

# ILR Particles

August 2012 Volume 1, Number 4





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# Welcome to ILR Particles

“Particle,” a part or portion of matter; a morsel + “Article,” a written composition forming an independent section of a book, newspaper, or magazine= **ILR Particles**

*Particles* reduces articles to give you the reader “need to know” information about the topic, and you just may find—after tasting a morsel of the larger work in *Particles*—your appetite has been thoroughly whetted for more.

You may have noticed the cover images of both *ILR Particles* and *ILR* are about bridges of some sort—walkways, stepping stones, causeways— all means to span the divides humans frequently encounter that would otherwise make their connection difficult, arduous events at best, or in the worst case, impossible. Lately I’ve expanded my thinking about the metaphor of bridges to include the bridge of a ship or a violin bridge. Visually, I’m not sure where this will take *ILR* and *ILR Particles* cover art, but I’m looking forward to the journey. This metaphor of bridging distances and differences is powerful and real for us. We want to help people connect to ideas and yes, across the great divide between disciplines, that have too long been a cause of separation. Our efforts are located in the notion that Transcending and Including academia and popular thought has tremendous potential to add value to every area of our intellectual and emotional lives.

This issue of *ILR Particles* illustrates the point. For instance in this issue the spectrum includes Russ Volckmann’s interviews a CEO of a global mining concern and an integrally informed medical doctor, and articles by Mark McCaslin and Karen Wilson Scott delve into Metagogy and the Second Tier to Otto Laske’s journey from Common Sense to Practical Wisdom. And as always, exclusively in *ILR Particles*, the ever popular Leadership Cartoon, Leadership Quote, and Announcements of events.

We are so pleased to offer you a tasty morsel of the feast that awaits you in *ILR*! Read, sample, enjoy, and come back for seconds. Let us know what you think!

*Jeannie*



Jeannie Carlisle,  
Editor *ILR Particles*

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# Fresh Perspective

## A View from the Top — Tom Albanese, CEO, Rio Tinto

We are familiar with the ways that individuals fill positions as heads of state. Some are hereditary, like a queen or king. Some are elected in open, fair elections from among competing political groups, like the president or prime minister of a country. Some are individuals who have amassed resources and supporters through means nefarious or generous – dictators or individuals who have taken the titles of democratically elected persons in order to gain legitimacy. Others have strong positions of authority and control over military resources and kill their way to power – military dictators.



While these may be stereotypes and convenient ways of characterizing leaders of countries, we need to look at other ways individuals climb to the tops of institutions whose economic productivity and geographic reach is greater than many countries. Such is the situation for Tom Albanese, CEO of Rio Tinto.

Rio Tinto is the second or their largest mining and refining company in the world. It was founded in 1873 with headquarters in London and Melbourne. It's operating income for 2011 was US\$60.5 billion with a profit of US\$6.8 billion. This means that its GDP is more than 100 countries in the world. In that year it had nearly 68 thousand employees. The company mines and refines copper, aluminium, coal, uranium, iron, titanium and industrial minerals.

It also mines diamonds in Africa. The government of China is one of many large investors in the company.

Tom Albanese went from climbing mountains to bring back rock samples for geologists to analyze to climbing to the top of this financially and geographically huge organization. He did it in part by paying attention to what was important. In addition to growing his knowledge and skills in mining companies, he learned how to do spread sheets on computers before anyone else in the company could. He learned how to work with acquisitions. And he learned to pay attention to his mentors.

He also took a chance. When his company was acquired by Rio Tinto he accepted a position of much lower status and income than what he had achieved. He spent years learning the company, learning more about the business and building relationships. While he did no formal study of leadership, he did refuse a year's bonus because the company lost money on an aluminum deal that was struck before he became CEO. Thus, he learned to build trust ethically within the higher reaches of the company. Here is a man of honor. It looks like he climbed to a place where that view is valued.

[Click here for the Interview](#)



# METCALF-PALMER-ROBBINS

*...putting the pieces together*



## Fresh Perspective 2

### Dr. Scott Conard and Integral Medicine

Dr. Scott Conard is eager to share an integral message with the medical community he believes is “desperately searching for a context and a way to act and move aggressively into this phase of healthcare transformation.” In the early years as a physician Conard, passionate about helping people live longer and better lives, found that most pa-

tients were not getting the care that he wanted them to have. He started his own primary care practice, but ran into a wall created by his own lack of training as a leader and a manager. “I was a great technician in the sense that I’ve been trained by an outstanding tradition here in the United States,” he revealed, “But I was not trained to be a leader and I was not trained to be a manager. I certainly wasn’t given the database and knowledge of how to run a corporation successfully.” Conard was instinctively drawn to an integral approach in his work but the although the concepts of an integral philosophy of human development was provocative but he could see how it could be fused with effective leadership and management. Enter the year-long Integral Leadership Program offered by Stagan in Dallas.

A frame of reference was developed in that first year that allowed one to grow firm with integrity. “I wasn’t looking for someone’s

philosophy. I was looking for a way of integrating myself and the worlds that I was trying to engage with: medical leadership, managing individuals, practicing medicine, being a father, a husband and member of the community.

All of those things needed to come together so that I was an effective human being.”

Conard has been applying these understandings in the world of medicine.

According to Conard,

“In Dallas-Fort Worth it is 30% more expensive than Seattle, but the quality of care in Seattle is better... the best physician group is 25 to 30% less expensive than other groups in Seattle. When you compare the highest quality from a value perspective—care in Seattle or Dallas-Fort Worth—it is literally 50% less expensive and twice as effective. From a national perspective we know what to do. We know that focusing on values is where we have to be. Now it’s the employers who are going to have to put their foot down and have the confidence to demand it.”

