

April 2011

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International Leadership Association

Member

Connector

ILA Awarded Grant for Leadership Syllabus Resource

The C. Charles Jackson Foundation (CCJF) has awarded ILA with a \$7,000 grant to expand our online Directory of Leadership Programs with the inclusion of course syllabi. The Directory was originally launched with the help of a CCJF grant and currently lists 1549 degree, minor, or certificate programs in universities and colleges in 36 countries around the world.

Shortly after the directory launched, ILA staff began working with the Resource Team of the Leadership Education Member Interest Group (MIG) to create a framework for adding syllabi to the database as a logical next step in the expanding the usefulness of the directory to leadership education programs. "This grant," pointed out Natalie Coers, Resource Team Lead for the Leadership Education MIG "is an exciting opportunity to aid in populating the syllabi database."

One unique aspect of the database is that it will serve not only as a listing of links, but as an actual archive for leadership syllabi. With more and more syllabi disappearing behind the online gates of proprietary courseware, having a single publicly accessible repository of syllabi on hand becomes essential for leadership educators to build on and learn from each other's approaches. Submitting to the database is an easy 2-step process. In the first step, a professor fills out a short online form which extracts key information from a syllabus to make it more easily searchable. In the second step, the professor emails the syllabus to ILA using a special link on the website.

"The combined efforts of ILA members and ILA staff through the grant will enable the database to be a functional resource for all ILA members," enthused Natalie. "Thank you for your contribution to this great resource!"

Submit Your Syllabus:
www.ila-net.org/Syllabus

Your Voice is Needed for the Next Phase of ILA's Development

by Cynthia Cherrey (President), and Gama Perruci, (Interim Board Chair)

Board
CORNER



Members of the ILA Board & ILA Director Shelly Wilsey at the Jan. 2011 Board Retreat

In a recent [letter to all members](#), dated March 3rd, we shared the news that the ILA Board voted on January 17 to become an independent incorporated association and apply for 501(c)(3) nonprofit status under the U.S. tax code. Twelve years of success and twelve months of intense planning led up to the meeting, at which Articles of Incorporation were passed and an interim Board of Directors was established.

We are pleased to report that ILA was successfully incorporated as a not-for-profit corporation on March 15, 2011, in the District of Columbia (Washington, DC). This date is now historically significant for ILA, Inc.! It marks the beginning of a new phase in our institutional development.

The next step after incorporation was for the Board of Directors to adopt organizational [bylaws](#) and elect four officers. Gama Perruci will serve as ILA chair, Diane Dixon as vice-chair, Brad Jackson as secretary,

and Margie Nicholson as treasurer and chair of the Finance Committee. This is a diverse team with a strong history of commitment to the organization. The officers will serve on an interim basis until October, when a new Board and officers will be elected.

On April 24, 2011, the ILA submitted its (100 page!) application to the IRS for recognition as a 501(c)(3) not-for-profit organization under the U.S. tax code. This status will allow the ILA to apply for grants and gifts while reducing its taxes. As we await approval, the Board Development Committee is moving ahead with plans for the election of the new Board of Directors, the Finance Committee is developing a FY 12 budget and monitoring the ILA's financial systems, and the Fundraising Committee is developing a plan to diversify the ILA's sources of funding.

The good news continues! The University of Maryland made an unrelated but fortuitous decision to relocate the offices of the ILA to another building. In March, the ILA moved to a larger suite with five offices and plenty of space for student workers and interns. We thank the School of Public Policy's Dean, Don Kettl, and Associate Dean, Tony Savia, for their continuing support of the ILA and especially their efforts to ensure that the ILA has a UMD home.

Nominations for New Board Members

This is a time of significant transition in ILA's history as we move into the reality of being a 501(c)(3) organization poised for member growth and expansion globally. The task of selecting organizational and governance leadership has always been important and is more so now. The association needs a diverse board composed of leadership professionals knowledgeable about and deeply committed to ILA who have board experience, an ability to raise or donate funds and resources, and who can work collaboratively on behalf of ILA's best interests. Katherine Tyler Scott, chair of the Board Development Committee, will send an email and information packet to all ILA members in early May asking for candidate nominations by June 1. Please watch your email for more details.

New Strategic Planning Process

After its election in October, the inaugural Board will take on the important role of creating a new Strategic Plan for the association. In preparation, Vice Chair Diane Dixon, has formed a Strategic Planning Guiding Group to design the process and begin gathering data. ILA board members Prasad Kaipa and Mansour Javidan, and long-time ILA member Dennis Roberts have agreed to contribute their expertise and time to this important planning process. This group will seek your input as it conducts an environmental scan and member survey. We look forward to hearing your ideas, opinions, and experiences.

Continued on p.3...

Eastern University Wins Graduate Division of 2010 ILA Case Competition

For the second year running, PhD students from Eastern University won the graduate division of the student case competition at ILA's annual global conference. The 2010 winning team was comprised of Mike Dominik, David Wolf, Julie Rood-Breithaupt, and David Ober. The case competition is organized each year by ILA's [Leadership Education Member Interest Group](#) and was sponsored last year by the Center for Leadership at Northwestern University.

"Strong relationships were developed between teams during the competition," said winning team member David Ober. "I was grateful for the opportunity to be able to listen to other presentations to further my knowledge regarding leadership studies."

The case used for this competition was *Nandan Nilekani: From Infosys to Politics*. In 2009 Nilekani was invited by Indian Prime Minister Dr. Manmohan Singh to head the government's Unique Identification Authority of India project (UIDAI), which aims to provide an identity card to a billion citizens. That same

year, *TIME* named Nilekani one of the 100 World's Most Influential People.

"The topic was relevant to modern society and really highlighted what political leadership is all about," said Ober. "It also delved into the Asian realm in the context of economics. "

Preparation for the case competition is grueling for students. The teams work on the case for a month before the conference. Then, a week before the competition, teams submit a brief that outlines their analysis of the leadership situation, answers several provided questions, and bullet-points recommendations.

On the first night of the conference, teams presented a poster of their case analysis to a panel of judges. The top three teams were then given more questions to answer and were required to attend conference sessions and incorporate material from research presentations into their case analyses

This really increased the immersive experience of the conference for Case Competition participants. Since

Plan now to Compete in the 2011 Student Case Competition!

Details will soon be available at: www.ila-net.org/Awards/SCC

it was not possible for one person to see every single presentation, the winning team's strategy was to split up in order to maximize the information gleaned from the conference for use in the final presentation.

The top three teams then made a final formal presentation to the same panel of judges and a winning team was decided.

When asked about Eastern's secret to success, Ober emphatically replied, "Its students. The quality of Eastern's students and their ability to integrate leadership with academia has helped them do wonders." Ober encouraged those studying leadership to participate in this competition early in their doctoral experience, so they can more effectively use what they learn towards their studies.

The second and third runners up in the graduate division in 2010 were from the University of Phoenix and Indiana Wesleyan University. Congratulations to all of the teams who participated last year!

3.

.... Board Corner Continued

With your on-going support, the ILA will continue to bring together those sharing a passionate interest in the study, development, and practice of leadership – including scholars, educators, public- and private-sector leaders, consultants, coaches, and students – to share research, methods, and resources. Together, we can deepen public understanding of leadership as a process to be used for

the greater good of individuals and communities worldwide. Regardless of whether you have 30 minutes or 30 hours to commit, your ideas are vital to the future of the ILA and our collective work to promote effective and ethical leadership processes.

While newly incorporated, the ILA is also twelve years old. We thank you for your past and future participation.

ILA Has A New Address:

**3119-F Susquehanna Hall
University of Maryland
College Park, MD 20742**

our phones have not changed

New ILA Learning Community: Philosophy, Religion, and Worldviews

The ILA is pleased to announce the formation of a new learning community on Philosophy, Religion, and Worldviews (PRW-LC). Learning communities are groups of members who organize around areas of passion, and around questions that are most critical to our work in the field of leadership. **All ILA members are welcome to join and participate in this learning community.**

PRW-LC grew out of the collective work of twenty-one members worldwide. “This new learning community is a logical extension of ongoing conversations in recent years,” noted co-convener and PRW-LC proposal lead, John Shoup, Associate Dean at California Baptist University.

