Fall October 24, 2018

Leading Public Policy Change for Progress, Peace, and Prosperity through Women and Leadership Research

Susan R. Madsen

International Leadership Association

20TH ANNIVERSARY GLOBAL CONFERENCE

Authentic Leadership for Progress, Peace & Prosperity

24-27 OCTOBER 2018 ~ WEST PALM BEACH, FL, U.S.A.

www.ila-net.org
#ILA2018WPB

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Join us for our **reception** during ILA, **Thursday, October 25, 6:00 PM** in Room 1L, Palm Beach County Convention Center.

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WELCOME

Craig Domeck
Conference Chair

I am excited about the theme for our leadership journey at this year's 20th anniversary ILA global conference — *Authentic Leadership for Progress, Peace & Prosperity.* LEADING AUTHENTICALLY requires inner knowledge of WHO YOU ARE and the expression of that purpose and character through YOUR LEADERSHIP PRACTICE.

WELCOME!!!! On behalf of the MacArthur School of Leadership and Palm Beach Atlantic University, we are honored to host you as we discuss and learn about the latest thinking around *Authentic Leadership* and even grow our own personal *Authentic Leadership* so that our families, communities, organizations, and world may benefit.

WE have been preparing for YOU since 2015! Let me know how WE can help YOU in any way!

Craig Domeck
Dean & Associate Professor of Leadership, MacArthur School of Leadership, Palm Beach Atlantic University

20TH ANNIVERSARY GLOBAL CONFERENCE

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WELCOME TO WEST PALM BEACH

We used to sit outside and you could hear the hawks and owls and whippoorwills. We would sit around a campfire and listen to the birds and frogs. The peaceful sounds. That was wonderful. That's what I miss the most. The quiet.

– Betty Mae Tiger Jumper, Seminole leader and storyteller

CONFERENCE CHAMPIONS

Special Thanks to:

Maryann Andino
Emily Boness
Nathan Chau
Carla Crowe
Brittany Henson
Art Johnson
Mark Kaprive
Jim Laub
Dorothy Logan
Courtney Lovely
Christine Magee
Kate Magro
Nick Palmieri
Louis Park
Becky Peeling
Danne Pierre
Vicki Pugh
Kathy Stauffer

Chellie Spiller
Conference Program Co-Chair

Audy Johnston
Conference Program Co-Chair

Welcome! We extend our gratitude and thanks to each of you for being here. We acknowledge the lands, waterways, and oceans of this place, the homeland of the indigenous Seminole and the Miccosukee peoples. A vast array of cultures and lineages now call West Palm Beach home.

The evocative words of Betty Mae Tiger Jumper (1923–2011) encourage us to find the space to gather around our campfires to move in closer to each other, listen, and tune in. *Authentic Leadership for Progress, Peace & Prosperity* was a bold call that sparked a dazzling array of responses, some of them like glowing embers and others very fiery! Whether we are telling our leadership stories at ILA for the first time, or we are a seasoned storyteller — each of us in some way is helping to kindle the flames of leadership and illuminate the field.

Betty Mae was the first elected woman Chief of a major Native American tribe, and, in 1994, was awarded an honorary doctorate from Florida State University in recognition of her great literary contributions. She was a woman who embodied authentic leadership in a powerful and enduring way. Her writings have the strength, clarity, and directness of a woman who defied the odds, who knew who she was, and who lived in service of a purpose higher than herself.

Through belonging to ILA, we too are a community of scholars and practitioners who are committed to a purpose bigger than ourselves. "The ILA advances leadership knowledge and practice for a better world." This mission gets reignited throughout the year at ILA's gatherings around the world.

This year's gathering in West Palm Beach marks the 20th anniversary of ILA's annual global conference and now we are all here and ready to celebrate this tremendous milestone. On the auspicious day of Friday 13th November 1998, in Los Angeles, Barbara Kellerman gave the welcome at the first annual meeting of the Leaders/Scholars conference as it was known back then. It is wonderful that 20 years later Barbara will be the conference's closing plenary speaker. Throughout the years, the conference has been held in many different countries connecting people to conversations of leadership that reflect crucial questions and issues of the times.

We look forward to dialogue that fires the imagination!

Chellie Spiller
Associate Professor, University of Auckland Business School, New Zealand; Co-Editor, *Authentic Leadership: Concepts, Coalescences and Clashes*

Audy Johnston
Associate Professor, MacArthur School of Leadership, Palm Beach Atlantic University, USA

WELCOME TO ILA'S
20TH ANNIVERSARY GLOBAL CONFERENCE

Katherine Tyler Scott
ILA Board Chair

Cynthia Cherrey
ILA CEO & President

Welcome! The 20th annual conference of the International Leadership Association, in this beautiful setting of West Palm Beach, is a celebration of the history and mission of ILA's unique and diverse global community. West Palm Beach is a convergence of art and business, sunshine and waterways, and recently media and politics.

The theme, *Authentic Leadership for Progress, Peace & Prosperity*, raises issues and challenges of critical theoretical and practical importance across the spectrum of leadership. Our hope is this conference will create opportunities for you to connect with others who share a passion about the research, teaching, and practice of leadership in meaningful ways that generates new thinking and impactful practice.

Throughout two decades of "advancing leadership knowledge and practice for a better world," the International Leadership Association has held space for dialogue, deep exploration, and the exchange of ideas. We welcome you into this trusted space at the intersection of leadership theory and practice and into a powerful, innovative network focused on a deeper understanding of the process of leadership. The professionals you will meet arrive from many countries around the world, come from a wide array of professions, and have diverse perspectives about leadership. You will meet some of our esteemed prior lifetime achievement award recipients such as Jean Lipman Blumen, Gill Robinson Hickman, Georgia Sorenson, Barbara Kellerman, and Alice Eagly along with our 2018 inductees Keith Grint and Joanne Ciulla — all of whom work at the nexus of leadership research and practice.

Creating such space for a vibrant ILA community to connect and explore in depth takes considerable planning and effort. We are grateful to Conference Chair Craig Domeck, Program Co-Chairs Audy Johnston and Chellie Spiller, the local planning team, the ILA staff, and the many volunteers who contributed to the conference in myriad ways. We also extend our profound appreciation to our sponsors for their support; they help us provide enriching opportunities that further the mission of ILA.

As ILA looks ahead to the next 20 years, your involvement is paramount. Please join us at ILA's annual membership meeting on Wednesday where you will learn about the ILA 2020 Strategic Positioning Plan. We look forward to hearing your thoughts and suggestions on how the ILA can best serve the field and your professional needs.

You are integral to ILA's global reach. We hope that you will return home inspired, energized, motivated, and highly committed to continuing your involvement in ILA and to being an authentic presence in the world.

Katherine Tyler Scott
ILA Board Chair

Cynthia Cherrey
ILA CEO & President

Plan to attend ILA's annual membership meeting on Wednesday, 24 October at 16:30 in Ballroom A at the Palm Beach County Convention Center

MANY THANKS TO OUR 2018

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Palm Beach Atlantic University

Chellie Spiller
University of Auckland Business School

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Iowa State University

YOUTH LEADERSHIP

Tasha Coppett
Massachusetts Institute of Technology

Shanita Akintonde
Columbia College Chicago

EXHIBIT HALL ACTIVITIES

THURSDAY 25 OCTOBER, 8:00 – 18:15 | FRIDAY 26 OCTOBER, 8:00 – 19:30

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

In addition to all of the wonderful booths, don't miss these special events and refreshment breaks taking place in the exhibit hall!

Thursday 8:00-8:45 | Coffee Refreshment Break
Join your colleagues for a morning coffee break, choosing from coffee, tea, juices and assorted refreshments including yogurt and muffins.

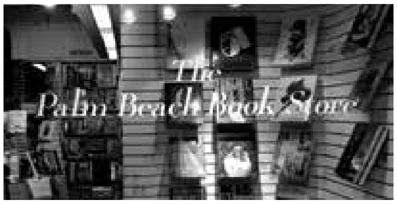
Thursday 10:15-10:45 | Coffee & Tea Break
Grab a beverage as you peruse the booths on your way to Concurrent Session One!

Thursday 16:45-17:15 | Coffee Refreshment Break
Refuel with coffee, tea, and assorted refreshments as you join an interactive roundtable discussion or discuss future directions with one of our exhibitors. Gourmet chips and dips will be featured alongside lemon/lime and cucumber/mint infused waters.

Friday 8:00-8:45 | Coffee Refreshment Break
Join your colleagues for a morning coffee break, choosing from coffee, tea, juices, and assorted refreshments including yogurt and muffins.

Friday 18:00-19:30 | Evening Extravaganza!
Enjoy a taste of West Palm Beach with local artisan cheeses, meats, and crudité paired with wine, beer, and soda (open bar 18:15-19:15) all while exploring the hosted poster session, talking with Lifetime Achievement award winners and keynote speakers, and meeting your favorite leadership authors at the author meet and greet.

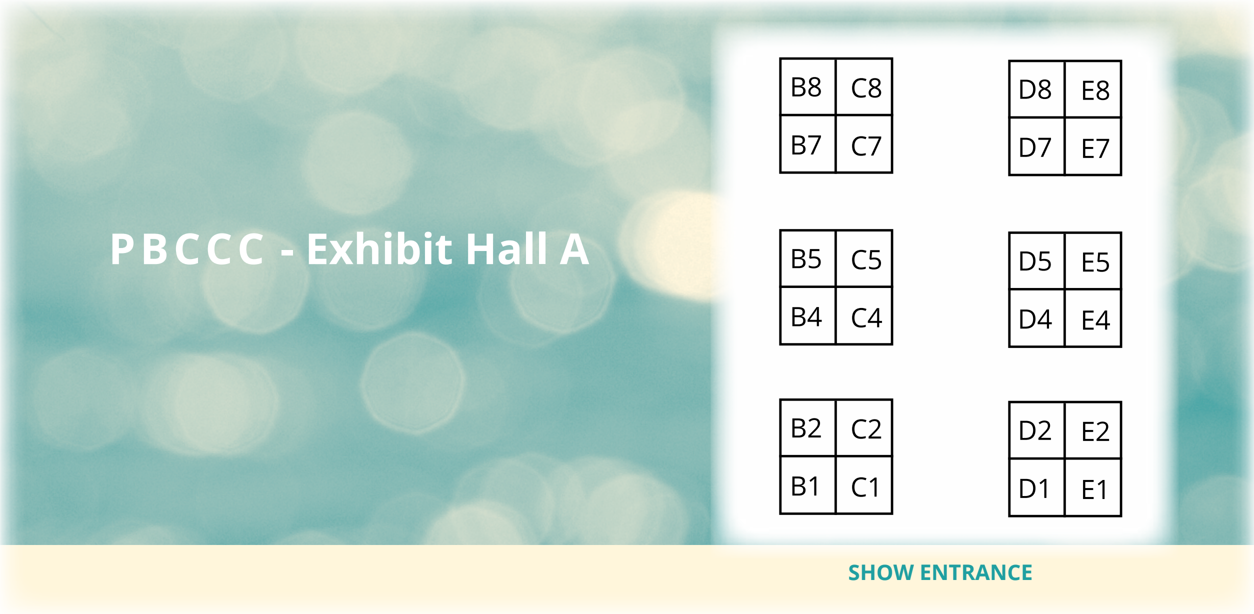
The Palm Beach Book Store's thirty-year legacy has made them known for an outstanding selection of fiction, biographies, history, and children's books. Specializing in architecture and interior design books, the independently owned bookstore fosters an inviting environment for Palm Beach locals and visitors alike. This store is one of only five bookstores in the country hand-selected by Rizzoli, housing a special Rizzoli section exclusively on Palm Beach. Learn more at: thepalmbeachbookstore.com.



To exhibit at ILA 2019 in Ottawa, Canada, contact Bridget Chisholm about becoming a sponsor: bchisholm@ila-net.org or +1.202.470.4818 x103.

EXHIBIT HALL ACTIVITIES

THURSDAY 25 OCTOBER, 8:00 – 18:15 | FRIDAY 26 OCTOBER, 8:00 – 19:30



BOOTH

BOOTH #	ORGANIZATION NAME
B1, C1	MacArthur School of Leadership – Palm Beach Atlantic University
B2	The Doerr Institute for New Leaders
B4-5, C4-5	Conference Book Store - The Palm Beach Book Store
B7	Eastern University - PhD in Organizational Leadership
B8	The Jepson School of Leadership Studies
C7	The National Society of Leadership and Success
C8	The Ronald Reagan Presidential Foundation and Institute
D1	SAGE Publishing
D2	LiDER
D5	Lifetime Achievement Awardee & Keynote Meet & Greet, Friday 18:00 - 19:30
D7	Emerald Group Publishing
D8	Indiana Tech - Ph.D. Program in Global Leadership
E1	Academic Leadership Center
E2	TELFER School of Management, uOttawa
E4	Robert Morris University
E5	Fielding Graduate University
E7	Edward Elgar Publishing
E8	Center for Values-Driven Leadership at Benedictine University

ALPHABETICALLY

BOOTH #	ORGANIZATION NAME
E1	Academic Leadership Center
E8	Center for Values-Driven Leadership at Benedictine University
B2	The Doerr Institute for New Leaders
B7	Eastern University - PhD in Organizational Leadership
E7	Edward Elgar Publishing
D7	Emerald Group Publishing
E5	Fielding Graduate University
D8	Indiana Tech - Ph.D. Program in Global Leadership
B8	The Jepson School of Leadership Studies
D2	LiDER
D5	Lifetime Achievement Awardee & Keynote Meet & Greet, Friday 18:00 - 19:30
B1, C1	MacArthur School of Leadership – Palm Beach Atlantic University
C7	The National Society of Leadership and Success
E4	Robert Morris University
C8	The Ronald Reagan Presidential Foundation and Institute
D1	SAGE Publishing
E2	TELFER School of Management, uOttawa
B4-5, C4-5	Conference Book Store - The Palm Beach Book Store

ILA'S 20TH ANNIVERSARY GLOBAL CONFERENCE
AGENDA OVERVIEW

Space permitting, all events are open to all conference participants, unless otherwise indicated as a ticketed event. All events take place at the Palm Beach County Convention Center (PBCCC) unless otherwise noted.

TUESDAY 23 OCTOBER		
14:00 – 19:00	**ILA Check-In & Help Desk**	PBCCC – Exhibit Hall A Registration
14:00 – 19:00	**ILA Volunteer Office**	PBCCC – Show Manager A

WEDNESDAY 24 OCTOBER	*View Wednesday in Depth for More Details – Pages 33-35*	
8:00 – 18:30	**ILA Check-In & Help Desk**	PBCCC – Exhibit Hall A Registration
8:00 – 18:00	**ILA Volunteer Office**	PBCCC – Show Manager A
9:00 – 16:00	**Pre-Conference Workshops** (Ticketed Events) Details on pp. 33-35	PBCCC – Various Locations
16:30 – 18:00	**ILA Annual Membership Meeting**	PBCCC - Ballroom A
19:30 – 21:00	**12th Annual Student Case Competition Poster Session** Details on pp. 36-37	PBCCC - Ballroom C

THURSDAY 25 OCTOBER	*View Thursday in Depth for More Details – Pages 42-43*	
7:30 – 19:30	**ILA Check-In & Help Desk**	PBCCC – Exhibit Hall A Registration
7:30 – 19:00	**ILA Volunteer Office**	PBCCC – Show Manager A
8:00 – 8:45	**Coffee Break With Refreshments in Exhibit Hall**	PBCCC – Exhibit Hall A
8:00 – 18:15	**Exhibit Hall Open**	PBCCC – Exhibit Hall A
8:00 – 8:45	**Member Community Business & Engagement Meetings** Details on p. 24	PBCCC – Various Locations
9:00 – 10:15	**Opening Plenary** Details on pp. 12-13	PBCCC – Grand Ballroom
10:15 – 10:45	**Coffee and Tea Break in Exhibit Hall**	PBCCC – Exhibit Hall A
10:45 – 12:00	**Concurrent Session One** Details on pp. 44-53	PBCCC – Various Locations
12:15 – 13:15	**Concurrent Session Two** Details on pp. 55-64	PBCCC – Various Locations
13:30 – 14:45	**Community Networking Luncheons** (Ticketed Events) Details on pp. 26-27 **or Lunch on Your Own**	PBCCC – Various Locations
15:00 – 16:30	**Concurrent Session Three** Details on pp. 65-73	PBCCC - Various Locations
16:45 – 17:15	**Refreshment Break in Exhibit Hall**	PBCCC – Exhibit Hall A
16:45 – 18:15	**Interactive Roundtable Discussions** Details on pp. 75-87	PBCCC – Exhibit Hall A
16:45 – 18:15	**Member Community Information Tables** Details on pp. 25	PBCCC – Exhibit Hall A
16:45 – 17:45	**10th Annual Emerging Scholars Research Consortium** *Open to Pre-Selected Participating Jr. & Sr. Scholars Only* Details on p. 74	PBCCC – Ballroom C
18:00	**Hosted Receptions** Details on p. 43	PBCCC – Various Locations
19:00	**Community Networking Dinners** (Ticketed Events) Details on pp. 26-27 **or Dinner on Your Own**	PBCCC – Various Locations

We use a 24-hour clock to notate times! If the time is 13 or higher, simply subtract 12 to arrive at the PM time on a 12-hour clock.

ILA'S 20TH ANNIVERSARY GLOBAL CONFERENCE
AGENDA OVERVIEW

FRIDAY 26 OCTOBER	*View Friday in Depth for more details – Pages 88-89*	
8:00 – 19:30	**ILA Check-in & Help Desk**	PBCCC – Exhibit Hall A Registration
8:00 – 19:00	**ILA Volunteer Office**	PBCCC – Show Manager A
8:00 – 8:45	**Member Community Business & Engagement Meetings** Details on p. 24	PBCCC – Various Locations
8:00 – 8:45	**Coffee Break With Refreshments in Exhibit Hall**	PBCCC – Exhibit Hall A
8:00 – 19:30	**Exhibit Hall Open**	PBCCC – Exhibit Hall A
9:00 – 10:15	**Friday Plenary** Details on pp. 14-15	PBCCC – Grand Ballroom
10:15 – 10:30	**Coffee and Beverage Break**	PBCCC – Grand Ballroom Prefunction
10:30 – 11:45	**Concurrent Session Four** Details on pp. 93-101	PBCCC – Various Locations
12:00 – 13:00	**Concurrent Session Five** Details on pp. 103-112	PBCCC – Various Locations
13:15 – 14:30	**Community Networking Luncheons** (Ticketed Events) Details on pp. 26-27 or **Lunch on Your Own**	PBCCC – Various Locations
14:45 – 15:45	**Concurrent Session Six** Details on pp. 103-112	PBCCC – Various Locations
16:00 – 17:30	**Concurrent Session Seven** Details on pp. 123-132	PBCCC – Various Locations
18:00 – 19:30	**Evening Extravaganza** **A Taste of West Palm / Meet the Authors Reception** **Lifetime Achievement Awardee and Keynote Meet & Greet** Details on pp. 142-143 **Hosted Poster Session** Details on pp. 133-141	PBCCC – Exhibit Hall A
18:30 – 19:45	**12th Annual Student Case Competition** **Final Presentations – Graduate Division**	PBCCC - 1H
	Final Presentations – Undergraduate Division Details on pp. 36-37	PBCCC - 1J
20:00 – 21:30	**An Orchestral Performance** (Ticketed Event – Includes Dessert & Beverage Buffet)	PBCCC – Grand Ballroom Prefunction

SATURDAY 27 OCTOBER	*View Saturday in Depth for more details – Pages 148-149*	
8:00 – 14:30	**ILA Check-in & Help Desk**	PBCCC – Exhibit Hall A Registration
8:00 – 13:00	**ILA Volunteer Office**	PBCCC – Show Manager A
8:00 – 8:45	**Member Community Business & Engagement Meetings** Details on p. 24	PBCCC – Various Locations
9:00 – 10:30	**Concurrent Session Eight** Details on pp. 150-157	PBCCC – Various Locations
10:45 – 11:45	**Concurrent Session Nine** Details on pp. 158-164	PBCCC – Various Locations
11:45 – 12:15	**Coffee Break With Refreshments**	PBCCC – Grand Ballroom Prefunction
12:15 – 13:30	**Closing Plenary**	PBCCC – Grand Ballroom
14:00 – 17:00	**Post-Conference Workshops** (Ticketed Events) Details on pp. 148-149	PBCCC – Various Locations
20:00 – 22:00	**Saturday Evening Social Events** (Ticketed Events) Details on pp. 148-149	PBCCC – Various Locations

ILA LEADERSHIP LEGACY PROGRAM

Honoring Luminaries in the field with the ILA Lifetime Achievement Award

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

2018 RECIPIENTS

Joanne B. Ciulla
Keith Grint
See Details on Pages 13-14.

PAST HONOREES

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

Stella Nkomo
2017 Recipient in Brussels

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

Barbara Kellerman,
Gill Robinson Hickman
2016 Recipients in Atlanta: (l-r)

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

Express your congratulations to ***Joanne B. Ciulla*** *and* ***Keith Grint*** *in person, Friday 18:00 - 19:30 in Exhibit Hall A, Booth D5.*

Please enjoy morning coffee and tea in Exhibit Hall A prior to the plenary!

OPENING PLENARY

THURSDAY 25 OCTOBER | 9:00-10:15 | GRAND BALLROOM

ILA: LEADERSHIP AT THE NEXUS

Katherine Tyler Scott

ILA Board Chair;
Managing Partner,
Ki ThoughtBridge

WELCOME TO THE CONFERENCE

Craig Domeck

ILA 2018 Conference Chair; Dean & Associate Professor of Leadership, MacArthur School of Leadership, Palm Beach Atlantic University

WELCOME TO WEST PALM BEACH!

Jeri Muoio

Mayor of the City of West Palm Beach

OPENING PLENARY

THURSDAY 25 OCTOBER | 9:00-10:15 | GRAND BALLROOM

LIFETIME ACHIEVEMENT AWARD PRESENTATION

Keith Grint

Professor of Public Leadership, Warwick University

Keith Grint is Professor of Public Leadership at Warwick University in Coventry, England and a Fellow of the British Academy of Social Sciences. Before switching to an academic career, Grint spent ten years as a blue-collar worker and held a number of jobs including postman, freezer operative, and karate instructor. This background and perspective has grounded his teaching and scholarship at the nexus of leadership theory and practice. As a founding co-editor of *Leadership*, an academic journal published by SAGE, and as co-founder of the International Studying Leadership Conference, Grint has played an important role in the development of the field by building a community of international, interdisciplinary, leadership researchers taking critical approaches to leadership. A prolific writer, Grint has penned more than ninety journal articles and book chapters and has written or edited a number of landmark leadership books including The *SAGE Handbook of Leadership* and *Leadership: A Very Short Introduction*. His recent research includes work on mindfulness in high-reliability organizations and leadership romanticism.

Grint will give an invited presentation on the topic of "Leadership & Dissent" on Thursday from 10:45-12:00 in Ballroom A.

You are also invited to express your congratulations at the Lifetime Achievement Award Meet & Greet, part of the Friday evening extravaganza from 18:00 to 19:30 in Exhibit Hall A.

KEYNOTE

Why Self-Constitution Trumps the True Self as the Foundation for Leading Authentically

Donna Ladkin

Faculty of Leadership and Change, Antioch University; (Former) Professor of Leadership and Ethics, Plymouth Graduate School of Management

Part of Donald Trump's popular appeal is his "'authenticity", but is acting on one's uncensored impulses an optimal form of authenticity, especially when occupying the leader role? This keynote will challenge essentialist notions of the self as a stable aspect of identity as an appropriate underpinning for authentic leadership. Instead, it introduces the possibility of authenticity as emerging from deliberate processes of self-questioning and reflexivity, as well as sensitivity to the context in which one is operating. From such a perspective, the key question in attaining authentic leader performance is not 'who am I?', but 'who do I want to be?', especially in relation to achieving the goal of engendering progress, peace, and prosperity for others.

Stop by Exhibit Hall A to grab a coffee or tea as you make your way to concurrent session one by 10:45!

Please enjoy morning coffee and tea in Exhibit Hall A from 8:00-8:45 prior to the plenary!

FRIDAY PLENARY

FRIDAY 26 OCTOBER | 9:00-10:15 | GRAND BALLROOM

ILA: CREATING A BETTER FUTURE

Cynthia Cherrey
ILA President & CEO

LIFETIME ACHIEVEMENT AWARD PRESENTATION

Joanne B. Ciulla
Professor of Leadership Ethics & Academic Director of the Institute for Ethical Leadership, Rutgers University Business School

Joanne B. Ciulla is Professor of Leadership Ethics and Academic Director of the Institute for Ethical Leadership at Rutgers Business School. Ciulla is nationally and internationally known for her work designing and developing the field of leadership ethics and was one of the founding faculty of the Jepson School of Leadership Studies (University of Richmond). Like many Jepson faculty, she literally had to write the textbooks used in her courses and her book *Ethics:* The *Heart of Leadership* (1998) became a go-to for leadership classes everywhere. In addition to publishing seven books and more than 150 articles, Ciulla is an award-winning teacher known for both her rigor and her creativity in the classroom. She has led the field in numerous ways, serving as president of both the International Society for Business, Economics, and Ethics and the Society for Business Ethics (where she was recently honored with its Lifetime Achievement Award), and editing the New Horizons in Leadership Studies series (Edward Elgar), the largest collection of books in leadership studies grounded in the liberal arts.

On Friday from 10:30-11:45 in Ballroom C, Ciulla will be featured on an invited panel with Ron Riggio, Crystal Hoyt, and Donna Ladkin titled, "A Conversation with Joanne B. Ciulla: Ethics and Leadership in a World Where Both Seem Scarce."

You are also invited to express your congratulations at the Lifetime Achievement Award Meet & Greet, part of the Friday evening extravaganza from 18:00 to 19:30 in Exhibit Hall A.

FRIDAY PLENARY

FRIDAY 26 OCTOBER | 9:00-10:15 | GRAND BALLROOM

KENNETH E. CLARK STUDENT RESEARCH AWARD PRESENTATION

Presented to **Min-Kyu Joo,** Doctoral Candidate, Management, University of Houston by **Jennifer Martineau**, Center for Creative Leadership.

Congratulations to Min-Kyu Joo on his award-winning paper, "Strategic Leadership of Female Middle Managers: How Do Female Middle Managers Benefit the Bottom Line?" Learn more by attending his session on Friday from 14:45 – 15:45 in 1D.

FREDRIC M. JABLIN DOCTORAL DISSERTATION AWARD PRESENTATION

Presented to **Nicole Capriel Ferry**, Assistant Professor & Associate Program Director, School of Applied Leadership, City University of Seattle by **Thad M. Williamson**, Jepson School of Leadership Studies.

Congratulations to Nicole Capriel Ferry on her award-winning dissertation, "There's a Leader in You! A Critical Mapping of Leadership Discourse in the American University." Learn more by attending her session on Friday from 12:00 – 13:00 in 1B. Capriel Ferry's dissertation was written for a Ph.D. earned in 2018 from the Department of Teaching and Learning at Washington State University.

KEYNOTE

Authentic Leadership: From Crises to Peace

Caroline Kisia

Executive Director, Action Africa Help International (AAH-I)

Authentic leadership that inspires can move individuals, communities, organizations, and nations from crises to peace. Caroline will offer leadership insights and lessons drawn from her practice as a medical doctor in rural Kenyan villages, to leading start up organizations, to achieving Silicon Valley recognition, to working with refugee populations, to her current role over the last ten years as Executive Director of an organization working in six fragile conflict and post-conflict countries in Eastern and Southern Africa. An avid hiker, Caroline will draw upon her experiences climbing Mount Kenya, Kilimanjaro, and the Imja Tse in the Himalayas, to draw parallels and provide vivid illustrations of crises we go through as leaders. Finally, she will share the self-nurturing and reflective practices she uses to maintain authenticity.

Grab a coffee or tea as you make your way to Concurrent Session Four by 10:30. Have a great day!

Please enjoy refreshments in the Grand Ballroom Prefunction prior to the plenary!

CLOSING PLENARY

SATURDAY 27 OCTOBER | 12:15-13:30 | GRAND BALLROOM

LOOKING FORWARD

Mike Hardy

ILA Vice Chair & ILA Board Development Committee Chair; Founding Director, Centre for Trust, Peace, and Social Relations, Coventry University

STUDENT CASE COMPETITION AWARD PRESENTATIONS

Presented by **Heather Henderson,** Chair-Elect, ILA Leadership Education Member Interest Group; Faculty and Director, MEd Program, City University of Seattle (Alberta, Canada)

Results of the Student Case Competition will be announced live during the plenary! Find out which team in each division (undergraduate and graduate) will walk away with a $1,000 cash prize and the title Student Case Competition Champions! Learn more about the teams competing in this year's competition on pages 36-37.

KEYNOTE

Standards

Barbara Kellerman

James MacGregor Burns Lecturer in Public Leadership, Center for Public Leadership, Harvard Kennedy School

Barbara Kellerman's keynote speech will explore our sense of standards in the second decade of the 21st century. While her emphasis will be on the American experience, her presentation will pertain more broadly, to liberal democracies that traditionally have been American allies. Kellerman's discussion will be wide-ranging and far reaching: historical and contemporaneous; political and economic; social and cultural. It will conclude with conceptions about standards as they apply to leadership and followership specifically, to the leadership industry generally, and to the International Leadership Association, which this year celebrates its 20th anniversary.

CLOSING PLENARY

SATURDAY 27 OCTOBER | 12:15-13:30 | GRAND BALLROOM

LEADERSHIP: COURAGE REQUIRED

INVITATION TO ATTEND THE ILA'S 21ST GLOBAL CONFERENCE IN OTTAWA, CANADA, 24-27 OCTOBER 2019

Daina Mazutis, Endowed Professor of Ethics, Responsibility and Sustainability (ERS), Telfer School of Management, University of Ottawa

Glen Orsak, Director, Telfer Executive Programs, Telfer Center for Executive Leadership, University of Ottawa

Ingrid Richter, Executive in Residence, Telfer Center for Executive Leadership, University of Ottawa

Plan now to attend and help celebrate our collective work to promote a deeper understanding of leadership knowledge and practice for the greater good of individuals and communities worldwide. The Call for Proposals will soon open for ILA's 21st global conference!

CONFERENCE WEAVING

V. Chunoo, Instructor of Higher Education, Florida State University

An ILA conference tradition, V. Chunoo will reflect on the experiences of the past few days as he draws our attention to patterns he observed during the conference.

CONFERENCE CLOSING

Craig Domeck

ILA 2018 Conference Chair; Dean & Associate Professor of Leadership, MacArthur School of Leadership, Palm Beach Atlantic University

Change maker.
Future creator.
Lead taker.

YOU'RE INVITED...

Join ILA and share your unique perspectives, experiences, and knowledge with members in over 70 countries around the world to create leadership solutions that positively impact our complex global and local environments.

20TH ila
International Leadership Association
ANNIVERSARY

16-19 JUNE 2019
Building Solutions, Harmony, and the Greater Good
4th Women and Leadership Conference
1440 Multiversity, Santa Cruz, CA, USA
CFP Closes 15 November 2018
www.ila-net.org/WLC

5-8 August 2019
Leadership Education Academy
Denver, Colorado, USA
www.ila-net.org/LEA

24-27 OCTOBER 2019
Leadership: Courage Required
21st Annual Global Conference
Ottawa, Canada
CFP Opens 15 November 2018
CFP Closes 1 February 2019
www.ila-net.org

Learn more at www.ila-net.org | ILA@ila-net.org | +1.202.470.4818

وزارة التعليم
Ministry of Education
Saudi Arabia

مركز القيادة الأكاديمية
ACADEMIC LEADERSHIP CENTER

The Academic Leadership Center (ALC) was established in 2009 at the Ministry of Education, Saudi Arabia. The ALC aims to the advancement and spread of leadership culture and practices that foster innovation, success, and excellence at higher education institutions in Saudi Arabia.

ACTIVITIES

Workshops and Forums	Seminars and Webinars	Training Courses	Mentorship Programs	Consultations	Research and Studies

PARTICIPANTS

Rectors	Vice Rectors	Deans	Chairmen	Promising Leaders

ALC
IN 10 YEARS

11000	340	70	40
Participants (4500 Female and 6500 Male Leaders)	Programs Conducted	International Experts and Speakers Involved	Public and Private Universities Benefited from ALC Programs

For further collaboration as experts, speakers, researchers, or contributors, you may kindly contact the ALC.

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ILA — CULTIVATING A THRIVING GLOBAL COMMUNITY

The ILA is the largest worldwide community committed to leadership scholarship, development, and practice. We accomplish our mission through the synergy that occurs by bringing together our members and partners; collectively having a multiplier impact on leadership and change. For twenty years the ILA has convened extraordinary talent across sectors, cultures, disciplines, and generations. Our members and partners are at the forefront, inspiring new thinking and shaping the greater good of individuals and communities world-wide. We are committed to advancing leadership knowledge and practice for a better world. This is who we are. This is what we do. This is what we intend to do with our members and partners to make an even greater impact.

MISSION

The ILA advances leadership knowledge and practice for a better world.

OUR MISSION IN ACTION

The world has a deep and pressing need for leadership. It is what inspires and enables humanity to face the challenges in a complex, diverse, and ever-changing world. Our increasingly interdependent world requires the best thinking about leadership from all perspectives, sectors, disciplines, and cultures to develop innovative ideas and creative solutions. Leadership can make the difference. The ILA is committed to ensuring its evolution and effectiveness by creating a trusted space for leadership learning across boundaries and provides a trusted source of leadership resources for our members, partners, and the public.

CORE VALUES

Our core values represent our deepest beliefs and highest aspirations regarding who we want to be as an organization and how we aspire to engage with the world.

INCLUSION We foster and promote diversity.

INTEGRITY We expect effective and ethical leadership practices and rigorous scholarship.

INTERCONNECTION We believe that we are part of a global web of interdependence; by bringing people together in meaningful ways, we deepen this interconnection.

INTERDISCIPLINARY We promote and influence leadership as an interdisciplinary field from multiple sectors at the nexus of theory and practice.

INTERNATIONAL We respect cultural contexts and facilitate learning and networking across the boundaries.

IMPACT We encourage leadership initiatives that advance the field of leadership and contribute to the greater good.

20TH ila
International Leadership Association
ANNIVERSARY

ILA BOARD OF DIRECTORS & STAFF

BOARD OF DIRECTORS

Aldo Boitano
Executive Director, Executive Development, Chile

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ILA Treasurer & Chair, ILA Finance Committee
Associate Professor of Sustainable Enterprise, Center for Sustainability and Global Change, Unity College, USA

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ILA 2018 Global Conference Chair
Dean & Associate Professor of Leadership, MacArthur School of Leadership, Palm Beach Atlantic University, USA

Cheryl Getz
Associate Professor, Department of Leadership Studies, University of San Diego, USA

Mike Hardy
ILA Vice Chair & Chair, ILA Board Development Committee
Founding Director, Centre for Trust, Peace, and Social Relations, Coventry University, UK

John Heiser
CEO, LabVantage Solutions, Inc., USA

Max Klau
ILA Secretary & Chair, Fundraising Committee
Chief Program Officer, New Politics Leadership Academy, USA

Jean Lipman-Blumen (Emerita, Ex-Officio)
T. Bradshaw Professor of Public Policy, The Peter F. Drucker & Masatoshi Graduate School of Management, Claremont Graduate University, USA

Rens van Loon
Professor of Dialogical Leadership, Department of Philosophy, School of Digital Sciences and Humanities, Tilburg University; *External Consultant,* Deloitte University, Netherlands

Kevin Lowe
Professor in Leadership, Discipline of Work and Organisational Studies, Business School, The University of Sydney, Australia

Larraine R. Matusak (Emerita, Ex-Officio)
Former Program Officer in Education and Leadership, W.K. Kellogg Foundation, USA

Susan Elaine Murphy
Chair, ILA Membership Committee
Professor & Chair, Leadership Development, Organisational Studies, University of Edinburgh Business School, UK

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Director, Center for Leadership and Social Change, Florida State University, USA

Andrew Simon
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ILA Board Chair
Managing Partner, Ki ThoughtBridge, USA

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Executive Director, C.L.E.A.R International Development; *Professor of Practice,* Institute for the Study of International Development, McGill University, Canada

STAFF

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Shelly Wilsey
Chief Operating Officer & Acting Membership Director

Amanda Allen
Communications & Marketing Intern

Bridget Chisholm
Director of Conferences

Debra DeRuyver
Communications Director

Jennifer DuMars
Administrative Coordinator

Yinka Gardiner
Business Manager

Nick Kiessig
Conference Registrar

Julie Polzer
Conference Associate

Megan Scribner
Program Coordinator

Interested in serving on the ILA Board of Directors? Make sure to stop by a special roundtable hosted by Vice-Chair Mike Hardy, Thursday from 16:45 - 18:15 in Exhibit Hall A. See page 87 for details

MEET ILA'S MEMBER COMMUNITIES

ILA's Member Communities super charge the member experience and are divided into three distinct types: Affinity Groups, Learning Communities, and Member Interest Groups. Each community is led by a spirited group of volunteers who work closely with ILA's staff to guide programming of interest for their constituencies. ILA members may affiliate with an unlimited number of communities.

You're invited to deepen your involvement with ILA. Attend a member community business meeting, stop by a hosted roundtable, and visit an information table. Member community leaders are eager to connect with you, receive your feedback, and discuss available volunteer opportunities.

BUSINESS & ENGAGEMENT MEETINGS

Thursday 25 October | 8:00 – 8: 45

PBCCC – 1C **Leadership Education** Member Interest Group
PBCCC – 1G **Ethics Forum** Learning Community
PBCCC – 1D **Leadership Scholarship** Member Interest Group
PBCCC – 1A **Youth Leadership** Member Interest Group
PBCCC – 1B **Sustainability Leadership** Learning Community

Friday 26 October | 8:00 – 8:45

PBCCC – 1A **Business Leadership** Member Interest Group
PBCCC – 1C **Leadership Development** Member Interest Group
PBCCC – 1D **Peace Leadership** Affinity Group
PBCCC – 1B **Philosophy, Religion, and Worldviews** Learning Community
PBCCC – 1E **Public Leadership** Member Interest Group

Saturday 27 October | 8:00 – 8:45

PBCCC – 1H **Doctoral Program Faculty and Leaders** Learning Community
PBCCC – 2B **Followership** Learning Community

ROUNDTABLES & INFORMATION TABLES

Member community roundtables and information tables take place on **Thursday from 16:45 – 18:15 in Exhibit Hall A**. Roundtable details may be found on pp. 86-87.

ROUNDTABLES

Arts and Leadership Learning Community
The Relevance of the Arts in Leadership Formation and Development

Ethics Forum Learning Community
CEO Activism: Ethical Behavior or Suppression of Voice

Followership Learning Community
Followership: A Collaborative Perspective

Leadership Development Member Interest Group
Leadership Development: Past, Present, and Future

Peace Leadership Affinity Group
The Peace Leadership Affinity Group: Bridging Theory, Knowledge, and Practice

Public Leadership Member Interest Group
Further Aligning Academic Research and Practical Implementation in Public Leadership

Sustainability Leadership Learning Community
Sustainability Leadership: Opportunities to Contribute to and Shape This Member Community

Women and Leadership Affinity Group
Women as Authentic Leaders

Youth Leadership Member Interest Group
The Power Belongs to Us

INFORMATION TABLES

Business Leadership Member Interest Group

Leadership Development Member Interest Group

Leadership Education Member Interest Group

Leadership Scholarship Member Interest Group

Philosophy, Religion, and Worldviews Learning Community

Women and Leadership Affinity Group

Youth Leadership Member Interest Group

MEMBER COMMUNITY NETWORKING MEALS

Didn’t purchase a ticket in advance? A limited number of tickets are available onsite. Please inquire at the ILA registration and help desk.

Community networking meals are a particularly delicious way to meet others who share similar interests, engage in conversation, and make connections.

Leadership Education Member Interest Group Luncheon

Thursday, 25 October | 13:30 - 14:45 | Palm Beach County Convention Center – Grand Ballroom Prefunction

(Ticketed Event)

Featured speaker Corey Seemiller will discuss leadership competencies and participants from international locations and perspectives will have an opportunity to casually discuss ideas and experiences about the art and science of teaching leadership. The luncheon provides an ideal space for reflective conversations about what we believe leadership education should include, our roles in preparing our students and each other to lead, and what we, as educators, ought to know and teach about leadership as it relates to various contexts. This year’s winner of the “Most Publishable Leadership Education Paper” award, sponsored by SAGE Publishing, will be recognized.

Thank you to SAGE Publishing for being a Silver Sponsor & being a sponsor for this event!

The Arts & Leadership Learning Community Luncheon

Thursday, 25 October | 13:30 - 14:45 | Palm Beach County Convention Center – 2C

(Ticketed Event)

Music connects us across time, place, and generations. Singing together is a powerful way to transport us from the ordinary to extraordinary. Enjoy lunch over table conversations as you meet and greet new friends and old. Gloria Burgess will close the luncheon with a Song of Leadership.

Deans, Directors, and Chairs Networking Dinner

Thursday, 25 October | 19:00 | Hullabaloo

(Ticketed Event)

Join your colleagues for in-depth networking at Hullabaloo. A three-course meal will be prepared by Chef Fritz Cassel, a notable chef in the Greater West Palm Beach area who enjoys making every day dishes delicious.

Latin Leadership Global Scholars Networking Dinner

Thursday, 25 October | 19:30 | The Blind Monk

(Ticketed Event)

This year’s cultural gathering, which will take place at the Blind Monk, which specializes in small plates, is a celebration of shared culture, language, and traditions among members who identify with a Spanish speaking ethnicity and/or who support Latin leadership throughout North America, Central America, South America, the Caribbean, and Spain. Our goal is to create a welcoming space for members to engage in networking opportunities, the sharing of resources, and recognizing exemplary research and culturally responsive models.

MEMBER COMMUNITY NETWORKING MEALS CONTINUED

Public Leadership Networking Dinner

Thursday, 25 October | 19:30 | Grandview Market (Ticketed Event)

Whether you are a community, government, academic, or business leader working on leadership for the public good in any way, the community networking dinner will be an opportunity for you to make connections with those engaged in the work of public leadership. Head over to Grandview Public Market where ten unique food and specialty drink vendors await you for your dining pleasure! Each participant will be given a 'shopping card' that will let you sample from all ten or settle down at one!

Youth Leadership Networking Dinner

Thursday, 25 October | 19:30 | Mojito Latin Cuisine and Bar (Ticketed Event)

A conference tradition! Students (and others) interested in Youth Leadership are invited to attend the annual networking dinner Thursday night. Across the street from the convention center in City Place, this year's dinner takes place at Mojito Latin Cuisine and Bar, specializing in tapas from secret, delicious recipes.

Philosophy, Religion, and Worldviews Networking Dinner

Thursday, 25 October | 20:00 - 22:00 | Pistache French Bistro (Ticketed Event)

A block from the beach, attendees will enjoy a three-course meal at Pistache French Bistro in a private room perfect for socializing and connecting with attendees who share your interest in the healthy nexuses between philosophy, religion, and worldviews, and leadership.

The Ninth Annual Women and Leadership Affinity Group Luncheon

Friday, 26 October | 13:15 - 14:30 | Palm Beach County Convention Center – Grand Ballroom Prefunction (Ticketed Event)

Feed your spirit and build your network! This event for scholars and practitioners passionate about women and leadership is designed to create networking opportunities and foster conversations focused on sharing resources, ideas, challenges, and solutions. This year's luncheon will feature brief remarks by Alice Eagly, an ILA Lifetime Achievement Award Winner and a trailblazing researcher who has published widely on the psychology of gender. As is traditional, drawings will be held for copies of ground-breaking books on women and leadership.

Thank you to Magnetrol International, Inc. for being a Silver Sponsor & being a sponsor for this event!

Sustainability Leadership Learning Community Luncheon

Friday, 26 October | 13:15 - 14:30 |
Palm Beach County Convention Center – 2B

(Ticketed Event)

Interested in the intersection between sustainability and leadership? Please join the ILA Sustainability Leadership Learning Community for its first annual community luncheon! We are living in times where leading with a sustainability, restorative, and regenerative framework is essential for the future of the planet. In our first luncheon, we hope to share resources with one another, recognize exemplary thinking and practice, and connect people who are working in this area or people who want to learn more about the field.

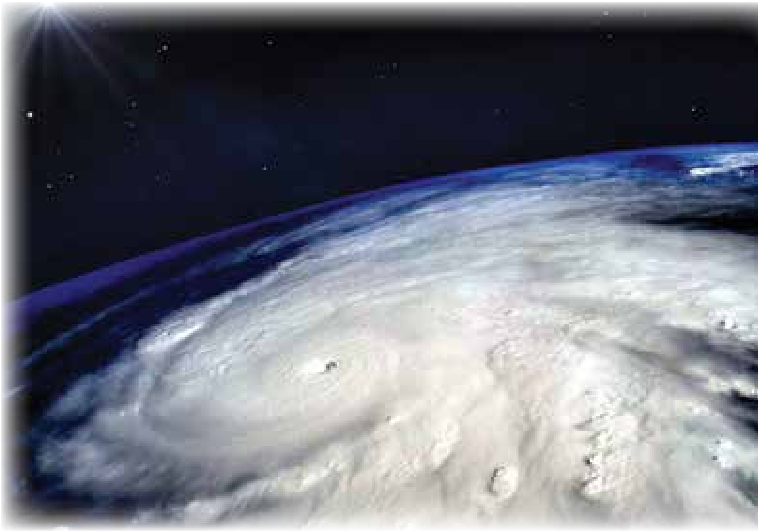
Thank you to TELFER School of Management, uOttawa for being a Silver Sponsor & being a sponsor for this event!

THE LEADERSHIP NEXUS

One of the unique tenets of the International Leadership Association (ILA) is the value placed on rigor and relevance at the nexus — the intersection — of theory and practice. James MacGregor Burns, one of the founders of the ILA, valued the criticality of working at this intersection. He believed strongly that theory guides practice and practice informs theory.

This strand of thought, present at the association's inception, helped to embed intersectionality into the very heart of the ILA. Our core value as a member association is our fundamental commitment to strengthening ties between all those with a professional focus on leadership.

Our members and conference participants inspire each other through their work. Throughout this conference program book, you will find many examples of work at the nexus of leadership practice and theory. We are pleased to spotlight a few of these examples here.



Extreme Weather Preparedness, Healthcare, and Equity in Vulnerable Populations: "Lead" No One Behind

With extreme weather events and other natural disasters occurring with increased frequency, how can leaders protect vulnerable populations? A multinational panel of public health practitioners, physicians, and researchers will engage in a spirited discussion with the audience around this question within their respective fields of practice. Learn more on page 155.

Leadership and Criminal Justice: Strategies for Progress and Peace

The United States has the highest incarceration rate in the world and a disproportionate number of deadly police encounters. What role can leadership play in supporting improvements in police-community interactions and the criminal justice system as a whole? ILA members and their doctoral students will share their program's on-the-ground research in this area. Learn more on page 96.

The Early Seeds of Leadership and Results From the Fullerton Longitudinal Study (FLS)

Growing the next generation of leaders starts long before children enter the classroom. What are the early childhood and adolescent experiences that impact adult leadership practices? Does participation in team sports really matter? Researchers discuss findings from the 38-year Fullerton Longitudinal Study, which followed 130 participants from one year of age. Learn more on page 48.

CREATING A BETTER FUTURE

Leadership Amid Complexity, Change, and Crisis

Organizational leaders around the world want to know: How do I best lead my organization in a VUCA world? Researchers from four universities discuss new theories, models, and lenses being developed to assess effect leadership in VUCA environments in order to bolster relevant approaches to practitioners. Learn more on page 50.

Leadership Wisdom from the C-Suite

What leadership practices do C-Suite leaders attribute to their successes? What lessons have they learned from their failures that can better inform leadership research? Leaders from a variety of industries will share their thoughts and drill down into the heart of experience. Learn more on page 64.

Women and Authentic Leadership: Moving Through Cultural Barriers to Facilitate Positive Change

In today's interconnected world, global leadership knows no borders. Growing a global mindset and being able to work across cultures is imperative. Three senior leaders from the U.S., Japan, and the E.U. will share their research and experiences on authentic leadership. Learn more on page 52.

Leadership Education in Practice: Study Abroad as Leader Development

In her new book, Professionalizing Leadership, keynote speaker Barbara Kellerman lauds the professionalization of leadership training, education, and development in the U.S. military. The conference features sessions from many branches of the military. This one, from the U.S. Naval Academy, focuses on the inclusion of study abroad as part of a midshipman's comprehensive educational experience combing leadership, ethics, and cross-cultural competency. Learn more on page 126.

GUIDE TO SESSION FORMATS

With so many choices we have created this guide, which draws attention to several helpful pieces of information beyond a session's title and description that can help you understand more about each session's focus, target audience, and format.

CONCURRENT SESSION PRESENTATION FORMATS

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

PANEL

An informed discussion and/or debate on a topic by panelists with contrasting or complementary points of view, moderated by a chairperson, with time reserved for audience participation, questions, and comments.

PRESENTATION(S)

Two or more individually accepted papers/presentations grouped together by the program team into a session focused broadly on a theme or approach. The session chair introduces each presentation, keeps time, and facilitates the question and answer portion.

SYMPOSIUM

Individual papers/presentations that were submitted together as a wholistic session exploring a common subject. Chairs frame the session, introduce presenters, keep time, and help move the conversation along. Commentators, if listed, moderate questions to create a rich discussion among presenters and attendees.

WORKSHOP

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

OTHER FORMATS

INTERACTIVE ROUNDTABLE DISCUSSION

Small group discussion on a topic of common interest facilitated by an individual or team. The organizer frames the topic and then facilitates a discussion with participants at the table. After 20 minutes a bell rings and participants have the opportunity to move to another roundtable or remain where they are to continue the conversation. Roundtables will take place on Thursday from 16:45 - 18:15 in Palm Beach County Convention Center, Exhibit Hall A.

POSTER

A visual display of research, projects, papers, or programs. Posters will be staffed by the presenter(s) during the hosted poster session Friday from 18:00 - 19:30 in Palm Beach County Convention Center, Exhibit Hall A.

SESSION TRACK & THREAD KEY

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

TRACKS

- BL **Business Leadership**
- LD **Leadership Development**
- LE **Leadership Education**
- LS **Leadership Scholarship**
- PL **Public Leadership**
- YL **Youth Leadership**

THREADS

- AL **Arts & Leadership**
- DP **Doctoral Program Faculty & Leaders**
- EF **Ethics Forum**
- FW **Followership**
- ED **Leadership Education Deans, Directors, & Chairs**
- PE **Peace Leadership**
- PW **Philosophy, Religion, & Worldviews**
- SL **Sustainability Leadership**
- WL **Women & Leadership**

TUESDAY & WEDNESDAY IN DEPTH

Inquire at ILA Help Desk for tickets to pre-conference workshops. Complete descriptions are available online. All events take place at the Palm Beach County Convention Center (PBCCC) unless otherwise noted.

TUESDAY 23 OCTOBER		
14:00 – 19:00	**ILA Check-In & Help Desk**	PBCCC – Exhibit Hall A Registration
14:00 – 19:00	**ILA Volunteer Office**	PBCCC – Show Manager A

WEDNESDAY 24 OCTOBER		
6:00 – 17:00	**The Silent Space Room** Bring your own mat or cushion and recenter yourself. Honor the space by remaining silent as you engage in your personal practice of meditation, reflection, prayer, yoga, etc.	Hilton West Palm Beach - Sapodilla
8:00 – 18:30	**ILA Check-In & Help Desk**	PBCCC – Exhibit Hall A Registration
8:00 – 18:00	**ILA Volunteer Office**	PBCCC – Show Manager A
PRE-CONFERENCE WORKSHOPS	Inquire at ILA Help Desk for Tickets. Complete Descriptions Available Online	
9:00 – 12:00	**Don't Fight Mother Nature — Or Your Own** (Ticketed Event) WORKSHOP LEADERS **Carol S. Pearson,** Author & Consultant **Kathleen E. Allen,** President, Allen and Associates	PBCCC – 1B
9:00 – 12:00	**Eliciting the True Self: A Personal Constructs Approach to Developing Authentic Leaders** (Ticketed Event) WORKSHOP LEADER **Gail F. Latta,** Doctoral Program Director & Professor, Leadership Studies and Human Resource Development, Xavier University	PBCCC – 1C
9:00 – 12:00	**Applying the Integrated Capacious Model of Leadership Identities Construction as an Assessment Tool and Program Design Template** (Ticketed Event) WORKSHOP LEADERS **Chrys Egan,** Director, Office of Undergraduate Research and Creative Activity, Salisbury University **S. Lynn Shollen,** Associate Professor, Leadership and American Studies, Christopher Newport University **Constance Campbell,** Professor, Management, Georgia Southern University **Brionne G. Neilson,** Assistant Professor, Family Life & Human Development, Southern Utah University	PBCCC – 2A
9:00 – 12:00	**If Someone Says They Have A Bunny in Their Hands, Believe Them: The "Yes, And" of Authentic Leader Mindset** (Ticketed Event) WORKSHOP LEADERS **Lisa Gick,** CEO & Founder, [curious] leadership + change agency **Renee Charney,** Director, BTS, Inc.	PBCCC – 2B
9:00 – 16:00	**ILA Doctoral Consortium** (Ticketed Event) WORKSHOP LEADERS **Gus Gustafson,** Dean of Awaken University & Chief Learning Officer, Tuthill Corporation **Kathy Guthrie,** Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University *Event Sponsor: Center for Values - Driven Leadership at Benedictine University*	PBCCC – 1D

TUESDAY & WEDNESDAY IN DEPTH

9:00 – 16:00	**Using the Cognitive Leadership Model to Facilitate Leadership Development in Culturally Diverse Environments** (Ticketed Event) WORKSHOP LEADER **Jeffrey L. McClellan,** Associate Professor, Management, Frostburg State University *Event Sponsor: Indiana Tech – Ph.D. Program in Global Leadership*	PBCCC – 2E
9:00 – 16:00	**An Invitation to Practice: Finding Authentic Leadership in the Moment** (Ticketed Event) WORKSHOP LEADERS **Chris Esparza,** Associate Director, University of Oregon **Marcy Levy Shankman,** Leadership Coach & Strategist, Chief Executive Office, Cleveland Metropolitan School District	PBCCC – 2F & Offsite in the Afternoon
9:00 – 16:00	**Wisdom in the Waves: Surfing and the Art of Leadership** (Ticketed Event) WORKSHOP LEADER **Ken Otter,** Co-Director, Leadership Center, Saint Mary's College of California	Meet at PBCCC Off-Site Departure Zone (Registration Area)
13:00 – 16:00	**The Authenticity Vibe: An Embodied Journey From Individual to Collective Connections** (Ticketed Event) WORKSHOP LEADERS **Donna Ladkin,** Professor, Graduate School of Leadership and Change, Antioch University **Chellie Spiller,** Associate Professor, University of Auckland Business School	PBCCC – 1B
13:00 – 16:00	**Giving Voice to Values — Learning to Act on Your Values** (Ticketed Event) WORKSHOP LEADERS **Mary C. Gentile,** Creator & Director, Giving Voice to Values, University of Virginia **William C. Minner,** Co-founder, Relations Management Group **Walter R. Baehrend,** Senior Manager, Wireless Services, Nokia **Craig E. Johnson,** Professor Emeritus, Leadership Studies, George Fox University *Event Sponsor: The Ronald Reagan Presidential Foundation and Institute*	PBCCC – 1C
13:00 – 16:00	**Kick Some Glass! Women Succeed at Work on Their Own** (Ticketed Event) WORKSHOP LEADERS **Jennifer Martineau,** Senior Vice President, Research, Evaluation, and Societal Advancement, Center for Creative Leadership **Cathleen E. Clerkin,** Senior Research Faculty, Global Research and Evaluation, Center for Creative Leadership *Event Sponsor: The College of Saint Rose*	PBCCC – 2A

13:00 – 16:00	**Leading Public Policy Change Through Women and Leadership Research** (Ticketed Event) WORKSHOP LEADERS **Susan R. Madsen,** Professor of Organizational Leadership, Woodbury School of Business, Utah Valley University **Julia B. Storberg-Walker**, Associate Professor, Executive Leadership Program, The George Washington University **Barbara C. Crosby,** Associate Professor Emerita, Humphrey School of Public Affairs, University of Minnesota **Wendy Fox Kirk,** Assistant Professor, Business Administration & Marketing, Weber State University *Event Sponsor: The Jepson School of Leadership Studies*	PBCCC – 2B
13:00 – 16:00	**Worker Well-Being in the Core Business** (Ticketed Event) WORKSHOP LEADERS **Denise Bober,** Vice President of Human Resources, The Breakers Palm Beach, Inc. **Pat Ciavola,** Director - Team Member Development, The Breakers Palm Beach, Inc. *Event Sponsor: MacArthur School of Leadership - Palm Beach Atlantic University*	Meet at PBCCC Off-Site Departure Zone (Registration Area)
16:30 – 18:00	**ILA Annual Membership Meeting**	PBCCC – Ballroom A
19:30 – 21:00	**12th Annual Student Case Competition Poster Session** Details on pp. 36-37	PBCCC - Ballroom C

STUDENT CASE COMPETITION

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

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

POSTER SHOWCASE
Wednesday | 19:30 - 21:00
PBCCC - Ballroom C

PRESENTATIONS BY GRADUATE DIVISION TEAM FINALISTS
Friday | 18:30 - 19:45
PBCCC - 1H

PRESENTATIONS BY UNDERGRADUATE DIVISION TEAM FINALISTS
Friday | 18:30 - 19:45
PBCCC - 1J

GRADUATE TEAMS

Florida State University

Jennifer Batchelder
Brittany Brewster
Brittany Devies
Julie LeBlanc
Michaela Shenberger

Louisiana State University Shreveport

Katherine Michiels
Crickett Oldenburg
Jennifer Vigil
David Williams II
Jianan Yang

Robert Morris University

Rebecca Barnes
Lynda Mayes
Sean Phelan
Samantha Wockley

Teams listed are as of 17 September 2018

UNDERGRADUATE TEAMS

Christopher Newport University Blue Team
Jonelle Brown
Nathan Hotes
Adam Stillabower

Christopher Newport University Silver Team
Madalynn Amos
Hannah Baker
Brandon Cumbo

Christopher Newport University White Team
Nicole Marie Garcia
Katie Hall
Katie Kozlowski

Gonzaga University
Kelen Ahearn
Erika Brown
Will Hackel
Konner Sauve

Kansas State University
Tori Burkhart
Adrianna Gordey
Zach Hilbig
Anton Smith

Kravis Leadership Institute, Claremont McKenna College
Leya Aronoff
Alina Rainsford
Vanessa Romo
Christian Tchamitchian
Edgar Warnholtz

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Slippery Rock University Team 1
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Bradley Claus
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Anthony Schiavone
Bailey Snodgrass

Slippery Rock University Team 2
Dillion Hawthorne
Jacob O'Keefe
Kari Pleta
Gregory Vurgich

Slippery Rock University Team 3
John George
Emma George
Jennifer Kunze
Justin Schwartz

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Anthony Holliman
Jared Pic
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Claire Leffingwell
Brooke Manny
Abby Price
Colin Truhe

West Virginia University Milan Puskar Scholars (Group 1)
Haley Craig
Khadidja Diouf
Levi Huff
Tyler Richards

West Virginia University Milan Puskar Scholars (Group 2)
Rob Dowdy
Mariam Khan
Margaret Schiffer
Brianna Smith

CONNECTIVE LEADERSHIP INSTITUTE

WHEN INCLUSION IS CRITICAL AND CONNECTION INEVITABLE

Our Mission:

Provide a visionary, pragmatic, research-based leadership development program for succeeding in a new world, where inclusion is critical & connection inevitable

About CLI

- Based on the Connective Leadership Model developed by Jean Lipman-Blumen, Ph.D.
- CLI seminars are designed to train & certify leadership development & organizational consultants, executive coaches, human resource specialists, & professional leaders

Our Level 1 Seminar will:

- Present the Connective Leadership Theory & the underlying behavioral model
- Qualify you to administer the individual & organizational Achieving Styles Inventories, including aspirational versions
- Include 3-year certification

Seminar Dates!

