



LADders



LADders is a publication by LAD representatives for LAD representatives

Its purpose is to help LAD representatives do their jobs with confidence and pleasure by offering a place to share information and experiences.

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Meeting the Needs of Individual Applicants: A Brief History of Application Work

Karin Gausman, Regional Administrator of Leader Accreditation,
LLL Alliance for Breastfeeding Education, USA

If you've been in LLL long enough, you might remember the regimented approach the Leader Accreditation Department (LAD) used to take toward application work. For example, we used to divide the *Personal History of Breastfeeding and Mothering* into five parts. First we would send a request for the About You information. We would not send information about any other part of the personal history until we had received the About You letter from the Applicant. The personal history included a "birth story," in which the Applicant talked about her childbirth experience and early times. When that was received, we would ask her to write about her experience of mothering through breastfeeding by reflecting on each concept. The Applicant was required to read a comprehensive childbirth book from the *LLL Bibliography* and the *Applicant Reading Set* of information sheets in addition to *The Womanly Art of Breastfeeding* and the *Leader's Handbook* (if available in her language). At one point in the USA, there was a trial use of Study Guides—one on breastfeeding management and another on helping mothers one-to-one. The Applicant returned written answers to the Study Guide questions. It may have seemed to the Applicant that she was "back in school" and that the goal of the application was to satisfy the LAD.



Fast-forward to present times, and we see that leadership preparation is now accomplished quite differently. Application work relates directly to the LLLI Criteria for Leader Accreditation (see the sidebar) set by the LLLI Board of Directors, which is the sole accrediting body for new Leaders. The LLLI Board has given LAD the mandate to carry out the accreditation of new Leaders worldwide. We now have a purpose-driven approach to the work, which means that we focus on what we need to accomplish, allowing for different ways of accomplishing it. We acknowledge that Applicants are our peers and we relate to them as fellow adults. We recognize that each Applicant knows how she learns best, and so we help her find ways to meet the accreditation criteria using the method that works best for her. We encourage Applicants to work on the application parts in any order that appeals to them or to combine work on several parts at once.

Let's look at changes in each of the five parts of application work:



Personal History: This is discussion with a LAD representative about the Applicant's understanding of LLL philosophy and how it relates to her experiences. The purpose is not to make sure that she "says the right things." We already know that the Applicant has met the LLLI Prerequisites to Applying for Leadership because her application has been accepted. Our goal is to broaden each Applicant's understanding of LLL philosophy beyond what she has experienced in her own life or seen in her Group. We want to help her think about how she might use her own experience to help other mothers. We encourage her to see LLL philosophy in many different experiences, so that she can later identify potential Applicants who are diverse, yet still able to show use of LLL philosophy in their own lives. The Applicant might submit her personal history in parts or all at once, responding to the *Personal History of Breastfeeding and Mothering* form. Or, she and the LAD representative might cover the information in casual email or postal conversation during an exchange of letters, or in oral conversations.

The LAD has taken steps to reduce redundancies. For example, it was repetitious to ask "birth story" questions about childbirth and the early times, and then to ask about the Applicant's experience with childbirth,

starting solids, etc., in the About Breastfeeding and Mothering section of her personal history. So, in 1992, the “birth story” was dropped. We focused on the Applicant’s experience with and understanding of each concept. The goal of this part of the application is to meet the accreditation criterion that she has “demonstrated understanding of LLLI philosophy” (see the sidebar on page 4).

In the first letter, many LAD representatives include a personal introduction, and we ask the Applicant to answer questions listed in the About You section when she writes back, which serves as part of her personal history. She usually does this right away. This helps to develop a relationship between the two partners, which makes later discussion of LLL philosophy easier.

Instead of being included in the personal history, the background reading is now presented as a separate application part. The LAD representative might ask the Applicant what she has read so far, in order to help guide her future reading to fulfill background reading requirements.

Breastfeeding Resource Guide (BRG): This is a self-learning exercise which was originally developed as a joint project between the LAD and the Professional Liaison Department. It drew from the “Basics of Breastfeeding,” which was an optional resource used in the United States Western Division. After several revisions, the BRG evolved to a point where it seemed to go beyond the basic knowledge required of Leaders, and so LAD International reconsidered its scope. The current BRG can be completed using just *The Womanly Art of Breastfeeding* and the *Leader’s Handbook*. In order to help mothers, a Leader needs only these basic resources and access to the Area Professional Liaison (APL). There are many ways to use the BRG: Applicants might cover it on their own, with a Leader, with other Applicants, or during workshops or conference sessions designed for that purpose. If an appropriate translation of the BRG is not available, the Applicant can learn what she needs to know by talking with her Leader. The goal is to meet the Breastfeeding Management Skills Criteria (see the sidebar).



