



Project Status Report & Sustainability Leadership Collaborative

Created for the
SLC

April 16, 2009

+ Public Leadership for Sustainable Development

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April 16, 2009

Dear Sustainability Leadership Collaborative Member,

We are honored you've decided to join us as we endeavor to enhance the relevance and effectiveness of PSU's leadership curriculum focusing on sustainable development.

We've convened this community of scholars and practitioners to assist us in pioneering the development and dissemination of a new public sector leadership model designed to promote sustainable development. We wish to create a model that is responsive to the growing demand for public leaders – both locally and globally – to facilitate integrated and adaptive policy solutions that contribute to economic vitality, environmental health and community resilience.

Public sector leaders straddle multiple contexts – from global to local – alongside several domains – political, executive, administrative, and community – while seeking to redeem the tensions between contexts, domains, and the public good. The responsibilities of public sector leaders are heightened by the dire need to implement policies that do not mortgage our collective futures with regard to social, economic and environmental concerns. Without providing students and leaders with new approaches to ever-evolving challenges, we may be dooming our world to failure – even though we know the answers today.

The Sustainability Leadership Collaborative (SLC) has the opportunity to change the way PSU addresses leadership for sustainable development by developing a new theory-based leadership curriculum that will change the way current and future leaders address simultaneous integration, fragmentation and the struggle for legitimacy in a complex and uncertain world.

We realize we are asking you to devote your precious time and resources to join us. We selected you because of your dedication to sustainable practices as well as the urgent need to provide tools to current and future leaders so they can create a sustainable future.

Please review the enclosed status report, which details the project's progress thus far. We look forward to seeing you at our first meeting on April 16!

Thank you,

Prof. Douglas Morgan
Prof. Marcus Ingle
Project Co-Directors

Project Status Report

Project Purpose

The purpose of the Public Leadership for Sustainable Development Project is to enhance the relevance and effectiveness of PSU's leadership curriculum focusing on sustainable development.

Expected Project Outcomes

1. The creation of a Sustainability Leadership Collaborative, a community of scholars and practitioners, who provide a forum for future learning and curricular development.
2. Hold a public leadership curriculum conference at PSU for domestic and global partners.

These outcomes advance faculty research and curriculum expansion to enhance the ability of students and practitioners to serve as effective public leaders for sustainable development.

Report Purpose

To Communicate:

- An overall status of the project
- A summary of accomplishments and upcoming activities
- Inform SLC members of the process

Project Website

http://www.pdx.edu/hatfieldschool/public_leadership_sd

Additional Online Project Component

A Blackboard site called "Public Leadership for Sustainable Development" is currently being constructed.

Overall Project Status

The Public Leadership for Sustainable Development Project is on target to fulfill the expected project outcomes by June 30, 2009 (see "Project Flier" on page 8; "Project Timeline," page 15). Since January 2009, the Executive Leadership Institute (ELI) Project team has met six times to review and synthesize scholarship focused on public leadership for sustainable development. These meetings have produced a framework (called "Public Leadership for Sustainable Development: Framework and Propositions") that identifies the following essential elements required to be successful in leading for sustainable development: 1) The creation of a shared vision that 2) recognizes globalized interdependence, 3) relies on continuous learning and integrative competence across multiple disciplines, 4) is focused on the public good, and 5) Continuously balances equally important but competing public values (i.e., economic well being, social equity and environmental stewardship).

Currently, the project team is convening a 12-member community of scholars as a "Sustainability Leadership Collaborative," starting April 16, to assess the validity of the framework by drawing on the expertise of both the scholarly and practitioner communities to improve PSU's leadership and sustainable development curricula during three intensive two-hour sessions and a culminating two-day curriculum conference with local and global partners.

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Key Accomplishments

ELI Meetings

The Executive Leadership Institute held six (6) foundational meetings on Public Leadership to create a “Public Leadership for Sustainable Development Framework” to serve as a starting point for multidisciplinary collaboration with select PSU faculty, students, administrators, and public service practitioners (the Sustainability Leadership Collaborative). Outlined below are the key questions, dates addressed, and resulting leadership propositions.

