



International Leadership Association

In this Issue:

January 2008

Page 2

Board Corner, "The Courage to Lead" by Katherine Tyler Scott

Page 4

Congratulations to Our New MIG Chair-Elects!

Page 5

Interview with featured authors Alice Eagly and Linda Carli on *Through the Labyrinth: The Truth About How Women Become Leaders*

Page 9

Spotlight on Results Leadership Group

Page 11

Leadership Dates & Events

Page 12

Member Minutes & Leadership Quarterly

Page 13

Welcome New Members

Page 14

Job Openings

Member

Connector

Barbara Kellerman Kicks Off ILA's 2008 Webinar Series with Talk on *Followership*



When: February 27, 2:00 PM Eastern
Where: A Computer Near You

In her new book, *Followership: How Followers Are Creating Change and Changing Leaders*, Barbara Kellerman challenges the leader-centrism that dominates our thinking about leadership and management. In this Webinar she will take strong exception to the idea that followers are less important than leaders. She will demonstrate how followers are different one from another and how even followers who do little or nothing have an impact on what happens. Finally Kellerman will explore her overarching claim, which is that as a result of forces now converging, followers are becoming more important and leaders less. She will take questions at the conclusion of her talk.

Registration is Free to ILA members. Details on how to register will be emailed approximately 1 month prior to the Webinar.

Barbara Kellerman is the James MacGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government. She was the Founding Executive Director of the Kennedy School's Center for Public Leadership, from 2000 to 2003; and from 2003 to 2006 she served as the Center's Research Director. Kellerman received her M.A., M.Phil., and Ph.D. (1975, in Political Science) degrees from Yale University. She was awarded a Danforth Fellowship and three Fulbright fellowships. Kellerman was cofounder of the International Leadership Association, and is author and editor of many books including *Leadership: Multidisciplinary Perspectives*; *The Political Presidency: Practice of Leadership*; and *Reinventing Leadership: Making the Connection Between Politics and Business*. She appears often on media outlets such as CBS, NBC, PBS, CNN, NPR, and BBC and Bloomberg Radio, and she has contributed articles and reviews to, among others, the *New York Times*, the *Washington Post*, the *Boston Globe*, the *Los Angeles Times*, and the *Harvard Business Review*. Her most recent books are *Bad Leadership: What It Is, How It Happens, Why It Matters* (2004); and a co-edited (with Deborah Rhode) volume, *Women & Leadership: State of Play and Strategies for Change* (2007). For the period 2007-2008 she is ranked by *Leadership Excellence* 6th on the list of the 100 "best minds on leadership."

The Courage to Lead

Board

CORNER

By Katherine Tyler Scott, ILA Board Member
& Managing Partner, Ki ThoughtBridge



I feel privileged to work with civic, philanthropic, and business leaders who desire to strengthen the capacity of their organizations and improve the quality of life in their communities.

Most of them comprehend the significance of creating cultures of conscience and collaboration. All understand the challenge of achieving this particularly at a time of enormous societal and global change. We live in a gap time of shifting realities that bring great possibilities as well as painful consequences. As we observe and participate in this reordering, we see an ever-widening gap between the wealthy and the poor; a slow but steady decline of intangible networks of relationships that form the foundation for community cohesion and problem solving capacity, which is the basis of shared identity and belonging; a rise of individualism and insularity; the loss of language and practices that cultivate community and foster social class insularity; a decrease in the public's trust in leaders and institutions; and a retreat from the idea that **every** child no matter where they live deserves a chance for a decent life through education and opportunity.

2.

There are many organizations addressing these seemingly intractable problems. Increasing unemployment, inadequate housing, healthcare, persistent poverty, dwindling government

support and increased competition for resources can be added to the list. The divides of class and race seem to deepen when anxiety and fear over scarcity of resources increases. These grim statistics and pernicious issues do not seem to deter those who are committed to change. Millions of Americans volunteer an average of a half day a week to over one million not-for-profits each year. Last year they contributed nearly \$110 billion dollars to the causes that address issues such as those cited. Their participation and involvement is essential to the health of any community.

What is it that makes them persist in reaching out in such adversity, that makes them dare to dream a different reality not only for their locale but for the whole world?

I believe the answer is courage—courageous leadership.

In ancient Greece, courage was one of the four virtues—the other three being temperance, prudence, and justice. Courage was the virtue that made the others possible, and it was seen as essential to a good life and to a civil society. It is the virtue that is essential to effectively addressing the problems plaguing the world today.

There are four vital elements in courageous leadership:

1. The Courage to See Reality
2. The Courage to Speak the Truth
3. The Courage to Learn about Self and Others
4. The Courage to Act With Authenticity

The Courage to See Reality

Dr. Fredrica Thompsett notes that “understanding itself is a moral act; with so much going on what we choose to notice reveals who we are.” The exercise of courageous leadership is a choice to not remain in denial and resistance when faced with problems. It requires being intentional about reading reality truthfully so that responsible action can follow. Jim Collins, author of *Good to Great*, says the leader faces the brutal facts and then persists in addressing them. I would add *and then* the leader prepares to address them. Nothing can change substantively unless there is the courage to first seek clarity and understanding of a problem. Confronting the painful conditions of humankind is difficult and necessary work if we are to develop the empathy and the will needed to change them. Robert Greenleaf reminds us that, “Awareness is not a giver of solace; it is an awakener, a disturber.”

The Courage to Speak the Truth

The authors of *The Legacy of Leadership*, James Kouzes and Barry Posner, remind us that, “Moments of courage are moments of truth”; moments in our lives when we come face-to-face with the character and essence of who we are. Two examples immediately come to mind—Martin Luther King and Rosa Parks.

King used the eloquence of his voice and the power of his vision of justice to reach the hearts and minds of those who were too weak or afraid to speak or act.

Parks used no words; her action

was her message. She sat down in a calm yet audacious manner that aligned her inner beliefs with outer actions and affirmed her sense of integrity and value. She later said she knew she was a human being who deserved respect, and on that day she expressed it.