What he sees in so many of his peers in medicine is that they don’t see the answer—things are bit disintegrated for them. “It’s a very gloomy, scary, negative place to be. I would really just like to reassure them that the answer is there. It is emerging and as quickly as they can get integral.”

*[Click here for full interview](#)*



# Leadership Quote

Leaders use conflict to clarify values—including the dysfunctional practices of a system—and to target social justice work and priorities. A system that values and encourages individual achievement and acquisition will systematically underproduce and undervalue the investments of social good in community resources and members.

The narratives of social justice challenge a stifled or repressed imagination about community and what is possible in expressing responsibility for each other.

Richard A. Couto

*To Give Their Gifts: Health, Community, and Democracy*



## Living Through Four Eras of Cognitive Development

The Progression from Common Sense to Practical Wisdom and its Existential Impact in Human Life

Cognitive development can be conceived as a progression through four epistemological eras, from Common Sense to Understanding to Reason on to Practical Wisdom. The transition between each two of these eras is characterized by the fact that steps taken in cognitive achievement are never rescinded, except perhaps in mental illness. Consequently, they gradually begin to occur in parallel, or more concisely, in layers, and arrive at their end gathered together as integrated dimensions that form a complete transformational system, with intricate relationships between them.

**Tell me what is your phase of cognitive development, and I will tell you what is the structure of your meaning making, and thus also your living.**

The progression by which humans mature cognitively has a well-paced beginning and a foreseeable ending, in that all four strands representing the four eras come together and coalesce. It is as if one were to follow four rivers, each starting at a subsequent location relative to the first, but ultimately, coming closer and closer, together making up a broad stream of sea-going proportions. If one does not have a notion of the peak of adult cognitive development, and furthermore neglects to take note of the distressing statistic of cognitive attainment,

in terms of fluidity of thinking reached by adults, one's understanding of the human condition and of human potential remains deeply flawed.

Any purely social-emotional perspective on the human life span is naturally limited because it only points to results ("stages") but does not reveal the creative mental processes by which maturity is actually reached. These mental processes are "cognitive", in the strict sense that they are based on a person's use of conceptual thought forms based on which his or her life is constructed by him or her.

Every social-emotional move a person makes is grounded in a process that can be articulated in terms of the moments of dialectic, and is thus commensurate with a person's phase of cognitive development. Both developmental motions together make up a unitary whole, broken apart only by developmental "theory". Theory becomes practical only to the extent that it generates awareness of the holistic unity of development of mind in every person.

*For the complete article click here*



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# Power and Perception

IMMINENT LEADERSHIP THEORIST ROBERT WAYNE JOHNSTON LOOKS AT  
THREE ASSUMPTIONS UNDERLYING INTEGRAL  
LEADERS' CHOICES OF POWER

It is no mystery we learn, for better or worse, more or less consciously and unconsciously, through our communications with other enti-

ties. These include communications with other humans, one's spirit guide, other animals, our planet, and our cosmos -- in every situation we find ourselves "learning in the laboratory of life." Our inter-entity communications appear based on mainly three sets of alternative

assumptions each of us may have about the power of others we meet in various situations, and possible consequences of each response we might choose for mutual health or ill. Obviously one's assumptions about the other entity will likely serve to determine one's own response(s) to it-her-he.

Three sets of assumptions come into play as options during one's selection and use of nine generic kinds of power: *coercive, legitimate, expert, charismatic, participative, representative, consultative, rewarding, and supporting.*

Each assumption may be employed in all sorts of interactions, whether it be colleague to colleague, stranger to

stranger, teacher to student, physician to patient, minister to parishioner, psychotherapist to patient, professional to client, parent to child, supervisor to employee, politician to citizen, human to animal, human to ecosystem, or whatever.