Checklist of Topics to Discuss in Preparation for LLL Leadership: This covers topics about leadership skills and approaches, designed to be discussed with a Leader. This can be done in person, using email, Skype or telephone, or in workshops. Although one can still use the Checklist in the 2003 *Leader’s Handbook*, the LAD now recommends using the Checklist organized by the five basic responsibilities of leadership (online at <http://www.lleus.org/Applicants/LHchecklist2011.doc>). This Checklist includes a section on helping other mothers learn about leadership. The basic list of topics can be expanded based on local needs. Some locations have developed their own version of the Checklist. The LLLI Criteria for Leader Accreditation does not require use of a specific Checklist—it only requires knowledge of leadership skills and attitudes, and using a checklist is a good way to make sure important topics are covered. Although the current Definition of an Active Leader does not require that a Leader fulfill all five of the basic responsibilities, an Applicant can be accredited after she has acquired the skills necessary for all five basic Leader responsibilities. This is part of completing the Leadership Skills Criteria (see the sidebar).

Preview of Mothers' Questions/Problems and Group Dynamics/Management: With the help of a Leader, this provides the Applicant with practice responding to common questions that mothers ask about breastfeeding and mothering. It also helps her prepare to respond to comments that are apt to come up at a Series Meeting, Breastfeeding Café, or other LLL Group meeting. There are many ways to structure *Preview* practice—from role-play in person or on the telephone to email messages. Applicants often practice a variety of methods of responding, based on how local mothers are most likely to contact LLL. The Group Dynamics section is sometimes covered during a “mock meeting” with only Leaders and Applicants. If an Applicant is unhappy with a particular response she made, she is welcome to talk with her Leader or do some research, and try that response again. The goal is for her to feel comfortable with this aspect of leadership so that she can demonstrate “leadership skills and attitudes” (see the sidebar).



Appendix 18 to the LLLI Policies and Standing Rules Notebook consists of three parts: “LLLI Prerequisites to Applying for Leadership,” “LLLI Criteria for Leader Accreditation,” and “LLLI Prerequisites for Leadership – Guidelines for Leaders.”

“LLLI Prerequisites to Applying for Leadership” explains who is eligible to be an Applicant. “LLLI Criteria for Leader Accreditation” (see below) explains what needs to be done to be accredited as an LLL Leader. The criteria refer to three major application parts: “LLLI philosophy” which includes the mother’s personal history; “Breastfeeding Management Skills Criteria” which can be acquired by completing the BRG exercise; and “Leadership Skills Criteria” which can be satisfied by completing the *Preview* and the Checklist.

LLLI Criteria for Leader Accreditation

To be accredited as an LLL Leader, a woman will meet the following criteria:

- She has met the LLLI Prerequisites to Applying for Leadership (as listed above).
- She has nursed her baby for about a year.
- She has demonstrated understanding of LLLI philosophy.
- She has conveyed her knowledge of basic breastfeeding management, outlined in Breastfeeding Management Skills Criteria.
- She has demonstrated leadership skills and attitudes, outlined in Leadership Skills Criteria.
- She has completed the LLL Leader accreditation process.
- She has signed the LLL Leader Statement of Commitment.

LLLI Policies and Standing Rules Notebook Appendix 18, Applying for Leadership
<http://www.llli.org/docs/lad/PSR-Appendix18.pdf>

Background Reading/learning: An Applicant must own and have read the most recent editions of *The Womanly Art of Breastfeeding* and the *Leader’s Handbook* (if available in her language).

An Applicant is also required to have comprehensive knowledge of childbirth methods and their effect on breastfeeding. A few years ago, prompted by Leaders’ concerns about the amount of required reading, LAD conducted extensive polls among Leaders worldwide about whether to eliminate the childbirth reading requirement. About half of respondents felt there was adequate information in *The Womanly Art*, whereas others saw a need for more comprehensive information. To meet the identified need while reducing required reading, LAD developed the 13-page *Childbirth and Breastfeeding* booklet, which can serve as a reference for busy Applicants and Leaders (online at

<http://www.llli.org/docs/lad/ChildbirthandBreastfeeding.pdf>).