The purpose of this new learning community is to promote a healthy understanding of the nexus between philosophy, religion, worldviews, and leadership. The PRW-LC will be a forum to establish critical crossroads and connections between different belief systems and leadership perspectives and practices. The metaphor of “crossroads and connectors” comes from co-convener Doug Hick’s recent book *With God On All Sides: Leadership in a Devout and Diverse America*. In the book, Hicks, Professor of Leadership Studies and Religion at the Jepson School of Leadership Studies at the University of Richmond, calls for a model to develop “religiously literate leaders and citizens who engage one another where their paths cross with equal regard, respectful curiosity, and humility.”

Inspired by this idea, the PRW-LC “seeks to create and model a forum

for people to discuss the crossroads of leadership, religion, worldviews, and philosophy with candor and respect,” states Shoup. “Indeed, I am especially delighted that although each of these fields impacts our daily lives at a practical level, this new integrated framework will provide a platform for additional depths of leadership study on a truly interdisciplinary basis,” shared Hicks.

The central questions of the learning community include: How do culture, faith, philosophy, religion, and worldviews enhance leadership studies and practices? What makes the various belief systems similar and dissimilar and what are corresponding implications for leadership? What is the nature of truth, knowing, and ethics and the corresponding implications for leadership? How do we establish critical crossroads and connections between different belief systems and leadership perspectives and practices?

Given that the focus of this learning community touches the very core of human experience—revealing individual and collective values and assumptions—participants will be expected to treat people and corresponding beliefs with an unconditional high positive regard, even when disagreements surface. Participants in the PRW-LC should be eager to engage in candid and respectful discussions and work to establish connections and crossroads between different belief systems so as to advance the field of leadership studies and promote unity by emphasizing diversity.

In addition to John Shoup and Doug Hicks, co-convener of the PRW-LC also include Lucie Newcomb,

Community Updates

President & CEO of The NewComm Global Group management consulting firm; and Alicia Crumpton, Director, Center for Global Studies, Johnson Bible College.

Although at the early stages of program development, founding members are seeking volunteer support in these areas among others:

Monthly Blog: The PRW-LC is focused on generating dialogue, so support is needed to generate new content and to document prevailing discussions and themes. One to three volunteers are sought to support this platform.

ILA Space Conversationalists/Moderators: Three to six volunteers are needed to support each of the three topic areas (Philosophy, Religion, and Worldviews) as well as likely sub-topic discussion and interdisciplinary conversations.

Special Events: Volunteers are needed to help plan and implement our face-to-face meeting at the upcoming 2011 ILA Conference. Other events may also emerge.

Organizational: Volunteers are needed to help with marketing, membership and other infrastructure areas to provide adequate support for Learning Community activities.

Member-led Initiatives: The PRW-LC encourages member-driven programs and looks forward to your feedback and support.

Contact ILAWorldViews@ila-net.org or visit the [PRW-LC home page](#) online.

Leadership Perspectives



The Power of Framing: Challenging the Language of Leadership

an ILA Webinar Featuring
Gail Fairhurst

May 18, 2011, 12:00 - 1:00 PM EDT

Register at: www.ila-net.org/webinars/thepowerofframing

Free for ILA Members; \$24.95 for non-members

The Power of Framing shows leaders and managers how to tap into the power of language so they can persuade effectively and communicate credibly in today's business environment. Through framing we define the meaning of "the situation here and now." Are we in a "crisis"? Is this situation merely "a cause for concern"? Should we be on "red-alert"? These are examples of how we frame the situations we face. When we connect with others through our framing, we shape reality. What's more, if we "manage meaning" when others are unable, we emerge as leaders.

Attend this webinar to:

- understand a truly communication-based view of leadership
- discover how leaders shape context through their framing
- assess your framing style along with its strengths and challenges
- learn three powerful techniques to improve your framing

Join Gail Fairhurst as she draws examples from business, politics, sports, academia, and the arts to bring the concept of framing to life as an everyday communication skill.

About Gail Fairhurst

Gail Fairhurst is an award-winning professor of organizational communication and leadership at the University of Cincinnati. She is also an international speaker, management consultant, and executive coach for such companies as McDonald's, Boeing, Procter & Gamble, General Electric, State Farm Insurance, Merrill Lynch, U.S. Air Force, and the Children's Hospital of Cincinnati, among others. She has published 3 books and over 60 publications and is a Fulbright Scholar and Fellow of the International Communication Association.



In addition to her university research and teaching, she has been a process consultant, trainer, and executive coach for Procter & Gamble, Kroger, Merrill Lynch, McDonald's, Boeing, State Farm Insurance, General Electric, and the U.S. Air Force, among others. She was also head of the Department of Communication at the University of Cincinnati for five years and has held visiting appointments at Procter & Gamble, Copenhagen Business School (Denmark) and Lund University (Sweden).

Attendees of April's Leadership Perspectives webinar were entered in a drawing to win a copy of *Being the Boss* by presenters Linda Hill & Kent Lineback. The four lucky winners were:

**Marie Legault, CANADA
Jerri Arnold-Cook, USA
Pablo Riera, SPAIN
Natalie Coers, USA**

5.

Featured Publication & Author Interview

Why David Sometimes Wins:

Leadership, Organization, and Strategy in the California Farm Worker Movement

by Marshall Ganz (Oxford University Press)

ILA Members
login at www.ila-net.org
and navigate to eBenefits
-> Chapter Downloads
to download Chapter 1,
"Introduction: How David
Beat Goliath"



Our guest interview this month is Tina Doerffer. Tina is the program manager at Bertelsmann Foundation, responsible for the coordination of the leadership & corporate culture program.

This includes management of a network with 30 heads of HR of international German companies, development of a leadership curriculum, and virtual leadership network. She is editor of four studies, including "Principles and Patterns of Leadership Development", "Leadership Theory Study" and "The Evolving Web and Its Impact on Leadership."



Marshall Ganz joined Cesar Chavez and the United Farm Workers in 1965, where he worked for 16 years, and has since continued work with grassroots organizations to design voter-mobilization strategies for local, state, and

national electoral campaigns, most recently with Barack Obama. Ganz is currently Lecturer in Public Policy at Harvard's Kennedy School of Government.

only teach story telling, but you are actually story telling yourself from what I have heard and seen of you. Likewise, your new book is a great example of narrative. What were the drivers and the anchors in your own story of joining the Civil Rights Movement and then later on Cesar Chavez, the labour leader and civil rights activist?

Marshall: Well I think that discovering the anchors, or what it is that moves us to actually make the choices we make, is sometimes a process that we are not even fully aware of at the time that we make those choices. I think that I probably made that choice most explicitly when I was in my third year of college at Harvard and I became involved in civil rights work and volunteered for the Mississippi Summer Project in 1964 which was a way to bring students from around the country to Mississippi to challenge the restrictions on voter registration, segregation, and all the rest.

Before going to Mississippi, we went to a place in Oxford, Ohio, which was a college campus where we were given training in non-violence and organizing and so forth to get ready for this journey into Mississippi. And the day before we were supposed to leave.... Some of our party had left early, had gone to Mississippi ahead of the rest of us because there

was a particular situation going on. So, the day before we were supposed to leave, word arrived that three of them had disappeared. This was Michael Schwerner, Andrew Goodman, and James Chaney. Two white students from the north and one African American student from the south. They had gone to investigate a church that had been burned near Philadelphia, Mississippi and they had not been heard from since. They were due to come back but they were gone.