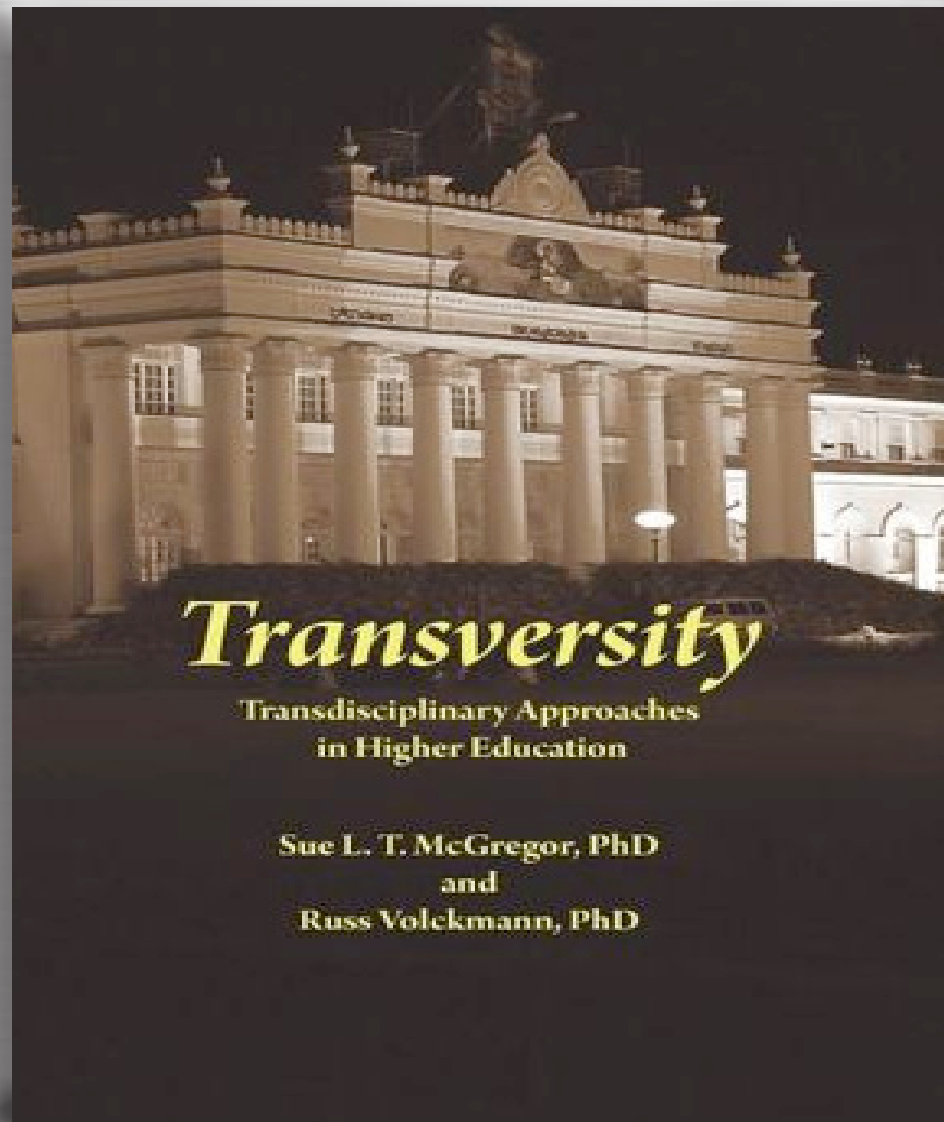


Johnson limits his presentation

here to integral leader-to-integral worker relationships his assumptions may also apply to integral colleague-to-integral colleague communications. Also, the term '*health*' is used to include not only mental, spiritual, and biologic health, but also social, familial, vocational, economic, aesthetic, and biosystemic health.

All three sets of assumptions may be viewed as healthfully empowering options to the degree they harmonize with the learning capability, self-management skills, and mutual intentions of both parties. Yet, each may be disempowering and/or unhealthful if misused or overused.

*Click to read full article*



Sue McGregor



Russ Volckmann

# Integral Innovation Creativity

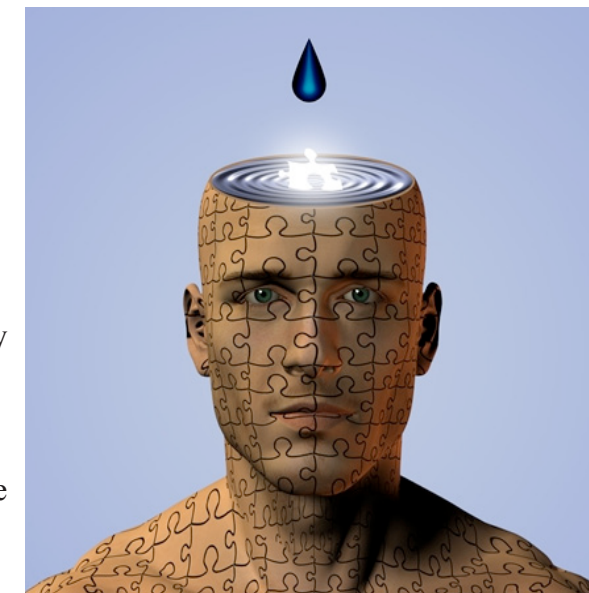
Tom Bruno-Magdich

*"Every company that employs human beings has all the resources they need to help them innovate."*

Most people in business today understand that organisations must embrace change and creativity in order to stay competitive in this ever shifting, global marketplace. The good news is every company that employs human beings has all the resources they need to help them innovate.

further. Okay who did you go for? Well, unless we want someone to sing the attackers to death, Mariah is out of the picture. Bill Gates could offer them some cash, but I doubt if ever carries any, and Arnie is a big guy but also a bit slow these days. I'd be putting my money, and my life, on Bruce Lee . . . if he were still alive of course.

The question then, for leaders to ask is not, "How creative are my people?" but rather, "How are my people creative?" For example: Imagine you are walking alone, on your way home, late at night and you are suddenly surrounded by two, hefty muggers. Just as they are about to accost you, time freezes and out of nowhere Neo, the hero character from the *Matrix Trilogy* appears and grants you one wish. He says, "It's your lucky day because you get to choose one of the following creative, intelligent and talented people to come and help you."



The fact is that Bruce Lee had a specific talent for self defence unlike any other martial arts expert. This is because he was both physically creative and physically intelligent. He applied his creative ability to developing new and innovative moves to build his unique form of martial arts that he called *Jeet Kune Do*

(The Way of the Intercepting Fist). He also applied his intelligence to identifying where to deliver devastating blows on the opponents body and when, with calculated precision.

