

International Leadership Association

18TH ANNUAL GLOBAL CONFERENCE **The Dynamics of Inclusive Leadership**

November 2 – 5, 2016

Atlanta, Georgia, U.S.A.

www.ila-net.org #ILA2016Atlanta GRADUATE SCHOOL OF LEADERSHIP AND CHANGE

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Join us for our reception during ILA, Thursday November 3, 6:30 PM in Grand Hall D

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WELCOME TO ILA'S 18TH ANNUAL GLOBAL CONFERENCE



Janet Rechtman Conference Chair

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Special Thanks to:

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Caminante, no hay camino, se hace camino al andar. Wayfarer, there is no road, you make the road by walking. Antonio Machado

ear colleagues, we have traveled many different paths to arrive in Atlanta. By air, by rail, by auto, on foot, each of us has traversed physical and spiritual distances to get to this place at this time. For the next three days we will take time to celebrate our street savvy, our sense of direction, the roads we have made by walking, and the paths we will forge to a better future for all. As teachers, students, scholars, and practitioners of leadership, we enliven the nexus of theory and practice, energize innovation and reflection, and, to quote T.S. Eliot: "We shall not cease from exploration / And the end of all our exploring / Will be to arrive where we started / And know the place for the first time."

So many paths. So many intersections.

It's only fitting that we begin by taking to the streets. We invite you to join the march or take the Freedom Rider's bus trip from the conference hotel to the opening reception. Either way, you will notice that the opening reception at the National Center for Civil and Human Rights is situated on a street named Ivan Allen Boulevard. Juxtaposing past and present in typical Atlanta fashion, the institutional home of the Morehouse College Dr. Martin Luther King, Jr., Collection is situated on a street named for former Atlanta Mayor Ivan Allen, Jr. Both men were at the height of their powers during the U.S. Civil Rights struggle: Dr. King, a leading advocate for nonviolent social change; Mayor Allen, a champion of business and a sworn enemy of anything that got in the way of economic growth. One Black, the other White. One a minister, the other a politician. Both committed to inclusive leadership, but each with his own interpretation of the words inclusive and leadership. Both drew controversy, although the spotlight in their era was considerably dimmer than the instant cynosure of today's web-saturated world. These two leaders came to symbolize the lived experience of Atlanta during those tumultuous times.

But look again: Our habit of framing history around the lives of well-known men has changed. As technology lifts up diverse voices, identity and pride claim their due, and people who study, teach, and practice leadership commit to an honest appraisal of what it takes to create a better world. Instead of citing intersections of streets named for famous people, we now talk about the intersections of gender, race, class, ethnicity, faith — any and all of the multiple identities each human being owns. So, while the connection between Dr. King and Mayor Allen is enshrined in brick and mortar, Greater Atlanta epitomizes the dynamics of more inclusive leadership and the interplay of resistance and accommodation that ultimately leads to progress.

Occurring one week before the United States presidential election, your visit to Atlanta will offer in-depth explorations of the past, reflections on the present, and a rich perspective on the future of inclusive leadership. And, as ever, the challenge to inclusive leaders is to engage with all sides of that interplay in ways that lead to a better world for all.

When you arrive, we will meet you at the intersection of Southern and hospitality. You will know you are there when you hear someone say, "Y'all come on in and set a spell!"

With warmest regards, Janet Rechtman Chair, ILA 18th Annual Global Conference Senior Fellow, J.W. Fanning Institute for Leadership Development, University of Georgia

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WELCOME TO ILA'S 18th ANNUAL GLOBAL CONFEREN



We cannot think of a more relevant topic or a more appropriate city in which scholars, practitioners, researchers, and educators can address the challenges of leadership today. Atlanta's history is replete with accounts of struggles to achieve a community in which citizens are treated with the dignity and respect all human beings deserve. It is a vital place of commerce, communication, and innovation; an international hub of transportation that connects the ninth largest city in the United States with cities across the globe. Atlanta contains many lessons for global leaders working to eradicate injustice and inequality in their myriad forms.





Katherine Tyler Scott Cynthia Cherrey ILA Board Chair

ILA CEO & President

3

In this dynamic city, the ILA annual global conference has purposefully created a space for the ILA experience to emerge over the next three days. It's a space where participants and speakers, subjects and sessions, receptions and special events provide unique opportunities for learning, networking, and reflection. Your presence and participation in this global community of intersection - of different professions, disciplines, generations, nationalities, cultures, approaches, and sectors, to name only some - will fuel this special environment infused with ILA's values of inclusion, impact, integrity, interconnection, interdisciplinary, and international perspectives.

This year's keynote speakers will serve as provocative guides, bringing us new ways of seeing and new ways of approaching the challenges of inclusive leadership. Coming from and working with diverse populations around the world, they reflect diverse perspectives and experiences. They also live in the intersection of ILA's work between theory and practice. Our welcoming speaker, Derreck Kayongo, is a young leadership entrepreneur who grew up in strife ridden Uganda and now serves as CEO of the Center for Civil and Human Rights in Atlanta. Ronald Hefeitz, perhaps best-known for his scholarship on adaptive leadership, will share his latest thinking, while George Papandreou, the former prime minister of Greece, will discuss how he put into practice the theory of adaptive leadership. Ajay Bramdeo, African Union Ambassador to the European Union, bridges the African and European continent in his leadership work.

We are deeply grateful to the Atlanta conference chair, the local planning committee, volunteers, sponsors, ILA member communities, and board and staff for all they have done to ensure a successful conference. You have much from which to choose during your time here! If you have attended an ILA global conference before, reach out to those first timers and help them navigate the many intersections and choices presented in the program. When we all offer our help and support to one another, we maximize our learning and continue to strengthen this incredible community of people who are passionate about leadership.

As we look ahead, we invite you to continue and deepen your involvement in the ILA after the conference. A great place to start is ILA Intersections, ILA's cloud-based community platform, which provides access to ILA's greatest resource - its members.

After the Atlanta Conference, in keeping with our commitment to alternate between host cities in the United States and other places in the world, the 2017 ILA conference will be in Brussels, Belgium, a location that exemplifies ILA's global identity, mission, and membership.

Our wish for you is to be immersed in the variety of stimulating offerings at this conference and to be inspired to use what is learned to improve inclusive leadership around the world for the greater good.

Katherine Tyler Scott II A Board Chair

Cynthia Cherrey II A CEO & President

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Business Leadership

Joleen Archibald Capital Group

James Kanagwa Ecobank Ethiopia RO

Conference Theme

Dionne Rosser-Mims Troy University

Carolina Darbisi J.W. Fanning Institute for Leadership Development

Leadership Development

Rob Koonce Can We Communicate

Linda Pallone E4Leaders, LLC

Leadership Education

Elizabeth Stork Robert Morris University

Thomas Yannuzzi Kennesaw State University

Leadership Scholarship

Kathy Guthrie Florida State University

Kathleen Callahan Christopher Newport University

Public Leadership

Randy Poon Ambrose University

Ariel Kaufman University of Wisconsin-Madison

Youth Leadership

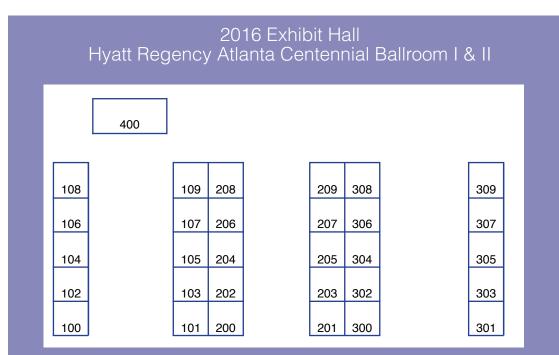
Joanna Stanberry Simeon Institute

Ashley Cole American University

VISIT THE 2016 EXHIBITORS

Thursday, November 3, 8:00 – 18:30 • Friday, November 4, 8:00 – 19:30 Join your conference colleagues for morning coffee and tea in the exhibit hall on Thursday and Friday starting at 8:00. And, don't forget the Thursday afternoon break over the Interactive Roundtable Discussions and Friday's Poster Session & Reception will be here.

The Peachtree Street of the conference! Visit ILA's exhibit hall and meander by booths from today's top leadership programs and publishers. Make valuable contacts, enhance your network, and learn about innovative work being done in the field of leadership.



To exhibit at ILA 2017 in Brussels, visit www.ila-net.org/Conferences/2017/Sponsor-Opp.htm



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Booth

- 100 Azusa Pacific University
- 101 J.W. Fanning Institute for Leadership Development
- 102 Indiana Wesleyan University The Graduate School
- 103 Greenleaf Center for Servant Leadership
- 104 University of Minnesota Undergraduate Leadership Minor
- 105 Center for Civil and Human Rights
- 106 Oskin Leadership Institute Widener University
- 107 visit.brussels
- 108 Center for Creative Leadership
- 109 Conference Book Store Eagle Eye Book Shop
- 200 Jepson School of Leadership Studies University of Richmond
- 201 Harvard Kennedy School Executive Education
- 202 University of Phoenix
- 203 MacArthur School of Leadership Palm Beach Atlantic University
- 204 Royal Roads University
- 205 Gonzaga University

- 206 Regent University
- 207 Center for Values-Driven Leadership Benedictine University
- 208 Intercultural Communication Institute
- 209 Creighton University Leadership Programs
- 300 SAGE Publishing
- 301 Eastern University Ph.D. in Organizational Leadership
- 302 Information Age Publishing
- 303 Grand Canyon University
- 304 Edward Elgar Publishing
- 305 Fielding Graduate University
- 306 Emerald Group Publishing
- 307 Hesselbein Global Academy for Student Leadership and Civic Engagement at the University of Pittsburgh
- 308 Routledge
- 309 Omega Women's Leadership Center
- 400 Lifetime Achievement Awardee Meet & Greet, Friday 18:15-19:30

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- 105 Center for Civil and Human Rights
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- 207 Center for Values-Driven Leadership Benedictine University
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- 300 SAGE Publishing
- 104 University of Minnesota Undergraduate Leadership Minor
- 202 University of Phoenix
- 107 visit.brussels

ILA 2016 GLOBAL CONFERENCE AGENDA OVERVIEW

Space permitting, all events are open to all conference participants, unless otherwise indicated as a ticketed event or as RSVP required.

THEODAY NO.			
TUESDAY - NOV			
8:00 – 20:00	Pre-Conference Workshop See Page 29 for Details (<i>Ticketed Event</i>)	Bus to Alabama Departs Hyatt Lobby at 8:00	
12:00 – 17:00	ILA Volunteer Office	Hyatt – Chicago A & B	
12:00 - 17:00	ILA Check-in & Help Desk	Hyatt – Terrace Foyer	
WEDNESDAY - I	NOVEMBER 2 Details on Pages 29-31		
8:00 - 18:00	ILA Volunteer Office	Hyatt – Chicago Chicago A & B	
8:00 - 19:30	ILA Check-in & Help Desk	Hyatt – Terrace Foyer	
9:00 – 16:00	Pre-Conference Workshops (<i>Ticketed Events</i>) See Pages 29-31 for Details	Various Locations	
15:00 – 16:45	10th Annual Student Case Competition Poster Showcase	Hyatt – Centennial Foyer	
15:30 – 16:45	Member Community Welcome Tables	Hyatt – Centennial Foyer	
17:00 – 17:30	Opening Plenary Hyatt – Centennial III & IV		
17:30 - 18:00	March or Ride to the Center for Civil and Human Rights Depart from Hyatt – Lobby		
18:00 – 19:30	Welcome Reception	Center for Civil and Human Rights	
THURSDAY - NO	OVEMBER 3 Details on Pages 40-41		
6:30	Morning Run	Departs from Hyatt – Terrace Foyer	
7:00 – 7:45	Morning Meditation	Hyatt – Executive Conference Suite 223 Atrium Tower	
7:30 – 20:00	A Thoughtful Space: Experiencing the Labyrinth	Hyatt – Regency Ballroom V	
7:30 – 19:00	ILA Volunteer Office	Hyatt – Chicago A & B	
7:30 – 20:30	ILA Check-in & Help Desk	Hyatt – Terrace Foyer	
7:30 – 8:30	Arts & Leadership Learning Community Breakfast (Ticketed Event)	Hyatt – Dunwoody	
8:00 - 8:45	Reflective Writing as a Way Into Deeper Knowing	Hyatt – Hanover Hall G	
8:00 - 8:45	Member Community Meetings Hyatt – Various Room See Page 40 for Details Hyatt – Various Room		
8:00 - 18:30	Exhibit Hall Open	Hyatt – Centennial I & II	
8:00 - 9:00	Morning Coffee & Tea in Exhibit Hall	Hyatt – Centennial I & II	
9:00 - 10:15	Plenary	Hyatt – Centennial III & IV	
10:45 – 12:00	Concurrent Session One	Hyatt – See Pages 45-54	
12:15 – 13:15	Concurrent Session Two	Hyatt – See Pages 55-62	
13:30 – 14:45	Leadership Education Member Interest Group Luncheon (<i>Ticketed Event</i>) Hyatt – Regency Ballroot		
15:00 – 16:30	Concurrent Session Three	Hyatt – See Pages 63-69	
16:45 – 17:30	Afternoon Coffee & Tea in Exhibit Hall	Hyatt – Centennial I & II	
16:45 – 17:45	8th Annual Emerging Scholars Research Consortium Open to Pre-Selected Participating Jr. & Sr. Scholars Only	Hyatt – Regency Ballroom V	
16:45 – 18:15	Interactive Roundtable Discussions See Pages 70-77 for Details	Hyatt – Centennial III	
18:30 – 20:00	Antioch University Graduate School of Leadership and Change Reception	Hyatt – Grand Hall D	

18:30 - 20:30	Gonzaga University Leadership Programs Reception	Hyatt – Grand Hall A
18:30 - 20:00	Reception for College & University Leadership Educators	Hyatt – Grand Hall C
	Sponsored by LeaderShape	
19:15	Public Leadership Member Interest Group Dinner (Ticketed Event)	College Town Farm – Bus Departs Hyatt Lobby at 19:15
19:30	Leadership Education Directors, Deans, and Chairs Affinity Group Dinner (Ticketed Event)	White Oak Kitchen
19:30	Youth Leadership Member Interest Group Dinner (Ticketed Event)	Alma Cocina Restaurant
20:00	Performance of the Play: JORDAN IS SO CHILLY: An Encounter with Lillian Smith Adapted and Performed by Brenda Bynum	Hyatt – Learning Center
FRIDAY - NOVE	MBER 4 Details on Pages 80-81	
7:00 – 7:45	Morning Meditation	Hyatt – Executive Conference Suite 223 Atrium Tower
7:30 – 20:00	A Thoughtful Space: Experiencing the Labyrinth	Hyatt – Regency V
8:00 - 19:00	ILA Volunteer Office	Hyatt – Chicago A & B
8:00 - 20:00	ILA Check-in & Help Desk	Hyatt – Terrace Foyer
8:00 - 8:45	Reflective Writing as a Way Into Deeper Knowing	Hyatt – Hanover Hall G
8:00 – 8:45	Member Community Meetings See Page 80 for Details	Hyatt – Various Rooms
8:00 – 19:30	Exhibit Hall Open	Hyatt – Centennial I & II
8:00 – 9:00	Morning Coffee & Tea in Exhibit Hall	Hyatt – Centennial I & II
9:00 – 10:15	Plenary	Hyatt – Centennial III & IV
10:45 – 12:00	Concurrent Session Four	Hyatt – See Pages 90-99
12:15 – 13:15	Concurrent Session Five	Hyatt – See Pages 100-106
13:30 – 14:45	7th Annual Women and Leadership Networking Luncheon (Ticketed Event)	Hyatt – Regency Ballroom VI
15:00 – 16:15	Concurrent Session Six	Hyatt – See Pages 107-114
16:30 – 17:45	Concurrent Session Seven	Hyatt – See Pages 115-123
18:15 – 19:30	Meet the Authors Reception / Lifetime Achievement Awardee Meet & Greet See Pages 84-85 for Details	Hyatt – Centennial III
18:15 – 19:30	Poster Session Hyatt – Centennial II See Pages 124-130 for Details Hyatt – Centennial II	
18:15 – 20:30	10th Annual Student Case Competition Final Presentations - Graduate Division	Hyatt – Grand Hall A
18:15 – 20:30	10th Annual Student Case Competition Final Presentations - Undergraduate Division	Hyatt – Grand Hall B
SATURDAY - NO	VEMBER 5 Details on Pages 134-135	
7:00 – 7:45	Morning Meditation	Hyatt – Executive Conference Suite 223 Atrium Tower
7:30 – 12:00	A Thoughtful Space: Experiencing the Labyrinth	Hyatt – Regency V
8:00 – 13:00	ILA Volunteer Office	Hyatt – Chicago A & B
8:00 – 14:30	ILA Check-in & Help Desk	Hyatt – Terrace Foyer
8:00 – 8:45	Annual ILA Membership Meeting	Hyatt – Regency Ballroom VI
8:00 – 8:30	Morning Coffee & Tea in Membership Meeting	Hyatt – Regency Ballroom VI
9:00 - 10:00	Concurrent Session Eight	Hyatt – See Pages 136-140
10:15 – 11:30	Concurrent Session Nine	Hyatt – See Pages 141-148
11:45 – 13:00	Closing Plenary	Hyatt – Centennial III & IV
14:00 – 17:00	Post-Conference Workshops See Page 135 for Details (Ticketed Events)	Various Locations

If you are staying over Saturday night, please note that clocks will be turned back one hour at 2am Sunday when daylight savings time ends.

SPECIAL CONFERENCE EXPERIENCES

Experience all the ILA annual global conference has to offer with these special events designed to create spaces for reflection and learning integration.

Morning Run | November 3, 6:30 | Meet at Hyatt Terrace Foyer

Meet other conference participants bright and early for a run led by Priscilla Hammond. Runners will stretch first and depart on a run around downtown Atlanta at 6:45 a.m. The Atlanta Track Club, which hosts the Peachtree Road Race, the world's largest annual 10k, will provide route maps of a 10k (6.2 miles) and 5k (3.1 miles) option. Runners and walkers are welcome. If you cannot make the Thursday morning run, please pick up a route map at the information table and run the course with a buddy. Atlanta is a great city for running!

Morning Meditation – Presented by Emory University's CBCT[®] Program | November 3, 4, & 5, 7:00 – 7:45 | Executive Conference Suite 223 Atrium Tower

New and experienced meditators are invited to practice CBCT[®] (Cognitively-Based Compassion Training), a program of the Emory-Tibet Partnership that uses a variety of contemplative practices to cultivate compassion for the benefit of both self and others. Presenters: Amanda Brown Evans, PhD, Clinical Psychologist (Thursday); Lobsang Tenzin Negi, PhD, developer of CBCT and Director of the Emory-Tibet Partnership (Friday); Stephen Blount, MD, The Carter Center (Saturday). CBCT is an internationally recognized and researched program, drawn from ancient practices that have been secularized to support people of any — or no — faith tradition.

Reflective Writing as a Way Into Deeper Knowing | November 3 & 4, 8:00 – 8:45 | Hanover Hall G

Begin your day with quiet journaling, paired conversations, and group dialogue to explore questions including: What is the experience you are having at ILA? What's alive, what's not, where do you feel curious? What's your edge with inclusive leadership? What might you wish to lean into today? Join Tammy Appling-Cabading and Doug Paxton, faculty for the MA in Leadership at Saint Mary's College in California, in a reflection writing session. Feel free to bring your breakfast and coffee and let pen, paper, and written inquiry lead you to a deeper connection to your knowing as you begin the day.

Local Information & Restaurant Options | November 3 & 4, 18:00 - 20:00 | Terrace Foyer

Be sure to visit the Welcome to Atlanta table In the Terrace Foyer across from the Centennial Ballroom, next to ILA's Check-in & Help Desk. Discover fun things to do around town, pick up brochures and maps, and learn about options for lunch and dinner.

Looking for dining companions? Stop by the table between 18:00 and 20:00 Thursday and Friday nights and the committee will do their best to group folks together for dining out!

SPECIAL CONFERENCE EXPERIENCES

A Thoughtful Space: Experiencing the Labyrinth | November 3 & 4, 7:30 – 20:00; November 5, 7:30 – 12:00 | Regency V

Florida State University's Center for Leadership and Social Change invites you to experience our Traveling Labyrinth. Often confused with a maze, which is a puzzle to be solved, a labyrinth is a winding path that moves in turns toward a center point. The path is unicursal, meaning the way into and out of the labyrinth are the same. Labyrinths have been used on all continents, by many different groups, for over 3,500 years (Artress, 2006; West, 2000). The labyrinth experience can be used for meditation, creativity, problem solving, or expressing a range of emotions (Ferre, 2007). *Bringing socks is encouraged.



Performance of the Play: *JORDAN IS SO CHILLY: An Encounter with Lillian Smith* Adapted and Performed by Brenda Bynum | November 3, 20:00 | Learning Center



The text of "Jordan Is So Chilly" is drawn completely from Lillian Smith's writings and interviews. Much of the material has never been published and is collected at the Hargrett Rare Books and Manuscript Library at the University of Georgia.

Lillian E. Smith, the author of *Strange Fruit and Killers of the Dream* and a number of other books, was one of this country's eminent writers. Though she is also recognized as a significant civil rights activist and humanitarian, Smith held her function as a creative artist at the center of her being. She deeply valued the power of the arts to transform the

lives of human beings and she pursued her own creative destiny at her home in the mountains of northeast Georgia.

For many years there, she also directed the Laurel Falls Camp for Girls which served as a place where the spirit of creative activity and the life of the mind, as well as the development of social consciousness, were honored and nurtured. It was with this vision in mind that the concept of a retreat for artists, writers, and scholars was developed on the site of the camp and the home where she did most of her writing, and is named The Lillian E. Smith Center for the Creative Arts. The Lillian E. Smith Center is part of the Southern Literary Trail.

Thank you to the Georgia Humanities Council for underwriting this performance.

KEYNOTE SPEAKERS

November 2 | 17:00 - 17:30 Welcome to Atlanta – A City of Inclusive Leadership



Derreck Kayongo Center for Civil and Human Rights

Derreck Kayongo is a well-known speaker on the subject of inclusive leadership. In his role as CEO of the Center for Civil and Human Rights in Atlanta, Kayongo speaks and acts on broader issues that affect the economic and physical health of diverse communities. In May 2016, former President Jimmy Carter interviewed Kayongo on "Citizen Participation in the Political Process for Change," as part of the National Archive's series of National Conversations on #RightsAndJustice, which is part of their Amending America Initiative. Kayongo was born in Uganda under Idi Amin's brutal regime, became a refugee in Kenya, and then immigrated to the United States. Inspired by his experiences as a refugee, Kayongo founded the Global Soap Project, an organization that collects discarded soap from hotels, reprocesses it, and distributes it to vulnerable populations worldwide, fighting the number one killer of children in many at-risk communities: hygiene-related disease. In 2011, Karyongo was named a CNN Hero for his life-changing idea. View his TEDx talk, "Simple Solutions for Colossal Problems," to learn more of his life story and the Global Soap Project. Kayongo holds an honorary doctorate from Oglethorpe University and is a graduate of the prestigious Fletcher School of Law and Diplomacy at Tufts University.

November 3 | 9:00 - 10:15 Inclusive Leadership in Real Time



Ajay Bramdeo African Union Ambassador to the European Union

Ajay Bramdeo is the African Union Ambassador to the European Union. Hailing from Durban, South Africa, Bramdeo was active in student politics, community organizing, and — as a founding member of the Durban Branch of the Azanian People's Organisation (AZAPO) - the struggle to end apartheid. He spent the early part of his career teaching secondary school before joining the South African diplomatic corps in 1995. Over the past 21 years he has served in South Africa's Department of International Relations and Cooperation working to bring African solutions to the challenges of inclusive economic development and the creation of democratic governance. His roles included, among others, Counsellor at the South African embassy in Addis Ababa, Ethiopia, High Commissioner to the Republic of Seychelles, and leader of the Southern African Development Community Election Observer Mission in 2005 to Mauritius. In his current position as the AU Ambassador to the EU, Bramdeo is working to overcome the historical legacy of relations between Africa and Europe in order to establish more mutually beneficial exchanges between the two continents, particularly, in recent years, in terms of migration. He is also engaged in ensuring that Africa's voice carries weight within larger global systems of governance such as the United Nations and global conversations around peace and security.

KEYNÖTE SPEAKERS²

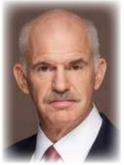
November 4 | 9:00 - 10:15 Authority, Trust, and the Challenges of Inclusion



Ronald Heifetz Harvard Kennedy School

It is fitting that Ronald Heifetz, who served on the ILA's first advisory board and attended the first annual global conference in Atlanta in 1999, will take up the mantle of keynote speaker this year. Heifetz's career has had a profound impact on leadership education and the study and practice of leadership. His best-selling Leadership on the Line: Staying Alive Through the Dangers of Leading, and The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World are go-to guides for organizations and societies looking to build their adaptive leadership capacity — something that extends into his work as a consultant and co-founder of Cambridge Leadership Associates. Leadership Without Easy Answers, his first book, is widely used in introductory leadership classrooms and Heifetz's own courses at Harvard Kennedy School, where he is King Hussein Bin Talal Senior Lecturer in Public Leadership and Founder of the Center for Public Leadership, are so inspiring that his methods were captured in the book Leadership Can Be Taught. As Heifetz writes in his recent foreword to Leadership 2050, the need for inclusive leadership has never been greater: "We need to educate children and adults to see that leadership as a practice is available to them simply because they care and engage, regardless of their social dominance or authority."

November 5 | 11:45 - 13:00 Adaptive Process of Change in a Global Landscape



George A. Papandreou Former Prime Minister of Greece (2009-2011)

As Prime Minister of Greece from 2009 to 2011, George A. Papandreou understands leading in turbulent times. A public servant for many years, he served, among other posts, as Minister for National Education and Religious Affairs and as Minister of Foreign Affairs before following in his father and grandfather's footsteps to become Greece's Prime Minister. His election to office after the devastation of the global financial crisis of 2007-2008 came with a mandate to increase transparency and reduce corruption in Greece's government while humanizing globalization and its economic effects on Greek citizens. Challenged by time and global financial markets, he made the difficult decision to implement austerity programs and cuts that appeased the Eurozone and the pressures of the global economy. For his work in 2010 of "making the best of Greece's worst year," Foreign Policy Magazine named him a Top 100 Global Thinker. His experiences on the front lines of the Eurozone crisis provide an important lens for understanding Europe today and the continuing struggle, globally, to build inclusive, humane economies. As President of the Socialist International, a worldwide organization of progressive political parties, Papandreou continues to work on globalizing democratic institutions to meet the global economic challenges and challenges of the imagination that impede a fairer, more just world.



PEACE LEADERSHIP CONFERENCE India

17-19 February 2017

Temple for Human Unity for Peace at the Aurovalley Ashram Rishidwar, Uttarakhand, India

Registration fee of \$299 (before January 3) includes three night stay (double occupancy, A/C, private bath), safe meals, and filtered water at the conference site, as well as the conference fee.

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The

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QUESTIONS? Contact Ann Dinan at +1 513 503 4246 or banndinan@gmail.com.



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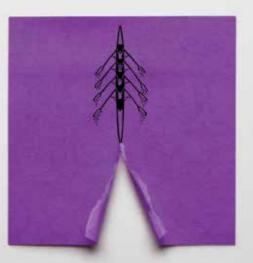


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The Jepson School of Leadership Studies congratulates 2016 ILA Leadership Legacy Lifetime Achievement Award recipient



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Honoring Luminaries in the field with the ILA Lifetime Achievement Award

ILA's Leadership Legacy Program honors individuals who have made a significant lifetime contribution to the field of leadership through their published works and influential support of leadership knowledge and practice. Each recipient is presented with ILA's Lifetime Achievement Award and has their work celebrated at our annual global conference. After the conference they are added to the ILA Virtual Hall of Fame (www.ila-net.org/Legacy) where oral histories, conducted in partnership with the Randall L. Tobias Center for Leadership Excellence at Indiana University, are made available to the public.

PAST HONOREES

John Adair Bernard Bass Warren Bennis James MacGregor Burns Max De Pree Peter Drucker Alice Eagly Fred Fiedler Mary Parker Follett John Gardner Frances Hesselbein Edwin Hollander **Robert House** James G. Hunt Manfred Kets de Vries Jean Lipman-Blumen Larraine Matusak Russell Mawby Henry Mintzberg Joseph Rost Edgar Schein **Boas Shamir** Georgia Sorenson Ralph Stogdill Ron Walters Margaret J. Wheatley



Margaret Wheatley, 2014 Recipient in San Diego

2015 Recipients in Barcelona: (I-r) Georgia Sorenson, Larraine Matusak





2008 Recipients in Los Angeles: (I-r) James MacGregor Burns, Manfred Kets de Vries, Frances Hesselbein, Warren Bennis

Express your congratulations to Barbara Kellerman and Gill Robinson Hickman in person, Friday 18:15 - 19:30 in Centennial I, Booth 400

THE 2016 ILA LIFETIME ACHIEVEMENT AWARD HONOREES

NOVEMBER 3 | 9:00 - 10:15 | CENTENNIAL III & IV

Robert Greenleaf



Servant Leadership. To many who first read Robert K. Greenleaf's game-changing essay in 1970, "The Servant as Leader," it surely sounded like an oxymoron. Although many religious traditions held notions of the leader as servant, the modern leadership model at the time was one of command and control. How the world has changed... and not. As corporate ethics violations, the destruction of the planet for profit, and the hunger for power illustrate, there are daily reminders that many people in positions of leadership have not gotten where they are through their desire to serve others or their desire to grow individuals and communities, common measures of servant leadership in action. Greenleaf later expanded the concept of Servant Leadership to include the ways organizations and societies could also serve in this capacity.

Greenleaf's leap to Servant Leadership is an example of lateral thinking at its best. Before he retired from AT&T in 1964 he was well-known for his creative connections and intuition, using literary material in leadership development programs, for example, and bringing philosophers, psychologists, and theologians in to converse with executives. He created their corporate assessment center and was instrumental in pushing against the color and gender barriers at AT&T. In the years since that seminal essay, Servant Leadership has been explored and developed by researchers and practitioners around the world. Numerous articles, books, conferences, and journals have sprung from Greenleaf's deep thinking waters. Furthermore, spearheaded by the Robert K. Greenleaf Center for Servant Leadership in Indianapolis, Indiana — which was founded by Greenleaf in 1964 as the nonprofit Center for Applied Ethics — an entire movement devoted to exploring Servant Leadership, building out its theory, and implementing it in organizations has grown.

Learn more about Greenleaf's life in Robert K. Greenleaf: A Life of a Servant Leader by Don M. Frick.

Gill Robinson Hickman



Compelling common purpose. These three words are at the core of Gill Robinson Hickman's institution building work in leadership studies, her life, and her research. As one of the inaugural faculty members of the Jepson School of Leadership Studies, one of the first institutions in the world with a multidisciplinary faculty devoted to the study of leadership, Hickman joined forces with her colleagues to build a leadership studies program from the ground up. A former higher education administrator and professor of public administration, Hickman's background was ideally suited to the early work of structuring Jepson's overall program. At the more granular level, Hickman and her colleagues not only created syllabi, lessons, and lectures from scratch, they had to write the textbooks they needed to teach their courses. Hickman's own publications, *Leading Organizations: Perspectives for a*

New Era and Leading Change in Multiple Contexts, have since become standards in a field that has experienced incredible growth since those first Jepson faculty gathered with their compelling common purpose more than 20 years ago.

Jepson was not the first place Hickman experienced a compelling common purpose. Growing up Black in Birmingham, Alabama during the Civil Rights era, Hickman experienced the power of people coming together in common cause to advance the work of change. She witnessed the fruitful outcomes of people of all ages voluntarily giving of themselves to challenge the entrenched system of segregation. Hickman credits this experience with fueling her lifelong passion for collective work and co-creative partnerships. Building from practice into theory, her writing and research into the relationship between leaders and followers in organizations is infused with this idea. Hickman's recent co-creative, co-authored book with Georgia Sorenson, *Invisible Leadership*, fleshes out this theory and argues that dedication to compelling common purpose or "the charisma of purpose" is the motivating force in leadership. Retired from Jepson, Hickman's work continues to examine the interplay between purpose and leadership.

THE 2016 ILA LIFETIME ACHIEVEMENT AWARD HONOREES

NOVEMBER 4 | 9:00 - 10:15 | CENTENNIAL III & IV

Helen Astin



Helen "Lena" Astin's interest in psychology, gender, and career development began at an early age. In her memoir, *The Road From Serres: A Feminist Odyssey,* she recounts walking through her neighborhood as a small child, asking other children questions from the Stanford-Binet IQ test. She began tuning in to gender discrimination, particularly around career choices and development, when her own parents discouraged her from pursuing architecture or physics because they were "male occupations."

Born in Greece in 1932, she endured the occupation of World War II and subsequent Greek Civil War before arriving by boat in New York in 1951. Learning English at the same time she was studying, she quickly earned her undergraduate and Master's degrees in psychology before pursuing her Ph.D. at the University of Maryland. A groundbreaker even

then, she was just the second woman to be conferred with a Ph.D. in psychology from the university. While there, she met her life partner and frequent collaborator, Alexander "Sandy" Astin.

Astin's early career included a number of different positions where she simultaneously utilized her training while managing a young family — an experience that reinforced for her the inherent societal bias in notions privileging male workers and career trajectories. Her 1969 book, *The Woman Doctorate in America*, documented and debunked these notions. Coinciding with the women's movement in the U.S. and her move to the University of California, Los Angeles (UCLA) in 1973, her work began gaining traction. At UCLA she co-created the Higher Education Research Institute and co-founded the Center for the Study of Women. Her research and 14 books on women and leadership and her passion for addressing gender disparity in leadership opportunities and career development impacted a generation of women in higher education. Her legacy continues to influence and shape work in the field today and infuse it with purpose.

Barbara Kellerman



Barbara Kellerman is a quintessential scholar of leadership. Approaching leadership from multiple disciplines, she delights in poking and prodding to see what turns up and then synthesizing her observations and analyses into books filled with big ideas discussing overarching, sweeping trends in leadership and followership. Throughout her career her books have challenged existing orthodoxies and created new contours to guide the field forward. She wrote *Bad Leadership* when books promoting good leadership were de rigueur. *Women & Leadership* challenged male-normed leadership models. Leadership argued for and presented a canon of leadership literature going back several thousand years and the *End of Leadership* provided an insightful critique of the leadership industry. Her recent fashioning of leadership as an interconnected triangular system of context,

followers, and leaders is explored in Followership and Hard Times.

Kellerman, who frequently earns titles like "Top 50 Business Thinkers" (*Forbes.com*) or "World's Top 30 Management Professionals" (Ranked 13th by Global Gurus), is a sought after speaker around the world. In addition to writing her own leadership blog, Kellerman is a regular contributor to the *New York Times*, the *Washington Post*, the *Boston Globe*, the *Los Angeles Times*, and the Harvard Business Review and she frequently appears on the BBC, CBS, CNN, NBC, and NPR.

Inspired and encouraged early in her career by another quintessential scholar of leadership, James MacGregor Burns, it is apropos that she holds the position of James MacGregor Burns Lecturer in Public Leadership at the Harvard Kennedy School where she is also the Founding Executive Director of the School's Center for Public Leadership. Prior to her work at Harvard, Kellerman held many academic appointments including Director of the Center for the Advanced Study of Leadership at the University of Maryland's James MacGregor Burns Academy of Leadership, where, in a monumental act of imagination mirroring her books, she cofounded the International Leadership Association.

Tweet the conference at #ILA2016Atlanta



International Leadership Association

about

Identity

The ILA is organized for educational purposes to serve as a global network for all those who practice, study, and teach multiple facets of leadership.

Mission

To promote a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.

Objectives

- To encourage leadership scholars, educators, and practitioners to work together for the purpose of generating new ideas and practices in the field of leadership studies.
- To foster research and learning about leadership across intellectual, professional, cultural, ideological, and national boundaries.
- To generate and disseminate interdisciplinary research and develop new knowledge and practices about leadership.
- To increase worldwide understanding of the importance of leadership to the conduct of human affairs.

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

Learn more at www.ila-net.org

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MEET THE ILA MEMBER COMMUNITIES

Member Community Welcome Tables | Wednesday 15:30 - 16:45 (conference opening) | Hyatt-Centennial Foyer

Introduce yourself to your member community leaders and learn about the different ways the communities support networking, knowledge creation, and dissemination in areas you care most about.

AFFINITY GROUPS bring together ILA members who share roles or professional interests to create opportunities for professional development, focused networking, and peer-to-peer support and activities, including topical conferences, research, and publishing opportunities.

Leadership Education Program Directors, Deans, and Chairs Affinity Group

A community for those responsible for directing, managing, and leading leadership programs at colleges and universities who are interested in networking and targeted educational sessions to support professional development. Email: DDC@ila-net.com.

Convener: Mary Tolar

Kansas State University

Peace Leadership Affinity Group

A community that develops synergies between peace workers, peace organizations, and leaders interested in peace leadership principles. It is a forum where the voices of peace can meet to nurture each other's needs and collaborate on common interests. Email: PeaceLeadership@ila-net.com.

Co-Convener: Whitney McIntyre Chapman University Co-Convener: Erich Schellhammer Royal Roads University

Women and Leadership Affinity Group

A community for those who want to enhance their knowledge, expertise, and research in the area of women and leadership and who want to foster the development of female leaders and advance the standing of women in leadership. Email: WomensLeadership@ila-net.com.

2016 Chair: Sherylle Tan West Virginia University 2017 Chair: S. Lynn Shollen Christopher Newport University

LEARNING COMMUNITIES are self-organized by members around themes, areas of passion, or critical questions. Highly flexible, they remain active until members decide their work together is complete. Participants contribute to and benefit from knowledge generated by collective learning that is not accessible through individual reflection alone.

Arts and Leadership Learning Community

This community uses a variety of approaches to explore questions related to the various intersections of the arts and leadership. Email: ArtsLeadership@ila-net.com.

Co-Convener: Gloria Burgess

Jazz International

Co-Convener: Michael Chirichello Leadership Matters LLC

Co-Convener: Seth Reder University of Colorado Boulder

Doctoral Program Faculty and Leaders Learning Community

This community promotes an exchange of ideas between faculty and administrators that work in doctoral programs in leadership. Email DoctoralPrograms@ila-net.com.

Co-Convener: Rhonda McClellan University of Central Arkansas Co-Convener: Bruce Winston Regent University

Co-Convener: Tova Sanders Northeastern University

Ethics Forum Learning Community

This community provides an ongoing forum for discussions about research, practices, frameworks, and contextual approaches concerning ethics and leadership. Email: EthicsForum@ila-net.com.

2016 Chair: Lonnie Morris

Griffin, Rodgers, and Associates, LLC

2017 Chair: Craig Johnson George Fox University

MEET THE ILA MEMBER COMMUNITIES

This community focuses on research, collaboration, and dissemination of ideas, knowledge, and competencies

Followership Learning Community

pertaining to followership. Email: Followership@ila-net.com.

pertaining to fol	iowership. Email: Folio	wersnip@ila-net.	.com.		
Community Marc Hurv FliPskills		Scholarship Cl Angela Sprai Christopher Ne			Community Building Chair Rodger Adair DeVry University
This community	teligion, & Worldview of osters explorations of verse cultural perspectiv	the multiple rela	ationships betw		nip practices and individual n.
Convener:	John Shoup California Baptist Univ	versity			
This community	• Leadership Learnin • explores the emerging to ecological concerns	paradigms of e			d sustainability leadership and om.
Co-Conven	er: Paul Kosempel University of Denve		Co-Convener:		ilson University of Technology
	the annual global confe				cruit and engage volunteers, ortunities for members to
A community fo	dership Member Inter r corporate leaders and business settings. Em	d members who			eadership development and
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A community fo	evelopment Member r leadership coaches, c nals. Email: Leadership	onsultants, hum	an resource ma	anagers, pro	gram directors, leaders, and
2016 Chair:	•	-	2017 Chair:	Linda Palle E4Leaders,	
A community fo	ducation Member Int r educators, professors higher education institu	, and teachers w			ricular programs at primary, .com.
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Leadership Scholarship Member Interest Group A community for scholars and researchers, seasoned or new, from all disciplines and fields of study. Email: LeadershipScholarship@ila-net.com.					
2016 Chair:	Kathy Guthrie Florida State Unive		2017 Chair:	Kathleen C Christopher	Callahan Newport University
Public Leadership Member Interest Group A community for those who lead, work with, or study non-profit, social, civic, political, and governmental institutions. Email: PublicLeadership@ila-net.com.					
2016 Chair:	Randy Poon Ambrose University		2017 Chair:	Ariel Kaufi University o	man f Wisconsin-Madison
A community fo	ace now and in the futu Joanna Stanberr	ns who support, ure. Email: Youth		a-net.com. Ashley Co	
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TUESDAY & WEDNESDAY AT A GLANCE

TUESDAY - NOVEMBER 1

PRE-CONFERENCE WORKSHOP			
8:00 – 20:00	Foot-Soldiers in the Fight for Civil Rights: Dynamics ofInclusive Grass Roots leadership – The Road Made byWalking (Ticketed Event)WORKSHOP LEADERS:Bishop Calvin Wallace Woods, Sr., Civil Rights activist;Leader, Shiloh Baptist ChurchBilly Planer, Founder, EtgarEvent Sponsor:Jepson School of Leadership Studies	Meet in Hyatt Lobby at 7:45 for Bus to Alabama Departing at 8:00	
CHECK-IN			
12:00 – 17:00	ILA Volunteer Office	Hyatt - Chicago A & B	
12:00 – 19:00	ILA Check-in & Help Desk	Hyatt - Terrace Foyer	

WEDNESDAY - NOVEMBER 2

CHECK-IN				
8:00 - 18:00	ILA Volunteer Office	Hyatt - Chicago A & B		
8:00 - 19:30	ILA Check-in & Help Desk	Hyatt - Terrace Foyer		
PRE-CONFEREN	PRE-CONFERENCE WORKSHOPS			
9:00 – 12:00	Foot-Soldiers in the Fight for Civil Rights: Dynamics ofInclusive Grass Roots Leadership – Witnesses to History(<i>Ticketed Event</i>)WORKSHOP LEADERS:Lonnie King, Chair, The 1960 Atlanta Student MovementRoslyn Pope, Author of <i>An Appeal for Human Rights</i> published in1960Althea Brown, Producer, award-winning film <i>A Trek to the River's</i> EdgeMODERATOR: Michael Simanga, Lecturer in African AmericanHistory, Georgia State UniversityEvent Sponsor:	Meet in Hyatt Lobby at 8:30 to Walk to Center for Civil and Human Rights		
9:00 - 12:00	Azusa Pacific University Global Mindset: The Key to Success in Global Inclusive Leadership (<i>Ticketed Event</i>) WORKSHOP LEADER: Mansour Javidan, Thunderbird School of Global Management	Hyatt – Hanover Hall B		
9:00 - 12:00	Leading With the Brain AND the Mind: Happiness, Mindfulness, and the Healthy Leader (<i>Ticketed Event</i>) WORKSHOP LEADER: Karen Kimmel, Federal Executive Institute Event Sponsor: Palm Beach Atlantic University	Hyatt – Hanover Hall A		
9:00 – 16:00	Building Inclusive Doctoral Programs in Leadership (Ticketed Event) WORKSHOP LEADERS: Rhonda McClellan, University of Central Arkansas Tova Olson Sanders, Northeastern University Bruce Winston, Regent University Event Sponsor: Benedictine University	Hyatt – Grand Hall B		

WEDNESDAY - NOVEMBER 2 continued

9:00 - 16:00	NCE WORKSHOPS CONTINUED	Most in Hyatt Lobby at 9:45 to Walk
9.00 – 16.00	Developing a New Youth Leadership Conscience Through Problem-Based Learning and Cultural Competency (<i>Ticketed Event</i>) WORKSHOP LEADERS: Ashley L. Brown, Georgia State University Tasha Coppett, Massachusetts Institute of Technology Ashley Cole, American University Vincent L. Mack, Dartmouth College	Meet in Hyatt Lobby at 8:45 to Walk to Georgia State University
9:00 – 16:00	Experience is the Teacher – Become an Inclusive Leader by Experiencing Traditions, Story-Telling, Rituals, Community Building Practices, and Leadership Principles of Diverse and Indigenous Communities (<i>Ticketed Event</i>) WORKSHOP LEADER: Juana Bordas, Mestiza Leadership International	Hyatt – Grand Hall C
	Event Sponsor: Fielding Graduate University	
9:00 – 16:00	Refugee Resettlement and the Local / Global Politics of Culture, Community, and Inclusive Leadership (Ticketed Event) WORKSHOP LEADERS: Satyam Barakoti, Durga Consulting Letitia M. Campbell, Candler School of Theology at Emory University Eric Guthey, Copenhagen Business School Steadman Harrison, Center for Creative Leadership Steve Kempster, Lancaster University Management School Kevin B. Lowe, University of Auckland Robyn Remke, University of North Carolina at Chapel Hill Leanne Rubenstein, Compassionate Atlanta Edward 'Ted' Terry, Mayor of Clarkston Event Sponsors: Center for Creative Leadership University of Minnesota, Undergraduate Leadership Minor	Bus to Clarkston Departs From Hyatt Lobby at 8:30 and Arrives Back at 16:30
9:00 – 16:00	TEaCHing & Learning Leadership in the Digital Age (Ticketed Event)WORKSHOP LEADERS: Josie Ahlquist, Florida State UniversityVirginia L. Byrne, University of Maryland, College Park Lisa Endersby, Queen's UniversityKathy L. Guthrie, Florida State University Dan Jenkins, University of Southern Maine Kirstin Phelps, University of Illinois, Urbana-ChampaignEvent Sponsor: The Home Depot	Hyatt – Grand Hall D
13:00 – 16:00	Exploring Peace Leadership for Inclusive Communities: A Leadership Journey to the Carter Center (<i>Ticketed Event</i>) WORKSHOP LEADER: Tom Crick, The Carter Center	Group Departs from Hyatt Lobby at 12:30 to the Carter Center and Arrives Back at 16:00

WEDNESDAY - NOVEMBER 2 continued

13:00 – 16:00	Identity, Power, and Systems: An Open-Space Dialogue on Critical Leadership Education (<i>Ticketed Event</i>) WORKSHOP LEADERS: Natasha Chapman, University of Maryland, College Park John Dugan, Loyola University Chicago Brandon W. Kliewer, Kansas State University Julie Owen, George Mason University Kerry L. Priest, Kansas State University Rian Satterwhite, University of Oregon Event Sponsor: Grand Canyon University	Hyatt – Hanover Hall B
13:00 – 16:00	Inclusive Leadership Practiced by a World Leader in Aviation (Ticketed Event) WORKSHOP LEADERS: Joleen Archibald, Capital Group Murray Auger, Delta Air Lines Dave Holtz, Delta Air Lines William Minner, Department of Homeland Security	Group Departs From Hyatt Lobby at 13:00 to Delta Air Headquarters and Arrives Back at 16:00
13:00 – 16:00	Profiles of Inclusive Leadership: How to Identify and Nurture the Leadership the World Needs (<i>Ticketed Event</i>) WORKSHOP LEADERS: Allan W. Bird, Northeastern University Chris T. Cartwright, Intercultural Communication Institute Mark E. Mendenhall, University of Tennessee at Chattanooga	Hyatt – Hanover Hall A
CONFERENCE O	1	
15:00 – 16:45	10th Annual Student Case Competition Poster Showcase See Pages 32-33 for Details	Hyatt – Centennial Foyer
15:30 – 16:45	Member Community Welcome Tables See Pages 26-27 for a Listing of ILA's Member Communities	Hyatt – Centennial Foyer
17:00 – 17:30	Opening Plenary Welcome to ILA's 18th Annual Global Conference! Janet Rechtman, Chair, ILA 18th Annual Global Conference; Senior Fellow, J.W. Fanning Institute for Leadership Development, University of Georgia Welcome to Atlanta – A City of Inclusive Leadership Derreck Kayongo, CEO, Center for Civil and Human Rights Event Sponsor:	Hyatt – Centennial Ballroom III & IV
17:30 – 18:00	J.W. Fanning Institute for Leadership Development March or Ride to the Center for Civil and Human Rights	Depart from Hyatt – Centennial
18:00 - 19:30	Welcome Reception Raise a toast to the next three days of networking and learning, enjoy light refreshments, and tour the Center's exhibits. Please wear you name badge to this event for entrance into the Center. If you are bringing a guest, they must have purchased a ticket. Tickets are available at the ILA Check-in & Help Desk Event Sponsors: Center for Civil and Human Rights J.W. Fanning Institute for Leadership Development	Ballroom III & IV Center for Civil and Human Rights Buses Will Loop Between the Center and the Hyatt Through the End of the Reception

STUDENT CASE COMPETITION

POSTER SHOWCASE Wednesday | 15:00 - 16:45 | Centennial Foyer

PRESENTATIONS BY GRADUATE DIVISION TEAM FINALISTS Friday | 18:15 - 19:30 | Grand Hall A

PRESENTATIONS BY UNDERGRADUATE DIVISION TEAM FINALISTS Friday | 18:15 - 19:30 | Grand Hall B

Organized by ILA's Leadership Education Member Interest Group (LEMIG), the yearly case competition brings together teams of students to face-off in an event where they analyze and develop a specific set of strategic recommendations that address key issues in a real world case involving a contemporary leadership issue of their choice. The winning team from each division (graduate and undergraduate) receives a \$1,000 cash prize and is honored at the closing plenary of the conference.

Conference attendees are invited to attend the poster session and finalist presentations to engage and support this emerging generation of contributors to the field.

Graduate Teams

Alvernia University Patti Brenner Leann Duprey Brian Petersen Kim Thomas

Alvernia University

Julia Dunst Zeynep Korgan Semiha Sekerli

Teams listed are as of October 3, 2016.

Chapman University Miznah Alomair Scott DeLong Beatriz Valencia

Florida State University

Dorsey Spencer Trisha Teig Maritza Torres Sally Watkins Erica Wiborg

Piedmont International University Ebere Morgan

Zenith University College

Divine Amesimeku Justice Asamoah Dickson Dey



STUDENT CASE COMPETITION

Undergraduate Teams

Appalachian State University

Christopher Brands Ashlee Harvey Zachary Hunter Carson McMillan Jack Terrell

Christopher Newport University — Blue Team

James Davis Michaela Dunow Jordan Latorre Dayna Scarberry

Christopher Newport University — Green Team

Aree Coltharp Dagney Palmer Casey Reilly Jack Ronayne

Christopher Newport University — Yellow Team

Ryan Densley Matthew Maguire Samantha Payne Abigail Yoder

Christopher Newport University — Black Team

Cara Coffin Kaitlyn Crook Alexis Helmer Zoe Nerantzis

Georgia Institute of Technology — Leading Jackets

Hannah Chen Ali Mac Jinks Margaret Kelley

Georgia Institute of Technology — Ramblin Consultants

Karan Agrawal Raghav Garg Vivek Jajoo Ansh Mehta

Georgia Institute of Technology — The Caseultants

Rohan Sacheti Samarth Saran Pooja Variyani Amrutha Vasan

Georgia Institute of Technology — Georgia Tech Bees

Ayush Agrawal Shreya Jain Radhika Modi Karnavv Shah Nihal Shah

Gonzaga University

Maggie Douglas Tyler Hamke Will Stephan Gladys Suarez

Kansas State University

Katherine Gehrt Gabriel Gutierez Argel Moncayo Emily Swan

Claremont McKenna College – Kravis Leadership Institute

Courtney Chan Brian Chmelik Pema Donyo Emily Wang Suvena Yerneni

University of Maryland, College Park

Allison Corchado Kyndale Lyles Benjamin Zimmitti

University of San Diego – Leadership Studies Minor

Brianna Larosiliere Bethany Mok Grace Muenz Sofia Panayides Riley Stutz

University of South Carolina

Team Members to Be Determined

Washburn University –

Leadership Institute Abraham Pfannenstiel Jack Van Dam Alexis Yelland

West Virginia University

Rebecca Berhanu Hayley Harman John Nowery

West Virginia University

Kensey Bergdorf Jeremy Leedom Jacob Marino Thomas Swiger

Teams listed are as of October 3, 2016.