Courageous leadership includes speaking out on behalf of those who live incongruent and divided lives. It means taking personal responsibility while also holding the systems and institutions that perpetuate these divides accountable. It requires claiming the authority you do possess and speaking up when silence means colluding with the problem.

The Courage to Learn from Self and Others

Courageous leadership is leadership willing to engage in conversation and dialogue with those who are different and who differ from them. It is a process of discovering that other perspectives exist that are equally legitimate. It is the practice of engaging in inner work and examining your own prejudices and personal or professional barriers that block you from seeing a fuller truth. It means believing that someone else outside of your usual circle of peers can teach you something; it means that you do not need to know everything and can rely on others for information in order to make more prudent decisions. This is difficult for many who were educated to believe that the leader or a particular professional discipline or sector has all of the answers.

Courageous leadership entails engaging in true dialogue with those who are like-minded, as well as those with whom you disagree, about the issues that affect all of us. We can no longer

afford to segregate social issues in our communities by race, gender, religion, or ethnicity; they and we are connected and interdependent. For example, we should be unwilling to accept that any child is unsafe and subject to violence, hunger or oppression, regardless of where they reside.

Leroy S. Rouner believes that “We need to talk with each other about our work and our values in the hope that we may construct some common intellectual ground, and rediscover ways to shape a moral consensus for the future.”

In conversing with others and learning something new, you may be changed; your attitudes, beliefs, behavior, and actions may change. Opening yourself up to new information opens you up to the possibility of transformation at multiple levels.

The Courage to Act With Authenticity

In the time it has taken to read this, thirty-four children have been abused; every 45 seconds another child enters poverty. Courageous leadership leads to action but beginning with action before seeing accurately and before gaining understanding leads to reactivity and quick fixes. Once there is clarity in all of these aspects, action is necessary. To do nothing perpetuates the problems. What prevents us from doing what we know deep down inside must be done? Is it fear? Eleanor Roosevelt said, “You must look fear in the face and do the thing you think you cannot do.” This is a call to courage that requires a belief in something much larger than yourself; the type of courage fueled by a passion for the common good and a commitment to principles greater than self-interest; the kind of courage that once exhibited

galvanizes others to speak truth to power.

The courage to act with authenticity means taking risks and not being afraid to fail. If you are doing anything worthwhile you will experience failure. Posner and Kouzes, authors and experts on leadership, say that the slogan “Failure is not an option” is the biggest myth we have in leadership. If you are not willing to fail, you will never think out of the box or accomplish something extraordinary. The greatest athletes are examples of this. Michael Jordan missed more than 9,000 shots in his career, lost 300 games, and tried to take the winning shot 26 times. Failure is always an option; it is what leads to great success if we learn from it. It is difficult to learn from failure if we do not see it as a gift.

Courageous leaders dream; they stay focused on the future while still leading others through the uncomfortable gap referred to earlier. They envision a preferred future and articulate it in compelling ways that enlist others to work toward its accomplishment. Others follow because the leader is grounded in their own being, lives their values and acts with integrity.

Courageous leadership is the courage to see clearly, to speak the truth, to learn, and to use all of these to act faithfully to make a difference and transform lives.

Robert Kennedy expressed the importance of exercising courage: “Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. All we need is courageous leadership.” We have this kind of leadership in our communities and within ILA. Our task is to model and exercise it, evoke and support it.

Member Interest Group Corner

(From Left to Right)

Kathryn Gaines, Chair-Elect Applied Leadership (Leadership Development); CEO, Leading Pace, LLC, New Market, Maryland, USA

Kathryn Gaines is Founder and President of Leading Pace, LLC, a firm that partners with clients in a wide range of sectors to develop leadership and teamwork for results. She has helped people and organizations grow by providing leadership coaching, feedback and assessment, strategic planning, change management, skill building, and team development for the past 15 years. Kathryn has an M.A. in Communication from the University of Maryland and a Ph.D. in Leadership and Change from Antioch University.

Pragnya Seth, Chair-Elect Business Leadership; Head of People Leadership, Satyam Computer Services Ltd, Hyderabad, India

Pragnya Seth heads People Leadership business for Satyam Computer Services Ltd, an India based global IT company, a global consulting

4. and IT services firm offering a wide array of solutions, from strategy consulting right through to implementing IT solutions. She has 13 years of IT development and support experience. Over the last 4 years, Pragnya has done many Culture (Indian) Diversity sessions for clients around the world. A performing arts enthusiast, she enjoys watching and understanding different art forms when she travels.

Congratulations to Our New Chair-Elects!



Sara Elizabeth Thompson, Chair-Elect Leadership Education, Acting Director of the Illinois Leadership® Center, Urbana-Champaign, IL, USA

Sara Elizabeth Thompson currently serves as the Acting Director of the Illinois Leadership® Center where she oversees leadership development opportunities for Illinois students including leadership programs, collaborative partnerships for leadership course offerings, the Illinois LeaderShape® Institute and the Graf Internship program. Sara co-chairs the Academic Affairs/Student Affairs appointed Illinois Leadership Coordinating Committee, oversees the use of the Emotional Competency Inventory-University (ECI-U), and works with student groups through the Center's leadership consulting initiative. In her free time, Sara enjoys competing in triathlons, teaching spinning, and yoga, hiking, and spending time outdoors.

Colonel Susan R. Myers, Chair-Elect Public Leadership; Director of Leadership Studies, U.S. Army War College, Carlisle, PA, USA

Susan has worked for nearly 30 years as a leader, professor and mentor in the international public sector. She currently directs a staff of professors in graduate level curriculum development on strategic leadership and

national security curriculum. Susan oversees both resident and online accredited graduate level programs with over 600 international students enrolled each year. She collaborates with members of government and international agencies such as the State Department and International Fellows that support senior leader professional development. Susan completed her doctoral studies in Public Administration at The Pennsylvania State University. Her research interests include international leadership, strategic planning, and organizational change. Susan is married to a fellow Army officer and has two children.