ALBERT EINSTEIN  
MARIE CURIE  
MARIAH CAREY  
ARNIE  
BRUCE LEE  
BILL GATES

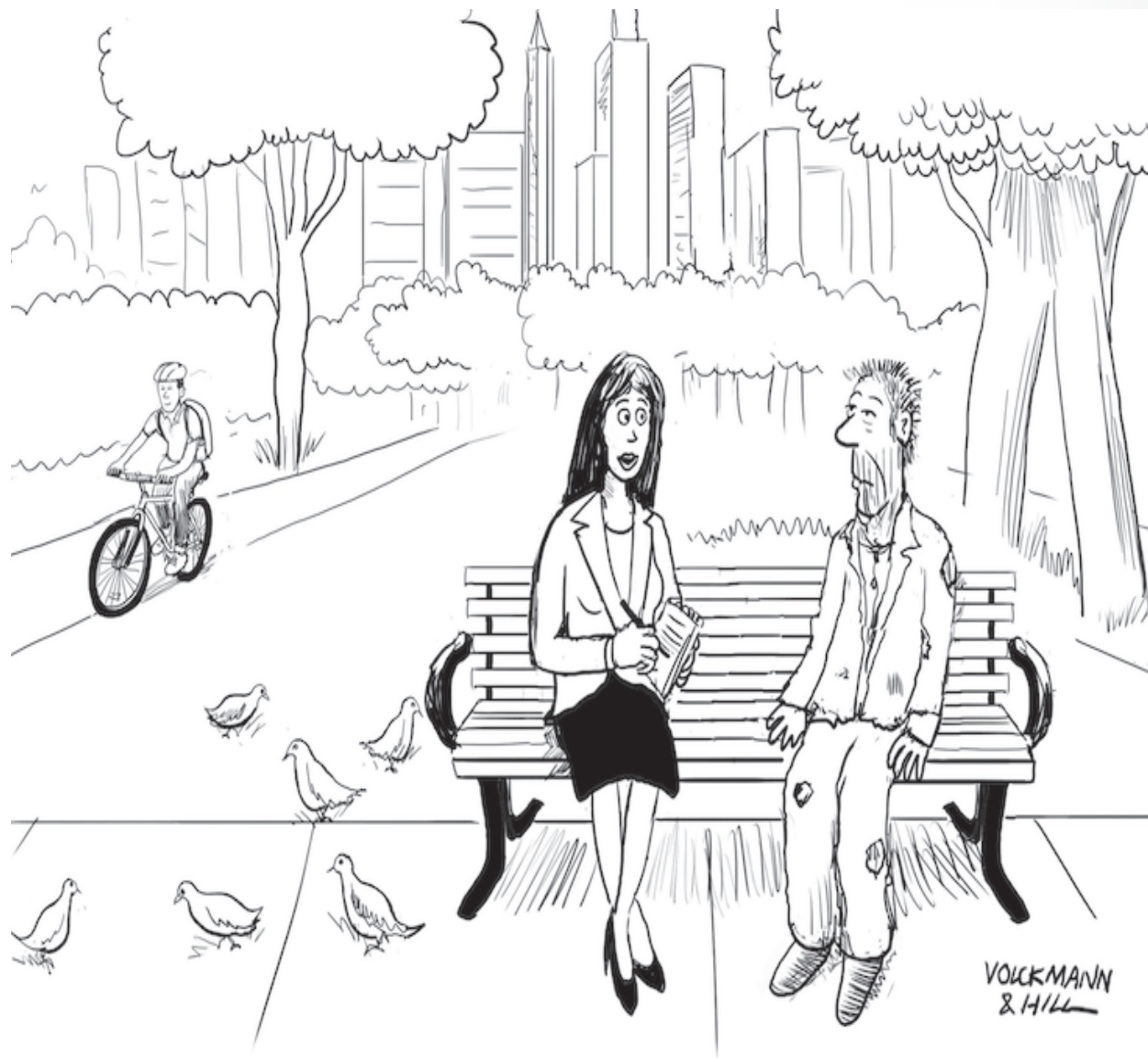
When we look at highly successful individuals who are known for a specific talent we can see something more than mere virtuosity. We see a combination of creativity and intelligence.

Which would you choose ? Take a moment to reflect before you read any

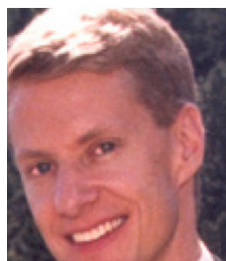
[Click to read more](#)



# LEADERSHIP CARTOON



WHAT ARE THE MOST IMPORTANT QUALITIES OF A LEADER?



**Mark Hill**

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## Nelson Mandela and Unitive Leadership

*Shawn O'Fallon*

Here is one of growing number of studies of leaders that feature a Unitive Stage perspective modeled after Susann Cook-Greuter's ego-development assessment based on the work of Jane Loevinger, the Unitive stage of development. From a unitive experience, theories and perspectives are views from within a whole—boundaries and distinctions collapse. Unity is the experience and all other observed characteristics are projections and side effects of the unitive experience.

*"Unitive development is aptly described as transcending understanding to find that there is nothing to transcend."*

Nelson Mandela seems

to have entered this unitive space, for example, in his treatment of forgiveness. He could see that individual and collective were one. Therefore, despite maintaining anger and resentment against individuals responsible for apartheid, he saw that to change people the entire system needed to be changed. The person and collective are all part of the phenomena, the event, the occurrence. A person is a manifestation of the whole. Mandela did not see himself as a responsible party for bringing about the end of apartheid. Instead he indicated he was a manifestation of apartheid and the fight against it.

From a unitive experience blame and forgiveness in relation to an individual

must also be directed at the collective. Therefore, anyone blaming or forgiving is doing so in regard to himself, as well as others and the whole. Mandela rarely used the term forgiveness, except as a spirit of forgiveness: "If there are dreams about a beautiful South Africa, there are also roads that lead to their goal. Two of these roads could be named Goodness and Forgiveness."

This sense of unity is most likely a state experience that all or most of us have experienced at one time or another. It includes the

experience of witnessing self nonjudgmentally.

Mandela would seem to be an example in which extraordinary circumstances led to a unitive person becoming a leader. His actions and speeches were directed at bringing about a unity among the diverse populations of South Africa. To many he became a saint without performing any miracles. In that role he was able to act as a catalyst to bring disparate peoples together. All this was feasible not only because of who Mandela was as a person, but also because of the historic conditions in which he lived.

