

COOPERATIVE EXTENSION

Department of Agricultural & Resource Economics

COMMUNITY DEVELOPMENT ISSUES

College of Agriculture

The University of Arizona

Tucson, Arizona 85721

Vol. 2, No. 2

April, 1994

LEADERSHIP FOR CHANGE MEANS A CHANGE FOR LEADERSHIP

by Nancy Huber, Ph.D.

Director of Leadership for Transformation,
The University of Arizona

Reinventing and Transformation:

The article, "Reinventing Government: By the Book" which appeared in the last issue of this newsletter serves to illustrate an important concept which is perhaps one of the greatest influences on leadership and its development in recent history. Reinventing government (or community, or education, etc.) is more than a transition from where we are now to where we want to be. Reinventing moves well beyond simple transition into the eddies and whitewater of transformation, to borrow a concept from *Managing As a Performing Art* (Vaill, 1989).

What is the difference between transition and transformation or is it simply a matter of semantics? Think of transformation as a metamorphosis; transition as an incremental change. Transformation is the life cycle of a butterfly emerging from its cocoon; transition is a person's hair turning grey. Or, more to the point of the topic, transition is adjusting an organizational structure to accommodate a modified budget; transformation is changing the way we think about the organization and its function. We are living in a time of transformative change within a climate that may seem unfamiliar and threatening.

What is it about these times that makes us think we are trying to steer a course through "permanent white water?" (Vaill, 1989). One need only sample current titles on the management/leadership bookshelf to get a sense of these turbulent times. Consider the following titles: *The Age of Unreason*, by Charles Handy; *Thriving on Chaos*, by Tom Peters; *Managing the Unknowable: Strategic Boundaries between Order and Chaos in Organizations*, by Ralph D. Stacey; and *Transforming the Crisis-Prone Organization: Preventing*

Individual, Organizational and Environmental Tragedies, by Pauchant and Mitroff. It is easy to feel cast adrift in the swirling waters, blown about by the winds of change.

A prevailing theme, it seems to me, is the profusion of perceived inconsistencies and ambiguities that mark organizational decision-making processes. Acceptance of the paradoxical is essential to our ability to reinvent government, education, health care, or whatever organizational milieu which bounds our life and work. For example, many decisions which must be made do not have a clear-cut yes or no answer — we are moving from an either-or way of thinking to a more inclusive both-and mindset. In leadership development terms, one is not a leader or a follower. Instead, we are both leader and follower as power is shared in self-managed collaborative efforts. Similarly, we may find ourselves gaining power by giving it away or taking charge by letting go. Paradoxes are becoming more apparent in our thoughts and behaviors.

An Emerging Paradigm:

This turbulence signals a need for a new paradigm that goes beyond the long held assumptions and beliefs about the nature of leadership. The concept of leadership is changing. Jerry Apps, former national director of the National Extension Leadership Development program lists the characteristics of what he calls "next age leadership:" (Apps, 1991)

- ◆ Leadership is a process, not an end point...how we lead is constantly changing.
- ◆ Leadership is based on a core set of beliefs and values that the individual leader has examined and continues to examine.

The University of Arizona College of Agriculture is an Equal Opportunity employer authorized to provide research, educational information and other services only to individuals and institutions that function without regard to sex, race, religion, color, national origin, age, Vietnam Era Veteran's status, or disability.

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, James A. Christenson, Director, Cooperative Extension, College of Agriculture, The University of Arizona.

- ◆ There is a strong spiritual dimension to leadership which, when released, is the stuff of creative problem-solving and the development of new perspectives.
- ◆ Leadership is a shared phenomenon, with collaborators and partners.
- ◆ All leadership activity is guided by an ethical perspective.
- ◆ Collaboration rather than competition is the cornerstone of leadership activity.
- ◆ Quality in every respect, in every activity, at every level is stressed.
- ◆ Next age leadership is a transformation process.

It becomes apparent, then, that while we are embroiled in reinventing government — we are reinventing leadership.

Contexts for Change:

Reinventing government means change. There are those who throw up their hands, roll their eyes skyward, and say, "Then it will never happen because 'they' won't change." However, if we abide by the wisdom of one of this century's most recognizable philosophers, Pogo, we will know that they is us. Change is inevitable — growth, however, is optional. In fact, change is easy — it is the maintenance of change that is difficult!