Key Foundational Questions	Resolutions/Process
1. What is the contemporary context of public administration locally and globally and how is it changing?	Meeting #1, February 9 Meeting #2, February 16
2. What are some core definitions of public leadership and sustainable development from the literature, and in which sectors and which levels of is leadership manifested (i.e., political, nonprofit, civil society; strategic leadership at the top of organizations, middle managers or street level service providers)?	Meeting #2, February 16 Meeting #3, February 23
3. What is a conception of public leadership (including core premises, propositions, framework elements, competencies and tools) that is congruent with the context of contemporary public administration?	Meeting #2, February 16 Meeting #3, February 23 Meeting #4, March 6 Meeting #5, March 13
4. When we overlay sustainable development with our public leadership framework, how do the public leadership characteristics need to be modified?	Meeting #6, March 27
5. How do we engage a broader community of scholars/practitioners in our learning community so as to achieve consensus on a robust and generic public leadership for sustainable development framework?	Meeting #6, March 27

Summary of the uniqueness of the model created during ELI meetings:

Sustainable development requires public leaders who can successfully address the increasing fragmentation resulting from ongoing globalization. Since social systems have become more globally interconnected, public leaders must understand the collaborative nature of global, national, organizational, and community (urban and rural) contexts, while operating successfully within and across different structures of authority to create a common course of action. In the midst of this fragmentation, public leaders serve a catalytic function in creating a common vision of sustainable futures that enlists the support across the multiple sectors of the political economy and at all levels of organizational hierarchies. This thick network of horizontal and vertical structures of authority requires public leaders to build and maintain the legitimacy required for integrated sustainable development. To accomplish this I In a world of limited resources, economic pressures, and deep social needs, public leaders must work across disciplines and professions to leverage interconnectedness with sustainable decision-making that does not compromise the needs of future generations. At the end of this document you will find the “Project Flier” (page 8), “Foundational Glossary” (page 9), a visual representation of

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the “Public Leadership for Sustainable Development Framework and Propositions” (page 14), and a “Working Bibliography” (pages 10-13).

Meeting Participants: Dr. Doug Morgan, Dr. Marcus Ingle, Dr. Craig Shinn, Dr. Masami Nishishiba, Dr. Kristen Magis (Meeting #6), George Beard (Meeting #2), Terry O’Connor (Meeting #4), and Jennifer McFarland.

Project Management/Administrative Accomplishments

- Administration and coordination of website and Blackboard sites
- Maintenance of meeting notes, bibliography, communication, SLC lists/attendees
- Creation of project flier, project timeline, meeting planning
- Construction of Miller Round II proposal
- Research learning community tenets
- Update and manage budget expenditures

Upcoming Major Activities (“Project Timeline” is on page 13)

Dates	Activity
April 16, 2009	Meeting #1: SLC
April 16, 2009 – June 30, 2009	Blackboard online forum for Sustainability Leadership Collaborative members and Vietnam partners.
April 25, 2009	Dr. Ingle presents findings to sustainability officials from China
May 7, 2009	Meeting #2: SLC
May 26, 2009	Meeting #3: SLC
June 9-10, 2009	Public Leadership for Sustainable Development Curriculum Conference, including ELI team, SLC team, additional campus partners, and Vietnam partners.
June 30, 2009	Miller Round 1 project completed and final reports submitted.
July 1, 2009 – June 30, 2010	Possible continuation of the project through Miller Round II funding

Project Issues

None

Sustainability Leadership Collaborative

Background

The purpose of the Public Leadership for Sustainable Development project is to enhance the relevance and effectiveness of PSU's leadership curriculum focusing on sustainable development. The linchpin to creating an effective leadership curriculum is through the development of a "living laboratory" – our Sustainability Leadership Collaborative – to provide a forum for the honest and open dialogue aimed at advancing faculty research and curriculum expansion to enhance the ability of students and practitioners to serve as effective public leaders for sustainable development.

Description

The Sustainability Leadership Collaborative (SLC) is a forum for discussion and dialogue about the application of public leadership theory and practice for sustainable development. SLC is a select group of Portland State University scholars and area practitioners committed to improving leadership knowledge, training, and education through idea-sharing, case studies, and the application of theory to practice through curriculum development. SLC members understand the urgent need for dynamic leaders who can navigate increasingly complex domains to facilitate integrative and adaptive policy solutions that contribute to economic vitality, environmental health, and community resilience without endangering the needs of future generations.

Objectives, Activities and Outcomes: Sustainability Leadership Collaborative

Objective I. Foster Reflective Practice and Cross Disciplinary Learning

Activities:

- A. Support the connection between leadership theory, research and practice through an assessment of the "Public Leadership for Sustainable Development: Framework and Propositions."
 1. Leadership Framework and Propositions presented at the first meeting, initial questions posed
 2. SLC members are asked to assess the framework and infuse sustainable development into the framework in small groups utilizing a series of questions.
 3. Clarify expectations around workshops and sessions including engaging participants in effective approaches to learning (i.e. discussion, small groups, case studies, dialogue, reflection, direct application of theory, etc.), and accurately describing the approach in the session description.
 4. Creation of an online forum (via Blackboard) for ongoing discussion, posting of questions, articles, ideas, etc.
- B. Enhance the assessment of the "Public Leadership for Sustainable Development: Framework and Propositions" through a case study and case report.
 1. While assessing the "framework and propositions" SLC will find a case study to test the voracity of the claims.
 2. Collaboratively SLC will work through the case and produce a case report for presentation at the June 9-10 curriculum conference.
 3. Clarify expectations around case study including engaging participants in effective approaches to learning. (i.e. discussion, small groups, case studies, dialogue, reflection, direct application of theory, etc.) and accurately describing the approach.
 4. Utilization of an online forum (via Blackboard) for ongoing discussion, posting of questions, articles, ideas, etc.

