authenticity, ethical leadership, social cognition, social identity, and innovation.

Cynthia Sims, *University of Maryland Eastern Shore*

Tondalaya Carroll, *University of Maryland Eastern Shore*

Lonnie R. Morris, *University of Maryland Eastern Shore*

There's Still Work to Be Done: Variation in Representation of Women and Visible Minorities between and within Sectors in Greater Montréal

• Saguenay • Presentation • Business Leadership

This presentation will provide a snapshot of the representation of women and visible minorities in senior leadership positions in organizations across six sectors of Greater Montréal based on findings from a 2012-2013 DiversityLeads study. While women and visible minorities are found to be under-represented across sectors, the study highlights significant variations in representation between sectors and between organizations within a given sector. It sets a baseline for assessing diversity in workplaces across sectors and suggests important avenues for further research.

Suzanne Gagnon, *Desautels Faculty of Management, McGill University*

Co-authors: Wendy Cukier, *Office of the Vice President, Research and Innovation, Ryerson University*; Erin Roach, *Ted Rogers School of Management, Ryerson University, Diversity Institute*

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THURSDAY October 31 14:45-16:00

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a "+" and two-letter designation.

Developing & Sustaining Resilience: Insights and Research from Political/Military and Spiritual/ Ethical Perspectives

+ LS

• Hochelaga 6 • Symposium • Public Leadership

CHAIR: Bernice Ledbetter, *Gaziadio School of Business and Management, Pepperdine University*

This symposium will consider the development and sustainability of resilience among leaders and within systems. Two papers explore how resilience develops through learning: the U.S. military offers a case study on how to maximize resilience for critical situations, and learning from the spiritual traditions provides wisdom on developing resilience in leaders and organizations. Two others address the sustainability of resilience, first under the conditions of moral stress among ethical leaders, and, secondly, in the context of competitive political systems within societies.

Resilience: Lessons from the U.S. Military

Empirical data will be presented on the U.S. Army's conceptualization and approach to supporting the development of resilience in its personnel. This case study provides theoretical and practical best practices applicable to leadership development programs in various contexts.

George E. Reed, *Department of Leadership Studies, SOLES, University of San Diego*

Developing Resilience: Insights from the Abrahamic & Spiritual Traditions

Interpretations of wisdom literature from religious/spiritual traditions form a rich conceptual basis from which to examine resilience as an important quality of leadership and organizational sustainability. The presenter will draw on perspectives from the humanities, with an emphasis on the religious/spiritual literature, to address the question: How does resilience develop in the leader and in the organization?

David C. Greenhalgh, *Office of Interdisciplinary Studies, Eastern University*

Moral Stress in Ethical Leadership: Managing Paradox through Sustainable Resilience

Ethical leadership has an inherent paradox – dedication to consistency with regard to moral commitments often creates conflict due to competing commitments resulting in a particular type of stress. This paper explores the interplay between resilience and stress for ethical leaders and posits that sustainable resilience offers one possible adaptive response to the consequences associated with moral stress.

Bernice Ledbetter, *Gaziadio School of Business and Management, Pepperdine University*

The Virtue of Competitive Politics: Advancing the Human Good

On the macro level, a political system with free and fair elections between multiple candidates vying for the same position demonstrates an ethic of virtue through competition. Such a system sustains its resiliency through competition; without competition the system is unable to produce superior value. This presenter will provide a theoretical framework for competitive politics as a demonstration of sustainable resilience. Consideration will be given to the implications of this framework for global political resilience leading to justice.

Sean Jasso, *Graziadio School of Economics, Pepperdine University*

Ethics in Business

• Peribonka • Symposium • Leadership Scholarship

CHAIR: Ron Riggio, *Kravis Leadership Institute, Claremont McKenna College*

How Entrepreneurs Create a Culture of Ethical Leadership in Start-ups

+ BL

Higher education entrepreneurs face multiple challenges in creating sustainable, ethical new ventures including economic uncertainty as a likely catalyst for unethical behavior and heightened public awareness of industry leadership missteps. The purpose of this phenomenological study was to understand how higher education entrepreneurs perceived the influence of their ethical leadership behavior on the development of organizational culture in a new business. Interviewing and shadowing were used to explore informant experiences.

Lonnie R. Morris, *University of Maryland Eastern Shore*

Co-author: Prince Attah, Department of Educational Leadership, Delaware State University

Preparing the Way for Existential Leadership: Existentialism and Authenticity in Business Ethics and Leadership (Refereed paper)

+ BL

This essay situates the work of Hazel Barnes within existentialism and then transitions to a literature review of where existentialism has been discussed in the field of business ethics, and how an existentialist metaphor of authenticity has garnered great interest in contemporary leadership studies. The limited discussion of existentialist ethics in business ethics combined with growing attention to authentic leadership offers an opportunity for the work of Barnes to make a significant contribution.

Jen Jones, *Communication & Rhetorical Studies, Duquesne University*

Shifting Planet–Shifting Ethics? Exploring Dimensions of Care in Diversity Discourse at Best Companies to Work for (Refereed paper)

+ BL

Previous work situated rational for diversity in deontological or utilitarian ethics (van Dijk, van Engen, & Paauwe, 2012). This study examined a possible shift — to explore if and how the ethic of care has been utilized in the diversity statements of companies on the 2012 “100 Best Companies to Work For.” The ethic of care was present in 70% of the diversity statements and further evidence of statistical significance was found in analysis of visual rhetoric.

Kristine F. Hoover, *Organizational Leadership, Gonzaga University*

Co-authors: Heather M. L. Wallace, Gonzaga University; Molly B. Pepper, Gonzaga University

Help! We’re Trapped in an Industrial Mindset: The Conversation Continues

• Saint-Laurent • Workshop • Business Leadership

At the last ILA conference, a vibrant conversation started on the persistent modernist industrial worldview within business and corporate leadership development. Building on that theme, the presenters offer new material and perspectives to explore alternative views of leadership and organizational change, using an interactive, wisdom-seeking approach. This session examines how current beliefs about business leadership may limit the ability to respond effectively to the urgent problems of this era, while exploring the promise of other metaphors and approaches that can inform the practice of corporate leadership.

Martha F. Miser, *Aduro Consulting, LLC*

Richard M Warm, *Center for Wisdom in Leadership*

Examinations of Personality and Cultural Intelligence in Leadership

• Bersimis • Symposium • Leadership Scholarship

CHAIR: Andy Wefald, *School of Leadership Studies, Kansas State University*

Personality and Cultural Influences on Scenario Interpretation and Leadership Decision Behavior

+ BL

The Dynamic Five Factor Model of Leadership (Seiler & Pfister, 2009) was used as an approach to measure the holistic interpretation of a scenario. A first study showed that not the structure of a scenario (e.g. time pressure, danger, formalization) but its holistic interpretation were the main predictors for decision behavior. In a second international study, the influence of culture and personality on holistic interpretation and on the leadership decision behavior were analyzed.

Andres C. Pfister, *Institute for Applied Psychology, University of Applied Science Zurich*

The Transferability of Cultural Intelligence Theory in the Ukraine (Refereed paper)

This three-phase research study examined the transferability of cultural intelligence concepts in the Ukraine. The study utilized the Cultural Intelligence Scale (CQS) which was translated and back-translated into Russian and Ukrainian, the main languages of the Ukraine. The outcomes to date clarified CQS terms and the concepts of cultural intelligence and cultural competence in the Ukraine. The presenter will share findings and discuss the final phase of the study.

Joanne Barnes, *Indiana Wesleyan University Graduate Studies in Leadership*

Boyd Johnson, *Indiana Wesleyan University Graduate Studies in Leadership*

Svetlana Buko, *Precedent Academies*

What is the Role of Psychological Capital (PsyCap) in Developing Cultural Competence?

What enables successful development of cultural competence? Does development of cultural competence happen naturally or is it intentional? Psychological Capital (PsyCap), is a measure of an individual's level of hope, efficacy, resiliency, and optimism. This session will present findings from the first phase of a sequential explanatory mixed methods study (Creswell & Plano-Clark 2011) that quantitatively explored the relationship between the PsyCap of a leader and change in cultural competence as measured by the Intercultural Development Inventory.

Helen Abdali Soosan Fagan, *University of Nebraska-Lincoln*

Gina S. Matkin, *Agricultural Leadership, Education, & Communication Department, University of Nebraska–Lincoln*

Developing Deep Resilience through Wise and Mindful Leadership

+ LD + BL

• Richelieu • Workshop • Conference Theme

Thriving as a leader in today's globally connected world requires unique combinations of awareness, compassion, intelligence, and resilience. Drawing on the presenters' decades of experience with ancient spiritual traditions, leadership, organizational development, and embodied learning practices, this session will help participants clarify what they wish to do more and less of in order to enhance their resilience and leadership effectiveness. Exercises focused on mindfulness, dialogue, and somatic learning will help participants learn to be present in unfolding situations, notice and uproot negative emotions, and truly appreciate the varied people they lead.

Kathryn Goldman Schuyler, *Department of Organizational Psychology, Alliant International University*

Prasad L. Kaipa, *Kaipa Group*

Susan Skjei, *Naropa University*

Becoming Resilient: Playing at the Growth Edges

+ LE

- Hochelaga 2
- Workshop
- Leadership Development

Participants will engage in discovering how resilience resides at the very places of individual growth edges. Through a series of activities and dialogue, participants will have opportunities to uncover individual responses to adversity, tap into vulnerabilities, and see failing forward as a seed of resiliency. This workshop design is grounded in the work of Andrew Zolli (2012), Brene' Brown (2012), Jennifer Garvey-Berger (2011), David Snowden (2007), and Otto Scharmer (2009).

Heath E. Harding, *Illinois Leadership Center, University of Illinois at Urbana-Champaign*

Marilyn J. Bugenhagen, *Leadership Studies, Marian University*

Gender, Diversity, and the Ethics of Authentic Leadership

+ LD + BL

- Hochelaga 3
- Symposium
- Leadership Scholarship

The purpose of this session is to explore — both theoretically and empirically — how gender affects the development of authentic leadership, the roles values play in this process, and implications for authentic leadership theory and practice. From a mix of nationalities, backgrounds, and disciplines, the presenters will explore both the promises and the pitfalls of authentic leadership, emphasizing the ambivalent role played by values. Each presenter will answer questions related to their field and experiences with authentic leadership.

Searching for Mandela: The Saint as the Sinner Who Keeps on Trying

Is Nelson Mandela an authentic leader? When you look at him closely, you see two Mandelas — Mandela the man and Mandela the movement. The two identities overlap, yet they are not quite the same. This study of Mandela illustrates the problems with authentic leadership and why the theory is especially bad at explaining the moral behavior of iconic leaders.

Joanne B. Ciulla, *Jepson School of Leadership Studies, University of Richmond*

The Implications of Authentic Leadership for Women

Experts on leadership who have defined authenticity generally don't consider the situation of members of groups who have had little access to leader roles. After an examination of how establishing trust and authority in leadership roles offers special challenges for women and other "outsider" leaders, the presenter will discuss how understanding these nuances of authenticity can be helpful in assisting members of underrepresented groups to become effective leaders.

Alice H. Eagly, *Department of Psychology, Northwestern University*

Authentic Leadership, Gender and Diversity: An Empirical Study

This empirical research focused on authentic leadership, gender, and diversity at a large French company known for its investments to promote diversity and equality. The presenters will discuss whether a diverse work environment improves the development of authentic leadership among managers, especially female managers.

Sarah Saint-Michel, *University Toulouse 1 Capitole*

Co-author: Valerie Petit, EDHEC Business School

Innovative Reflection Tools for Developing Leadership: Additional Ideas for Educators and Practitioners

- Ramezay
- Workshop
- Leadership Education

Research continues to support the finding that critical reflection is a foundational aspect in developing leadership skills and competencies for individuals of all ages. The purpose of this engaging workshop is to offer a variety of innovative reflection tools that can be used by leadership academics and practitioners in various leadership development settings. Each tool presented will be taught, practiced, and shared.

Susan R. Madsen, *Department of Management, Utah Valley University*

Katherine Tunheim, *Department of Economics and Management, Gustavus Adolphus College*

Leadership Studies as Practical Science

• Hochelaga 5 • Symposium • Leadership Scholarship

CHAIR: **Donald LaMagdeleine**, *Department of Leadership, Policy and Administration, University of St. Thomas*

This session contains three original research papers that demonstrate how leadership research lends itself to case-based research within the early tradition of the social sciences.

Practical Knowledge Assumptions of Leadership “Science” Properly Understood:

A Case Study of One Doctoral Program

This paper uses the theoretical and methodological premises of James C. Scott and Bent Flyvbjerg to analyze a case doctoral program in leadership. It focuses on two example dissertations, and how they demonstrate the benefits of conducting leadership research according to the premise of “practical knowledge;” a composite term the author constructs and defines that combines the parallel thinking of both authors.

Donald LaMagdeleine, *Department of Leadership, Policy and Administration, University of St. Thomas*

Leadership, Culture and Gender Cross-Roads:

A Case Study of the Implementation of a Western Healthcare Program in Tanzania

This paper analyzes a case study on the implementation of a healthcare program in a remote region of Tanzania. Contrary to original expectations, the program’s success is largely a function of its highly nuanced accommodation to tribal and religious cultures rather than technical expertise.

Magdeline Agard, *Department of Leadership, Policy & Administration, University of St. Thomas*

The Mobius Effect: Theory and Practice in a Continuous Loop Curriculum

This paper, written by a former student of the program studied in paper #1, discusses how a leadership program featuring continuous reflective practice illuminates current and previous leadership experiences. The bulk of the paper analyzes how programmatic assumptions were embodied within his dissertation, which combined core elements of his career path and abiding interest in the Zuni and Mexican cultural traditions.

David Rigoni, *Department of Leadership, Policy & Administration, University of St. Thomas*

Resilience and Leadership

• Matapedia • Symposium • Leadership Scholarship

CHAIR: **Becky Reichard**, *Claremont Graduate University*

Conceptual Frameworks & Research Models on Resilience in Leadership

+ LD

The purpose of this paper is to discuss conceptual frameworks and research models on resilience theory. The constructs of resilience, the history of resilience theory, models of resilience, variables of resilience, career resilience, and organizational resilience will be examined and discussed as they relate to leadership development.

Janet Ledesma, *Department of Leadership, Andrews University*

Educational Leadership and Resiliency —

+ PL

What Can We Learn from Environmental and Business Paradigms?

This paper argues that global concerns about the sustainability of educational leadership suggest that it needs to examine new paradigms to meet such challenges. It critically examines whether the use of the concept of resilience in environmental and business literatures can provide new insights into how the term might be better understood in education in order to develop a more sustainable educational leadership.

Mike Bottery, *Department of Education, University of Hull*

Faculty Who Become Academic Administrative Leaders: Resilience in the Midst of Shifting Identity

Faculty who become academic administrative leaders experience shifts in their professional, and sometimes personal, identity. They must build and maintain resilience as they navigate both tangible and intangible aspects of the transition. Findings from a study of 50 faculty who have become administrative leaders will be explained, questions posed, experiences shared, and broader implications discussed.

S. Lynn Shollen, *Leadership & American Studies, Christopher Newport University*

Memories with Momentum: Using the Arts to Enhance the Capacity for Resilience in Individuals and Communities

• Saguenay • Symposium • Conference Theme

CHAIR: **David W. Frantz**, *School of Business and Economics, Indiana University East*

Memories with momentum are meaningful memories that positively influence future practice and active memories that individuals use to form and evaluate future action (Sutherland, 2013). Memories with momentum can be a source of energy that builds the capacity for resilience. This panel will explore three different approaches to using the arts to evoke or create memories with momentum. One presentation will focus on research, one on an individual application, and one on a community application.

Affording Memories with Momentum in Leadership Development

Around the globe there are pockets of educators creating evocative settings where executives of all stripes are exploring the dynamics of organizational life and leadership through painting, dancing, poetry, composing, conducting, and more. While this is still a developing field, results from such learning interventions are pointing to significant results, particularly in developing memories with momentum. This presentation will explore some of the unfolding research related to the use of arts-based learning methods.

Ian D. Sutherland, *School of Postgraduate Studies, IEDC Bled School of Management*

A Picture is Worth 1,000 Words: Using Visual Images to Explore Memories with Momentum

Global demographics are rapidly shifting causing increases in the many dimensions of diversity present in most organizations and communities. These shifts have fundamentally changed the landscape on every front – economic, political, and social. This presentation will explore the use of visual images to surface, explore, and create memories with momentum that can be used by individuals, organizations, and communities to develop the capacity to creatively engage in new ways.

David W. Frantz, *School of Business and Economics, Indiana University East*

Memories with Momentum: Using the Arts to Enhance the Resilience of a Community

This is a case study of one community's efforts to use the arts and humanities to move the community culture toward developing the resilience necessary to respond to drastic changes, overcome adversity, and recover from setbacks. The community is using story mining, storytelling, and visual imagery, coupled with inclusive dialogue, to create and evoke memories with momentum that can be harnessed to move the community toward cultural and economic vitality.

Fredricka F. Joyner, *School of Business and Economics, Indiana University East*

Developing High Performing Contextually Intelligent Leaders

+ BL

• MacKenzie • Workshop • Leadership Development

This hands-on workshop is based on a unique framework for the development of contextually intelligent transformational leaders. After presenters provide background on the development and design of the model, participants will have the opportunity to assess their own contextual intelligence and participate in reflective activities. The session will explore implications of utilizing contextual intelligence as a framework for leadership development and cultural change. Participants will leave with a resource list of the frameworks, tools, and processes presented in this workshop.

Gretchen K. Carroll, *School of Business, Tiffin University*

Matthew Kutz, *Roundtable Group, LLC*

Debra Ball, *ProMedica Health System*

Practicing What We Teach: The Role of Faculty as Leaders

• Saint-Maurice • Symposium • Leadership Education

CHAIR: **Bob Colvin**, *Christopher Newport University*

College Professors as Leaders

The power of education to alter lives, to develop extraordinary human beings excites teachers, and yet students still walk away uninspired and under-engaged. One of the challenges facing faculty is student engagement in learning; perhaps faculty with leadership skills can better facilitate this process. This presentation will explore the concept of leadership promotion in college professors and asked how faculty perceives such individual leadership.

Marcellina K Hamilton, *SUNY Canton College*

Making a Difference: Transformative Learning in Relational Leadership Development + LS + LD

This presentation involves participants in a shared inquiry on the themes that emerged from a recent qualitative study on transformative education in relational leadership development. These themes include: the relevance of relational leadership in today's interdependent world; the level of development required; the role of transformative learning in this development; and the implications for practitioners to enact relational leadership in the workplace. The session will include a discussion on how to apply transformative learning theory in leadership education programs.

Ken Otter, *Leadership Studies Program Saint Mary's College of California*

Under the Microscope: Surviving the Scrutiny of Being a Black Male Leader in Academe + LS

In this collaborative autoethnography, three Black men interrogated their experiences in navigating and positioning themselves as leaders in academe. The presenters will: describe common challenges of apprehending their positions as outliers; frame their actions/reactions as leaders under constant scrutiny; interpret their experiences through the intersectional lens of their socio-identities as Black males; and articulate coping strategies that are enabling them to be resilient.

A. Brian Leander, *Eastern University*

Godfrey Gregg, *Adelphi University School of Social Work*

Kathy-Ann C. Hernandez, *Eastern University*

Realizing Self through Otherness: Leadership and Diversity in the Classroom

The cultural and social identities of professors can be an important locus of learning for students and a critical springboard for their education in social dynamics, leadership, and global awareness — particularly when diversity is absent in the student body. Drawing on his experience as a male, Canadian-Jewish, émigré who has worked exclusively in the southern U.S., the presenter will discuss efforts to expand the world-views of students by addressing the complex dynamics of otherness and new ways of seeing.

Alan Rauch, *Department of English, University of North Carolina at Charlotte*

Making the Front Page: The New York Times in Leadership Project

• Duluth • Panel • Leadership Education

CHAIR: **Kathleen M. O'Connell**, *The New York Times*

This session will provide an update on the NY Times in Leadership project, which was designed to give professors, scholars, practitioners, and students opportunities to connect leadership concepts to real-world examples. Over the past year, the NY Times in Leadership project has rolled out articles, discussion questions, reading lists, video content, and a catalogue of leadership case studies. The session will highlight these resources and present data collected on the project's impact from the colleges and universities utilizing the resources.

Mary H. Tolar, *School of Leadership Studies, Kansas State University*

Gama Perruci, *McDonough Leadership Center, Marietta College*

Matthew J. Sowcik, *School of Business, Wilkes University*

Research Addressing Complex Leadership Challenges

• Youville 1+2 • 20-minute presentations

CHAIR: **Ken Lowe**, *University of North Carolina at Greensboro*

Integrative Leadership for U.S. Security in the 21st Century

14:45–15:05 • Public Leadership

A prime challenge for U.S. political leaders and citizen activists is redefining security policy at a time when cyber-attacks, festering inequalities, and human rights abuses rival conventional military threats to the security. This paper presents an imaginative scenario that could guide integrative leaders who seek to transform national and domestic security systems in ways that protect civil liberties, guard against multiple types of threats, respect international law, and enhance economic prosperity. Integrative leadership practices are highlighted.

Barbara C. Crosby, *Humphrey School of Public Affairs, University of Minnesota*

Presidential Leadership and National Political Reconciliation

+ PL

15:10–15:30 • Leadership Scholarship

Among the many tasks that national political leaders can face, domestic political reconciliation can be perhaps the most difficult. This paper looks at four rather complex cases, with a total of nine U.S. presidents and over one dozen different instances of mass pardons. With a focus on the political rhetoric that accompanies and facilitates these actions, the presenter will assess their success and discuss broader implications for good political leadership in a variety of contexts.

Graham G. Dodds, *Political Science Department, Concordia University*

The Social Role Theory of Unethical Leadership (Refereed paper)

15:35–15:55 • Leadership Scholarship

Challenging the standard reasoning regarding leaders' ethical failures, panelists argue that a potent contributor to these failures is the social role expectations of leaders. It is maintained that leaders' central role expectation of goal achievement contributes to the over-valuing of group goals and greater moral permissibility of the means used to achieve these goals. The presenters will provide evidence for a social role theory of unethical leadership across four empirical studies.

Crystal L. Hoyt, *Jepson School of Leadership Studies, University of Richmond*

Terry L. Price, *Jepson School of Leadership Studies, University of Richmond*

Sociocracy: The Basis for Resilient Educational Institutions

+ PL

• Hochelaga 4 • Workshop • Leadership Education

Educational institutions require resilience to adapt, respond to, and even transform a demanding world. Student needs, community expectations, employee demands, and labour market trends pose complex challenges to education leadership. This workshop will be co-facilitated by individuals who've experienced firsthand how the use of sociocracy (or "dynamic self-governance") provides the resilience necessary to foster efficient and agile leadership in the classroom and in the boardroom. Participants will work in small groups to experience key structural principles and a new decision-making method.

Francine Proulx-Kenzle, *The Sociocracy Consulting Group*

Christine Larose, *Sociogest*

Perspective on Engagement & Resilience

• Kamouraska 1+2 • 20-minute presentations

CHAIR: Andrew Simon, Yellow Edge Pty. Ltd., Chair

Marie Di Virgilio, Center for Values-Driven Leadership at Benedictine University Nurturing Resilience in Today's New Teachers, Implications for Principals in Urban Schools

• 14:45-15:05 • Public Leadership

Among the numerous tasks charged to public school principals is the need to develop competencies in their new teachers. While public education continues to lose an alarming number of new teachers, resilient principals must find ways to develop and nurture these new teachers. This research received feedback from more than 420 public school principals to ascertain if there were areas where principals should focus. The presentation will illuminate research findings on areas where most new teachers excel and areas where they struggle.

Dan Shepherd, School of Educational Leadership, Indiana Wesleyan University

Co-author: Jim Freemyer, Indiana Wesleyan University Graduate Studies in Leadership

The Effects of Servant Leadership on Volunteer Engagement

• 15:10-15:30 • Public Leadership

Although servant leadership has gained interest in the popular press, scholarly literature, and theological circles, empirical verification of its effects on followers continues to be lacking, especially in non-western settings and across work typologies. This study empirically examined the relationship of servant leadership and follower engagement within the non-profit sector — a sector in which worker motivation and involvement are particularly important and do not always correspond to those in livelihood situations. Based on the findings of this quantitative research, specific leadership behaviors are recommended in order to promote volunteer engagement and retention.

Michael L. Mahan, Regent University

Make Your Boss Work for You: Three Examples of Employee Engagement with Bottom Line Benefits

• 15:35-15:55 • Business Leadership

How do you care for, motivate, and reward employees in a way that drives the company toward strategic goals? As part of their 3-year research partnership with Inc. magazine and the Small Giants Community, researchers with the Center for Values-Driven Leadership at Benedictine University have uncovered exceptional stories of small businesses that are engaging, inspiring, and rewarding employees in ways that have a direct impact on the bottom line.

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Interactive Roundtable Discussions

Thursday 16:15-17:35

The Interactive Roundtable Discussion format is designed for small group discussions on topics of common interest. The organizer frames the topic and facilitates a discussion with participants joining the table. A bell will ring every 20 minutes allowing participants the opportunity to move to another roundtable or remain where they are. Please do not crowd any one table as it makes true conversation difficult! If your table choice is full, look around — there is likely to be another topic of interest at a nearby table.