Tweet the conference at #ILA2016Atlanta

Leadership Education Academy July 31 - August 3, 2017 · Denver, Colorado, U.S.A. www.ila-net.org/LEA

Are you a student affairs professional working with student leadership programs? A staff or faculty member teaching leadership in the classroom? A graduate student interested in making leadership education a part of your future career? Plan to attend the 2017 Leadership Education Academy, a professional development opportunity brought to you by the ILA and developed by leadership educators in higher education.

The Leadership Education Academy is a three-and-a-half-day immersive training program for current or aspiring instructional and programmatic leadership educators. This unique program brings together a small cohort of participants (space is limited to the first 80 registrants) to engage in a network of learning and sharing through experiential sessions on leadership theory and development, learning outcomes and assessment, curriculum design, and instructional strategies within the context of curricular and co-curricular leadership programs. In addition, Academy facilitators—the nation's top leadership educators and published authors from the field—will provide opportunities for participants to receive feedback and guidance on designing meaningful leadership education experiences.



International Leadership Association

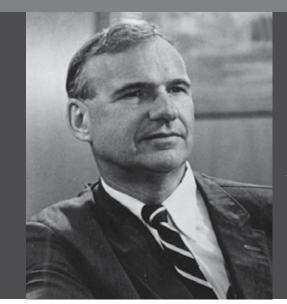


"In terms of teaching and learning expertise, I felt that LEA provided the participants with a plethora of pedagogical strategies, teaching methods, and creative ideas related to teaching leadership." - 2015 LEA Participant

"This was the most beneficial and informative conference I have ever attended." - 2015 LEA Participant

"The LEA Conference that I went to this week was the best investment ever (for me) of our development funds. I was exposed to so many innovative, creative, and effective teaching methods. I have never been more excited for the beginning of a new school year."- 2015 LEA Participant





James MacGregor Burns Academy of Leadership

Upcoming events:

To celebrate the exciting new partnership between The James MacGregor Burns Academy of Leadership, Professor Georgia Sorenson and Gillian Secrett, CEO of the Møller Centre, Churchill College, University of Cambridge are delighted to announce the following three opportunities for ILA Global Conference delegates.

3 November 2016 - ILA Global Conference – Panel Discussions:

- Cutting Edge Tools, Resources, and Experience in Building High Performing Teams (10:45 to 12:00)
- BREXIT and a Future World Order: A Critical Time for Leadership (15:00 to 16:30)

21 April 2017 – Leadership Symposium: The Power of Purpose: Does Purpose Drive Stakeholder and Shareholder Value?

A co-created symposium between the Møller and the ILA, at the Møller Centre, University of Cambridge, UK.

10 & 11 October 2017 – Launch Event: The James MacGregor Burns Academy of Leadership Resource Hub.

Professor Georgia Sorenson hosts a two-day celebration of the work of James MacGregor Burns at the Møller Centre.

For more information visit our website: www.mollercentre.co.uk



Our focus is on practical leadership development, enabling and equipping global leaders to embrace the challenges of today and tomorrow through the impact of our award-winning customised Executive Education programmes and informed by James MacGregor Burns' seminal work on leadership.

For more information on how we can inspire your leadership contact Tim Hill, Marketing Manager on tim.hill@chu.cam.ac.uk.

The Møller Centre ■ +44 (0) 1223 465500 ■ www.mollerexeced.co.uk 🌶 : @MollerCentre

European Academy of Management





EURAM 2017

Making Knowledge Work

Conference

26 September 2016 First Announcement of Call for Papers

10 January 2017 Deadline for Paper Submissions

21 March 2017 Notification of Acceptance

12 April 2017 Early Bird Registration Deadline

26 April 2017 Authors Registration Deadline

Doctoral Colloquium

24 January 2017 Deadline for Submission to Doctoral Colloquium

14 March 2017 Notification of Acceptance

18-20 June 2017 Doctoral Colloquium

21-24 June

University of Strathclyde Glasgow, Scotland

www.euram-online.org

euram2017-conf@strath.ac.uk



The Department of Leadership Studies has been honing the study and practice of adaptive, forward thinking change for more than 40 years now. Today, our programs are a combination of academic rigor and life experience, which create the collaborative solutions that mark true leadership. Application deadlines for Fall 2017 begin on December 1. Our graduate programs include:

PhD in Leadership Studies MA in Leadership Studies

University of San Diego SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES Office of Admissions and Outreach

MA in Nonprofit Leadership and Management

MA in Higher Education Leadership

619.260.7988 | solesadmissions@sandiego.edu | sandiego.edu/soles

TOGETHER, LET'S BUILD STRONGER LEADERS AND COMMUNITIES WORLDWIDE.

The Home Depot[®] is proud to support the International Leadership Association, Inc. and the 2016 Global Conference.



WELCOME!

The ILA welcomes the participants from 36+ countries attending this year's global conference. As ILA continues to grow around the globe, we extend our gratitude to those who travel great distances to participate in the conference. The challenges facing the world require each of us to cross the borders of mindsets and skillsets that each individual, regardless of generation, country, or culture, brings to the leadership conversation. By working together, we can create leadership knowledge and practices for the greater good of individuals and communities worldwide.



GUIDE TO SESSION FORMAT

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 a 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.

CONCURRENT SESSION PRESENTATION FORMATS

The ILA uses the following definitions to create shared expectations between presenters and attendees.

PANEL

Brief presentations and/or informed discussion on a topic by panelists 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 moves the conversation along.

PAPERS

Formal presentations of written work documenting, for example, research findings, theories, and models. All papers were individually submitted in their entirety during the proposal process and were reviewed using the most stringent criteria.

PRESENTATIONS

Research, practices, topics, or programs presented by an individual or team. Several individually accepted presentations are grouped together into a session focused on a broad theme or topic. The chairperson introduces each presentation, keeps time, and facilitates the question and answer portion.

SYMPOSIUM

Multiple presentations of papers or research findings related to a common subject area. Chairs frame the session, introduce presenters, keep time, and help move the conversation along. Commentators, if listed, moderate questions to create a rich discussion among presenters and attendees.

WORKSHOP

Rooted in audience participation and active learning, half or more of the time is spent on experiential learning and innovative, interactive audience participation focused on learning a new skill, methodology, or technique.

OTHER FORMATS

POSTER

A visual display of research, projects, papers, or programs. Posters will be staffed by the presenter(s) during the hosted poster session on Friday.

ROUNDTABLE

Small group discussion on a topic of common interest facilitated by an individual or team. The organizer frames the topic and then facilitates a discussion with participants at the table. After 20 minutes a bell rings and participants have the opportunity to move to another roundtable or remain where they are to continue the conversation. Roundtables will take place on Thursday from 16:45-18:15 in the Centennial Ballroom III - IV (LL1).

SESSION TRACK & THREAD KEY

One indicator of a session's focus and target audience is its track and thread. All sessions have tracks corresponding to ILA's Member Interest Groups plus the conference theme and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.

TRACKS

- B **Business Leadership**
- L Leadership Development
- F Leadership Education
- LS Leadership Scholarship
- P **Public Leadership**
- Youth Leadership
- C **Conference Theme**

THREADS

- AL Arts & Leadership
- D P **Doctoral Program Faculty** & Leaders
- Ē **Ethics Forum**
- F W Followership
- Leadership Education ED Deans, Directors, & Chairs
- PE Peace Leadership
- Philosophy, Religion, P W
 - & Worldviews
- S L Sustainability Leadership
- W Women & Leadership

THURSDAY AT A GLANCE

THURSDAY - NOVEMBER 3

CHECK-IN & O		
7:30 - 19:00		Livett Chicago A & D
	ILA Volunteer Office	Hyatt - Chicago A & B
7:30 – 20:30	ILA Check-in & Help Desk Hyatt - Terrace Foyer	
SPECIAL EXPE	ERIENCES See Pages 10-11 for Details	
6:30	Morning Run	Departs from Hyatt – Terrace Foyer
7:00 – 7:45	Morning MeditationHyatt – Executive ConferenceFACILITATOR: Amanda Brown Evans, Clinical PsychologistSuite 223 Atrium Tower	
7:30 - 20:00	A Thoughtful Space: Experiencing the Labyrinth Hyatt – Regency V	
8:00 – 8:45	Reflective Writing as a Way Into Deeper Knowing FACILITATORS: Tammy Appling-Cabading & Doug Paxton, Faculty, MA in Leadership, Saint Mary's College in CaliforniaHyatt – Hanover Hall G	
MEMBER COM	IMUNITY BREAKFAST	
7:30 – 8:30	Arts & Leadership Learning Community Breakfast (Ticketed Event)	Hyatt – Dunwoody
MEMBER COM	IMUNITY MEETINGS	
8:00 - 8:45	Doctoral Program Faculty and Leaders – Learning Community Meeting	Hyatt – Baker
8:00 - 8:45	Ethics Forum – Learning Community Meeting	Hyatt - Courtland
8:00 - 8:45	Leadership Development – Member Interest Group Meeting	Hyatt – Grand Hall A
8:00 - 8:45	Leadership Education – Member Interest Group Meeting	Hyatt – Hanover Hall E
8:00 - 8:45	Peace Leadership – Affinity Group Meeting	Hyatt – Greenbriar
8:00 - 8:45	Youth Leadership – Member Interest Group Meeting	Hyatt – Inman
PLENARY, SES	SSIONS, EXHIBITS, & REFRESHMENTS	
8:00 - 9:00	Morning Coffee & Tea in Exhibit Hall	Hyatt – Centennial Ballroom I & II
8:00 – 18:30	Exhibit Area Open	Hyatt – Centennial Ballroom I & II
9:00 - 10:15	Plenary	Hyatt – Centennial Ballroom III & IV
	Piano Interlude Dennis C. Roberts	
	The Melody and Cacophony of Global Leadership Cynthia Cherrey, ILA President & CEO	
	ILA Lifetime Achievement Award Presentations Robert Greenleaf (posthumously) Gill Robinson Hickman	
	Inclusive Leadership in Real Time Ajay Bramdeo, African Union Ambassador to the European Union	
10:45 – 12:00	Concurrent Session One	Hyatt – See Pages 45-54

THURSDAY AT A GLANCE CONTINUED

LUNCH		
13:15 – 15:00	Lunch on Your Own	
13:30 – 14:45	Leadership Education Member Interest Group Luncheon (Ticketed Event)	Hyatt – Regency Ballroom VI
	Event Sponsors: Creighton University SAGE Publishing	
SESSIONS, EX	HIBITS, & REFRESHMENTS	
15:00 – 16:30	Concurrent Session Three	Hyatt – See Pages 63-69
16:45 – 17:30	Afternoon Coffee & Tea in Exhibit Hall	Hyatt – Centennial I & II
16:45 – 17:45	8th Annual Emerging Scholars Research Consortium (Open to Pre-Selected Participating Jr. & Sr. Scholars Only) See Page 43 for Details	Hyatt – Regency Ballroom V
	Event Sponsor: University of Phoenix	
16:45 – 18:15	Interactive Roundtable Discussions See Pages 70-77 for Details	Hyatt – Centennial Ballroom III
RECEPTIONS		
18:30 – 20:00	Antioch University Graduate School of Leadership and Change Reception	Hyatt – Grand Hall D
18:30 – 20:30	Gonzaga University Leadership Programs Reception	Hyatt – Grand Hall A
18:30 – 20:00	Reception for College & University Leadership Educators Sponsored by LeaderShape	Hyatt – Grand Hall C
MEMBER COM	MUNITY DINNERS	
19:15	Public Leadership Member Interest Group Dinner (Ticketed Event)	College Town Farm – Bus Departs Hyatt Lobby at 19:15
19:30	Leadership Education Directors, Deans, and Chairs Affinity Group Dinner (Ticketed Event)	White Oak Kitchen
	Event Sponsor: Harvard Kennedy School – Executive Education	
19:30	Youth Leadership Member Interest Group Dinner (Ticketed Event)	Alma Cocina Restaurant
SPECIAL EVEN	IING PLAY PERFORMANCE	
20:00	JORDAN IS SO CHILLY: An Encounter with Lillian Smith Adapted and Performed by Brenda Bynum See Page 11 for Details	Hyatt Learning Center

THURSDAY - NOVEMBER 3 continued



The Albert Luthuli Centre for Responsible Leadership University of Pretoria, South Africa

The 4th International Conference on Responsible Leadership Conference Theme: Leadership Challenges That Matter Date: 15 - 16 March 2017 Venue: Gordon Institute of Business Science, Johannesburg, South Africa Collaborative Workshop (Post-Conference): 17 - 20 March 2017 Venue: Kruger National Park

The Albert Luthuli Centre for Responsible Leadership and the Gordon Institute of Business Science (GIBS) at the University of Pretoria in South Africa, in partnership with the Leadership Collaboratory in the Public Private Platform at the Copenhagen Business School and the Globally Responsible Leadership Initiative will host the 4th International Conference on Responsible Leadership on 15 to 16 March 2017 at the GIBS campus in Johannesburg.

The Conference Theme - Leadership Challenges That Matter - calls on scholars and practitioners to grapple head-on with complex and pressing challenges confronting business and society in a problem-driven, solution-oriented, and collaborative manner. By hosting a conference on this theme at GIBS, one of Africa's premier business schools, we intend to emphasize that the business community shares these ethical and social responsibilities, and that business practitioners and scholars bring a wealth of practical skills and valuable insights to the task of addressing major leadership challenges.

Immediately following the conference, we will also host a 3-day/4-night Collaborative Workshop on Leadership and Partnershiip for Sustainable Development inside Kruger National Park. The collaborative will make it possible for conference participants to extend their stay, to experience more of South Africa, and to interact with fellow conference participants in a more informal setting. For more information on the conference and post-conference collaborative workshop, contact Ms Carto Abrams-Swarts on <u>CRL2017@up.ac.za</u>.

CONFERENCE FEES AND ACCOMMODATION

- Conference Fees: The conference fee of R 2,950.00 is all inclusive of the following:
 - Attendance for both days of the conference (15 16 March 2017)
 - Welcoming Braai / Barbeque (15 March 2017)
 - Farewell Cocktail Evening (16 March 2017)
- Accommodation:
 - Affordable accommodation on the GIBS campus is available for the duration of the conference,
 - Accommodation can be booked with Illovo Hotel & Conferencing on <u>illovolodge@gibs.co.za</u>
 - More information on the lodge can be found on <u>https://www.gibs.co.za/about-us/Pages/hospitality.aspx</u>



Gordon Institute of Business Science University of Pretoria







EIGHTH ANNUAL EMERGING SCHOLARS RESEARCH CONSORTIUM

NOVEMBER 3 | 16:45 - 17:45 | REGENCY BALLROOM V

Thank you University of Phoenix for sponsoring this event!

In this exclusive event, doctoral students and junior scholars share their latest research efforts and receive valuable feedback, advice, and fresh perspectives from seasoned scholars.

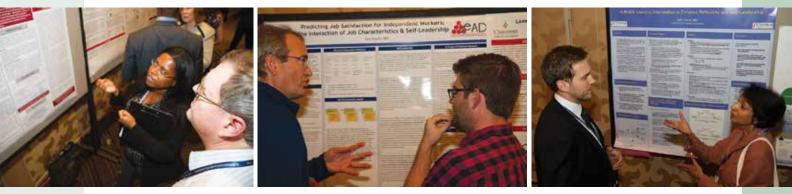
Please note, this event is open to pre-selected participating Jr. & Sr. scholars only.

THANK YOU SENIOR SCHOLARS

JoAnn Barbour, Gonzaga University Allan Bird, Northeastern University David Greenhalgh, Eastern University Ronald Humphrey, Lancaster University Eric Kaufman, Virginia Tech Marlene Le Ber, Brescia University College Jean Lipman-Blumen, Claremont Graduate University & Connective Leadership Institute Karen Longman, Azusa Pacific University Kevin Lowe. University of Auckland Jim Ludema, Benedictine University Rhonda McClellan, University of Central Arkansas **Comfort Okpala**, North Carolina A & T State University Julie Owen, George Mason University Ronald Riggio, Kravis Leadership Institute Laura Morgan Roberts, Antioch University Arthur Schwartz, Widener University Lorraine Stefani, University of Auckland

PARTICIPATING JUNIOR SCHOLARS

Abigail Abrash Walton, Antioch University Maria Anderson, Anderson Leadership Consulting, Inc. Cameron Beatty, Salem State University Sayuri Desai Hanna, Azusa Pacific University Ralph A. Gigliotti, Rutgers University Susan Hicks, Eastern University Jennifer Jones, University of Florida Serena Livingston, Eastern University Jenese McFadden, Kennedy Krieger Institute Patricia McLaughlin, Eastern University Leah Michelle Burton, Burton Enterprises Kirsten Phelps, University of Illinois at Urbana-Champaign Thiraput Pitichat, Claremont Graduate University Sara Reed, University of California, Davis Kristen Soria, University of Minnesota - Twin Cities Sally Watkins, Florida State University







2016 Fredric M. Jablin WINNER Doctoral Dissertation Award



JAMES LEMOINE

Assistant Professor, Organization and Human Resources Department, University at Buffalo; Member, Board of Trustees, Greenleaf Center for Servant Leadership

Congratulations to James Lemoine on his award winning dissertation, "Closing the Leadership Circle: Building and Testing a Contingent Theory of Servant Leadership!" Learn more by attending his session on Thursday, with commentary from Donelson R. Forsyth, Professor, Colonel Leo K. & Gaylee Thorsness Endowed Chair in Ethical Leadership at the Jepson School of Leadership Studies, University of Richmond.

Closing the Leadership Circle: Building and Testing a Contingent Theory of Servant Leadership Thursday, November 3 | 12:15 - 13:15 | Inman

Servant leadership has begun to emerge as a useful perspective of leadership within academic research, but theoretical development remains limited, boundary conditions unexamined, and some of its key propositions have not been tested. Drawing on the extant servant leadership literature, a social learning perspective, and research on gender roles and schemas, this dissertation proposes a theory of how servant leadership impacts two characteristics of followers to affect distal outcomes; tests servant leadership's impact on the spread of servant leadership behaviors to followers; and proposes gender and gender schemas as potential moderators of servant leadership. Findings from a temporally lagged multi-organizational study testing these hypotheses substantially support the model.

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). Recipients are honored during a conference plenary and invited to give a talk on their work at ILA's annual global conference. The Call for Submissions to the 2017 Fredric M. Jablin Award will be available online in early 2017.



THURSDAY NOVEMBER 3 I 10:45 - 12:00 CONCURRENT SESSION

One indicator of a session's focus and target audience is its track and thread. All sessions have tracks – corresponding to ILA's Member Interest Groups plus the conference theme – and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.



Baker (LL3) | Presentations | Youth Leadership

Y Outside the Box: Experiential Tools to Develop Leadership in Adolescents and Teens

Chair: Ashley L. Cole, Assistant Director, Office of Enrollment, American University; Ed.D. Candidate, Northeastern University

Critical Thinking, Values-Based Decision Making, and Reflection: A Process to Promote Youth Leadership

Kimberly E. Ingold, Teacher, Anson County Schools

This study documented experiences and perspectives of youth aged 14-19 attending a transformative leadership camp and the program outcomes. Such findings hold promise to inform program development for youth, particularly in the area of ethical leadership development, and future research on outcomes and processes involved in youth leadership development overall.

Integrated Approach to Inclusive Youth Leadership Among Students With and Without Intellectual Disabilities

Denis Doolan, Chief, Organizational Excellence, Special Olympics International

Andrea Cahn, Senior Director, Unified Champion Schools, Special Olympics North America

An evaluation of the Unified Strategy, currently used in 2,994 U.S. schools, provides compelling evidence concerning leadership development, reduction of bullying, and increased social inclusion. This successful model demonstrates the power of inclusive leadership in promoting understanding and activating young people in leadership roles to forge a generation inclusive of people of differences.

Leadership Lessons from El Sistema Venezuela's Youth Orchestras

Marco A. Aponte-Moreno, Assistant Professor, School of Economics and Business Administration, Saint Mary's College of California

Since 1975, thousands of children from lower and middle-class socio-economic backgrounds have received free classical music education as a way to foster their personal, intellectual, spiritual, social, and professional development. This presentation will explore how this program has successfully given young Venezuelans the opportunity to develop essential leadership skills while becoming accomplished musicians.

Courtland (LL3) | Panel Discussion | Public Leadership

Leading Beyond Hate to Healing: Leveraging The Power of Communication and Connection

Chair: Kathleen Roberts, Senior Advisor to the President for Inclusive Excellence, Northern Kentucky University Tamara L. Burk, Director, Leadership Studies & PLACE Program, Columbia College Robin Martin, Assistant Professor, Educational Leadership, University of Cincinnati

Andra Ward, President & CEO, Khafre Ward Corporation

Social justice activists, higher education leaders, and executive coaches will share their experiences organizing community campaigns in response to tragic events related to #BlackLivesMatter and the Charleston Massacre (among others). The practical struggles and strategies experienced in moving people through hate to healing will be shared. The power of story, accountability, and cultural agility will be underscored as panel attendees are challenged to grapple with the critical question of "What Happens Next?" in their own communities.

Dunwoody (LL3) | Symposium | Leadership Education

The Social Change Model: Best Practices of Application Across Diverse Universities and Settings

Chair: Laurie A. Branch, Professor, Management, St. Bonaventure University

Commentator: Jeffrey M. Zimmerman, Assistant Professor of Organizational Leadership, Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University

The social change model of leadership development (SCM) has been used extensively at the collegiate level. Come learn how your campus can effectively implement the SCM in your classes, research projects, and co-curricular programs.

With and for Others: The Impact of Servant-Leadership and the Social Change Model on a Residential Community

- Dung Tran, Instructor, Organizational Leadership, Seattle University
- **Thomas King,** Assistant Director, Center for Service and Action, Loyola Marymount University (Co-Author) Loyola Marymount University offers many opportunities that concretize servant-leadership, service-learning, and the SCM of leadership development. One such initiative is a service themed residential community. After synthesizing servant-leadership, service-learning, and the SCM, the presenter will describe how the SCM undergirds the curriculum of this learning community.

Integrating the Social Change Model and Engineering

- Katherine L. Friesen, Leadership Instructor, College of Engineering, Iowa State University
- This presentation will detail how the SCM conceptual framework guided the creation of a program for engineering students. Designed to help students develop the leadership skills important to the work of engineers, the program intentionally provides opportunities for engineering students to think about the role of social change in addressing engineering challenges.

Publishing SCM Data for Assessment, Evaluation, and Research

- E Eric L. Buschlen, Associate Professor, Educational Leadership, Central Michigan University
- The SCM can serve as useful theoretical framework for assessment, evaluation, and research. It can be used either quantitatively or qualitatively to assist in data collections for program reviews, evaluations of student learning, and other structured research endeavors. This presentation will examine several published SCM-based projects.

The SCM in Action: From Theory to Application

- Deirdre Dixon, Assistant Professor, College of Business, University of Tampa
- **Shannnon Calega,** Director of Leadership Engagement, Office of Student Leadership and Engagement, University of Tampa (Co-Author)

This marks the eighth year of the President's Leadership Fellows — a four year leadership/scholarship program based on the SCM. This presentation will highlight lessons learned and best practices to provide guidance to those starting or rebuilding leadership programs concerning program growth, scholarship, and measures of success.

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Fairlie (LL3) | Panel Discussion | Business Leadership

B Cutting Edge Tools, Resources, and Experiences in Building High Performing Teams

Chair: Gillian Secrett, CEO, Møller Centre, Churchill College, University of Cambridge Deborah M. Meehan, Executive Director, Leadership Learning Community

Georgia Sorenson, Leadership Scholar, Executive Education, Møller Centre, Churchill College, University of Cambridge Ashley B. Stewart, Senior Associate, Talent and Leadership Development, Annie E. Casey Foundation Ruth Berry, Faculty, Executive Education, Møller Centre, Churchill College, University of Cambridge

Whether you are a team leader or team member, a CEO or a consultant to a CEO, high performing, inclusive teams are the next leadership challenge on the horizon. This symposium promises real-life examples, practical tools and resources, as well as a real-time consideration of the panelists' own teamwork in the here-and-now. Panelists will explore the work of Cambridge scholar Meredith Belbin and the Belbin Team Roles Instrument, the Tavistock group relations model, the results based leadership approach, and social network analysis. Time will be reserved for a lively discussion with participants regarding their own experiences in teams.

Grand Hall A (LL2) | Presentations | Business Leadership

Bringing It Together: Leveraging Research, Theory, and Practice to Inform Effective Leadership Development

Chair: Susan E. Murphy, Professor & Chair of Leadership Development, Organisational Studies, University of Edinburgh Business School

B Do Team Leader Behaviors Matter?

Meltem Ceri-Booms, Researcher, Tilburg University Petru Curseu, Babeş-Bolyai University (Co-Author)

This meta-analytical study assessed the relationship between person and task oriented leader behaviors, on the one hand, and team performance, on the other hand. The effects of four moderating variables, (the measurement method of the leader behaviors, level of analysis, team type, and task interdependence) will be described during the presentation.

Inclusive Leadership Through Coaching

Jeneva Patterson, Senior Faculty, Center for Creative Leadership

In 2015, 493 global pharma senior managers with diverse cultural, language, nation-state, functional, educational, socio-economic, and org-level profiles, benefited from brief, assessment-driven, developmental coaching. This presentation will describe the coachee's journey and share the inclusive, leadership-driven initiative that increased an already hugely successful bottom line.

Leadership Development as an Arena for (Re)Constructing the Organization

Magnus Larsson, Associate Professor, Department of Organization, Copenhagen Business School **Morten Knudsen**, Associate Professor, Department of Organization, Copenhagen Business School (Co-Author) This presentation will focus on conceptions of organization and of leadership in a Danish public sector leadership development program. The research sought to discover the different conceptions of organization at play in this leadership program, how these conceptions are used by the participants, and with what consequences.

2016 ILA LIFETIME ACHIEVEMENT AWARD HONOREE

Grand Hall B (LL2) | Panel Discussion | Conference Theme

Robert Greenleaf's Legacy

Chair: Patricia Falotico, CEO, Robert K. Greenleaf Center for Servant Leadership

Don Frick, Servant Leadership Author; Consultant, Don Frick & Associates

James Lemoine, Assistant Professor, School of Management, University at Buffalo

Nathan D. Klein, Business Professor, Mount Mercy University

"Potentially a good plumber, ruined by a sophisticated education" – RKG. This epitaph is inscribed on a small grave marker where Robert and Esther Greenleaf have rested together in Terre Haute, Indiana since his passing in 1990. Would this humble man be surprised that the movement he started in 1970 with his seminal essay, "The Servant as Leader," would continue to gain steam? Could he have predicted that the unrest he worried about during the U.S. Civil Rights era would persist in 2016? Join us as we explore this and other questions during this special session honoring one of ILA's 2016 Lifetime Achievement Award winners!

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Grand Hall C (LL2) | Presentations | Leadership Education

Explorations of Emerging Programs in the Asia Pacific Region

Chair: Mariko Gakiya, Visiting Research Scientist, School of Public Health, Harvard University

Ironically, as our world becomes more global, our design and approach to developing relevant leadership education must become more contextualized. This session will highlight several context-based approaches to developing significant and sustainable leadership education programs.

Leadership Education in Japan as Paratrooping

Mikinari Higano, Professor, Center for Higher Education Studies, Waseda University Yoshikazu Tateno, Assistant Professor, Collage of Business, Rikkyo University

Ten years ago, teaching leadership in Japan was like paratrooping behind enemy lines — surrounded, outnumbered, and isolated. With the help of several allies, leadership education is now beginning to take hold. The presenters will share their experiences from the front lines fighting for the legitimacy of leadership education in Japan.

Teaching Leadership Inclusively: Lessons From A Solomon Islands Story

Kabini F. Sanga, Associate Professor, School of Education, Victoria University of Wellington

In developing country settings, leadership education programs are commonly imported from donor countries. Often, program content and pedagogy are not easily transferred. In this Solomon Islands study, lessons are shared on leadership education that uses contextual understandings adaptively to be inclusive of religious, ethnic, positional, generational, and other differences.

The Globalization of Leadership: Women's Leadership Development in a Multi-Cultural Environment

Maria Guajardo, Deputy Vice-President, International Liberal Arts, Soka University

As women pursue education and careers across the globe, cross-cultural leadership development provides opportunities to explore the intersection of culture, gender, and leadership. This case study explored emerging leadership development training strategies in Japan adapted to meet the cross-cultural needs of an international community of women. Findings, recommendations, and directions for future research will be shared.

E-Leadership for 21st Century Schools in Mauritius

Mahboob S. Sohawon, Senior Lecturer & Head, Department of Educational Administration and Management, Mauritius Institute of Education

This study employed qualitative methods using observation and semi- structured interviews to explore the experiences of 15 heads of secondary schools who are reading for their post graduate certificate in educational leadership and management at the Mauritius Institute of Education (MIE). The presenter will share research results and an emergent framework.

Grand Hall D (LL2) | Papers | Leadership Scholarship

Context Matters: Leaders & Followers in an International Context

Chair & Commentator: Kristin M.S. Bezio, Assistant Professor, Jepson School of Leadership Studies, University of Richmond

A Social Constructivist Theory of Batad Leadership in the Philippines Using Grounded Theory

E Emerald Jay D. Ilac, Assistant Professor, Psychology, Ateneo de Manila University

This paper uses an exploratory framework for generating theory to understand better the concept of leadership as a social process, specifically from the lens of the Batad people of Ifugao. Interdisciplinary methods were utilized through group and individual interviews with ethnographic observations. Results show a novel model of leadership where communality is highlighted.

L

Followership Travels the World

Ariel Blair, Doctoral Candidate, Claremont Graduate University

Michelle Bligh, Professor, People and Organizations, NEOMA Business School (Co-Author)

Expanding followership beyond culturally limited samples makes the theory more effective in a globally connected world. The study found the social construction of followership is different across Jamaica, Thailand, and the United States. The presentation will explore these results plus the relationships between followership and culture, and followership and minority dissent.

Social Constructions of Leadership From an Internal Stakeholder Perspective: A Scandinavian Study

Irmelin Drake, Associate Professor, Economics and Leadership, University College of Southeast Norway This study explores the idea that strategic leaders may gain access to vital information by examining the leadership constructions among internal stakeholders. Based on in-depth interviews with respondents from five stakeholder groups representing three companies, the analysis provides a holistic and subjectivist view of how leadership problems and loci are being framed and constructed within the same corporate context.

Greenbriar (LL3) | Symposium | Leadership Scholarship

Theorizing and Making Meaning to Advance the Women and Leadership Scholarship Agenda Chair: Karen A. Longman, Professor, Doctoral Programs in Higher Education, Azusa Pacific University

Presenters will share three different paths toward expanding the understanding of women and leadership through theory building or theorizing, adding new insights and perspectives to broaden and deepen this conversation.

Women and Leadership Scholarship: A Scoping Review that Tracks Findings of Qualitative s **Research and Theory**

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

Susan R. Madsen. Professor of Leadership & Ethics. Woodbury School of Business. Utah Valley University Jolyn Dahlvig, Adjunct Faculty, Whitworth University

Julia B. Storberg-Walker, Associate Professor, Executive Leadership Program, The George Washington University (Co-Author)

Although the concept of meta-analysis is widely understood as a means of synthesizing findings from quantitative research, similar comparisons of qualitative research findings are rare. Presenters will share a multidimensional, multidisciplinary, qualitative scoping review of the literature related to women and leadership that is underway to fill this gap.

Women and Leadership Theorizing: Creating New Knowledge For and By Women Leaders

Susan R. Madsen, Professor of Leadership & Ethics, Woodbury School of Business, Utah Valley University Julia B. Storberg-Walker, Associate Professor, Executive Leadership Program, The George Washington University (Co-Author)

This paper describes a global initiative, inspired by the 2013 ILA Women and Leadership Conference, to build theorizing skills in women who identify as leadership scholars or scholar/practitioners. The presenter will describe the launch of this major initiative, outline lessons learned from ten events held in six countries, and highlight outcomes to date.

Organizational Culture and Leadership: Exploring the Practice of Leadership L S

in a Women's Circle

Marlene Janzen Le Ber, Associate Professor & Chair, School of Leadership & Social Change, Brescia University College

Tracy Robinson, Strategic Patient Oriented Research Associate, Western University (Co-Author)

This critical, collaborative, ethnographic study explores the culture of leadership in a women's circle with a focus on enacted power, leadership identity, and the practices of shared leadership. The circular and interconnected structure that supports participative and inclusive leadership will be highlighted.

Hanover Hall A-B (LL2) | Panel Discussion | Business Leadership

The CEO As Urban Statesman

Chair: Janet E. Rechtman, Senior Fellow, J.W. Fanning Institute for Leadership Development, University of Georgia Sam Williams, President, Business City Partnerships; Professor, Georgia State University

Michael Russell, Vice Chair, Concessions International, H.J. Russell & Company and Concessions International, LLC Tom Bell, Chairman, Mesa Capital Partners

In 2007, Grady Hospital, Atlanta's safety net hospital, was near financial ruin. Members of the business community joined together to embark on a successful effort to rescue the hospital from collapse. Panelists will share firsthand accounts of the dynamics of inclusive leadership experienced as they responded to this human crisis and threat to economic development. Attendees will hear the story of how these and other leaders exemplified the "Atlanta Way" to accomplish an extraordinary turnaround, moving from \$20 million annual operating losses to an operating surplus of over \$40 million in 2015.

Hanover Hall C (LL2) | Panel Discussion | Leadership Scholarship

Freedom and Justice in the Workplace

Chair: Joanne B. Ciulla, Professor and Coston Family Chair in Leadership and Ethics, Jepson School of Leadership Studies, University of Richmond

Jessica Flanigan, Assistant Professor of Leadership Studies, Jepson School of Leadership Studies, University of Richmond Javier Hidalgo, Assistant Professor of Leadership Studies, Jepson School of Leadership Studies, University of Richmond Samuel Arnold, Assistant Professor, Political Science, Texas Christian University

This panel will provoke spirited discussion because the presentations turn upside down some common assumptions about what is good and bad about sweatshops, workplace democracy, capitalism, and the ways in which business leaders facilitate and impede the ability of employees to find meaning in work and in life. The philosophic arguments presented here will challenge participants to expand their perspectives on leaders, the autonomy of followers, and notions of justice and fairness at work.

Hanover Hall D (LL2) | Presentations | Leadership Education

Innovative Collaborations: Photovoice, Service Learning, and Campus-Wide Leadership Curriculum

Chair: Patricia H. Dyk, Professor & Director, Community & Leadership Development, Center for Leader Development, University of Kentucky

Collaboration often drives innovative outcomes. Such collaborations can take place in global leadership courses, co-curricular programs, a photographic technique, and service learning. Explore collaborations in environments with unique populations.

Creating Inclusive Environments Through Service Learning

Joy Morgan Marshall, Lecturer, North Carolina State University

Service learning projects foster an opportunity for student learning and community engagement. This presentation will focus on a service learning project created to provide students an opportunity to work with individuals with developmental disabilities and visual impairments. Students designed and taught hands-on agricultural projects while embracing the servant leadership concept.

International Inclusion: Integrating English Language Learners Into Global Leadership Education

Caitlin G. Bletscher, Doctoral Research & Teaching Assistant, Agricultural Education & Communication, University of Florida

Anthony C. Andenoro, Assistant Professor of Leadership Education & Director, Challenge 2050 Project, Agricultural Education & Communication, University of Florida

Jasser Alharbi, Masters Student, Agricultural Education & Communication, University of Florida

Taking a relational, personal, and experiential approach to leadership education, this study developed an innovative partnership between an undergraduate global leadership course and an on-campus English language learning (ELL) institute. Researchers conducted a co-curricular leadership workshop providing a foundation to guide students' intercultural interactions into impactful relational experiences of understanding.

S E F

The Leadership Education Collaborative: An Alternative Campus-Wide Leadership Curriculum

Nicholas A. Clegorne, Assistant Professor & Director of Residential Leadership, Agricultural, Leadership, and Community Education, Virginia Tech

Kimberly Carlson, Assistant Professor of Practice in Management & Director of Centers, Management, Virginia Tech **Heather Evans,** Director, Leadership Education Collaborative, Virginia Tech

Denise Simmons, Principal Faculty, Myers-Lawson School of Construction, Virginia Tech (Co-Author)

Through the use of contemporary leadership theories, competencies, campus-wide collaboration, and pluralistic leadership philosophies, the leadership education collaborative equips, empowers, and engages learners to navigate leadership experiences. The presentation will offer an overview of the collaborative and explore case studies highlighting its curricular, co-curricular, and extra-curricular leadership experiences.

Using Photovoice as a Tool to Help Two Generations Reflect on Wisdom and Leadership

Bichard M. Warm, Director, Center for Wisdom and Leadership

Nancy Rogers, Professor & Director, Organizational Leadership Program, University of Cincinnati Amy Roberto, Student, Organizational Leadership BA, University of Cincinnati

This study explored cross-generational concepts of wisdom and leadership and how they might be developed, transmitted, and shared between generations. To understand ways of bridging two disparate age groups, millennial students and boomer elders shared impressions and ideas about leadership and wisdom using a qualitative research method called photovoice.

Hanover Hall E (LL2) | Symposium | Public Leadership

Why Bother Framing Collective Leadership for the Public Good

Chair & Commentator: Ariel L. Kaufman, Associate Outreach Specialist & Growing Power Board President, University of Wisconsin - Madison

The lens for leadership is shifting from an individual focus to a collective focus with inclusive processes and conditions. What are ways to frame or practice collective leadership, and why bother? Presenters will share several frameworks and then engage with participants in lively dialogue around the ideas and experiences generating and sustaining collective leadership.

Making Models: The Essentials of Collective Leadership

Steadman D. Harrison III, Senior Leadership Solutions Associate, Research, Innovation, Product Development, Center for Creative Leadership

Charles Palus, Senior Fellow, Center for Creative Leadership (Co-Author)

New leadership modeling and framing can produce collective leadership outcomes that are beyond the purview of any one person. This presentation will focus on the DAC leadership framework, which is predicated upon the development of shared direction, alignment, and commitment, to inform new conceptualizations and understandings of practice.

Campus-Wide Coordination: Leadership Framing on the Ground Floor

Mark R. Kueppers, Associate Director, Center for Leadership & Involvement, University of Wisconsin - Madison Ariel L. Kaufman, Associate Outreach Specialist & Growing Power Board President, University of Wisconsin - Madison (Co-Author)

Inclusive leadership among faculty, staff, and students contributed to campus-wide leadership framing developed through a coordinated effort across a large public university engaged in the community. This evolving initiative is now focused on applying the collective model to the adaptive challenges being faced by this public institution.

P Social Change Leadership as Meaning Making: What Happens When People Achieve Collective Leadership

Amparo Hofmann-Pinilla, Director, Ghanaian Women's Social Leadership Program, New York University Sonia M. Ospina, Professor, Wagner Graduate School of Public Service, New York University (Co-Author) A social change leadership framework developed with social change leaders informs collective leadership research and practice. The stories and data around the work of leaders in social change organizations give insights into collective leadership practice and research — discourse was reframed, differences bridged, and human energies unleashed.

Hanover Hall F (LL2) | Symposium | Conference Theme

Women Leading Around the World

Chair: Sherylle Tan, Director of Internships and KLI Research, Kravis Leadership Institute, Claremont McKenna College

C T **Building Sustainable Communities Through Inclusive Leadership**

- Carmela Nanton, Founder & CEO, Carmel Connections Inc.
- This presentation will explore inclusive leadership strategies employed by indigenous Malawian women leaders via mixed methods and grounded theoretical research. Findings suggest that the strategies utilized resulted in new policies and practices that ultimately transformed the quality of life for women and their communities.

French and Raven's Leadership Theory: Are Social Identity and Intersectionality Missing Links?

Marilyn Y. Byrd, Assistant Professor, Human Relations, University of Oklahoma

This paper begins a new discussion on traditional theories that are influential to the literature on leadership. Specifically. French and Raven's (1959) still widely recognized benchmark theory of power will be reexamined for how well, or not, Black American women are represented.

- Including Ourselves: Challenges and Strategies of Muslim Women in Leadership C T **Development**
- Tamara L. Gray, Doctoral Student, Leadership, Policy, Administration, University of St. Thomas

Facing heightened visibility, and paradoxically a dominant discourse that stereotypes and stigmatizes, Muslim women have developed coping strategies that challenge their access to leadership positions. This paper looks at these strategies and at Muslim women who exerted their own efforts at being included.

Women's Political Leadership in Sub-Saharan Africa

- Iyabo Obasanjo, Visiting Scholar, International Studies and Political Science, Virginia Military Institute
- Africa countries currently have some of the highest percentages of women in parliament, yet most would agree that these high percentages have not transformed the daily lives of African women. This paper explores the reasons behind these high figures and if this fact alone can sustainably change women's lives.

Hanover Hall G (LL2) | Workshop | Leadership Development

Leadership Development for Women Faculty: Knowledge, Skills, and Competencies

Amy Rutstein-Riley, Dean of Faculty, Provost Office & Associate Professor Sociology, Lesley University

Formal leadership development programs can be prohibitively expensive and often require participants to travel, thereby limiting access for many women. Come learn how female faculty self-organized to address the social structural barriers to women's leadership development by creating a leadership development program that integrates feminist and relational group processes, peer mentorship, and collaborative, relational, leadership development. After a succinct overview of the LEAD model, participants will engage in a series of reflective activities that utilize a feminist relational group structure and process. Leave with a personal leadership development plan, resources to replicate the LEAD group model, and a stronger peer network.

Inman (LL3) | Workshop | Leadership Development

Change the Dance - Change the Narrative: The Transformational Potential of the Arts

Jessica Litwak, Artistic Director, The H.E.A.T. Collective

Alpha Woodward, Director of Music Therapy, Music, Dance and Theatre, Marywood University

Creative arts-based leadership tools have been part of many successful social change movements. Assuming a social constructivist perspective that combines theory and experiential components, this workshop is organized around three themes concerning the role of arts in social action: relevant leadership theories, the nature of change, and the relevance of the arts to change and leadership. Participants will engage in experiential work with arts practices in a safe and creative environment, and will learn how these practices can not only build resilience, empowerment, and self-confidence, but can also be used to encourage collaboration and community within cultures in conflict.

W

Kennesaw (LL3) | Workshop | Leadership Development

Creating Conditions for Inclusion and Engagement in Virtual Communities

Creating Conditions for inclusion and a set of a set of

Ty Tynan, Principal Consultant, Leverage Point Consulting Corp.

Marguerite Welch, Program Director & Associate Professor, Leadership, Saint Mary's College of California Daniel McKengney, Social Science Research, Independent Scholar

As organizations and communities increasingly rely on the collective intelligence of their members for problem solving and innovation, inclusive and engaged communities become more important than ever. This workshop will introduce participants to an action research project conducted by learners, alumni, and faculty of a graduate leadership program who sought to understand the conditions that create inclusiveness and engagement within a virtual community of practice. Through this hands-on, interactive workshop, participants will leave with tools and ideas to begin designing and developing a plan to increase member inclusion and engagement for use in their own settings.

The Learning Center (LL1) | Symposium | Conference Theme

Sustainability: Leading Locally for Global Impact

C T

S L

Chair: Paul Kosempel, Teaching Associate Professor & Interim Director, Pioneer Leadership Program, University of Denver

Can small communities make a difference? Can their impact reach beyond their geographic boundaries to spur sustainability and if so, in what ways? Using interviews and other data, the researchers will cover key aspects contributing to a small town having influence on and exercising leadership for sustainable living beyond its boundaries. Attendees will be invited to share their own research and examples that will contribute to building a more cohesive picture of how this occurs and what the factors are that contribute to it.

Leading Local Sustainability: Applying Influence and Strength

Stephanie Tardiff, Student, Unity College

Unity. Maine is a small town with an unending passion for sustainable living. With the support and guidance of leaders from Unity College who advocate and influence change for sustainability, the community members of this town and college have achieved a national impact at a local level.

Leading Local Sustainability: Exploring the Connection Between Leaders and Followers C T

Steven Lin, Student, Unity College

Local sustainability in Unity, Maine arose through local leadership towards common sustainable goals. The presenter will share the major factors - including geographic, cultural, and social bonds between the residents and the hardiness of its population - that allowed Unity to move towards a more sustainable community that resulted in personal and societal resilience.

Leading for Local Sustainability: Understanding the Dynamics of Place, Partnership, and C T **Practice**

Janis Bragan Balda, Associate Professor of Sustainable Enterprise, Center for Stability and Global Change, Unity College

What does leadership for local sustainability look like? This presentation will explore the positive core of a rural community that is embracing innovation and new models of connectivity, partnerships, and collaborations that expand knowledge and foster best practices in a whole systems approach benefiting the community at large.

Local Leadership for Sustainability: Catalyzing and Organizing C T

Gunnar Norback, Student, Unity College

By examining one particular college's focus on providing students with an education built on a framework of sustainability science, this presentation will demonstrate the relationship between community and college personnel as foundational for a trickle-down effect of sustainable initiatives. The institution is a catalyst for the community, providing support and resources.

Lenox (LL3) | Workshop | Leadership Development

Co-Creating Community: Applying Improvisation and Emotionally Intelligent Leadership to Build Connection

Chris Esparza, Associate Director, Holden Center for Leadership & Community Engagement, University of Oregon Marcy Levy Shankman, Leadership Coach & Strategist, Cleveland Metropolitan School District

Applied improvisation will be introduced as an experiential methodology that can be practiced to learn skills that help create spontaneous cooperation and collaboration, highlight specific competencies associated with emotionally intelligent leadership, and connect these concepts with broader efforts to span boundaries and work across difference to foster inclusive leadership. The tools and lessons from this session will assist participants in conceptualizing ways of connecting, collaborating, and dealing with change and complexity. Collective debriefs will facilitate learning and application to real life scenarios, particularly ambiguous or uncertain situations. No experience in improvisational theater is necessary!



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- SL Sustainability Leadership
- Women & Leadership

Baker (LL3) | Presentations | Leadership Education

TRACKS

Leadership Education

Public Leadership

Youth Leadership

Conference Theme

Leadership Scholarship

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THURSDAY

One indicator of a session's

focus and target audience

is its track and thread. All

sessions have tracks -

corresponding to ILA's

Member Interest Groups plus the conference theme

and some have threads,

indicating that they intersect

the special interest of an ILA

Affinity Group or Learning

Community. Sessions are

bar-coded by track and by

thread to help you quickly identify those of interest.

D

What Are We Teaching and Expecting of Students in Doctoral Leadership Programs? E

Chair: Tova Olson Sanders, Assistant Teaching Professor & Concentration Lead, Organizational Leadership Studies, College of Professional Studies, Northeastern University

Developing Global Leaders: A Content Analysis of Program Outcomes for Doctoral LE **Leadership Studies**

- Brian A. Petersen, Graduate Student, Ph.D. in Leadership, Alvernia University
- Patricia A. Brenner, Graduate Student, Program in Educational Leadership, Alvernia University Leann Michelle Duprey, Graduate Student, Ph.D. in Leadership, Alvernia University Tufan S. Tiglioglu, Director, Ph.D. in Leadership, Alvernia University

What is the relationship between content and outcomes? This study leveraged a traditional content analysis methodology to code and analyze the qualitative data gathered on 50 programs. The presenters will share preliminary findings and discuss the need for more specific objectives and accurate, available measurements of outcomes.

Effective Doctoral Leadership Education: Inclusive Practices Across Borders Ē

Heewon Chang, Professor & Director, Ph.D. in Organizational Leadership, Eastern University; Founding Editor-in-Chief, International Journal of Multicultural Education D P

Lynette Bryan, Graduate Student, Eastern University

Hyunkyung Lee, Deputy Manager, Xinics Inc. (Co-Author)

This mixed-methods study reports on the ways U.S. online-based doctoral leadership programs blend technological, human-relational, and programmatic distinctiveness to ensure effective learning for their diverse students across geographic, racial, gender, and disciplinary borders. The presenters will identify key findings from the quantitative survey completed by 150 students and the qualitative interviews with stakeholders from five programs.

A Peer-to-Peer Approach to Increase Doctoral Student Success at a Historically Black È Universitv

Comfort O. Okpala, Professor & Chair, Leadership Studies, North Carolina A & T State University

Deborah Eaton, Graduate Student, Leadership Studies, North Carolina A & T State University

Grounded in transformative learning and leadership development theory, this study examined the impact of Peer Assisted Study Scholars Leadership Program (PASSLP) on 40 doctoral students' leadership development and persistence. Using multiple data analytical methods, the presenters will discuss the practical, policy, and leadership implications of their findings and share directions for future research.

CS2 THU 12:15-13:15

Courtland (LL3) | Panel Discussion | Youth Leadership

The Line Leader: A Rare Resource for Early Childhood Educators and Students

Chair: **Robert McManus**, McCoy Associate Professor, McDonough Center for Leadership and Business, Marietta College **Matthew J. Sowcik**, Professor, Department of Agricultural Education and Communication, University of Florida **Caroline M. Jones**, Student, King's College

While there is no minimum age for leaders, the topic of leadership is almost always ignored in elementary school classes. This project created a children's leadership book to provide early childhood educators (and parents) with a resources to more intentionally and purposefully introduce leadership discussions. Panelists will provide a brief overview of childhood leadership development, outline the scholarship and mentoring approaches behind the book's creation, and share research findings of children's perceptions of leadership before and after reading the book and engaging in a discussion on leadership. The session will end with a brief reading from this creatively illustrated book.

Dunwoody (LL3) | Workshop | Youth Leadership

Words You Can't Say in Leadership: A Counterintuitive Tool for Developing Youth Leaders

Benjamin J. Marcy, Instructor, Leadership Education and Development Undergraduate Programs, University of Minnesota **Joanna Stanberry,** Vice President of Communications, Simeon Institute

What words, when said in leadership, startle and even offend followers and should be avoided? What are the generational differences? This workshop is designed to explore patterns of thinking and associations of words, broaden awareness of unacceptable speech, consider links between unacceptable speech and authenticity, and identify useful teaching and leadership development tools. The presenters will share a synopsis of the literature on the topic, facilitate a dialogue to surface the experiences of attendees, and engage attendees in a series of experiential activities adapted from The Systems Thinking Playbook by Sweeney and Meadows (1995).

Fairlie (LL3) | Presentations | Leadership Development

Psychological Capital and Exchange Theory in Leadership Development

Chair: Paula Robinson, Managing Director, Positive Psychology Institute

Incorporating LMX Into Organizations to Create Space for Inclusivity

Nicole Stedman, Professor, Agricultural Education and Communication, University of Florida **Jera Niewoehner,** Doctoral Student, Agricultural Education and Communication, University of Florida (Co-Author) With the interactions of globalization, expanding markets, and changing workforce demographics, leaders are charged with developing systematic ways to support diversity and create inclusive environments. In this presentation, attendees will learn the dynamics of leader-member exchange (LMX) in this context through a research review and discussion of practical applications.

The Oskin Leadership Institute at Widener University Best Leadership Development Submission Award Winner

Psychological Capital for Leader Development: Antecedents and Outcomes

Thiraput Pitichat, Doctoral Student, Psychology, Claremont Graduate University

Amber Kea-Edwards, Student, Claremont Graduate University (Co-Author)

Eric Middleton, Research Lab Manager, Claremont Graduate University (Co-Author)

Becky Reichard, Assistant Professor, Division of Behavioral and Organizational Sciences, Claremont Graduate University (Co-Author)

Steven Norman, Professor, Management, Colorado State University - Pueblo (Co-Author)

LD PsyCap — consisting of leader's hope, efficacy, resilience, and optimism toward development — is a newly developed construct aiming to promote and accelerate leader development. This research sought to develop and validate LD PsyCap as a new model, and to test hypotheses on individual and organizational level factors as predictors of LD PsyCap and other leadership behaviors.

www.ila-net.org/eval

56

Utilizing LMX to Explore the Leader Follower Interaction and Trust Between Faculty Members and Chairpersons

Prince Attoh, Associate Professor & Director, Doctoral Program in Organizational Leadership, University of Maryland Eastern Shore

Phyllis Brooks Collins, Director & Assistant Professor, Integrated Studies, Delaware State University

Leaders and followers are the life blood of any organization, but when the leader is a faculty member they are often perceived as "first among equals." This qualitative research study used the leader-member exchange theory (LMX) to examine how faculty perceive this relationship and how trust develops.

Grand Hall A (LL2) | Presentations | Leadership Development

New Research on Online Approaches to Leadership Development

Chair: Vernon A. Wall, Director, Business Development, LeaderShape, Inc.