Well it was a very sobering moment because even though we didn't know what had happened to them, we kind of knew what had happened to them. Of course later their bodies were discovered having been shot and beaten after the sheriff had arrested them and let them out in the middle of the night with the Klu Klux Klan waiting. We didn't know all that at the time, but we knew something was amiss. Bob Moses, who was the lead organizer, gathered everyone in this auditorium and I can remember it so vividly because we were all sitting there, about three or four hundred of us and Bob gets up front and says, "You know we've heard about Andy and Michael and James and what I would like to be able to do more than anything is tell you that you don't have to go to Mississippi, that things will work out another way. But," he said, "I can't do that. I have to ask you to go. Now if anyone chooses not to it's not shameful. It's

6. **Tina: Wonderful to be with you today. You teach public narrative at the Harvard Kennedy School of Government. I think you not**

not terrible. And, we'll certainly understand. But I have to ask you to go."

A silence in the room followed and I think that's the first time I really confronted the questions: "What really matters to me? What's really important to me? Why would I put my life...." And I think the same thing was going on for everybody else in that room. And as I look back on it, clearly part of it had to do with the facts that my father was a Rabbi, that he was a chaplain in the American army, and that I spent from ages four to seven in Germany after the Second World War. Most of his work was with Holocaust survivors, and I met people whose lives had been shattered by that horror, looking for hope somewhere. Then, the fact that my parents had explained the Holocaust to me as being a consequence—not simply of anti-Semitism—but of racism and that that's what, in fact, we were trying to challenge in Mississippi. And I think it may have been to do with growing up with years of stories of the struggle. The journeys from slavery to freedom—particularly the Exodus story that was made so real at the Passover Seder year after year—and the understanding that that story was not at one time or one place or one people, but rather is one that has to be revisited generation after generation. And I think the fact that as a young person, you know as Walter Brueggemann writes, transformational vision or transformational energy comes from the juxtaposition of criticality and hope. Young people come of age with a critical eye on the world, but with a hopeful heart. And, I think that was true about many in our generation. So it seemed like what I was called to do. So sitting there in that silence.... I mean I couldn't go through all of those thoughts, but this was a moment of truth.

Finally after what seems like a half an hour, but probably was no more than a few minutes, a woman, an SNCC organizer, in the back stood up, named Jean Wheeler, and she began to sing, "They say that freedom is a constant struggle. / They say that freedom is a constant struggle. / Oh Lord we struggled so long we must be free. / They say that freedom is a dying. / Oh Lord we've died for too long, we must be free." And every body just started filing out of the room after her, joining in that song. And the next day everyone—everyone—went to Mississippi.

So that put me on a path that was a very different one from what was expected of going to college, graduating, getting a law degree, and doing whatever. It opened me to the opportunity to understand organizing, leadership, social change, and what it takes to make it happen. So Mississippi was really where my education in the work of social change began and after that introduction I returned to California where I had grown up in Bakersfield and where Cesar Chavez had started a grape strike and I began working with him then for sixteen years. And that, of course, is the subject of much of the content of the book. Then, after that, I did another ten years of Union issues and electoral work, finally finding my way back to school in 1991 to finish my senior year and then go on to get a Masters and a PhD and begin to teach from the life experience and the social science and the combination in conversations with the rising generation. That's sort of what persuaded me of how important it was to try to retrieve lessons from our experience and share those lessons if we can.

Once you returned to California, after the Mississippi experience, you mention in the book that

you were looking at life through "Mississippi eyes." You looked at this old familiar place where you had grown up in very new ways and saw the struggle of the powerless challenging the powerful and saw that things did not need to be the way they were.

Well I think what I learned in Mississippi was that the domain of possibility is very different from the domain of probability and that change is connected to imagining the possible and not being simply constrained by the probable. What we were doing in Mississippi was improbable by many standards. The racist regime had been in place for literally three hundred years. The forces of coercion were all on the other side and somehow we had to figure out how to transform our commitment to change into the power to actually make change. So, that was one of the things that I learned in Mississippi. I learned that there was a difference between power and resources, and that resourcefulness can compensate for a lack of resources. That is, of course, what the whole David and Goliath story is all about. It's about resourcefulness compensating for lack of resources. It's about transforming resources into power, which is what David is able to do and which is what the civil rights movement did year after year. It's what Gandhi taught and it's what we practiced in the farm workers as well. That means you not only have to be more committed than the opposition representing the status quo, but you have to also be smarter.

Can you say more about this resourcefulness and how one not only goes after short term advantages, but manages to turn them into long term gains? This

seemed a very important part in the struggle, for instance, with the Chavez grape strikes.

I think in any sort of circumstance like the one I describe, it's rarely simply a matter of people waking up one morning and deciding to do things differently. There are some deep

structural matters involved: Political structures, who can organize legally and who can't; Economic structures, who has all the wealth and who doesn't; or who has access to legal protections and who doesn't. And so the challenge in movement building and this sort of social change is not simply to win a short term gain like, "Gee, we got the wages up fifty cents for this season," but how do you leverage the immediate challenges, like lousy wages, how do you leverage that and turn it into change that cuts at a deeper level, that in fact

reconfigures the structures of power underneath that are responsible for the problems in the first place? It's the difference between putting a band-aid on things and actually dealing with the source of the disease. Too often we get caught up in band-aid solutions only to find that next year things have gotten worse. And it's because power difficult thing to change. By definition, that's the Goliath presumption—that's why Goliath usually does win.

I learned that there was a difference between power and resources, and that resourcefulness can compensate for a lack of resources. It's about transforming resources into power, which what David is able to do and which is what the civil rights movement did year after year. It's what Gandhi taught and it's what we practiced in the farm workers as well. That means you not only have to be more committed than the opposition representing the status quo, but you have to also be smarter.

So the challenge were faced with was how to take an immediate circumstance, which was farm workers going on strike to improve their wages from \$1.25 per hour to \$1.40 per hour, into something more than improving the wages by fifteen cents per hour. The challenge was to do something that could

actually create new conditions of power so that the farm workers would wind up with greater economic and political power that they had before and the grower's power would be constrained through legal means, through economic means or whatever.

So it's like the whole rules of the playing field would be redefined. So instead of—it's fifteen cents this year, next year let's come back to ten cents—we'd have changed some of the basic structural dynamics. And

the genius of the movement was to figure out how to do that. In other words, how could we take a local struggle around wage increase and turn it into national mobilization that was able to mobilize the economic and the political power of the agricultural industry, to transform the rules by which it could do business, to transform the conditions that shaped the labor market, to transform the legal environment and impose a whole different set of constraints

on employers that had experienced no constraints before—and, at the same time, give rise to a whole different kind of self understanding of the Mexican, Mexican-American community in California—who had experienced years of discrimination and who took inspiration from the farm worker movement—to make a whole new set of claims in the cities as well as in the countryside and that had begun to shape major political change in California as well. So that's the challenge in organizing—to figure out how to transform the urgency of immediate need and action into action that will result in long term change by altering the conditions that gave rise to the problem in the first place.

I was fascinated by that in the book. You described how the United Farm Workers (UFW) succeeded in transforming their labor struggle into a social movement and how that then actually made the difference in terms of commitment by the participants and outsiders, and how you were able to leverage that in your battle. While other unions were celebrating increase of wage on the very short term, the UFW was leveraging their power in political terms and creating something bigger.

Yes. In the past, there had been three major efforts to organize farm workers in California prior to the one we were involved in, but they'd always fractured. One reason was the ethnic associations. The history of California's agriculture is the history of one ethnic group after another being brought to undermine the efforts of whoever was already there. There were ethnic associations, but they didn't have outside support or there were radical, highly committed organizers who often didn't have the connection to the people or the

outside support. Another reason was the traditional labor movement, which usually would only come in during competition from the more radical efforts. They had no real understanding of the workers or the community. So none of this ever came together because what was needed was a combination of the depth and commitment and appreciation of local conditions and who the people are that actually do this work coupled with access to outside resources that could compliment their own efforts to improve their conditions coupled with the kind of creative imagination that only comes when you are really committed to finding a solution and have enough of two different worlds that you can see alternate possibilities—that sort of imaginative dimension. Those are the factors that came together in the UFW.