It is not designed to be given directly to mothers because of its terse tone; Leaders need to modify the information to be helpful to an individual mother. If she prefers, an Applicant can still meet the childbirth knowledge requirement by reading a book.

Alternatively, an Applicant might choose to acquire the knowledge in a different way, such as having discussions with a Leader who is knowledgeable about all aspects of childbirth, interventions, and their effect on the start of breastfeeding. Or, an Applicant might have a different method in mind, and she can discuss that with her LAD representative. This helps fulfill the Breastfeeding Management and Leadership Skills criteria.

Last year the LAD Council published a new application syllabus called the *Leader Applicant’s Resource Kit* (LARK), which is optional for work on an application (online at

<http://www.llleus.org/Applicants.html>). A Leader version is also available (online at <http://www.LLLEUS.org/spLeaders.html>). This resource outlines each part of an application and includes resources such as exercises, forms, and articles. In LARK you can find the three required application exercises: the BRG, the Checklist organized according to Leader responsibilities, and the *Preview*.



LAD now has much flexibility and many options. However, we continue to hear from Applicants who prefer a more structured approach—“Please, just tell me what to do and I’ll do it!” We make an effort to find a balance. Some Applicants appreciate having many options, while others prefer guidelines to follow. We discover which direction to emphasize once we get to know a particular Applicant. Then we can modify what we do to suit her.

Having many options available means that we are not simply following a set formula. We are developing a relationship with each Applicant and, along with her supporting Leader, helping her to find the best ways to learn “to do the work of a Leader with confidence and pleasure” (*LAD Resources*, Chapter 1, first paragraph).

Editor’s note: This article is intended to help Leaders—as well as LAD representatives—understand how LAD practices have evolved, and explain how the LAD now tailors leadership preparation to meet the needs of individual Applicants. Feel free to reprint or adapt this article for your Area Leaders’ Letter.

Karin Gausman has been in the LAD for 24 years, and she served as a LAD Director with Alison Parkes until March 2010. Karin lives in Loveland, Colorado, USA, with husband, Jim. Their son, Pete, lives in Loveland. When Pete is at work, his dog Vinny goes to Karin’s for “doggie day care.” Their older children, Quinn and Benj, are each married and live in Colorado with their families. Karin and Jim have four grandchildren, ages 8-17: Alana, Sam, Max, and Camille Kay.



LAD International Statistics

Semi-Annual Report Compilation

16 Oct 2012 -- 15 Apr 2013

* The information from the previous SAR is indicated in parentheses.

* Three Area Networks in USA, "Garden State," "Mosaic," and "Texas," are listed separately in the statistics for the first time. Previously, their figures were included in "US West."

Affiliates/Area Networks		Leaders	Groups	Applicants	New Applications	Accreditations	Discontinued Applications
Alliance (USA)		1,994 (2,021)	633 (631)	366 (366)	156 (135)	102 (83)	43 (60)
Canada English		388 (387)	167 (170)	131 (143)	40 (31)	21 (22)	20 (7)
Canada French		93 (93)	21 (21)	18 (21)	4 (6)	1 (3)	1 (2)
Europe (EAN)		1,262 (1,173)	564 (547)	343 (282)	92 (59)	42 (37)	39 (37)
Garden State (USA)		110	31	17	9	12	1
Great Britain		270 (260)	85 (86)	161 (153)	50 (52)	15 (12)	10 (6)
International (IAN)	Africa Asia & Middle East	306 (307)	135 (133)	61 (63)	14 (19)	8 (14)	3 (7)
	Latin America	279 (289)	127 (132)	92 (72)	12 (10)	10 (10)	2 (5)
Mosaic (USA)		194	57	29	11	11	4
New Zealand		147 (150)	52 (55)	63 (54)	16 (13)	7 (6)	0 (5)
Texas (USA)		178	58	28	19	10	3
US West (USA)		1,158 (1,699)	446 (561)	197 (276)	68 (103)	52 (84)	23 (51)
Total		6,379 (6,379)	2,376 (2,336)	1,506 (1,430)	491 (428)	291 (271)	149 (180)

Comparison of Four Reporting Periods

LAD Council

* "Four USA ANs" refers to Garden State, Mosaic, Texas, and US West

Leaders

	Oct 2011	Apr 2012	Oct 2012	Apr 2013
Affiliates	1,039	912	890	898
Alliance	2,097	1,965	2,021	1994
IAN, EAN	1,913	1,925	1,769	1847
Four USA ANs	1,897	1,881	1,699	1640
Total	6,946	6,683	6,379	6,379