Leadership is changing. Many of the terms which were commonly associated with leadership are no longer being used or are being used differently. For example, notions of situational leadership might well be considered in light of context today. We move from thinking about appropriate styles of leadership for prescribed situations to an understanding of the value of flexibility in our approach toward leadership which we bring into a situation. Leadership is contextual. This is why leadership educators jointly establish goals with participants in leadership development activities. Instead of a bi-polar assumption that people are either leaders or followers, we now talk of leaders and collaborators, reflecting a shift in concepts of power, from "power over" to "power with" which acknowledges the dual role each of us might play. A thorough grounding in leadership philosophy and practice characterizes the field of leadership development today. The philosophical aspect builds on core values and is inherent in principle-centered leadership.

What is "principle-centered leadership?" Stephen Covey, in his book by that title, talks of leadership which is in harmony with one's own core values. Going inside to plumb the depths of our own truth is necessary for each of us to discover our own north star - that magnetic pole which gives us direction (Covey, 1990). This self analysis demands total honesty and is to be approached with the utmost integrity. It is on this foundation that we each build a sense of our own mission and then push its boundary to a vision of ourselves and our world which is all that we might hope for or imagine possible.

All this sounds perhaps a bit ethereal. "How can this help me when I've got to deal with a Board of Directors that refuses to give up any of its perceived power?" you might ask. Ironically, leadership challenges most often present themselves first as a question: How can we...? What should I/we...? Why won't they...? And it is the question that suggests the context. Why are you leading?

A Working Model:

A small group of leadership experts gathered in Santa Fe last year to wrestle with developing a model for leadership education and development. Our task grew out of a need to confront the Cooperative Extension System with an alternative approach to developing issue-based educational programs that developed the human capacity to think critically and solve problems creatively. It was our firm belief that unless this venerable educational institution recognizes and acts on the need to move beyond technology transfer, it will continue to grow smaller until it disappears. We conceived a working model which, by design, has applicability to a host of social, technological, economic and environmental issues. It derives from a simple statement where one fills in the blanks:

Leadership for _____ with _____.

Let's suppose that, in your community, there are many people who feel a need to change the way the local high school prepares students to become contributing members of society. As a concerned parent and chair of the Parent Teacher Organization, you believe that the local schools can be, indeed want to be more effective places where teaching and learning happen. Further, you think that **you** might just be able to make a difference if you get involved. This is leadership ready to happen! And, the context has become apparent. It is quite easy to fill in the first blank: **Leadership for school reform with _____.**

If school reform is the context, what is known of the problems, barriers, assets, alternatives, resources and local values that surround and permeate the issues which make up the context? What are the questions that need to be asked and addressed? What information is available? How are decisions made about curriculum, student competency levels, school philosophy, parent expectations, skills needed for employment, quality of life issues? What processes are appropriate for citizen involvement in the debate and discussion? How can one be effective in those processes? What is the high school's mission and the vision? What do the students want and need? How will they be involved in the design and implementation of school reform?

Some of these questions suggest educational interventions, some require technological and legal information, some involve philosophical understanding. Nearly every question raised, if it is to be addressed in a community forum, will need the skills of a facilitator to help people through the clarifying, focusing, and deciding that form the basis for locally managed school reform. This is the context for leadership development.

What about the second blank? To know what to put here, think about who is affected by what happens with the high school. Who will be influenced by any changes which might result from exploring the issue of school reform? This second blank then becomes a list of stakeholders. And the leadership education and development model begins to take on another dimension: **Leadership for school reform with high school and elementary school students, parents, taxpayers, teachers, teacher educators, local business community, employers, the town council, US Department of Education, the teacher's union, the school board, school administrators** ... and the list expands.