The traditional unions that were involved at the same time were stuck in a very traditional way of approaching organizing that had worked for them in the cities thirty years before. They were unable to step outside their habitual approaches to recognize the novelty of this circumstance and to find a way to appreciate the novelty and the resources that could elaborate on new ways to organize. They were just trapped. That's the Goliath problem. Goliath wins with overwhelming power—overwhelming resources. And, he just assumes he always will. Well, that's the case until he runs into a David who figures out there are some resources that Goliath doesn't even know are resources and he can mobilize those resources in a surprising way. That's what the farm workers learned how to do.

Yes. It's exactly the stepping out of the habitual and trying new ways—I think that was really the strategic capacity which helped to win or out perform vis-à-vis the

other unions. They were able to move along with the support, notably, from churches and students and others. You write that there are three important keys to this strategic capacity: motivation, knowledge, and learning. Can you say a little bit more about how you came to that understanding of these three important keys?

Well I guess I came at it three ways. One was just reflecting on the experience of the circumstances—the conditions of the case itself. Secondly was the David and Goliath parable about power. And, thirdly an appreciation of the fact that strategy is much more of a creative process than it is an analytic one. In other words, strategy comes into play when we are uncertain about outcomes and uncertain about the future. Habit dominates under other circumstances. So when we strategize, we are strategizing in a domain in which a whole lot is unknown. Of course, the future is utterly unknown. So it isn't about analytical calculus—it's much more about creative imagination.

Our understanding of how creativity works, I came to appreciate, was an important way to understand how it is that creative strategizing works in these circumstances. Those elements of motivation—keep commitment, create emotional energy, have a sense of moral purpose—that keeps us in there, that causes us to learn what we have to learn, that inspires us to take chances, that inspires us to take risks and inspires our imagination, are a critical piece. It's not a feel-good; it's a prerequisite. It's a critical piece of effective strategy. People for whom it's a cause are in a different situation than people for whom it's a job. There are different depths of investment, of motivation, of engagement, of passion, of all of that. So, that's one piece.

The second piece is relevant information. Relevant information means relevant to the circumstance at hand. Creative artist and writers and so forth don't become creative just because they are committed, they also master a body of skills. They master a body of practices that enable them to become experts in those practices, whether it was David with his slingshot or whether it's a musician with his mastery of the keyboard. The equivalent in this setting is an intimate understanding of the domains in which the struggle is being carried out—in other words: the workers in that community, the employer world, and the world of potential supporters in the broader world, outside the local community. Access to information that is relevant or salient and particularly information drawn from a diversity of sources all of which are relevant to the problem at hand is key. The mix of information is what is very very important. The fact that the AFL-CIO Organizers were all mostly white guys over fifty, that they were drawn from a particular kind of experience in the cities, that they had no appreciation for the civil rights movement that was going on and no appreciation for the farm worker world, that they had no concept that churches could become relevant to this, as opposed to the farm worker folks who were a combination of all those different connections to all those different worlds. So—salient information.

Thirdly is a learning context, a process of learning—a heuristic process—so that this diversity of sources can be drawn upon to come up with imaginative solutions. This is challenging because it's finding a way to balance divergent information but then move to a convergent set of decisions based on that very divergent information. But, that's also where the creative opportunity

lies. And, of course, this is very similar to what happens in the creative process, which is an on going capacity to reflect, develop, and adapt based on experience. That's a long answer, but the roots of this way of understanding strategic process are in understanding the creative process and I was really struck by reading the David and Goliath story to see exactly the same elements.

I think you are making a call for whoever is out there and might be reading this interview or, in general terms, people who want to change something and lead in a certain topic or arena that is close to their hearts. It's really for them to operate with a mix of information and gather the relevant information and actually see it from different angles in a very creative process and consider the diversity of the sources. I like what you said, "reflect, develop, and adapt." I think that's where your book becomes very relevant for, not only organizing, but for various leadership situations.

Yes. I think the common thread that runs through here is dealing with an institutionalized status quo that you are trying to change in some way. Then the question is: How do you change it? The conventional wisdom, usually, is you sort of work from within. You sort of adopt its ways and then you sort of work an incremental change. But, I think if we actually look at things historically, that usually stops the effort to make change and drains it of its energy and its creative impulse. It's a much more risky proposition. It's much more a question of stepping outside. See, I think one of the key factors here is the insider-outsider blend. In other words, it's not that the farm worker organizers knew nothing about the farm worker world. They did. But

they also knew about the non-farm worker world and the combination is very important. This is why I have always been attracted to Moses as an exemplary change agent, or organizer, or social movement builder because he's the Jew who was an Egyptian. He was of the oppressed, but was raised in the house of the oppressor. So he could, on the one hand, relate to the experience of oppression and deprivation and hardship that was the reality of the people, but, on the other hand, he could also imagine possibilities beyond that and other ways. It's that insider-outsider combination that I think is a really really critical piece of the creative understanding that drives social movement. And, I suspect that combination drives a lot of innovative efforts in many different domains.

So to hold different perspectives and approaches at the same time in your mind, right?

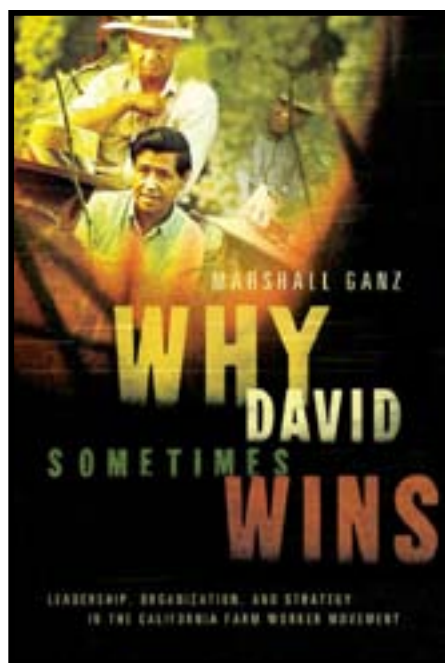
Yes. There is this question of intimate understanding of what challenges are at hand with the ability to imagine alternatives. A bunch of people who have no direct understanding of the process or of the people themselves, I mean, they may have a good time, but they are not going to get to the nitty gritty because strategy always involves a profound mastery of context and of the details of context. Strategy is not an abstraction. It is a way of imagining beyond the immediate, rooted in the immediate. And I think that's one reason that it is hard for

people to do. People will either tend to want to operate within the world of the tree, or they want to operate within the world of the forest, but they don't get that the real deal is in both being able to appreciate the tree and the forest at the same time. Bringing that kind of capacity into a leadership team, it seems to me, is critical for it becoming a creative strategic team.

You also write in the book that for strategy it is decisive to consider on the one hand biographical and on the other hand organizational context.

Yes. In other words, strategy doesn't come out of the air. People strategize. So, who are these people and under what conditions do they strategize? It seems to me that those are two of the factors we can actually have some influence over. It's all a probabilistic enterprise because, like I said, the future is unknown. It's a question of what are the conditions. Well, in terms of the people, who is doing the strategizing?

Are they people that combine the insider-outsider perspective? Are they people that have experience from diverse relevant domains? Are they people that have a deep commitment to figuring the thing out, to actually solving the depths of motivation? The question of assembling the right team with the right combination of understanding and motivation and relationships—that's one piece of it. The other piece is the conditions under which that team then does its work. If you bring together a group of people like that and then there is



one boss that tells them all what to do and an atmosphere is created in which new ideas are shut down, well forget it, it's not going to flourish; it's not going to be productive. So having a deliberative process that facilitates drawing on those resources and that can navigate this tension between divergence and convergence is one of the critical elements.

