

THE SECOND GLOBAL COLLABORATION SYMPOSIUM ON HUMAN SURVIVABILITY



OUTCOMES REPORT



京都大学 大学院 総合生存学館

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GSAIS

Kyoto University Graduate School of
Advanced Integrated Studies in Human Survivability



THE SECOND GLOBAL COLLABORATION SYMPOSIUM ON HUMAN SURVIVABILITY

OUTCOMES REPORT

This report provides a summary of the discussions and findings of the second global collaboration symposium on human survivability held at Kyoto University on 19 February 2014. The symposium was organized by the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS), Kyoto University.

November 2014

Kyoto, Japan



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Opening Remarks

Distinguished guests and colleagues, ladies and gentlemen,

I am Toshiyuki Awaji, Vice President of Kyoto University in charge of Education. It is my great pleasure and honor to welcome you to the Second Global Collaboration Symposium on Human Survivability at Kyoto University.

I would like to express my sincere gratitude to all our speakers today, namely Prof. Barbara Kellerman from the Kennedy School of Government, Harvard University, Ms. Gemma Abraham from OECD, Mr. Masato Nakane from FAO, Ms. Carolyn Barton from the Australian Embassy in Japan, and Mr. Nishimura from Miratsuku, a Japanese NPO. Thank you all for your participation in today's symposium.

The First Global Collaboration Symposium was held in Kyoto in March 2013 with the participation of UN representatives and executives from leading international organizations. The major objective of the First Symposium was to identify the skills and ethics essential for future global leaders to deal with difficult global issues such as environmental degradation, economic crises, natural and anthropogenic disasters, terrorism, gender and poverty issues. The First Symposium also aimed to establish an international collaboration framework to share experiences about educating future global leaders.

An important objective of today's Second Symposium is to deepen our understanding of leadership, which is the main focus of our new Graduate School for Integrated Advanced Studies in Human Survivability, hereafter called GSAIS or the *Shishukan* Program. This is an innovative educational program launched in 2012 by Kyoto University with the full support of the Japanese Ministry of Education, Culture, Sports, Science and Technology. Students enrolled in the program live together in the same residential college. They gain valuable new knowledge and experience through the *Jukugi* courses, which give them the opportunity to receive face-to-face training twice a month from leading national and international experts. The GSAIS students are here today in the audience. They have joined today's symposium, and look forward to receiving valuable advice from our invited speakers and other guests.

Please allow me to take this opportunity to talk briefly about the history and achievements of Kyoto University. Kyoto University was established one hundred and seventeen years ago, in 1897, with the aim to promote science and technology, thereby



supporting the modernization of Japan.

Our academic style is deeply imbued with the rich cultural heritage of Kyoto City. As you may know, seventeen World Cultural Heritage Sites, and many other historic sites such as ancient temples and shrines are located in Kyoto City and the surrounding areas. One reason for this rich heritage is that Kyoto was the capital of Japan for over a thousand years from 794 to 1868, after which the capital was moved to Tokyo during the Meiji Restoration.

The region's rich cultural environment is no doubt an important factor that contributes to our ability to produce scholars of an exceptional standard, including eight Nobel laureates in science and technology fields. The first Japanese scholar to win a Nobel Prize was Professor Hideki Yukawa from Kyoto University. He was awarded the Nobel Prize in physics in 1949. The most recent example is Professor Shinya Yamanaka who was awarded the Nobel Prize in Physiology or Medicine in 2012.

Currently, Kyoto University has ten faculties and seventeen graduate schools, as well as several research institutes and centers. More than 13,000 undergraduate students including 171 international students are enrolled. We also have more than 9,000 graduate students, of which about 1,200 come from overseas. We employ about 2,830 academic staff members and 2,600 non-academic staff members. Thanks to the combined efforts of our students, faculty and other staff, we are able to operate as one of the world's leading universities, contributing to international society through our research, educational and medical services.

Through the GSAIS, Kyoto University is now focused on fostering future global leaders. I think our collaboration with UN organizations, including UNESCO and UNEP, will be very important for the success of this initiative. Kyoto University has already concluded new agreements for internship training with UNESCO in 2012 and with UNEP in 2013. At present, we are working towards the conclusion of similar agreements with FAO and the OECD.