*[Click here for more](#)*



*Susanne Cook-Greuter*



## **POSTAUTONOMOUS EGO DEVELOPMENT: A STUDY OF ITS NATURE AND MEASUREMENT**

**"... a landmark study in the characteristics and assessment of  
highly developed and influential individuals and leaders."**

*INTEGRAL LIFE*



**MARK McCASLIN & KAREN WILSON SCOTT**

### **METAGOGICAL TEACHING AND LEARNING**

Metagogical teaching and learning adds considerable reach to Second Tier Leadership in terms of its designed aim of revealing and actualizing unrealized potentials within the learning dynamic. Metagogical teaching and learning is an essential component for developing the learning community. Given that a learning community is enhanced by the growth of the individual, mutually encouraged collective individuation then provide fertile ground for metagogical teaching and learning to flourish. Moving beyond current levels of community understanding and expectations is the promise of metagogical teaching and learning. It illuminates a synergistic and vibrant teaching and learning relationship. Full appreciation of the nature of metagogical teaching and learning requires a fresh perspective and approach. This tenet holds for teaching and learning, as well.

### **METAMOTIVES OF TEACHING AND LEARNING**

There is a relationship between teaching and learning. We suggest that the relationship bridging teaching and learning within a nurturing community of learners exemplifies flow, transcending concern for learning to a state of joy in learning. How can we bridge this teaching and learning chasm?

### **COMMUNITY OF TEACHING AND LEARNING**

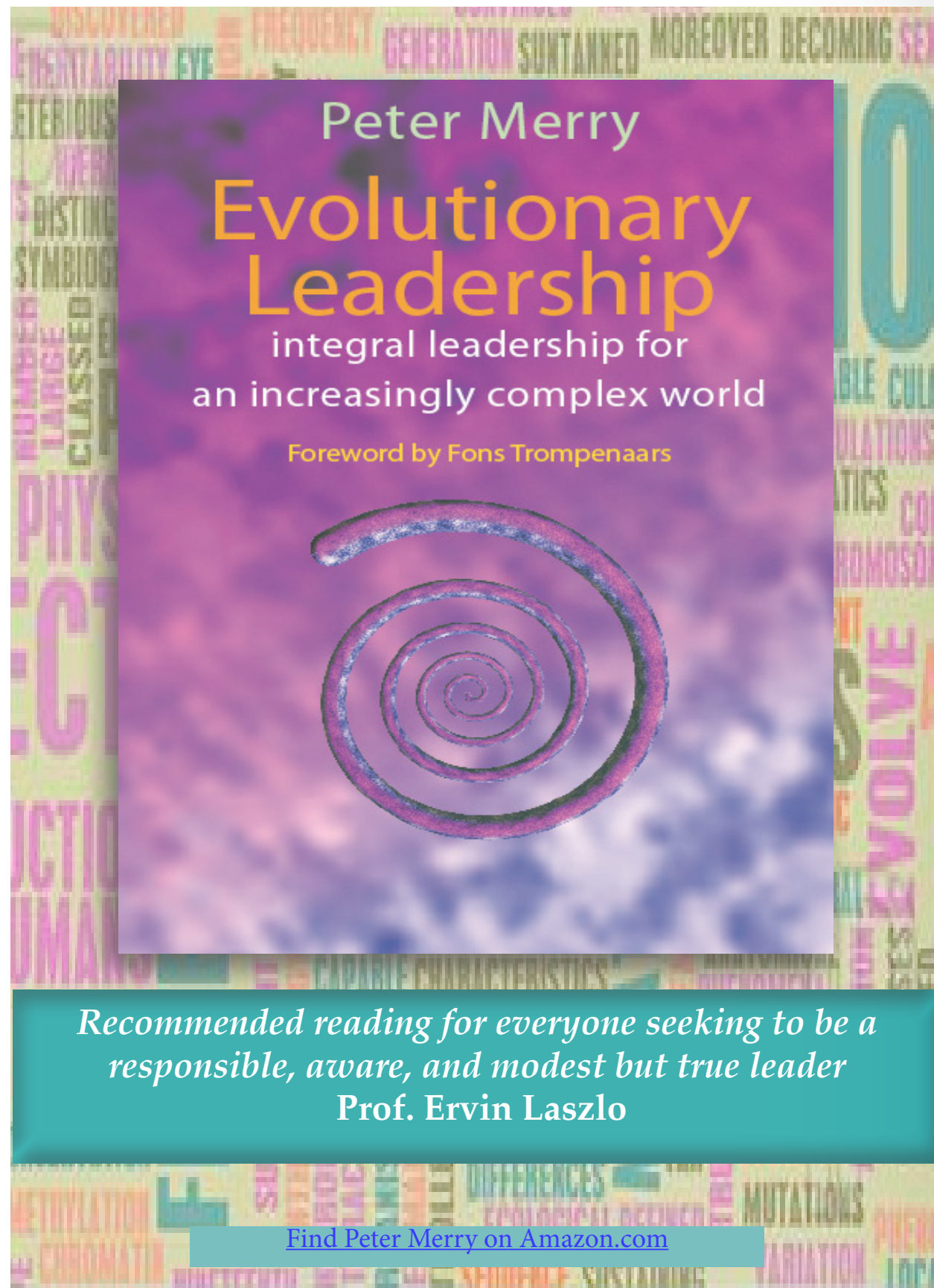
Having established the relationship of mutual teaching and learning as a metamotivational Second Tier function, which we refer to as metagogical teaching and learning, it becomes critical to reconnect the individual within the relationship. This positive individuation is often in motion within metagogical teaching and learning.

### **IMPLICATIONS OF METAGOGY TO TEACHING AND LEARNING**

It would follow, then, that within this teaching and learning community each of us has something to teach and many opportunities to learn. Valuing one another is the first step towards metagogical teaching and learning. This interdependent collaborative metagogical community catalyzes their own teaching and learning in a self-perpetuating process. The landscape of metagogical teaching and learning is inhabited with purpose, creativity, spirituality and relationships. The promise of metagogical teaching and learning is the promise of expressed human potential.