Digital Student Leadership

Josie Ahlquist, Adjunct Faculty, Leadership Studies, Florida State University

What does leadership look like on social media? The presenter will discuss their grant-funded and awardwinning dissertation that explored 40 college student leader experiences and behaviors online. Findings reveal how these leaders positively used digital communication tools and roles for leadership educators.

Online Leadership: Experiences of Mid-Level Executives

Michael Brandenburg, Managing Director, Resonance Consultants, S.L.; Director, International Business
 Development, IESE Business School, University of Navarra

Tony Silard, PhD Student, Organizational Behavior, IESE Business School (Co-Author)

To what extent do business executives use digital media to lead their teams, create commitment, accelerate innovation, and celebrate success? Do they substitute face-to-face leader-follower conversations with digitally-mediated interactions? Based on interviews with mid-level executives from five global companies, the presenter will identify norms for leading online and discuss implications for leadership development and coaching.

Grand Hall B (LL2) | Presentations | Leadership Development

Bridging Global and Local Approaches in Leadership Development

Chair: Stephanie Colbry, Assistant Teaching Professor, Leadership Studies, College of Professional Studies, Northeastern University

Global Leaders' Perceptions of Elements Required for Effective Leadership Development in the 21st Century

Robert Elkington, President & CEO, Global Leadership Initiatives, Inc.

Jennifer Moss Breen, Director & Associate Professor, Interdisciplinary Ed.D. Program in Leadership, Creighton University Suzanne S. Martin, Senior Consultant, transform.

This research utilized the knowledge and collective expertise of leadership development experts to identify the critical elements required for a high-quality leadership development program. Findings from the first round of the Delphi method will be shared, including a list of key leadership development tactics and direction for future research.

Grooming Our Own: Frames That Inform Community Leadership Development

Lonnie Jackson, Student, University of Central Arkansas

This qualitative study used in-depth interviews to explore the perspectives of public leaders and leadership developers regarding community development and the leadership required for effective community development. Findings will be examined through traditional and contemporary leadership theoretical lenses to identify what practitioners believe are the most fitting leadership approaches.

The Art of Inclusion: Collective Decision Making by Global Nonprofit Leaders

Malcolm Glover, Global Leadership Scholar, Leadership Studies, University of Central Arkansas

The experiences and habits of leaders in the global nonprofit sector offer new insight into the ways individuals hone their interpersonal skills in order to achieve humanitarian goals. This research presentation will examine how global leaders embrace and transcend cultural differences through compromise, collaboration, and other acts to inspire subordinates, include disparate groups, and make a difference in diverse communities.

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Grand Hall C (LL2) | Panel Discussion | Leadership Development

Current Trends in Leadership Development in the Philanthropic Sector

Chair: Val Porter, Head of Domestic Strategy and Innovation, Foundation Center-Atlanta Ashley B. Stewart, Senior Associate, Talent and Leadership Development, Annie E. Casey Foundation Caroline Altman Smith, Deputy Director, Education, The Kresge Foundation Lita Pardi, Senior Program Officer, Community Foundation for Greater Atlanta Susan Mann, President, Brené Brown Education and Research Group

In the philanthropic community, awareness of the importance of leadership development is growing. Funders increasingly recognize that organizations are only as effective as the talent leading those efforts, yet research has shown that over the course of the last decade, only 1% of philanthropic funds have been earmarked for leadership development. This panel features staff from major local and national philanthropic organizations who will share their perspective on the most important trends in supporting and funding leadership development in the philanthropic sector today.

Grand Hall D (LL2) | Papers | Leadership Scholarship

Advances in Leadership Education: Culture and Curriculum

Commentator: Eric K. Kaufman, Associate Professor & Faculty Principal, Honors Residential Commons, Virginia Tech

Empirical Test of the Know, See, Plan, Do Model for Curriculum Design in Leadership Education

Scott J. Allen, Board Chair, Collegiate Leadership Competition

Beth Martin, Professor, Department of Psychology, John Carroll University

This quasi-experiment is a partial assessment of the know, see, plan, do curriculum design model in leadership education. The experiment contained three groups with each being taught using one of three different curriculum designs. Based on a pre-test, post-test assessment, student performance was measured over the course. The presenters will describe the model and share outcomes.

Examining the Role of Cultural Responsiveness in Leadership Education Among Diverse S College Students

Vivechkanand S. Chunoo, Graduate Student, Leadership Learning Research Center, Florida State University To inform leadership educators' approaches to teaching students from diverse backgrounds, the presenter will share a study that examined: elements identified by leadership educators as expressions of culturally relevant pedagogy and practice; classroom experiences cited by students as honoring their multiple identities; and areas of convergence and divergence between educators and students in the domain of cultural responsiveness.

Greenbriar (LL3) | Presentations | Leadership Development

Minding the Gaps to Support More Positive Leadership Outcomes

Chair: Bernd Vogel, Associate Professor of Leadership and Organizational Behavior, Henley Business School, University of Reading

Same Story Different Leader? The Skill Gaps of New and Seasoned Leaders

William Gentry, Senior Research Scientist, Research, Innovation, & Product Development, Center for Creative Leadership

The purpose of this research was to uncover the most important and relevant topics to address based on the skill gaps of leaders. These are skills in which leaders are underperforming relative to others, yet that are also regarded as highly important for success. Findings can help practitioners design pertinent and appropriate subject matter in leadership development programs and initiatives for new leaders.

Positive Leadership Gaps in Perception and Language

Jeffrey Buller, Senior Partner, ATLAS Leadership Training

Positive leadership isn't the same thing as the power of positive thinking (just assuming that it will all work out for the best) or happy talk (glossing over problems with cheerful language). But how do perception and language help leaders obtain positive results even in the most negative of situations?

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Hanover Hall A-B (LL2) | Presentations | Business Leadership

B Lessons on Competencies for Leading in Complex Industries During Turbulent Times

Chair: William Minner, President & CEO, Minner Coaching and Consulting

Surviving the Worst of Times: Leading an IT Company to Success During the 2008 B Surviving the Recession and Beyond

Elizabeth Trebow, Visiting Associate Professor, Leadership, Woodbury University Hayes Drumwright, Founder & Former CEO, Trace3 (Co-Author)

The presenter will share a case study of how an exemplary leader of an information technology company kept it profitable, retained employees, and met the demands of stakeholders through the 2008 economic crisis, positioning the company for rapid growth after the economic recovery.

Stories of Sustainability: Cases From the 2008 Recession

B Stories of Sustainability. Succession Studies, National University Steven Walker, Professor, Leadership Studies, National University

Matthew P. Earnhardt, Assistant Professor, College of Business, Embry-Riddle Aeronautical University

Based on a 2013 study and updated research, this talk will describe how specific leaders addressed the pillars of sustainability - economics, environments, and organizations - during the global economic crises. Discussion will include how those areas influence thinking on sustainability and how leaders can respond to a crisis.

Hanover Hall C (LL2) | Presentations | Leadership Education

Accepting a Challenge for Educating: Filling the Gaps and Broadening the Reach

Chair: Mindy S. McNutt, Associate Professor, Leadership Studies, Wright State University

An Inquiry Approach for Leadership Education to Promote Inclusivity and Social Justice Ē Spencer S. Stober, Professor of Biology and Educational Leadership, School of Graduate Studies, Alvernia University Julia Dunst, Graduate Assistant, Institutional Review Board, Ph.D. Program in Leadership, Alvernia University

This presentation will illustrate an inquiry process to engage students in research methods with online data sources to inform dialog concerning leadership for inclusivity and social justice. The process and examples are based on a leadership course developed for doctoral students preparing for dissertation research.

General George Patton on Inclusion: Using MBTI Step II to Increase Inclusion Among Naval L War College Students

Gene Andersen, Associate Professor, College of Operational & Strategic Leadership, U.S. Naval War College General George Patton said, "No one is thinking if everyone is thinking alike." Incoming students at the Naval War College now complete a 3.5-hour self-awareness experience using MBTI Step II. Greater inclusion prevents everyone from thinking alike and leads to greater organizational effectiveness. General Patton would approve.

Leadership as a Way of Being: A Model for Emerging Millennial Leaders in the News Media

Ē Keith Herndon, Director, Cox Institute for Journalism Innovation, Management & Leadership, Grady College, University of Georgia

Richard L. McCline, Senior Public Service Associate, J.W. Fanning Institute for Leadership Development, University of Georgia

As news media struggle for business model success amidst digital era chaos, they increasingly turn to millennial employees for thought leadership on social media, emerging technology, and their generation's mindset. This presentation will frame an ethics-centric approach for developing these emerging news leaders with an emphasis on transparency and diversity principles.

Hanover Hall D (LL2) | Papers | Leadership Scholarship

Studies Examining Follower Attraction to a Leader

Chair: David C. Greenhalgh, Professor of Education & Leadershp, PhD in Organizational Leadership, Eastern University

No One Is Everyone's Cup of Tea: Matching Charismatic Leaders Sharing Vulnerability With the Right Followers

- Ai Ito, Doctoral Student, NEOMA Business School
- Michelle Bligh, Professor, People and Organizations, NEOMA Business School

This paper explores the characteristics of followers in a relationship with leaders sharing vulnerability. It recognizes that this leadership style might not be every follower's cup of tea. For example, followers with an average self-esteem might identify more significantly with charismatic leaders sharing vulnerability than followers with a low or high self-esteem.

Relational Self, Leadership, and Identification Influence on Follower Commitment to S **Transformative Change**

Jenese McFadden, Program Manager, Center for Diversity in Public Health Leadership Training, Kennedy Krieger F W Institute

Harolyn Belcher, Program Director & Professor, Center for Diversity in Public Health Leadership Training, Kennedy Krieger Institute

This systematic review will identify the most effective leadership framework (e.g., top-down or bottom-up) to activate followers' relational identification with their manager. The analysis examines the association between leadership, relational identity, and psychological dimensions of influence to promote followers' organizational identification and increase affective change commitment.

Hanover Hall E (LL2) | Panel Discussion | Conference Theme

Grassroots Leadership and the Arts for Social Change

- C T Susan Erenrich, Professor, American University; Professor, New York University
 - Kevin S. Bottomley, Lead Faculty Area Chair, School of Advanced Studies, University of Phoenix
 - Garth Ross, Vice President, Community Engagement, The John F. Kennedy Center for the Performing Arts

Throughout history artists have led grassroots movements of protest, resistance, and liberation. Their efforts kindled a fire, aroused the imagination, and rallied people, culminating in real transformational change. Please join the editors of Grassroots Leadership & the Arts for Social Change (an ILA 2017 BLB volume) for a sneak peek discussion on the concepts, practices, and examples put forward in this groundbreaking book. Hear from a few of the scholars, artists, and practitioners, who participated and rallied around a topic that has been severely ignored in the scholarship on leadership.

Hanover Hall F (LL2) | Papers | Leadership Scholarship

Leadership Development Through Community-Minded Training and Coaching

Chair: Kathleen Callahan, Lecturer, Leadership and American Studies, Christopher Newport University Commentator: Kevin B. Lowe, Professor of Management & Fletcher Building Education Trust Chair in Leadership, Graduate School of Management, University of Auckland

Leadership Development Coaching as Reflected in Current Coaching and Leadership **Development Literatures**

Konstantin Korotov, Associate Professor of Organizational Behavior and Leadership, Center for Leadership Development Research, ESMT - European School of Management and Technology

This paper explores the current state of views and research on leadership development coaching through the lens of two literatures that so far have developed apart: coaching and leadership development. The presenter will examine major issues and opportunities for collaboration between coaching and leadership development researchers.

F W

Building Leadership Development Networks Through Community-Minded Training Interventions

Kirstin Phelps, Doctoral Candidate, Information Sciences, University of Illinois at Urbana-Champaign **David M. Rosch,** Assistant Professor, Agricultural Leadership, University of Illinois at Urbana-Champaign

The initial findings from a study exploring student leadership network development based upon sociometric data collected prior to and after participation in a week-long leadership institute will be shared. Results reflect an increase in friendship networks while identifying differences in other resource relationships. Implications for leadership development and education will be highlighted.

Hanover Hall G (LL2) | Presentations | Public Leadership

Leadership Approaches to Creative Governance

Chair: Randy Poon, Associate Professor and Program Chair, Business Administration, Ambrose University

Leadership Challenges in the 21st Century

Khaled Yousry ElGouhary, Advisor, UAE Government Leaders Programme, Prime Minister's office

The technological revolution is fundamentally changing the way we live, work, and relate to one another so it follows that the skills and competencies needed for effective leadership must change as well. The presenter will share a nation level framework for leadership development and capacity building based on decades of work with thousands of leaders in different sectors.

The Road to Your Future Runs Through Someone's Head

Ken Cooley, Assemblyman, District 8, California State Assembly

The most important conversations are those aiming for better quality of life or advancement of treasured ideals. Unfortunately, change conversations can be bumpy because people fear change. This talk will share insights about communications and offer specific strategies for planning these vital conversations so, in the end, as fears recede, heads begin to nod in understanding.

Fredric M. Jablin Doctoral Dissertation Award Winner

Inman (LL3) | Paper | Leadership Scholarship

Closing the Leadership Circle: Building and Testing a Contingent Theory of Servant Leadership

Commentator: **Donelson R. Forsyth**, Professor & Colonel Leo K. & Gaylee Thorsness Endowed Chair in Ethical Leadership, Jepson School of Leadership Studies, University of Richmond

Presenter: James Lemoine, Assistant Professor, Organization and Human Resources Department, Univ. at Buffalo

Drawing on the extant servant leadership literature, a social learning perspective, and research on gender roles and schemas, this dissertation proposes a theory of how servant leadership impacts two characteristics of followers to affect distal outcomes, tests servant leadership's impact on the spread of servant leadership behaviors to followers, and proposes gender and gender schemas as potential moderators of servant leadership. The presenter will discuss these hypotheses and a temporally lagged multi-organizational study whose findings substantially supporting the model.

Kennesaw (LL3) | Workshop | Conference Theme

Empathy, Fairness, Liberty: Are Leaders Asking the Right Ethical Questions for Decision Making?

Lori K. Pyle, Associate Chair, The Madison Collaborative: Ethical Reasoning in Action, James Madison University

CEOs, HR directors, and legal counsel create and hone ethics codes to guide their organizations and shape behaviors. Leadership theorists and practitioners study ethics and try to determine what training or practices, exactly, helps leaders and followers behave ethically. Yet news reports frequently remind us of ethical shortcomings and the costs — financial, organizational, and societal. Are leaders asking the right questions of themselves and their colleagues to help prevent ethical failures and improve decision making? In this interactive workshop, participants will learn and apply an inquiry-based eight key question framework using case scenarios, small group discussions, and large group processing.

The Learning Center (LL1) | Presentations | Conference Theme

Organizational Change and Cultural Shifts: Fostering Inter-Organizational Inclusivity C T

Chair: Jeremy Moreland, Provost, University of the Rockies

Implications of Hofstede's Cultural Distance Theory for Expectations of Inclusion in a C T **Global Organization**

Alice Stewart, Associate Professor, Management, North Carolina A&T State University Bucky Fairfax, Vice President, Strategic Talent Management, Research Triangle Institute (Co-Author) Beatriz Coningham, Director, Global Organizational Development and Learning, Research Triangle Institute (Co-Author) The current study applies Hofstede's (2010) cultural dimensions to the analysis of cross-national organizational survey data and explores relationships between country or regional culture and employee perceptions of diversity and inclusion. This presentation will also discuss a contingency perspective of leader behaviors associated with challenges to inclusion posed by cultural differences.

From Walls to Windows: Using Barriers as Pathways to Inclusive Leadership and Integrative Thinking

Jennifer Walinga, Professor, Royal Roads University

Needed: Big Picture Solutions that address complex organizational needs and goals. Drawing upon research from several disciplines, the development of the integrated focus model included a series of studies investigating the what, how, and why of creative insight. Findings will be shared through lively narratives and case studies demonstrating the model's implications for individual, team, and organizational settings.

Lenox (LL3) | Symposium | Public Leadership

Changing the World With Inclusive Leadership: Studies in Non-Profit Leadership for Stakeholder Engagement

Chair: Amber A. Johnson, Chief Communications Officer, Center for Values-Driven Leadership, Benedictine University Commentator: Michael Mantel, President & CEO, Living Water International

The value of inclusive leadership is increased when serving under-resourced or under-represented communities and individuals, especially in the not-for-profit context. This symposium will explore case studies of nonprofits pursuing inclusive, whole system approaches. Presenters will share their experiences and relate them to the tasks and characteristics of an inclusive leader.

Passing the Baton Smoothly: Inclusive Strategy Development as an Enabler of CEO **Transition in Nonprofits**

Jonathan A. Wiles, Vice President for Program Excellence, Living Water International

A Houston-based nonprofit helps under-resourced communities in 21 countries gain access to safe drinking water. The presenter will describe how this global organization used inclusive strategy development - getting the entire "system in the room" - to ease its transition from a founding director to a second-generation CEO, while laying the groundwork to become a scalable organization.

Building a Safe Community for Survivors of Childhood Sexual Abuse PL

David Moody, CEO, Moody Construction

For adult victims of childhood sexual abuse, it can be incredibly difficult to find the courage to share their experiences - and yet sharing is often necessary to overcome the trauma of the past. An Atlanta based CEO started a website to build an inclusive, safe community where healing can begin.



One indicator of a session's focus and target audience is its track and thread. All sessions have tracks corresponding to ILA's Member Interest Groups plus the conference theme and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.



- **Doctoral Program Faculty & Leaders**
- **Ethics Forum**
- Followership
- Leadership Education Deans, **Directors**, & Chairs
- **Peace Leadership**
- Philosophy, Religion, & Worldviews
- Sustainability Leadership
- Women & Leadership

Baker (LL3) | Workshop | Conference Theme

Three Practices for Inclusive Leadership: Using the OBREAU Tripod

Eric K. Kaufman, Associate Professor & Faculty Principal, Honors Residential Commons, Virginia Tech

This highly interactive session will provide opportunities for participants to apply three practices - working from observation, attributing reasonableness, and speaking with authenticity — that support conversations for change on tough issues. Following a public-leadership scenario to introduce and illustrate the approach, participants will apply the practices to leadership-related challenges they personally face and will discuss the results in small groups. Large group discussion will explore implications, opportunities, and challenges for public leadership action. Participants will gain exposure to a framework that can be used to create more mindful, creative, and deep-reaching engagement with others on virtually any tough issue. This workshop was co-developed with Don Dunoon, author of In the Leadership Mode and the creator of the OBREAU Tripod.

Courtland (LL3) | Panel Discussion | Public Leadership

Leading Social Justice Through Faith-Based Partnerships

- Chair: Laura Morgan Roberts, Professor of Psychology, Culture & Organization Studies, Graduate School of Leadership and Change, Antioch University
- Chair: Darryl D. Roberts, Senior Pastor, Concerned Black Clergy of Metropolitan Atlanta Vice-President, Mt. Welcome Missionary Baptist Church

Tonetta Collins, Certified School Social Worker; PhD Student, Graduate School of Leadership & Change, Antioch University Tawana Davis, Student, Graduate School of Leadership and Change, Antioch University; Itinerant Elder, African Methodist **Episcopal Church**

Donald Perryman, PhD Candidate, Graduate School of Leadership and Change, Antioch University

Designed to create a robust, holistic forum for facilitated dialogue regarding the various dimensions of leading social justice in and through spirituality, religion, and faith-based institutions, this panel will feature clergy who are both leadership scholars and active leaders of various faith-based institutions in diverse settings. The panelists will provide rich illustrations of how to build faith-based, cross-sector partnerships in service of social justice and the common good. Attendees will be invited into a discussion about innovative models for peacefulness, inclusion, activism, healing, and relationship building.

Dunwoody (LL3) | Workshop | Conference Theme

Gender-Inclusive Leadership: Discover Your Unconscious Gender Bias

- **Amy Diehl**, Associate Vice President & Director of Systems & Applications, Technology & Library Services, Shippensburg University of Pennsylvania
- Leanne Dzubinski, Associate Professor, Cook School of Intercultural Studies, Biola University Michelle O. Taylor, Vice President, Student Affairs, Utah Valley University

Unconscious gender bias, assumptions, double standards, and invisible barriers embedded in organizational cultures constrain leadership opportunities for women. The facilitators will briefly share a comprehensive framework of 27 barriers women face to make a case for organizations to take a broader perspective when supporting women in leadership. Several short presentations will each be followed by focused small group discussions to provide opportunities to digest concepts and identify possible solutions. Participants will learn how to create an inclusive workplace by recognizing unconscious gender bias and developing strategies to identify and eliminate hindrances for women employees.

Fairlie (LL3) | Panel Discussion | Leadership Education

Action Learning to Develop Inclusive Leadership Capability: Lessons From South Korea and the U.K.

Chair: Lynn Thurloway, Associate Professor, Leadership Faculty, Henley Business School

Jean-Anne Stewart, Programme Director, MA Leadership & Leadership Faculty, Henley Business School Yonjoo Cho, Associate Professor, Instructional Systems Technology, Indiana University Steve Kempster, Professor, Leadership and Management, Lancaster University

This session introduces the latest thinking on effective leadership development through experiences and lessons learnt from international action learning programs. Following an introduction to the Revans model of action learning, emphasizing work-based experiential learning and the mutually supportive network of the action learning set, two brief presentations on action learning — one on CEOs and senior corporate executives in South Korea and one on executives who participated in a Henley leadership program — will share contrasting approaches and valuable insights in the practicalities of developing leadership in today's organizations. This will provide the groundwork for the ensuing discussion.

Grand Hall A (LL2) | Panel Discussion | Public Leadership

BREXIT and a Future World Order: A Critical Time for Leadership

Chair: Michael C. Hardy, Professor & Executive Director, Centre for Trust, Peace and Social Relations, Coventry University Georgia Sorenson, Leadership Scholar, Executive Education, Møller Centre, Churchill College, University of Cambridge Gillian Secrett, CEO, Møller Centre, Churchill College, University of Cambridge Matt H. Qvortrup, Professor, Political Science, Coventry University

The U.K.'s pending divorce from the EU creates one of the biggest challenges for Europe in decades, with a rising tide of uncharted waters for the European project, for trade, and for the free movement of people and capital. Questions remain for democratic leadership: When — if at all — should complex decisions be delegated to the voters? What is the role of leadership at a time when populists with over-simplified solutions challenge trust in representative democracy? This session will begin a conversation about the terms and consequences of BREXIT with plans to continue the discussion at ILA's annual global conference next year in Brussels.

Grand Hall B (LL2) | Panel Discussion | Leadership Education

Pioneering Inclusive Leadership: Celebrating 20 Years of the Social Change Model

Chair: David M. Rosch, Assistant Professor, Agricultural Leadership, University of Illinois at Urbana-Champaign Susan R. Komives, Professor Emerita, University of Maryland

Craig E. Slack, Director, National Clearinghouse for Leadership Programs, University of Maryland

Andrew Stelljes, Assistant Vice President, Student Engagement & Leadership, College of William & Mary

Dennis C. Roberts, Independent Consultant

Julie E. Owen, Associate Professor of Leadership Studies, School of Integrative Studies, George Mason University

For the past 20 years, the Social Change Model has been an essential component to shaping educational contexts and environments towards collaborative and relational approaches. This session will seek both to honor this legacy and to imagine a more equitable and just future. A panel of experienced scholars and educators will examine the impact of the model on twenty years of scholarship, research, global effects, and campus applications. This session will provide an important space to reflect upon the progress and barriers towards achieving inclusive leadership.

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Grand Hall C (LL2) | Panel Discussion | Leadership Scholarship

Leaders in Personal Crisis

Chair: Crystal L. Hoyt, Professor Leadership Studies, Jepson School of Leadership Studies, University of Richmond Gill Robinson Hickman, Professor of Leadership Studies, Emerita, Jepson School of Leadership Studies, University of Richmond: ILA Lifetime Achievement Award Honoree

Laura Knouse, Licensed Clinical Psychologist; Assistant Professor, Psychology, University of Richmond

A personal crisis is a disruptive event or emergency that affects the leader in a private or intimate area of his or her life. This research examines how individuals handle their leadership responsibilities when they experience the death of a loved one, suffer a life-threatening illness, or care for a chronically ill child or parent. There are two critical issues in the study - how leaders interact with their staff or team members while experiencing a personal crisis, and how leaders personally experience and handle the crisis themselves. The presenters will discuss early results from their study on leaders in personal crisis and share directions for future research.

Grand Hall D (LL2) | Panel Discussion | Leadership Development

How a Collaborative Autoethnography of Sponsorship Enhanced Ethnic-Minority Participants' Б Leader Identity

Chair: Heewon Chang, Professor & Director, Ph.D. in Organizational Leadership, Eastern University; Founding Editor-in-Chief, International Journal of Multicultural Education

Kathy-Ann C. Hernandez, Professor, Ph.D. in Organizational Leadership, Eastern University Karen A. Longman, Professor, Doctoral Programs in Higher Education, Azusa Pacific University Gladys A. Robalino, Associate Professor, Modern Languages, Messiah College

The making of organizational leaders is enhanced by having a "constellation of developmental relationships" (Gibson, 2008), yet ethnic/minority emerging leaders often struggle to find those relationships within predominantly white institutions. This session will examine how involvement in a collaborative autoethnography (CAE) research project provided a constellation of developmental relationships to seventeen participants, each of whom had made a year-long commitment to identify a sponsor with the goal of developing their leadership skills. The methodology of collaborative autoethnography, growth in developmental relationships through the process of involvement in the CAE research project, and the study's key findings will be discussed.

Greenbriar (LL3) | Symposium | Conference Theme

Religion in the Public Square: Exclusive Claims but Inclusive Leadership?

Chair: Alicia D. Crumpton, Program Director, School of Business and Public Leadership, Johnson University

In the United States, religion and religious leadership traditionally contributed to the public square. Deinstitutionalization, secularization, and globalization have privatized religion, diminishing its influence in the public commons. Although religious communities were generally considered drivers of justice, peace, and social cohesion, many of them are now often perceived as contributing to polarization, conflict, and violence. This symposium aims to contribute to an inclusive model of religious leadership that points to the positive civic potential of religion.

Communities of Practice and Public Leadership C T

Douglas A. Hicks, Dean, Oxford College, Emory University

Various kinds of communities - religious, business, universities, civic - make different claims on the identity of its members. This presentation will offer an account of leadership within communities of practice that enables members to develop their own agency while respecting the agency of others both within and beyond community walls.

Virtue as a Foundation for Inclusive Religious Leadership

- Jacqueline A. Faulhaber, Professor Leadership and Strategic Ministry, Johnson University
- Utilizing the literature on theology and philosophy, this presenter will explore how virtue within the context of truth might encourage inclusive religious leadership that assists in better mitigating cultural conflict and creating unity.

Ricoeurian Ethics: Recapturing Communal Personhood

- **Ricoeurian Etnics: necapturing Solution** Larry T. Crudup, Doctoral Student, Interdisciplinary Studies, Union Institute & University
- Who owns the words "them." "they," and "those people?" How do those words connect with personhood? Does a communal personhood establish an ethic that takes seriously exclusive religious claims and the inclusive leadership imperative? This presentation will reveal how Ricoeur's understanding of personhood transitions personhood and public discourse from a dichotomous relationship to a dialectical understanding.

Inclusive Religious Leadership Through Identity Construction in Hope C T

- Jack Barentsen, Associate Professor & Chair, Practical Theology, Evangelische Theologische Faculteit
- How can religious leaders foster inclusive values for the civic engagement of faith communities, while maintaining exclusive religious claims that are needed for a robust socio-religious identity? This paper combines social identity theory, hope theory, and Christian theology to offer an inclusive model of religious leadership that responds to the needs of our superdiverse public square.

Hanover Hall A-B (LL2) | Panel Discussion | Conference Theme

Breaking the Zero-Sum Game: Transforming Societies Through Inclusive Leadership

- Chair: Aldo Boitano, Executive Director, Executive Development
- Raúl Lagomarsino, Professor of Human Capital, ESE Business School

H. Eric Schockman, Chair & Associate Professor, Center for Leadership, Woodbury University Niels Agger-Gupta, Associate Professor, School of Leadership Studies, Royal Roads University Barbara Baker, Executive Director, Women's Leadership Institute, Auburn University Juana M. Bordas, President, Mestiza Leadership International Mike Carey, Dean, Virtual Campus & Associate Professor, Organizational Leadership, Gonzaga University Sarah Chace, Assistant Professor, Leadership & American Studies, Christopher Newport University Brigitte Harris, Acting Dean, Faculty of Social and Applied Sciences, Royal Roads University Chervi Getz, Professor, Department of Leadership Studies, University of San Diego Ralph A. Gigliotti, Assistant Director, Center for Organizational Development & Leadership, Rutgers University Malcolm Glover, Global Leadership Scholar, Leadership Studies, University of Central Arkansas **Zhi Luan,** Leadership, University of Central Arkansas Ebere Morgan, Principal Director, Deztiny Strategies International Lorraine Stefani, Professor of Higher Education Strategic Engagement, Faculty of Education and Social Work, University of Auckland

Leonard Taylor Jr., Research Associate & Teaching Specialist, Leadership Minor, University of Minnesota - Twin Cities Dung Tran, Instructor, Organizational Leadership, Seattle University

Editors and chapter authors of a forthcoming ILA Building Leadership Bridges book will provide a behind the pages look at their stories of leaders from around the world who have found ways to break the zero-sum game logic of winners and losers, creating environments where the norm is collaboration, generosity, and trust instead of competition, selfishness, and control. After briefly discussing their contributions, ample time will be devoted to Q&A. dialogue, and audience participation.

Hanover Hall C (LL2) | Panel Discussion | Conference Theme

"Just Lean In": How WEIRD is That?

- Chair: Lize AE Booysen, Professor of Leadership and Organizational Behavior, Graduate School of Leadership and Change, Antioch University
- W Martha F. Miser, President, Aduro Consulting, LLC

Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University

Carolyn D. Love, Principal, Kebaya Coaching & Consulting

Jessica L Porter, Leadership Consultant, Independent

Sheryl Sandberg's 2013 bestseller, Lean In, has been lauded in the business community as a game-changing approach to women's leadership. Unfortunately, this approach overlooks the decades of research on gender and power conducted by feminist and critical scholars. In this session the acronym WEIRD is used to capture Lean In's focus on white target audiences, its exclusionary, individualistic, reactionary practices, and de-politicized nature. This panel will contemplate the impact of Lean In on leadership practice, education, development, and coaching. Participants will be invited to engage in dialogue on these contrasting views on gender and organizational change.

Hanover Hall D (LL2) | Presentation | Conference Theme

Leadership Lessons From the Making of Modern Atlanta

Andrea Young, Professor of Practice, Public Management and Policy, Georgia State University

At a time when racial violence was common across the South, Atlanta leaders set a standard for cross-racial cooperation. Leadership practices around tolerance and fairness supported an inclusive framework that promoted economic growth and opportunity across all sectors of the community. This session, based on five years of research and decades of leadership practice, will distill key leadership lessons from the Making of Modern Atlanta project, using excerpts from the documentary film to highlight important values and practices related to tolerance and inclusion. Come learn from the scores of influential Atlanta leaders interviewed for the documentary who shared their stories, memories, and reflections.

Hanover Hall E (LL2) | Panel Discussion | Leadership Development

A Clash of Culture: Implementing an Inclusive Leadership Model Within a High Power Distance Environment

Chair: Rob Koonce, Founder, Can We Communicate

Linda Pallone, Owner, E4Leaders LLC Susan Ryan, President, Amoveo Cherie Wasit, Owner, iChampion Company

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How can inclusive leadership (IL) be implemented/practiced within a culturally diverse team, consisting of team members from nations with contrasting high/low power distance (PD) index scores? Specific challenges related to implementing IL on these teams — both from the perspective of a leader and a follower — will frame this discussion. Panelists will examine strategies for shifting mindsets and behaviors among team members and share first-hand accounts of projects in Afghanistan, where leaders from low power distance (PD) nations were able to successfully implement IL among high PD team members and achieve reproducible and sustainable results.

Hanover Hall F (LL2) | Presentations | Leadership Education

Making it Real: Teaching Practices to Enhance Learning Outcomes

Chair: Margaret F. Sloan, Associate Professor of Strategic Leadership Studies, School of Strategic Leadership Studies, James Madison University

A plethora of leadership theories have emerged throughout the past several decades. However, while teaching leadership theory is part of the objective of most programs, another critical part is cultivating critically reflective leadership practice. This session will provide specific classroom practices that enhance learning outcomes and students' capacity to apply practically grounded leadership theory.

Academic Leadership Capstone: Implementing a Qualitative Research Project for Undergraduates

Kent Andersen, Director, Hess Center for Leadership and Service, Engaged and Experiential Learning Programs, Birmingham-Southern College

Qualitative research accords with emerging scholarly leadership paradigms and sensitizes students to leadership as an inclusive meaning-making process. This presenter will examine a capstone qualitative research assignment for an undergraduate academic leadership program and describe how it can be adapted for other contexts.

Ethical Leadership: Creating Inclusive Environments by Identifying Student Perspectives in Reflective Writing

Kerry K. Fierke, Assistant Professor, Pharmacy Practice & Pharmaceutical Sciences, University of Minnesota The purpose of this study, conducted in an online course on leadership in healthcare, was to examine students' perceptions of leadership after experiencing a specific instructional and reflective practice based on real events. After describing the specific assignment and the related research, the presenter will share themes and questions for further consideration.

Recognizing and Addressing Multicultural Leadership Issues: The Community Based Action Research Project

Leigh Fine, Assistant Professor, School of Leadership Studies, Kansas State University

This classroom assignment was created to encourage students to discover for themselves the mechanisms of privilege and inclusion while engaging with those whose realities do not match their own. The presenter will share the theoretical framework for the assignment, summarize its content and context, and evaluate its efficacy based on student feedback.

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Hanover Hall G (LL2) | Workshop | Leadership Development

Strategies for Creating a Diverse and Effective Network

Donna Chrobot-Mason, Associate Professor, Psychology & Director, Center for Organizational Leadership, University of Cincinnati

In today's complex, global, and interconnected workplace, leaders must span demographic, geographic, and functional boundaries to share information and resources and to achieve goals. Despite this need, data suggests most leaders are unaware of how ineffective their networks are. The workshop will begin by describing characteristics of an effective network while highlighting common leader misconceptions. Next, participants will complete the Leader Network Diagnostic Tool to help quantify and evaluate the diversity, depth, and openness of their current networks. The workshop will conclude with a discussion on commonly experienced traps or blind spots laced with strategies for improving one's network.

Inman (LL3) | Workshop | Youth Leadership

Nurturing Youth Leadership Through A Youth-Centric Social Innovation Lab Process

Cheryl Heykoop, Associate Faculty, Humanitarian Studies & Leadership, Royal Roads University

Part of the ResiliencebyDesign Innovation Lab, the presenter will begin with a brief overview of a youth-centric social innovation lab process, explaining how it was developed and applied with youth in Southern Alberta, Canada, to generate community-relevant solutions to climate change, disaster risk reduction, and resilience. Through experiential activities, workshop participants will have an opportunity to engage with the six phases of the social innovation process through engagement, dialogue, reflection, and action, and discover the benefits of implementing the ResiliencebyDesign youth-centric social innovation process across contexts and issues to address some of the complex challenges facing the world today.

Kennesaw (LL3) | Workshop | Leadership Scholarship

Mind Map Analytics: Generating Meaningful Insights From Abundant Data

Kathryn Bingham, Chief Essentialist Officer & Executive Coach, LEADistics, School of Leadership and Education Sciences, University of San Diego

Mind mapping offers researchers and practitioners a generative tool to analyze and organize abundant data according to critical findings, integrate quantitative and qualitative results, develop meaningful constructs, and communicate learning and actions. After an overview of a case study incorporating a mind mapping methodology and a demonstration of the study's analytical file, two hands-on exercises will deepen participants' understanding of the tool's applications. The first will use participant conference experiences, surfacing insights, learning, discovery, and further actions. The second will invite participants to capture and communicate a research or organizational change project. The workshop concludes with discussion of designing mind mapping into research methodologies and practice.

The Learning Center (LL1) | Presentations | Conference Theme

Innovative Theoretical Frameworks Fostering Inclusive Leadership

Chair: Dionne Rosser-Mims, Associate Dean, College of Education, Troy University

- Leveraging a Graphic Model of Leader Relationships: Exploring What Is, Can and Should Be
- **R. Craig Bullis,** Professor of Management, Command, Leadership, and Management, U.S. Army War College

One aspect of assessing leader inclusivity is the reciprocal influence leaders have with the many individuals with whom they interact. This presentation will describe a graphic framework used with senior leaders across multiple domains to foster intentionality in managing relationships and to identify relationships that require more, or sometimes less, attention.

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Interpersonal Collaboration Theory: Review and New Direction

- F Marc Hurwitz, Associate Director, Undergraduate Programs & Professor of Entrepreneurship, University of Waterloo
- Stephanie Colbry, Assistant Teaching Professor, Leadership Studies, College of Professional Studies, Northeastern University

Rodger D. Adair, Associate Professor, College of Business and Management, DeVry University (Co-Author) Surprising research outcomes led to the development of a new construct, interpersonal collaboration theory (ICT), as a way to understand the mutual influence in how people work together, categorized as Individual First and Team First. This presentation will focus on the discussion of these categories and future directions for research.

CS3 THU 15:00-16:30

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Symbiotic Leadership Theory: A Collaborative Path to Inclusive Leadership

Michael J. Stevens, Professor of Management, Business Administration, Weber State University

Wendy Fox Kirk, Assistant Professor, Business Administration, Weber State University

Rather than framing leadership as something leaders do to followers, this theory describes the mutually constructed social process called leadership as something followers and leaders do with each other. Presenters will provide both a conceptual and applied road map to collaboration and inclusion and explore implications for research and practice.

A Proposed Romance of Followership Theory to Advance the Field of Inclusive Leadership

C T Gary Crutchfield, Production Engineering Manager, Boeing; President, DeviantLeadership.org

The romance of followership theory compliments the romance of leadership theory with complexity-based leadership leveraging followers as primary creators of value and nodes of connectivity in the complex adaptive system of the global economy. The presenter will discuss how the romance of followership theory includes optimal strategies and tactics for leaders and followers for increased performance and engagement in organizations.

An Integrative Model of Organizational Leadership

Tamiko MaGee, Student, Graduate Studies in Leadership, Indiana Wesleyan University Shawn J. Kindle, Ph.D. Candidate, Graduate Studies in Leadership, Indiana Wesleyan University After sharing an organizational leadership model developed by Indiana Weslevan University faculty that highlights important constructs of wisdom, followership, stewardship, and spirituality, presenters will discuss the Organizational Leadership Questionnaire which was validated by reaching a population of over 300 leaders.

Lenox (LL3) | Workshop | Conference Theme

Race, Leadership, and Critical Humility: Practicing Inclusivity for White People

Doug E. Paxton, Faculty, Leadership, St. Mary's College of California

While experiences of race and exclusion arise guite differently around the world, successful navigation of racial dynamics requires our ongoing care and attention as leadership educators. Drawing on the disciplines of action research, cooperative inquiry, and critical race theory, this workshop will provide a foundation for how people from a dominant mindset can practice their way towards greater competencies of inclusion. Using the example of the critical humility model, a demonstration skit, and small group exercises, participants will practice together and move towards the development of individual action plans aimed at promoting more collaborative and inclusive leadership.

International Leadership Association

20TH ANNUAL GLOBAL CONFERENCE

October 24-27, 2018 West Palm Beach, FL, U.S.A.

> www.ila-net.org conferences@ila-net.org

THURSDAY NOVEMBER 3 16:45 - 18:15 **ROUNDTABLE DISCUSSIONS**

One indicator of a session focus and target audienc is its track and thread. A sessions have tracks corresponding to ILA's **Member Interest Groups** plus the conference then and some have thread indicating that they inter the special interest of an Affinity Group or Learnin Community. Sessions ar bar-coded by track and b thread to help you guick identify those of interest

on's	TRACKS	THREADS
ce	Business Leadership	Arts & Leadership
	Leadership Development	Doctoral Program Faculty & Leaders
	Leadership Education	Ethics Forum
me	Leadership Scholarship	Followership
s, rsect	Public Leadership	Leadership Education Deans, Directors, & Chairs
n ILA ng	Youth Leadership	PE Peace Leadership
'e	Conference Theme	Philosophy, Religion, & Worldviews
by (ly		Sustainability Leadership
t.		Women & Leadership

Interactive roundtables are small group discussions on a topic of common interest facilitated by an individual or team. The organizer frames the topic and then facilitates a discussion with participants at the table. After 20 minutes a bell rings and participants have the opportunity to move to another roundtable or remain where they are to continue the conversation.

BUSINESS LEADERSHIP

1. Can Stepping Aside Still Be Leadership? BL

Jacqueline Hamp, Consultant, Educator, Coach, JMH Consulting, LLC

Baby Boomers are living longer, staying healthier, and working longer than previous generations. There is an attitude among the emerging generations that these Boomers are clogging up the pipeline. Can business establish a way to serve both of these generations that will also ensure business continuity and sustainability?

2. Harmony but Not Sameness: The Message of Master Jingkong's Practice for Inclusive B L Leadership P W

Zhi Luan, Student, Leadership, University of Central Arkansas

Master Jingkong is considered the most accomplished and venerated religious leader in revealing the quality of inclusivity in advancing religious cooperation, world peace, and racial harmony in China and throughout the world. The presenter will share Jingkong's story leading to a discussion of the secret of his achievement as an inclusive leader.

3. Surviving Economic Collapse: Stories, Findings, Discussion, and Remaining Questions BL

Steven Walker, Professor, Leadership Studies, National University Late 2007 through early 2009 the United States experienced an economic collapse not seen since the Great Depression. While many organizations struggled and were ultimately destroyed some survived and even thrived. Why? How? What can leaders learn from the survivors' experiences?

IRT THU 16:45-18:15

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CONFERENCE THEME

S L

4. Inclusion through Interorganizational Collaboration C T

Patricia Greer, Academic Director, University College University of Denver

Interorganizational collaborations provide a method to include each participant's experiences, thoughts, and ideas in the solution of "messy" problems - those unsolvable by any one organization, sector, government, or group. A research study examining 47 collaborations will launch this discussion on inclusive practices that bring together diverse voices to achieve shared outcomes.

5. Inclusive Leadership: Including People With Disabilities C T

Denis Doolan, Chief, Organizational Excellence, Special Olympics International

Emily Klinger, Director, Organizational Excellence, Special Olympics International

People with intellectual disabilities, often the most stigmatized in communities, embody the inclusive leadership challenge - can they really be included if they need more time to prepare, to think, and to contribute in leadership situations? Lessons learned from the Special Olympics model will frame this discussion on several critical questions.

6. Inclusivity and Climate Change – Competing Perspectives? C T

Deborah R. Gallagher, Professor & Executive Director, Duke Environmental Leadership Program, Duke University Linda G. Olson, Interim Dean, Colorado Women's College, University of Denver

This discussion will consider how collaborative and inclusive leadership might be used to honor and leverage divergent viewpoints to address the crisis of global climate change. Can inclusive leadership ensure that local, grassroots perspectives are considered equally with global, market perspectives? Can collaborative leadership advance solutions that do not privilege technological solutions above others?

7. Modernity, Colonialism, and Epistemicide: Exploring the "Witches" Leadership and C T Organization

Antonio Jimenez Luque, Intercultural Research Associate & Chief Diversity Officer, Gonzaga University Carla Penha Vasconcelos, Student, Gonzaga University

With modernity and the expansion of colonialism, an incalculable number of women in Europe and America were accused of witchcraft and killed. This process seemingly focused on those with the audacity to think and act freely in their communities, erasing their leadership and silencing their voices. Did it work then? Do similar efforts work today?

8. Moral Leadership: Making Diversity More Than Programs and Policies C T

Julia Dunst, Graduate Assistant, Institutional Review Board, Ph.D. Program in Leadership, Alvernia University

- P E Zevnep Korgan, Student, Leadership, Alvernia University
 - Semiha B. Sekerli, Student, Leadership, Alvernia University

Diversity programs, social policies, and learning events may sound prescriptive for creating safe spaces on college campuses, but are they really changing the culture? What role does moral leadership have in building bridges between students and administrators? Join diverse students exploring how inclusive leaders bridge their organization's culture towards peace.

9. Queering Space for Inclusive Leadership C T

Kimberly R. Mungaray, Professor, Accounting, Millikin University

Queer theory offers a framework for disrupting the norm and potentially offers a framework through which the creative leadership space can remain open for change, re-definition, and disruption. This discussion will explore if queering the various leadership models can create new understandings of how inclusive leadership is defined and experienced.

10. The Dynamics of Inclusive Leadership in International Nonprofit Organizations C T

Maninder Tennessey, Owner & Operator, Atlas Pots

Catherine Etmanski, Associate Professor & Acting Director, School of Leadership Studies, Royal Roads University Examples from two Canadian international NPOs will launch this conversation on whether and how attending to multiple, intersecting areas of identity and promoting inclusive leadership can enable NPOs to: better fulfil their mission; lead to sustainable development; maintain historical ties to peace, social justice, and anti-racist movements; and enhance their success.

11. Supporting Diversity and Inclusion in Mainstream Social/Physical Activities

Sharita Lawson, Doctoral Candidate & Graduate Teaching Assistant, North Carolina Agricultural and Technical State University

Why are Black women and girls rarely represented in certain mainstream activities such as cheerleading and yoga? Drawing on personal experiences, this discussion will identify steps that leaders can take to create safe, accessible spaces that make their activities more welcoming for girls and women of color.

12. Women's E-Learning in Leadership (WELL) Project Fariba Parsa, Founder & Director Women's E-Learning in Leaders

Fariba Parsa, Founder & Director Women's E-Learning in Leadership, George Mason University

In ever-changing geopolitical environments, educated women in the Middle East, North Africa, and South East Asia have limited influence and restricted leadership opportunities in the civic and political spheres. This roundtable will examine a new e-learning program created to guide, support, and mobilize these women's personal and professional growth through leadership development.

13. Queering Leadership

Leigh Fine, Assistant Professor, School of Leadership Studies, Kansas State University Benjamin J. Marcy, Instructor, Leadership Education and Development Undergraduate Programs, University of Minnesota Jennifer Dane, PhD Student, The Ohio State University

Mario Burton, Graduate Student, Antioch University

Queering leadership advocates for the critical examination and troubling of existing power structures in the hopes of expanding who is able to practice leadership and who becomes a recognized leader. Come explore how people whose bodies, minds, or beings somehow trouble social norms can together change social leadership realities.

LEADERSHIP DEVELOPMENT

14. A Model of Shared Leadership and Implications for Its Use in Leadership Development Programs

Terry Jackson, Doctoral Candidate, Human and Organizational Learning, The George Washington University Warren Lundblad, Program Executive, The George Washington University Jennifer Wong, Program Director, The George Washington University Alberto C. Rosende, Student, The George Washington University

Frederick C. Jefferson, Executive Coach, Jefferson and Associates

Complex, fast-paced organizational environments require both agility and innovation along with the active participation of both leaders and followers. After sharing a new model that promotes inclusivity while integrating the key elements of context, personal factors, and team behaviors, discussion questions will explore implications on the design and delivery of leadership development programs.

15. Artist as Apprentice: Reexamining Distance in the Leader-Follower Relationship

Kimberley A. Koonce, President, Can We Communicate

Much has been written about dyadic relationships between leaders and followers in organizations. What can artists as apprentices teach us about followership? Participants will examine the value of art in the lives of followers and leaders in organizations.

16. Cross-Cultural Collaboration: A Case Study of Developing a Leadership Program in Morocco

Catherine Rasmussen, Educator, Leadership & Civic Engagement, Center for Community Vitality, University of Minnesota Minnesota and Morocco are worlds apart, but the need to strengthen the economic potential in rural Morocco brought faculty together from two countries to co-design a leadership cohort program for 22 men and women. Discussion will focus on strategies for developing trust, and the curriculum, outcomes, and challenges with cross-cultural collaboration.

17. Effective Practices: Professors With Leadership Skills Correlation With Performance

Marcellina K. Hamilton, Associate Professor, Economics and Business, Bridgewater College A study focused on the concept of faculty as leaders and the relevance of leadership qualities to teaching effectiveness will be shared. Results suggest that faculty members focus on transformational rather than transactional leadership. Discussion will focus on implications concerning faculty leadership, teaching effectiveness, and student evaluations.

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18. Enhancing Leadership Development Programs Through the Integration of Expertise and Resources E D

Rhonda McClellan, Director & Professor, Leadership Studies Ph.D, University of Central Arkansas Linda Miller, Assistant Dean, Continuing Professional Studies, Champlain College (Co-Author)

A case study of a chance meeting at ILA Montréal that led to the collaborative development of a new online M.S. program will be shared to spark conversation on the changes that a more connected world is having on leadership educators, program development, boundary-neutral networks, and the field of leadership development overall.

19. Leadership Competencies for Spiritually and Religiously Diverse Organizations

Peter E. Williams, Assistant Dean, School of Educational Leadership, Abilene Christian University

Stuart Allen, Associate Professor, Organizational Leadership, Robert Morris University

A brief overview of studies applicable to workplace spirituality, spirituality in leadership, and global and diverse workplace competencies will ground this critical discussion on the competencies leaders need to thrive in religiously and spiritually diverse organizations and workplaces.

20. The Last Generation: Futuring Gen Z's Impact on Leadership

Andrew Henck, Adjunct Professor, Leadership & Organizational Psychology, Azusa Pacific University Views on authority and power have evolved across time, leaving many to wonder how the final generation will impact the field of leadership. As we move into a "post-generational" world, this presentation will propose new approaches for leadership development while anticipating the contributions of Gen Z.

21. The Seven Deadly Narratives of Leadership

Keith D. Walker, Professor, Educational Administration & Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan

Benjamin Kutsyuruba, Associate Professor, Faculty of Education, Queen's University

Facilitators will lead a discussion on how leaders can subtly fall into rationalization, self-justification, foolishness, and callous indifference through maleficent internal narratives. The discussion will reframe the classic list as seven bad habits — envy, pride, covetousness, gluttony, sloth, lust, and anger — in the context of organizations and the practices of leaders.

22. Three Foundational Models for Leader and Character Development

Kevin Mullaney, Department Chair, Leadership, Ethics, and Law, United States Naval Academy

One of the greatest challenges in building a coherent leader development program is finding a unified and coherent concept of leadership to build upon. Learn about the three basic models at the core of this established program, and how they provide foundational concepts and a common framework for both faculty and students.

23. "Call Me Leader!" — Tragic Leadership Lessons From Moby-Dick

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

Troy Hinrichs, Professor, History & Government, California Baptist University

The opening line to Moby-Dick, "Call me Ishmael," is an invitation to a journey that provides timely and dramatic insights related to life, leadership, and followership. Drawing from a recent paper, this roundtable will explore lessons from Melville's historical novel for people engaged in collective endeavors to finish well, or at least avoid self-imposed destructive demises.

LEADERSHIP EDUCATION

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24. A Big World Becomes Smaller: Connecting Experiences and Knowledge in E Educational Leadership

Sumet Ngamkanok, Head, Innovative Administration and Educational Leadership Center, Burapha University Supattra W. Andrade, Executive Director, Go For Determination, LLC.

A case study examining perspectives of graduate learners in Thailand who participated in adapting world-wide telecommunications to deliver a lecture from the U.S. to their classroom will launch this discussion on the advantages and challenges of using Skype to support distance learning.

25. Challenge Accepted: Addressing How Leadership Intersects with Women's Academic Persistence in STEM

Katherine L. Friesen, Leadership Instructor, College of Engineering, Iowa State University

Amber Manning-Ouellette, Lecturer of Leadership Studies, Catt Center for Women and Politics, Iowa State University Women have the academic and leadership capacities to succeed in undergraduate STEM majors, yet report lower levels of efficacy, often negatively impacting their persistence to graduation. This roundtable will discuss the following overarching question: What role can leadership studies programs play in the persistence of women in undergraduate STEM majors?

26. Contextualizing Leadership to Prepare Globally-Minded Students

Sky Georges, Graduate Student, Agricultural Education and Communication, University of Florida As the dynamics of globalization increase the interactions between cultures, it is imperative that leadership students are taught theory from a cross-cultural context. Preparing students who are globally minded with Western-centric literature poses its own challenges. This discussion will focus on the balance between traditional leadership theory and inclusivity in curricula.