Marquette/Joliet

Battered Leaders: Resilience, Antifragility & Constructive Paranoia

(Table 1)

Bullying, gossiping, mobbing, blaming, harassing, falsely accusing, impugning or even ignoring — all these and more are common experiences for many in leadership roles. Resilience (Zolli & Healy, 2012), antifragility (Taleb, 2012), and constructive paranoia (Diamond, 2012) may be new leadership tools for leaders battered by the range of threats above. This will be a place to share stories and solutions when faced with bullying bosses, toxic followers, recalcitrant systems, and rapidly-changing scenarios.

Janis B. Balda, *Center for Sustainability and Global Change, Unity College*
Wesley Balda, *The Simeon Institute*

Fractal Characteristics of Resilience

(Table 2)

Drawing on research from a variety of disciplines, this presenter will propose a fractal view of resilience and outline three key dimensions that apply from the individual to the social level: creativity, complexity, and gender holism. Examples of how these dimensions function and an underlying theoretical framework will be discussed.

Alfonso Montuori, *Transformative Leadership Master's Program, California Institute of Integral Studies*

Leadership in Latin America

(Table 3)

From the conquest to the present, Latin American leadership has been characterized by authoritarianism, caudillism, machismo, populism, and considerable instability. Today, Latin America is a major economic, social, and political force. Further development will likely depend on the quality of leadership within and across Latin America. This discussion will explore the current trends in leadership within Latin America and focus on the development of leadership models that are based on the context and needs of the region.

Jeffrey L. McClellan, *Management, Frostburg State University*

Stability vs. Change: Confronting Reality, Developing Resiliency

(Table 4)

Within the leader-follower situation dynamic, no component brings uncertainty as does the situation — a truth experienced vividly today. Since “situation” bears toward either stability or change, these central questions for “leadership” will guide this discussion: Will effective leadership provide stability or provide change? How can leaders be effective in a world that is constantly changing, but that wants and looks for stability? And how does the development of both leader and follower resiliency help to make leadership effective in a shifting, unsettled world?

James Beatty Hunter, *Prodaio Leadership*

An Exploration into the Lived Experiences of Self-Initiated Western Female Expatriates in India

(Table 5)

The presenter will discuss preliminary findings from a study exploring the lived experiences of self-initiated Western female expatriates regarding their adjustment in the emerging economy of India and invite discussion about the broader implications of this research.

Shirley Forsyth, *Human Resources, Indiana Institute of Technology*

Creating and Sustaining a Culture of Workplace Forgiveness

(Table 6)

Left unresolved, interpersonal workplace conflicts and fragmented employee relationships can result in poor decision-making, avoidance, or even revenge. An organizational culture with a core value of forgiveness has the potential to “encourage employee retention, enhance innovative problem solving, promote profitability, and facilitate flexibility” (Kearns, 2009, pp. 81–82). This roundtable will explore the responsibilities and consequences of sustaining a culture soundly rooted in shared forgiveness.

Kimberly Mitchell, *Organizational Leadership, Eastern University*

Thinking about Human Universals to Think about the Leader-Follower Dynamic

(Table 7)

People are, at root, more similar than dissimilar, sharing the same universal fears and needs. Leaders and followers forge a relationship based largely on resolving or meeting needs, and on ameliorating or assuaging fears. This roundtable will discuss the idea of universality of fears and needs, examine the leader-follower relationship in this way, and explore why leaders emerge and ebb away when they do.

Elizabeth Stork, *Organizational Leadership, Robert Morris University*

Answering the Call for a New Narrative: Applying Narrative Skills to Support Resilience

(Table 8)

Participants will discuss the relevance of narrative as a skill set in leadership, and how people make sense of their worlds and organizations through story. The presenter will introduce the structure of narrative at the micro-narrative, meso-narrative, macro-narrative, and meta-narrative levels and show how being aware of these levels can help leaders use narrative to build resiliency in their organizations and communities.

Doug Banner, *The Flow Project*

Board Leader Development and Succession: Do We Have Something to Offer?

(Table 9)

This discussion will explore higher education and nonprofit board partnerships, specific strategies used and findings from an action research study, and lessons learned from “academics” facilitating nonprofit leader development. The presenters hope to examine overall implications for: practice and research generally; their own leader growth and research; and the body of knowledge on board leader development and succession.

Craig Lindholm, *Community Redevelopment & Grants, City of Texarkana, Texas*

Rhonda McClellan, *Graduate School, University of Central Arkansas*

Patricia Searight, *Searcy County School District*

Cross-Cultural Leadership & Collaboration: A Practical Application inside Global Interconnectedness

(Table 10)

Collaboration is a process through which people, groups, and organizations work together to achieve desired results of shared vision, and positive service outcomes, through an interdependent system. Cross Cultural Collaboration is necessary because of global interconnectedness; leaders who can understand and implement it will be more successful. Individuals attending this session will have an opportunity to discuss the necessity for this capacity in leaders and gain practical applications of cross-cultural collaboration.

Patricia Greer, *University College University of Denver*

Tami France, *Human Resources, Mayo Clinic*

Exploring the Upsurge of Authentic Leadership: Preparing the Way for Existential Leadership

(Table 11)

A plethora of essays on Authentic Leadership have recently emerged along with concepts related to authenticity such as Being-centered Leadership, Ontological Leadership, and Conscious Leadership. This discussion will explore the phenomenon of this upsurge and the possibilities for a new understanding of Existential Leadership.

Jen Jones, *Communication & Rhetorical Studies, Duquesne University*

Janie Harden M. Fritz, *Communication & Rhetorical Studies, Duquesne University*

Key Success Factors of Leadership Development in Korea: A Case Study

(Table 12)

Many leadership development and talent management programs designed and implemented in South Korea have had mixed results. This case study will examine the factors that contributed to the success of the Allianz Leadership Development Program for potential leaders and high performers, including its emphasis on leadership development through job assignments and action learning.

Jong Gyu Park, *Workforce Education & Development, Penn State University*

Aileen Zaballero, *Learning and Performance Systems, Penn State University*

Negotiating on a Level Playing Field

(Table 13)

Organizational resilience revolves around our consideration of two critical variables: relationships and tasks. Utilizing the 5 + 5 Integrated Factors Model from the forthcoming book entitled *The Negotiator's Dilemma*, this presentation will discuss how active consideration of these two variables can help to steer organizations through even the most turbulent of times. The message is simple. The playing field is set. The modeled factors are ready to be applied.

Rob Koonce, *Can We Communicate*

Kimberley A Koonce, *Can We Communicate*

Preventing Workplace Stress and Developing Resilience: An Individual or Leadership Responsibility?

(Table 14)

A new report, 'Stress in America', indicates that Millennials (aged 18-33) report the highest average stress levels with 76% naming work and job stability as the cause. Coping strategies (e.g. eating healthily, exercising, and getting enough sleep) are not working. Contrasting, in the UK, the CIPD and HSE have identified a set of key leadership behaviors that reduce the likelihood of workplace stress and build resilience through preventative actions. Where does responsibility lie and how can we develop leaders to build resilience in themselves and their teams?

Joan Keevill, *Leadership, Henley Business School*

Wisdom: Its Roots, Demise, Resurgence, and Attainability

(Table 15)

Wisdom is critical for individuals to successfully navigate the challenges and complexities associated with adapting to changes in local, national, and global communities. This paper tracks and explores the usage of the term wisdom, from antiquity to contemporary references, as a first step to capturing the essence of wisdom. Once wisdom is more fully understood, it can be better promoted and practiced to enhance the welfare of individuals and communities.

John R. Shoup, *School of Education, California Baptist University*

How Service Learning Can Specifically Develop Servant Leadership Qualities

(Table 16)

Is there a positive correlation between curriculum-based service learning programs and the development of servant leadership qualities? Measured evidence of the development of service-oriented leaders would allow for better development and promotion of service learning programs. The presenter will provide an overview of recent research and facilitate a conversation about future research on this topic.

Maggie M. Harris, *Leadership Minor, University of Minnesota*

Creating Teacher Resiliency: A Dialogue on Professional Development for Leadership Educators

(Table 17)

How are future leadership educators being prepared to teach leadership? How specifically can we contribute to or create new formal or informal educational opportunities and support systems for aspiring leadership educators? What systems of support and resources do leadership educators need? This roundtable will provide a forum for reviewing existing professional development opportunities, and more importantly, explore the relative gaps therein.

Kerry L. Priest, *School of Leadership Studies, Kansas State University*

Corey Seemiller, *Leadership Programs, University of Arizona*

Design and Design Thinking: A Different Direction for Leader Education and Development

(Table 18)

This roundtable discussion will explore the topic's relevance to both graduate and undergraduate courses with questions such as: 1) How might combining select principles of design and design thinking foster a more engaging leader development for emerging leaders? and 2) Which applications of learning and teaching from the design field may offer a richer, more integrative experience of leadership in the education of emerging leaders?

L. Cooper, *Marymount University*

Exploring Undergraduate Experiences: Identity Salience & Its Relationship to Resiliency & Leadership Development

(Table 19)

In on-going focus groups, Asian American and Black students from a private, faith-based, predominantly white institution are asked to explore how their racial and ethnic identities have impacted their academic resiliency and leadership participation. This roundtable will discuss emergent themes from the focus group findings and will ask roundtable participants how their social identities have impacted resiliency and leadership.

Jessica Williams, *School of Leadership & Education Studies, University of San Diego*

Mai-Anh Ngo, *School of Leadership & Education Studies, University of San Diego*

Instructor Development Models for Furthering Educator and Learner Resilience

(Table 20)

A large public university has a rapidly developing interdisciplinary leadership minor that has a model for instructor development specifically focused on creating an environment for instructor resilience to better hold the space for adaptive leadership. Instructors in the program strive to teach students techniques that will allow them to be more resilient as they inevitably face ambiguity and challenges in the world. This roundtable will provide an opportunity to discuss continuous improvement efforts for instructor development.

Cynthia Digby, *Leadership Education and Development Undergraduate Programs (LEAD-UP), University of Minnesota*

Robyn J. Skrebes, *Leadership Education and Development Undergraduate Programs (LEAD-UP), University of Minnesota*

A Path to Growth & Sustainability in Latin America

(Table 21)

Leadership Development for Global Education exists because theory and methodology courses do not adequately prepare qualified teachers in Latin America. Today, global learners and education systems demand leaders who have vision, broad world perspective, sense of responsibility, and the skills to impart each. This candid discussion will focus on key issues affecting education in Latin America, factors preventing the Ministries of Education from meeting their goals, and the solution that LDGE is providing.

N. Kali Mincy, *Leadership Development for Global Education*

Leadership Learning Pedagogies that Promote Civic Agency

(Table 22)

Most education labeled as leadership on college campuses happens in a scripted, staff-created environment. Our conversation will focus on campus leadership pedagogies that break the “script” and engage students in testing their own civic agency. The facilitator will provide three pedagogies shown to lead to self-efficacy and civic-agency, and encourage others to share successful pedagogies.

Virginia Leigh Byrne, *Office of Student Life, University of Maryland, Baltimore County*

Liberal Education and Leadership Programs — Fertile Ground for Developing Resilient Leadership?

(Table 23)

Many connections exist between the principles of liberal learning and the objectives of leadership programs in higher education — connections that are becoming increasingly obscured as job preparation dominates the conversation about the function of postsecondary education (Kiley, 2012). The purpose of this roundtable is to gather leadership practitioners, educators, and stakeholders in conversation around the connections between leadership programs and liberal education, and allow for the emergence of ideas about how to strengthen these connections for greater resilience.

Kate Sheridan, *President’s Leadership Program, Christopher Newport University*

Round Pen Roundtable: Challenges of Doing Research on Equine Guided Leadership Education

(Table 24)

This roundtable discussion will cover the unique challenges of conducting pioneering research in Equine Guided Leadership Education (EGLE) — collaborating with horses to teach leadership competencies. An overview and results from a recently completed pilot study conducted by the presenters, which examines the effectiveness of EGLE to develop emotional intelligence in expert nurses, will be the basis for this exploration in interspecies learning and communication.

Lissa Pohl, *Center for Leadership Development, University of Kentucky*

Patricia H. Dyk, *Center for Leadership Development, University of Kentucky*

Service-Learning for Doctoral Programs in Leadership

(Table 25)

This roundtable will explore developing Service-Learning Pedagogy for doctoral level programs in leadership. The discussion, which may be of particularly interest to program directors, faculty, students, and community leaders, will focus on integrating service-learning courses into the curriculum of doctoral programs in leadership. Presenters will investigate and bring dialogue to contemporary leadership challenges in service learning as they pertain to global and local resilience.

Tufan S. Tiglioglu, *Academic Affairs, Alvernia University*

Sean Cullen, *PhD Program, Alvernia University*

Tips for Teaching Multicultural Leadership Online: Focusing on Experiential Learning Techniques

(Table 26)

This roundtable will promote the use of experiential learning in teaching multicultural leadership in online settings. Presenters will launch the discussion by sharing examples of learning activities successfully adapted from the traditional classroom. Colleagues will be encouraged to share their own experiences and challenges teaching multicultural leadership in the online environment.

William Gerard Weeks, *Agricultural Education, Communications and Leadership, Oklahoma State University*

Penny Pennington Weeks, *Agricultural Leadership, Oklahoma State University*

Publishing in Leadership Journals: Issues, Topics, and Solutions**(Table 27)**

Led by editors of a leadership journal, this roundtable will provide guidance on concerns faced by early and emerging scholars, such as translating dissertation/thesis research to article form, dealing with challenging revise and resubmit requests, defining the scope of a journal article, and aligning a paper's methodological and empirical approach with a journal's publication history and aims. Participants are encouraged to bring questions from their own publication experiences to this roundtable session.

Jeremy Moreland, *School of Advanced Studies, University of Phoenix*

Mark R. Ludorf, *Journal of Leadership Studies, Stephen F. Austin State University*

Anthony Middlebrooks, *School of Public Policy and Administration, University of Delaware*

Mindful Leadership Bootcamp**(Table 28)**

Having lived in different parts of the world and been exposed to different cultures and conditions, the facilitators have an out-of-the-box approach to resolving problems and limitations. Join this roundtable to learn the tenets of mindful leadership, be encouraged to apply it to your personal context, and leave an inspired and refreshed member of the global community.

Banu Yuceler Hantal, *Mindful Leadership Bootcamp*

Martha Martin, *Ivy Tech Community College*

Using the Symbolic as a Change-Agent in Organizations**(Table 29)**

Objects, rituals, and storytelling have been used to represent the past. Can they be used to shape the future? What are the ethical implications?

Karen Chamis, *Eastern University*

Women in Combat: Implications for Women's Leadership**(Table 30)**

In January 2013, the Pentagon lifted the ban on women in combat. This roundtable will examine ideas and perceptions of women's leadership roles and opportunities in the military context, which continues to be sex-typed masculine in all branches of the services.

Karin Klenke, *The Graduate School, Northcentral University*

Situations and Styles: Public and Private Leadership in the Case of UVA President Teresa Sullivan**(Table 31)**

This roundtable will examine how differences in situation (e.g. public vs. private, commercial vs. nonprofit) and differences in style (e.g. telling, selling, participating, delegating; authoritarian, democratic, laissez-faire) affect the practice of leadership and the success of leaders. Participants will apply leadership theory to a leadership case study, the recent forced resignation-turned-reinstatement of University of Virginia President Teresa Sullivan.

Lisa Ambrose, *Department of Communication, Rutgers University*

Jerald H. Walz, *Educational Leadership & Policy Studies, Virginia Tech*

There's an App for That: The Role of Social Media in Leading Social Movements**(Table 32)**

The opportunities social media creates abound, including a potential for leading and promoting social movements. Few studies have evaluated the role of social media in advancing social movements. Through the lens of one movement, Miss Representation, this roundtable will focus on the organization's use of social media to reach, engage, and rally supporters. Further, panelists will discuss the implication of the movement's use of social media for leading other social movements and building resilience among women.

Chelsea Henderson, *Leadership Studies, Christopher Newport University*

Transformational Servant Leadership in the Public Sphere

(Table 33)

Transformational Servant Leadership in the public sphere provides a compelling vision of the possible future, showing the way through rational strategies, truly empowering people through individualized consideration and intellectual stimulation, developing their competencies, providing appropriate resources and opportunity, and inspiring people to want to do the things that enable the organization to attain.

Imbenzi George, *Graduate School of Leadership, Trinity Western University*

How Important is Resilience in a Youth Leadership Program for the Voluntary Sector?

(Table 34)

This discussion will explore the importance of resilience within youth leadership development. Discussion questions will be posed based on research findings from an aspiring leaders program of the U.K. This is a unique program, developing 18-30 year olds into leaders for the voluntary sector in a rural area of England. The three-year collaborative program is between a youth charity, a university, and voluntary organizations. The discussion aims at relating the findings to wider practice and research.

Emma L Watton, *Faculty of Art, Business and Science, University of Cumbria*

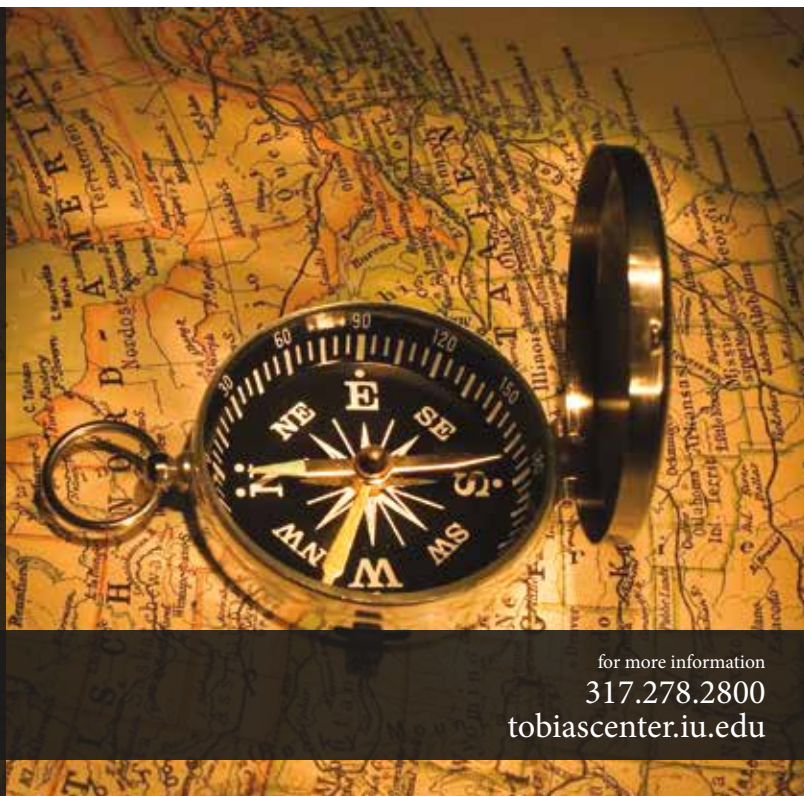
Lucy Maynard, *Research Hub, Brathay Trust*

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The Consortium creates a valuable opportunity to engage in meaningful dialogue about the latest scholarship and research being conducted by new contributors to the field of leadership studies. The Consortium serves as a venue for doctoral students and junior scholars to interact with senior leadership scholars. A senior scholar will be assigned to review a specific poster with the junior scholar who prepared it. The goal is to provide constructive feedback to clarify and sharpen this emerging research. All are welcome to listen in on these important conversations.

Schedule

- 4:30-4:45 Introductions and purpose
- 4:45-5:10 Senior-Junior Session 1 focuses on Group 1; Group 2 listens & observes
- 5:10-5:15 Rotate, mini-break
- 5:15-5:40 Senior-Junior Session 2 focuses on Group 2; Group 1 listens & observes
- 5:40-5:50 Observations and Learnings
- 5:50-6:00 Senior-Junior Speed Greeting

Assignments Senior Scholars and Group 1 & 2 Junior Scholars

Allan Bird, Northeastern University

Susan Abtouche, Erickson Living—Group 1
Dejun Kong, University of Richmond—Group 2

Richard Couto, Union Institute and University

Rodger Adair, DeVry University—Group 1
Hongqin Li, University of Exeter—Group 2

Ellen Van Velsor, Center for Creative Leadership

Peter Amah, University of Washington—Group 1
Martha Martin, Ivy Tech Community College—Group 2

Robert Donmoyer, SOLES, University of San Diego

Elizabeth Castillo, University of San Diego—Group 1
Cathy McCauley, Foundations for the Future Charter Academy—Group 2

David Greenhalgh, Eastern University

Natalie Coers, University of Florida—Group 1
Gail McFadden-Roberts, Eastern University—Group 2

Brad Jackson, The University of Auckland

Deirdre Dixon, University of Tampa—Group 1
Terry Morrow, Nova Southeastern University—Group 2

Susan Komives, University of Maryland

Courtney Duran, Christopher Newport University—Group 1
Anthony Olalere, Clemson University—Group 2

Karen Longman, Azusa Pacific University

Robert Elkington, University of Kwa-Zulu Natal—Group 1
Felisa Parris, Marquette University—Group 2

Joanne Ciulla, University of Richmond

Kelly Fisher, Texas A&M University Kingsville—Group 1
Emiliane Rubat du Merac, Roma Tre University—Group 2

Erwin Schwella, University of Stellenbosch/Leiden University

Charesse Ford, Eastern University—Group 1
Cynthia Sims, University of Maryland Eastern Shore—Group 2

Julia Storberg-Walker, North Carolina State University

Gary Foster, University of San Diego—Group 1
Spencer Stith, Eastern University—Group 2

Susan Murphy, University of Edinburgh

Ron L. Gladden, Northern Kentucky University—Group 1
Morgan Thomas, Christopher Newport University—Group 2

Ron Riggio, Claremont McKenna College

Donna Haeger, Case Western Reserve University—Group 1
Tian Wu, Tsinghua University—Group 2

Crystal Hoyt, University of Richmond

Russell Horton, Gonzaga University—Group 1
Gordon Zook, Eastern University—Group 2

Becky Reichard, Claremont Graduate University

Available—Group 1
Karen Cheser, Northern Kentucky University—Group 2



FRIDAY, 1 NOVEMBER / 09:00
LE GRAND SALON

KEYNOTE SPEAKER Yuka Saionji

Learning about Leadership & Resilience: The Heroes within All of Us

Yuka Saionji is deputy chairperson of Byakko Shinko Kai, a spiritual organization dedicated to world peace and raising the consciousness of humanity that originated in Japan over 50 years ago. It was founded by Yuka's grandfather, Masahisa Goi, who advocated the universal peace prayer, "May Peace Prevail on Earth." Byakko teaches the divinity of all humanity, and hosts interfaith events such as the Symphony of Peace Prayers.

Saionji also works with the Goi Peace Foundation, which is dedicated to promoting world peace, and transcending all boundaries of race, religion, or politics with a belief that peace begins in the mind of each individual. She is a board member of the Miratsuku, a nonprofit organization working on community-building through dialogue around the affected area of the March, 2011 earthquake and tsunami. Miratsuku means "emerging future".

In 2012, she spoke at the U.N. General Assembly about peace and resilience and received a standing ovation. Saionji is a member of the Evolutionary Leaders in service to conscious evolution, and she works with youth around the world on projects for peace. Saionji is also involved in the World Spirit Youth Council, which is a movement to activate spirituality among young people from many countries.

Saionji was born and raised in Tokyo, Japan and lived in the United States and Germany during her childhood years. She has a degree in law from Gakushuin University in Japan. She is the author of *The Notebook of the Heart*.

LEADERSHIP LEGACY AWARD WINNER

The Lifetime Achievement Award will be bestowed upon Alice Eagly at the general session on Friday and she will present her latest research at 10:30 in Duluth.

LEADERSHIP LEGACY HONOREE

Alice Eagly

An extraordinary scientist whose work transformed the field of social psychology and the psychology of gender, Alice Eagly is a leading expert on women and leadership. Her research into the barriers that women face in reaching top-level leadership positions is ground-breaking and comprehensive. Eagly is a social psychologist who has published widely on the psychology of attitudes, especially attitude change and attitude structure. In both of these areas, she has carried out primary research and meta-analyses of research literature. She is the author of *Sex Differences in Social Behavior: A Social Role Interpretation*, *The Psychology of Attitudes* with co-author Shelly Chaiken, and *Through the Labyrinth: The Truth About How Women Become Leaders* with co-author Linda L. Carli. Eagly also is the author of numerous journal articles and chapters in her research specialties.

Eagly's book on gender and leadership, *Through the Labyrinth: The Truth About How Women Become Leaders*, was published in 2007 by Harvard Business School Press. Some of her findings appear in a 2007 article in *Psychology of Women Quarterly*, "Female leadership advantage and disadvantage: Resolving the contradictions" and a 2002 article in *Psychological Review*, "Role congruity theory of prejudice toward female leaders," co-authored with Steven Karau at Southern Illinois University at Carbondale. In a continuation of this work, she recently published a meta-analysis on stereotypes of leaders that focuses on the extent to which leadership roles are perceived in feminine or masculine terms and on differences in these perceptions between nations and across time periods; her development of the Gender Role Perspective became a broader evolutionary model of gender differences that highlights the flexibility in men's and women's behaviors across societies.

She has received numerous awards, including the Distinguished Scientific Contribution Award of the American Psychological Association and the Gold Medal from the American Psychological Foundation Life Achievement in the Science of Psychology, Interamerican Psychologist Award for contributions to psychology as a science and profession in the Americas; and the Carolyn Wood Sherif Award for contributions to the psychology of women as scholar, mentor, teacher, and leader.