[CLICK HERE FOR COMPLETE ARTICLE](#)





## Leadership from a Cosmic Perspective

Todd Duncan

*"This perspective reveals that you are a moment of awareness within one strand of a vast cosmic tapestry."*

Recognizing that perspective matters in making decisions, it's worth considering ways to cultivate a frame of mind from which wise decisions naturally arise. The frame of mind we're after is a direct, internal, felt experience.

To lead well from this perspective means being informed by the variety of stories that humans tell to better understand reality. But what ultimately matters is not the story we tell but the frame of mind it puts us in – a perspective that transcends stories entirely.

It may seem paradoxical to lead from a perspective that transcends stories, since that concept is itself a story, aware that no story fully captures absolute truth. What I call "glimpses of wonder" to emphasize they are distinct moments of transformed awareness, windows into this state of awareness.

Insights from science and technology offer portals into this frame of mind—a big picture, cosmic perspective. Many different win-

dows can serve as glimpses of wonder, portals to this cosmic perspective. Religious or spiritual practice can play a similar role of transporting us into a cosmic perspective. The cosmic perspective transcends the path by which we get there.

What do I mean by a cosmic perspective? A felt experience of being connected to a much larger whole, with an awareness that how you are

seeing the world right now is never the whole story.

[Click here for the complete article](#)





## Germany

Berlin

### REFLECTIONS ON INTEGRAL FORUM

What is the state of Integral in different European countries now? How the Integral theory and practice are applied in real projects there? How can we contribute in expanding the Integral vision in Europe and what real life experience we can bring to our country to raise this vision here? Uncover the answers to these and many other questions in the report by NATALIYA YEFIMOVA.

## Germany

Berlin

### LEADERSHIP 3 - FESTIVAL OF PERSPECTIVES - LIVING A NEW LEADERSHIP CULTURE

How does a contemporary leadership-culture look like, that can adequately face the challenges of the 21st century? Join HENDRYK OBENAU & JONATHAN KLODT as they describe the less theoretical, lived experiment answer to this question.

## GREAT BRITAIN

Overmoigne, Dorset

### ALETHIC INTEGRAL RETREAT

From Bewilderment to enlightenment, TESTA MARTIN reports a truly exceptional three-day retreat designed to explore the connections within Advanced Integral theory and the Philosophy of metaReality.

## GREAT BRITAIN

London

### DEVELOPING CHANGE FROM WITHIN THE DEVELOPMENT SECTOR WITH SARA J. WOLCOTT

The London Integral Circle Salon met last month to hear Sara J. Walcott present her findings from a study that sought to measure the impact of an Indian public-sector Change Management Programme on the values of the people involved. Take a walk with ALI AVERY through this workshop with and envision what a change-management process might look like that sought to combine this values change with organizational structural change.

## USA

### INTEGRAL LEADERSHIP IN ACTION 2012

#### EVOLVING LEADERSHIP FOR AN AWAKENING WORLD: TRANSFORMING LEADERSHIP THROUGH THEORY, ACTION AND APPLICATION

Juicy conversations, the presentation of mental models, the experiences of awe and wonder, and periods of cognitive and emotional dissonance . . . and this is just the beginning. Follow how this story unfolded for two self-confessed newbies, LISA NORTON AND LYNNE PALAZZOLO, at the ILiA conference.

## USA

Richmond, Virginia

### THE 22ND ANNUAL NATIONAL LEADERSHIP SYMPOSIUM

Responding to issues in Next Generation Leadership Education, three areas for opinions, dialogue, and idea exchange were offered: What knowledge is needed to design rigorous leadership programs? Develop leadership ability? And demonstrate results? Participants engaged in dialogue and sharing groups around several 'hot topics' identified through polling and from the morning sessions: Academic and Student Affairs relationships, Following Wild Ideas, Teaching leadership through Technology, Assessing Outcomes, and Facilitating Active Learning. Follow the fascinating three-day process of discovery outlined in MARILYN BUGENHAGEN'S notes from the field.