Groups

	Oct 2011	Apr 2012	Oct 2012	Apr 2013
Affiliates	317	315	332	325
Alliance	626	629	631	633
IAN, EAN	874	805	812	826
Four USA ANs	613	622	561	592
Total	2,430	2,371	2,336	2,376

Applicants

	Oct 2011	Apr 2012	Oct 2012	Apr 2013
Affiliates	309	321	371	373
Alliance	372	341	366	366
IAN, EAN	504	503	417	496
Four USA ANs	327	311	276	271
Total	1,512	1,476	1,430	1,506

New Applications

	Oct 2011	Apr 2012	Oct 2012	Apr 2013
Affiliates	81	91	102	110
Alliance	134	121	135	156
IAN, EAN	118	119	88	118
Four USA ANs	131	130	103	107
Total	464	461	428	491

Accreditations

	Oct 2011	Apr 2012	Oct 2012	Apr 2013
Affiliates	42	32	43	44
Alliance	94	86	83	102
IAN, EAN	82	83	61	60
Four USA ANs	107	86	84	85
Total	325	287	271	291

Discontinued Applications

	Oct 2011	Apr 2012	Oct 2012	Apr 2013
Affiliates	35	37	20	31
Alliance	49	51	60	43
IAN, EAN	46	45	49	44
Four USA ANs	45	51	51	31
Total	175	184	180	149

Leader Enrichment Opportunities: Summer 2013

LAD Council Meeting

LLL Alliance for Breastfeeding Education Area Network (AN) facilitated a meeting of the International LAD Council preceding the three-day Leader Development Seminar (LDS) that was held July 26-28 at Villanova University in Philadelphia, Pennsylvania, USA. Our thanks to LLL Alliance for accommodating us and to the LLL entities for funding to enable nine members of LAD Council to attend: Future Areas in Asia and the Middle East Area; Luxembourg Area; Japan Area; Great Britain; LAD West; European AN; and LLL Alliance AN.



LAD Council meeting

Overall, we note that LAD has continued or exceeded past rates of attracting new Applicants and completing accreditations. The average length of accreditation in most LLL entities is now shorter than 12 months. Yet total Leader numbers continue to decline, because our established rates of accreditation cannot compensate for the increased number of Leader retirements/resignations. We see a strong need for greater Leader education and cooperative work with other departments to help improve retention, since many new Leaders retire after only two or three years.

Highlights of the LAD Council Meeting included preliminary work on a revision to *LAD Resources*; creation of a new *LAD Style Guide*; ongoing efforts to ensure that LAD documents are appropriate for use throughout the world; discussion to ensure that LAD practices are consistent in all LLL entities; and plans for updating the *LLL World Directory*.

LAD Sessions Presented at the LLL Alliance Leader Development Seminar

LAD Council members co-presented five LAD-oriented sessions aimed at meeting the needs of both Applicants and Leaders. If you would like to adapt any of these presentations for your own use, outlines and/or handouts are available from the presenters.

The Leader Detective:

Looking at the basic tools needed in a helping situation and working up to some more complex listening skills, so that the need for assumptions is completely eliminated. Using role-play to further understand how these listening skills work. (Benaifer Bhandari benaiferbhandari@gmail.com, LAD Great Britain)

One Cause, One Focus:

Why is it so important to avoid mixing causes? Session attendees took part in a skit highlighting a variety of ways that mixing causes can manifest at a Series Meeting, followed by discussion of how to keep the focus on breastfeeding in all our interactions with mothers, including those via electronic media.

(Sally Allison rnismom@frontiernet.net, LAD Alliance, and Joan Crothers joan_crothers@me.com, LAD Alliance)

Innovative Approaches to Working with the Breastfeeding Resource Guide:

This important part of leadership preparation can be completed by using one or more of the numerous approaches shared. Although this exercise can be done by the Applicant on her own, a supporting Leader can be a helpful resource by responding to questions, guiding discussions and recommending creative approaches.

(Sally Allison)



LAD session

Our Philosophy Makes Us Unique:

Quotes from the Founders from the book *Seven Voices One Dream* were used to spark lively discussion about each of the ten concept statements. Both Leaders and Applicants found this session helped them to better articulate their own beliefs, and why La Leche League's unique philosophy resonates with them on a deeply fundamental level.