The other elements that I think are very important are that it has to really matter. In the case of the farm workers, the resources required to make the enterprise work had to be generated by doing the work. In other words, it wasn't some grant from someplace that you didn't have to do anything to get. Either workers were joining or they weren't joining. Either they were paying dues or they weren't paying dues. Either people were contributing funds because they shared the cause or they didn't. In other words there was no free lunch. That meant that you were constantly up against the challenge of having to test what you were doing in terms of reality and whether it was actually able to work or not because that's where your resources came. What's related to that then is your source of accountability. In other words, if the accountability was to some guy in Washington, D.C.—which was the case with the other union—as long as you kept him happy, the resources would keep coming. So you could afford to be wrong time after time after time—sort of like the U.S. in Iraq, to use a current example—because the resources would just keep flowing and all you had to do was satisfy this guy in charge. But, if you've committed yourself to operate in a new domain where you have to generate resources from that domain, it imposes a whole different set of demands, of reality checks, that you have to meet.

So one is the importance of assembling the right configuration

of people, but then the second is structuring the way in which those people work together in terms of deliberation, accountability, and where the resources come from. It's that combination of factors. The argument is that that will increase the odds, the probability, that they are going to do a pretty good job with figuring out how to deal with the challenges that they face.

Looking back one can see how the movement evolved and grew very successful with the different marches that you participated in and organized. But, fast forwarding, it is interesting to see the pitfalls. As you write in your book, "sometimes remaining David can be even more challenging than becoming David." It seems tragic, then, that the UFW came to rely on the same resources that they had tried to overcome in the first place and, in the long term, unable to pursue it's intended ultimate aims. How do you think can organization or people avoid that trap?

Well you know this is one of the great questions in the Human condition and, actually, it's also reflected in the story of David in the Old Testament. First Samuel is about the David we know of in the David and Goliath story, the David who's creative and resourceful and imaginative and does all this great stuff. But, then he becomes a king and that's what Second Samuel is about. It's about how, as a king, David turns into sort of a monster. He loses any accountability he had. He becomes self absorbed. He can't trust anyone around him and he ultimately destroys himself. And, you know, it's a sad old story.

I think that as human beings the challenge of dealing with power.... It just seems that lest we build in

mechanisms of moral, political, and economic accountability into what we do, we fall into traps of isolation and excess. The two things kind of go together. So with the farm workers, I think our critical failure was not to institutionalize our successes in a way that created a broad enough set of accountability mechanisms internally so that it wouldn't become so easy to consolidate power in the hands of a single person. When that happens, when power becomes consolidated in the hands of a single person, very strange dynamics begin to take over.

Rod Kramer at Stanford writes about what he calls, "Political Paranoia," which he describes as a phenomenon that you can observe in a diversity of organizations, political movements, and so forth. It's a way in which when power becomes concentrated like that, several things happen. First of all, everyone starts telling you what they think you want to hear. And you know that that's going on because you are not a dummy, but on the other hand, it means that you develop a much higher level of distrust for what you are being told. So you are attune to other people, but there is an element of distrust that is assumed rather than an element of trust that is assumed. So you begin to see things that may not be there. What goes with it then is that everybody's afraid to challenge you because you are the one holding the power. And so then what happens is you start thinking that you have to live up to what the world is describing you as being—some sort of genius guru master—but you know it's not true because you know you are a human being. And this process becomes profoundly corrosive of personality. It becomes institutionally corrosive because those are the conditions that allowed it to happen in the first place. So then you are in a

real mess. It's interesting because I was reading Richard Goodwin's account of Lyndon Johnson's decline during Vietnam, it read almost word for word as.... I recognized what was happening there from my own experience with what happened ultimately in the UFW.

And so the take away from this, at least for me, is that on the one hand creating change and creating movements that make change—yes, it's a very creative and innovative process, but nothing lasts forever. That's the other reality. The whole idea that we are building institutions that will last forever is a bit of a conceit and a bit of hubris anyway. But the challenge becomes how to institutionalize gains in such a way that the accountability mechanisms don't go away. If they do, then you get things like Goliath and you get things like what happened to the farm workers, ultimately, and you get things like American policy in the Middle East, for example. I mean you get some pretty crazy stuff going on. And our inability to manage aspiration, I guess that's the other thing. It's this thing about excess. It's like—if I'm not experiencing accountability, I can get a pretty inflated sense of what I think is possible just based on the sheer might that I have. And, that becomes a real trap. And, you know, you can see that at the level of world history. When you look at what it is that brings the great empires down, well, usually it's overreach. Usually it's thinking they can do more than they actually can.

12. Let's look a bit more at the current work you are doing. You have recently become very engaged with community activists in the Middle East. I actually heard you speak once about how you manage to adapt stories to your audience, for example, the

story of David and Goliath to the Islamic version of Dawud and Jalut when you did a workshop in Amman in the midst of the Gaza crisis. Can you tell us more about that work, how you relate to it, and how you inspire people to organize and move things forward within such a complex context?

Well the overall framework for this work is really the framework for the whole project. By project, I mean the book and sort of what I've been doing with my life. It is a project that is about leadership and it's about leadership that can enable change. So it's an understanding in which the idea of leadership is not positional but rather it's a process, a way of interacting with others to achieve purpose with the assumption that conditions are uncertain. So, how to mobilize the moral and strategic resources, or, in other words, the courage and the commitment side—which is what we do through narrative and storytelling—and the strategic side—which is much more the creative, more cognitive process—is at the heart of the matter. Then, how to develop leadership capable of that and that scales sufficiently to actually bring about this kind of change? It's something I began to learn in the Civil Rights Movement and continued to learn with the farm workers and then learned through electoral politics after that. And it's one of the great

So it's an understanding in which the idea of leadership is not positional but rather it's a process, a way of interacting with others to achieve purpose with the assumption that conditions are uncertain. So, how to mobilize the moral and strategic resources, or, in other words, the courage and the commitment side—which is what we do through narrative and storytelling—and the strategic side—which is much more the creative, more cognitive process—is at the heart of the matter.

examples of how we learn through teaching. Through my teaching I've had the opportunity to work with so many different people in so many different projects in so many different places, you begin to appreciate

what's process and what's context and you begin to learn how to recognize the fact that every place is different but not in every way. You begin to then discern how to focus on core leadership processes, but move from context to context to context appreciating the differences there as well. So by starting with narratives, for example, you alert yourself right away to the traditions, the culture,

the understanding, the identities of the people you are working with. And what you discover is that most successful cultures of any kind have resources for trumping fear with hope, for trumping isolation with empathy, for trumping self-doubt with self-worth. That's one of the main jobs of culture—to enable us to deal with uncertainty and challenge in constructive ways because the destructive approach is always present as well.

So a lot of the work that I've been doing then is to try to encourage that kind of learning and development

across a range of social change movements whose objectives I share. Like the climate change movement, immigration reform, and so forth. Now the Middle East is, of course, a challenging situation. But through a series of circumstances I wound up with the opportunity to work with colleagues in the Arab world and how to take this approach to strengthening civil society in that part of the world. And I think that's a critical piece in the whole Middle East challenge. Any approach must be nurturing of a robust civil society and civic leadership practice within that part of the world. So that led to this project in Jordan and another project in Syria in which we are able to do that. But we're able to do it because our starting point is the culture, the tradition, and the experience of the people themselves and that's what you learn in organizing, that's the starting point. You always start by asking yourself the question, not "What's my issue?" but "Who are my people?" Who are the people? What are their values? What are their aspirations? And how then can we create conditions under which they can acquire the tools to translate those aspirations into effective action. And it crosses cultures pretty effectively.

At the Kennedy School you are also now involved in online executive courses with teams from around the world. You are exploring and using all these virtual frames and possibilities and out of that some different projects have emerged. What are some of your impressions of your learnings and the possibilities you see with organizing and supporting people through your virtual online classrooms?

