



International Leadership Association

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ILA to Receive \$100,000 to Support 2009 Global Conference in Europe

The ILA will receive \$100,000 to support the 2009 ILA global conference from the Fetzer Institute, a nonprofit, private foundation located in Kalamazoo, Michigan. This support grew out of a larger 3-year project to further develop the theory and practice of transformational leadership, led by Carol Pearson, Director of the James MacGregor Burns Academy of Leadership, and Judy Sorum Brown, an Academy Senior Fellow. The Transformational Leadership project will explore inner and outer leadership practices, and the theoretical constructs and models that explain how and why those practices work through a series of three retreats resulting in two books. There will be a session about this project in Vancouver at 8:30 AM Saturday, Nov. 3rd.

“During our proposal development meetings with the Fetzer Institute, I introduced the idea of presenting our findings at the ILA conferences, so we invited ILA Director Shelly Wilsey to join our conversations,” explained Pearson, continuing, “When the Fetzer Institute learned more about the ILA and its vision and values, they expressed interest in a second project, partnering on a future ILA global conference.”

Both projects are guided by a Stewardship Team comprised of staff members from the Fetzer Institute, the Academy of Leadership, and the ILA. Early on, the Team received funding for a planning retreat at the Fetzer Institutes’ Seasons facility. Twelve people for each project were invited to participate in a series of discussions from September 26-29 in Kalamazoo to explore the potential outcomes of each project. In addition to meeting separately, both teams met together to explore the intersections of their work and the potential synergies.

The following people met to explore the elements necessary for an outstanding ILA conference in Europe, possible themes, and potential locations: Ted Baartmans, Jeffrey Beeson, Cynthia Cherrey, Philomena Essed, Gill Hickman, Matt King, Deb Higgins, Ivana Mrozkova, Jaromir Sedlar, Shelly Wilsey, Arnaud Wirschell, Caroline van Frankenhuyzen and Caroline van Leenders. Four ILA members were also part of the transformational leadership group: Judy Brown, Carol Pearson, Dick Couto and Michael Jones.

“We spent quite a bit of time talking about how we can organize a successful, high-quality ILA conference in Europe that provides tangible benefits to participants,” said ILA Vice President Ted Baartmans. “It would be interesting to state the theme as a question that all of ILA’s constituencies could explore.” A post-conference book further exploring the question/theme, published by Jossey-Bass, will be a useful resource.

While resources limited participation in this retreat, all ILA members are invited to suggest ideas for the 2009 conference by contacting the ILA central office (ila@ila-net.org). A local planning team will formally emerge before the end of 2007. Several possible locations are being considered for this conference, including Madrid, Barcelona, Prague, and Berlin.

ILA Saddened by Recent Leadership Losses

Board

CORNER



By Ron Riggio, Kravis Leadership Institute

Renowned leadership scholar Bernard (Bernie) M. Bass passed away on Thursday, October 11, 2007, at the age of 82, in Binghamton, New York. Although he formally retired from Binghamton University's School of Management in 1993, as a Distinguished Professor of Management, Bernie continued to be very active in the field until his death.

Former colleague and frequent research collaborator, Bruce Avolio, Director of the Gallup Leadership Institute at the University of

2. Nebraska, says that "Bernie was a giant in advancing the field of leadership for over 7 decades. He was also a close friend to many colleagues around the globe, a mentor of the highest caliber and an extraordinary thinker. The field of leadership would not be as advanced as it is today without his enormous contributions to theory, research and of course the *Handbook of Leadership*." In fact, Bernie continued working with his wife, Ruth, on the fourth edition of the *Handbook*, and it will be published in 2008.



Bernard Bass (R), at an ILA 2000 in Toronto, speaks with Gill Hickman (L) & another conference attendee

Professor Bass was one of history's most influential leadership scholars, publishing two dozen books and hundreds of articles on leadership and organizational behavior. He published one of his first leadership papers in 1949, and was a steady contributor to the literature on leadership throughout his life.

In 1979, after reading James MacGregor Burns's book, *Leadership*, Professor Bass became interested in transformational leadership and developed measures to assess transformational and transactional leadership, and together with Bruce Avolio, explored the Full Range of Leadership model. This work is detailed in his books, *Leadership and Performance Beyond Expectations* (1985), *Transformational Leadership*, now in its second edition, and a series of books with Bruce Avolio. In more recent years, Bernie focused more and more on issues of leadership ethics and "authentic" transformational leaders (as opposed to "inauthentic" or "pseudotransformational" leaders).

In 1990, Bernie Bass became the founding editor of *The Leadership Quarterly*. He received the Distinguished Scientific Contributions Award from the Society of Industrial and Organizational Psychology (SIOP) in 1994, and was the recipient

of numerous other national and international awards. He lectured or delivered training workshops in more than 40 countries and was a senior scientist for the Gallup Organization. He was a member of the advisory board for the Kravis Leadership Institute at Claremont McKenna College.

Kim Jaussi, Associate Professor at Binghamton University, and a friend of the family, is collecting reflections and memories of Bernie and his influence on the field and/or the individuals in it to share with his family. Send any thoughts to kjaussi@binghamton.edu and she will be sure they get to his family.

I had the distinct pleasure of working with Bernie on the revision of his book *Transformational Leadership*, and as those who worked with him will attest, he possessed amazing intelligence, insights, and great energy. Bernie Bass was honored by his colleagues at a 2001 festschrift held at

the State University of New York at Binghamton, the proceedings of which were published in *Transformational and Charismatic Leadership: The Road Ahead* (Bruce J. Avolio and Francis J. Yammarino, Editors, JAI Press, 2002).