Level 1: January 28-30, 2019
Level 2: February 25-26, 2019

University Club of Pasadena
Register at www.connectiveleadership.com

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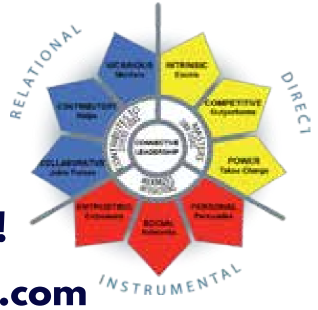

Take a complimentary assessment!
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Codeword: ILA2018

SGLC: STUDENT GLOBAL LEADERSHIP CONFERENCE

LEADERSHIP FOR A SUSTAINABLE FUTURE: IT STARTS WITH US

CONFERENCE
Theme

Great leaders are not just compelling in the present, but have foresight to account for and guide into an uncharted future. Emerging global leaders must think beyond short-term gains and build sustainable communities, policies, practices, and organizations which support our planet, people, and global prosperity.

FIE's fourth Student Global Leadership Conference (SGLC) will challenge and empower leaders to find opportunities, make positive impacts, and pursue a leadership practice which considers holistic effectiveness, and in return, build a better tomorrow for everyone. Our actions in the present will lead us to a thriving future.

It Starts With Us.

INFORMATION
Contact Details

When:
April 5-7, 2019

Where:
Royal Geographical Society (Fri)
Baden-Powell House (Sat & Sun)
SOUTH KENSINGTON, LONDON, UK

Registration:
Opens October 15
Early Bird Student: £60
(discount ends Jan 31)
Regular Price: £80

For more information:
conference@fie.org.uk
www.fie.org.uk/SGLC/

SCHEDULE
At a Glance

Friday 5th:
- Conference 101
- Film Screening
- Keynote Q&A Panel
- Reception: Drinks & Canapés

Saturday 6th:
- Keynote Speaker
- Panelists
- Breakout Sessions
- Tea Breaks & Lunch Provided

Sunday 7th:
- Personal Action Plan Session
- Closing Keynote Address
- Breakfast Provided

CALL FOR PAPERS
Deadline Jan '19

We are seeking a broad range of presenters who can provide rich exploration of the conference's theme around Sustainability and Leadership.

Sessions should be hands-on, interactive, passionate, and engaging and we would especially welcome the opportunity to hear unique stories and experiences! We would like to invite you to submit a proposal online.

Visit:
www.fie.org.uk/SGLC/

fie
STUDENT GLOBAL LEADERSHIP CONFERENCE

THURSDAY IN DEPTH

Space permitting, all events are open to all conference participants, unless otherwise indicated as a ticketed event. All events take place at the Palm Beach County Convention Center (PBCCC) unless otherwise noted.

THURSDAY 25 OCTOBER		
6:00 – 17:00	**The Silent Space Room** Bring your own mat or cushion and recenter yourself. Honor the space by remaining silent as you engage in your personal practice of meditation, reflection, prayer, yoga, etc.	Hilton West Palm Beach - Sapodilla
CHECK-IN AND MORNING COFFEE BREAK		
7:30 – 19:30	**ILA Check-In & Help Desk**	PBCCC – Exhibit Hall A Registration
7:30 – 19:00	**ILA Volunteer Office**	PBCCC – Show Manager A
8:00 – 8:45	**Coffee Break With Refreshments in Exhibit Hall** Coffee, tea, juices and assorted refreshments including yogurt and muffins.	PBCCC – Exhibit Hall A
MEMBER COMMUNITY BUSINESS & ENGAGEMENT MEETINGS Details on p. 24		
8:00 – 8:45	**Youth Leadership** – Member Interest Group	PBCCC – 1A
8:00 – 8:45	**Sustainability Leadership** – Learning Community	PBCCC – 1B
8:00 – 8:45	**Leadership Education** – Member Interest Group	PBCCC – 1C
8:00 – 8:45	**Leadership Scholarship** – Member Interest Group	PBCCC – 1D
8:00 – 8:45	**Ethics Forum** – Learning Community	PBCCC – 1G
MORNING PLENARY, SESSIONS, EXHIBITS, & REFRESHMENTS		
8:00 – 18:15	**Exhibit Hall Open**	PBCCC – Exhibit Hall A
9:00 – 10:15	**Opening Plenary** Details on pp. 12-13 ***Welcome to the Conference*** **Craig Domeck,** ILA 2018 Conference Chair; Dean & Associate Professor of Leadership, MacArthur School of Leadership, Palm Beach Atlantic University ***Welcome to West Palm Beach!*** **Jeri Muoio,** Mayor of the City of West Palm Beach ***ILA: Leadership at the Nexus*** **Katherine Tyler Scott,** ILA Board Chair; Managing Partner, Ki ThoughtBridge ***ILA Lifetime Achievement Award Presentation*** **Keith Grint,** Professor of Public Leadership, Warwick University ***Why Self-Constitution Trumps the True Self as the Foundation for Leading Authentically*** **Donna Ladkin,** Faculty of Leadership and Change, Antioch University	PBCCC – Grand Ballroom
10:15 – 10:45	**Coffee & Tea in Exhibit Hall** Grab a coffee or tea and make your way to Concurrent Session One by 10:45. Have a great morning!	PBCCC – Exhibit Hall A
10:45 – 12:00	**Concurrent Session One** Details on pp. 44-53	PBCCC – Various Locations
12:15 – 13:15	**Concurrent Session Two** Details on pp. 55-64	PBCCC – Various Locations
LUNCH		
13:15 – 1430	**Luncheon Concession Stand** Hot dogs, cold and hot sandwiches, salads, and assorted beverages will be sold.	PBCCC - Exhibit Hall A
13:30 – 14:45	**Lunch on Your Own**	

13:30 – 14:45	**Leadership Education Member Interest Group Luncheon** (Ticketed Event) Details on p. 26 *Event Sponsor: SAGE Publishing*	PBCCC – Grand Ballroom Prefunction
13:30-14:45	**The Arts & Leadership Learning Community Networking Luncheon** (Ticketed Event) Details on p. 26	PBCCC – 2C
AFTERNOON SESSIONS, EXHIBITS, & REFRESHMENTS		
15:00 – 16:30	**Concurrent Session Three** Details on pp. 65-73	PBCCC – Various Locations
16:45 – 17:15	**Coffee Break With Refreshments in Exhibit Hall** Refuel with coffee, tea, and assorted refreshments. Gourmet chips and dips will be featured alongside lemon/lime and cucumber/mint infused waters.	PBCCC – Exhibit Hall A
16:45 – 18:15	**Interactive Roundtable Discussions** Details on pp. 75-87	PBCCC – Exhibit Hall A
16:45 – 18:15	**Member Community Information Tables** Details on pp. 25	PBCCC – Exhibit Hall A
16:45 – 17:45	**10th Annual Emerging Scholars Research Consortium** *Open to Pre-Selected Participating Jr. & Sr. Scholars Only* Details on p. 74 *Event Sponsor: Academic Leadership Center*	PBCCC – Ballroom C
HOSTED RECEPTIONS OPEN TO ALL ATTENDEES		
18:00	**Empowering Leadership at Every Level by Roar People LLC -** Hosted Reception	PBCCC – 1G
18:00	**The C. Charles Jackson Foundation & Charlie Life & Leadership Academy** - Hosted Reception	PBCCC - 1H
18:00	**College Student Leadership Educators by LeaderShape -** Hosted Reception	PBCCC – 1I
18:00	**Student Development Networking Reception by The National Society of Leadership and Success -** Hosted Reception	PBCCC – 1K
18:00	**Antioch University Graduate School of Leadership and Change -** Hosted Reception	PBCCC – 1L
COMMUNITY NETWORKING DINNERS		
19:00	**Deans, Directors, and Chairs Networking Dinner** (Ticketed Event) Details on p. 26	Hullabaloo
19:30	**Public Leadership Member Interest Group Networking Dinner** (Ticketed Event) Details on p. 27	Grandview Market
19:30	**Latin Leadership Global Scholars Networking Dinner** (Ticketed Event) Details on p. 26	The Blind Monk
19:30	**Youth Leadership Networking Dinner** (Ticketed Event) Details on p. 27	Mojito Latin Cuisine and Bar
20:00	**Philosophy, Religion, and Worldviews Networking Dinner** (Ticketed Event) Details on p. 27	Pistache French Bistro

THURSDAY
25 OCTOBER | 10:45 - 12:00
CONCURRENT SESSION 1

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

TRACKS

BL **Business Leadership**
LD **Leadership Development**
LE **Leadership Education**
LS **Leadership Scholarship**
PL **Public Leadership**
YL **Youth Leadership**

THREADS

AL **Arts & Leadership**
DP **Doctoral Program Faculty & Leaders**
EF **Ethics Forum**
FW **Followership**
ED **Leadership Education Deans, Directors, & Chairs**
PE **Peace Leadership**
PW **Philosophy, Religion, & Worldviews**
SL **Sustainability Leadership**
WL **Women & Leadership**

1A | Presentations | Leadership Development

LD Approaches to Leadership Development
Chair: **Brad G. Jackson,** Director, Policy Innovation Hub, Griffith University

LD Using Action Learning Coaching to Develop Authentic Leadership of Millennials
Angela Danielle Carter, Clinical Assistant Professor, Human Resource Development, Clemson University

New leaders, particularly Millennials, often face challenges that could be addressed by strengthening their authentic leadership practice. According to Kernis and Goldman (2006) action learning integrated with coaching may allow new and emerging leaders to develop authentically through awareness, unbiased processing, behavior, and relational orientation. The presenter will report on a secondary analysis from a study (Carter, 2015) of two cohorts of novice professionals and emerging Millennial leaders and the use of action learning coaching.

LD Integrating Psychological and Learning Lenses to Facilitate Leadership Development
Jonathan Reams, Associate Professor, Education and Lifelong Learning, Norwegian University of Science and Technology
Juliane Reams, Researcher, European Center for Leadership Practice
Camilla Fikse, Associate Professor, Education and Lifelong Learning, Norwegian University of Science and Technology (Co-Author)
Ottar Ness, Professor, Education and Lifelong Learning, Norwegian University of Science and Technology (Co-Author)

The presenters will describe the conceptual foundations, research, and delivery of a leadership accelerator program designed for Trondheim, Norway — and later adapted for 800 new leaders. They will share how the program integrated psychologically-oriented 360 feedback in a learning model to develop cognitive skills and customize learning activities, by raising self-awareness, applying developmentally tailored feedback to job related cases, and learning to teach key practices to others.

LD Exploring the Transformative Shift From Follower to Leader
Michelle Keba, Reference Librarian, Warren Library, Palm Beach Atlantic University
Elizabeth Fairall, Digital Services Librarian, Warren Library, Palm Beach Atlantic University
Kellie Barbato, Access Services Librarian, Warren Library, Palm Beach Atlantic University

Transitioning from an employee to an authentic leader requires transformational change. With proper support and training, these future leaders can flourish within an organizational setting. The presenters will discuss the theoretical underpinnings of transformational leadership and share their experience in using this theory to design and implement a unique orientation program for new leaders.

→

LD WL

Entrepreneurs: Authentic Leaders in Training?

Janice L. Cardwell, Vice President and Director, Detroit Campus, University of Phoenix

Using narrative inquiry, the presenter captured the lived experiences of ten women participating in a business start-up program called the Entrepreneur Series in Detroit and Southeast Michigan. The presenter will share their stories revealing her discoveries that entrepreneurship is a special club with its own attitude, disposition, and mindset — one that is elevating, empowering, and authentic.

1B | Presentations | Youth Leadership

YL

A Futuristic View of Youth Leadership From Mentoring Millennials to Zoning in on Z's

Chair: **Tasha N. Coppett,** Assistant Director, Graduate and Off-Campus Housing, Residential Life and Dining, Massachusetts Institute of Technology

YL

Millennials: Stereotypes, Self-Image, and Engagement in the Workplace

Stephanie A. Van Dellen, PhD Candidate, School of Leadership and Education Sciences, University of San Diego

A study was conducted to better understand generational stereotypes and workplace engagement. Through quantitative research at a privately-held organization, managers' perceptions of their Millennial employees were collected and compared against common stereotypes of the Millennial generation. Additionally, self-perception was collected from Millennials and other generations. Managers' perceptions were fairly consistent with stereotypes, whereas Millennials' self-perceptions were not. Data regarding self-perceptions and stereotypes was used to determine if a tailored set of engagement practices are needed for the Millennial generation.

YL ED

Projecting Leaders of Tomorrow: Impact of Project Management Principles to Younger Generation

Sriramasundararajan Rajagopalan, Assistant Teaching Professor, College of Professional Studies, Northeastern University

Every high school prepares their students for many career choices through group or team projects. However, how much are the basics of project management understood by teachers and taught to this younger generation or emphasized as a core course in any chosen major in colleges? The best way to meet the future that tomorrow will bring is by acting today to provide the younger generation with the tools they need to shape that future! This presentation will explore the early success of the author's initiative called "Projecting Leaders of Tomorrow" (PLOT) to grow awareness of project management in high schools and colleges.

YL ED

The Peres Leadership Program: Community Leaders Mentoring Teens to Become Leaders

Arthur H. Johnson, Professor, MacArthur School of Leadership, Palm Beach Atlantic University
Sarah Dworcan, Executive Director, Solomon Leadership Program, Palm Beach Synagogue
Miriam Taylor, Educational Director, Solomon Leadership Program, Palm Beach Synagogue

According to George D. Kuh (2008), in order to be an effective high-impact educational practice, learning programs must include opportunities for students to "both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences" (p.11). The Peres Leadership Program provides a unique interpretation of this charge by providing a mentor-based setting instead of a traditional classroom setting for structured reflection under the guided tutelage of a highly experienced mentor. This provides a unique focus for teen and young adult leadership development in the local community.

YL ED

Watch Out Millennials the Z's Are Coming

Kathleen Cornett, Chair, Graduate School of Business and Management, Argosy University
MaryAnn McGrath, Adjunct Faculty, College of Arts and Sciences, Argosy University (Co-Author)

For years the Baby Boomers have been the predominant force in the workplace and in leadership thought. With Baby Boomers retiring, the Millennials are taking center stage and getting a lot of attention. Right behind the Millennials is Generation Z (Gen Z). Gen Z is looking to break the Millennial mold and create their distinctive personal brand. This presentation will look at the different generations with emphasis on Millennials and Gen Z and their unique approach for being engaged and successful at work. It will describe characteristics and traits of the generations and suggest strategies to improve interactions.

1C | Symposium | Leadership Education

LE EF

The Pedagogy of Teaching Ethical Leadership

Chair & Commentator: **Robert McManus,** McCoy Professor of Leadership Studies, McDonough Center for Leadership & Business, Marietta College

This symposium will share four approaches to educate and train ethical leaders in a variety of settings and situations: Learning from Error, Learning from Virtue, Learning from Action, and Learning from Crisis. Together the presentations will provide insights for new and experienced leadership educators.

LE

Leveraging the Holocaust to Develop Leadership Capacity and Moral Imagination

Anthony C. Andenoro, Lecturer of Leadership Studies, Leadership Studies Program & Department of Psychology, Iowa State University

JoAnna Wasserman, United States Holocaust Memorial Museum (Co-Author)

In 2015, the United States Holocaust Memorial Museum and the University of Florida created a partnership to develop a more holistic model for moral decision-making within leadership learners. Using Holocaust materials and videos, students build adaptive leadership capacity to address and mitigate the challenges associated with systemic oppression, groupthink, and the social deterioration of moral judgment. The presenters will share three years of supporting impact data to demonstrate the power of this leadership learning intervention.

LE

Content, Tools, and Resources for Teaching Humility in Your Leadership Class

Matthew J. Sowcik, Professor, Agricultural Education and Communication, University of Florida

Recent research suggests that humility predicts prosocial behaviors such as generosity, self-esteem, better performance on the job, and forgiveness. It is also an important component for creativity, civil discourse, and establishing strong relationships with others. While humility has gained attention in Positive Organizational Psychology and the study of leadership, very few leadership education programs address humility. This presentation will discuss the objectives, resource, and assignments needed to provide exposure to this much-needed construct.

LE

Learning From Action: How Leadership in Action Research Applies the Golden Rule

Stanley J. Ward, Dean, Capstone Studies, Ethical Leadership, Claremont Lincoln University

Action learning and action research methods can be helpful tools for teaching ethical leadership, linking real-world experiences with critical reflection. The presenter will share how an action research model was used in a graduate education program to challenge students to apply the golden rule by carrying out participatory action research projects. The projects were then evaluated partly by the project's fidelity to the core values of both the researcher and the participants in the project.

LE

Teaching Ethical Leadership Through the Lens of Crisis

Molly Waters, Lecturer, Leadership and American Studies, Christopher Newport University

Focusing on a crisis can allow students to expand their understanding of ethical leadership and moral responsibility to followers. The presenter will describe how this exposes budding leaders to the benefits, validated by research, of the ethical demands in extreme leadership situations. A focus on crisis leadership competencies such as altruism, resilience, respect, instrumental and terminal values, and a detailed understanding of follower's moral worth enables students to assess various crisis case studies from the subjective and objective viewpoint.

1D | Workshop | Public Leadership

PL

Wise Leadership at Midlife: Lessons From Fairy Tales

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

Fairy tales are not just for children! The common youth tale features young heroes and heroines that meet, fall in love, defeat horrible enemies, marry, and live happily ever after. Middle tales are about what happens next; they are tales that "portray middle-aged men and women juggling the demands of family and work, grappling with self-doubt and disillusionment, and ultimately finding deep new meaning in life" (Chinen, 2003, p. 3). This workshop will explore developing authenticity and maturity in learning to lead wisely.

1E | Workshop | Leadership Development

LD

WL

Developing as Authentic Leaders: Understanding How Intersectional Factors Impact Women's Leadership

Amy Diehl, Associate Vice President & Deputy Chief Information Technology Officer, Technology & Library Services, Shippensburg University

Leanne Dzubinski, Associate Professor, Cook School of Intercultural Studies, Biola University

In leading authentically, we must look for that which is unseen to better our organizations in an increasingly diverse world. In today's workplace, invisible assumptions, double standards, and barriers constrain opportunities for women. Intersectional identity factors, both seen and unseen, such as race, ethnicity, religion, sexual orientation, and class may further complicate women's progress. This workshop will present findings from new cross-sector research on how intersectionality impacts women's leadership organized into three learning modules. Working in small groups, participants will examine intersectional barriers and brainstorm solutions to fully integrate women into all levels of organizational leadership.

1F | Presentations | Business Leadership

BL

Sacred Spaces & Places: Creating a Safe Harbor for All to Thrive

Chair: **Carolina Darbisi,** Assistant Director & Public Service Faculty, J.W. Fanning Institute for Leadership Development, University of Georgia

BL

A Qualitative Exploration of Workplace Learning Through the New Employee Lens

Kimberly Underwood, University Research Chair, School of Advanced Studies, University of Phoenix

A recent study explored the formal and informal socialization processes as tools of workplace learning for defining boundaries for diversity socialization. The study viewed this dynamic from the lens of new employees within select Fortune 500 companies receiving multiple annual recognitions for being the "best for diversity." The presenter will discuss the results of this study and its implications for organizational leaders in various communities of practice.

BL

Out of the Shadows: LGBT Employee Resource Group Leaders Embracing Their Identity

Kevin England, Associate Professor, College of Business and Management, Lynn University
Steven Schlachter, Assistant Professor, Marketing and Management, University of Central Arkansas
Stephen J. Linenberger, Professor, College of Business, Bellevue University (Co-Author)

Lesbian, gay, bisexual, and transgender (LGBT) employees must decide whether and how to disclose their sexual orientation and/or gender identity at work. Volunteering to lead an Employee Resource Group (ERG) for LGBT teammates can force them to disclose in ways that differ from what they might otherwise choose. To better understand how this leadership role influences attitudes and identity, this qualitative study examined the experience of 40 LGBT ERG leaders. The analyzed results raised implications for both research and practice.

BL

The Cadillac of Inclusion: Leadership Discourse Comparison of GM's and Ford's CEOs

WL

Lazarina Topuzova, Associate Professor, Organizational Leadership, Robert Morris University
Aditya Simha, Associate Professor, Management, University of Wisconsin - Whitewater

The U.S. workforce is increasingly becoming more diverse. More and more women occupy prominent positions and leadership roles. Drawing on interviews and articles about GM's Mary Barra and Ford's Mark Fields, this study sought to identify how the public discourse of the two companies and their CEOs were similar or different regarding leadership traits that promote progress and prosperity in a global economy. The study helped add clarity to the question of how gender influences leadership discourse.

BL

There Is No "Lean In" for Men

WL

Nicole Capriel Ferry, Assistant Professor & Associate Program Director, School of Applied Leadership, City University of Seattle

The differences in development practices between women's leadership development and unisex leadership development demonstrate that self-making processes are not only gendered, but also constitute womanhood as the problem that must be fixed to develop leadership capabilities. Simultaneously, women leaders are also framed as leaders who are more democratic or transformational than men and thus the solution to various problems in turbulent times. This consequently, situates women as responsible for saving themselves, but also everyone else.

1G | Symposium | Public Leadership

PL

Authentic Leadership in International Development for a More Equitable Global Order

Chair: **Randal J. Thompson,** President & CEO, Dream Connect Global
Commentator: **Julia B. Storberg-Walker,** Associate Professor, Executive Leadership Program, The George Washington University

Authentic leadership builds on relationships, cultural understanding, and honest self-reflection — enhancing the chances for creating sustainable change. The ILA 2018 BLB publication, Leadership and Power in International Development, presents the stories of leaders in various global contexts. In this panel, chapter authors will discuss the qualities and approaches they associate with authenticity and the commentator will present a leadership theory for this profession comprised of connection, power, and paradox.

PL

Perspectives on Authentic International Development Leadership From an African Perspective

Iyabo Obasanjo, Assistant Professor, Kinesiology & Health Sciences, College of William and Mary

Often, local leaders who have knowledge about the cultural and social issues that affect the real-world lives of people are not empowered as resources by donors. As a Nigerian Health Official, a Member of Parliament, and a leader in charge of a development project, the presenter will share how he developed authentic leadership by honoring the views of both donors and beneficiaries and adjusting to the commonly held goals, thereby gaining the trust of those he was leading.

→

PL

Authentic Leadership in Holistic Community Development in Rwanda

Debby Thomas, Assistant Professor of Management, College of Business, George Fox University

As a woman leader who founded and led a grassroots, holistic, community development movement in Rwanda, the presenter will reflect on her failures and successes, her journey to earn legitimacy as a leader, her development of an empowering and collaborative leadership style, and how she navigated the cultural and societal realities of Rwanda. She will highlight stories at the nexus of culture, leadership, relationships, and development.

PL

Learning Humility as an Element of Authentic Leadership in International Development

Dick Daniels, VP for Client Services, Corporate, Right Management

Leadership in international development is a journey of humility. In his experience working in communities of abundance and scarcity, this presenter was continually reminded that joy and happiness are never tied to affluence but result from a quality of human connection and interaction. The leadership challenge is to carefully balance the attention to results alongside an investment in relationships with all stakeholders.

PL

Accompaniment: Facilitating Transformative Change

Josh Armstrong, Director, Comprehensive Leadership Program, Gonzaga University

Accompaniment and leadership are intrinsically linked for those serving and working in developing nations. Based on stories of students serving in Zambia and illuminated by the lens of gender, context, culture, and sustainability this presentation will provide insights into the principles and values required for transformative change through accompaniment.

1H | Symposium | Leadership Scholarship

LS FW

The Early Seeds of Leadership and Results From the Fullerton Longitudinal Study (FLS)

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

Drawing on the findings from the FLS study, a 38-year investigation of human development and the effects of early life experiences on leadership (and followership), this session will explore the early predictors of adult leadership emergence and effectiveness. The FLS followed 130 participants from one year of age through adolescence, with thousands of developmental and psychological variables assessed annually. Results clearly show that early life experiences (e.g., family environment, personality, extracurriculars) impact adult leadership.

LS FW

The Fullerton Longitudinal Study Methods and Results

Susan E. Murphy, Professor & Chair of Leadership Development, Organisational Studies, University of Edinburgh Business School
Ronald E. Riggio, Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College

This portion will discuss the various assessments made, the advantages of a prospective investigation, and cover some of the leadership variables assessed in adulthood.

LS FW

Why Do People Follow Tyrannical Leaders?

Ronald E. Riggio, Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College
Dayna Walker, Organizational Behavior Doctoral Student, Kravis Leadership Institute, Claremont Graduate University (Co-Author)
Becky Reichard, Associate Professor, Division of Behavioral & Organizational Sciences, Claremont Graduate University (Co-Author)
Tiffany Hansbrough, Associate Professor & Global Faculty Fellow, Management, Fairleigh Dickinson University (Co-Author)

Utilizing an instrument that assesses Implicit Leadership Theories, this study examined early precursors of followers who are attracted to tyrannical leaders (i.e., aggressive, manipulative, etc.). The results suggest that family environment during adolescence leads to anti-prototypical implicit theories of leader effectiveness and later support for tyrannical leaders.

LS FW

The Role of Youth Sports in Leadership Emergence

Zhengguang Liu, PhD Candidate, Kravis Leadership Institute, Claremont McKenna College
Becky Reichard, Associate Professor, Division of Behavioral & Organizational Sciences, Claremont Graduate University (Co-Author)
Ronald E. Riggio, Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College (Co-Author)
Dayna Walker, Organizational Behavior Doctoral Student, Kravis Leadership Institute, Claremont Graduate University (Co-Author)

There is a belief that participation in sports builds motivation, resilience, and team skills that later benefit one in attaining leadership positions and being an effective leader. This is the first study to examine how participation in sports as an adolescent relates to leader emergence as adults.

LS FW

What Is Everyday Leadership?

Zhengguang Liu, PhD Candidate, Kravis Leadership Institute, Claremont McKenna College
Ronald E. Riggio, Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College
Becky Reichard, Associate Professor, Division of Behavioral & Organizational Sciences, Claremont Graduate University (Co-Author)
Dayna Walker, Organizational Behavior Doctoral Student, Kravis Leadership Institute, Claremont Graduate University (Co-Author)

This new study created a validated measure of everyday leadership, a construct that represents individuals who are active and engaged in their workplaces and their communities and that can also be conceptualized as engaged followership.

1I | Symposium | Business Leadership

BL EF

A Spiritual Evolution of the Ethical Leadership Style Questionnaire

Chair: **Michael Chikeleze,** Associate Professor of Leadership Studies, Xavier University
Commentator: **William C. Minner,** Co-Founder, Relations Management Group
Commentator: **Earl Creps,** Director, Center for Leadership Studies, Northwest University

Spiritual leaders are often desired, but few companies and fewer universities know how to assess such leadership. Attendees will learn the latest trends in spiritual leadership assessment from a specialist in spiritual consulting, coaching, and leadership development in congregations and faith-based/mission-driven organizations; the principal of a registered investment advisory firm with over 30 years of faith-based and business experience; and the creator of the revised Ethical Leadership Style Questionnaire.

BL EF

Foundations for Spiritual Assessment: The Ethical Leadership Style Questionnaire

Walter R. Baehrend, Senior Manager, Wireless Services, Nokia

In this presentation, the developer of the revised Ethical Leadership Style Questionnaire will discuss the adaptation of the instrument for the assessment of spiritual dimensions in ethical dilemmas.

BL EF

The Spiritual Dimension: Transcendence and Benevolence

Nancy Sayer, Director, SamaraCare Consulting

Despite the need for spiritual leaders, the field of spiritual leadership assessment is young and has not kept pace with emerging trends. Drawing on leadership competencies and spiritual styles, the presenter will review frameworks for assessments of concerns in spiritual leadership dilemmas.

BL EF

The Prototyping and Potential Future Direction of the Spiritual Leadership Style Questionnaire

David W. Barnett, Owner & Principal, Grand Arbor Advisors

Attendees will have the opportunity to respond to an abridged version of the ELSQ-SL and be asked to offer specific feedback related to their experience. The presentation will also review the prototyping process, issues raised, initial results, and potential future directions for research.

1J | Presentations | Leadership Education

LE ED

Examinations of Leadership Education Assessment: Program Evaluation and Strategic Planning

Chair: **Daniel Jenkins,** Chair & Associate Professor, Leadership and Organizational Studies, University of Southern Maine

LE ED

Evaluating Leadership Education Using Q Methodology

Jeffery Kaufman, Assistant Professor, Klipsch Educators College, Marian University
LaTonya Turner, Director, Academy for Teaching and Learning Leadership, Marian University

One of the challenges facing leadership education is understanding whether the process has impacted the perceptions of the participants. The presenters will focus on the initial findings from a leadership education program that used Q Methodology to measure pre- and post-program responses of its leader candidates to identify changes in their perceptions of leadership and/or their own identity as a leader. The findings indicated a shift in perception suggesting that Q Method may offer some utility as a program evaluation tool.

LE ED

Holistically Assessing a New Experiential Leadership Course in Japan

Ryosuke Watanabe, Instructor & PhD Student, School of Leadership and Education Sciences, University of San Diego

The academic concept of leadership has not been widely established in Japan and technically, formal leadership education has not been offered in academia. Using Robert Keegan's constructive developmental framework, the presenter will introduce the results of an assessment of a new experiential leadership course in one of the top private universities in Japan. Participants will explore the potential relationship between leadership development and adult developmental psychology.

Using ILA's Guiding Questions for Program Review and Strategic Planning

Stephen W. Ritch, Founding Director (Retired), Bishop Center for Ethical Leadership, University of South Florida St. Petersburg
David O'Neill, Assistant Director, Bishop Center for Ethical Leadership, University of South Florida St. Petersburg

ILA's Guiding Questions is a tool to advance progress in leadership education curriculum development. In 2017, the Bishop Center for Ethical Leadership used the guidelines as an effective framework for program review and strategic planning. The presenters will outline their review process (Contextual Review, Conceptual Framework, Strategic Plan) and share lessons learned.

Leadership Programs and Their Espoused Outcomes: A Content Analysis

Brian A. Petersen, Graduate Student, PhD in Leadership, Alvernia University
Patricia A. Brenner, Graduate Student, PhD Educational Leadership, Alvernia University
Spencer S. Stober, Professor of Biology and Educational Leadership, School of Graduate Studies, Alvernia University

The proliferation of programs for leadership education warrants an examination of program themes and outcomes. What are the espoused outcomes for programs in leadership in the United States? Do these outcomes differ across educational levels (bachelors, masters, and doctorate), home department (School of Business, Organizational Studies, Psychology, Sociology, etc.) and delivery method (classroom, hybrid, online)? The authors will share their findings.

1K | Presentations | Leadership Scholarship

Leadership Amid Complexity, Change, and Crisis

Chair: **Jay L. Caulfield,** Assistant Professor; Leadership, Ethics & Change, Management, Marquette University

The Amalgamation of Complex Adaptive Leadership and Resonant Leadership Theories

Linda M. Pittenger, Associate Professor, Organizational Leadership, Embry-Riddle Aeronautical University
Matthew P. Earnhardt, Assistant Professor, College of Business, Embry-Riddle Aeronautical University (Co-Author)

With changing business conditions, complexity, social concerns, and turbulent global relationships, our world is like none we have known. The work environment is as different as ever, and workers have changed, requiring a new type of leadership. This presentation will discuss the amalgamation of Complex Adaptive Leadership and Resonant Leadership with comparative and contrasting analysis.

Studying Complexity Leadership Theory in Complex Nonprofit Systems

Terrence Fernsler, Instructor & Advisor, James Madison University

This study created an instrument to measure complexity leadership theory (CLT) leadership characteristics in developmental evaluation (DE), providing an area of study that can improve the theory while making the theoretical approach more relevant to practitioners. Emergent leadership characteristics were added to the theory which may contribute to the study of CLT, providing a method of measuring the effectiveness of leadership in complex adaptive systems.

Here Be Dragons: How Global Business Executives Navigate Change and Paradox

Janet Ann Nelson, Executive Leadership Doctoral Program, The George Washington University

Using the lens of paradox theory, this qualitative study examined how senior executives in globally integrated businesses navigate change. Data was collected from 23 global executives, working for 20 global enterprises, in 12 different functions, across 18 industries. The presenter will share six key takeaways on global leaders from the findings.

Crisis Leadership in Higher Education: Current Trends and Concepts

Ralph A. Gigliotti, Director of Leadership Development and Research, Center for Organizational Leadership, Rutgers University

Crisis leadership in higher education is a timely and important area of focus. Drawing on a content analysis of 1,000 articles from news outlets and interviews with 37 senior leaders, the presenter will explore the nature of crises where conflicts across a diverse array of stakeholders are common and where their occurrence often challenges core institutional values.

1L | Presentations | Public Leadership

PL

Escape or Embrace? A Quest for Clarity and Resolution in a Time of Populism and Wicked Problems

Chair: **Ariel L. Kaufman,** Outreach Specialist, University Health Services University of Wisconsin-Madison

Race and Social Change: A Quest, A Study, A Call to Action

PL **Max B. Klau,** Chief Program Officer, New Politics Leadership Academy

A chance encounter with a provocative educational exercise in the tradition of Milgram and the Stanford Prison experiment provided an opportunity to study the unfolding of multiple simulated Civil Rights movements. The presenter will share insights from this timely and relevant study and his recently published book.

PL

The WWJD Redux Project: Ethical and Moral Leadership in the Age of Trump

Tom Klaus, President, Tenacious Change

EF The U.S. electorate has been struggling to determine whether to "escape or embrace" the presidency of Donald J. Trump and the ethical questions that surround his brand of leadership. The quandary has been particularly challenging for people of faith. Insights from a recent study where a broad group of people representing a variety of religious backgrounds offered their perspectives will be shared.

2A | Workshop | Leadership Development

LD

Cultivating a Spirit-in-Action Spiritual Leadership Practice for Authenticity

Kathy Bishop, Associate Professor, School of Leadership Studies, Royal Roads University

PW **Louis W. Fry,** Professor & MS One Planet Leadership Program Coordinator, College of Business Administration, Texas A&M University - Central Texas

Now more than ever the world needs leaders who are authentic and able to tap into higher callings and community. Leading Spirit-in-Action fuses our human and divine natures to awaken the highest good in the world. The scholar-practitioner facilitators will offer a model of spiritual leadership, an operational process, and various reflexive and creative tools for leading Spirit-in-Action. Participants will experience cultivating a dynamic leadership practice and will reflect on how they may adapt this to their own learning, teaching, and facilitation in leadership education.

2B | Workshop | Leadership Development

LD

Purposeful Memoir as a Path to Aligned Leadership

Jennifer Browdy, Professor, Author, Literature, Writing & Communications, Bard College at Simon's Rock

The inner work of purposeful memoir is an essential step on the journey towards authentic leadership for a peaceful, ecologically-balanced Earth community. This interactive workshop will utilize short writing exercises, along with excerpts from the memoirs of leaders like Malala Yousefzai, Wangari Maathai, and Joanna Macy, to guide participants into a deeper understanding of their relationship to the political and planetary levels of experience and more strongly into their potential as the authentic leaders our world needs now.

2C | Workshop | Leadership Education

LE

Theory to Practice to Pedagogy 3.0: Producing Digital Leadership Learning

Josie Ahlquist, Research Associate & Leadership Instructor, Florida State University

ED **Vivechkanand S. Chunoo,** Researcher, Leadership Learning Research Center, Florida State University

At Florida State University, the course "Leadership in the Digital Age" is rooted in social change and digital leadership models and leverages experiential and reflective online and real-time pedagogies, enhancing students' digital leadership capacity and efficacy. This session will offer guidance for curricular and co-curricular application, and evidence-based results from a year-long study validating the six Pillars for Digital Leadership Education. Attendees will learn theory to practice pedagogy to replicate and remix the curriculum for campus or corporate-based programs.

2D | Presentations | Leadership Development

LD

Forgiveness as a Force in Leadership

Chair: **Tom Sechrest,** Director, Master of Science in Leadership and Change Program, St. Edward's University

LD

Is There Freedom in Forgiveness? Releasing the Past and Regaining Leadership Momentum

Reneé R. Green, Executive Coach & Program Chair, School of Business, University of Phoenix

Authentic leadership indicates that leaders, for the most part, are technically proficient in their jobs if hiring and development are intentionally executed. Research gaps exist through self-awareness, character, and interpersonal interactions that cause conflict, and which can imprison leaders. Takeaways from this presentation will provide insight on: to forgive or not, that is the question; the connection between forgiveness and authentic leadership; and practical activities to implement forgiveness.

LD

Role of Forgiveness in Healing Organizations Recovering From Toxic Leadership

Kathleen E. Allen, President, Allen and Associates

Toxic leaders infect the entire organization, leaving fear and damaged relationships in their wake. Their toxic leadership starts with their own behaviors and, over time, infects the larger culture. Along the way, they co-opt other people in the organization to support and align with the toxic culture resulting in individuals hurting their peers and organizational PTSD. This session will explore the importance of forgiveness in helping an organization to heal from toxic leadership.

LD

FW

Forgiveness: The Act of Courageous Followers and Leaders Constructing a Pathway to Peace

Linda Pallone, Founder & Executive Director, E4Leaders International

Peace eludes nearly 80% of all nations in the world today. Conflict-affected regions often highlight human and cross-cultural tendencies towards responses of retaliation and revenge, which perpetuate a cycle of conflict and war. The world is in need of both courageous followers and leaders, willing to embody the act and virtue of forgiveness. This presentation will explore the necessity of forgiveness in fostering genuine and lasting peace, while also considering several key components common to the journey of forgiveness.

2E | Panel Discussion | Business Leadership

BL

WL

Women and Authentic Leadership: Moving Through Cultural Barriers to Facilitate Positive Change

Chair & Panelist: **Joanne Barnes,** Dean, Graduate School, Indiana Wesleyan University
Takako Butler, PhD Student, Organizational Leadership, Indiana Wesleyan University
Claudia De Castro Caldeirinha, Manager & Leadership Professor, RedScope Consulting

Women leaders are challenged to be authentic. As Eagly and Carli (2007) noted, women often do not appear as leader-like as men. Three senior leaders from the United States, Japan, and the Europe Union will share their research and experience in how authentic leadership builds legitimacy while being a catalyst for positive change across cultural barriers. Panelists will engage in a dialogue on women's authentic leadership in different countries and regions, and how this authenticity can be used to make progress across cultural barriers, opening space for women's access to leadership roles and effectiveness as leaders.

2F | Panel Discussion | Business Leadership

BL

Leadership for Social and Community Entrepreneurship

Chair: **Kristen Jenkins Hark,** Department Chair, Graduate Director, Associate Professor, Strategic & Personal Communication, Liberty University
Jen Jones, Associate Professor, Communication, Seton Hill University
Lyzona Marshall, Assistant Professor, School of Business, Seton Hill University
Beth Michalec, Lecturer, Corporate Communication, Penn State Lehigh Valley
Kasey Hudak, Assistant Professor, Corporate Communication, Penn State Lehigh Valley

Leadership for what? This discussion will explore the role of leadership in social and community entrepreneurship to cultivate positive social change in local communities. Leadership in these contexts requires collaborative effort among various stakeholders to build social capital and contribute to the greater good. Holding dual roles as college educators and community developers, panelists will examine grounded approaches of social and community entrepreneurship and will provide examples of leadership practices working on Main Streets and in rural communities and small towns.

2018 ILA LIFETIME ACHIEVEMENT AWARD HONOREE

Ballroom A | Presentation | Leadership Scholarship

LS

Leadership & Dissent

Keith Grint, Professor, Organisation & Human Resource Management, Warwick Business School, University of Warwick

Our assumptions about dissent, and experiences of it, generate consequences for leaders and followers that can make or break organizations. The presenter will discuss how leaders exert huge efforts into acquiring consent, but they might be better off reflecting on the importance of dissent and configuring it as Constructive Dissent, Not Destructive Dissent, or even Destructive Consent. These theoretical perspectives will be illustrated with examples of dissent from sectors including industry, military, and education (both public and private sectors).

Ballroom B | Panel Discussion | Public Leadership

PL

Leaders Making a Difference in Their Community

Chair: **Craig Domeck,** Dean & Associate Professor, MacArthur School of Leadership, Palm Beach Atlantic University
Jeri Muoio, Mayor, City of West Palm Beach
Gerald Kisner, Pastor, Tabernacle Baptist
Bill Hobbs, Founder & President, Urban Youth Impact
Bonnie Jo Daniels, Project Director, Hope For Freedom
Sonny Maken, CEO, First Serve USA

Making a difference where a leader lives — not just where they work - is a hallmark of an authentic leadership. Come hear the wisdom of leaders who have invested their efforts (and lives) in urban issues — bringing tangible progress to their metropolitan area. Panelists include the Mayor of West Palm Beach as well as leaders who focus on inner city youths, the abused, sex trafficking, and urban housing development. Questions will be encouraged.

Ballroom C | Panel Discussion | Leadership Scholarship

LS
WL

Leadership for What? Advancement of Student Leadership Through Scholarship and Practice

Chair: **Susan R. Komives,** Professor Emerita, National Clearinghouse for Leadership Programs
Kathy Guthrie, Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University
Lindsay Hastings, Director, Nebraska Human Resources Institute & Clifton Professor in Mentoring Research, Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln
Corey Seemiller, Associate Professor, Leadership Studies in Education and Organizations, Wright State University
Gayle Spencer, Director, Illinois Leadership Center, University of Illinois at Urbana-Champaign

Aligned with the conference theme, we must ask, "Leadership for What?" Leadership scholars and educators are facing pressure to ensure that students are prepared to lead and lead well, post-graduation. This panel will discuss conceptual, pedagogical, and practical applications that are critical to the advancement of student leadership. Panelists include editors and chapter authors from recent issues of the New Directions for Student Leadership series. This series features recognized scholars in the field who have a record of publication, as well as practical experiences in leadership education.

THURSDAY
25 OCTOBER | 12:15 - 13:15
CONCURRENT SESSION 2

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

TRACKS

BL **Business Leadership**
LD **Leadership Development**
LE **Leadership Education**
LS **Leadership Scholarship**
PL **Public Leadership**
YL **Youth Leadership**

THREADS

AL **Arts & Leadership**
DP **Doctoral Program Faculty & Leaders**
EF **Ethics Forum**
FW **Followership**
ED **Leadership Education Deans, Directors, & Chairs**
PE **Peace Leadership**
PW **Philosophy, Religion, & Worldviews**
SL **Sustainability Leadership**
WL **Women & Leadership**

1A | **Presentations** | **Public Leadership**

PL SL

Effectiveness in Nonprofit Boards and Volunteer Leadership

Chair: **Jonathan Kroll,** Executive Director, The Leadership Institute for Development, Education, and Research (LiDER)

PL

Creating and Sustaining a Generative Mode in a Boardroom

Gwen DuBois-Wing, Fellow, Institute for Social Innovation, Fielding Graduate University

High performing nonprofit boards are needed to deal with an increasingly complex environment. Effective board leadership is essential to support innovation and advance community needs. Participants will discover leading practices to promote a culture of inquiry, meaningfully engage their board, and positively impact their organization's mission.

PL FW

Hands and Feet: Identifying Causes and Solutions for Volunteer Burnout in Nonprofit Organizations

Christopher L. Fleming, Student, Organizational Leadership, Indiana Wesleyan University

Volunteer burnout is a challenge for most public and nonprofit organizations. But what prevents burnout? Leadership style, volunteer attributes, or a welcoming and enriching culture created by the organizations' synergy? This research attempts to identify strategies to prevent volunteer burnout and glean the best leader-follower relationships.

PL ED

Developing Servant Leaders in Local Government: An Interpretation of Identity

Pallavi Awasthi, PhD Candidate, Public Administration, Florida International University

Using a survey of 250 local government leaders across 67 counties in Florida, this study examined moral and servant identity factors as antecedents to Servant Leadership Behavior (SLB). The findings of this study have implications for Servant Leadership development and extension of public-sector leadership theory.

1B | Presentations | Leadership Development

LD FW

Expanding the Lens on Followership

Chair: **Ted A. Thomas,** Director & Professor, Command and Leadership, United States Army Command and General Staff College

LD FW

Socio-Contextual Leadership Theory: Toward Development of a Contextual and Followership Based Model

Angela Deulen, Associate Professor, School of Behavioral Sciences, California Baptist University

The presentation will provide an overview of Socio-Contextual Leadership theory and discuss the neurobiological evidence that supports the development of the model. The presentation will cover the major drivers of context and context assessment as well as followership and its importance in contextually-led leadership style. Suggestions for practical application of the model will be offered.

LD FW

Do Islamic Work Ethics Augment Courageous Followership?

Wajeeha Ghias, Lecturer, Leadership & Management Studies, National Defence University
Shazia Hassan, Assistant Professor, National Defence University (Co-Author)

Building on the literature on Islamic work ethics and courageous followership, this quantitative study in faith-based nonprofit organizations in Pakistan revealed that Islamic work ethic helps in enhancing courageous followership behavior. After a methodological overview, the presenter will discuss the importance of Islamic work ethics with relation to courageous followership in Islamic societies like Pakistan.

LD FW

Leader and Follower Use of Emotions, Follower Need Satisfaction, and Job Performance

Celeste Wilderom, Professor, Change Management & Organizational Behavior, University of Twente
Sunu Widianto, Change Management & Organizational Behavior, University of Twente (Co-Author)

Drawing on self-determination theory as well as broaden-and-build, and EI theorizing, this study assessed leader and followers' use of emotions in combination with followers' psychological need satisfaction and job performance. The study surveyed part-time health-care students (N = 220) and found that followers' skilled use of their own emotions was shown as more important for their performance than their leader's.

LD

1C | Presentations | Leadership Development

Authentic Leadership Theories in Practice

Chair: **Reneé R. Green,** Executive Coach & Program Chair, School of Business, University of Phoenix

LD ED

A New Leadership Competency Model: Developing Authentic Leadership Mindsets

Tova Olson Sanders, Associate Teaching Professor, Organizational Leadership Studies, Northeastern University
Stephanie Colbry, Assistant Teaching Professor, Leadership and Project Management, College of Professional Studies, Northeastern University

How can we expand student's educational experiences beyond the use of behavioral competency models that frame conversation and reflection? At Northeastern University, we have begun to address this complex question using behavioral competency models as a foundation that are then effectively integrated within the larger leadership curriculum through innovative approaches aimed at transforming student's mindsets. This presentation will frame this need and share the model adapted within the university that intentionally focuses on developing authentic leadership mindsets.

LD

Applying Authentic Leadership and Leadership Theory as Practice to Leader Development

Mary C. Tabata, PhD Candidate, Organizational Leadership, Eastern University

Authentic leadership theory (AL) and leadership theory as practice (LTP) have commonalities and differences. In the process of describing both theories, the presenter will discuss theoretical foundations, criticisms, and approaches to research. This presentation will also show how using findings from AL and LTP can be used to design development opportunities for leaders in organizations.

LD

Becoming Other in Rhizomatic Practice: A Case Study Exploring Adaptive Authenticity and Leadership

Renee Charney, Director, BTS, Inc.

When invited to share how adapting, leading, learning, and unlearning are realized within the lives of an inter-professional team, unexpected stories took flight of what was noticed within themselves and others, and ways that they changed. This case study offers a theoretical and practical framework called Rhizomatic Learning and Leadership in Organizations (RLLO) and explores insightful stories through which individuals "become other" by stepping from what is linear or fixed, and awakening themselves to new and authentic ways of being.

1D | Workshop | Leadership Development

LD FW

Building Leaders: Creative and Practical Applications of Theoretical Concepts for Training Emerging Leaders

Celeste Raver-Luning, PhD Student & Graduate Assistant, Social Sciences, University of Maryland Eastern Shore

Becoming an authentic leader is a complex process that emerges over a lifetime. There are numerous ways to build authentic leaders, from training in theoretical concepts to focusing on purely practical applications. Through an examination of the cross-sections of emotional intelligence, authentic leadership, and the business concept of value, this workshop will provide a set of best practices for training emerging leaders. Participants will engage in fast-paced exercises that can be utilized to develop authentic leaders, in both educational and organizational settings.

1E | Presentations | Leadership Scholarship

LS SL

Research Studies on Leadership for a Sustainable World

Chair: **Rian J. Satterwhite,** Director, Service Learning & Leadership, University of Nevada, Las Vegas

LS SL

Authentic and Sustainable Leadership: International Qualitative Study of Leaders

Elizabeth Nutt Williams, Professor & Department Chair, Psychology, St. Mary's College of Maryland
Steve Grande, Director, Community Service-Learning, James Madison University
Yoshie Tomozumi Nakamura, Assistant Professor, George Washington University (Co-Author)
Lori K. Pyle, Associate Chair, Ethical Reasoning in Action, James Madison University (Co-Author)
Gary Shaw, Deakin University (Co-Author)

Despite increased interest in and scholarship on authentic leadership, limited research exists on its sustainability in a global context. This exploratory study investigated this issue, using Consensual Qualitative Research (Hill, Thompson, & Williams, 1997), with an international sample of leaders nominated as both authentic and sustainable. The presenters will describe the results of their qualitative analysis, highlighting themes in relation to the leaders' beliefs, values and behaviors, their leadership development, and the barriers and supportive factors they experienced.

LS SL

Exploring and Testing a Model of Leadership Transfer in Rural Communities

Lindsay Hastings, Director, Nebraska Human Resources Institute & Clifton Professor in Mentoring Research, Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln
Hannah Sunderman, Doctoral Research Assistant, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln
L.J. McElravy, Assistant Professor, Agricultural Leadership, Education and Communication, University Of Nebraska - Lincoln (Co-Author)
Matt Hastings, Senior Administrator, Data, Research, and Evaluation, Nebraska Department of Education (Co-Author)
Melissa Lusk, Graduate Assistant, University of Nebraska - Lincoln (Co-Author)

The United States is poised to experience its largest wealth and leadership transfers in its history. The sustainability efforts within rural communities could be markedly impacted by such transitions, bringing vitality or destruction. This exploratory, sequential, mixed-methods study identified themes related to leadership transfer in rural communities using grounded theory and tested how effective leadership transfer is facilitated using structural equation modeling. Results indicated that effective leadership transfer is facilitated through broadened civic engagement predicted by hope and belief in community leadership.

LS SL

Eco-Leadership Among County 4-H Programs: Relationship to Success and Best Practices for Organizations

D. Adam Cletzer, Assistant Professor, Agricultural Education and Leadership, University of Missouri
Eric K. Kaufman, Associate Professor, Agricultural, Leadership, and Community Education, Virginia Tech (Co-Author)

At the turn of the century, society began to move from a more mechanistic understanding of leadership to a more ecological one. The ecological approach to leadership is characterized by collective decision-making, collaboration, shared leadership, and grassroots organization. This study used an explanatory, sequential, mixed methods design to explore the nature of the relationship between how 4-H associations engage in leadership and organizational learning and programmatic success.

1F | Workshop | Leadership Education

Co-Creating Positive Institutional Narratives Using Inclusive Dialogic Processes

Dorothy E. Agger-Gupta, Professor, School of Leadership Studies, Fielding Graduate University
Niels Agger-Gupta, Associate Professor, School of Leadership Studies, Royal Roads University

The principles and practices of inclusive leadership and dialogic change can be used to build a positive organizational narrative. This interactive workshop will present how an action research/design thinking process can engage staff, faculty, students, and other stakeholders in dialogues to identify key learning, teaching, and research practices as a means of developing an institutional signature pedagogy. Using the Liberating Structure 1-2-4-All framework, participants will engage in a reflective dialogue about strategies for creating safe learning spaces for dialogue in their own institutions.

1G | Presentations | Leadership Education

Building Leadership Across the Spectrum: U.S. Air Force, Boy Scouts of America, and School Leaders

Chair: **Sean Creighton,** President, SOCHE

Experiential Leadership Development: Integrating Context Into Undergraduate Education

Rodric Smith, Assistant Professor, Behavioral Sciences and Leadership, United States Air Force Academy
Richard Ramsey, Assessment Lead, United States Air Force Academy Center for Character and Leadership Development
Douglas Lindsay, Executive Editor, *Journal of Character & Leadership Development*, United States Air Force Academy (Co-Author)
Rylan Charlton, United States Air Force Academy (Co-Author)

Through this U.S. Air Force Academy program cadets not only earn a bachelor's degree, they also prepare for military leadership positions. Each academic leadership lesson coincides with related military training, character and leadership seminars, and other experiences to meet developmental outcomes. The presenters will discuss the program's emphasis on experiences and applications in authentic leadership development and how it provides opportunities to model and understand the facets of leadership before cadets take on their next roles.

How a Self-Efficacy Approach to Trainer Evaluations Created A Win-Win-Win (Trainer-Evaluator-Program)

Rich Whitney, Associate Professor, Organizational Leadership, University of La Verne
Sam Aronson, Assistant Dean, Undergraduate Programs, Edmund A. Walsh School of Foreign Service, Georgetown University
Bryson Schroeder, Owner, Trading Post Solutions

The premier leadership training program of the Boy Scouts of America, the National Leadership Seminar, was rewritten in 2017. As part of the rewrite, they created an instrument that was based on Albert Bandura's Social-Cognitive theory of Self-Efficacy and David Kolb's theory of Experiential Learning to evaluate the facilitators responsible for leading the various training sessions. The presenters will share how this tool provided objective feedback to the facilitator and improved the evaluation and overall course.

Curriculum for School Leader Preparation: Triangulating Theory, Practice, and Education

Daniel Reyes-Guerra, Associate Professor, Educational Leadership and Research Methodology, Florida Atlantic University
Melanie Stefanovic, PhD Student, Educational Leadership and Research Methodology, Florida Atlantic University (Co-Author)
Omar Torrens, PhD Student, Educational Leadership and Research Methodology, Florida Atlantic University (Co-Author)

Learn about the development of graduate courses in educational leadership via a university-district partnership that triangulates theory, research, and practice, and articulates the themes of social justice, self-reflection, change theory, and systems thinking throughout the curriculum. Consider a conceptual framework for curriculum development and an approach for incorporating central themes that align with your departmental vision of educational leadership. Walk away with an understanding of the implications of these findings for the redesign of school leader preparation curriculum.