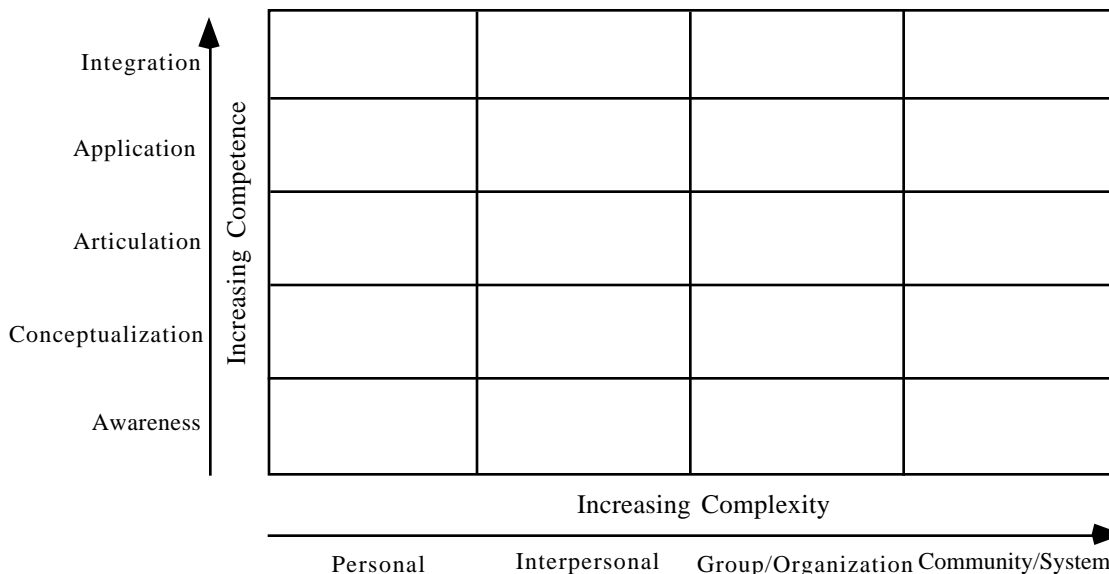
The context and stakeholders are always different. Each call to leadership is unique. What then is constant? What can a leadership educator do to help prepare any of us to lead if the issues and the people are always changing?

Leadership Education Matrix:

Consider the model once again. The context is coming into focus; the stakeholder list is evolving. But what about leadership. It is perhaps comforting to recognize that one doesn't need to know everything about leadership to be effective in any given context. Leadership concepts and skills may apply differently depending upon the complexity of the interaction. Moving along a continuum, it is important to focus to some extent on the individual - the self as leader. Then there are skills to be learned which are useful in interpersonal leadership situations. Building on these skills, one learns how to operate in a group or organizational situation, and, ultimately within a system which may include groups of groups or a community.

Competency levels are presumed to increase as one studies and practices leadership. From simple awareness of leadership and conceptualization of leadership development needs, one learns to articulate

Leadership Education Matrix



An illustrative list could include the following:

<p><i>Personal Leadership Skills</i></p> <ul style="list-style-type: none"> assessing personal strengths and weaknesses developing a personal philosophy of leadership achieving personal excellence identifying one's own leadership practices critical/analytical thinking creative thinking 	<p><i>Group Leadership Skills</i></p> <ul style="list-style-type: none"> group stages and leadership group member roles effective boards and committees collaborating conflict management group decision-making
<p><i>Interpersonal Leadership Skills</i></p> <ul style="list-style-type: none"> reflective listening and feedback communicating your message diversity dealing with difficult people one-on-one interviewing power over/power with 	<p><i>Community Leadership Skills</i></p> <ul style="list-style-type: none"> creating change getting comfortable with ambiguity local power and leadership structure citizen leadership strategic planning community coalition building

concepts and skills, then to apply them. Ultimately, the skills and concepts become integrated into a coherent leadership philosophy which can be applied within a variety of contexts and across a range of settings involving many different stakeholders and collaborators. To illustrate, consider the Leadership Education Matrix which has been adapted from work begun by Janet Ayers, an Extension Specialist in the Agricultural Economics Department at Purdue University.

The Leadership Education Matrix provides a framework within which a contextual program of leadership development can be designed with and for those who wish to become more effective. Using the matrix as a planning and problem solving tool the approach to leadership development evolves. Focusing for a moment on skill building, the leadership development facilitator may choose from an array of leadership education components suggested by the matrix. (See page 3 for an illustrative list.)

Reflections and Challenges...

We are at a point in history where change is happening at a rate which may never have been imagined. There are those who go so far as to say that even the nature of change is changing - change isn't what it used to be (Handy, 1989). As a leadership educator, I see the past being challenged in who new ways. Some are trapped by a burdensome concern about how to micro-manage the past rather than macro-manage for the future (Blake & McKee, 1993). It is a time of turbulence. The challenges are many and I will not attempt to list them all. However, it is my conviction that the primary challenge is to get beyond the notion that leaders need to learn new ways of coping with change. In the first place, "leaders" are not "they," **we all have the potential and the responsibility to lead.** Secondly, "coping" may be the starting point, but **creating, managing, and influencing change is a shared responsibility.** Engage the challenge! Explore, learn, believe, commit...reinvent!