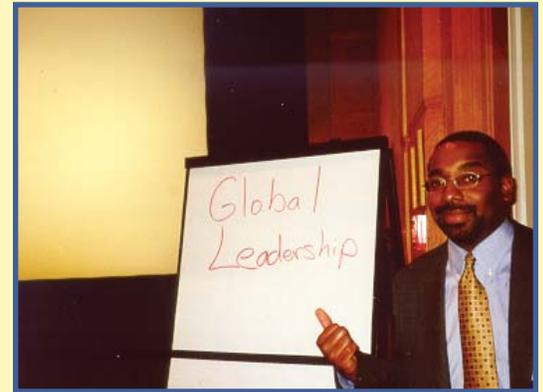
Bernie and Ruth Bass were married for more than 60 years and they had four children and many grandchildren and great grandchildren. In later years, Bernie and Ruth spent summers in Binghamton, New York and wintered in St. Petersburg, Florida. However, Bernie was a constant fixture at leadership conferences, SIOP, and the Academy of Management, where he could be found attending any and all sessions on leadership, searching for research ideas and material for the *Handbook*. He will be greatly missed.

Continued on page 3...

ILA Loses Good Friend Mark Clarence Walker

Thoughts from Terry Price, Emeritus Convenor
Leadership Scholarship MIG & Nancy Huber,
Editor of *Building Leadership Bridges*.

On September 15, 2007, the ILA lost a true friend and loyal supporter. Mark was a graduate of MIT and U.C. Berkeley, and he was an expert on leadership in the Post-Soviet Union and Eastern Europe. Mark was the author of *The Strategic Use of Referendums: Power, Legitimacy, and Democracy* on Palgrave Macmillan, and his work was published in journals such as the *Leadership Quarterly*. He was also a key contributor to *A Quest for a General Theory of Leadership: A Multidisciplinary Experiment*. In 2003-2004, he served as convenor-elect of the ILA's Member Interest Group for Scholarship and, in 2004-2005, as the convenor. In this capacity, he was an unyielding advocate for scholars and instrumental in the creation of a best paper award. We are better off at ILA for all of Mark's efforts, and we will certainly miss his good judgment and unmatched generosity, as well as his broad smile and hearty laugh. -- Terry Price



When ILA decided to move *Building Leadership Bridges* from a selection of conference proceedings to an annual publication with a call for papers, it was my very good fortune to work with Mark Walker as co-editor. The theme for the conference in 2005 was "Emergent Models of Global Leadership," and we asked people to submit papers prior to the conference that addressed the topic. Mark was a treat to work with – a talented editor, an open-minded collaborator, and a prompt responder. As I think back now on that volume and of my association with Mark, it seems that he fit the language of the theme. . . he was continuing to emerge as a global leader and a he was a model human being. We've lost a friend, a colleague, and a truly fine person -- Nancy Huber



As the Scholarship MIG Convenor, Mark was instrumental in bringing Keynote Speaker William Galston to ILA 2004. Above, Mark presents Galston with a special ILA gift after his talk.

Mark's wife Angela has set up custodial accounts for his two young sons Zachary (age 5) and Logan (age 2), which may be used for the children's educational expenses or other near-term needs.

If you would like to contribute, checks can be made out and sent to:

Angela Liang c/f Zachary Walker-Liang
Angela Liang c/f Logan Walker-Liang
Folger Nolan Fleming Douglas Inc.
725 Fifteenth Street, NW
Washington, DC 20005

The family is collecting memories and photos of Mark for a memory book for the children. Please send yours to: tprice@richmond.edu.



Do We Really Have Anything in Common? A Primer on Collaborating in Vancouver

by David Soleil, Chair-Elect
Leadership Education MIG

One of the most unique aspects of the ILA is the opportunity to collaborate. Few other organizations bring together so many experts from such diverse fields. Yet, when we attend the ILA conference, how often do we attend sessions that are not within our respective fields? How often do we make the effort to connect and collaborate with those not within our field of expertise?

In preparation for the Vancouver conference, the MIG Chairs and Chairs-Elect put together some information to provide tips on collaboration and to help answer the question:

“Do we really have anything in common?”

Nathan Harter, Chair-Elect of the **Scholarship MIG**, explains that “the Scholarship MIG seeks to recognize and encourage superlative scholarship, providing a community for collaboration.”

He went on to say, “Scholars make significant contributions to the ongoing conversations that take place about leadership, and they bear some responsibility for the quality of those conversations by holding each other accountable to the highest standards. Scholarship is a collaborative project across time and around the globe.”

So, scholarship collaboratively builds a rigorous field of knowledge that is then published and taught. Enter the **Education MIG**, which “comprises members for whom the teaching of

leadership is integral or of interest, and are committed to the development of leadership capacity at educational institutions and organizations.” The connection between research and the classroom is the foundation of higher education today.

The collaborative opportunities continue when those students who learn, graduate and enter the “real world” where their knowledge is **Applied** in the varying contexts of **Business** and **Public** leadership.

This year, the Applied MIG and Business MIG collaborated to produce ILA’s first webinar with Jay Conger, “How to Make Your Organization a Talent Factory.” Notably, the vision of the Applied MIG is to “develop a vibrant network for member connection and collaboration.”

As well, the Public MIG addresses such topics as Military Leadership, Leadership in Response to Terrorism, Leadership in Crisis and Disaster Situations, Leadership in Humanitarian Efforts, and Leadership for Human Rights. Leadership in such complex scenarios would benefit greatly from the collective knowledge of all the MIGs.

Do we really have anything in common? The answer is yes. ILA MIGs and members are ready to collaborate.

The catalyst for collaboration is your action.