1H | Presentations | Leadership Education

LE ED

Exploring Self-Awareness, Motivation, and Student Attitudes Toward Leadership

Chair: **Thomas J. Yannuzzi,** Executive Director, Center for Student Leadership, Kennesaw State University

SAGE PUBLISHING'S MOST PUBLISHABLE LEADERSHIP EDUCATION PAPER AWARD WINNER

LE PW

Changes to Undergraduate Students' Attitudes to Learning About Leadership, Religion, and Spirituality

Stuart Allen, Professor, Organizational Leadership, Robert Morris University
Peter E. Williams, Professor of Leadership, School of Graduate and Professional Studies, Abilene Christian University

Workplaces are becoming more culturally diverse; however, leadership educators have little evidence-based research to guide their teaching on the intersection of leadership, religion, and spirituality. This study examined the effectiveness of an online learning module introducing undergraduate students to this topic in a nonsectarian way. Using a pre-post single group experimental design, the study indicated that there were significant changes in students' attitudes. This session will explore how this module might be used and the implications for teaching and curriculum design.

LE ED

Exploring Student Motivations to Engage in Curricular Leadership Education: A Grounded Theory Approach

Haley Q. Clement, Graduate Teaching Assistant, Agricultural Education and Agricultural Sciences, Oregon State University
Catlin M. Pauley, Graduate Research Assistant, Community Sustainability, Michigan State University
Jonathan J. Velez, Associate Professor, Agricultural Education and Agricultural Sciences, Oregon State University
Aaron J. McKim, Assistant Professor, Community Sustainability, Michigan State University (Co-Author)
Jon Simonsen, Assistant Professor, Agricultural Education and Leadership, University of Missouri (Co-Author)

What motivates postsecondary students to engage in sustained curricular leadership education programs? Using a grounded theory approach, we analyzed focus group and one-on-one interview data from two different large research institutions. Findings revealed three primary motivation concepts related to expected outcomes, program characteristics, and social encouragement. The Curricular Leadership Education Motivational (CLEM) theory evolved as connections between concepts interacted to explain student motivations for engaging in these programs. The session will highlight key areas of student motivation and discuss implications for program development and growth.

LE PW

Hardiness Adventure: An Interpersonal and Authentic Journey

Carolynn Nath Komanski, University of Florida
Cameron J. Outlaw, Graduate Student, Agricultural Education and Communication, University of Florida
Anthony C. Andenoro, Lecturer of Leadership Studies, Leadership Studies Program & Department of Psychology, Iowa State University (Co-Author)

In an effort to mitigate elevated levels of stress and anxiety in undergraduates, faculty at the University of Florida developed the Hardiness Adventure, a physically, emotionally, cognitively, and spiritually challenging journey incorporating elements of psychotherapy, critical reflection, and contemplatcio — a deep learning process aimed at sustainable cognitive, affective, and behaviors shifts. Data revealed that the process leads to elevated levels of self-awareness and hardiness and creates a foundation for more authentic leadership practice and problem-solving capacity. Participants will gain a foundation for replicating it within their learning contexts.

1I | Presentations | Leadership Education

LE PW

Leadership Education in the Virtual World: Teaching Through Digital Technology

Chair: **Carolyn J. Stefanco,** President, The College of Saint Rose

LE ED

Authentic Interaction in Virtual Realities: Practical Applications for Teaching Teamwork Online

Elizabeth H. Jones, Associate Professor, Business and Economics, California University of Pennsylvania
Deborah Chiviges Calhoun, Professor, Business and Economics, Notre Dame of Maryland University (Co-Author)

Mindfully teaching teamwork and supporting individual responsibility to promote authentic voice and engagement are especially challenging in online course rooms. By comparing and contrasting experiences with synchronous (in-person and virtual) and asynchronous (virtual) team assignments, the presenters will tease out time-tested tips that will work in any classroom. Additionally, the presenters will describe techniques to develop and maintain trust among virtual team members and share practical ways to enhance virtual team cohesion and performance that can be used in on-ground classrooms as well.

→

LE ED

Evidence-Based Digital Leadership Education

Josie Ahlquist, Research Associate & Leadership Instructor, Florida State University
Vivechkanand S. Chunoo, Researcher, Leadership Learning Research Center, Florida State University
Kathy Guthrie, Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University (Co-Author)

A stronger scholarly line must be established connecting leadership and technology among students. Even though they may at times seem to be operating against each other, these are not two separate elements. This session is not a thought-piece on social media education or strategy. Rather, it will share timely rigorous research on digital leadership curriculum and pedagogy from a year-long study at Florida State University. The study validates the six Pillars for Digital Leadership Education, underscoring the importance of digital leadership learning.

LE ED

Gamified Technology as a Leadership Education Tool

Elizabeth Goryunova, Assistant Professor, Leadership and Organizational Studies, University of Southern Maine

This presentation will review innovative, digital-technology-based, gamified instruction tools available for traditional, blended, and web-based education. The presenter will share how to utilize gamified instruction to deliver integrated global leadership pedagogical content at a graduate level and will offer an example of a gamified learning management system populated with leadership instruction.

1J | Symposium | Business Leadership

BL EF

Social Justice in Healthcare: Leadership to Promote Prosperity

Chair: **Iris DeLoach Johnson,** Program Director, Leadership Studies Doctoral Program, Louisiana State University Shreveport
Commentator: **Michael Chikeleze,** Associate Professor of Leadership Studies, Xavier University

With the rising costs of healthcare and the removal of many safety nets that assure levels of healthcare for all in American hospitals, hospital administrators face a variety of challenges for operating in financially sound ways, while also attending to pertinent social justice issues. From issues of employee satisfaction and organizational performance, to gender equity among executive leadership, and organizational frames and sensemaking that help administrators to reflect upon their next steps while remaining true to their inner philosophies, this symposium highlights these functions from three different perspectives.

BL EF

Subordinate Gender Leader Preference: Implicit Bias Contribution to Gender Inequality in Healthcare

Katherine S. Michiels, Louisiana State University Shreveport; Caddo Parish Public Schools

Grounded in role congruity theory with connections to authentic leadership, this presentation will highlight implicit biases associated with subordinates identifying preferred leaders based upon their gender leader preferences. It will also explore the implications for lack of adequate progress against the disparity between male and female leaders within executive leadership positions in healthcare administration.

BL EF

Serving Authentically to Impact Employee Satisfaction, Organizational Performance in Healthcare

Adna Curukovic, Doctoral Student, Louisiana State University Shreveport

This presentation highlights servant leadership approach for hospitals to progress from “moral imperative first and … business case second for keeping patients healthy” (AHA 2016 Committee on Research, 2017, p. 19) to a holistic system supporting “physical, emotional, mental … well-being of all people in our communities” (Woods, 2017, para. 1).

BL EF

Organizational Frames and Sensemaking in VA Medical Centers: Authentic Leadership and Social Justice

David Williams, II, Doctoral Student, Leadership Studies, Louisiana State University Shreveport

In this presentation, a veteran with hospital administrative experience, will identify the organizational frames and sensemaking associated with addressing social justice in healthcare delivery in Veterans Affairs Medical Centers. Implications for authentic and transformational leadership will be shared.

1K | Presentations | Leadership Education

LE

College Students and Competency: Engaging in Service Learning and Civic Responsibility

Chair: **Kimberly A. Carlson,** Assistant Professor of Practice & Director of Business Leadership Center, Management, Virginia Tech

LE

Finding the Real You: Teaching Authentic Leadership Through Community Service

Cheryl Tokke, Assistant Professor, Business and Management, CUNY Queensborough Community College

Business students often distill learning into calculable tasks and professional competency. This hinders their capabilities to be authentic leaders and engage humanness in their work. This paper introduces a method for building authentic leadership through community service learning. Based in a diverse urban college environment it shows how a marketing class was organized into collaborative teams to work on projects for nonprofit organizations in New York City, revealing how students moved from reflection to action in active engagement in community service learning.

LE

Leadership for Social Change: Findings From Chinese College Students

Wenyan Weng, Professor, China Executive Leadership Academy, Pudong
Wenfan Yan, Professor, Institute of International and Comparative Education, University of Massachusetts Boston (Co-Author)

This research explored the influences of leadership learning on the status of Chinese college students' leadership. The findings indicated that these students valued honesty and integrity, but lacked self-confidence, self-reflection, and self-awareness. They had responsible attitudes and intentions but lacked civic responsibility in action. Yet, Chinese college students who studied leadership have shown more positive attitudes and behaviors. It is argued that these students might be able to improve their social responsibility and social adaptability through leadership learning especially through social responsibility leadership development.

LE

Service Learning (Squared): Building a Foundation of Leadership Through Civic Action

L.J. McElravy, Assistant Professor, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln
Jessica Bartak (Co-Author)

A facilitation and project planning course was created to engage undergraduate students with middle or high school classes to facilitate the completion of a service-learning project. Throughout the semester, the undergraduates learned and applied skills to teach youth about service learning, helping them to identify an asset-based community vision, brainstorm project ideas, select a project, develop goals, create an action plan, and reflect on the impact of their accomplishments. This presentation will provide a brief overview of the program and evaluation data demonstrating the program's impact.

1L | Panel Discussion | Leadership Scholarship

LS

Critical Theory in Civic and Public Leadership Studies

Chair: **Andrew Wefald,** Associate Professor, Staley School of Leadership Studies, Kansas State University
Leigh Fine, Assistant Director, Residential Communities and Programming, Honors Program, University of Connecticut
Robert Kirsch, Assistant Professor, Leadership and Interdisciplinary Studies, Arizona State University
Brandon W. Kliewer, Assistant Professor, Staley School of Leadership Studies, Kansas State University

This panel will discuss how critical theory can inform public and civic leadership theory, research, and practice. The first panelist will argue for a methodological praxis of critical leadership studies, emphasizing a theoretical approach and suggesting "immanent critique" as an appropriate method of evaluating leadership practices. The second will highlight limitations of research related to critical leadership and civic action such as coupling the promise of the abstract with the pragmatism of the practical (Alvesson & Spicer, 2012). The final panelist will explore how stakeholders might put critical leadership studies into practice in the interpretation phase of the Observe - Interpret - Intervene leadership cycle (Heifetz, Grashow, & Linksky, 2009).

2A | Panel Discussion | Business Leadership

BL
WL

Men's Support of Women's Leadership Advancement in the Workplace

Chair: **Susan R. Madsen,** Professor of Organizational Leadership, Woodbury School of Business, Utah Valley University
David G. Smith, Associate Professor of Sociology, National Security Affairs, United States Naval War College
Greg Madsen, PhD Candidate, Global Leadership, Indiana Tech
Michael Snapp, Director, Career Development Center, Utah Valley University
W. Brad Johnson, Professor of Psychology, Leadership, Ethics & Law, United States Naval Academy

Presenters will identify and discuss the reality of gender inequality in the workplace and the reasons behind the underrepresentation of women in corporate leadership. More importantly, this panel will present and discuss current research regarding male support of women advancing in leadership. Finally, panelists will discuss the various ways that men can be agents of change in helping to advance women and supporting a more diverse and equal business environment.

2B | Workshop | Leadership Development

LD
EF

The Science of Behavioral Ethics: Tools for Leadership Development

Cara Biasucci, Creator & Program Director, The University of Texas at Austin
Nicholas R. Lennon, Director, Leadership Education and Development Office, George Mason University

In the wake of many recent high-profile scandals, the need for improved ethics education, for both current and future leaders, is abundantly clear. Significant evidence shows that teaching behavioral ethics is a promising new approach for improving the ethicality of decisions and actions. Attendees will participate in an interactive demonstration of a new, research-based, award-winning, and highly engaging ethics education resource. Participants will leave with practical ideas and ready-to-use tools for infusing behavioral ethics into their leadership development initiatives.

2D | Presentations | Leadership Scholarship

LS Exploring the Leadership Experiences of Students of Color

Chair: **Katherine L. Friesen,** Graduate Assistant, College of Engineering, Iowa State University

The Impact of First-Year College Leadership Experiences on Leader Self-Efficacy Development in HBIs

Alaba A. Apesin, Assistant Professor, Business Administration and Accounting, Saint Michael's College

The presenter will share the results of a study investigating the effect of curricular and co-curricular college leadership experiences on the leader self-efficacy development of first year students from two historically Black institutions (HBIs). The study used an adapted contemporary model while controlling for the precollege variables such as high school leadership experiences and leader self-efficacy.

LS Implicit Leadership or Uncomfortable Leadership: Exploring the Experiences of Student Leaders of Color

Cameron C. Beatty, Assistant Professor, Education Leadership and Policy Studies, Florida State University
Darren Eric Pierre, Clinical Assistant Professor, Higher Education, Loyola University Chicago

This study explored how students of color who are in student organization leadership roles and considered relational leaders, make meaning of their race and understand themselves as leaders. Themes that emerged from the cross-case analysis include: Leadership as uncomfortable; advocacy is leadership by resisting and responding to racism and; social justice values congruence at the institutional and individual level.

LS Haciendose Un Líder: Leadership Identity Development of Latino Men at a Predominantly White Institution

Alan Acosta, Associate Dean of Students, Florida State University

Using a case study methodology, the presenter studied the influence of race on the leadership identity development of Latino men at a PWI. Thirteen Latino men at a PWI in the Southeastern U.S. were selected and interviewed. They indicated that their cultures influenced how they saw themselves as leaders and the study illustrated a merged leadership identity development process.

2E | Symposium | Business Leadership

BL Developing and Doing the Work of Global Leadership: Past, Present, Future

Chair: **Amber A. Johnson,** Chief Communications Officer, Center for Values-Driven Leadership, Benedictine University
Commentator: **Allan W. Bird,** Darla and Frederick Brodsky Trustee Professor in Global Business, International Business & Strategy, Northeastern University

The field of global leadership is an important frontier for scholars and practitioners because CEOs perceive a vacuum of global leadership, prompting them to postpone initiatives because capable global leadership cannot be found. This symposium will explore academic understanding of global leadership, present, past, and future. The first presentation will provide an overview of 25 years of research. The second will highlight findings from a study on what current global leaders do and how it changes them over time. The final presentation will look to the future, asking, "How can we help students become global leaders?"

BL Twenty-Five Years of Global Leadership Research

Joyce Osland, Lucas Endowed Professor of Global Leadership & Executive Director of Global Leadership Advancement Center, School of Global Innovation and Leadership, San Jose State University

The field of global leadership is still in its formative young-adult years, but its importance cannot be denied. This presentation will review 25 years of global leadership research, highlighting different approaches and definitions, the role of complexity, research progress, and gaps.

BL What Global Leaders Do and How It Transforms Them Over Time

Jim Ludema, Co-Founder & Director, Center for Values-Driven Leadership, Benedictine University
Tina Huesing, Chief Consultant, Wyrmwood Consulting (Co-Author)

Being a global leader takes more than just having a passport. Global leaders must work across time zones and cultures in complex and constantly changing circumstances. This presentation replicates Mintzberg's (1973) study of domestic leaders to explore current global leaders, the work they do, and how it transforms them.

→

BL EF

Developing the Next Generation of Global Leaders Through High Impact Experiences — What Matters Most?

Stephanie Quirk, Coordinator of Student Life, College of DuPage

Despite the urgent need for global leaders, national reports find college students are woefully uninformed and underprepared to function in the world. Part of this challenge is due to the nature of global leadership as an emerging field. Although study abroad and service-learning are frequently deployed as a means of achieving global outcomes, few of these efforts have been leveraged in the development of global leadership competencies and few empirical studies exist. This presentation will focus on original doctoral research that explores the catalytic experiences of these students and examines what matters most when developing global leadership competencies.

2F | Presentations | Leadership Education

LE

The Social Impact of Philanthropy and Service: Developing Leadership Capacities Through Community Engagement

Chair: **Chrys Egan,** Director, Office of Undergraduate Research and Creative Activity, Salisbury University

LE ED

Leadership Certificate for Personal & Social Impact

Darin Eckton, Associate Professor, Student Leadership and Success Studies, Utah Valley University

The Leadership Certificate for Personal & Social Impact provides theoretical and practical knowledge and skills that can immediately transform personal success and performance. The five courses, delivered online or on campus, are offered to current students, professionals, civic leaders, volunteers, or anyone who wants to increase their influence in their micro or macro communities. They learn and apply principles of personal and global leadership, identify and leverage strengths, and become master facilitators of learning, creating their own experiences to become more active contributors and stewards.

LE

Socially Aware Authentic Leadership Development Through Student Philanthropy

Megan S. Downing, Assistant Professor, Political Science, Criminal Justice & Organizational Leadership, Northern Kentucky University

Melody Rawlings, Assistant Professor, School of Business, Northcentral University

Student philanthropy enriches classroom experience and prepares students to be authentic, socially aware leaders. Students who participate in service learning demonstrate an increased awareness of nonprofit organizations and social problems and, long term, exhibit ongoing service and monetary contributions at a higher than national average. These findings underscore the value of this teaching strategy for developing authentic, engaged leaders with a commitment to social change. This presentation will discuss student philanthropy models and provide practical information on integrating these teaching strategies into traditional and online leadership classes.

LE

Community Service and Self-Leadership for College Students in a Dynamic Environment

Sherry Maykrantz, Assistant Professor, Health Sciences, Salisbury University

Christina Harper, MAT Coordinator, Outdoor Education Leadership, Education Leadership and Graduate Studies, Salisbury University

Rain, sleet, and snow provided the backdrop for students while they participated in a community service project for a nearby Girl Scout camp. Students used self-leadership strategies to overcome inclement weather conditions and worked together to complete the task. The constructs of self-leadership theory inspired the individuals to exercise self-goal setting, self-control, and self-management over themselves. In doing so, the students achieved their goal. This is an excellent example of leadership development for community service/engagement across many disciplines.

Ballroom A | Panel Discussion | Leadership Scholarship

LS WL

Leading With Authenticity: Connecting Girls' Development of Voice and Women Leaders' Response to Silencing

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

Judith Babcock LaValley, Doctoral Candidate, Industrial and Organizational Psychology, Kansas State University

Chanda D. Elbert, Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University

Lynne E. Devnew, Distinguished Research Fellow, School of Advanced Studies, University of Phoenix

Ann M. Berghout Austin, Director & Professor, Center for Women and Gender, Utah State University

Exploring an iterative process between leadership practice, leadership feedback, and finding one's own voice, the panel will begin by describing a collaborative autoethnography of five women leaders. By focusing on childhood and adolescence, we will introduce early antecedents to an understanding of women's leader identity development and highlight the women and leadership literature regarding gendered experiences of volubility, expression of anger, interrupted speech, mansplaining, and backlash. The attendees will be invited to participate in a facilitated discussion of effective strategies for individual, organizational, and societal transformation.

Ballroom B | Panel Discussion | Business Leadership

BL

Leadership Wisdom From the C-Suite

Chair: **Craig Domeck,** Dean & Associate Professor, MacArthur School of Leadership, Palm Beach Atlantic University
Karen L. Clark Cole, CEO, Blink UX
Nick Papanicolaou, Various Titles, Aston Martin & the Onassis Organization
Paul Leone, CEO, The Breakers Palm Beach, Inc.
Tim Leuliette, Various Titles, Penske, Ford, Siemens Automotive, & the Chicago Federal Reserve
Gabrielle Finley, CEO, St. Mary's Medical Center and Palm Beach Children's Hospital

To rise to the level of a CEO, CFO, etc., one likely has cultivated and demonstrated significant leadership and people skills. This panel of former and present C-Suite leaders will share their leadership principles and wisdom, including challenges, failures, and lessons learned. Questions will be encouraged.

Ballroom C | Panel Discussion | Leadership Scholarship

LS WL

Navigating the Journey of Women Leaders

Chair: **Sheryllе J. Tan,** Director of Internships and Research, Kravis Leadership Institute, Claremont McKenna College
Chair: **Lisa DeFrank-Cole,** Professor & Director, Leadership Studies Program, West Virginia University
Crystal L. Hoyt, Professor, Jepson School of Leadership Studies, University of Richmond
Karen A. Longman, Professor & PhD Program Director, Higher Education, Azusa Pacific University
S. Lynn Shollen, Associate Professor, Leadership and American Studies, Christopher Newport University

Panelists will provide practical insights and strategies, grounded in scholarship, to support women in developing their leader identity. Women can use the approaches of buffering against leader identity threat, identifying defining moments in self-perceptions of leadership, and building a customized team to enhance leader identity development to navigate their leadership journeys. Panelists will also offer insights from their contributions to the 2018 edited volume, *Women's Leadership Journeys Revealed,* which joins research from leading scholars with stories from women leaders to provide a guide for navigating leadership.

THURSDAY
25 OCTOBER | 15:00 - 16:30
CONCURRENT SESSION 3

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

TRACKS

- BL **Business Leadership**
- LD **Leadership Development**
- LE **Leadership Education**
- LS **Leadership Scholarship**
- PL **Public Leadership**
- YL **Youth Leadership**

THREADS

- AL **Arts & Leadership**
- DP **Doctoral Program Faculty & Leaders**
- EF **Ethics Forum**
- FW **Followership**
- ED **Leadership Education Deans, Directors, & Chairs**
- PE **Peace Leadership**
- PW **Philosophy, Religion, & Worldviews**
- SL **Sustainability Leadership**
- WL **Women & Leadership**

1A | Presentations | Business Leadership

BL Enabling and Driving Organizational Readiness for Change Through Humility, Commitment, Trust, and Technology

Chair: **Daryl V. Watkins,** Associate Dean, College of Business, Embry-Riddle Aeronautical University

BL Leader Vision and Organizational Readiness for Change: Intervening Roles of Trust and Empowerment

Angela Titi Amayah, Assistant Professor, Management, Minnesota State University, Mankato
Lu Liu, Assistant Professor, Doctor of Education in Organizational Leadership Program, University of La Verne (Co-Author)
MD Haque, Assistant Professor, Doctorate Program in Organizational Leadership, University of La Verne (Co-Author)

This study investigated the relationship between vision and readiness for organizational change directly and indirectly through two mediators: empowerment and trust. Articulation and communication of a vision for change is a primary mechanism for creating employees' readiness for organizational change. Trust in upper management is often evoked through open communication and disclosure and empowerment generates a reciprocal response from employees with relatively low levels of change readiness. Hypotheses on direct and mediating relationships were tested using structural equation modeling.

BL Leading Successful Implementation of New Technology in Organizations

Steven M. Walker, Professor, Leadership Studies, National University
Kaylan E. Lavillotti, Adjunct Professor, Organizational leadership, National University

Education and continuous learning are the foundations of a productive and efficient economy. Online learning systems appear to be the way of the future when delivering education to organizational employees providing large return on investment. This study examined factors contributing to successful implementation of new learning technologies. Participants will learn how to increase the perceived ease of use and usefulness of a new platform, increasing the likely adoption of the platform.

BL Team Trust, Knowledge Sharing, and Efficacy as Mediators Between Transformational Leadership and Performance

Celeste Wilderom, Professor, Change Management & Organizational Behavior, University of Twente
Haider Abdul Sahib, Change Management & Organizational Behaviour, University of Twente (Co-Author)

This study hypothesized three mediators — team trust, knowledge sharing, and efficacy — as mechanisms between transformational leadership and performance. Trust represents the affective side of employees' sense of teams, knowledge sharing represents an action or behavioral aspect, and team efficacy is a cognitive aspect that is rooted in social cognitive theory. Six hypotheses were tested with a sample of 207 teams (including 3169 respondents) and will be shared during the presentation.

→

BL
Understanding How Charismatic Leadership Leads Towards Commitment

Leila Afshari, Academic, Business School, La Trobe University

Certain styles of leadership can contribute to the development of organizational commitment among employees, however we do not know enough about how that happens or about the processes and mechanisms that mediate the relationship between leadership behaviors as antecedent conditions and the varying levels and types of organizational commitment as outcomes. This paper explores the central mediating role through which leadership can contribute to employee identification and willing organizational commitment.

BL
Humility: The Underlying Force as a Power-Exchange Mechanism in an Intentional Change Effort

Anna M. Amato, Caretaker, Company Culture, edtec central, LLC

What is the potential power of humility and its role in successful change efforts? This presentation will share rich qualitative data and examples from the study of a high performing firm where an intentional change effort resulted in dramatic and measurable results. Interdependent acts of humility emerged as key mechanisms needed to break the paradoxical double-bind of power-wielding from which the company founder could not otherwise escape and led to real change.

1B | Presentations | Business Leadership

BL
De-Bunking the “Fake” Leadership Myth: Measuring the Immeasurable

Chair: **Lisa Ruiz,** Senior Director, Regulatory Affairs, AbbVie, Inc.

BL
Rethinking How to Measure Authentic Leadership

Sebastian Salicru, Director, PTS Pty Ltd Leadership Consulting

This paper examines the deficiencies of current measures such as self-report questionnaires for Authentic Leadership and explains how shifts in technology have created new opportunities to track human thinking and behaviors on a scale that was unimaginable a few years ago. It also explores how computer-based text analysis, Linguistic Inquiry and Word Count (LIWC), provides an efficient and effective method for studying the various emotional, cognitive, and structural components in leaders’ verbal and written speeches. The paper presents a comparative analysis by contrasting the most and least authentic profiles of prominent global political and business leaders.

BL
Exploring the Relationship Between Leadership and Employee Work Engagement

Jovana Markovic, Assistant Professor, Organizational Leadership, Barry University

The rapid changes in work conditions, including fast-paced innovation and global competition, have prompted a growing interest in employee work engagement and the subsequent challenge to develop leaders who are effective in promoting it. The presenter will share the study’s findings on the nature of the relationship between employee work engagement and transformational, transactional, and laissez-faire leadership.

BL
Labor Productivity: Proposing the Economic Metric as an Empirical Leadership Proxy

Keith Herndon, Director, Cox Institute for Journalism Innovation, Management and Leadership, University of Georgia
Ryan K. Sins, Student, University of Utah (Co-Author)

As Yammarino (2013) has stated, “We have many empirical studies (quantitative, qualitative, and meta-analyses) on leadership, but theory is still ahead of data.” This paper considered leadership as an aggregated activity and examined labor productivity as a tool to compare performances across multiple sectors. Industries struggling with labor productivity may need new methods for cultivating and recruiting transformational leaders. Leadership development stakeholders should consider it as an empirical leadership proxy.

BL
Utilizing Authentic Leadership as a Conceptual Lens to Revisit the Hawthorne Studies

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

In recent times, fake news has caused moral conflict and created a dysfunctional political system. Similarly, fake leadership can be causes of ethical decay and organizational demise. The fake news of the Hawthorne Studies has been offered as a bellwether of the Human Relations Movement. This presentation will revisit the Hawthorne Studies through the conceptual framework of authentic leadership theories. Attendees will gain insights into how these early 19th century toxic leadership behaviors were inconsistent with authentic leadership.

1C | Panel Discussion | Leadership Development

LD AL

The Indispensable Truth of Yoga: Authentic Leading and Learning for Inspiring Performance

Chair: **Erik Bean,** Associate University Research Chair, Center for Leadership & Educational Research, University of Phoenix

LauraAnn Migliore, Lead Faculty Area Chair, Methodologist, Dissertation Chair, Research Fellow, School of Advanced Studies, University of Phoenix

Kevin S. Bottomley, Lead Faculty Area Chair for Research, School of Advanced Studies, University of Phoenix

Lunthita M. Duthely, Research Assistant Professor, Obstetrics & Gynecology, University of Miami Health System

Alverna M. Champion, Advanced Faculty, School of Advanced Studies, University of Phoenix

For centuries yoga has been intrinsically tied to self-leadership. Its popularity and tremendous growth attest to its effectiveness. VAE: Vision, Alignment, Execution combines yoga with a behavioral leadership process model to foster a powerful intellectual, physical, and emotional elixir capable of unleashing your full leader potential. Join the panel, including two certified yoga instructors, to discuss the type of yoga best suited for you and integrate it with VAE to develop your authentic and inspirational leadership style and enhance career opportunities. Leave renewed with fresh vision and resources to lead, learn, and inspire performance.

1D | Presentations | Leadership Scholarship

LS WL

Studies on Gender, Class, Ethnicity, and Bias

Chair: **Constance Campbell,** Professor, Management, Georgia Southern University

LS WL

Barriers to Authentic Leadership: A Multi-Industry Study of Executive Women's Experiences of Unconscious Bias

Leanne Dzubinski, Associate Professor, Cook School of Intercultural Studies, Biola University

Amy Diehl, Associate Vice President & Deputy Chief Information Technology Officer, Technology & Library Services, Shippensburg University

Amber L. Stephenson, Assistant Professor, Business, Clarkson University (Co-Author)

While some studies show that women leaders may be particularly adept at authentic leadership, others show that they encounter additional challenges due to gender. Presenters will share the findings of a multi-industry study on women's experiences in law, medicine, higher education and faith-based non-profits, and explore how to reduce hindrances to women's exercise of authentic leadership and create spaces where leaders flourish as their authentic selves.

LS WL

Winning at Work: Leadership Activities Used by Female Project Managers

Jermani Felicia Thompson, Principal Consultant, JSquared Management Consulting

Fiona Sussan, University Research Chair, Center for Global Business and Information Technology, School of Advanced Studies, University of Phoenix (Co-Author)

Research linking female leadership style and organizational performance has not focused on female project management leadership and project complexity. A recent survey collected data from more than 120 female project managers in Southeastern financial services organizations. Results from this study provided nuanced insights of female perspectives in the workplace. Attendees will learn which formal or informal leadership activities female project managers participate in to win at work in spite of gender bias in the workplace.

LS WL

Nonprofit Women Leaders of Color and Organizational Decision Making

Melissa Alvarez Mangual, EdD Candidate, Organizational Leadership Studies, Northeastern University

Mainstream leadership theory is nearly void of discussion on the sociocultural dimensions of organizational decision making for underrepresented leaders. This presentation will discuss the state of current research and theory and the distinct challenges and considerations nonprofit women leaders of color face, as well as, the opportunities for contributing to theory building and research.

LS WL

Māori Political Leadership: Does Class and Ethnicity Predict Leadership Popularity in Multi-Cultural Contexts?

Carla Anne Houkamau, Associate Professor & Associate Dean, Management and International Business, The University of Auckland Business School

Māori, the first inhabitants of New Zealand, were colonized by the British and subjugated politically, socially, and economically. This paper discusses how Māori preferences for political leaders are shaped by socio-economic status as well as culture and how Māori voting preferences are currently being examined through the Māori Identity and Financial Attitudes Study (MIFAS), The presenter will consider how the politics of class and ethnic differences will continue to complicate what Māori evaluate as authentic leadership.

1E | Workshop | Leadership Development

Artistry as Leadership; Leadership as Artistry

Gloria J. Burgess, Professor, Transformational Leadership, University of Washington
John E. Burgess, Maestro, Music for Transformation
Cheryl Heykoop, Assistant Professor, School of Leadership Studies, Royal Roads University
Kathy Bishop, Associate Professor, School of Leadership Studies, Royal Roads University
Catherine Etmanski, Professor & Director, School of Leadership Studies, Royal Roads University

The complex and interconnected nature of today's global challenges — such as those outlined by the UN Sustainable Development Goals — invite us to imagine new approaches to leadership. We need to disrupt our habitual, linear-rational ways of working in order to tap into our collective creative potential. In this highly participatory workshop, participants will experience how a creative method can deepen their understanding of artistry as leadership and/or leadership as artistry. We will combine leadership theory and practice and invite participants to imagine new ways to address the complex challenges that are personally meaningful to them.

1F | Workshop | Leadership Development

Developing an Internal Authentic Leadership Compass Towards Sustainable Authentic Leadership Effectiveness

Tineke Wulffers, Director, Moya Institute of Authentic Leadership Effectiveness

Authentic leadership (AL) requires an internal compass against which leaders can self-regulate their internal processing, reflected in their behaviors. This workshop will allow participants to understand what the development of such a compass comprises and how they can develop their own internal AL Compass towards sustainable Authentic Leadership Effectiveness. Building on numerous years of academic research and practitioner experience, the workshop will begin with an overview of the model and the development of the tool. This will be followed by interactive work focusing on the development of an internal Authentic Leadership Compass.

1G | Workshop | Leadership Education

Joining War and Peace: An Experiential Lesson on Love and Authentic Leader Development

Rodric Smith, Assistant Professor, Behavioral Sciences and Leadership, United States Air Force Academy
Jennifer A. Freeman, Associate Director, Joan B. Kroc Institute for Peace and Justice, University of San Diego

Defining love as the joining of the separated and leadership in the context of group survival, the presenters will share a conceptual framework on love and authentic leader development that integrates attachment theory, authentic leader development, and the character strengths of forgiveness, integrity, and hope. The presenters will use life stories and song lyrics to guide an exploration of love and leadership in participants' lives at personal, interpersonal, and group levels. They will also share how they have used this framework to develop leaders of character in the military and women for global leadership roles to advance peace and prosperity.

1H | Symposium | Business Leadership

People Support What They Help to Create: Appreciative Inquiry as a Tool for Authentic Leadership

Chair: **Amber A. Johnson,** Chief Communications Officer, Center for Values-Driven Leadership, Benedictine University
Commentator: **Peter G. Northouse,** Professor Emeritus, Communication, Western Michigan University

Burke (2011) identifies Appreciative Inquiry as organization development's only truly new social technology. This symposium will provide an introduction to Appreciative Inquiry (AI) as a powerful collaborative tool for organizational change that delivers positive results by engaging the insights and energies of those most impacted by the change. Presenters will provide an opportunity to experience the AI process first-hand, a case study of AI's successful multi-year use within a global manufacturing firm, and original research that suggests AI's ability to create a lasting environment of meaningful work for participants.

Leading Change Through Appreciative Inquiry: An Introduction

Jim Ludema, Co-Founder & Director, Center for Values-Driven Leadership, Benedictine University

Learn to use Appreciative Inquiry to develop leaders and guide change. This presentation will focus on the fundamental principles and common applications of AI, whether working one-on-one or in a group of any size. Participants will experience AI through a brief exercise and will leave with new tools and resources.

→

BL EF

The Use of Appreciative Inquiry to Create a Positive, Values-Driven Performance Culture

John Heiser, CEO, LabVantage Solutions, Inc.

As the former President and COO of a global manufacturing firm, I have had first-hand experience of Appreciation Inquiry. In this presentation, I will share how our organization used Appreciative Inquiry to authentically engage with the firm's broad stakeholder community to foster innovative change and develop a values-driven, performance-oriented culture for flourishing success.

BL EF

Appreciative Inquiry as a Path Toward Meaning at Work During Times of Change

Patrick Farran, Consulting Director, SAS Institute

Meaningful work reduces risk of depression, stress, and disease. It increases job engagement, satisfaction, and empowerment and can influence career development and individual performance. How can leaders cultivate meaningful work experiences for their team members? This presentation shares findings of original research that suggest Appreciative Inquiry as a solution.

1I | Presentations | Leadership Development

LD

Leadership Development in Healthcare

Chair: **Carla Worthey,** AVP Key Talent Acquisition & Development, Human Resources, Healthcare Corporation of America, Inc.

LD

Preparing Emerging Health Care Professionals for 21st Century Leadership

Terry A. Morrow Nelson, Assistant Dean of Student Affairs, College of Health Care Sciences, Nova Southeastern University

Nova Southeastern University's College of Health Care Sciences developed an initiative to prepare the next generation of health care professionals to collaborate across professional, generational, cultural, and socioeconomic boundaries to meet the needs of patients, communities, and systems. The presenter will share this collaborative, integrative model and the results of this initiative, which has been serving the community and educating health care professionals for six years.

LD

Leading Through Conflict in the Healthcare Workplace

Cheryl Patton, Grand Canyon University

According to research, workplace conflict is not only on the rise in organizations but is growing more uncivil. This presentation shares the lived experience of workplace conflict within a group of medical imaging technologists. Additionally, it offers leaders management strategies in order to mitigate conflict before it leads to incivility and adversely affects performance.

LD

Healthcare Needs LEAD: From Conceptual Framework to Assessment

Neil E. Grunberg, Professor, Military & Emergency Medicine, Uniformed Services University

Erin S. Barry, Research Assistant Professor, Military & Emergency Medicine, Uniformed Services University of the Health Sciences

The Uniformed Services University Leader and Leadership Education and Development (LEAD) program educates health professional leaders and medical students for the U.S. Army, Navy, Air Force, and Public Health Service. With a grounding in the principles, theories, approaches, and techniques developed by leadership scholars and practitioners, the program's conceptual framework crosses four psychosocial levels and utilizes a variety of assessment methods to measure results and impact. An overview of the conceptual framework will be followed by highlights of the university's Long-Term Career Outcome Study.

1J | Presentations | Leadership Development

LD

Cultivating Trust Within Today's Complex Leadership Arenas

Chair: **Reneé R. Green,** Executive Coach & Program Chair, School of Business, University of Phoenix

LD

Investigating a Path From Direct Leader Behavior to Trust in Senior Leadership

Ross Jahnke, Dean, Academic & Business Operations, Bethel University

Working from the centrality of vulnerability in trust theory and the reciprocal nature of leader-member exchange, two direct leader behaviors (participative decision-making and informing) were explored as antecedents of trust in senior leadership. The population studied was full-time faculty members at mid-sized not-for-profit colleges and universities in the Great Lakes region. Results from the analysis of survey data from 437 respondents will be shared.

Defining a Spectrum of Trust in Leader Relationships

Kyle Voigt, Vice President, Leader & Team Development, North of Center
Cliff W. Gilmore, CEO, North of Center (Co-Author)

During this presentation, trust will be explored as a morally neutral term linked to the consistency of and alignment between the words and deeds of leaders and organizations. A spectrum of trust including both affective (emotional) and cognitive (deliberate) aspects will be introduced. Participants will learn how to recognize different forms (positive and negative) while transforming personal results through the credibility of consistent and aligned words and deeds.

If We Can't Trust Each Other, We Are Worthless to Each Other: Closing the Say-Do Gap to Build Trust

Cliff W. Gilmore, CEO, North of Center
Kyle Voigt, Vice President, Leader & Team Development, North of Center (Co-Author)

Extensive survey data indicate trust in institutions, both public and private, has been in steady decline for decades. This presentation will explore what trust is and how to establish, strengthen, and preserve it through a communication-based approach to leadership that emphasizes building trust through credibility. Four Communication-Based Leadership principles and eight characteristics will be proposed as tools to foster enduring trust by minimizing the "say-do gap" through deliberate alignment of words and deeds.

Moving From I to We: Cultivating Resilience in Emerging Leaders Through Collective Efficacy

Kristen Lee, Lead Faculty & Associate Teaching Professor, Behavioral Science, Northeastern University

This grounded theory study examines popularized perspectives of achievement based on perfectionism and hyper-performance and the ways they impede individual and collective wellbeing. Leaders can fall prey to imposter syndrome and to the well-documented "mental health crisis" within organizations. This presentation will provide applications of a new construct, "collective efficacy" through four lenses: reflective, mindful, global, and imagineering, to cultivate resilience and steer behavior towards what positive psychologists call The Good Life, where we can flourish, bring impact, and engage as conscious global citizens.

1K | Presentations | Leadership Education

Theory and Practice: How Do Boundary Spanners Incorporate Design Thinking and Evaluate Student Learning

Chair: **Jennifer L. S. Chandler,** Lecturer, Leadership and Interdisciplinary Studies, College of Integrative Sciences and Arts, Arizona State University

Boundary Spanners in Higher Education: An Exploration of Roles, Expectations, and Professional Development

Jennifer W. Purcell, Associate Professor, Leadership and Integrative Studies, Kennesaw State University
Casey Mull, Extension Specialist, 4-H & Youth, University of Georgia
Andrew J. Pearl, Director of Academic Engagement, University of North Georgia (Co-Author)
Trina L. Van Schyndel, Community Program Coordinator, Medical College of Wisconsin (Co-Author)

This presentation will share findings from a multi-institution exploratory qualitative study that synthesized a growing body of literature on boundary spanners in higher education with emerging literature on professional competencies and leadership development among academic leaders. The research laid the groundwork for further investigations into the roles, expectations, and professional development of boundary-spanning individuals in higher education community engagement, including development of an instrument to be tested with a more varied sample of individuals and institutional types.

Community-Based Service Learning: Lessons Learned About This Powerful Tool for Leadership Education.

Arthur H. Johnson, Professor, MacArthur School of Leadership, Palm Beach Atlantic University
Michelle Keba, Reference Librarian, Palm Beach Atlantic University

An ongoing theme in graduate level leadership education is translating theory to practice yet, there is a perceived disconnect between espoused theories and their applicability in real-life leadership situations and contexts. This is precisely where community-based service learning adds great value. This presentation will focus on the impact community-based service learning has had on graduate level leadership education outcomes at the MacArthur School of Leadership.

LE

Developing Community Engaged Leaders on the Fuzzy Border Between Pracademia and Academia

Carolina Darbisi, Assistant Director & Public Service Faculty, J.W. Fanning Institute for Leadership Development, University of Georgia

Janet E. Rechtman, Senior Fellow (Retired), J.W. Fanning Institute for Leadership Development, University of Georgia

To prepare for careers in an interdependent, uncertain, and volatile world, the University of Georgia received an NSF Innovation Grant to support the development of leadership, community engagement, and interdisciplinary thinking skills among entering Ph.D. students in STEM disciplines. In a multidisciplinary collaboration, academic and service faculty co-created a six-week leadership development boot camp and a traditional credit-bearing academic course in design thinking. A team from the College of Education used observational and testing methodologies to evaluate student learning outcomes. The author (a service faculty pracademic) will reflect on the opportunities and challenges created by this unique collaboration.

LE

How to Create an Authentic Leadership Training Program and Produce Certified Authentic Leaders

Larry M. Dooley, Associate Professor, Educational Administration & Human Resource Development, Texas A&M University

Jennifer Strong, Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University

This session will explain and walk participants though the process of creating and implementing a professional certification training program whereby students mastering all the training competencies will be awarded a “Certified Authentic Leader” certificate.

1L | Workshop | Leadership Development

LD WL

Intersectionality as a Catalyst to Leadership Identities

Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University

Misty Resendez, Program Chair & Associate Professor, Leadership Studies, Indiana Wesleyan University

With globalization increasing the interconnectedness of societies, economies, and cultures, it transcends numerous identity possibilities for individuals. Due to the challenges of working in a predominately male culture, women need to understand how their identity can enhance their leadership and prepare other women to be successful leaders. This workshop will provide theoretical frameworks of social and multiple identity as well as intersectionality related to women leaders and authenticity. Participants will map their unique identities and use the intersectionality wheel which will result in a deeper awareness of self.

2A | Panel Discussion | Leadership Education

LE WL

Women’s Leadership Development on College Campuses: Progress and Perspectives

Chair: **Susan R. Komives,** Professor Emerita, National Clearinghouse for Leadership Programs

Kathy Guthrie, Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University

Paige Haber-Curran, Associate Professor, Counseling, Leadership, Adult Education & School Psychology, Texas State University

Melissa L. Rocco, Lecturer & Postdoctoral Fellow, Counseling, Higher Education, and Special Education, University of Maryland

Aoi Yamanaka, Instructor & Academic Advisor, George Mason University

R.J. Youngblood, Assistant Director, Academic Achievement Center, Kansas State University

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

How can colleges and universities best prepare women for the demands of modern leadership? This session will examine challenges and opportunities related to women’s leadership development on college campuses, including perspectives from faculty, students, and administrators at five U.S. universities. It will address the implications of research on gender and leadership traits, behaviors, and effectiveness in college women; the effects of stereotypes, prejudice, and discrimination on women’s campus leadership; how women can navigate organizational challenges and systemic barriers; cultural and structural influences on women’s leadership; and strategies for action.

2B | Workshop | Public Leadership

PL FW

Leadership for the Common Good: Lessons From Black, Latino, and American Indian Communities

Juana M. Bordas, President, Mestiza Leadership International

Building on the legacy of Civil Rights, this session delves into five leadership principles that emerged out of the activism of Black, Latino, and American Indian communities. Based on inclusive, collaborative, and servant leadership, these principles have broad relevance and application to our increasingly diverse and divided world. These principles are: the leader as equal, leadership by the many, social activism and coalition leadership, the leader as the guardian of public values, and leadership as servant leader and community stewardship. These five leadership principles can revitalize civic engagement empowering people to promote progress, peace, and prosperity for the greater good.

2D | Workshop | Leadership Education

LE ED

Let's Talk About It: Leadership Educators Navigating Resistance in the Classroom

Cameron C. Beatty, Assistant Professor, Education Leadership and Policy Studies, Florida State University
Jasmine D. Collins, Assistant Professor, Agricultural Leadership Education, University of Illinois at Urbana-Champaign

Authentic leadership entails navigating bold conversations. In this session, presenters will share ideas, strategies, and concepts for facilitating and teaching through resistance to social justice topics in leadership education. This workshop will enable educators to contribute their best practice and take away new practices for navigating resistance in the classroom.

2E | Workshop | Public Leadership

PL

The Heart of Leadership in Retirement, Illness, and Death: Leadership Life Stories

Ariel L. Kaufman, Outreach Specialist, University Health Services University of Wisconsin-Madison
Barbara C. Crosby, Associate Professor Emerita, Humphrey School of Public Affairs, University of Minnesota

This interactive workshop will provide opportunities for self-awareness and experiential learning related to leading in the context of retirement, illness, and death. Presenters will share insights from these transformational life events and explore ways to craft one's life story or personal narrative. Developing one's leadership narrative can be personally and publicly beneficial and can connect to leadership for the public good. Participants will be led through reflective experiences to develop their leadership narratives using written, visual, and oral storytelling techniques and approaches.

2F | Panel Discussion | Business Leadership

BL EF

Ethical Behavior and Authenticity: C-Suite Realities and Recommendations

Chair: **Daniel McClellan,** PhD Candidate, Center for Values-Driven Leadership, Benedictine University
Commentator: **Rens van Loon,** Professor of Dialogical Leadership, Department of Philosophy, School of Digital Sciences and Humanities, Tilburg University; External Consultant, Deloitte University, Netherlands
Linda M. Pittenger, Associate Professor, Organizational Leadership, Embry-Riddle Aeronautical University
Colleen P. Lyons, PhD Candidate, Benedictine University
Peri Widener, CEO, GLoBIL Consulting Group

The pressures of being a senior executive are enormous. Imagine navigating the tensions of satisfying an insatiable Wall Street analyst community, providing exquisite customer service in highly demanding and sophisticated markets, and recruiting and retaining talent to ensure long-term sustainability. To successfully balance these tensions, executives must demonstrate authentic leadership traits, ensuring their followers accept and share their values. Leadership scholars/practitioners will discuss research findings, real world experiences, and the consequences of executives who ignore ethical behaviors and violate authenticity as opposed to those who support authentic behaviors.

Ballroom A | Symposium | Leadership Scholarship

LS

International Leadership Research and Authenticity in Cross-Cultural Field Work

Chair: **Kathy-Ann C. Hernandez,** Professor, Organizational Leadership, Eastern University
Commentator: **Ronald E. Riggio,** Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College

Authenticity is fundamental to international leadership researchers who navigate the inherent challenges of cross-cultural work. Authenticity requires researchers to examine their cultural biases and incorporate culturally relevant research methods. This symposium explores how this is best achieved by introducing the ideas behind The Handbook of International Leadership Research, such as how to conduct rigorous scholarship across cultures and work productively in international research collaborations presenting original research by non-Western as well as Western scholars. The symposium will feature examples from international and cross-cultural leadership projects addressing multiculturality, intersectionality, authenticity, and indigenous knowledge.

LS

The Craft and Rigor of International Leadership Research: Analyzing Two Authentic Studies

Yulia Tolstikov-Mast, Lead Faculty & Associate Professor, Global Leadership, Indiana Institute of Technology
Vera D. Mishina, School of Economics and Management, South-Ural State University (Co-Author)
Franziska Bieri, Visiting Professor, Global Leadership Doctoral Program, Indiana Tech (Co-Author)

Although there is an increase in international leadership research, discussions about nuances, challenges, or steps in conducting this type of research are limited. This presentation will introduce the Handbook of International Leadership Research and its main components as well as two authentic research examples on qualitative research on Russian followership and on a global multi-stakeholder organization.

→

Researching Leadership in Unchartered Territory

Jennie Walker, Visiting Professor, PhD in Global Leadership, Indiana Institute of Technology

Leadership research across cultures necessarily involves an understanding of the culture(s) of interest. Researchers often are able to gain knowledge of other cultures and their leadership practices through extensive literature reviews. Where the literature is sparse, researchers must pull out their anthropological tools to understand the society before they can understand its leadership dynamics. This presentation will discuss two cross-cultural leadership research projects (Suriname and Haiti) and the methods used to build an understanding of society and leadership practices in order to appropriately interpret research findings.

Multiculturality in Qualitative Research: Learning to Be an Authentic International Researcher

Brenda Williams, Adjunct Faculty, Global Leadership Doctoral Program, Indiana Institute of Technology

This portion of the symposium will focus on how doctoral students exploring topics in global leadership areas for their dissertations often find intersectionality with diverse participants that require adjustments in their inquiries to incorporate issues of race, gender, and ethnicity and reflection on their perceptions of and relationships with their intercultural study participants. Zhang and Guttormesn (2015) Model of Multiculturality as a Methodological Research Tool will also be discussed.

Discovering Authentic Leadership Among Native American Students Through Indigenous Methodologies

Eric Kirby, Assistant Vice President, Student Affairs, Southern Utah University

Researching leadership among indigenous populations challenges researchers to invoke indigenous knowledge to access new tools for collecting data as well as to inform the ways in which concepts and new theoretical frameworks for research studies are formed. This presentation will explore the challenges associated with indigenous research and will discuss how and why indigenous methodologies were employed through the use of talking circles and identity stories to explore the connection between Paiute students' perceptions of their educational learning environment and their development as future global leaders.

Lessons Learned in International Leadership Scholarship: Relational Authenticity and Publication Opportunities

Faith W. Ngunjiri, Associate Professor of Ethics and Leadership, Offutt School of Business, Concordia College

As scholarship on leadership extends beyond cultural and geographic borders, students and researchers experience new challenges not normally present in domestic research, including challenges with access, differing ethical systems, language and culture differences, and how to get such research published. This presentation will focus on lessons learned in conducting and publishing international leadership research. The primary focus of the discussion will be on three areas: relational authenticity between researchers and participants, navigating ethical landmines, and getting published in reputable outlets.

Ballroom B | Panel Discussion | Business Leadership

Cultivating a Leadership Culture at a 5-Star Hotel

Chair: **Craig Domeck,** Dean & Associate Professor, MacArthur School of Leadership, Palm Beach Atlantic University
Paul Leone, CEO, The Breakers Palm Beach, Inc.
Denise Bober, Vice President- Human Resources, The Breakers Palm Beach, Inc.

Building a healthy organizational culture starts clarifying your values. If a primary value is leadership, how do you weave it into the lives and efforts of your 2,200 employees? Come to a "fireside chat" with two leaders of the historic Breakers Hotel, a 5-star property in Palm Beach, as they share their vision, heart, and practices to build a culture of leadership. Questions will be encouraged.

10TH ANNUAL
EMERGING SCHOLARS RESEARCH CONSORTIUM

THURSDAY 25 OCTOBER | 16:45 – 17:45 | PBCCC – Ballroom C

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

Thank you Academic Leadership Center for being a Silver Sponsor and sponsoring this event!

Please note, this event is open to pre-selected participating Junior and Senior scholars only.

THANK YOU SENIOR SCHOLARS

Stan Amaladas, University of Manitoba
Ann Berghout Austin, Utah State University
Allan Bird, Northeastern University
Jennifer Chandler, Arizona State University
Heewon Chang, Eastern University
Rita Gardiner, Western University
Kathryn Goldman Schuyler, Coherent Change
David Greenhalgh, Eastern University
Kathy Guthrie, Florida State University
Nathan Harter, Christopher Newport University
Susan Iverson, Manhattanville College
Brad Jackson, Griffith University
Dan Jenkins, University of Southern Maine
Steve Kempster, Lancaster University
Rhonda McClellan, University of Central Arkansas
Robert McManus, Marietta College
Faith Ngunjiri, Concordia College
Ron Riggio, Claremont McKenna College
Eric Schockman, Woodbury University
Jean-Anne Stewart, Henley Business School
Elizabeth Stork, Robert Morris University
Lynn Thurloway, Henley Business School
Yulia Tolstikov-Mast, Indiana Tech

PARTICIPATING JUNIOR SCHOLARS

Nicole Alonso, University of Houston
Patricia L. Ali, Africa International University
Melissa Alvarez Mangual, Northeastern University
Pallavi Awasthi, Florida International University
Zahra Bhojani, University of Guelph
Julia Dunst, Alvernia University
Christopher L. Fleming, Indiana Wesleyan University
Tamiko Michelle Gaines, University of Florida
Amber N. Harbin, University of Central Arkansas
Ta Karra N. Jones, The Chicago School of Professional Psychology
Carolynn Nath Komanski, University of Florida
Janet Ann Nelson, The George Washington University
Cameron Outlaw, University of Florida
Nicole Rayfield, Cheyney University of Pennsylvania
Kate Rempfer McCain, University of Nebraska-Lincoln
Alain de Sales, Swinburne University of Technology
Brandy Shirely DePriest, Indiana Tech
Rebecca Stroud Stasel, Queen's University
Hannah Sunderman, University of Nebraska - Lincoln
Mary C. Tabata, Eastern University
Abhyudaya Ajay Vyas, Indiana Wesleyan University
Erica Wiborg, Florida State University

THURSDAY
25 OCTOBER | 16:45 - 18:15 | EXHIBIT HALL A
INTERACTIVE ROUNDTABLE DISCUSSIONS

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

TRACKS

- BL **Business Leadership**
- LD **Leadership Development**
- LE **Leadership Education**
- LS **Leadership Scholarship**
- PL **Public Leadership**
- YL **Youth Leadership**

THREADS

- AL **Arts & Leadership**
- DP **Doctoral Program Faculty & Leaders**
- EF **Ethics Forum**
- FW **Followership**
- ED **Leadership Education Deans, Directors, & Chairs**
- PE **Peace Leadership**
- PW **Philosophy, Religion, & Worldviews**
- SL **Sustainability Leadership**
- WL **Women & Leadership**

Enjoy spirited conversation while refueling with coffee, tea, and assorted refreshments. Gourmet chips and dips will be featured alongside lemon/lime and cucumber/mint infused waters. Member communities will also be hosting information tables around the room. See page 25 for a listing.

Interactive roundtable discussions are small group discussions on a topic of common interest facilitated by an individual or team. The organizer frames the topic and then facilitates a discussion with participants at the table. After 22 minutes a bell rings and participants have the opportunity to move to another roundtable or remain where they are to continue the conversation.

BUSINESS LEADERSHIP

BL

1. Building the Perfect Pracademic: Bridging the Gap Between Higher Education and Communities of Practice

Kimberly Underwood, University Research Chair, School of Advanced Studies, University of Phoenix
Donna Smith, Faculty, School of Advanced Studies, University of Phoenix

The gap between research and practice is not a new phenomenon. Communities of practice have long had concerns regarding the extent to which academic research engages with actual practice while academics have noted that the value of scientific rigor and the relevance of research are often not appreciated by practitioners. In response to this gap, presenters will introduce the concept of the pracademic and discuss the strengths and value of pracademics. They will facilitate an interactive dialogue about how to best utilize pracademics within strategic planning and organizational development efforts.

BL
EF

2. Exploring Ethical Issues of Leaders Acting as Coaches

Julia Milner, Professor, Leadership, EDHEC Business School
Grace McCarthy, Associate Dean, Faculty of Business, University of Wollongong (Co-Author)

The coaching of employees by their leaders can lead to many benefits; however, research has neglected to scrutinize managerial coaching from an ethical standpoint. Using a critical incident framework, this study examined the ethical issues in managerial coaching for business leaders. Respondents (580) completed an open-structured survey and sent in extensive free text responses. Analysis identified these ethically sensitive variables: training and skill (in)competence, conflict of interest, confidentiality, boundaries, willingness, power imbalance, dependency, conclusion of the coaching, relationship blurring, and favoritism. These ethical issues showed new flows and power-dynamics unique to managerial coaching.

3. General Business Musicians: Insights on Leadership During Initial Group Formation

BL AL

Adam Payne, Lecturer of Organizational Behavior, Management Division, Babson College

This exploratory, qualitative study investigated the initial formation of bands of general business (GB) musicians — such as bands that play at banquets, weddings, and other events. The findings suggest that direction-setting, expectations, and norms are of critical importance during the band's formation. These findings are almost identical to research on initial group formation. This suggests that GB bands operate in a way that is similar to groups in more formal organizational settings. The roundtable presenter will share insights on leadership from this research.

4. How Leadership Fosters Individual and Collective Thriving in Information Technology Professionals

BL

Maria F. Anderson, Consultant, Anderson Leadership Consulting, Inc.

Wendy E. Rowe, Professor & Program Head, MA Global Leadership, School of Leadership Studies, Royal Roads University (Co-Author)

As an IT professional, is your department thriving? Due to disruptive and innovative changes in the IT industry, the profession has become fragmented. Many technology professionals are struggling to find meaning and purpose in their work. How might IT departments thrive as a collective, supporting individuals to thrive?