Leadership Scholarship MIG

The ILA is currently accepting (self)nominations for the position of chair-elect of the Leadership Scholarship MIG. The chair-elect will either be appointed from the pool of applicants or through a special election. See www.ila-net.org/Communities/MIGs/Elections.htm for description.

**Please submit all materials to
dderuyver@ila-net.org
by Jan. 31st.**

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.

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

Through the Labyrinth: The Truth About How Women Become Leaders

by Alice H. Eagly and Linda L. Carli (Harvard Business School Press, 2007)



Alice Eagly is Professor and Department Chair of Psychology at Northwestern University. Eagly has published widely on the psychology of attitudes, especially attitude change, attitude structure, and attitudinal selectivity in information processing.

She is equally devoted to the study of gender, with a focus on the social behavior of women and men and a special emphasis on the study of leadership and on evolutionary issues. She has authored or edited several books and is also the author of over 130 journal articles and chapters in edited volumes. Eagly has received numerous distinguished awards for her work and has held several leadership positions in psychology including, among others, President of the Midwestern Psychological Association, and President of the Society of Personality and Social Psychology. Eagly received her M.A. in Psychology in 1963 and Ph.D. in Social Psychology in 1965, both from the University of Michigan.



Linda Carli received her Ph.D. in social psychology from the University of Massachusetts at Amherst, where she studied gender differences in interaction and influence.

She has published and presented papers on the effects of gender on group interaction, communication and influence; leadership; and reactions to adversity and victimization. She joined the faculty at Wellesley in 1991 and teaches a variety of courses, including organizational psychology, the psychology of law, and research in applied psychology. Active in professional organizations in psychology and management, she serves on the Executive Board of the Association of Women in Psychology. In addition to her teaching and research, she has developed and conducted diversity training workshops and negotiation and conflict resolution workshops for women leaders and has lectured on gender and diversity for business, academic, and other organizations.

ILA Members
Download Chapter 9: "Do Organizations Compromise Women's Leadership"

Log in at: <http://www.ila-net.org/Members/index.asp>
to access this Membership Benefit!

Debra DeRuyver (ILA Staff): One of the first assertions in your book is that the glass ceiling is no longer an apt metaphor to describe women's experience of opportunity in the workplace. Instead you argue today's metaphor is the labyrinth. What led you to choose this imagery?

Alice Eagly & Linda Carli: Times have changed, and the labyrinth metaphor captures modern women's quest for leadership. Women

5.

6.

are no longer universally excluded from top positions, not when nearly a quarter of all chief executives of U.S. organizations are women. But finding the route to leadership presents more challenges for women than men. And those challenges create the labyrinth. Whereas men seeking leadership travel down a relatively straight road, women take a more complex path. In addition to the challenges of family responsibilities, women still face a degree of prejudice and discrimination. Yet, many women successfully overcome such impediments and make their way on varied, sometimes discontinuous, paths to leadership.

The beauty of the *labyrinth* metaphor is its ability to frame the complexities of women's careers, as well as the possibilities for success. Most important, the labyrinth image implies that with thoughtful problem-solving, woman can advance. In contrast, the now outdated glass ceiling metaphor is discouraging because it presents an absolute, impenetrable and invisible barrier—one that women can't anticipate or overcome. On the contrary, women can anticipate, confront, and overcome the impediments they face to reach their career goals.

Two popular notions that seem to creep up the most in the mainstream media are that men are genetically predisposed to lead and that women opt not to lead on their own accord.

The idea that men are genetically predisposed to lead is based on evolutionary psychologists' claim that dominance and competitiveness are built into men's nature through sexual selection in eons past. This

controversial claim is belied by recent changes in women, who have become more assertive and dominant as opportunities have opened up for them. Even if we assume that men are inherently more dominant than women, men would be "natural" leaders only if leadership called for forceful, dominant qualities. But, quite the opposite is true. High levels of dominance generally compromise leaders' effectiveness. Instead, leadership calls for a repertoire of qualities, some culturally masculine and others culturally feminine. The best leaders are assertive, gregarious, intelligent, conscientious, trustworthy, socially skilled, and able to persuade, inspire, and motivate others.

The book is an incredible synthesis of hundreds of studies conducted across several different disciplines, based primarily in the U.S. Even without flipping back to the extensive notes and reference sections, one can just sense the data percolating behind each clearly written and well-placed sentence. Some of the most potent moments for me in the book were when you used little tidbits of that data to illustrate or bring home a point. For example, the wage gap. I think most people know that women make about twenty percent less on the dollar than what men earn. But, I was astonished to read that over a recent 15 year period that women earned, on average, about 275 thousand dollars, com-

pared to men who earned about 725 thousand dollars. What does this say about women's employment patterns and what does that bode for leadership opportunity?

That massive gap reflects women's lost earnings from dropping out of employment entirely, which women do more than men, often to take care of family members. Women's employment patterns are different in others ways, as well. They more often have part-time jobs, and even when full-time have somewhat shorter hours on the job than men.

So, the wage gap looks huge when you don't account for these factors. However, among full-time workers, women now earn 81 cents for every dollar that men earn—a very substantial gain compared with the 63 cents that women earned in 1979. Women's labor force participation increased steadily in the 20th century, and American women have become much better educated. The majority of bachelor's and master's degrees now go to women, and women have achieved equality or near-equality to men in other advanced degrees as well.

All in all, such data present a mixed picture for women's leadership opportunities. Women's superior education gives them a leadership advantage. But taking

part-time jobs or breaks from paid work impedes women's careers.

Even if we assume that men are inherently more dominant than women, men would be "natural" leaders only if leadership called for forceful, dominant qualities. But, quite the opposite is true. High levels of dominance generally compromise leaders' effectiveness. Instead, leadership calls for a repertoire of qualities, some culturally masculine and others culturally feminine.