I sincerely hope that the new stage of our collaboration will bring further opportunities to help cultivate a new generation of young leaders who can think and act globally. Thank you very much.

Prof. Dr. Toshiyuki Awaji
Executive Vice President of Kyoto University



Closing Remarks

First of all, I'd like to express my sincere thanks to our distinguished guests today: our keynote speaker Prof. Barbara Kellerman from the Kennedy School of Government, Harvard University, as well as our panelists, Ms. Gemma Abraham from OECD, Mr. Masato Nakane from FAO, Ms. Carolyn Barton from the Australian Embassy in Japan, and Mr. Yuya Nishimura from Miratsuku, a Japanese NPO. It is my great pleasure and honor to give the closing remarks at the end of the Second Global Collaboration Symposium on Human Survivability.

Last year we organized the First Global Collaboration Symposium on Human Survivability where we clarified the qualities or skills required to become a future global leader. Today's Second Symposium deepened our understanding of leadership and its development in the twenty first century. According to the keynote lecture by Prof. Kellerman, leadership in the twenty first century has become much more complicated in comparison with previous historical periods. Leaders and followers can be changeable, and it is important to understand ourselves and our circumstances to act as leaders, or sometimes as followers. Now we have a better understanding of how the meanings and practices of leadership have been changing and what could be expected in the future.

The goal of our Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS) is to cultivate the next generation of leaders in both international and domestic contexts. As mentioned in today's symposium, the nickname of GSAIS is "Shishukan". As seen from the "shi-shu" (思修) characters, the idea of "Shishukan" comes from traditional Japanese learning and training methods that emphasize gaining wisdom through listening, thinking and practicing. We believe that deep reflection and practice (or taking action) are of particular importance for the education of future global leaders.

We'd like to continue learning about the latest leadership developments, though required qualities or skills of leaders seem to vary according to circumstances and to the participating stakeholders. I'm sure that through the keynote lecture and the panel discussion today our students will gain useful advice from the speakers. In this sense, today's symposium is of great value for our efforts to cultivate a new generation of young leaders who can think and act globally whilst reflecting local needs. Let us move forward and seek a better understanding of leadership by reflecting deeply and acting vigorously. I look forward to continuing our collaboration. Thank you very much.

Prof. Dr. Shuichi Kawai
Dean of the Graduate School of Advanced Integrated Studies in Human Survivability
(GSAIS), Kyoto University



Program of the symposium

13:30-13:50	Opening Remarks of the symposium by Prof. Toshiyuki Awaji Executive Vice President of Kyoto University
13:50-14:00	Speech of Mrs. Kumiko Banto from the Ministry of Education, Culture, Sports, Science and Technology
14:00-15:00	Keynote Lecture "Leadership in the twenty first century" by Prof. Barbara Kellerman James MacGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government
15:00-15:20	Short Break
15:20-17:20	Panel Discussion Facilitator • Prof. Dimiter Ialnazov Professor, Graduate School of Advanced Integrated Studies in Human Survivability Panelists • Gemma Abraham HR Business Partner, OECD • Masato Nakane Economist Trade and Market Division, Economic and Social Development Department, FAO • Yuya Nishimura Executive Director, MIRATUKU • Carolyn Barton Counsellor (Resources and Industry), Australian Embassy, Tokyo
17:20-17:30	Closing Remarks by Prof. Shuichi Kawai Dean of GSAIS, Kyoto University



“Leadership in the twenty first century”

Summary of the keynote lecture by Prof. Barbara Kellerman

Prof. Kellerman started her keynote lecture by making two very important observations. Firstly, almost all scholars within the voluminous leadership literature write about how to develop good leaders. On the contrary, she is much more interested in the study of bad leadership. Her second observation was about the understanding of bad leadership. According to Prof. Kellerman, bad leadership exists hand-in-hand with bad followership, and as an example, she pointed out that we cannot understand Adolf Hitler as the leader of Nazi Germany without understanding his followers, i.e. the German people, in the context of the 1930s. She stated that the leadership system is composed of three parts: leaders, followers, and context.