27. Developing an Agenda for a Leadership Institute: Advice From the Field

Jenny Daugherty, Associate Professor & Director of Leadership Development Institute, School of Human Resource Education & Workforce Development, Louisiana State University

This discussion will share research on university leadership development centers and elicit advice from those engaged in this type of work. A recently appointed director of a newly developed center will offer lessons learned and challenges faced, and will facilitate conversation on goals, funding, and targeted outcomes.

28. Development of a Scoring Rubric for an E-Portfolio: Validity and Reliability

Brent Goertzen, Professor, Leadership Studies, Fort Hays State University

This roundtable will share research-based best practices on the effects of scoring rubrics for summative assessment. Moreover the facilitator will highlight efforts to develop a valid and reliable scoring rubric to evaluate student e-portfolios as part of a capstone experience for a graduate program in organizational leadership.

29. Educating Leaders for Sustainability in a World of Wicked Problems

Paul Kosempel, Teaching Associate Professor & Interim Director, Pioneer Leadership Program, University of Denver Our world demands that our future leaders are prepared to encounter wicked problems such as climate change, income inequality, and poverty. This roundtable, sponsored by the ILA Sustainability Leadership Learning Community, will explore best practices for leadership educators in teaching and preparing leaders to tackle sustainable solutions to wicked problems.

30. Engaged Learners = Engaged Leaders

Kerry K. Fierke, Assistant Professor, Pharmacy Practice & Pharmaceutical Sciences, University of Minnesota Student engagement can be fostered by identifying a strong sense of purpose for the leadership course or content. That purpose can be even more meaningful if identified by the learner. This roundtable will focus on practices to encourage learner engagement by infusing students' personal interests and motivations into educational outcomes.

1 31. Exploring College Student Leadership Development in an Integrative E-Portfolio Process

Francesca Lo, Director, Husky Leadership Initiative, University of Washington Nandita Vishwanath, Program Manager, Husky Leadership Initiative, University of Washington

Michaelann Jundt, Associate Dean, Undergraduate Academic Affairs, University of Washington

This qualitative research project assessed student learning and design aspects of an integrative e-portfolio program that contributed to students' leadership development. Discussion will highlight student growth resulting from faculty, staff, and alumni mentoring; a cohort-based seminar course; and a structured integrative reflection process.

32. Examining Transactional Leadership as a Critical Component of Inclusive Leadership

Katherine L. Friesen, Leadership Instructor, College of Engineering, Iowa State University Andrew Wefald, Associate Professor, School of Leadership Studies, Kansas State University

Chance Lee, Instructor, School of Leadership Studies, Kansas State University

As transformational leadership continues to gain popularity, transactional leadership has become forgotten in the full-range model (Bass & Avolio, 1994). This roundtable will offer discussion of transactional leadership as a component of the full-range model of leadership, focusing on how those tools can foster inclusiveness in groups, classes, and organizations.

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33. High Impact Leadership Education: Transcending Historical Divides Between Academic and Student Affairs

Thomas Yannuzzi, Executive Director, Center for Student Leadership, Kennesaw State University **Deborah N. Smith,** Assistant Department Chair, Leadership Studies & Director and Professor, Leadership and Integrative Studies, Kennesaw State University

The growing demand to produce graduates with ethical, inclusive leadership skills and sensibilities requires innovative, impactful collaborations between the student and the academic affairs divisions. Facilitators and participants will explore the need for, benefits of, and continued challenges to developing collaborative processes in historically competitive institutional structures.

34. Implementing Service-Learning Projects to Enhance Leadership Education

Laura Lemons, Assistant Professor, School of Human Sciences, Mississippi State University

Jennifer Strong, Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University This roundtable discussion will present a guided opportunity to discuss best practices in implementing servicelearning pedagogy to enhance leadership education. The conversation will encompass planning, preparation, and execution of service-learning experiences, particularly in post-secondary leadership education, although all educators are welcome and encouraged to contribute.

35. Integrating Cultural Competence and Responsiveness Into Inclusive Leadership Education

Rebecca M. Bustamante, Associate Professor, Educational Leadership, Sam Houston State University

An examination of interdisciplinary approaches to exploring how the notions of intercultural competence and cultural responsiveness inform inclusive leadership preparation. Strategies for integrating these frameworks into curricula and teaching and learning practices in leadership education will be discussed.

36. Is There Still a Place for the Study of Great Leaders?

Sean M. Heuvel, Assistant Professor, Leadership and American Studies, Christopher Newport University With the field of leadership's modern focus on leadership as a process and on followership, alongside society's current fixation with the cult of celebrity, this roundtable will weigh the advantages and disadvantages in leadership education programs for the continued study of great leaders.

37. Maximizing Military Experience in the Classroom: How Student Veterans Can Enrich Leadership Education

Seth Kastle, Instructor, Leadership Studies, Fort Hays State University

Student veterans have life experiences unlike those of most college students. They have experienced life and leadership in a way that others may never understand. These experiences are fertile ground for bridging theory to practice in the classroom. How can instructors harness this for the purpose of leadership education?

38. Sabbaticals for Leadership Faculty: A Time for Rest or Increased Productivity?

William Gerard Weeks, Professor, Agricultural Education, Communications and Leadership, Oklahoma State University Penny Pennington Weeks, Professor, Agricultural Leadership, Oklahoma State University

Sabbatical leave has a long and distinguished history at universities. While the purpose is to provide an opportunity for professional growth, there is wide variance on how that might be accomplished. Leadership faculty will share their experiences in securing sabbaticals and explore strategies for making the most of the experience.

39. What Makes a Difference in How We Deal With Difference? The Dynamics of Context and Inclusion

Jacklyn Bruce, Associate Professor, Agricultural & Extension Education, North Carolina State University Marianne Lorensen, Assistant Professor, Agricultural Education, Leadership & Communication, University of Minnesota Like leadership, inclusion is understood differently relative to context. Globally speaking, economic, social, and political dimensions impact our approach. On smaller scales, personal experiences, communities, academic traditions, and professional contexts influence our approach. This roundtable will grapple with the notions of inclusion and its place within leadership education.

LEADERSHIP SCHOLARSHIP

40. Normative Considerations of Critical Leadership Theory

Robert Kirsch, Lecturer, Leadership and Interdisciplinary Studies, Arizona State University

P W Leadership is often assumed to mean good results. Leadership being equated with good at an ontological root does not allow for investigating different kinds of leadership and only legitimates current modes of leadership. This roundtable will critically examine foundational normative assumptions and discuss theoretical tools to perform, assess, and critique empirical findings of leadership studies.

41. Sharing 10 Years' Worth of Experience Publishing Leadership Research – the Journal of Leadership Studies

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

Jeremy Moreland, Provost, University of the Rockies

Daniel Jenkins, Director & Assistant Professor, Leadership & Organizational Studies, University of Southern Maine As part of the 10th anniversary of the Journal of Leadership Studies (Wiley), the editors of the journal will lead an interactive discussion sharing their publishing experiences and seeking feedback on how to provide publishing opportunities. Ideal outcomes include receiving feedback regarding how to better serve scholars interested in publishing.

PUBLIC LEADERSHIP

42. Contextual Components of Leadership Communication in the Media

Ivana Mrozkova, Lecturer, University of Defence

Communication styles, personal narratives, and symbolism help political leaders use the media to achieve their goals and gain the attention of their followers and constituents. Controversial discourse in Europe, including the example of the Czech President, will be discussed through the lenses of populism, anti-party politics, and nationalism.

43. Exploring Adaptive Leadership in Extreme Contexts: A Case Study of What Is Working in Chicago's Urban Strategy

Donna Darr, Visiting Professor, Keller Graduate School of Management, DeVry University

The facilitator will share a story of what is working among community and faith-based stakeholders who practice adaptive leadership amid Chicago's extreme context of urban crisis to create safe havens for school-aged children and alternatives to incarceration for youth. This case study shows how adaptive leadership builds an affirmative holding environment for positive social change.

44. Radically Inclusive Leadership Navigating the Space Between Respectability and Danger

Kathleen Roberts. Senior Advisor to the President for Inclusive Excellence. Northern Kentucky University Robin Martin, Assistant Professor, Educational Leadership, University of Cincinnati

The work of diversity, equity, and inclusion in higher education is critical, and often risky, work. Through critical inquiry, reflection, and collective dialogue, participants will discuss the urgency of moving beyond "what is" and practice what it takes - individually and collectively - to enact true radically inclusive leadership for true transformation.

45. The Dignity and Worth of African American Teens and the #BlackLivesMatters Movement

Tonetta Collins, Certified School Social Worker; PhD Student, Graduate School of Leadership & Change, Antioch University First a hashtag, then a movement, and now an advocacy organization, how can #BlackLivesMatters fight upward against a system, outward toward public legitimation, and inward to include leadership development of young African American males? This conversation will focus on strategies to develop African American male youths for self-advocacy.

46. Transformative Experiences of Students on Campus: From Academic to Spiritual PL Servant Leaders P W

Trupti Palkar, Student, Texas A&M University

Why do students from diverse cultural backgrounds and religious faiths leave to become spiritual servant leaders with faith based, nonprofit organizations? This discussion will explore the role the transformational spiritual leader plays in students' lives on campus and identify strategies institutions can use to enhance and support student's spiritual development.

47. It Takes Courage: Improving Policing and Community Relations

Robynne L. Sherrill, Vice President, Global Talent Management & Development, Human Resources, Dawn Food Products, Inc.

Significant tensions exist between law enforcement and the communities they have committed to protect and serve. This dialogue will focus on the role of courageous followership in improving the community-policing relationship, and how we — as leadership practitioners — can play a role in fostering urgently-needed changes.

YOUTH LEADERSHIP

48. Leadership Psychometrics: Instrumental or Detrimental to Unlocking Young Leaders Globally?

Segun Olagunju, Director, Center for Entrepreneurial Leadership, African Leadership Academy

Participants will explore the field of leadership psychometrics as a catalyst for youth leadership development at the world's most cutting-edge high school leadership academy. The presenter will share the process of building and using scientific instruments to improve outcomes, enhancing personal development, and doing so with concrete measurement that the leadership field so commonly lacks.

49. Leadership in 2026: Thinking Ahead to Millennial Focused Communities and Organizations Stephan P. Belding, Consultant, Millennial Consulting Group

Today inclusion means many things, but is generational inclusion part of the list? Young people are expected to pay their dues in hope that they might be able to advance and lead. It is a new age. Today's leaders need to look at new ideas expressed by youth now, not tomorrow.







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Dates: 5-7 April 2017 Venue: Bled, Slovenia

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Dates: 11-22 June 2017 Venue: Bled, Slovenia

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FRIDAY - NOVEMBER 4

CHECK-IN & OI		
	1	Livett Chicago A & D
8:00 - 19:00	ILA Volunteer Office	Hyatt – Chicago A & B
8:00 - 20:00	ILA Check-in & Help Desk	Hyatt – Terrace Foyer
	RIENCES See Pages 10-11 for Details	
7:00 – 7:45	Morning Meditation FACILITATOR: Lobsand Tenzin Negi, Developer of Cognitively-Based Compassion Training (CBCT) & Director of the Emory-Tibet Partnership	Hyatt – Executive Conference Suite 223 Atrium Tower
7:30 – 20:00	A Thoughtful Space: Experiencing the Labyrinth	Hyatt – Regency Ballroom V
8:00 - 8:45	Reflective Writing as a Way Into Deeper Knowing	Hyatt – Hanover Hall G
	FACILITATORS: Tammy Appling-Cabading & Doug Paxton, Faculty, MA in Leadership, Saint Mary's College in California	
MEMBER COM	MUNITY MEETINGS	• •
8:00 - 8:45	Arts and Leadership – Learning Community Meeting	Hyatt – Lenox
8:00 - 8:45	Business Leadership – Member Interest Group Meeting	Hyatt – Inman
8:00 - 8:45	Followership – Learning Community Meeting	Hyatt – Kennesaw
8:00 - 8:45	Leadership Scholarship – Member Interest Group Meeting	Hyatt – Courtland
8:00 - 8:45	Philosophy, Religion and Worldviews – Learning Community Meeting	Hyatt – Baker
8:00 - 8:45	Public Leadership – Member Interest Group Meeting	Hyatt – Fairlie
8:00 - 8:45	Sustainability Leadership – Learning Community Meeting	Hyatt – Dunwoody
PLENARY, SES	SIONS, EXHIBITS, & REFRESHMENTS	
8:00 - 9:00	Morning Coffee & Tea in Exhibit Hall	Hyatt – Centennial Ballroom I & II
8:00 – 19:30	Exhibit Area Open	Hyatt – Centennial Ballroom I & II
9:00 – 10:15	Plenary	Hyatt – Centennial Ballroom III
	Piano Interlude Dennis C. Roberts	& IV
	Welcome Katherine Tyler Scott, ILA Board Chair; Managing Principal, Ki Thoughtbridge, LLC	
	ILA Lifetime Achievement Award Presentation Helen Astin (posthumously) Barbara Kellerman	
	Authority, Trust, and the Challenges of Inclusion Ronald Heifetz, Founding Director & King Hussein bin Talal Senior Lecturer, Center for Public Leadership, Harvard Kennedy School	
	Fredric M. Jablin Doctoral Dissertation Award Presented to G. James Lemoine, University at Buffalo, by Donelson R. Forsyth, Jepson School of Leadership Studies	
	Kenneth E. Clark Student Research Award Presented to Kyoung Yong Kim, University of Hong Kong, by Jennifer Martineau, Center for Creative Leadership	
10:45 – 12:00	Concurrent Session Four	Hyatt – See Pages 90-99
12:15 – 13:15	Concurrent Session Five	Hyatt – See Pages 100-106
LUNCH		

FRIDAY AT A GLANCE CONTINUED

13:15 – 15:00	Lunch on Your Own	
13:30 – 14:45	7th Annual Women and Leadership Networking Luncheon (<i>Ticketed Event</i>) Event Sponsors:	Hyatt – Regency Ballroom VI
	Agnes Scott College	
	The Graduate School, Indiana Wesleyan University	
SESSIONS, EX	HIBITS, & RECEPTION	
15:00 – 16:15	Concurrent Session Six	Hyatt - See Pages 107-114
16:30 – 17:45	Concurrent Session Seven	Hyatt – See Pages 115-123
18:15 – 19:30	Meet the Authors Reception / Lifetime Achievement Awardee Meet & Greet Meet your favorite leadership authors as well as award recipients Barbara Kellerman and Gill Robinson Hickman! See Pages 84-85 for Details Event Sponsor: Jepson School of Leadership Studies	Hyatt – Centennial Ballroom III
18:15 – 19:30	Poster Session See Pages 124-130 for Details	Hyatt – Centennial Ballroom III
18:15 – 19:30	10th Annual Student Case Competition Final Presentations - Graduate Division	Grand Hall A
18:15 – 19:30	10th Annual Student Case Competition Final Presentations - Undergraduate Division	Grand Hall B

Leadership in Turbulent Times 19TH ANNUAL GLOBAL CONFERENCE Brussels, Belgium October 12-15, 2017

tional Leadership As

CFP Deadline: February 1, 2017

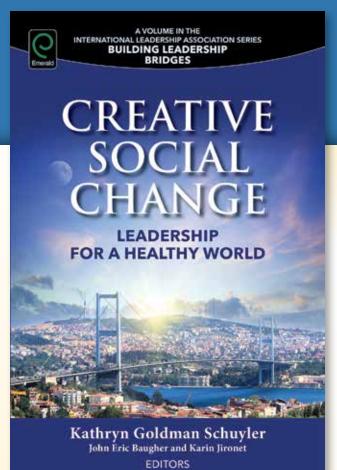
What is our role in creating healthy organizations for a healthy world?

Creative Social Change: Leadership for a Healthy World

fosters a unique dialogue on the interconnections between leadership, sustainability, the long-term viability of the planet, and organizational development.

HIGHLIGHTS

- Interviews with five key scholars in the nature of organizational and societal development - Robert Quinn, Otto Scharmer, Edgar Schein, Peter Senge and Margaret Wheatley
- Contributions on what is needed for change from longstanding creative scholar-practitioners, such as Riane Eisler and Karl-Henrik Robèrt, as well as new voices from around the world
- Proposes practical questions that can be used for dialogue and action among leaders, policy makers, and organizational consultants



This guide to deep change does not offer the definitive answer, but rather experiences, models, and actions that can help us look at our own communities and make a difference. I find this a rich and wonderful toolbox that I can continually dip into. - Dennis T. Jaffe, Ph.D., Wise Counsel Research

Creative Social Change is an inspiring book that brings together an amazing group of thought leaders to reimagine leadership in building a healthy, sustainable, and equitable world for all. - Sandra Waddock, Galligan Chair of Strategy and Professor of Management, Boston College

www.ila-net.org/CreativeSocialChange





2016 WINNER

Kenneth E. Clark Student Research Award



Kyoung Yong Kim

Assistant Professor, Management Department, College of Business, City University of Hong Kong

Congratulations to Kyoung Yong Kim on his award winning paper, Supportive leadership: A Conditional Process Model Linking Leadership, Climate, and Horizontal Relationships Between Subordinates! Learn more by attending his session Friday, with commentary from Jennifer Martineau, Vice President for Research, Innovation, & Product Development at the Center for Creative Leadership.

Supportive Leadership: A Conditional Process Model Linking Leadership, Climate, and Horizontal Relationships Between Subordinates Friday November 4 | Hanover Hall E | 12:15-13:15

Little attention has been paid to the ways in which supportive leadership affects horizontal relationships between subordinates. Using psychological climate theory, a conditional process model was developed by which supportive leadership influences team-member exchange (TMX) via supportive climate, and the relationship between TMX and individual employee's job performance is moderated by group-mean TMX. To test the proposed model, four studies were conducted. The results provide compelling evidence that supportive leadership via supportive climate enhances TMX, which in turn, improves individual employee's job performance especially in a group with low group-mean TMX. The paper concludes with a discussion of the theoretical and practical implications of the findings.

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. Recipients are honored during a conference plenary and invited to give a talk on their work at the annual global conference. The Call for Submissions to the 2017 Kenneth E. Clark award will be available online soon.



MEET THE AUTHORS RECEPTIO

FRIDAY NOVEMBER 4 | 18:15 - 19:30 | CENTENNIAL BALLROOM I - III

Enjoy this unique opportunity to meet the minds behind the leadership books you've read and used in your organization, research, or classroom. Authors will be stationed at cocktail tables throughout the room or near their publisher's exhibit booth. The reception also includes an opportunity to meet and congratulate in person ILA's 2016 Lifetime Achievement Award honorees, Barbara Kellerman and Gill Robinson Hickman.

Thank you Jepson School of Leadership Studies for sponsoring this event!

Will Allen

The Good Food Revolution: Growing Healthy Food, People, and Communities

Jack Barentsen

Emerging Leadership in the Pauline Mission: A Social Identity Perspective on Local Leadership Development in Corinth and Ephesus

Aldo Boitano & Raúl Lagomarsino

Breaking the Zero-Sum Game: Transforming Societies Through Inclusive Leadership

Juana Bordas

Salsa, Soul, and Spirit: Leadership for a Multicultural Age, 2nd Edition

The Power of Latino Leadership: Culture, Inclusion, and Contribution

Jeffrey Buller

Building Academic Leadership Capacity: A Guide to Best Practices

Positive Academic Leadership: How to Stop Putting Out Fires and Start Making a Difference

Gloria Burgess

Flawless Leadership

Ira Chaleff

The Courageous Follower: Standing Up to and for Our Leaders, 3rd Edition

Intelligent Disobedience: Doing Right When What You're Told to Do Is Wrong Jennifer Chandler

Colluding, Colliding, and Contending With Norms of Whiteness

Teresa Daniel & Gary Metcalf

Stop Bullying at Work: Strategies and Tools for HR, Legal, & Risk Management Professionals, 2nd Edition

Lillian Drakeford

The Race Controversy in American Education

Robert Elkington

Visionary Leadership in a Turbulent World: Thriving in the New VUCA Context

Susan Erenrich

Grassroots Leadership and the Arts for Social Change

Donelson Forsyth

Group Dynamics, 6th Edition Elise Foster

The Multiplier Effect: Tapping the Genius Inside Our Schools

Don Frick

Robert K. Greenleaf: A Life of Servant Leadership Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving; Revised & Expanded Edition

William Gentry

Be the Boss Everyone Wants to Work For: A Guide for New Leaders

CONTINUED >

LIFETIME ACHIEVEMENT AWARD HONOREE MEET & GREET

Barbara Kellerman and Gill Robinson Hickman will be available at a special booth in the back left corner of the ballroom. Please stop by to congratulate them in person for the Lifetime Achievement Award and bring any of their numerous books (some recent ones are listed below) to be signed!

Barbara Kellerman

Hard Times: Leadership in America The End of Leadership

Leadership: Essential Selections on Power, Authority, and Influence

Followership: How Followers Are Creating Change and Changing Leaders

Women & Leadership: The State of Play and Strategies for Change

Bad Leadership: What It Is, How It Happens, Why It Matters

Gill Robinson Hickman

Leading Organizations: Perspectives for a New Era, 3rd Edition

The Power of Invisible Leadership: How a Compelling Common Purpose Inspires Exceptional Leadership

Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings

MEET THE AUTHORS RECEPTION

Judith Glick-Smith

Flow-Based Leadership: What the Best Firefighters Can Teach You About Leadership and Making Hard Decisions

Kathryn Goldman Schuyler

Creative Social Change: Leadership for a Healthy World Leading with Spirit, Presence, and Authenticity

David Greenhalgh & Bernice Ledbetter

Reviewing Leadership: A Christian Evaluation of Current Approaches, 2nd Edition

Priscilla Hammond

Leadership the Wesleyan Way

Nathan Harter

Clearings in the Forest: On the Study of Leadership Leadership and Coherence: A Cognitive Approach

Deborah Harley-McClaskey

Developing Human Service Leaders

John Hinck

Strength and Honor: 64 Stories of Leadership, Character, and Values

Ronald Humphrey

Effective Leadership: Theory, Cases, and Applications

Marc Hurwitz

Leadership Is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration

Craig Johnson

Meeting the Ethical Challenges of Leadership: Casting Light or Shadow, 6th Edition

Susan Komives

Exploring Leadership: For College Students Who Want to Make a Difference, 2nd Edition

Leadership for a Better World: Understanding the Social Change Model of Leadership Development

Rob Koonce

Followership in Action: Cases and Commentaries

Konstantin Korotov

Tricky Coaching: Difficult Cases in Leadership Coaching

Donald LaMagdeleine

The Leadership Imagination: An Introduction to Taxonomic Leadership Analysis

Phillip Lewis

Longevity in Leadership: Essential Qualities of Longtime Leaders

Jessica Litwak

The Emma Goldman Trilogy Wider Than the Sky and Other Plays

Karen Longman

Women and Leadership Around the World Women and Leadership in Higher Education

Robert McManus

Understanding Leadership: An Arts and Humanities Perspective

Maureen Metcalf

Innovative Leadership Fieldbook Innovative Leadership Workbook for Global Leaders

David Moody

Fighting Through the Fear: My Journey of Healing From Childhood Sexual Abuse

Peter Northouse

Introduction to Leadership: Concepts and Practice, 3rd Edition

Leadership Case Studies in Education Leadership: Theory and Practice, 7th Edition

Samuel Odeke

Powerful Keys and Principles to Achieve Personal and Corporate Success: Uncovering True Secrets, Knowledge and Wisdom for Success During Changing Seasons of the 21st Century

George Reed

Tarnished: Toxic Leadership in the U.S. Military

Deborah Rhode

Lawyers as Leaders Women and Leadership

Dennis C. Roberts

Enhancing Student Learning and Development in Cross-Border Higher Education: New Directions for Higher Education

Deeper Learning in Leadership: Helping College Students Find the Potential Within

Laura Morgan Roberts

Positive Organizing in a Global Society: Understanding and Engaging Differences for Capacity Building and Inclusion

Perttu Salovaara

Leadership in Spaces and Places

Corey Seemiller

Generation Z Goes to College

The Student Leadership Competencies Guidebook: Designing Intentional Leadership Learning and Development

Matthew Sowcik

Leadership 2050 The Line Leader

Chellie Spiller

Wayfinding Leadership: Ground-Breaking Wisdom for Developing Leaders

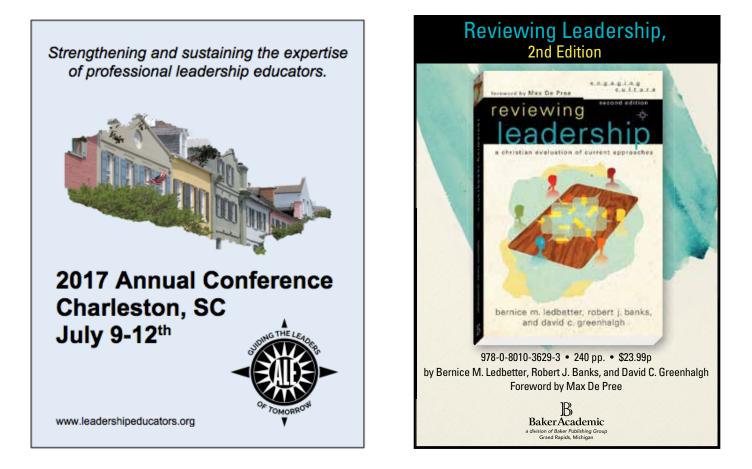
Elizabeth Tuleja

Intercultural Communication for Business, 3rd Edition

Sam Williams The CEO As Urban Statesman

Andrea Young

Andrew Young and the Making of Modern Atlanta



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NEW TITLES ON LEADERSHIP

Thinking Differently about Leadership

A Critical History of Leadership Studies

Suze Wilson, Massey University, New Zealand

'The field of leadership studies is generally characterised as one that is in a state of late adolescence. This ambitious book shows compellingly that the field has a considerably lengthier and richer pedigree. We need to recognise, prioritise and instill a historical appreciation into our teaching and our research of leadership in the critically reflexive and genuinely interdisciplinary manner that the author models so brilliantly in this wonderfully original book.'

> Brad Jackson, Victoria University of Wellington, New Zealand

2016 288 pp Hardback 978 1 78471 678 3 £80.00 *Elgaronline 978 1 78471 679 0* New Horizons in Leadership Studies series

NEW

Politics, Ethics and Change

The Legacy of James MacGregor Burns

Edited by George R. Goethals, University of Richmond and Douglas Bradburn, The Fred W. Smith National Library for the Study of George Washington, US

'This is an excellent collection that critically engages with the tremendous legacy of an outstanding leadership scholar. The editors have brought together world-class writers from various disciplinary backgrounds, all of whom knew Jim Burns personally and have been significantly influenced by his ideas. The result is a volume that provides a definitive statement on Burns' key ideas on politics, ethics and change. I thoroughly recommend this text to anyone interested in the potential of leadership to transform relationships, organizations and societies. It is a fitting testament and a must-read.'

> David Collinson, Lancaster University Management School, UK

Oct 2016 c 208 pp Hardback 978 1 78536 892 9 £70.00 Elgaronline 978 1 78536 893 6 New Horizons in Leadership Studies series

THINKING DIFFERENTIY ABOUT LEADERSHIP

NEW

Handbook of Research on Gender and Leadership

Edited by Susan R. Madsen, Utah Valley University, US

Although some progress has been made in recent decades in getting women into top positions in government, business and education, there are on-going, persisting challenges with efforts to strengthen women's impact around the world. Current endeavors, though well-meaning, have proven insufficient to bring about real and substantial change. The *Handbook of Research on Gender and Leadership* comprises the latest research from the world's foremost scholars on women and leadership, exposing problems and offering both theoretical and practical solutions on how to best strengthen the impact of women around the world.

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LEADERSHIP AND THE HUMANITIES

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Leadership and the Humanities is a peer-reviewed international journal dedicated to advancing understanding

of, research on, and applications concerning leadership. The journal offers rigorous but readable scholarship on leadership from the broad field of the humanities, an increasingly popular focus for leadership studies. The journal publishes explorations of leadership from many disciplinary perspectives, including philosophy, ethics, religion, history, psychology, arts, literature, drama, film, ancient and modern languages, classics, communication and media studies, anthropology, political science, and sociology. Interdisciplinary approaches are encouraged.

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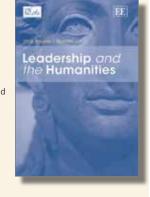
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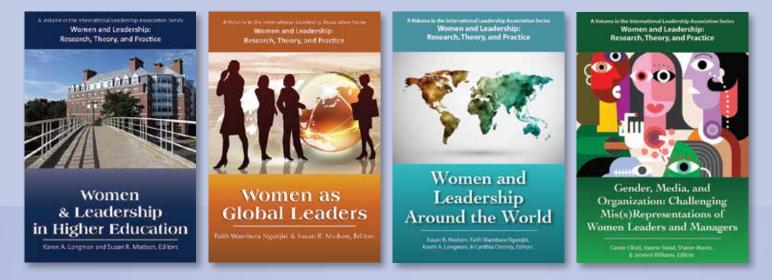


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Women and Leadership: Research, Theory, and Practice



This cross-disciplinary series from the International Leadership Association draws from current research findings, development practices, pedagogy, and lived experience to deliver provocative thinking that enhances leadership knowledge and improves leadership development of women around the world.

FORTHCOMING VOLUMES

Volume 5: Theorizing Women & Leadership - New Insights & Contributions from Multiple Perspectives

Volume 6: Gender, Communication, and the Leadership Gap

Volume 7: More Women on Boards of Directors: An International Perspective

Volume 8: Advancing Women in Leadership: Shaping Pathways in the Political Arena

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FRIDAY	
NOVEMBER 4 10:45 - 12:00	
CONCURRENT SESSION	

One indicator of a session's focus and target audience is its track and thread. All sessions have tracks corresponding to ILA's Member Interest Groups plus the conference theme and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning **Community. Sessions are** bar-coded by track and by thread to help you quickly identify those of interest.

TRACKS	THREADS				
Business Leadership	Arts & Leadership				
Leadership Development	Doctoral Program Faculty & Leaders				
Leadership Education	Ethics Forum				
Leadership Scholarship	Followership				
Public Leadership	Leadership Education Deans, Directors, & Chairs				
Youth Leadership	Peace Leadership				
Conference Theme	Philosophy, Religion, & Worldviews				
	Sustainability Leadership				
	Women & Leadership				

Baker (LL3) | Symposium | Conference Theme

Advancing the Discourse Around Women and Leadership

Chair: Lisa DeFrank Cole, Associate Professor & Director, Leadership Studies, West Virginia University

This session explores a range of leadership opportunities and challenges women face in the workplace. While great strides have been achieved toward reaching gender parity, more work remains.

Can Feminine Leadership Encourage More Women to Reach the Top?

- Sreela Das Gupta, Head of Diversity and Inclusion, Human Resources (Business Processes Services), TATA **Consultancy Services**
- The goals of this gualitative research study included: exploring if different leadership styles encourage or inhibit women from moving into top management; informing corporate intervention programs to support women's leadership development; and contributing to the knowledge community on the next generation corporate diversity inclusion strategies.

Exploring the Paradox of Voice and Silence Through Intersectionality and Employee C T Engagement

Russell Robinson, Director, Organizational Development & Leadership, U.S. Department of Health & Human Services Nicole Dillard, Doctoral Student, George Washington University (Co-Author)

This work explores how voice and silence are utilized by Black female leaders, and how these two concepts relate to employee engagement. The presentation will identify challenges, opportunities, and recommendations to provide a more robust approach to understanding the link of employee voice and silence to engagement and inclusive leadership.

c Fostering Inclusive Leadership Through Research and Dialogue: The Women Leading Change Project

Brigitte Harris, Acting Dean, Faculty of Social and Applied Sciences, Royal Roads University

Jennifer Walinga, Professor, Royal Roads University

This multi-phase project engaged leaders, scholars, students, and community members in a generative conversation about how to support the development of successful women leaders in the boardroom, the academy, and the community. The presenters will describe the three phases of this research and dialogue project and will share findings, outcomes, and future directions.

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Weaving the Lattice of Leadership for Women in Higher Education

Lorraine Stefani, Professor of Higher Education Strategic Engagement, Faculty of Education and Social Work, University of Auckland

Melanie Moorcroft, Associate Director, People & Organizational Development, University of Auckland Mary Ann Crick, Staff Development Manager, People & Organizational Development, University of Auckland This presentation will outline the success of the University of Auckland's Women in Leadership Programme in developing critical skills and attributes in participants. Impact evaluations after 10 and 15 years provide evidence of the extent to which the program enabled participants to achieve intended outcomes. Enablers and barriers to continued career/leadership development in complex environments will be explored.

Courtland (LL3) | Panel Discussion | Conference Theme

- Inclusive Leadership Through Arts-Based Practice Chair: Catherine Etmanski, Associate Professor & Acting Director, School of Leadership Studies, Royal Roads University
- A Nikki Bade, Human Resources Manager, Canadian Tire

Kathy Bishop, Associate Professor & Program Head, Master of Arts in Leadership, Royal Roads University Alicia D. Crumpton, Program Director, School of Business and Public Leadership, Johnson University Cheryl Heykoop, Associate Faculty, Humanitarian Studies & Leadership, Royal Roads University

Addressing the complex challenges of today's world requires our collective creative capacity. This panel will present multiple perspectives on arts-based leadership that engages diverse audiences, opens new ways of perceiving, and disrupts habitual, linear-rational ways of working in order to tap into our creative potential. Topics will cover: engaging young people affected by conflict in northern Uganda through the arts; engaging non-profit employees in organizational change through PhotoVoice; using field trips of the built environment and graffiti tours to spark critical dialogue; embracing the role of artist-researcher-educator-leader through theatre-based research; and teaching leadership through the arts.

Dunwoody (LL3) | Workshop | Leadership Development

Developing Inclusive and Cross-Cultural Leadership Competencies for a Virtual Global Workforce

Suzan Wasik, Assistant Professor, Counseling, North Carolina Central University

Elizabeth Huebner, Manager, Technical Support, Cisco Systems

How does a successful leader manage a cross-cultural, global, and geographically dispersed team? How do they motivate and engage a virtual team housed across international time zones? Whether developing others in an increasingly diverse work environment, or leading teams from different cultural backgrounds, this workshop will provide relevant, effective, and inclusive leadership competencies and strategies that can be adopted in various virtual workplace and educational settings. Led by professional career counselors - a professor and a veteran Cisco Systems Learning and Development executive - participants will engage in hands-on learning experiences and discuss best technology practices while gaining new insights for leading diverse virtual teams.

Fairlie (LL3) | Presentations | Conference Theme

Chair: Dioppo Research

Chair: Dionne Rosser-Mims, Associate Dean, College of Education, Troy University

Inclusive Leadership in the Nonprofit Sector: A Model that Reflects King's Inescapable **Network of Mutuality**

Jennifer A. Jones, Assistant Professor, Family, Youth, & Community Sciences, University of Florida

This research draws from developmental psychology and empirical research in the nonprofit sector to present a model of inclusive leadership that recognizes the growth processes available to all stakeholders. The model addresses the multi-directional power dynamics present in charitable organizations and supports the development of effective leadership for social transformation through the lens of mutuality.

The Role of Risk Propensity in the Dynamics of Inclusive Community Leadership

Richard L. McCline, Senior Public Service Associate, J.W. Fanning Institute for Leadership Development, University of Georgia

Brandy Walker, Instructional Design Faculty, J.W. Fanning Institute for Leadership Development, University of Georgia How do issues of demographic diversity inform different approaches in risk-taking, and how might that relationship impact the dynamics of community leadership? This paper looks at two measurements of risk at the individual and group level to address this question.

Moving Toward Reform: A Honduran Collaborative Approach

Stephanie Colbry, Assistant Teaching Professor, Leadership Studies, College of Professional Studies, Northeastern University

P University Vonya Womack, Instructor, Business Administration, Cabrini College (Co-Author)

Jillene Van Beek, Director of Operations, Association for a More Just Society (Co-Author)

The presenter will describe a collaborative partnership between the Association for a Just Society and the Unwavering Resolve Research Group in Honduras to overcome injustice and oppression. Their use of the dynamic resolve model assessment tool documents collaborative practices that have positively impacted education and lowered homicide rates.

C How the Communal Philosophies of Ubuntu and Confucius Support Inclusive Leadership

Robert Elkington, President & CEO, Global Leadership Initiatives, Inc.

Elizabeth A. Tuleja, Associate Professor, Management, University of Notre Dame

The African Ubuntu philosophy of, "I am because you are," and the Chinese Confucian philosophy of benevolence and virtue hold similar characteristics for inclusive leadership and can provide an enlightened contrast to the Western notion of individual leadership. This presentation will explore these ancient traditions and the contribution of each to the leadership discourse.

Grand Hall A (LL2) | Presentation | Conference Theme

Strengthening the Intellectual Foundation for Leadership Practice and Education, Development, and Consultation

Ronald Heifetz, Founding Director & King Hussein bin Talal Senior Lecturer, Center for Public Leadership, Harvard Kennedy School

A disciplined area of study and practice is defined, in part, by a common vocabulary and a foundational set of concepts with which to make close observations, see fine distinctions, analyze relationships, and build applications to explore — and sometimes prescribe to address — ever more complex phenomena. In leadership studies, we are striving to achieve common vocabulary and foundational concepts. The rewards are significant for all of us. Our research will be more valuable and our educational efforts will have more analytical and prescriptive power to make the world better. In this session, we explore some ways to strengthen our emerging discipline.

Grand Hall B (LL2) | Symposium | Leadership Development

Authentic Leadership, Mindfulness, and Wellness in Organizations: New Perspectives from **Theory and Practice**

Chair: Crvstal Duiowich. Leadership Development Specialist, Valencore Consulting

Commentator: Cheryl Getz, Associate Professor, School of Leadership and Education Sciences, University of San Diego

Leadership Dreams and Ethical Realities: An Intersectional Approach to Authentic Leadership

Rita A. Gardiner, Assistant Professor, Critical Policy, Equity and Leadership Studies, Faculty of Education, The University of Western Ontario E F

The presentation will begin with a short overview of dominant themes in the authentic leadership scholarship before turning to an exploration of the narrative accounts of senior women leaders concerning their perspectives on leading authentically and their insights on the ethical barriers they face.

Leading Authentically Is a Matter of Personal Style: Discovering Profiles for Authenticity Taylor P. Roberts, Co-Founder and Managing Partner, Valencore

This presentation will challenge traditional assumptions about authenticity. Intricacies around how theory regarding authentic leadership translates to measurement will be offered simply and briefly so the more colorful aspects of this work - the discovery and interpretation of the five leader profiles for authenticity based on data from over 2,000 professionals worldwide - can be presented in detail.

Experiencing Authenticity Through Mindfulness Practice: A Living Case Study

Kathryn Goldman Schuyler, Professor, Organization Development, Alliant International University Michelle O. Taylor, Vice President, Student Affairs, Utah Valley University

This dialogue between a consultant/author and her client, the VP of a 600-person university department, will introduce a living case study of mindfulness, authenticity, and workplace culture into the session. Their collaboration brings to life the intersections between theory and practice with regard to mindfulness, authentic leadership, and much more.

Organizational Wellness Starts with Employee Wellness

Mia B. Russell, Extension Educator, University of Maryland

Most Americans spend more than one-third of their waking hours at work; therefore, the role and responsibility organizations have in generating wellness at work has received increased awareness. The presenter will share findings from a focus group study highlighting organizational factors and strategies that can be employed to positively influence personal wellness.

Grand Hall C (LL2) | Presentations | Conference Theme

Local and Global Perspectives on Inclusive Leadership in the Context of Higher Education Chair: Linda G. Olson, Interim Dean, Colorado Women's College, University of Denver

Developing Inclusive Leaders: Investigating the Impact of a Leadership Minor Program

Krista M. Soria, Analyst, Office of Institutional Research, University of Minnesota - Twin Cities

Linnette Werner, Leadership Minor Director, Leadership Education and Development Undergraduate Programs, University of Minnesota - Twin Cities

David Hellstrom, Instructor Coordinator & Teaching Specialist, Leadership Minor, University of Minnesota - Twin Cities The purpose of this study was to examine whether an introductory course in a leadership minor program has an effect on four student developmental outcomes: multicultural awareness, perspective-taking, engagement in social change, and intercultural competence. The presenters will share their research design, analysis, and initial findings along with direction for future research.

Inclusive Leadership in Haiti: Cross-Cultural Challenges and Opportunities

Joshua Hayden, Director of Executive Programs, Lipscomb University

Natalie Inman, Assistant Professor of History, School of Humanities, Education and the Arts, Cumberland University Appolon Elysee, Director of Leadership Programs, Many Hands for Haiti (Co-Author)

Practicing inclusive leadership in an international cross-cultural context surfaces many challenges, opportunities, and complexities. In partnership with a Haitian organization, U.S. college students designed leadership conferences for local Haitians. The presenters will provide results from interviews with Haitians and Americans revealing lessons related to inclusive leadership for social change, confronting paternalism, and forging common purpose.

Preparing Inmates for Reentry: Students Teaching Inclusive Leadership at a Women's Federal Prison

Robert Strong Jr., Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University

A sustained symbiotic relationship between the university and the local women's prison has brought leadership education to approximately 2.500 inmates. After briefly sharing the program's creation story, the presenter will suggest best practices from working with over 200 student teachers, and share evaluation data from the students, teachers, prison bureau, and the university.

A Replicable, Scalable Training Ground for Inclusive Global Leaders Jason D. Patent, Director, Robertson Center for Intercultural Leadership, International House at UC Berkeley

The Intercultural Leadership Initiative, offered to residents at International House Berkeley, is a pioneering program for developing inclusive leaders. The presenter will show how its three pillars (Kolb's cycle of experiential learning, the intercultural development continuum, and a thoughtful cohort design) make the program replicable and scalable for any organization wishing to foster inclusive leaders.

Grand Hall D (LL2) | Presentations | Leadership Education

Here, There, and Anywhere: Demonstrating the Impact of Study Abroad Programs

Chair: Ivana Mrozkova, Lecturer, University of Defence

Leadership educators are called to develop leaders with global mindsets and cross-cultural competencies. These presentations will demonstrate how leadership-focused study abroad programs are achieving these and other goals.

Leadership Education From Ames to Stockholm and Beyond!

- **Cameron C. Beatty,** Assistant Professor, Secondary and Higher Education, Salem State University
- Amber Manning-Ouellette, Lecturer of Leadership Studies, Catt Center for Women and Politics, Iowa State University
- E This exploratory study provides insights into how students — through a global leadership scholarship program reinforced by a study abroad experience in Sweden - build self-efficacy and diversity competencies and make meaning of difference. Presenters will share findings indicating that hometown demographics, campus involvement, and diversity programs shape interpretations of diversity.

Cultivating Global Leaders: The Lasting Impact of a Cross-Cultural Leadership Program F

- Sherylle Tan, Director of Internships and KLI Research, Kravis Leadership Institute, Claremont McKenna College
- Tamara Duggan-Herd, Account Coordinator, Business on Market St. (Co-Author)
- Several years ago, universities in southern California and South Korea jointly developed an interdisciplinary global leadership program for future business leaders. This presentation will highlight data from evaluations designed to assess the program impact on participant's leadership skills and competencies - especially concerning seven lasting leadership outcomes - and the effectiveness of each program component.

Experiencing Leadership in the International Contexts of Cuba

- Jean-Pierre K. Bongila, Associate Professor & Director of International Leadership, Leadership, Policy and Administration, University of St. Thomas
- E D Combining seminars in Minneapolis and two-week immersions in Cuba, this program is designed to help graduate students achieve cross-cultural success by examining preconceptions, understanding the lived experiences of Cubans, and addressing serious issues in culturally relevant ways. The presenter will share a qualitative analysis of four sets of data that examine program outcomes.

Community Innovation in Practice! Impact HUB Crawl to Prague, Vienna, Berlin F

- Heather McDougall, Founder & Executive Director, Leadership exCHANGE
- Angel Acosta, Doctoral Student, Teachers College, Columbia University
- Alma D. Ramirez, Leadership Development Coordinator, Center for Student Leadership, Universidad de Monterrey (Co-Author)

With over a decade of program success, the Leadership exCHANGE recently piloted a new 14-day study program to Prague, Vienna, and Berlin to explore community development, leadership, and innovation. This presentation will briefly detail the trip, student development outcomes, and recommendations for similar trips.

Greenbriar (LL3) | Presentations | Leadership Development

Mentoring, Inclusion, and Well-Being: Self and Other in Leadership Development

Chair: Tom Sechrest, Director, Master of Science in Leadership and Change Program, The Bill Munday School of Business, St. Edward's University

Enabling Inclusive Models for Leadership Through Empathy: A Distributed Cognition Approach

Laural Adams, Professor, Supply Chain Management and Analytics, Virginia Commonwealth University Ronald H. Humphrey, Professor, Leadership and Management, Lancaster University

How is it that people in leadership positions come to occupy heroic roles? How do they engage followers' hearts and minds? This presentation will employ a distributed cognition approach (Hutchins 1995) to reveal the socially constructed nature of heroic leadership and the critical role that empathy plays in this coconstruction.

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E

Navy Leader Personal Development through the Lens of Eudaimonic Well-being

Liz Cavallaro, Assistant Professor, Leader Development, College of Operational & Strategic Leadership, Leadership & Ethics Department, U.S. Naval War College

In light of challenges facing leadership development practitioners around engagement and motivation, this paper considers the Navy's current leader development strategy through the lens of eudaimonic well-being to explore how individual buy-in may operate in a culture that promotes the needs of others over the needs of the self.

School Administrator as Leader in Effective Teacher Induction and Mentoring Programs **Benjamin Kutsyuruba,** Associate Professor, Faculty of Education, Queen's University

This mixed-methods research examined mandates, duties, and responsibilities of school principals and assistant principals and the perceived influences of school administrators' engagement in four settings. Based on the findings of this study, the presenter will share several implications for theory, practice, policy, and further research.

Hanover Hall A-B (LL2) | Workshop | Leadership Development

Cultivating Inclusive Leadership Using Intentional Change Theory and High Quality Connections

Colleen Canty, K-12 Behavioral Specialist & Education Consultant, Commonwealth of Massachusetts; PhD Candidate, Antioch University

Tonetta Collins, Certified School Social Worker & PhD Student, Graduate School of Leadership & Change, Antioch University

Inclusive leadership moves beyond assimilation strategies or organizational measures to empowerment and participation of all, removing obstacles that cause exclusion and marginalization. This workshop will demonstrate the effectiveness of utilizing intentional change theory (ICT) and high quality connections (HQCs) as tools for cultivating inclusive leadership. After a briefing on the ICT/HQC framework, participants will: 1) Put the principles of ICT into practice in small groups; 2) Engage in discussion and development of plans and processes for analyzing and integrating HQCs in leadership development; and 3) Identify ways in which the ICT-HQC framework can be applied to everyday practice.

Hanover Hall C (LL2) | Presentations | Leadership Education

LE What are Leaders, Really? What We Teach Versus What We Know

Chair: JoAnn D. Barbour, Professor, Doctoral Program in Leadership Studies, Gonzaga University

Critical presentations will challenge some commonly held assumptions about, and approaches to, leadership education.

Inclusive and Ambiguous Leadership Assessment

Phillip V. Lewis, Professor of Management, College of Business Administration, Oklahoma Christian University This paper investigates a process for understanding whether a relationship exists between inclusive and ambiguous leadership. The presenter will discuss differences between the ideals that are often taught and the realities that are experienced in workplace settings.

Mythologies of Meritocracy: Everyone Can Be a Leader and the Co-Option of Inclusion in the University

Nicole Ferry, Graduate Assistant, Cultural Studies & Social Thought, Washington State University

This paper interrogates trending leadership programs in the neoliberal university that propose everyone can be a leader with the proper training and skill development. It is argued that contemporary leadership relies on meritocratic discourses, as well as post-racial, post-feminist rhetoric, and thus diminishes opportunities for community building and collaborative practices.

A Leader's Shadow Approach to False Opinion: Teaching Leadership Students to Lie

If the public accepts a false opinion that is useful for social order, and the truth challenges this false opinion, putting society at risk, which should be the putting society at risk, which should a leader choose? One approach would permit the false opinion and suppress the truth. This choice will influence how one teaches and writes.

Hanover Hall D (LL2) | Workshop | Leadership Education

Best Intentions and Conflicting Messages in Developing Student Leadership Identity Melissa L. Rocco. Instructor & Doctoral Coordinator Leadership Studies Program College of Education Univer-

Melissa L. Rocco, Instructor & Doctoral Coordinator, Leadership Studies Program, College of Education, University of Maryland College Park

College Park Amy Barnes, Senior Lecturer, Educational Studies, The Ohio State University

While leadership educators preach inclusive, collaborative approaches to leadership with college students, leadercentric paradigms are still pervasive on college campuses and throughout Western culture. Understanding the leadership identity development (LID) model and other learning and development theories can help leadership educators create and implement programs that are more successful in promoting relational, process-oriented leadership. Come explore the conflicting leadership messages throughout student programs, use the LID research to reframe and redesign student learning experiences, and share ideas with other leadership educators from a variety of campus and professional backgrounds.

Hanover Hall E (LL2) | Panel Discussion | Business Leadership

New Perspectives on Leading Diversity and Inclusion: Building Bridges with Positive Organizational Scholarship

Chair: Laura Morgan Roberts, Professor of Psychology, Culture & Organization Studies, Graduate School of Leadership and Change, Antioch University

Sandra Cha, Assistant Professor, International Business School, Brandeis University

Cindy R. Pace, Assistant Vice President, Global Women's Initiative, Global Diversity & Inclusion, MetLife

This innovative panel brings together diversity scholar-practitioners to address blind spots and opportunities for building conceptual, empirical, and practice-based bridges between diversity and inclusion (D&I) research and positive organizational scholarship (POS). Currently, D&I and POS represent two rather separate fields of scholarship and practice, despite the fact that both examine how individuals and organizations might increase engagement and performance at work. Panelists hope to stimulate research and practice-based interventions by synthesizing the two perspectives, leading to increased leadership effectiveness in guiding and supporting truly diverse, inclusive organizations that build capacity, lead innovation, and foster meaningfulness through collaboration, identity-based contributions, and well-being.

Hanover Hall F (LL2) | Symposium | Business Leadership

Strategies for Leading Inclusive Change: Design Thinking, Mindfulness, Adaptive, and Values-Driven Leadership

Chair: Jim Ludema, Co-Founder & Director, Center for Values-Driven Leadership, College of Business, Benedictine University Commentator: Peter G. Northouse, Professor Emeritus, Communication, Western Michigan University

Inclusive strategies such as design thinking, mindfulness, adaptive leadership, and values-driven leadership can enhance the effectiveness of organizational change efforts because they generate positive energy through conversation and co-creation. Learn from the experiences of executives leading inclusive change in a variety of settings.

B Effective Multi-Stakeholder Inclusion Practices to Constructively Address Resistance to Change

- E Patrick Farran, Consulting Director, SAS Institute
- This presentation will autopsy some empirical organizational change examples from the presenter's multiindustry experience. Highlighting Heifetz's adaptive leadership model, Pasmore's suggestions for practice, and Ford's inclusive goal-oriented dialogue, the presenter will describe critical elements that ultimately contributed to vastly different outcomes ranging from disaster to unparalleled success.

A Design for the Future: Leadership and Culture Change in the Framework of Design Thinking

Lisa Ruiz, Senior Director, Regulatory Affairs, AbbVie, Inc.

Research indicates that design thinking has utility beyond product development. It can be an effective leadership tool to drive positive culture change in organizational domains of empathy, engagement, and energy. The presenter will share case studies of design thinking and culture change in two pharmaceutical business units in her company.

Organizational Mindfulness: From High Reliability to the Holy Grail of Enlightenment

Barbara Steel, Vice-President, Advisory Services, Bersin by Deloitte

In the philosophical traditions of Hinduism and Buddhism, an individual mindfulness practitioner can evolve to a state of self-realization and enlightenment. Can organizations similarly evolve and perform in a perfected state of mindful bliss? The presenter will hypothesize whether the goal of an enlightened organization is realizable or just a fantastic notion.

Values-Driven Leadership Competencies for Managing Paradoxical Tensions in Organizational Change

Nancy Sayer, Director, Samaritan Center for Congregations

Based on interviews with 20 leaders from diverse organizations and building on her 25 years of experience, the presenter will delineate essential leadership competencies for managing contradictory challenges inherent with complex, organizational change, and will then examine the role of the leader's and organization's values in the management of the paradox.