References:

Apps, J.W. "Next Age Leadership: The NELD Philosophy," *NELD Update*. Vol. 1(1):1-2. 1991

Blake, R.R. & McKee, R.K. "The Leadership of Corporate Change." *The Journal of Leadership Studies*. Vol. 1(1):71-89. 1993

Covey, S.R. *Principle-Centered Leadership*. Summit Books, New York. 1990.

Handy, C. *The Age of Unreason*. Harvard Business School Press, Boston, 1989.

Vaill, P.B. *Managing As a Performing Art: New Ideas for a World of Chaotic Change*. Jossey-Bass, San Francisco. 1989.

For more information about designing contextual leadership programs contact Dr. Huber at 602-621-5430, or on e-mail: NHuber@CCIT.ARIZONA.EDU.





ARIZONA'S PROJECT CENTRL

Jim Chamie, Executive Director
Project CENTRL

The Center for Rural Leadership (Project CENTRL) purpose is to assist highly motivated rural Arizonans improve their leadership skills with a fast paced, dynamic 2-year educational program designed to develop their potential to the maximum. In so doing, CENTRL'S objective is to increase and improve the level of effective, responsible participation of rural people in public affairs.

CENTRL is a non-profit educational foundation associated with The University of Arizona Cooperative Extension. CENTRL is a unique partnership between the private & public sectors. Business, public officials, & educational faculty provide the resource expertise.

The educational program consists of a series of 12 intensive, weekend seminars scheduled over 2 years and an internship project designed to demonstrate practical leadership experiences. The culmination of the program includes a 10-day national educational seminar and an official graduation banquet.

OBJECTIVES ARE TO

- ✧ Increase participant's awareness of issues and their impacts on the quality of life in rural Arizona.
- ✧ Broaden participant's understanding of the economic, social, political, & cultural dimensions of public issues.
- ✧ Improve participant's ability to analyze public issues and problems critically and objectively; and to assess their impact on rural Arizona.
- ✧ Expand leadership and management skills in preparing for top posts in agricultural, civic, and community groups as well as appointed and elected positions in the public sector.

ELIGIBILITY REQUIREMENTS

- ✧ Applicants must be residents of or involved with rural areas of Arizona.
- ✧ They must be at least 25 years of age before the application deadline.
- ✧ Applicants must be able to demonstrate leadership qualities and potential as evidenced by participation in community, political or organizational activities.
- ✧ Applicants must have written support from their employers, because of the time required for the program. Self-employed applicants must be able to demonstrate their ability to be absent from their enterprises for the required time.
- ✧ Also, a statement of support from each married applicant's spouse is needed due to the time requirements of the program.

SEMINAR TOPICS INCLUDE

- | | |
|-----------------------------------|--------------------------------|
| ◦ Education | ◦ Fiscal & monetary policies |
| ◦ Communications | ◦ Local planning & development |
| ◦ Public policy & decision-making | ◦ Health care |
| ◦ Legislature & government | ◦ Environmental concerns |
| ◦ Economics | ◦ Culture & arts |
| ◦ Future planning | ◦ Foreign trade |
| ◦ Volunteerism | |

APPLICATION PROCESS

Application forms are available from the Project CENTRL office. Completed applications must be received by June 1, 1994. Whenever possible, participants are chosen from each county. The remaining 15 participants are chosen without regard to their location.

FOR FURTHER INFORMATION

Write to: Dr. Jim P.M. Chamie
Executive Director
Project CENTRL
845 N Park Ave
Tucson AZ 85719-4896

Or call: 602-621-9656
FAX: 602-621-3816

**Reflections by a CENTRL Graduate**

by
*Sheldon Miller, Manager
Greater Globe/Miami
Chamber of Commerce*

The 2-year program went by very fast, but was jam-packed with valuable experiences. Each of the class participants, presenters, communities visited, topics discussed and the trip to Washington, D.C. influenced me greatly and added to my values and opinions.