To explain how leadership has been changing in the twenty first century, Prof. Kellerman argued that leaders have three different resources: power, authority, and influence. Power is the leader’s capacity to force you to do what he or she wants you to do. Authority is about title or position. And, of course, leaders would like to influence their followers’ actions. However, it seems that in the twenty first century, leaders are no longer as able as they used to be to influence people to do what they want them to do.

In sum, leaders have been losing power and influence to followers in the twenty first century. The recent riots in Ukraine, Venezuela and Thailand are examples of the increased pressure on leaders by followers, or by ordinary people. According to Prof. Kellerman, two big changes over the past 10-20 years have contributed to the abovementioned shift in “leader-follower” relations. The first change is cultural and is about the spread of freedom and participation, as well as the change of people’s attitudes towards unethical behavior by leaders. The second one is related to the diffusion of new technologies, not just information technologies but also the Internet and social networks.

In the second part of her keynote lecture, Prof. Kellerman talked about whether leadership can be taught and learned. She’s not against leadership programs but believes that we need to ask ourselves some tough and critical questions such as the following:



“How do we know that people teaching leadership (including herself) can really do it? How do we know that students who learn about leadership can really become leaders? Do we really know how to teach leadership and how do we measure the results of a leadership program?”

Finally, Prof. Kellerman advised the students of leadership today to study more about followers and the context. It’s important to ask yourselves who you want to lead and where, in which particular country, community or organization. People who would like to become future leaders should understand that twenty-first century leadership is much more complicated. It’s not sufficient anymore just to develop your professional competencies, interpersonal communication and language abilities. The new kind of leadership today depends less on power and authority, and more on influence.

In the answers to some of the questions following her lecture, Prof, Kellerman added the following points: (1) Leaders and followers are interchangeable. Sometimes, the leader is a follower, and the follower is a leader. The influence of leaders may disappear relatively quickly. (2) You can also use the word “stakeholders” instead of followers. To lead successfully, you need to look out for various groups that matter, and try to bring them along. (3) While there are some universal qualities/skills required from future leaders, there are also situations where some of these qualities/skills will be completely irrelevant. Context and followers matter a lot.



Summary of the Panel Discussion

Panelists:

Ms. Gemma Abraham (Human Resource Adviser, OECD)

Mr. Masato Nakane (Economist, FAO)

Ms. Carolyn Barton (Counselor, Australian Embassy in Japan)

Mr. Yuya Nishimura (Founder and Executive Director, Miratsuku)

Facilitator:

Prof. Dr. Dimiter Ialnazov (GSAIS, Kyoto University)

In the beginning, Prof. Ialnazov explained about the three main outcomes that we'd like to achieve as a result of the discussion: (1) A better understanding of twenty-first century leadership based on the insights from the keynote lecture by Prof. Kellerman; (2) A better understanding of the required qualities/skills of future global leaders; (3) Some advice to the students in the audience, in particular what should they do starting from today to prepare for their future roles as leaders.

In addition, Prof. Ialnazov pointed out the link between the panel discussion and the preceding keynote lecture. The four panelists are young professionals in their 30s who work in different organizations and contexts. Sometimes they lead, and sometimes they follow. Their followers and leaders vary as well. Their talks should provide practical examples of the interaction among leaders, followers and context, complementing the keynote lecture by Prof. Kellerman.

A short summary of the presentations by the four panelists is given below.

1. Ms. Gemma Abraham (OECD)

Firstly, Ms. Abraham shared the results of a survey that she did at the OECD in January 2014 about the characteristics of a leader. The consensus



opinion was that leaders are people who have the capacity to build teams, to inspire and influence others. However, if these people show lack of integrity or unethical behavior, they can no longer be leaders because they would lose the trust of their followers.

Secondly, Ms. Abraham argued that twenty-first century leadership is quite different from what we have experienced before because the world has become much more global and interconnected. The teams with which leaders work today are very diverse and to solve complex problems, leaders need the combined efforts of professionals from different backgrounds, different nationalities, and different ways of seeing the world.

Thirdly, she gave two examples from her professional experience: (1) The recruitment of professionals for an international medical NGO. Leaders in the field of humanitarian aid are people who can be trusted by doctors, volunteers and local residents under a context of high risk and uncertainty but limited resources. They should also be able to build local capacity within a relatively short time. (2) The recruitment of professionals for OECD. In the context of OECD, she pointed out that future leaders also need self-awareness, e.g. to understand one's strengths and weaknesses, and to develop an action plan on how to improve one's competencies.