Here are five things you can do to help you find collaborative success in Vancouver:

1. **Attend at least one conference session from each of the five MIGs.** Meet other attendees in the session. They are there because they are also interested in the topic. You already have something in common!
2. **Try to meet the Chairs and Chairs-Elect for each MIG.** These people make it their business to get to know the people and the business in their MIG. If you have an idea, they can make an introduction for you or point you in the right direction.
3. **Be part of more than one MIG.** On the ILA membership website, you can choose up to three MIGs with which to affiliate. You will then receive timely information and resources from each. This is a great way to spot opportunities for collaboration.
4. **Voice your ideas.** In order for your collaborative ideas to become reality, talk with other members about them. Work the ILA network. Chances are you will talk to someone who knows someone who will be very interested in collaborating with you.
5. **Be a connector.** People come from all over the world to the ILA conference. Most attendees do not know each other. Introduce people to each other. You might be the link that can spark a collaborative effort.

Thank you to all the MIG Chairs and Chairs-Elect for their contributions to this article. We look forward to collaborating with you in Vancouver!

Featured Publication & Special Members Only Downloadable Chapter

ILA Members publish on the topic of leadership from a variety of perspectives. We are pleased to feature a selection of these publications in this newsletter and our Web site.

In the *Member Connector*, authors take you behind the scenes, sharing their perspectives on the work, how the work informs contemporary issues, and highlighting points of interest to ILA members.

Thanks to ILA members Amal Henein, Françoise Morissette, and Dick Couto for contributing to this issue. In a few weeks, login to the ILA Members Only Web site (<http://www.ila-net.org/Members/index.asp>) and download chapter 13, "Our National Leadership Brand."

If you have a recent publication and are interested in being featured in this column, please contact ILA membership services, at ila@ila-net.org or 301.405.5218 for consideration.

Featured Publication

by Amal Henein and Françoise Morissette (Jossey-Bass, 2007)

Made in Canada Leadership: Wisdom from the Nation's Best and Brightest on the Art and Practice of Leadership



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

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



Amal Henein: A well-rounded HR professional for over 20 years, Amal has worked in the business and non-profit sectors as an internal practitioner and an external consultant. She has held senior management positions in Human Re-

sources and led a national HR function for a global organization. As a change agent, she has helped create environments conducive to leadership development and efficiency. Areas of expertise include: coaching, establishing partnerships, employee relations, leadership development, building successful teams, aligning performance for success, employee morale and well-being, motivation, leading through role modeling, restructuring, training & development, and facilitation.

Françoise Morissette: As a Human Resource Consultant, Françoise is a major contributor to the field of Organizational Development. Her consulting practice takes her across North America and internationally. For instance, she has been involved in projects in Sweden, Finland, France, and the UK. Françoise offers services that enhance the performance of organizations, teams, and individuals. Her main area of expertise is Leadership Development. Through a



variety of interventions, Françoise helps leaders to increase their effectiveness and organizations to enhance their leadership capacity. She has been a Faculty Member at Queen's University's prestigious Industrial Relations Centre since 1994 and was made a Fellow in 2006. She has played a key role in the development of the OD Certificates, the first of their kind in Canada. She is also an Associate at the Centre for Leadership Studies at the University of Guelph.

Richard Couto: There's this old saying that you can't tell a book by its cover. But you chose a cover that conveys one of the dominant metaphors of the book and suggests the paradigm of leadership that you extol within the book. It's a picture of nine geese flying in a V formation. I was particu-

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larly struck by that image because, in perhaps the very first class I taught on leadership, I asked the students to draw a picture of leadership.

One of the students drew a set of birds flying in a V formation as her dominant image of leadership. Could you tell us why you chose that image and how it serves as your paradigm of leadership?

Amal: It used to be that the knight in shining armour would appear in a crisis, save the day and disappear into the sunset... all alone. This paradigm is no longer relevant to current realities. Nowadays, we need an abundant supply of capable leaders who will take turns at leading and following. A number of senior interviewees emphasized that leadership capacity requires being adept at following, for example, directives from the board of directors and listening to stakeholders and shareholders. So flexing between leading and following has become a key competency.

Françoise: It also speaks to expanding leadership capacity. I don't know what is in the situation in the US, but in Canada, we have a mass of baby boomers retiring within the next ten years. The next generations are a lot smaller, which will create huge labour and leadership shortages. In addition, the economy of several provinces is booming, which adds to the demand for leaders. Therefore, instead of thinking about leadership strictly on an individual level, we must start thinking about it on organizational and national levels and conceptualize it like a natural resource that needs to be sourced, developed and distributed. Countries require a critical mass of leaders in order to be successful now and in the future. So the Canadian Geese

imagery is very powerful from both of these points of view.

As Amal said, it speaks to the ability to lead and follow, but also to the concept of widespread capacity. In a geese flock, every bird is able to take on the leadership role when required. In order to become successful, it is crucial to expand leadership capacity throughout the population, regardless of hierarchical status. A volunteer can demonstrate leadership; any employee can demonstrate leadership. For example, an interviewee is the principal of Sherbrooke University in Québec. He just launched a new direction for his institution: "A leading university, and a university of leaders." Throughout this campaign, Mr. Béchard encourages everybody in the university to step up to the plate and demonstrate leadership in their field of endeavour.

Amal: Moreover, a major finding of our research is that 2/3 of the leaders reported getting into leadership by accident. We called them "accidental" leaders. Only 1/3, the minority, experienced an early interest and disposition for leadership. We called them "innates". Therefore, it is important to encourage the accidentals to lead as the innate minority is not enough: we need an abundant supply of leaders.

That's one of the many very interesting findings and discussions of the book, and we'll be sure to come back to that. People reading this interview will be wondering, "Well, how do they know this?" Could you talk a little about the research methodology, who you spoke to, where they came from and things like that?

Amal: We wanted input from credible sources. The first research group is comprised of exceptional leaders reflecting on the reality of Canada. So

we interviewed people in all sectors of the economy: arts and entertainment, community, co-ops, business, sports and public. We also wanted a sample from coast to coast: the Atlantic provinces, Québec, Ontario, the Prairies, British Columbia, and the North. And it was important to be inclusive. Therefore, the interviewees mirror the diversity of the Canadian population: 66% men and 44% women, Aboriginals, visible minorities, all age groups, household names, and local heroes, people in the early stages of their careers and others who are further along. We felt that this would give us a very good mix.