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Outcomes:

1. Creation of a budding network of dedicated professionals connected through the SLC committed to enhancing the theory and practice of leadership for sustainable development at PSU and beyond.
2. Development of a case report for presentation at the curriculum conference June 9-10, 2009.

Objective II. Grow the Community of Learning at the Curriculum Conference June 9-10

Activities:

- A. Infusion of transdisciplinary reflective practice into curriculum review and revisions.
 1. SLC and additional conference members are asked to provide curriculum review and revisions within the framework of a “living laboratory” of information-sharing and dialogues.
 2. Clarify expectations around workshops and sessions including engaging participants in effective approaches to learning. (i.e. discussion, small groups, case studies, dialogue, reflection, direct application of theory, etc.) and accurately describing the approach in the session description.
 3. Ongoing participation in the online forum (via Blackboard) for ongoing discussion, posting of questions, articles, ideas, etc.
- B. Identify and disseminate resources for education and training in leadership for sustainable development through the creation of a conference report with curriculum review.

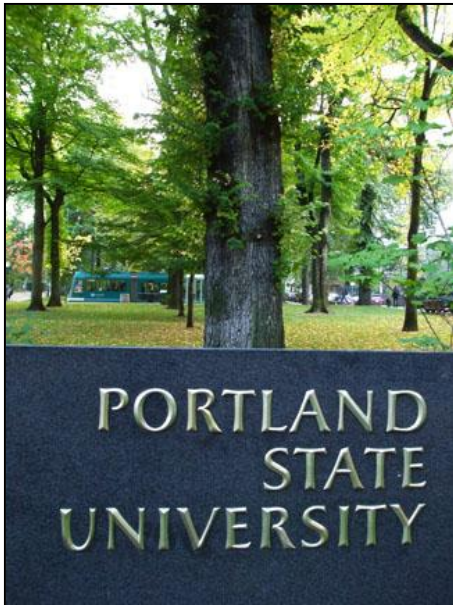
Outcome:

Curriculum conference will further solidify the leadership framework for dissemination to advance PSU's reputation for sustainable development education, and prepare SLC members for integrating conference outcomes into their curricula.

Post-June 10 Aspirations

The Public Leadership for Sustainable Development also hopes to receive continued funding from the Miller Foundation to extend and deepen SLC while 1) undertaking university-wide curricular development; 2) deepening community partnerships; 3) enhancing PSU student and faculty opportunities in SE Asia; 4) disseminating project results by organizing and participating conferences/forums; and 5) institutionalizing leadership for sustainable development activities by co-producing activities with SLC.

Public Leadership for Sustainable Development: Releasing Creativity in a Community of Scholars – Practitioners



Sustainability Leadership Collaborative: Integrating Theory and Practice

The Hatfield School of Government’s Executive Leadership Institute (ELI) is pioneering the development and dissemination of a new public sector leadership model designed to promote sustainable development. The model is responsive to the growing demand for public leaders – both locally and globally – to facilitate integrated and adaptive policy solutions that contribute to economic vitality, environmental health and community resilience while minimizing the impact of our ecological footprint. The model is being co-produced with experienced practitioners who will assist ELI in developing a new theory-based leadership curriculum. This joint effort will provide the foundation for developing new educational and professional development training programs to prepare the next generation of public servants for responsible leadership in a globalized world. This project is funded through a grant from the Miller Foundation.

Purpose: To enhance the relevance and effectiveness of PSU’s leadership curriculum focusing on sustainable development.

Project Outcomes:

1. The creation of a Sustainability Leadership Collaborative, a community of scholars & practitioners, who provide a forum for future learning & curricular development.
2. Hold a public leadership curriculum conference at PSU for domestic and global partners.

These outcomes advance faculty research and curriculum expansion to enhance the ability of students and practitioners to serve as effective public leaders for sustainable development.

Committed Organizations Outside of PSU: Key partners include the Portland District of the U.S. Army Corps of Engineers, Washington County, and select U.S. policy institutions. In addition, ELI is adding a cross-cultural dimension to this scholarly effort by partnering with the Ho Chi Minh National Academy for Politics and Public Administration in Hanoi, Vietnam.