According to Ms. Abraham, 70% of the learning by future leaders at OECD comes from action or practice. Usually, future leaders are involved in projects where they need to use the competencies that have to be developed. The remaining 30% are from formal and informal training (e.g. observing a role model and receiving feedback from that person).

2. Masato Nakane (FAO)

Firstly, Mr. Nakane explained that he is part of a team that is in charge of the OECD/FAO Agricultural Outlook, i.e. a report that forecasts the future demand, supply and prices of agricultural products. The work requires all members of the team to constantly update their knowledge and skills. They need to stay tuned to the latest trends in emerging and developing countries. For example, as people in emerging and developing



countries get richer, they tend to eat more meat, wheat and dairy products, influencing the demand, supply and prices of these agricultural products.

Secondly, Mr. Nakane pointed out that his team is composed of experts with different nationalities and with professional skills in various fields. To make sure that each member gives his or her best contribution to the team, the leader has to play different roles according to the situation, e.g. coordinator, dictator, and entertainer.

Mostly, the team leader's role is that of a coordinator, in order to combine the individual outputs of all members. However at times when there are conflicts between the team members, the leader must be a dictator and make a certain decision in spite of resistance by part of the team. In addition, the leader should explain to everyone why the decision was made. Finally, Mr. Nakane argued that the team leader should play the role of an entertainer as well. In particular, to improve the working environment, the leader should organize more social activities in the workplace.

3. Carolyn Barton (Australian embassy in Japan)

Ms. Barton started by comparing the different images of a leader in the past and now. In the past, the image of a leader was a tall white male who gained power from his position. There were only few women in managerial roles, and employees basically did what they were told by the boss.

According to Ms. Barton, things have now changed, and leaders have to earn the respect of their followers, not just draw it from their position. Moreover, as employees are expected to be creative and innovative, they have to be given more freedom and a comfortable working environment. The leaders of today also need to be in constant communication with a variety of stakeholders such as local residents, environmental NGOs, minority groups, etc.

The characteristics of today's leaders in Australia reflect the current diversity of Australian society. There are more women in managerial positions, leaders come from various backgrounds, they are completely



comfortable in an international environment, and most of them speak a second language.

4. Mr. Yuya Nishimura (Miratsuku)

In the beginning, Mr Nishimura introduced his NPO. “Miratsuku” means “to create the future”, or “emerging future”. Unlike all other NPOs who try to solve Japan’s social problems, the mission of “Miratsuku” is to provide a platform for various actors to communicate with each other, and if some new ideas emerge, to help turn these ideas into action. The people who gather at their workshops come from different sectors and backgrounds. There are, for example, high-school teachers, government officials, NPO members, local residents, company employees, university professors, etc.

Mr. Nishimura explained that his NPO also tries to offer solutions to some of the social problems discussed at the workshops. They design projects for which they try to obtain funding and which they publicize through the internet and social media. Finally, he gave an example of how to deal with mental health problems in the workplace. Like Ms. Abraham, he emphasized the need for action. He said that one needs to take action first, and then look back.

During the panel discussion, Prof. Yamashiki from GSAIS also briefly introduced the main conclusions and recommendations from the First Global Collaboration Symposium on Human Survivability that was held in Kyoto in March 2013.

After their presentations, the four panelists answered a number of questions from the audience. Here are some of the key points from that discussion.

(1) Leadership is not something that exists right from the beginning. People take action to bring about social change and in some cases other people (followers) join in and help them. It’s important to get more people involved in bringing about change. This is how the leadership situation is



created.

(2) To gain followers, a leader should know him or herself well and understand his or her own capabilities. If a leader does not know him or herself well, he or she will be incongruent in the things he or she says and does.

(3) It's very important for future leaders to jump into a new, unknown world (e.g. to live for some time abroad, not just visit) and experience different cultures. They should not wait for this to happen somehow by accident, but seek actively for opportunities and grab them as they come along.