The second interviewee group was comprised of leadership development professionals representing programs from the corporations, community, consulting firms, co-ops, institutes, universities, the public sector, sports and youth also from all regions of the country. Their comments are intended for program experts looking for ways to improve or set up a leadership program, and for individual leaders seeking to enhance their skills.

Françoise: We wanted to avoid common mistakes made in similar books: only featuring people in business, disregarding other sectors of the economy, only speaking to people living in large cities or showcasing mostly men. We really wanted interviewees to be a representative sample of the overall Canadian population, as we believe there are good leaders everywhere. Our goal was a realistic and fair sample.

Yes, and it's a very large sample. 295 individual leaders, if I recall correctly.

Amal: The total number of contributors is 361 if you take in consideration the 295 leaders and 66 leadership development professionals.

You feature a large sample from co-operatives; it's the largest single group of your sample. Could you describe co-operatives' unique nature, as well as their historical background and cultural significance in Canada.

Françoise: Co-operatives represent a very large segment of the economy. Yet, the co-operative model is totally invisible in business schools. We wanted to draw attention to this model because it is a very creative and sustainable way of generating wealth.

Basically, co-operatives are organizations that are owned by their members and operate according to the paradigm of one vote per person, not per share. Co-ops all over the world are ruled by the same seven principles: voluntary and open membership, democratic member control, member economic participation, autonomy and independence, education, cooperation among co-ops, and concern for the community.

A lot of the interviewees outside of the co-op system expressed doubts about the validity of the pyramid. They thought the pyramid is too slow and cumbersome, and doesn't work in the global and interdependent world of the 21st century. People said that a new structure is required like a network, which is more fluid, faster, and also emphasizes individual accountability which is exactly how co-ops are structured.

We found this model absolutely fascinating, and garnered a lot of best practices from the co-op sector that are largely unknown in the overall population. My favourite is certification programs for elected officials. When people are elected to the board of a co-op, they are increasingly enrolled in certification programs, because co-ops believe that board

members need new skills like public speaking, strategic planning, ethics, consulting and advocacy in order to play their role well.

We think that this is exactly what needs to happen for elected officials at all levels of government, who are thrown into a new situation for which they have limited preparation. To say the least, the learning curve is steep and development infrastructures are uneven. To improve public leadership, we advocate espousing this certification best practice from the co-op sector.

Amal, would you like to add to that?

Amal: Sure. A best practice that I really like from the co-op sector is the importance of balance: giving and receiving, instead of being only on the receiving end. It's healthy, and they also put people first. There is a willingness to accommodate realities outside the workplace. So, for example, if someone has family obligations which put certain restrictions, there is a willingness to accommodate in a creative way.

We have learned a lot from the co-ops. For instance, nowadays, we hear a lot about CSR (corporate social responsibility). Who started it? The co-op sector. We hear about organic food and biofuels. Who started it? The co-op sector. There is a lot to learn from this resourceful sector.

Amal, earlier you referred to an important survey finding being the difference between the accidental and innate paths to leadership. This might be a good time to revisit this idea in order to differentiate between them.

Amal: We asked the 295 leaders: "How did your leadership journey begin?" Over and over many said:

"I got into leadership by accident. I backed into it. I was driven by a cause or influenced by external circumstances."

This group felt that others saw them as a leader first and tapped them on the shoulder to resolve an emergency, for example. And they agreed, because they were driven by a cause or by circumstances. Often, they don't see themselves as leaders until many years later. Accidentals start leading influenced by external circumstances or conviction, and leadership is not tied to their identity. They view themselves as professionals first and leaders second. And their focus is usually a mission. And that was 2/3 of interviewees.

Only 1/3 said, "I was born to lead. I had a burning desire. When I was only five, I was already the boss of the kids on the street." For instance, a lady spoke about organizing a strike in Grade One against the teacher. These individuals feel that leadership is deeply tied to their identity. They see themselves as leaders first, and professionals second. Their focus is vision: how to improve a current situation. This has a lot of implications for leadership development. For instance, how can we create conditions so that accidentals can experience leadership earlier?

Françoise: We were fascinated by the fact that the accidental/ innate pattern repeated itself consistently regardless of gender, age, occupation etc... Innates burn to lead, and accidentals see it as a duty they take on with great trepidation. The innates will show up no matter what. But the accidentals need prompting. As they reach maturity, both types get in touch with the other end of the spectrum: Innates become more reflective, thoughtful, consultative and analytical, because they basically act

on instinct and intuition in the beginning. Meanwhile, accidentals learn to trust their gut. Regardless of your starting point, you must embrace the other end of the continuum.

Very well put. Well, much of what we've talked about seems to be both a combination of generic leadership lessons—that is, a person in Costa Rica can be reading this and think, “Well, yeah! These are very valuable insights into leadership.” And then others seem a little more specific to Canada. Can you talk about that national/international balance of your study? Especially at a time when we're talking about multiculturalism, how useful is it to talk of national differences in leadership?

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Françoise: The book is structured to answer three key questions:

1. “What are the best ways to develop competent leaders?” And that part is totally country neutral. It applies everywhere.
2. The second question: “How to ensure that Canada (and by substitution, any other country) has a reliable and constant supply of effective leaders?” To a large degree, this section is also generic.
3. The third question: “How to enhance Canadian leadership?” is country specific. We believe that, like there are individual leadership styles, there are national leadership styles, largely influenced by cultures.

Answers to the third question were remarkably consistent across the nation and in chapter 13, we describe the National Leadership Brand.