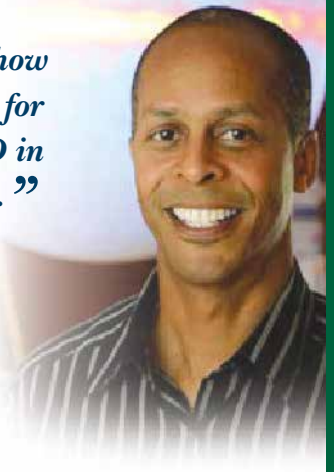
Eagly received her bachelor of arts degree in social relations from Radcliffe College (Harvard University) and graduated summa cum laude in 1960. From there she went into graduate studies at the University of Michigan in Ann Arbor and received a masters degree in psychology in 1963 and a doctorate degree in social psychology in 1965. As scientist, social critic, and role model, she has inspired a generation of women to be accomplished researchers, teachers, and thinkers in psychology.





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4

FRIDAY November 1 10:30-11:45

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a "+" and two-letter designation.

Building Resilient Leaders: Intrapersonal, Generational, and Cross-Cultural Education for a Sustainable Planet

• Bersimis • Symposium • Leadership Education

CHAIR: **Kathaleen Reid-Martinez**, *Academic Affairs, Mid-America Christian University*

This session will examine educational initiatives at the intrapersonal level and across generations and cultures, and will explore the limits and needs of educational systems as they relate to resilient leadership development. The presenters will demonstrate that resilience can be developed by using the right educational methods and that this can result in not only resilient leaders, but a more sustainable society and planet.

Intrapersonal Balance: The Development of Resilient and Moral Leadership

This presentation will examine the concept of a balanced moral and resilient leadership, one that ultimately provides guidance for leaders and organizations seeking to achieve sustained leadership through this intersection.

Clarinda J. Cole, *Department of Education, Regent University*

Generational Resilience and Leadership Development

The presenter will discuss research that examined the resilience of four generations of learner/leaders by looking at how generational similarities and differences made a difference in their leadership development.

Linda D. Grooms, *Department of Education, Regent University*

Tera Simmons, *Butler County Board of Education*

Cross-Cultural Learning for Leadership Resilience and Sustainability

The continuous leadership growth described in this study demonstrates an important constant in the evolution of resilience and sustainability, signifying that resilient leadership represents a process, not an end state.

Linda D. Grooms, *Department of Education, Regent University*

Kathaleen Reid-Martinez, *Academic Affairs, Mid-America Christian University*

Transformative Education for Resilient Leaders and Global Sustainability

This presentation will advocate that more transformative education will result in the capacity to build more resilient future leaders which, in turn, results in a more sustainable society and planet.

Kathaleen Reid-Martinez, *Academic Affairs, Mid-America Christian University*

Glass Ceilings, Labyrinths, and Jungle Gyms: Has Anything Changed for Women as Leaders? (2013 Leadership Legacy Awardee Presentation)

- Duluth
- Leadership Legacy Honoree Presentation
- Conference Theme

Has it become any easier in recent decades for women to attain leadership positions and become successful in them? Hints have emerged in cultural metaphors that describe the career challenges that women encounter. This talk will relate these metaphors to findings produced by research on gender and leadership.

Alice H. Eagly, *Institute for Policy Research, Northwestern University*

Assessing and Teaching for Global Competencies: Essential Leadership Tools for Local and Global Resiliency

- Hochelaga 4
- Workshop
- Leadership Education

Assessing and teaching for global competence is foundational to leadership development program design. Educators are charged with helping learners to adapt to the constantly shifting challenges of the global marketplace. The presenters will employ the Intercultural Adaptation Model (Oddou & Mendenhall, 1985) as the basis of intentional instruction design for global resiliency, explore global mindset and other intercultural learning objectives, and offer best practices for teaching and assessment in this arena. Small discussion groups will give participants opportunities to discuss and share their own best practices and experiment with assessment tools.

Chris Cartwright, *Intercultural Communication Institute*
Allan Bird, *Department of Asian Studies, Northeastern University*

Celebrate the Legacy of James Macgregor Burns: “A Burning Fire”

- MacKenzie
- Presentation
- Conference Theme

In this new hour-long documentary filmed at his home in the Berkshire hills of Western Massachusetts, Pulitzer-prize winning historian, ILA Leadership Legacy honoree, and political scientist James MacGregor Burns talks with his colleague Edward Burger about his life and times, his encounters with American presidents and other major figures, and the nature of leadership as he has studied and practiced it. After the viewing, the presenters will invite comments and also explain the discussion guide.

Stewart Burns, *Center for Learning in Action, Williams College*
Deborah Schmeer, *Touch of Magic Photography*

Creating Engaging Classrooms — The Whole Brain Approach

- Ramezay
- Workshop
- Leadership Education

Creating engaging classrooms is a challenge. As educators in an ever-growing diverse world, it is important to understand students with different learning preferences and communication styles and use strategies to engage them all. The workshop aims at introducing participants to Neethling’s 8 Dimensional Whole Brain Model. A multi-media presentation and other activities will equip participants with tools to pick up cues and understand the preferences of individuals in their classrooms. Then small groups will work together to develop whole brain activities for engaging creative classrooms.

Reha Bubiani, *Global Education & Leadership Foundation*
Dinu Raheja, *Global Education & Leadership Foundation*

Strategies to Overcome Identity Related Leadership Challenges

• Matapedia • Symposium • Leadership Development

CHAIR: Susan Murphy, *University of Edinburgh*

A Consideration of Mormon Context, Institutional Climate, and Leadership Development that Enables or Inhibits Female Leader Growth

+ LE

This study investigates the under-representation of female leaders at Utah institutions as compared to peer institutions and U.S. national averages. Using one Utah institution as a case study, this research considers female leadership development in relationship to past institutional support and climate dynamics. It also considers future opportunities for developing an executive female leadership pipeline despite the challenging contextual factors such as a patriarchal religious culture, institutional climate that lacks diversity and perceptions of fairness, and few female role models.

Susan Renee Seymour, *Institutional Effectiveness & Planning, Utah Valley University*

Anne Wairepo, *Women's Success Center, Utah Valley University*

An Alternative Lens on Bullying among Leaders and an Approach to Creating Resilience

Bullying is relatively superficially understood, difficult to pinpoint, and even more difficult to resolve — particularly bullying conducted by leaders. This research offers a new lens on this behavior. Using case studies that explore origins of defensiveness and other research, the presenter will share an approach for overcoming defensive bullying through a productive set of values and strategies that create personal, team, and organizational learning and resilience. A legal lens will be provided on the relevance of the approach.

Eileen Piggot-Irvine, *School of Leadership Studies, Royal Roads University*

Mean Girls, Queen Bees, and BFFs: Diverse Perceptions of Women in Organizations

+ BL

The presenters will discuss how women's behavior to one another is socially constructed within and outside of organizations. The research hopes to highlight and dispel myths about how women treat other women. The discussion will begin with psychology research on women's identity and move to the research results of what women experience as they develop in organizations.

Kerry Mitchell, *Owner, Moxy Solutions*

Angela Spranger, *Luter School of Business, Christopher Newport University*

Fostering Resilience in Stressful Situations

• Hochelaga 5 • Symposium • Public Leadership

CHAIR: George Reed, *SOLES, University of San Diego*

Combat Resilience: An Ongoing Battle

Resilience, in a combat environment, is not only necessary, it is essential. Every soldier lost to PTSD or other self-handicapping behavior is one less soldier available for combat. The ongoing tragedy is that the symptoms may not manifest themselves for weeks or months after redeployment. Suicides are at an all-time high in the military, necessitating resilience prevention and treatment. This presentation will examine how the leadership of the U.S. Army is dealing with this issue both in theater and upon returning home.

Ted A. Thomas, *Command and Leadership, Command and General Staff College*

How Leaders Thrive in Complex and Stressful Work Environments

Leaders do more than cope or survive in stressful work environments; they thrive in a way that transforms the situation, resulting in new growth and development for themselves, as well as positive work outcomes for others. The presenter will share a narrative study of ten middle managers in the public sector that revealed a "leadership thriving response" characterized by: systemic cognitive appraisal, inclusive communication strategies, collaborative and sustainable problem solving, individual learning and growth, and positive organizational impacts.

Wendy E. Rowe, *School of Leadership Studies, Royal Roads University*

Co-author: Jennifer Walinga, *Royal Roads University*

From Great to Excellent: Leveraging Leadership Research, Policy, and Practice

+ LE

• Saguenay • Panel • Leadership Development

The province of Ontario's system-wide approach to leadership development has put it on a trajectory from great to excellent. Learn about the key components of the strategy such as mentoring, appraisal, talent development, and district effectiveness, and the interplay of research, policy, and practice which leverages leadership at all levels of the system to improve student achievement and well-being.

Joanne Benard, *Nipissing-Parry Sound Catholic District School Board, Ontario Catholic Supervisory Officers' Association*

Blair Hilts, *Georgian Bay Secondary School, Institute for Education Leadership*

Catherine McCullough, *Sudbury Catholic District School Board, Ontario Catholic Supervisory Officers' Association*

Nadine Trepanier-Bisson, *ADFO, Ontario Catholic Supervisory Officers' Association*

High-Potential Women and Resilient Leadership in Male-Normed Organizational Cultures +LD

• Saint-Maurice • Symposium • Leadership Scholarship

Despite strides forward, inequities remain between men's and women's participation in public and organizational leadership contexts. The purpose of this session is to explore potential factors contributing to this difference. This set of papers offers interpretive, theoretical, and quantitative approaches to guide the exploration of high-potential women's leadership experiences within male-normed cultures, with a particular focus on the role resilience plays in effectively navigating leadership aspirations and responsibilities.

The Influence of Perceptions on Leadership Trajectories:

How Men & Women Define Leadership and Themselves as Leaders

Studies have confirmed that women and men lead equally effectively (Ibarra & Obodaru, 2009), yet competent women may opt out of leadership when their leadership philosophies conflict with male-normed organizational environments (Helgesen & Johnson, 2010). This presentation will examine a qualitative study in which emerging leaders were asked to define leadership and to describe themselves as leaders. The findings offer data-driven perspectives on factors, including resilience, that contribute to effective leadership by high-potential women working within male-normed organizations.

Karen A. Longman, *Doctoral Programs in Higher Education, Azusa Pacific University*

Richard Wikkerink, *Department of Student Development, Redeemer University College*

The Interplay of Narrative & Communicative Competence in Women's Leadership: Resilience in Male-Normed Cultures

This paper explores the historical development of perspectives on gender, offering a textured view of gendered leadership through the application of narrative and communication competence theory. The story of gender plays a significant role in perceptual, or cognitive, gender attributions that prevent people from being "gender blind." Becoming conscious of the role of historicity permits women to frame flexible, adaptable, and appropriate discourse that promotes their leadership capability and resilience, while shifting the narrative horizon toward greater equality.

Jen Jones, *Communication & Rhetorical Studies, Duquesne University*

Work Relationship Orientation: Implications for Resilient Leadership

Work Relationship Orientation (Fritz & Arnett, 1999) identifies a pattern of relationship practices associated with a reflective or unreflective philosophy of personal associations oriented to primarily public (i.e., work) or private (i.e., nonwork) domains. This study was designed to test for differences in men and women managers' Work Relationship Orientation. A discussion of the results will explore implications for women's resilient leadership at the local (private) and "global" (organizational) level.

Janie Harden M. Fritz, *Communication & Rhetorical Studies, Duquesne University*

Models of Social Change Leadership

• Peribonka • Symposium • Leadership Scholarship

CHAIR: Kerry Priest, *School of Leadership Studies, Kansas State University*

Complexity and Leadership Crisis in Africa: The Role of Enabling Leadership

+ LD

The paper identifies the crisis of Leadership crisis as one of the most pertinent challenges confronting the African continent today. The continents' challenges are myriad and complex. This study examines the complexity leadership model and argues that Enabling Leadership is about how leadership searches for solution among conflicting and complex dynamics. It is associated with how leadership responds to complexities and manages challenges, conflicts, and communal differences in a changing environment to accomplish results.

Anthony Olalere, *Educational Leadership, Clemson University*

Global Resilience through Social Movements: The Next Leadership Wave in a Shifting Planet (Refereed paper)

This paper proposes an approach to conceptualize the construct of social movement leadership (including the creation of a working definition) and includes a model of social movement leadership that focuses on antecedents, key characteristics, moderating variables, and the desired outcomes. The paper concludes with implications for theory and practice and is finalized with a discussion directing future research.

Donnette J. Noble, *Department of Professional and Liberal Studies, Roosevelt University*

Co-author: *Joana S. Story, Nova School of Business and Economics, Universidade Nova de Lisboa*

Leadership for Social Change: Mary P. Follett and Jane Addams

The presenter will share a comparative analysis of the leadership styles of two historic female leaders and their relevance to today's social issues. This paper compares Mary Parker Follett's models of collaborative leadership and followership, particularly her advocacy of "power-with" leadership, to Jane Addams' social justice activism, especially her activities organizing for women's suffrage and international peace. While Follett worked in business and Addams in community settings, they share important similarities in their methodologies.

Judy D. Whipps, *Department of Philosophy, Grand Valley State University*

New Horizons in Leadership Ethics

• Hochelaga 3 • Panel • Leadership Scholarship

This panel will examine the theoretical and methodological foundations of leadership ethics and look at new areas being developed by philosophers and social scientists. Those areas include an examination of the partiality of leaders towards their constituents, the implications of leaders doing things that are morally wrong for morally right reasons, and the ways in which various biases affect how people make moral judgments about their leaders.

Joanne B. Ciulla, *Jepson School of Leadership Studies, University of Richmond*

Terry L. Price, *Jepson School of Leadership Studies, University of Richmond*

Dejun Kong, *Jepson School of Leadership Studies, University of Richmond*

Jessica Flanigan, *Jepson School of Leadership Studies, University of Richmond*

Javier Hidalgo, *Jepson School of Leadership Studies, University of Richmond*

Transformational Leadership and Dynamic Governance: A Partnership for Possibility

• Saint-Laurent • Workshop • Business Leadership

Dynamic governance seeks to bring “the right people” together to create strategy and make decisions. Transformational leadership seeks to create the mindset people need to work powerfully together. This participative workshop will focus on a case study at a midsize corporation where both transformational leadership and dynamic governance were used together to bring new approaches to organizational problems and opportunities, help people see the impact of their own organizational blind-spots, and allow for the practicing of some transformational distinctions during the session.

Lynne Williams, *TW Telecomm, Inc.*

Ryan Siemer, *TW Telecomm, Inc.*

John A. Buck, *The Sociocracy Consulting Group*

Turning Values into Practices: The Role of Leadership Narrative and Rituals

• Hochelaga 6 • Symposium • Leadership Development

CHAIR: Russell L. Huizing, *Department of Ministry and Leadership, Toccoa Falls College*

Not Just a Mission Statement:

The Impact of Verbal and Behavioral Resonance upon Follower Identification and Engagement

This case study explored the link between an organization’s expressed mission and its operant goals and strategies. Research examined the leadership praxis and expressed follower engagement of an ecclesial non-profit organization, before and directly following changes in its stated mission and philosophy after ten years of existence. The presenter will share findings that both (a) articulate the mission with resonant verbiage and (b) model the mission with resonant behaviors are necessary to optimally promote group identity and follower engagement with mission.

MaryJo Burchard, *School of Business and Leadership, Regent University*

The Emergence and Use of Leadership Narratives

Leadership narratives are a growing and interesting area of research and practice. This qualitative research study examined the emergence and use of leadership narratives about organizational core values within an educational institution. This presentation will add to the understanding of leadership (authentic), communication (complexity), and culture (organizational values).

Chris Hamstra, *Davenport University*

More than Organizational Incantations: The Role of Ritual in Developing Followers

This review of ritual and follower theories suggests an intersection valuable for follower development. Ritual embodies organizational values resulting in stronger social identity. Effective followers have robust social relationships, specific traits, and display acceptable behavior. The presenter will elaborate upon ritual’s ability to strengthen social identity, practice valued traits, and define normative parameters suggests ritual is a tool for follower development. Future research will be outlined including development of a ritual measurement, analysis of rituals across organizations, and identification of ritual translation methods.

Russell L. Huizing, *Department of Ministry and Leadership, Toccoa Falls College*

Leadership Resilience in the Workplace: Emergent Strategies and Tactics

• Chaudiere • Symposium • Conference Theme

CHAIR: **Blenda Crawford**, *Regis University*

The presentations add to the literature by expanding understanding around leader resilience, identity, and influence. Specific contexts addressed include industry sector, race, ethnicity, gender, and tenure.

Realities, Challenges, and Leadership Resilience for the Female Executive: Practices Revealed from across the Globe

Through the lens of leadership development work as identity work (Ely, Ibarra, & Kolb, 2011), the presenters will share the themes of their continuing research within the contexts of three cultures (East Asia, Latin America, and the USA) including: challenges, strategies to overcome challenges, resilience, progress, changes in career progression, and mentoring practices. Individual strategies that women use for themselves, as well as organizational strategies emerging from their research complement the findings in the Kellerman & Rhode's (Eds. 2007) research.

DeRetta R. Cole, *Turner Broadcasting Systems, Inc.*

Laura Santana, *Center for Creative Leadership*

Almarie E. Munley, *College of Arts and Sciences, Regent University*

The Still Small Voice Speaks Volumes:

+ BL + LS

Antecedents to Influence Strategies for Five Minority Leaders

This presentation reflects the findings of interviews with five minority leaders representing the fields of medicine, academia, private business, and the nonprofit sector. The purpose of this ethnographic study is to explore how life experiences identified by the interviewees as impactful, inform the influence tactics they currently employ. Within the context of this study, minorities are identified by race, ethnicity, gender, and age. Semi-structured interview questions focus on antecedents to leadership roles, particularly those individuals and incidences that are seen as contributing to leadership efficacy. It is anticipated that experiential stories will include components of cultural dimensions meriting exploration and further consideration.

Jane Merliss, *University of Nebraska*

Co-authors: Gina S. Matkin, University of Nebraska–Lincoln; Amy Boren Alpizar, University of Nebraska

Is Organizational Resilience Linked to Personal Resilience of Organizational Leaders?

+ PL

Although there is significant overlap in the constructs of personal and organizational resilience, there is no consensus on whether personal resilience of organizational members leads to organizational resilience. The conceptualization in this proposal is based upon the review of extant literature and experiences of authors during a significant organizational shift in a public sector higher education setting. The research hypothesized that the senior leaders' resilience is only indirectly linked to organizational resilience and is channeled through their multi-dimensional leadership work.

Anurag Saxena, *College of Medicine, University of Saskatchewan*

Co-authors: Lou Qualtiere, College of Medicine, University of Saskatchewan; Martin Phillipson, College of Medicine, University of Saskatchewan

Promoting and Showcasing Resilience with Capstone Projects

• Harricana • Panel • Leadership Education

CHAIR: **Kelsey C. Brunton**, *Office of Assessment and Evaluation, Virginia Polytechnic Institute and State University*

With increased scrutiny on educational programs, the need for evidence of student gains has never been greater. While a capstone course does not in itself change the learning that occurs during an academic program, it can help to clarify those gains for the students and stakeholders. This panel session will highlight capstone projects for leadership education programs at four different institutions.

Tara L. Edberg, *Department of Leadership, SOLES, University of San Diego*

Elizabeth Gagnon, *Leadership and American Studies, Christopher Newport University*

Eric K. Kaufman, *Department of Agricultural & Extension Education, Virginia Tech*

Andrew Wefald, *School of Leadership Studies, Kansas State University*

Resilient Leadership: Sustainable Practices for Transformational Leadership

• Kamouraska 1+2 • Panel • Conference Theme

CHAIR: Carol S. Pearson, *Meristem*

This session will offer six sophisticated but learnable transformational leadership tools, which can be utilized immediately and in ongoing ways, shared by participants/essayists from a ILA/Fetzer Institute five-year study and its dissemination publication, *The Transforming Leader: New Approaches for Leadership for the Twenty-First Century* (Barrett-Koehler), followed by a group discussion.

Carol Burbank, *Storyweaving Leadership Coaching and Training*

Zachary Gabriel Green, *Department of Leadership, SOLES, University of San Diego*

Kathleen E. Allen, *Allen and Associates*

Barbara C. Mossberg, *Department of Integrated Studies, California State University Monterey Bay*

Éliane Ubalijoro, *Institute for the Study of International Development, McGill University*

Presence and Mindfulness as Keys to Leadership Resilience

+ LE

• Joliet • Panel • Leadership Development

Leadership resilience integrates past experience with skills, knowledge, and wisdom. It is grounded in the physical moving being that is labeled “body” as well as in the capacity to pay attention, reason, and care, which is labeled “mind”. This panel will offer suggestions (grounded in research, practice, and relevant discourses) to enable those attending to bring the practices of mindfulness and presence into their teaching, consulting, or personal leadership.

Kathryn Goldman Schuyler, *Department of Organizational Psychology, Alliant International University*

Lorna Cortes Urrutia, *Universidad Adolfo Ibanez & Alliant International University*

Susan Skjei, *Department of Authentic Leadership, Naropa University*

Kathryn Stanley, *Massachusetts School of Professional Psychology*

Leadership Education for Women in Eastern and Middle Eastern Cultures

• Gatineau • Symposium • Leadership Education

CHAIR: Melissa Mahan, *Texas A&M University – San Antonio*

Leadership Education for Women and Minorities: A Case Study of Japan

This paper analyzes educational programs aimed at providing leadership skills for Japanese women and the outcome of those programs. The presentation will focus on the goals, current conditions, and program outcomes through the lens of the choices made by women as they enter the workforce and society.

Mariko Gakiya, *Global Leadership Program, University of Tokyo: International Negotiation Program, Harvard University*

Yolanda Tsuda, *Department of English, Kobe College (Japan)*

Middle Eastern Undergraduate Women and Leadership: Where Does it Begin?

This presentation will highlight survey results about self-perceptions of leadership collected from female college students in a university in the Arab Middle East. Implications for those interested in global women's leadership and reflections on the international teaching experience in Bahrain will also be shared.

Lisa DeFrank-Cole, *Leadership Studies Program, West Virginia University*

Building a Conceptual Framework for the Development of an Undergraduate Leadership Curriculum in a UAE University (Refereed paper)

What conceptual framework will locate leadership within a local cultural milieu while also preparing resilient leaders for a young rapidly developing country securing its place within a global context? This paper provides a detailed overview of the process of developing the framework, its structure and details, and implications for the development of a leadership education curriculum, embedded in the local culture and values, at a UAE university.

Barbara Harold, *College of Education, Zayed University*

Co-author: Lauren Stephenson, *Office of the Provost, Zayed University*

Examination of Leadership in Health Care

• Youville 1+2 • 20-minute presentation

CHAIR: **Lynn Thurloway**, *Department of Leadership and Organisational Behaviour, Henley Business School*

The Experience of Systems:

The Centrality of Perception in Healthcare Quality and Cost Management

• 10:30–10:50 • Leadership Development

Hospitals are increasingly challenged to improve healthcare quality while reducing costs, but physicians (leaders and clinicians) and administrators are not always aligned on how to do it. What emerged in this qualitative analysis was three fundamental areas embedded in experiencing systems — people, structure, and perception, the key driver. The presenter will argue that centrality of human interaction and experiences is critical to systems continuously evolving and developing through the dynamic nature of structural influences, human interactions, and responses.

Heather Grooms, *Weatherhead School of Management, Case Western Reserve University*

Foresight Leadership Skills Bring Resilience to Organizations in Times of Crisis: Lessons Learned from Medical Education

+ LE

• 10:55–11:15 • Leadership Development

The global shortage of primary care physicians is a crisis that threatens access to healthcare by those most in need. Innovation in the wrong context will not solve this crisis, rather the key is to train medical education leaders on how to frame innovations in their proper setting (to provide expected or preferred outcomes) through dedicated commitment to strategic foresight principles and practice. This talk will connect the link between innovating in the proper context and practicing strategic foresight principles.

Barry A. Doublestein, *Institute for Leadership in Medicine*

Richard Pfohl, *Navigos*

Building Resilience: What Nurse Leaders' Stories Can Tell Us about Ethical Development

• 11:20–11:40 • Leadership Development

This research project examined nurse leaders' narratives for insights into how they develop ethical knowing and how these apply to their leadership. The results support the development of nurse leaders able to successfully negotiate ethical dilemmas, promote resiliency in staff nurses, and create healthier environments for nurses and their patients. The findings have implications for leaders in other caring fields and in healthcare organizations and may also have application to the ethical development in leaders in other sectors.

Brigitte Harris, *School of Leadership Studies, Royal Roads University*

Dolores Furlong, *University of New Brunswick*

Kathryn Weaver, *University of New Brunswick*



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FRIDAY November 1 13:30-14:30

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a “+” and two-letter designation.

CEO Leadership Lessons — “Real Life/Real Time”: Perspectives from the Corner Office Column, *The New York Times*

• Richelieu • Panel • Leadership Education

CHAIR: Kathleen M. O’Connell, *The New York Times*

This session will spotlight a new component in *The New York Times in Leadership* project, using the “Corner Office CEO” column by Adam Bryant and his book *The Corner Office: Indispensable and Unexpected Lessons from CEOs on How to Lead and Succeed*. Launched January 2013, the project principally targets graduate school students taking courses and pursuing careers in leadership. The presenters will share on strategies used and emergent best practices.