Well, let me see if I can put it this way. So the starting point is a way of understanding leadership, then a way of understanding organizing,

and then a way of understanding narrative and strategy within those domains and how to develop leadership whose main function is to develop leadership. So it's a cascading model of leadership and what you get is a growing movement. That's kind of the starting point. Then the second piece is cross-contextual learning. I learned in my organizing from a lot of different settings—first it was the Civil Rights Movement, then it was the farm workers, then electoral politics. In the organizing class people are always making different projects, but using a common framework. What that means is everybody is learning to distinguish context and process. And that's critical. It's like learning at a mental level. It's a critical pedagogical mechanism for a deep understanding. It sounds counterintuitive because you would think, "Well, I've got to immerse myself totally in one context." That's true, but if, at the same time, you are being yanked out of that context and required to look at others who are struggling to do something quite similar in a different one, then you really begin to be able to distinguish what is incidental and what is essential. I think that's a lot of what's at the core of this pedagogy. So we saw that the approach we developed working with the Sierra Club could be transposed to the Obama campaign.

Now, the Obama campaign was an opportunity to take some of this work to scale and learn a lot from its strength, its limits, how to teach it, how to train, and so forth. In the wake of the Obama campaign, two things became clear. Number one is that it is worth undertaking improbable challenges and number two that people can become authors of change. And of course that's a starting point of my myriad interest. I have a lot of interests all over the place! Since then we have been

doing a research project, workshops, and development projects in an amazing diversity of settings ranging from the Episcopal Church of the U.S. to the California School Employees Association to the National Health Service in Britain, to our projects in Jordan. But the key is this cross-contextual setting that allows us then to develop a team of people and of leaders who are able to operate in that kind of a domain.

The distance learning class was an extension of this whole dynamic because there was more demand than we could meet. Further, not everybody can come to Boston and we can't go everywhere. So we thought we would try it. I was pretty skeptical because I think face to face interaction is critical, but we came up with an interesting model for a fourteen week class. We had about ninety students ranging from Malaysia to Guatemala. And the common thread was they all had to be working on projects that had outcomes that involved mobilizing people and that were change oriented. And we found that we could use the technology to create a much more interactive space than I had expected. The key to that is people being able to see each other. The significance of visual interaction, I just don't think can be exaggerated. By creating a visual, by sharing visual information, we are able to pick up so much more on the affect and the interaction and all the rest of it. And the technology is getting there. Couple that with the experience that it is very energizing for people to do it, learning with people all over the world. The projects varied from somebody who was trying to organize to protect the rainforest in Borneo, to a group in Belgrade who were organizing an anti-corruption campaign in the medical profession, to a group in

the Netherlands working on climate change and trying, in the wake of Copenhagen, to come up with ways to carry forth climate change advocacy work, to groups in Guatemala City trying to promote civic participation. It was enormously exciting and I think, while not the same as working in one place with a specific set of people over a period of time, it's part of the mix. And so what we're finding is that we can combine the distance learning, workshops, classroom, and ongoing projects in specific organizations in parts of the world to advance this approach to leadership development for social change.

So you just mentioned the Obama administration, the campaign actually, and I know you advised Obama during the presidential election campaign. On the one hand there was the campaign, but on the other, now he's in the administration. How do you think he has been making use of his organizational power and experience during his Presidency and how could he leverage and involve people better?

Well I think that in the campaign he demonstrated both moral and strategic leadership. On moral leadership he was able to inspire Americans to believe in themselves again and to believe in what the country could be, rooted in values of inclusion, equality, and mutuality—which had been pretty eclipsed in our political system for many many many many years—and at the same time offered a strategy, namely one of involving lots of people. So there was a combination of moral and strategic leadership that was extraordinary and that gave lots of people a way to participate and make it all happen. I think that since he has become president he has been

struggling to find a pathway to that kind of leadership again. I don't think just that governing is harder than campaigning. Anyone who has ever campaigned would challenge that question. Getting elected President of the U.S. is a pretty challenging thing. Governing is different, that's to be sure. The challenges are different and I think he is having a hard time finding his footing. The tendency has been to become very technical rather than moral in terms of the explanations of the need for things. So health care reform, for example, wasn't really fought for moral terms, it was fought in very narrow self-interest terms, which turned out to be a less effective way to fight, I think. On the strategic side, the challenge of the well-articulated alternative to the dominant story that government is bad, private sector is good, turn everything over to private wealth and that will solve all our problems—which has been the dominant American domestic ideology since 1980—is another huge challenge. I think that there is a struggle with both of these dimensions and so we'll see. I think the energy that was generated by the campaign has moved into other places like immigration reform. I also think there is going to be a whole resurgence from the climate change movement now that the legislative avenue has been recognized to be futile. I think the reform of health care practice on the ground is going to be an enormous source of energy now and of course the economic crisis, the economic problems that we face, so that's my take.

Thanks a lot on these insights. As we are about to close the interview is there anything you would like to add which is of great importance to you? Maybe something geared at young people, young leaders and what you wish for them?

It's interesting because that's exactly what I was thinking we haven't really talked about as much. When I was telling the whole story about my moment of truth and deciding where I wanted to go I mentioned Walter Brueggemann's definition of aesthetic or transformational change being the intersection of predicality and hope and the fact that young people come of age with a critical eye and, almost of necessity, hopeful hearts. I think that that's where there is enormous energy for a transformation for change and for moving forward. And, so, one of my priorities, and one of the real priorities in which I've been doing work, has been to invest in the leadership capacity of this rising generation. I'm very hopeful about them and I get tremendous energy from working with them. I think that's where the energy to deal with climate change is going to come from. I hope that's where a lot of the energy on immigration reform is going to come from in the U.S. and so that's.... What can I say? It's their future and every time I go to class it's a little bit like having a conversation with the future which is something I feel very blessed to be able to do. So much of the work we do is in developing the capacity of leadership of the young to lead.

I would very much like to thank you for the interview, I feel that it has been an inspirational feast with several courses. The book gives, not only this wonderful inspiration that things do not need to be the way they are—empowering people to challenge the status quo with strategic resourcefulness—but it's this transferability of the experiences you have made in organizing which are of such importance to leadership in general. I can only encourage the readers to go out and buy the book, enjoy reading and be inspired.

Leadership for What? The Movement: The Worldwide Flash Mob for Healthier Kids

Community
CORNER

by David Soleil, ILA Member & Founder of The Movement



As I was sitting through the many inspiring sessions at the 2010 ILA conference in Boston, I had a number of conversations with ILA members answering the question,

“Leadership for what?” As we study and understand the inner workings of leadership, do we have an obligation to put that knowledge to use in creating positive change in the world? And for what cause?

I also had conversations asking how fast can an organization move? What would its structure look like? How much social change could a fast-moving group create out of nothing in a single year? Given the political events in Egypt that utilized social networks for social change, it is obvious that new models of leadership are emerging and we now have the tools that can enable social change faster than any time in history. The Movement is my effort to find more answers to all of these questions.

What is The Movement?

The Movement is a worldwide flash mob for healthier kids, scheduled for October 31, 2011 in towns and cities around the world. Flash mobs are the seemingly spontaneous music, dance, and performance art pieces put on in public spaces. These performances are typically captured on video, posted to YouTube and are organized mostly through social networking sites like Facebook and

Twitter. They have become an internet phenomenon and the most popular ones draw tens of millions of hits. There is also a TV show on Fox about flash mobs called, “Mobbed.” The ILA discussion listserv, [ILA-Exchange](#) has even had recent conversations about the leadership aspects and implications around flash mobs.

In thinking about flash mobs, I began to wonder:

- What if the attention from a flash mob was directed at the issue of childhood obesity?
- What if that attention were used to raise awareness so people could get the help they need or get involved?
- How much social change could we create in a single year out of nothing?