Hanover Hall G (LL2) | Symposium | Leadership Education

Inclusive Leadership Education in Intercultural Contexts: From Graduate Education to Student Affairs

Chair: **Amy Diehl**, Associate Vice President & Director of Systems & Applications, Technology & Library Services, Shippensburg University of Pennsylvania

Commentator: Mary H. Tolar, Director, School of Leadership Studies, Kansas State University

Teaching Leadership to Leaders: Practicing Inclusive, Adaptive Leadership in the Classroom

Leanne Dzubinski, Associate Professor, Cook School of Intercultural Studies, Biola University

In some disciplines, doctoral students are highly experienced mid-career professionals who already lead, yet still take leadership classes. This study examines adaptive and inclusive leadership as a teaching strategy in a cross-cultural leadership graduate class. This approach coupled with andragogical principles can help educators support the learning of experienced leaders.

Inclusive and Intercultural: Reflective Analysis of a Leadership Course in an International University

Jenifer L. Lewis, Associate Professor, Graduate School of Business, Nazarbayev University This reflective course analysis centers on an undergraduate leadership course taught in a university in Kazakhstan. This study of how to prepare students to be inclusive leaders, while also valuing their cultural background, provides insights into teaching leadership in intercultural contexts at the undergraduate level.

The International Imposter Phenomenon: Testing IP Among High Achieving Women From At-Risk Countries

W BreShawna Briggs, Student, University of Kansas

Mary Christine Banwart, Associate Professor, Communication Studies, University of Kansas

This study expands the international focus of research on the imposter phenomenon. By exploring the effects of participation in a leadership development program on imposter phenomenon among young women, the data in this presentation will provide comparisons between young women from developing countries and the U.S.

No Soloists, Please! Using a Singing Club to Develop Leadership Skills Cross-Culturally

Jason E. Lewis, PhD Student, Intercultural Studies, Biola University

Leadership skills can be developed in student clubs, but what does this look like in a cross-cultural context? This analytic autoethnographic case study seeks to understand how a student club advisor can develop inclusive leadership skills in members of a singing club in a cross-cultural context.

Inman (LL3) | Panel Discussion | Business Leadership

Corporate Diversity and Inclusion – State of the Practice B L

Chair: Carolyn Turknett, President, Turknett Leadership Group

Rock Anderson, Senior Vice President & Chief People Officer, Cox Automotive, Inc. Jo Anne Hill, Director of Diversity and Employee Engagement, Human Resources, Aflac Worldwide Headquarters Beatriz Rodriguez, Director of Diversity & Inclusion, The Home Depot

Many enterprises now see diversity and inclusion as core business imperatives. Diversity of thought, age, gender, and ethnicity are essential for innovation. Cultures that are not inclusive can no longer attract the kind of talent needed to compete. Knowing there are no simple answers, panelists will explore several questions vital to this goal, including: How are corporations building and supporting inclusive cultures? What roles do corporate diversity offices play in creating inclusive corporate cultures? What is the role of inclusive leaders in supporting cultures that succeed? What strategies are working to attract and retain a pipeline of diverse leadership candidates?

Kennesaw (LL3) | Workshop | Leadership Development

Moving the Needle: Strategies for Advancing Women Leaders in Higher Education by Addressing Implicit Bias

Leah Witcher Teague, Associate Dean & Professor, Baylor Law School, Baylor University

Kim Bobby, Director, Inclusive Excellence Group, American Council on Education

Implicit associations resulting from past experiences and natural tendencies predispose people to behavior and decisions that impede the advancement of women and people of color in the workplace and community organizations. Part of ACE's Moving the Needle Initiative, session leaders will introduce relevant scholarship and experiences. A variety of experiential methods will be employed to help participants: understand how and why unconscious bias occurs; identify instances of it in their own workplaces and organizations; develop strategies for effecting change to reduce the impact of unconscious bias; and identify any areas of self-limitation caused by their own implicit associations. Be the change you wish to see!

The Learning Center (LL1) | Presentations | Leadership Development

Followership Theory and Leadership Strategy

Chair: Marc Hurwitz, Associate Director, Undergraduate Programs, Professor of Entrepreneurship, University of Waterloo

Development of the Authentic Followership Profile Test Instrument

- Leroy P. VanWhy, Assistant Professor of Business & Leadership, Historical, Legal, & Leadership Studies, Southeastern University
- A first of its kind: a validated test instrument to measure the construct of authentic followership! This presentation will encompass how this test instrument was developed and validated from four existing theories of authentic followership, and how the resulting factors are similar, or different, from authentic leadership.

Unlocking Leadership Through Followership

- Andrew Francis, Head of Marketing & Enterprise, Hertfordshire Business School, University of Hertfordshire
- This mixed methods study investigated the followership of school teachers in the U.K. The presenter will discuss research findings about why and how teachers follow as they do, how followership is influenced through teacher engagement in leadership practice, and practical steps head teachers can take to unlock leadership through followership.

Using Followership to Develop Leadership Strategies for People in Cultures With Large **Power Distance**

Karen L. Schuder, Consultant, Karen Schuder Consulting

Followership theory provides insights to empowering people in cultures where members with less power are not used to challenging leaders. Honoring the need to respect cultural differences while promoting healthy change, this presentation will consider five strategies developed from followership and Hofstede's cultural dimensions used for leadership education in Honduras.

F W

Lenox (LL3) | Workshop | Leadership Education

Sharing Best Practices in Leadership Assessment

E Corey Seemiller, Assistant Professor, Leadership Studies in Education and Organizations, Wright State University

Matthew J. Sowcik, Professor, Department of Agricultural Education & Communication, University of Florida E D

Clinton M. Stephens, Director, Leadership Studies Center, Emporia State University David M. Rosch, Assistant Professor, Agricultural Leadership, University of Illinois at Urbana-Champaign

With so many ways to measure leadership development, how can educators learn of innovative, creative, and effective assessment methods? In this interactive workshop, both experienced and novice leadership educators will come together in small groups to share issues, concerns, ideas, and best practices around assessment including useful instruments, tools, methods, and protocols. Ideas will be captured by a note taker and shared with participants after the conference, beginning a documented toolbox of leadership assessments to share on an association-wide scale. If you have an assessment idea to share or want to just learn some new ideas for assessment, join us!



If your organization hasn't already invested in intercultural training, it might want to reconsider.

That's the consensus from a survey by the Economist Intelligence Unit, in which more than 500 executives from around the world identified cultural intelligence - the ability to understand and work effectively with people across cultures — as a much needed skill that would enable their companies to perform better.

believed their company's operational presence overseas would increase.

said their teams would collaborate more across borders within the next

three years.

felt the greatest threat to smooth operations stemmed from differences in cultural norms.

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GLOBALBIZLEADER Professionals Engaging a Global World

FRIDAY NOVEMBER 4 12:15 – 13:15 **CONCURRENT SESSION** One indicator of a session's Т

focus and target audience is its track and thread. All sessions have tracks corresponding to ILA's Member Interest Groups plus the conference theme and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.

TRACKS	TH
Business Leadership	A L
Leadership Development	D P
Leadership Education	F
Leadership Scholarship	F W
Public Leadership	E
Youth Leadership	P
Conference Theme	P W
	S L

HREADS Arts & Leadership

- **Doctoral Program Faculty & Leaders**
- **Ethics Forum**
- Followership
- Leadership Education Deans, **Directors**, & Chairs
- **Peace Leadership**
- Philosophy, Religion, & Worldviews
- Sustainability Leadership
- Women & Leadership

Courtland (LL3) | Presentations | Leadership Education

Innovative Curricular Ideas: Narrative Approaches, Competitions, and Action-Based Learning Chair: Michael Harvey, Associate Professor, Department of Business Management, Washington College

A Narrative Approach to Leadership Development: Applications for Leadership Education Ë

Kate Rempfer McCain, Graduate Teaching Assistant, Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln

By utilizing narratives in the classroom, emerging adults make sense of their family stories and the ways in which they construct approaches to leadership and their leadership identities. This presentation will explain the communicated narrative sense-making approach (Koenig Kellas & Kranstuber Horstman, 2015) and demonstrate how to apply storytelling as a classroom tool for leadership development.

Action Based Effective Leadership Development and Influence (ABELDI) È

Adam Payne, Doctoral Candidate, University of Pennsylvania

The overall goal of the ABELDI model is to provide a context for the learner to assess their effective leadership potential through the use of leadership education resources. The presenter will outline the model and its use as a framework in higher education using a 2015 course taught in Brussels as an example.

"Hey Coach, Where's Practice?" – Leadership Competitions as Developmental Tools L

Scott J. Allen, Board Chair, Collegiate Leadership Competition

Arthur J. Schwartz, Professor, Oskin Leadership Institute, Widener University

Daniel Jenkins, Director & Assistant Professor, Leadership & Organizational Studies, University of Southern Maine The Collegiate Leadership Competition creates a dynamic leadership practice field where student leaders can apply what they are learning in a context that challenges and stretches them to the boundaries of their knowledge, skills, and abilities. After a brief program overview, presenters will highlight multi-level learnings from the second year of competition.

Dunwoody (LL3) | Workshop | Conference Theme

Cultivating Our Whole Selves: A Preview of the WLAG 3rd Biennial Conference

Cultivating Our Whole School, Indiana Wesleyan University **Joanne Barnes, Dean,** Graduate School, Indiana Wesleyan University

W Samantha S. Ventura, Professor, English, Indiana University - Purdue University Indianapolis

Chrys Egan, Associate Professor, Communication, Salisbury University

Research suggests authentic leadership and authentic followership is grounded in self-awareness and behavioral consistency: role incongruity theory helps explain why women sometimes find it difficult to feel authentic as a leader. In this session, join members of the ILA Women and Leadership Affinity Group (WLAG) for an experiential preview of the upcoming conference, Advancing Women in Leadership: Cultivating Our Whole Selves. Engage in conversations about the latest research, be inspired to cultivate your own authentic leadership skills, and contribute new ideas for the conference during interactive discussions. Learn specifics about the world-renowned venue, keynote speakers, special events, and call for proposals process.

Fairlie (LL3) | Presentations | Leadership Education

Success Factors of Campus Change Makers

Chair: Elizabeth Stork, Professor, Organizational Leadership, Robert Morris University

A Pivotal Role: Leadership Characteristics of Academic Deans

Comfort O. Okpala, Professor & Chair, Leadership Studies, North Carolina A & T State University

Grounded within the framework of transformational leadership theory, this study yielded triangulated results on the leadership characteristics and destructive behaviors of academic deans in higher education at one historically Black university. The presenter will consider how findings concerning the leadership effectiveness of deans may contribute to or inhibit organizational success.

Faculty Perceptions of Change Readiness in Liberal Arts Colleges

Lyle M. Rupert, Professor, Economics and Business, Hendrix College

Due to the increasingly competitive educational environment and the changing needs of students, colleges must continuously adapt in order to survive. Using change theory, stakeholder theory, and culture theory, the presenter will provide statistically significant predictors of change readiness, as perceived by faculty, and will describe an emergent quantitative model.

Training Student Staff to Be Inclusive Leaders E

Steve Bodei, Assistant Director of Student Development, Housing, University of Michigan

Di-Tu Dissassa, Hall Director, Residence Education, University of Michigan

The presentation of this case study will describe a collaborative developmental approach to infusing residence staff with the sensitivity, knowledge, and skills necessary to develop inclusive leaders and build inclusive campus communities. After an overview of the program and its outcomes, presenters will suggest wider applications of the model.

Grand Hall A (LL2) | Presentations | Leadership Development

Models of Leadership Development Through Simulations

Chair: Susan A. Weeks, Operations Officer, Healthcare Education Division, Air Force Institute of Technology

The Power of Simulations in Accelerating Leadership Development

J. Basil Read, PhD Student, Global Leadership Program, Indiana Tech

Randy Cheek, Strategic Simulation Program Manager, Corporate University, Federal Deposit Insurance Corporation (Co-Author)

Taking a chapter from military war-games, the use of simulations in the classroom accelerates participant learning by providing a cost effective immersive experience that closely replicates life situations. This presentation will provide an overview of how a U.S. federal agency has incorporated simulations in its team leader and supervisory leadership curriculum.

Six Years of Lessons From the Leadership Challenge Event™

Michael C. Gleason, Director, Leadership Institute, Washburn University

Lauren Edelman, Associate Director, Leadership Institute, Washburn University

Established in 2011, this student-facilitated simulation takes leadership outside of the classroom and challenges high school and college students to apply concepts and theory to a multitude of professional, educational, and community-based settings. Presenters will describe the methodology and outcomes of this inter-scholastic, inter-collegiate competition.

Tweet the conference at #ILA2016Atlanta

Grand Hall B (LL2) | Presentations | Leadership Development

Studies on Followers

Chair: Ronald H. Humphrey, Professor, Leadership and Management, Lancaster University

Policing and the Community: Changing the Status Quo

Robynne L. Sherrill, Vice President, Global Talent Management & Development, Human Resources, Dawn Food Products, Inc.

Based on research hypothesizing that courageous followership behaviors influence the development of transformational leaders in law enforcement settings, this presentation will examine the state of policing in the United States and how courageous followership and transformational leadership can support changing the status quo.

Engaged Critical Thinkers: Developing Exemplary Followers in the Workplace

- Jasmine D. Darnell, Doctoral Student, Graduate School of Education and Psychology, Pepperdine University
- An innovative approach to leadership and followership development, this study explores the exemplary follower effects of external behaviors in a leadership development program for the purpose of improving leadership development, management training, followership breeding, and employee recruitment.

Exploring Emotional Intelligence: A Correlational Study of Follower Attributes

- Eve Prilipko, Researcher and Coach, Dale Carnegie Training
- Absael Antelo, Associate Professor, Dreeben School of Education, University of the Incarnate Word (Co-Author)
- Judith E. Beauford, Professor, Dreeben School of Education, University of the Incarnate Word (Co-Author) Emotional intelligence is an important characteristic of good leaders and followers. In this study, the relationships between emotional intelligence and other followership attributes were examined. The presentation will explore findings including a strong correlation between emotional intelligence and flexibility, tolerance of differing views, and facility for supporting others.

Grand Hall C (LL2) | Panel Discussion | Conference Theme

Perspectives on Leadership and Followership Ethics

Ira Chaleff, Author, The Courageous Follower

Joanne Ciulla, Professor & Coston Family Chair, Jepson School of Leadership Studies, University of Richmond

Reconsider the impact of ethical behavior as a component of inclusive leadership. The panelists will explore a spectrum of ethical leadership that spans from good behavior to disobedience. Participants will learn how leaders and followers preserve leadership intelligence and create organizational spaces that reinforce ethics.

Grand Hall D (LL2) | Papers | Leadership Scholarship

How Space and Time Matter in Leadership

Chair: Kathy Guthrie, Associate Professor, Higher Education, Educational Leadership and Policy Studies, Florida State University Commentator: Lindsay Hastings, Clifton Professor in Mentoring Research & Director, Nebraska Human Resources Institute, Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln

Leadership and Organizational Space: An Embodied Sociomaterial Relationship L S

Perttu Salovaara, Adjunct Professor, Stern School of Business and School of Management, New York University Arja Ropo, Professor, School of Management, University of Tampere (Co-Author)

This article compares new leadership ontologies with recent space and place studies, identifying a remarkable similarity: both claim that materiality has an impact on leadership. The presenter will share a new conceptualization of leadership that considers the material nature of current work life and how materiality shapes leadership.

Towards Capabilities-Based Environmental Leadership: A Case Study From Kanembwe, **Rwanda**

Leah S. Horton, Assistant Chair, Biology, University of Central Arkansas

Building on a pilot study presented previously, this study explores how an inclusive view of the environment - where we live, work, play, worship, go to school - allows for more robust insight into the capability sets of residents in Kanembwe, Rwanda, and how a simple intervention can synergistically improve well-being.

CS5 FRI 12:15-13:15

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Greenbriar (LL3) | Papers | Leadership Scholarship

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Translating Leadership Skills Between the U.S. Military and the Civilian World

Chair: Ted A. Thomas, Director, Command and Leadership, Command and General Staff College

Are We Really That Different? Student Veterans' Perceptions of Military and Civilian Leadership

Laura Lemons, Assistant Professor, School of Human Sciences, Mississippi State University Kenneth McRae, Director, G.V. "Sonny" Montgomery Center for America's Veterans, Mississippi State University (Co-Author)

Carley Calico, Doctoral Student & Graduate Assistant, School of Human Sciences, Mississippi State University (Co-Author) Alayna Naro, Masters Student & Graduate Assistant, School of Human Sciences, Mississippi State University (Co-Author)

The results of this qualitative case study provide insights that may help veterans more effectively transfer their military leadership knowledge and skills to civilian settings. The presenter will share initial research findings indicating strong contrasts and subsequent analysis revealing common theoretical and conceptual underpinnings between perceptions of military and civilian leadership.

Can I Do It? Exploring Leader Self-Efficacy of Career-Transitioning Air Force Officers

Sara A. Reed, Director, Shared Services Center, University of California, Davis

The presenter will share a mixed methods study that explored the perceptions of military officers' value of leader development and examined how leader development methods affect leader self-efficacy during career transition. The study indicates leader development methods that may increase leader self-efficacy and provides recommendations.

Hanover Hall A-B (LL2) | Panel Discussion | Public Leadership

The Dynamics of Inclusion in the Executive Leadership of Nonprofit Organizations

Chair: Maritza Keen, Senior Public Service Associate, J.W. Fanning Institute for Leadership Development, University of Georgia **Qaadirah Abdur-Rahim**, CEO, Future Foundation

Patricia Falotico, CEO, Robert K. Greenleaf Center for Servant Leadership

Emily Pelton, Executive Director, Voices for Georgia's Children

Chris Appleton, Co-founder & Executive Director, WonderRoot

Research suggests that the lived leadership experiences of nonprofit executive directors is multidimensional, with three key focal points: 1) Intention — the blend of altruism and business that characterizes the nonprofit mission; 2) Operations — the various activities of the nonprofit including service delivery, volunteerism, and governance; and 3) Sustainability — securing and mobilizing stocks of social and financial capital needed to maintain operations. Panelists will share their own experiences in these areas and reflect on questions, challenges, and opportunities for inclusive leadership in the nonprofit sector.

Hanover Hall C (LL2) | Symposium | Conference Theme – The Dynamics of Inclusive Leadership

French Perspectives on the Paradoxes and Promises of Inclusive Leadership

Chair: **Karin Klenke**, President & Chief Leadership Development Officer, Leadership Development Institute (LDI) International A research program on inclusive leadership was launched in 2014 at EDHEC Business School in France. As part of this on-going work, contributions originating from various fields and streams (leadership, diversity management, and organizational studies) will explore the issue of inclusive leadership both theoretically and empirically.

A Paradoxical Journey Into Leadership and Inclusion: A Conceptual Framework

Valérie Petit, Professor, Management, EDHEC Business School

In this theoretical contribution, the presenter will provide a short review on diversity and inclusion, emphasize its relationships with leadership and leadership development, and introduce paradox theory to put forward a theoretical framework articulating leadership and inclusion and refining the emerging concept of inclusive leadership.

Managing Inclusion: The Case of Inclusive Leadership Development at Sodexo Sarah Saint-Michel, Assistant Professor, Organizational Behavior, Université Toulouse 1 Capitole

Sarah Saint-Michel, Assistant Professor, Organizational Behavior, Université Toulouse 1 Capitole This presenter will share an empirical case study that sheds light on the ways companies could achieve diversity and inclusion culture through paradoxical policies and behaviors and transform their leadership.

Hanover Hall D (LL2) | Panel Discussion | Leadership Education

Lights, Camera, Action! Leadership in and Through Film È

Kristin M.S. Bezio, Assistant Professor, Jepson School of Leadership Studies, University of Richmond

Kimberly Yost, Visiting Assistant Professor, College of Business & Leadership, Lourdes University

Margie A. Nicholson, Researcher & Writer, Reel Leaders

This panel will explore the intersections between leadership scholarship and modern film, focusing in particular on the leadership role of the cinematic medium itself. Each presenter will discuss how particular films not only depict questions and images of leadership, but further engage in leadership praxis through example and creative argument. Citing documentary, science fiction, and modern blockbuster films, discussants will analyze specific images of leadership and the ways in which the films explicitly present cultural critiques of social inequity and the challenges of inclusivity.

Kenneth E. Clark Student Research Award Winner

Hanover Hall E (LL2) | Paper | Leadership Scholarship

Supportive leadership: A Conditional Process Model Linking Leadership, Climate, and Horizontal Relationships Between Subordinates

Commentator: Jennifer Martineau, Vice President, Research, Innovation, & Product Development, Center for Creative Leadership

Kyoung Yong Kim, Assistant Professor, Management, City University of Hong Kong

Although much research has investigated the effects of supportive leadership on supervisor-subordinate relationships, little attention has been paid on the ways in which supportive leadership affects horizontal relationships between subordinates. Using psychological climate theory, the paper presents a conditional process model by which supportive leadership influences team-member exchange (TMX) via supportive team climate. and the relationship between TMX and individual employee's job performance is moderated by group-mean TMX. Finding from four studies testing the proposed model will be discussed.

Hanover Hall F (LL2) | Presentations | Business Leadership

Leadership, Trust, and Authenticity in the Marketplace

Chair: Joleen Archibald, Specialist Programs Consultant, Capital Group

B How Trust in the Manager Influences Organizational Commitment in the Real Estate Industry Liron Marks, Organizational Development Consultant

Retaining high-performing salespeople is a challenge across industries. The study draws on the literature concerning trust and commitment to offer a theoretical framework to improve retention by examining the interrelation of salespeople's trust of their managers, commitment to their managers, and organizational commitment. Recommendations based on the findings will be discussed.

Striving for Authenticity Among Women Executives in the Home Furnishings Industry B L

Karen L. Knoch, Instructor, Business Administration, Guilford Technical Community College

This qualitative study focuses on leadership orientation among women executives in the home furnishings industry. The presentation will be based on narrative stories regarding work experiences exploring how women have reconciled their authentic and inauthentic orientations to become successful in this maledominated industry.

www.ila-net.org/eval

Hanover Hall G (LL2) | Presentations | Leadership Education

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ED

Leadership Minors and Degrees: What Do They Offer and What Do They Add?

Chair: Craig Domeck, Dean & Associate Professor Leadership, MacArthur School of Leadership, Palm Beach Atlantic University

"I See You Have a Degree in Leadership. What's That?" È

Brian A. Petersen, Graduate Student, Ph.D. in Leadership, Alvernia University

Spencer S. Stober, Professor of Biology and Educational Leadership, School of Graduate Studies, Alvernia University (Co-Author)

What exactly is being taught as leadership in degree programs? This paper reports on a content analysis of the required curriculum for 150 degree programs listed in the ILA leadership education directory. The presenters will share preliminary findings, suggest implications, and define directions for further consideration.

Early Career Alumni of Leadership Minor Programs È

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

Natasha H. Chapman, Coordinator, Leadership Studies Program, Leadership and Community Service-Learning, University of Maryland

Craig E. Slack, Director, National Clearinghouse for Leadership Programs, University of Maryland

Leadership Studies has advanced beyond individual courses focusing on positional leadership tenets to academic concentrations emphasizing the study and practice of leadership. The presenters will share research on early career alumni of minor programs and explore how the curriculum can develop knowledge and skills required for workplace and community engagement success.

Inman (LL3) | Presentations | Conference Theme

Inclusivity in the 21st Century Workplace: Leveraging Diversity and Multi-Generational Perspectives

Chair: Victor S. Sohmen, Associate Clinical Professor, Project Management, Drexel University

Inclusive Leadership as a Bridge to Generational Differences C T

Shana L. Matamala, Assistant Professor & Director, Teaching Fieldwork Experiences, LaFetra College of Education, University of La Verne

George Matamala, Principal, Chaffey High School, Chaffey Joint Union District

Generational divides between the close-to-retirement boomers and the entering millennials can stifle employee teams and hinder organizational success. Using inclusive leadership and generational theory, presenter will share a study that utilized employee surveys and leader interviews to examine practical strategies for employing inclusive leadership in bridging generational differences and effectively leading multi-generational teams.

Leadership Across Gender, Generation, and Culture: Practical Implications From a Multi-National Study

John R. Brvan. Business Consultant, eProcesses Consulting, Inc.

Donna C. Graham, Professor, Concordia University

Dana Shelton, Senior Dissertation Adjunct & Methodologist, Grand Canyon University (Co-Author)

This study of more than 800 leaders in 14 countries revealed some interesting gender differences on how leaders perceive effective leader roles, practices, and behaviors. Presenters will highlight noted differences and their absence, areas of similarity, and national perspectives to provide insight into organizational behavior and decision making in businesses and in government entities.

Kennesaw (LL3) | Workshop | Leadership Development

Peer Coaching as a Catalyst for Women's Leadership Development: The Critical Role of Men

Stacey E. Robbins, Assistant Professor, Seattle University

Avina Gupta, Leadership Consultant, Deloitte Consulting

This experiential workshop will explore the application of peer coaching to women's leadership development. After the facilitators provide a short lesson on coaching fundamentals and a demonstration modeling coaching techniques, participants will both coach and be coached on a current leadership challenge. The discussion will focus on the experience of being in both a coach and coachee role as well as the role that men play in the process of addressing and closing the gender-leadership gap. Participants will consider how the method may apply to their practice context and personal leadership development.

The Learning Center (LL1) | Presentations | Youth Leadership

Transforming Unjust Practices: Youth Leadership for a New Society

Chair: Joanna Stanberry, Vice President of Communications, Simeon Institute

Y Cultivating Self-Leadership in African-American Adolescent Females

- Tracey Burrell, Director, Clinical Experiences & Alternate Certification, School of Education, Louisiana State University
 Shreveport
- Iris D. Johnson, Program Director, Leadership Studies Doctoral Program, Louisiana State University Shreveport The presentation will examine the use of the project graduation model of integrated theories competencies in an action research project with three African American adolescent females and their families. Emotional and spiritual intelligences, the benefits of applied intelligence theory, and evidence of informed practice of selfleadership strategies will be offered as initial components of youth leadership development.

Self-Advocacy and Leadership Development of College Students With Disabilities

Miznah Alomair, PhD Student, Chapman University

This presenter will focus on self-advocacy and leadership opportunities for college students with disabilities that can empower them to challenge oppressive social practices. Reflections will be shared on the history of the self-advocacy movement, associated benefits and barriers, and inclusive leadership as an approach to creating an authentic learning and social environment.

The Legacy of W.E.B Dubois: Leadership and Social Artistry for the Next Generation

Angel Acosta, Doctoral Student, Teachers College, Columbia University

The need to exercise new forms of leadership in the face of racism and social inequality is more critical than ever. Using the lens of Jean Houston's concept of social artistry, the presenter will analyze the profound legacy of W.E.B. Dubois as a leader and scholar with a particular focus on applications to youth leadership development.

Lenox (LL3) | Workshop | Leadership Development

Lessons and Applications on Inclusive Leadership from 360 Years of Taking Care of Quaker Business

Tom Klaus, School of Leadership Development, Campolo College of Graduate and Professional Studies, Eastern University; Principal, Tom Klaus & Associates

For nearly four centuries Quaker meetings (churches) and organizations have operated by inclusive leadership using collective leadership practices. Using this process Quakers have been at the forefront of significant social innovation and change. Can these proven approaches be successfully applied in other settings? This workshop will include a brief presentation and several interactive experiences, including the opportunity to participate in "Quaker style" decision making led by facilitators with deep personal experience with leadership in Quaker meetings. With time reserved for reflection and questions, this session will provide approaches and strategies that can be used in secular organizational settings.

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one indicator of a session's ocus and target audience s its track and thread. All essions have tracks – orresponding to ILA's lember Interest Groups lus the conference theme	TRACKS Business Leadership Leadership Development Leadership Education	 THREADS Arts & Leadership Doctoral Program Faculty & Leaders Ethics Forum Followership 		

and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.



- ç **Conference Theme**
- Followership W
- Leadership Education Deans, **Directors. & Chairs**
- Peace Leadership
- Philosophy, Religion, & Worldviews
- Sustainability Leadership
- Women & Leadership

Baker (LL3) | Papers | Leadership Scholarship

Gender, Race, and Leadership

W

Commentator: Julie E. Owen, Associate Professor of Leadership Studies, School of Integrative Studies, George Mason University

Are Male Leaders More Effective Than Female Leaders?

- Teresa Correia de Lacerda, Professor, Management, Instituto Superior de Economia e Gestão
- This study fills a gap in the literature by examining the effects of gender on organizational effectiveness. Using a guantitative approach. 381 guestionnaires were collected from corporate leaders to capture their self-perceptions on leadership effectiveness. Major findings and an integrative model to examine the effect of several predictors on organizational effectiveness moderated by gender will be presented.

Minority Women in Sports Management Leadership and the Role of Higher Education: **An Intersectional Analysis**

Mariela Campuzano, Doctoral Student, Graduate School of Education & Human Development, The George Washington University

While the number of minority women in sports management roles is increasing, they are still underrepresented. From the perspectives of social role theory, Bourdieu's habitus, and organizational culture, the presenter will provide an analysis of this social issue from an intersectionality framework of race, class, gender, and sexuality.

Authentic Leadership and Gender: Do Diversity and Inclusion Promote Authentic Leadership for All?

- Valérie Petit, Professor, Management, EDHEC Business School
- This research explores authentic leadership theory from a gender perspective and aims to construct a bridge between leadership theory, inclusion, and diversity paradigms to propose the organizational conditions that promote authentic leadership for women specifically and all leaders generally.

Courtland (LL3) | Symposium | Leadership Education

Leadership and Civil Disobedience — From Grassroots to Nonviolent Resistance

Chair & Commentator: **Amy Diehl**, Associate Vice President & Director of Systems & Applications, Technology & Library Services, Shippensburg University of Pennsylvania

Atlanta brings to mind the peaceful nonviolence of M. L. King Jr. and the SCLC, as well as the work of the Carter Center in "waging peace." This session explores the Socratic foundations of grass roots civil disobedience for a contemporary social activism and uses Dorothy Day as a latter-day case study in the application of peaceful social redirection.

The Leadership of Socrates: An Obedient Citizen or the Very Model of Civil Disobedience?

- Brent Cusher, Assistant Professor, Leadership & American Studies, Christopher Newport University
- P Plato's Apology of Socrates casts Socrates' defense speech as a form of high-minded civil disobedience. In
- Plato's Crito, Socrates rejects assistance to flee his execution as he cannot go against the law convicting him. This presentation interprets the apparent contradiction in Socratic leadership showing that committing civil disobedience depended upon the immediate situation Socrates faced.

The Radical Leadership of Dorothy Day's Nonviolent Resistance Barbara J Denison Associate Professor Societory & Anthropology Shippenshurd

- Barbara J. Denison, Associate Professor, Sociology & Anthropology, Shippensburg University
- P Dorothy Day, pacifist and founder of Catholic Social Worker Movement, advocated spiritual support and the material welfare envisioned by the Catholic theory of distributism. Her nonviolent weapon of choice was advocacy journalism, through which she championed leadership through social activism.

Dunwoody (LL3) | Workshop | Leadership Development

Cultivating Positive Identities: Personal Leadership Practices That Positively Impact You and Others

Laura Morgan Roberts, Professor of Psychology, Culture & Organization Studies, Graduate School of Leadership and Change, Antioch University

Sandra Cha, Assistant Professor, International Business School, Brandeis University

Courtney McCluney, PhD Candidate, Psychology, University of Michigan

Identities are negotiated on an ongoing basis, from day to day and encounter to encounter. Leaders' identities depend not only on their own self-views, but also on others' perceptions. This workshop is designed to help those who struggle to feel validated, authenticated, and credible change negative patterns and develop greater personal leadership effectiveness even in the face of heightened conflict. Participants will leave the workshop with a set of concrete, relational practices and tools for engaging mindful, inclusive, strengths-based approaches that acknowledge and address power dynamics of inequality, injustice, and idealized stereotyping, while cultivating positive work identities for themselves and others.

Fairlie (LL3) | Presentation | Public Leadership

Advancing Gender Inclusion in Public Leadership

Chair: Nikol Hopman, Director, Centre for Professional Learning, Leiden University

Mongolian Women and Leadership: A Presentation of Field Research

- Holly Diaz, Instructor, Karen W. Morse Institute for Leadership, Western Washington University
- W Karen L. Stout, Director, Karen W. Morse Institute for Leadership, Western Washington University

Mongolian women historically and currently take major leadership roles in their culture. A research team traveled to Mongolia for three weeks to interview female leaders in government, business, education, and the arts to uncover leadership lessons, contradictions, successes, and stresses. A multi-media presentation will share findings from this scholarly journey.

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Grand Hall A (LL2) | Symposium | Leadership Education

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The Possibilities and Challenges of Scaling Academic Leadership Programs

Chair: Anna M. Capeder, Assistant to the Coordinator, Leadership Minor, University of Minnesota - Twin Cities Commentator: Spencer J. Buchanan, Student Associate, Leadership Minor, University of Minnesota-Twin Cities

Learn from the expansion experiences of a program that had five sections, seven instructors, and 300 students eight years ago and now has grown to over 29 sections, 45 instructors, and over 1,400 students. This case study examination will offer many lessons to programs preparing to scale up.

Crafting Curriculum: The Foundation for Growing Leadership Programs

È David Hellstrom, Instructor Coordinator & Teaching Specialist, Leadership Minor, University of Minnesota - Twin Cities Bridging practice and theory in the classroom not only increases the relevance of a program, it arguably attracts more students. After briefly outlining the differences among lecture-based, experiential, case-in-point, and intentional emergence pedagogies, this presentation will detail how an intentional emergence based curriculum supported rapid expansion of enrollment and programmatic growth.

Scaling Academic Leadership Programs: Creating a Vibrant Instructor Training Community L

Jessica Chung, Instructor & Curriculum Coordinator, Leadership Minor, University of Minnesota - Twin Cities

When scaling academic leadership programs, the structural challenges expansion causes to related systems, such as instructor course loads, must also be addressed. This presenter will highlight a comprehensive training process that immerses instructors in the same pedagogy used in the classroom so they experience the same type of transformational and adaptive learning created for students.

Utilizing Program Evaluation for Ongoing Improvement in an Expanding Leadership Program

Katherine Kessenich, Program Evaluation Coordinator, Undergraduate Leadership Minor, University of Minnesota -ED Twin Cities

In addition to aligning student learning outcomes with the program curriculum, continued efforts need to be made to assess and redesign the program's internal processes to further foster the development of a transformational ecosystem. This presenter will demonstrate how evaluative thinking has been integrated throughout the culture and design of the program using outcome-mapping techniques.

Grand Hall B (LL2) | Symposium | Conference Theme

Connective Leadership: A Dynamic Model of Inclusive Leadership

Chair: Chris T. Cartwright, Director of Intercultural Assessment, Intercultural Communication Institute Commentator: Ted A. Baartmans, CEO, The Leadership Group

In a world characterized by diversity and interdependent systems, inclusion is critical and connection inevitable. The connective leadership model offers tested approaches for improving leadership practices, stimulating innovation, encouraging hot teams, implementing change, and dealing with crisis. Presenters will share research about application of this model in three settings.

Connective Leadership and Inclusivity: Does Culture Make a Difference? C T

Jill L. Robinson, Associate Professor, Business, University of Redlands

Charles Kim, Director, Katalyst Leadership Network; Adjunct Professor, Technology and Society, The State University of New York - Korea

Jean C. Lipman-Blumen, Professor, Drucker Graduate School of Management, Claremont Graduate University; Co-Founder, Connective Leadership Institute

Jennifer Yixuan Zhao, CEO, Simou Enterprise Management Company (Co-Author)

When raised in vastly different political, cultural, and religious environments, does the next generation of leaders select significantly different behavioral strategies and is one more apt to embrace connective leadership? This research used a sample of undergraduate students in the U.S., China, and South Korea to explore this question.

The Social Entrepreneur as a Connective Leader

Sarah S. Orr, Owner, Smith Orr & Associates; Director of Strategic Partnerships, Fundación Escuela Nueva Volvamos a la Gente

This study explored frameworks and models illustrating the scope and boundaries of social entrepreneurship as a foundation for understanding the complex nature of social innovation. The presenter will focus on the behaviors and methods behind the success of social entrepreneurial leaders working for sustainable systemic change and tackling some of the world's toughest problems.

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Using Connective Leadership to Build More Effective Nonprofits Through Inclusivity

Maura Harrington, Vice President of Consulting & Chief Operating Officer, Center for Nonprofit Management Nonprofits face unprecedented pressures due to growing diversity of the communities they serve and increasing economic, political, and social challenges. This presenter will discuss one center's adoption of the connective leadership model as the theoretical backbone of its work to build effective leaders and organizations that can withstand these forces.

Grand Hall C (LL2) | Panel Discussion | Leadership Development

Still Stuck: Women and Leadership in the 21st Century

Chair: Cheryl Getz, Associate Professor, School of Leadership and Education Sciences, University of San Diego Sherry H. Penney, Professor of Leadership - Emerita, College of Management, UMass Boston Barbara Kellerman, James MacGregor Burns Lecturer in Public Leadership, Center for Public Leadership, Harvard University Deborah L. Rhode, Professor of Law & Director, Stanford Center on the Legal Profession, Stanford University Susan R. Madsen, Professor of Leadership & Ethics, Woodbury School of Business, Utah Valley University

The accomplished individuals on this panel have worked on women's issues their entire careers as educators, scholars, authors, administrators, trail-blazers, and women. Their reflections and experiences – about milestones and misses, attitudes and approaches, windows and walls - will frame consideration of the question: What needs to be done to accelerate the advancement of women's leadership? Expect a lively and provocative conversation and don't be surprised if you leave with a new commitment to becoming the leader you wish to see in the world!

Grand Hall D (LL2) | Panel Discussion | Leadership Scholarship

Decolonizing Research: Honoring Otherness

Chair: Gina S. Matkin, Associate Professor, Agricultural Leadership, Education, and Communication, University of Nebraska -Lincoln

Kem Gambrell, Assistant Professor, Doctoral Program of Leadership Studies, Gonzaga University Tiffani Luethke, Graduate Student, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln Kimberly R. Mungaray, Professor, Accounting, Millikin University

As the world becomes smaller, there are many opportunities to consider, research, and learn from and about people, cultures, and worldviews outside of one's own experiences. Scholars increasingly find themselves grappling with how to respectfully research and ultimately understand what has been coined "otherness." The purpose of this discussion is to: 1) Reflect on how most research methods are conducted through a colonized lens that is often inappropriate and unsuccessful in many settings; 2) Share insights and personal experiences from the perspective of "outsider" researchers; and 3) Present research strategies and approaches that appropriately honor, embrace, appreciate, and recognize difference.

Greenbriar (LL3) | Symposium | Leadership Development

Positive Psychology and Leadership: Mindsets, Courage, and Forgiveness

Chair: Rob Koonce, Founder, Can We Communicate

Nearly twenty years after its introduction, interest in the emerging science and applications of positive psychology continues to expand around the globe. In this session, presenters will overlay the lenses of leadership, followership, and positive psychology to offer new perspectives on diverse research foci.

Emergent Mindset: Implications for Leadership Development Bob Koonce, Founder, Can We Communicate

- This presentation will explore the concept of an emergent mindset in the context of positive organizing and leadership development. The presenter will observe the mindset in the context of positive organizing and
- leadership development. The presenter will share perspectives on how an emergent mindset stems from four socially co-constructed patterns - contractual, collegial, collaborative, and cohesive orientations - and offer ideas for further research.

Courage in the Workplace

- Arthur J. Schwartz, Professor, Oskin Leadership Institute, Widener University
- The seminal scholarship on positive organizations has consistently emphasized how critical it is for leaders
- and followers to display courage (Cameron, Dutton & Quinn, 2003; Chaleff, 2003). Most scholars agree that courage has three discreet dimensions: a willingness to pursue, a noble goal or purpose, and undertaking despite risk, danger, or fear. This presentation will further examine the relevance of courage to leadership development.

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Leadership, Forgiveness, and Group Dynamics

Steven L. Smith, Co-Founder & Principal, The Human Business

Forgiving is a complex human act — a distinctively human phenomenon rooted in an interpersonal moral dyad. This work is derived from an interdisciplinary and integrative approach from three primary fields of inquiry: philosophy, religion, and disciplines within psychology. Together they provide the greatest understanding and application to the forgiving process.

Hanover Hall A-B (LL2) | Workshop | Public Leadership

Putting the "Collective" Into Collective Impact: Creating Equity, Participation, and Shared Leadership

Tom Klaus, School of Leadership Development, Campolo College of Graduate and Professional Studies, Eastern University; Principal, Tom Klaus & Associates

Sylvia Cheuy, Director, Deepening Community, Tamarack Institute for Community Engagement

The framework of collective impact sprang onto the nonprofit and public leadership agenda in 2011. Many social change initiatives have since adopted its five conditions: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone support organization. While the model promises revitalized and more effective collaboration, critics question its lack of focus on inclusion, participation, and shared leadership. In this session the facilitators will share the evolution of the collective impact approach and lead an exploration of strategies that extend and more fully integrate inclusion, equity, participation, and shared leadership through case studies and small group discussions.

Hanover Hall C (LL2) | Panel Discussion | Leadership Scholarship

Why Leadership Must Include the Imagination

Chair: Michael Harvey, Associate Professor, Department of Business Management, Washington College

Donald LaMagdeleine, Professor, Department of Leadership, University of St. Thomas

Joanne B. Ciulla, Professor and Coston Family Chair In Leadership and Ethics, Jepson School of Leadership Studies, University of Richmond

Kristin M.S. Bezio, Assistant Professor, Jepson School of Leadership Studies, University of Richmond

Marco A. Aponte-Moreno, Assistant Professor, School of Economics and Business Administration, Saint Mary's College of California

Imagination is usually considered a personal activity, yet it is largely unconscious rather than subject to individual volition and heavily subject to cultural assumptions. The imagination facilitates both inclusiveness and exclusion in the human mind. Ignoring this key role of the imagination in human experience deprives leadership scholarship of one of its most powerful data sources, analytic foci, and fields of opportunity. This session will consider the core role of understanding the power of the imagination in leadership. Presenters will explore the structure and implications of moral imagination, the key importance of collective symbols in group self-understanding and their implied leadership possibilities, the fundamentally narrative character of leadership, and how digital gaming is adapting to these issues.

Hanover Hall D (LL2) | Workshop | Business Leadership

The Ethical Leadership Style Questionnaire B L

Amber A. Johnson, Chief Communications Officer, Center for Values-Driven Leadership, Benedictine University

Jim Ludema, Co-Founder & Director, Center for Values-Driven Leadership, College of Business, Benedictine University

Peter G. Northouse, Professor Emeritus, Communication, Western Michigan University Michael Chikeleze, Associate Professor, Leadership Studies, Louisiana State University in Shreveport Walter R. Baehrend, Senior Manager, Wireless Services, Nokia

The Ethical Leadership Style Questionnaire (ELSQ) is an instrument used by individuals, teams, and organizations to measure how they make ethical decisions. It offers 45 real-world scenarios and invites participants to choose how they would respond to each. Upon completion, each participant receives a report that explains their ethical leadership style. In this workshop, the team of researchers who developed the ELSQ will introduce the instrument, invite participants to complete it, and then facilitate an interactive dialogue about ethical leadership styles and how the ELSQ can be used in organizations and in the classroom.

Hanover Hall E (LL2) | Presentations | Leadership Education

Belonging Somewhere: Opportunities for Student Identity Development

Leadership educators grapple every day with how to best help students learn and develop their leadership capacities. This session will provide insight into spaces, programs, and experiences designed to help foster leadership development of unique and diverse student populations.

Challenge, Be Challenged, but Find Comfort With One's Self

Jungsun Kim, Graduate Administrative Professional, Civic Engagement & Leadership Development, Purdue University Melissa Dawn Gruver, Assistant Dean of Students, Civic Engagement & Leadership Development, Purdue University This study examined experiences of student leaders in a sophomore leadership development program based on an inclusive leadership framework. The presenters will share findings on five developmental tasks - commitment to achievement, interpersonal relationships, gaining competencies, sense of identity, and awareness of interdependence — and will then discuss the promise and paradox of institutional leadership development.

Creating a Culture of Inclusive Leadership: Does Sense of Belonging Matter to Student's E Leader Self-Efficacy?

Sherylle Tan, Director of Internships and KLI Research, Kravis Leadership Institute, Claremont McKenna College John Dulay, Graduate Research Manager, Kravis Leadership Institute, Claremont McKenna College Courtney Chan, Claremont McKenna College (Co-Author)

Leadership development programs are an important part of higher education. Inclusive campuses can help a student feel like they belong, which can lead to confidence as a leader. This presentation will discuss study results providing evidence that college students' sense of belonging matters to their confidence as leaders two years after graduation.

Engaging Generation Z in Leadership Development Ē

Corey Seemiller, Assistant Professor, Leadership Studies in Education and Organizations, Wright State University Meghan Grace, Director, Undergraduate Programming & University Partnership, Sigma Phi Epsilon (Co-Author)

E D A new generation has emerged into adulthood that will challenge how we design and facilitate leadership development. Generation Z, born from 1995-2010, may look like Millennials, yet differ in their leadership beliefs and styles. Presenters will share insights on the development of leadership programs, curriculum, and experiences designed with Generation Z in mind.

Hanover Hall F (LL2) | Symposium | Leadership Education

Exploring Theories of Leadership Through Cinematic Arts

Chair: Jeff Bourgeois, Ph.D. Student, Leadership Studies, University of San Diego

Commentator: George E. Reed, Dean, School of Public Affairs, University of Colorado Colorado Springs

Film can offer new points of entry and tangible examples to understand practices of leadership. Presenters will share papers that review literature on different theories of leadership, connect those to films, and discuss learning and experiences in a course that surveyed theories of leadership through film. This session offers a novel approach to teaching, learning, and practicing many leadership theories.

Following the Leader? Reviewing Followership Through Cinema

- Conor Mclaughlin, Graduate Assistant, Department of Leadership Studies, University of San Diego
- Followership is an indispensable part of the practice of leadership. Using examples from cinema can help illuminate the aspects of followership and its effective practice. This paper reviews literature on followership and connects concepts to examples from films.

Analyzing Effective Leadership Behaviors Through Cinematic Arts E

- Stephanie A. Van Dellen, PhD Student & Instructor, School of Leadership & Education Sciences, University of A L San Diego
- Effective leadership behaviors will be examined through popular films to understand how theories of leadership behavior can be practiced. Teaching leadership by utilizing films with different contexts and genres offers a range of behaviors that can work in various circumstances.

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Hanover Hall G (LL2) | Workshop | Conference Theme

Hiring Gruntled Leaders: Looking Beyond Knowledge and Skills

Michael Chirichello, Consultant, Leadership Matters LLC

How can inclusive positive leaders define aspirations and energize others to commit to a larger vision for the greater good of their team and organization? The facilitator will begin with a brief overview of research findings that can significantly enhance the prospects of hiring gruntled leaders who are grounded in people-centered dispositions and that will have a propensity toward inclusiveness with others. Using this model, participants will design dispositions-based interview questions and participate in an interview simulation. A dispositions 360 assessment inventory will be shared with the participants.

Inman (LL3) | Presentations | Leadership Education

First, Focus on the Educational Institution

F

Chair: Thomas Yannuzzi, Executive Director, Center for Student Leadership, Kennesaw State University

Developing Beginning Teachers' Leadership Through Induction and Mentoring: An International Systematic Review

Benjamin Kutsyuruba, Associate Professor, Faculty of Education, Queen's University Keith D. Walker, Professor, Educational Administration & Johnson Shoyama Graduate School of Public Policy, University of Saskatchewan

Lorraine Godden, PhD Candidate, Faculty of Education, Queen's University (Co-Author)

Presenters will highlight an international systematic review that explored: A) Nations and geographic regions where beginning teachers are formally supported in their first five years of teaching; B) The contextual variances between induction and/or mentoring programs in different geographic locations; and C) the role of school administration in supporting beginning teachers' leadership development.

Fostering Leadership to Action Among Higher Education Professionals

Lori Tiller, Public Service Faculty, J.W. Fanning Institute for Leadership Development, University of Georgia **David Meyers**, Youth and Family Development, J.W. Fanning Institute for Leadership Development, University of Georgia (Co-Author)

Can higher education leaders coalesce across institutions, systems, sectors, and communities to better serve young people experiencing foster care or homelessness? The presentation will share how Embark Georgia is mobilizing public higher education systems, child welfare agencies, and community based organizations to pursue collective efforts to improve educational and life outcomes.

Kennesaw (LL3) | Workshop | Conference Theme

Leading Authentically: Passing the Red Face Test

Dionne Rosser-Mims, Associate Dean, College of Education, Troy University

Charline S. Russo, Affiliated Faculty, Organizational Dynamics, University of Pennsylvania

Iris M. Saltiel, Professor, Education Enhancement, American University of Antigua

Today's leaders in all workplace settings are inundated with dilemmas and conflicts that test both personal and professional values. In the midst of these circumstances, how do leaders remain true to themselves when personal values conflict with organizational goals and expectations? In other words, do they or can they effectively pass the red face test? Workshop participants will gain insight into their authentic voice by completing a personal values assessment and analyzing their assessment results. Case-based simulations will challenge participants to critically reflect on their values and how those values align or misalign with challenging situations they are asked to lead in an organization.

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The Learning Center (LL1) | Presentations | Business Leadership

Assessing New Organizational Leadership Approaches to Tackle Today's Complex Challenges Chair: Gary Crutchfield, Production Engineering Manager, Boeing; President, DeviantLeadership.org

Change Leadership for a Changing Climate: Positive Deviance, Innovation, and Institutional Investing

- S Abigail Abrash Walton, Director & Faculty, Environmental Studies, Antioch University
- World leaders have called for urgent action on climate change. Creating a sense of urgency is only the first step in a change process. This paper, drawing on original empirical research, deepens understanding of successful organizational leadership in taking effective action on climate change and contributes to sustainability leadership theory-building.

B Service and Humility in Leadership: Intriguing Theories, but Do They Actually Produce Results?

Wilbur Reid, Professor& MBA Program Director, School of Business and Public Leadership, Johnson University Based on research exploring performance results of leaders and leadership styles, this presentation will focus on the relationship between the subordinate's perception of the performance results of their boss and the boss's level 5 and servant leadership behaviors.

B A New Approach to Leadership in the Age of Information: Complex Adaptive Leadership

Steven Walker, Professor, Leadership Studies, National University
Matthew P. Earnhardt, Assistant Professor, College of Business, Embry-Riddle Aeronautical University
Daryl V. Watkins, Interim Dean, College of Business, Embry-Riddle Aeronautical University, Worldwide Campus
As an emergent theory, complex adaptive leadership does not have a tool to measure the theory in organizations. In this presentation, we will outline a tool we developed to measure elements such as systems thinking, relational and inclusive leadership, openness of communication, and micro and macro level complexity, among other things.

Lenox (LL3) | Workshop | Leadership Education

Social (Media) Change Model: How to Remix Leadership Education for the Digital Age

Josie Ahlquist, Adjunct Faculty, Leadership Studies, Florida State University

Kathy Guthrie, Associate Professor, Higher Education, Educational Leadership and Policy Studies, Florida State University

Are college students prepared to be leaders online, to use social media for social good? To address this question, Florida State University created an online curriculum fusing the social change model with social media leadership skills for the digital age. After receiving a brief social change model refresher and hearing snippets of student social media successes, participants will be guided through applied exercises on how to synthesize digital identity, leadership, programming, and curriculum development.

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Baker (LL3) | Symposium | Leadership Development

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Research Informed Leadership Development for Women

- Chair: Bernice Ledbetter, Faculty & Chair, Master of Science in Management and Leadership Program & Director, Center for Women in Leadership, Graziadio School of Business and Management, Pepperdine University
- Commentator: Karen A. Longman, Professor, Doctoral Programs in Higher Education, Azusa Pacific University

Presenters will examine interventions that address leadership gaps for women designed by women's leadership initiatives at three universities. The needs, theoretical models utilized, and outcomes achieved will be presented providing a superb example of the bridge between theory and practice.