To address the second part of your question, “how important is it to know about these things?”, we think

it's very important. Having a clear sense of identity is fundamental to building competence and confidence. It enables you to stand in your own power, create a vision and set some goals. For instance, we often mention how effective Ireland has been in reinventing itself and becoming the Silicon Valley of Europe, a country of immigration instead of emigration, and at significantly reducing poverty. Change can be great; but it starts from knowing who you are in the first place—good and bad.

Amal: I would like to add one thing to that. The more global, smaller and interdependent the world becomes, the more we need to learn from other countries and what helped them be successful. How to emulate or integrate best practices? For example, proportionally speaking, a disproportionate number of Canadians lead international organizations or take on global roles because of our inclusive approach and good process skills. These constitute the trademarks of our Canadian leadership brand.

Including a variety of perspectives, making sure everyone is heard, and ensuing that people can contribute is a Canadian habit. Process skills speak to container, not contents: the ability to combine various opinions in a position that everyone can live with, to seek consensus, to build teams, to resolve conflicts, to integrate complementary abilities etc... We're very much the integrators.

What can the rest of the world learn from Canada in terms of putting together a cohesive, integrative identity among these different groups of people without insisting on assimilation?

Françoise: Our legislative framework for dealing with diversity issues is very good. For instance, in 1985, we implemented the Multicultural Act, a

landmark legislation guaranteeing that every Canadian citizen can preserve their heritage as well as being Canadian. Canada, the US and Australia are the top three immigration countries in the world, so a large segment of our population comes from other backgrounds. In essence, Canada chose the mosaic, not the melting pot, which states that people do not have to lose parts of themselves in order to become Canadian. They can have a blended identity.

However, emigrating to Canada means embracing Canadian values, principles and laws. Here's an example dealing with the gender equality principle: A few years ago, the government of Ontario allowed mediation of family disputes through religious systems, namely Jewish and Christian. Muslims petitioned the Ontario Government to be included in this parallel mediation system. The Ontario Government decided against it because it would be too difficult to protect the rights of women. The Muslim community contested that decision and in the end, the Government abolished all religious mediation. So now in Ontario, there is only one way to mediate family disputes: the legal system. It is the same for everyone. In this case, gender equality prevailed over religious accommodation.

Another example is bilingualism. In 1969, we passed the Official Languages Act which means that French and English have equal status in the country and that minority rights are protected. Since then, the proportion of bilingual people has tremendously increased, due to immersion schools, and extensive language training for adults. For example, recently the government of Alberta announced it was doubling the number of immersion schools in order to meet demand.

That's an interesting example. If I understand correctly, Alberta is

working to change the host rather than just those who are coming. That's quite interesting.

Françoise: Yes, and they're doing that in other areas. For instance a lot of people from Atlantic Canada relocate to Alberta. To accommodate the strong Celtic culture from the Maritimes, many bars and saloons now propose Celtic music on a regular basis as well as featuring Alexander Keith beer (a brand from the Maritimes). Maritim-ers feel at home and the Albertans are falling in love for Celtic Music! A win-win all around.

You've found an emphasis on service as the spiritual dimension of leadership. Can you talk a little bit about that, because I think that generically there are lots of people interested in this direction of leadership studies and reflections on leadership.

Amal: We were thrilled to hear interviewees mention service as the purpose of leadership. A good leader can take an average group and turn team members into superstars, and a bad leader can destroy a very good group. The outcome depends on which basis the leader operates from. Leaders emphasized the need to serving your community, stakeholders and employees, instead of serving yourself. Over time, a self centered focus will erode your ability to lead. Sustainable success means being a servant leader, a phrase coined by Robert Greenleaf. Here's a beautiful quote by Max De Pree to illustrate. "The first responsibility of the leader is to define the reality, the last is to say thank you, and in between, the leader is a servant."

Françoise: A lack of clarity about service makes such temptations as power, greed, status and ego more attractive. One of my favorite quotes is from Antoni Cimolino, General Director of the Stratford Festival of

Canada, who said "When the focus of leadership becomes privilege instead of service, leadership self destructs. It will not survive such a violation of its essence." So every leader should start by asking: "Who and what is my leadership serving? How best to serve?" Once you find the answers to these questions and you live by them, followers will forgive you even when you make mistakes.

Charisma seems to be an aspect that lingers around leadership—looking for the person to come in and solve issues for us: the hero. And here's my last question. When I go to Ohio, there's a big plaque that announces that nearby is the birth place of Tecumseh. So how did Tecumseh become a model of Canadian leadership?

Françoise: First, I think he was very clear on the purpose of his leadership. Secondly, he was a very spiritual, principled leader. When the War of 1812 broke out, he very quickly decided on his path and became an incredibly strategic General. Not only was he brave, but he was prepared to die for his cause—in fact, he did die.

In fact, we dedicated the book to the memories of heroes of the War of 1812, including General Isaac Brock, who became Tecumseh's brother in arms—they were mirror images of each other. It is absolutely fascinating that these two men and their people were able to elevate beyond petty differences, politics and ego issues to rally together across cultures in a time of need.

We also mention Laura Secord, and Michel de Salabery who exhibited exceptional bravery and determination

Amal: I think we need to look at those courageous enough to put their life on the line because they believed

in a cause and in serving their country. They inspire everyday and we must keep their memory alive. The more civic knowledge we have, the more we come to understand the impact they made. We benefit today from what our forefathers fought for. It's our responsibility to create and leave a legacy, to make the world a better place for those that will come in the future.

Well it seems to me that Tecumseh didn't draw a line on his leadership at a national boundary, and that his work to unite First Nations people extended up into Canada and down into the American Southeast. So, is that a model of leadership that we should be looking for as well—crossing boundaries, including geographic ones?

Françoise: Absolutely. Another example is General Roméo Dallaire—who denounced the lack of proper support provided to Peace Keepers by the UN and advocated for change during the debacle in Rwanda. A major motion picture has recently been released about this sad page in history, entitled "Shake Hands with the Devil," based on his book. General Dallaire spoke out and prompted the United Nations to change. As Amal said, it's not about frivolous statue building, but remembering the people who took a stance for what is right—whether they be Tecumseh or General Dallaire—and how we can all learn from them, as leaders.