When people talk about racism, for example, in the US, something you will frequently hear that it is a “systemic” problem. This can be a difficult concept for some to understand. Systemic problems are often so deeply engrained, socially, historically, and culturally, that they’ve become naturalized, invisible, and thus hard to change. Your methodical depiction of how systemic gender discrimination comes about—both on a personal and an organizational level—is one of the most impressive aspects of the book.

Discrimination against women is systemic, even in the United States, where there is virtually no support for discrimination either in law or in social values. Research conducted across the social sciences make a persuasive case that discrimination still exists. The usual counterargument to this claim is that women compromise their careers (willingly or not) to care for children. However, in studies by economists the gender gaps in wages and promotions remain, even after controlling for differences in male and female employment patterns. And in experimental studies, where people evaluate men and women with identical credentials or performance, women receive poorer evaluations than men except for clearly female-dominated positions such as clerical worker.

Most discrimination these days passes under the radar. People have no idea that they are discriminating. Yet their evaluations are colored by cultural stereotypes painting women as the nicer, kinder sex, and men as the assertive, directive sex. Because the qualities that are ascribed to men are also the qualities generally ascribed to leaders, women are viewed as less qualified to lead.

Organizations contribute to discrimi-

nation in myriad ways. Their high level positions often demand an extreme time commitment that deny job holders the right to “have a life” outside of the workplace. This is a particular burden for women because of their greater family responsibilities. Decision makers also tend to favor people similar to themselves in sex and social background, despite the contemporary call for diversity in management ranks. Where managerial positions have long been filled by men, a masculine organizational culture can develop that is unwelcoming or even downright hostile to women. And male-dominated networks often exclude women. In such circumstances, women generally don’t win the visible desirable assignments that allow them to gain recognition as potentially “fast-track” employees.

One question that always seems to come up when talking about women and leadership is this: Do women lead differently than men? If so, how are they different and do their differences offer them particular advantages or disadvantages in the work place?

Differences in male and female leadership styles are fairly small on average, but the differences that do exist certainly do not hurt women. Research demonstrates that women have a somewhat more democratic and participative style than men, perhaps because people resist women who take charge in a particularly assertive manner. More important, women leaders are more transformational, especially in mentoring and developing workplace colleagues. And compared with men, women adopt a somewhat more positive, rewarding approach as leaders rather than a more negative one. All of these tendencies have been captured in meta-analyses of studies of leadership style.

And what’s the impact of these differences? Notably, the ways that women lead are precisely the leadership styles that are associated with good managerial practices in current-day organizations. In most contexts, top-down, command and control leaders no longer offer the most effective or admired type of leadership.

How do race and class impact the leadership labyrinth?

Race and class further complicate the labyrinth for those with origins in groups that have traditionally been excluded from leadership opportunities. People stereotype all sorts of disadvantaged groups as lacking leadership ability. Research shows that women generally have to meet higher standards than men do to prove themselves capable of leadership. And the double whammy of both gender and race or class disadvantage can create even higher hurdles to overcome.

Are young women receiving adequate preparation to negotiate the labyrinth? And, if not, what can we do to better prepare them?

Many young women today hear that they can “do anything they want” and that sex discrimination is ancient history. It’s a message they get from parents, educators, and the media, a message that depicts the world as free of discrimination, where everyone has an equal chance for career success. But that’s not the real world. At the same time, we should not tell young women that their progress will be blocked by a glass ceiling. Instead, young women should be given an accurate picture of the special challenges that women face to prepare them to attain successful careers and negotiate a satisfactory work-life balance. Our book does this with realism tempered by a

positive, can-do spirit.

What about for women who are already out there in the workforce, what practical advice can you offer them?

8. In the book, we point out that neither emulating men nor relying on femininity is all that helpful. Instead, it is usually best for female managers to blend culturally masculine and culturally feminine behaviors. In the workplace, this translates into a directive, assertive approach that incorporates a good measure of warmth and concern for others. We also advise women to create social capital by joining networks, mentoring others and being mentored, both inside and outside their organizations. The time demands of building relationships can be a serious obstacle, especially for mothers. And male-dominated networks can make women feel unwelcome. But the investment in social capital is worth the time and effort. Finally, we caution women about the long-term costs of surrendering their careers, even temporarily. Re-entry can prove difficult and sometimes impossible. And research shows the long-term advantages of having multiple roles. Employed women overall have better health and well-being.

Of course, women can't resolve all the challenges presented in the labyrinth by themselves. Men can share more of the domestic responsibilities. And organizations can become more family friendly and give women more access to leadership.

Aside from the basic fairness issue, why should organizations care about how many women they have in leadership positions? Is there an effect on the

bottom line?

There are many ways that organizations benefit from more diverse leadership. Most obviously, including women increases the size of the pool of potential leaders, and the bigger the pool, the greater the chance of finding talent. Having people of diverse backgrounds brings the new ideas and points of view needed to fuel creative and synergistic outcomes. And, as far as the bottom line is concerned, recent research shows that corporations with more women executives have somewhat higher profits. Although diversity brings stresses as well as benefits, there is no evidence that including women leaders threatens the bottom line.

It's inevitable that reading a book about women and leadership today would lead one to reflect on Hillary Clinton's current campaign. How has the political leadership landscape for women changed since Elizabeth Dole ran for the 2000 Republican nomination? What obstacles loom in Clinton's labyrinth? And, is 9/11, which some have argued has led to a desire for leaders who are father-figures or hyper masculine, a particularly large obstacle to any woman seeking office today?

For the first time in American history, we have a female presidential candidate who is taken seriously and who has a good chance of attaining

the prize of the presidency. Hillary Clinton's candidacy, regardless of whether she wins, symbolizes the replacement of the glass ceiling by the more negotiable labyrinth. At the same time, the labyrinth reflects the skepticism Clinton faces when people wonder whether a woman could possibly have "what it takes" to lead the United States. It's fascinating to watch how the demand to be both feminine and masculine is uniquely placed on Clinton, and not the male candidates. The demand to seem warm and nice yet strong and competent poses a challenge, one that is particularly acute for a nation threatened by the "war on terror" as well as the challenges of the difficult war in Iraq. These conditions may well make many citizens lean toward the conventional choice of a male leader.