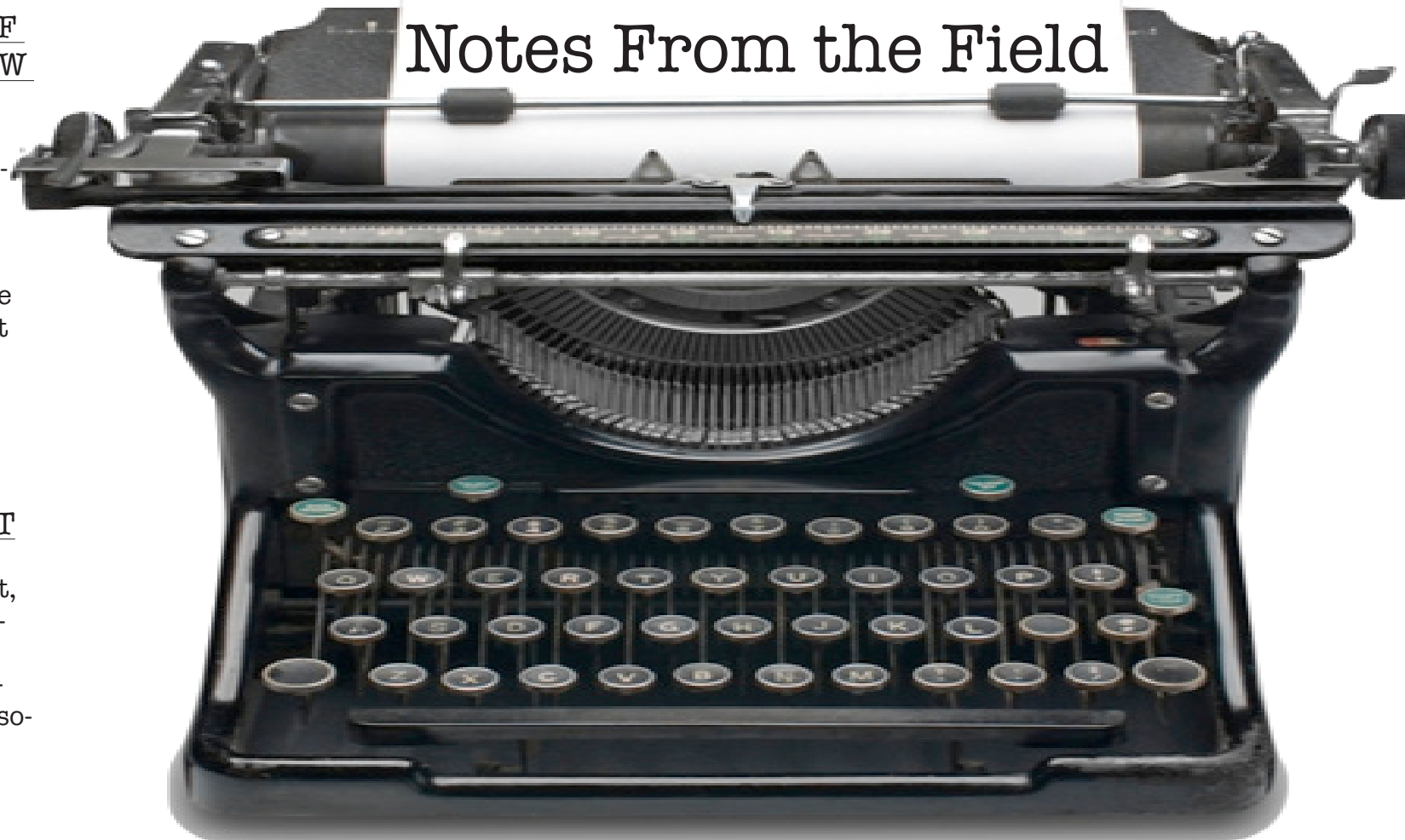
## USA

Hawaii-Denver-San Francisco  
Tour

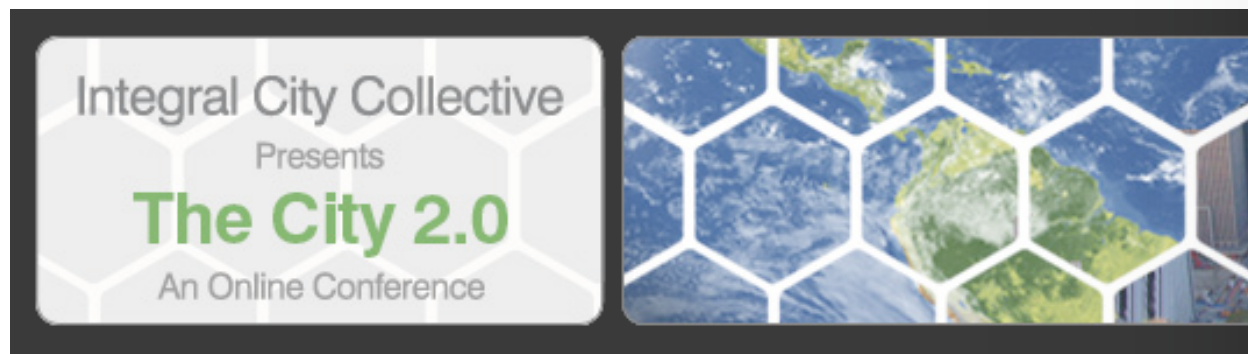
### INTEGRAL JOURNEY 2012

What am I contributing to the world? What do I want? What am I capable of? Where am I going further to? Follow 12 Russian businessmen as they set out on a tour Hawaii - San Francisco - Denver with Ken Wilber in a quest to answer these questions. Coach Institute's MARINA DANILOVA describes this amazing tour.

## Notes From the Field







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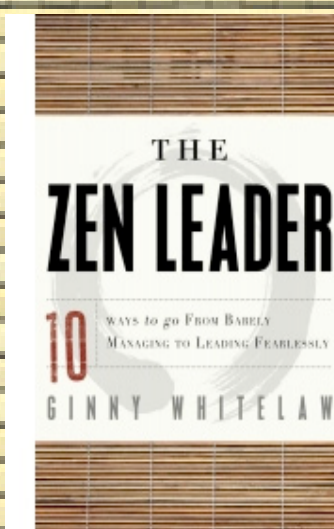
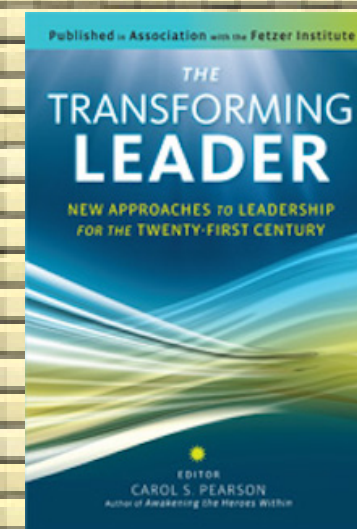
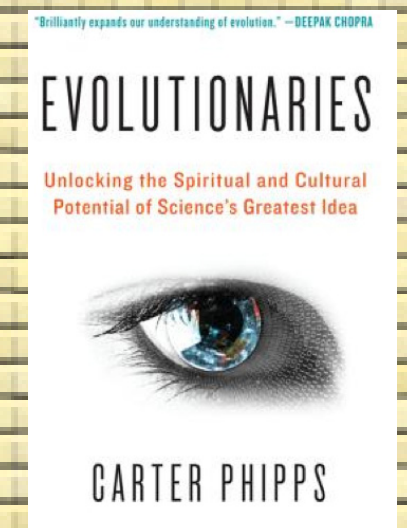
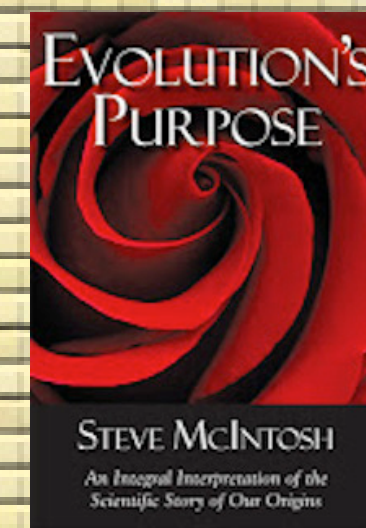
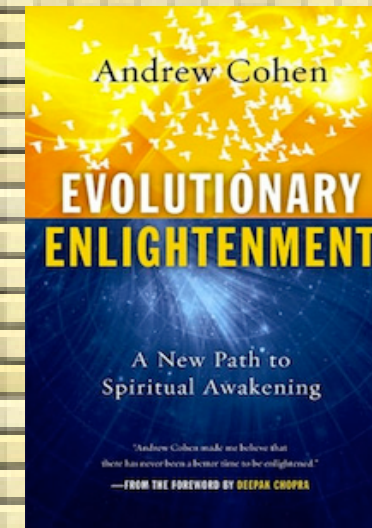
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THE CITY 2.0.