5. Intersection of Workplace Spirituality and Leadership Creativity

BL PW

Anthony A. Olalere, CEO, Sunrose Consulting

Until recently, people's reactions to workplace spirituality have often been that of skepticism, fear, and confusion. However, studies suggest that workplace spirituality generates behaviors such as humility, compassion, problem solving, creativity, and achievement of objectives. The facilitator will open up discussion of how the application of spiritual capital (spiritual intelligence and spiritual quotient) in the workplace can facilitate these behaviors.

6. Janus Wins: Dyadic Dynamics of Middle Managers

BL

Steven Geer, Alumni, School of Advanced Studies, University of Phoenix

Lynne E. Devnew, Distinguished Research Fellow, School of Advanced Studies, University of Phoenix

The facilitators will postulate how corporate approaches to optimize win-win-win states could increase flexibility and empowerment to middle managers in their simultaneous vertical dyads to form triads conducive to emerging authentic leadership and improved LMX quality. Discussion will focus on how to improve our understanding of middle management value as agents of change and shepherds for innovation.

7. Lead Innovation! Find Time and Space for Innovation in Modern Workplaces and Flexible Organizing

BL

Lena Lid-Falkman, Scholar, Speaker, Author, Management and Organization, Stockholm School of Economics

Tomas Falkman, Research Assistant, SIR, Stockholm School of Economics

How can innovation be given time and space in the office, in collaborations, and in individual calendars? How can new types of offices, such as activity-based workplaces and activity-based ways of working, be designed to increase organizational conditions for innovation? How can the shift to modern ways of working, such as digitized work, virtual teams, remote leadership, and global cooperation be utilized for higher innovation capabilities? How can innovation lead development in flexible leadership and self-leadership? How can we use innovative ways of work and modern leadership to lead towards prosperity in the world and work-life?

8. Authentic Followership: How Executive Assistants Influence Executive Decision Making

BL FW

J. Basil Read, Associate Dean, Leadership Development, Federal Deposit Insurance Corporation

Outside of journalist and practitioner accounts, little is known about the role executive assistants play in executive decision making. This discussion will share findings and elicit advice about recently completed dissertation research on how executive assistants, as authentic followers, leverage their gate keeping role and personal relationship to shape executive thinking and impact organizational outcomes.

LEADERSHIP DEVELOPMENT

LD ED

9. An Interprofessional Leadership Academy for Emerging Health Care Leaders

Terry A. Morrow Nelson, Assistant Dean of Student Affairs, College of Health Care Sciences, Nova Southeastern University

Nova Southeastern University's Interprofessional Student Leadership Academy (ISLA) is designed to prepare emerging professionals to serve as leaders in the health care field. This roundtable discussion will engage participants in a discussion about interprofessional leadership development. We look forward to sharing the model of ISLA and hearing the approaches and ideas of others while discussing the best of what is possible as we prepare students for 21st century leadership.

LD

10. Authentic Leading and Authentic Loving: Creating a New Language for the Future

Kelley Reinsmith-Jones, Associate Professor, School of Social Work, East Carolina University

In a world characterized by acts of hate, such as genocide and terrorism, healing is needed. A new language is necessary to move forward away from indifference, misunderstanding, and fear. What this might look and sound like has been largely absent from discussions in agencies and institutions of learning among social service practitioners and student learners. This discussion will brainstorm about how to develop a fearless language of love and a love ethic paradigm in our striving to attain peace, prosperity, and justice for all, including those we and our agencies serve.

LD

11. Building Community and Networks for International Leaders

Nina Oduro, Leadership Technical Advisor, IREX

Micah Johnston, Senior Program Officer, Leadership Practice, IREX

Social capital has emerged as important for developing leaders and its role in leadership programs is constantly being examined. International leadership development programs, networks, and communities of practice need to align with the social and cultural needs of the group as well as the desired impact that participants seek to create. In this roundtable, leadership development programs that develop a range of leaders with different cultural and social identities and focus on diverse purposes will discuss effective and innovative ways to build social capital among leaders and approaches to measuring how they contribute to authentic leadership.

LD

12. Crisis Leadership Preparedness

Jay L. Caulfield, Assistant Professor of Management, College of Business Administration, Marquette University

Today's leaders must thrive in a world of turbulence and constant change. Unstable conditions frequently generate crises, emphasizing the need for crisis leadership preparedness in today's workforce. The facilitator will begin the discussion by sharing a study designed to enhance crisis leadership preparedness by gauging leadership students' understanding of it through baseline assessments.

LD DP

13. Developing Future Leaders in Higher Education: The Rutgers PreDoctoral Leadership Development Academy

Ralph A. Gigliotti, Director of Leadership Development and Research, Center for Organizational Leadership, Rutgers University

Brent Ruben, Executive Director, Center for Organizational Development & Leadership, Rutgers University

Traditional doctoral education is devoted to preparing students for careers in scholarship and teaching, but often these future faculty members complete their degree with little preparation for academic and administrative leadership roles. The Rutgers PreDoctoral Leadership Development Academy (PLDA) provides a complement to discipline-based study by offering experiential and classroom opportunities that emphasize leadership style and strategy, planning and organizational assessment, communication with internal and external stakeholders, and other concepts and tools critical to advancing colleges and universities. This roundtable will provide an overview of the program and leadership development activities offered in PLDA.

LD

14. Executives Want Clarity: Creating a Common Language Around Leadership

Travis A. Berger, Assistant Professor, Business & Leadership, Alvernia University

Organizational executives are becoming increasingly frustrated with the clutter around the concept of leadership. As one Hershey Entertainment & Resorts (HE&R) executive commented, "One of my pet peeves is terminology!" The facilitator will introduce a leadership framework that helps declutter the terms related to leadership. An expert review panel, comprised of the HE&R executive team and two subject matter experts, were interviewed as part of a formative assessment of the leadership framework. They indicated that the leadership framework is useful, logical, and practical, and noted as strengths the clarity of definitions and attention to an executive's focus on strategy.

15. Finding Healthy Leadership Through Sustainable and Authentic Practice

LD SL

Mark McCaslin, Dean of Research and Scholarship, School of Advanced Studies, University of Phoenix

This presentation will address the act of leading human potential towards its fullest expression — healthy leadership. Taken as a potentiating art, the nature of leadership becomes less mysterious and complicated. It is an adventure of ideas, supported by established potentiating practices, suitable for finding authentic leadership for progress, peace, and prosperity. We will discuss the approaches and practices relevant to your potential as a leader, teacher, parent, and/or community builder, as well as the potentials of those you lead, teach, parent, and/or engage within community.

16. Whether Production Floor or Church Pew: The Journey of Authenticity and Empowerment

LD

Sarah Skidmore, Director of Marketing and Communications, First United Methodist Church of Winter Park

Leadership is a journey. Whether leading in a corporate setting or a religious nonprofit, the journey of authenticity and empowerment is critical. This roundtable will invite discussion around key steps in this journey — applicable in any leadership context.

17. Hygge and Leadership: Creating Spaces for Comfort and Peace

LD PW

Nicole Stedman, Professor, Agricultural Education and Communication, University of Florida (Co-Author)
Carolynn Nath Komanski, University of Florida

Hygge (pronounced HUH-GUH and rhymes with Cougar) is a Danish word that denotes a feeling of comfort, of being cozy. One interpretation of the word is to promote intimacy through, “happiness, ‘contentness’, security, familiarity, comfort, reassurance, kinship, and simpleness” (HyggeHouse.com). Participants will learn this concept as it relates to authentic leadership and how hygge in an environment creates comfort and inclusivity for all. The goal of the roundtable is to elicit participants’ thoughts and ideas for implementing hygge practices in leadership spaces.

18. Leader Identity Development for Persons with Intellectual and Developmental Disabilities

LD

Josh Wilson, Doctoral Student, Leadership Studies, University of Central Arkansas
Malcolm Andrew North, Assistant Professor, Leadership, University of Central Arkansas
Duston Morris, Associate Professor, Health Sciences, University of Central Arkansas (Co-Author)
Rhonda Lea McClellan, Director & Professor, Leadership Studies, University of Central Arkansas (Co-Author)

What do the ideas of social role valorization, agency, and implicit leadership theories all have in common? Collectively, it appears that each of these constructs could play a vital role in the leader identity development of persons with intellectual and developmental disabilities. This discussion will explore these ideas and their relation to a better understanding of a significant barrier to leadership emergence among marginalized groups of people.

19. Media Effects on Perceptions of Leadership and Self-Efficacy

LD AL

Rachel Eddowes, Graduate Assistant, Agricultural Leadership, Education, and Communications, Texas A&M University
Jennifer Strong, Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University

How does media shape our perceptions of what leadership is, and the extent to which we think we are capable of leadership? How authentic are the leaders portrayed in television and film, and how does that influence our leadership development? This roundtable will explore the role media plays in shaping our understanding of leadership and our leadership self-efficacy.

20. Overcoming the Selfie Way of Life: A Leadership Perspective

LD EF

Dayo Sowunmi, II, CEO, The Anode Group

To what extent has a self-obsessed, narcissistic, selfie way of life saturated and subverted the highest levels of leadership and governance? The facilitator will introduce the selfie paradox, noting limited research in the area, and offer creative ways towards overcoming the selfie way of life. Participants will engage in inspiring discussion and ideas for further research to better understand the psychological basis and impact of the selfie paradox on leadership effectiveness and how to bring ethics back into our collective consciousness as a mainstream topic of conversation.

21. Peace Leadership: Leading Self, Leading With Others, and Leading Community

LD PE

Ebben Stegmann van Zyl, Professor, Industrial Psychology, University of the Free State

Andrew H. Campbell, Director, International Peace and Leadership Institute

What is an acceptable definition of peace leadership? What are important building blocks for peace leadership? How can they be implemented? Peace can be established by leading yourself (emotional intelligence), which will enable you to lead with others (social intelligence). By leading self and leading with others, communities can be changed (communal intelligence) to a more civilized and flourishing world (peace). Presenters will facilitate a discussion around implementation strategies for researchers and practitioners interested in peace leadership.

22. Prudence as a Construct to Embody Leadership for Peace and Prosperity

LD PW

LauraAnn Migliore, Lead Faculty Area Chair, Methodologist, Dissertation Chair, Research Fellow, School of Advanced Studies, University of Phoenix

Erik Bean, Associate University Research Chair, Center for Leadership & Educational Research, University of Phoenix (Co-Author)

This interactive roundtable discussion will explore prudence as a construct in practical behaviors of good judgment and common sense in care and thought for the future. Prudence is based in theoretical contexts of self-leadership, individual performance, and leadership styles: Transformational, Transactional, and Laissez-Faire. What enables a leader to behave prudently? Can a leader be prudent without having resources and talents (skills and abilities)? Can a leader be prudent if he/she perceives a deficiency in their current state of being? What leadership examples embody prudence for peace and prosperity?

23. The Role of Volunteer Organizations in Leadership Skill Development

LD

Pamela A. Gordon, Faculty Quality Manager, Academic Affairs, University of Phoenix

Brett Anthony Gordon, Student, School of Law, University of Essex

This roundtable will describe a qualitative research study that explored the concept of service-learning and the use of volunteer organizations as a means for members to learn and hone leadership skills that can be transferred to their full-time corporate positions. The study incorporated a phenomenological design in interviewing 30 past presidents of two volunteer organizations in Florida, the Junior League and the Masonic Fraternity. A discussion of emerging themes, skill enhancement, and transfer to corporate settings will follow.

LEADERSHIP EDUCATION

24. Advancing Inclusivity in Academic Leadership Through Relationships

LE WL

Barbara A. Baker, Executive Director, Women's Leadership Institute, Auburn University

This discussion will inspire participants toward authenticity that allows them to acknowledge impediments to the full inclusion of women (particularly women of color) in academic leadership and to embrace the possibility of full inclusion through a self-reflective process. The facilitator will frame the discussion around a case study regarding the relational communication engaged in by faculty from two distinctive universities, a historically black institution and a predominantly white institution. Participants will be able to practice a similar authenticity through acknowledgement of their own agency in professional situations.

25. Bridging the Divide: Technology Use in Practice and Pedagogy

LE DP

Jeremy Moreland, Provost & Chief Academic Officer, University of the Rockies

Daniel Jenkins, Chair & Associate Professor, Leadership and Organizational Studies, University of Southern Maine

Josie Ahlquist, Research Associate & Leadership Instructor, Florida State University

The gaps between how technology is used in leadership practice and instruction are increasingly clear. Emerging discussions in ILA venues, including Intersections and conferences, point to the intersections between the practice of leadership in virtual spaces and leadership education. The discussion has also narrowed to the facilitation of digitized leadership learning in ways that intentionally leverage technology to teach leadership outcomes which are informed by practice in such digital spaces. This session will foster discussion to advance our shared understanding of technology use in practice, in leadership teaching and learning, and the connections between these domains.

26. Invisible Disability: Accepting Differences Makes Long-Term Inclusive Education Successful

LE EF

Supattra Wongvisate Andrade, Executive Director, Go For Determination, LLC

A study investigating institutional development using Participatory Action Research (PAR) to reform an educational program for effective inclusion will be discussed. By evaluating the school's policies, curriculum, human resources, environments, and budgets, the PAR focused on developing knowledge, social skills, and attitudes to support a diverse peaceful society for students with invisible disabilities. Participants will discuss the model of renovated inclusive education and the strategies to overcome challenges.

27. Effects of Capstone Leadership Assignment on Self-Awareness

LE

Chance Lee, Assistant Professor, Staley School of Leadership Studies, Kansas State University

Andrew Wefald, Associate Professor, Staley School of Leadership Studies, Kansas State University

How do university educators measure the self-awareness of students in a senior capstone course within a leadership minor? We invite you to join us in discussion as we share the results of a qualitative analysis of over 100 questionnaires of graduating seniors. This roundtable will provide the time and space for collaborative thinking on teaching and learning leadership — specifically the self-awareness needed for authentic leadership.

28. Exploring Points of Intersection: Action Research and Evaluation in the Teaching of Leadership

LE DP

Linnea Rademaker, Professor, School of Educational Leadership, Abilene Christian University

Elena Yu Polush, Evaluator, Data, Assessment and Evaluation, Des Moines Public Schools

We invite our colleagues to reflect on challenges related to educating future generations of leaders to become scholar-practitioners through leadership education and intensive work in research methods. The dialogue will be framed within an integrated view, exploring the potentials of a melding of action research and evaluation to nurture leaders who value process and engage in decision making to facilitate change in particular contexts. We will discuss how others have experienced teaching research and potential challenges encountered in supporting novice researchers through their journey into research that often brings cognitive dissonance.

29. Gamification as Pedagogy: A New Perspective for Leadership Education

LE ED

Ramiro de la Rosa, Associate Director, Leadership Studies, University of Texas Rio Grande Valley

Recent scholarly findings indicate that the use of gamification in education can promote learning and deepen student understanding by supporting diverse learning styles through the inclusion of principles of good design. Utilizing research-based publications, the presenter developed a gamification as pedagogy framework for designing online leadership courses. Using the framework, educators can create a course that is either high or low in both pedagogy and technology. Attendees will examine and discuss gamified elements and gamification as a promising new pedagogy for online leadership courses.

30. Building a Competency-Based Online Training and Badging Library for Students: The Experiment of Charlie Life & Leadership Academy

LE

Bruce Jackson, Director, C. Charles Jackson Foundation

Learn about the conception, development, and production of a new open-source and fee-based course and badging system for students. The discussion will explore the pros and cons of this online resource and strategies for its use (within formal leadership programs as well as individual use), plus scholarship, authorship, and leadership involvement opportunities. Share your feedback on how this resource can evolve to serve the greater needs of the student leadership development community.

31. Is the Modern Cult of Celebrity Influencing How Students Learn and Practice Leadership?

LE ED

Sean M. Heuvel, Assistant Professor, Leadership and American Studies, Christopher Newport University

In the age of reality television and social media, our culture has been inundated by celebrities who have arguably reached semi-divine status in our collective consciousness. This presents a potentially dangerous situation, as younger generations view these individuals as leaders simply because they are celebrities. This roundtable will open discussion of how this cult of celebrity is influencing the way students learn and practice leadership. Moreover, participants will explore possible strategies that leadership educators can use to engage this phenomenon.

LE

32. Leading in the Moment: Emotional Intelligence and Ethical Leadership

David Sippio, Student, Organizational Leadership, The Chicago School of Professional Psychology

In this emerging area of research, the presenter will make direct connections between emotional intelligence and ethical leadership, specifically, how each factor can be used to create ethical environments that build trust between leaders and followers. Attendees will discuss emotional intelligence as a way to avoid unethical decision making by leaders that, in turn, creates unethical organizational climates and the breakdown of trust between leaders and followers.

LE
PE

33. Promoting Tolerance and Social Acceptance: Ideas for Peace Education Leadership Development

Katherine Temple, Director, Brilliant Minds Educational Programs, University of Phoenix

Christine E. Cooper, Adjunct Faculty, PhD in Global Leadership, Indiana Tech

This roundtable will examine multiple methods for peace education and discuss how to transform educators into international change agents. The discussion will consider leadership development ideas, approaches, strategies, and activities for teaching peace, tolerance, and acceptance. The intention is to develop resources that can be used and shared with the ILA community as a mission towards promoting world peace.

LE
AL

34. Exploring Renaissance Insights for the 21st Century

Michael R. Carey, Associate Professor, Organizational Leadership, Gonzaga University

Dung Q. Tran, Assistant Professor, Leadership and Organizational Development, Cabrini University

John S. Caputo, Professor, Communication and Leadership Studies, Gonzaga University

Sandy Wade-Johnson, Senior OD Consultant & Program Director, Leadership Institute, HCA & PhD Candidate, Leadership Studies, Gonzaga

For fifteen years, graduate and doctoral students in leadership at an American university have traveled to Florence, Italy to better understand contemporary leadership by examining the dynamics of the Italian Renaissance. How does considering the progress, peace, and prosperity in 14th-16th century Italy provide insights into contemporary leadership issues worldwide? How does exploring the lives of artists, their patrons, and the tyrants and citizens of Italian city-states 500 years ago provide clarity into our own communities and organizations? How do graduate and doctoral students benefit from studying these ideas and issues in Italy where they occurred?

LE

35. Roles and Goals: Sustainable Development Goals in the Leadership Classroom

Natalie J. Coers, Program Coordinator, College of Agricultural and Life Sciences, University of Florida

Andrew Henck, Director, Career Center, Azusa Pacific University (Co-Author)

Ambitious, global goals need practical, local strategies to reach their envisioned benchmarks. Join this roundtable to discuss the role leadership educators have in bringing awareness and action to the United Nations Sustainable Development Goals (SDGs) through service learning and intercultural competence development. Ideas for classroom incorporation of the SDGs will be generated and shared through our discussion time.

LE

36. Teaching Leadership Skills Through Service Learning and Community Engagement Projects

Kimberly A. Carlson, Assistant Professor of Practice & Director of Business Leadership Center, Management, Virginia Tech

Universities are strongly emphasizing experiential learning throughout the undergraduate curriculum. While leadership is a natural fit with some field study experiences, some faculty struggle with knowing how to incorporate service-learning projects in a traditional leadership course. This discussion will explore the challenges and opportunities, and the ways to articulate how leadership skills can be developed within service learning projects.

LE
DP

37. The Challenges of Doctoral Teaching Through Technology: Ideas and Possibilities

Stuart Allen, Professor, Organizational Leadership, Robert Morris University

Ronald E. Riggio, Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College

Many graduate and doctoral leadership programs rely on technology to deliver courses, either partly (hybrid) or completely (fully online). Online delivery provides numerous benefits to professional students, including flexible schedules, reduced travel, and centralized access to learning content and tools. Technology-mediated learning also has benefits for students' leadership development, preparing them to lead in distributed and virtual settings. As online learning in graduate and doctoral program matures, new possibilities emerge for enhancing leadership development and education. This roundtable will facilitate conversations between interested faculty and students regarding the possibilities of online learning for innovative teaching and learning about leadership.

LE

38. Thinking Out Loud: Critical Thinking in Groups

Cameron Ann Daly, Student, Christopher Newport University

Margaret D. Byers, Student, Leadership and American Studies, Christopher Newport University

Dialogue contributes to creative ideas as it imposes a rhythm of iterations, of back and forth, building a culture of interdependence. Often, however, students bring an Implicit Dialogue Theory to the class, which they must quickly revise. This roundtable will introduce an innovative elective for a postsecondary leadership minor on the principles, dynamics, and utility of dialogue as a group process in which students gradually assume responsibility for designing sessions and exams by practicing what they learn about collective decision-making.

LE

39. Tiger Leaders: A Grassroots Leadership Development Program for Faculty

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

Many faculty development programs fall short of imparting important leadership capacities necessary to live the values associated with shared leadership (and shared governance). This roundtable will share research-based best practices on faculty leadership development programs. Moreover, we will discuss insights from our experience coordinating a year-long, cohort-based faculty leadership development program.

LE WL

40. What Does It Take for Women Faculty Leaders to Successfully Navigate Multiple Professional and Personal Roles?

Kathy Bishop, Associate Professor, School of Leadership Studies, Royal Roads University

Wendy E. Rowe, Professor & Program Head, MA Global Leadership, School of Leadership Studies, Royal Roads University

In most organizations, professional women navigate multiple roles to fulfill work goals, personal professional goals, and meet the needs of family. This situation becomes increasingly complex for women faculty in midlevel academic administrative roles, who often have a greater number of responsibilities than positional authority. This roundtable will share success narratives of faculty women in academic administration roles and identify key factors that permit them to navigate the multiple roles of academic administration while also teaching, doing research, providing community service, and meeting personal roles (e.g. mother, caregiver) in an authentic way.

LE

41. Empathy, Authenticity, and Human Flourishing: Insights From Counseling and Neuroscience

Olga Dietlin, Associate Professor of Counseling, School of Education and Behavioral Studies, Palm Beach Atlantic University

Steven Vensel, Assistant Professor of Counseling, School of Education and Behavioral Studies, Palm Beach Atlantic University

From infancy through late adulthood, people flourish most in the context of genuine and caring relationships. This session will explore why it is true from the neurobiological perspective. The presenters will share interdisciplinary research illuminating what happens inside our brain during an empathetic encounter, why early attachments profoundly affect neural development, and how supportive and secure relationships continue to influence our neurobiology. Roundtable participants will discuss applications for leadership education drawn from counseling and neuroscience.

LE ED

42. Genius as a Form of Diversity: Leadership Education for Marginalized Highly Gifted Adults

Sayuri D. Hanna, CEO, ThinkingLotus

Robert Hanna, Executive Staff, Lead for Training and Employee Development, Engineering and Science Directorate - JPL, NASA

Today's opportunities for inviting diverse, previously marginalized voices into authentic leadership roles are unprecedented and exciting. However, research on leadership education for the world's millions of bright, highly intellectually gifted adults is nonexistent. This research gap is surprising and especially detrimental for gender, ethnic, religious, and other contextual minorities, who often fail to be identified as intellectually gifted individuals by school systems. These individuals may face unique authenticity and leadership marginalization issues as adults. Come discuss practical adult leadership education/mentoring principles for practitioners and possible collaborative research areas concerning this globally overlooked, underserved, high leadership potential population.

LE ED

43. What Is the Future of Leadership Programs in Higher Education?

Jennifer Batchelder, Higher Education Doctoral Student, Leadership Learning Research Center, Center for Leadership & Social Change, Florida State University

With a successful research report on Academic Leadership Programs in the United States gaining attention, Florida State University is partnering with ILA and seeking insight on the information leadership educators need to further their curricular and co-curricular leadership programs. Contribute to the conversation. You tell us the questions and we will do the research!

LEADERSHIP SCHOLARSHIP

44. Examining Authentic Leadership Through the Lens of Culture

LS FW

Marta D. Bennett, Associate Professor, Leadership Studies, International Leadership University
Artem Kliuchnikov, President, Analytical Center for Leadership Research and Development
Michael Linville, Associate Professor, Indiana Wesleyan University

This roundtable discussion will be based on the facilitators' original research examining and comparing authentic leadership theory and practice in the countries of Kenya, Ukraine, and the United States. Together with the researchers, participants will consider how four key components of authentic leadership (self-awareness, internalized moral perspective, balanced processing, and relational transparency) are interpreted within and between different cultural contextual settings. How are each of these four components understood within different cultures? What do they actually mean and look like? To what degree are they important for credible, authentic leadership, as perceived by followers?

45. Faculty Perceptions of the Essential Elements of Leadership Across Gender and Generation Spectrums

LS ED

Seth Kastle, Assistant Professor, Leadership Studies, Fort Hays State University

With as many as four generations in the workforce, all with different needs and expectations as they relate to workplace motivation, organizational behavior, and leadership effectiveness, perhaps a translation guide should be developed to promote leadership effectiveness across generations. This roundtable will discuss this question and the findings of a study revealing that faculty members at a Midwestern state university perceived the essential elements of leadership in a comparable way, and that generation and gender played only a minimal role in faculty perceptions of the essential elements of leadership.

46. Food Leadership From Seed to Table

LS SL

Catherine Etmanski, Professor & Director, School of Leadership Studies, Royal Roads University

Food. So much more than a human necessity, food is an entry point into many topics: culture, health, business, ecology, politics, land use, global trade, traditional ecological knowledge, agriculture, and much more. Some have argued that food connects all of the United Nations Sustainable Development Goals. From seed to table, the policies and practices related to all aspects of the food cycle create rich sites for learning and multiple opportunities for leadership. Drawing from recent publications, this roundtable conversation invites people from all backgrounds to share their experiences, contribute their knowledge, and join the emerging conversation around food leadership.

47. Pink Hats, #MeToo, Black Lives Matter: Inclusive Leadership, Social Movements, and Sustainability

LS SL

Dorothy E. Agger-Gupta, Professor, School of Leadership Studies, Fielding Graduate University
Niels Agger-Gupta, Associate Professor, School of Leadership Studies, Royal Roads University

From Martin Luther in 1517 to 2018's Black Lives Matter, the Pink Hat movement, and #MeToo, protest movements have challenged dominant power structures. Today's turbulent and polarizing times escalate the forces of both power and protest. Pervasive social media, destructive technologies, and ecological and economic crises create fertile ground for their growth. What can leadership for social movements learn from initiatives for sustainability that stress the importance of the creation of platforms for diverse stakeholders that coalesce around shared values?

48. Publishing Opportunities in a New Section (Leadership Perspectives) of the *Journal of Leadership Studies*

LS

Mark R. Ludorf, Professor, Psychology, Stephen F. Austin State University
Erik Bean, Associate University Research Chair, Center for Leadership & Educational Research, University of Phoenix

The *Journal of Leadership Studies* (JLS - Wiley) editors will lead an interactive discussion sharing how the journal is providing publishing opportunities for leadership research. The journal has recently added a new section to expand publishing opportunities. The Leadership Perspectives (LP) section was added to offer a venue for innovative articles designed to explore leadership immediacy, theory, and practice. Join JLS editors as they discuss publishing opportunities in the Leadership Perspectives (LP) section as well as the other sections of the journal.

LS

49. Relationship Between Kelley's Followership Styles and the Big Five Personality Types + Follo

Donald R. Kudek, Assistant Professor, Business, Wisconsin Lutheran College

Robert Kelley, a pioneer in the study of followership, stated: "Followership dominates our lives and organizations, but not our thinking, because our preoccupation with leadership keeps us from considering the nature and the importance of the follower." The discussion will focus on a 2018 online study of 238 full-time employees completed to determine the association between an individual's followership characteristics as defined by Kelley's Followership Questionnaire and one's personality based on the Big Five Personality Traits. Results of the study will be shared and will form the basis for discussion.

LS
SL

50. The Intersection of Leadership Studies and Family Communication Theory

Zachary Carl Wooten, PhD Student, Leadership Studies, Alvernia University

Leadership and family communication hold immense overlap. However, scholars have yet to adequately explore the theoretical, conceptual, and pedagogical intersections. This roundtable discussion will explore the intersectionality of leadership studies and family communication theory as a basis for leadership scholarship. 1) How does the concept or experience of "family" function as a context for leadership development? 2) How is the study of family communication helpful for scholars of leadership? The facilitator will include hypothetical cases to inform discussion.

PUBLIC LEADERSHIP

PL

51. Advancing Community Leadership Development Through Place-Based and Collective Leadership Frameworks

Ryan M. Patterson, Assistant Director, Leadership and Service Center, University of South Carolina

Lori E. Kniffin, Assistant Director, Institute for Community and Economic Engagement & Ph.D. Student, Cultural Foundations of Education University of North Carolina at Greensboro

This discussion explores the gap between current community leadership programs (CLPs) and aspirations for community leadership development. Current CLPs cater to dominant groups (e.g., males, Whites, executives), while a diversity of informal leaders seek legitimacy for addressing complex societal issues. The participants will engage in questions to further diagnose this gap and explore the work needed to move community leadership development toward place-based and collective leadership frameworks. Additionally, participants will consider how topics such as authentic leadership may hold different meanings for dominant and marginalized groups, and its implication for community leadership development opportunities.

PL

52. An Exploration Into a Process and a Form of Leadership: Cross-Sector Collaboration and Integrative Leadership

Harvell Lamont Howard, Lead Consultant, Essential Solutions, Inc.

Rhonda Lea McClellan, Director & Professor, Leadership Studies, University of Central Arkansas

Cross-sector collaboration (CSC) represents a new process of leadership while integrative leadership (IL) is a requisite new, collective form of leadership. IL is present within CSC when individuals and groups within the collaborative understand when to provide their resources and knowledge and when to defer to others. Although scholars understand CSC and IL, there is no definitive understanding of the dimensions of CSC or the attributes of IL, making them difficult to investigate. This roundtable will explore what is known about CSC and IL and how one might begin constructing these descriptions for informed investigations.

PL
AL

53. Authentic Leadership and the Arts for Social Change From the Bottom Up

Susan Erenrich, Professor, American University

Jon Wergin, Professor, Leadership and Change, Antioch University

Randal J. Thompson, President & CEO, Dream Connect Global

Anu M. Mitra, Professor, PhD in Interdisciplinary Studies Program, Union Institute & University

Please join a number of authors from the ILA Building Leadership Bridges volume on Grassroots Leadership & the Arts for Social Change for a lively discussion on authentic, horizontal, collective, collaborative models of leadership that have contributed to real transformational social change from around the globe.

PL

54. Eldership: Leadership in the Second Half of Life

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

Becoming an elder has lost most of its meaning in our culture. Yet eldership presents the promise of wise leadership for the greater good. Many key thought leaders, from psychologist Carl Jung to contemporary theologian Richard Rohr, have pointed toward the two halves of life and their corresponding tasks and gifts. Only those in the second half of life can bring the necessary wisdom of a true elder and mature leader. This roundtable will explore the potentially transformative nature of aging and becoming an elder on the development of wise leadership.

PL

55. Institutional Response to Campus Controversy: The Influence of Authentic Leadership

Gloria Oikelome, PhD Student, Academic Affairs, Eastern University
Amir St. Clair, Executive Director, Wackerlin Center, Aurora University

Can authentic leadership be practiced when colleges and universities are faced with controversial speakers? The contemporary landscape of higher education is under enormous pressure as institutions are publicly confronted with requests for provocative campus presenters, forcing campus leaders to wrestle with emotionally-charged social, political, and cultural forces. Using various case studies to guide discussion, this roundtable session will present attendees with an interactive opportunity to examine how principles of authentic leadership can be applied to contentious, divisive situations on college campuses where multiple layers of constituent values must genuinely be considered by campus leaders.

PL
WL

56. Using Kotter's Eight-Stages to Make Change When Black Women Report Workplace Harassment

Yvelle Lee, Senior Project Management, Project Management Office, Orlando Health
Ta Karra N. Jones, PhD Candidate, Organizational Leadership, The Chicago School of Professional Psychology (Co-Author)

Historically in the United States, African slave women were abused and tortured (Crenshaw, 1989; Davis, 1981). Currently, professional Black women report assaults and broken boundaries to leaders, but their claims are ignored or rationalized, (Bell, 2004; Wang, 2017) as was the cases of Anita Hill and Lupita Nyong'o. Devaluation of reported workplace harassment affects Black women's ability to commit to career advancement or produces poor engagement while participating in programs (Schulz & Enslin, 2014). This session will explore Kotter's (1996) eight-stage process, addressing workplace harassment in organizational culture to affect experiential change when Black women report harassment at work.

YOUTH LEADERSHIP

YL

57. Training the Practitioner Developing Youth Leaders: Processes, Strategies, and Lessons Learned

CiCi Ann Nunez, Assistant Director, Center for Adolescent Resiliency, United Future Leaders, Texas Tech University
Paulina Velez-Gomez, Assistant Director of Research, Center for Adolescent Resiliency, Texas Tech University (Co-Author)
Gloria Gonzales, Unit Associate Director, Center for Adolescent Resiliency, Texas Tech University (Co-Author)
Sara L. Dodd, Director, Center for Adolescent Resiliency, Texas Tech University (Co-Author)

The importance of positive out-of-school developmental experiences in adolescence is well understood, particularly those experiences that focus on developing youth capacity for leading self and serving others. Even though youth programs are well-researched, the importance of training practitioners tends to be over-looked. Many practitioners come to the field with energy and good intentions but little training or knowledge. This roundtable will open a conversation on the challenges, learned experiences, and recommendations for those training youth practitioners implementing youth leadership programs. We will discuss our experiences in the context of "United Future Leaders," an after-school leadership program for fifth and sixth-graders.

ILA MEMBER COMMUNITIES

Stop by one or more of these roundtables hosted by ILA Member Community leaders! ILA Board members will also host a table for those with questions about board service or who wish to make suggestions.

58. Leadership Development: Past, Present, and Future

Reneé R. Green, Executive Coach & Program Chair, School of Business, University of Phoenix
Janice L. Cardwell, Vice President and Director, Detroit Campus, University of Phoenix

People join member interest groups for various reasons and the Leadership Development Member Interest Group (LD-MIG) wants to learn more about your needs. Come share your ideas about potential future activities and approaches to support the work of leadership development professionals. Learn about and provide feedback about the LD-MIG executive committee's plans for doing great things for the community, your career, and the industry.

59. The Peace Leadership Affinity Group: Bridging Theory, Knowledge, and Practice

Ann Dinan, Head of Global Operations, Leadership Education, Deeper Leadership Institute
Whitney McIntyre Miller, Assistant Professor, Leadership Studies, Chapman University
Amanuel Melles, Principal, Aman Consulting

What are your needs and challenges as a person fostering peace leadership? How can we collectively advance the field and create greater opportunities for engagement and collaboration among members of the Peace Leadership Affinity Group? Will you share your favorite and recommended resources? Hosted by experienced peace affinity group facilitators, the aim of this roundtable is to foster interconnectedness and collaboration amongst individuals from all sectors who are interested in peace leadership.

60. Sustainability Leadership: Opportunities to Contribute to and Shape This Member Community

Rian J. Satterwhite, Director, Service Learning & Leadership, University of Nevada, Las Vegas
Kathleen E. Allen, President, Allen and Associates

Come connect with others interested in sustainability leadership, share your interests, and hear about the plans of the Sustainability Leadership Learning Community. Learn about volunteer opportunities for the new executive committee, online community, and the other activities.

61. Women as Authentic Leaders

Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University
Denise Thomson, Executive Coach & Consultant, DeWitt-Thomson, LLC

One of the priorities of the ILA Women and Leadership Affinity Group (WLAG) is to provide a forum for networking, exchanging ideas, and mentoring. In this interactive roundtable discussion, join members of the WLAG Executive Leadership Team to examine the conference lens of "leadership for what" as it relates to women. Contribute to conversations about the roles-within-roles of all women. Explore how WLAG membership supports the development of women as authentic leaders and change-makers. Learn about a scholarship publication opportunity aligned with our next Women and Leadership Conference (the call for proposals closes 15 November), scheduled June 2019.

62. The Power Belongs to Us

Shanita Baraka Akintonde, Professor, Communication, Columbia College Chicago

This Youth Leadership Member Interest Group roundtable will expand on the experience of the ILA conference held in South Africa in May 2018. Participants will explore that conference's theme, Next Generation Leadership, by practicing UBUNTU, a deep dive into the collective energy and wisdom of ILA educators, scholars, and practitioners who elect to participate in a discussion regarding best practices for engaging youth leaders across the globe, particularly across the African diaspora.

63. CEO Activism: Ethical Behavior or Suppression of Voice?

William C. Minner, Co-founder, Relations Management Group
Walter R. Baehrend, Senior Manager, Wireless Services, Nokia
Craig E. Johnson, Professor Emeritus, Leadership Studies, George Fox University

This roundtable, hosted by the Ethics Forum Learning Community, will allow participants to choose from several ethical discussion topics based on recent events in CEO activism. There will be an open table discussion of the different points of view and the appropriateness, or not, of corporate decisions involving political discourse and individual rights. Is this ethical activism or suppression?

64. Further Aligning Academic Research and Practical Implementation in Public Leadership

Russell Robinson, Director, Organizational Development & Leadership, Federal Occupational Health, United States Department of Health and Human Services

Elżbieta Jabłońska, CEO, ARDITO Consulting

Ariel L. Kaufman, Outreach Specialist, University Health Services University of Wisconsin-Madison

Part of the challenge with academic research is that sometimes it is not easily applied in a practical setting and sometimes research is just for the sake of research. The goal of this Public Leadership Member Interest Group roundtable is to suggest ideas that researchers can study and public leadership stakeholders can practically implement.

65. The Relevance of the Arts in Leadership Formation and Development

Cheryl Heykoop, Assistant Professor, School of Leadership Studies, Royal Roads University

The formation and development of leaders can be deepened through the incorporation and application of the arts in its many forms — music, dance, theater, etc. This Arts and Leadership Learning Community roundtable will explore the relevance of the arts on leadership and offer an opportunity to discuss the myriad influences offered by the arts.

66. Followership: A Collaborative Perspective

Angela N. Spranger, Lecturer, Luter School of Business, Christopher Newport University

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

Followership is increasingly recognized as a critical consideration in interpersonal effectiveness and in fostering a positive leadership dynamic. For many years, the ILA has hosted the Followership Learning Community. This roundtable will provide an opportunity for participants to engage in critical discussions of followership with other researchers, practitioners, students, and novices. We will also highlight key followership activities and a global conference happening in the next year.

67. To Be or Not to Be? That Is the Question for the *Leadership and the Humanities* Journal

Megan Scribner, Program Coordinator, International Leadership Association

Patti Davis, Senior Publisher, North America, Emerald Group Publishing

The ILA affiliated journal, *Leadership and the Humanities*, is at a crossroads. Should we work to transplant it into more fertile grounds or should we let it fade away? Transplanting requires commitment from the association, the publishers involved, and from you - potential editors, authors, and readers. Please stop by this roundtable to weigh in on the future of the journal, discuss potential submissions, and, if you're able, to register your interest to serve as lead or associate editors.

68. In Search of the Courageous: Learn About Serving the ILA as a Board Member

Sean Creighton, President, Executive, SOCHE

Michael C. Hardy, Professor & Executive Director, Centre for Trust, Peace and Social Relations, Coventry University

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

Éliane Ubalijoro, Executive Director, C.L.E.A.R. International Development; Professor of Practice, Institute for the Study of International Development, McGill University

The ILA is at a key point in its development. We are looking to expand our networks, fundraising, and global reach, and be more ambitious in service to our members and to leadership generally. The role of board members is critical as we move into this bright future. We're particularly looking for diverse, energized, and courageous leadership. Hosted by the ILA Board Development Committee, this roundtable will highlight the criteria, responsibilities, expectations, and opportunities of board service. Come and discuss ILA's goals, bring your questions and suggestions for ILA's future, and learn about ways to be more involved in the board or its committees.

FRIDAY IN DEPTH

Space permitting, all events are open to all conference participants, unless otherwise indicated as a ticketed event. All events take place at the Palm Beach County Convention Center (PBCCC) unless otherwise noted.

FRIDAY 26 OCTOBER		
6:00 – 17:00	**The Silent Space Room** Bring your own mat or cushion and recenter yourself. Honor the space by remaining silent as you engage in your personal practice of meditation, reflection, prayer, yoga, etc.	Hilton West Palm Beach - Sapodilla
CHECK-IN AND MORNING COFFEE BREAK		
8:00 – 19:30	**ILA Check-in & Help Desk**	PBCCC – Exhibit Hall A Registration
8:00 – 18:45	**ILA Volunteer Office**	PBCCC – Show Manager A
8:00 – 8:45	**Coffee Break With Refreshments in Exhibit Hall** Coffee, tea, juices and assorted refreshments including yogurt and muffins.	PBCCC – Exhibit Hall A
MEMBER COMMUNITY BUSINESS & ENGAGEMENT MEETINGS Details on p. 24		
8:00 – 8:45	**Business Leadership** Member Interest Group	PBCCC – 1A
8:00 – 8:45	**Leadership Development** Member Interest Group	PBCCC – 1C
8:00 – 8:45	**Peace Leadership** Affinity Group	PBCCC – 1D
8:00 – 8:45	**Philosophy, Religion, and Worldviews** Learning Community	PBCCC – 1B
8:00 – 8:45	**Public Leadership** Member Interest Group	PBCCC – 1E
MORNING PLENARY, SESSIONS, EXHIBITS, & REFRESHMENTS		
8:00 – 19:30	**Exhibit Hall Open**	PBCCC – Exhibit Hall A
9:00 – 10:15	**Friday Plenary** Details on pp. 14-15 ***ILA: Creating a Better Future*** **Cynthia Cherrey,** ILA President & CEO ***ILA Lifetime Achievement Award Presentation*** **Joanne B. Ciulla,** Professor of Leadership Ethics & Academic Director of the Institute for Ethical Leadership, Rutgers University Business School ***Kenneth E. Clark Student Research Award*** **Presented to Min-Kyu Joo,** Doctoral Candidate, Management, University of Houston, by **Jennifer Martineau,** Center for Creative Leadership ***Fredric M. Jablin Doctoral Dissertation Award*** **Presented to Nicole Capriel Ferry,** Assistant Professor & Associate Program Director, School of Applied Leadership, City University of Seattle, by **Thad M. Williamson,** Jepson School of Leadership Studies ***Authentic Leadership: From Crises to Peace*** **Caroline Kisia,** Executive Director, Action Africa Help International (AAH-I)	PBCCC – Grand Ballroom
10:15 – 10:30	**Coffee and Beverage Break** Grab a coffee or tea and make your way to Concurrent Session Four by 10:30. Have a great morning!	PBCCC – Grand Ballroom Prefunction
10:30 – 11:45	**Concurrent Session Four** Details on pp. 93-101	PBCCC – Various Locations
12:00 – 13:00	**Concurrent Session Five** Details on pp. 103-112	PBCCC – Various Locations

FRIDAY IN DEPTH

LUNCH		
13:00 – 14:30	**Luncheon Concession Stand** Hot dogs, cold and hot sandwiches, salads, and assorted beverages will be sold.	PBCCC - Exhibit Hall A
13:15 – 14:30	**Lunch on Your Own**	
13:15 – 14:30	**9th Annual Women and Leadership Affinity Group Networking Luncheon** (Ticketed Event) Details on p. 27 *Event Sponsor: Magnetrol International, Inc.*	PBCCC – Grand Ballroom Prefunction Foyer
13:15 – 14:30	**Sustainability Leadership Learning Community Luncheon** (Ticketed Events) Details on p. 27 *Event Sponsor: TELFER School of Management, uOttawa*	PBCCC – 2B
AFTERNOON SESSIONS		
14:45 – 15:45	**Concurrent Session Six** Details on pp. 113-121	PBCCC – Various Locations
16:00 – 17:30	**Concurrent Session Seven** Details on pp. 123-132	PBCCC – Various Locations

EVENING EXTRAVAGANZA

Enjoy a taste of West Palm Beach with local artisan cheeses, meats, and crudité paired with wine, beer, and soda (open bar 18:15 – 19:15) all while exploring the hosted poster session, talking with Lifetime Achievement award winners and keynote speakers, and meeting your favorite leadership authors at the author meet and greet.

18:00 – 19:30	**Meet the Authors Reception** Details on pp. 142-143 *Event Sponsor: MacArthur School of Leadership, Palm Beach Atlantic University*	PBCCC – Exhibit Hall A
18:00 – 19:30	**Lifetime Achievement Awardee and Keynote Meet & Greet** Stop by and say hello to keynote speaker Donna Ladkin and congratulate award recipients Joanne B. Ciulla and Keith Grint in person on their achievement!	PBCCC – Exhibit Hall A
18:00 – 19:30	**Hosted Poster Session** Details on pp. 133-141	PBCCC – Exhibit Hall A
STUDENT CASE COMPETITION FINALS		
18:30 – 19:45	**12th Annual Student Case Competition Final Presentations – Graduate Division** Details on p. 36	PBCCC – 1H
18:30 – 19:45	**12th Annual Student Case Competition Final Presentations – Undergraduate Division** Details on p. 37	PBCCC – 1J
SPECIAL EVENT		
20:00 – 21:30	**An Orchestral Performance** (Ticketed Event – Includes Dessert & Beverage Buffet)	PBCCC – Grand Ballroom Prefunction

20TH ila International Leadership Association ANNIVERSARY

Center for Creative Leadership®

2018 WINNER KENNETH E. CLARK STUDENT RESEARCH AWARD

Min-Kyu Joo

Doctoral Candidate, Management, University of Houston

Congratulations to Min-Kyu Joo on his award-winning paper, "Strategic Leadership of Female Middle Managers: How Do Female Middle Managers Benefit the Bottom Line?" Learn more by attending his session on Friday with commentary from Jennifer Martineau, Senior Vice President for Research, Evaluation, and Societal Advancement at the Center for Creative Leadership.

Strategic Leadership of Female Middle Managers: How Do Female Middle Managers Benefit the Bottom Line?

Friday 26 October | 14:45-15:45 | 1D

Research on women in leadership positions has largely focused on the strategic leadership level, showing that increased female representation can benefit organizational performance. However, the effects of female middle management on organizational performance have been largely neglected. The current study addresses how female representation in middle management predicts organizational profitability, via the improvement of High Performance Work System (HPWS). By analyzing the multi-wave (2009, 2011, and 2013) Workplace Panel Survey (WPS) data collected from 1,248 organizations in South Korea, we found that a larger proportion of female middle managers translated into a higher level of organizational profitability, due to HPWS improvement. However, this female middle management advantage appeared only in the presence of a high level of gender diversity of subordinates.

The ILA is pleased to partner with the Center for Creative Leadership (CCL) on the Kenneth E. Clark Student Research Award. CCL is a top-ranked, global provider of executive education. Founded in 1970 as a nonprofit, CCL helps clients around the world to cultivate creative leadership — the capacity to achieve more than imagined by thinking and acting beyond boundaries. The award is named in honor of the distinguished scholar and former Chief Executive Officer of CCL and recognizes unpublished student papers on leadership or leadership development. Recipients are honored during a conference plenary and invited to give a talk on their work at ILA's global conference. The Call for Submissions to the 2019 Kenneth E. Clark award will be available in early 2019.

20TH ila International Leadership Association ANNIVERSARY

UNIVERSITY OF RICHMOND JEPSON School of Leadership Studies™

2018 WINNER FREDRIC M. JABLIN DOCTORAL DISSERTATION AWARD

Nicole Capriel Ferry

Assistant Professor & Associate Program Director, School of Applied Leadership, City University of Seattle

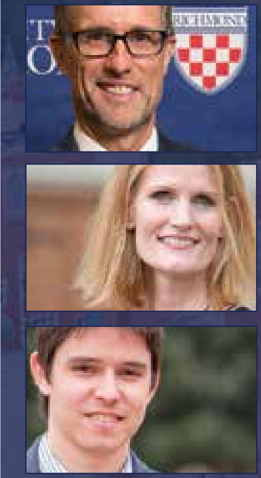
Congratulations to Nicole Capriel Ferry on her award-winning dissertation, "There's a Leader in You! A Critical Mapping of Leadership Discourse in the American University." Learn more by attending her session on Friday with commentary from Thad M. Williamson, an Associate Professor at the Jepson School of Leadership Studies at the University of Richmond. Capriel Ferry's dissertation was written for a Ph.D. earned in 2018 from the Department of Teaching and Learning at Washington State University

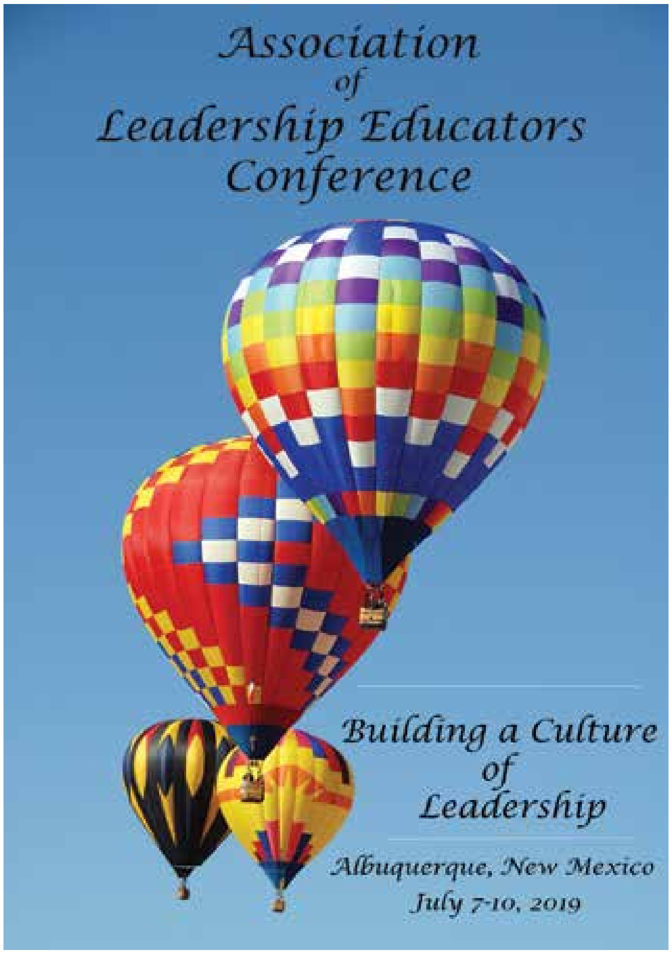
There's a Leader in You! A Critical Mapping of Leadership Discourse in the American University

FRIDAY 26 OCTOBER | 12:00 TO 13:00 | 1B

Leadership development is a prominent focus of U.S. higher education in the 21st century. Overwhelmingly, contemporary theories of leadership suggest that everyone can be a leader given enough training and self-development, and leadership research has largely concentrated on identifying the specific traits or behaviors of leaders to improve leadership development efforts. In contrast, drawing on queer and feminist-poststructural scholarship, this qualitative dissertation provides a critical examination of the 'everyone-can-be-a-leader' model as an ostensibly inclusive approach and looks at how such meritocratic narratives may legitimate and normalize systemic inequality and inequities.

The ILA is pleased to partner with the Jepson School of Leadership Studies at the University of Richmond on the Fredric M. Jablin Doctoral Dissertation Award. This award is given annually to a scholar whose doctoral dissertation research, while on any topic and from any discipline, demonstrates substantial insights and implications for the study of leadership. The award was established to honor and celebrate the life of Dr. Fredric M. Jablin (1952-2004). Recipients are honored during a conference plenary and invited to give a talk on their work at ILA's global conference. The Call for Submissions to the 2019 Fredric M. Jablin Award will be available online in early 2019.





FRIDAY
26 OCTOBER | 10:30 - 11:45
CONCURRENT SESSION 4

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

TRACKS

BL	**Business Leadership**
LD	**Leadership Development**
LE	**Leadership Education**
LS	**Leadership Scholarship**
PL	**Public Leadership**
YL	**Youth Leadership**

THREADS

AL	**Arts & Leadership**
DP	**Doctoral Program Faculty & Leaders**
EF	**Ethics Forum**
FW	**Followership**
ED	**Leadership Education Deans, Directors, & Chairs**
PE	**Peace Leadership**
PW	**Philosophy, Religion, & Worldviews**
SL	**Sustainability Leadership**
WL	**Women & Leadership**

1A | Presentations | Business Leadership

BL

Wild at Heart and Sound of Mind: Leveraging the Art and Science of Love in Leadership

Chair: **Gus Gustafson,** Dean of Awaken University & Chief Learning Officer, Tuthill Corporation

BL

Waking the World: One Heart at a Time

Tom Carmazzi, Chief Aliveness Officer, Tuthill Corporation

Hear firsthand from the CAO of a 125+ year-old global manufacturing organization about their journey to become a conscious company whose primary purpose is to Wake the World. The company started out making bricks in 1892. Raw clay for the bricks was extracted from quarries using horses. As quarries got deeper and deeper, it became more stressful on the horses and they started dying. Then, Mr. Tuthill bought a pump... to replace the horses and save their hearts. That is why associates at Tuthill "think about the heart" as the original pump.

BL

Flourishing: Love and Coherence

Joanna Beth Tweedy, Professor, Western Governors University

Leadership that cultivates life in organizations and individuals encompasses flourishing. Two theories of flourishing, from different disciplinary perspectives, reveal a distillate root, one that is inspired in the arts and informed by the sciences: love. Love is at the heart of leadership approaches that promote flourishing. The brain activity stimulated by the love state offers a clinical pathway that can be leveraged to effect leadership that is focused on life. Leaders who understand and embrace these conditions are equipped to leverage them — offering a wellspring that leads to flourishing for the greater good.

BL

Brain Coherence and the Dignity of Interpersonal Exchange

Kevin Hall, Course Instructor, College of Health Professions, Western Governors University

While leaders who embrace the conditions for flourishing are equipped to leverage them, practices are necessary to help leaders live those conditions in their everyday lives and interactions, especially in the interpersonal exchanges that constitute their relationships with everyone from stakeholders to family members. If humanity is to endure, we must learn to allow our left-brain tendencies to cohere with the right-brain and we must understand the capacity and dignity inherent in human exchange. Put simply, to survive we'd better understand brain coherence and its connection to what drives our most meaningful interactions toward that state.

→

BL Love and Leadership

Joe Ricciardi, Vice President of Operations, Supply & Equipment Foodservice Alliance

Three elements of love — intimacy, passion, and commitment — have a strong positive correlation to leadership, with the element of intimacy serving as a quintessential factor. A recent study shows that leaders who demonstrate these characteristics of love are perceived as having a higher degree of leadership than those who do not demonstrate the characteristics. The presenter will share how these elements of love were applied in command philosophy in a U.S. battalion in Afghanistan charged with clearing roads of IEDs and how these elements are illustrated in others in civilian leadership roles.

1B | Presentations | Youth Leadership

YL From the Ground Up: An Exploration of Youth Leadership Development Models

Chair: **Shanita Baraka Akintonde,** Professor, Communication, Columbia College Chicago

YL Creating a Theoretically Grounded Model for Youth Leadership Development

Corey Seemiller, Associate Professor, Leadership Studies in Education and Organizations, Wright State University

From ethics to communication and self-awareness to teamwork, there are a vast number of leadership concepts from which to design a program or experience. For youth leadership educators, this becomes especially challenging given the limited selection of theoretically grounded models focused on youth leadership development to help narrow the list of concepts. This presentation is based on the findings from a study aimed to develop a comprehensive, theoretically grounded youth leadership development model. Both the model and study methodology along with implementation strategies will be shared with participants.

YL Tackling Tough Revision Challenges to a National Boy Scout Leadership Training

Rich Whitney, Associate Professor, Organizational Leadership, University of La Verne
Sam Aronson, Assistant Dean, Undergraduate Programs, Edmund A. Walsh School of Foreign Service, Georgetown University (Co-Author)
Bryson Schroeder, Owner, Trading Post Solutions (Co-Author)
Marty Opthoff, Boy Scouts of America (Co-Author)

The National Leadership Seminar (NLS) is a signature program of the Boy Scouts of America's National Honor Society. The program curricula and methods were written in the early 1990's. In 2017, a task force tackled the tough challenge of a major refresh of the program's theoretical underpinnings, structure, and delivery. We completed the revision in just 13 months. Topics in this session will include our attention to learning focused facilitation, attention to leadership theory, and contemporary practices in leadership development.

YL Leadership Challenge Experience: An Experiential Learning Process in Leadership Development for Youth

Kimberly E. Ingold, Career Development Coordinator, Anson County Schools

Simulations of real-life practical experiences, explorations of new avenues of skills, and opportunities to practice them in a safe environment, form key components of the Shelton Challenge curriculum. Experiential learning for youth leadership development programs encourage mistakes which in turn build skills in critical thinking, values, decision-making, and leadership. This presentation will share revealing findings of high school and college youth from an intensive youth leadership experience.

1C | Presentations | Leadership Scholarship

LS Leadership Participation and Readiness in Educational Settings

Chair: **Patricia H. Dyk,** Professor & Director of Graduate Studies, Community & Leadership Development, University of Kentucky

LS Positive Leadership: A Catalyst for Flourishing School Culture

Benjamin Kutsyuruba, Associate Professor, Faculty of Education, Queen's University
SL **Keith D. Walker,** Professor, Educational Administration, University of Saskatchewan
Sabre Cherkowski, Associate Professor, Faculty of Education, University of British Columbia (Co-Author)

Sustaining and fostering wellbeing has garnered attention in numerous organizational contexts, but there has been surprisingly minimal focus in educational settings. Our examination of flourishing in schools highlighted the need for deliberate focus on the role of school principals' positive leadership and its effect on thriving and wellbeing of others in schools.

