

Working in different countries you see different and better ways of doing things. Let's end the era of "we in the west do it best" because this isn't always true. There is so much we can learn from other cultures. Engaging with the world is much more than using social media or the internet—we need to get out there and work alongside people with different perspectives and learn from them.

Are you optimistic that we will see wisdom prevail and leadership and organizations use power for a positive purpose, for the common good? Do you explore this in your new book, to be published Sept. 2012, *New Thinking on Leadership: A Global Perspective*?

In my latest book I asked my network from around the world, including colleagues from ILA, to each write a chapter on what is happening with leadership in their country. What is clear is that globally, leadership as a concept and more importantly, a practice, is transforming. The book shows this transformation in different countries. I'm really excited about it. In fact, I love my work because there is always more to learn and more people to connect with through that work. A lifetime won't be enough!

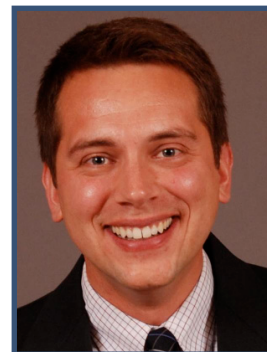
Am I positive? I have to be. What I find frustrating is that as human beings we sometimes have to hurt before we bring about the change needed in the world. Right now, organizations are not good places to be for many and the only people who can change that is ourselves—not politicians. We need to believe in our own goodness and set about using our leadership and the leadership of many to shape a future where we can all live to our full potential. This will require a huge paradigm shift in our thinking and moral courage to challenge the status quo but we have the capability within us.

Thank you very much Hilarie for sharing your insights about leadership and how mentoring can foster and nurture the type of adaptive leadership required if we are to close the gap between power and wisdom.

Community
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Flipping The Leadership Program

by Darin J. Eich, author of *Root Down & Branch Out: Best Practices for Leadership Development Programs*



Influenced by Khan Academy's "Flipping the Classroom" model, we are designing, building and facilitating new innovation focused leadership development programs for students at Dartmouth and for faculty & staff at the University of Wisconsin. These new programs are rooted in what has worked well for learning and leadership development: real challenge & project based activities, feedback, reflection, a relationship focus, and highly collaborative, experiential methods. In addition, these programs are now branching out into integration with new online technologies, such as social media, video, and web apps.

Innovate and grow your leadership program by rooting down, branching out, and then flipping it.

Biomimicry is an innovation technique that allows us to address our challenges by learning from nature. As a leadership developer, you want your participants and your program to grow. The oak tree is a metaphor for sustaining growth: one acorn can produce an entire forest of mighty oak trees over time. These oaks keep producing more acorns, the forest grows, and the environment is impacted for the better. In developing and growing our leadership programs, we need to root down and branch out, much like the oak tree does.

Root Down: If you were to peek into a high quality leadership program, you might observe what I found in my research of high impact leadership programs—the foundational roots of what makes a leadership program matter most for learning and development: Participants Engaged in Building and Sustaining a Learning Community; Student-

Centered Experiential Learning Experiences; Research Grounded Continuous Program Development.

Hopefully—and more simply—you would see participants developing something together, engaging with each other, and connecting purposefully in pairs or small groups. Pedagogies like these are strengths of many leadership programs. Other fields and disciplines can learn from this as they attempt to make their content more “hands-on” and personal for participants. Leadership programs are exceptional at group based, experiential, interactive and collaborative methods of learning.

It has been difficult, however, to shake lecture and reading. Many

times a program or course needs to have some of this. Hopefully the key word is “some,” as there are more engaging activities that could make up the bulk of the program.

The most current opportunity for innovation now is to: leverage what we know about

what works for leadership learning and development inside classrooms and formal program meeting times, and; leverage what we can do with technology, multimedia, the web and social media to create better leadership learning experiences outside of the classroom or meetings.

Branch Out: We can now take our lectures and reading to higher engagement levels by creating videos that deliver this kind of content.

The videos provide an opportunity to be more engaging than simply listening to a lecture or reading text. A video can integrate the audio with the visual to activate the brain in more connected ways, showing models and metaphors visually. You can then

host your video on YouTube—or a number of other sites—and embed on a blog. This allows you to share

it on social media platforms and receive direct feedback and questions. Modern technology allows us to create new programs at a much higher quality level and cost effectiveness than we could have done just one year ago.