Project CENTRL presented me with cutting edge information regarding a wide range of current affairs. I was better able to understand issues facing my community and county. This information would have been difficult, if not impossible, to find elsewhere.

As a Chamber Executive, Project CENTRL provided me with the tools to work for the community's betterment, within the framework of our Chamber. From political issues, to education, to working with volunteers, I was greatly influenced by the Project CENTRL experience. The total program greatly expanded my horizons and understanding of a wide range of issues.

ARIZONA LEADERSHIP PROGRAMS

In addition to Project CENTRL, several other leadership programs are available depending primarily on where you reside in Arizona. A list of these programs is provided below.

BLACK BOARD OF DIRECTORS PROJECT

Marvin Perry
PO Box 24153
Phoenix, AZ 85074
TEL: 234-1255

CHANDLER LEADERSHIP

Barbara Stevensen, Chairman
c/o Marshall & Ilsey
Thunderbird Bank
1990 W. Chandler Blvd.
Chandler, AZ 85224
TEL: 336-3930 FAX: 786-9097

FLAGSTAFF LEADERSHIP PROGRAM

Ed Bergman, Network Chair
2804 N. Paterson Blvd.
Flagstaff, AZ 86004
TEL: 526-1229

GILBERT LEADERSHIP

Kathy Langdon, Operation Director
Gilbert Chamber of Commerce
1111 N. Gilbert Road, Suite 110
Gilbert, AZ 85234
TEL: 892-0056
FAX: 892-6816 (at United Title next door)

GLENDALE LEADERSHIP

Elaine Scruggs Shirley Tolby
5850 W. Glendale 4443 W. El Cabanito
Glendale, Az 85301 Glendale, AZ 85302
TEL: 561-0833 TEL: 939-8556

HAVASU LEADERSHIP FORUM

John Parrott, Executive Vice Pres.
1930 Mesquite Avenue
Lake Havasu City, AZ 86403
TEL: 855-4115

HISPANIC LEADERSHIP INSTITUTE

Virginia Sterling, Director
Valle del Sol
1209 S. First Avenue
Phoenix, AZ 85003
TEL: 258-6797
FAX: 252-4964

KINGMAN LEADERSHIP

(Organizing new leadership group)
Beverly Liles
Box 1150
Kingman, AZ 86402

MESA LEADERSHIP

Mary Jane Johnson, President
P.O. Box 29703
Phoenix, AZ 85038-9703
TEL: 350-2412

PRESCOTT LEADERSHIP

Dee Toci, President
635 Cosmos Way
Prescott, Az 86303
TEL: 445-5197 (Prescott)
995-8849 (Phoenix)

SCOTTSDALE LEADERSHIP

Martha Green, Program Administrator
Scottsdale Chamber of Commerce
7343 Scottsdale Mall
Scottsdale, AZ 85251
TEL: 945-8481
FAX: 947-4523

TEMPE LEADERSHIP

Agustin Orci, President
60 E. Fifth, Suite #3
Tempe, AZ 85281
TEL: 839-7102
FAX: 839-7107

GREATER TUCSON LEADERSHIP

Maggie Harris
Don Jorgensen
4817 Territory Dr.
Tucson, AZ 85715
TEL: 299-3726 (Harris)
TEL: 293-1277 (Jorgensen)

VALLEY LEADERSHIP

Christine Jones
Edwards, Jones & Co.
2813 E. Camelback, Suite #425
Phoenix, AZ 85016-4304
TEL: 956-2301

YUMA LEADERSHIP

Paul Dale, President
NAU, Yuma
P.O. Box 6236
Yuma, AZ 85366-6236
TEL: 344-7721
FAX: 344-7743



Editor's Note

This newsletter is intended to describe changes that are occurring in how experts in leadership development think about leadership. It is also intended to alert you to leadership development opportunities (such as CENTRL), that exist in Arizona. CENTRL has been praised highly by participants. If you are looking for an opportunity to further your leadership skills or you know of others who are, I hope you will consider the CENTRL program.

Enclosed you will find a post card. If you wish to remain on the newsletter mailing list, please return this post card to us.

Sincerely,

Julie Leones, Ph.D., Editor
Department of Agricultural and Resource Economics
Economics Building #23
University of Arizona
Tucson, AZ 85721



ARIZONA COOPERATIVE EXTENSION
U.S. DEPARTMENT OF AGRICULTURE
THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721