Steven J. Noble, *Noble Consulting Assoc, Inc. & Boston University*
Adam Bryant, *The New York Times*

Developing Dialogical Leadership

• Hochelaga 2 • Workshop • Conference Theme

Addressing global challenges requires leadership that is rooted in a mind-set of dialogue, as Bohm described. Inspired by the Dialogical Self Theory of Hermans, the concept and approach of Dialogical Leadership will be shared. Presenters will start from daily leadership issues of their own practice, refer back to theory, and give best practice examples of leaders that are able to transcend their limitations through dialogue. After a short theoretical introduction, presenters and participants will engage in a dialogue to experience the power and impact of Dialogical Leadership. At the end, conditions and implications of Dialogical Leadership will be discussed.

Rens Van Loon, *Change and Leadership Department, Deloitte Consulting*
Gerda van Dijk, *TiasNimbas Business School, Tilburg University*

Developing Evolutionary Co-Leadership to Catalyze a Co-Creative and Resilient Society

• Ramezay • Workshop • Conference Theme

This presentation will invite participants to engage in a joint inquiry about: 1) what is evolutionary co-leadership? 2) Why is it urgently needed now? 3) What are some integral practices that enable its embodiment? 4) How can it catalyze the emergence of a co-creative and resilient society by calling forth large numbers of co-leaders in all sectors of society? In conclusion, the presenters will evoke examples of communities that increase their resiliency by building an evolutionary co-leadership capacity.

Alain J. Gauthier, *Core Leadership Development*

Developing Leadership Resilience through Experiential Education

• Saint-Maurice • Panel • Leadership Education

This panel is designed to introduce the audience to best practices in the area of leadership resilience building — defined here as the process by which leaders and followers gain new insights about their ability to lead/follow through challenging experiences that expand their comfort zones. Presenters will describe three different undergraduate leadership programs that offer leadership resilience building modules through their experiential education initiatives.

Sadhana Hall, *The Nelson A. Rockefeller Center, Dartmouth College*

Gama Perruci, *McDonough Leadership Center, Marietta College*

Adam J. Goodman, *Center for Leadership, Northwestern University*

Developing Wise Leaders to Increase Organizational Capacity

+ PL

• Saint-Laurent • Workshop • Leadership Development

Organizations and society are plagued by leaders that make unfortunate decisions. Such decisions are commonly called dumb or stupid. But aren't they made by smart and highly educated leaders? Could it be the decisions are foolish rather than stupid? This workshop will provide tools to develop leaders that think more wisely by learning to identify common fallacies, practice reflection, apply intuition, and engage in wise thinking. Participants will leave this session with ideas, models, exercises, and inventories that they can use to develop wise leaders.

Vern L. Ludden, *Graduate Studies in Leadership, Indiana Wesleyan University*

Jay McNaught, *Zoetis*

Pamela Grissom, *Department of Business/Leadership, Indiana Wesleyan University*

Melvin James Woodard III, *Indiana Wesleyan University*

ILA Women and Leadership Affinity Group Panel — Building, Bridging, and Blazing Pathways for Women and Leadership: The Conversation Continues!

+ BL

• Saint-Francois • Panel • Conference Theme

CHAIR: Susan R. Madsen, *Department of Management, Utah Valley University*

COMMENTATOR: Betsy Myers, *Center for Women and Business, Bentley University*

There is no question that more women are needed as leaders in all sectors worldwide. Yet women are often faced with unique challenges and opportunities that drive the need for continued conversations. This engaging session will move forward a dialogue started at ILA's June conference at Asilomar; it will bring together a well-known moderator and distinguished panels who will discuss intriguing issues around the continued work needed to build, bridge, and blaze pathways for women and leadership.

Jennifer Preston, *The New York Times*

Alice H. Eagly, *Department of Psychology, Northwestern University*

Lise Edwards, *Gender Allies*

Leadership for Longevity: The Six Paradoxes of Sustainability

+ LD

• Bersimis • Presentation • Business Leadership

This fun and interactive presentation will illuminate the BRIICS model of sustainability management, which emerged from a meta-analysis of dozens of case studies of long-lasting companies throughout the world. Lessons learned from companies that have existed for a thousand years and longer will be discussed through the lens of creating a world in which living together well and flourishing are essential features. Participants will have the chance to examine leadership approaches used to resolve six sustainability paradoxes successfully.

Anton Camarota, *Institute for Business Longevity*

Nurturing Adaptability to a Shifting Planet: Teaching Action Research as a Leadership Development Strategy

• Hochelaga 6 • Panel • Leadership Education

This panel presentation will provide insights on the teaching of action research as a leadership development strategy in three educational contexts — a pedagogical approach in an action research course intended for graduate students enrolled in a Higher Education Leadership studies program at a private Southern California university, key insights gained and ongoing learning reported by the Graduate Assistants enrolled in the same higher education leadership program, and a teacher development program at a socioeconomically disadvantaged San Diego elementary school.

Cheryl Getz, *Department of Leadership, SOLES, University of San Diego*

Alan Yu, *Department of Leadership, SOLES, University of San Diego*

Fabiola Bagula, *Department of Leadership, SOLES, University of San Diego*

On-Campus Mentoring and Leader Development

• Chaudiere • Symposium • Leadership Scholarship

CHAIR: Susan Murphy, *University of Edinburgh Business School*

Adaptive Mentorship and Coaching Strategies for Academic Leadership Development

+ LD

Leadership literature indicates that mentoring, training workshops, and coaching are among the most preferred strategies for developing leadership. Prior to designing an academic leadership development initiative, the authors first conducted a needs assessment to understand the culture, preferred strategies, and priorities. A collaborative model and a mixed methods approach were used. The study's results (n=202) laid the foundation for the emerging leadership initiative's design. This presentation will discuss how these results shaped the workshops, mentoring, and coaching initiatives and processes.

Ben Kutsyuruba, *Queen's University*

Co-authors: Denise Stockley, Queen's University; Penina Lam, Queen's University

Generativity in College Student Leaders:

+ LE

Comparing and Explaining the Impact of Mentoring (Refereed Paper)

Preparing leaders to actively contribute to future generations is an important function of leadership education. This assumption was a cornerstone of this mixed methods study which examined generativity levels among 273 college students. The presenter will discuss MANCOVA results, which indicated that student leaders who mentor demonstrated significantly higher generativity than those who did not mentor. These and other findings offer important contributions to leadership and social responsibility.

Lindsay Hastings, *Agricultural Leadership, Education, and Communication, University of Nebraska at Lincoln*

Leadership Development through Collegial Mentoring:

Experiences of a Higher Education Research Triad

This paper describes the use of mentorship to promote leadership development between two graduate students (PhD and MEd level), employed as research assistants, and a faculty member (also their academic supervisor), through the use of the Adaptive Mentorship© (AM) model (Ralph & Walker, 2010). The use of this mentorship model within the research triad offered the research assistants an opportunity to engage in authentic learning and promoted leadership development through collaboration.

Ben Kutsyuruba, *Queen's University*

Lorraine Godden, *Queen's University*

Leigha Tregunna, *Queen's University*

Many Voices, One Team: Engaging Diverse Networks to Address Complex Issues

+ LD

- MacKenzie
- Workshop
- Business Leadership

Leaders now and in the future must collaborate effectively, bringing together diverse constituencies to solve complex issues. The Emerging Leaders Program model focuses on collaborative leadership—where success resides in a network of shared resources, intelligences, and perspective. This workshop will engage participants in a team exercise used by the ELP to foster cross-sector, collaborative, leadership approaches, and develop leaders who are visionary, service-oriented, and inclusive.

Lisa DeAngelis, *Center for Collaborative Leadership, UMass Boston*

Personality and Leadership

- Harricana
- Symposium
- Leadership Scholarship

CHAIR: Sherylle Tan, *Kravis Leadership Institute, Claremont McKenna College*

The Contextual Leader: Examining the Role of Personality and Environment

+ BL

This study adds to the growing body of knowledge that suggests that introversion is not a hindrance to leadership but in fact can be a driving factor in leader success. The research examined the effect of context on leader performance to determine if introverted leaders thrive in different environments than extroverted leaders. The presenter will report findings on the relationship between leaders' self-reported ratings of introversion and measures of organizational culture and leader effectiveness.

Candace Atamanik, *Center for Leadership, Florida International University*

The Curious Case of Dr. E.: Detecting Dark Side Leaders before We Hire One (Refereed Paper)

This study aimed to begin to develop an instrument for measuring dark side leadership potential in candidates for leadership positions. Phase 1 of the research used existing literature to develop an instrument. Phase 2 chronicles a dark side leader to check the face validity of the instrument. Phase 3 contains the results of an internet survey that helped to further refine the instrument developed in Phase 1. The researchers will discuss the study and next steps in their instrument development.

Daryl Smith, *The Division of Business, The College of Mount St. Joseph*
Co-author: Kim Hasselfeld, College of Medicine, University of Cincinnati

Selection vs. Inclusion in Leadership Education Programs: Differing Perspectives

- Hochelaga 3
- Panel
- Leadership Education

CHAIR: Andrew Wefald, *School of Leadership Studies, Kansas State University*

This panel will examine different perspectives on leadership education. One perspective is that leadership education is beneficial for everyone and that everyone should be afforded the opportunity to develop their leadership skills. Another perspective is that leadership education should only be offered to those students who are already top performers. A third perspective is to restrict leadership education to students who achieve an above average academic standard. Representatives from each perspective will discuss each approach and engage the audience.

Mary H. Tolar, *School of Leadership Studies, Kansas State University*
John P. Baker, *School of Leadership Studies, Western Kentucky University*
James Campbell Quick, *Goolsby Leadership Academy, University of Texas-Arlington*

Stealth Coaching: Transforming Culture and Engagement through Everyday Conversations

+ LE

- Hocelaga 4
- Workshop
- Leadership Development

When coaching is used during formal evaluations or as a means to give corrective feedback, it is often met with resistance by those it is intended to help. When released from its conventional use, however, coaching becomes an informal, everyday process to use in daily conversations where real interactions occur. During this workshop, participants will: learn the stealth coaching framework and its foundational components, explore its application and strategies for starting out, and tackle barriers to effective stealth coaching.

Rob Kramer, *Kramer Leadership, LLC*

Teaching Leadership through Social Innovation (aka Social Entrepreneurship or Social Change)

+ PL

- Kamouraska 1+2
- Panel
- Leadership Education

CHAIR: Tara L. Edberg, *SOLES, University of San Diego*

With a shift in leadership education, universities are making the connection to social innovation, social entrepreneurship or social change. Leadership education programs are able to take an interdisciplinary approach to teaching leadership through social change problem solving. This panel session will highlight how social innovation is being taught at three institutions and present a new online tool, which can be used to bring real case studies into the learning experience.

Laura Shelley, *University of Minnesota*

Wendy Wagner, *New Century College, George Mason University*

Teaching Leadership to Youth in Five Countries on Three Continents

+ YL

- Peribonka
- Presentation
- Leadership Education

As children, teenagers, and university students gain knowledge and competence through experiential projects, their resilience is built and they feel more empowered to try new actions, becoming project leaders and learning how to be global citizens. In order for this to happen, a Global Education approach to curricula was designed and teachers trained to be facilitators who work in an interdisciplinary manner. Panelists will describe how two projects implemented successfully in five countries have achieved these goals. Challenges, particularly with dissemination across diverse continents, will be shared.

Priscila A Scripnic, *Mirror Leadership*

Madza Ednir, *CECIP / Brazil*

The Embodiment of Leadership; The Embodiment of Resilience

- Duluth
- Panel
- Conference Theme

CHAIR: Lois Ruskai Melina, *PhD Program in Interdisciplinary Studies, Union Institute & University*

Building on the theme of the 2013 volume of the ILA's Building Leadership Bridges series, the panel will discuss in what ways notions of "embodiment" can contribute to the field of leadership. The session will explore what is meant by embodiment, why this notion is important for practitioners and scholars of leadership, and what might be meant by an "embodiment of resilience" in leaders. In addition, the session will explore potential areas of research.

Gloria Burgess, *Jazz Inc.*

Skye Burn, *The Flow Project*

Kathryn Goldman Schuyler, *Department of Organizational Psychology, Alliant International University*

Stephanie H. Guastella-Lindsay, *Department of Mind/Body Medicine, Saybrook University*

Maylon Hanold, *Department of Sport Administration and Leadership, Seattle University*

David Holzmer, *Department of Ethical and Creative Leadership, Union Institute and University*

Leadership at Twenty: The Impact of the Kellogg Leadership Studies Project on the Field of Leadership Studies

+ LE

• Joliet • Panel • Leadership Scholarship

CHAIR: Roger H. Sublett, *Union Institute & University*

This panel will look at the broad impact of the W.K. Kellogg Leadership Studies Project (1994-1998), a pioneering initiative designed to “broaden and deepen the theoretical underpinnings of the field of leadership studies” (Burns). This network of scholars and practitioners collectively explored some of the most intriguing topics in leadership, created a vibrant community, and laid the groundwork for the ILA. This panel will look back at the achievements of KLSP and use a Social Network Analysis to show how KSLP participants continue to impact and advance leadership studies and leadership scholarship.

Georgia Sorenson, *School of Law, University of Maryland*

Joanne B. Ciulla, *Jepson School of Leadership Studies, University of Richmond*

Richard A. Couto, *Union Institute & University*

Gill R. Hickman, *Jepson School of Leadership Studies, University of Richmond*

Deborah M. Meehan, *Leadership Learning Community*

Teaching Leadership, Conservation, and Sustainability: Leadership Educators Preparing Students to Respond to a Shifting Planet

• Hocelaga 5 • Panel • Leadership Education

Perceptions of Leadership and Sustainability in Belize

Preparing leaders requires that educators provide leadership lessons that adequately match the immanent complexity in our world. In the past five years, a course at University of Denver has taken students to Belize to experience complexity emanating from differing worldviews, cultural values, and systemic change. Students also gain insight into the role leaders play in creating a sustainable future amidst this complexity. This session presents an overview of this course and in-depth research/analysis of student perceptions of leadership and sustainability.

Linda G. Olson, *Department of Learning Communities and Civic Engagement, University of Denver*

Paul Kosempel, *Pioneer Leadership Program, University of Denver*

A Comparative Analysis of Environmental Attitudes and Behaviors Conducted on Three Continents by Students of Leadership and Conservation

The panelists present their data, research, and pedagogy in shepherding students from the United States to Central America and Southeast Asia to study leadership, conservation, and sustainability. The panel will present original research conducted in these global experiential learning programs as it relates to attitudes and behaviors in the area of environmental conservation, as well as research regarding student learning in such a context.

David J. Brown, *Department of Biology and Environmental Science, Marietta College*



FRIDAY
November 1
15:15-16:45

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a “+” and two-letter designation.

Beyond the Ego: A Spiritual, Interdisciplinary Approach to Shared Leadership

• Ramezay • Workshop • Conference Theme

As Einstein said, “We cannot solve our problems with the same thinking we used when we created them” and therefore it is imperative to extend leadership theory and development to embrace a more holistic spiritual approach that produces resilient leadership able to address the challenges of a global society. This workshop will engage participants in an exploration of an interdisciplinary conceptual model of shared leadership that builds on concepts from quantum mechanics, psychology, biology, philosophy, economics, and spirituality. A combination of self-evaluation/reflection, interactive activities, and small group mapping exercises will be used to elucidate the potential, the enablers, and the barriers to this advanced approach to shared leadership.

Jacinta Ryan, *Department of Management, RMIT University*

Compassionate Conflict Management

+ BL

• Duluth • Workshop • Conference Theme

This workshop applies John Gottman’s “Four Horsemen of the Apocalypse” communication styles of married couples to personal leadership. Through humor and compassion, participants will learn about their default mode of conflict (Criticism, Contempt, Defensiveness, or Stonewalling), how to recognize their own and other people’s triggers, and strategies to move beyond default modes of conflict. Participants will be engaged in a mix of small and large group work to expand their knowledge of their own mode of conflict and that of others which provide the foundation for compassionate conscious conflict management.

Ann Dinan, *The Deeper Leadership Institute*

Priscila A Scripnic, *Mirror Leadership*

Design and Build Healthy Professional Relationships Using the Blueprint of the We Process

• Saint-Laurent • Workshop • Business Leadership

Used by companies, organizations, groups, and individuals in over 100 countries, the Blueprint of We is a collaboration process shown to establish healthier, more resilient business and personal relationships. Designed for a world that changes in increasingly complex ways, making the old leader/follower ground rules no longer reliable, this model of sustainable collaboration draws on Appreciative Inquiry, Open Space, mindfulness practice, and neuroscience research. The presenters will provide an overview of the framework’s five components, and then guide participants through a structured process to write and discuss their own mini-Blueprint. The workshop will conclude with the story of how an international virtual company uses the Blueprint and the impact it has had.

Sheella Mierson, *Creative Learning Solutions, Inc.*

Jessica Brown, *Barrett Values Centre*

Developing Leadership Skills in the Next Generation Student to Solve Today's Complex Problems Using Technology

+ LD

• MacKenzie • Workshop • Leadership Education

This workshop will demonstrate how the use of avatar-case scenarios, video clips, and connective technologies enhance problem-solving capacities in this next generation of leadership students. If students are to tackle as yet unknown leadership challenges of the future, they must be exposed to a collaborative process contemplating difficult leadership issues in their academic training. Participants will experience benefits of theoretical-reflection applied to challenging leadership scenarios. This session also will demonstrate how connectivity to a global world makes theory come alive.

Jim Freemyer, *Graduate Studies in Leadership, Indiana Wesleyan University*

Anne Decker, *School of Educational Leadership, Indiana Wesleyan University*

Evaluating Youth Leadership Development Initiatives: Creative Solutions to Common Challenges

+ LD

• Joliet • Workshop • Youth Leadership

Evaluating youth leadership development initiatives presents a unique set of challenges. Approaches common for evaluating adult leadership development efforts are often not effective in assessing the impact of a leadership development experience targeting youth. This workshop will provide practical and creative tools for obtaining more meaningful feedback and insight from youth on the impact they experience from participating in a leadership development initiative. These methods facilitate richer insight and discussion by youth and provide practical approaches to overcoming common challenges.

Heather Champion, *Center for Creative Leadership*

Ellen van Velsor, *Center for Creative Leadership*

From Surviving to Thriving in Leadership: Creating Healthier Organizations

• Harricana • Panel • Leadership Development

CHAIR: Karen A. Longman, *Doctoral Programs in Higher Education, Azusa Pacific University*

Linked to the emerging science of positive psychology, the concept of thriving has much to offer organizational leaders and the higher education community. In this session, chapter authors from the 2012 book *Thriving in Leadership* will combine a review of relevant literature with decades of experience to discuss factors that contribute to personal and professional thriving as a leader. Practical implications include how to develop and maintain resilience and life-giving relationships, trust, and an appreciation for diversity that enhance both leadership effectiveness and organizational health.

Laurie A. Schreiner, *Doctoral Programs in Higher Education, Azusa Pacific University*

Rebecca Hernandez, *Center for Intercultural and International Education, Goshen College*

Shirley Hoogstra, *Department of Student Life, Calvin College*

Leading from Any Chair ... Including One on Wheels

+ PL

• Hochelaga 4 • Workshop • Conference Theme

Leadership developers reference Gandhi's advice to "be the change you want to see in the world" yet few would choose to experience a life changing disability to learn how to teach the skills of resilience. In this workshop, participants will explore the implications of ability and disability for teachers of leadership through a series of reflections and conversations with an experienced leadership developer who was suddenly paralyzed and had to rethink her whole approach to her work.

Louise Hill, *Fanning Institute, University of Georgia*

Janet E. Rechtman, *Fanning Institute, University of Georgia*

Improving Resilience through Dialogue

• Hochelaga 3 • Symposium • Conference Theme

CHAIR: S. Lynn Shollen, *Department of Leadership & American Studies, Christopher Newport University*

Resilience can be defined as the capacity to preserve or restore an order by adapting to circumstances. Leaders and followers contribute to social resilience to the extent they can share reciprocal points of view. This can be accomplished by means of dialogue, which is possible only if participants can simultaneously entertain alternate ideas. This panel will discuss this capacity of mind and the dialogue that ensues in conversation and reading, before offering a concrete example of dialogue in post-conflict Sierra Leone.

The Capacious Mind

The Chinese sage Xunzi taught that leaders must be of one mind, though it would be a mind capable of entertaining contraries. What the Chinese understood as yin-yang duality or dialectics, the West has come to value as the opposable mind. Dialogue becomes possible only for those with this capability. In relationship, like mindedness for a shared purpose requires of the leader the capacity to “hold two opposed ideas in the mind at the same time” (to quote F. Scott Fitzgerald).

Nathan W. Harter, *Department of Leadership & American Studies, Christopher Newport University*

Schema Theory for Leadership through Dialogue and Storytelling

Frederic Bartlett’s schema theory is shown to be adopted in the leadership process by the techniques of narrative and dialogue. In recognizing how to adapt this skill in leadership, leaders and followers can develop resilience, both separately as individuals and together.

Jefferson Schleifer, *Department of Neuroscience, Christopher Newport University*

Leaders in Dialogue in Plutarch’s Lives: Lysurgus, Numa, and the Extraordinary Longevity of Law

This paper analyzes the pairing of the histories of Lysurgus and Numa Pompilius in Plutarch’s Parallel Lives, seeking primarily to cast light on the question: how does the leader accomplish the task of promoting and ensuring the community’s quality of resilience?

Brent Cusher, *Department of Leadership & American Studies, Christopher Newport University*

Building Leadership Resilience through Community Dialogue in Post-conflict Sierra Leone

In many ways, Foucault’s (1954/2011) interpretation of leadership is demonstrated in the community leaders of postconflict Sierra Leone. Recovering from an 11-year civil war, chiefs have had to find new ways to connect with their community in order build a future rather than revisit the troubles of the past. One way this has been done was by incorporating community members in community meetings, which provided a space to share concerns and allow for a dialogue about the future.

Whitney McIntyre Miller, *Department of Political Science, Criminal Justice, and Organizational Leadership, Northern Kentucky University*

Intergenerational Leadership: The Challenges of a Shifting Workforce

• Saint-Maurice • Panel • Youth Leadership

CHAIR: Tom Sechrest, *School of Management & Business, St. Edward’s University*

Impacts of a shifting workforce on today’s college students couldn’t be clearer. In the coming decades, it will be up to them to re-invent health, education, work, politics, and more, in order to align these institutions to the new kind of society in which they will live. Leadership will be needed to create these changes. This discussion aims at achieving a new and different view of population aging that reaches to the core of the profound structural demographic transformation of the 21st century.

Éliane Ubalijoro, *Institute for the Study of International Development, McGill University*

Andrew Henck, *Professional Development Programs, World Vision International*

Stephan P. Belding, *School of Business, University of Phoenix*

Laughing At and With Leaders

• Richelieu • Presentation • Leadership Scholarship

Laughing with and at leaders can serve as an important leveling tool to knock the pompous off their pedestals and keep leaders in check. Also, leaders who can laugh at themselves, can take a joke, and can make a joke, become more endearing to their followers and the general public. The first presenter will broadly explore the role of humor in leadership. The second presentation will focus on one leader and examine the role humor played in shaping the perceptions of the public, as well as the power of, President George W. Bush.

Michael A. Genovese, *Department of Political Science, Loyola Marymount University*

Tom Cronin, *Department of Political Science, Colorado College*

Planning Resilience: Do We ‘Build It and They Will Come’?

• Hochelaga 5 • Symposium • Public Leadership

CHAIR: Rhonda McClellan, *Leadership Studies, University of Central Arkansas*

City leaders wanted to attract and retain college graduates to build their community's human and social capacity and therefore the local community's resilience. Investigators identified the preferences of the target group, the city's efforts to address these preferences, and the decision-making process for community development that would draw and retain this particular capital. In the attempt to attract and sustain human capital, did city leaders leverage multiple forms of community capital?

Shifting Approaches to Community Development: Resilience through the Convergence of Competing Agendas

Student researchers will present how hierarchical decision-making models differ from resilient ones that lead to sustainability, and how the pursuit and use of capital differs between them. Using this information, presenters will argue that the city's pursuit of and appeal to knowledge workers (i.e., college graduates) may have compromised the community's sustainability.

Lonnie Jackson, *School of Business, Henderson State University*

Co-author: Wesley Alford, Graduate School/Phd in Leadership Program, University of Central Arkansas

Attracting College Graduates: Is It All About the Money?

College graduates expand the capacity of a community. The more a community invests in improving human capital, the greater the productivity and eventually the economic growth (McGaughy, 2000). Yet, often the community leaders who pursue this human capital lack the knowledge about how to attract college graduates. The presenter will share the results of a survey designed to determine the factors influencing college graduates' decision to remain in the city.

Jamie Stacks, *Department of Leadership Studies, University of Central Arkansas*

Processes and Players: Making Room for Complexity and Community Capital

This study investigated the processes the community used to determine that college graduates needed to be attracted and retained. The presenter will describe the process of identifying the city's decision-making processes and those involved players. The findings complement the data gathered about the college graduate and soon-to-be graduate surveys and the network analysis.

Michael Blanchett, *Department of Professional Adult College Education, University of Central Arkansas*

Developing Resilient Community Capacity: Does It Pay To Have Connections?

Given that traditional hierarchical models of organizations are inadequate when examining the elements of community capacity and change, the researchers used social network analysis and positive organizational scholarship (POS) to identify patterns found within the social network. Telling findings for the city and the researchers will be shared including conclusions about how extending relationships across traditional divides led to collaboration and sustainable partnerships.