APPENDIX

Short CVs and PowerPoint presentations of the
keynote lecturer and the panelists



Keynote Lecture

James MacGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government

Barbara Kellerman



CV

Barbara Kellerman is the James MacGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government. She was the Founding Executive Director of the Harvard Kennedy School's Center for Public Leadership, from 2000 to 2003; and from 2003 to 2006 she served as Research Director. Kellerman has also held professorships at Fordham, Tufts, Fairleigh Dickinson, George Washington, Uppsala, and Dartmouth/Tuck. She also served as Dean of Graduate Studies and Research at Fairleigh Dickinson, and as Director of the Center for the Advanced Study of Leadership at the University of Maryland.

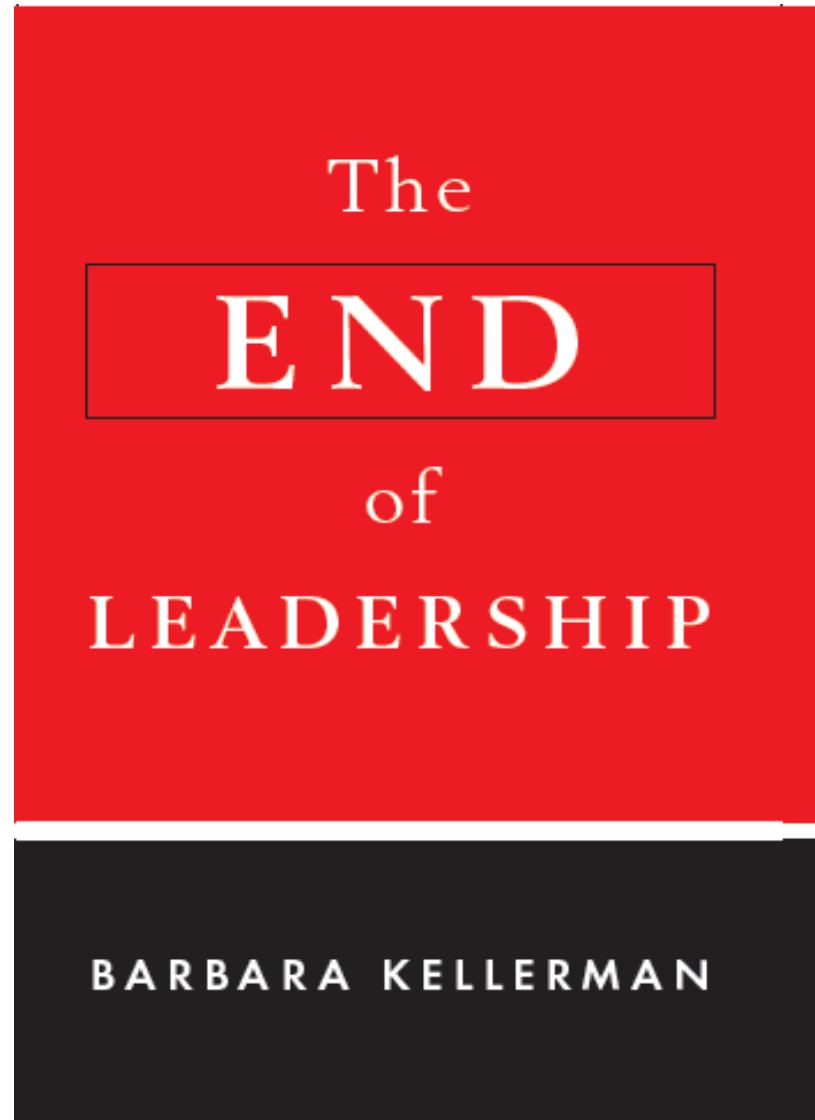
Kellerman received her B.A. from Sarah Lawrence College, and her M.A. (in Russian and East European Studies), M.Phil., and Ph.D. (1975, in Political Science) degrees from Yale University. She was awarded a Danforth Fellowship and three Fulbright fellowships. At Uppsala (1996-97), she held the Fulbright Chair in American Studies. Kellerman was cofounder of the International Leadership Association (ILA), and is author and editor of many books including *Leadership: Multidisciplinary Perspectives*; *The Political Presidency: Practice of Leadership*; *Bad Leadership*; *Followership*; *Women and Leadership* (co-edited in 2008 with Deborah Rhode); *Essential Selections on Power, Authority, and Influence* (2010); and *The End of Leadership* (2012). *The End of Leadership* was long listed by the *Financial Times* as among the Best Business Books of 2012, and selected by *Choice* as "essential" reading, its highest rating. It was also named by *Choice* as an "Outstanding Academic Title for 2013." She has appeared often on media outlets such as CBS, NBC, PBS, CNN, NPR, Reuters and BBC, and has contributed articles and reviews to the *New York Times*, the *Washington Post*, the *Boston Globe*, the *Los Angeles Times*, and the *Harvard Business Review*.