Many young women today hear that they can "do anything they want" and that sex discrimination is ancient history. It's a message they get from parents, educators, and the media, a message that depicts the world as free of discrimination, where everyone has an equal chance for career success. But that's not the real world.

Would you like to add to anything we haven't covered?

Knowledge is power. Social scientists have put forth a very large amount of research that enables us to understand the situation for women leaders and women hoping someday to lead. Our book conveys this knowledge. Armed with this understanding, women and men can come together to ensure equal opportunity and a world where everyone may benefit from the talent of women leaders.

Spotlight on ILA Institutional Members

ILA Members are doing amazing leadership work around the world, from starting new degree programs to nurturing young people who make a difference, from running innovative workshops and seminars to fostering organizational change. We are pleased to shine an ILA spotlight on the programs of our members. If you would like to nominate yourself or another ILA institutional member to be featured on these pages, please contact ILA at ila@ila-net.org.

Spotlight on The Results Leadership Group:

Infectious Leadership

A fractal is a pattern that is similar at every level of magnification – like a snowflake. At the heart of the work of the Results Leadership Group (RLG) is what might be thought of as a fractal: the concept of starting at the end. “RLG works to ‘infect’ public and nonprofit agencies and communities with this fractal,” says Phil Lee, president of RLG. “You can start anywhere because the concept can be applied by anyone at any level in an organization or community and then, if all goes well, it multiplies.”

Outcomes and results have, of course, been in vogue for years. What distinguishes RLG, says Lee, is that RLG takes the fractal to its logical “end,” which is those conditions of well being we want for our communities, ends that inherently transcend individual agencies and programs. “As far as we know, every other version of outcomes frameworks begins and ends within the walls of the agency or program,” says Lee. “We find that when we talk about starting at the end and the end is bigger than the agency or program, it turns much of the public and nonprofit sector on its head,” says Lee. “All of a sudden agencies and programs are not ends unto themselves, they are means.”

From this perspective, the notion of leadership becomes a paradox – do leaders who put their organization first violate the principle of starting at the end because the “end” is larger than their organization? What is a leader to do?

“One thing we know,” says Lee, “is that ‘Trying Hard is Not Good Enough,’” citing the title of the book of his good friend and RLG affiliate, Mark Friedman. Friedman has been “infecting” organizations and communities nationally and internationally for the last 12 years. Friedman’s book describes the outcomes framework at the center of RLG’s work: “Results Accountability” or “Results-Based Accountability.” The title refers to the importance of not only getting results for agency clients but also achieving community conditions of well being – and reconciling the two.

“Results Accountability is the only outcomes framework that systematically distinguishes between accountability for the clients of an agency and accountability for whole populations,” says Lee. “That distinction fundamentally changes the accountability paradigm,” adds Lee, “because it presumes participation in strategy development at a level that transcends individual agencies and, significantly, it presumes that the interests of the



Results Leadership Group President Phil Lee and associate Dr. Jolie Bain Pillsbury share a happy moment before co-facilitating a session on the core methods of Results Based Facilitation.

agency will be subordinated to the larger ‘ends.’”

“Results Leadership’ is the combination of skills and knowledge necessary to achieve measurable results for both the community and clients,” says Lee. Results Leadership is the capacity both to work with peers to define the strategies to achieve community results and to lead an organization in carrying out its role within the larger, community-wide strategy. One very important skill is distinguishing between the two kinds of accountability and knowing which account-

9.

Continued on page 10...

...Results Leadership continued

ability conversation you are in, says Lee. Another skill is facilitating a “results-based” conversation (i.e., asking the right questions) so that decisions will be “data-driven.” And, of course, the ability to work collaboratively is indispensable.

Leadership was key when the Maryland General Assembly applied Results Accountability to early care and education, with support from Friedman and Lee. Over the course of two years, a handful of legislators implemented joint budget hearings on “School Readiness” and, in collaboration with the executive branch, a dynamic state superintendent of education, advocates, nonprofits, and the business sector, framed a statewide strategy to improve school readiness in Maryland. Central to the effort was the establishment of an annual assessment of the readiness of kindergarteners that is now a national model. In six years, the percent of children entering school fully ready in Maryland has increased from 49% to 67%.

More recently, the Maryland General Assembly’s Joint Committee on Children, Youth and Families, with assistance from Lee and RLG CAO Adam Luecking and working with the Maryland Children’s Cabinet, is utilizing Results Accountability to improve the percent of babies born healthy and the percent of healthy children in Maryland.

10. Why does RLG talk in terms of “infecting” agencies and communities? “Our theory of change borrows from Chris Argyris and Peter Senge,” says Lee. “We find that when the mental model changes the rest follows. Conversely, we find that when people do not internalize the mental model, micro-management and

other forms of ‘top-down’ change management seem to fail -- the ‘aha’ is both powerful and essential.”

Friedman, Lee and their associates have worked in almost every state, with numerous federal agencies, and Results Accountability is being used in at least ten countries outside the U.S. Recently, Friedman has worked in New Zealand, the Netherlands, Australia and Great Britain. In Great Britain, many of the 150 local authorities are using Results Accountability (or Outcome Based Accountability as it is known in the U.K.) to implement the Every Child Matters reform agenda for Children and Family Services. There are a growing number of U.K. success stories, including the city of Newcastle where they succeeded in reducing the rate of 16 to 18 year olds “not in education employment or training” from 15% to 8.2% in three years.

Of course, Friedman and Lee would like to see an epidemic in the application of Results Accountability and Results Leadership; for now, they will continue to provide strategic infections and nurture the fractals.

RLG consults, trains, and coaches in Results Accountability, Results-Based Budgeting, Results Collaboration, Results-Based Legislative Hearings, Results-Based Facilitation and related topics, such as Storytelling, Negotiation, and Persuasion. RLG also recently produced a new DVD in which Friedman presents the principles of Results Accountability, available at www.resultleadership.org.