Amal: And they didn't stand out just for Canada. They stood up for what was right from a global perspective. In Tecumseh's time, the global perspective was different than it is now, but it was always beyond national borders.

That's another very nice way in which a particular of Canada leads to an important generic

10. lesson for leadership in all nations.

Amal: To close Richard, I'd like to make a comment. Perhaps people outside of Canada will say, why would I be interested in a book entitled *Made in Canada Leadership*? Because it contains both generic information and a uniquely Canadian experience: we are all part of a global world.

Yeah. If any reader started off with that question, I think this interview will answer it; there's simply a lot in here about leadership, a lot in here to admire about specific Canadian leaders, as well. Congratulations, you did a marvelous job. Let me ask you if there are any things that you would like to add or any questions that you regret that I omitted?

Françoise: From my point of view, the book made me aware of the spiritual dimension of leadership, and how interviewees were in a state of reverence for this power that they channel. They were acutely aware of the need to use it wisely and for the right purposes. Therefore, if I was asked to put together a Leadership Development Program, I would start with asking participants to define who and what their leadership is serving. Without that foundation, leaders are on shaky grounds. It was comforting to hear interviewees talk about service over and over again, across the country, ages, genders etc... This process has convinced me that leadership is a privilege and needs to be taken seriously. It's not a casual undertaking. My greatest hope is that our book will make a difference in the field of

elected leadership, which currently is going through a crisis.

Mmm hmm. And that's both a particular and a generic, I think. Amal?

Amal: From my perspective, it was a privilege to hear leaders talk about their journey and share what helped and shaped them. I was very happy to see their desire to reach out across the country and the world, to start a dialogue about leadership development which needs to be at the forefront of our minds. We must take proactive steps to generate the critical mass of competent leaders required to make our organizations and countries thrive.

It's very easy to complain: "Oh, this is not working" or "this is wrong" or "this one is ignorant or acted like a fool." It's more productive to understand problems and find solutions. How can we be creative, strategic, innovative? How can we look at leadership as a common responsibility we all share and determine how to lead?

Our book is focused on being strategic and action oriented. We hope it will become a tool and a catalyst to get individuals and organizations everywhere to talk about how to make the world a better place.

Françoise: I'm going to close by reading another quote by Antoni Cimolino that summarizes the whole process. "Leadership is like art. The artist sees beauty where another person only sees reality. Likewise, the leader sees energy. His job is to capture this energy and use and channel it for the task at hand. It's a transformational process akin to alchemy." To me, this is what leadership is really all about. And not surprisingly, people in the artistic community excelled at expressing their thoughts

eloquently. Yet, they are often excluded from leadership studies. There is a lot to learn from them.

Not surprising at all. I was struck that the book compiles a lot of very thoughtful reflections on leadership by a group of people who have exercised authority in leadership in a wide variety of contexts. Amal, Françoise, merci beaucoup. I very much enjoyed our conversation.

Praise for Made in Canada Leadership

As an energy delivery company that takes great pride in our commitment to sustainable development, Enbridge recognizes that the leading, sustainable corporations of tomorrow must create an internal culture where leadership is fostered and nurtured at all levels. *Made in Canada Leadership* provides the roadmap for corporations seeking to secure their long-term future as industry leaders through the development and empowerment of any great company's strength—its people—Patrick D. Daniel, President & CEO, Enbridge Inc.

Developing elite athletes who can win at the international level demands more than time, effort, resources, money and raw talent. It requires support systems that are effective and strategic and the mentoring of coaches who understand how to maximize not only the athletes' physical potential but also their mental preparation. A similar case can be made for leadership development. *Made in Canada Leadership* looks at what is needed to transform our leadership development efforts from amateur to major league. A must read!—Chris Rudge, CEO and Secretary General, Canadian Olympic Committee

Leadership Dates & Events

Go Online to see complete listings or to add your own!

www.ila-net.org/Calendar/index.asp

If you are attending these or other events & want ILA materials to distribute, contact: ila@ila-net.org

ILA Global Conference

Oct 31 - Nov 3

Leadership: Impact, Culture, and Sustainability

Sheraton Wall Centre, Vancouver, BC, Canada.

Preconference Excursions: 10/31 from 12:00 - 3:00 pm.

Conference Opening: Busses leave on 10/31 between 3:45-4:15pm.

Agenda, Keynotes, etc. at: www.ila-net.org/conferences

Nov 12

The Best of Talent Management Summit

San Francisco, CA, USA

<http://www.linkageinc.com/tm>

Nov 12

The Best of Women in Leadership Summit

San Francisco, CA, USA

<http://www.linkageinc.com/wil>

Nov 15-18

National Communication Association Conference

Chicago, IL, USA

"Communicating Worldviews: Faith-Intellect-Ethics"

<http://www.natcom.org>

Dec 3-5

The Canadian Society for Training and Development

Toronto, ON, CANADA

<http://www.cstd.ca/conference/>

Jan 15

Results Accountability Workshop with Mark Friedman

San Francisco, CA, USA

<http://www.resultsleadership.org>

Jan 25

18th Annual Kravis - De Roulet Leadership Conference: Leading Corporate Boardrooms

The Waldorf Astoria, New York, NY, USA

<http://www.claremontmckenna.edu/kli/conference/>

Feb 15-17

National Collegiate Student Leadership Conference

The Univ. of AZ, Tucson, AZ, USA

<http://www.union.arizona.edu/csil/nclc/>

Mar 7-11

American Society for Public Administration Conference

Dallas, TX, USA

<http://aspanet.org/scriptcontent/index.cfm>

Mar 8-9

10th Annual Global Businesswomen & Leaders Summit

Burj Al Arab Hotel, Dubai, UAE

<http://woibex.com/>

April 3-6

MPSA 66th Annual Conference

Pamer House Hilton, Chicago, IL, USA

<http://www.indiana.edu/~mpsa/Conference/call2008.html>

April 10-12

Society for Industrial and Organizational Psychology

San Francisco, CA, USA

<http://www.siop.org/Conferences/default.aspx>

Sep 9-11

British Academy of Management 2008, "The Academy Goes Relevant"

Majestic Hotel, Harrogate, UK

<http://bam.ac.uk/conference2008/>

11.