(Lesley Robinson mummypiggy@gmail.com, LAD Canada, and Marie Beam MarieBeam@aol.com, LAD Council)

Universal Yet Unique: Making Leadership Preparation Work for You:

Leaders and Applicants alike appreciate receiving basic information on the application: What are the prerequisites, how does one get started, what fees are involved, and what tasks are required? We used the *Leader Applicant's Resource Kit* (LARK) to illustrate the required work, and this new resource seemed particularly useful to clarify what is involved in leadership preparation.

(Joan Crothers and Marie Beam)

Leader Development Seminar, Uncovering Our Treasure

Darlene Utzinger,

CLA Massachusetts/Rhode Island/Vermont, USA

On a beautiful summer weekend in late July over 100 Leaders, Leader Applicants, spouses and helpers from the USA and various other countries met at one of the four Leader Development Seminars (LDSs) held in the USA. Villanova University in verdant Pennsylvania was our gathering place as we reunited with old friends and met new ones, joined in our beloved mission of helping mothers and babies all over the world with breastfeeding.

We were treated to brilliantly prepared topics in sessions on up-to-the-moment breastfeeding research, communication skills, social media, Group dynamics, Leader support, LLL philosophy, and more. General sessions were feasts of learning and fun with great new ideas, along with dancing, games and laughter. A mood of renewed commitment and excitement gilded every moment.

At the LDS I was deeply taken by the realization that LLL has not discovered or created anything new. Rather, we are digging, unearthing eons of cultural debris to uncover the treasure that has been at the hearts of mothers and babies from the beginning of time. At the first session I attended I learned about the latest research on skin-to-skin contact and was amazed at what we now know about its benefits, the benefits that have been there all along. As we rediscover our age-old treasure, we are polishing its many facets and returning it to its rightful place, mothers' breasts. That goal was at the heart of the LDS.

As a CLA in the USA and an ACLA-at-large for Future Areas in Asia and the Middle East, I believe that the application journey begins with LLL philosophy. The LDS, in its celebration of our philosophy, clarified and enlightened how our philosophy is not just our builder, but also our "digger" through the depths, to the treasure. Our technical knowledge and learning, along with our helping skills, polish, present, and share our treasure. I was delighted to welcome many Leader Applicants and newly accredited Leaders at the LDS and felt very impressed by their dedication and fervor. They are our future. They carry our treasure.

Though every session was different, the continuity of purpose was amazing. More than that, it was the people who made the uncovering of our treasure unforgettable. Though we came from many parts of the world, our common LLL hearts were warmed with the fire of our mission. We came away warmed, tired, and ready to do it again!

For me, the highlight of the LDS was meeting and spending a bit of time with my dear mentor, Toshi Jolliffe. She has made such a difference in my life and in my LAD work. Sharing the LDS with her was a gift I will never forget. With the LDS, Toshi, and the many other women who work (and play) so hard to help mothers and babies, I am strengthened. I know our mission is safe and on the move.



New Resource: *LAD Style Guide*

No doubt you've noticed some unusual rules in the LLL style of writing. For example, we write "Applicant" rather than "applicant," and "Leader" rather than "leader"—but then "leadership." It can be hard to keep such nuances straight!

The LAD Council has published a one-page *LAD Style Guide*. This new resource offers a quick reference for rules on capitalization, italicization, and preferred usage which are consistent with the recently revised *LLLI Style Guide*.

These style guides are available at:

- *LAD Style Guide* : http://www.lleus.org/LAD/LAD_Style_Guide.pdf
(Username: LAD Password: LADis#1)
- *LLLI Style Guide*: http://www.llli.org/docs/0000000001_LV_PDF/lv1-2013txtonly-1.pdf
(Pages 19 and 20)



How Would you Respond



Here is an extract from a letter from a Leader to her Area's CLA. There is no single right answer. Sharing our own possible approaches can help us to consider a variety of ways to respond.

Dear CLA,

I hate to bother you with this, but [ACLA] has not responded to the three emails I have sent her. I left her a phone message too, but she hasn't returned my call. The Applicant in my Group has been waiting for over three months for a response since she submitted her personal history. She was so excited about having completed that writing! Now, I'm concerned that the Applicant is discouraged and is losing interest in completing her application. She feels like LLL doesn't really want her to be a Leader. I don't know how to help her when [ACLA] doesn't answer my questions either. Can you help?