LS

Leadership or Participation: How Do College Students Get Involved and What Are the Outcomes?

Nicole Alonso, Research Assistant, Psychology, University of Houston
Valerie I. Sessa, Professor, Psychology, Montclair State University
Jennifer Bragger, Professor, Psychology, Montclair State University (Co-Author)

Student learning in higher education occurs not only in the academic context, but also in the institutional (extracurriculars) and social (relationships) contexts. Participation in extracurriculars leads to student learning outcomes such as higher GPA, psychosocial development, and wellbeing. Studies suggest similar outcomes for students who take on leadership roles. While there is agreement that participation either as involvement or leadership benefits student learning, less research has focused on who chooses to participate and how they differ from those who choose to take on leadership roles. Nor has research compared the learning outcomes of students in these two categories.

LS

Leadership Developmental Readiness: Furthering Our Understanding of This Multidimensional Construct

Valerie I. Sessa, Professor, Psychology, Montclair State University
Quinn Knudsen, Graduate Student, Psychology, Montclair State University (Co-Author)
Jennifer Bragger, Professor, Psychology, Montclair State University (Co-Author)
Margaret Judith Toich, Graduate Assistant, Psychology, Montclair State University (Co-Author)

There is little consensus in the literature on what constitutes Leadership Developmental Readiness (LDR). Our research provides a model of the motivational components of LDR: a general readiness to learn (GRL), leader possible self (LPS), leadership self-efficacy(LSE), and motivation to lead (MTL). We tested our model using data from 328 freshmen from five universities involved in leadership development programs. The cluster analysis yielded two distinct groups of individuals: Mature and Emerging LDR. The Mature cluster was associated with higher GRL, LPS, LSE, and MTL. Having environmental support factors predicted higher motivational LDR.

LS

The Effect of Authentic Leadership on Group Cohesion and Work Engagement Within Small Groups

Jorge F. Salcedo, Professor of Organizational Leadership, Business Administration, Universidad de Monterrey
Astrid Garza, Professor, Faculty of Business, Universidad de Monterrey

Leadership very often occurs within small groups. Small groups are excellent places to increase authentic leadership behaviors. This quantitative study developed in Mexico analyzed and documented perceptions of 130 undergraduates and members of 56 small student organizations in order to measure their level of authenticity, their group cohesiveness, and their work engagement. This presentation will show evidence about the ways in which authentic leadership is an important enhancer and predictor of group cohesiveness and work engagement in the Mexican context.

1D | Workshop | Leadership Development

LD

Authenticity at a Distance: Leading Authentically in Virtual Work Settings

Elizabeth Schwab, Associate Department Chair, Business Psychology, The Chicago School of Professional Psychology

Leading authentically as a virtual leader has both similarities to and differences from doing so as a leader of a team that meets regularly face-to-face. This workshop will allow participants to identify and appreciate specific authentic leadership competencies for virtual leaders, practice those skills, and plan for their ongoing development.

1F | Panel Discussion | Public Leadership

PL
PE

Peace and Reconciliation Leadership in the 21st Century: The Role of Leaders and Followers

Chair: **Eric Schockman,** Chair & Associate Professor, Department of Leadership, Woodbury University
Amanda S. Wickramasinghe, President, Education and Leadership, Wickra Consulting
Whitney McIntyre Miller, Assistant Professor, Leadership Studies, Chapman University
Lisa Liberatore Maracine, PhD Student, Graduate School of Education & Psychology, Pepperdine University
Ira Chaleff, Author, *The Courageous Follower*
Aldo Boitano, Executive Director, Executive Development

Panelists will discuss the contemporary intellectual and pragmatic cutting-edge scholarship on the role leadership plays in global dialogues around peace and reconciliation. This interdisciplinary panel will examine the conditions and ethical, foundational basis for making peace, post-conflict situations around the world, and how and why reconciliation (forgiveness) can transpire. Panelists will present and draw together the theories and methods that examine the obstacles to the realization of these conditions for a more peaceful and just world order and invite discussion from the audience.

1H | Symposium | Public Leadership

P L Leadership and Criminal Justice: Strategies for Progress and Peace

Chair: **Michael Chikeleze,** Associate Professor of Leadership Studies, Xavier University

Commentator: **Iris DeLoach Johnson,** Program Director, Leadership Studies Doctoral Program, Louisiana State University Shreveport

Nearly 75% of Americans support improvements in the criminal justice system, and many have advanced suggestions to make these changes (Wheeler, 2018). In this symposium, you will learn from personnel (including a member of a county sheriff's HR staff, a state trooper, and a county deputy sheriff) who have dedicated their careers to improving law enforcement and criminal justice. They will share their thoughts, research, and findings on leadership approaches that have had a positive impact on various aspects of the criminal justice system in their respective law enforcement organizations, and the communities they serve.

P L Correctional Center Staff's Perception of Supervisors' Servant Leadership Behaviors and Job Satisfaction

Judy Griffin, Doctoral Student, Louisiana State University Shreveport

In this presentation, a human resource manager for a county sheriff's office will share information about the effect of servant leadership behaviors on support staff in a large corrections facility. She will focus on how servant leadership behaviors help to inspire motivation, increase employee morale, and contribute to overall job satisfaction of the support staff.

P L Leadership Education for Managers in State Police Agencies and Effect on Transformational Leadership Traits

Kevin Baxter, Student, Louisiana State University Shreveport

In this presentation a state trooper will highlight the effectiveness of two nationally (U.S.) recognized police management schools: Northwestern University's School of Police Staff and Command and the FBI National Academy. The discussion will share how the training supported mid-level police managers with transformational leadership traits.

P L Producing New Servant Leaders in Law Enforcement: Socialization Between Field Training Officers and Trainees

LaTienda Pierre-Davis, Doctoral Student, Louisiana State University Shreveport

In this presentation, a sheriff's deputy will share the impact of the socialization process during the repeated encounters apprentice officers (AOs) have with multiple field training officers (FTOs), who are potential servant leaders, before returning to the original FTO for evaluation of the development of servant leadership characteristics in the AO.

P L Coppell (Texas) Law Enforcement Leaders' Servant Leadership and Job Satisfaction of Officers

Jennifer J. Vigil, Graduate Assistant & EdD Student, Louisiana State University Shreveport

This presentation will share the intriguing journey of the Coppell Police Department from prior to the implementation of a servant leadership philosophy to the present day. The presenter will highlight the benefits realized when leaders are perceived as authentic and the resulting job satisfaction of line officers based upon their perceptions of their leaders as servant leaders.

1I | Symposium | Leadership Education

LE ED

Tensions With Personal Authenticity, Creativity, and Politics: Lessons From Higher Education and Employees Worldwide

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

We will present results from four empirical studies of leaders and employees from various industries and organizations. Two of the studies investigated problems regarding the intersection of personal authenticity and external, organizational constraints. The other two applied authentic leadership theory to explain severe problems faced by some organizations, including: budgetary constraints, demands for transparency, protesting constituents, and pressures to keep innovating. We integrated voices from university presidents, academic advisers from a premiere design institution, and employees around the globe. Presenters will discuss the value of using authentic leadership and authenticity frameworks to address pressing, relevant issues in organizations.

LE

Recounting and Forecasting the State of University Presidency Through an Authentic Leadership Lens

Crystal Miller, Director of Leadership Development, Office of the Chancellor, California State University
Joy C. Pillay, Adjunct Faculty, School of Business, Riverside Community College District (Co-Author)

Historically, university presidents have enjoyed long tenures. However, in recent years, we are seeing a more rapid turnover. With increasing budget constraints, higher demand for transparency, and fiery student protests, how does executive leadership respond? Prefaced with a brief historical landscape of authentic leadership theory, which will include its basic theoretical tenets and extant themes, this presentation will explore the narratives of eleven presidents through the lens of authentic leadership theory and address the future needs and gaps of leadership in higher education.

LE

Drawing Lines: Supporting Creative Expression While Honoring Limitations at an Urban Design Institution

Rebecca Aaron-Albanese, Academic & Career Advisor, Academic Advising and Career Development, The New School

Having an uninhibited sense of authentic self is practically a requirement at Parsons School of Design in New York City, one of the world's premiere design institutions. However, some students experience a dissonance between devotion to creative self-expression and the limitations of a university. Bringing artistic passion to the classroom can leave students feeling stifled and professors grasping for new methods of feedback. What do academic advisors do when students feel their authentic expression is limited by the university? Moreover, what strategies do academic advisors use to address the tension?

LE

Identifying, Enabling, and Inhibiting Conditions for Being Authentic at Work

Taylor Peyton, Assistant Professor of Leadership, School of Hospitality Administration, Boston University
Drea Zigarmi, Director of Research, The Ken Blanchard Companies (Co-Author)

It can be very difficult or even impossible for us to be authentic at work. As employees, we frequently find ourselves battling oppressive power structures, suffering from clashing values systems, and chasing seductive carrot-and-stick reward systems. Yet we still celebrate the ideal of being authentic and many of us long to bring more of our whole selves to work. This qualitative study of over 650 employees worldwide, synthesized over 7,000 unique data points to identify key workplace conditions that enable or inhibit people from being authentic with others. Learn which conditions matter most for expressing your true self at work.

LE

The Link Between Authentic Leadership and Positive and Malevolent Creative Behaviors

Aditya Simha, Associate Professor, Management, University of Wisconsin - Whitewater
Nima S. Salami, DBA Student, Management and Economics, Westcliff University
Joe Albert, Dean, School of Professional Studies, Gonzaga University (Co-Author)

This presentation will focus on exploring and presenting the impact of perceived authentic leadership on individuals' creative behavior in organizations. Presenters will share data collected and analyzed from individuals working in U.S. companies across a range of industries and will assess whether or not authentic leadership has a marked positive influence on benevolent creative behavior as well as a negative influence on malevolent creative behavior.

1J | Presentations | Leadership Development

LD

Leadership Development in Africa

Chair: **Janice L. Cardwell,** Vice President and Director, Detroit Campus, University of Phoenix

LD WL

Co-Constructing Leadership Practice With African Women Through Mutuality, Dialogue, and Positive Regard

Shelley A. Chapman, Consultant for Leadership Development, WGM Africa, World Gospel Mission
Patricia L. Ali, Graduate Student, Educational Leadership, Africa International University

The capture of the Chibok girls and the loss of approximately 7,500 lives in northeastern Nigeria because of terrorist activity in 2014 alone is enough to call for urgent attention. The fact that sub-Saharan African women face enormous challenges that hinder peace, progress, and prosperity cannot be overstated. These problems call for the kind of authentic leadership practice that can only be done in context and in relationship with others through mutuality, dialogue, and positive regard. A young Nigerian woman will describe her experience in co-constructing a leadership development program for African women in sub-Saharan Africa.

LD

Developing Nations Through Developing Leaders: Breaching International Borders to Raise Leaders of Tomorrow

Emma Marie Seguin, Student, Christopher Newport University
S. Lynn Shollen, Associate Professor, Leadership and American Studies, Christopher Newport University

This presentation will discuss the creation, delivery, and outcomes of a leadership development program aimed to address poverty alleviation and sustainable growth in an East African community. The program was designed to develop local community leaders by combining the skills and knowledge of volunteers with the culture of the local community. Emphasis will be placed on cultural-specific dimensions of leadership and cultural literacy of leadership educators, especially when applying, largely, Western leadership theories and strategies within developing nations. The necessity of moral integrity and popular involvement as key elements to community-level leadership development will also be discussed.

LD WL

A Narrative Inquiry Into Educational Experiences of Women in Taraba State, Nigeria

Patricia L. Ali, Graduate Student, Educational Leadership, Africa International University

For centuries, cultural practices of gender differentiation has dictated that girls in northeastern Nigeria not attend school, depriving women of the fundamental human rights of access to basic education and gender equality. What can be done to help them to achieve a new level of peace, progress, and prosperity? What sort of educational and authentic leadership practice could begin to address this adaptive challenge? This narrative study examined the lived experiences of women in Taraba State, rural northeastern Nigeria, many of whom live in oppression and despair.

LD

Complexity Leadership in Africa

Anthony A. Olalere, CEO, Sunrose Consulting

This study suggests complexity leadership as an alternative leadership approach to better answer the leadership challenges in Africa by adapting the complexity leadership approach of enabling leadership in other to handle unexpected outcomes in new ways and respond to changing environments

1K | Presentations | Leadership Education

LE EF

Developing Ethical and Authentic Leadership

Chair: **Emilio Iodice,** Director Emeritus & Professor of Leadership, John Felice Rome Center, Loyola University Chicago

Towards Ethical Maturity: Connecting Theory, Self-Awareness, and Practice in Ethics Courses

Cristina M. Wildermuth, Associate Professor, Leadership and Counseling, School of Education, Drake University
Linda G. Olson, Teaching Professor & Director, Pioneer Leadership Program, University of Denver

The presenters in this session teach graduate and undergraduate ethics courses at two different universities. Both courses utilize the Ethical Lens Inventory (Baird, 2005) as a means to help students connect theory and practice in ethical decision making. The presenters will share their lessons learned, offer course frameworks, case studies, activity descriptions, and invite participants to contribute their own best practices and ideas for teaching ethics.

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LE EF

Ethical Leadership in the Dallas Business Community

Martinella Dryburgh, Director, Posey Leadership Institute, Austin College

In an undergraduate experiential class, students gain first-hand knowledge on how organizational leaders promote and encourage ethical climates in their institutions. After studying organizational ethics in class, students conduct site visits at organizations that are competing for a local ethics award. Using the Corporate Ethical Virtues model as a foundation for their site visit, students use interview questions to determine the ethical climate of the companies they visit. By connecting their classroom ethics learning to real-world companies, students have the opportunity to see ethics working in different contexts and how each leader promotes an ethical climate in their organizations.

LE EF

Spirituality: The Missing Link Between Talking the Walk and Walking the Walk?

Eleftheria Egel, Independent Leadership Scholar and Management Consultant

How important is an individual's spirituality in determining how they perceive the ethicality of a situation? Spirituality refers to an individuals' drive to experience transcendence or a deeper meaning to life, through the way in which they live and work. It is a variable that may influence an individual to perceive an act as ethical or unethical (ethical cognition) and lead to ethical behavior. This presentation will explore how individuals who maintain a connection to the inner-self are more self-aware and other-centered and accordingly enact their values and principles.

LE EF

A Graduate Approach to a Personal Approach to Ethical Leadership

Rebecca J. Oldham, Medical Service Corps Officer, United States Army National Guard

This presentation will explore how a graduate-level class works with students to model, design, and implement practices and processes that develop a personal approach to ethical leadership. In this class, students identify the foundations for making personal ethical decisions and conceptualize how their personal codes of conduct as leaders affect the development of ethical teams as well as ethical organizations. The goal of this class is to encourage ethical leadership by focusing on individual and personal variables.

1L | Presentations | Public Leadership

PL

Engagement and Effectiveness in the Public Sector

Chair: **Carol Madison,** Faculty, Claremont Lincoln University

PL ED

Authentic Leader Communication: Evaluating University Department Chair Vision Communication Effectiveness

Tamiko Michelle Gaines, PhD Student, Agricultural Education and Communication, University of Florida

This exploratory case study examined the effectiveness of authentic leader communications from scholarly, applied, and practitioner perspectives within a higher education context. This presentation will provide an analysis and summary of the results, specifically focusing on the implications of faculty members' perceptions of their ability to understand, internalize, and successfully activate their individual roles in fulfilling their part in the department's vision and mission success; based upon the authentic leader communications of their department chair.

PL

Developing a Robust Leadership Pipeline: Strategies and Principles for Cultivating Authentic Leaders

John R. Shoup, Director, Dr. Paul & Annie Kienel Leadership Institute, California Baptist University

Leaders come and go. Given the resources that it takes to replace leaders and the disruption to the organization, it seems prudent to invest in succession planning. This paper evaluated data from 90 county government executives on the nature of leadership development and succession within their agencies and tactics to promote leadership across and up the institution. The research revealed practices to better distribute the leadership, expand the leadership pool, and facilitate timely and smooth leadership transitions. The results suggest that with minor intentionality, organizations can be prepared for inevitable transitions avoiding just-in-time or after-the-fact succession planning.

PL

Employee Engagement: How Public-Sector Employees Experience Engaging in Voice and Silence

Russell Robinson, Director, Organizational Development & Leadership, Federal Occupational Health, United States Department of Health and Human Services

Within the public sector there is a growing understanding of the importance of employee engagement as a medium for driving various outcomes, such as performance and wellbeing. Over the past decade, researchers have begun to conceptualize and test employee engagement and its relationship to employee voice and employee silence. This qualitative content analysis explored how public-sector employees experienced engaging in voice and engaging in silence and how these experiences related to the employees' engagement state. Findings from this study validated existing literature, but also provided emergent topics for future research.

There's More to Hiring a Public Service Leader

Andrew Rahaman, Executive in Residence (Faculty), School of Public Administration, American University

To create a stable organization, not only does a company have to source, recruit, and hire someone from the outside, it has to integrate them successfully in order to keep them for the long term. This presentation will explore one U.S. federal agency's approach to integrating organizational culture, strategy, strategic networking, and fit into a one-day tailored program designed to integrate the executive into the operating tempo and organizational culture.

2A | Workshop | Leadership Education

Examining Dominant Culture Narratives in College Student Leadership Programs

Vernon A. Wall, Director, Business Development, Leadershape, Inc.

In your leadership series, are issues of diversity and social justice only discussed during that one special diversity session? What prevents us from unpacking current dominant narratives in our leadership programs that may be further marginalizing students? What can be done to develop seamless leadership programs that embrace citizenship, inclusion, and service? This session will look at evaluating the cultural readiness of our leadership programs and will share a questionnaire as well as strategies, activities, and concepts.

2B | Workshop | Leadership Development

Developing Organizational Resilience Through High-Quality Connections

Taina A. Luhtala, Graduate Student, Educational Studies, Trinity International University
Deborah Colwill, Associate Professor, Educational and Leadership Studies, Trinity International University

High-quality connections (HQCs) are characterized by vitality, mutuality, and positive regard for others. HQCs contribute to organizational resilience by enhancing cooperation, adaptability, and strengthening employee commitment. Using selected principles from positive organizational scholarship (POS), this workshop will demonstrate the importance of HQCs to support organizational resilience. After a brief theoretical overview to orient workshop participants, participants will: (1) engage in small-group dialogues about the role of HQCs in organizational resilience; (2) analyze a video case study and develop strategies for building HQCs; and (3) identify ways to better cultivate HQCs within unique leadership domains.

2C | Workshop | Leadership Development

Overcoming Barriers to the Development of a Leader Identity

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

In this highly interactive workshop, participants will have the opportunity to assess their current leadership identity and then identify strategies to improve and enhance it. The workshop will be comprised of four parts: 1) understanding the antecedents and consequences of leader identity, 2) identifying barriers to leader identity development, 3) developing your leader identity, and 4) overcoming barriers to leader identity development. Identity development activities include selecting an image and metaphor to define your aspirational leadership style and using guided meditation to clarify a plan for leader development.

2D | Panel Discussion | Youth Leadership

Leadership Development in K-12 Settings: Making It Accessible to All

Chair: **Lize A.E. Booysen,** Professor of Leadership and Organizational Behavior, Graduate School of Leadership and Change, Antioch University
Lindsay Lyons, PhD Student, Graduate School of Leadership and Change, Antioch University
Kristina Van Winkle, Teacher, TransformEd Collaborative
Danielle Treiber, Educator & Head of Department, STEM, Antioch University
Lejla Bilal Maley, PhD Student, Graduate School of Leadership and Change, Antioch University

The purpose of this panel is to address equitable access and issues of power, privilege, and progress through the lens of mindfulness, cultural competence, student voice, and authentic transformational leadership practices in the secondary classroom. The panelists, who are K-12 educators and current doctoral students, will help reconstruct and establish ideas of what it means to be a youth leader. Attendees will be equipped with the tools to reform one's own space to allow for youth leadership to thrive in and out of the K-12 classroom.

2E | Panel Discussion | Public Leadership

PL

Leadership Development in the Civic Arena: Measuring Progress in Senegal, Israel, and Kansas

Chair: **Tim Steffensmeier,** Associate Professor, Staley School of Leadership Studies, Kansas State University
David D. Chrislip, Senior Fellow, Kansas Leadership Center
Salif Kanoute, Founder, DECLIC; 2016 Mandela Washington Fellow for Young African Leaders
Trisha Gott, Assistant Director, Staley School of Leadership Studies, Kansas State University

Leadership in the civic arena is a value-laden activity that comes with explicit and implicit notions of what it looks like to make progress. Leadership development programs that build participants' capacity to improve communities, states, and regions are especially interested in ways to identify and measure progress. We will present three vibrant cases of ongoing leadership development programs that are working to make progress on two levels: the individual and civic culture. These cases will be used to catalyze a discussion on ways to identify and measure the impact of leadership development programs.

Ballroom A | Panel Discussion | Public Leadership

PL

Women and Leadership Research: Leading Public Policy Change for Progress and Peace

Chair: **Wendy Fox Kirk,** Assistant Professor, Business Administration & Marketing, Weber State University
WL **Julia B. Storberg-Walker,** Associate Professor, Executive Leadership Program, The George Washington University
Susan R. Madsen, Professor of Organizational Leadership, Woodbury School of Business, Utah Valley University
Barbara C. Crosby, Associate Professor Emerita, Humphrey School of Public Affairs, University of Minnesota
Christina Ewig, Professor, Humphrey School of Public Affairs, University of Minnesota Twin Cities

In response to the need to speed up the transfer of research on gender and leadership into policy and practice, this session will aim to catalyze women, leadership scholars, and scholar practitioners to influence public policy towards equity, sustainability, and peace. Panel members will share experiences of using research to inform policy and to create change, progress, peace, and prosperity. Participants will gain insights concerning the core skills for creating impactful policy including: analyzing stakeholders, relationship building, discourse analysis, articulating a vision, recognizing and building coalitions, and employing multiple modes of thinking and evaluating.

Ballroom B | Panel Discussion | Leadership Education

LE

Theorizing Authentic Leadership Using Feminist and Intersectional Frameworks

WL

Chair: **Susan V. Iverson,** Professor, Higher Education Leadership, Manhattanville College
Brenda L. McKenzie, Senior Lecturer, Higher Education Administration, Vanderbilt University
Paige Haber-Curran, Associate Professor, Counseling, Leadership, Adult Education & School Psychology, Texas State University
Cameron C. Beatty, Assistant Professor, Education Leadership and Policy Studies, Florida State University
Amy Martin, Adjunct Instructor, University of San Francisco

In response to the question, "Leadership for what?" calls resound for authentic leadership. We also ask, "Authentic for whom?" This panel will reveal the theoretical efficacy of feminism and intersectionality to interrogate the ways in which leaders are perceived and how this can produce differential effects for leaders. Attendees will discuss and debate the advantages and challenges of applying these theoretical frameworks to reveal how the complexity of identities matters in the development and enactment of authentic leadership, and to re/think the design and delivery of leadership education to ensure the development of leaders who possess the courage to act.

2018 ILA LIFETIME ACHIEVEMENT AWARD HONOREE

Ballroom C | Panel Discussion | Leadership Scholarship

LS

A Conversation With Joanne B. Ciulla: Ethics and Leadership in a World Where Both Seem Scarce

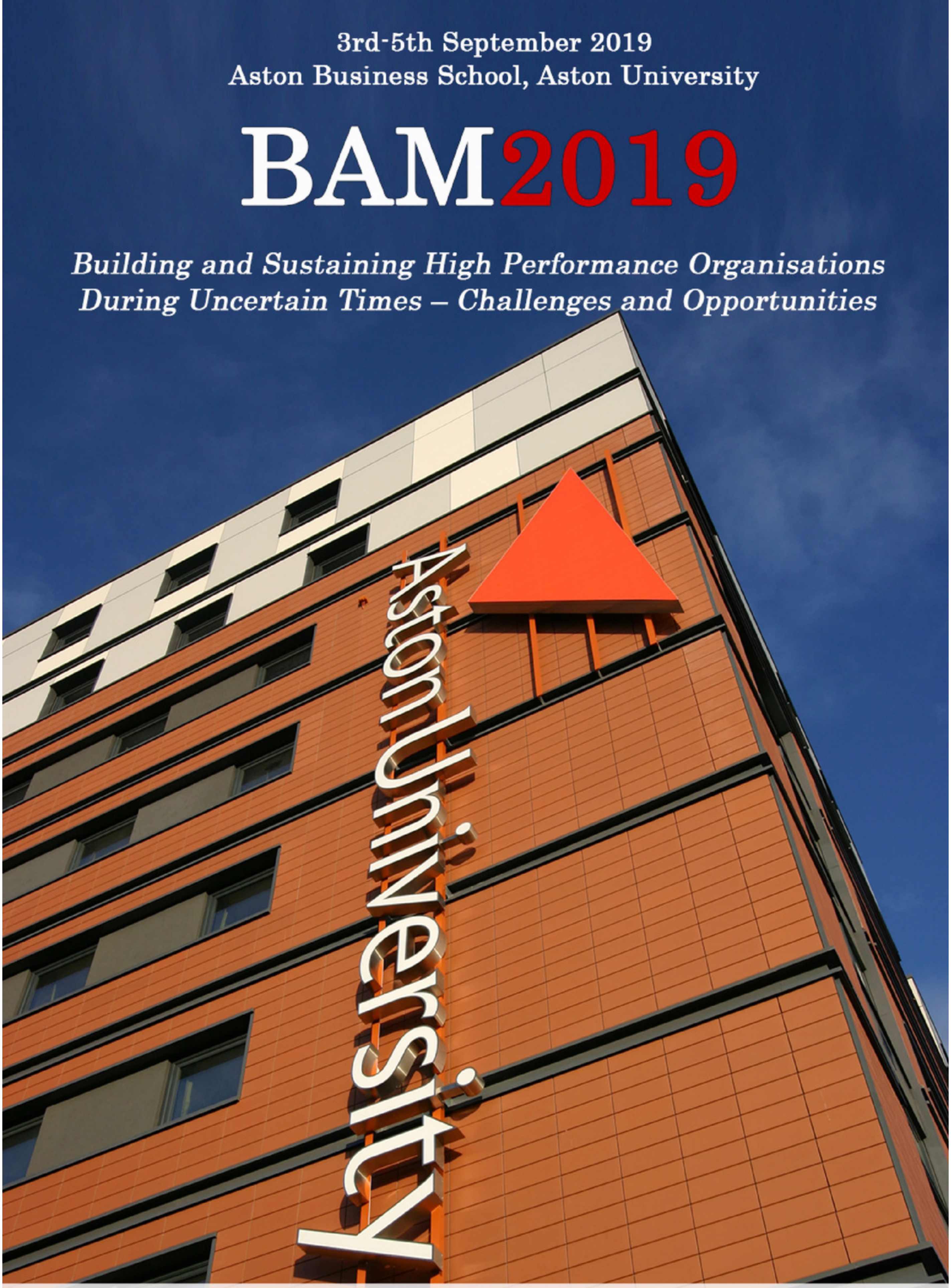
Chair: **Ronald E. Riggio,** Henry R. Kravis Professor of Leadership and Organizational Psychology, Kravis Leadership Institute, Claremont McKenna College
Joanne B. Ciulla, Professor & Director, Institute for Ethical Leadership, Rutgers Business School, Rutgers University
Crystal L. Hoyt, Professor, Jepson School of Leadership Studies, University of Richmond
Donna Ladkin, Professor, Graduate School of Leadership and Change, Antioch University

An internationally recognized scholar in leadership and ethics, and a 2018 ILA Leadership Legacy honoree, Ciulla will talk briefly about her career and the evolution and future of leadership ethics, particularly in today's world where ethical violations in government and business are rampant. Panelists will then engage in a conversation about leadership studies and the state of ethics and leadership in the world today.

3rd-5th September 2019
Aston Business School, Aston University

BAM2019

Building and Sustaining High Performance Organisations During Uncertain Times – Challenges and Opportunities



BAM British Academy of Management

Aston University
Birmingham

The Leading Community for Management Scholars

FRIDAY
26 OCTOBER | 12:00 - 13:00
CONCURRENT SESSION 5

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

TRACKS

BL	Business Leadership
LD	Leadership Development
LE	Leadership Education
LS	Leadership Scholarship
PL	Public Leadership
YL	Youth Leadership

THREADS

AL	Arts & Leadership
DP	Doctoral Program Faculty & Leaders
EF	Ethics Forum
FW	Followership
ED	Leadership Education Deans, Directors, & Chairs
PE	Peace Leadership
PW	Philosophy, Religion, & Worldviews
SL	Sustainability Leadership
WL	Women & Leadership

1A | Symposium | Business Leadership

BL The Direct Link Between Values and Performance for Leaders and Organizations

Chair: **Jim Ludema,** Co-Founder & Director, Center for Values-Driven Leadership, Benedictine University
Commentator: **John R. Shoup,** Director, Dr. Paul & Annie Kienel Leadership Institute, California Baptist University

A Powerful New Process for Clarifying Organizational Values and Putting Them Into Practice

BL **Shannon Brown,** Associate Professor, College of Business & Health Administration, University of St. Francis

In this presentation, I share a process I developed that uncovers an organization's underlying values using qualitative interviews analyzed through SPSS text analysis software. The results expose patterns and themes in the data that can then be used to help organizations capitalize on existing values and make any necessary adjustments.

BL Going Deep Down With Values to Drive Up Profits

Anna M. Amato, Caretaker, Company Culture, edtec central, LLC

This presentation will share the findings of a case study of large catering company that transformed its culture from command and control to freedom and responsibility by clarifying its core values and integrating them into day-to-day decision making. The process allowed them to attract and retain top talent, unleash innovation, and drive long-term profitable growth.

BL Positive Values and Hospital Nursing Leadership Success

Carla Worthey, AVP Key Talent Acquisition & Development, Human Resources, Healthcare Corporation of America, Inc.

Based on surveys of 235 hospital directors in 31 hospitals, this study demonstrated that the traits of Optimism and Positivity about People contribute significantly to leadership success and flourishing organizational cultures in the healthcare industry. Building on these findings, the presenter will offer an integrated talent management model for healthcare leaders.

FREDRIC M. JABLIN DOCTORAL DISSERTATION AWARD WINNER

1B | Presentation | Leadership Scholarship

LS

There’s a Leader in You! A Critical Mapping of Leadership Discourse in the American University

Chair: **Thad M. Williamson,** Associate Professor, Jepson School of Leadership Studies, Jepson School of Leadership Studies
Nicole Capriel Ferry, Assistant Professor & Associate Program Director, School of Applied Leadership, City University of Seattle

Leadership development is a prominent focus of U.S. higher education in the 21st century. Overwhelmingly, contemporary theories of leadership suggest that everyone can be a leader given enough training and self-development, and leadership research has largely concentrated on identifying the specific traits or behaviors of leaders to improve leadership development efforts. In contrast, drawing on queer and feminist-poststructural scholarship, this qualitative dissertation provides a critical examination of the ‘everyone-can-be-a-leader’ model as an ostensibly inclusive approach and looks at how such meritocratic narratives may legitimate and normalize systemic inequality and inequities.

1C | Panel Discussion | Business Leadership

BL SL

A Triad of Stakeholders, Servant Leadership, and Symphony for Generating an Authentic Sustainable Organization

Chair: **Spencer S. Stober,** Professor of Biology and Educational Leadership, School of Graduate Studies, Alvernia University
James Elliker, PhD Student, Leadership, Alvernia University
Benjamin Delp Watts, Student, Leadership, Alvernia University
Daniel O’Connor, PhD Student, Alvernia University

This discussion will integrate three perspectives as to how businesses may promote progress, peace, and prosperity in an authentic way across stakeholders, with a focus on sustainability leadership. Panelists will offer three key organizational frames. First, corporate social responsible (CSR) practices encourage deeper mindfulness and relationship building. Second, servant leadership practices infuse and inspire sustainable healthy growth within and beyond the corporation. Third, musical improvisation and orchestration provides increased inspiration and flexibility within the organization. The chair will then engage the panel and participants in discussion.

1D | Presentations | Leadership Education

LE

Utilizing Leadership Coaching to Develop Authentic Leaders

Chair: **Jonathan Reams,** Associate Professor, Education and Lifelong Learning, Norwegian University of Science and Technology

LE

Leaders Can Learn How to Coach but It Is Often Not a Natural Skillset

Julia Milner, Professor, Leadership, EDHEC Business School

Industry has seen a marked increase in expectations for leaders to coach their reports, however competence levels in this skillset are often lacking. This project recorded 198 videos of coaching conversations through a leadership coaching training course. The project utilized a double repeated measures methodology to provide valid and reliable measurements of the coaching skillset. Participants were evaluated pre-training to determine pre-existing mindset and natural skillset, then afterwards to compare changes in the level of authentic coaching skills. Results showed that leaders can improve significantly in a short time frame; however, training was necessary for a vast majority.

LE ED

Developing Authentic Leaders Through Leadership Coaching and Deliberate Practice

David T. Houglum, Director for Leadership, Franz Center for Leadership, Entrepreneurship, and Innovation, University of Portland

This presentation will explore the multiple facets associated with developing, implementing, and sustaining an innovative leadership coaching initiative in a university setting, focused on educating and developing authentic leaders who serve as catalysts for the promotion of the common good. We will discuss narratives of student successes and challenges in order to illuminate the potential benefits and barriers that may be involved with the facilitation of a leadership coaching initiative. Lessons learned and implications will be explicated and connections will be drawn for future leadership program development, theoretical exploration, and research.

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LE ED

Building a Coaching Program to Support Authentic Relationships With University Students

Robin A. Roberts, Assistant Professor, Organizational Leadership, Embry-Riddle Aeronautical University

Learn how to implement a measurable and time-phased leadership education global coaching program that includes academic content and practical coaching. This program, currently being done at a four-year institution, comports to the strategic objectives of the university, which include creating worldwide retention, affinity, and persistence. Faculty and staff attended formal coaching training and certification and were assigned to students for one-on-one coaching. Course activities including developing students as peer coaches thread throughout the course objectives, which provides a holistic educational experience and positive impact to students. Effectiveness and success were measured using key performance indicators and formal assessment tools.

1E | Presentations | Leadership Education

LE ED

Higher Education Leadership

Chair: **Jean-Anne Stewart,** Programme Director, MA Leadership, Henley Business School

LE ED

Developing Authentic Academic Leaders in UK Higher Education: Challenges and the Resilient Leaders Model

Fiona Denney, Director, Brunel Educational Excellence Centre, Brunel University London

This presentation will share information about the Resilient Leaders Development Programme and the experiences of UK academic leadership development and will benefit all those who are seeking to develop authentic leaders to enable their organizations to progress and prosper in challenging times. The presentation will combine evidence from interviews with academic leaders mapped against the Resilient Leaders Elements model to illustrate leadership development being introduced in UK universities.

LE ED

Precariousness and Paradox: Understanding Pathways to Success for the Canadian University President

Julian John Demkiw, Chief of Staff, Office of the President, University of Saskatchewan

It is a precarious time for presidents in Canadian universities. Recent studies have found that they are subject to more non-confidence votes, fewer years at the helm, and an unprecedented number of early departures. Universities who lose their presidents lose money, momentum, and the public trust. Given the importance of these leaders, efforts must be put into place to better position them for success. This presentation will show how an axiomatic model of success and failure can be best leveraged to provide a pathway to a president's success.

LE ED

The Dean and the Quest for Change in the Learning University

Marc Usunier, PhD Student, Educational Administration, University of Saskatchewan

Vicki Squires, Assistant Professor, Educational Administration, University of Saskatchewan

The pursuit of change in any formal organization is challenging. Change within a university is further complicated by context. As mid-level leaders within universities, academic deans find themselves at the center of these change initiatives. They experience a variety of difficulties in their role as change-leader. In this concept paper, we employed Senge's (2006) learning organization theory to better understand how deans can navigate university labyrinths in their pursuit of change, how they can foster a culture of learning within their organizations to support future change agendas, and what difficulties they may experience in pursuit of these changes.

1F | Panel Discussion | Leadership Scholarship

LS EF

Oil and Water: Comparing Three Authentic Leadership Theories by Analyzing Researchers' Approaches to Inquiry

Chair: **Crystal Miller,** Director of Leadership Development, Office of the Chancellor, California State University

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

Taylor Peyton, Assistant Professor of Leadership, School of Hospitality Administration, Boston University

Steven M. Walker, Professor, Leadership Studies, National University

Each panelist will represent one of three perspectives: authentic leadership theory, a practical framework for being authentic, and a feminist phenomenological lens. From each theoretical standpoint, the panelists will critique the methodological design of three different studies and explore how interviewed leaders tend to describe a variety of common problems concerning authenticity in the workplace. This effort will include samples of data gathered from leaders in hospitality, software, consulting, and other industries. From this cross-discipline collaboration, panelists will discuss what was knowable or easily seen from each lens and what was not. Future directions for research/practice will be offered.

1G | Presentations | Leadership Scholarship

LS Authentic Leadership, Grit, and Burnout

Chair: **Nathan Harter,** Professor, Leadership and American Studies, Christopher Newport University

LS Defining Organizational Grit: A Synthesis of the Grit Literature and Associated Constructs

Celeste Raver-Luning, PhD Student & Graduate Assistant, Social Sciences, University of Maryland Eastern Shore
Prince Attoh, Associate Professor & Director, Doctoral Program in Organizational Leadership, University of Maryland Eastern Shore

Research into the non-cognitive trait of grit has exploded over the last decade. Grit has been lauded as the key to success in school, the military, and the workplace. Despite this intense focus on individual grit, the concept of organizational grit has yet to be fully developed. Preliminary discussion has defined it as passion and perseverance at the organizational level. Through a synthesis of the literature, this paper argues for extending the discourse on grit to the organizational level and develops a definition of organizational grit that can be utilized for future empirical research.

LS FW LMX and Grit: The Effects of Abusive Supervision and Member Grittiness on Leader-Member Relationships

Tiffani N. Luethke, Doctoral Candidate, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln
Ben Brachle, PhD Student, Agricultural, Leadership, Education, and Communication, University of Nebraska - Lincoln
L.J. McElravy, Assistant Professor, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln

This paper provides a new look at LMX theory through investigation of follower contributions to the quality of leader-member exchanges. Two hypotheses were proposed for investigation. The first states that followers will be more likely to engage in high quality leader-member exchanges when they believe career growth opportunities exist as a result. The second proposes that a follower high in grit will participate in high quality exchanges, even when their leader displays abusive supervisory behaviors, as long as they believe it will be beneficial to their long-term career goals. We will also present the measurement tools for this investigation.

LS WL Women and Medicine: Navigating Burnout Through Authentic Self-Leadership

Rebekah Rogers, Leadership & Communication Educator & Researcher

Presenter will share findings from her dissertation, which explored burnout among female emergency medicine physicians within the context of authentic leadership and self-leadership through the application of narrative inquiry. Participants completed the Maslach Burnout Inventory (MBI) to measure their level of personal burnout. Interviews with eight participants were conducted and analyzed using a holistic-content analysis. Findings were gathered from thematic analysis and then analyzed within the context of authentic leadership and self-leadership. Themes from the study include: The Burden of Power; Quiet Frustration vs. Honesty; The Impact on Personal Relationships; Relief Strategies: Spirituality, Exercise, and Sarcasm; and Regret, Stress, Anxiety, and Balance.

1H | Symposium | Public Leadership

PL WL Women's Authentic Leadership: A Starting Point for Peace, Progress, and Prosperity

Chair: **Susan R. Madsen,** Professor of Organizational Leadership, Woodbury School of Business, Utah Valley University
Commentator: **Karen A. Longman,** Professor & PhD Program Director, Higher Education, Azusa Pacific University

Progress requires collective leadership and widespread commitment. Nelson (2000) identified leadership as a critical component to enable groups to promote peace, stating, "Developing future leaders capable of building peace and prosperity in a complex world, is one of the greatest challenge we face in the 21st Century." Through the three papers presented in this symposium, the authors will seek to demonstrate that women are uniquely capable of displaying authentic leadership, and that women's authentic leadership is necessary for advancing peace, progress, and prosperity, particularly in post-conflict contexts.

PL WL Women's Authentic Leadership

Mary C. Tabata, PhD Candidate, Organizational Leadership, Eastern University

Women's authentic leadership holds the possibility of providing the necessary leadership to foster shared commitment leading to increased progress and peace. However, such a demanding goal will only be met when women employ authentic leadership that engages followers' commitment and earns their trust by articulating values that represent the shared interests of the community. Women's authentic leadership will be most powerful when followers perceive she is an appropriate spokesperson for the community (Eagly, 2005). Thankfully, this is taking place in many parts of the world, even in emergent contexts where progress is accelerating as a result of women's authentic leadership.

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PL WL

Woman as Peacemakers

Whitney McIntyre Miller, Assistant Professor, Leadership Studies, Chapman University

Women leaders influence the peace process significantly. A growing body of literature highlights approaches to leading that positively impact the peace process. Most notably, The Integral Perspective of Peace Leadership (IPPL) provides a lens for understanding peace leadership as a particular approach to leading. The IPPL defines peace leadership as the mobilization of action, individually and collectively, for just change (McIntyre Miller and Green, 2015). As will be shown through women peacemaker narratives, the IPPL highlights the need to create a "positive peace" (social justice), while it also acknowledges working to challenge issues of violence and aggression (Galtung, 1996).

PL WL

Women Leading Progress and Prosperity in Uganda

Bernice Ledbetter, Management Faculty, Graziadio Business School, Pepperdine University

Women in Uganda find themselves at a tipping point in history. While there are increasing opportunities to lead in every sector, there are still tradition-bound values that seem to impede progress. Given the country's history of conflict, what is most extraordinary are the post-conflict opportunities that emerged for women starting in 1986. Long awaited stability in Uganda brought opportunity and gender disruption to every sector. Qualitative interview data is reported that relays women's role in increasing economic progress and prosperity in this post-conflict context.

1I | Presentations | Business Leadership

BL WL

How Can Women Get the Most Out of Women in Leadership Positions? Develop Them!

Chair: **Lisa Ruiz,** Senior Director, Regulatory Affairs, AbbVie, Inc.

BL WL

Are Women Business Owners Authentic Servant Leaders?

Cynthia Sims, Assistant Professor, Human Resource Development, Educational and Organizational Leadership, Clemson University
Lonnie R. Morris, Jr., Assistant Professor of Organizational Leadership, Business Psychology, The Chicago School of Professional Psychology

The study of women business founders provides an opportunity to determine their unique leadership characteristics. Starting a business may be a way for women business owners to be authentic and create more people-centered businesses. Servant leadership's (SL) gender integrative attributes, where both agentic and communal behaviors are valued, may be more congruent and reflective of the leadership behaviors of women entrepreneurs. Recently the motivation of compassionate love has been theorized to be an antecedent to SL and, we argue, exists in conjunction with authenticity.

BL WL

Employees' Perceptions of Female Affinity Groups

Peter J. Gabriel, Leadership Consultant & Executive Coach, Key Leadership Initiatives

Female affinity groups are corporate initiatives focused on networking and professional development opportunities for women. This session will engage in a review of research focused on understanding employees' perceptions of female affinity groups in large corporations in the financial services industry. Corporate human resource leaders will be able to utilize the research presented to increase the effectiveness of female affinity groups.

BL WL

Energize Your Development Strategies for Women: A Case Study From an Energy Company

Angela Karesh, Senior Manager, IT, Organization Change Management Office, Exelon

Scholars and practitioners alike are devoting more attention to the topic of developing women to progress into the executive levels and hold positions in the C-suite. Kossek, Su, and Wu (2017), proposed a model that establishes the environment needed to develop gender career equality including fairness and non-discrimination, leveraging talent, and workplace support. A work climate with these features allows women to develop and be effective as executives. This session will also review proposed development strategies, including mentorship and sponsorship, providing key experiences, and access to leadership development opportunities.

1J | Presentations | Public Leadership

PL

What Did You Say?

Chair: **Elżbieta Jabłońska,** CEO, ARDITO Consulting

PL WL

Be and Act Authentic: Social Media Strategies for Political Leaders

Lena Lid-Falkman, Scholar, speaker, author, Management and Organization, Stockholm School of Economics
Jenny Madestam, Lecturer, Södertörn University (Co-Author)

Social media can be used to network and to influence voters. It can be done by presenting your political beliefs, standpoints, and propositions. But it can also be done by showing yourself as being a good and trustworthy leader. During a four-year research project, we investigated the social media use and practice of parliamentary political leaders in Sweden. Using a social constructivist approach towards authenticity, we asked: How does authenticity need to be present not only in being, but also in acting, to build trust?

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Freedom of Speech: Processing a Changing World Through Adaptive and Authentic Leadership

PL WL

Kate Rempfer McCain, Graduate Teaching Assistant, Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln

Hannah Sunderman, Doctoral Research Assistant, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln

A current case study on freedom of speech at a four-year public university will launch this discussion on the response of leaders in crisis situations. The presenter, a graduate student at the university under discussion will analyze the actions of administrators and stakeholders through the lens of authentic and adaptive leadership. Ideal outcomes include gaining a better understanding of how models of leadership aid in problem-solving challenging issues where there is value conflict surrounding the freedom of speech in a highly divided society.

The McElroy Brothers, New Media Influence, and Queering the Nerd: A Leadership Analysis

PL AL

Leigh Fine, Assistant Director, Residential Communities and Programming, Honors Program, University of Connecticut

The various properties of the McElroy brothers demonstrate the ability of new media to exercise leadership in such a way that broadens intelligibility of multiple subjects within nerd communities. Although the brothers identify as heterosexual cisgender (White) men, their queering of leadership and carefully-deployed authenticity show how new media can create resonant, influential narrative alternatives. Using queer theory, authentic leadership, new media leadership, and thematic analysis approaches, the presenter will explore the Brothers' use of new media as a means to generate social change, complicating the collective understanding of leadership in geekdom as inherently misogynist and homophobic.

1K | Presentations | Leadership Education

Researching Leadership Education: Constructing Critical Competencies

LE

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

Cognitive Diversity and Google Sprint: A Partnership for Developing Complex Adaptive Problem Solvers

LE

Anthony C. Andenoro, Lecturer of Leadership Studies, Leadership Studies Program & Department of Psychology, Iowa State University

Carolynn Nath Komanski, Director, Office of Youth Conference Services, University of Florida

Valerie McKee, Leadership Programs Coordinator, Agricultural Education and Communication, University of Florida (Co-Author)

Leadership is charged with developing adaptive solutions to mitigate the complex problems of our world. However, without consideration of the role of cognitive diversity in the learning environment, leadership educators are potentially excluding a powerful piece of the leadership puzzle. This presentation details the impact of interdisciplinary leadership learner cognitive diversity, as seen through the lens of the Kirton Adaption-Innovation Inventory (KAI), on the Google Sprint Process. The findings presented will illuminate opportunities for leadership educators to enhance problem solving capacity within interdisciplinary students and the value of cognitive diversity within rapid prototyping processes.

Building a Critical Eye: Exploring How Research Competencies Contribute to Leadership Learning

LE ED

Katherine L. Friesen, Graduate Assistant, College of Engineering, Iowa State University

Amber Manning-Ouellette, Assistant Professor, Higher Education & Student Affairs, Oklahoma State University (Co-Author)

This presentation will explore student learning outcomes from a leadership studies capstone course that aligns learning adaptive leadership approaches with a full-scale research project. We examine how students develop leadership competencies (Seemiller, 2014), contributing to the following outcome(s): 1) designing, developing, and executing a leadership research project, and 2) distinguishing effective leadership in complex systems. We will provide data to support research as an empirically-based learning strategy and share strategies for incorporating student-led research projects into leadership curriculum.

Educators' Sense Making and Students' Conceptualization Process in the Leadership Studies Classroom

LE

Kedir Assefa Tessema, Assistant Professor, Wilkes University

This research focused on the area of classroom practices in leadership education. It explored the approaches educators use to debunk the myths and misconceptions related to leadership in their effort to help students form a foundational meaning, and the challenges, dilemmas, and contradictions they encounter in the process. The objective was to map out the leadership conceptualization process and the implications for developing a pedagogical approach.

1L | Presentations | Leadership Education

LE AL

Leadership Education Through Performance: Film, Theatre, and Storytelling

Chair: **Margie A. Nicholson,** Researcher & Writer, Reel Leaders

LE AL

Developing Empathetic Leaders Through Storytelling and Performance

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

Empathy is often defined as the ability to comprehend another's feelings and to re-experience them oneself. The concept has generally been classified into two subcategories: cognitive empathy (ability to understand another's feelings) and affective empathy (ability to feel another's emotions). Although empathy has commonly been recognized as an essential element in leadership, its development has not received a lot of attention in business schools. The purpose of this paper is to introduce the Global Citizen Story (GCS), a classroom activity aimed at developing both cognitive empathy and affective empathy among business students.

LE AL

Who's in Charge Here? Probing Servant and Distributed Leadership Through an Experimental Theatre Program

Rebecca Stroud Stasel, PhD Student, Education, Queen's University

This paper explores three leadership theories by retrospectively examining a study of an experimental high school theatre project that utilized a non-hierarchical leadership structure called director-less theatre. Servant and distributed leadership theories best fit the context of this project. Servant leadership is also compared with transformational leadership, because of some striking similarities. The presenter will advocate for the blending of leadership models in order to strengthen the development of emergent servant leaders. These three leadership theories offer hopeful opportunities for developing youth and future leaders.

LE AL

Cinematic Andragogy in Leadership Education

Jovana Markovic, Assistant Professor, Organizational Leadership, Barry University

Film allows for the visual display of critical concepts that would otherwise remain too abstract or remote in a textbook content. Film can help connect learners to their emotional centers and as such can promote student engagement and ignite valuable discussions. In contemporary culture with growing presence for global concerns, film can also advance knowledge of the world at large. The presenter will discuss the dynamic nature of using film in coursework as a supplement or aid to contemporary methods of teaching where the power of cinematic expression can convey information critical to students' understanding of various theories of leadership.

2A | Panel Discussion | Leadership Education

LE ED

Seeing the Forest Through the Trees: Authenticity's Leading Role in Embracing One's Potential

Chair: **Deirdre Dixon,** Assistant Professor, College of Business, University of Tampa

Jeffrey M. Zimmerman, Associate Professor, Political Science, Criminal Justice & Organizational Leadership, Northern Kentucky University

Ada T. Cenkci, Assistant Professor, Political Science, Criminal Justice & Organizational Leadership, Northern Kentucky University

Megan S. Downing, Assistant Professor, Political Science, Criminal Justice & Organizational Leadership, Northern Kentucky University

Nana Arthur-Mensah, Assistant Professor, Political Science, Criminal Justice & Organizational Leadership, Northern Kentucky University

As upheaval from economic, political, and technological change has muddied the waters of societal norms, a steady noise of ambiguity, information overload, and blurred lines between fact and fiction have affected everyday life. The resulting confusion, uncertainty, and feelings of vulnerability can hinder the capacity to embrace one's authentic self, subsequently impacting wellbeing and performance. Panelists will explore practical points to help embrace one's potential to lead authentically amidst the noise. Panelists will share their perspectives on engaging and developing authentic leaders in diverse organizational and educational contexts. Contrasting perspectives and common themes will create a rich tapestry for discussion.

2C | Symposium | Leadership Education

LE WL

Identifying Strategies to Address Gender Inequities/Disproportionality in Education, Business, and Industry

Chair: **Laura Osteen,** Director, Center for Leadership & Social Change, Florida State University
Commentator: **Heather A. Henderson,** Director & Faculty, Education, City University of Seattle

LE WL

Gender Disproportionality: Strategies for Addressing Gender Inequities in Education, Business, and Industry

Heather A. Henderson, Director & Faculty, Education, City University of Seattle

Despite the focus on providing parity and equal access for women in leadership roles, as well as the slight increase in the number of women in senior roles, fewer women than men are successful in obtaining senior leadership/management positions. This unresolved and ongoing issue of gender disproportionality will be explored through identification of internal and external gender barriers. The presenter will share findings from a multiple case study revealing the details of why this issue remains and what strategies can be used to bring forward proportionality.

LE WL

How Language/Terminology/Catch Phrases Are Used to Perpetuate Heteronormative Culture

Kimberly R. Mungaray, Assistant Professor, Accounting, Millikin University

Consistent with case study design, this study probed into the complexities of a unique firm from its multifarious perspectives. The methodology grounding my research is feminist phronesis. I will be exploring the emerging meaning that emanates in and through the phronetic environment developed through experimental (Bohmian) dialogue. Therefore, the methodology and the method and to some extent the object of research are all oriented towards the phronetic model. The research model, experimental dialogue, is phronetic in that it creates space for participants to speak to their practical wisdom.

LE WL

Perceptions of Gender Equity in Educational Leadership in Practicing Female Superintendents in Kentucky

Ginger Webb, Director of Educational Placements and Internships, Teacher Education, Northern Kentucky University

This qualitative study assessed the common experiences, rewards, and challenges of being a female school superintendent and the reasons why, in a profession that is overwhelmingly dominated by females, there is such disparity in numbers between female and male superintendents.

2D | Presentations | Youth Leadership

YL AL

Performance and Leadership

Jason Lester, Dean, School of Music and Fine Arts, Palm Beach Atlantic University
Lloyd Mims, Dean Emeritus, School of Music and Fine Arts, Palm Beach Atlantic University
Ken Phillips, Chair, Music Department, Palm Beach
Kathleen Klein, Chair, Dance Department, Palm Beach Atlantic University
David Pounds, Chair, Art Department, Palm Beach Atlantic University

In this exciting session, students from Palm Beach Atlantic University's College of Fine Arts will present short performances of dance, art, and music. Each performance will be followed by student-led presentations and discussions, that include faculty, which focus on how the art of leadership informs their particular discipline and performance.

2E | Symposium | Public Leadership

PL

Inspiring and Developing Community Leaders: Lessons From Leadership Development Programs

Chair: **Angela B. Lindsey,** Assistant Professor, Family, Youth and Community Sciences, University of Florida
Commentator: **Nicole Stedman,** Professor, Agricultural Education and Communication, University of Florida

In this session, three presenters will discuss how statewide agricultural and rural leadership development programs have influenced and/or encouraged participants to serve in community leadership roles. Beginning with a look at data from a national survey conducted in 2014, we will share results about the extent and type of community leadership roles that graduates of such programs typically fulfill. We will then move to a discussion of how such programs try to prepare participants to serve effectively in such roles, and how programs foster a mindset of civic engagement and service.

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PL Examining the Relationship Between Community Involvement and Leadership Program Alumni Characteristics

Kevan W. Lamm, Assistant Professor, University of Georgia

Although there are well-established benefits for participants who complete leadership development programs, there are also secondary beneficiaries from program participation. Specifically, the communities in which program alumni live typically benefit from increased alumni leadership participation and volunteerism. The purpose of this research was to determine whether there were any relationships between leadership and volunteering that alumni held in common. Across a range of examined participant variables, age, employment status, level of education, and level of employment were found to be predictors of community leadership activities. Other demographic variables were not found to be significant predictors.

PL Elements of Engagement: Building Civic and Community Engagement Through a Statewide Leadership Program

Lawrence Van De Valk, Executive Director, LEAD New York, Cornell University

This will be a high-level overview of the first-year curriculum of the LEAD New York Program, a program designed to build leadership capacity in New York's agricultural industry, paying particular attention to those elements of the curriculum that fit well with the community leadership theme of this session. The focus will be on curriculum elements related to civic engagement and community service and will highlight which program activities are designed to inspire participants to become civically engaged.

PL Leadership for What? Unintended Consequences of Leadership Programming

Hannah Carter, Associate Professor, Agricultural Education and Communication, University of Florida

Most organizations approach leadership development programs in two ways. One is to "fix" a problem or issue in the organization (e.g., lack of communication or conflict management), the other is to build the leadership capacity in the organization for the sake of succession planning, strategic planning, etc. Through the evaluations of several specific programs for governmental agencies and for-profit businesses, results showed that individuals are taking what they are learning in these programs and applying it for the benefit of their communities. This presentation will discuss the unintended consequences of leadership program and the positive impact they have on communities.

2F | Presentations | Leadership Development

LD Studies Looking at Students' Perspectives

Chair: **Belinda S. Han,** Director, The Center for the Advancement of Leadership, Utah Valley University

LD Developing Authentic Leaders on Campus: Lessons Learned From an Undergraduate Leadership Coaching Program

Elitza Stefanova Ranova, Contract Coach, The Doerr Institute for New Leaders, Rice University
Sarah T. Sullivan, Department Coordinator, The Doerr Institute for New Leaders, Rice University
Ryan P. Brown (Co-Author)

In studies of authentic leadership, the focus is often on the development of individuals who already participate in the workforce and who might even be in formal leadership roles. There has been less consideration of the importance of and methods for developing authentic leadership in undergraduate students before they enter the workforce. This presentation will look at the lessons learned from a pioneering university program that grows undergraduate students as authentic leaders through one-on-one, professional leadership coaching. It will consider the design, outcomes, and implications of the program's work and will look at possible directions for future research.