Member Minutes

Your 15 Minutes of Member Fame!

Members, share your accomplishments, awards, honors, publications, new jobs you've accepted, survey requests, etc. in this, our new monthly column. To share, email dderuyver@ila-net.org with the Subject Line: Member Minutes.

-Call for Chapter Proposals-

Leadership and the Global Environmental Challenge

One of the preeminent leadership challenges of the 21st century is to achieve environmental sustainability. This book will address this challenge from a variety of perspectives. Papers chosen for inclusion will be both scholarly and accessible to a wider educated readership. Drawn from a broad range of disciplines, they will enhance our understanding of environmental leadership past, present, and future.

A guiding theme of the book will be that Leadership, by definition, now includes concern for the natural environment.

Academic publishers have indicated interest in this important and timely project. If you are interested in participating, please forward a detailed chapter proposal/abstract via email to Benjamin Redekop at the address listed below. Inquiries and questions, before submitting a proposal, are welcome. All serious proposals will be considered.

Deadline: February 1, 2008

Benjamin Redekop
Thompson Chair of Leadership Studies
Kettering University

Welcome New Members: Aug & Sep 2007

* Associated with an
Institutional Membership

12.

Benigno Alarcon
Deza Catholic University Andres
Bellos (UCAB)

Viviette Allen

Bart Andrus
Western Carolina
University

Michael Anthony
University of Louisville

Josh Armstrong
Gonzaga University

Susan Atwood
University of Minnesota

Aron Aytona, Simon Fraser
University

Silvia Behrend

Janne Belton*
Leadership Development Centre

Cal Bergenstein, Terasen Gas Inc.

Andrew Bergman
Delta Upsilon International
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Athena Bernkopf*, Kravis
Leadership Institute at Claremont
McKenna College

Christal Blalock, Blalock Consulting
Group

Gina Borza, Royal Roads University

Hannah Riley Bowles*, Harvard
University

Rosangela Boyd*, Texas Christian
University

Continued on page 13...

Jennifer Bradley, University of the Pacific

Tonja Brown*, Santa Clara University

Leonardis Bruce, Auburn University

Stewart Burns, Williams College

Louis Camera*
California State University,
Sacramento

Renhe Cao, China Executive Leadership Academy Pudong

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Cherie Chu*, Victoria University

Patty Clark*, Kansas Leadership Center

Natalie Coers, University of Illinois

Mike Corelli, Western Carolina University

Anthony Cox, Chihku LLC

Sandy Dinger*, Eastern University

Kelly Dowd
Christopher Newport University

Catherine Elliott*, British Columbia Education Leadership Council

Will Flowers, San Francisco State University

Stanley Gajda*, UNC Greensboro

Angela Geerts*
Leadership Development Centre

Cristina Gibson*
University of California, Irvine

Megan Gilmore*
Indiana Wesleyan University

Pamela Graglia*, LeaderShape, Inc.

Sharon Gramby-Sobukwe*
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Tom Green*, National University

David Greenhalgh, Eastern University

Betty Hale*
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Rebecca Hare*
Institute for Educational Leadership

Kenneth Harris Jr., Marian College

Lillas Hatala

JoAn Herren, Dept. of Quality Assurance

Dante Hill, Western Carolina University

Audrey Hobbs-Johnson*, British Columbia Education Leadership Council

John Horsman, Gonzaga University

George Hrivnak
The George Washington University

Linda Ippolito, Independent consultant

Yrsa Jensen*, British Columbia Education Leadership Council

Matt Jordan*, Kansas Leadership Center

Alexis Kanda-Olmstead
Colorado State University - Fort Collins

Kent Keith
Greenleaf Center for Servant Leadership

Thomas Kennedy*, University of Maryland

Ray Klapwyk, Trinity Western University

Max Klau, City Year, Inc.

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Paul Kosempel*, University of Denver

Kristine LaLonde, Belmont University

Kyungsook Lee*
Sookmyung Women's University

Sookhee Lee*
Sookmyung Women's University

Howard Lehman, University of Utah

Ying Lin, China Executive Leadership Academy Pudong

Philip Lowry, Whirlpool Canada

Sarah Lyons, University of Southern Maine

Gilian MacPherson*, University of Guelph, Centre for Studies in Leadership

Farid Hasnoui
Mardassi General Tax Administration

Newton Margulies*
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University of Wisconsin-Stevens Point

Neal Meier*, Union Institute & University

Timothy Miller, Village of Streamwood

Jessica Misner*, Lehigh University

Tiffany Moehring*, University of Denver

13.

Continued on page 14...

Lailawati Mohd
Salleh Universiti Putra Malaysia

Hyon Moon, Soka University of America

Lynda Moore, Simmons College

Jessica Murphy
Loyola University New Orleans

Elisabeth Null, Null Editorial Associates

Ed O'Malley*, Kansas Leadership Center

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David Stanfield, Carnegie Mellon University in Qatar

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Georgia College & State University

Julie Stitt*, University of British Columbia

Hope Stockton, Auburn University-Blue Ridge Conference

Sam (Ajit) Thiara
Simon Fraser University

Daniel Tillapaugh, Goucher College

Ryan Tomasiewicz, University of Illinois

Taryn Tyler*
Institute for Educational Leadership

Tim Vanderpyl, Lethbridge Family Services

Michelle Verduzco, Indiana University Purdue University Indianapolis

Karla Vineyard, Vineyard Associates

Timothy Wachtel, Integral Dimensions

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Juanita Waits, University of Arizona

Frederic Waldstein, Wartburg College

Wayne Walters, Sierra Madre United Methodist Church

Kenneth Weaver, K LW Associates

Eileen Wibbeke, Geoleadership, Inc.