Penny Griffiths, of the Columbia Heights/Shaw Family Support Collaborative, discusses engaging community partners in reducing the homicide rate in Washington D.C. at the 2006 Results Accountability Conference.



Mark Friedman convenes a group of government and non-profit leaders on how to implement Results Accountability at the 2006 Results Accountability Conference at the University of Maryland.

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

Jan 25

Leading Corporate Boardrooms: The New Rules

18th Annual Kravis- De Roulet Leadership Conference
The Waldorf Astoria, New York
www.claremontmckenna.edu/kli/conference/

Feb 1-2

National Consortium for Character-Based Leadership

Georgetown U., Washington DC
www.thepresidency.org/Consortium/consortium.html

Feb 6-8

ACPA Conference on Multiracial & Multiple Identities

"Stepping Inside and Outside the Box"
St. Louis, MO, USA

www.myacpa.org/pd/identities/

Feb 15-17

National Collegiate Leadership Conference

The University of AZ, Tucson

www.union.arizona.edu/csil/nclc/

Feb 27

Followership

ILA Webinar with Barbara Kellerman, 2:00 pm Eastern

See page 1

Feb 29

CFP Deadline: Global Leadership: Portraits of the Past, Visions for the Future

10th Annual ILA Conference

www.ila-net.org/Conferences/cfp.htm

Mar 7-11

American Society for Public Administration Conference

Dallas, TX, USA

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

Mar 8

10th Annual Global Businesswomen & Leaders Summit

Burj Al Arab Hotel, Dubai, UAE

woibex.com/

Mar 29 - Apr 2

ACPA Conference: Purpose - Inclusion - Expertise

Atlanta, GA, USA

<http://convention.myacpa.org/index.cfm>

Apr 3-6

MPSA 66th Annual Conference

Pamer House Hilton, Chicago, IL, USA

www.indiana.edu/~mpsa/Conference/call2008.html

Apr 10-12

Society for Industrial and Organizational Psychology

San Francisco, CA, USA

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

Apr 23-27

LEAD Europe 2008: Climate Change and Leadership: Closing the Gap

London, UK

<http://www.lead.org>

Apr 24-26

Community Leadership Association Conference

Denver, CO, USA

www.communityleadership.org/conference/08conference.html

Nov 12-15

Global Leadership: Portraits of the Past, Visions for the Future, 10th ILA Annual Global Conference

Los Angeles, CA, USA

www.ila-net.org

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.

To thank conference participants who completed a conference evaluation for their time, everyone who provided their name and email address was entered into a random drawing for a free book or free conference registration.

Congratulations to the following Winners!

12.

Grand Prize Winner of a Free 2008 Conference Registration: Tim Vanderpyl!

Runners Up, Winners of a Free Book Courtesy of InfoAge Publishing: Mary Clark DiGiacomo, Gilian MacPherson, Susan Myers, and Steve Olson!

*The Leadership
Quarterly*

News

Remember- Register by Jan. 19th to Enter to Win a \$100 Amazon Gift Certificate!

All ILA members who have registered for their free online access to *The Leadership Quarterly* and who have successfully signed up to receive Volume/Issue alerts via this service by 19 January 2008 will automatically be entered into a prize drawing to win one of ten \$100 Amazon vouchers!

To sign up, simply login at: www.sciencedirect.com/leaqua; Click on Alerts; and Click on "receive Volume/Issue Alerts."

If you have never logged into ScienceDirect via your ILA access, you will need to first register using your ILA membership number. That number, along with an instruction sheet can be found by logging into the ILA Web site at: <http://www.ila-net.org/Members/index.asp> and then clicking on the "Access Leadership Quarterly" link on the left hand side in the menu column.

As an ILA member and a registered user of the *The Leadership Quarterly* you will already be aware that you are entitled to free online access to the journal. Did you also know that your special ILA member benefits include: free online access from any desk-top and from any location; unlimited access to full-text articles back to 1995; free access to the most recent articles before they are available in print; option to receive free alerts as soon as new articles are available; and access to millions of free abstracts from other Elsevier journals on ScienceDirect.

Welcome New Members: Oct-Dec 2007

* Associated with an
Institutional Membership

William Adams Campbellsville
University

Denise Ajeto Seattle University

Jose Alaby UNISA - Sao Paulo

Peter Amato Inner Harmony
Group

Ruth Anaya Trinity Western U.

Oscar Aragon

Ellen Beatty Southern Connecticut
State University

Yemeserach Belayneh The David
and Lucile Packard Foundation

Robin Bisha Texas Lutheran U.

Cristina Bisson IntraHealth
International

Lory Block Leadership on Location
Consulting Services

Rita Boags Leadership
Technologies, LLC

Sadrudin Boga Antioch U. Seattle

Aldo Boitano Vertical

Ken Bonk* Radford University

Rachel Borgman Portland State U.

Matthew Boyne Pepperdine
University and United Airlines

Jacklyn Bruce Penn State U.

Lisa Buckley* Simon Fraser U.

Cari Caldwell* Future
Considerations

Michael Callahan Kettering U.

Emily Cartaya* C-LIDER C.A

Brenda Chaddock Limitless
Leadership

Gail Cheney Antioch University

Chang Won Choi Value Leadership
Institute

Ed Cohen* Satyam Computer
Services

Matthew Corker University of
British Columbia

Preston Cosgrove Cardinal Stritch
University

Kathleen Costello Green Bay Area
Public Schools

Andrea Crenshaw George Fox U.

Tom Culham City University

Norman Dale Antioch University

Ted Dass* University of Cincinnati

James Davis The Davis Group Ltd.

Danielle Desbiens UQAM

Angela Dresen Cardinal Stritch U.

Margot Dsouza Justice Institute of
British Columbia

Don Dunoon New Futures Pty Ltd

Heather Evans* Radford University

Daphne Felicitas* University of
California, Irvine

Jean Ferketish* U. of Pittsburgh

Bruce Ferrell Texas Military Forces

Robert Fisher Fisher Collaborative
Services

Heather FitzGerald U. of Waterloo

Christopher Fox* Christopher
Newport University

Pat French Argosy University --
Washington DC

Todd Friends Gonzaga University

Elizabeth Gagnon* Christopher
Newport University

ILA Members

Login to your Members
Only Web site to access
further information in the
ILA Member Directory.