LD Inclusion Praxis: How Inclusive Leadership in Schools Advances Critical Competencies in Students

Maria E. Dezenberg, Navitas Executive Director, Global Student Success Program, Richard Bland College of William & Mary

Inclusion scholars advocate that inclusive leadership and its collective focus can serve as a generative force for organizations navigating today's complex, global environment. This presentation will feature empirical research and real-world examples of how inclusive leadership in school settings engages specific practices and behaviors that foster students' leadership capabilities while optimizing institutional strategy and outcomes. In concert with current inclusion scholarship, these school scenarios of inclusive leadership in practice will demonstrate how inclusion can be positioned as a resource to stimulate the relational, communicative, and participative components necessary for developing essential leadership competencies in students.

LD

The Leadership Authenticity of First-Generation College Students

Douglas S. Gardner, Associate Professor, Student Leadership and Success Studies, Utah Valley University

In qualitative interviews with first-generation college students, two main themes emerged: (a) First-generation college student's exhibit characteristics of authentic leadership developed through the struggles they have worked their way through in the college environment. (b) First-generation college students are intergenerational leaders paving a new path of education for their family members to follow. This presentation will focus on the personal assets of first-generation college students; reviews of relevant leadership, first-generation, and learning literature; the voices and experiences of first-generation college students; and lessons for the development of an authentic leader.

Ballroom A | Panel Discussion | Leadership Development

LD FW

You Can't Develop Leadership Without Followership: Challenging the ILA's Implicit Theory of Change

Chair: **Angela N. Spranger,** Lecturer, Luter School of Business, Christopher Newport University

Ira Chaleff, Author, *The Courageous Follower*

Barbara Kellerman, James MacGregor Burns Lecturer in Public Leadership, Center for Public Leadership, Harvard Kennedy School

Linda Pallone, Founder & Executive Director, E4Leaders International

In the ILA's call for proposals the word "leader" is used 20 times and "follower" twice, both times as the object of a leader's actions. In the six tracks' CFPs, only one uses the word follower at all. Around the globe it is the bottoms up ground swell that is driving social justice and change, resisting dangerous leadership, and using the two-edged sword of social media to create or thwart movements. We will examine alternative theories of change that better reflect these realities.

Ballroom C | Presentations | Public Leadership

PL SL

Leadership for Sustainable International Development

Chair: **Éliane Ubalijoro,** Executive Director, C.L.E.A.R. International Development; Professor of Practice, Institute for the Study of International Development, McGill University

PL SL

Addressing the Leadership Challenge of Human Flourishing in Developing Economies

Greg Muger, Director, International Programs, Pepperdine University

Human capital development efforts (HCDE) are viewed as a critical aspect of a nation development strategy, however there is a lack of research examining the major HCDE elements that enhance or detract from a nation development strategy and how these elements interrelate. The presenter will discuss various HCDE efforts and his research codifying these efforts and organizing HCDE elements into an outcome-based model for leadership and international development practice.

PL SL

Applying Principles of Transformational Leadership, Action Learning, and Evaluative Inquiry in Kenya and Ecuador

Wendy E. Rowe, Professor & Program Head, MA Global Leadership, School of Leadership Studies, Royal Roads University

Sustainability of international development initiatives require processes that create the conditions for capacity development and change. The presenter will describe a leadership and action inquiry framework to support the implementation of programs that are continually evolving to meet complex and changing conditions and needs. Community engagement projects in Kenya and Ecuador will be highlighted, linking theory and practice.

PL SL

Strategies of Action Learning and Evaluation in Women's Initiatives in the Middle East

Wanda Krause, Assistant Professor, School of Leadership Studies, Royal Roads University

For international development initiatives to be sustainable, they must adopt an integral systems perspective and be sensitive to the local cultural, socio-political and economic conditions. The presenter will share the action learning and evaluation (AlEval) and integral frameworks that support the implementation and development of continually evolving programs. A case study on women's initiatives in the Middle East in a comparative study will be highlighted.

FRIDAY
26 OCTOBER | 14:45 - 15:45
CONCURRENT SESSION 6

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

TRACKS

- BL **Business Leadership**
- LD **Leadership Development**
- LE **Leadership Education**
- LS **Leadership Scholarship**
- PL **Public Leadership**
- YL **Youth Leadership**

THREADS

- AL **Arts & Leadership**
- DP **Doctoral Program Faculty & Leaders**
- EF **Ethics Forum**
- FW **Followership**
- ED **Leadership Education Deans, Directors, & Chairs**
- PE **Peace Leadership**
- PW **Philosophy, Religion, & Worldviews**
- SL **Sustainability Leadership**
- WL **Women & Leadership**

1A | Symposium | Business Leadership

BL Brains, Benevolence, and Business Practice: What Neuroscience Can Teach Us About Authentic Leadership

Chair: **Jim Ludema,** Co-Founder & Director, Center for Values-Driven Leadership, Benedictine University
Commentator: **Rhonda Lea McClellan,** Director & Professor, Leadership Studies, University of Central Arkansas

Advancements in neuroscience have opened a new avenue for understanding behavior and its relationship to the brain. While still early in its development, neuroscience can shed light into our understanding of how brain science can be used to enhance our effectiveness as authentic leaders. This symposium will explore the latest research taking place in the field of neuroscience and leadership.

BL Neuroscience and the Theory and Practice of Authentic Leadership

Barbara Steel, Lead Consultant, NeuroLeadership Institute

Neuroscience is redefining the field of leadership. Neuroplasticity shows that the brain can rewire itself and the cognitive functions of leadership effectiveness can be improved. Neuroimaging technology can associate regions of the brain with key leadership behaviors. The presenter will explore how to develop authentic leadership using brain science research.

BL Benevolent Leadership and Its Relationship to Authenticity, Competitiveness, and Performance

Nancy Sayer, Director, SamaraCare Consulting

Benevolent Leadership is about ethical decision making, creating a sense of meaning, fostering courage for action, and having a positive impact on the larger community. Based on my mixed methods study of 150 for-profit leaders, I will show how Benevolent Leadership relates to authenticity, individualism, competitiveness, and leadership performance.

BL Authentic Transformational Leadership as a Driver of Meaningful Purpose and Stakeholder Engagement

John Heiser, CEO, LabVantage Solutions, Inc.

In this presentation I will show how authentic transformational leadership drives meaningful corporate purpose that is defined by the word flourishing. This purpose was accomplished through a normative value structure that fostered enhanced stakeholder collaboration within the communities in which they participated.

→

BL

Neuroscience and Values-Based Leadership

Yoshie Tomozumi Nakamura, Assistant Professor, George Washington University

This paper explores how leadership values can be explained through recent discoveries in the field of neuroscience. In the last two decades, due to recent improvements in functional MRI and measurement techniques, a growing body of research in neuroscience has examined human behaviors. With such discoveries, there is an increasing interest among leadership researchers to examine leaders' behaviors and qualities (Waldman, Balthazard, & Peterson, 2011). Based on a literature review, this paper discusses impacts to an individual's values and how these values relate to behaviors in a leadership context.

1B | Symposium | Leadership Development

LD EF

Can Ethical Leaders Be Developed? Ethical Leadership Style, Development, and Relationships

Chair: **Walter R. Baehrend,** Senior Manager, Wireless Services, Nokia

Commentator: **Craig E. Johnson,** Professor Emeritus, Leadership Studies, George Fox University

Leaders' poor judgment and failure to make ethical decisions continue to cause harm to society. In this symposium, presenters will share a self-assessment on ethical leadership style, a new ethical leadership development model, and a discussion of ethical leadership and flourishing. They will share their thoughts, research, and findings on ethical leadership, and the potential positive impact on leader development.

LD EF

Ethical Leadership Style: The Impact on Leadership Development

Michael Chikeleze, Associate Professor of Leadership Studies, Xavier University

Numerous corporate scandals continue to dominate the news, and ethical lapses illustrate the continued need to develop leaders and equip them with skills to make good decisions when faced with ethical dilemmas. This presentation will highlight the Ethical Leadership Style Questionnaire (ELSQ) and its use in ethical leadership development.

LD EF

Ethical Leadership Development Model: An Extension of Assess, Challenge, and Support

Shannon Brown, Associate Professor, College of Business & Health Administration, University of St. Francis

This presentation will highlight the importance and benefits of ethical leadership development. The presenter will propose a model of ethical leadership development that uses cognitive development theory as the basis for an extension of the Center for Creative Leadership's Assessment, Challenge, and Support framework.

LD EF

Caring Relationships: How Servant Leaders Influence Ethical Behavior in For-Profit Organizations

Trevor Heller, Management, Supply Chain, Glanbia Performance Nutrition

The development of individuals capable of leading organizations through these diverse and fluid sets of challenges calls for caring individuals able to flourish in paradoxical interactions. Servant leadership theory is an increasingly popular approach to leadership that shows great promise in developing moral and ethical work cultures.

1C | Presentations | Leadership Education

LE

From Curricular to Co-Curricular: Understanding the Reach of Leadership Education

Chair: **Thomas J. Yannuzzi,** Executive Director, Center for Student Leadership, Kennesaw State University

LE DP

Examining Academic Leadership Programs in the U.S.: Findings From the ILA Leadership Program Directory

Trisha Teig, Visiting Teaching Assistant Professor, Pioneer Leadership Program, University of Denver

Kathy Guthrie, Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University (Co-Author)

Academic leadership programs have proliferated since the early 1980s in the United States. This project analyzed data from a group of 1,562 leadership programs in the United States who, through a variety of means, were listed in the International Leadership Association's Leadership Program Directory. The purpose of the project was to understand in depth and breadth the programs listed in the directory. This presentation will provide much needed data about the number of leadership-related programs in the United States, their disciplinary origins, their missions and purpose, and their curriculum.

LE ED

Expanding the Curriculum by Returning to the Roots: A Humanities Pedagogy for Enduring Leadership Questions

Brent Cusher, Assistant Professor, Leadership and American Studies, Christopher Newport University

This presentation will explain the development and implementation of "The Promises and Perils of Ambition," a new humanities-based course in Christopher Newport University's undergraduate curriculum in Leadership Studies that was supported by a grant from the National Endowment for the Humanities. Among the many benefits of teaching such a course is the ability to show students models of leadership that complement the social sciences and present clear, real-world applications of leadership.

LE ED

Integrative Leadership: Connecting Co-Curricular and Curricular in Leadership Education

Rhiannon Hubert, Assistant Dean & Director, Student Involvement and Leadership, Campus Life, Oxford College of Emory University

Honi Migdol, Associate Dean, Integrative Leadership and SUMMIT Co-Curricular Programs, Agnes Scott College

It takes a campus-wide approach to create and sustain a culture of leadership. Presenters will share how they have built partnerships between academic and student affairs that seamlessly integrate the curricular and co-curricular student leadership experiences. By examining the leadership approaches of two distinctive, diverse institutions, presenters will demonstrate how intentional leadership education practices enable students to draw connections from all aspects of their educational journey and across academic disciplines. Doing this creates a culture of leadership, aimed to prepare students to be leaders in a global society who promote progress and affect social change.

KENNETH E. CLARK STUDENT RESEARCH AWARD WINNER

1D | Presentation | Leadership Scholarship

LS WL

Strategic Leadership of Female Middle Managers: How Do Female Middle Managers Benefit the Bottom Line?

Chair & Commentator: **Jennifer Martineau,** Senior Vice President, Research, Evaluation, and Societal Advancement, Center for Creative Leadership

Min-Kyu Joo, Doctoral Candidate, Management, University of Houston

Research on women in leadership positions has largely focused on the strategic leadership level, showing that increased female representation can benefit organizational performance. However, the effects of female middle management on organizational performance have been largely neglected. The current study addresses how female representation in middle management predicts organizational profitability, via the improvement of High Performance Work System (HPWS). By analyzing the multi-wave (2009, 2011, and 2013) Workplace Panel Survey (WPS) data collected from 1,248 organizations in South Korea, the presenter found that a larger proportion of female middle managers translated into a higher level of organizational profitability, due to HPWS improvement. However, this female middle management advantage appeared only in the presence of a high level of gender diversity of subordinates.

1E | Presentations | Leadership Scholarship

LS

Learning From Authentic Leader Role Models

Chair: **Katherine L. Friesen,** Graduate Assistant, College of Engineering, Iowa State University

LS PW

Socrates: The Archetypal Authentic Leader

A.J. Grant, University Professor, Organizational Leadership, Robert Morris University

Socrates is one of the most celebrated authentic leader in the West, speaking and teaching truth to the future leaders of Athens. Through an examination of Plato's earliest dialogues, this paper examines Socrates' call to build a beautiful life, speak the truth, care for the psyche, and, if necessary, die for one's truth.

LS PW

Francis at Five: An Appraisal of Servant-Leadership Characteristics

Dung Q. Tran, Assistant Professor, Leadership and Organizational Development, Cabrini University

Michael R. Carey, Associate Professor, Organizational Leadership, Gonzaga University

Since appearing on the Vatican balcony in 2013, Pope Francis has moved millions with his tenderness, accessibility, and inspirational servant leadership. He has endeavored to broaden the notion of solidarity, inviting all people of good will to, "respect and care for creation, to pay attention to every person, [and] to combat the culture of waste and of throwing out so as to foster a culture of solidarity and encounter." After five years, how has he fared as a global servant-leader? Guided by Spears' (1995) influential rubric of servant-leadership, this paper explores the reception and perception of Francis' leadership.

LS

True Essence of Authentic Leadership: Revelations of Three Chinese Leaders

Shiquan Wang, Director & Professor, Center of Leadership and Communication, China Executive Leadership Academy, Pudong

We are living in a world full of leadership, but people are becoming disappointed with it. It is not an issue of leadership quantity, it is a problem with quality. People all over the world have been hungering for leadership in which they can feel positive changes, progress, and the hope of peace and prosperity in the future. The presenter will argue that the practices of three Chinese leaders Mao Zedong, Deng Xiaoping, and Xi Jinping have well answered the questions of leading for whom and leading for what with the true essence of authentic leadership.

1F | Presentations | Leadership Education

LE

Creating Resilience and Progress in Under-Represented Populations Through Leadership Education

Chair: **Misty Resendez,** Program Chair & Associate Professor, Leadership Studies, Indiana Wesleyan University

LE ED

Do Leaders in Higher Education Truly Care About Their Diverse Student Population?

Shanita Baraka Akintonde, Professor, Communication, Columbia College Chicago

The central question of this leadership research is: How committed — and thus how emphatic — are higher education leaders in their efforts to fulfill the aims of campus diversity initiatives? Indeed, do institutions of higher education truly care about such initiatives and the students they serve? Or do institutions of higher learning simply go through the motions of seeming to practice leadership tenets related to diversity?

LE EF

Metacognition in Interdisciplinary Studies: Extracting Authenticity and Peaceful Progress

Robin A. Roberts, Assistant Professor, Organizational Leadership, Embry-Riddle Aeronautical University
Phyllis Brooks Collins, Director & Assistant Professor, Integrated Studies, Delaware State University

Recent research indicates that African Americans have been underrepresented in U.S. leadership roles, increasing the gap in talent and wealth distribution (Roberts, 2009). Furthermore, stereotype threats and low engagement in academic rigor have enabled entropy in students' perceptions about self-worth and aspirations towards degree completion. This has undermined students' ability to display authenticity and trust and to be ambassadors of change and progress (Roberts, 2009). Presenters will share how using metacognition strategies, neuroleadership education, and Path-Goal theory, assisted African American students in valuing their self-worth, compassion for others, and persistence to graduate with a degree.

LE WL

Resilience Is the Foundation for Leadership Development for African American Women College Graduates

Valerie Taylor, Adjunct Professor, Interdisciplinary, Gender, and Ethnic Studies, University of Nevada, Las Vegas

On the eve of their college graduation, African American women participated in a phenomenological study that captured the absence of leadership education in their academic journeys. This presentation will highlight how participants tapped their resilience and initiative to embrace leadership roles. The lessons learned from this study can serve as a foundation for designing leadership education that is based on leadership theory grounded in Black Feminist Theory and Intersectionality to ensure that all college graduates, especially African American women. are well equipped to lead.

1G | Presentations | Business Leadership

BL

Non-Conformist Approaches to Executive Development and Renewal Amidst the Tyranny of the Urgent

Co-Chair: **Gus Gustafson,** Dean of Awaken University & Chief Learning Officer, Tuthill Corporation
Co-Chair: **Tom Carmazzi,** Chief Aliveness Officer, Tuthill Corporation

BL FW

The Impact of Team Leader and Team Member Humility on Team and Organizational Performance

Francisco Javier Vazquez Jr., Managing Director & Co-founder, General Management, Testing House de Mexico

The virtue of humility is important to team and organizational performance because it fosters proper diagnostic processes of followers' and leaders' competencies, strengths, and weaknesses, as well as external situations threatening organizational success. A proper diagnostic process is required to make sound decisions and facilitate organizational sustainable development. While some literature considers humility to be an expression of low self-esteem or an example of leadership weakness, other authors consider it a strength because it allows leaders to acknowledge mistakes and limitations, be teachable, and remain open to the strengths and contributions of followers.

BL

The Essence of Extraordinary Leadership: A Level 5 Development Proposal

Enrique E. Lopez, Senior Consultant, Humanum Consulting

When Jim Collins published his best-selling book Good to Great in 2001, he affirmed that Level 5 leaders are not only the perfect merging of fierce resolve and humility but also a scarce outcome of a profound intrapersonal reflection on what matters in life. Academically, the process of untangling "Extraordinary Leadership" or "Leadership Level 5" has been profoundly connected to the Servant and Authentic Leadership models. In this presentation, a transdisciplinary model for Extraordinary Leadership development will be presented as well as its potential implications for leadership development programs.

→

BL

Leadership Development Outside of Normal Work

Angela Karesh, Senior Manager, IT, Organization Change Management Office, Exelon

Companies, both large and small, are leaving valuable development opportunities untapped. Drawing on research and life experience as a talent management professional, I will provide an integrated model for incorporating life experience development opportunities into leadership curriculum with a focus on non-profit board participation. I will share how implementing this model will benefit leaders, companies, and non-profit organizations.

1H | Presentations | Leadership Education

LE

Addressing Gender Disparities Through Leadership Education

Chair: **Carolyn J. Stefanco,** President, The College of Saint Rose

LE WL

A Double-Edged Sword: Gendered Leadership Styles

Jennifer Castellanos, Ed.D Student, Florida International University

In the perspective of role congruity theory, women are described and expected to behave in a more communal fashion, whereas men are expected to be more agentic. This presentation will aim to deconstruct gendered leadership styles and examine how they contribute to the disparity of women in leadership positions.

LE WL

Women, Leadership, and Change: An Experiential Education Course

Allison Boone Green, Doctoral Fellow, Leadership & Counseling, Eastern Michigan University

Heidi Prillwitz, Senior Study Abroad Coordinator, University of Missouri (Co-Author)

Recognizing the importance of women in leadership and the unique challenges women face in their paths to becoming influential leaders, a pilot course was developed in the interdisciplinary leadership minor at Eastern Michigan University. The experiential course, designed to inspire and empower women to lead confidently and authentically, took place in Washington, D.C during the summer of 2018. Students had the opportunity to meet and learn from top female leaders, across many different sectors, and study contemporary leadership theories in a real-life context. Program planning and design, course curriculum, and student outcomes will be discussed.

LE WL

The Theory and Practice of Feminist Leadership Education: Pedagogy and Curricular Approaches

Sasha Taner, Program Director and Research Coordinator, Institute for Women's Leadership, Rutgers University

This presentation will illuminate key questions in feminist leadership studies reflected in a women's leadership certificate program with a twenty-year history, located at the Institute for Women's Leadership at Rutgers University. The presentation will connect theory with practice by showcasing best practices from a three-year collaboration on feminist leadership education. The paper focused on two key pedagogical components of the program: a women's leadership interview project and a social action project. The presenter will share resources and lessons learned from these initiatives along with our Guidelines for Feminist Leadership, encouraging discussion and reflections in the field of leadership education.

1I | Presentations | Youth Leadership

YL

Youth Initiatives That Explore Human Capital, Adaptive Leadership Capacity, and Grounded Theory

Chair: **Fran Kick,** Author, Educational Consultant, and Speaker, Instruction & Design Concepts

YL WL

Collegiate Women Leadership in Saudi Arabia: A Constructivist Grounded Theory Study

Miznah Alomair, Ph.D. in Education, Alumna, Chapman University

The presenter will share results of a constructivist grounded theory study investigating the leadership understandings of collegiate women in Saudi Arabia's private, nonprofit universities, the opportunities they have to develop leadership, as well as how and why they develop leadership. The study is based on semi-structured individual interviews with 25 collegiate women leaders. The presenter will discuss the ways in which these leaders' perspective on leadership and their experiences in and motivations for developing leadership can mobilize social change and progress. Implications for future research will be highlighted.

YL SL

Developing Adaptive Leadership Capacity: Human Capital for Haiti

Anthony C. Andenoro, Lecturer of Leadership Studies, Leadership Studies Program & Department of Psychology, Iowa State University
Haley Bruce, Education Integration Manager, Mission of Hope Haiti (Co-Author)
Bertrhude Albert, Chief Executive Officer & Co-Founder, P4H Global (Co-Author)

Over the last decade, significant natural disasters have left Haiti devoid of decision-making infrastructures within the private and informal government sectors. However, through the development of adaptive leadership capacity in youth, Haiti is creating a foundation for mitigating their most challenging problems. Through intentional partnerships among international nonprofits, faculty, industry partners, and government organizations, faculty career-readiness bridge programs grounded in leadership practices are being designed to support job placement and advance effective decision-making processes and community development efforts. This presentation will illustrate the integrated efforts producing sustainable leadership and change for Haiti.

YL PE

Factors Affecting Youth Authentic Leadership for Justice and Peace Initiatives: A Case of Kenya

Theonestina Kasabago Katundano, Senior Lecturer, Academic Programmes Unit, Catholic University of Eastern Africa

This paper presents research on the involvement of youth in the promotion of justice and peace in four dioceses in Kenya. Quantitative and qualitative research approaches were incorporated to find out the role youths play in church and society. Study findings indicated unemployment, insecurity, impunity, and corruption affect peace and authentic leadership potentials and that youths are left out of forums that are pertinent to them. To address these gaps, all stakeholders have to offer youths right knowledge and skills on conflict management and authentic leadership in Kenya.

1J | Presentations | Leadership Development

LD

Mindfulness

Chair: **Kathryn Goldman Schuyler,** Founder, Coherent Change

LD SL

Rethinking Prosperity as Sustainable Happiness: The Role of Leader Mindfulness

Zahra Bhojani, PhD Student, Management, University of Guelph
Elizabeth Kurucz, University of Guelph (Co-Author)

The rapid pace of change and increasing complexity in the modern world, while offering many benefits, has generated negative side effects that challenge individual quality of life and societal sustainability. The idea of sustainable happiness offers an opportunity to consider the connection between a broader understanding of societal prosperity and the role that leaders may play in encouraging this expanded view. This qualitative study explored the experience of mindfulness practice across a diverse group of leaders in profit and not-for-profit sectors, to understand the benefits of this practice, with a focus on the connection to sustainable happiness.

LD SL

The Role of Authenticity and Mindfulness in Business Students' Identities as Leaders and Professionals

Laural Lea Adams, Assistant Professor, School of Business, Virginia Commonwealth University

This presentation will share findings from a study of 60 undergraduate business majors and their emerging identities as professionals and leaders. It will explore whether mindfulness and authenticity facilitate the development of identities by enhancing flexibility and self-confidence. Participants will learn a set of techniques to integrate mindfulness and authenticity into the curriculum in ways that foster students' abilities to identify with and successfully enact their emerging professional roles without compromising course content.

LD PW

A Mindful Leadership Course: Qualitative Cultural Domain Analysis in Relation to Learning Outcomes

Carolynn Nath Komanski, University of Florida

A series of mindful leadership courses was taught to two different undergraduate populations over the course of two years. Qualitative data was collected from student participants at the beginning and end of the courses. A qualitative cultural domain analysis was conducted that resulted in rich content related to the desired learning outcomes. This presentation will illustrate how the results validated the instructional design and content for these populations of students.

1K | Presentations | Public Leadership

PL

Scholarship on Peace

Chair: **Terry A. Morrow Nelson,** Assistant Dean of Student Affairs, College of Health Care Sciences, Nova Southeastern University

PL WV

Peace Without Justice? Exploring "Just" Public Leadership Through the Lens of Natural Law

Jacqueline A. Faulhaber, Senior Lecturer, Political Science, University of South Dakota

What is your perception of justice and peace? Does it differ from that of others? Does it unite or divide? This paper explored the natural law tradition of justice advanced through the work of Aristotle, Aquinas, and Locke. It then sought to identify principles and points of praxis that public leaders can utilize in making decisions that are just and that have the potential to unite a divided people toward the common good. These points may further serve as a framework by which public leaders' decision and policy making may be evaluated.

PL PE

How Peace Leaders Use Time to Narrate the Future

Lyna M. Matesi, MBA Director & Assistant Professor of Management, School of Business & Economics, University of Wisconsin-Stevens Point

This presentation will discuss the role of time orientation in visions of the future based on a study that examined the relationships among foresight, vision, and narrative leadership. The presenter will pose questions, outline findings from a study of the narrative patterns of 17 human-rights focused peace leaders, share patterns of time orientation, and end with a brief discussion of mental time travel.

PL PE

Towards an Intellectual Framework for the Study of Peace Leadership: 5 Ps

Stan Amaladas, Research Associate, Mauro Institute for Peace and Justice, St. Paul's College, University of Manitoba

This presentation is based on a collection of the research and reflections of 18 scholars and practitioners within the disciplines of leadership studies and peace and conflict studies. Drawing from lessons learned from contributions to his recently published book, Peace Leadership: A Quest for Connectedness, this presentation will share the 5 Ps for the study of peace leadership and invite participants into a conversational space as we move towards developing an intellectual framework for the study of peace leadership.

1L | Panel Discussion | Leadership Education

LE ED

Practicing Into the Future: Authentic Leadership Development Through Action Research

Chair: **Stanley J. Ward,** Dean, Capstone Studies, Ethical Leadership, Claremont Lincoln University

Catherine Etmanski, Professor & Director, School of Leadership Studies, Royal Roads University

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

Doug Paxton, Co-Director, Leadership Center, Saint Mary's College of California

Action research methods promote skillful, authentic leadership development. This panel will explore how action research and inquiry is a helpful way to engage in authentic leadership while addressing wicked problems. This session will include perspectives from traditional, hybrid, and online leadership studies programs using action research methods as a tool for deeper inquiry. Participants will be invited to share their own experiences with action research, consider applications in their own leadership development programs, and discuss opportunities for further development in action research and leadership.

2A | Panel Discussion | Public Leadership

PL

Transforming to a Greater Good: An Inside Job. Connective Leadership in Governmental Organizations

Chair: **Jean C. Lipman-Blumen,** Thornton Bradshaw Professor of Organizational Behavior & Professor of Organizational Behavior, Claremont Graduate University

Ted A. Baartmans, CEO, The Leadership Group

Ivana Mrozkova, Lecturer, University of Defence

The need to improve cooperation and interconnectivity in organizations requires leaders to use new methods to cope with the fast-changing environment. Even traditional, hierarchical, structure-based, complex institutions, such as the government and the military, have to adopt new leadership concepts, focusing on sharing power and collaborating. This panel will discuss a proven Connective Leadership Model and its nine leadership strategies as a way to help these organizations and their leaders perform better, accommodate the needs of their constituents, and serve the public in today's fluid world.

2C | Symposium | Business Leadership

BL EF

Leading Virtually: Ethics, Effectiveness, and Engagement in a Digital World

Chair: **Patrick Farran,** Consulting Director, SAS Institute

Commentator: **Joyce Osland,** Lucas Endowed Professor of Global Leadership & Executive Director of Global Leadership Advancement Center, School of Global Innovation and Leadership, San Jose State University

Our globally connected society has opened a wealth of new opportunities and fostered relationships that would otherwise have been impossible. But technology and the distance it spans creates a new set of considerations for authentic, values-driven leaders. This symposium will explore technology-mediated social connections and their relational and moral implications. Looking separately at the use of social media and virtual teams, the presenters will ask the question: "What does it mean for us to be ethical, effective, and engaged in our digital, professional lives?"

BL EF

Social Media, Ethics, and Leadership: One Click Away From Disaster

Colleen P. Lyons, PhD Candidate, Benedictine University

From Fortune 100 global entities to start-ups, social media is the lifeblood of organizations. A social media presence, while essential as a growth engine, can destroy an enterprise's reputation and existence if not managed properly. This presentation will highlight emerging issues that require ethical and leadership acumen to successfully navigate the shoals of social media. These issues include crisis communications and outreach, personal use and company assets (including brand), and first amendment rights.

BL EF

About Virtual Teams

Daniel B. Blood, Training Director, Learning Services, Liberty Mutual Insurance

In recent decades, our concept of work has shifted. It is no longer a place we go; it is now something we do (Ahuja, 2010). Work can be performed anywhere, anytime, with colleagues who are sitting at any point on the globe. Research is just catching up to the rise of virtual teams. This presentation will provide an overview of virtual team research and share findings from original research to create a measurement of team virtuality.

BL EF

How Exceptional Teams Build Engagement and Effectiveness in a Virtual Environment

Amber A. Johnson, Chief Communications Officer, Center for Values-Driven Leadership, Benedictine University

How can leaders of virtual teams foster engagement and effectiveness? While some engagement and productivity strategies may be identical as those used in traditional teams, virtual teams may necessitate adaptations to existing strategies or new strategies altogether. Drawing from a review of literature along with the findings of two original research studies, this presentation will share insights into how teams can build engagement and effectiveness when working with partial or full virtuality.

2D | Presentations | Leadership Development

LD

Exploring What's at the Core of Leadership

Chair: **Linda Pallone,** Founder & Executive Director, E4Leaders International

LD

Behaviors of Excellence: Capturing Core Values in Action

Travis A. Berger, Assistant Professor, Business & Leadership, Alvernia University

How do you make core values come alive in organizations? A case study at Hershey Entertainment and Resorts (HE&R) details a core values initiative designed to answer this question. The presenter will explain how the initiative was designed, introduce a hybrid behavioral observation scale method for identifying behaviors of excellence, and highlight HR systems essential for the initiative's success. The HE&R executive team and two subject matter experts were interviewed as part of a formative assessment. They agreed to the initiative's logic and plausibility, while noting strengths, critical success factors, an opportunity for improvement, and two inductively developed themes.

LD

Identifying a Culture of Grit: An Exploration of Leaders and Their Perceptions of a Culture of Grit

Celeste Raver-Luning, PhD Student & Graduate Assistant, Social Sciences, University of Maryland Eastern Shore

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

Grit, defined as passion and perseverance toward long-term goals, has become the latest trend as the key to success, the trait that individuals need to succeed in an ever-competitive world. However, few studies have explored grit at the team or organizational level. This qualitative research study explored the leadership behaviors of leaders at the helm of an organizational team with a perceived culture of grit and further explored what the leader perceived to be a culture of grit within his or her organization. This study provides insight into how the concept of grit can be examined at the organizational level.

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LD FW

Pineapple Core: Meta-Analysis of Building Self-Confidence in Leaders and Followers with Dale Carnegie Training

Eve Prilipko, Lecturer, Business Communication and Professional Development, Texas State University
Nathan Moore, Alumnus, Texas state University; Student, University of Maine School of Law
Dave Wright, President & CEO, Dale Carnegie Training (Co-Author)

Researchers in the field of leadership (Basford and Molberg, 2013) and other fields have expressed controversial views on the principles proposed by Dale Carnegie in his self-help book How to Win Friends and Influence People first released in mid 1930s (Carnegie, 1998). This meta-analysis compared the results of two quantitative studies in which Dale Carnegie Training graduates reported a significant improvement in their self-confidence. The presenters will share a qualitative study, in the form of interviews with the company's trainers, that revealed techniques contributing to the increase in self-confidence among participants.

2F | Presentations | Leadership Education

LE ED

Examining International Culture and Leadership: Creating Global Competency

Chair: **Gama Perruci,** Dean, McDonough Leadership Center, Marietta College

LE ED

Higher Education Internationalization: A Vehicle for Advancing Global Leadership Competencies

Maria E. Dezenberg, Navitas Executive Director, Global Student Success Program, Richard Bland College of William & Mary
Elsa Wiehe, Teaching & Learning Expert, Navitas (Co-Author)
Timothy Rohrbach, Assistant Professor, Biology, Richard Bland College of William & Mary (Co-Author)

The internationalization of higher education is often pursued for purposes of cross-cultural exchange, new knowledge, and collaboration in response to our dynamic global society. This presentation furthers the theoretical discussions by raising the question of how academic institutions throughout the globe can enhance internationalization strategies with actionable teaching and learning initiatives that develop students' global leadership competencies in preparation for their professional and personal endeavors in today's interdependent social, economic, and political environments. Practical application strategies will be examined with a case of one U.S. college and its organic approach to engaging students in learning boundary spanning capabilities.

LE ED

Examining the Pedagogy of Global Positioning Leadership in Brazil Through the Lenses of Authentic Leadership

Jean-Pierre K. Bongila, Associate Professor, Leadership, University of St. Thomas

This paper examined how the pedagogy of Global Positioning Leadership (GPL) exposed graduate students who participated in EDLD 869 "Leadership in the International Contexts of Brazil" in 2016 and 2017 to some form of authentic leadership. As a grounded theory study within the qualitative inquiry, this research used the five tenets of authentic leadership — self-awareness, relational transparency, balanced processing and moral perspective (Walumbwa et al., 2008) to qualitatively analyze the pedagogy of GPL. Results show that graduate students can take advantage of a study abroad in Brazil to gain authentic leadership experiences by enhancing their self-awareness.

LE ED

Student Lenses of Culture: Exploring Photographic Representations of International Experiences

Natalie J. Coers, Program Coordinator, College of Agricultural and Life Sciences, University of Florida

Study abroad experiences are common among undergraduate students. A case study approach offers insight into three short-term study abroad experiences designed for leadership development within agricultural and life sciences students, including service, cultural immersion through homestays, and agricultural tourism experiences over 10-14 days in a foreign country. Photo elicitation methods provide a unique opportunity for students to reflect on meaningful moments of cultural experiences on a short-term study abroad. Results are being analyzed for connections between impactful experiences, cultural definitions, and student intercultural development categorization. Results will inform continued research regarding impactful elements of international experiences toward developing intercultural competence.

Ballroom C | Presentation | Leadership Scholarship

LS WL

Women as Leaders: Do They Make a Difference?

Alice H. Eagly, Professor, Psychology, Northwestern University

Women are slowly emerging as leaders, despite the challenges inherent in the cultural definition of leadership as requiring masculine qualities. Even though robust gender stereotypes disadvantage women as leaders, women are gaining ground in institutions that serve the public good, including universities. Looking beyond the social justice gains from including women in leadership, researchers are inquiring how and why women leaders may affect group and organizational outcomes. The most consequential differences pertain to women's typically more participative and relational leader behaviors and their more compassionate, other-oriented, and egalitarian attitudes and values. When women leaders display these attributes, groups and organizations may be more effective and gravitate toward new goals.

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26 OCTOBER | 16:00 - 17:30
CONCURRENT SESSION 7

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

TRACKS

BL	Business Leadership
LD	Leadership Development
LE	Leadership Education
LS	Leadership Scholarship
PL	Public Leadership
YL	Youth Leadership

THREADS

AL	Arts & Leadership
DP	Doctoral Program Faculty & Leaders
EF	Ethics Forum
FW	Followership
ED	Leadership Education Deans, Directors, & Chairs
PE	Peace Leadership
PW	Philosophy, Religion, & Worldviews
SL	Sustainability Leadership
WL	Women & Leadership

1A | Symposium | Public Leadership

PL PW

Real Conversations: How Is Leadership Framing and Influencing Violence?

Chair: **Aditya Simha,** Associate Professor, Management, University of Wisconsin - Whitewater
Commentator: **Larissa Collier,** Assistant Professor, Physical Therapy, University of Central Arkansas

This symposium reflects on the global epidemic of violence through diverse perspectives and the role leadership can play in the exacerbation or prevention of violence. Violence can be deeply personal or enacted on a wider scale. Individual, group, or organizational motives for engaging in violence are highly complex and variable. What is the role that the leader plays in the overall structure of these groups or organizations and their impact on their followers and communities? Presenters will explore cases of violence that require authentic conversations directed towards the understanding and prevention of violence that intersect with leadership theory and practice.

PL PW

The Role of Authentic Leadership in Building Workplace Trust

Patricia Greer, Academic Director, University College, University of Denver

What is the role authentic leadership plays in creating a culture of trust and empowerment? When situations of violence are evaluated after the fact, frequently coworkers, supervisors, or managers have described behavior of the wrongdoer as inappropriate, threatening, or scary. The question is often asked why the people who saw this behavior did not report it, or if they did, why nothing was done. This presentation will describe the challenges of creating safe workplaces, where there is a lack of trust, authentic communication, support for concerns, and authentic leadership.

PL PW

The Right to Bear Arms: The Role of Leadership in Gun Violence and Campus Carry

Larissa Collier, Assistant Professor, Physical Therapy, University of Central Arkansas

This paper explores the divide between advocates for and opponents against campus carry laws that allow guns on college and university campuses. Leadership scholarship can provide the framework through which to navigate this social conflict and the polarities of these extreme opposing views. Through analysis of this complex social issue, this presentation will seek to understand why it has been so difficult to reach a common-sense consensus and if leadership theory can lead to common ground between these disparate views.

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PL PW

Cover-Up or Clean-Up: How Authentic Leaders Can Help to Address Organizational Violence

Cheryl Bauman, Educational Consultant

How can authentic leaders, both formal and informal, lead effectively, when the very cultures that are embedded within our institutions assist in covering-up and perpetuating workplace bullying? How do power differentials in the workplace limit employees from speaking out, while permitting others to continue to maintain and sustain bullying behaviors? This presentation will discuss organizational violence in relation to workplace bullying and the connection it has with formal and informal leaders. Together, we will examine the authentic conversations and relationships that need to be developed, so that current, permissive, organizational cultures shift to expose and eliminate workplace bullying.

PL PW

Us Too! Trust, Authentic Leadership, and Follower's Inclinations to Report Sexual Harassment

Nima S. Salami, DBA Student, Management and Economics, Westcliff University
Aditya Simha, Associate Professor, Management, University of Wisconsin - Whitewater (Co-Author)

This presentation will focus on the impact of perceived authentic leadership on individuals' inclination to report sexual harassment. The presenter will share an analysis of data collected from individuals working in U.S. companies across a range of industries and will discuss the mediating role of trust in the leader-follower relationship.

PL PW

Whose Authenticity Matters? Gender Politics and Organizational Policies in Higher Education

Rita A. Gardiner, Assistant Professor, Critical Policy, Equity and Leadership Studies, Faculty of Education, Western University
Hayley Finn, Student, Faculty of Education, Western University

How can authentic leadership help us rethink how communities deal effectively and ethically with campus violence? What tensions emerge when leading change results in difficult conversations? This presentation will examine organizational tensions between sexual violence policies and institutional change. Although many academic institutions profess a commitment to equity, sex-based inequities pervade organizations. Presenters will consider what authentic conversations need to take place for institutional change to occur.

1B | Panel Discussion | Public Leadership

PL PW

Leadership for the Common Good: From Rhetoric to Action

Chair: **Claudia de Castro Caldeirinha,** Manager & Leadership Professor, RedScope Consulting
Emilio Iodice, Director Emeritus & Professor of Leadership, John Felice Rome Center, Loyola University Chicago
Michael C. Hardy, Professor & Executive Director, Centre for Trust, Peace and Social Relations, Coventry University
Elżbieta Jabłońska, CEO, ARDITO Consulting
Jesse Segers, Rector, S.I.O.O.

We have reasons to worry about the consequences and impact of leadership these days. Often, this is because what leaders say and the consequences of their actions diverge. Panelists will consider the following questions: What makes for authenticity in leaders? How can each of us be authentic in today's multidimensional world? How can we develop and sustain authentic leadership, based on ethical and inclusive values in our realms of action? If courage and audacity in thought are qualities of authenticity, how do we boost these while preserving ethical leadership, democratic values in governance, and sustainable progress?

1C | Panel Discussion | Public Leadership

PL SL

Promoting the Sustainable Development Goals for Progress, Peace, and Prosperity

Chair: **Rian J. Satterwhite,** Director, Service Learning & Leadership, University of Nevada, Las Vegas
Janis B. Balda, Professor of Sustainable Enterprise, School of Environmental Citizenship, Unity College
Eleftheria Egel, Independent Leadership Scholar and Management Consultant
Richard Little, Professor, Institute for Leadership and Sustainability, University of Cumbria
Jessica Rae Ullman, Student, Unity College

We will explore how the 17 United Nations Sustainable Development Goals (SDGs) are being met by organizations, businesses, and individuals who are seeking progress, peace, and prosperity while recognizing the finite resources of our planet. The goals are all interconnected, meaning none of them can be delivered in isolation, and apply to every nation and every sector. All of us are being challenged to act, but for many it's not clear how to participate in achieving these goals. This panel will provide guidance on the significance of the goals and share actionable practices that contribute to achieving the goals.

1D | Workshop | Leadership Development

LD

Cultivating Your Authentic Leadership Voice

Kathy Bishop, Associate Professor, School of Leadership Studies, Royal Roads University
Alan L. Bishop, Founder, The 365 Effect

In this era of fake news and questionable ethics, leaders, now more than ever, need to take a stand for what they believe. A way to do this is to continuously (re)discover, hone, and develop their authentic voice. As leaders cultivate their voice (whether it be emergent, radical, or seasoned), fresh insights and possibilities may be uncovered. In this interactive and experiential workshop, which links theory and practice, participants will be invited to playfully and practically cultivate, claim, and understand their authentic voice.

1E | Workshop | Leadership Development

LD

Intelligent Disobedience: How Leaders and Followers Avoid Blind Spots and Create Breakthroughs

Ira Chaleff, Author, *The Courageous Follower*
FW
Bob McGannon, Director, Intelligent Disobedience Leadership

Human progress owes far more to dissent and innovation than to conformity and unthinking compliance. Progress has been repeatedly retarded or damaged by timidity and obedience. This workshop will examine guidelines for when and how to intelligently disobey in the service of worthy outcomes, exercise our capacity for Intelligent Disobedience, and explore strategies to introduce the subject to our co-workers, students, and family members. Through videos, case studies, dialogues, and exercises, participants will gain greater understanding of how to realistically weigh risks and overcome their barriers to taking effective, ethical, and creative action in both the leader and follower roles.

1F | Workshop | Leadership Development

LD

Experiencing Ethical Leadership: An Inside Job

Julie E. Benesh, Department Chair, Organizational Leadership, The Chicago School of Professional Psychology

Ethical leadership isn't easily defined or expressed. This workshop will address the many challenges associated with leading with integrity, trust, authenticity, and honesty. Participants will be taken through an experiential activity to build self-awareness, to understand the complexities of ethical leadership, and to begin building a prosocial organizational culture.

1G | Presentations | Leadership Education

LE

Leadership Education Intensives

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

LE

Integrating Experiential Learning Into Executive Development Programs

Douglas Lindsay, Executive Editor, *Journal of Character & Leadership Development,* United States Air Force Academy
Dana Lyon, Coach, Athletic Department, United States Air Force Academy (Co-Author)

Leadership development can be very effective, but it often falls short because it is not connected to what the leader will actually do when they assume a leadership position. Integrating authentic assignments and projects into the curriculum can overcome this disconnect. This presentation will examine an executive level program that has been in existence for over 10 years. The presentation will cover outcomes, lessons learned, and how to go about implementing best practices into any leadership program to make the experience more relevant, applied, and authentic to what the leaders will actually do.

LE

A One-Week, Unique, and Authentic Leadership Development Camp for Undergraduate Students

Jay Bradley, Clinical Assistant Professor, Kinesiology, IUPUI
Rachel Swinford, Clinical Assistant Professor, Kinesiology, IUPUI
Allison Plopper, Lecturer, Kinesiology, IUPUI (Co-Author)

Presenters will describe a one-week residential leadership development camp that brings undergraduate students to a rural-residential setting far from their large urban campus. This experience provides multiple opportunities for growth in the areas of leadership, teamwork, and professionalism. After a program overview, presenters will share outcomes and lessons learned.

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LE EF

Leadership Education in Practice: Study Abroad as Leader Development

Maria “MJ” Pallotta, Director, Center for Experiential Leadership Development, LEAD Division, United States Naval Academy
Andrew Ledford, Permanent Military Professor, Leadership, Ethics, and Law, United States Naval Academy
Michael A. Norton, Permanent Military Professor, Leadership, Ethics, and Law, United States Naval Academy
Joseph Thomas, Deputy Director, Stockdale Center, United States Naval Academy (Co-Author)

There are few, if any, programs that combine the three subjects of leadership, ethics, and cross-cultural competency in a deliberate way. By themselves, classroom education or practical immersions are wholly insufficient preparation for practitioners. However, most would agree that globally aware ethical leaders hold the key to success in their respective disciplines. In addition to debating several factors that may enable this type of leader development, presenters will share how the United States Naval Academy teaches authentic leadership theory and puts it into practice by providing study abroad opportunities as part of a midshipman’s comprehensive education experience.

LE EF

Preparing Early-Career Faculty for Leadership in Universities

Fiona Denney, Director, Brunel Educational Excellence Centre, Brunel University London

Early-career faculty in universities are often in the position of needing to exhibit leadership without occupying any formal position of management or authority. In addition, there is a dearth of preparedness for leadership when they do move into such a position. The presenter will describe a short leadership development program that focuses on recognizing existing skills and abilities and using these to exhibit leadership; and identifying what leadership means to the individual, ensuring that this is grounded in the reality of academic culture. This program has been run in the UK and is increasingly in demand in other European countries.

LE EF

Leading Through Moments That Matter: An Interactional Approach to Leadership Development for Executives

Thomas J. Yannuzzi, Executive Director, Center for Student Leadership, Kennesaw State University

Effective leadership in workplaces depends on one’s ability to maintain respectful, trusting, and productive relationships while often engaging in competitive and sometimes contentious dialogue. Professionals need to understand the challenges of organizational environments. Leadership development must incorporate processes through which professionals increase their capacity to act into and critically reflect on “lived and experienced social activity in which persons-in-conversation, action, meaning, and context” dynamically constitute shared futures (Barge & Fairhurst, 2008). The presenter will share a program offered to MBA’s and EMBA’s at the Rotterdam School of Management which provides the concepts and processes needed to better navigate problematic situations.

1H | Panel Discussion | Women and Leadership

Women & Leadership 4th Annual Conference: Information and Involvement Session

Chair: **Lynne E. Devnew,** Distinguished Research Fellow, School of Advanced Studies, University of Phoenix
Denise Thomson, Executive Coach & Consultant, DeWitt-Thomson, LLC
Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University
Marlene Janzen Le Ber, Chair & Associate Professor, School of Leadership & Social Change, Brescia University College
Ann M. Berghout Austin, Director & Professor, Center for Women and Gender, Utah State University
Amy Martin, Adjunct Instructor, University of San Francisco

Meet the leadership team, discuss the conference theme, Women in Leadership: Building Solutions, Harmony, and the Greater Good, discover the incredible venue, and learn how to volunteer. Find out what’s new for 2019, including the opportunity for practitioners to submit case stories and work with scholars after the conference to develop teaching case studies; the potential to have conference papers included in a Journal of Leadership Studies symposium; and recognition for the best paper, best case study, and best reviewer. We hope you’ll join us for the conference at 1440 Multiversity near Santa Cruz, CA, 16-19 June 2019. The call for proposals closes 15 November 2018.

1I | Presentations | Public Leadership

PL

Learning From Leadership Failures and Successes

Chair: **Russell Robinson,** Director, Organizational Development & Leadership, Federal Occupational Health, United States Department of Health and Human Services

PL

Leading Communities in the Era of Mass Reentry

Michael Davis, Bureau Chief, Office of Reentry, Ohio Department of Rehabilitation and Correction

This presentation will provide a clear picture of the effects of mass incarceration and the resultant era of mass reentry. The presenter will provide an overview of the academic landscape that informs the correctional systems’ understanding of this issue. In addition, data that provides a framework for understanding the lived experience of those attempting to thrive in neighborhoods impacted by reentry will be discussed. Guidance in moving from theory to practice and pragmatic recommendations will be provided to assist leaders in the development of strategies that will assist returning citizens in their journey toward community integration.

PL SL

Overcoming Physician Burnout: A Culture of Conversation for Provider Wellbeing and Institutional Prosperity

Lunthita M. Duthely, Research Assistant Professor, Obstetrics & Gynecology, University of Miami Health System
Louise Underdahl, University of Phoenix (Co-Author)
Terri Jones Meineke (Co-Author)

More than 50% of medical residents and doctors in the United States report burnout, adversely affecting the quality of patient care, health care costs, and personal practitioner mental health and wellness. Depression, alcohol, substance use, and suicide are linked to burnout. Healthcare leaders seek sustainable solutions that benefit the organization and the individuals within the organization. Solutions are predicated upon reengineering healthcare systems to calibrate and monitor the patient and provider experience. The purpose of this theoretical analysis is to evaluate the most current preventative and positive approaches that address physician burnout. Four recent trends will be presented.

PL FW

U.S. Navy Fat Leonard Scandal: Failure of Military Leadership — Graft, Collusion, and Conspiracy

Robert Philip Gonzales, PhD Student, Leadership, University of San Diego

For over ten years, senior U.S. Navy officers disclosed classified information; provided insider access; and accepted cash, gifts, and prostitutes. What was going on in the U.S. Navy's Glenn Defense Marine Asia (GDMA)/ Fat Leonard scandal? What accounts for ethical lapses under the umbrella of military ethics and strict contracting controls? How did conspirators and colluders join and succeed? The Fat Leonard scandal is rich in questions and research, including, exposing the dangers of unethical activates, failed oversight, and unrestrained military leadership.

PL

Crisis Leadership: A Case Study for Leadership Before, During, and After Hurricane Irma

Hannah Carter, Associate Professor, Agricultural Education and Communication, University of Florida
Angela B. Lindsey, Assistant Professor, Family, Youth and Community Sciences, University of Florida

In 2017, Hurricane Irma was one of the largest storms recorded in the Atlantic Ocean causing over $6 billion in damages across Florida. With offices in all 67 counties in Florida, the University of Florida's (UF) Institute of Food and Agricultural Sciences (IFAS) played a critical role before, during, and after the storm with community agencies, the public, and governmental entities. To better prepare leaders to meet challenges caused by natural disasters, this case study analysis documented the management practices of the UF/IFAS leadership team to consider how these efforts fit with crisis leadership, crisis theory, and issues management model.

1J | Panel Discussion | Public Leadership

PL AL

Authentic Grassroots Leadership: Cultural Activism and the Arts for Social Change

Chair: **Jon Wergin,** Professor, Leadership and Change, Antioch University
David Edelman, Director, Performing Arts Leadership & Management, Shenandoah Conservatory
Susan Erenrich, Professor, American University
Greg C. Obi, Assistant Professor, Business Management Technology, Ohio University - Chillicothe
Randal J. Thompson, President & CEO, Dream Connect Global
Anu M. Mitra, Professor, PhD in Interdisciplinary Studies Program, Union Institute & University

Throughout history, artists have been at the forefront of movements of protest, resistance, and liberation. Their efforts have kindled fires, aroused imaginations, and rallied the troops culminating in real transformational change. No matter the form of their cultural activism, these movers and shakers have been viewed as authentic, reliable, and trustworthy shepherds. Yet, artists have been overlooked or given too little attention in the literature on leadership. This panel will explore the intersection of authentic, grassroots leadership and the arts for social change by accentuating the many victories artists have won for humanity and engaging attendees in vigorous dialogue.

1K | Symposium | Leadership Education

LE DP

Doctoral Leadership Education at a Crossroads: Authentic Challenges and Conversations

Chair: **Debora J. Pfaff,** Vice Provost for Student and Academic Affairs (Acting), National Intelligence University
Commentator: **Jennie Walker,** Visiting Professor, PhD in Global Leadership, Indiana Tech

This session will introduce the authentic world of doctoral leadership education. As leaders in their fields, presenters from four private institutions of different types located in Pennsylvania, Indiana, California, and Nebraska will come together to share what it means to administer rigorous, current, and value-driven doctoral education. They will question ways to teach scientific integrity and the role of doctoral education in disciplinary development; evaluate methods to engage in ethical research, design relevant doctoral curriculum, and create an effective online learning community in distance education; and apply the concept of adaptive leadership to examine approaches to program reviews.

LE DP

The Role of Doctoral Education: Teaching Scientific Integrity and Engaging in Disciplinary Development

Yulia Tolstikov-Mast, Lead Faculty & Associate Professor, Global Leadership, Indiana Tech

How should a doctoral program deal with the overwhelming increase in low quality, unethical, or predatory academic publishing? The presenter will call for the urgent need to train doctoral students to protect empirically generated knowledge and unveils a plan to increase scientific integrity of doctoral graduates. She then will challenge doctoral programs' responsibility to actively engage in its disciplinary development, especially considering the young nature of the discipline. The goal of the presentation is not to provide definitive answers but to involve a community of educators in timely conversations.

LE DP

Developing the Art of Research in Doctoral Leadership Programs

Tufan S. Tiglioglu, Director, PhD in Leadership, Alvernia University
Peggy Bowen-Hartung, Chair, Psychology and Counseling, Alvernia University
Julia Dunst, Graduate Assistant, Institutional Review Board, PhD Program in Leadership, Alvernia University

This study examined how the current structure of doctoral programs in leadership serve the purpose of preparing students for the challenges of doing ethical research. It also investigated the most effective ways to prepare doctoral students to utilize research methodologies including human subject research. Recommendations call for decisions regarding curriculum and instructor balancing to promote quality dissertation research studies thus allowing doctoral programs in leadership to develop the next generation of great leaders and scholars for academics and industry.

LE DP

Building Community Through Online Doctoral Leadership Education

Carly Speranza, Assistant Professor, Management, Marymount University

This presentation will examine how Creighton University's Doctoral program in Interdisciplinary Leadership, through an engaged faculty and successful online platform, builds a community for its students and prepares them for their future as leaders.

LE DP

Periodic Reviews Keep Programs Authentic

Rich Whitney, Associate Professor, Organizational Leadership, University of La Verne

We spend a lot of time in front of the classroom and our students presenting ideas and theories and expanding the breadth of the writ large. From the orientation to that final defense, our students' process is vital. As programs and departments, it is important that we get to APD — Authentic Program Development. Periodic program review and taking a look at how we do business is important to the longevity of our work and careers.

1L | Symposium | Business Leadership

BL

Addressing the Virtues and Values That Enable Business Leaders to Work for the Greater Good

Chair: **Nicole Stedman,** Professor, Agricultural Education and Communication, University of Florida
Commentator: **Robert McManus,** McCoy Professor of Leadership Studies, McDonough Center for Leadership & Business, Marietta College

It is critical to consider how an authentic leader's values and virtues impact the process of business leadership to, as this year's call for proposals states: "create a future that embraces progress, fosters peace, and creates prosperity for the greater good of the global community." The multi-institutional scholars in this symposium will present a thorough exploration into some of the most influential virtues and values of effective business leaders including humility, generosity, compassion, and gratitude.

BL

Values, Leadership and Transformation: Promoting Peace, Prosperity, and Harmony for the Greater Good

Doug Paxton, Co-Director, Leadership Center, Saint Mary's College of California

We live at a time when peace, prosperity, and caring authentically can feel like a distant dream — when understanding and exploring shared values may be more important than ever for bringing positive transformation to our global community. Using a values measurement instrument that outlines personal and human development across a continuum of leadership expressions, we have collected stories from hundreds of learners across all sectors of the economy over the past 15 years and discovered that seeing and understanding one's values and priorities help catalyze change and new action in service of our highest ideals.

BL WL

Residing in Presence and Authenticity in Times of Turbulence

Sarah E. Argue, Doctoral Student, Leadership Studies, University of Central Arkansas
Rhonda Lea McClellan, Director & Professor, Leadership Studies, University of Central Arkansas (Co-Author)

To gain insights into how women public leaders navigate turbulence, we conducted semi-structured interviews with 12 women in nonprofit, state agency, and elected leadership. We explored how they address times of turbulence and how they turn to intrapersonal resources for progress, peace, and prosperity. In a world of chaos and tension, in a world deplete of resolution, leaders are encouraged to focus on being present, gracious, and compassionate. They reside in this state of turbulence in practice of meditation, movement, and inquiry (Langshur & Klemp, 2016).

BL

How a Humble Leader Can Improve Business Performance

Melissa Norcross, Executive Moderator, Collaborative Gain - The Councils

Spiritual leaders lean into the practice of humility (Addington, 2014), but increasingly secular leaders are discovering the magical performance-enhancing capability that humility unlocks (Rego, et al., 2017; Owens & Hekman, 2012 & 2016). The presentation will address findings of current research exploring the individual ways in which humble leaders operate differently than their peers and the kind of effect that this has on their teams and organizations.