Timothy S. Bullington, *Department of Leadership Studies, University of Central Arkansas*

Co-author: Tim Atkinson, Arkansas Science and Technology Authority

Resilience Reloaded: New Ways of Thinking about Leadership and the Strength of the Human Spirit

• Hochelaga 6 • Symposium • Conference Theme

CHAIR: Marcy Levy Shankman, *Cleveland Leadership Center*

The construct of resilience offers a powerful framework for leaders working amidst and through a range of difficult situations. This session will explore how resiliency in leadership is central to understanding not only what constitutes a good leader, but how adverse circumstances can affirm the strength of the human spirit and enhance leadership practice. Using diverse theoretical and methodological perspectives including Tao philosophy, phenomenological inquiry, servant leadership, and grounded theory, panelists will provide insights regarding the nature of resilience, and its relationship to leadership.

Resilience Theory to Practice for Organizational Leaders

This research on leaders and resilience was guided by three questions: 1) What models and theories exist to inform the study and practice of leadership resilience? 2) What do leaders need to know to develop the resilience needed to overcome adversity and recover from setbacks? 3) What do leaders need to know to help organizations overcome adversity and recover from setbacks? The presenter will share preliminary findings from several worldviews where there seems to be common ground about resilience.

JoAnn D. Barbour, *Doctoral Program in Leadership Studies, Gonzaga University*

Leadership in the Crucible:

A Hermeneutic Phenomenological Inquiry into the Resilience of Viktor Frankl

The presenter will discuss the role of resilience in leadership development and practice by way of a hermeneutic phenomenological analysis of Holocaust survivor Viktor Frankl's important texts, *Man's Search for Meaning* and *Man's Search for Ultimate Meaning* and then explore the resilience construct from a qualitative research paradigm, with an emphasis on servant-leadership. Research findings include suggestions for leaders to engender resilience in the people and organizations they lead, and pathways for personal resilience.

Philip Mathew, *Organizational Leadership & Resource Management, Olympic College*

Resiliency Reloaded: Authenticity, Gender and Leadership

Having a resilient attitude toward setbacks is a crucial leadership skill. But how do women leaders deal with gender and racial prejudice that may affect their ability to lead? Using data from a phenomenological study, conducted with ten female leaders in three different countries, the panelist will examine how these women leaders describe how adverse circumstances affected their ability to lead.

Rita A. Gardiner, *Women's Studies & Feminist Research, University of Western Ontario*

The Tao of Leadership Resilience

Lao-Tze, the author of *The Book of Tao* and master of paradox, spoke of resilience as acting consistent with ways of nature's spontaneity, rather than against, to discern complex patterns amidst the perplexity in human affairs. Non-action, labeled as "wu-wei," signifies quasi-acting, contemplating on one's assumptions and leveraging shadow wisdom from within the leader-self before acting. The presenter will share how an understanding of the dynamics of light/shadow can stimulate possibility and creativity, deepening resilience.

Pi-Jern Caroline Fu, *Doctoral Program in Leadership Studies, Gonzaga University*

Utilizing Observation Instruments to Enhance Student Learning of Leadership Practices, Theories, and Frameworks

• Hochelaga 2 • Workshop • Leadership Education

This workshop will explore how the use of observation instruments can greatly enhance graduate and undergraduate students' identification of specific leadership practices espoused by particular leadership theories and frameworks. The facilitator will reflect on classrooms experiences using observation instruments developed on the works of Kouzes and Posner (leadership practices), Kotter (change process), and Lvin et al. (political skill inventory), demonstrate best practices, and engage participants in focused discussion.

Donald A. Dellow, *Department of Adult, Career & Higher Education, University of South Florida*
Dan Jenkins, *University of Southern Maine, Lewiston-Auburn College*

Resilience and a Commitment to Developing Responsible Citizen Leaders

+ LE

• Saguenay • Panel • Conference Theme

CHAIR: Jonathan R. Gosling, *Centre for Leadership Studies, Exeter University Business School*

The world is facing complex societal problems that are not amenable to technical or ordinary solutions — at least not within our current paradigms. Presenters from diverse perspectives will discuss the use of resilience when solving these complex societal problems — also known as “wicked problems” and engage each other and session participants in a lively dialogue on the ways to incorporate problem-centered pedagogy (i.e. service learning, action research etc.) when developing resilience in leadership development programs and courses for students.

Richard A. Couto, *Union Institute and University*

Laura Osteen, *Center for Leadership & Social Change, Florida State University*

Sara E. Thompson, *Kravis Leadership Institute, Claremont McKenna College*

Theory Building: Creating New Models for Resilient Leadership

• Gatineau • Presentation • Conference Theme

CHAIR: Brad Jackson, *New Zealand Leadership Institute, University of Auckland*

These presentations introduce new models which challenge and/or extend existing thinking around resilient leadership within specific contexts and constraints.

Holistic Leadership: Building Resilience in Post-Earthquake Christchurch

+ PL

This paper describes a field tested framework that brings together meaningful work with key leadership capacities. It argues that rather than being the ‘best way’ to do leadership, each of the four key aspects of leadership identified in extant literature (the capacity to know oneself; the capacity to serve others; the capacity to work with and through others, and the capacity to stimulate new ideas and ways of thinking), must be balanced to build personal and organisational resilience. The presenter will explore implications for leadership theory and practice.

Marjolein Silvia Lips-Wiersma, *Department of Management, University of Canterbury*

Resilience and Values-Based Leadership

+ BL

The literature on Values-Based Leadership tends to focus on either understanding and consistently expressing core values, or prescribing certain values as necessary for effective VBL. With a desire to develop more resilient leaders, the presenter has combined these approaches to create a VBL model that encourages examination of one’s existing values in light of one’s life purpose, contextual factors, community affiliations, and the central texts that one embraces as ultimate guides in life.

Randy Wolff, *ACTS Seminaries of Trinity Western University*

Leadership for Resilience within Constraints: The Case of Climate Change

Unlike many past leadership challenges, the movement towards environmental resilience requires adaptation to systemic constraints. How can leaders inspire and motivate change that involves lifestyle sacrifices, and is often perceived as threatening core western ideals of freedom and self-determination? This presentation will examine the emerging strategies and rhetoric of climate change leaders – including youth leaders – as a case study of the challenges and opportunities of leadership for resilience within constraints.

Benjamin W. Redekop, *Department of Leadership & American Studies, Christopher Newport University*

Morgan Thomas, *Department of Leadership & American Studies, Christopher Newport University*

The Value of Arts-Based Experiential Leadership Development for Female Leaders: A Snapshot and Reflection

+ LD

• Peribonka • Workshop • Business Leadership

While still unconventional, arts-based learning has emerged as an alternative or augmentative pedagogy to the more traditional rational-analytical competency based leadership development programs (Adler, 2006; Nisley, 2010). Taylor (2009) claimed that the arts might offer an “other” way, beyond the boundaries of science and analytic reasoning, to make sense of complexity in the business environment. This session will focus on the value of arts-based leadership training by reflecting on an interactive and experiential learning arts-based leadership development encounter for women, which was also offered as a pre-conference workshop at this conference. The presenters will unpack selected elements of this arts-based leadership development encounter in a “mini-snapshot-workshop” to illustrate its value.

Lize AE Booyesen, *PhD in Leadership and Change Program, Antioch University*
Karin Hougaard, *Karin Hougaard productions*

Three Useful Models for Developing Resilient Leaders

• Chaudiere • Symposium • Leadership Development

CHAIR: Max Klau, *City Year, Inc.*

Contemporary Leadership Spheres:

+ LE + PL

Resilient Leaders Develop for Self, Others, and Action

The model — Leading Self, Leading Others, and Leadership in Action — will be presented with a focus on its application in three contemporary spheres: 1) global leadership, which emphasizes relationships within environments that are characterized by interdependence, ambiguity and steady flux; 2) community leadership, which is based on the values of equity, service, and social justice and shaped by partnering, harnessing assets, and addressing community-identified needs; and 3) entrepreneurial leadership, which builds conceptual and technical tools that foster innovative solutions in sustainable patterns.

Amy E. Forbes, *Centennial Center for Leadership, Hobart and William Smith Colleges*
Susan M. Pliner, *Centennial Center for Leadership, Hobart and William Smith Colleges*
Kaylyn O'Brien, *Centennial Center for Leadership, Hobart and William Smith Colleges*

Creating and Sustaining Resilience on a Level Playing Field

+ BL

Organizational resilience revolves around consideration of two critical variables: relationships and tasks. Utilizing the 5 + 5 Integrated Factors Model from the forthcoming book entitled *The Negotiator's Dilemma*, this presentation will demonstrate how the active consideration of these two variables can help to steer organizations through even the most turbulent of times. The message is simple. The playing field is set. The modeled factors are ready to be applied.

Rob Koonce, *Can We Communicate*
Kimberley A. Koonce, *Can We Communicate*

Coaching for Resilience:

+ BL

Leadership Development Utilizing Concepts of Meaning and Motivation

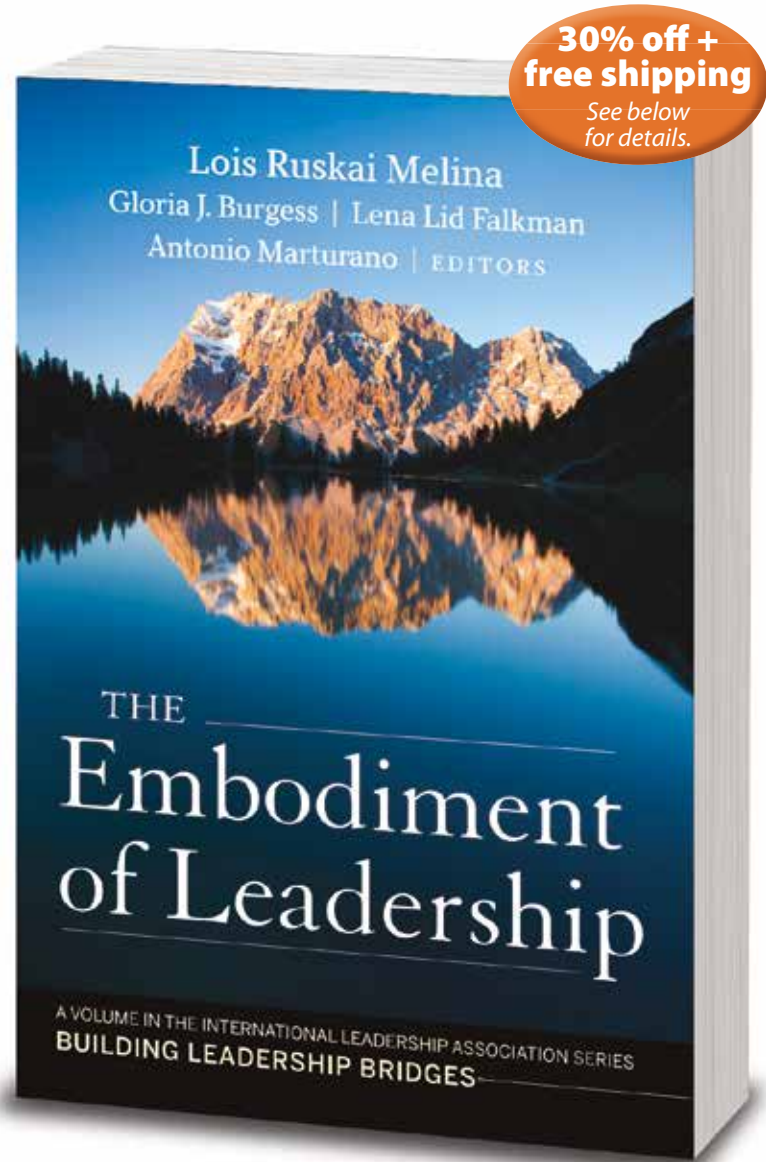
Resilience is the ability to bounce back after a critical blow or crisis. It includes the motivation to rise from the ashes and to re-engage in meaningful living. Hence, developing resilience is crucial for both individuals and organizations. This presentation will demonstrate how understanding human motivation in general, and the Reiss Motivation Profile in particular, can be utilized to coach for more resourceful resilience in leadership development.

Thomas Mengel, *Renaissance College, University of New Brunswick*

New from The International Leadership Association and Jossey-Bass

COVERING LEADERSHIP IN THE ARTS AND HUMANITIES, *The Embodiment of Leadership* explores the notion that leadership is both a discursive practice and a performative identity that is situated in a body that not only thinks, but moves, acts, has emotions and desires, ages, experiences, hurts, and senses. This idea moves leadership beyond the intellectual functions such as visioning, strategizing, and persuading, and the actions that emanate from the intellectual realm, and situates leadership firmly in a corporality that is raced, gendered, cultured, sexual, instinctual, and emotional. It suggests that leadership itself is an embodied text that can be “read” to discover personal and cultural meaning.

Each year the International Leadership Association publishes a book that captures the best contemporary thinking about leadership 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 International Leadership Series *Building Leadership Bridges* connects ways of researching, imagining, and experiencing leadership across cultures, over time, and around the world.



“From examining the way in which Michelle Obama takes up her role as First Lady to what we can learn about leading through attending to dance, this volume offers a much needed and exciting perspective on leadership as an embodied practice. Its challenge to traditional ideas about what it takes to be a leader literally made my spine tingle!”—Donna Ladkin, professor of leadership and ethics, Cranfield School of Management, Cranfield University, UK

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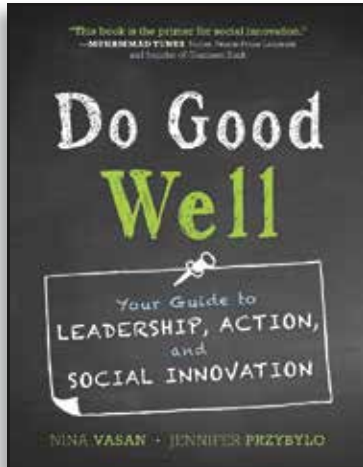
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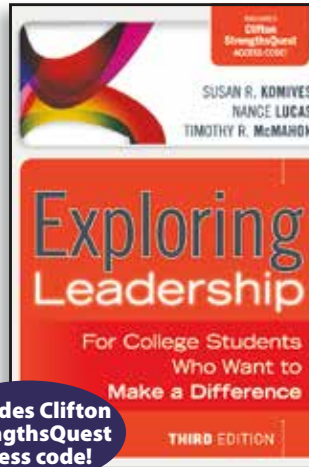
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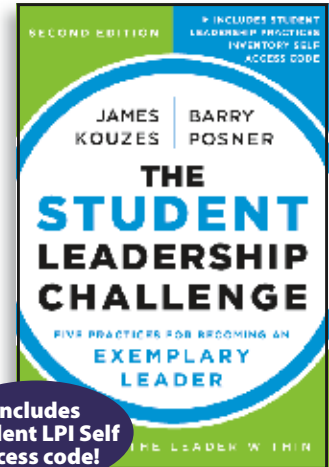


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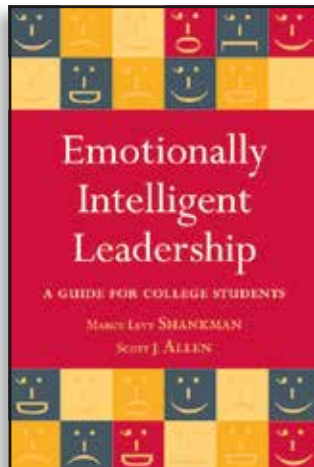
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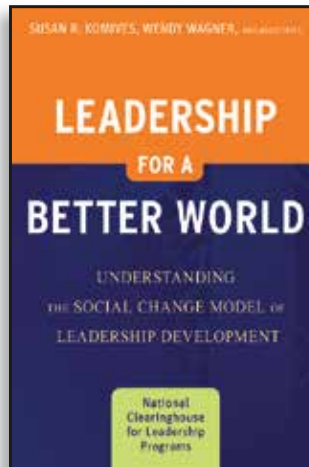


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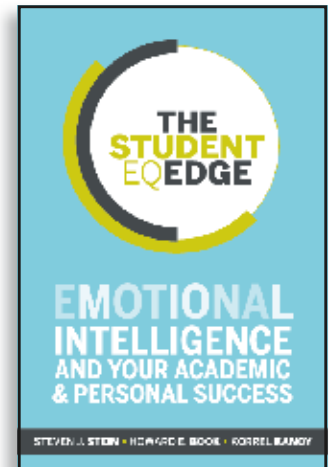
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Nancy J. Adler

- *Leadership Insight*
- *International Dimensions of Organizational Behavior*
- *Competitive Frontiers: Women Managers in a Global Economy*

Scott Allen

- *Little Book of Leadership Development: 50 Ways to Bring Out the Leader in Every Employee*
- *Emotionally Intelligent Leadership: A Guide for College Students*

Kathleen Allen

- *The Transforming Leader: New Approaches to Leadership for the Twenty-first Century*

Peter Amah

- *Superservant Leader: Edeh Empowers a Generation of African Youth to Flip the Traditional Pyramid Structure*

Janis Balda & Wesley D. Balda

- *Handbook for Battered Leaders*

Pierre Barbès

- *Le Diamant inconnu*
- *Je mène ma supervision: Manuel pour la supervision de stage*

Andreas Bernhardt

- *Tricky Coaching: Difficult Cases in Leadership Coaching*

Allan Bird

- *Global Leadership 2e: Research, Practice, and Development*

Juana Bordas

- *The Power of Latino Leadership*
- *Salsa, Soul, and Spirit: Leadership for a Multicultural Age*

John Buck

- *We the People: Consenting to a Deeper Democracy*

Gloria Burgess

- *Dare to Wear Your Soul on the Outside*

Stewart Burns

- *"We Will Stand Here Till We Die": Freedom Movement Shakes America, Shapes Martin Luther King Jr.*

Ira Chaleff

- *The Courageous Follower*
- *The Art of Followership*

Heewon Chang

- *Collobrative Autoethnography (Co-authored with Faith Ngunjiri and Kathy-Ann Hernandez)*
- *Autoethnography as Method*

David Chrislip

- *For the Common Good: Redefining Civic Leadership*

Deidre Combs

- *Way of Conflict*
- *Worst Enemy, Best Teacher*
- *Thriving Through Tough Times*

Richard Couto

- *Reflections on Leadership; Political and Civic Leadership: A Reference Handbook*

Tom Cronin

- *Leadership Matters: Unleashing the Power of Paradox*
- *The Paradoxes of the American Presidency*
- *Shakespeare and Politics*

Liane Davey

- *You First: Inspire Your Team to Grow Up, Get Along and Get Stuff Done*

Robert Denhardt

- *The Dance of Leadership*

Genevieve Desautels

- *Oser le Monde en Soi: Choisir d'être et Agir en Leader Authentique*

Alice Eagly

- *Through the Labyrinth: The Truth about How Women Become Leaders*

Madza Ednir

- *Global Curriculum Handbook: Forming Planetary Citizens in Brazilian Schools*
- *Manual do Currículo Global—Formando Cidadãos Planetários em Escolas Brasileiras (and CD with an English version of the content)*

Janie Harden Fritz

- *Professional Civility: Communicative Virtue at Work*

Michael A. Genovese

- *Leadership Matters: Unleashing the Power of Paradox*

Hazel Ann Gibbs De Peza

- *My Faith - Spiritual Baptist Christian*

Kathryn Goldman Schuyler

- *Inner Peace-Global Impact: Tibetan Buddhism, Leadership, and Work*
- *Embodiment of Leadership*

Gill R. Hickman &**Georgia J. Sorenson**

- *The Power of Invisible Leadership*

Prasad Kaipa

- *From Smart to Wise: Acting and Leading with Wisdom*

Max Klau

- *The Idealist's Journey*

Rob Kramer

- *Stealth Coaching: Everyday Conversations for Extraordinary Results*

Matthew Kutz

- *Contextual Intelligence: Smart Leadership for a Constantly Changing World*

Marcy Levy Shankman

- *Emotionally Intelligent Leadership: A Guide for College Students*

Jean Lipman-Blumen

- *Connective Leadership: Managing in a Changing World*
- *The Allure of Toxic Leaders: Why We Follow Destructive Bosses and Corrupt Politicians—and How We Can Survive Them*

Karen Longman

- *Thriving in Leadership*

Tom Matthews

- *Building Leaders One Hour at a Time: Guidebook for Leadership Development*

Adrian McLean

- *Leadership and Cultural Webs in Organisations: Weavers' Tales*

David McLean

- *The Soul Cafe*

Lois Ruskai Melina

- *The Embodiment of Leadership*

Betsy Myer

- *Take the Lead*

Afsaneh Nahavandi

- *The Art and Science of Leadership*

Faith Ngunjiri

- *Women's Spiritual Leadership in Africa*

Peter Northouse

- *Leadership: Theory and Practice*

Carol Pearson

- *The Transforming Leader: New Approaches to Leadership for the 21st Century*

Susan Pliner

- *Teaching, Learning and Intersecting Identities in Higher Education*

Heather Robinson

- *Personal Leadership: Making a World of Difference: A Methodology of Two Principles and Six Practices*

Cynthia Scott

- *Getting Your Organization to Change*
- *Organizational Vision Values and Mission*

John Shoup

- *Leveraging Chaos: The Mysteries of Leadership and Policy Revealed*
- *A Collective Biography of Twelve World-Class Leaders: A Study on Developing Exemplary Leaders*

Amanda Trosten-Bloom

- *The Power of Appreciative Inquiry*
- *Appreciative Leadership*
- *Appreciative Team Building*

Eileen Wibbeke

- *Global Business Leadership*



In the spirit of intellectual exploration, scholarship, self-reflection and personal leadership development, the McDonough Center at Marietta College invites you to join us for the next McDonough Leadership Conference. All undergraduate/graduate students and faculty/staff members from any higher education institution are invited to present at this conference.

THE 2014 CONFERENCE THEMES:

Leadership in the Energy Industry
Women in Leadership

Business Leadership
Leadership and Ethics

TYPES OF SESSIONS:

- Undergraduate/graduate student sessions (panels with paper presentations) – original research, literature review, report from field experience (e.g., internships, study abroad).
- Faculty/staff sessions (roundtable discussions) – interactive sessions, information exchange.
- Poster session for undergraduate students.

PROPOSALS SHOULD INCLUDE THE FOLLOWING:

- Name of presenter(s) and contact information
- Session type (panel, roundtable discussion, poster)
- Title of presentation
- Brief summary of the presentation (approximately 250 words long)
- Relation to one of the four conference themes
- Set up needs (e.g., PowerPoint)



For more information about the McDonough Leadership Conference, please visit the McDonough website:
(<http://mcdonough.marietta.edu>).

SUBMISSION DEADLINE:

All proposals should be submitted electronically (Word document) to Dr. Gama Perruci (perrucig@marietta.edu) by **Friday, December 20, 2013.**

Located in Marietta, Ohio, at the confluence of the Muskingum and Ohio Rivers, Marietta College is a four-year liberal arts college. Tracing its roots to the Muskingum Academy begun in 1797, the College was officially chartered in 1835. Today, Marietta College serves a body of 1,400 full-time students. The College offers 44 majors and has been recognized as one of the top regional comprehensive colleges by *U.S. News & World Report* and *Princeton Review*.