Log in at: <http://www.ila-net.org/Members/index.asp>

Ethel Gardner Lakehead University

Pape Amadou Gaye* IntraHealth
International, Inc.

Ezekiel Gebissa Kettering U.

Negar Ghavami Simon Fraser U.

Paul Gibbons* Future
Considerations

Yonatan Gordis The Center for
Leadership Initiatives

Bill Grace Grace and Associates

Susan Grant University of Waterloo

Eric Groves Point Loma Nazarene
University

Heath Harding University of
Nebraska-Lincoln

R. Steve Harrist Cardinal Stritch
University

Wayne Hartz Keene State College

Margaret Hawthorne*
Washburn University

James Heeney Securities
America, Inc

Susan Herrera U. of Florida

Candi Hironaka* Kansas State
University

Candy Ho* Simon Fraser U.

Continued on page 16...

13.

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

Program Manager, International Leadership Association College Park, Maryland, Closing Date: 1/25/2008

Salary: \$32k+ depending on experience and great benefits

Would you like to work with a dynamic international team on a beautiful campus located just outside of Washington, DC? If the answer is "Yes!" then consider applying for the position of Program Manager at the International Leadership Association, located on the campus of the University of Maryland. Our program managers get to do exciting things like:

Organize International Conferences attended by 700+ people; Supervise undergraduate student workers; Assist in membership development and delivery of membership services such as our CD-Rom, annual BLB publication, monthly newsletter, and more; Assist in financial management; Communicate with people active in ILA from around the world; Organize and track data pertinent to various on-going projects; and Participate in the organization's Knowledge Management.

Required Qualifications: Bachelor's degree and two years experience in administrative work (or equivalent*) required. Demonstrated proficiency using MS Office software and common office equipment.

Preferred Qualifications: Candidates with strong organizational skills, attention to detail, ability to prioritize, graphic design and/or Web skills (using InDesign, FrontPage or other software packages), outstanding interpersonal, oral, and written communication skills, event planning experience, as well as the ability to work with diverse groups and cultures, are encouraged to apply. Knowledge of academic/practitioner associations and the field of leadership is a plus.

To Apply: Please submit your resume, a cover letter of interest, and the application found at: <http://www.personnel.umd.edu/jobposting/emp.html> to the following address below by January 25, 2008 (by fax is acceptable). In addition, you may also send the same information to the ILA directly at ila@ila-net.org. UNIVERSITY HUMAN RESOURCES (Position # 113279), 1104 Chesapeake Building, College Park, MD 20742-3121. Human Resources Phone: 301-405-5679 or 301-405-5677 JOBLINE (voice and tty), Fax: 301-405-5688, Email: jobs@umd.edu Web: www.uhr.umd.edu.

14.

*Except for qualifications established by law, additional experience and formal education in which one has gained the knowledge, skills, and abilities required for full performance of the work of the job class may be substituted for the education or experience requirement on a year-for-year basis with 30 college credits being equivalent to one year of experience.

The University of Maryland is an Equal Employment Opportunity/Affirmative Action Employer.

Assistant/Associate Professor Leadership and Creativity Creative Studies, International Center for Studies in Creativity Buffalo State, Buffalo, New York
Closing Date: Until Filled

Description: Teach undergraduate leadership minor courses with opportunities for teaching graduate creativity courses; serve as coordinator for undergraduate leadership minor program; pursue an active research agenda in leadership; provide service to department, campus, and community. Required Qualifications: Earned doctorate by time of appointment. Formal coursework and experience teaching or training in leadership. Demonstrated knowledge of leadership in theory and practice. Evidence of scholarly productivity in leadership. Ability to work cooperatively as member of a small interdisciplinary team of Creative Studies faculty. Preferred Qualifications: Experience teaching and/or training in creativity and/or creative problem solving or comparable process. Can articulate a research agenda. Articulates ability and interest in working with undergraduate students and to link leadership and creativity. Articulates an understanding of commitment to educational service. Review of applications will begin on January 15th and continue until position is filled

For Complete Description & Application Procedure: www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1131

Academic Dean
The Joseph W. Luter III College of Business and Leadership, Christopher Newport University, Newport News, VA, USA
Closing Date: 1/31/2008

Description: Christopher Newport University invites applications for the Dean of the Joseph W. Luter III College of Business and Leadership. The University is seeking a person of exceptional learning, vision, and energy who is committed to the principles and aims of a public liberal arts and sciences university. The Dean must embrace our institutional mission and values and demonstrate a commitment to liberal learning. The successful appointee also must be able to promote faculty development and scholarship and support faculty in maintaining and developing intellectually rigorous and innovative academic programs, civic engagement and service initiatives, and be able to work constructively with an external board of advisors. In addition, the Dean must have the experience and capacity to cultivate new relationships in order to successfully support and develop resources for student scholarships and for faculty development programs. Given these requirements, the search committee welcomes applications from those with documented creative, innovative, and successful leadership experience, as well as familiarity with AACSB International.

For Complete Description & Application Procedure: www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1132

Director
Illinois Leadership Center, University of Illinois at Urbana-Champaign, Midwest
Closing Date: Until Filled

Description: The Director will be appointed as a tenured member of the Illinois faculty, and will be expected to sustain a comprehensive leadership program that serves the needs of students from across campus. Further, the Director will bring vision and voice to fresh initiatives, such as a new program focusing on undergraduate research in leadership. Additionally, the Director will serve as Co-Chair of the Illinois Leadership Coordinating Committee, a campus-wide advisory board and working group appointed jointly by the Provost and the Vice Chancellor for Student Affairs. The Director reports to the Vice Provost for Academic Affairs (or designee) and the Associate Vice Chancellor for Student Affairs (or designee). Required Qualifications: Earned Ph.D., with a record of scholarly accomplishment that warrants appointment as a tenured faculty member in the area of leadership development, management, organizational development, higher education, or related field. Demonstrated ability to develop and teach undergraduate courses in leadership theory and practice. Preferred Qualifications: Prior leadership experience in collaborations between Academic Affairs and Student Affairs units. Prior experience in advancement and development activities with foundations and corporations.