BL

I'm the Best at Being Generous: The Influence of Humility on Generosity

Matthew J. Sowcik, Professor, Agricultural Education and Communication, University of Florida
Austin D. Council, Doctoral Student, Agricultural Education and Communication, University of Florida (Co-Author)

In recent years, one virtue that has gained a significant amount of traction in leadership circles is humility. Although the concept has only recently been researched, we have gained some insights into humility's many prosocial benefits. The research presented in this session addresses the impact humility has on an individual's level of generosity and their reasons for being generous. Practical applications of the findings are presented to address business leaders' approaches to giving recognition to others and accepting appreciation.

2A | Workshop | Leadership Education

LE

Decolonizing Frameworks: Practical Exercises for Change in Leadership Theories, Language, and Pedagogies

Erica Wiborg, Graduate Assistant & Instructor, Leadership Learning Research Center, Florida State University
Maritza Torres, Graduate Assistant, Center for Leadership & Social Change, Florida State University
Roxanne Hornbeck, Assistant Professor, Performing Arts & Arts Leadership, Seattle University

The ILA annual global conference theme encourages leadership that embraces progress, fosters peace, and creates prosperity for the greater good of the global community. What is daunting about this call is while envisioning a future, one must also understand the history of inclusion/exclusion from a critical perspective. Beyond a presentation, this workshop will challenge participants to critically analyze dominant leadership theories, language, and pedagogies through an exploration of questions related to the nature and process of global white supremacy. The goal is to analyze assignments, assessments, and case studies from leadership courses, and then integrate decolonization into frameworks for teaching and leadership learning.

2B | Workshop | Leadership Education

LE ED

Seeking Authenticity in Global Contexts: Integrating the Real With the Ideal

Steve Grande, Director, Community Service-Learning, James Madison University
Lee Sternberger, Executive Director, Office of International Programs, James Madison University

The need for culturally competent leaders who possess thoughtful self-awareness is apparent, especially given our current climate of unrest and cultural mistrust. Educational efforts that emphasize contradiction and indigenous knowledge within constructivist approaches have the potential to help students deepen their self-awareness and leader self-efficacy while developing complex and systemic conceptualizations of their roles as authentic leaders in a complex world. This workshop will offer participants the opportunity to explore aspects of international leadership initiatives by learning assessment processes related to global beliefs and values and participating in leadership training practices embedded in global studies curricula.

2C | Panel Discussion | Leadership Education

Educating for Peace Leadership: Building Self, Community, and Systems in Multiple Contexts

Chair: **Stan Amaladas,** Research Associate, Mauro Institute for Peace and Justice, St. Paul's College, University of Manitoba
Whitney McIntyre Miller, Assistant Professor, Leadership Studies, Chapman University
Miznah Alomair, Ph.D. in Education, Alumna, Chapman University
Jean C. Lipman-Blumen, Thornton Bradshaw Professor of Organizational Behavior & Professor of Organizational Behavior, Claremont Graduate University
John H. Horsman, Senior Lecturer, Leadership Studies, Gonzaga University
Sarah Smith Orr, Owner, Smith Orr & Associates
Ann Dinan, Head of Global Operations, Leadership Education, Deeper Leadership Institute

In these toxic times, the focus is on the things that divide us, challenge equity, and empower hate. In contexts around the world, efforts highlight the gaps between peoples — not to celebrate our differences — but rather to tear down and build chasms. Peace leadership is one answer to these challenges, to bring people together and highlight the development of self, community, and systems work. In this panel, practitioners and academics will join in conversation and share lessons learned about educating for peace leadership in schools, university classrooms, professional learning and training settings, conflict-torn countries, and refugee camps.

2D | Workshop | Leadership Development

The Leadership Iceberg: A Process for Building Resilience, Empathy, and Psychological Integration

Stephen James, Executive Director, Sage Hill Consulting
Joshua Hayden, Assistant Professor, College of Leadership & Public Service, Lipscomb University

This workshop will explore and analyze the theme of vulnerability-based resilience, empathy, and psychological integration in authentic leadership. The facilitators will use a personal leadership narrative process that bridges counseling practices rooted in narrative psychology, attachment theory, and practical language of emotions with the components of authentic leadership. Participants will practice reframing disruptive events, naming emotions, and surfacing the hidden impact of life experiences to build psychological integrity for deepening strengths-based leadership approaches. We apply the notion that authentic leaders need people, a need which only increases with authority.

2E | Symposium | Leadership Development

Leadership in Extreme Situations

Chair: **Susan A. Weeks,** Operations Officer, Health Care Education, Healthcare Education Division, Air Force Institute of Technology

Leadership in Extreme Situations

Michael Holenweger, Lecturer, Leadership and Communication Studies, ETH Zurich

Many studies have been published that deal with the topic of leadership in crisis situations, but only a few works exist in the field of leadership in extreme situations. However, since a distinction between crisis and extreme contexts is crucial, further research in this area is needed. An understanding of the nature of leadership in an extreme setting can provide further insights for military and civil leaders in a regular context within their profession. Furthermore, the growing number of leadership scholars around the world who work and do research on this subject shows the importance and global recognition of this topic.

Leading in Extremis Situations: How Can Leaders Improve?

Deirdre Dixon, Assistant Professor, College of Business, University of Tampa
Michael Weeks, Assistant Professor, University of Tampa (Co-Author)

In extremis leadership is a situation in which the leader's life and those of his/her team are, or are perceived to be, in danger. Because dangerous situations are difficult to study, and most of the literature is theoretical, little is known about how leaders communicate with their teams and make sense of these contexts. Our qualitative study researched how leaders sensemake and sensegive to their teams and how this affects in extremis situation outcomes. We found that leaders who have mental flexibility, sense of duty, and self-confidence were the best prepared for these dangerous situations.

→

LD

Tactical Combat Leadership: An Ethnographic Study

Andrew Ledford, Permanent Military Professor, Leadership, Ethics, and Law, United States Naval Academy

What do military leaders in extreme situations experience, need, and know? New ethnographic research and interviews with special operations leaders reveal principles including risk-mitigation, the simplification of the complex, and trust. This critical leadership requires these basic principles as well as a cultural adaptation that is demonstrated in the special operations community. The tactical combat leader must work within this culture and with these principles to be successful.

LD

In Extremis Leadership: Views From the Field

Douglas Lindsay, Executive Editor, *Journal of Character & Leadership Development,* United States Air Force Academy
Richard Ramsey, Assessment Lead, Center for Character and Leadership Development, United States Air Force Academy

In Extremis Leadership involves leaders operating in situations where successful completion of the mission involves putting followers (and the leader) in harm's way. Due to the dangers associated with this form of leadership, it is difficult to study/analyze it anywhere but the battlefield of the dangerous occupation. This presentation will involve a discussion of in extremis leadership through the eyes of a former U.S. Army leader who was challenged to enact leadership in multiple deployments to a war zone.

2F | Workshop | Leadership Development

LD

The Role of Mindfulness in Developing Authentic Leaders: Five Essential Practices

Susan Skjei, Director, Authentic Leadership Center, Naropa University

All leaders face challenging situations in which their authenticity, integrity, and courage are on the line. In these high stakes situations, many leaders feel overwhelmed and rely on habitual responses that may not be appropriate for the situation at hand. The practice of mindfulness can help leaders respond with more authenticity and resilience. Based on in-depth interviews with business, nonprofit, and government leaders and on the presenter's experience teaching mindfulness and authentic leadership for over 20 years, this workshop will explore and provide opportunities to experience five essential mindfulness practices that foster authenticity, compassion, and confidence in the moments that matter.

Ballroom A | Panel Discussion | Business Leadership

BL
ED

Leading Humans and Machines in Knowledge Organizations

Chair: **Gillian Secrett,** CEO, The Møller Institute, Churchill College, University of Cambridge
Liz Baltesz, Liz Baltesz Consults
Taylor Harrell, PhD Student, School of Leadership and Education Sciences, University of San Diego
Sara-Michele Lazarus, Senior Cyber Defense Analyst, Defense Point Security, LLC
Mike Mister, Partner, Executive Education, The Møller Institute, Churchill College, University of Cambridge
Michael Seelman, Principal Consultant & Coach, Churchill Consultants

With the new digital era — powered by artificial intelligence and machine learning — businesses face a fundamentally different leadership challenge. Authentic leaders need to create new organizational narratives about the nature of work and the roles humans and machines play in integrated teams. They also need to address the emotional needs of their human followers during exponential change. This panel will synthesize original research with business executives and technology researchers at the era's cutting edge with leadership scholarship to provide practical advice for leading human-machine teams in knowledge organizations now and into the future.

Ballroom B | Panel Discussion | Leadership Scholarship

LS
PW

The End of Authenticity?

Chair: **Molly Waters,** Lecturer, Leadership and American Studies, Christopher Newport University
Mark Antonio Menaldo, Associate Professor, Liberal Studies, Texas A&M University-Commerce
Brent Cusher, Assistant Professor, Leadership and American Studies, Christopher Newport University
Alfonso Vergaray, Assistant Professor, Political Science, Texas A&M International University
Jack Byham, Assistant Professor, Texas A&M International University

Today, authentic leadership seems like a settled conviction within leadership studies. Its proponents speak of authenticity as a self-evident truth, one that builds the best relationship between leaders and followers. Is authenticity, however, philosophically plausible and ethically desirable? This panel will focus on the merits of authenticity as a philosophical concept with special emphasis on the debate between ancient and modern philosophers' conceptions of self-knowledge, deception, and authenticity.

Ballroom C | Workshop | Leadership Development

LD ED

Facilitating Authentic Conversations and Critical Reflection

Cheyenne C. Luzynski, Teaching Assistant Professor, Leadership Studies, West Virginia University
Levi T. Huff, Student, Leadership Studies, West Virginia University
Haley Craig, Student, Leadership Studies, West Virginia University
Rob L. Dowdy, Student, Leadership Studies, West Virginia University

The DRAG-IT model — Do, Reflect, Analyze, Generalize, Identify, and Take Away — assists students and professionals in leading dialogue for leadership learning and critical reflection. Situating the learner in their own lived experiences, this facilitation framework allows them to connect leadership concepts with real world application. Presenters will introduce the DRAG-IT model, offer examples, and assist in the designing of DRAG-IT programs for workshop participants' institutional contexts. Participants will gain insight into the importance of critical reflection in student learning and leadership development while learning practical strategies and techniques for leading authentic conversations and guiding deep critical reflection.

FRIDAY

26 OCTOBER | 18:00 - 19:30 | EXHIBIT HALL A

HOSTED POSTER SESSION

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

TRACKS

- BL **Business Leadership**
- LD **Leadership Development**
- LE **Leadership Education**
- LS **Leadership Scholarship**
- PL **Public Leadership**
- YL **Youth Leadership**

THREADS

- AL **Arts & Leadership**
- DP **Doctoral Program Faculty & Leaders**
- EF **Ethics Forum**
- FW **Followership**
- ED **Leadership Education Deans, Directors, & Chairs**
- PE **Peace Leadership**
- PW **Philosophy, Religion, & Worldviews**
- SL **Sustainability Leadership**
- WL **Women & Leadership**

Part of our Friday evening extravaganza, enjoy a Taste of West Palm with local artisan cheeses, meats, and crudité paired with wine, beer, and soda (open bar 18:15-19:15) all while exploring the poster session (below), talking with Lifetime Achievement award winners and keynote speakers, and meeting your favorite leadership authors at the author meet and greet.

The Hosted Poster Session will be split into two shifts, 18:00-19:00 and 18:30-19:30. Presenters of odd numbered posters will be present from 18:00-19:00 and presenters of even numbered posters will be present from 18:30-19:30.

BUSINESS LEADERSHIP

BL

1. Authentic Leadership and Followership for Organizational Progress at Municipal Corporations in Jamaica

Darcia Roache, PhD Student, Educational Administration, University of Saskatchewan

Authentic leadership is needed to transform the municipal corporations in Jamaica to bring about transformational leaders capable of making decisions to foster efficiency and effectiveness at the corporations. The poster will explore how authentic leadership characteristics and approaches involving self-awareness, internal moral perspective, balanced processing, and relational transparency can foster theoretical and practical sustainability and creativity for municipal corporations. Government at the local level should be endowed with exemplary leadership practices to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart for followership and organizational progress (Kouzes & Posner, 2007).

BL FW

2. Authentic Leadership Within the Romance of Followership Theory for Follower Engagement and Communal Prosperity

Gary Crutchfield, Production Engineering Manager, Boeing

Authentic leadership is a crucial element of the Romance of Followership Theory used to promote follower engagement and enhance organizational performance and value. Successful authentic leaders engage their followers for superior performance in government and private organizations and promote universal progress, peace, and the corresponding economic freedom and prosperity. Benefits and byproducts of authentic and servant leadership on followers within the complex and fast-paced global community resonate well beyond the follower-leader dyadic relationship. Romance of Followership Theory extends Romance of Leadership by adding complexity leadership theories that focus on authentic leadership of followers as value creators in a complex system.

B L E F

3. Ethical Leadership: A Clear Mandate to Address Employee Silence

John Sherlock, Professor, Human Resources, Western Carolina University

The recent high profile sexual harassment incidents in the media should cause every organizational leader to question whether their organization's culture is one committed to a climate of respect and safety. Having policies prohibiting certain behaviors and few formal complaints are insufficient indicators of authentic ethical leadership. Too often, employee silence masks what is really going on in an organization. This poster will describe the essential link between ethical leadership practices and the organizational practices that foster employee voice and minimize silence.

B L E F

4. Ethics and Accountability: An Application

Laura Thompson, Faculty, Graduate School, Keiser University

R. Benjamin Gaither, Executive Administrator to the Chief of Police, Dekalb County Police Department

Contextually, advances in information transparency as a communication process yield relationships in personal, financial, and organizational accountability. The framework supporting this process is comprised of algorithms that when implemented, provide options towards ethical decision making. However, the tracking capabilities of prompted decision making may impose challenges with transparency. As such, our quest is to discover where the breakdown in communication begins.

B L

5. Executive Leadership in Cross-Sector Collaboration

Philip W. Shields, Bridging Agent, Consulting, Warrior Rate

How do executive leaders perceive their involvement in cross-sector strategic alliances between public organizations and private entities? This question was explored using an in-depth phenomenological analysis to determine themes perceived critical to success. Executives studied suggested their role was to ensure strategic alignment, mutual benefit, effective communication, and clear vision were present in their organization's collaborative activities. Conversely, lack of establishing the aforementioned themes was perceived to be detrimental to alliances. The application of this research spans from executives in the public and private sectors to leadership scholars that are interested in better understanding cross-sector collaborations.

B L

6. Happiness at Work and in Life

Santiago Vázquez, Director, Leadership Institute, Tecnológico de Monterrey

María Rivera, Strategic Projects, Leadership Institute, Tecnológico de Monterrey (Co-Author)

There is a current generalized view that work is something that prevents us from dedicating time to what we want and like to do. However, we believe work can be a source of happiness. This poster contributes to the development of organizational environments that promote trust, commitment, and thus, happiness at work through the increase of levels of consciousness, responsibility, and more human and efficient environments aimed at taking advantage of the strengths of people.

B L

7. How Voice Behavior Mediates the Relationship Between Thriving at Work, Ethical Leadership, and Wellbeing

Khadija Aqeel, MPhil Scholar, National College of Business Administration & Economics, Lahore, Pakistan

Saira Farooqi, Department Head, Business Studies, Kinnaird College for Women (Co-Author)

Ghulam Abid, Assistant Professor, National College of Business Administration & Economics, Lahore, Pakistan (Co-Author)

Exploring positive organizational behavior, this study investigated the direct effects of two workplace behavioral antecedents (ethical leadership and thriving at work) on employees' wellbeing, and the mediating influence of voice behavior on the relationship between these two behavioral antecedents and wellbeing. Utilizing a multistage sampling technique and a sample of 275 employees of information technology organizations, the results revealed a positive association between the employee experience of both behavioral antecedents and wellbeing and finds that voice behavior mediates this relationship. This poster will highlight the theoretical and practical implications and will suggest directions for future research.

BL

8. Authentic Leader Style and Small Business Owners' Creativity and Innovation

Lonnie Jackson, Associate Professor of Management, School of Business, Henderson State University
Marc D. Miller, Dean, School of Business, Henderson State University (Co-Author)

The implications of authentic leadership style for the small business owner are examined for its impacts on firm creativity, innovation, and follower job satisfaction and job performance. The results of the study are presented in the poster to indicate the further refinement and extension of the authentic leadership construct as defined by Walumba, et al. (2008) within the context of small firms.

BL
SL

9. Is Effective CSR Simply Good Leadership? An Inquiry Into Leadership in the Apparel Industry

Gayathri Banavara, Lecturer, Marketing, Management, and Finance, LIM College

This poster will discuss the role of leadership, specifically authentic, transformational leadership in effective CSR within the apparel industry. Does the intersection of leadership and CSR result in organizations becoming more socially responsible? Is effective CSR simply the result of good leadership? The research presented will focus on small and medium enterprises, which are a sizable percentage in the apparel industry.

BL
PW

10. Leader Identity: East Meets West and Goes Global

Jim Barge, PhD Student, Organizational Leadership, Eastern University

Leader identity is a multi-faceted, relational, and significant phenomenon with applications for the construct and practice of global leadership. Although it is not a new concept, identity is increasingly seen as a key element in leader growth and development. Western scholars offer social identity and constructionist theory as key frameworks for understanding leader identity concepts. However, our insight into leader identity, particularly as it relates to global assignments and the development of a global mindset, is enhanced by considering multiple perspectives including those of non-Western origin, specifically Native American philosophy and the Nagarjuna strain of Buddhist thought, Mahayana.

BL

11. Maintaining Authentic Leadership Principles During Rapid Organizational Growth

Kathrine R. Craig, Eastern University
Mercy Ngungu, Eastern University

As organizations grow they risk losing focus on what is essential. Remaining true to their founding principles/corporate identity while responding to rapid growth is a critical function of leadership. Not every business that starts off grounded in authentic leadership principles retains them. At their peril, many organizations disregard their founding values in search of profit as they achieve success. Business periodicals and the judicial system have extensive examples of poor leadership decisions and establishments that drifted from their principles and identities. Rather than leveraging their trusting and authentic relationship with key stakeholders, these organizations abandoned their founding leadership values.

BL

12. Nudgitize Me! A Behavioral Finance Approach to Minimize Losses and Maximize Profits From Heuristics and Biases

Julia Puaschunder, Research Associate, Economics, The New School

Behavioral Finance is one of the most novel developments in Behavioral Economics. Since the end of the 1970s, a wide range of psychological, economic, and sociological laboratory and field experiments proved that human beings deviate from rational choices. Standard neoclassical profit maximization axioms failed to explain how humans actually behave. Instead, human beings were found to use heuristics in day-to-day decision making. These mental short cuts enable people to cope with information overload in a complex world. This poster will review and propose how to use mental heuristics, biases, and nudges in the finance domain to profit from markets.

BL
SL

13. Towards Social Change Leadership: Integrating the UN SDG's and Walden's Social Change Skills Curricular Framework

William Schulz, Director of Walden Center for Social Change, Office of the President, Walden University

This poster presentation will illustrate how Walden university is integrating our Social Change Skills Leadership framework with a more systems-oriented approach to the United Nations' 17 Sustainable Development Goals in order to assure that our curricula helps our students enhance their skills as social change leaders. We will describe a systems view of the UN SDG elements, then show how our features for a Social Change Skill Development Framework can help curriculum designers and faculty make direct connections between what students are learning and how they can exercise those skills to improve the world.

LEADERSHIP DEVELOPMENT

14. Competencies of Outstanding Executive Coaches: A Grounded Theory Approach

LD ED

Kent M. Blumberg, Campus and Academic Director, Colorado Campus, University of Phoenix

This poster will present an evidence-based competency model for executive coaches. The model will be useful for buyers of coaching services, for current coaching practitioners, and for those thinking of entering the coaching profession.

15. Do As I Say, Not As I Do: An Examination of the Barriers Facing Youth Serving as Ambassadors of Peace

LD

Nicole Rayfield, Director, Keystone Honors Academy, Cheyney University of Pennsylvania
Vernetta Burger, Program Manager, Student, Organizational Leadership, Eastern University (Co-Author)
Maria E. Kenion, Manager, Strategic Planning and Execution, Risk Cyber Security, Chase (Co-Author)

In an age when U.S. youth (aged 13-18) face an overwhelming set of civic involvement choices, how can leaders authentically connect with, trust, and influence youth to engage in practices that foster peace and prosperity within their local community? This poster will explore the power-based influence dynamics among leaders in nonprofit, for-profit, and grassroots organizations devoted to youth empowerment and enrichment. How this variance reflects the organization's decision to engage in meaningful and character-building activities that support peace and prosperity for all will also be examined.

16. Understanding the Common Competencies of Intercultural Followership

LD FW

Abdurrahim Hocagil, PhD Student, College of Professional Studies, Indiana Tech

Considering the increased appearance of global organizations in today's globalized business context, understanding intercultural followership is essential to advance global leadership phenomenon. This poster will share findings from a pilot study undertaken to explore intercultural followership and intercultural followership competencies from followers' own perspectives. The study utilized unstructured interviews conducted with intercultural followers from a global service sector organization to explore the experiences of intercultural followers and understand intercultural followership's effects on global leadership processes and styles.

LEADERSHIP EDUCATION

17. Aligning Leadership Program Courses to a Leadership Framework

LE ED

A. Greg Bowden, Professor, Education & Organizational Leadership, Online and Professional Studies, California Baptist University
Dirk Davis, Associate Vice President of Academics, Online and Professional Studies, California Baptist University
S. Jeannette Guignard, Director Org. Leadership/Associate Professor, Education, California Baptist University

This poster will present information on the process utilized by faculty in an online program in organizational leadership to use an established leadership framework to provide a theoretical framework for its bachelor's program. The poster will highlight the process used to revise the courses to integrate the Student Leadership Competencies to provide comprehensive student outcomes and develop assessments that align with the framework and the course critical assignments to provide more effective program assessment and evaluation.

18. Developing Global Leadership Competencies

LE

Lazarina Topuzova, Associate Professor, Organizational Leadership, Robert Morris University

Leadership educators need to consider the challenges leaders face in an increasingly diverse and international work environment and then address those challenges with a curriculum that will effectively support a movement toward a globalizing, interdependent world. This poster, based on a large course evaluation, will present the results of a qualitative analysis of 30 student journal reflections on steps and activities completed toward improving a specific competency area of the Intercultural Effectiveness Scale (Kozai Group). It will present a compelling case for integrating a reflective activity, theoretical content, an individual leadership development plan, and actual competency development.

LE

19. Dramaturgical Teaching: Applying Leadership Styles in a Simulated Classroom Setting

Kate Rempfer McCain, Graduate Teaching Assistant, Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln

Jessica Bartak, Graduate Teaching Assistant, Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln

L.J. McElravy, Assistant Professor, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln

Students learn through personal experience how to adapt and be successful in environments that are led by different leadership styles. This poster will present the pedagogical approach of dramaturgical teaching in an upper level undergraduate leadership course. Throughout the semester, students experience three leadership styles: authoritative, participatory, and team-based. The poster will provide an overview of the course and assessment data indicating: general course attitude, method of instruction, content, interest and attention, and instructor.

LE

20. Emotional Intelligence, Anxiety, and Technology in Middle and High School Gifted Student

Jullien Searfoss, PhD Candidate, Alvernia University

As a gifted education teacher in Pennsylvania, I have found that stress and anxiety in the gifted child has noticeably increased over the last five years while emotional intelligence has decreased. Emotional intelligence is no longer something students are familiar with in an age with an overabundance of digital technology. After teaching emotional intelligence to the same students for three years, this poster will share findings as to whether teaching emotional intelligence is beneficial for the gifted student.

LE

21. From "Whoa! That's Weird" to "That's So Cool": Developing Cultural Intelligence While Studying Abroad

Patricia H. Dyk, Professor & Director of Graduate Studies, Community & Leadership Development, University of Kentucky

Education abroad leadership courses have great potential to cultivate students' cultural intelligence through experiential activities designed to prepare them to operate in a VUCA world. By developing adaptability, openness to uncertainty, and clear communication skills, students are primed to experience and interpret a foreign context through new lenses.

LE

ED

22. Rethinking and Reforming the Management System of an International English Program

Rapin Chuchuen, Asst. Professor, Faculty of Education, Piboonbumpen Demonstration School of Burapha University

This qualitative research examined a management system for maintaining a high quality international English program at a school in Thailand. Bilingual education is often emphasized and is a highly desirable skill for 21st century communication. English as a second language has become a significant requirement for advancing South East Asian education and business. The study focused on investigating and developing a management system for seeking and retaining highly qualified teachers. Positive solutions to maintaining high teacher standards and progressing the program's success will be shared.

LE

23. Self-Evaluation of Leadership Skills Following a Leadership Development Camp for Undergraduate Students

Rachel Swinford, Clinical Assistant Professor, Kinesiology, IUPUI

Allison Plopper, Lecturer, Kinesiology, IUPUI (Co-Author)

Mark Urtel, IUPUI (Co-Author)

Annually, students from IUPUI's Department of Kinesiology attend a one-week residential leadership camp. Prior to attending the camp, students complete a self-evaluation of perceived leadership skills. Students are put into small teams in which they lead their peers through a series of problem solving activities. For this study, students (N=314) completed the survey again at the end of the leadership development camp. Paired t-test statistical analysis revealed a significant improvement in 14 out of the 20 dimensions ($p < .001$). Findings suggest students perceive an increase in their leadership skills following participation in the camp.

LE

ED

24. Student Perceptions of Mattering and the Impact on Psychological Capital

Tori Pierce, PhD Student, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln

Gina S. Matkin, Associate Professor, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln (Co-Author)

L.J. McElravy, Assistant Professor, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln (Co-Author)

This study looked at university students' perceptions of mattering to their peers, professors, and institution related to their Psychological Capital of School-Work and Overall-Life. The participants in the study were students across sections of an introductory leadership course.

LE SL

25. The GLOBE Study: Exploration of Cultural Dimensions for Sustainable Leadership

Jan Schumacher, Doctoral Student, Alvernia University
Elliot Thomas Seifert, Doctoral Student, Leadership Studies, Alvernia University
Vance Cooper, Doctoral Student, Leadership Studies, Alvernia University
Elliot Thomas Seifert, Doctoral Student, Leadership Studies, Alvernia University
Spencer S. Stober, Professor of Biology and Educational Leadership, School of Graduate Studies, Alvernia University (Co-Author)

Doctoral students and their professor explore cultural and leadership dimensions in the classic GLOBE Study in order to determine whether selected cultural dimensions identified in the GLOBE study are associated with sustainable practices. The intent of the study is to provide insight into cultural dimensions that are important considerations for leaders who are interested in promoting a sustainable future. Is there a relationship between cultural dimensions and the following indicators: power distance/group grievance, collectivism/consumption, gender egalitarianism and the representation of women in the workforce, and humane orientation/happiness?

LEADERSHIP SCHOLARSHIP

LS

26. Effects of Authentic Leadership on Trust in Leaders, Organizational Citizenship Behavior, and Service Quality

Shaoping Qiu, Teaching Assistant, Educational Administration & Human Resource Development, Texas A&M University
Larry M. Dooley, Associate Professor, Educational Administration & Human Resource Development, Texas A&M University

The purposes of this study are (1) to confirm whether four dimensions of authentic leadership (self-awareness, relational transparency, balanced processing, and internalized moral perspective) apply in China's hospitality context; and (2) to examine whether authentic leadership is the robust determinant to predict employees' trust in leaders, organizational citizenship behavior, and service quality. We will recruit as our respondents 400-500 full-time employees. Confirmatory factor analysis (CFA) will be utilized to test the 4-factor authentic leadership model. Also, a structural equation model (SEM) will be used to examine the magnitude of the effect of authentic leadership on the above construct.

LS

27. Examining Generativity Development Among College Students Who Mentor

Hannah Sunderman, Doctoral Research Assistant, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln
Lindsay Hastings, Director, Nebraska Human Resources Institute & Clifton Professor in Mentoring Research**,** Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln (Co-Author)

Student leadership development is critical to prepare citizens who engage and contribute. This study seeks to add to the body of research on student leadership development by examining the generativity development of college students who mentor using quantitative survey methodology. This poster will share the preliminary findings from MANCOVA analyses of this cross-sectional study comparing age cohorts and will discuss future research directions, including a longitudinal study.

LS

28. A Content Analysis of Social Media Usage of World Leaders

Patricia A. Brenner, Graduate Student, PhD Educational Leadership, Alvernia University
Brian A. Petersen, Graduate Student, PhD in Leadership, Alvernia University (Co-Author)

This poster will report on a content analysis of the tweets of two influential world leaders whose ideas for progress, peace, and prosperity seem often to be at odds. The leaders are Donald Trump, the 45th President of the United States, and Pope Francis, the 226th Pope of the Catholic Church.

LS

29. Cynics of a Feather Flock Together: The Effect of Attitude Congruence on LMX

Kristyn A. Scott, Associate Professor, Human Resources and Organizational Behaviour, Ryerson University
David Zweig, Management, University of Toronto (Co-Author)

Research demonstrates the deleterious impact of organizational cynicism on workplace outcomes. Despite this, we still know very little about how cynical attitudes impact relationships in the workplace. Adopting a congruence framework, we explored how organizational cynicism influences the LMX relationship among subordinates and their supervisors. Examining 204 subordinate-supervisor dyads, we found that the quality of the relationship between subordinates and supervisors is influenced more strongly by subordinate, rather than supervisor, cynicism. However, both supervisors and subordinates report more favorable perceptions of their relationship when they have congruent attitudes (either positive or negative).

LS
WL

30. The Big Man and the Iron Lady: How Moral Foundations and Gender Affect Preference for Tyrannical Leadership

Kristyn A. Scott, Associate Professor, Human Resources and Organizational Behaviour, Ryerson University
Agata Mirowska, Management and Organization, Rennes School of Business (Co-Author)
Raymond B. Chiu, Postdoctoral Associate, Ivey Business School, Western University (Co-Author)

The leadership landscape has proved tumultuous in recent years as examples of negative leadership survive and even thrive. Focusing on tyranny — behaviors characterized by manipulation, conceit, and selfishness — we sought to understand how moral beliefs may facilitate the endorsement of negative leaders. Integrating moral foundations, implicit leadership theories, and gender stereotypes, we argue that individual differences in moral values and virtues influence perceptions of tyrannous leaders. Our results demonstrate that individuals with stronger conservative values perceive a tyrannous leader as more likable, leader-like, and competent, particularly when the leader is male.

LS
SL

31. Using Systems Thinking Leadership to Effectively Communicate Green Organizational Identity

Brandy Shirely DePriest, PhD Candidate, Global Leadership, Indiana Tech

Leaders worldwide increasingly realize the need to adapt to cultural, economic, and environmental sustainability. In order to remain relevant in today's world, organizations often adopt a learning approach that allows them to obtain feedback from multiple stakeholders and create a strong, values-based identity. One of the main challenges in perpetuating sustainability values is establishing a platform that facilitates communication among members. This research project argues that systems thinking is the most effective approach for adaptive leaders seeking to communicate values and establish a sustainability-oriented organizational identity.

PUBLIC LEADERSHIP

PL

32. Bridging the Gap: Competencies and Challenges for NGO Leader Development

Natalie J. Coers, Program Coordinator, College of Agricultural and Life Sciences, University of Florida
Nicole Stedman, Professor, Agricultural Education and Communication, University of Florida (Co-Author)

A growing challenge within leadership of nongovernmental organizations (NGOs) is the concern regarding the leadership gap and the development of a new generation of leaders in this field (Hailey, 2006). This phenomenological study explored the challenges faced by twelve NGO executive leaders and the perceived competencies needed to lead in the midst of increasingly complex issues their organizations are working to address. This poster will share results indicating the alignment of nine emergent competency themes with seven emergent challenge themes.

PL

33. Can Authentic Leadership Help in Reducing Corrupt Practices?

Zamumtima Daniel Chijere, College of Business and Leadership, Eastern University

Corruption is a leadership problem in many countries around the world. The concept of power and influence has been taken as a tool to abuse resources entrusted to many leaders in the public sector. Corrupt practices leave citizens of these countries poorer with each passing year, while the people with connections become richer and have more life opportunities. This poster will explore concepts of leadership development in developing countries, particularly in Africa. More specifically, it will explore authentic leadership as a crucial factor in creating a corrupt free society.

34. Gender Bias as a Barrier to Global Peace and Prosperity in the Technology Sector

PL WL

Julia Dunst, Graduate Assistant, Institutional Review Board, PhD Program in Leadership, Alvernia University
Zeynep Korgan, Student, Leadership, Alvernia University (Co-Author)

Women are significantly underrepresented in technology globally. For example, women in the EU only account for 30% of digital employees in Europe. According to the UN SDGs, gender parity must be a priority to achieve sustainable development. Against the backdrop of backlashes against gender parity in Silicon Valley, the lack of female innovation curtails economic growth and prosperity. It affects more than just the industry, it affects the entire society. This study explored innovation barriers of gender bias, cultural norms, and power distance in light of growing call for gender parity to promote prosperity and peace.

35. Self-Awareness Development in Clergy and Church Leadership and Its Relationship to Ministerial Effectiveness

PL PW

Abhyudaya Ajay Vyas, PhD Student, Organizational Leadership, Indiana Wesleyan University

Authenticity is a significant concept in many religious traditions. This study focused on the authentic leadership domain of self-awareness and how it may be related to ministerial effectiveness. Formal pastoral education programs don't always adequately address the development of self-awareness. Data was collected from clergy leaders in the Mid-Atlantic District of the Church of the Nazarene, which encompasses diverse congregations in Maryland, Delaware, Pennsylvania, West Virginia, and Washington D.C. Clergy and their teams were given the opportunity to receive training with Gallup's StrengthsFinder tool. An eight-year study suggested a positive relationship between churches participating in leadership development and ministerial effectiveness.

36. Servant Leadership in Nonprofits: Do National Cultures Matter?

PL PW

Sungil "Calvin" Chung, Assistant Professor, College of Business and Professional Studies, Mary Baldwin University

This research explored national and cultural differences in nonprofit leadership. Despite the global expansion of nonprofit organizations, there is limited research in the literature that studies national and cultural differences in nonprofit leadership specifically. This research was designed in two phases. The first phase was a comparison study between U.S. nonprofit employees and South Korean nonprofit employees to examine if there are national differences on people's preferences on servant leadership. The second phase explored the relationship between the cultural dimensions and servant leadership attributes by filtering criteria from the World Values Survey using Q-sorting methodology and EFA.

37. Shaping Leadership Communication Frameworks Through Discourse Analysis

PL WL

Trisha Gott, Assistant Director, Staley School of Leadership Studies, Kansas State University

Communication serves as a representation of and commitment to values, and also defines components of leadership (Fairhurst & Connaughton, 2014). Understanding how leadership communication intersects with policy and elected officials' positions of power can inform how others engage in leadership and the construction of discourse (Gee, 2014; Rogers, 2011; Uhl-Bien, 2006; Van Dijk, 1985). Using qualitative discourse analysis, the researcher examined public speeches, policy documents, and reports to explore how elected officials communicated meaning, purpose, and ideology about higher education in Kansas from 1997 to 2015. Findings can inform future practices related to constructing discourse and engaging with political actors.

38. Toward a National Peace Academy: Leading Positive Organizational Development and Change

PL PL

Terry A. Morrow Nelson, Assistant Dean of Student Affairs, College of Health Care Sciences, Nova Southeastern University

This poster will showcase an appreciative inquiry study with the participants in the Global Summit that was used to create the National Peace Academy. It will also discuss the Appreciative Inquiry Research process and the Six C's of Leading Positive Organizational Development and Change, which emerged from the research findings.

YOUTH LEADERSHIP

YL EF

39. Developing Moral Character and Citizenship in Undergraduate Students: Insights in Strategic Thinking

Stephen Shoda, PhD Student in Global Leadership, College of Professional Studies, Indiana Tech

The ongoing dismay about undergraduate student outcomes perplexes higher education leaders. Something is missing, but addressing it remains elusive. This case study synthesized concepts from strategic planning, authentic and ethical leadership, and leadership development to form a conceptual framework toward a clear strategic plan and implementation. Forming students in the whole person construct through curriculum and campus life choices and through leaders demonstrating authentic, responsible, and ethical leadership behaviors are factors explored. Strategies in moral character and citizenship formation shown in the diversity of Catholic universities are presented as a potential insight for broader higher education application.

YL WL

40. Leadership Identification and Gender: An Analysis of K-8 Student Leadership Based on Teacher Observations

Amber N. Harbin, Doctoral Student, Leadership Studies, University of Central Arkansas

This paper will seek to add to the field of youth leadership and gendered leadership. Currently, gender stereotypes play a role in deterring women from pursuing and acquiring leadership positions. This poster will examine observed leadership qualities in students by their teachers to explore possible reasons for the unequal balances of gender roles and leadership in order to increase female agency in pursuing and selecting roles.

YL

41. The Development of Healthy Behaviors Through Intentional Leadership Learning Initiatives

Saneh Ste. Claire, Graduate Assistant, Agricultural Education and Communication, University of Florida

Young leaders are falling short of acquiring healthy behaviors, consequently preventing them from achieving optimal health. Suboptimal health impacts crucial leadership competencies such as critical thinking, creativity, and emotional intelligence. Bridging the gap between leadership and health is an essential concern as we progress our understanding of leadership and the field of leadership learning. This presentation proposes a learning intervention that encompasses three determinants, or spheres, of health and leadership: the physical environment, the social environment, and oneself (in reference to individual characteristics and behaviors). Implications for this study include enhanced critical thinking and healthier people entering the workforce.

FRIDAY
26 OCTOBER | 18:00 - 19:30
PBCCC - EXHIBIT HALL A

MEET THE AUTHORS RECEPTION

Enjoy this unique opportunity to meet the minds behind the leadership books you've read and used in your organization, research, or classroom. Enjoy a taste of West Palm Beach with local artisan cheeses, meats, and crudité paired with wine, beer, and soda (open bar 18:15-19:15), as you mingle with authors stationed at cocktail tables throughout the room or near their publisher's exhibit booth.

Thank you to MacArthur School of Leadership – Palm Beach Atlantic University for being a conference partner and sponsoring the Meet the Authors Reception.

Shanita Akintonde
Leading From the Heart

Stuart Allen
Advancing Doctoral Leadership Education Through Technology

Kathleen Allen
Leading From the Roots: Nature Inspired Leadership Lessons for Today's World

Stan Amaladas
Intentional Leadership: Getting to the Heart of the Matter

Jean-Pierre Bongila
Developing Global Positioning Leadership: Fieldwork Learning in Cuba

Lize Booysen
Handbook of Research Methods on Diversity Management, Equality, and Inclusion at Work

Juana Bordas
Salsa, Soul and Spirit: Leadership for a Multicultural Age; The Power of Latino Leadership

Kevin Bottomley
Engaged Leadership: Transforming Through Future Oriented Design Thinking; Succession Planning: Promoting Organizational Sustainability

Jennifer Browdy
The Elemental Journey of Purposeful Memoir; What I Forgot...And Why I Remembered: A Journey to Environmental Awareness and Activism Through Purposeful Memoir

Ruby Brown
Professional Hurt: The Untold Stories

Jeffrey Buller
Authentic Academic Leadership; Change Leadership in Higher Education; Positive Academic Leadership

Gloria Burgess
Flawless Leadership: Connecting Who You Are With What You Know and Do

Andrew Campbell
Global Leadership Initiatives for Conflict Resolution and Peacebuilding

Ira Chaleff
The Courageous Follower; Intelligent Disobedience: Doing Right When What You're Told to Do Is Wrong

Jennifer Chandler
Critical Leadership Theory: Integrating Transdisciplinary Perspectives

Maria Chen
A Yellow Banana: The Transformational of an Ordinary Immigrant

Barbara Crosby
Teaching Leadership: An Integrative Approach

Brent Cusher & Mark Menaldo
Leadership and the Unmasking of Authenticity: The Philosophy of Self-Knowledge and Deception

William Donaldson
Simple_Complexity: A Management Book for the Rest of Us: A Guide to Systems Thinking

Susan Erenrich & Jon Wergin
Grassroots Leadership and the Arts for Social Change

William Gardner, III
Leadership in Organizations (9th ed.)

Mark Gerzon
The Reunited States of America: How We Can Bridge the Partisan Divide; American Citizen, Global Citizen; Leading Through Conflict

Kathryn Goldman Schuyler
Creative Social Change: Leadership for a Healthy World; Leading With Spirit, Presence, and Authenticity

Pamela Gordon
Servant Leadership and Followership; Diversity and Inclusion in the Global Workplace

Michael Holenweger
Leadership in Extreme Situations

Jeffery Houghton
Self-Leadership: The Definitive Guide to Personal Excellence

Emilio Iodice
When Courage Was the Essence of Leadership, Lessons From History

Susan Iverson
Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives

Brad Jackson
Revitalising Leadership: Putting Theory Into Practice; A Very Short Fairly Interesting and Reasonably Cheap Book About Studying Leadership

Daniel Jenkins & Kathy Guthrie
The Role of Leadership Educators

Max Klau
Race and Social Change: A Quest, A Study, A Call to Action

LIFETIME ACHIEVEMENT AWARD HONOREE MEET & GREET

Joanne B. Ciulla and **Keith Grint** will be available at booth D5 in Exhibit Hall A. Please stop by to congratulate them in person for the Lifetime Achievement Award!

KEYNOTE MEET & GREET

Pick up the latest books at the conference book store from our keynote speaker **Donna Ladkin**, then stop by booth D5 to say hello!

MEET THE AUTHORS RECEPTION CONTINUED

Thank you to The Palm Beach Book Store, the host of this year's onsite conference book store. The store's thirty-year legacy has made them known for an outstanding selection of fiction, biographies, history, and children's books. Specializing in architecture and interior design books, the independently owned bookstore fosters an inviting environment for Palm Beach locals and visitors alike. Learn more at: thepalmbeachbookstore.com.

Susan Komives
The Social Change Model: Facilitating Leadership Development; Leadership for a Better World (2nd. ed.)

James Laub
40 Days Toward a Servant Leader Mindset; Leveraging the Power of Servant Leadership

Kristen Lee
Mentalligence: A New Psychology of Thinking; Reset: Make the Most of Your Stress

Jennifer Martineau
Kick Some Glass: 10 Ways Women Succeed at Work on Their Own Terms

Bob McGannon
Intelligent Disobedience: The Difference Between Good and Great Leaders

Robert McManus, Stanley Ward & Alexandra Perry
Ethical Leadership: A Primer; Understanding Leadership: An Arts and Humanities Perspective

Maureen Metcalf
Innovative Leadership Fieldbook; Innovative Leadership Workbook for Global Leaders

Peter Northouse
Introduction to Leadership: Concepts and Practice; Leadership Case Studies in Education

Joyce Osland & Allan Bird
Global Leadership: Research, Practice, and Development. 3rd Edition; Advances in Global Leadership, Vol. 10

Carol Pearson
The Transforming Leader: New Approaches to Leadership for the Twenty-First Century

Gama Perruci & Sadhana Warty Hall
Teaching Leadership: Bridging Theory and Practice

Darren Pierre
The Invitation to Love: Recognizing the Gift Despite Pain Fear and Resistance

Julia Puaschunder
Global Responsible Intergenerational Leadership; Intergenerational Responsibility in the 21st Century

Sebastian Salicru
Leadership Results: How to Create Adaptive Leaders and High-performing Organisations for an Uncertain World

Rian Satterwhite
Innovation in Environmental Leadership: Critical Perspectives

H. Eric Schockman & Aldo Boitano
Breaking the Zero-Sum Game: Transforming Societies Through Inclusive Leadership

Corey Seemiller
Generation Z Goes to College; Generation Z Leads; The Student Leadership Competencies Guidebook

Valerie Sessa
College Student Leadership Development

Dayo Sowunmi, II
Leadership Is Mental

Chellie Spiller
Wayfinding Leadership: Ground-Breaking Wisdom for Developing Leaders; Reflections on Authentic Leadership: Concepts, Coalescences and Clashes

Angela Spranger
Why People Stay: Helping People Feel Seen, Safe, and Valued

Sherylle Tan & Lisa DeFrank-Cole
Women's Leadership Journeys: Stories, Research, and Novel Perspectives

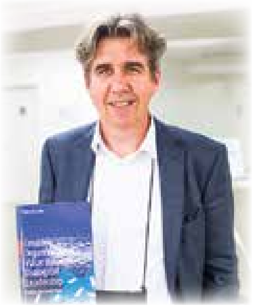
Laura Thompson
Divine Potential; Empowered to Minister; Growth; Ministering With Purpose

Randal Thompson
Leadership and Power in International Development: Navigating the Intersections of Gender, Culture, Context, and Sustainability

Rens van Loon
Creating Organizational Value Through Dialogical Leadership

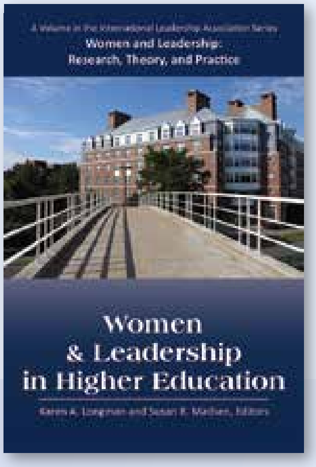
Ebben Van Zyl & Andrew Campbell
Peace Leadership: Self-Transformation to Peace

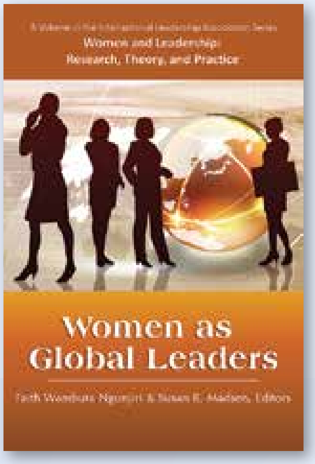
Tineke Wulffers
Leadership Excellence: Perspectives from the Frontline; Authentic Leadership

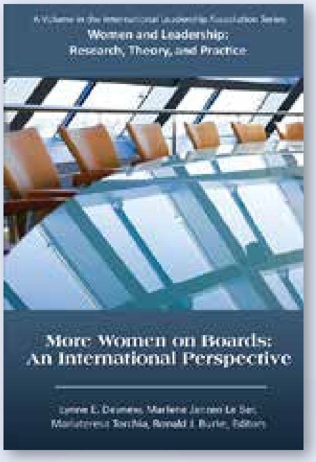


EVOLVING LEADERSHIP FOR COLLECTIVE WELLBEING
LEADERSHIP AND POWER IN INTERNATIONAL DEVELOPMENT
GRASSROOTS LEADERSHIP AND THE ARTS FOR SOCIAL CHANGE
BREAKING THE ZERO-SUM GAME
GLOBAL AND CULTURALLY DIVERSE LEADERS AND LEADERSHIP

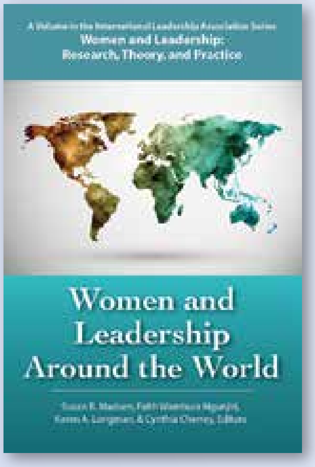
Women and Leadership: Research, Theory, and Practice


A Volume in the International Leadership Association Series
Women and Leadership: Research, Theory, and Practice
Women & Leadership in Higher Education
Karen A. Longman and Susan R. Madsen, Editors


A Volume in the International Leadership Association Series
Women and Leadership: Research, Theory, and Practice
Women as Global Leaders
Faith Wambura Ngunjiri & Susan R. Madsen, Editors


A Volume in the International Leadership Association Series
Women and Leadership: Research, Theory, and Practice
More Women on Boards: An International Perspective
Lynne E. Devnew, Marlene Janzen Le Ber, Mariateresa Torchia, Ronald J. Burke, Editors

More Women on Boards: An International Perspective, the 7th edition in this cross-disciplinary series from the International Leadership Association, and published by Information Age Publishing, draws from current research findings, development practices, pedagogy, and lived experience to deliver provocative thinking that enhances leadership knowledge and improves leadership development of women around the world.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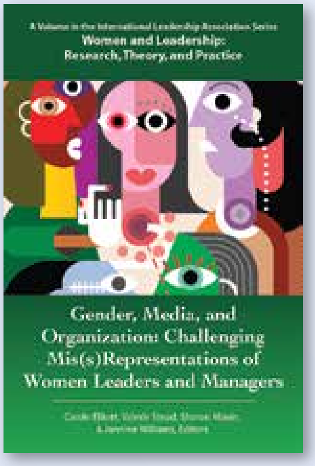
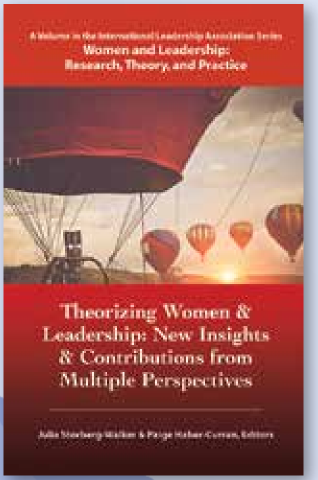
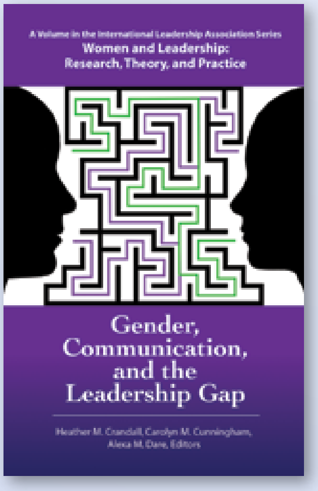
Women and Leadership: Research, Theory, and Practice
Women and Leadership Around the World
Susan R. Madsen, Faith Wambura Ngunjiri, Karen A. Longman, & Cynthia Cherrey, Editors


A Volume in the International Leadership Association Series
Women and Leadership: Research, Theory, and Practice
Gender, Media, and Organization: Challenging Mis(s)Representations of Women Leaders and Managers
Carole Elliott, Valerie Stead, Sharon Mavin, & Jannine Williams, Editors


A Volume in the International Leadership Association Series
Women and Leadership: Research, Theory, and Practice
Theorizing Women & Leadership: New Insights & Contributions from Multiple Perspectives
Julia Storberg-Walker & Paige Haber-Curran, Editors


A Volume in the International Leadership Association Series
Women and Leadership: Research, Theory, and Practice
Gender, Communication, and the Leadership Gap
Heather M. Crandall, Carolyn M. Cunningham, Alexa M. Dare, Editors

SERIES EDITORS

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INTRODUCTION TO LEADERSHIP
PETER G. NORTHOUSE
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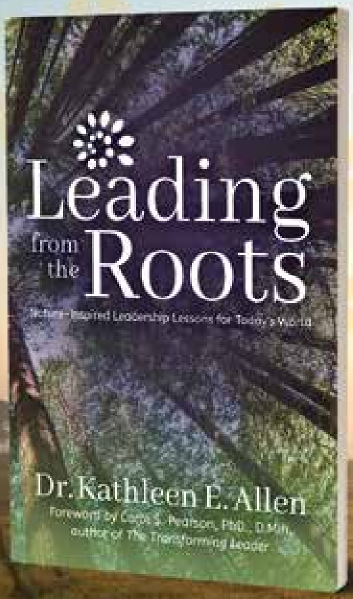
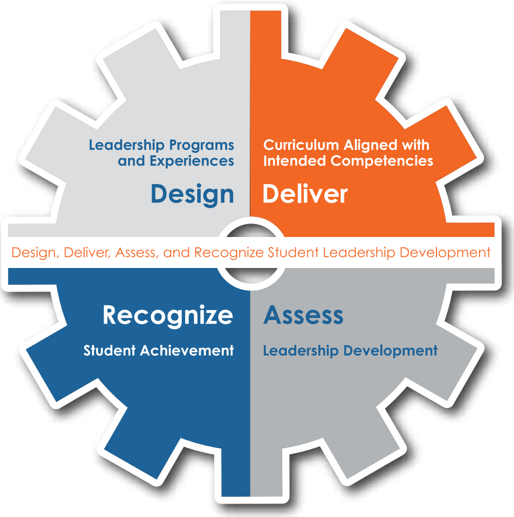
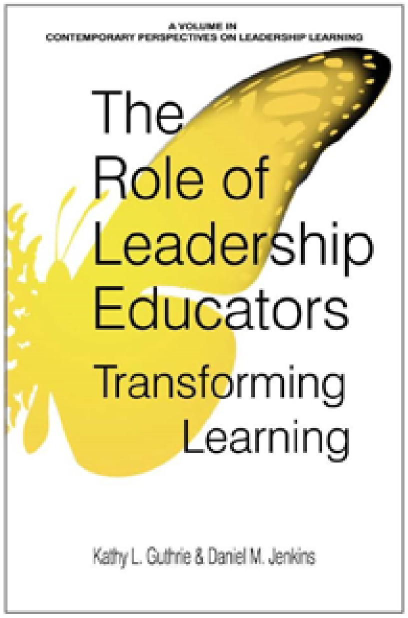
Building LEADERSHIP CHARACTER
SELF-LEADERSHIP
MEETING THE ETHICAL CHALLENGES OF LEADERSHIP
25 NORTHOUSE LEADERSHIP


Leading from the Roots
Nature-Inspired Leadership Lessons for Today's World
Dr. Kathleen E. Allen
Foreword by Carol S. Pearson, PhD., D.Min.
author of The Transforming Leader





SATURDAY IN DEPTH

Space permitting, all events are open to all conference participants, unless otherwise indicated as a ticketed event. All events take place at the Palm Beach County Convention Center (PBCCC) unless otherwise noted.

SATURDAY 27 OCTOBER		
6:00 – 12:00	**The Silent Space Room** Bring your own mat or cushion and recenter yourself. Honor the space by remaining silent as you engage in your personal practice of meditation, reflection, prayer, yoga, etc.	Hilton West Palm Beach - Sapodilla
CHECK-IN AND MORNING COFFEE BREAK		
8:00 – 14:30	**ILA Check-in & Help Desk**	PBCCC – Exhibit Hall A Registration
8:00 – 13:00	**ILA Volunteer Office**	PBCCC – Show Manager A
8:00 – 8:45	**Coffee Break With Refreshments** Coffee, tea, juices and assorted refreshments including yogurt and muffins.	PBCCC – Exhibit Hall A Registration
MEMBER COMMUNITY BUSINESS & ENGAGEMENT MEETINGS Details on p. 24		
8:00 – 8:45	**Doctoral Program Faculty and Leaders** Learning Community	PBCCC – 1H
8:00 – 8:45	**Followership** Learning Community	PBCCC – 2B
SESSIONS, REFRESHMENTS, & CLOSING PLENARY		
9:00 – 10:30	**Concurrent Session Eight** Details on pp. 150-157	PBCCC – Various Locations
10:45 – 11:45	**Concurrent Session Nine** Details on pp. 158-164	PBCCC – Various Locations
11:45 – 12:15	**Coffee Break With Refreshments** Close out the conference on a sweet note! Enjoy a refreshing cup of coffee or tea along with a fudge brownie.	PBCCC - Grand Ballroom Prefunction
12:15 – 13:30	**Closing Plenary** Details on pp. 16-17 ***Looking Forward*** **Mike Hardy,** ILA Vice Chair & ILA Board Development Committee Chair; Founding Director, Centre for Trust, Peace, and Social Relations, Coventry University ***Student Case Competition Award Presentations*** Presented by **Heather Henderson,** Chair-Elect, ILA Leadership Education Member Interest Group ***Standards*** **Barbara Kellerman,** James MacGregor Burns Lecturer in Public Leadership, Center for Public Leadership, Harvard Kennedy School **Leadership: Courage Required** ***Invitation to Attend ILA's 21st Annual Global Conference*** **Daina Mazutis,** Endowed Professor of Ethics, Responsibility and Sustainability (ERS), Telfer School of Management, University of Ottawa **Glen Orsak,** Director, Telfer Executive Programs, Telfer Center for Executive Leadership, University of Ottawa **Ingrid Richter,** Executive in Residence, Telfer Center for Executive Leadership, University of Ottawa ***Conference Weaving*** **V. Chunoo,** Instructor of Higher Education, Florida State University ***Conference Closing*** **Craig Domeck,** ILA 2018 Conference Chair; Dean & Associate Professor of Leadership, MacArthur School of Leadership, Palm Beach Atlantic University	PBCCC – Grand Ballroom

SATURDAY IN DEPTH

POST-CONFERENCE WORKSHOPS Inquire at ILA Help Desk for Tickets. Complete Descriptions Available Online		
14:00 – 17:00	**Cultivating a Mentoring Mindset for Progressive Leadership Development** (Ticketed Event) WORKSHOP LEADERS **Julie E. Benesh,** Department Chair, Organizational Leadership, The Chicago School of Professional Psychology **Elizabeth Schwab,** Associate Department Chair, Business Psychology, The Chicago School of Professional Psychology	PBCCC – 1F
14:00 – 17:00	**The Negro Spirituals as Leader: Exploring Art, Artistry, and Archetypes** (Ticketed Event) WORKSHOP LEADERS **Gloria J. Burgess,** Professor, Transformational Leadership, University of Washington **John E. Burgess,** Maestro, Music for Transformation	PBCCC – 1L
14:00 – 17:00	**The Path to Peace Is as Easy as Riding a Bike** (Ticketed Event) WORKSHOP LEADERS **Ashley Capps,** Founder, CEO, and Head Change Agent, Gravity **Shannon Faith Walsh,** Executive Coach, Global Community Enrichment	Meet at PBCCC Off-Site Departure Zone (Registration Area)
SATURDAY EVENING SOCIAL EVENTS Inquire at ILA Help Desk for Tickets. Complete Descriptions Available Online		
20:00 – 22:00	**Bowling at Revolutions** (Ticketed Event)	Revolutions
20:00 – 22:00	**Uptown Art West Palm** (Ticketed Event)	Uptown Art

SATURDAY
27 OCTOBER | 9:00 – 10:30

CONCURRENT SESSION 8

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

TRACKS

BL **Business Leadership**
LD **Leadership Development**
LE **Leadership Education**
LS **Leadership Scholarship**
PL **Public Leadership**
YL **Youth Leadership**

THREADS

AL **Arts & Leadership**
DP **Doctoral Program Faculty & Leaders**
EF **Ethics Forum**
FW **Followership**
ED **Leadership Education Deans, Directors, & Chairs**
PE **Peace Leadership**
PW **Philosophy, Religion, & Worldviews**
SL **Sustainability Leadership**
WL **Women & Leadership**

1A | Presentations | Business Leadership

BL Effective Leadership Practices That Transcend Sectors

Chair: **Phillip Theophilus Major, Jr.,** Associate Vice President, Campus Information Services, Palm Beach Atlantic University

BL Authentic Leadership: Antidotes for the Japanese Automobile Industry

Takako Butler, PhD Student, Organizational Leadership, Indiana Wesleyan University

Japanese vehicles have established an outstanding reputation over the past 40 years across the globe. Consumers in the U.S., the country known for pioneering the automobile industry, have developed an especially strong penchant for Japanese vehicles. In contradiction to such a favorable reputation, the Japanese automobile industry has been experiencing multiple critical issues in the U.S., including antitrust hurdles, concealing or untimely recall claims, violating regulations, and unfair treatment of employees, among others. This presentation will discuss these issues and then focus on how authentic leadership can help resolve the issues that the Japanese automobile industry faces.