FRIDAY
November 1
17:00-19:00

HOSTED

poster

SESSIONS

Poster presenters #1-20 will stand from 17:00-18:30
Poster presenters #21-40 will stand from 17:30-19:00

LE GRAND SALON

1. Coaching and Mentoring Female Students in Traditional and On-Line Campus Environments

Kathleen Tangenberg, *School of Behavioral and Applied Sciences, Azusa Pacific University*
Josh Hibbard, *Center for Student Success, Azusa Pacific Online University*

2. Developing Resilient Schools through Faith-Community Partnerships

Steven M. Polonus, *Campolo School of Social Change, Eastern University*

3. Digital Leadership for Local Resilience During Disasters

Sean Cullen, *Ph.D. Program, Alvernia University*
Co-authors: *Tufan S. Tiglioglu, Academic Affairs, Alvernia University; Peggy Bowen-Hartung, Psychology and Counseling Department, Alvernia University*

4. Exploring Adversity Inspired Leadership

Jenifer Williams, *Private Practitioner*

5. Exploring the Role of Transcendent Spiritual Values among Public-Private Partners in Fostering Community Resilience

Spencer Stith, *PhD in Organizational Leadership Program, Eastern University*
Evelyn Busby, *Busby & Associates*
Co-author: *Maria Arce, Human Services, Goodwill Industries Big Bend, Inc.*

6. Generative Resilience through Collaborative Leadership

Valerie J Davis, *Human and Organizational Development, Fielding Graduate University*

7. Leadership: An Ecological and Ethical Perspective on Taoist Philosophy

Hongqin Li, *Center of Leadership Studies, School of Business, University of Exeter*

8. Relevance of Leadership Conceptualizations across Cultures and Sectors: A Six Nation Study

Aqeel Tirmizi, *SIT Graduate Institute*

9. Responses to Newtown: How Three Faith Based Communities Promoted Resiliency through Transformational Leadership

Charles Metcalf, *PhD Organizational Leadership Program, Eastern University*
Co-authors: **Robert Archon**, *Eastern University;*
Lola Munroe, Eastern University

10. The Role of Leadership in Developing an International K-12-University Partnerships: A New Model

Albert H Fein, *Leadership and Administration, Gonzaga University*
Cathy McCauley, *Foundations for the Future Charter Academy*

11. Leadership Does Really Make a Difference: The Role of Transformational Leadership and Global Mindset in Geographically Dispersed and Matrix Business Teams

Jean Pierre Gagnon, *University of Pennsylvania*

12. Organizational Assurance: Equipping Leaders for Assessing and Imbedding Operational Resiliency

Kathryn Bingham, *School of Leadership and Education Science, University of San Diego*

13. Accenture's Management Consultants: A Hermeneutic Phenomenological Study of Employee Perceptions

April Lopez, *School of Business & Leadership, Regent University*

14. Follow the Leader: Leadership Development for Global Sustainability

Rachel Gifford, *Alvernia University*

15. Social Media & Autonomous Learning: Implications for Human Resource Development

April Lopez, *School of Business & Leadership, Regent University*

16. An Exploration of Pedagogical Methods and Participant Expectations of a Leadership Development Program

Lisa Ambrose, *Communication, Rutgers University*

17. Promoting a Global Ethical Mindset (Gem): Ethical Leadership in Pre-K to 12 Education

Robin S Bronkema, *Eastern University*
Charesse Ford, *Eastern University*
Andrew Joshua, *CYM Department, UrbanPromise Ministries*
Co-author: Judy Smith, Family Relations, Milton Hershey School

18. Sustaining Leadership Learning in an Academic Library

Jill Crawley-Low, *Special Collections, University Library, University of Saskatchewan*

19. A Fantasy Theme Analysis of Leadership in the Harry Potter Books

Lisa Jenice Scheeler, *College of Letters and Sciences, University of Maryland College Park*

20. A Meaning-Making Pedagogical Practice for Leadership Development: Employing Scholarly Personal Narrative

Amy E. Forbes, *Centennial Center for Leadership, Hobart and William Smith Colleges*

21. A Typology Analyze of Leadership under the Perspective of Social Distance

Tian Wu, *School of Public Policy and Administration, Tsinghua University*
Co-author: Yongda Yu, School of Public Policy and Management, Tsinghua University

22. Bridging Divides of Religion and Gender: Women Leaders of Religiously-Based Service Communities

Kathleen Tangenberg, *School of Behavioral and Applied Sciences, Azusa Pacific University*

23. Dark Side Leadership: A History and Organizing Template

Daryl Smith, *The Division of Business, The College of Mount St. Joseph*
Co-author: Kim Hasselfeld, Orthopedics and Sports Medicine, University of Cincinnati College of Medicine

24. Informing Opinion Leader Development Based on Context and Characteristics

Kevan Lamm, *Agricultural Education and Communication, University of Florida*
Co-authors: Alexa Lamm, Center for Public Issues Education, University of Florida; Hannah Carter, Wedgworth Leadership Institute

25. Potentialities of an Informed Practice: Servant Leadership's Intersections with Conflict Transformation

Russell Horton, *Doctoral Program in Leadership Studies, Gonzaga University*

26. Pygmalion, Transactional, and Transformational Leadership: The Effect of Leadership Style on Team Potency and Performance

Joleen Archibald, *Kravis Leadership Institute, Claremont McKenna College*

27. Resilience as Part of Conflict Resolution: Merging Victimology and Leadership to Secure Peace

Andrew H. Campbell, *US Strategic Command*

28. Should Non-Prototypical Leaders Promote Social Identity?

Graham Rodwell, *Douglas College*

29. The Influence of Women's Life-Stage on Career and Leadership Transitions and Decisions

Sherylle Tan, *Kravis Leadership Institute, Claremont McKenna College*
Co-author: *Claudia Raigoza, Kravis Leadership Institute, Claremont McKenna College*

30. The Leadership of Eminent Persons: Hope-Giving Leadership in Review

Keith D. Walker, *Educational Administration & Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan*
Co-author: *Ben Kutsyuruba, Faculty of Education, Queen's University*

31. The Unique Ethical Imperatives of Leadership: The Ethic of Vulnerability

Geoff Leatham, *Center for Student Leadership Development/Communication Studies, University of Rhode Island*

32. Toward a Better Understanding of Ethics and Values-Based Leadership Theories: Servant, Transformational, and Authentic

Thomas N. Meriwether, *Psychology Department, Virginia Military Institute*

33. The Adaptive Capacity of Non-Governmental Organizations in Haiti: Leader Decision-Making in Times of Crisis

Taylor Peyton Roberts, *Leadership Studies, University of San Diego*
Co-authors: *Laura Deitrick, Caster Family Center for Nonprofit and Philanthropic Research, University of San Diego; Svetlana Krasynska, Caster Family Center for Nonprofit and Philanthropic Research, University of San Diego; Scott Campbell, Catholic Relief Services*

34. Global Leadership: A Christian Perspective

April Lopez, *School of Business & Leadership, Regent University*

35. Leaders in Public Service: Insights from Rio De Janeiro Leadership Development Program

Luiz Eduardo Ricon de Freitas, *Department of Media Education, Multirio—Rio de Janeiro City Multimedia Company*
Co-author: *Maya Reyes-Ricon*

36. Making and Giving Sense: Catalysts for Senior Leadership Team Effectiveness in Some Australian Public High Schools

Kerry J Barnett, *Education, University of New South Wales*
Co-author: *John Michael McCormick, University of Wollongong*

37. Transforming Leadership and the Obama Presidency

Trent Aaron Engbers, *Department of Political Science and Public Administration, University of Southern Indiana*
Co-author: *Louis Fucilla, School of Public and Environmental Affairs, Indiana University*

38. The Effective Use of Multi-Rater Feedback in Student Leadership Development

Kirk D. Young, *Center for the Advancement of Leadership, Utah Valley University*
Co-author: *Belinda S. Han, Center for the Advancement of Leadership, Utah Valley University*

39. The Impact of Informal Mentoring among Latino Males as it Relates to Pursuing Postsecondary Education

Maria Concepcion Ayon, *University of La Verne*

40. Women and Leadership in the Context of Greek Organizations

Courtney Duran, *Communication Studies, Christopher Newport University*
Co-author: *Amanda Swindle, Leadership Studies Department, Christopher Newport University*



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2013

FREDRIC M. JABLIN Doctoral Dissertation Award



Ethan Bernstein

*Assistant Professor of Leadership & Organizational Behavior
Harvard Business School*

The ILA & the Jepson School of Leadership Studies are proud to present the 2013 Fredric M. Jablin Doctoral Dissertation Award to Ethan Bernstein. He submitted the chapter “Introducing the Transparency Paradox” from his dissertation *Does Privacy Make Groups Productive?* Joanne Ciulla is chair of the presentation. Ethan will present his research at 09:00 Saturday in Ramezay. The award will be presented at Saturday’s closing general session.

ABSTRACT:

Using data from embedded participant-observers and a field experiment at the second largest mobile phone factory in the world, located in China, this chapter theorizes and tests the implications of transparent organizational design on workers’ productivity and organizational performance. Drawing from theory and research on learning and control, the notion of a transparency paradox is introduced, whereby maintaining observability of workers may counterintuitively reduce their performance by inducing those being observed to conceal their activities through codes and other costly means; conversely, creating zones of privacy may, under certain conditions, increase performance. Empirical evidence from the field shows that even a modest increase in group-level privacy sustainably and significantly improves line performance, while qualitative evidence suggests that privacy is important in supporting productive deviance, localized experimentation, distraction avoidance, and continuous improvement. *The presentation will discuss the implications of this research and suggest directions for future research.*

The ILA is pleased to partner with the Jepson School of Leadership Studies at the University of Richmond on the Fredric M. Jablin Doctoral Dissertation Award. This award is given annually to a scholar whose doctoral dissertation research, while on any topic and from any discipline, demonstrates substantial insights and implications for the study of leadership. The award was established to honor and celebrate the life of Dr. Fredric M. Jablin (1952-2004, pictured at right).





All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a "+" and two-letter designation.

Flourishing in 2025: Focus and Flow in Continually Transforming Organizations

• Saint-Laurent • Panel • Conference Theme

CHAIR: Marilyn M. Taylor, *School of Leadership Studies, Royal Roads University*

The speed of change is accelerating, surpassing far beyond past equivalent time periods. Contextualized with a glimpse of the economic, political, demographic, socio-cultural, ecological, and techno-innovation world of 2025, this panel will offer organization and leadership practices suited to everyday turbulence, unpredictability, and accelerating pace.

Organization Design for Continuous Innovation

Productivity and change processes of conventional hierarchical organizations are still designed to optimize the existing product and service systems. To get to 2025 and beyond, organizations will need to be systemically innovative, which requires a radically different organization structure. A successful participative change process that embedded both continuous optimization and innovation in a small knowledge work organization will be described and the key components of emergent co-design will be highlighted.

Don W. de Guerre, *Department of Applied Human Sciences, Concordia University*

Shaping Culture as a Pathway to Organizational Adaptability

As organizational change becomes more challenging and enduring success more elusive, organizational culture is becoming recognized as a critical element of sustainability in a tumultuous context. Promising approaches and means of fostering change in organizational culture will be presented and the key qualities of organizational culture that are likely to be pivotal in optimizing organizational adaptability in 2025 will be proposed.

Marilyn M. Taylor, *School of Leadership Studies, Royal Roads University*

Leadership for Focus and Flow

The accelerating pace of change demands a sea change in leadership, one that exercises influence to shape organizational environments that foster both the constancy of focus simultaneous with continuous adaptability and flow to accomplish their missions. The critical qualities of leaders who accomplish both focus and flow in the work place will be highlighted. The features of leadership education that generate the quality of leadership needed in 2025 will be considered.

Brigitte Harris, *School of Leadership Studies, Royal Roads University*

One is Not Enough: Inter-Organizational Networks for Complex Challenges

The complexity, scale, and fluidity of opportunities and issues are increasingly beyond the capabilities of a single organization, instead requiring inter-organizational networks that transcend communities, professions, disciplines, and cultures. The presenter will articulate characteristics of successful inter-organizational networks and offer innovative thinking about structures and processes that reveal new possibilities for accomplishing common purposes.

Ronald Lindstrom, *School of Leadership Studies, Royal Roads University*

Broad and Deep Impact: Can Partnership Work as the Primary Strategy of a Leadership Development Program?

• Duluth • Panel • Leadership Education

Most leadership studies programs design and deliver courses and other offerings directly to students. Following an assessment of leadership development needs, this major research university decided to weave leadership studies into the curriculum and culture through a partnership model – one where its leadership studies program's primary mission is to partner with schools, colleges, faculty, and student affairs. What's the promise of a partnership model? What are the lessons learned? And what are the model's limitations?

Todd E. Murphy, *Center for Leadership, Northwestern University*
Michelle Buck, *Kellogg School of Management, Northwestern University*
Adam J. Goodman, *Center for Leadership, Northwestern University*

Christian Organizational Ethics in an Increasingly Pluralistic World: Examples from the U.S. and Bangladesh

• Saint-Maurice • Panel • Leadership Development

CHAIR: Almarie E. Munley, *College of Arts and Sciences, Regent University*

Globalization has given rise to unprecedented interaction among peoples and nations with diverse religious orientations. This panel will examine how two Christian organizations committed to social justice and inter-religious collaboration have developed a global ethic that facilitates effective collaboration amongst people from differing faith backgrounds. In reviewing global ethics as defined by Kung (2010), the focus will be how these organizations use ethics to facilitate inter-religious collaboration. This discussion will be instructive for those interested in religious ethics, culturally-adaptive leadership, globalization, and organizational ethics.

Jessica Neely, *Eastern University*
Desiree Dube, *Eastern University*
Gordon A. Zook, *Eastern University*

Collaborative Processes in Leadership: Developing Partnerships, Teamwork, and Communities of Learning

+ LD

• Hochelaga 3 • Panel • Leadership Scholarship

CHAIR: Kathleen Boies, *John Molson School of Business, Concordia University*

The objective of this session is to provide a forum to discuss issues related to collaboration in the leadership process. Collaboration is an evolving process whereby two or more social entities actively and reciprocally engage in joint activities aimed at achieving at least one shared goal (Bedwell et al., 2012). This definition implies that collaboration occurs between individuals, teams, and organizations. This panel will explore the roles leaders play at these three levels.

Louis Baron, *School of Management Science, Université du Québec à Montréal*
Francois Chiocchio, *TELFER School of Management, University of Ottawa*
Christina Clausen, *School of Nursing Administration, McGill University*

Exploring Mixed-Methods Research Designs for Studying Leadership

+ LE + LD

- Hochelaga 4
- Workshop
- Leadership Scholarship

The amount of empirical research in leadership studies is limited. This workshop session will explore whether a number of different mixed-methods research designs can at least somewhat transcend the limitations of exclusively quantitative or exclusively qualitative studies of leadership. Workshop participants will identify empirical research questions about leadership that can be studied with mixed-methods designs and use a variety of design templates described during the workshop to conceptualize specific mixed-methods studies to answer the identified questions.

Robert Donmoyer, *Department of Leadership and Education Sciences, SOLES, University of San Diego*
Fred Galloway, *Department of Leadership and Education Sciences, SOLES, University of San Diego*

FSU Shifts: Presenting a Leadership Competency Model for Local and Global Leadership

- Peribonka
- Panel
- Leadership Education

CHAIR/COMMENTATOR: Ronald E. Riggio, *Kravis Leadership Institute, Claremont McKenna College*

Members of the Frostburg State University (FSU) Presidential Task Force on Leadership and their external scholar consultant will present a leadership competency model, discuss FSU's unique curricular and co-curricular collaboration, and share how competencies are aligned and integrated into campus programs and curriculum. Pedagogy, research, resources, budgets, and staffing as well as how the competencies can be useful to faculty and staff development will be considered.

Douglas Baer, *Student and Educational Services, Frostburg State University*
Jeffrey L. McClellan, *Department of Management, Frostburg State University*
Elesha L. Ruminski, *Department of Communication Studies, Frostburg State University*
Co-author: Terri Massie-Burrell, Frostburg State University

Good Governance in a Shifting Global Landscape

- Hochelaga 6
- Symposium
- Public Leadership

CHAIR: Heewon Chang, *Department of Organizational Leadership, Eastern University*

The purpose of this session is to present two research papers focused on governance in the context of a shifting global demography. Presentations will focus on the rapidly changing realities for governance in different contexts: (1) corporate, private sector; and (2) non-profit, higher education. Participants will understand, from a multi-sector approach, ethical challenges of governing boards as they address complex, global change; strategies for building governance capacity and resiliency; and how they might apply "good governance" findings to their organizations.

Diverse Constituent Interests: Governing in Pursuit of Balance

Corporate governance deals with diverse and shifting stakeholder interests. Corporate governance reforms seek to align management and ownership interests, induce greater transparency, increase accountability, and increase fraud detection. This paper explores literature on board practices that infuse business ethics in governance so boards can reconcile and balance the expanding identities of stakeholder and shareholder groups and their changing and competing interests.

Gail McFadden-Roberts, *Department of Organizational Leadership, Eastern University*

Building Governance Capacity: The Quest for Diversity in Faith-Based Higher Education Institutions

This paper examines the intersection of board governance, diversity, and social justice in the context of faith-based higher education in the U.S. The presentation will focus on four areas: (1) changing context of Christian higher education; (2) non-profit, higher education governance, (3) implications of shifting demographics on governing boards, and (4) building governance capacity for diversity.

Kathleen Nussbaum, *The MVP Group, Inc.*

Hope, Purpose, and Flaneur: Foundations for Leadership on a Shifting Planet

- Bersimis
- Presentation
- Business Leadership

This presentation will examine a trio of practices to sustain individual and group resilience in the face of challenges and complexities in business and leadership. These leadership practices, when combined, provide a solid basis for continuous adjustment to the unpredictable changes of a shifting world. Hope is a belief and a process for propelling leaders forward; purpose creates meaning and sustains effort to achieve goals; flaneur is a perspective and set of skills for maintaining balance and applying wisdom in challenging contexts. The presenters will review connections between these constructs and effective leadership, successful career achievement, and joyful living.

Patricia O'Connell, *College of Business & Leadership, Lourdes University*

Daniel Jacobs, *Lourdes University*

Perspectives on Teaching Leadership in the Online Environment

- Hochelaga 5
- Panel
- Leadership Education

CHAIR: William Gerard Weeks, *Agricultural Education, Communications & Leadership, Oklahoma State University*

One challenge leadership educators face is effectively adapting traditional methods of instruction to fit online course delivery. Panelists will share perspectives on teaching leadership in the online environment. Topics will include differences between classroom and online teaching, learning activities in the online environment, online leadership course and program assessment, and faculty preparation. The moderator will then facilitate a full room discussion to deepen this exploration of how leadership educators can improve teaching and learning in the online environment.

Carol Wheeler, *Department of Leadership Studies, Our Lady of the Lake University*

Brent Goertzen, *Department of Leadership Studies, Fort Hays State University*

Glenn Hoyle, *Deltak (a subsidiary of JB/Wiley)*

Penny Pennington Weeks, *Department of Agricultural Education, Communication & Leadership, Oklahoma State University*

The National Leadership Education Research Agenda: A Scholarly Opportunity for Enhanced Direction

+ LS

- Jolliet
- Panel
- Leadership Education

CHAIR: Anthony C. Andenoro, *Agricultural Education & Communication, University of Florida*

The National Leadership Education Research Agenda is a highly collaborative effort forming the foundation for interdisciplinary dialogue aimed at the reduction of silos within leadership education contexts. Its strategic research priorities have the potential for tremendous application in terms of program development, creation of innovative curricula, and mentoring junior faculty and young professionals in the field of leadership education. In an engaging and dynamic format, this cross-disciplinary panel will provide perspectives about the agenda, its development, and interdisciplinary applications.

Matthew J. Sowcik, *Sidhu School of Business, Wilkes University*

Scott J. Allen, *Department of Management, Marketing and Logistics, John Carroll University*

Laura Osteen, *Center for Leadership & Social Change, Florida State University*

Dan Jenkins, *University of Southern Maine, Lewiston-Auburn College*

Progress for Women and Leadership in Qatar, Sweden, and the UAE: Opportunities and Challenges of a Shifting Planet

+ LD

• Gatineau • Symposium • Leadership Scholarship

CHAIR: **Julia Storberg-Walker**, *North Carolina State University*

The presenters will share findings from three country-specific studies that focused on understanding the progress and experiences of women and leadership in two Middle Eastern countries and one Scandinavian country. This examination of two extremes — two countries that rank at the bottom of The Global Gender Gap Report (2011) and one at the top — is expected to launch a rich discussion amongst panelists and attendees.

Women and Leadership in Qatar

The purpose of this study was to research the state of affairs in Qatar in terms of the presence (or absence) of women in senior business leadership positions generally and where they are located within organizations (e.g., board members, chief officers, vice presidents, top management, division or unit heads). It is based on data mined from a major database in the Middle East North Africa (MENA) that tracks information about public and private companies in that region.

Susan R. Madsen, *Department of Management, Utah Valley University*
Co-author: Linzi J. Kemp, American University of Sharjah

Women and Leadership in Sweden

The purpose of this exploratory phenomenological study was to learn more about one of the best places in the world for women to live and work — Sweden. Fifteen CEO's, lawyers, and entrepreneurs were interviewed to understand the lived experiences of Swedish women in leadership. Themes, interview quotes, and implications will be shared to learn from these female Swedish leaders who, more than women in other countries, experience more pay equity, leadership, and management opportunities, and find more work-life balance.

Katherine Tunheim, *Department of Economics and Management, Gustavus Adolphus College*
Elizabeth R. Johnson, *Department of Economics and Management, Gustavus Adolphus College*

Women and Teams in the United Arab Emirates

Given the rising participation of women in the workplace in Gulf Cooperation Council (GCC) countries, the purpose of this study was to begin to explore the interactions of female students within team settings. Based on data collected in university teamwork settings, this study contributes to the understanding of the ways that GCC women perceive their team experiences and their behaviors in a variety of team settings.

Norman Wright, *Woodbury School of Business, Utah Valley University*
Co-author: Hadyn Bennett, University of Ulster

Resilient Student Leaders: Applying Positive Psychology to Leadership Development

• Harricana • Panel • Leadership Development

The panelists will explore two bodies of research that can contribute to resilience in student leaders, discuss a case study of the application of a strengths-based approach to student leadership, and introduce the Thriving Quotient (TQ), an online instrument that has been used with over 25,000 students on 100+ campuses across the U.S., Canada, and Australia. This session will incorporate theory, best practice examples, and an opportunity for participants to experience aspects of the student leadership interventions themselves.

Karen A. Longman, *Doctoral Programs in Higher Education, Azusa Pacific University*
Laurie A. Schreiner, *Doctoral Programs in Higher Education, Azusa Pacific University*
Sarah Edwards, *Department of Student Activities, Texas A&M University*

Supporting Executives' Transformation into Relational and Resilient Leaders: 14 Years + 4 Principles

+ BL

- Hochelaga 2
- Workshop
- Leadership Development

In this workshop, participants will have the opportunity to experience several of the exercises used to help senior executives in a global company make the transformation from successful manager into a 'humanitarian' leader focused on relationship and resilience. Participants will learn about the four principles that have guided design and delivery of this popular program for the past 14 years. The session will conclude with a briefing on recent evaluation data about the impact achieved and which factors really made the difference.

Stefan Wills, *Custom Interventions, Ashridge Business School*

The Power of Invisible Leadership: How a Compelling Common Purpose Inspires Exceptional Leadership

- MacKenzie
- Panel
- Leadership Scholarship

CHAIR: Crystal L. Hoyt, *Jepson School of Leadership Studies, University of Richmond*

Invisible leadership is a powerful force that draws people to leadership in countless businesses, nonprofits, government agencies, and social movements. Invisible leadership embodies situations in which dedication to a compelling and deeply held common purpose is the motivating force for leadership. The authors will present evidence of invisible leadership using data collected in a research study of 21 companies and nonprofits. The panelists will also discuss practical implications for organizations.

Georgia Sorenson, *School of Law, University of Maryland*

Ted A. Baartmans, *The Leadership Group*

Gill R. Hickman, *Jepson School of Leadership Studies, University of Richmond*

The Sustainability Effect: Emerging Perspectives on Leadership Resilience

- Richelieu
- Panel
- Conference Theme

CHAIR: S. Lynn Shollen, *Leadership & American Studies, Christopher Newport University*

This panel will review the emerging literature of sustainability leadership theory while looking towards the future and examining ways in which this perspective informs the study of how individuals, groups, and systems collectively develop the capacity for resilience. Panelists will also discuss the launch of the newly formed Sustainability Leadership Learning Community within the ILA, with an invitation for all session participants to join the community.

Rian J. Satterwhite, *Holden Center for Leadership & Community Engagement, University of Oregon*

Benjamin W. Redekop, *Department of Leadership & American Studies, Christopher Newport University*

Deborah Gallagher, *Duke Environmental Leadership Program, Duke University*

Introducing the Transparency Paradox: Does Privacy Make Groups Productive?

- Ramezay
- Presentation (Jablin Award Winner)
- Leadership Scholarship

CHAIR: Joanne Ciulla, *Jepson School of Leadership, University of Richmond*

COMMENTATOR: Chris von Rueden, *Jepson School of Leadership, University of Richmond*

Drawing from theory and research on learning and control, this research examined the notion of a transparency paradox. Empirical evidence from the field revealed that even a modest increase in group-level privacy sustainably and significantly improves line performance, while qualitative evidence suggested that privacy is important in supporting productive deviance, localized experimentation, distraction avoidance, and continuous improvement. The presenter will discuss the implications of this research and suggest directions for future research.

Ethan Bernstein, *Harvard Business School*

8

SATURDAY
November 2
10:15-11:15

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a "+" and two-letter designation.

A Tao Complexity Tool for Resilient Leadership

+ BL + PL

• MacKenzie • Workshop • Leadership Development

Resiliency includes both bouncing back and sustaining personal, local, and/or global successes. An ancient Tao tool reveals patterns in complex challenges to enable interventions that either restore system integrity or facilitate a successful recovery from adversity. The purpose of this experiential learning workshop is to share this ancient tool, introduce the Tao leadership philosophy that spawned it, and demonstrate the tool's universality using case studies that will engage participants in diagnosing root causes of disasters or declines, framing possible responses, and anticipating unintended consequences.

Pi-Jern Caroline Fu, *Doctoral Program in Leadership Studies, Gonzaga University*
Richard A. Bergeon, *Doctoral Program in Leadership Studies, Gonzaga University*

Applying Job Embeddedness for a Resilient Multi-Cultural Workforce

• Peribonka • Presentation • Business Leadership

Today's global economy requires leaders skilled at cultivating a multi-cultural workforce. Retention of diverse employees has become a key differentiator as organizations struggle to meet market demands. Job embeddedness reveals a model for understanding the complexity of employee turnover by examining the connection between community and organizational factors. The model is being used in a U.S. Midwestern city as it struggles to overcome homogeneity and compete for talent. In practice, the model assembles relocating employees to share coping strategies associated with assimilation.

Carla Messer, *Union Institute and University*

Building Leadership Resilience with Cultural Detective

+ BL

• Hochelaga 2 • Workshop • Leadership Development

This session will focus on practical applications of the Cultural Detective methodology to build global leadership skills. Come put on your detective hat and learn how to use this fun and engaging tool to enhance your (and your organization's) global leadership competence. While the world may be shifting rapidly, developing the skills needed to identify cultural similarities and differences, interpret leadership situations from multiple perspectives, and design creative, interculturally sound solutions can improve resilience, teamwork, and bottom-line results.