Leader

❖ *Sample Responses* ❖

Dear [Leader],

Thank you for contacting me! LAD representatives generally aim to respond to all LAD communications within two weeks, so it is worrisome that the Applicant has been waiting over three months for a response to her personal history, and your own emails and call have gone unanswered. I will do my best to get in touch with the ACLA and find out why there has been a lapse in her responses. If she is unable to resume responding in a timely manner, it may be necessary to assign another LAD representative to work with the Applicant.

Meanwhile, I hope you can help the Applicant find other ways to resume progress on leadership preparation. Have you met with her to go over the Checklist of Topics to Discuss in Preparation for LLL Leadership? Has she started working on the *Breastfeeding Resource Guide*? Has she completed the background reading/learning? Perhaps she might even appreciate doing some preliminary work on the *Preview* with you. The Applicant can find all of the above materials in the *Leader Applicant's Resource Kit*, which she can access online at <http://www.lleus.org/Applicants.html>; there is also a version for Leaders at <http://www.LLLEUS.org/spLeaders.html> that will provide you with some extra ideas on how you might help the Applicant with these other parts of leadership preparation.

I will let you know as soon as I have been in touch with the ACLA, whether she is available to follow up soon with the Applicant, or if a new LAD representative will need to be assigned.

Thank you for the support you are providing to the Applicant, and for checking to be sure that her needs are being met in a timely way.

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Dear [ACLA],

How's it going? We haven't been in touch in a while and I hope all is well.

Yesterday I received an email from [Leader] expressing concern that [Applicant] has not received any response to the personal history that she sent to you over three months ago, and that you haven't replied to [Leader's] recent emails or phone message.

As you recall, our goal is to respond to all LAD communications within two weeks. At one time or another, most of us will fall behind in our LAD work. When that happens, it's our responsibility to determine whether this is just a temporary challenge, or if we need to ask our support person for help.

If you've been working on a response to [Applicant] and would like to continue serving as her LAD representative, I would encourage you to send brief "touch-base" emails to her and [Leader], letting them know when [Applicant] can expect to receive a response to her personal history.

If you have too many other obligations right now, though, just let me know, and I'll make arrangements for another LAD representative to pick up working with [Applicant] where you have left off.

Please let me know how you and your family are doing. I look forward to hearing from you soon.

SincereLLy,  
Marie Beam, USA



~~~~~

Hello [ACLA],

It has been a while since we last contacted each other. How have you been? The LAD Council has published *LADders* 2013-3 No 14, and I have attached it to this message. Would you agree that this department magazine is full of helpful information and ideas? The previous issue included a new LAD resource, *Definition of an Active LAD Representative*, which I explained in my latest memo to ACLAs. Was everything clear? LLLI offers the *Definition of Active Leader*, and the new resource is its counterpart in our department. ☺

Definition of an Active LAD Representative defines the basic responsibilities of a LAD representative. We are committed to prompt responses, and an ACLA is expected to respond to the Leader and the Applicant within two weeks. Many LAD representatives send their responses much sooner than that. At times, though, a few letters could arrive from Applicants in the same week. In that case the two-week response time can be useful. When it is not possible to respond within two weeks, we inform the recipient that our response will be delayed.

I decided to discuss this new definition because it seems that [Applicant] is waiting for a response to the personal history that she sent to you three months ago. I understand that you may have been very busy with your family, or you may be having difficulty keeping up with LAD communications. I know, [ACLA], we are all busy mothers! If there is anything I can do

for you, please let me know. I am willing to help. For instance, if you would like me to explain to [Applicant] the reason for the delay, that is fine with me. I am also wondering how you might feel about asking another ACLA to work on this application. If you prefer this option, I'll be happy to arrange it.

Toshi Jolliffe, Luxembourg



~~~~~  
❖ *New Extract* ❖

Dear ACLA,

I was very excited when you explained that an Applicant would be moving to my town. Well, she attended our meeting for the first time today. You mentioned that she was close to accreditation, but personally I would not recommend her as a Leader. I believe that the first impression is very important when somebody works as a Leader. This Applicant was so talkative, and she never tried to be a "listener." I am not comfortable about working with her as my co-Leader!