For Complete Description & Application Procedure: www.ila-net.org/LeadershipJobs/View_Job.asp?DBID=1133

Mike Hochleutner* Stanford U.

Peter Holbrook Cardinal Stritch U.

Catie Holden University of Northern Colorado

Kathleen Holmes Microsoft

Greg Homan* Wright State University Lake Campus

Cynthia Hornberger* Washburn U.

Les Hudson Ministry of Labour

Kimberly Humphreys* Calgary Health Region

Robert Hunt* Stanford University

James Hunter Crown College

John Hunter* Washburn University

Guy Hutt* Cuyahoga Community College

Justin Irving Bethel University

Bruce Jackson Utah Valley University

Cheryl Jordan

Rodrigo Jordan Vertical

Robert Karaszewski Nicholaus Copernicus University of Torun

Nelly Kelders* Catholic Principals' Council of Ontario

Mark Kelly* Columbia College Chicago Office of the Provost

Robin Kelly* Cuyahoga Community College

Timothy Kim University of Delaware

Justin Kirk Delta Upsilon Fraternity

Ron Kirsch U. of Florida

James Knight* U. of Florida

Stephanie Kodatt Our Lady of the Lake University

Sharon Komanecky Milligan College

Margaret Kovach University of Saskatchewan

Kyela Leakey

Leah Levac University of New Brunswick; 21inc.

Carl Lindberg City University

Amy Lister* Calgary Health Region

Amy Lloyd University of Wisconsin - River Falls

Cary Loewe Simon Fraser U.

Louise Love* Columbia College Chicago Office of the Provost

Laura Mack White Light Communities

Carol Madison* U. of Delaware

Thomas Maloney Maloney & Associates, LLC

Frank Markow Life Pacific College

Laurie McCabe Regent University

Stacey McCroskey U. of Houston

Melissa McDermott Regent U.

Barbara McMorrow* Catholic Principals' Council of Ontario

Lois Melina Gonzaga University

Thomas Meriwether Virginia Military Institute

Carol Metz Murray Metz Murray Associates

Miriam Mikol Sisters of the Holy Family of Nazareth

C. Taylor Miller U. of San Diego

Elisabeth Mitchell U. of Washington

Glen Mitchell Vancouver School of Theology

Charlotte Moats-Gallagher Oregon State University

Sherry Moon Green Bay Area Public Schools

Renee Moorefield Wisdom Works Group

Tim Munden* Unilever

Tamsen Murray Azusa Pacific U.

Dail Neely Midwestern State U.

Margrette Newhouse College of Saint Benedict/St. John's University

Jo Norman New Resources Consulting

Wendy Norman* Simon Fraser U.

Todd Odgers Malaspina University-College

Wayne Ormond* Calgary Health Region

Ann Otto The Otto HR Group, Inc.

Arjan Overwater* Future Considerations

Joseph Owens Bible League

Don Page Trinity Western U.

Kendra Paisley* Radford University

Pat Patwardhan* Cuyahoga Community College

Nancy Pennebaker Creative Energy Options, INC

Deborah Pettry ACL

Andrea Phinney Securities America, Inc

Roy Pietro U. of Connecticut

Mike Poutiatine Gonzaga University

Robert Quimby CWRD International

Nancy Ras St Mary's College of California

Sergio Raspo Cooperative

Jonathan Reardon U. of Idaho

Cherine Richards University of the West Indies

Kristina Ricketts The Pennsylvania State University

Heather Roundtree U. of Arizona

Cheryl Rude Southwestern College

Neelofar Sami World Health Organization

Laura Santana* Center for Creative Leadership

Michael Saxvik Washington University in St. Louis

Regina Schulte-Ladbeck* University of Pittsburgh

Liesel Scott Apple Tree

Pragnya Seth* Satyam Computer Services

James Shemwell Arkansas Northeastern College

Meris Shuwarger Christopher Newport University

Gayle Snyder* Calgary Health Region

Dal Sohal* Simon Fraser U.

Rosie Steeves* The Refinery Leadership Partners Inc.

Jim Street Appalachian State U.

Kathe Sweeney Jossey-Bass/A Wiley Imprint

Steven Szydlowski Inner Harmony Group

Marilyn Tabor Organizational Dynamics Associates, Inc.

Jamesena Talbott Point Park U.

Shannon Timm Watson Portland State University

Almaz Tolymbek Kent State U.

Fernando Urgelles Argosy U.

Ryan Urie University of Idaho

Don Valeri Douglas College

Teresa VanHorn* U. of San Diego

Monica Velarde T - consult

Deborah Vilegi-Peters Geisinger Health System

John Vineet University of Miami

Kimberly Vitolo* IntraHealth International, Inc.

Florence Walker

William Wallace The Union Institute and University

Stanley Ward The Brook Hill School

Paul Weber Cardinal Stritch University

Jenny Welnick Portland State U.

Philip Willburn SAIC

Gabrielle Wood* Christopher Newport University

Mark Young* Future Considerations

Melissa Zaccagnini* Wollongong University Australia

Welcome New Institutional Members

C-Lider C.A.

Calgary Health Region

Future Considerations

IntraHealth International Inc

Radford University

The Refinery Leadership Partners, Inc

Satyam Computer Services Ltd

Simon Fraser University

Washburn University

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.

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.

ILA strives to: Strengthen ties between those who study and those who practice leadership; Serve as a forum where people can share ideas, research and practices about leadership; Foster effective and ethical leadership in individuals, groups, organizations, and governments in the global community; and Generate and disseminate interdisciplinary research and develop new knowledge and practices.