Karen J. Lokkesmoe, *Augsburg College*
Tatyana Fertelmeyster, *Connecting Differences Consulting*

Developing Leadership Capacity for Resilience: Theories, Practices, and Experiences

• Jolliet

• Panel

• Leadership Education

CHAIR: Jeffrey Mark Zimmerman, *Department of Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University*

This panel will examine the fundamental importance of leadership capacity development in preparing students to become resilient ethical leaders capable of achieving and sustaining change and leading lives of meaning and purpose. Presenters will describe and discuss theoretical and program models.

Capacity Development and Meaning-Making for Resilient Leadership

Leadership development programs in higher education are uniquely situated to complement, enhance, and facilitate the meaning-making process that occurs during critical years of emerging adulthood, and in turn produce more resilient leaders. The presenter will discuss research examining efforts aimed at developing students' leadership capacity in combination with the process of meaning making, and findings showing that students became more capable of engaging their own leadership style and identity, and more tolerant of the potential risks of taking action in new and unknown contexts.

Kate Sheridan, *President's Leadership Program, Christopher Newport University*

Resilience as a Foundation for Developing Ethical Leaders

An emphasis on a realistic outlook of human experience, managing complexities and gray areas, continued self-development, and personal reflection represent elements central to the development of ethical reasoning and ethical behavior. By explicating the elements of resilience central to ethical development, this presentation will examine how fostering resilience in leadership education aligns with the development of ethical leaders.

Alison L. Antes, *Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University*

A Theoretical Model for Developing Resilient Leaders: Applications for Study Abroad

A multi-layered theoretical model for understanding the development of resilient leaders while studying abroad will be discussed to help educators develop, plan, and assess study abroad programs. The presenter will share strategies to engage and develop specific leadership competencies and meet expected learning outcomes.

Cynthia A. Martinez, *Annenberg School for Communication and Journalism, University of Southern California*

Student Philanthropy: Building Resilient Leaders through Community Stewardship

A resilient leader is one who is in tune with their community and capable of making decisions with community needs and interests in mind. The Student Philanthropy Project discussed in this session creates community stewards, and therefore resilient leaders, by engaging students in small grant-making to nonprofits through their coursework. To date 2,700 students have participated in 151 courses and donated over \$700,000. Research demonstrates that project alumni are more engaged than the average population.

Whitney McIntyre Miller, *Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University*

Developing Resilience as a Leadership Coach: Surviving and Learning from Difficult Executive Coaching Situations

+ LE

• Richelieu

• Workshop

• Leadership Development

This highly interactive workshop will explore the challenges of leadership coaching in tricky situations using real-life case studies of particularly difficult leadership coaching situations, small group discussions on the dilemmas, challenges, and opportunities involved, and reflections on the risks and benefits of coaching in the executive arena. The session will conclude with recommendations based on the organizers' experience of challenging coaching cases in business schools and corporate settings worldwide.

Andreas Bernhardt, *Center for Leadership Development Research, ESMT—European School of Management and Technology*
Thomas Hellwig, *INSEAD Global Leadership Centre*

Does Innovation Need To Be Face-to-Face?

• Bersimis • Presentations • Business Leadership

Dimensions of Leadership in Online Health and Wellness Communities

Online communities have appeared that are associated to health and wellness applications and include a global follower base. Leaders emerge from these online communities by their transformational leadership attributes such as empowering other users in the communities to challenge themselves and grow beyond their expectations. The presenter will discuss a research study in progress to collect secondary data from online communities and code-emerging themes related to online leadership.

Bari J. Dzomba, *Alvernia University, Penn State University*

Leadership for Innovation: Does Collaboration Need To Be Face-to-Face?

In February 2013, Internet giant Yahoo's CEO, Marissa Mayer, sent out an edict that ended remote work from Yahoo's offices. All employees must now work at Yahoo's physical offices. This change rekindled long-standing controversies on equity and productivity and underscored the need to understand leadership that promotes collaboration and innovation among remote workers. This presentation will analyze 40 years of telework research, consider challenges in today's dynamic environment, and suggest future research directions.

Dorothy E. Agger-Gupta, *School of Human and Organizational Development, Fielding Graduate University*
Niels Agger-Gupta, *School of Leadership Studies, Royal Roads University*

Intercultural Pedagogies: Developing Globally Educated Leaders

• Hocelaga 5 • Symposium • Leadership Education

CHAIR: Afsaneh Nahavandi, *Department of Leadership, SOLES, University of San Diego*

COMMENTATOR: Cheryl Getz, *Department of Leadership, SOLES, University of San Diego*

Global Leadership in The Classroom: An Organizational Model to Teach Leadership to Students

In this era of conflicting interpretations over global cultural norms, economic policies, and political ideologies, students are confronted with a troubling environment, but one that requires individual engagement. Many students believe that these global tensions reside outside their area of influence; the presenter believes that students can reinterpret their role by recognizing their leadership potential. Based on an undergraduate class called the International Leadership Academy, this paper explores the pedagogical framework to facilitate a more global awareness of leadership potential in students.

Howard P. Lehman, *Department of Political Science, University of Utah*

Revealing Costs of Leadership through an Education Abroad Course: Lessons in the Capacity for Resilience

Inspired by the 2009 Prague ILA preconference panel featuring Velvet Revolution dissident leaders, an American university education abroad course "Leadership Lessons from Prague" was developed. The presenter will highlight implemented strategies that heightened students' awareness of the vital role that resilience has played in the lives of leaders facing life-threatening challenges and moral dilemmas. Findings from course evaluations and a content analysis of student web-based learning portfolios will be briefly shared.

Patricia H. Dyk, *Center for Leadership Development, University of Kentucky*

Teaching Locally, Engaging Globally:

Using International Experience to Frame Undergraduate Leadership Education

The purpose of this presentation will be to share a grant-funded project's impact on faculty global competence in their discipline and undergraduate students' awareness of culture from a global perspective.

Nicole Stedman, *Agricultural Education and Communication, University of Florida*

Anthony C. Andenoro, *Agricultural Education and Communication, University of Florida*

Co-authors: Amy Harder, University of Florida; T. Grady Roberts, University of Florida

Ethical Leadership & Resilience: Are There Universal Leadership Values, Rights, and Responsibilities?

+ LE

- Hochelaga 4
- Workshop
- Leadership Development

Ethical leadership development is essential for diverse leaders, teams, organizations, and communities, and can contribute significantly to individual and organizational resilience. However, are there consistent universal leadership values, rights, and responsibilities that hold firm in times of rapid global change? Presenters will provide an overview of two diverse approaches to ethical leadership development implemented by a non-profit in India and a university in the U.S. and then engage participants in activities and exercises that can be used with students, practitioners, and community leaders.

Nicholas R. Lennon, *Leadership Education and Development, George Mason University*
Reha Bubiani, *Global Education & Leadership Foundation*

Resilience in Practice

- Hochelaga 6
- Symposium
- Conference Theme

CHAIR: Richard A. Couto, *Union Institute & University*

This session will offer perspectives on the praxis of resilience. Presenters will examine resilience in the context of the principal's role in public education reform in the U.S.; as adaptation to personal and social disruption with a sense of self grounded in guiding narratives and enacted bodily; and resilience in the context of leadership studies as methods and assumptions based on positivist principles bump up against new paradigms such as chaos and complexity theory.

Resilient Leadership and Effective School Reform

A recent study suggested "school leaders are a resilient breed" (Ginsberg & Multon, 2011, p.47) who combine coping, disposition, and action-orientation" (Ginsberg & Multon, 2011, p.46). Their and others' research findings suggest a relationship between personal capacity skills (values, efficacy, and well-being) and action skills (perseverance, adaptability, courage, and personal responsibility) as outlined in Patterson et al. (2009). This paper reports on these and other findings about resilience.

Hadassah Weiner-Friedman, *Union Institute and University*

Leadership Lessons from the Dowager Countess

In the popular Masterpiece Theatre series, *Downton Abbey*, Lady Violet Crawley models resilience by remaining true to her sense of self, her guiding narrative script, and her way of being in the world, while adapting to disruptive social changes in early 20th century England. This paper adds to an understanding of authentic leadership and leadership resilience by describing how leaders adapt to disruptive conditions while maintaining a sense of self that is grounded in their guiding narratives, and enacted bodily.

Lois Ruskai Melina, *Union Institute & University*

Leadership's Legacy of Positivism and the Relational Turn: Forging Resilience Out of Disruption

This paper proposes that the notion of resilience — as commonly conceptualized within the context of contemporary leadership studies — needs to embrace a more relational perspective in order to move beyond its inherent limitations as imposed by the heroic presumptions and positivist principles that resilience draws from its grounding in industrial-era leadership models.

David Holzmer, *Union Institute and University*

Where Do We Grow From Here? Defining the Mentoring Relationship

+ BL

- Gatineau
- Presentation
- Leadership Development

Mentoring others helps position people for success. Unfortunately, not all mentoring relationships are successful. One of the reasons mentoring relationships fail is because of an inability to gauge whether or not the relationship is a good fit. Using the PILLAR framework, presenters will examine phases of the mentoring relationship and strategies to cultivate, nurture, or terminate the partnership.

Latanya Hughes, *American Public University*
Karen Bolser, *Regent University*

Sustaining Leader Development across the Lifespan: A Review of Scholarship and Practice in the Field

+ LE

• Ramezay • Panel • Leadership Scholarship

CHAIR: Sarah Hanks, *Agriculture & Extension Education, Virginia Tech*

The complexity of challenges facing leaders today requires integrated approaches to understanding leader development across the lifespan. From leader identity and self-regulation, to research that highlights leader development in young/middle adulthood, and the ongoing development of retirees as civic leaders, leadership scholars must examine the developmental stages and practices that influence leader development. This panel will explore conceptual and theoretical frameworks for leader development across the lifespan, as well as research opportunities in the field.

Eric K. Kaufman, *Agriculture & Extension Education, Virginia Tech*

Ellen van Velsor, *Center for Creative Leadership*

Susan Elaine Murphy, *University of Edinburgh Business School*

The Social Construction of Leadership

• Duluth • Symposium • Leadership Education

CHAIR: Eric Guthey, *Copenhagen Business School*

This panel will examine some of the implications social constructivist theory and its key thinkers may have upon leadership education.

Foucault's Last Lectures: On Leadership and Truth-Telling

How critical is it to prepare students to address such a thing as the truth? In his last years, Foucault took up the theme of leader development and the importance of truth-telling. He began his study with the Platonic dialogues known as Alcibiades I & II. This presentation will briefly introduce the exchanges between Socrates and Alcibiades, as recounted by Plato, before setting forth Foucault's interpretation of their implications for leader development.

Nathan W. Harter, *Christopher Newport University*

Teaching Multicultural Leadership Using a Social Constructionist Approach

Is multicultural leadership education enhanced through the use of social construction literature as a theoretical frame? The presenter will provide a brief overview of social construction theory, demonstrate how its tenets overlap with the goal of encouraging students' intercultural competence, share informal assessment data, and provide several classroom activities that illustrate the use of social construction to examine interaction across diverse groups.

Leigh E. Fine, *School of Leadership Studies, Kansas State University*

How Students in a Learning Community Construct Leadership Identities through Peer Leader Roles

This presentation will offer findings from a qualitative study investigating how students construct leadership identities within a residential leadership community. Framing the study within the constructs of situated learning and communities of practice allowed for the examination of students' identity construction as both a process and a product of their experience. The data revealed that as students move from being first-year members to second-year peer leaders, their beliefs and practices of leadership embody and reflect the mission-oriented design of the community.

Kerry L. Priest, *School of Leadership Studies, Kansas State University*

The Shaping of Women's Beliefs about Leadership, Power, and Their Own Leadership Identities

• Hochelaga 3

• Panel

• Public Leadership

Despite progress, females still receive mixed messages about if, where, and when, they can be leaders. Current recognition of the need for women leaders and a realization that their leadership potential is largely untapped highlights the urgency to examine and adjust messages about gender and leadership. Panelists will address the opportunities and impediments for women leaders in multiple settings, including the socialization of girls, gender stereotypes, communication patterns, and conceptions of power. Recommendations for re-examining and re-framing matters related to women and leadership will be offered.

Marianne S. Waldrop, *SOLES, University of San Diego*

Mara Vicente, *SOLES, University of San Diego*

Marianne Lorensen, *ALEC, University of Nebraska-Lincoln*

Understanding Situations on Four Levels: A Key to Resilience

• Harricana

• Panel

• Leadership Development

This panel will share a model for strengthening the capacity of leaders and their teams to deal with complex situations. Houston's four-level model has been used internationally in leadership development through the United Nations Leadership Development Program and other organizations. This panel will introduce the four-level model, correlate each level with competencies of art-infused leadership, and share recent experiences teaching the model to young leaders in Argentina.

Innovative Leadership through a Social Artistry Approach

Houston's four-level model is the core framework of Social Artistry. The four-levels of awareness enable leaders to develop a holistic understanding of situations. When leaders understand the multi-dimensional complexity of a situation, their responses are more innovative and creative. This presentation will share the basic model and how it has been applied in leadership development internationally.

Janet Sanders, *The Flow Project & Jean Houston Foundation*

Competencies of Art-Infused Leadership on the Four Levels

The capacity to resolve complex situations can be strengthened by expanding and deepening awareness of dimensions not often taken into account in assessing situations. This presentation will integrate principles and practices of art-making into leadership competencies of Houston's four-level model: the sensory/physical; psychological/historical; mythic/symbolic; and integral/unity.

Skye Burn, *The Flow Project*

Innovative Leadership: First Steps in Argentina

Although the last 30 years have brought democratic continuity, autocratic patterns are deeply located within Argentine society. The challenge is to develop a new kind of leadership, removing the residual patterns and memories of dictatorship, using participatory innovative approaches. This presentation will share specific applications of the four-level model in Argentina including outcomes of a seminar for youth leaders and other foundational activities.

Raul Kalinsky, *INDEI*

New Technologies in the Analyses of Qualitative Leadership Research

+ LE

• Saint-Laurent

• Presentation

• Leadership Scholarship

The rapid dissemination of digital technology, especially digitized video and audio, allows for more ways in which data can be collected and analyzed — but who can keep up? This presentation will explicate new technologies in qualitative data analysis (QDA) in three areas: (1) a new generation CAQDAS software that facilitates theory building, hypothesis testing, and case-based research, (2) Internet research, and (3) hypermedia research. The presenter will provide insight on the wide variety of modern tools for qualitative analysts and answer questions.

Karin Klenke, *The Graduate School, Northcentral University*

9

SATURDAY November 2 13:00-14:00

CONCURRENT SESSION

All sessions are open to all interested parties; but if the room is full, please attend another. Session titles are color coded by track. For more information on tracks, see page 19. Some sessions cross tracks, reflected by a "+" and two-letter designation.

Are They Really Prepared?: The Complexities of Undergraduate Gen-Y Leadership Development and Workplace Effectiveness + YL

• Hochelaga 5 • Panel • Leadership Education

CHAIR: Sherylle Tan, *Kravis Leadership Institute, Claremont McKenna College*

Through a panel presentation and dialogue, this session will explore the intricacies of developing a methodology to assess the effectiveness of undergraduate leadership development, and gain insights into this complex dynamic. Part of a multi-year exploration of undergraduate leadership education and the impact on Gen Y performance in the workplace, this research seeks to provide insights into the complicated and often ambiguous nature of measuring or assessing leadership development and its outcomes in the workplace.

Joanna KB Stanberry, *Project Renewal*

Janis B. Balda, *Center for Sustainability & Global Change, Unity College*

Leadership Development in Post-Conflict Affected Regions: The Cases of Afghanistan and Rwanda

• Gatineau • Symposium • Leadership Development

CHAIR: Almarie E. Munley, *College of Arts and Sciences, Regent University*

This session will bring together complimentary perspectives on leadership development, while encouraging the audience to think further on how to engage the challenge of addressing victimization and survival mentalities often prevalent in post-conflict affected nations.

How Coaching on Emotional Intelligence Conflict Resolution and Leadership Trait Identification Played a Role in Leadership Development in Rwanda

After a review of needs expressed by the senior leadership teams of two large Rwandan organizations, the trainer provided a program to meet those deficits. Through a culturally comprehensive program on conflict resolution, with an added primer on emotional intelligence and leadership trait identification, government and business leaders were able to flourish in the challenges of building bridges between senior leaders and their followers, along with cultivating new skills sets and strengthening their own ability to be self-aware.

Dori Fileccia, *TD Madison and Associates*

Almarie E Munley, *Business, Leadership and Information Systems- College of Arts and Sciences, Regent University, College of Arts & Sciences*

Transformational Leadership in the Trenches: A Model in Mentoring and Coaching Various Groups in Afghanistan

This presentation will reveal how tangible change was generated among hundreds of government, business, and civil sector leaders in Afghanistan over a period of three years. Best practices and methods will be offered for developing influential leaders in any post-conflict or volatile region who will think new, act different, and create change.

Linda Pallone, *Consider the Cause*

Effective Board Leadership: Theory and Practice

• Bersimis • Presentation • Business Leadership

CHAIR: Katherine Tyler-Scott, *Ki Thoughtbridge*

Evaluating Boards as Teams—An Idea Whose Time Has Come

Over 90% of U.S. publicly-traded firms today formally assess individual director performance. Compelling new evidence reveals board assessment should not be focused on directors' individual performance, but rather on team performance — a dynamic few firms have considered measuring. This research presentation will explore behavioral aspects of boards as teams and their direct and indirect impact on firm performance.

Solange Charas, *Weatherhead School, Case Western Reserve University*

Co-author: James Gaskin, Brigham Young University

Transcendent Board Leadership for Global Resilience: The Radical Ideas of Robert K. Greenleaf

Boards of directors or trustees play key roles in assuring the quality of life locally and globally. The inadequacy, or even absence, of effective board leadership today is of great global concern. This examination of the work of Robert K. Greenleaf offers a radical framework with specific recommended actions for transcending board leadership problems and enhancing organizational and global resilience.

John Jacob Zucker Gardiner, *College of Education, Seattle University*

Exploring Leadership Resilience from Life Experiences: Overcoming Adversity and Lonergan's Theory of the Good

+ LD

• Jolliet • Panel • Public Leadership

COMMENTATOR: Pi-Jern Caroline Fu, *Doctoral Program in Leadership Studies, Gonzaga University*

In this ever-changing world, leaders are challenged to make tough decisions and still show compassion to their workforce. These panelists have experience overcoming adversity, exploring the meaning of obligation, strength, the effect of prayer, and authenticity in their lives. These issues will be the focus of the panel and culminate with an exploration of Bernard Lonergan's theory of the good as it contributes to the challenges of shifting planets, to love and the good of humanity, and to resiliency.

Kapp L. Johnson, *Department of Management & Marketing, California Lutheran University*

Kathryn Vernon, *Gonzaga University; U.S. Federal Aviation Administration*

Gayla Wright, *Eastern Washington University*

Identity and the Transition to Academic Leadership: Resilience, Reflections, and Resources

+ LE

• Saint-Maurice • Panel • Leadership Development

CHAIR: Nathan W. Harter, *Christopher Newport University*

This panel will explore four perspectives on leader resilience — informed by scholarship and experience — related to identity changes encountered during the transition from faculty to academic administrative leader. What challenges to identity can occur in the move between such roles, and what strategies for resilience can be employed to maintain a secure sense of self and to function as an effective leader? Broader implications of the function of identity-related resilience relevant to other professional role changes will also be discussed.

Jay L. Gaulfield, *College of Professional Studies, Marquette University*

Marie Wilson, *Griffith Business School, Griffith University*

S. Lynn Shollen, *Christopher Newport University*

Leadership Education as Doctoral Study: What Does this Really Mean?

- Duluth
- Panel
- Leadership Education

What people and purpose do leadership focused doctoral programs serve? This panel will bring together representatives from various doctoral programs to discuss the terminal degree programs in leadership and the implications and pitfalls. What factors lead to candidate completion of programs? What are graduates of doctoral programs in leadership doing after they graduate, and how it has impacted both their lives and the organizations or communities with whom they are working? And have their doctoral programs adequately prepared them?

Gina S. Matkin, *University of Nebraska-Lincoln*

Jennifer Moss Breen, *College of Business, Bellevue University*

Susan Elaine Murphy, *University of Edinburgh Business School*

Marilyn J. Bugenhagen, *Marian University*

Leadership Programs: Building Legitimacy and Resiliency

- Hochelaga 6
- Panel
- Leadership Education

CHAIR: Matthew J. Sowcik, *Wilkes University*

As the field of leadership studies continues to mature, many questions still linger regarding its legitimacy. It is imperative for programs, at all stages of development, to be able to prove usefulness to justify the need for institutional resources in a resource challenged environment. Panelists will 'tell the stories' regarding the struggles and successes of how their leadership programs achieved legitimacy within their local institutions, and attendees will be asked to join the continuing conversation to move toward rigor, coherence, and legitimacy.

Gama Perrucci, *McDonough Leadership Center, Marietta College*

Betty Robinson, *Leadership and Organizational Studies, University of Southern Maine*

Jonathan R. Gosling, *Centre for Leadership Studies, Exeter University Business School*

Brent Goertzen, *Department of Leadership Studies, Fort Hays State University*

Seminal Moments in the History of Leadership Research

+ LE

- Hochelaga 2
- Presentation
- Leadership Scholarship

Leadership scholars have been generating theories since the beginning of the twentieth century. Research and scholarship have accelerated during the last 30 years and yet many are unaware of the early trailblazing work. In 1975, scholars gathered at a national conference on leadership findings to call for research modifications in response to identified missing approaches. This paper briefly traces leadership theory and argues that those 1975 recognized missing approaches were, in fact, dormant past theoretical constructs already embedded in previous leadership research methods.

Sharon C. Hoffman, *Educational Leadership & Technology, Southeastern Louisiana University*

Resilience and Innovation: Harnessing the Power of Female Entrepreneurs

- Peribonka
- Panel
- Conference Theme

Are women the key to creating new solutions to old problems? What steps can be taken to cultivate the next generation of female leaders and innovators? Learn from real stories of young females who have developed and implemented social change in their communities as participants of the Women as Change Agents Program (held in partnership with Leadership exCHANGE, the University of Monterrey Mexico, and the United Nations Information Centre).

Yesenia Mendoza-Ramirez, *Riverland Community College*

Ana Lilia Aparacio, *University of Monterrey Mexico*

Heather McDougall, *Leadership exCHANGE*

Zainab Khurram, *Townson University*

Revisiting Leadership in the 21st Century

• MacKenzie

• Panel

• Leadership Scholarship

CHAIR: **Richard A. Couto**, *Union Institute & University*

In 1997, at the culminating meeting of the Kellogg Leadership Studies Project, several of the female participants caucused, partially in protest of a lack new thinking about the future of leadership studies; the purpose of the project. The result was a prescient essay, *Leadership in the 21st Century*. Several of the article's authors will assemble to reflect on their action, the substance of their article and the state of the field of leadership studies, then and now.

Kathleen E. Allen, *Allen and Associates*

Georgia Sorenson, *School of Law, University of Maryland*

Juana M. Bordas, *Mestiza Leadership International*

Gill R Hickman, *Jepson School of Leadership Studies, University of Richmond*

Teacher Leadership in K-12 Education

• Hochelaga 3

• Symposium

• Leadership Education

CHAIR: **Robert Donmoyer**, *SOLES, University of San Diego*

Expanding the Leadership Equation: Integration into Education, a Distractor or Accelerator?

A recent CCL white paper, *Expanding the Leadership Equation*, reported that leadership development should be available to all students as part of their educational experience before the age of 21. The presenters will report on significant progress made on integrating leadership development into the fabric of education. Three partnering organizations will share about lessons learned in creating a culture of leadership that develops all students through curricular and extra-curricular activities, builds faculty and staff capacity development, and creates frameworks, common language and pedagogy to sustain the work.

Joel Wright, *Center for Creative Leadership*

Preston Yarborough, *University of North Carolina at Greensboro*

The Intersection of Teacher and Leader: Voices from a New School

America's K-12 schools are complex organizations facing increasing societal pressures and cries for accountability. Leadership in these organizations has to go beyond the principal to include teachers if school reform is to be truly sustainable. One principal sought to establish a school culture that embraced teacher leadership from its inception. This paper will present the findings of a quantitative and qualitative study of this school culture using the Katzenmeyer's Teacher Leadership School Survey.

Tanya Judd Pucella, *McDonough Center for Leadership & Business, Marietta College*

Co-author: *Colleen Sheehy, University at Indianapolis*

To Act or Not to Act? The Responsibility/Authority Divide in Education

The divide between the high level of responsibility bestowed upon educational leaders and the shallow limit of authority entrusted to them presents a conundrum for action-oriented individuals in critical situations: should they take action or not? The presenter will discuss a case study of school leaders that examined this question against the backdrop of the divide between the requirements of the leadership roles and the regulations governing those positions in the education system in Trinidad and Tobago.

Hazel Ann Gibbs De Peza, *Centre for Education Programmes, University of Trinidad and Tobago*

The Engagement of Followers: An Empirical Consideration of Followership Orientation and Civic Engagement

- Richelieu
- Panel
- Public Leadership

CHAIR: **Gene Dixon**, *East Carolina University*

This collaborative project investigated the relationship between volunteers' followership orientation and their levels of civic engagement. The study expands the research on followership typology and its application in varied contexts, and suggests a clear definition of civic engagement where none previously existed.