The Trunk: The trunk connects the roots to the branches, just like new innovations you experiment with in your program are connected to and supported by the best practices of leadership development. For instance, if you are building upon a “Flip the Classroom” style program with a component of the program that requires participants to view videos, why not design the videos with best practices in mind? In the programs we’ve built for the University of Wisconsin & Dartmouth, we have socially designed so that groups can view the videos together. These videos are reflective or strategic activity based, so it provides an

opportunity to share what you are constructing, gaining feedback and iterating upon it.



MLDP Spring 2012 - Kick-off Session

People can also be paired up to do videos and activities together. This structure can make a big difference by building mentoring and coaching relationships into the program. The videos are a more engaging way

to provide content, guiding people through reflection activities. This design can be even more effective if the social element is added where students are working on the video activities in small groups or one-on-one. Even if it is just one student viewing the video on their own time, a content design focusing on guiding step-by-step activities that the student can do can still be personal and internalized if it is a guided reflection where they are making meaning.

The Time Is Now for Growth:

I have been waiting for an opportunity like this in the leadership development field for years. I feel the time is finally ripe to root down in live interactive, experiential and group-based learning experiences when participants are together in the formal meeting, but to complement that with visual, reflective and strategic activity focused video or online workshop modules. The moment for innovation is now due to the quality of technology, low cost, and speed of implementation.

Like the oak tree, our programs should always be growing by rooting down and branching out. My new book - based on research of high quality leadership programs - shares 16 root-attributes, 40 branch-actions,



We want to continue to root down in our highly experiential, interactive, group based methods, but branch out into experimenting with methods that may improve the experience or investment.

and 34 acorn-outcomes that I always begin with in designing a new leadership program or innovating an existing one. In closing, I ask you, "What are your roots? What are your branches?" **What can you do to root down and branch out to grow?**



Root Down and Branch Out: Best Practices for Leadership Development Programs

Innovation ready: Learn from and root down in the high-impact practices in action at universities - and branch out from them with ideas you can launch in your own program

Research based: Be more scientific and gain insights from a University of Wisconsin study of high quality leadership development programs in US higher education

Grounded in real stories: Understand what works through reading quotes from over sixty students and practitioners from different leadership programs

Ready to apply: Use the charts and tools to apply the model and best practices to your own setting, workshop, course, program, institution, initiative, or organization

Assessment friendly: Use the included assessment sheets for program evaluation, development, reflection, idea generation, and improvement

Current and growing: New resources, activities, tips, guides, videos, and updates available at a URL you receive in the book

This book brings key findings to practice from a research study conducted to determine the most important characteristics of high quality leadership development programs. The author spoke with program developers, educators and participants from four programs to uncover what mattered most - what made the leadership programs most effective. From the study findings, the *Grounded Theory Model of High Quality Leadership Programs* was developed to outline the most important characteristics of effective programs that positively contribute to students' learning and leadership development. Charts also lay out the actions you can take and what types of outcomes these actions produce. The pieces of the model can be used as a checklist for things you could be doing in your program -- as catalysts for innovation. This practical knowledge can assist you, whether you are a program developer or teacher, in creating and administering high-quality leadership programs that enhance the learning and leadership development of your program participants.

About the Author: Darin Eich earned his Ph.D. in Educational Leadership & Policy Analysis from the University of Wisconsin. He has been a graduate student and developer of leadership programs at the University of Maryland & College of William and Mary. Professionally, Darin's work ranges from delivering speeches & workshops to helping institutions like Dartmouth develop and assess leadership programs. He also has experience establishing start-ups and facilitating brainstorming sessions and innovation programs for many Fortune 500 companies. Darin's passion involves helping people to become themselves, find and live their strengths, and become more creative, innovative & successful leaders. Darin develops new leadership programs (ProgramInnovation.com) for institutions that are scalable, interactive, collaborative & video based on topics of innovation, facilitation & teaching, and career development. You can read Darin's blog and contact him at DarinEich.com