Leader

How would you respond? Send your suggested response or an extract you would like to share with other LAD representatives to Alison Parkes, the new Contributing Editor of this column, at: [Rnparkes.family@ntlworld.com](mailto:Rnparkes.family@ntlworld.com)



## A Taste of LAD International

**Tiziana de Meo, Italy**



\* English translation follows  
Mi chiamo Tiziana, ho 40 anni e vivo a Genova, nel nord ovest dell'Italia, con le mie figlie Gaia (10) e Neva (4). Ho passato gran parte della mia vita viaggiando per il mondo, scoprendo nuovi Paesi, persone e culture. Ho vissuto negli Stati Uniti, (Tacoma, WA), in Germania e in Francia. Ho lavorato per un paio d'anni sulle navi da crociera, navigando dall'Alaska ai Caraibi, dall'Europa al Nord e Sud America. Alla fine sono rientrata a Genova, dove ora lavoro part time per un'importante Fondazione Culturale, ma sogno di ritornare a lavorare con le lingue straniere.

Parallelamente, lavoro a tempo pieno come madre che è l'esperienza più soddisfacente della mia vita. Amo correre, nuotare, pattinare e fare escursioni nella natura, attività che condivido con le mie bambine. Il momento dell'anno che preferiamo è la nostra vacanza estiva in campeggio in Sardegna. Ho conosciuto LLL quando Gaia aveva solo 3 mesi e ho notato che si attaccava sensibilmente meno ad un seno. Abbiamo provato a risolvere il problema variando le posizioni di allattamento. La situazione è migliorata, ma Gaia ha comunque abbandonato quel seno a 11 mesi, mentre ha continuato a ciucciare dall'altro fino a oltre 5 anni. Ho fatto tante ipotesi, ma non ho mai realmente compreso il perchè e, comunque, Neva ha fatto la stessa cosa ed entrambe sono cresciute bene, assumendo abbastanza "latte di mamma".

Anche se avevo le idee molto chiare sull'allattamento (sapevo che era la fonte di nutrimento più naturale per le mie bambine) e non ho mai incontrato grossi problemi di allattamento, LLL ha significato molto per me. Essere madre in una città può essere un'esperienza un po' solitaria, specialmente avendo scelto di lasciare il mio lavoro per occuparmi di Gaia. Condividere la mia esperienza di maternato con altre madri mi faceva star bene. Inoltre, sentivo che ciò che leggevo sui libri di LLL era in linea con quello che sentivo dentro: non era come una melodia stonata, come certa roba che si legge su certe riviste =( Quando sono stata pronta, ho deciso che era il momento di restituire quello che mi era stato dato: è stato quando ho chiesto di diventare Consulente LLL. Sono Consulente dal 2004 e CLA da Maggio 2013. Non ho molta esperienza nel LAD e questo rende il mio ruolo molto interessante e stimolante (o come direbbe Alice nel Paese delle Meraviglie "sempre più curioso..."). Sono molto contenta che LLL sia una grande associazione Internazionale e Interculturale! Ricevo così molto sostegno dal LAD Europa e dal LAD International di cui sono molto grata.

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My name is Tiziana, I am 40 and I live with my two daughters Gaia (10) and Neva (4) in Genoa, northwest Italy. I have spent most of my life traveling around the world, discovering new places, peoples and cultures. I have lived in the USA (Tacoma, Washington), Germany and France. For a couple of years I worked on cruise ships from Alaska to the Caribbean, from Europe to North and South America.



I eventually settled back in Genoa where I work part-time for an important cultural foundation, but I dream of getting back to working with languages. At the same time, I "work" full-time as a mother and it's the most satisfying experience of my life. I love running, swimming, roller-skating and hiking, which I do with my children. Our favorite time of the year is our holiday camping on the island of Sardinia.

I met LLL when Gaia was three months old and I noticed that she wouldn't suckle so much from one breast. We tried to solve the problem by changing nursing positions. The situation improved but she abandoned that breast at 11 months and kept on suckling from the other one for five years. I never really understood why, but Neva did just the same and they both grew well, drinking enough of "mummy's boobi."

Gaia (10), Tiziana, and Neva (4) on the beach in Abu Dhabi visiting a local Leader, Marie-Claire Bakker

Even though I had very clear ideas on breastfeeding (I knew it was the most natural nurturing source for my children) and I didn't encounter any major breastfeeding problems, LLL has meant a lot to me. Being a mother in a city can be a bit lonely, especially when I stopped working to take care of Gaia. Sharing experiences with other mothers made me feel good. Furthermore, I felt that what I was reading in LLL books was consistent with what I felt in my heart: nothing was out of tune, not like some of the stuff you can read in some magazines.

When the time was right, I decided it was the moment to return what had been given to me and that's when I applied to become a Leader. I have now been a Leader since 2004 and I have been CLA since May 2013. I don't have much experience in LAD and this is making my new role very challenging and interesting (or as Alice in Wonderland would say "curiouser and curiouser . . ."). I am delighted that LLL is a large, international and intercultural association! I am very grateful for all the support I am getting from LAD Europe and LAD International.