Marva Wisdom, Wisdom Consulting

Ashley Wollam
McDonough Leadership Center

Cathy Wong, Simon Fraser University

Leslie Yamagata
US General Services Administration

James Preston Yarborough*
UNC Greensboro

Weichun Zhu*, Kravis Leadership Institute at Claremont McKenna College

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University
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JOB Listings

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

To place an announcement
in the *Member Connector*, please
contact us at ila@ila-net.org

**Assistant/Associate Professor,
Tenure Track
Agricultural and Extension
Education, The Pennsylvania
State University
University Park, PA, USA
Closing Date: 12/15/2007**

Description: The position has initially a 75% resident education, 25% research responsibility, primarily in leadership development and education. The resident education component includes teaching several undergraduate and graduate courses in leadership education and advising undergraduate and graduate students. The individual must maintain a funded research program to complement the resident education function. The candidate will be expected to engage in appropriate collaborative and interdisciplinary activities within and outside the department. Additionally, the individual selected for the position will contribute to the Department's strategic goals, both domestic and international, using contemporary approaches and technologies. Candidates should have a doctorate in leadership education, education, a social or behavioral science, or related fields with an emphasis in leadership....

For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1121

**Associate/Full Professor in Urban
School Leadership
Graduate College of Education,
University of Massachusetts
Boston
Boston, MA
Closing Date: 11/15/2007**

Description: The Graduate College of Education, University of Massachusetts Boston seeks applicants for two senior (tenured associate or full professor) positions in urban school leadership. Of particular interest are candidates with expertise in one or more of the following areas: urban school leadership, principal/administrator preparation, research methods, and the social context of urban school issues. Candidates must possess an earned doctorate either in education or a related field, have an urban education-related research agenda, and provide evidence of effective teaching and advising at the graduate level. Theoretical and practical knowledge of urban school issues, broad research skills, and an understanding of policies, practices, and students in urban education are required. The Department is especially interested in candidates with some experience as a teacher, administrator, or counselor in an urban school setting...

For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1118

**Department Head and Professor
Department of Agricultural
Leadership, Education and
Communication (AgLEC),
University of Nebraska-Lincoln
Lincoln, NE
Closing Date: Until Filled**

Description: The position has a 0.50 FTE administrative assignment. The remaining 0.50 FTE responsibility will provide the opportunity to capitalize on the successful applicant's interest and expertise and will be apportioned between teaching, research and/or extension education accordingly. Doctoral degree required. Demonstrated understanding of agricultural education, leadership or agricultural journalism is required. A record of scholarly achievements, grantsmanship, and qualifications in agricultural education, leadership, or agricultural journalism to be appointed a tenured, full professor in the Department is required. Experience in a land-grant university is preferred. Demonstrated ability to relate to faculty, staff, students, clientele/general public is essential, along with a record of positive leadership, administrative capabilities and communication skills...

For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1117

15.

JOB Listings

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

To place an announcement in the *Member Connector*, please contact us at ila@ila-net.org

Assistant/Associate Professor of Leadership Studies
Doctoral Program in Leadership Studies, Gonzaga University
Spokane, WA, USA
Closing Date: Until Filled

Description: The Doctor of Philosophy in Leadership Studies is based on the Jesuit tradition of educating the whole person. The program is designed for working professionals across an entire range of professions, including higher education, health care, social services, theology, business, engineering, government, law enforcement, and K-12 education. The program is interdisciplinary and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others. Tenure-Track Position: Rank commensurate with experience, from Assistant to Associate Professor. Qualifications: An earned doctorate; Distinguished teaching abilities; Evidence of scholarly and relevant inquiry and research; Experience with graduate teaching and dissertation advising; Leadership experience; A commitment to social justice....

16. **For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1123**

Assistant Professor
Organizational Leadership,
Wright State University Lake Campus
Celina, Ohio, USA
Closing Date: Until Filled

Description: Tenure track, assistant professor level. The successful candidate will be expected to teach courses at the undergraduate level in organizational leadership and possibly management; assist in supporting, supervising, and advising students in the baccalaureate degree program; and serve as a liaison between the Lake and Dayton campuses, Department of Educational Leadership and College of Education and Human Services. This position requires teaching on evenings and weekends. Start date Sept. 1, 2008. Requirements include Ph.D. in organizational leadership, business administration, educational administration or related area anticipated by September 1, 2008; relative work experience in planning, organizing, directing and controlling human, physical, financial and technical resources. Preferred requirements include successful college teaching experience, ability to effectively communicate and collaborate with the local business sector.

For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1122

Assistant Professor of Leadership Studies
The McDonough Center for Leadership and Business, Marietta College
Marietta, OH, USA
Closing Date: 11/30/2007

Description: The McDonough Center for Leadership and Business at Marietta College seeks applications for a tenure-track, assistant professor position in the McDonough Leadership Program beginning in August 2008. Established in 1986 as one of the most comprehensive undergraduate leadership development programs in the United States, the McDonough Leadership Program advances three principles: knowledge, action, and growth. The successful applicant will focus mainly on the knowledge component through his/her teaching and research. The program curriculum stresses leadership development through a liberal-arts approach. The search is open to scholars with research interest and a doctorate in any substantive area that is pertinent to leadership, including communication, management, sociology, political science, and history. The successful applicant will teach courses in the main areas of the curriculum...

For Complete Description & Application Procedure visit the ILA Web site at: http://www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1124