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creating a brighter future for the entire human hive. And we want your help.

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# Leadership Emerging





# Announcements

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SEPT 4-27  
[www.integralcitycollective.com](http://www.integralcitycollective.com)

Marlyn Hamilton invites you to Grow Your Leadership! In integral circles, when we talk about designing leadership development capacities, some of us have been known to talk about "creating habitats for leadership learning." For in this project, we are called in service to a purpose that seems inspiring enough to overcome the difficulties. The idea of "co-creating the future of the human hive" is appealing and daunting. Such purposes are psycho-active and they have a way of inciting the team to ever greater acts of leadership. Dialogue with 50 amazing global leaders and practise your leadership skills with a dynamically inspiring project team.

## INTEGRAL WITHOUT BORDERS: ENGAGING CULTURES, SOCIETIES, & SYSTEMS

PERU  
OCT 16-26, 2012  
<http://integralwithoutborders.org>

What happens when a culture does need to change? Witness cultural change agents in action in Peru, and ourselves participate in practice, walking this razor's edge between what has been and what is to come.  
PERU SCHOLARSHIPS: *Attention Currently enrolled JFKU students in the Integral Theory or the Integral Psychology* JFKU and the Integral Research Center, in partnership with IWB, are offering two scholarships to attend the IWB event in Peru 2012.

## ILA WOMEN & LEADERSHIP 2013: BUILDING, BRIDGING, AND BLAZING PATH- WAYS FOR WOMEN AND LEADERSHIP: CE- LEBRATING THE PAST, PRESENT, AND FUTURE JUNE 9-12, 2013 - ASILOMAR, PACIFIC GROVE, CA

Join ILA's Women and Leadership Affinity Group at their inaugural leadership conference! The theme, Building, Bridging, and Blazing Pathways for Women and Leadership, provides a critical forum for bringing together top scholars, leaders, and practitioners to discuss the latest research and work touching on women and leadership. This conference is open to anyone interested in the topic of Women and Leadership. General questions about this or any of ILA's conferences can be directed to [conferences@ila-net.org](mailto:conferences@ila-net.org)

## CALL FOR MANUSCRIPTS: INTERNATIONAL REVIEW OF BUSINESS AND SOCIAL SCIENCES [www.irbss.org](http://www.irbss.org)

The International Review of Business and Social Sciences is an opportunity for academics to share the latest thinking on research strategies, tactics and paradigms of Business and Social Sciences discipline. The editorial board is interested in obtaining both theoretical and practical papers concerning research models, as well as considering case studies that demonstrate how research strategies; tactics and paradigms are applied in practice. We will be recruiting papers till 25th of every month. Authors will be charged USD 200 for a paper as a publication fee. Please read the submission guidelines before submitting a contribution. Submissions and correspondence with the authors are dealt only via [editor@irbss.org](mailto:editor@irbss.org)

## INTEGRAL REVIEW: A TRANSDISCI- PLINARY AND TRANSCULTURAL JOUR- NAL FOR NEW THOUGHT, RESEARCH, AND PRAXIS SPECIAL ISSUE <http://www.integral-review.org>

Special Issue: CIIS: Spirituality, Religion, Contemplative Practices, and Socially Transformative Service in the 21st Century  
Special Issue Editor: Bahman A. K. Shirazi,  
California Institute of Integral Studies (CIIS)

## TRANSFORMATIVE LEARNING CONFERENCE 2012: A FUTURE FOR EARTH: RE-IMAGINING LEARNING FOR A TRANSFORMING WORLD November 1, 2012 to November 4, 2012 San Francisco, California

The futures of our planet and humanity are inextricably woven together. Profound transformations in our world are currently underway on many dimensions — personal, environmental, cultural, societal, and economic. To engage these challenges, we must collaboratively re-imagine how we engage individuals, institutions, and societies in learning new capacities and habits of being. At the upcoming Tenth International Conference on Transformative Learning, we strive to envision a more coherent and dynamic praxis for transformative learning in multiple domains and at multiple levels. We gather to articulate with more diversity and clarity what we already know, and to explore what we can discover together, to create a just and sustainable future.  
<http://meridianuniversity.edu/index.php/about-the-conference>



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