Angela Spranger, *Luter School of Business, Christopher Newport University*

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- Saint-Laurent
- Presentation
- Conference Theme

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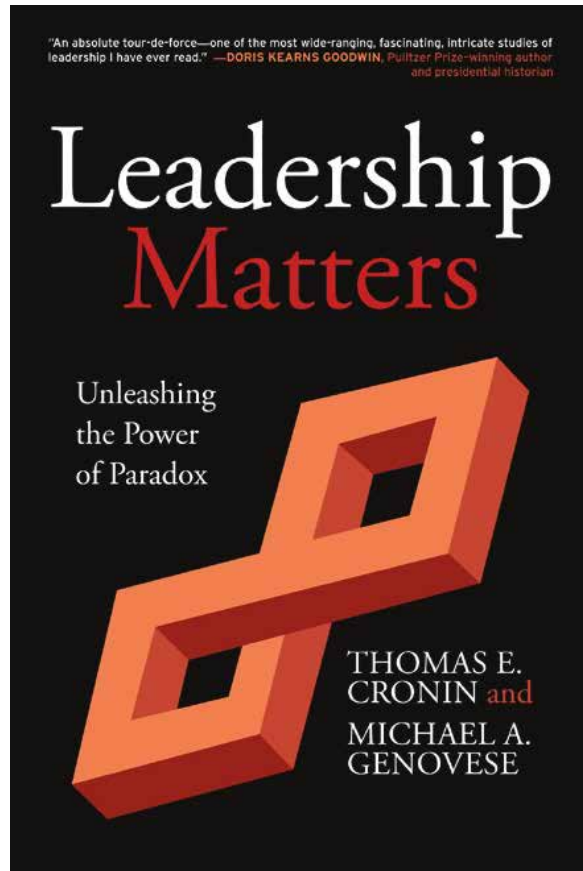
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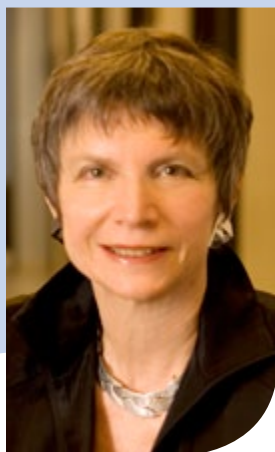
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SATURDAY, 2 NOVEMBER / 14:15
LE GRAND SALON

KEYNOTE SPEAKER Nancy Adler

Leadership Artistry: Finding Beauty in a Fractured World

Nancy Adler is the S. Bronfman Chair in Management at McGill University. She teaches, researches, and consults on global leadership and cross-cultural management around the world. She has authored over 125 articles, produced the films *A Portable Life* and *Reinventing Our Legacy*, and published 10 books and edited volumes, including *From Boston to Beijing: Managing with a Worldview*, *International Dimensions of Organizational Behavior* (5 editions), *Women in Management Worldwide*, and *Competitive Frontiers: Women Managers in a Global Economy*.

Adler has served on the Board of Governors of the American Society for Training and Development (ASTD), and the Canadian Social Science Advisory Committee to UNESCO. She has served on the executive committees of the Pacific Asian Consortium for International Business, Education and Research, the International Personnel Association, and the Society for Human Resource Management's International Institute among others, and has held leadership positions in the Academy of International Business (AIB), the Society for Intercultural Education, Training, and Research (SIETAR), and the Academy of Management. Adler received ASTD's International Leadership Award, SIETAR's Outstanding Senior Interculturalist Award, and the YWCA's *Femme de Mérite* (Woman of Distinction) Award as well as having been inducted into the Royal Society of Canada.

Adler is also a visual artist working primarily in water-based media. Her exhibition "Reality in Translation: Art Transforming Apathy into Action" was held at The Banff Centre and her most recent Montréal exhibition opened in August 2010. Her paintings are held in private collections worldwide.

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Olson, Linda TH 10:45 Hochelaga 3
Olson, Linda FR 13:30 Hochelaga 5
Osteen, Laura FR 15:15 Saguenay
Osteen, Laura SA 9:00 Jolliet
Otter, Ken TH 10:45 Gatineau
Otter, Ken TH 14:45 Saint-Maurice
Owen, Julie TH 13:30 Saint-Maurice
Pallone, Linda SA 13:00 Gatineau
Park, Jong Gyu TH 16:15 Marquette
Pearson, Carol FR 10:30 Kamouraska 1+2
Pennington Weeks, Penny TH 16:15 Marquette
Pennington Weeks, Penny SA 9:00 Hochelaga 5
Perruci, Gama TH 14:45 Duluth
Perruci, Gama FR 13:30 Saint-Maurice
Perruci, Gama SA 13:00 Hochelaga 6
Pfister, Andres TH 14:45 Bersimis
Pfohl, Richard FR 10:55 Youville 1+2
Piggot-Irvine, Eileen FR 10:30 Matapedia
Pliner, Susan FR 15:15 Chaudiere
Pohl, Lissa TH 16:15 Marquette
Polonus, Steven FR 17:00 Le Grand Salon
Povlosky, Stephanie TH 10:45 Peribonka

Preston, Jennifer FR 13:30 Saint-Francois
Price, Terry TH 15:35 Youville 1+2
Price, Terry FR 10:30 Hochelaga 3
Priest, Kerry TH 16:15 Marquette
Priest, Kerry FR 10:30 Peribonka
Priest, Kerry SA 10:15 Duluth
Proulx-Kenzle, Francine TH 14:45 Hochelaga 4
Quick, James Campbell FR 13:30 Hochelaga 3
Raheja, Dinu FR 10:30 Ramezay
Rauch, Alan TH 14:45 Saint-Maurice
Reams, Jonathan TH 10:45 Bersimis
Rechtman, Janet FR 15:15 Hochelaga 4
Redekop, Ben FR 15:15 Gatineau
Redekop, Ben SA 9:00 Richelieu
Reed, George TH 14:45 Hochelaga 6
Reed, George FR 10:30 Hochelaga 5
Reed Perell, Kim TH 12:00 Saint-Francois
Reid-Martinez, Kathaleen FR 10:30 Bersimis
Richter, Ingrid SA 13:00 Saint-Laurent
Ricon de Freitas, Luiz Eduardo FR 17:00
 Le Grand Salon
Riggio, Ronald TH 14:45 Peribonka
Riggio, Ronald SA 9:00 Peribonka
Rigoni, David TH 14:45 Hochelaga 5
Roberts, Taylor TH 10:45 Duluth
Roberts, Taylor FR 17:00 Le Grand Salon
Robinson, Betty SA 13:00 Hochelaga 6
Robinson, Heather TH 13:30 Hochelaga 2
Robinson, Melanie TH 10:45 Peribonka
Rodwell, Graham FR 17:00 Le Grand Salon
Rowe, Wendy TH 11:35 Kamouraska 1+2
Rowe, Wendy FR 10:30 Hochelaga 5
Ruminski, Elesha SA 9:00 Peribonka
Ryan, Jacinta FR 15:15 Ramezay
Saint-Michel, Sarah TH 14:45 Hochelaga 3
Saionji, Yuka TH 10:45 Saint-Laurent
Salcedo, Jorge TH 10:45 Hochelaga 4
Sanders, Janet SA 10:15 Harricana
Santana, Laura FR 10:30 Chaudiere
Satterwhite, Rian TH 10:45 Jolliet
Satterwhite, Rian SA 9:00 Richelieu
Saxena, Anurag FR 10:30 Chaudiere
Scheeler, Lisa FR 17:00 Le Grand Salon
Schleifer, Jefferson FR 15:15 Hochelaga 3
Schneer, Deborah FR 10:30 MacKenzie
Schreiner, Laurie FR 15:15 Harricana
Schreiner, Laurie SA 9:00 Harricana
Scott, Cynthia TH 13:30 Richelieu
Scripnic, Priscila FR 13:30 Peribonka
Scripnic, Priscila FR 15:15 Duluth
Searight, Patricia TH 16:15 Marquette
Sechrest, Tom, TH 10:45 , Kamouraska 1+2
Sechrest, Tom TH 13:30 Hochelaga 3
Sechrest, Tom FR 15:15 Saint-Maurice
Seemiller, Corey TH 10:45 Jolliet
Seemiller, Corey TH 16:15 Marquette
Seymour, Susan TH 11:35 Youville 1+2
Seymour, Susan FR 10:30 Matapedia
Shatzer, Kimberly TH 16:15 Marquette
Shelley, Laura FR 13:30 Kamouraska 1+2
Shepherd, Dan TH 14:45 Kamouraska 1+2
Sheridan, Kate TH 16:15 Marquette
Sheridan, Kate SA 10:15 Jolliet
Shollen, S. Lynn TH 14:45 Matapedia
Shollen, S. Lynn FR 15:15 Hochelaga 3
Shollen, S. Lynn SA 9:00 Richelieu
Shollen, S. Lynn SA 13:00 Saint-Maurice
Shoup, John TH 16:15 Marquette
Siemer, Ryan FR 10:30 Saint-Laurent
Simmons, Tera FR 10:30 Bersimis
Simon, Andrew TH 14:45 Kamouraska 1+2
Sims, Cynthia TH 13:30 Harricana
Skjei, Susan TH 14:45 Richelieu
Skjei, Susan FR 10:30 Jolliet
Skrebes, Robyn TH 16:15 Marquette
Small, Emmanuel TH 14:45 Saint-Maurice
Smith, Daryl FR 13:30 Harricana
Smith, Daryl FR 17:00 Le Grand Salon
Sobczak, Patricia TH 10:45 Matapedia
Sorenson, Georgia FR 13:30 Jolliet
Sorenson, Georgia SA 9:00 MacKenzie
Sorenson, Georgia SA 13:00 MacKenzie
Sowcik, Matthew TH 14:45 Duluth
Sowcik, Matthew SA 9:00 Jolliet
Sowcik, Matthew SA 13:00 Hochelaga 6
Spranger, Angela FR 10:30 Matapedia
Spranger, Angela SA 13:00 Richelieu
Stacks, Jamie FR 15:15 Hochelaga 5
Stanberry, Joanna SA 13:00 Hochelaga 5
Stanley, Kathryn FR 10:30 Jolliet
Stedman, Nicole SA 10:15 Hochelaga 5
Stewart, Jean-Anne TH 10:45 Hochelaga 6
Stilger, Robert TH 10:45 Saint-Laurent
Stith, Spencer FR 17:00 Le Grand Salon
Storberg-Walker, Julia SA 9:00 Gatineau
Stork, Elizabeth TH 16:15 Marquette
Strickland, Rochelle TH 13:30 Hochelaga 6
Sublett, Roger FR 13:30 Jolliet
Sutherland, Ian TH 14:45 Saguenay
Tan, Sherylle FR 13:30 Harricana

Tan, Sherylle FR 17:00 Le Grand Salon
Tan, Sherylle SA 13:00 Hochelaga 5
Tangenberg, Kathleen FR 17:00 Le Grand Salon
Taylor, Marilyn SA 9:00 Saint-Laurent
Thomas, Joseph TH 13:30 Gatineau
Thomas, Morgan FR 15:15 Gatineau
Thomas, Ted FR 10:30 Hochelaga 5
Thompson, Sara FR 15:15 Saguenay
Thurloway, Lynn TH 10:45 Hochelaga 6
Tiglioglu, Tufan TH 16:15 Marquette
Tirmizi, Aqeel FR 17:00 Le Grand Salon
Titi Amayah, Angela TH 10:45 Chaudiere
Tolar, Mary TH 14:45 Duluth
Tolar, Mary FR 13:30 Hochelaga 3
Tregunna, Leigha FR 13:30 Chaudiere
Trepanier-Bisson, Nadine FR 10:30 Saguenay
Tunheim, Katherine TH 14:45 Ramezay
Tunheim, Katherine SA 9:00 Gatineau
Tyler Scott, Katherine SA 13:00 Bersimis
Ubalijoro, Eliane FR 10:30 Kamouraska 1+2
Ubalijoro, Eliane FR 15:15 Saint-Maurice
van Dijk, Gerda FR 13:30 Hochelaga 2
Van Loon, Rens FR 13:30 Hochelaga 2
Van Velsor, Ellen TH 13:30 Hochelaga 5
Van Velsor, Ellen FR 15:15 Jolliet
Van Velsor, Ellen SA 10:15 Ramezay
Vernon, Kathryn SA 13:00 Jolliet
Vicente, Mara SA 10:15 Hochelaga 3
von Rueden, Chris SA 9:00 Ramazay
Wagner, Wendy TH 13:30 Saint-Maurice
Wagner, Wendy FR 13:30 Kamouraska 1+2
Wairepo, Anne FR 10:30 Matapedia
Waldrop, Marianne SA 10:15 Hochelaga 3
Walker, Keith FR 17:00 Le Grand Salon
Walz, Jerald TH 16:15 Marquette
Warm, Richard TH 14:45 Saint-Laurent
Watton, Emma TH 16:15 Marquette
Weaver, Kathryn FR 11:20 Youville 1+2
Weeks, William TH 16:15 Marquette
Weeks, William SA 9:00 Hochelaga 5
Wefald, Andrew TH 14:45 Bersimis
Wefald, Andrew FR 10:30 Harricana
Wefald, Andrew FR 13:30 Hochelaga 3
Weiner-Friedman, Hadassah SA 10:15 Hochelaga 6
Wheeler, Carol SA 9:00 Hochelaga 5
Whipps, Judy FR 10:30 Peribonka
Whitney, Rich TH 10:45 Jolliet
Wikkerink, Richard FR 10:30 Saint-Maurice
Williams, Jenifer FR 17:00 Le Grand Salon
Williams, Jessica TH 16:15 Marquette

Williams, Lynne FR 10:30 Saint-Laurent
Williams, Peter TH 10:45 Hochelaga 3
Wills, Stefan SA 9:00 Hochelaga 2
Wilson, Marie SA 13:00 Saint-Maurice
Winford, Kristin TH 13:30 Bersimis
Wolff, Randy FR 15:15 Gatineau
Woodard III, Melvin FR 13:30 Saint-Laurent
Wright, Gayla SA 13:00 Jolliet
Wright, Joel SA 13:00 Hochelaga 3
Wright, Norman SA 9:00 Gatineau
Wu, Tian FR 17:00 Le Grand Salon
Wuebbeler, Rita TH 13:30 Hochelaga 2
Yarborough, Preston SA 13:00 Hochelaga 3
Young, Kirk FR 17:00 Le Grand Salon
Yu, Alan FR 13:30 Hochelaga 6
Zaballero, Aileen TH 16:15 Marquette
Zimmerman, Jeffrey TH 13:30 Jolliet
Zimmerman, Jeffrey SA 10:15 Jolliet
Zook, Gordon SA 9:00 Saint-Maurice

Programs for Every Leader

Online and in the classroom, **Wright State University** offers leadership programs that prepare you for a variety of settings and career paths:

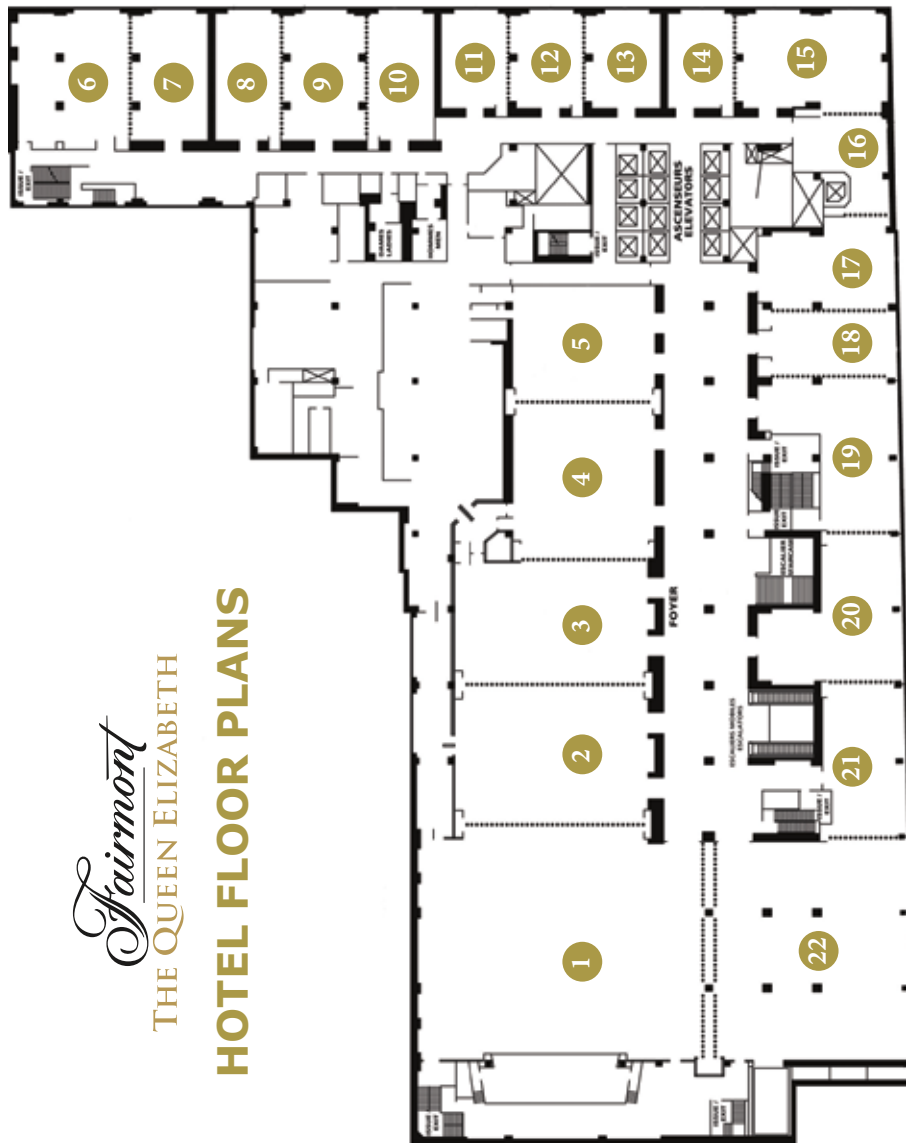
- Bachelor of Science in Organizational Leadership
- Master of Science in Leadership Development
- Doctor of Education in Organizational Studies

www.wright.edu/cehs


WRIGHT STATE
UNIVERSITY
 CHANGING LIVES

Fairmont
THE QUEEN ELIZABETH

HOTEL FLOOR PLANS



ROOM GUIDE

Main Floor

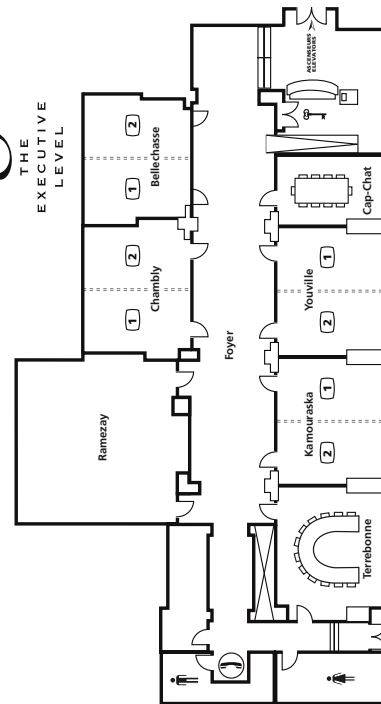
| | |
|-----------------------------------|----|
| Le Grand Salon – General Sessions | 1 |
| Marquette – General Sessions | 2 |
| Bersimis | 8 |
| Chaudière | 12 |
| Duluth | 4 |
| Gaeneau | 7 |
| Harricana | 11 |
| Hochelaga 1 – Exhibit Hall | 22 |
| Hochelaga 2 | 21 |
| Hochelaga 3 | 20 |
| Hochelaga 4 | 19 |
| Hochelaga 5 | 18 |
| Hochelaga 6 | 17 |
| Jolliet | 3 |
| MacKenzie | 5 |
| Matapédia | 13 |
| Peribonka | 9 |
| Richelieu | 10 |
| Saguenay | 16 |
| Saint-Charles – ILA Office | 14 |
| Saint-Maurice | 15 |
| Saint-Laurent | 6 |

**MORE SESSIONS AND
OTHER EVENTS WILL
BE HELD ON THE THIRD FLOOR**

*The Saint-François Room is in located
on the same floor as the Hotel Lobby*



THE
EXECUTIVE
LEVEL



about

ILA

Our 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 to Realize the Mission of the ILA

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, consultants, and students from many disciplines and many nations.

Our Vision

The ILA will be valued for its expertise in developing and advancing leadership knowledge and practice worldwide. The ILA strives to:

- Strengthen ties between those who study and those who practice leadership;
- Serve as a forum where people can share ideas, research and practices about leadership;
- Foster effective and ethical leadership in individuals, groups, organizations, and governments in the global community; and
- Generate and disseminate interdisciplinary research and develop new knowledge and practices.

Our Values

Inclusion: Fosters and promotes broad and diverse membership engagement.

Impact: Encourages leadership initiatives that advance the field of leadership and contribute to the greater global good.

Integrity: Insists upon effective and ethical leadership practices and sound scholarship.

Interconnection: Builds upon the shared interests and complementary talents of members to support individual and collective goals.

Interdisciplinary: Promotes and influences leadership as an interdisciplinary field bridging theory, practice, and multiple sectors.

International perspectives: Respects cultural contexts and facilitates learning and networking across national boundaries.

Strategic Plan

The ILA Board of Directors is responsible for developing and monitoring the Strategic Plan that guides the Association. Available online, it includes the following Strategic Imperatives for 2013–2017:

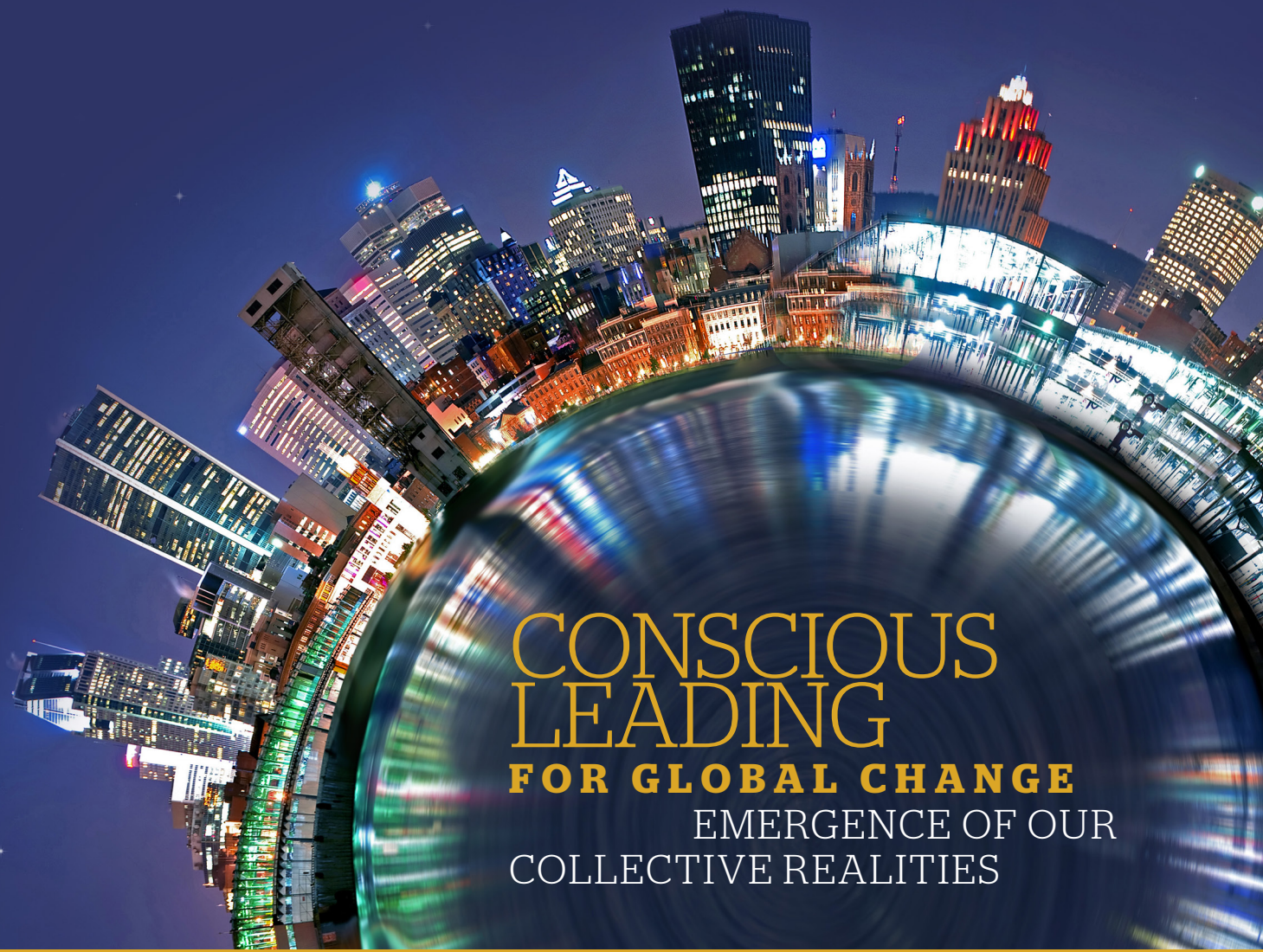
- Advance the global study and practice of leadership
- Develop and engage a more global and diverse membership
- Strengthen ILA as a dynamic, sustainable global organization



International Leadership Association

16th Annual ILA Global Conference

October 30-November 2, 2014 / San Diego, California



**CONSCIOUS
LEADING**
FOR GLOBAL CHANGE
EMERGENCE OF OUR
COLLECTIVE REALITIES

FOR INFORMATION ON CALL FOR PROPOSALS, VISIT THIS LINK

www.ila-net.org/cfp.html