For additional information, please contact:

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Foundational Glossary of ELI Leadership Terminology

Sustainable Development: “An analysis of this process helps to clarify the meaning of ‘sustainable development.’ Sustainability is the capacity to create, test, and maintain adaptive capability. Development is the process of creating, testing, and maintaining opportunity. The phrase that combines the two, ‘sustainable development,’ thus refers to the goal of fostering adaptive capabilities and creating opportunities” (Holling, 2001, p. 390).

Holling, C.S. (2001). Understanding the complexity of economic, ecological, and social systems. *Ecosystems*. 4: 390-405.

Leadership: “Leadership is not so much a role as it is a process of shared learning -- a catalyst for changing the status quo. Here the act of leading is a collaborative process of realizing potential for purposeful advancement of the human condition” (Hames, 2007, p. 241).

Hames, R.D. (2007). *The five literacies of global leadership: What authentic leaders need to know and you need to find out*. San Francisco, CA: Jossey-Bass.

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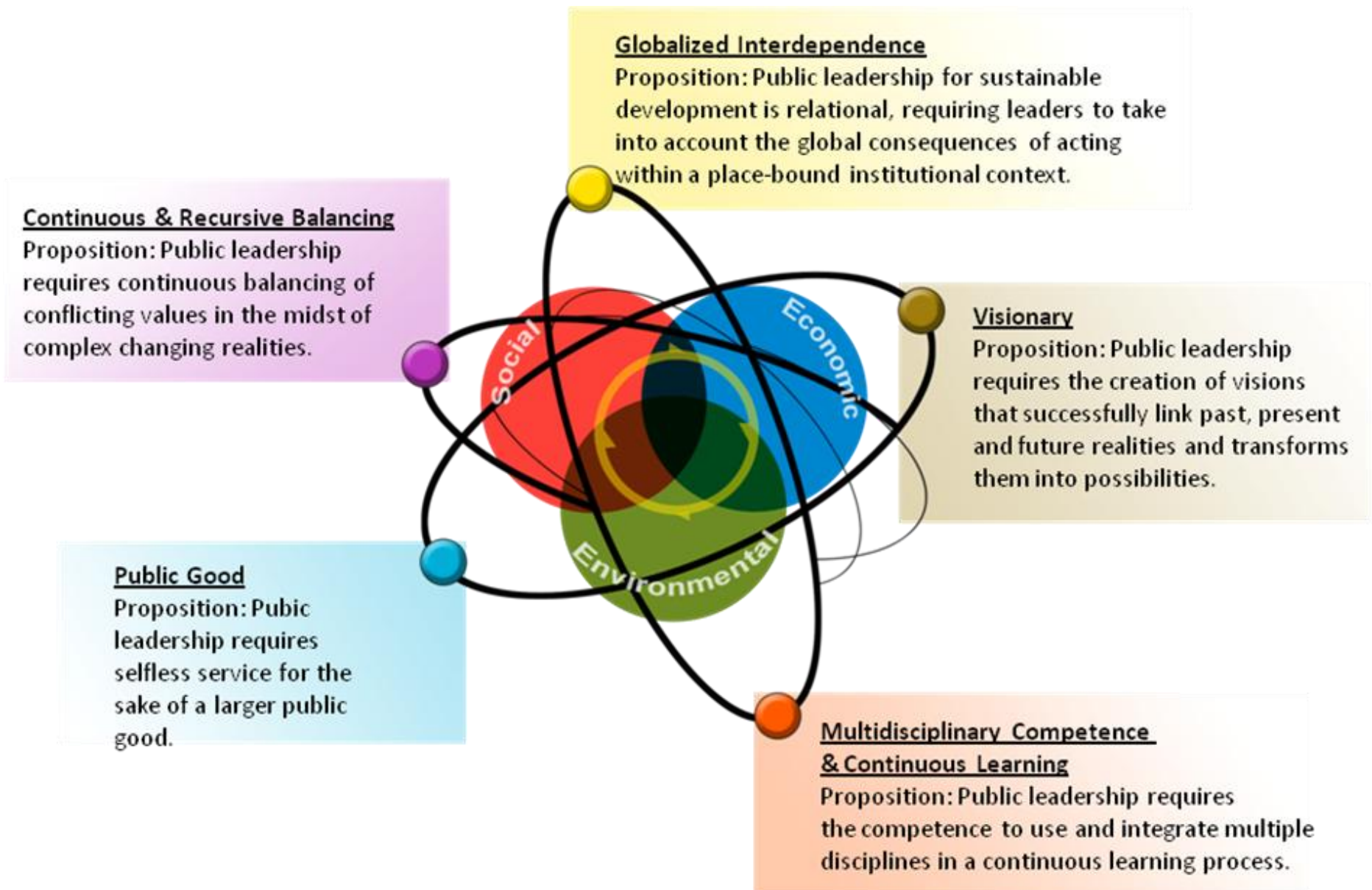
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Public Leadership for Sustainable Development: Framework and Propositions



Project Timeline