Developing Leader Identity of High Potential University Women

- Bernice Ledbetter, Faculty & Chair, Master of Science in Management and Leadership Program & Director, Center for Women in Leadership, Graziadio School of Business and Management, Pepperdine University
- A four-part model informed the design and delivery of this program for high potential female staff members and aimed to develop their leadership self-identities while also improving job satisfaction. This presentation will highlight program design, initial outcomes, and future plans.
- Office for Women: EMPOWER Enhanced Mentoring Program With Opportunities for Ways to Excel in Research
- Kathleen S. Grove, Director, Office for Women, Indiana University Purdue University Indianapolis
- This presentation will examine a formal mentoring program designed to support, empower, and retain women research faculty in order to increase the number of female tenured faculty members and develop their abilities to apply for and receive research funding.
- Duel Purposes: Women's Leadership Development and Improved Graduation Rates
- Anne Wairepo, Senior Director, Women's Success Center, Utah Valley University
- Belinda S. Han, Director, The Center for the Advancement of Leadership, Utah Valley University

Less than half of the women entering college in Utah graduate, the lowest percentage in the United States. This presentation will report on both the early results and the challenges experienced by a student leadership development program designed to increase retention while developing women's leadership competencies.

Courtland (LL3) | Panel Discussion | Business Leadership

Women and Leadership: Career Accelerators and Obstacles

- Chair: Joleen Archibald, Specialist Programs Consultant, Capital Group
- Liron Marks, Organizational Development Consultant
- Aileen Archibald, Lead School Nurse, Simi Valley Unified School District Julie Hewett, Clinical Psychologist, Children Hospital

When examining the topic of women and leadership one cannot help but notice the gender gap in today's top leadership positions across sectors. Reflecting on individual, interpersonal, organizational, and societal factors, panelists in different phases of their careers will discuss the accelerators and obstacles they have faced and will explore strategies used to become successful in their industries.

Dunwoody (LL3) | Workshop | Leadership Development

Culture Jamming: Removing Barriers by Developing Inclusive Leaders and Organizational Cultures

Brad Grubb, Regional Dean, College of Adult and Professional Studies, Indiana Wesleyan University Misty Resendez, Associate Professor, Business Administration, Ivy Tech College Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University

Culture jamming has been used in the arts, politics, and media as a way to expose stereotypes, subvert dominant paradigms, and challenge negative images of individuals and groups. Cultural intelligence is necessary for leaders to thrive in diverse settings. The design of this workshop pairs together culture jamming and cultural intelligence to explore ways to overcome negative stereotypical beliefs and lead inclusively. Multiple modes of presentation and interactive exercises will be used to demonstrate how unconscious bias can facilitate stereotypes and how culture jamming and cultural intelligence can result in more inclusive environments. Participants will leave with various tools to facilitate cultural change in their organizations.

Fairlie (LL3) | Presentations | Leadership Education

Research Studies on Executive Leadership Education

Chair: Eric R. Guthey, Associate Professor, Intercultural Communication and Management, Copenhagen Business School

- Transformational Leadership Programs: What About the Faculty?
- L E Konstantin Korotov, Associate Professor of Organizational Behavior and Leadership, Center for Leadership
- E D Development Research, ESMT - European School of Management and Technology
- Within the context of transformational executive education programs offered by leading business schools, this study uncovers the expectations of participants regarding the roles of their faculty. Empirical researchbased insights will be further illustrated by the presenter's experiences running transformational leadership programs in Germany, Russia, Qatar, Brazil, and Ireland.

Cultural Intelligence for Dynamic Inclusive Leadership in Executive Education

- Elizabeth A. Tuleja, Associate Professor, Management, University of Notre Dame
- Today's executive education programs require thoughtfully designed curricula that will be effective in preparing leaders for the complexity of interacting with people from diverse backgrounds whether at home or abroad. The presenter will share research findings assessing one such program for Executive MBA students highlighting the curricular design and outcomes concerning cultural intelligence.

Little Golden Secret: A Mixed Method Study of Dale Carnegie Training E

Eve Prilipko, Researcher & Coach, Dale Carnegie Training Dave Wright, President & CEO, Dale Carnegie Training

This study examines career trajectories of Dale Carnegie Training graduates and identifies their perceptions of the program's impact on their career and personal development. The presenters will illuminate findings on: class engagement, interactivity, shift of focus from self to others, and focus on personal development.

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Grand Hall A (LL2) | Panel Discussion | Leadership Development

The Indispensable Followership Skills Required for Leadership Development to Succeed

Ira Chaleff, Author, The Courageous Follower

L E Barbara Kellerman, James MacGregor Burns Lecturer in Public Leadership, Center for Public Leadership, Harvard University Marc Hurwitz, Associate Director, Undergraduate Programs, Professor of Entrepreneurship, University of Waterloo Samantha Hurwitz, Chief Encouragement Officer, FliPskills & FliP U

Leaders and followers are not two different people. Virtually everyone plays both roles regardless of their organizational position. Leadership development programs that don't recognize this duality arguably do a disservice to their participants. The goal of this panel is to inspire leadership development professionals to take a hard look at their approaches and to offer strategies on incorporating followership development into existing leadership development programs. Panelists will explore the critical followership skills that must be developed if the leadership graduate is to survive, thrive, and make a difference — thus making leadership development programs worth the time and money invested.

Grand Hall B (LL2) | Presentations | Leadership Education

Towards Inclusive Leadership Education: Critical Questions and Theories

Chair: Todd C. Wiggen, Assistant Professor, Everett Dobson School of Business and Technology, Southwestern Oklahoma State University

A Search for Inclusive Leadership Metaphors

Marc Cool, PhD Student, Management Learning and Leadership, Lancaster University

This paper takes a critical lens to and challenges the prevalence of metaphors that reinforce a traditional and exclusionary way of thinking about leadership. The presenter will examine the use of metaphors in leadership studies, interrogate if they are inclusionary or exclusionary, and challenge educators to reframe their use of metaphors.

Becoming Inclusive Leadership Educators Through Critical Reflection and Dialogue

Rebecca M. Bustamante, Associate Professor, Educational Leadership, Sam Houston State University
 When leadership educators engage in critical self-reflection and conversations related to their own multiple identities and privilege, they are better positioned to facilitate student teaching and learning and model

Identities and privilege, they are better positioned to facilitate student teaching and learning and model inclusive leadership practices for others. A process for engaging leadership faculty in this process will be shared.

Building Inclusive Leaders: A Framework for Leadership Education

Leonard Taylor Jr., Research Associate & Teaching Specialist, Leadership Minor, University of Minnesota - Twin Cities Can educators translate theories of inclusive leadership into practice and action to prepare leaders to achieve sustainable change while addressing issues of power, privilege, and oppression? The presenter will examine a framework that leverages critical theories to address social inequality and marginalization and supports the development of change-making leaders.

What's In a Word? Troubling and Reconstructing the Discourse of Inclusion

Leigh Fine, Assistant Professor, School of Leadership Studies, Kansas State University

In their endeavors to enact inclusive leadership, leaders may be reproducing the very practices that lead to marginalization: namely, assimilationism. Considering theory related to discourse, tokenism, and leadership, the presenter will argue that inclusion is a term that should be critically interrogated, then reconstructed to promote leadership action and increased leader intelligibility.

Grand Hall C (LL2) | Panel Discussion | Public Leadership

Nonprofit Organizations and Inclusive Leadership: Stories From the Field

- P L Chair: Michael Chikeleze, Associate Professor, Leadership Studies, Louisiana State University in Shreveport
- David W. Hylan, Executive Director, Deaf Action Center of Louisiana A L
- William C. Haacker, Program Director, Renesting Project, Inc.
 - Robert K. Darrow, Managing and Artistic Director, Shreveport Little Theatre

Contributors, stakeholders, members, and the general public expect nonprofit organizations to have inclusive leadership that achieves stellar results using minimal resources. This panel brings together leaders of three very different nonprofit organizations - arts, community, and social services - for a dialogue on best practices and challenges regarding inclusive leadership. Their distinct perspectives, diverse contexts, and wide-ranging experiences will provide useful insights on the development and practice of inclusive leadership in applicable in both nonprofit and other sectors.

Grand Hall D (LL2) | Presentations | Leadership Development

Examining Cultural Contexts in Leadership Development

Chair: Linda Pallone, Owner, E4Leaders LLC

Mirroring Leadership and Culture for Engagement

Lorraine Stefani, Professor of Higher Education Strategic Engagement, Faculty of Education and Social Work, University of Auckland Melanie Moorcroft, Associate Director, People & Organizational Development, University of Auckland

The presenters will share insights from a university-wide approach to the development of an inclusive culture of leadership for academic and professional staff. The leadership framework, its evolution, associated programs, and assessments will be highlighted. Using the leadership-culture mirror, the barriers and enablers to engagement within the university context will be explored.

Community Leadership Development and Health Promotion: Lessons From Rural South Africa

Wilson Majee, Assistant Professor, Health Sciences and Public Health, University of Missouri

Lydia Aziato, Lecturer, Adult Health, University of Ghana (Co-Author)

Adoabi Anakwe, Graduate Research Assistant, Public Health, University of Missouri (Co-Author) Karien Jooste, Professor, Nursing, University of the Western Cape (Co-Author)

This study contributes to the body of research on leadership development in rural settings. Preliminary findings will be shared identifying barriers and opportunities for the inclusion and advancement of youth and women in health promoting activities, and potential interventions for empowering local communities. Lessons learned and future research directions will be suggested.

Latina Leaders: Leadership Practices and Negotiating Cultures

- Carolina Darbisi, Public Service Faculty, University of Georgia
- The presenter will share qualitative research findings considering how Latina leaders learn to negotiate between cultures to practice their leadership skills and the factors influencing their community leadership practices. Applications to broader leadership development practices will be explored along with a model for emancipatory leadership.

Greenbriar (LL3) | Symposium | Leadership Development

Positive Psychology and Leadership: Mental Fitness, Positive Energy, and Values

Chair: Steven L. Smith, Co-Founder & Principal, The Human Business

Some 15 years after it was first introduced as a formal discipline, interest in the emerging science and applications of positive psychology continues to expand around the globe. This symposium will examine leadership through the lens of mental fitness, positive energy, and human values.

Leveraging Leader Awareness of Mental Fitness

Paula Robinson, Managing Director, Positive Psychology Institute

In order to help their colleagues, followers, and organizations thrive, leaders need to know more about research and workplace approaches concerning positive mental health and well-being. This presentation will build on past foundational work, share a model developed through work with an international panel of experts, and highlight successful applications of the model.

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Leadership and Human Energy

Bernd Vogel, Associate Professor of Leadership and Organizational Behavior, Henley Business School, University of Reading

Human energy refers to individual and collective energy in organizations. Individual energy is often considered to be emotional energy (Quinn & Dutton, 2005), whereas collective energy refers to the force of a collective unit in pursuit of its goals (Bruch & Vogel, 2011; Dutton, 2003). This presentation will surface drivers that boost, quash, and measure positive energy.

Values, Behavior, and Transformation

Ken Otter, Co-Director, Leadership Center, Saint Mary's College of California

The presenter will share an eco-systemic look at human values using the Hall-Tonna values system. This comprehensive meta-theoretical framework of human development makes visible the social terrain in organizations as an interlocking network and constellation of values. Alignments with various principles of positive organizing and inclusion will be considered.

Hanover Hall A-B (LL2) | Workshop | Leadership Development

Emotionally Intelligent You and Us – Leveraging Awareness of Self and Others for Inclusive Leadership

Segun Olagunju, Director, Center for Entrepreneurial Leadership, African Leadership Academy

Effective, ethical leaders for positive social impact must have a healthy self-awareness (internal-facing emotional intelligence) and a sound understanding and empathy for others including those they work with and for (external-facing emotional intelligence). Modeled on the African Leadership Academy's Values Quest, this workshop will incorporate a series of experiential exercises and reflective debriefings to help participants: think critically about the opportunities and privileges of their lives; reflect on the implications of wealth and privilege; and appreciate and leverage diversity. Come heighten your appreciation for the richness that comes from inclusion, cooperation, genuine consultation, and shared ownership of initiatives.

Hanover Hall C (LL2) | Panel Discussion | Leadership Education

Five Innovative Program Components That Every Leadership Education Program Needs to Consider for the Future

Chair: Anthony C. Andenoro, Assistant Professor of Leadership Education & Director, Challenge 2050 Project, Agricultural Education & Communication, University of Florida

Matthew J. Sowcik, Professor, Department of Agricultural Education & Communication, University of Florida

Nicole Stedman, Professor, Agricultural Education & Communication, University of Florida

Hannah Carter, Director, Institute of Food and Agricultural Sciences, Center for Leadership

Cecilia E. Suarez, Assistant Professor, Agricultural Education & Communication, University of Florida

Research over the last decade on the curriculum of leadership education programs has proposed standard areas of leadership education coursework that tend to be shared across the field. As the field of leadership continues to advance, so must the components of contemporary leadership education programs. Panelists will propose five new areas that they believe should become standard additions to leadership curriculum and design. These five innovative program components include: the grand challenges of our world; new leadership tools; joint leadership collaboration towards grand goals; global perspective and intercultural communication; and leadership overconfidence and humility.

Hanover Hall D (LL2) | Symposium | Business Leadership

Making Health Care Better: Leadership Practices Across the Medical Education Continuum Chair & Commentator: Kathleen A. Patterson, Professor, School of Business and Leadership, Regent University

Strategic Leadership in Health Care: Essential Skills for the Adaptive Strategic Leader Gregg S. Silberg, Campus Dean, Lake Charles College of Osteopathic Medicine, William Carey University

Strategic leadership is a process not a position and is needed at all levels of health care organizations. The presenter will discuss six essential skills of strategic leadership that, when mastered and used in concert, allow a leader to think strategically, be adaptive, and navigate change effectively.

Leading With Virtue in Order to Create Cultures of Excellence in the Practice of Medicine

Walter Lee, Associate Professor, Surgery, Duke University Medical Center

While virtues such as compassion and empathy were traditionally core to the practice of modern medicine, this is often no longer the case. The presentation will examine a virtue-based approach used in a graduate medical education residency and a surgical practice. Practical implementation strategies applicable to other health care programs and systems will be shared.

Multigenerational Leadership: Building a Culture of Trust Within Healthcare

Richard M. Pfohl, President, Navigos

Like many sectors, healthcare now has five diverse generations working together. To support duel goals of professional excellence and improved client care, this presentation will identify generation gap issues and their impact on healthcare; explore organizational strategies to bridge the gap between generations; and highlight approaches to leverage the unique strengths of each age group.

Barry A. Doublestein, President, Leadership Solutions

It takes more than the mastery of medical knowledge to truly become a physician. This presenter will explore the concept of professional formation — the balance between knowing and doing, competency and identity through the lens of self leadership and the frameworks of leadership intelligence (Kouzes and Posner), and emotional intelligence (Goleman).

In Their Own Voices: Critical Leadership Competencies Needed in Today's Healthcare Environment

Ann Herd, Assistant Professor, Organizational Leadership and Learning, University of Louisville Brittany L. Adams-Pope, Assistant Professor, Equine Industry, University of Louisville Amanda Bowers, Doctoral Candidate, University of Louisville (Co-Author)

Healthcare organizations have been facing unprecedented levels and rates of change in the last decade magnifying the need for competent healthcare leadership. Presenters will share research findings and critically important implications for talent identification, selection and assessment, development, retention of healthcare leaders, and the learning functions of healthcare organizations.

Hanover Hall E (LL2) | Presentations | Public Leadership

Inclusive Leadership in the Promotion of Health and Well-Being

Chair: Randy Poon, Associate Professor & Program Chair, Business Administration, Ambrose University

- African Renaissance Ideals and Inclusive Public Leadership During the Recent Ebola Crisis Jeff R. Hale, CEO, WellSpirit Consulting Group Inc.
- Using the principles of hermeneutic phenomenology, this research compares and contrasts leadership behaviors during the 2014-2015 Ebola crisis to the ideals of the African Renaissance with particular attention given to inclusive leadership behaviors. The study provides a foundation for further research investigating public leadership in Africa during times of crisis.

Learnings From an Australian Cross-Cultural Shared Leadership Project

- P L Clare Johansson, Doctoral Student, Swinburne University of Technology
- Rowan Bedggood, Senior Lecturer, Marketing, Swinburne University of Technology (Co-Author)
- Karen Farguharson, Associate Dean, Research and Development, Swinburne University of Technology (Co-Author) Aron Perenyi, Lecturer, International Business, Swinburne University of Technology (Co-Author)

Culturally appropriate leadership models are vital if Australia is to close the gaps in education and health outcomes between Aboriginal Australians and non-Aboriginal Australians. Weaving together theoretical and practical implications, the presenter will share research evaluating the challenges, benefits, and outcomes of an inter-cultural, inter-organizational shared leadership approach implemented in Victorian communities.

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CS7 FRI 16:30-17:45

Well-Being in the Arkansas Delta: Integrative Leadership to Enhance Human Capabilities

Emily Lane, Graduate Assistant, Leadership Studies, University of Central Arkansas

Jack Boles, Graduate Student, Leadership Studies, University of Central Arkansas

Sarah E. Argue, Graduate Student, Leadership Studies, University of Central Arkansas

Shanon Brantley, Graduate Student, Leadership Studies, University of Central Arkansas

This multi-method case study uses the lens of integrative leadership to explore how health program directors in highly disadvantaged counties function as catalysts for cross-sector projects and solutions. Presenters will describe the evolution of their research approach and note findings and practical implications for designing leadership development programs for health leaders and their collaborators.

Hanover Hall F (LL2) | Presentations | Public Leadership

Navigating Complex Issues in Public Leadership

Chair: Mark Anarumo, Department Head, Center for Character and Leadership Development, U.S. Air Force Academy

Crossing the Line: An Examination of Toxic Leadership in the U.S. Army

Gary S. Metcalf, Doctoral Faculty, Sullivan University

Teresa A. Daniel, Dean & Professor, Human Resource Leadership Programs, Graduate School, Sullivan University This study was designed to help the U.S. Army make better distinctions between toxic leaders who are abusive and leaders who are simply tough bosses so that toxic leaders can be identified earlier and coached to change or relieved of command before the damage to their unit is too great.

Leaders as Ethicists: Navigating Public Dilemmas P L

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

E F Given the moral import of most of their decisions, leaders are required to be ethicists. Yet most leaders lack an ethical framework to navigate the dilemmas inherent in their decisions. This paper explores the responses of 78 government executives to different dilemmas and provides principles to develop competent ethicists.

The Benefits and Detriments of Multiple Roles: Examining the Moderating Effect of Personality

Austin Lee Nichols, Visiting Assistant Professor, Psychology, University of Central Florida Vicky Hannebauer, Siemens (Co-Author)

Are multiple roles beneficial or detrimental to leaders? Much research has explored this guestion only to come up with contradicting results. The presenter will discuss current research that attempts to integrate multiple role research by examining what determines the outcome of having multiple roles and who is most likely to benefit from them.

Hanover Hall G (LL2) | Workshop | Leadership Education

Inclusion: More Than Just a Seat at the Table

Jacklyn Bruce, Associate Professor, Agricultural & Extension Education, North Carolina State University Katherine E. McKee, Program Evaluation, Office of Faculty Development, North Carolina State University

Leaders must understand their own identities and acknowledge their own social locations to counter-balance inherent internal biases and lead authentically. Workshop participants will apply concepts of inclusion, identity, and social location to define their own identities and social locations through a reflection exercise. Small group activities and whole-group discussions will provide opportunities for participants to develop skills for balancing belonging and uniqueness, recognizing injustices and working to change them, and sharing leadership to develop a safe place for the realization of an agreed upon goal in order to build inclusive environments.

Inman (LL3) | Presentations | Leadership Education

Exploring Effective Leadership Education Pedagogies

Chair: **Rian J. Satterwhite**, Director, Holden Center for Leadership and Community Engagement, University of Oregon

Group Projects as a Leadership Learning Laboratory: The Provocative Statement Project

Jessica Chung, Instructor & Curriculum Coordinator, Leadership Minor, University of Minnesota - Twin Cities Leadership educators strive to develop students who lead across boundaries, consider missing voices, and understand complexities. Learn how one program designed an experiential group research project for a leadership course to put theory into practice, laying the foundation for students to grapple with wicked problems as self-aware and inclusive leaders.

Integrating Information Literacy Throughout Leadership Education

Elizabeth Trebow, Visiting Associate Professor, Leadership, Woodbury University

Diane Zwemer, Instruction Coordinator Librarian, Library, Woodbury University

Leadership education seeks to create organizational leaders and students who are critical information consumers. Through Woodbury University's pilot information literacy project, a new signature assignment for the Bachelors in Leadership Program was developed, implemented, and assessed. The presenters will share the process and outcomes of the pilot project as well as details of the assignment.

Kennesaw (LL3) | Workshop | Leadership Development

Soul Centric Leadership: Finding Presence, Purpose, and Passion Amidst Complexity

Cheryl Heykoop, Associate Faculty, Humanitarian Studies & Leadership, Royal Roads University Catherine Etmanski, Associate Professor & Acting Director, School of Leadership Studies, Royal Roads University Guy Nasmyth, Associate Faculty, School of Leadership Studies, Royal Roads University

Drawing on Bill Plotkin's notion of soul centric development, a team of scholar-practitioners will introduce the concept of soul centric leadership. To explore how the model can be used to develop capacities to work in complex global systems, a series of activities will engage participants in practices focused on mindfulness, circle practice, guided reflection, and generative dialogue. Applications, recommendations, and lessons on content delivery, team building, critical reflection, and scholarly discourse within academia, applied practice, and other contexts will be discussed.

The Learning Center (LL1) | Symposium | Youth Leadership

Creative Social Change: Leadership for a Healthy World

Chair: Joanna Stanberry, Vice President of Communications, Simeon Institute

Commentator: Angel Acosta, Doctoral Student, Teachers College, Columbia University

This symposium brings together the editor and some of the authors of this innovative book from the ILA. The foreword by John, Lord Alderdice aptly summarizes the book's intention: "To address the current challenges with a positive health-promoting and affirming mode of thinking, focusing less on the problems and what doesn't work, but rather seeking out stories, models, and inspirations that can help us see how to change our way of being and contribute to a healthier world and better future." Brief presentations will be followed by an intergenerational dialogue on interconnections, emerging approaches, and commitments that create healthy organizations and a healthy world.

Thinking About Leading for a Healthy World

- Kathryn Goldman Schuyler, Professor, Organization Development, Alliant International University
- The volume editor will launch this symposium by briefly sharing the publication's framework along with key ideas from interviews that explores seven core questions with five eminent social science thought leaders: Robert Quinn, Otto Scharmer, Edgar Schein, Peter Senge, and Meg Wheatley.

The Inner Practice of Community Development: Embracing Deep Democracy in Mexico

- Patricia A. Wilson, Professor, Community and Regional Planning, University of Texas
- Reflecting on her action research on sustainable community development in Mexico, the author harvests key lessons for participatory leadership and practice. Applying an emergent systems perspective of deep democracy, the presentation will weave together stories of her inner practice with those of local community development practitioners she introduced to participatory action research.

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Strengthening Communities Through Adaptive Leadership: Kansas and Bangladesh

Max B. Klau, Chief Program Officer, New Politics Leadership Academy

Jill Hufnagel, Leadership Development Consultant, Cambridge Leadership Associates (Co-Author)

This comparative analysis of the relevance of adaptive leadership theory in two diverse cultures will consider the history, approach, and impact of two leadership development institutions, one for civic leaders in Kansas and one for youth in Bangladesh.

Sumak Kawsay Among Indigenous Women Leaders of Ecuador

Carolina Bown, Senior Lecturer, Modern Languages and Intercultural Studies, Salisbury University

Findings of an in-depth qualitative study of indigenous female leaders that identify new forms of leadership guided by the Andean principle of sumak kawsay will be highlighted. Roughly translated as good living, this model of life promotes social change and leadership for a healthy world at the individual, family, and community level.

A Living Healthy World: Implications for Thought and Action

John Baugher, Program Manager, Center for Contemplative Mind in Society

Wholeness, Interdependence, Inclusion, Rebalancing, and Emergence are foundational themes for conceptualizing the health of systems. This presentation poses central questions around these themes and offers a guided meditation to inspire on-going dialogue on the interplay between the inner, contemplative life and efforts to reduce suffering and promote flourishing for all.

Lenox (LL3) | Workshop | Leadership Education

Visual Representation and Storytelling: Navigating the Boundaries Between Self and Other

Marguerite Welch, Program Director & Associate Professor, Leadership, Saint Mary's College of California

A major challenge for transformation is helping people become aware of deeply embedded views about themselves and others that, by their very nature, are typically unconscious. Even when brought into consciousness, these networks of assumptions are difficult for the person to assess critically because of their emotional texture and attachments. This workshop will share an approach shown to be effective in facilitating transformative learning about social identity, specifically around race. Participants will be introduced to, experience, and experiment with a methodology involving visual representations and storytelling. A debriefing will reflect on the process and participants will discuss how they might incorporate it into their practice.

FRIDAY NOVEMBER 4 | 18:15 - 19:30 | CENTENNIAL BALLROOM ||| HOSTED POSTER SESSION

One indicator of a session's focus and target audience is its track and thread. All sessions have tracks – corresponding to ILA's Member Interest Groups plus the conference theme – and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.

TRACKS Business Le

- Business Leadership Leadership Development
- Leadership Education
 - Leadership Scholarship
- Public Leadership
- Youth Leadership
- Conference Theme

THREADS

- Arts & Leadership
- Doctoral Program Faculty & Leaders
- Ethics Forum
- Followership
- **E** Leadership Education Deans, Directors, & Chairs
- Peace Leadership
- Philosophy, Religion, & Worldviews
- Sustainability Leadership
- Women & Leadership

Business Leadership

1. From Static to Dynamic: How I.T. Organizations Evolve to Foster Innovation, Productivity, and Thriving

Maria F. Anderson, Consultant, Anderson Leadership Consulting, Inc.

Information Technology (I.T.) professionals must manage constant change and technological advancement yet be employed by traditional organizations with static processes. This poster showcases a dissertation proposal suggesting there is organizational and societal value in exploring how I.T. organizations can evolve from static to dynamic by fostering innovation and productivity.

2. How Personal Values Impact Preferred Leadership Preferences in a Corporate Setting Russ Carfagno, PhD Student, Eastern University

In today's economy leaders with a better knowledge and understanding of how values influence employees in the workplace will be better able to contribute and achieve greater success in any organization. This understanding can help managers motivate workers and improve organizational outcomes.

Conference Theme

c 3. Embracing Vulnerability for Resilience

Kem Gambrell, Assistant Professor, Doctoral Program of Leadership Studies, Gonzaga University **Antonio Jimenez Luque,** Intercultural Research Associate & Chief Diversity Officer, Gonzaga University This literature review assesses the connection between vulnerability and resilience and proposes that multicultural people experience this process in ways that can be helpful for working with others.

4. Enhancing Inclusive Leadership Goal Using Executive and Team Coaching Methodologies Shekinah Magee, Owner & Head Coach, Clear Present Executive Coaching Consulting Services, LLC

This poster presentation will illustrate the latest in executive and team coaching approaches that will sharpen some tools in the leader's toolkit and spur the replacement of some instruments. Leaders will learn about ready tools they can employ immediately to meet team inclusivity goals.

5. Flock Leadership: Building Collective Capacity by Managing Group Norms C T

Thomas Will, Associate Professor, Business Management, Agnes Scott College

This study uses flock modeling to advance understanding of emergent collective behavior in contexts of human organizing. The poster analyzes how different collective capacities emerge from different configurations of individual-individual interaction norms. Results help team leaders exercise "flock leadership," understood here as building collective capacity by managing group norms.

6. How Dr. T. Colin Campbell Has Fueled an International Movement Through Dissent and C T **Courageous Resistance**

Leah Michelle Burton, CEO, Burton Enterprises

Inclusivity created through dissent and courageous resistance has propelled transformation in the United States and around the globe. Dr. Martin Luther King Jr. and Malala Yousafzai are exemplary examples. Others, like Dr. T. Colin Campbell, share their commitment to authenticity despite overwhelming opposition.

7. Involving Members: Using LMX Theory to Develop Positive Interactions

Lendi L. Bland, Instructor, Leadership Studies and Elementary Education, Emporia State University Many leaders do not realize that each member has their own perception of the relationship they have with the leader. LMX Theory helps leaders understand the importance of developing positive interactions with members and improving members' experiences with the group. Improved experiences will lead to a more productive group.

8. Ontological Conflict Between Servant Leadership and Organizations C T

James Elliker, PhD Student, Alvernia Unniversity

Servant leadership is, by definition, inclusive leadership. Its core test (Greenleaf, 1977) is whether others grow. Yet such a strategy may have inherent conflicts with the ontological nature of organizations. The researcher seeks to discover the essence of that conflict and suggest strategies for servant leaders to consider.

9. The Leadership Aspirations & Career Progression of Multicultural Women in Mid-Level C T Management WL

Cindy R. Pace, Assistant Vice President, Global Women's Initiative, Global Diversity & Inclusion, MetLife

In financial services companies, advancement into leadership roles remains an obstacle for multicultural women who stay in first- to mid-level management much longer than white women and all men (GAO, 2010, 2013). This may negatively impact their access to developmental experiences needed to attain their leadership aspirations (Litzky & Greenhaus, 2007).

10. The Global Next Door: The Intersection of Global and Local in University Immersive Programs C T

Chance Lee, Instructor, School of Leadership Studies, Kansas State University

Leadership education programs often rely on international immersion to develop intercultural competencies in students. Literature supports this practice, but emergent ideas support expanding what constitutes intercultural learning under the label of global learning. This dissertation explores the development of global learning through programs in domestic, international, and liminal locations.

11. Lessons in Inclusivity: A Leadership Learning Journey in Bali C T

Ken Otter, Co-Director, Leadership Center, Saint Mary's College of California

This poster tells the story of a leadership learning journey in Bali by a group of Westerners exploring lessons in leadership through exposure to traditional Balinese life. The land, people, and culture of Bali are presented as particularly relevant toward enhancing one's practice and development of inclusive leadership.

12. The Genius of Leadership and the Leadership of Genius

Victor S. Sohmen, Associate Clinical Professor, Project Management, Drexel University

Three modern geniuses who have led global enterprises were studied in order to abstract the essential leadership qualities that impelled their leap from innate genius to worldwide acclaim. Perspectives on leadership, followership, genius, and transformation will be considered.

Leadership Development

14. Flow-Based Leadership: The Georgia Smoke Diver Model

Judith L. Glick-Smith, President, MentorFactor, Inc.

The Georgia Smoke Diver (GSD) program, an extreme, experiential training program in the fire service, offers a model of flow-based leadership. Flow-based leadership is about fostering flow experiences in oneself as well as others. The GSD model is a roadmap for flow-based leadership and can be duplicated in any organization.

15. Growing Local Coaching Capacity Through Community Leadership Development

Lesley Wolf, Program Manager, Healthy Wisconsin Leadership Institute; Outreach Specialist, University of Wisconsin Population Health Institute, University of Wisconsin

Paula Tran Inzeo, Health Promotion Specialist, University of Wisconsin-Extension, Cooperative Extension (Co-Author) This poster will discuss an evidence-informed curriculum to develop coalition leaders as coaches who guide and support other community leaders in local change efforts. Lessons learned in piloting this train-the-trainer curriculum, establishing a community of practice, and expanding organizational reach through a network of trained coaches will also be described.

16. Leadership Across Cultures: Iraqi Definitions of Leadership, Authority, and Teamwork

Christopher P. Brown, Managing Director, Language Acquisition Resource Center, San Diego State University Little scholarly attention is paid to U.S. immigrants' definitions of leadership, authority, and teamwork. This presentation will explore how immigrants perceive and deal with differences between these phenomena in their cultures of origin versus in the U.S. Potential implications for diverse workplace cultures will be discussed.

17. Looking for Meaning: Workplace Faith Integration in Faith-Based Nonprofit Organizations

Bethany Huxford Davis, Doctoral Student, Eastern University

In-progress dissertation research focusing on how faith is integrated in faith-based nonprofits in terms of leadership facilitation will be shared. Particular attention will be paid to the faith factors of the organizations and the perception of leaders and employees on the impact of faith-integration on organizational well-being.

18. Moral Courage: The Positive Relationship Between Authentic Leadership and Decision Making

Bartholomew Reed, Graduate Student, Ph.D. in Organizational Leadership, Indiana Wesleyan University Concepts of relational transparency and leader social-exchange culpability are part of the key understandings of authentic leadership theory. This research surveyed aspects of authentic leadership to see if a leader's level of authentic awareness impacted decision making and moral response.

19. Nexus Between Leadership and Communication

Sandra R. Bryant, Associate Professor, Business and Management, St. Leo University

This poster session will posit that while a leader's style is not based on communication skills alone, the relationship is an important one and one worth continuing research (Fairhurst, 2001; Mann, 1988; Zorn, 1991).

20. The Critical Role of Mentorship for Emerging Leaders

Cheryl Patton, Doctoral Student, Eastern University

Natasha M. Webster, Adjunct Professor, Eastern University

The act of mentoring allows for the development of skills through a sharing, personal relationship between mentor and mentee. This qualitative study will explore mentees' perceptions of their mentorship experiences as well as seek to describe lessons they learned about leadership.

21. The Future of Nonprofit Leadership: Cultural Literacy and Antecedents for Organizational Success

Brian C. Carroll, Executive Vice President, Professor of Entrepreneurship, Southeastern University Kathleen A. Patterson, Professor, School of Business and Leadership, Regent University

This poster will explore the need for cultural literacy and contingent models of leadership as specific antecedents for organizational success. The determinant role that cultural or ethnocentric normative behaviors, based in cultural bias, influence perceptions, will be examined and the effectiveness of specific styles of leadership in a nonprofit context will be shown.

P W

22. Transformative Learning for Mentors of Adult Learners in Cooperative Extension:

A New Approach

A L

E

Marina Denny, Assistant Professor, School of Human Sciences, Mississippi State University Structured organizational mentoring is needed to prepare individuals to be future leaders. In September 2015, Mississippi State University Extension implemented a formal mentoring program for extension educators focused on adult learning theory and successful mentor behaviors of adult learners. Short-term impacts of this new mentoring format are being assessed.

23. Utility of Arts-Based Methods in Developing Integrative Leadership Capacity for **Environmental Justice Leaders**

Emily Lane, Graduate Assistant, Leadership Studies, University of Central Arkansas

Environmental injustice in Arkansas runs rampant. Leaders need to work across boundaries to solve complex injustices; therefore, leadership development for environmental justice leaders needs to be focused on building cross-boundary capacities. This poster presentation highlights preliminary findings from a dissertation that assesses the utility of arts-based methods in leadership development.

24. Claiming a Seat at the Table: Inclusive Paths to Leadership in Academic Libraries and Beyond

Patricia D. Sobczak, Collections Librarian & Assistant Professor, VCU Libraries, Virginia Commonwealth University Megan Hodge, Teaching & Learning Librarian, VCU Libraries, Virginia Commonwealth University Nicole Spoor, Business Librarian and Assistant Professor, The University of North Carolina Charlotte

This poster compares and contrasts research into nontraditional, non-managerial leadership development options available within academic libraries, and advises how those options can be utilized as a guide toward inclusive leadership development, including promotion into supervisory roles, in libraries and other traditional organizations.

25. Soldier Readiness: Past to Present, Initial Entry Training

Aaron P. Fitzsimmons, Supply Division Chief, U.S. Army, Army Sustainment Command, Distribution Management Center This case study looked at soldier readiness through initial entry training for United States Army enlisted. The study was conducted via a semi-structured, open ended qualitative interview of a senior enlisted Army soldier using manual in vivo and focused coding to discover themes over the last twenty plus years.

Leadership Education

26. Agriculture on Mission: A Phenomenological Study of NGO Leadership in International E **Agricultural Development** S L

Natalie J. Coers, Program Coordinator, College of Agricultural and Life Sciences, University of Florida Agriculture has provided a common denominator for people around the world since civilization's beginning; yet, climate, politics, technology, and other challenges have created various barriers and disparities both within and between countries. This research seeks to explore the phenomenon of leadership development in NGOs focused on international agricultural development.

27. Are We Reaching Them? Students' Embedded Assumptions About Leadership and Personality

Nathaniel G. Pearson, Teaching Assistant Professor, Leadership Studies, West Virginia University Lisa DeFrank-Cole, Associate Professor & Director, Leadership Studies, West Virginia University

The personality types of students in an introductory leadership studies course — as measured by the Myers-Briggs Type Inventory — were compared to the frequency of types across the general population. An analysis of the findings and implications for the discipline of leadership will be offered.

28. Embracing Servant Leadership Through Service Learning L E

Joy Morgan Marshall, Lecturer, North Carolina State University

Service learning projects foster an opportunity for student learning and community engagement. This presentation focuses on a service learning project created to provide students an opportunity to work with individuals with developmental disabilities and visual impairments. Students designed and taught hands-on agricultural projects while embracing the servant leadership concept.

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29. Exploring Educators as Inclusive Leaders: K-12 Educators and Higher Education Faculty

Carol A. Holland, Associate Faculty, School of Advanced Studies, University of Phoenix

This poster will share insights into the strategies and training that may be used to enhance inclusive leadership by K-12 and higher education educators.

30. Why Didn't They Follow Me? Designing Leadership Experiences to Develop Emotional Intelligence

Patricia H. Dyk, Professor, Community & Leadership Development & Director, Center for Leader Development, University of Kentucky

People are often unaware of how their emotions impact leadership effectiveness. Findings from four cohorts of an education abroad course, designed to cultivate emotional intelligence through engaging activities, demonstrate enhanced awareness of personal and social competence. Discussion will focus on designing experiential education activities to develop students' emotional intelligence.

31. Relationship Between Program Chair Leadership Traits and Student Outcome on the National Physical Therapy Exam

- Leann Michelle Duprey, Graduate Student, Ph.D. in Leadership, Alvernia University
- Sean Griech, Assistant Professor, DeSales University & Alvernia University (Co-Author)

The purpose of this exploratory, quantitative, non-experimental, survey design study is to examine the correlation between physical therapy graduates' success rate on the National Physical Therapy Examination (NPTE) and the leadership behaviors of the program chair of individual physical therapy education programs.

Leadership Scholarship

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32. Why Climb the Ladder? An Examination of Barriers to Leadership Positions in Pennsylvania Public Education

Leann Michelle Duprey, Graduate Student, Ph.D. in Leadership, Alvernia University

This proposed research seeks to examine the intrapersonal and interpersonal barriers perceived by educators in Pennsylvania's public schools to determine if there are gender differences in one's motivation to lead. Preliminary findings suggest there are other interpersonal factors affecting one's aspirations to lead besides gender discrimination.

33. Constructing a New Micro Leadership Theory: Pietic Love and Leadership

John M. Hinck, Doctoral Student, Leadership Studies, School of Leadership and Education Sciences, University of San Diego Leadership is at the micro level of human interaction. After providing evidence that a grand theory of leadership is limited in nature, a theoretical framework is presented from which to build a micro leadership theory. Finally, the model is applied to generate a new theory called pietic love and leadership.

34. Emerging Leaders' Experiences in a Rotational Leadership Development Program

Christian L. Cook, Assistant Professor, Management and Human Resources, Mount Royal University This socio-contructivist research investigated the lived experiences of emerging leaders in a rotational

leadership development program. Transcendental phenomenology was employed as a research method to support an intentional departure from the positivist perspective commonly used to assess accelerated leadership development programs that leverage job rotation as a learning intervention.

35. The Millennial Ethical Consumer and the Benefit Corporation: Mediating the Intention-Behavior Gap

Susan Brownlee, Ph.D. Student, Eastern University

This poster examines the purchase intentions of millennial ethical consumers when they know a company is a certified benefit corporation, thus providing credible information regarding a company's ethical behavior. A quantitative research study evaluates the effects on by knowing.

36. Why Africa's Invisible Children Have Remained Unseen

Kimberly Thomas, Graduate Student, Alvernia University

This paper examines the dynamic between social media and leadership. Specifically, how the leadership of Invisible Children, an agency dedicated to helping child soldiers, may have contributed to their own dissolution due to their use of ethnocentric social media.

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37. Case Study: Higher Education Advancement Leadership

Serena R. Livingston, Senior Director, Advancement Services, Eastern University

This phenomenological research explores the leadership strengths of a female vice president at a small faithbased institution using a mixed method case study involving qualitative interviews and a quantitative survey instrument, the Leadership Archetype Questionnaire[™]. This case study presents an in-depth look at leadership in higher education advancement.

38. Centering Spirituality: The Spiritual Lives of School Leaders and Coping With Stress

Susan G. Hicks, Office Manager, Education - Private School

Centering spirituality: Focusing on the internal lives of school personnel to create more school contexts that meet the needs of students and administrators alike. Contributions of spirituality, from a Western Christian perspective, to principals' decision making, including fulfilling their ever-increasing and changing responsibilities and coping with stress will be shared.

39. Mission-, Ethics-, and Values-Based Leadership Education for Crisis Situations

Sayuri D. Hanna, Graduate Student, Leadership & Organizational Psychology, Azusa Pacific University This humanitarian case study describes how long-term, integrated mission-, ethics-, and values-based leadership education benefited the leader of a small U.S. specialty manufacturing firm who had to restore drinking water availability to 2,000 Kenyan schoolchildren during an internal company crisis. Experiential learning, action research, and neuroscience inspired perspectives are explored.

Public Leadership

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40. Amnesty International's Use of Inclusive Leadership in their Campaigns

Helen M. Midouhas, Ph.D. Student, Alvernia University; Consultant and Trainer, Functional Family Therapy Jullien Searfoss, Ph.D. Student, Alvernia University; Gifted Education Teacher, Muhlenberg High School This poster presentation will examine the use of inclusive leadership throughout five Amnesty International campaigns using their mission statement. The leadership of each campaign will be analyzed regarding the advancement of diversity, which is the basis for their use, and promotion of active participation.

41. Egypt's Educators Speak: A Case Study of Going to Scale With the Early Grade Reading Program

Patricia J. McLaughlin, Board Member, Metropolitan School

Six months following the Arab Spring uprising in January 2011, the Egyptian Ministry of Education initiated the nationwide scale up of the Early Grade Reading Program (EGRP). This poster examines the going to scale journey to explicate the relationship between leadership, decision-making, and scale-up success.

42. Ensuring an Opportunity to Learn in the Little Rock School District

Sarah E. Argue, Graduate Student, Leadership Studies, University of Central Arkansas Using opportunity-to-learn (OTL) standards, this poster will examine questions of leadership priorities in the Little Rock School District in Arkansas. The impact and interaction of multiple OTL indicators on student outcomes and how school, district, and state leaders can use this data to improve the education system will be considered.

43. How Inclusive Leadership Can Address Racial Divisions Exhibited in Church Denominations Carron Odokara, Associate Pastor, Farmington Hills Church of God

The United States has a history of racial divisions that have led to divisions in organizational structures due to legal requirements and societal expectations. Church organizations continue to exhibit some historical division among races. What can leadership do to address racial inclusion in church denominations?

P 44. Looking for Direction: The Potential of Inclusive Leadership for Public Leaders

Elizabeth A. Bough Martin, Doctoral Student, Public Administration, Rockefeller College of Public Administration and Policy

This poster reviews the models of leadership available to public managers looking for guidance with inclusion. Leadership offers a range of inclusion options that are adaptable in different situations and with different leaders. Findings suggest that a willingness to be inclusive is a philosophy that can be adopted by leaders.

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45. Psychological Safety's Impact on Employee Engagement Within the Federal Government

Russell Robinson, Director, Organizational Development & Leadership, U.S. Department of Health & Human Services Employee engagement has become a more emergent topic in empirical and practical research. This poster will focus on the role psychological safety has on the impact of employee engagement within the federal government.

46. Scaling Up Statewide Community Leadership

Lori Tiller, Public Service Faculty, J.W. Fanning Institute for Leadership Development, University of Georgia Matthew L. Bishop, Director, J.W. Fanning Institute for Leadership Development, University of Georgia Is scaling up a statewide grassroots leadership capacity building process in one year possible? Through qualitative analysis of the pilot program Georgia LEADS, this poster uses a lens of participatory action research and the two-model of community engagement to discuss emergent themes from both internal and external challenges and successes.

P 47. Stakeholder's Perceptions and Attitudes Toward the Mountain Lion (Puma Concolor) in Texas

Chanda D. Elbert, Associate Professor, Agricultural Leadership, Education and Communications, Texas A&M University In an effort to engage stakeholders in designing mountain lion management, defining perceptions, attitudes, and values of hunters and wildlife biologists were examined. Common purposes were identified and described as a possible foundation for developing creative and collaborative leadership opportunities for hunters, wildlife biologists, and other stakeholders.

P 48. Workplace Spirituality in State Water and Wastewater Agencies: Now and in the Future

Michele Farmer, Principal Environmental Specialist, Orange County Sanitation District

Stuart Allen, Associate Professor, Organizational Leadership, Robert Morris University

This poster reports on a study of workplace spirituality in public water and wastewater agencies. The study focused on present evidence of workplace spirituality, benefits of workplace spirituality to government agencies, and the potential for and barriers to increasing the implementation of workplace spirituality for agencies in the future.

Youth Leadership

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49. In Their Own Words: Past Participants Perspectives on the Impact of a Youth Leadership Development Conference

Kaitlin Wolfert, Academic Adviser, Division of Undergraduate Studies, Penn State Abington

This research proposal addresses what is missing from research surrounding youth leadership development: The voices of past participants describing the experiences they had and the paths they followed as a result of participating in a youth leadership conference.

50. Leadership Adventure Weekend: A Framework to Engage Underrepresented Youth Populations

Laurie Murrah-Hanson, Program Coordinator, Georgia 4-H, University of Georgia Jeff Buckley, State 4-H Faculty, Georgia 4-H, University of Georgia

Leadership Adventure Weekends are weekend-long youth development events for youth participating in Georgia 4-H's Great Promise Partnership programs. Using an adventure theme, the retreats focus on college and career preparation through leadership skills development, team-building, and the empowerment of the individual students.

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J.W. FANNING INSTITUTE for Leadership Development

The J.W. Fanning Institute for Leadership Development — a unit of the Office of Public Service and Outreach at the University of Georgia — is named for UGA's first vice president for services, Dr. J.W. Fanning. The Institute embodies his legacy in its dedication to developing leaders of all ages, in every community, and from all walks of life. The Institute's multi-disciplinary faculty assists communities and organizations by offering education, training, and services that include:

- Leadership curriculum development
- and programming
- Customized training and technical assistance
- Mediation and conflict resolution
- Non-profit capacity building
- Youth leadership development
- Cultural competencies and diversity

Fanning program testimonials:

- Organizational assessment and evaluation
- Board governance
- Community engagement
- Change leadership (including strategic planning and community visioning)
- Leadership coaching and succession
 planning

"Executive Leadership Program for Nonprofit Organizations (ELPNO) provides great value for our investment of time and resources. Growing and developing our next leaders is vital to our success." "I have become an engaged, active leader ready to support the Hispanic community, I gained knowledge and a network of friends to make this happen."

"This experience has made me a stronger voice for our students and our families because sometimes their voice isn't heard."



Our mission is to strengthen individuals, communities, and organizations through leadership development, training, and education.

Community Leadership

Youth Leadership

Nonprofit Leadership

Conflict Transformation & Dialogue

We believe leadership makes positive things happen in the community.

We are committed to ensuring that future leaders from all backgrounds will develop the skills necessary to make positive changes.

> We help strengthen organizational leadership in nonprofit organizations.

We can help transform conflict into previously unimagined solutions.

"We appreciate our partnership with the Fanning Institute and value their expertise on leadership. They have helped make our leadership programs a more meaningful experience."

"The difference in this program from others was the environment. Fanning faculty created a safe, respectful environment where all perspectives were valued."

"I have now identified, critically reflected upon, and created goals to strengthen aspects of my character that will propel me to fulfill my potential as a future STEM leader and problem solver."



For more information, contact us:



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SATURDAY - NOVEMBER 5

POST-CONFERENCE WORKSHOPS AND EVENTS				
8:00 - 13:00	ILA Volunteer Office	Hyatt - Chicago A & B		
8:00 - 14:30	ILA Check-in & Help Desk	Hyatt - Terrace Foyer		
SPECIAL EXPERIENCES See Page 10-11 for Details				
7:00 – 7:45	Morning Meditation FACILITATOR: Stephen Blount, Director, Special Health Projects, The Carter Center	Hyatt - Executive Conference Suite 223 Atrium Tower		
7:30 – 12:00	A Thoughtful Space: Experiencing the Labyrinth	Hyatt – Regency Ballroom V		
ANNUAL ILA MEETING & REFRESHMENTS				
8:00 - 8:45	Annual ILA Membership Meeting	Hyatt – Regency Ballroom VI		
8:00 - 8:30	Morning Coffee & Tea in Membership Meeting	Hyatt – Regency Ballroom VI		
SESSIONS & CLO	SING PLENARY			
9:00 - 10:00	Concurrent Session Eight	Hyatt – See Pages 136-140		
10:15 – 11:30	Concurrent Session Nine	Hyatt – See Pages 141-148		
11:45 – 13:00	Plenary	Hyatt – Centennial Ballroom III & IV		
	 Welcome Mansour Javidan, ILA Vice Chair; Garvin Distinguished Professor & Director Najafi Global Mindset Institute, Thunderbird School of Global Management Student Case Competition Award Presentation Presented by Elizabeth Stork, Chair, ILA Leadership Education Member Interest Group Adaptive Process of Change in a Global Landscape George A. Papandreou, Former Prime Minister of Greece (2009-2011) Invitation to Attend Leadership in Turbulent Times, ILA's 19th Appual Global Conference in Brussels. Belgium 			
	19th Annual Global Conference in Brussels, Belgium October 12-15, 2017 Jorrit Volkers, ILA 2017 Conference Chair; Dean, Deloitte University Patrick Sweet, ILA 2017 Program Chair; Co-Director, The Geneva Center for Security Policy - Center for Creative Leadership Alliance for Advancing Leadership in Peace and Security (Video Address) Conference Weaving Katherine Tyler Scott, ILA Board Chair; Managing Principal, Ki Thoughtbridge, LLC Ira Chaleff, Author, <i>The Courageous Follower</i>			

POST-CONFERENCE WORKSHOPS			
13:30 – 17:30	Transcending the Obvious and the Ambiguous: Visual Art as a Pathway to Inclusive Leadership (<i>Ticketed Event</i>) WORKSHOP LEADERS: Jennifer Moss Breen, Creighton University Stephen Linenberger, Bellevue University John Schmidt, Creighton University	Departs Hyatt Lobby at 13:30 to WonderRoot Community Art Center Gallery	
14:00 – 17:00	#DoBlackLivesReallyMatter (Ticketed Event) WORKSHOP LEADERS: Gloria J. Burgess, Jazz International Gregory C. Ellison II, Emory University Naomi Tutu, Desmond Tutu Foundation	Hyatt – Hanover Hall B	
14:00 – 17:00	Inclusive Leadership in the Workplace: Coaching Ourselves as a Practical, Effective, and Progressive Way to Secure and Increase Inclusiveness (<i>Ticketed Event</i>) Event Sponsor: Royal Roads University	Hyatt – The Learning Center	
14:00 – 17:00	Leadership and Tango — Exploring the Dance of Leadership Through Argentine Tango (<i>Ticketed Event</i>) WORKSHOP LEADER: Rick Warm, Center for Wisdom and Leadership	Hyatt – Hanover Hall F	



SATURDAY NOVEMBER 5 I 09:00 - 10:00 CONCURRENT SESSION

One indicator of a session's focus and target audience is its track and thread. All sessions have tracks – corresponding to ILA's Member Interest Groups plus the conference theme – and some have threads, indicating that they intersect the special interest of an ILA Affinity Group or Learning Community. Sessions are bar-coded by track and by thread to help you quickly identify those of interest.



Baker (LL3) | Panel Discussion | Conference Theme

Exploring Leadership East and West: Views From the U.S. and Japan

Mariko Gakiya, Visiting Research Scientist, School of Public Health, Harvard University Max B. Klau, Chief Program Officer, New Politics Leadership Academy

The East and the West have profoundly distinct histories, cultures, and values. How does this influence the ways that leadership is conceptualized and taught? Panelists from Japan and the U.S. will highlight key themes on the ways Eastern and Western cultures approach leadership, followed by a dialogue exploring the most important similarities, key differences, and future trends related to leadership in those contexts. Time will be reserved for an expansive conversation including audience perspectives and questions.