Childhood obesity is a major issue right now affecting millions of children around the world and Michelle Obama has made it the centerpiece of her work in the White House in a campaign called, “Let’s Move!” It was certainly a leap of faith to think I could create any kind of positive change in less than a year, particularly with no 501(c)(3), no staff, and no money. However, given my experience and knowledge of leadership, and given the tools of social networking, the transition from theory to practice could prove to be a powerful force for social change and enlightenment at the same time.

Innovation, Speed, and Collaboration

In order to create change as quickly as possible, the organizational structure would have to be built on speed,

moving faster than any typical organization. We would have to be innovative in our solutions because we had no funding or infrastructure, and we would be moving faster than any foundation grant cycle. We would also have to be collaborative, both internally and externally, leveraging the organizations already working in the field to produce the greatest impact.

Yes And...

The recent release of the ILA’s *Leadership for Transformation* edited by JoAnn Danelo Barbour and Gill Robinson Hickman features an article by James Mohr called “Improvising Transformation: Leadership Lessons from Improvisational Theater.”

The guiding principle of The Movement comes from improv and is discussed in Mohr’s article: “Yes and.”

Mohr describes it as the “principle that engages everyone in a collaborative action in which everyone recognizes what was said, affirms it and then extends it so that the possibilities with an idea can be explored.”

When we translate this to an organizational level, it creates an organization that values every contribution offered and builds upon it. It is the fastest way to build productivity within an organization because every idea is accepted and used. The caveat is that you have no idea what your end product will look like! So, we had to set parameters within which people could create and

contribute to the cause. Within the parameters, anyone could contribute whatever inspired them in service to healthier kids. For example, I was approached by an animator wanting to create a promotional animation for The Movement. Our first corporate partner was GM who donated ten new vehicles in Chicago to organize people and bring them to the flash mob. Would I have initially conceived of animation and cars as part of The Movement? No. Does it add value? Absolutely. They are creating within the parameters and now we can build upon their contributions.

From the beginning, we had to acknowledge that

The Movement would be bigger than any individual vision. Trying to micromanage The Movement would only frustrate and turn people away. Six months into the project and so far it has been quite successful. In fact, our greatest successes have been the empowering visions that volunteers have seen in us, far more than the visions we saw for ourselves. Only the “Yes and” philosophy can produce those kinds of successes. Only a leadership framework where the organizers set parameters and then take a back-seat to the visions of volunteers can provide the platform for these successes.

Continual Urgency

16. This project was conceived to start and finish in exactly one year’s time. We have found that, with the appropriate organizational structure, the continual sense of urgency can actually force

organizational efficiencies. We employ the management philosophies of W. Edwards Deming, particularly his “Appreciation of a System.” If we, as an organization, are not moving fast enough or are not accomplishing our goals, it is because we have created a flawed system. We then empower everyone on the team to contribute solutions to improve the system or create a new one. There is no personal blame for problems, but rather personal empowerment to find solutions.



Feb. 13, 2010 A flash mob in Canterbury, UK raises awareness that local museums were threatened with closure due to budget cuts. Photo courtesy Linda Spashett

Urgency also necessitates honest and responsive communication. The organizing team must be honest and detailed with requests for volunteers and the amount of time needed to accomplish a task. Volunteers

respond with exactly how much time they can dedicate to a task and they must respond in a timely manner. Because of the urgency, there is no room for “I’ll get back to you next week.”

In this way, maintaining speed is the responsibility of everyone on the team without fear of blame when the system breaks down.

Train Stops for Volunteers

A perpetual problem of volunteer organizations is apathy and turnover. Because The Movement organization is moving so quickly, we cannot afford to guess when volunteers are too busy or are no longer interested to dedicate their time. It is unrealistic to expect that any person can sustain an organizational sprint as a volunteer or even paid staff. After some initial bumps in the road, we implemented what we call “train stops.”

At actual train stops, people get on or off trains, take breaks, fuel up, etc. Taking this concept to an organizational level, similarly, we work on six-week intervals between train stops. If people come on board as a volunteer, they know that they will be part of a short sprint with specific goals. Once those six weeks are up, they can choose to continue to the next stop or get off temporarily or permanently.

This method “drains the swamp.” It helps retain the motivated people and allows others to contribute to the cause and then exit the effort without any disappointment or unmet obligations. Apathy does not become an issue because the timelines are intentionally short.

Where is The Movement today?

The Movement is six months away from the flash mob event and we have made large strides toward our goals based upon the efforts of students in the ILA network. Students from Christopher Newport University have been a continuing driving force assisting with the effort through multiple train stops.

The Movement is still recruiting volunteers and is now recruiting flash mob organizers around the world. We welcome the involvement of any ILA members who want to be part of this unique leadership experience.

David Soleil is the Lead Organizer of The Movement and a past Chair of ILA’s Leadership Education Member Interest Group. For more information about The Movement, go to: themovement2011.org. David can also be contacted directly at: davesoleil@gmail.com.

Community Kiosk

Share your important announcements! Pin your virtual sticky note up on ILA's Community Kiosk. Email Ashley Wollam at ajwollam@ila-net.org to submit.

Download the *International Journal of Leadership Studies*, Volume 6, Issue 2, at www.regent.edu/ijls

The issue features:

- Sun Tzu and Command Assessment: A Study on Commander's Couage by David H. Hartley
- Personality Characteristics and Principal Leadership Effectiveness in Ekiti State, Nigeria by W.O. Ibunkun, Babatope Oyewole, and Thomas Olabode Abe
- Market Orientation and Leadership Styles of Managers in Malaysia by Zorah Abu Kassim and Mohammed Sulaiman

The International Journal of Leadership Studies is a publication of the Regent University School of Global Leadership & Entrepreneurship

The Leader as Reader

SAVE THE DATES: On June 16th, ILA member Lucie Newcomb will kick off a new Virtual Book Club, *The Leader as Reader*, from 3-4 pm EDT, with a meeting over the Web. The virtual meeting will feature a conversation with a special guest author whose work the club will be reading (title pending). The next meeting will be September 15th, featuring a Members' Choice book. Lucie looks forward to your participation! For more information and registration (required), please visit [ILA Space](#). Book selections/volunteers welcome. Email LeadChat@gmail.com for more information. Please note: these first two sessions are free and open to ILA members only.

Plan to Attend 9th International European Leadership Center Conference

On June 2-3, The IEDC-Bled School of Management will host *The EU and Russia: Business Opportunities and Leadership Challenges*. Conference themes include historical links between Europe and Russia; the leadership challenge imposed by trade, direct investment, and joint ventures; organization and leadership contrasts between EU and Russia; and consideration of what leadership skills are needed to develop EU-Russian Business. For more information, to download the agenda, or to apply to attend, please visit www.iedc.si/elc.

Established in 1986 as the first business school of its type in Central and Eastern Europe, the IEDC-Bled School of Management is one of the most prominent international management development institutions in Europe. It is a place where leaders come to learn and reflect, an international center of excellence in management development, a business meeting point, and a unique place where works of art complement a creative environment for creative leadership.

New issue of *Integral Leadership Review* is now available for download

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The Integral Leadership Review's vision is to make a substantive difference in creating self-sustaining and generative people, systems and earth through an integrative, developmental and transdisciplinary approach to leadership; and to serve as an integrating force among leaders, developers, theorists, students, consultants and coaches in all domains and cultures

Sparks Fly as Conference Proposal Retreat Unfolds

In last month's *Member Connector*, we shared with you the first step in ILA's rigorous conference review process. A record number of submissions (512 by the March 1st deadline) catalyzed a record number of peer reviewers (296) to volunteer.

During this first round of review each proposal was read in a double-blind review by up to eight reviewers. Neither the

authors of the submissions nor the evaluators know who is seeking to present or who is reviewing. Through a keyword system, reviewers were matched with proposals that best fit their areas of expertise, ensuring that each proposal was reviewed by true peers with knowledge of the topic covered in the proposal.

But what happens next? How do track leaders take the scores and input from the double-blind review and use that information to create ILA's most exciting conference program ever?