Kellerman speaks to audiences all over the world, including, in recent years, Berlin, London, Moscow, Rome, Sao Paulo, Shanghai, Zurich, St. Gallen, Jerusalem, Turin, Toronto, Montreal, Mumbai, New Dehli, Amsterdam and Kyoto. She serves, among other places, on the Advisory Board of *Leadership*, on the Publications Committee of the International Leadership Association, and on the Advisory Board of the Brookings Institution Leadership Initiative. She was ranked by *Forbes.com* as among “Top 50 Business Thinkers” (2009) and by *Leadership Excellence* in top 15 of “thought leaders in management and leadership” (2008-09 and again in 2010-2011). In 2010 she was given the Wilbur M. McFeeley award by the National Management Association for her pioneering work on leadership and followership. Her next book, *Hard Times: Leadership in America*, will be published by Stanford University Press in September 2014.

During the 2013 fall term Kellerman is teaching at the Harvard Kennedy School. During the 2014 spring term she will again be Visiting Professor of Business Administration at Tuck School of Business at Dartmouth.

THE END OF LEADERSHIP



TWO TALES

- **Leadership and Change**
- **The Leadership Industry**

TALE #1: LEADERSHIP AND CHANGE

- **Leaders *Losing* Power and Influence**
- **Followers *Gaining* Power and Influence**
- **The Golden Triangle:
Leaders/Followers/Context**

LEADERSHIP AND CHANGE

- **Plato – 400 BCE**
- **Machiavelli – 1518**
- **Hobbes – 1651**

LEADERSHIP AND CHANGE

- **Locke - 1690**
- **Paine – 1776**
- **Marx and Engels - 1848**

LEADERSHIP AND CHANGE - 20TH CENTURY

- **Gandhi and Mandela**
- **King and Friedan**
- **End of Colonialism**
- **End of Communism**
- **Rights Revolutions**

LEADERSHIP AND CHANGE - 20TH CENTURY

CULTURAL CHANGES

- **1950s – Old World Order**
- **1960s-1990s – At Home: Decline in Trust in American Individuals and Institutions**
- **1960s-1990s – Abroad: Expansion of Democracy; 2011: 24% of Countries “Not Free”; 1972: 46% of Countries “Not Free”**

LEADERSHIP AND CHANGE - 21ST CENTURY

CULTURAL CHANGES CONTINUED

- **Lewinsky's Legacy: Oprah-ization of American Culture**
- **License to: Pry and Probe; Demean and Diminish; and Disregard and Depose**

TECHNOLOGICAL CHANGE – INFORMATION

- **Not a Precious Resource or Private Preserve**
- **Information as Ammunition**

TECHNOLOGICAL CHANGE – EXPRESSION

- **Impact of Facebook, Twitter, etc. Business and Politics**
- **Impact of Facebook, Twitter, etc. on Relations between Leaders and Followers**
- **American Idol-ization of American Life**

TECHNOLOGICAL CHANGE – CONNECTION AND ACTION

- **Emboldens and Empowers Followers**
- **Wisdom of Crowds, Crowdsourcing, Networking, Open Systems, Starfish Organisms, Power Diffusion, Cyber Power, Flattened Hierarchies, Increased Number of Actors**
- **Creating Change**

SHIFITNG SANDS - THE SOCIAL CONTRACT

- **Social Contract – Between Leaders and Followers**
- **Contract Based on Merit
(Merit = Effective + Ethical)**
- **Impact of Culture and Technology on Perception of Merit**
- **Catholic Church as Exemplar**

SHIFTING SANDS - THE AMERICAN EXPERIENCE

DOWNGRADING LEADERS

- **People Power**
 - **The Elevation of Barack Obama**
 - **The Creation of the Tea Party**