Courtland (LL3) | Presentation | Leadership Scholarship

Looking for Development in Leadership Development

Tim O'Brien, Lecturer in Public Policy, Center for Public Leadership, Harvard Kennedy School

Graduate schools claim to develop tomorrow's leaders. However, the leader-development literature offers little evidence of how a graduate level leader-development course might actually do that. This groundbreaking study uses Kegan's theory of adult development to examine the developmental experience in two popular leadership courses: Authentic Leadership and Adaptive Leadership. Findings and implications for dialectical processes and developmental growth will be examined.

Dunwoody (LL3) | Workshop | Leadership Development

Dialogues: Leadership Practices to Promote Inclusive Workplace Climates

Belissa Latimer, Director, WVU ADVANCE Center & Professor, Sociology, West Virginia University

J. Kasi Jackson, Associate Professor, WVU ADVANCE Center, West Virginia University

Maja H. Holmes, Chair & Associate Professor, Public Administration, West Virginia University

There is a critical need for strategies to prepare organizations to receive diverse members and support positive work group environments. This workshop will introduce leadership practices to promote inclusive workplace climates that support the integration of women and underrepresented groups. The process, called dialogues, is an innovative strategy, founded on the dialogical change process, to build collective efficacy and interdependence, while decreasing conflict and dependence. After a brief overview of the underlying theory and framework of the model, participants will be guided through a condensed interactive simulation of the three stages of the process using a suite of inclusive leadership activities.

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Grand Hall A | Presentations | Leadership Education

Theoretically-Based Ideas About the Promise and Practice of Leadership Education

Chair: Todd C. Wiggen, Assistant Professor, Everett Dobson School of Business and Technology, Southwestern Oklahoma State University

The Authenticity Deficit: Meaning-Making in Leadership Education Amy E. Forbes, Associate Director, Centennial Center for Leadership, Hobart and William Smith Colleges

A fusion of psychosocial and cognitive-structural theory, meaning-making has constructivist principles along with inquiry activities that can steer leaders towards transformative, self-generated learning. Meaningmaking pedagogy requires learners to analyze complex narrative-grounded questions with the goal of authoring an authentic vision of self. This presentation will discuss how meaning-making can be a powerful tool in leadership education.

U.S. Collegiate Leadership Centers: Findings on Strengths and Opportunities

Laura Lunsford, Director, Swain Center, University of North Carolina at Wilmington

Branc, (Co-Author) Brandy A. Brown, Assistant Professor & Program Director, Organizational Leadership, University of Arizona South

There has been a tremendous proliferation of leadership centers on college campuses. This research sought to explore evidence-based methods that can contribute to the continued improvement of these programs. Presenters will share findings from a multi-method study of 70 college leadership centers, identifying philosophies, trends, and gaps between scholarship and practice.

SAGE Publishing's Most Publishable **Leadership Education Paper Award Winner**

Academic Leadership Courses: Catalysts for Students' Retention and Graduation **Success**

Krista M. Soria, Analyst, Office of Institutional Research, University of Minnesota - Twin Cities Linnette Werner, Director, Leadership Minor, Leadership Education and Development Undergraduate Programs, University of Minnesota - Twin Cities

David Hellstrom, Instructor Coordinator & Teaching Specialist, Leadership Minor, University of Minnesota - Twin Cities Using quasi-experimental propensity score matching analyses, this research examined the effects of firstyear students' enrollment in an introductory leadership course on their first-to-second-year retention and four-year graduation or continued enrollment at a large, public, research university. Presenters will share findings, emergent questions, and direction for future research.

Grand Hall B (LL2) | Presentations | Public Leadership

Public Sector Leadership Development Programs

Chair: Julie I. Johnson, Program Director, Division on Research & Learning, National Science Foundation

Leaders Leading Leaders: The Roles of Science and Technology Policy Fellows

Eddie Gonzalez, Senior Project Director, Professional Development and Monitoring & Evaluation, American Association for the Advancement of Science

Renata Rawlings-Goss, Georgia Institute of Technology; South Big Data Innovation Hub Summer Galloway, Department of Defense

The technical challenges that societies face today - locally, nationally, and internationally - are far more complex than those of 40 to 50 years ago. This science and technology policy fellowship program fosters a network of science and engineering leaders who are prepared to use their technical skills to assist policy leaders in the development and execution of solutions to address societal challenges.

Engaging Public Leaders in Public Leadership Development: Shared, Inclusive, and **Collective Leadership**

Stacy Bishop Jones, Associate Director, Carl Vinson Institute of Government, University of Georgia Phillip Boyle, Public Service Faculty, Carl Vinson Institute of Government, University of Georgia (Co-Author) Presenters will tell the story of a multi-sector partnership informing the creation of a unique leadership education program bringing together public officials, business and community stakeholders, and subjectmatter experts to explore the epistemological foundations of specific leadership topics and to identify the pedagogical elements essential to teaching, learning, and developing leadership knowledge and skills.

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Grand Hall C (LL2) | Papers | Leadership Scholarship

Leadership Across the Early Lifespan Prior To and in College

Commentator: David M. Rosch, Assistant Professor, Agricultural Leadership, University of Illinois at Urbana-Champaign

Profiling the Youth Leader III: Personality, PsyCap, Empathy, and Leadership Skills

L.J. McElravy, Assistant Professor of Leadership, Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln

Lindsay Hastings, Clifton Professor in Mentoring Research & Director at Nebraska Human Resources Institute, Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln

Considering the sizeable upcoming transfer of leadership to younger generations, it is critical to study the profile of the youth leader. This presentation will discuss results of research considering the relationship between positive psychological capacities, personality, and empathy with leadership skills in youth.

College Involvement and Leadership

Vivechkanand S. Chunoo, Graduate Student, Leadership Learning Research Center, Florida State University Sally R. Watkins, Graduate Student, Educational Leadership and Policy Studies, Florida State University This study focuses on the relationship between college involvement, student demographics, and measures of leadership. The presentation will examine results from inferential models indicating that socially responsible leadership varies among undergraduate students along demographic dimensions and measures of college involvement. Implications for future research, practice, and policy will be highlighted.

Grand Hall D (LL2) | Panel Discussion | Public Leadership

Peace Leadership: Sharing a Multidimensional Theoretical Perspective and Community-Based Curriculum

Chair: Theresa Ricke-Kiely, Executive Director, Kroc Institute for International Peace Studies, University of Notre Dame Miznah Alomair, PhD Student, Chapman University

Whitney McIntyre Miller, Assistant Professor, Leadership Studies, Chapman University

Developed as an advancement of McIntyre Miller and Green's (2015) work on integral peace leadership, panelists will share a new theoretical perspective that aims to embrace the messy nature of the work of peace and leadership in order to create an interactive, collective space that challenges issues of violence and aggression and builds positive social and eco systems. In addition, panelists will share a dynamic and multifaceted platform that engages peace leadership at the individual, policy, and direct and mass action levels. A self-paced online curriculum derived from this theoretical perspective was piloted with community leaders in Santa Ana, California.

Fairlie (LL3) | Workshop | Business Leadership

Are You Depreciating as a Leader? Evolving Leadership Development

Maureen Metcalf, CEO & Founder, Metcalf & Associates, Inc.

Most leaders regularly update their mobile devices, APPs, professional photos, and, yes, even their wardrobes. As a leader, are you updating your leadership skills and behaviors? Are you appreciating or depreciating as an asset? If all your time is spent leading, working in the organization, or even working on the organization, but not working on yourself, you are likely depreciating. An innovative leadership assessment and interactive framework, developed for use with both corporate leaders and university students, will demonstrate proven approaches to recharging one's own leadership presence and skills.

Hanover Hall A-B (LL2) | Panel Discussion | Conference Theme

Teaching Inclusion From a Majority Standpoint: The Challenges of White Privilege

Chair: Juana M. Bordas, President, Mestiza Leadership International

Linda G. Olson, Interim Dean, Colorado Women's College, University of Denver

Paul Kosempel, Teaching Associate Professor & Interim Director, Pioneer Leadership Program, University of Denver

This discussion will explore the delicate and often times politically charged challenges for educators from the majority culture when teaching or training for inclusive leadership. White privilege and implicit bias by both instructor and learners will be examined as challenges and opportunities for learning. Three short stories of classroom and co-curricular incidents exposing bias and possible micro-aggressions will be examined as a way to bring light to the challenges of leading discussions and teaching for inclusive excellence in leadership. Best practices of teaching and learning will be gathered from conversations with attendees.

CS8 SAT 09:00-10:00

Hanover Hall C (LL2) | Panel Discussion | Conference Theme

Social Media, the Blogosphere, and Inclusivity Activism in Online Spaces

Chrys Egan, Associate Professor, Communication, Salisbury University

Daniel L. Roberts, Religious Affairs, Network Centric Operations Industry Consortium, Chaplain Office, U.S. Army **Kristin M.S. Bezio**, Assistant Professor, Jepson School of Leadership Studies, University of Richmond

Social media platforms continue to gain increasing popularity and influence in the sphere of social activism. This panel will explore varied uses and movements in digital spaces for advocacy, social justice, and inclusivity in terms of race, gender, and sexual identity. Presenters will examine how users attempt to use the tools of social media in order to engage in both commentary and action; how users attempt to use personal stories online in order to further feminist activism under the hashtag #yesallwomen; and how online spaces in particular are culturally vulnerable to attacks on inclusivity activism.

Hanover Hall D (LL2) | Workshop | Leadership Development

Leadership Uncovered: Counterstorytelling to Challenge the Boundaries of Social Narratives

Natasha H. Chapman, Coordinator, Leadership Studies Program, Leadership and Community Service-Learning, University of Maryland

Melissa Dawn Gruver, Assistant Dean of Students, Civic Engagement & Leadership Development, Purdue University Jesus Romero, Coordinator for Leadership Development, Civic Engagement & Leadership Development, Purdue University

What narratives of leadership are our students coming to college with? How are conventional assumptions about leadership conceptualized, perpetuated, or critiqued as students move through our programs? The session will begin with an open conversation about the narratives of leadership that participants have observed of their students. Facilitators will briefly share the five pillars of inclusive leadership framework and participants will engage in companion exercises to foster examinations of social narratives of leadership, identify counterstories to challenge accepted narratives, and apply pedagogical tools that help to deconstruct, contextualize, and re-imagine understandings of leadership.

Hanover Hall F (LL2) | Presentation | Business Leadership

Studies on Individual Demographics and Leadership Success

Chair: Sreela Das Gupta, Head of Diversity and Inclusion, Human Resources (Business Processes Services), TATA Consultancy Services

The Quiet Voice Within: Exploring Ethnic Minorities' Experience on Their Leadership Journey

Jane Merliss, Lecturer, College of Business Administration, University of Nebraska

Leadership strategies reflect a complex amalgam of personal and cultural experiences. This presentation will share over-arching themes from a phenomenological study exploring how life experiences of ethnic minority leaders inform and influence their identities, leadership capacities, and commitments to their organizations. Insights will be shared on organizational strategies to build inclusive workplace cultures.

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Inman (LL3) | Workshop | Leadership Development

An Inclusive Leadership Coaching Model Built Upon the Leader-Follower Dyad

Stephen Brody, Senior Financial Planner, Greenville Financial Advisors

This workshop explores the theory that as coaches we can lead our followers (our clients) through an inclusive leadership process. Using a financial life planning model that has been empirically proven over the past 28 years, attendees will actively participate in skill training, empowering them to become coaching leaders who engage followers in shared leadership responsibility for creating effective and lasting change.

Kennesaw (LL3) | Workshop | Leadership Development

Put Your Leadership Cards on the Table! Q Sort and Real-Time Analysis of Leadership Styles

Brandy Walker, Instructional Design Faculty, J.W. Fanning Institute for Leadership Development, University of Georgia **Richard L. McCline,** Senior Public Service Associate, J.W. Fanning Institute for Leadership Development, University of Georgia

Come play! This prototype game-board instrument was created as a fun and engaging way for new and seasoned leaders to understand the subjective nuances that sometimes cloud leadership learning. To fit the needs of a training environment that calls for engaging, interactive activities, this customizable game explores issues important to understanding leadership practice and theory and was designed through research and development modifying an academic research methodology. Come play the game, learn what's important to you as a leader and how it compares to others in the room, and leave with ideas about how to use this activity in other training and educational settings.

The Learning Center (LL1) | Presentations | Youth Leadership

Research-Based Practices and Cross-Cultural Competencies to Help Millennials Succeed on the Job

Chair: Natalie J. Coers, Program Coordinator, College of Agricultural and Life Sciences, University of Florida

Navigating the Iceberg: An International Culture and Leadership Development Program for Youth

Susan Seal, Assistant Professor, International Agricultural and Extension Education, School of Human Sciences, Mississippi State University

Laura Lemons, Assistant Professor, School of Human Sciences, Mississippi State University

In order to master the professional proficiency defined as cultural competence, one must be immersed in the culture beyond casual observation. This presentation will provide a structural framework that achieves this goal without international travel by weaving together Hall's cultural iceberg model and Kolb's experiential learning model.

Measuring the Lasting Effects of an International Leadership Program

Jeff Bourgeois, Ph.D. Student, Leadership Studies, University of San Diego

The presenter will share the results of a mixed methods study assessing the long-term effects of a short-term, leadership development program. Employing three implementations of the socially responsible leadership scale over six months, followed by individual interviews, this research tracks the leadership development of the program's international participants.

Engaging Millennials to Increase Retention in Organizations

Stephanie A. Van Dellen, PhD Student & Instructor, School of Leadership & Education Sciences, University of San Diego

Based on the literature and Kahn's conceptual engagement model, this research developed ten recommendations aimed at increasing the engagement and retention of millennials in organizations. The presenter will examine research findings testing the model and evaluating its use. Possible applications to workplace engagement programs and organizational leadership will be suggested.



Baker (LL3) | Symposium | Public Leadership

Changing the Paths of Leadership: The Rise of Women in Government

- Chair: Linda G. Olson, Interim Dean, Colorado Women's College, University of Denver
- While there are an unprecedented number of women serving as democratically elected executives and legislators, political conditions associated with women rising to leadership positions have become increasingly complex. This session will examine leadership theories and the implications of gender diversity in national and international politics.

Women's Participation in National Legislatures — Global Trends and Patterns P L

- Kathleen O'Brien Ellis, Secondary Education Teacher, Twin Valley School District
- This study on elected legislators and parliamentarians in full and flawed democracies uses inferential statistics WL to draw correlations between continents and examine national trends over the last 35 years. The presenter will discuss the impact of quotas, pervasive barriers, and indicators of positive worldwide trends concerning elections and women.

Women Heads of Government: The Where, When, Who, and How of a Rising Tide

- Tim Blessing, Professor, History and Political Science, Humanities, Alvernia University
- This study examines the optimal conditions types of system, conditions of ascent, types of political
- leaderships, social status under which women first rise to leadership. The presenter demonstrates that the tide has flowed and ebbed irregularly.

Inclusion and the Search for Salvation: Gender, Ethnicity, and the Question of Leadership

- P L Norman Provizer, Professor & Director, Golda Meir Center, Political Science, Metropolitan State University Denver
- This paper analyzes the meaning of both gender and ethnic diversity in terms of leadership and followership implications. The presenter will argue the hypothesis that a paradigmatic transformation of political, social, and
- leadership roles related to diversity and representation has begun.

Courtland (LL3) | Presentations | Business Leadership

Women and Leadership: Explorations of Gender Diversity on the Road to Upper Level Leadership B L **Positions**

Chair: Carolyn J. Stefanco, President, The College of Saint Rose

Women and Leadership: Understanding and Navigating the Business Labyrinth

Joleen Archibald, Specialist Programs Consultant, Capital Group

When examining the topic of women and leadership one cannot help but notice the gender gap in today's top leadership positions. The presentation will cover the top research themes, obstacles, and strategies that can help women navigate the today's business world labyrinth.

B Culture and Institutions in the Promotion of Board Gender Diversity

- Sandra Idrovo Carlier, Research Director, Inalde Business School, Universidad de la Sabana
- Wilma Henderikse, CEO, Research, VDH Research
- Babette Pouwels, CEO, research, VDH Research

Alice Jonge, Senior Lecturer, Business Law and Taxation, Monash University (Co-Author)

Does the number of women on boards differ by country and, if so, why? This analysis of 2012 and 2013 annual reports of companies in six countries investigates how culture and institutional factors such as gender equality, labor statistics, and national policies, affect gender representation on boards and disclosure practices on gender diversity of listed companies.

B L Inclusive Practices of Transformative African America Women Leaders in the **Pharmaceutical Industry**

Yvette Lynne Bonaparte, Assistant Professor, North Carolina Central University

Can the transformative leadership model serve as a framework for facilitating inclusive practices within companies and across industries? This qualitative study identified inclusive practices among transformative African American women leaders within the pharmaceutical industry. The presenter will share research findings on inclusive practices and implications concerning management, leadership, and diversity.

Dunwoody (LL3) | Workshop | Leadership Education

The Intersection of Leadership and Program Evaluation Theory: Utilizing Evaluation for Ongoing È Improvement

Katherine Kessenich, Program Evaluation Coordinator, Undergraduate Leadership Minor, University of Minnesota - Twin Cities

Linnette Werner, Leadership Minor Director, Leadership Education and Development Undergraduate Programs, University of Minnesota - Twin Cities

By bringing together the fields of assessment and evaluation with leadership theory and development, this session will provide a deeper understanding of how program evaluation can shift from a resource-consuming time suck to an ongoing act of leadership aimed at cultivating a culture of learning, growth, trust, and transformation. Short presentations combined with hands-on individual and group activities will provide participants with a new evaluation paradigm, insights on how this method strengthens instructors' teaching and facilitation techniques; and opportunities to apply the culture, dashboard, systems, and future (CDSF) model of program evaluation to their own contexts and programs.

2016 ILA LIFETIME ACHIEVEMENT AWARD HONOREE

Grand Hall A (LL2) | Presentation | Leadership Scholarship

The Leadership Industry – the Good, the Bad, and the Ugly

Barbara Kellerman, James MacGregor Burns Lecturer in Public Leadership, Center for Public Leadership, Harvard University

Barbara Kellerman will take advantage of her leadership legacy session to look at what she calls the Leadership Industry - past, present, and possible if not probable future. She will - surprise! - not shy from giving her own opinions during her opening remarks. But her intention is to have this session consist of a collective conversation, one as clever and considerate as it is critical and contentious.

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Grand Hall B (LL2) | Symposium | Business Leadership

Culture and Values: Common Ground in a Diverse Workforce

Chair: Amber A. Johnson, Chief Communications Officer, Center for Values-Driven Leadership, Benedictine University Commentator: Jim Ludema, Co-Founder & Director, Center for Values-Driven Leadership, College of Business, Benedictine University

When working across generations, geographic boundaries, education levels, and job functions, leaders can struggle to align vision and inspire action. This symposium draws from a multi-year research initiative to explore case studies of companies who excel at creating common ground through shared core values and compelling cultures.

В Core Values as Critical Connectors: Enabling Culture Change Across Diverse Employees

Anna M. Amato, Caretaker, Company Culture, edtec Central, LLC

This case study will present the strategies that one catering company's leaders employed to transform an authoritarian command and control workplace into a positive, people-focused culture designed to drive results. The role of values, work, conversations, and practices will be highlighted.

B Who Let the Culture Out? External Stakeholder Input and Resonance to Cultural Values?

David B. Smith, Senior Analyst, Booz Allen Hamilton

A study of five small businesses, three of whom were named in Forbes' America's Best Small Companies of 2016, suggests that values and cultures are core drivers — internally and externally — to each firm's financial success. The presenter will share interviews, observations, and findings linking culture, values, and productivity.

Keep Your Eye on the Values: Honesty Is the Profitable Policy

Melissa Norcross, Vice President of Finance & Strategy, Ontario Systems

Honesty and integrity are the heart and soul of this consulting firm, providing a foundation for 25 years of success. The case study presentation will focus on the leadership, critical decisions, and processes that set the firm apart and the mechanisms that parlay core values into bottom line growth.

B Heritage and Contemporary Values at a Retirement Community: Culture and Values as the Pivot Point

Walter R. Baehrend, Senior Manager, Wireless Services, Nokia

Founded originally for Scottish immigrants, the clientele of this Illinois-based home for the elderly has diversified, as has its staff and caregivers. This presentation will explore how the organization's culture, heritage, and values provided a new president with a through-thread of identity as the organization's leadership, clients, staffing, and mission evolve over time.

Grand Hall C (LL2) | Panel Discussion | Leadership Education

Common Threads: Leading Through Inclusion in the Public, Private, and Educational Arenas

Chair: Cynthia A. Martinez, Director, Advisement & Academic Services, Annenberg School for Communication and Journalism, University of Southern California

Jeffrey M. Zimmerman, Assistant Professor, Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University

Nana Arthur-Mensah, Assistant Professor, Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University

Megan S. Downing, Assistant Professor, Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University

Ada T. Cenkci, Assistant Professor, Department of Political Science, Criminal Justice, & Organizational Leadership, Northern Kentucky University

As leadership approaches can be applied across a variety of situations, so can inclusive leaders be developed across sectors. This panel will explore strategies from the public, private, and educational arenas that help leaders learn, apply, and embody inclusiveness. Panelists will share their experiences developing inclusive leadership in service learning study-abroad programs, first year undergraduate leadership courses, and multicultural private-industry organizations. Common themes and contrasting experiences will be woven together to create a rich tapestry for discussion.

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Grand Hall D (LL2) | Presentations | Public Leadership

The Dynamics of Turning Schools Around

Chair: Eddie Gonzalez, Senior Project Director, Professional Development and Monitoring & Evaluation, American Association for the Advancement of Science

Leadership to Improve Teaching and Learning Outcomes

Kerry J. Barnett, Lecturer, Education, University of New South Wales

Karen Rogers, Professor Emeritus, University of St. Thomas (Co-Author)

Leadership is critical to improving teaching and learning but the guestion of how to do this is yet to be resolved. The presenter will share findings from a recent study including multiple cases of leaders' practices in academically selective high schools in New South Wales, Australia.

Supporting Collaboration With Stakeholders for Inclusive Leadership in Turnaround Schools

Tonya Evans, Supervisor of Mathematics, Caddo Parish Public Schools Marvin Rainey, Principal, Midway Pre K-3 Elementary School, Caddo Parish School Board

Shelita Cannon-Hoey, Curriculum Specialist, Caddo Parish Public Schools

When schools reach a level of such poor performance that the state threatens a possible takeover, a district may seek drastic measures to turn the situation around. In light of changes in the dynamics of accountability for principals, this presentation will consider keys to successful school turnarounds including collaboration, leadership approaches, and stakeholder participation.

The Dynamics of Inclusive Leadership in the Context of a Mandated National Change P L Initiative

Jim Freemyer, Faculty, Doctorate of Leadership, Indiana Wesleyan University **Patrick Johnson,** Professor, University of Limerick (Co-Author)

Olivia Fitzmaurice, Professor, University of Limerick (Co-Author)

The purpose of this research presentation is to explore the efficacy of a nationwide change initiative in Ireland's post primary schools. Findings from a national survey of mathematics teachers assessing teacher acceptance of the new approaches and exploring the effectiveness of leader and follower collaboration will frame the analysis.

Greenbriar (LL3) | Presentations | Youth Leadership

Developing Youth Leadership in Segmented Populations

Chair: Angel Acosta, Doctoral Student, Teachers College, Columbia University

My Brother's Keeper: Developing Lifelong Leadership Skills in the Absence of a Father

Eric L. Buschlen, Associate Professor, Educational Leadership, Central Michigan University

Tzufen Chang, Assistant Professor, Central Michigan University (Co-Author)

Dena Kniess, Assistant Professor, Eastern Illinois University (Co-Author)

Growing up without a father can have lasting societal impacts. The Power of Dad provides adolescents with a cohort-based, six month program focusing on the development of lifelong leadership skills to combat this issue. This presentation will explore the program, research-based assessment outcomes, and personal narratives of alumni.

Leadership Adventures Weekend: A Framework to Engage Underrepresented Youth **Populations**

Laurie Murrah-Hanson, Program Coordinator, Georgia 4-H, University of Georgia

Jeff Buckley, State 4-H Faculty, Georgia 4-H, University of Georgia

The presenters will provide information on designing, planning, and implementing weekend long leadership retreats aimed at college and career preparation through leadership development, team-building, and youth empowerment. Program structure, best practices, curriculum resources, and volunteer recruitment strategies will be discussed.

CS9 SAT 10:15-11:3

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Hanover Hall A-B (LL2) | Panel Discussion | Leadership Scholarship

Resilience in Childhood and Youth: Women's Development of Leader Identity L S

Chair: Chanda D. Elbert, Associate Professor, Agricultural Leadership, Education and Communications, Texas A&M University

Lynne E. Devnew, Online Faculty & Senior Research Fellow, School of Advanced Studies, University of Phoenix

Ann M. Berghout Austin, Professor and Director, Center for Women and Gender, Utah State University Marlene Janzen Le Ber. Associate Professor & Chair. School of Leadership & Social Change. Brescia University College Judith B. LaValley, Doctoral Candidate, Industrial and Organizational Psychology, Kansas State University

There is a limited amount of data on how resiliency influences the development of a women's leader identity. A research team of seven women born in three countries between 1945 and 1975 used the collaborative autoethnography methodology as a first step to develop a grounded theory of women's leader identity development. This session will begin with an overview of this study, including the methodology, and an introduction to leader identity and its development. Panelists will then discuss the results of their collaborative autoethnographic study, focusing on five subthemes related to resiliency: accepting self, ignoring negative external feedback, redirecting rejection, developing persistence, and having courage.

Hanover Hall C (LL2) | Panel Discussion | Business Leadership

Seasoned Leaders Discuss the Dynamics of Inclusive Leadership

Chair: Jennifer Moss Breen, Director & Associate Professor, Interdisciplinary Ed.D. Program in Leadership, Creighton University Ed Clark. Managing Partner. Global Recruiters Atlanta South

Stephen E. Joyce, Brigadier General, U.S. Army

Eric Downing, Head of Sales & Director of Organizational Development, Sales, Equinox Funds

Stacey Tank, Vice President, Corporate Communications & External Affairs, The Home Depot

This session will draw together C-Suite executive leaders who will discuss their ideas regarding inclusive leadership. Tapping into the thoughts and experiences of seasoned leaders, both scholars and practitioners alike can discern the reality of inclusive leadership in organizations and help to generate meaningful ideas, which can be acted upon in both scholarship and practice. Facilitated dialogue will create an excellent opportunity for those interested in the Business Leadership Member Interest Group to get involved.

Hanover Hall D (LL2) | Workshop | Leadership Development

Philanthropy and Leadership in Dialogue

D Chair: Max Klau, ILA Board; Chief Program Officer, New Politics Leadership Academy

On the last day of the conference, we will host this session exploring the experience of philanthropy professionals who attended the Atlanta conference. Although the session is open to all participants, we offer a special invitation to philanthropy professionals to join us to provide thoughtful feedback on how the ILA might more effectively serve the needs and interests of the philanthropic sector.

Hanover Hall E (LL2) | Symposium | Public Leadership

Inclusive Leadership in Christian Faith-Based Institutions

Chair: Laura Morgan Roberts, Professor of Psychology, Culture & Organization Studies, Graduate School of Leadership and Change, Antioch University

Paradoxically, many faith-based institutions espouse servant leadership while practicing authoritative leadership, inclusion while maintaining exclusionary cultures, and moral ideals while acting unethically. This symposium will share research and offer insights on inclusive leadership from the perspectives of leaders, followers, and congregations regarding racial reconciliation, gender, and ethical behavior.

A Call to Inclusion: The Charge for Faith-based Leadership P L

Tawana Davis, Student, Graduate School of Leadership and Change, Antioch University

Inclusive leadership begins with recognizing the dangers of exclusion and identifying the opportunity of inclusion to build the individual and collective capacity of faith-based institutions. A female preacher in the AME church, the presenter will juxtapose experiences of exclusionary and inclusionary leadership, identity, and community.

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Gendered Norms for Church Leadership: A Phenomenological Study of Black Clergy Women

- Courtney McCluney, PhD Candidate, Psychology, University of Michigan
- Through a phenomenological study using life narrative interviews, this study examined Black clergywomen's creation of positive leader identities against the social norms and pressures of the church. This presentation will inform theoretical models for positive leader identity, and challenge faith-based institutions to create more inclusive environments for diverse church leadership.

P Crossing the Racial Divide: Can Christian Congregations Lead?

Carolyn Smith Goings, Doctoral Student, Graduate School of Leadership and Change, Antioch University

While contemporary Christian communities acknowledge the promotion of racial diversity and unity to be a God-mandated task, research on strategies to accomplish that task is sparse. This action research project advanced potential strategies by developing cross race relationships via racially integrated worship experiences and cross racial dialogue and reflection in small group.

Varieties of Sacrilege: Reactions to Different Types of Value Breaches in a Megachurch

- Sandra Cha, Assistant Professor, International Business School, Brandeis University
- **Patricia Faison Hewlin,** Associate Professor, Desautels Faculty of Management, McGill University (Co-Author) **Jay A. Hewlin,** President & CEO, LMI (Co-Author)

This study investigated a crucial, but poorly understood, tension in organizations pursuing inclusive leadership, of which churches represent an extreme case: the tension between leaders' expectations versus followers' expectations around ethical leader behavior. The presenter will share research findings concerning three types of breaches — transactional, relational, and ideological — within a U.S. megachurch.

Hanover Hall F (LL2) | Presentations | Leadership Education

The Circle of a Woman's Learning-to-Lead Life: Building on and Breaking Through

Chair: JoAnn D. Barbour, Professor, Doctoral Program in Leadership Studies, Gonzaga University

The need to encourage women to take on leadership roles has been well documented and widely acknowledged. Starting with a program with vulnerable girls, moving on to one that builds on quietness as a strength, and concluding with one that enables women to advise and support each other, this session offers three approaches to leadership development that starts where girls and women are.

Girls as Leaders: Transforming Gender Roles Through the Escuela Nueva Activa Model

Sarah S. Orr, Owner, Smith Orr & Associates; Director of Strategic Partnerships, Fundación Escuela Nueva Volvamos a la Gente
 Laura Vega, Head of Community Connections, Fundación Escuela Nueva Volvamos a la Gente (Co-Author)

Laura Vega, Head of Community Connections, Fundación Escuela Nueva Volvamos a la Gente (Co-Author) This multi-grade education program implemented in Colombia and globally uses a pedagogical approach based on active, cooperative, and personalized learning to promote gender equity, transform traditional gender roles, and deliver quality education to vulnerable, hard to reach populations. The presentation will provide data and testimonials to illustrate girls' leadership in action.

The Introvert as Leader: Course Design for First Year College Students

Mary Shapiro, Trust Professorship of Leadership Development, School of Management, Simmons College

Leadership development is a focus in Simmons College's general education curriculum. First years must select from 20 leadership courses, each examining leadership through a different lens. This session will discuss the course Leading Quietly, designed for introverts. Students develop their own leader identity, and their model of leader identity development.

Women's Leadership Development Through Networks of Support: Women's Leadership Circles of Vermont

- W Kerry Secrest, Principal, Watershed Coaching LLC
 - Marla J. Solomon, Director, Community Partnerships, Five Colleges Inc.

This paper addresses how to help women grow as leaders by exploring the place-based Women's Leadership Circles of Vermont. The model points to important lessons for inclusive leadership development, as it helps leaders to define unique leadership paths and to gain self-efficacy, centered presence and embodiment, and strength through connection.

Inman (LL3) | Workshop | Leadership Education

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Practices to Develop the Next Generation of Inclusive Leaders

Joanne DeMark, Leadership Development Specialist, Western's Leadership Advantage, Western Washington University Christina Van Wingerden, Manager of Training, Assessment & Special Projects, Dean of Students, Western Washington University University

Gloria J. Burgess, Professor, Transformational Leadership, Seattle University

Using research as foundation, this session will promote inclusive leadership in the context of student leadership education and development practices. Facilitators will ground the workshop in newer research on evolving approaches that prepare the next generation of leaders to lead cross-culturally and internationally. Participants will experience several tailored experiential activities that integrate multicultural student leadership development with strengths of other leadership foundations, plus an activity directed at building staff and faculty capacity to expand their own multicultural and inclusive leadership. Dynamic debriefings will deepen participants' understandings of the intersections between the theory and practice of student leadership development.

Kennesaw (LL3) | Workshop | Leadership Development

Leading from the Middle: Collaborative Inquiry for Disciplined Innovation

Michael P. O'Keefe, Coordinator CODE Consortium Coordinator-Directors, Council of Ontario Directors of Education

Knowing that neither top-down nor bottom-up leadership have great potential for success in implementing new initiatives or innovations, an Ontario school district has developed an alternative approach to system-wide improvement called Leading From the Middle. A brief overview of the concepts, components, and changes achieved via this leadership strategy will demonstrate this method's successful implementation in school districts. Participant teams will use a case study approach to practice applying the Leading From the Middle framework. A debriefing will provide opportunities to explore how this approach can be used in other settings to achieve and sustain excellence through engagement, equity, and well-being.

The Learning Center (LL1) | Presentations | Leadership Education

Leadership Development Initiatives for Academic Leaders

Chair: Elizabeth Stork, Professor, Organizational Leadership, Robert Morris University

Strategic Action Through Sensemaking and Sensegiving in a Higher Educational Institution

- **Jorun Ulvestad,** Associate Professor, Education, University College of South-East Norway
- Irmelin Drake, Associate Professor, Economics and Leadership, University College of Southeast Norway

Sigrun Wessel Svenkerud, Associate Professor, Teacher Education and School Development, University College of Southeast Norway (Co-Author)

Brit Bolken Ballangrud, Associate Professor, Teacher Education and School Development, University College of Southeast Norway (Co-Author)

This study analyzes how leaders in a Norwegian higher education institution make sense of the purpose and meaning of a three year strategic project on gender balance. Presenters will share qualitative findings pointing in contrasting directions and highlight the dilemmas involved when moving the project forward from a sensegiving perspective.

Academic Leadership Development: Perspectives From Deans and Associate Deans Balph A Gigliotti Assistant Director Center for Organizational Development & Leadership, Butgers University

Ralph A. Gigliotti, Assistant Director, Center for Organizational Development & Leadership, Rutgers University An in-depth exploration of a purposeful sampling of Association of American Universities members assessed the experiences of academic leadership program participants and the public descriptions of leadership initiatives. The presenter will highlight themes of this qualitative study aimed at benchmarking approaches and outcomes of leadership programs for academic leaders.

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Global Leadership Development: Transformation Through Collaboration

Laura O. Rein, Dean of University Libraries & Director of the Global Leadership Academy, Webster University Holly Hubenschmidt, Head of Library Instruction & Liaison Services & Co-Director of the Global Leadership Academy, Webster University

Erik Palmore, Director of the Faculty Development Center & Co-Director of the Global Leadership Academy, Webster University (Co-Author)

Through the lens of inclusive collaboration, this case study presentation will explore an innovative leadership development program for the faculty and staff of a large global university with campuses in North America. Europe, Asia, and Africa. Participants learn to navigate change, lead together, and thrive in challenging multicultural settings.

The Conceptualization of Leadership Development by Academic Department Heads È

Jennifer Strong, Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University

Academic department heads are the front line leaders of higher education, but their experiences have been largely ignored in research. This study adds to the body of knowledge by exploring the perceptions and conceptualization of department heads regarding leadership. The presentation will provide insights on the phenomenon of departmental leadership.

Lenox (LL3) | Panel Discussion | Public Leadership

The Context and Applications of Inclusive Public Leadership: Collective Leadership for the **Public Good**

Chair: Barbara C. Crosby, Associate Professor, Humphrey School of Public Affairs, University of Minnesota

Nikol Hopman, Director, Centre for Professional Learning, Leiden University

Will Allen, Farmer, Founder & CEO, Growing Power

Ariel L. Kaufman, Associate Outreach Specialist & Growing Power Board President, University of Wisconsin - Madison Tom Klaus, School of Leadership Development, Campolo College of Graduate and Professional Studies, Eastern University; Principal, Tom Klaus & Associates

Collective leadership is being applied in inclusive, thoughtful manners to address society's wicked problems. Panelists in the symposium will examine the need for inclusive public leadership in specific contexts. They will describe the efforts to foster collective leadership development aimed at tackling tough issues of poverty and racism in the food system, teen pregnancy, and the European refugee crisis. Panelists will share ideas and useful practices for leading in complex adaptive systems. The session will focus on an interactive inquiry between the chair, panelists, and audience on collective leadership applications that regard leadership in context.



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- Adam McGill, Police Chief, Town of Truckee, CA

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- Auger, Murray.....Pre-Con (WE 13:00) Delta Air Headquarters

- B
- Baartmans, Ted A.....CS 6 (FR 15:00) Grand Hall B (LL2) Bade, Nikki.....CS 4 (FR - 10:45) Courtland (LL3) Baehrend, Walter R.....CS 6 (FR - 15:00) Hanover Hall D (LL2) Baehrend, Walter R.....CS 9 (SA - 10:15) Grand Hall B (LL2) Baker, Barbara.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Balda, Janis B.....CS 1 (TH - 10:45) The Learning Center (LL1) Banwart, Mary Christine.....CS 4 (FR - 10:45) Hanover Hall G (LL2) Barakoti, Satyam.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Barbour, JoAnn D.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Barbour, JoAnn D.....CS 4 (FR - 10:45) Hanover Hall C (LL2) Barbour, JoAnn D.....CS 9 (SA - 10:15) Hanover Hall F (LL2) Barentsen, Jack.....CS 3 (TH - 15:00) Greenbriar (LL3) Barnes, Amy.....CS 4 (FR - 10:45) Hanover Hall D (LL2) Barnes, Joanne.....CS 3 (TH - 15:00) Hanover Hall C (LL2) Barnes, Joanne.....CS 5 (FR - 12:15) Dunwoody (LL3) Barnes, Joanne.....CS 7 (FR - 16:30) Dunwoody (LL3) Barnett, Kerry J....CS 9 (SA - 10:15) Grand Hall D (LL2) Baugher, John.....CS 7 (FR - 4:30pm) The Learning Center (LL1) Beatty, Cameron C.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Beatty, Cameron C.....CS 4 (FR - 10:45) Grand Hall D (LL2) Belcher, Harolyn.....CS 2 (TH - 12:15) Hanover Hall D (LL2) Belding, Stephan P.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Bell, Tom.....CS 1 (TH - 10:45) Hanover Hall A-B (LL2) Berghout Austin, Ann M.....CS 9 (SA - 10:15) Hanover Hall A-B (LL2) Berry, Ruth.....CS 1 (TH - 10:45) Fairlie (LL3) Bezio, Kristin M.S.....CS 1 (TH - 10:45) Grand Hall D (LL2) Bezio, Kristin M.S.....CS 5 (FR - 12:15) Hanover Hall D (LL2) Bezio, Kristin M.S.....CS 6 (FR - 15:00) Hanover Hall C (LL2) Bezio, Kristin M.S.....CS 8 (SA - 9:00) Hanover Hall C (LL2) Bingham, Kathryn.....CS 3 (TH - 15:00) Kennesaw (LL3) Bird, Allan W.....Pre-Con (WE - 13:00) Hanover Hall A (LL2) Bird, Allan W.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Bishop, Kathy.....CS 4 (FR - 10:45) Courtland (LL3) Bishop, Matthew L.....Poster (FR - 18:15) Centennial Ballroom İİİ-IV (LL1) Blair, Ariel.....CS 1 (TH - 10:45) Grand Hall D (LL2) Bland, Lendi L.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Blessing, Tim.....CS 9 (SA - 10:15) Baker (LL3) Bletscher, Caitlin G.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Bligh, Michelle.....CS 2 (TH - 12:15) Hanover Hall D (LL2) Bobby, Kim.....CS 4 (FR - 10:45) Kennesaw (LL3) Bodei, Steve.....CS 5 (FR - 12:15) Fairlie (LL3) Boitano, Aldo,...,CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Boles, Jack.....CS 7 (FR - 16:30) Hanover Hall E (LL2) Bonaparte, Yvette Lynne.....CS 9 (SA - 10:15) Courtland (LL3) Bongila, Jean-Pierre K.....CS 4 (FR - 10:45) Grand Hall D (LL2) Booysen, Lize AE.....CS 3 (TH - 15:00) Hanover Hall C (LL2) Bordas, Juana M.....Pre-Con (WE - 9:00) Grand Hall C (LL2) Bordas, Juana M.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Bordas, Juana M.....CS 8 (SA - 9:00) Hanover Hall A-B (LL2) Bottomley, Kevin S.....CS 2 (TH - 12:15) Hanover Hall E (LL2) Bough Martin, Elizabeth A.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1)

Bourgeois, Jeff.....CS 6 (FR - 15:00) Hanover Hall F (LL2) Bourgeois, Jeff.....CS 8 (SA - 9:00) The Learning Center (LL1) Bown, Carolina.....CS 7 (FR - 16:30) The Learning Center (LL1) Branch, Laurie A.....CS 1 (TH - 10:45) Dunwoody (LL3) Brandenburg, Michael.....CS 2 (TH - 12:15) Grand Hall A (LL2) Brantley, Shanon.....CS 7 (FR - 16:30) Hanover Hall E (LL2) Brenner, Patricia A.....CS 2 (TH - 12:15) Baker (LL3) Briggs, BreShawna.....CS 4 (FR - 10:45) Hanover Hall G (LL2) Brody, Stephen....CS 8 (SA - 9:00) Inman (LL3) Brown, Ashley.....Pre-Con (WE - 9:00) Georgia State University Brown, Christopher P.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Brownlee, Susan.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Bruce, Jacklyn.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Bruce, Jacklyn.....CS 7 (FR - 16:30) Hanover Hall G (LL2) Bryan, John R.....CS 5 (FR - 12:15) Inman (LL3) Bryan, Lynette.....CS 2 (TH - 12:15) Baker (LL3) Bryant, Sandra R.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Buchanan, Spencer J.....CS 6 (FR - 15:00) Grand Hall A (LL2) Buckley, Jeff.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Buckley, Jeff.....CS 9 (SA - 10:15) Greenbriar (LL3) Buller, Jeffrey.....CS 2 (TH - 12:15pm) Greenbriar (LL3) Bullis, R. Craig.....CS 3 (TH - 15:00) The Learning Center (LL1) Burgess, Gloria J.....CS 9 (SA - 10:15) Inman (LL3) Burgess, Gloria J.....Post-Con (SA - 14:00) Hanover Hall B (LL2) Burk, Tamara L.....CS 1 (TH - 10:45) Courtland (LL3) Burrell, Tracey.....CS 5 (FR - 12:15) The Learning Center (LL1) Burton, Leah Michelle.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Burton, Leah Michelle.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Burton, Mario.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Buschlen, Eric L.....CS 1 (TH - 10:45) Dunwoody (LL3) Buschlen, Eric L.....CS 9 (SA - 10:15) Greenbriar (LL3) Bustamante, Rebecca M.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Bustamante, Rebecca M.....CS 7 (FR - 16:30) Grand Hall B (LL2) Byrd, Marilyn Y.....CS 1 (TH - 10:45) Hanover Hall F (LL2) Byrne, Virginia Leigh.....Pre-Con (WE - 9:00) Grand Hall D (LL2) С Cahn, Andrea.....CS 1 (TH - 10:45) Baker (LL3) Callahan, Kathleen.....CS 2 (TH - 12:15) Hanover Hall F (LL2) Campbell, Letitia Marie.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Campuzano, Mariela.....CS 6 (FR - 15:00) Baker (LL3) Cannon-Hoey, Shelita.....CS 9 (SA - 10:15) Grand Hall D (LL2) Canty, Colleen.....CS 4 (FR - 10:45) Hanover Hall A-B (LL2) Capeder, Anna M.....CS 6 (FR - 15:00) Grand Hall A (LL2) Carey, Michael R.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Carfagno, Russ.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Carlson, Kimberly.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Carroll, Brian C.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Carter, Hannah.....CS 7 (FR - 16:30) Hanover Hall C (LL2) Cartwright, Chris T.....Pre-Con (WE - 13:00) Hanover Hall A (LL2) Cartwright, Chris T.....CS 6 (FR - 15:00) Grand Hall B (LL2) Cavallaro, Liz.....CS 4 (FR - 10:45) Greenbriar (LL3)

Cenkci, Ada T.....CS 9 (SA - 10:15) Grand Hall C (LL2) Ceri-Booms, Meltem.....CS 1 (TH - 10:45) Grand Hall A (LL2) Cha, Sandra.....CS 4 (FR - 10:45) Hanover Hall E (LL2) Cha, Sandra.....CS 6 (FR - 15:00) Dunwoody (LL3) Cha, Sandra.....CS 9 (SA - 10:15) Hanover Hall E (LL2) Chace, Sarah.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Chaleff, Ira.....CS 5 (FR - 12:15) Grand Hall C (LL2) Chaleff, Ira.....CS 7 (FR - 16:30) Grand Hall A (LL2) Chang, Heewon.....CS 2 (TH - 12:15) Baker (LL3) Chang, Heewon.....CS 3 (TH - 15:00) Grand Hall D (LL2) Chapman, Natasha H.....Pre-Con (WE - 13:00) Hanover Hall B (LL2) Chapman, Natasha H.....CS 5 (FR - 12:15) Hanover Hall G (LL2) Chapman, Natasha H.....CS 8 (SA - 9:00) Hanover Hall D (LL2) Cheuy, Sylvia.....CS 6 (FR - 15:00) Hanover Hall A-B (LL2) Chikeleze, Michael.....CS 6 (FR - 15:00) Hanover Hall D (LL2) Chikeleze, Michael.....CS 7 (FR - 16:30) Grand Hall C (LL2) Chirichello, Michael.....CS 6 (FR - 15:00) Hanover Hall G (LL2) Cho, Yonjoo.....CS 3 (TH - 15:00) Fairlie (LL3) Chrobot-Mason, Donna.....CS 3 (TH - 15:00) Hanover Hall G (LL2) Chung, Jessica.....CS 6 (FR - 15:00) Grand Hall A (LL2) Chung, Jessica.....CS 7 (FR - 16:30) Inman (LL3) Chunoo, Vivechkanand S.....CS 2 (TH - 12:15) Grand Hall D (LL2) Chunoo, Vivechkanand S.....CS 8 (SA - 9:00) Grand Hall C (LL2) Ciulla, Joanne B.....CS 1 (TH - 10:45) Hanover Hall C (LL2) Ciulla, Joanne B.....CS 5 (FR - 12:15) Grand Hall C (LL2) Ciulla, Joanne B.....CS 6 (FR - 15:00) Hanover Hall C (LL2) Clark, Ed.....CS 9 (SA - 10:15) Hanover Hall C (LL2) Clegorne, Nicholas A.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Coers, Natalie J.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Coers, Natalie J.....CS 8 (SA - 9:00) The Learning Center (LL1) Colbry, Stephanie.....CS 2 (TH - 12:15) Grand Hall B (LL2) Colbry, Stephanie.....CS 3 (TH - 15:00) The Learning Center (LL1) Colbry, Stephanie.....CS 4 (FR - 10:45) Fairlie (LL3) Cole, Ashley L..... Pre-Con (WE - 9:00) Georgia State University Cole, Ashley L.....CS 1 (TH - 10:45) Baker (LL3) Collins, Phyllis Brooks.....CS 2 (TH - 12:15) Fairlie (LL3) Collins, Tonetta.....CS 3 (TH - 15:00) Courtland (LL3) Collins, Tonetta.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Collins, Tonetta.....CS 4 (FR - 10:45) Hanover Hall A-B (LL2) Cook, Christian L....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Cool, Marc.....CS 7 (FR - 16:30) Grand Hall B (LL2) Cooley, Ken....CS 2 (TH - 12:15) Hanover Hall G (LL2) Coppett, Tasha N.....Pre-Con (WE - 9:00) Georgia State Universitv Crick, Mary Ann.....CS 4 (FR - 10:45) Baker (LL3) Crick, Tom.....Pre-Con (WE - 13:00) The Carter Center Crosby, Barbara C.....CS 9 (SA - 10:15) Lenox (LL3) Crudup, Larry T.....CS 3 (TH - 15:00) Greenbriar (LL3) Crumpton, Alicia D.....CS 3 (TH - 15:00) Greenbriar (LL3) Crumpton, Alicia D....CS 4 (FR - 10:45) Courtland (LL3) Crutchfield, Gary.....CS 3 (TH - 15:00) The Learning Center (LL1) Crutchfield, Gary.....CS 6 (FR - 15:00) The Learning Center (LL1)

Cusher, Brent.....CS 6 (FR - 15:00) Courtland (LL3)

D

Dahlvig, Jolyn.....CS 1 (TH - 10:45) Greenbriar (LL3) Dane, Jennifer.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Daniel, Teresa A.....CS 7 (FR - 16:30) Hanover Hall F (LL2) Darbisi, Carolina.....CS 7 (FR - 16:30) Grand Hall D (LL2) Darnell, Jasmine D.....CS 5 (FR - 12:15) Grand Hall B (LL2) Darr, Donna.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Darrow, Robert K.....CS 7 (FR - 16:30) Grand Hall C (LL2) Das Gupta, Sreela.....CS 4 (FR - 10:45) Baker (LL3) Das Gupta, Sreela.....CS 8 (SA - 9:00) Hanover Hall F (LL2) Daugherty, Jenny.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)Davis, Tawana.....CS 3 (TH - 15:00) Courtland (LL3) Davis, Tawana.....CS 9 (SA - 10:15) Hanover Hall E (LL2) DeFrank-Cole, Lisa.....CS 4 (FR - 10:45) Baker (LL3) DeFrank-Cole, Lisa.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Del Simone, Kristen....CS 1 (TH - 10:45) Kennesaw (LL3) DeMark, Joanne.....CS 9 (SA - 10:15) Inman (LL3) Denison, Barbara J.....CS 6 (FR - 15:00) Courtland (LL3) Denny, Marina.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Devnew, Lynne E.....CS 9 (SA - 10:15) Hanover Hall A-B (LL2) Diaz, Holly.....CS 6 (FR - 15:00) Fairlie (LL3) Diehl, Amy.....CS 3 (TH - 15:00) Dunwoody (LL3) Diehl, Amy.....CS 4 (FR - 10:45) Hanover Hall G (LL2) Diehl, Amy.....CS 6 (FR - 15:00) Courtland (LL3) Dissassa, Di-Tu.....CS 5 (FR - 12:15) Fairlie (LL3) Dixon, Deirdre.....CS 1 (TH - 10:45) Dunwoody (LL3) Domeck, Craig.....CS 5 (FR - 12:15) Hanover Hall G (LL2) Doolan, Denis.....CS 1 (TH - 10:45) Baker (LL3) Doolan, Denis.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Doublestein, Barry A.....CS 7 (FR - 16:30) Hanover Hall D (LL2) Downing, Eric.....CS 9 (SA - 10:15) Hanover Hall C (LL2) Downing, Megan S.....CS 9 (SA - 10:15) Grand Hall C (LL2) Drake, Irmelin.....CS 1 (TH - 10:45) Grand Hall D (LL2) Drake, Irmelin.....CS 9 (SA - 10:15) The Learning Center (LL1) Dugan, John P.....Pre-Con (WE - 13:00) Hanover Hall B (LL2) Dujowich, Crystal.....CS 4 (FR - 10:45) Grand Hall B (LL2) Dulay, John.....CS 6 (FR - 15:00) Hanover Hall E (LL2) Dunst, Julia.....CS 2 (TH - 12:15) Hanover Hall C (LL2) Dunst, Julia.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Duprey, Leann Michelle.....CS 2 (TH - 12:15) Baker (LL3) Duprey, Leann Michelle.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Dyk, Patricia H.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Dyk, Patricia H.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Dzubinski, Leanne.....CS 3 (TH - 15:00) Dunwoody (LL3) Dzubinski, Leanne.....CS 4 (FR - 10:45) Hanover Hall G (LL2) E Earnhardt, Matthew P.....CS 2 (TH - 12:15) Hanover Hall A-B (LL2) Earnhardt, Matthew P.....CS 6 (FR - 15:00) The Learning Center (LL1) Eaton, Deborah.....CS 2 (TH - 12:15) Baker (LL3) Edelman, Lauren.....CS 5 (FR - 12:15) Grand Hall A (LL2) Egan, Chrys.....CS 5 (FR - 12:15) Dunwoody (LL3) Egan, Chrys.....CS 8 (SA - 9:00) Hanover Hall C (LL2) Elbert, Chanda D.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Elbert, Chanda D.....CS 9 (SA - 10:15) Hanover Hall A-B (LL2)