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Adele Delgado, USA



From left: Dennis holding Logan, Malayah, Makaylah, Adele holding Tyler

My name is Adele Delgado and I'm the co-CLA for Southern California/Nevada Area, USA. My husband, Dennis, and I were married in 1974 and we moved to our mountain home in 1976 when I was six months pregnant. I had some pamphlets from La Leche League given me by a friend. No Groups were near and when my son was born my husband was still working every day in the city, taking our only vehicle. I didn't know much other than that I wanted to breastfeed. We only had a wood cookstove and I sure couldn't see getting up at night and lighting a fire to heat some milk. Though my grandmother breastfed and even helped breastfeed a friend's twins, my own mother was not so fortunate. She was far away from home and knew very little. She made it to one month with both my brother and me. One of my aunts breastfed till a year, so I thought that was a good goal since I didn't know anyone who had breastfed past six months! My husband is the reason I succeeded at all. He stood between me and all the negative comments. My son nursed for a year and even though that was my goal, I was sad when he weaned, even more so when I realized he was allergic to cow's milk.

I started going to La Leche League meetings with a neighbor, Poppy, who was also a Leader. Our second son was born at home in 1979 with Poppy in attendance. We continued to go to meetings together and would ride the hour to town from our mountain home, have lunch, and back up again. We talked all the way and as a new mother I relished those conversations. Poppy encouraged me to become a Leader and I was accredited in 1982. I led meetings and became

involved in Area work through the Communications Department editing the Leader Resource Directory. I got to know a lot of the Area Council when I became part of the Anaheim LLLI Conference committee in 1989. One of my co-Leaders was the CLA at the time and after talking with her I became an ACLA.

La Leche League has always been a big part of my life as a parent and now the LAD has been my focus for the past 24 years! I love corresponding with Applicants and feel it's a privilege to read mothers' birth stories. I am always touched by the eloquence of their words and a mother's love. It is also inspiring to witness their desire and commitment to help other mothers have a rewarding and successful breastfeeding relationship with their babies.

My husband takes care of the ranch, cattle, and growing oat hay. Together we own a candy store, The Julian Candy Basket, and work together keeping it running. Living on the ranch with us are Dustin 37; Dylan 34 with his daughters Malayah 7 and Makaylah 6, and son Tyler 2; Shyloh and her husband Dustin with their son Logan 3 and newborn daughter, Sorsha Breeze. They attended the last Southern California/Nevada Area Conference with me. We are blessed to see all of our children and grandchildren frequently and watch them grow and enjoy the country life.





Good Idea!



Serving as a “talent scout” for your Area

As you prepare to announce the accreditation of a new Leader, think about particular skills and interests you have identified during your dialogue with her. Then, at the end of your HARK! announcement to Area Council members, include a brief note with a suggestion such as: *“In one year, this new Leader could be approached for [an Area Council position] that may be well suited to her skill set.”*



LAD Promenade



Congratulations on your appointment!

Vicki Cluley
 Allison Eddyblouin
 Lupe Forsang
 Kim Jurgens
 Michelle Powell
 Melissa Reneau
 Karen Urick
 Timbra Wiist
 Amy Willoughby

CLA, Texas, USA
 CLA, Maine/New Hampshire, USA
 RALA, LAD West, USA
 ACLA, South Africa
 ACLA, Texas, USA
 ACLA, Texas, USA
 ACLA, GeoMoKan, USA
 CLA, Utah, USA
 ACLA, Northern California/Hawaii, USA



LLL Israel Leaders' Days, May 21-22



Ilana Sobel, Israel ACLA, on the right with Esther Macner, DC of the Jerusalem District, Israel



Ellen Longman, Israel LAD Secretary, on the right with Miki Karlinsky, LLL Tel Aviv, Israel

LLL Alliance Leader Development Seminar, July



Alison Parkes, Great Britain



Karin Ali, USA, on the left and Sally Allison, USA



It seems to be traditional for the LAD Council members to perform a haka at an LLL event:
<http://www.youtube.com/watch?v=sQP0ErEBABw&feature=youtu.be>



Darlene Utzinger, USA, on the left and Toshi Jolliffe, Luxembourg



LAD gathering

LADders is a publication by LAD representatives for LAD representatives, designed to offer LAD representatives a place to share information and experiences. © LAD Council 2013