BL FW Aviation and Aerospace Leaders: Behaviors That Differentiate Superior Performers

Linda M. Pittenger, Associate Professor, Organizational Leadership, Embry-Riddle Aeronautical University

Aviation and aerospace organizations are experiencing change and disruption, producing unforeseen challenges and vulnerabilities. To succeed in unprecedented environments, leaders require broadening and deepening of behavioral competencies, yet little scholarly research exists. The paper discussed the results from a study of 112 interviews with leaders from eight aviation and aerospace organizations. The findings are grounded in the leaders' actual experiences regarding emotional, social, and cognitive competencies that affect role performance, and positively impact organization performance. The presentation will share specific behaviors of superior performing leaders as opposed to average performers and the application of these findings to strategic HR processes.

BL Logic Models: An Unexpected Hit With Executives

Travis A. Berger, Assistant Professor, Business & Leadership, Alvernia University

Do you want a tool that simply and effectively presents your organization's business model, strategy, and related initiatives? Well, look no further! Participants will be introduced to logic models, a surprise hit with the executive team at Hershey Entertainment & Resorts (HE&R). According to the executive team at HE&R, logical models have real executive appeal because they present complex ideas simply, on one page, and focus attention on strategy and long-term thinking. The practical and user-friendly approach of the logic model and its illustrative format proved invaluable when explaining initiatives and strategy, especially to the executive team.

→

BL EF

Traits That Pave the Path for the COO to CEO Transition

Carla Worthey, AVP Key Talent Acquisition & Development, Human Resources, Healthcare Corporation of America, Inc.

Based on qualitative research with a dozen hospital CEOs, this study highlighted the traits necessary to transition successfully from a hospital COO to CEO. Participants will gain a better understanding of the characteristics, traits, and behavioral attributes that translate into success between the two roles. This is essential in building intentional, proactive, and long-term talent acquisition and leadership development strategies for healthcare organizations. Building on these findings, the presenter will offer an integrated CEO succession management model for hospital leadership.

1B | Symposium | Leadership Development

LD

How Can I Be Authentic When I Don’t Know Who I Am? Leadership in a Liminal Phase

Chair: **Nathan Harter,** Professor, Leadership and American Studies, Christopher Newport University

Commentator: **Donna Ladkin,** Professor, Graduate School of Leadership and Change, Antioch University

Authenticity depends on being aware of who you are, in order that your behavior may be congruent. The outward-you must align in some fashion with the inward-you. But what if you don’t know who you are? As you develop, you pass through liminal phases when you are neither what you have been nor what you will become. In fact, your identity is suspended. At that moment, authenticity as it had been defined would be impossible. Unless, that is, liminality can be shared outwardly, authentically. Otherwise, you might have to recuse yourself … or fake it ‘til you make it.

LD

How Can I Develop When I Am Not Sure Where I Am? Stage Theory and Liminality

Tim O’Brien, Lecturer, Public Policy, Harvard Kennedy School

Leadership development programs ground themselves in adult developmental psychology and stage development theory. These academic theories provide broad explanatory power and are accessible to practitioners. They help people interpret their experiences, their leadership challenges, the next step in their personal and professional growth, the challenges of supporting others, and the resistance they face. Developmental theories are accessible and useful but may be misleading. Stages are not as concrete as they appear, and our metrics are not entirely accurate in assessing one’s stage. This presentation will explore the implications for considering stages as liminal spaces that are not fixed or concrete.

LD

Leadership in a Constant Liminal Loop

William Donaldson, Luter School of Business, Christopher Newport University

The word authenticity implies a deep sense of comfort and familiarity, even constancy, derived from experience. How then does a leader acquire a mantel of authenticity if the ground under her is constantly in flux? This presentation explores the context of the leader as if in a constant liminal do loop as described by John Boyd’s OODA loop (Boyd, 1976). The best leaders cycle through this do loop repeatedly with both speed and deep consideration, humility and boldness, and empathy and relentlessness. To do so, leaders must embrace several modes of thinking — paradoxical (both/and) thinking, design thinking, and systems thinking.

LD

Tricksters, Sun Gods, and Monsters in Leadership Learning: Exploring the Inside of Liminal Spaces

Gareth Edwards, Associate Professor, Leadership Development, University of the West of England
Beverley Hawkins, Lecturer, Centre for Leadership Studies, University of Exeter Business School (Co-Author)
Neil Sutherland, Senior Lecturer, Business Management, University of the West of England (Co-Author)

The focus when exploring liminal spaces is usually the person transiting through the space, the protagonist or liminar. This presentation will suggest, however, that liminal spaces have other characters within them that play an important role in how we negotiate our way through and hence learn from our experiences. The presenter will identify these characters and explore in more detail how they can help and hinder leadership learning, development, and education.

1C | Presentations | Leadership Scholarship

Examining Diversity and Cultural Responsiveness

Chair: **Andrew Wefald,** Associate Professor, Staley School of Leadership Studies, Kansas State University

The Diversity Intelligent Servant Leader: Developing Leaders to Meet the Needs of a Diverse Workforce

Cynthia Sims, Assistant Professor, Human Resource Development, Educational and Organizational Leadership, Clemson University

To meet the needs of the modern workforce, new diversity and leadership approaches are required. Diversity Intelligence (DQ), a promising new human resource development tool, leads to enhanced inclusion and equitable treatment in the workplace. Several propositions advance that DQ is an antecedent to the compassionate, love, servant leadership model. The author will address the implications of the propositions to theory; explore the intersection of servant leadership, diversity, and inclusion research streams; describe how organizations can benefit from and implement these arguments; and discuss the benefits society can accrue when all organizational members are engaged, productive, and valued.

Leaders as National Culture Moderators in Organizational Culture Construction

Clifford Pierre Lewis, Head of People, UnlockD

Maryam Aldossari, Lecturer in International HRM, Organisation Studies Group, University of Edinburgh Business School (Co-Author)

This paper explores the role of leadership in the relationship between national and organizational culture. Two comparative case studies were used to demonstrate how leaders in organizations interpret national culture and translate it into organizational culture. Data was collected by means of interviews, non-participant observations, document analysis, and discourse analysis of press media. Findings from analyses of qualitative data from multiple sources were triangulated to increase the validity. Results challenged assumptions that organizations embedded in the same national culture are influenced by national culture in the same manner and demonstrate how national cultural manifests differently in and across organizational cultures.

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

Vivechkanand S. Chunoo, Researcher, Leadership Learning Research Center, Florida State University

Without direct examination, leadership studies will continue to perpetuate social inequities, undermining its goal of creating social change leaders. This mixed methods study asked: (a) What do leadership educators identify as cultural responsiveness? (b) What classroom experiences do leadership students identify as honoring their social identities? and (c) Where do reports of cultural responsiveness among leadership studies instructors and students converge and diverge? Findings and results uncovered evidence that instructors' social identities, professional preparation, and academic training impacted cultural responsiveness. Results of quantitative analyses indicated students accurately perceived instructors' cultural responsiveness across areas of instruction.

Leadership and Intercultural Effectiveness: Exploring the Intersection of Two College Student Outcomes

Katherine L. Friesen, Graduate Assistant, College of Engineering, Iowa State University

Kevin M. Hemer, PhD Candidate, School of Education, Iowa State University (Co-Author)

Rosemary J. Perez, Assistant Professor, School of Education, Iowa State University (Co-Author)

Intercultural effectiveness and leadership are important outcomes of higher education. They hold independent importance, but they are interdependent for progress, peace, and prosperity. This qualitative study drew data from the Wabash National Study of Liberal Arts Education to examine how two liberal arts outcomes, intercultural effectiveness (IE) and leadership (LS), function. Our findings illuminated three patterns of interactions among these outcomes: (a) IE prompted LS; (b) LS prompted IE; and (c) IE and LS emerged simultaneously. Each pattern can inform leadership educators' efforts to cultivate culturally competent and critically conscious leaders and citizens.

1D | Workshop | Leadership Education

Transform Your Leadership Classroom Into an Organization for Deeper Student Learning

Debby Thomas, Assistant Professor of Management, College of Business, George Fox University

Stacie Fae Chappell, Associate Professor, Management, Western New England University

This workshop will provide an experiential introduction to the developmental teaching approach known as Classroom as Organization (CAO). CAO falls on the extreme end of the experiential continuum with the notion that we learn through doing leadership in context. Consequently, CAO designs focus on creating an organizational container in which empowered learners enact leadership. Participants will engage in CAO activities that empower learners and facilitate reflective learning. The workshop will also explore the benefits and barriers to using a CAO approach to teach leadership.

1E | Workshop | Leadership Development

LD AL

Authentic Leadership: Building the Bridge as We Walk on It

Gloria J. Burgess, Professor, Transformational Leadership, University of Washington
John E. Burgess, Maestro, Music for Transformation

Today's leaders encounter myriad influences that segment, divide, and rend their communities. This session invites participants to explore authentic leadership through the lenses of diversity, equity, and inclusion, with an emphasis on building community that fosters mutual respect and reconciliation. Through music, story making, visual art, movement, and other creative and expressive modalities, participants will explore the deep divides of difference, including the differences of race and age, boundaries that can challenge and surprise us as we seek the community we so desperately crave and deserve.

1F | Workshop | Leadership Development

LD SL

Global Leader and Leadership Development for Sustainability

Louis W. Fry, Professor & MS One Planet Leadership Program Coordinator, College of Business Administration, Texas A&M University - Central Texas
Eleftheria Egel, Independent Leadership Scholar and Management Consultant

Now, more than ever, the world needs leaders who are authentic and able to tap into higher callings and community as they lead themselves, their teams, and their organizations. In this interactive workshop, scholar practitioners Egel and Fry come together to offer a model of global leadership for sustainability grounded in spiritual leadership theory. An operational process and various reflective tools for global leaders will also be shared. Through experiential and reflective exercises, participants will learn about the importance of cultivating a global mindset and recognize the need to incorporate two ethical principles necessary for sustainability.

1G | Presentations | Leadership Education

LE

How Group Relationships and Cooperative Learning Inform Leaders

Chair: **Taylor Harrell**, PhD Student, School of Leadership and Education Sciences, University of San Diego

LE ED

Teaching With Tavistock: Exploring Authenticity in Group Relations

Erik Brault, Department Lead, Special Education, Gompers Preparatory Academy
Jennifer A. Freeman, Associate Director, Joan B. Kroc Institute for Peace and Justice, University of San Diego
Andrew Henck, Director, Career Center, Azusa Pacific University (Co-Author)

How can learners explore authenticity in today's changing leadership reality? Could the process of group relations impact our study and practice in new ways? Inspired by a shared Tavistock-model learning experience, this group of educators will consider this pedagogy with a new lens for future teaching and research.

LE

Using Group Member Roles and Team Competencies to Build More Effective Classroom Teams

Jennifer Strong, Associate Professor, Agricultural Leadership, Education, and Communications, Texas A&M University
Jessica Christine Benson, Graduate Student & Teaching Assistant, Agricultural Leadership, Education, and Communication, Texas A&M University

Leadership educators are known for being pedagogical pioneers. Integrating cooperative learning into our classrooms has been an integral part of our teaching for decades. But are we following best practices? Is there a better way? This presentation will discuss two questionnaires on group member roles used in a leadership theory course, how each worked, and implications for educator integration of these questionnaires into cooperative learning and/or team projects.

LE ED

Students as Coaches: A Model of Transformative Leadership Education

Mark Rennaker, Chair, Leadership Studies, Indiana Wesleyan University

This case study analysis of a student project in a graduate level leadership course challenges traditional conceptions of leadership education. For the project, students became practitioners as they coached a selected peer outside the classroom. The professor guided the student coaches through the process, outlined methodology, and provided specific feedback in response to the weekly coaching reports. Students reported the education outcome as authentic and transformative. Session participants will learn the instructional model emerging from the analysis, which includes such factors as cognitive dissonance, authentic experience, coaching feedback, and eureka moments, emphasizing the need for meaningful engagement.

1K | Presentations | Leadership Scholarship

Perspectives on Followership

Chair: Magnus Larsson, Associate Professor, Department of Organization, Copenhagen Business School

Authentic Self: Personal Identity Conceptualizations for Leaders and Followers

Petros G. Malakyan, Associate Professor & Department Head, Organizational Leadership, Robert Morris University

The presenter will offer a multidisciplinary analysis of personal identity theories in relation to the authentic self of leader-follower identities from philosophical, psychological, and philosophical psychology literature with the purpose of integrating these into leadership scholarship. The review uncovers key identity conceptualizations for leaders and followers as interdependent identities; dynamic process-identities; multiple identities; dynamic intrapersonal energy; and life-story narrative identities. Personal identity theories offer a number of helpful insights for further development and conceptualization of interdisciplinary understanding of leader and follower identities in leader-follower-ship research.

Authentic Ecuadorian Leadership: An Interdisciplinary Exploration of Leadership and Followership

Jeffrey L. McClellan, Associate Professor, Management, Frostburg State University

This presentation provides participants with an understanding of scholarly achievement in relation to leadership and followership in Ecuador. The presenter will summarize the published, international, scholarly research in relation to leadership in Ecuador. However, given the limited number and breadth of such studies, participants will also be invited to explore what interdisciplinary sources from history, anthropology, literature, and other disciplines have to offer in relation to understanding the historical roots and current practices of modern day Ecuadorian leadership and followership. These sources suggest a more complex picture of leadership and followership than what has been inferred in the literature in general.

Correlation of Followership Characteristics and Job Satisfaction Within Community Banking

Donald R. Kudek, Assistant Professor, Business, Wisconsin Lutheran College

Two of the key components of successful followers are active engagement (AE) and independent critical thinking (ICT) (Kelly, 2008). The presenter replicated a 2015 study of Italian nurses (Ghislieri, Gatti, and Cortese) using a Midwestern community bank in the U.S. Findings from the Italian study indicated that a positive correlation exists between AE and JS, while a negative correlation exists between ICT and JS. However, initial results of the replicated study show no significant correlation between AE/ICT and Job Satisfaction. Follow-up research is planned to determine if a significant correlation does exist within the industry.

An African Perspective on the Relational Dynamics of Leadership-Followership Process

Habtamu K. Umer, PhD Student, Intercultural Education, Biola University

Creating a better world requires critical thinking and an approach that transcends the conventional narrative about the nexus of leadership and followership in theory and practice. This study used the holistic systems approach, which perceives the leadership-followership process as a distinctive, but interwoven, interconnected, and inextricable phenomenon constructed in social relationships. This presentation will focus on critical evaluation of scholarly studies, discuss the findings of qualitative research conducted in the context of Africa, and provide alternative perspectives on the relational dynamics of leadership-followership process.

Authentic Role Identity Conceptualizations for Leaders and Followers: A Social-Psychological Analysis

Petros G. Malakyan, Associate Professor & Department Head, Organizational Leadership, Robert Morris University

This analysis of identity, role, and person identity theories, which comes primarily from sociological and social-psychological studies on identities, reveals key authentic role identity conceptualizations for leaders and followers as non-static and dynamic. The sociological and social-psychological analysis of this study proposes a multidisciplinary and integrative approach for advancing knowledge on the dynamic nature and processes of role, multiple, and interdependent identity formations for authentic leadership and followership.

1L | Workshop | Business Leadership

BL

Inclusive Leadership and Collaborative Interaction: A Formula for Advancing Cross-Group Relations

Maria E. Dezenberg, Navitas Executive Director, Global Student Success Program, Richard Bland College of William & Mary
Trevor Cox, Visiting Assistant Professor, University of Central Oklahoma

Global society signals the need for heightened levels of collaboration to accelerate progress. This establishes the essentiality of developing leadership skills that engage partnership in cross-group relations. Empirical research has demonstrated that inclusive leadership achieves this as it infuses organizational life with a strong mesh of support that catalyzes relational practice. This workshop will be comprised of interactive components that will engage participants in examining how inclusive leadership supports collective processes that mobilize collaboration and problem-solving. Participants will partake in different interactive learning scenarios to discover how organizational routines can be invigorated with inclusive practices to enhance cross-group relations.

2A | Workshop | Business Leadership

BL

Showcasing a Research-Based Critical Incident Approach to Increase Diversity Competence in Leaders

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

This workshop is designed to provide participants with opportunities to assess their leadership inclusivity. Participants will actively engage in inclusion training by viewing actors portraying critical incidents and engage in discussion about the scenes they observe. They will also learn more about current data-driven and theory-based approaches to developing diversity competence in leaders. The workshop will consist of the following three parts: 1) Identifying barriers to diversity and inclusion; 2) Enacting critical diversity and inclusion incidents followed by small and large group discussion; and 3) Identifying best practices for diversity and inclusion in the workplace.

2C | Panel Discussion | Leadership Scholarship

LS
WL

Authentic Leadership in the Age of #MeToo

Chair: **Patricia Greer,** Academic Director, University College, University of Denver
Leigh Fine, Assistant Director, Residential Communities and Programming, Honors Program, University of Connecticut
Wendy Fox Kirk, Assistant Professor, Business Administration & Marketing, Weber State University
Maylon Hanold, Director, Sport Business Leadership, Seattle University
Faith W. Ngunjiri, Associate Professor of Ethics and Leadership, Offutt School of Business, Concordia College
Rita A. Gardiner, Assistant Professor, Critical Policy, Equity and Leadership Studies, Faculty of Education, Western University

In the age of #MeToo, what does authentic leadership (AL) have to offer? This interactive panel discussion will be a lively engagement that seeks to push thinking on AL further by considering the interconnections between AL and organizational practices from diverse perspectives. Presenters will reveal how structural barriers, power differentials, and individual prejudices negatively influence our ability to lead authentically. In investigation of these issues, presenters will offer new approaches to AL leadership development, pose new questions, and suggest ways to increase authentic engagement in the workplace.

2D | Panel Discussion | Public Leadership

PL

Extreme Weather Preparedness, Healthcare, and Equity in Vulnerable Populations: "Lead" No One Behind

Chair: **Daniel Samano,** Research Associate, The Miami Project to Cure Paralysis, University of Miami
Daniel Samano, Research Associate, The Miami Project to Cure Paralysis, University of Miami
Lunthita M. Duthely, Research Assistant Professor, Obstetrics & Gynecology, University of Miami Health System
Mandeville Anne Wakefield, Public Health Sciences, University of Miami
Luisa Fernanda Betancourt, Medical Doctor, Neurological Surgery, University of Miami
Marco Andres Morochz, Mechanical Engineer

Join this multinational panel of public health practitioners, physicians, and researchers. During this spirited discussion, the audience will be challenged to consider direct and indirect consequences of extreme weather conditions on the most vulnerable within their respective fields of practice. Through a public heath lens, learn, debate, and apply the "diagonal approach." Consider how authentic team leadership can think "glocally," maximize institutional outcomes, and minimize unintended effects, while applying equitable solutions that benefit all when preparing for extreme weather events.

2E | Workshop | Leadership Education

LE ED

Leadership Discourses: What We Can Learn From Students' Definitions of Leadership

Eric K. Kaufman, Associate Professor, Agricultural, Leadership, and Community Education, Virginia Tech
D. Adam Cletzer, Assistant Professor, Agricultural Education and Leadership, University of Missouri
Ibukun Damilola Alegbeleye, Graduate Teaching Scholar, Agricultural, Leadership, and Community Education, Virginia Tech

Ever wonder how our emerging leaders frame and think about leadership? That insight could help us understand the future of leadership, while revealing key priorities for leadership education, development, and research. This workshop will uncover the leadership discourses among college students through the collective wisdom of the workshop participants. The facilitators will engage the leadership educators and scholars in the room in a collaborative card-sort process of college students' definitions of leadership, as captured through the Multi-Institutional Study of Leadership. Options for closed sort categories will be based on prior research, but open sorting will also be encouraged.

2F | Presentations | Leadership Education

LE

Assessing the Practice of Leadership Utilizing Multiple Approaches

Chair: **Harald Thorsrud,** Professor, Philosophy, Agnes Scott College

LE ED

Using a Leadership Framework to Align and Strengthen an Undergraduate Program

A. Greg Bowden, Professor, Education & Organizational Leadership, Online and Professional Studies, California Baptist University
Dirk Davis, Associate Vice President of Academics, Online and Professional Studies, California Baptist University
S. Jeannette Guignard, Director, Organizational Leadership &Associate Professor, Education, California Baptist University

Many organizations, including for profit, nonprofits, and public have realized the importance of identifying competencies needed for workplace success. This session will discuss best practices and potential pitfalls of implementing a competency-based framework as the underlying infrastructure for leadership curriculum development.

LE FW

Delivering an Authentic Cultural Experience for Global Classroom Students

Patricia Goodman, Teaching Professor, Graduate Studies, College of Professional Studies, Northeastern University
Stephanie Colbry, Assistant Teaching Professor, Leadership and Project Management, College of Professional Studies, Northeastern University

At Northeastern University, we are exploring adaptive ways to enhance student learning for all learners. As with many institutions, we stress the importance of leading authentically, being inclusive of all students regardless of their backgrounds. The presenter will share a study underway that seeks to positively impact the cultural strategy value identified from a cultural awareness assessment.

LE ED

Practice Makes Perfect? A Study of Leadership Practice Development of Undergraduates

Linda G. Olson, Teaching Professor & Director, Pioneer Leadership Program, University of Denver
Paul Kosempel, Associate Director & Teaching Associate Professor, Pioneer Leadership Program, University of Denver

Does practice make perfect in leadership development? Do students in our leadership programs actually develop leadership practices? If so, what differences might occur in students' leadership behavior over time? Research that tracks the changes in student leadership over time in leadership education programs is fairly scant. This session will explore how students' practice of leadership changes over the course of a four-year leadership studies minor. Results from a semi-longitudinal study of leadership practices in traditional aged undergraduate students will be presented in this session.

LE SL

Creating an Executive Leader Development Course for U.S. Navy Admirals

Gene Andersen, Associate Professor, College of Leadership & Ethics, U.S. Naval War College

A faculty team at the Naval War College designed, developed, and delivered an executive-level leader development course for Navy admirals in eight months, using a self-awareness experience that allowed each participant to frame their own learning. The course focused on developing higher level thinking using a combination of internal faculty, external speakers, cohort groups, and peer coaching activities. The course generated useful feedback for future executive leader development efforts and was successful enough for the Navy to commit to running it annually.

Ballroom A | Panel Discussion | Public Leadership

PL PE

Democracy on the Run: How Strong and Capable Leaders Can Stand Up to Autocrats

Chair: **Michael C. Hardy,** Professor & Executive Director, Centre for Trust, Peace and Social Relations, Coventry University

Veronika Anghel, Analyst, Economist Intelligence Unit, Institute fur Wissen Schaffen vom Menschen, Vienna & Foreign Affairs Adviser, Presidential Administration of Romania

Matt Qvortop, Professor, Political Science, Coventry University

Mark Gerzon, President, Mediators Foundation & Author, *Leading Through Conflict: How Successful Leaders Transform Differences Into Opportunities*

According to Freedom House, over 60% of the world's countries were democracies at the turn of the millennium. The number is now below 50%. Democratic breakdowns are not often dramatic events. Often popular government is brought down gradually, almost imperceptibly. Democracies are undermined from within, through abusing tax laws against opponents, employing libel laws to silence the press, selecting friendly judges to tilt the political balance, and while typically, political parties remain in existence and there are still elections, one day — democracy ceases to exist. Panelists working in a broad range of countries will discuss how would-be despots, dictators, and demagogues have finessed these undermining techniques and will share leadership strategies that can be used to strengthen democracies.

Ballroom B | Panel Discussion | Leadership Education

LE

Times Up! How Do We Ensure That Our Leaders Are Equipped to Lead a Globally Diverse Workforce?

Chair: **Allan W. Bird,** Darla and Frederick Brodsky Trustee Professor in Global Business, International Business & Strategy, Northeastern University

Liza Howe-Walsh, Senior Lecturer, Organisation Studies and Human Resource Management, University of Portsmouth

Joanne Barnes, Dean, Graduate School, Indiana Wesleyan University

Chris T. Cartwright, Director of Intercultural Assessment, Intercultural Communication Institute

The imperative for leaders to develop core competencies that reflect an inclusive approach to leadership is timely. Customer and supplier bases are no longer homogenous. They are so diverse that entry level positions require individuals with global skills and a deep understanding of diversity. It is also widely recognized that leaders need to ensure that our workplaces are free from discriminatory behavior. Unfortunately, many leaders are struggling to attract and keep new talent because they are not equipped to drive inclusivity through authentic behaviors. Inclusive environments within diverse organizations can be accomplished by developing leaders who have global competency skills.

Ballroom C | Panel Discussion | Leadership Education

LE FW

The Authentic Classroom: Authenticity Challenges for Faculty and Students

Chair: **Brad G. Jackson,** Director, Policy Innovation Hub, Griffith University

Claudia C. Cogliser, Professor, Management, Texas Tech University

William L. Gardner III, Rawls Chair in Leadership, Management, Texas Tech University

Steve Kempster, Professor, Leadership and Management, Lancaster University

Kevin B. Lowe, Professor of Leadership, Work and Organisational Studies, University of Sydney

Mary Uhl-Bien, BNSF Railway Endowed Professor of Leadership, Management, Entrepreneurship and Leadership, Texas Christian University

Robyn V. Remke, Lecturer, Entrepreneurship and Strategy, University of Lancaster

Eric R. Guthey, Associate Professor, Management, Society, and Communication, Copenhagen Business School

Authenticity in teaching is highly susceptible to emotional labor and the requirement for acting. The need for surface acting may challenge our ability to meaningfully "practice what we preach" in a higher education context of increasingly managerialist organizational pressures. Students face similar pressures in highly bureaucratic, commercialized, and transactional learning environments that can pit performance needs against their learning needs. In this panel session we will engage the audience in a discussion of the notion of an authentic classroom. What will classroom dynamics be like when faculty and students alike are willing to be highly authentic?

SATURDAY
27 OCTOBER | 10:45 – 11:45
CONCURRENT SESSION 9

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

TRACKS

- BL **Business Leadership**
- LD **Leadership Development**
- LE **Leadership Education**
- LS **Leadership Scholarship**
- PL **Public Leadership**
- YL **Youth Leadership**

THREADS

- AL **Arts & Leadership**
- DP **Doctoral Program Faculty & Leaders**
- EF **Ethics Forum**
- FW **Followership**
- ED **Leadership Education Deans, Directors, & Chairs**
- PE **Peace Leadership**
- PW **Philosophy, Religion, & Worldviews**
- SL **Sustainability Leadership**
- WL **Women & Leadership**

1D | Presentations | Business Leadership

BL Escaping Toxicity for Good = Courage + Resilience + SOUL!

Chair: **Lisa Ruiz,** Senior Director, Regulatory Affairs, AbbVie, Inc.

Building a Resilience-Thinking Leadership Mindset Through Language Use

Lloyd Duman, Chair, English and Humanities, North Idaho College
Eddie Perez, Principal, Tierra Firma Consulting (Co-Author)
Steve Duman, Post Doc Instructor & Research Fellow, Universitat of Basel (Co-Author)

Organizational leaders face disruptions on a daily basis. A resilience-thinking leadership mindset understands how framing risk and vulnerability can dramatically affect how both are perceived. Our research empirically explores how using differing linguistic constructions may influence the communication and resilience-thinking of organizational leaders and those in their organizations.

BL FW Destructive Leaders: How Courageous Followers Reduce the Effects of the Dark Side of Leadership

Alain de Sales, PhD Candidate & Adjunct Lecturer, Faculty of Business and Law, Swinburne University of Technology

Outcomes have been over attributed to the leaders who appear to have driven them, leaving followers to be perceived as helpless and not responsible for influencing leaders' behaviors or achievements. This is a significant area of growth in leadership research and education. Here, the formidable and interdependent role that followers play in shaping outcomes by changing the power balance through discourse and actions will be discussed while building on a unified theory of leadership. In a world where post-truth and fake media have permeated everyday discourse, the presenter seeks to inspire us all to be courageous followers and confront destructive leadership.

BL Organizational Resilience-Thinking Leadership: A Pulse Check

Eddie Perez, Principal, Tierra Firma Consulting
Lloyd Duman, Chair, English and Humanities, North Idaho College (Co-Author)

A resilience-thinking leadership model stresses the importance of strategic planning for building and optimizing an organization's resilience-thinking capacity and its ability to use its resilience-thinking capacity to explore novel ways to mobilize organizational resources — innovation, creativity, diversity of thought, and collective decision-making — in order to support strategic objectives. Following a resilience-thinking leadership model allows organizations to be better positioned to absorb and mitigate potential disruptions and adapt or adjust strategic plans to thrive in both reliable (blue sky) and uncertain environments (Walker & Salt, 2012).

1E | Presentations | Leadership Education

LE

Evaluating K-12 School Leadership Styles of Youth and School-Based Administration: Does Diversity Play a Role?

Chair: **Heather A. Henderson,** Director & Faculty, Education, City University of Seattle

LE ED

Diversity Policy That Separates and Resegregates: A Study of a High School

Hans Eric Tokke, Adjunct Assistant Professor, Social Sciences, City University of New York

This paper argues that with the enforcement of diversity policies within organizations, people will, under duress and under the watchful eye of legal compliance and other human resource watchdogs, frame their behavior appropriately whether they agree or not. However, in leisure time or unsupervised moments, people will resegregate into sub-groups based on affinity. Using the case of high school football fans, this ethnographic study shows how it is difficult for school leaders to legislate human behavior in the workplace, school, public sphere, or other venues where unsupervised behavior takes place. Social schisms and divisions persist and can cause resegregation.

LE

Preparing Authentic Leaders for a Future of Progress, Peace, and Prosperity: The High School Leadership Academy

Nathaniel G. Pearson, Assistant Professor and Program Coordinator, Leadership and Organizational Development, Cabrini University

Maria E. Vizcarrondo, Director, Office of Community Development and External Relations, Cabrini University (Co-Author)

Our university was awarded a grant to develop a summer leadership institute for first-year high school students. The first High School Leadership Academy (HSLA) was launched in Summer 2017, with the hope and expectation that it would develop into an annual program. At the time of this presentation, we will have completed our second year of this program. This presentation will describe the HSLA in its vision, development, and design; provide an overview of our learnings from the first two years; and project the next steps and expectations for the program moving forward.

LE

Theoretical Paper on Motivation and Leadership Styles of a Principal at a Primary School in Jamaica

Darcia Roache, PhD Student, Educational Administration, University of Saskatchewan

Education at the primary level in Jamaica is offered from first to sixth grade. Students are admitted to primary school at age six or seven (Ministry of Education, Youth & Information, 2017). Primary schools in Jamaica are supervised by a principal, who has responsibility for all the administrative operations of the school. The presenter analyzed a principal's leadership styles and the responsibility of the principal to motivate administrative staff and teachers. One issue uncovered was that teachers and administrative employees at the primary school often felt a lack of leadership and motivation from the principal, which affected the administrative functions of the school.

1F | Panel Discussion | Public Leadership

PL

Leadership and Discretionary Power: The Impact on Progress and Prosperity

Chair: **Michael Chikeleze,** Associate Professor of Leadership Studies, Xavier University

Iris DeLoach Johnson, Program Director, Leadership Studies Doctoral Program, Louisiana State University Shreveport

Gail F. Latta, Doctoral Program Director & Professor, Leadership Studies and Human Resource Development, Xavier University

Leaders have legitimate authority to exercise power, including making decisions that require them to use their discretion and judgment. Leaders can use this discretionary power to either negatively hurt or positively help those they lead. In this session, panelists will explore the intentional exercise of leaders' use of discretionary powers to positively advance the greater good, and the significant negative impact on progress and prosperity, especially against those with little power, when used inappropriately.

1G | Presentations | Leadership Development

LD

New Approaches Supporting Women's Leadership Development

Chair: **Ann Dinan,** Head of Global Operations, Leadership Education, Deeper Leadership Institute

LD WL

Because It's 2018: Women and Leadership in Canada

Christina Paylan, Researcher, Concordia University

The presenter will share research from interviews conducted with female business leaders. Results indicate that women's leadership development begins in childhood with parental influences and a strong support system. Regardless of respondent circumstance, courage, ambition, resilience, and education (CARE) emerged as character traits that the majority of the respondents believed contributed to their success.

→

LD FW

Men Following Women to Lead Men: Men as Gender Equity Allies in Academia

Amena O. Anderson, Visiting Assistant Professor, Leadership Studies, West Virginia University

The role of academic men as social justice allies in the academy is an underexplored area of research. This presentation will explore the leader-follower role of academic men who serve as gender equity allies within a component of the National Science Foundation's (NSF) ADVANCE initiative called Men Advocates & Allies. Drawing on critical findings from a grounded theory study, the presenter will consider the unique way in which leadership and followership simultaneously occur in the work of academic men allies. Allyship as an expression of authentic leadership, in this context, is also considered.

LD WL

Using Narratives to Help Women Reflect on Purposeful, Authentic Leadership

Deborah N. Smith, Professor of Higher Education, First-Year and Transition Studies, Kennesaw State University
Sallie D. Suby-Long, Dissertation Faculty, Creighton University

Participants will hear the results of a qualitative study in which women leaders constructed, shared, and reflected on the process of developing their leadership narratives. An overarching theme emerged from the data — narrative sharing was a challenging, yet beneficial process. Three sub-themes also emerged: purpose often drove past decisions, even when not recognized; reflection led to a present with clearer leadership philosophy articulation; and narrative sharing helped participants identify times of leadership authenticity, which they intended to use as a guide for making future leadership/career decisions. Recommendations will be included for using narratives as a leadership development/education tool.

1H | Symposium | Business Leadership

BL

Utilizing Technology to Advance Business Leadership Development

Chair: **Daniel Jenkins,** Chair & Associate Professor, Leadership and Organizational Studies, University of Southern Maine
Commentator: **Nicole Stedman,** Professor, Agricultural Education and Communication, University of Florida

The development of leaders within business and industry is becoming more and more reliant on technology. However, it is evident that leaders at all levels are misusing technology. This symposium will look at the use of technology as a tool for leaders and as a resource for leadership development.

BL

Online Leadership Development for Emerging Leaders: Addressing Community and Evaluation

Matthew J. Sowcik, Professor, Agricultural Education and Communication, University of Florida

Professionals must face the challenge of juggling the various demands on their time, including the need to develop the leadership competencies required to be successful in their roles. Online leadership training is an option that can be utilized to address this time demand and provide an avenue to develop leadership capacity. The presenter will discuss the design, implementation of, and reactions to a ten-week online leadership course for business professionals. Additionally, based on the findings, the session will also share best practices for both building online community and evaluation based on Kirkpatrick's model.

BL

Tweeting Presidential: The Digital Leadership Call for Authentic and Real Engagement on Social Media

Josie Ahlquist, Research Associate & Leadership Instructor, Florida State University

What does authentic leadership look like on Twitter or Facebook? While PR and marketing tactics can take leaders so far in getting strategy implemented on social media, to really make a lasting impact requires something much deeper including values, ethics, and authentic leadership. The presenter will share examples of authentic engagement and how "being real" can thrive online. The researcher will connect current executive practices in higher education that are grounded in a strategic values-based approach for authentic engagement, transparent storytelling, and building community.

BL

Redefining Leadership Development: Developing a Personal Leadership Experience App for Business Leaders

Kevin Wayne Kent, Graduate Student, Agricultural Education and Communication, University of Florida
Hannah Carter, Associate Professor, Agricultural Education and Communication, University of Florida

Over the last decade, apps have become an important part of society. However, this technology has been slow to impact leadership development. The presentation will address the use of this technology and the major advancements being made that will have a significant impact on how we train the next generation of leaders.

1J | Presentations | Leadership Education

LE

Examining Leadership Training Programs Through Various Perspectives

Chair: **Laura Osteen,** Director, Center for Leadership & Social Change, Florida State University

LE ED

Lessons Learned Developing, Implementing, and Assessing a Co-Curricular Leadership Training Program

John Lubker, Associate Dean for Academic Affairs, Graduate School, University of Notre Dame

Co-curricular training programs have tremendous potential to positively affect graduate students' personal and professional growth. Navigating potential pitfalls while maximizing program effectiveness is paramount due to time and resource constraints. This presentation will discuss lessons learned developing, implementing, and assessing a co-curricular leadership training program for PhD students in STEM fields.

LE

Progressing Leadership Educator Preparation and Development for New Student Affairs Professionals

Trisha Teig, Visiting Teaching Assistant Professor, Pioneer Leadership Program, University of Denver

An ignored issue limits the progress of leadership development in higher education: Student affairs professionals need leadership education. Little focus on the relevance of leadership educator preparation means practitioners are often expected to facilitate the leadership education and development of college students without formal preparation or access to leadership educator curriculum and training in student affairs graduate programs. Through a qualitative case study, this presentation will explore the experiences of a cohort of master's students in a student affairs graduate program to examine their access to leadership education and their subsequent development of a leadership educator professional identity.

LE ED

Theory Grounded Authentic Leadership and Leadership Development Using Assessment and Reflection

Monica Teixeira, Student, Governors State University
Hugo Solano, Doctoral Student, Governors State University

Presenters will provide a concise look at authentic leadership theory and contemporary applications and showcase the "Authentic Leadership: A Master Training" program, which features an exploration of best models and research theories that support the successful development of authentic leadership skills. The primary goal of the program is to enhance the leadership skills of professionals based on authentic leadership theory while offering opportunities for self-reflection and personal development through practical exercises. The presentation will share pilot study results of the training program and preliminary data.

1K | Presentations | Leadership Education

LE WL

Examining Women's Leadership Educational Practice From Multiple Perspectives

Chair: **Honi Migdol,** Associate Dean, Integrative Leadership and SUMMIT Co-Curricular Programs, Agnes Scott College

LE WL

Furthering Women Faculty in Higher Education Leadership Roles: A Case Study

Cynthia Sims, Assistant Professor, Human Resource Development, Educational and Organizational Leadership, Clemson University
Angela Danielle Carter, Clinical Assistant Professor, Human Resource Development, Clemson University

This exploratory case study will identify the relationships and interdependencies of gender, identity, and leadership. Those findings will be used to establish leadership development learning and performance intervention.

LE WL

Perceptions and Perspectives of Authentic Leadership From Millennial Women

Heather I. Scott, Director & Assistant Professor, Leadership and Integrative Studies, Kennesaw State University

The presenter will share perspectives and perceptions of authentic leadership from millennial women enrolled in a first-year student leadership studies course in a single gender setting. This analysis will provide a nuanced focus on the impact of a single-gender educational environment on perceptions of authentic leadership, first-year college students' perspectives on authentic leadership, and millennial students' perceptions and perspectives regarding authenticity in leadership.

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LE WL

Women's Authentic Leadership Development: A Case Study

Yoshie Tomozumi Nakamura, Assistant Professor, George Washington University
Jennifer Goez, Director, Learning Solutions, Columbia Business School Executive Education

Authentic leadership can be developed by increasing self-awareness and obtaining a clearer understanding of leaders' own values so that they can successfully manage challenging conditions that they face in their organizations (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). However, limited research exists that examines the ways in which authenticity is developed from a women's leadership perspective. In this presentation, the researcher will discuss the ways in which a women's leadership development program impacts participants in developing authentic leadership by increasing self-awareness, creating a peer-women network, and building self-confidence.

1L | Panel Discussion | Leadership Education

LE ED

The Challenges of Teaching Authentic Leadership and Developing Authentic Leaders

Chair: **Jordon E. Swain,** Assistant Professor, Behavioral Sciences and Leadership, United States Military Academy
Elizabeth Stork, Professor, Organizational Leadership, Robert Morris University
Mary C. Tabata, PhD Candidate, Organizational Leadership, Eastern University
Rodric Smith, Assistant Professor, Behavioral Sciences and Leadership, United States Air Force Academy
Daniel R. Smith, Associate, Bladesmith; Adjunct Associate Professor, Behavioral Sciences and Leadership, United States Military Academy

Is authentic leadership a topic worth including in leadership curriculum? What challenges do educators face when teaching authentic leadership? How can faculty help develop authentic leaders? Panelists will leverage relevant research and share opinions and lessons learned from their experiences teaching leadership at the undergraduate and graduate level as well as from within the corporate and military sectors. Ample time will be devoted to Q&A from the audience.

2A | Panel Discussion | Leadership Education

LE SL

Reflections of Natural Systems: Mental Shifts Involving Time, Justice, and Systems in Leadership Studies

Chair: **Whitney McIntyre Miller,** Assistant Professor, Leadership Studies, Chapman University
Rian J. Satterwhite, Director, Service Learning & Leadership, University of Nevada, Las Vegas
Kathleen E. Allen, President, Allen and Associates
Kate Sheridan, Associate Director of Career Development, Falk School of Sustainability & Environment, Chatham University
Mackenzie H. Crigger, Sustainability Manager, Facilities Management, Chapman University

In a world shaped by interdependence, rapid change, and systemic failures, lessons from natural systems must inform leadership theory, practice, and education. This session will explore important mental shifts — informed by principles found in natural systems — necessary for leading in place; for navigating change and failure; and for intentionally transgressing boundaries; in short, for re-framing and refocusing on leadership that enhances justice and reduces injustice. These mental shifts include how we perceive systems, experience time, and pursue justice. Join us for a participatory dialogue on the theoretical and practical implications of these shifts for leadership education and development.

2C | Presentations | Leadership Scholarship

LS

Identity and Leadership

Chair: **Andrew Wefald,** Associate Professor, Staley School of Leadership Studies, Kansas State University

LS

Scale Development for Positive Youth Leadership Identity: Developing a Factor Structure

Lindsay Hastings, Director, Nebraska Human Resources Institute & Clifton Professor in Mentoring Research, Agricultural Leadership, Education, and Communication, University of Nebraska - Lincoln
L.J. McElravy, Assistant Professor, Agricultural Leadership, Education and Communication, University of Nebraska - Lincoln

The capacity of youth to experience leadership development as well as the necessity of that development provides meaning to the current study, which tested the construct validity of a factor structure for positive youth leadership identity using factor analysis. Overall, exploratory factor analysis results suggested a six-factor structure to Positive Youth Leadership Identity — the explicit theory of oneself as a positive leader — related to leadership self-efficacy/leadership role occupancy, desire to develop into an effective leader, self-efficacy in a relational domain, empathy, hopeful goal attainment/task orientation at group level, and optimistic outlook of group work/collective orientation.

CS9 SAT
10:45-11:45

LS ED

Exploring the Connection Between Paiute Students' Perceptions and Their Development as Future Global Leaders

Eric Kirby, Assistant Vice President, Student Affairs, Southern Utah University

A study of Paiute Indian students revealed that if institutions of higher education want to enhance the likelihood of increased retention rates among American Indian students (and other minority students), a concerted effort must be made to understand the connection between an institutional learning environment and the development of a student's self-identity as future leaders. To explore how a learning environment impacts such things as a student's self-identity, institutions must investigate the students' perceptions of the learning environments in which they study.

LS PE

The Role of Reflective Peacebuilding and Leadership in Disrupting the Coloniality of Being

Alphonse Keasley, Associate Vice Chancellor, Office of Diversity, Equity, and Community Engagement, University of Colorado Boulder

Sylvester Bongani Maphosa, Chief Research Specialist, Africa Institute of South Africa, Human Sciences Research Council

This paper argues that exposing youth in Africa to "the politics of knowledge generation as well as power, identity and epistemological issues..." (Ndlovu-Gatsheni, 2013) pertaining to the challenges facing African societies and encouraging pathways to self-reliance are important leadership competencies for next generation leadership-followership dynamics. They are also key for repairing damaged individuals and whole civilizations and systems that were, and continue to be, dehumanized. Re-thinking knowledge development and building research and writing capacity — including the power to make choices — are critical competencies for practitioners and organizational leaders to further these bold agendas: The African Union Agenda 2063 and the United Nations Sustainable Development Goals Agenda 2030.

2D | Panel Discussion | Public Leadership

PL WL

Women in Leadership in the U.S.: A False Sense of Progress?

Chair: **Cristina Padilla,** Lecturer, School of Leadership and Education Sciences, University of San Diego

Lindsay Allen, Doctoral Assistant, University of San Diego

Jennifer A. Freeman, Associate Director, Joan B. Kroc Institute for Peace and Justice, University of San Diego

This panel will examine the salient issue of women in leadership in the United States. The all-female panel will present current data, literature, and research on women in leadership and illuminate examples of intersecting complex identities and their relationship to power systems. Institutions of higher education and the realm of U.S. politics will be explored as sites of both opportunity and marginalization. By thinking outside the box and constructing new forms of knowledge, the panel will explore what it would look like for peace and prosperity if we had real progress for women in leadership.

Ballroom A | Symposium | Leadership Education

LE ED

I Too Am a Leader: Developing Identity-Based Leadership Courses

Chair: **Kathy Guthrie,** Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University

Commentator: **Maritza Torres,** Graduate Assistant, Center for Leadership & Social Change, Florida State University

Generally, leadership education courses do not account for students' racial and ethnic identities. Mainstream leadership theories, models, and approaches often taught in courses, overlook critical research on leadership and race and undervalue the experiences of people of color who engage in leadership. Addressing this issue, this symposium will introduce the Culturally Relevant Leadership Learning framework as a foundation for developing identity-based leadership courses. Contributors will share highlights from their work, current research, and examples of best practices related to pedagogy and curriculum design focusing on race and ethnicity with special attention to Black male and Latinx populations.

LE ED

Making Leadership Education More Inclusive: The Culturally Relevant Leadership Learning Model

Kathy Guthrie, Associate Professor, Higher Education, Center for Leadership & Social Change, Florida State University

The Culturally Relevant Leadership Learning (CRLL) model focuses on challenging historical paradigms of leadership, in part by incorporating the contextual dimensions of a campus climate. In conjunction with leader identity, capacity, and efficacy, CRLL challenges previously popular paradigms of leadership and learning to forge new ways of developing leaders — those capable of challenging societal inequity toward positive and sustainable social change. This presentation will discuss the model in detail.

LE ED

Developing a Latinx Leadership Course

Maritza Torres, Graduate Assistant, Center for Leadership & Social Change, Florida State University

Latinx Leadership Development is a theory-to-practice, interactive, and identity-based leadership course discussing and analyzing components of Latinx leadership development. The course explores the historical and cultural aspects of Latinx culture and how it intertwines with leadership development, learning, and practice. Students in the course learn the core tenets of Latinx leadership development, aspects of Latinx leadership development in U.S. society, local community, and culture. The presentation will share recommendations and directions for developing such a course.

LE ED

Pedagogy and Curriculum Design for a Black Male Leadership Course

Dorsey Spencer, Director of Administration, Office of the Vice President for Student Affairs, Florida State University

The purpose of the Black Male Leadership course is to introduce the study of leadership and enhance leadership efficacy as it relates to Black males using text and outside readings, activities, and a variety of assignments. The course seeks to develop awareness and an understanding of some social, psychological, and cognitive realities of Black males in America. Discussions are centered on the perceptions, images, realities, and myths relating to Black men. This session will highlight the factors that influence the development and delivery of a Black male leadership course.

Ballroom B | Panel Discussion | Leadership Education

LE

Preparing Authentic Student Leaders for Leadership Study Abroad Programs

Chair: **Karen L. Stout,** Director, Karen W. Morse Institute for Leadership, Western Washington University

Holly Diaz, Instructor & Assistant Director, Karen W. Morse Institute for Leadership & Residence Life, Western Washington University

Wendy E. Rowe, Professor & Program Head, MA Global Leadership, School of Leadership Studies, Royal Roads University

This interactive discussion will (in a modified “world café” style) focus on participants’ needs and concerns in shaping a study abroad course in leadership. Participants will have the opportunity to select from among multiple topics to have small, focused, yet brief discussions regarding the logistical, relational, and emotional challenges in developing a study abroad course on leadership.

PRESENTER INDEX

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PRESENTER INDEX

Last Name, First Name, Middle Initial.....Session (Day - Start Time) Room #

PRESENTER INDEX

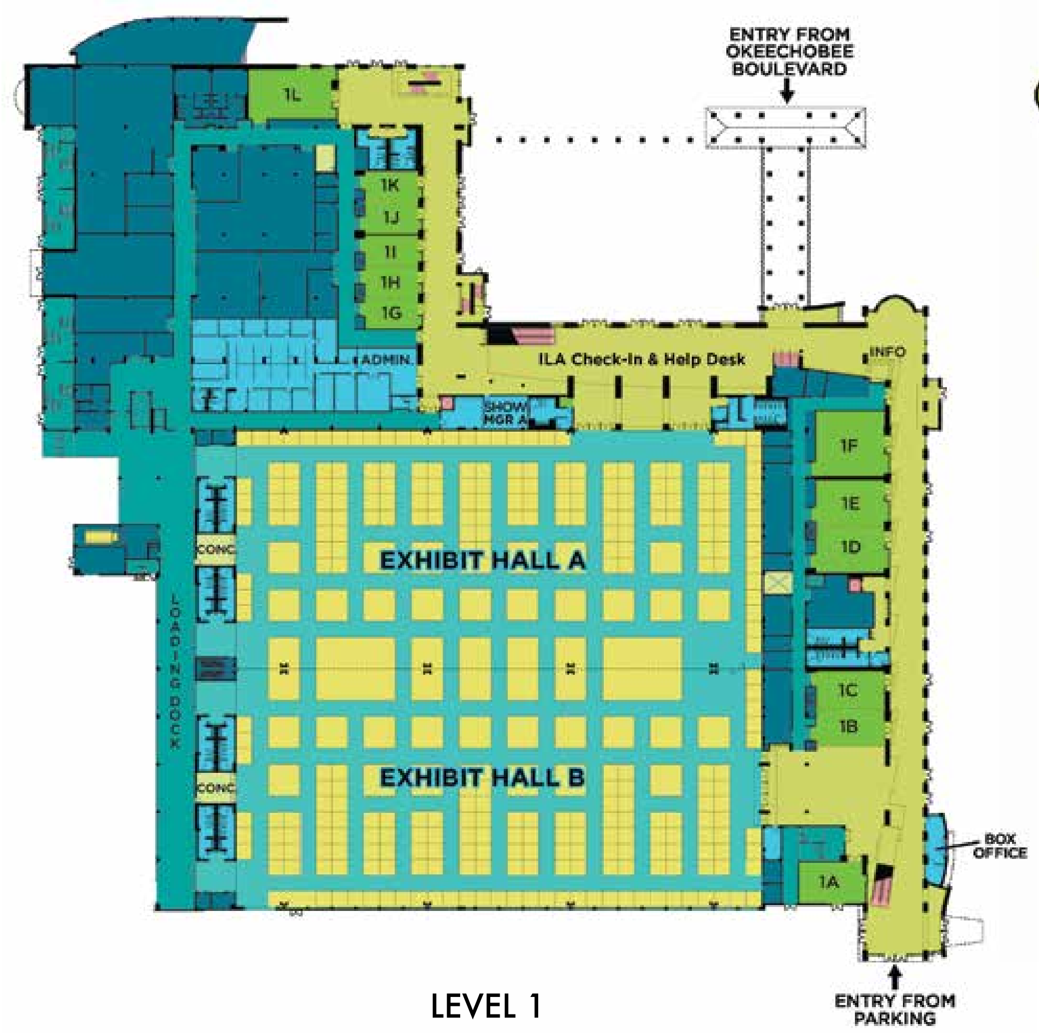
Last Name, First Name, Middle Initial.....Session (Day - Start Time) Room #

PRESENTER INDEX

PRESENTER INDEX

THE PALM BEACHES
PALM BEACH COUNTY
CONVENTION CENTER

MAP OF THE PALM BEACH CONVENTION CENTER



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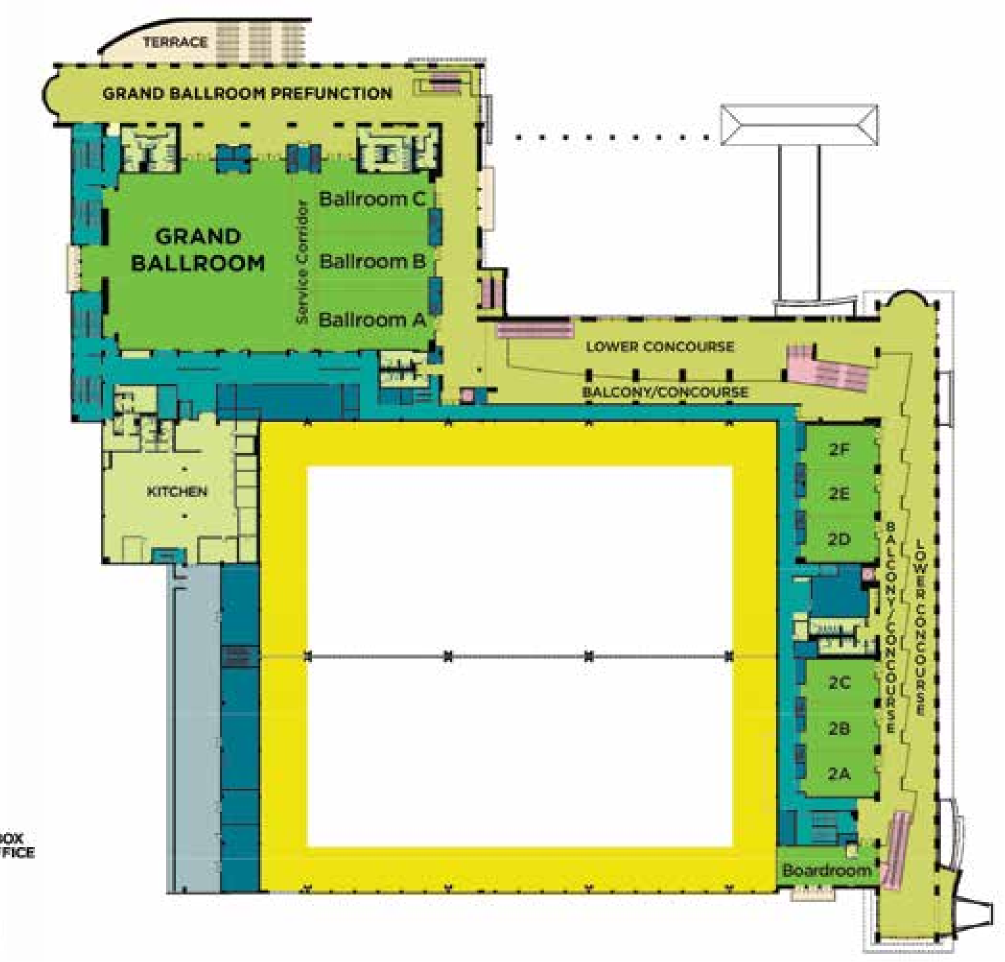

LEVEL 2