18. The magic all takes place during a face to face retreat attended by leaders and special volunteers from each track: Business Leadership, Leadership Development, Leadership Education, Public Leadership, Leadership Scholarship, Refereed Papers, and Conference Theme. The first six tracks correspond with ILA's five Member Interest Groups (the Leadership Scholarship MIG leads that track and the Refereed Paper track) and the seventh track was newly added this year to better evaluate proposals that

relate directly to the conference theme and may cross disciplinary or sector borders. Proposals could be submitted along one or two tracks. This year's retreat took place April 6-9 in Virginia near Dulles airport.



The teams convened on the first morning of the retreat to discuss the theme of the retreat, "Leadership and Place." The retreat theme was selected for its connection to this year's

conference theme, "One Planet, Many Worlds...", and the retreat participants explored the many definitions of place, how one's place can influence their leadership, and most importantly, how to create a great place for attendees at the conference through the selection of outstanding proposals. This animated conversation was inclusive of many viewpoints and places of origin, as retreat participants hailed from the Netherlands, the United Kingdom, and many regions of the United States.

The conversation, facilitated by ILA Vice Chair Diane Dixon, set the stage for the retreat. Then it was time to attend to the business at hand—reviewing and evaluating proposals. Stacks of printed proposals landed with a "thud" on each team's table, exemplifying the magnitude of the task. The Presentation Track Teams divided the stacks of proposals and began to pour through each submission.

For three days, the room alternated between periods of intense, silent

reading to lively discussion and debate. As pencil tips snapped from handwriting notes and pots of coffee were constantly replenished, the teams steadily worked late into the final night of the retreat, narrowing their piles of proposals to just the selected few that would become their Track's recommended conference program. On the morning of the final day, what should have been a weary group of participants excitedly presented their program recommendations to the entire retreat team, ending an arduous yet fulfilling process to produce what will be the best ILA conference program to date.

The third and final review is now being conducted by the ILA Program Committee. The committee is charged with ensuring a diverse and balanced program. While the teams at the retreat focused on creating a specific program for their individual

Presentation Track, the committee reviews the program as a whole, confirming that the program recommended by the Track Teams meets all guidelines and offers a varied,



stimulating program. Overall the conference accepts about 25% of proposals submitted. Once the program is finalized in mid-May, the ILA office will send out acceptance and non-acceptance emails to everyone who submitted a proposal.

The enthusiasm expressed by everyone involved in the conference process from the submitters to the reviewers inspires all of us. We look forward to another successful, innovative conference in London this fall.

Senior Public Service Leadership Faculty

Fanning Institute, The University of Georgia, Athens, GA, USA
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1322

Executive Director of the Oskin Leadership Institute at Widener University

Widener University, Chester, PA USA
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1321

Program Coordinator

Campus-Wide Minor In Leadership Studies, University of Illinois Urbana, IL 61801
Closing Date: 5/17/2011
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1328

Visiting Program Manager

(A1100168)
Illinois Leadership Center , University of Illinois Champaign-Urbana
Closing Date: 5/16/2011
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1327

Coordinator, America Reads*America Counts

Leadership and Community Service Learning, University of Maryland College Park, MD
Closing Date: 5/15/2011
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1326

Assistant Professor of Nonprofit Leadership

School of Strategic Leadership, James Madison University Harrisonburg, VA
Closing Date: Until Filled
www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1325

Vision: Transforming Leadership Knowledge and Practice Worldwide.

Mission: The International Leadership Association (ILA) is the global network for all those who practice, study, and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.

I

Our Commitment: The principal means by which our mission is accomplished is through the synergy that occurs by bringing together public and private sector leaders, scholars, educators, businesses, and consultants from many disciplines and many nations.

L

Our Values: Inclusion: Nurtures and promotes broad and diverse membership engagement; Intent: Encourages leadership initiatives that advance the field of leadership and contribute to the greater global good; Interconnection: Builds upon the shared interests and complementary talents of members to support individual and collective goals; International perspectives: Respects cultural contexts and facilitates learning and networking across national boundaries; Integrity: Insists upon effective and ethical leadership practices and sound scholarship.

Join 560+ ILA members already on ILASpace as we connect, converse, and collaborate on leadership questions and issues!

Each month we feature select new content from ILASpace, your online member community. Login today to access.

Forums

Share ILA 2011. In this post, Josh T announces a new ILA webpage which features handouts and other resources you can use to share ILA 2011 with your colleagues and friends. Let us know what you think by [adding your comments here](#).

Groups

Guidelines for Leadership Education Programs announced a change in leadership (view the group's page to learn more). Matt Sowcik asks for your input in the group forum "Has Your Institution Utilized the Guiding Questions?" [[Access the group here.](#)]

Leadership Library. Have a cogent article, study, or tidbit to share? Do so at the Leadership Library, a new group created to be a "collection of leadership articles, books, and other documents to share and discuss." [[Access the group here.](#)]

Blogs

Integrating Knowledge Transfer & Organizational Learning: Can You Tango? (Part Four). In a series of four posts, Jim Taggart contemplates knowledge management and organizational learning. In this post, he outlines nine principles which 'serve as the foundation for an integrated knowledge management and organizational learning process. [[Read and comment here.](#)]

Leadership and Transformation: Power to the Moment. In this post, Don Dunoon reflects on Leadership for Transformation: the latest in ILA's Building Leadership Bridges series (which all ILA members should have received in the mail – if you haven't received yours, let us know at ila@ila-net.org). Read this post to see his reaction to a particular chapter and share your thoughts! [[Read and comment here.](#)]

Other

Welcome our new ILASpace community members: Katie Friesen Smith, Lonnie Morris, and Edna Kwentua.

Have a leadership question or dilemma? Have an interesting resource to share or need help finding one? Use [ILASpace](#), the online network exclusively for members of the ILA!

Leadership Dates & Events

Recognized by the *Washington Post* for compiling a “comprehensive calendar of leadership seminars and events,” go online to see our complete listings. Visit www.ila-net.org and navigate to Events --> **Calendar**. Submit your event to ila@ila-net.org. If you are attending an event & would like ILA materials to distribute, contact: ila@ila-net.org. Or, if you are interested in partnering on an upcoming event, please contact ILA Director Shelly Wilsey at swilsey@ila-net.org.

May 12-13

The Leader's Guide to Radical Management: Revolutionizing the World of Work
Washington, D.C., USA

[View Details](#)

May 14-15

2011 Annual Roundtables of Leadership Research & Practice
Virginia Beach, VA, USA

www.regent.edu/acad/global/conferences/gle/

May 18

The Power of Framing: Challenging the Language of Leadership, a Leadership Perspectives Webinar with Gail Fairhurst, 12-1 PM EDT
[View Details](#)

May 18-20

Hay Group International Conference 2011
Vienna, AUSTRIA

www.thehaygroupconference.com/default.aspx

May 22

The Language of Connection
Woodinville, WA, USA

www.roamconsultingllc.com/leadership_mastery.html

May 25-27

Academic Business World Conference
Nashville, TN, USA

abwic.org/

May 25-26

Future of Leadership Development Conference
Barcelona, SPAIN

www.teneoevents.eu/conferences/view/20

May 30-31

Leaders with a Life Conference
Adelaide, SA, AUSTRALIA

www.proteuscentre.com/conferences-networking-events/leaders-with-a-life

June 2-3

9th European Leadership Centre's Conference
IEDC-Bled School of Management, SLOVENIA

[View Details](#)

June 6-7

Leadership Capability Conference
Reston, Virginia, USA

www.the-tma.org/leadership/

June 8

6th Annual Leadership Conference
London, Chesham, Bucks, UK

www.bqf.org.uk/event/leadership-conference-2011

June 10-12

Ashridge International Research Conference
Ashridge Business School, Hertfordshire, UK

[View Details](#)

June 12-14

Leadership and Management in a Changing World: Lessons from Ancient East and West Philosophy
Athens, GREECE
www.leadershipclassics.org/