Elkington, Robert.....CS 2 (TH - 12:15) Grand Hall B (LL2) Elkington, Robert.....CS 4 (FR - 10:45) Fairlie (LL3) Elliker, James.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Ellis, Kathleen O'Brien.....CS 9 (SA - 10:15) Baker (LL3) Ellison, Gregory.....Post-Con (SA - 14:00) Hanover Hall B (LL2) Endersby, Lisa.....Pre-Con (WE - 9:00) Grand Hall D (LL2) Erenrich, Susan.....CS 2 (TH - 12:15) Hanover Hall E (LL2) Erenrich, Susan.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Esparza, Chris.....CS 1 (TH - 10:45) Lenox (LL3) Etmanski, Catherine.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Etmanski, Catherine.....CS 4 (FR - 10:45) Courtland (LL3) Etmanski, Catherine.....CS 7 (FR - 16:30) Kennesaw (LL3) Evans, Heather.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Evans, Tonya.....CS 9 (SA - 10:15) Grand Hall D (LL2) Falotico, Patricia.....CS 1 (TH - 10:45) Grand Hall B (LL2) Falotico, Patricia.....CS 5 (FR - 12:15) Hanover Hall A-B (LL2) Farmer, Michele.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Farran, Patrick.....CS 4 (FR - 10:45) Hanover Hall F (LL2) Faulhaber, Jacqueline A.....CS 3 (TH - 15:00) Greenbriar (LL3) Ferry, Nicole.....CS 4 (FR - 10:45) Hanover Hall C (LL2) Fierke, Kerry K.....CS 3 (TH - 15:00) Hanover Hall F (LL2) Fierke, Kerry K.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Fine, Leigh.....CS 3 (TH - 15:00) Hanover Hall F (LL2) Fine, Leigh.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Fine, Leigh.....CS 7 (FR - 16:30) Grand Hall B (LL2) Fitzsimmons, Aaron P.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Flanigan, Jessica.....CS 1 (TH - 10:45) Hanover Hall C (LL2) Forbes, Amy E.....CS 8 (SA - 9:00) Grand Hall A (LL2) Forsyth, Donelson R.....CS 2 (TH - 12:15pm) Inman (LL3) Fox Kirk, Wendy.....CS 3 (TH - 15:00) The Learning Center (LL1) Francis, Andrew.....CS 4 (FR - 10:45) The Learning Center (LL1) Freemyer, Jim.....CS 9 (SA - 10:15) Grand Hall D (LL2) Frick, Don.....CS 1 (TH - 10:45) Grand Hall B (LL2) Friesen, Katherine L.....CS 1 (TH - 10:45) Dunwoody (LL3) Friesen, Katherine L.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) G Gakiya, Mariko.....CS 1 (TH - 10:45) Grand Hall C (LL2) Gakiya, Mariko.....CS 8 (SA - 9:00) Baker (LL3) Gallagher, Deborah R.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Galloway, Summer.....CS 8 (SA - 9:00) Grand Hall B (LL2) Gambrell, Kem.....CS 6 (FR - 15:00) Grand Hall D (LL2) Gambrell, Kem.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Gardiner, Rita A.....CS 4 (FR - 10:45) Grand Hall B (LL2) Gentry, William.....CS 2 (TH - 12:15) Greenbriar (LL3) Georges, Sky.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Getz, Cheryl.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Getz, Cheryl.....CS 4 (FR - 10:45) Grand Hall B (LL2)

- Getz, Cheryl.....CS 6 (FR 15:00) Grand Hall C (LL2)
- Gigliotti, Ralph A.....CS 3 (TH 15:00) Hanover Hall A-B (LL2)

Gigliotti, Ralph A.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Gigliotti, Ralph A.....CS 9 (SA - 10:15) The Learning Center (LL1) Gleason, Michael C.....CS 5 (FR - 12:15) Grand Hall A (LL2) Glick-Smith, Judith L....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Glover, Malcolm.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Glover, Malcolm.....CS 2 (TH - 12:15) Grand Hall B (LL2) Goertzen, Brent.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Goings, Carolyn Smith.....CS 9 (SA - 10:15) Hanover Hall E (LL2) Goldman Schuyler, Kathryn.....CS 4 (FR - 10:45) Grand Hall B (LL2) Goldman Schuyler, Kathryn.....CS 7 (FR - 16:30) The Learning Center (LL1) Gonzalez, Eddie.....CS 8 (SA - 9:00) Grand Hall B (LL2) Gonzalez, Eddie.....CS 9 (SA - 10:15) Grand Hall D (LL2) Graham, Donna C.....CS 5 (FR - 12:15) Inman (LL3) Gray, Tamara L.....CS 1 (TH - 10:45) Hanover Hall F (LL2) Greenhalgh, David C.....CS 2 (TH - 12:15) Hanover Hall D (LL2) Greenhalgh, David C.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Greer, Patricia.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Grove, Kathleen S.....CS 7 (FR - 16:30) Baker (LL3) Grubb, Brad.....CS 7 (FR - 16:30) Dunwoody (LL3) Gruver, Melissa Dawn.....CS 6 (FR - 15:00) Hanover Hall E (LL2) Gruver, Melissa Dawn.....CS 8 (SA - 9:00) Hanover Hall D (LL2) Guajardo, Maria.....CS 1 (TH - 10:45) Grand Hall C (LL2) Gupta, Avina.....CS 5 (FR - 12:15) Kennesaw (LL3) Guthey, Eric R.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Guthey, Eric R.....CS 7 (FR - 16:30) Fairlie (LL3) Guthrie, Kathy.....Pre-Con (WE - 9:00) Grand Hall D (LL2) Guthrie, Kathy.....CS 5 (FR - 12:15) Grand Hall D (LL2) Guthrie, Kathy.....CS 6 (FR - 15:00) Lenox (LL3) H Haacker, William C.....CS 7 (FR - 16:30) Grand Hall C (LL2) Hale, Jeff R.....CS 7 (FR - 16:30) Hanover Hall E (LL2) Hamilton, Marcellina K.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Hamp, Jacqueline.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Han, Belinda S.....CS 7 (FR - 16:30) Baker (LL3) Hanna, Sayuri D.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Hanna, Sayuri D.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Hardy, Michael C....CS 3 (TH - 15:00) Grand Hall A (LL2) Harrington, Maura J.....CS 6 (FR - 15:00) Grand Hall B (LL2) Harris, Brigitte.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Harris, Brigitte.....CS 4 (FR - 10:45) Baker (LL3) Harrison III, Steadman D.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Harrison III, Steadman D.....CS 1 (TH - 10:45) Hanover Hall E (LL2) Harter, Nathan.....CS 4 (FR - 10:45) Hanover Hall C (LL2) Harvey, Michael.....CS 5 (FR - 12:15) Courtland (LL3) Harvey, Michael.....CS 6 (FR - 15:00) Hanover Hall C (LL2) Hastings, Lindsay.....CS 5 (FR - 12:15) Grand Hall D (LL2) Hastings, Lindsay.....CS 8 (SA - 9:00) Grand Hall C (LL2) Hayden, Joshua.....CS 4 (FR - 10:45) Grand Hall C (LL2) Heifetz, Ronald.....CS 4 (FR - 10:45) Grand Hall A (LL2) Hellstrom, David.....CS 4 (FR - 10:45) Grand Hall C (LL2)

Hellstrom, David.....CS 6 (FR - 15:00) Grand Hall A (LL2) Hellstrom, David.....CS 8 (SA - 9:00) Grand Hall A (LL2) Henck, Andrew.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Henderikse, Wilma.....CS 9 (SA - 10:15) Courtland (LL3) Herd, Ann.....CS 7 (FR - 16:30) Hanover Hall D (LL2) Hernandez, Kathy-Ann C.....CS 3 (TH - 15:00) Grand Hall D (LL2) Herndon, Keith.....CS 2 (TH - 12:15) Hanover Hall C (LL2) Heuvel, Sean M.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Hewett, Julie.....CS 7 (FR - 16:30) Courtland (LL3) Heykoop, Cheryl.....CS 3 (TH - 15:00) Inman (LL3) Heykoop, Cheryl.....CS 4 (FR - 10:45) Courtland (LL3) Heykoop, Cheryl.....CS 7 (FR - 16:30) Kennesaw (LL3) Hickman, Gill R.....CS 3 (TH - 15:00) Grand Hall C (LL2) Hicks, Douglas A.....CS 3 (TH - 15:00) Greenbriar (LL3) Hicks, Susan G.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Hicks, Susan G.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Hidalgo, Javier.....CS 1 (TH - 10:45) Hanover Hall C (LL2) Higano, Mikinari.....CS 1 (TH - 10:45) Grand Hall C (LL2) Hill, Jo Anne.....CS 4 (FR - 10:45) Inman (LL3) Hinck, John M.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Hinrichs, Troy.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Hodge, Megan.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Hofmann-Pinilla, Amparo.....CS 1 (TH - 10:45) Hanover Hall E (LL2) Holland, Carol A.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Holmes, Maja H.....CS 8 (SA - 9:00) Dunwoody (LL3) Hopman, Nikol.....CS 6 (FR - 15:00) Fairlie (LL3) Hopman, Nikol.....CS 9 (SA - 10:15) Lenox (LL3) Horton, Leah S.....CS 5 (FR - 12:15) Grand Hall D (LL2) Hoyt, Crystal L.....CS 3 (TH - 15:00) Grand Hall C (LL2) Hubenschmidt, Holly.....CS 9 (SA - 10:15) The Learning Center (LL1) Huebner, Elizabeth.....CS 4 (FR - 10:45) Dunwoody (LL3) Humphrey, Ronald.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Humphrey, Ronald H.....CS 4 (FR - 10:45) Greenbriar (LL3) Humphrey, Ronald H.....CS 5 (FR - 12:15) Grand Hall B (LL2) Hurwitz, Marc.....CS 3 (TH - 15:00) The Learning Center (LL1) Hurwitz, Marc.....CS 4 (FR - 10:45) The Learning Center (LL1) Hurwitz, Marc.....CS 7 (FR - 16:30) Grand Hall A (LL2) Hurwitz, Samantha.....CS 7 (FR - 16:30) Grand Hall A (LL2) Huxford Davis, Bethany.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Hylan, David W.....CS 7 (FR - 16:30) Grand Hall C (LL2) Idrovo Carlier, Sandra.....CS 9 (SA - 10:15) Courtland (LL3) Ilac, Emerald Jay D.....CS 1 (TH - 10:45) Grand Hall D (LL2) Ingold, Kimberly E.....CS 1 (TH - 10:45) Baker (LL3) Inman, Natalie.....CS 4 (FR - 10:45) Grand Hall C (LL2) Ito, Ai....CS 2 (TH - 12:15) Hanover Hall D (LL2) J Jackson, J. Kasi.....CS 8 (SA - 9:00) Dunwoody (LL3)

Jackson, J. Kast.....CS 8 (SA - 9:00) Dunwoody (LL3) Jackson, Lonnie.....CS 2 (TH - 12:15) Grand Hall B (LL2) Jackson, Terry.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)

Javidan, Mansour.....Pre-Con (WE - 9:00) Hanover Hall B (LL2)

- Jefferson, Frederick C.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Jenkins, Daniel.....Pre-Con (WE 9:00) Grand Hall D (LL2)
- Jenkins, Daniel.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Jenkins, Daniel.....CS 5 (FR 12:15) Courtland (LL3)
- Jimenez Luque, Antonio.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Jimenez Luque, Antonio.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Johansson, Clare.....CS 7 (FR 16:30) Hanover Hall E (LL2)
- Johnson, Amber A.....CS 2 (TH 12:15) Lenox (LL3)
- Johnson, Amber A.....CS 6 (FR 15:00) Hanover Hall D (LL2)
- Johnson, Amber A.....CS 9 (SA 10:15) Grand Hall B (LL2)
- Johnson, Iris D.....CS 5 (FR 12:15) The Learning Center (LL1)
- Johnson, Julie I.....CS 8 (SA 9:00) Grand Hall B (LL2) Jones, Caroline M....CS 2 (TH - 12:15) Courtland (LL3)
- Jones, Jennifer A.....ESRC (TH 16:45) Regency Ballroom V (LL1)
- Jones, Jennifer A.....CS 4 (FR 10:45) Fairlie (LL3) Jones, Stacy Bishop.....CS 8 (SA - 9:00) Grand Hall B (LL2) Joyce, Stephen E.....CS 9 (SA - 10:15) Hanover Hall C (LL2) Jundt, Michaelann.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)

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Kastle, Seth.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)
Kaufman, Ariel L.....CS 1 (TH - 10:45) Hanover Hall E (LL2)
Kaufman, Ariel L.....CS 9 (SA - 10:15) Lenox (LL3)
Kaufman, Eric K.....CS 2 (TH - 12:15) Grand Hall D (LL2)
Kaufman, Eric K.....CS 3 (TH - 15:00) Baker (LL3)
Kaufman, Eric K.....ESRC (TH - 16:45) Regency Ballroom V
      (LL1)
Keen, Maritza.....CS 5 (FR - 12:15) Hanover Hall A-B (LL2)
Kellerman, Barbara.....CS 6 (FR - 15:00) Grand Hall C (LL2)
Kellerman, Barbara.....CS 7 (FR - 16:30) Grand Hall A (LL2)
Kellerman, Barbara.....CS 9 (SA - 10:15) Grand Hall A (LL2)
Kempster, Steve ..... Pre-Con (WE - 9:00) Clarkson Community
      Centre/Emerson Univ.
Kempster, Steve.....CS 3 (TH - 15:00) Fairlie (LL3)
Kessenich, Katherine.....CS 6 (FR - 15:00) Grand Hall A (LL2)
Kessenich, Katherine.....CS 9 (SA - 10:15) Dunwoody (LL3)
Kim, Charles.....CS 6 (FR - 15:00) Grand Hall B (LL2)
Kim, Jungsun.....CS 6 (FR - 15:00) Hanover Hall E (LL2)
Kim, Kyoung Yong.....CS 5 (FR - 12:15) Hanover Hall E (LL2)
Kimmel, Karen.....Pre-Con (WE - 9:00) Hanover Hall A (LL2)
Kindle, Shawn J.....CS 3 (TH - 15:00) The Learning Center (LL1)
Kirsch, Robert.....RT (TH - 16:45) Centennial Ballroom III-IV
      (LL1)
Klau, Max B.....CS 7 (FR - 16:30) The Learning Center (LL1)
Klau, Max B.....CS 8 (SA - 9:00) Baker (LL3)
Klaus, Tom.....CS 5 (FR - 12:15) Lenox (LL3)
Klaus, Tom.....CS 6 (FR - 15:00) Hanover Hall A-B (LL2)
Klaus, Tom.....CS 9 (SA - 10:15) Lenox (LL3)
Klein, Nathan D.....CS 1 (TH - 10:45) Grand Hall B (LL2)
Klenke, Karin.....CS 5 (FR - 12:15) Hanover Hall C (LL2)
Kliewer, Brandon.....Pre-Con (WE - 13:00) Hanover Hall B (LL2)
Klinger, Emily.....RT (TH - 16:45) Centennial Ballroom III-IV
      (LL1)
Knoch, Karen L.....CS 5 (FR - 12:15) Hanover Hall F (LL2)
Knouse, Laura.....CS 3 (TH - 15:00) Grand Hall C (LL2)
Komives, Susan R.....CS 3 (TH - 15:00) Grand Hall B (LL2)
Koonce, Kimberley A.....RT (TH - 16:45) Centennial Ballroom
     IIÍ-IV (LL1)
Koonce, Rob.....CS 3 (TH - 15:00) Hanover Hall E (LL2)
Koonce, Rob.....CS 6 (FR - 15:00) Greenbriar (LL3)
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Korgan, Zeynep.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)

Korotov, Konstantin.....CS 2 (TH - 12:15) Hanover Hall F (LL2)

Korotov, Konstantin.....CS 7 (FR - 16:30) Fairlie (LL3)

Kosempel, Paul.....CS 1 (TH - 10:45) The Learning Center (LL1) Kosempel, Paul.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)

- Kosempel, Paul.....CS 8 (SA 9:00) Hanover Hall A-B (LL2) Kueppers, Mark R.....CS 1 (TH - 10:45) Hanover Hall E (LL2) Kutsyuruba, Benjamin.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)
- Kutsyuruba, Benjamin.....CS 4 (FR 10:45) Greenbriar (LL3) Kutsyuruba, Benjamin.....CS 6 (FR - 15:00) Inman (LL3)
- <u>L____</u>
- Lacerda, Teresa Correia de.....CS 6 (FR 15:00) Baker (LL3) Lagomarsino, Raul.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) LaMagdeleine, Donald.....CS 6 (FR - 15:00) Hanover Hall C (LL2)
- Lane, Emily.....CS 7 (FR 16:30) Hanover Hall E (LL2)
- Lane, Emily.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Larsson, Magnus.....CS 1 (TH 10:45) Grand Hall A (LL2)
- Latimer, Melissa.....CS 8 (SA 9:00) Dunwoody (LL3)
- LaValley, Judith B.....CS 9 (SA 10:15) Hanover Hall A-B (LL2) Lawson, Sharita.....RT (TH - 16:45) Centennial Ballroom III-IV
- (LL1)
- Le Ber, Marlene Janzen.....CS 1 (TH 10:45) Greenbriar (LL3)
- Le Ber, Marlene.....ESRC (TH 16:45) Regency Ballroom V (LL1)
- Le Ber, Marlene Janzen.....CS 9 (SA 10:15) Hanover Hall A-B (LL2)
- Ledbetter, Bernice.....CS 7 (FR 16:30) Baker (LL3)
- Lee, Chance.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Lee, Chance.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Lee, Walter.....CS 7 (FR 16:30) Hanover Hall D (LL2)
- Lemoine, James.....CS 1 (TH 10:45) Grand Hall B (LL2)
- Lemoine, James.....CS 2 (TH 12:15) Inman (LL3)
- Lemons, Laura.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Lemons, Laura.....CS 5 (FR 12:15) Greenbriar (LL3)
- Lemons, Laura.....CS 8 (SA 9:00) The Learning Center (LL1)
- LeNir, Philip.....Post-Con (SA 14:00) Hanover Hall A (LL2)
- Levy Shankman, Marcy.....CS 1 (TH 10:45) Lenox (LL3)
- Lewis, Jason E.....CS 4 (FR 10:45) Hanover Hall G (LL2)
- Lewis, Jenifer L.....CS 4 (FR 10:45) Hanover Hall G (LL2)
- Lewis, Phillip V.....CS 4 (FR 10:45) Hanover Hall C (LL2)
- Lin, Steven.....CS 1 (TH 10:45) The Learning Center (LL1)
- Linehan, Debora.....CS 8 (SA 9:00) Hanover Hall F (LL2)
- Linenberger, Stephen J.....Post-Con (SA 14:00) WonderRoot Community Art Center Gallery
- Lipman-Blumen, Jean.....ESRC (TH 16:45) Regency Ballroom V (LL1)
- Lipman-Blumen, Jean C.....CS 6 (FR 15:00) Grand Hall B (LL2)
- Litwak, Jessica.....CS 1 (TH 10:45) Inman (LL3)
- Livingston, Serena R.....ESRC (TH 16:45) Regency Ballroom V (LL1)
- Livingston, Serena R.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Lo, Francesca.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Longman, Karen A.....CS 1 (TH 10:45) Greenbriar (LL3)
- Longman, Karen A.....CS 3 (TH 15:00) Grand Hall D (LL2)
- Longman, Karen A.....ESRC (TH 16:45) Regency Ballroom V (LL1)

Longman, Karen A.....CS 7 (FR - 16:30) Baker (LL3) Lorensen, Marianne.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Love, Carolyn D.....CS 3 (TH - 15:00) Hanover Hall C (LL2) Lowe, Kevin B.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Lowe, Kevin B.....CS 2 (TH - 12:15) Hanover Hall F (LL2) Lowe, Kevin.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Luan, Zhi.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Luan, Zhi.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Ludema, Jim.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Ludema, Jim.....CS 4 (FR - 10:45) Hanover Hall F (LL2) Ludema, Jim.....CS 6 (FR - 15:00) Hanover Hall D (LL2) Ludema, Jim.....CS 9 (SA - 10:15) Grand Hall B (LL2) Ludorf, Mark R.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Luethke, Tiffani.....CS 6 (FR - 15:00) Grand Hall D (LL2) Lundblad, Warren.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Lunsford, Laura.....CS 8 (SA - 9:00) Grand Hall A (LL2) M Mack, Vincent L..... Pre-Con (WE - 9:00) Georgia State University Madsen, Susan R.....CS 1 (TH - 10:45) Greenbriar (LL3) Madsen, Susan R.....CS 6 (FR - 15:00) Grand Hall C (LL2) Magee, Shekinah.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) MaGee, Tamiko.....CS 3 (TH - 15:00) The Learning Center (LL1) Majee, Wilson.....CS 7 (FR - 16:30) Grand Hall D (LL2) Mann, Susan.....CS 2 (TH - 12:15) Grand Hall C (LL2) Mann, Susan.....CS 9 (SA - 10:15) Hanover Hall D (LL2) Manning-Ouellette, Amber.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Manning-Ouellette, Amber.....CS 4 (FR - 10:45) Grand Hall D (ĽL2) Mantel, Michael.....CS 2 (TH - 12:15) Lenox (LL3) Marcy, Benjamin J.....CS 2 (TH - 12:15) Dunwoody (LL3) Marcy, Benjamin J.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Marks, Liron.....CS 5 (FR - 12:15) Hanover Hall F (LL2) Marks, Liron.....CS 7 (FR - 16:30) Courtland (LL3) Martin, Beth.....CS 2 (TH - 12:15) Grand Hall D (LL2) Martin, Robin.....CS 1 (TH - 10:45) Courtland (LL3) Martin, Robin.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Martin, Suzanne S.....CS 2 (TH - 12:15) Grand Hall B (LL2) Martineau, Jennifer.....CS 5 (FR - 12:15) Hanover Hall E (LL2) Martinez, Cynthia A.....CS 9 (SA - 10:15) Grand Hall C (LL2) Matamala, George.....CS 5 (FR - 12:15) Inman (LL3) Matamala, Shana L.....CS 5 (FR - 12:15) Inman (LL3) Matkin, Gina S.....CS 6 (FR - 15:00) Grand Hall D (LL2) McClellan, Rhonda.....Pre-Con (WE - 9:00) Grand Hall B (LL2) McClellan, Rhonda.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) McClellan, Rhonda.....ESRC (TH - 16:45) Regency Ballroom V (LL1) McCline, Richard L.....CS 2 (TH - 12:15) Hanover Hall C (LL2) McCline, Richard L.....CS 4 (FR - 10:45) Fairlie (LL3) McCline, Richard L.....CS 8 (SA - 9:00) Kennesaw (LL3) McCluney, Courtney.....CS 6 (FR - 15:00) Dunwoody (LL3) McCluney, Courtney.....CS 9 (SA - 10:15) Hanover Hall E (LL2) McDougall, Heather.....CS 4 (FR - 10:45) Grand Hall D (LL2) McElravy, L.J.....CS 8 (SA - 9:00) Grand Hall C (LL2) McFadden, Jenese.....CS 2 (TH - 12:15) Hanover Hall D (LL2)

McFadden, Jenese.....ESRC (TH - 16:45) Regency Ballroom V (LL1) McIntyre Miller, Whitney.....CS 8 (SA - 9:00) Grand Hall D (LL2) McKee, Katherine E.....CS 7 (FR - 16:30) Hanover Hall G (LL2) McKengney, Daniel.....CS 1 (TH - 10:45) Kennesaw (LL3) Mclaughlin, Conor.....CS 6 (FR - 15:00) Hanover Hall F (LL2) McLaughlin, Patricia J.....ESRC (TH - 16:45) Regency Ballroom V (LL1) McLaughlin, Patricia J.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) McManus, Robert.....CS 2 (TH - 12:15) Courtland (LL3) McNutt, Mindy S.....CS 2 (TH - 12:15) Hanover Hall C (LL2) Meehan, Deborah M.....CS 1 (TH - 10:45) Fairlie (LL3) Mendenhall, Mark E.....Pre-Con (WE - 13:00) Hanover Hall A (LL2) Merliss, Jane.....CS 8 (SA - 9:00) Hanover Hall F (LL2) Metcalf, Gary S.....CS 7 (FR - 16:30) Hanover Hall F (LL2) Metcalf, Maureen.....CS 8 (SA - 9:00) Greenbriar (LL3) Midouhas, Helen M.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Minner, William.....Pre-Con (WE - 13:00) Delta Air Headquarters Minner, William.....CS 2 (TH - 12:15) Hanover Hall A-B (LL2) Miser, Martha F.....CS 3 (TH - 15:00) Hanover Hall C (LL2) Moody, David.....CS 2 (TH - 12:15) Lenox (LL3) Moorcroft, Melanie.....CS 4 (FR - 10:45) Baker (LL3) Moorcroft, Melanie.....CS 7 (FR - 16:30) Grand Hall D (LL2) Moreland, Jeremy.....CS 2 (TH - 12:15) The Learning Center (LL1) Moreland, Jeremy.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Morgan, Ebere.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Morgan Marshall, Joy.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Morgan Marshall, Joy.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Morgan Roberts, Laura.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Moss Breen, Jennifer.....CS 2 (TH - 12:15) Grand Hall B (LL2) Moss Breen, Jennifer.....CS 9 (SA - 10:15) Hanover Hall C (LL2) Moss Breen, Jennifer.....Post-Con (SA - 14:00) WonderRoot Community Art Center Gallery Mrozkova, Ivana.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Mrozkova, Ivana.....CS 4 (FR - 10:45) Grand Hall D (LL2) Mullaney, Kevin.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Mungaray, Kimberly R.....RT (TH - 16:45) Centennial Ballroom III-ÍV (LL1) Mungaray, Kimberly R.....CS 6 (FR - 15:00) Grand Hall D (LL2) Murphy, Susan E.....CS 1 (TH - 10:45) Grand Hall A (LL2) Murrah-Hanson, Laurie.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Murrah-Hanson, Laurie.....CS 9 (SA - 10:15) Greenbriar (LL3) N Nanton, Carmela.....CS 1 (TH - 10:45) Hanover Hall F (LL2) Nasmyth, Guy.....CS 7 (FR - 16:30) Kennesaw (LL3) Ngamkanok, Sumet.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Nichols, Austin Lee.....CS 7 (FR - 16:30) Hanover Hall F (LL2) Nicholson, Margie A.....CS 5 (FR - 12:15) Hanover Hall D (LL2) Norback, Gunnar.....CS 1 (TH - 10:45) The Learning Center (LL1)

Norcross, Melissa.....CS 9 (SA - 10:15) Grand Hall B (LL2) Northouse, Peter G.....CS 4 (FR - 10:45) Hanover Hall F (LL2) Northouse, Peter G.....CS 6 (FR - 15:00) Hanover Hall D (LL2)

- 0 Obasanjo, Ivabo.....CS 1 (TH - 10:45) Hanover Hall F (LL2) O'Brien, Tim.....CS 8 (SA - 9:00) Courtland (LL3) Odokara, Carron.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) O'Keefe, Michael P.....CS 9 (SA - 10:15) Kennesaw (LL3) Okpala, Comfort O....CS 2 (TH - 12:15) Baker (LL3) Okpala, Comfort.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Okpala, Comfort O.....CS 5 (FR - 12:15) Fairlie (LL3) Olagunju, Segun.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Olagunju, Segun.....CS 7 (FR - 16:30) Hanover Hall A-B (LL2) Olson, Linda G.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Olson, Linda G.....CS 4 (FR - 10:45) Grand Hall C (LL2) Olson, Linda G.....CS 9 (SA - 10:15) Baker (LL3) Olson, Linda G.....CS 8 (SA - 9:00) Hanover Hall A-B (LL2) Olson Sanders, Tova.....Pre-Con (WE - 9:00) Grand Hall B (LL2) Olson Sanders, Tova.....CS 2 (TH - 12:15) Baker (LL3) Orr, Sarah S.....CS 6 (FR - 15:00) Grand Hall B (LL2) Orr, Sarah S.....CS 9 (SA - 10:15) Hanover Hall F (LL2) Otter, Ken.....CS 7 (FR - 16:30) Greenbriar (LL3) Otter, Ken.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Owen, Julie E.....Pre-Con (WE - 13:00) Hanover Hall B (LL2) Owen, Julie E.....CS 3 (TH - 15:00) Grand Hall B (LL2) Owen, Julie.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Owen, Julie E.....CS 6 (FR - 15:00) Baker (LL3) Pace, Cindy R.....CS 4 (FR - 10:45) Hanover Hall E (LL2) Pace, Cindy R.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1)Palkar, Trupti.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Pallone, Linda.....CS 3 (TH - 15:00) Hanover Hall E (LL2) Pallone, Linda.....CS 7 (FR - 16:30) Grand Hall D (LL2) Pardi, Lita.....CS 2 (TH - 12:15) Grand Hall C (LL2) Pardi, Lita.....CS 9 (SA - 10:15) Hanover Hall D (LL2) Parsa, Fariba.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Patent, Jason D.....CS 4 (FR - 10:45) Grand Hall C (LL2) Patterson, Jeneva.....CS 1 (TH - 10:45) Grand Hall A (LL2) Patterson, Kathleen A.....CS 7 (FR - 16:30) Hanover Hall D (LL2) Patterson, Kathleen A.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Patton, Cheryl.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Paxton, Doug E.....CS 3 (TH - 15:00) Lenox (LL3) Payne, Adam.....CS 5 (FR - 12:15) Courtland (LL3) Pearson, Nathaniel G.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Pelton, Emily.....CS 5 (FR - 12:15) Hanover Hall A-B (LL2) Penha Vasconcelos, Carla.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Penney, Sherry H.....CS 6 (FR - 15:00) Grand Hall C (LL2) Pennington Weeks, Penny.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Perryman, Donald.....CS 3 (TH - 15:00) Courtland (LL3) Petersen, Brian A.....CS 2 (TH - 12:15) Baker (LL3) Petersen, Brian A.....CS 5 (FR - 12:15) Hanover Hall G (LL2) Petit, Valerie.....CS 5 (FR - 12:15) Hanover Hall C (LL2) Petit, Valerie.....CS 6 (FR - 15:00) Baker (LL3) Pfohl, Richard M.....CS 7 (FR - 16:30) Hanover Hall D (LL2) Phelps, Kirstin.....Pre-Con (WE - 9:00) Grand Hall D (LL2) Phelps, Kirstin.....CS 2 (TH - 12:15) Hanover Hall F (LL2)
- Phelps, Kirstin.....ESRC (TH 16:45) Regency Ballroom V (LL1)

Pitichat, Thiraput.....CS 2 (TH - 12:15) Fairlie (LL3) Pitichat, Thiraput.....ESRC (TH - 16:45) Regency Ballroom V (ĹL1) Poon, Randy.....CS 2 (TH - 12:15) Hanover Hall G (LL2) Poon, Randy.....CS 7 (FR - 16:30) Hanover Hall E (LL2) Porter, Jessica L.....CS 3 (TH - 15:00) Hanover Hall C (LL2) Porter, Val.....CS 2 (TH - 12:15) Grand Hall C (LL2) Porter, Val.....CS 9 (SA - 10:15) Hanover Hall D (LL2) Pouwels, Babette.....CS 9 (SA - 10:15) Courtland (LL3) Priest, Kerry L.....Pre-Con (WE - 13:00) Hanover Hall B (LL2) Priest, Kerry L.....CS 5 (FR - 12:15) Hanover Hall G (LL2) Prilipko, Eve.....CS 5 (FR - 12:15) Grand Hall B (LL2) Prilipko, Eve.....CS 7 (FR - 16:30) Fairlie (LL3) Provizer, Norman.....CS 9 (SA - 10:15) Baker (LL3) Pyle, Lori K.....CS 2 (TH - 12:15) Kennesaw (LL3) Q Qvortrup, Matt H.....CS 3 (TH - 15:00) Grand Hall A (LL2) Rainey, Marvin.....CS 9 (SA - 10:15) Grand Hall D (LL2) Rasmussen, Catherine.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Rawlings-Goss, Renata.....CS 8 (SA - 9:00) Grand Hall B (LL2) Read, J. Basil.....CS 5 (FR - 12:15) Grand Hall A (LL2) Rechtman, Janet E.....CS 1 (TH - 10:45) Hanover Hall A-B (LL2) Reed, Bartholomew.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Reed, George E.....CS 6 (FR - 15:00) Hanover Hall F (LL2) Reed, Sara A.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Reed, Sara A.....CS 5 (FR - 12:15) Greenbriar (LL3) Reid, Wilbur.....CS 6 (FR - 15:00) The Learning Center (LL1) Rein, Laura O.....CS 9 (SA - 10:15) The Learning Center (LL1) Remke, Robyn.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Rempfer McCain, Kate.....CS 5 (FR - 12:15) Courtland (LL3) Resendez, Misty.....CS 7 (FR - 16:30) Dunwoody (LL3) Rhode, Deborah L.....CS 6 (FR - 15:00) Grand Hall C (LL2) Ricke-Kiely, Theresa.....CS 8 (SA - 9:00) Grand Hall D (LL2) Riggio, Ron....ESRC (TH - 16:45) Regency Ballroom V (LL1) Robalino, Gladys A.....CS 3 (TH - 15:00) Grand Hall D (LL2) Robbins, Stacey E.....CS 5 (FR - 12:15) Kennesaw (LL3) Roberto, Amy.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Roberts, Daniel L.....CS 8 (SA - 9:00) Hanover Hall C (LL2) Roberts, Darryl D.....CS 3 (TH - 15:00) Courtland (LL3) Roberts, Dennis C.....CS 3 (TH - 15:00) Grand Hall B (LL2) Roberts, Kathleen.....CS 1 (TH - 10:45) Courtland (LL3) Roberts, Kathleen.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Roberts, Laura Morgan.....CS 3 (TH - 15:00) Courtland (LL3) Roberts, Laura Morgan.....CS 4 (FR - 10:45) Hanover Hall E (LL2) Roberts, Laura Morgan.....CS 6 (FR - 15:00) Dunwoody (LL3) Roberts, Laura Morgan.....CS 9 (SA - 10:15) Hanover Hall E (LL2) Roberts, Taylor P.....CS 4 (FR - 10:45) Grand Hall B (LL2) Robinson, Jill L.....CS 6 (FR - 15:00) Grand Hall B (LL2) Robinson, Paula.....CS 2 (TH - 12:15) Fairlie (LL3) Robinson, Paula.....CS 7 (FR - 16:30) Greenbriar (LL3) Robinson, Russell.....CS 4 (FR - 10:45) Baker (LL3) Robinson, Russell.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Robinson, Tracy.....CS 1 (TH - 10:45) Greenbriar (LL3)

- Rocco, Melissa L....CS 4 (FR 10:45) Hanover Hall D (LL2)
- Rodriguez, Beatriz.....CS 4 (FR 10:45) Inman (LL3)

Rogers, Nancy.....CS 1 (TH - 10:45) Hanover Hall D (LL2) Romero, Jesus.....CS 8 (SA - 9:00) Hanover Hall D (LL2) Rosch, David M.....CS 2 (TH - 12:15) Hanover Hall F (LL2) Rosch, David M.....CS 3 (TH - 15:00) Grand Hall B (LL2) Rosch, David M.....CS 4 (FR - 10:45) Lenox (LL3) Rosch, David M.....CS 8 (SA - 9:00) Grand Hall C (LL2) Rosende, Alberto C.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Ross, Garth.....CS 2 (TH - 12:15) Hanover Hall E (LL2) Rosser-Mims, Dionne.....CS 3 (TH - 15:00) The Learning Center (LL1) Rosser-Mims, Dionne.....CS 4 (FR - 10:45) Fairlie (LL3) Rosser-Mims, Dionne.....CS 6 (FR - 15:00) Kennesaw (LL3) Rubenstein, Leanne.....Pre-Con (WE - 9:00) Clarkson Community Centre/Emerson Univ. Ruiz, Lisa.....CS 4 (FR - 10:45) Hanover Hall F (LL2) Rupert, Lyle M.....CS 5 (FR - 12:15) Fairlie (LL3) Russell, Mia B.....CS 4 (FR - 10:45) Grand Hall B (LL2) Russell, Michael.....CS 1 (TH - 10:45) Hanover Hall A-B (LL2) Russo, Charline S.....CS 6 (FR - 15:00) Kennesaw (LL3) Rutstein-Riley, Amy.....CS 1 (TH - 10:45) Hanover Hall G (LL2) Ryan, Susan.....CS 3 (TH - 15:00) Hanover Hall E (LL2) S Saint-Michel, Sarah.....CS 5 (FR - 12:15) Hanover Hall C (LL2) Salovaara, Perttu.....CS 5 (FR - 12:15) Grand Hall D (LL2) Saltiel, Iris M.....CS 6 (FR - 15:00) Kennesaw (LL3) Sanga, Kabini F.....CS 1 (TH - 10:45) Grand Hall C (LL2) Satterwhite, Rian J..... Pre-Con (WE - 13:00) Hanover Hall B (LL2) Satterwhite, Rian J.....CS 7 (FR - 16:30) Inman (LL3) Sayer, Nancy.....CS 4 (FR - 10:45) Hanover Hall F (LL2) Schmidt, John.....Post-Con (SA - 14:00) WonderRoot Community Art Center Gallery Schockman, H. Eric.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Schuder, Karen L.....CS 4 (FR - 10:45) The Learning Center (LL1) Schwartz, Arthur.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Schwartz, Arthur J.....CS 5 (FR - 12:15) Courtland (LL3) Schwartz, Arthur J.....CS 6 (FR - 15:00) Greenbriar (LL3) Seal, Susan.....CS 8 (SA - 9:00) The Learning Center (LL1) Searfoss, Jullien.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Sechrest, Tom.....CS 4 (FR - 10:45) Greenbriar (LL3) Secrest, Kerry.....CS 9 (SA - 10:15) Hanover Hall F (LL2) Secrett, Gillian.....CS 1 (TH - 10:45) Fairlie (LL3) Secrett, Gillian.....CS 3 (TH - 15:00) Grand Hall A (LL2) Seemiller, Corey.....CS 4 (FR - 10:45) Lenox (LL3) Seemiller, Corey.....CS 6 (FR - 15:00) Hanover Hall E (LL2) Sekerli, Semiha B.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Shapiro, Mary.....CS 9 (SA - 10:15) Hanover Hall F (LL2) Sherrill, Robynne L.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Sherrill, Robynne L.....CS 5 (FR - 12:15) Grand Hall B (LL2) Shoup, John R.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Shoup, John R.....CS 7 (FR - 16:30) Hanover Hall F (LL2) Silberg, Gregg S.....CS 7 (FR - 16:30) Hanover Hall D (LL2) Slack, Craig E.....CS 3 (TH - 15:00) Grand Hall B (LL2) Slack, Craig E.....CS 5 (FR - 12:15) Hanover Hall G (LL2) Sloan, Margaret F.....CS 3 (TH - 15:00) Hanover Hall F (LL2) Smith, David B.....CS 9 (SA - 10:15) Grand Hall B (LL2) Smith, Deborah N.....RT (TH - 16:45) Centennial Ballroom III-IV

(LL1) Smith, Steven L.....CS 6 (FR - 15:00) Greenbriar (LL3) Smith, Steven L.....CS 7 (FR - 16:30) Greenbriar (LL3) Sobczak, Patricia D.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Sohawon, Mahboob S.....CS 1 (TH - 10:45) Grand Hall C (LL2) Sohmen, Victor S.....CS 5 (FR - 12:15) Inman (LL3) Sohmen, Victor S.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Solomon, Marla J.....CS 9 (SA - 10:15) Hanover Hall F (LL2) Sorenson, Georgia.....CS 1 (TH - 10:45) Fairlie (LL3) Sorenson, Georgia.....CS 3 (TH - 15:00) Grand Hall A (LL2) Soria, Krista M.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Soria, Krista M.....CS 4 (FR - 10:45) Grand Hall C (LL2) Soria, Krista M.....CS 8 (SA - 9:00) Grand Hall A (LL2) Sowcik, Matthew J.....CS 2 (TH - 12:15) Courtland (LL3) Sowcik, Matthew J.....CS 4 (FR - 10:45) Lenox (LL3) Sowcik, Matthew J.....CS 7 (FR - 16:30) Hanover Hall C (LL2) Spoor, Nicole.....Poster (FR - 18:15) Centennial Ballroom III-IV (LL1) Stanberry, Joanna.....CS 2 (TH - 12:15) Dunwoody (LL3) Stanberry, Joanna.....CS 5 (FR - 12:15) The Learning Center (LL1) Stanberry, Joanna.....CS 7 (FR - 16:30) The Learning Center (LL1) Stedman, Nicole.....CS 2 (TH - 12:15) Fairlie (LL3) Stedman, Nicole.....CS 7 (FR - 16:30) Hanover Hall C (LL2) Steel, Barbara.....CS 4 (FR - 10:45) Hanover Hall F (LL2) Stefanco, Carolyn J.....CS 9 (SA - 10:15) Courtland (LL3) Stefani, Lorraine.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Stefani, Lorraine.....ESRC (TH - 16:45) Regency Ballroom V (LL1) Stefani, Lorraine.....CS 4 (FR - 10:45) Baker (LL3) Stefani, Lorraine.....CS 7 (FR - 16:30) Grand Hall D (LL2) Stelljes, Andrew.....CS 3 (TH - 15:00) Grand Hall B (LL2) Stephens, Clinton M.....CS 4 (FR - 10:45) Lenox (LL3) Stevens, Michael J.....CS 3 (TH - 15:00) The Learning Center (LL1) Stewart, Alice.....CS 2 (TH - 12:15) The Learning Center (LL1) Stewart, Ashley B.....CS 1 (TH - 10:45) Fairlie (LL3) Stewart, Ashley B.....CS 2 (TH - 12:15) Grand Hall C (LL2) Stewart, Ashley B.....CS 9 (SA - 10:15) Hanover Hall D (LL2) Stewart, Jean-Anne.....CS 3 (TH - 15:00) Fairlie (LL3) Stober, Spencer S.....CS 2 (TH - 12:15) Hanover Hall C (LL2) Stober, Spencer S.....CS 5 (FR - 12:15) Hanover Hall G (LL2) Stork, Elizabeth.....CS 5 (FR - 12:15) Fairlie (LL3) Stork, Elizabeth.....CS 9 (SA - 10:15) The Learning Center (LL1) Stout, Karen L.....CS 6 (FR - 15:00) Fairlie (LL3) Strong, Jennifer.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1) Strong, Jennifer.....CS 9 (SA - 10:15) The Learning Center (LL1) Strong Jr, Robert.....CS 4 (FR - 10:45) Grand Hall C (LL2) Suarez, Cecilia E.....CS 7 (FR - 16:30) Hanover Hall C (LL2) T Tan, Sherylle.....CS 1 (TH - 10:45) Hanover Hall F (LL2) Tan, Sherylle.....CS 4 (FR - 10:45) Grand Hall D (LL2) Tan, Sherylle.....CS 6 (FR - 15:00) Hanover Hall E (LL2) Tank, Stacey.....CS 9 (SA - 10:15) Hanover Hall C (LL2) Tardiff, Stephanie.....CS 1 (TH - 10:45) The Learning Center (LL1) Tateno, Yoshikazu.....CS 1 (TH - 10:45) Grand Hall C (LL2) Taylor Jr., Leonard.....CS 3 (TH - 15:00) Hanover Hall A-B (LL2) Taylor Jr., Leonard.....CS 7 (FR - 16:30) Grand Hall B (LL2)

- Taylor, Michelle O.....CS 3 (TH 15:00) Dunwoody (LL3)
- Taylor, Michelle O.....CS 4 (FR 10:45) Grand Hall B (LL2)
- Teague, Leah Witcher.....CS 4 (FR 10:45) Kennesaw (LL3)

Tennessey, Maninder.....RT (TH - 16:45) Centennial Ballroom III-IV (LL1)

- Terry, Ted.....Pre-Con (WE 9:00) Clarkson Community Centre/ Emerson Univ.
- Thomas, Kimberly.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Thomas, Ted A.....CS 5 (FR 12:15) Greenbriar (LL3)
- Thurloway, Lynn.....CS 3 (TH 15:00) Fairlie (LL3)
- Tiglioglu, Tufan S.....CS 2 (TH 12:15) Baker (LL3)
- Tiller, Lori.....CS 6 (FR 15:00) Inman (LL3)
- Tiller, Lori.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Tolan, Cara.....ESRC (TH 16:45) Regency Ballroom V (LL1)
- Tolar, Mary H.....CS 4 (FR 10:45) Hanover Hall G (LL2)
- Tran, Dung Q.....CS 1 (TH 10:45) Dunwoody (LL3)
- Tran, Dung Q.....CS 3 (TH 15:00) Hanover Hall A-B (LL2)
- Trebow, Elizabeth....CS 2 (TH 12:15) Hanover Hall A-B (LL2)
- Trebow, Elizabeth.....CS 7 (FR 16:30) Inman (LL3)
- Tuleja, Elizabeth A.....CS 4 (FR 10:45) Fairlie (LL3)
- Tuleja, Elizabeth A.....CS 7 (FR 16:30) Fairlie (LL3)
- Turknett, Carolyn.....CS 4 (FR 10:45) Inman (LL3)
- Tutu, Naomi.....Post-Con (SA 14:00) Hanover Hall B (LL2)
- Tynan, Ty.....CS 1 (TH 10:45) Kennesaw (LL3)

- Ulvestad, Jorun.....CS 9 (SA 10:15) The Learning Center (LL1)
- Van Dellen, Stephanie A.....CS 6 (FR 15:00) Hanover Hall F (LL2)
- Van Dellen, Stephanie A.....CS 8 (SA 9:00) The Learning Center (LL1)
- Van Wingerden, Christina.....CS 9 (SA 10:15) Inman (LL3)
- VanWhy, Leroy P.....CS 4 (FR 10:45) The Learning Center (LL1) Ventura, Samantha S.....CS 5 (FR - 12:15) Dunwoody (LL3)

Villarreal, Sarah.....CS 6 (FR - 15:00) Fairlie (LL3)

- Vishwanath, Nandita.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Vogel, Bernd.....CS 2 (TH 12:15) Greenbriar (LL3) Vogel, Bernd.....CS 7 (FR - 16:30) Greenbriar (LL3)
- W
- Wairepo, Anne.....CS 7 (FR 16:30) Baker (LL3)
- Walinga, Jennifer.....CS 2 (TH 12:15) The Learning Center (LL1)
- Walinga, Jennifer.....CS 4 (FR 10:45) Baker (LL3)
- Walker, Brandy.....CS 4 (FR 10:45) Fairlie (LL3)
- Walker, Brandy.....CS 8 (SA 9:00) Kennesaw (LL3)
- Walker, Keith D.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Walker, Keith D.....CS 6 (FR 15:00) Inman (LL3)
- Walker, Steven.....CS 2 (TH 12:15) Hanover Hall A-B (LL2)
- Walker, Steven.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)

- Walker, Steven.....CS 6 (FR 15:00) The Learning Center (LL1)
- Wall, Vernon A.....CS 2 (TH 12:15) Grand Hall A (LL2)
- Ward, Andra.....CS 1 (TH 10:45) Courtland (LL3)
- Warm, Richard M.....CS 1 (TH 10:45) Hanover Hall D (LL2)
- Warm, Richard M.....Post-Con (SA 14:00) Hanover Hall F (LL2)
- Wasik, Suzan.....CS 4 (FR 10:45) Dunwoody (LL3)
- Wasit, Cherie.....CS 3 (TH 15:00) Hanover Hall E (LL2)
- Watkins, Daryl V.....CS 6 (FR 15:00) The Learning Center (LL1)
- Watkins, Sally R.....ESRC (TH 16:45) Regency Ballroom V (LL1)
- Watkins, Sally R.....CS 8 (SA 9:00) Grand Hall C (LL2)
- Webster, Natasha M.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Weeks, Susan A.....CS 5 (FR 12:15) Grand Hall A (LL2)
- Weeks, William Gerard.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Wefald, Andrew.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Welch, Marguerite.....CS 1 (TH 10:45) Kennesaw (LL3)
- Welch, Marguerite.....CS 7 (FR 16:30) Lenox (LL3)
- Werner, Linnette.....CS 4 (FR 10:45) Grand Hall C (LL2)
- Werner, Linnette.....CS 9 (SA 10:15) Dunwoody (LL3)
- Werner, Linnette.....CS 8 (SA 9:00) Grand Hall A (LL2)
- Wiggen, Todd C.....CS 7 (FR 16:30) Grand Hall B (LL2)
- Wiggen, Todd C.....CS 8 (SA 9:00) Grand Hall A (LL2)
- Wiles, Jonathan A.....CS 2 (TH 12:15) Lenox (LL3)
- Will, Thomas.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Williams, Peter E.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Williams, Sam.....CS 1 (TH 10:45) Hanover Hall A-B (LL2)
- Wilson, Patricia A.....CS 7 (FR 16:30) The Learning Center (LL1)
- Winston, Bruce E.....Pre-Con (WE 9:00) Grand Hall B (LL2)
- Wolf, Lesley.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Wolfert, Kaitlin.....Poster (FR 18:15) Centennial Ballroom III-IV (LL1)
- Wong, Jennifer.....RT (TH 16:45) Centennial Ballroom III-IV (LL1) Woodward, Alpha.....CS 1 (TH - 10:45) Inman (LL3)
- Wright, Dave.....CS 7 (FR 16:30) Fairlie (LL3)

Y

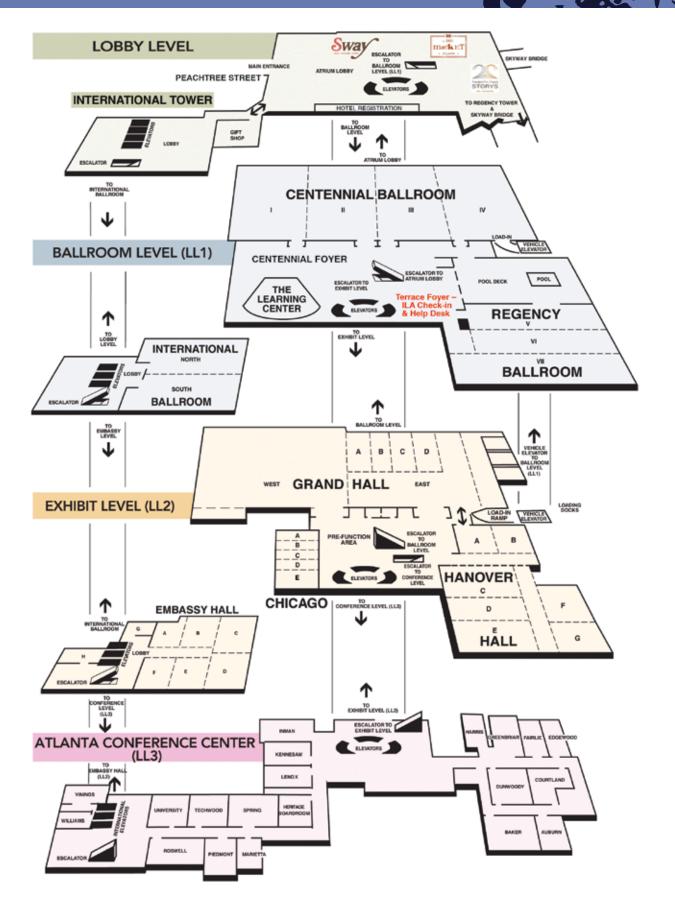
- Yannuzzi, Thomas.....RT (TH 16:45) Centennial Ballroom III-IV (LL1)
- Yannuzzi, Thomas.....CS 6 (FR 15:00) Inman (LL3)
- Yost, Kimberly.....CS 5 (FR 12:15) Hanover Hall D (LL2)
- Young, Andrea.....CS 3 (TH 15:00) Hanover Hall D (LL2)
- Yousry ElGouhary, Khaled.....CS 2 (TH 12:15) Hanover Hall G (LL2)

 \mathbf{Z}

Zimmerman, Jeffrey M.....CS 1 (TH - 10:45) Dunwoody (LL3) Zimmerman, Jeffrey M.....CS 9 (SA - 10:15) Grand Hall C (LL2) Zwemer, Diane.....CS 7 (FR - 16:30) Inman (LL3)



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