SHIFITNG SANDS - WORLDWIDE MOMENTUM

UPGRADING FOLLOWERS

- **Elsewhere in Europe**
- **Elsewhere in Asia**
- **The Middle East**
- **Latin America**

TALE # 2 - THE LEADERSHIP INDUSTRY

- **Leadership *Studies* – Leadership as an Area of Intellectual Inquiry**
- **Leadership *Development* – Leadership as an Area of Practical Application**
- **Starting Early**
- **Harvard University as Examples**
- **Costs Incurred**

PEDAGOGIES OF LEADERSHIP – KEY QUESTIONS

- **Can Leadership be Learned?**
- **Can Leadership be Taught?**
- **What are the Metrics?**

PEDAGOGIES OF LEADERSHIP - LITANY OF ISSUES

- **Scant Agreement on Definition**
- **Scant Agreement on Theory**
- **Scant Agreement on Sequence**
- **Scant Agreement on Pedagogy**
- **No Agreement on Core Curriculum**
- **No Agreement on How to Teach Ethics**

PEDAGOGIES OF LEADERSHIP ...QUESTIONABLE ASSUMPTIONS

- **That Leadership can be Learned Quickly and Easily**
- **That Leadership can be Learned in Silos**
- **That One Size Fits All**
- **That Leadership can be Codified, Summarized and Packaged**
- **That the only thing Worth Learning is that which can be Put into Practice**
- **That Leadership is a Profession for which a Professional Education is Best**
- **That Patterns of Dominance and Deference stay Static**
- **That Accentuating the Good and Eliminating the Bad is Good Pedagogy**
- **That Leader-centrism – Recall the Leader Attribution Error – should Dominate in the 21st Century**

THE LEADERSHIP INDUSTRY – INTO THE FUTURE

- **Leadership and Change**
- **Leadership *and* Followership**
- **Contextual Expertise**
- **Core Curriculum**
- **Sequential Learning**
- **Sustained Learning**
- **The Dark Side**
- **Metrics of Success**
- **Leadership Writ Large – Not Small**

THE LEADERSHIP INDUSTRY – 21st CENTURY PEDAGAGOGY

- **The Golden Triangle**
 - context
 - follower
 - leader
- **The Leadership *System***
- **Contextual Expertise – Example:**

HARD TIMES – LEADERSHIP IN AMERICA

A Contextual Checklist

THE LEADERSHIP INDUSTRY – 21st CENTURY

PEDAGAGOGY (continued)

- **Follower Follow-up**
 - **Who are they?**
 - **Why are they here?**
 - **What do they need and want?**

- **Leader Reimagined**
 - **no fixed conceptions or definitions**
 - **no fixed list of capacities or competencies**
 - **yes determined by context**
 - **yes determined by followers**
 - **yes determined by task at hand**
 - **yes determined by the constancy of change**
 - **yes open and creative and interactive**
 - **yes diminished conception of leader as agent**
 - **yes expanded conception of agency everywhere**

The
END
of
LEADERSHIP

BARBARA KELLERMAN



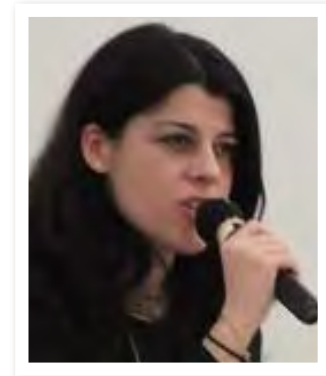
Panelists

HR Business Partner
Organization for Economic Co-operation
and Development (OECD)

Gemma Abraham

CV

Gemma Abraham currently works as HR Business Partner in the OECD, providing advice to the International Energy Agency and the Employment Labor and Social Affairs Directorate in the areas of Recruitment and Talent Development. She is also one of the 3 members of the OECD HR Group supervising the recruitment and career development of top young talent recruited via the Young Professionals Programme which brings highly qualified entry level professionals with diverse backgrounds to the Organization. Prior to joining the OECD, Ms. Abraham held several HR positions in Executive Search firms, Multinationals and International Organizations, working in the areas of recruitment, workforce planning, international mobility, performance and talent management. Ms. Abraham holds a Degree in Law and a Masters in Human Resources Management.





LEADERSHIP

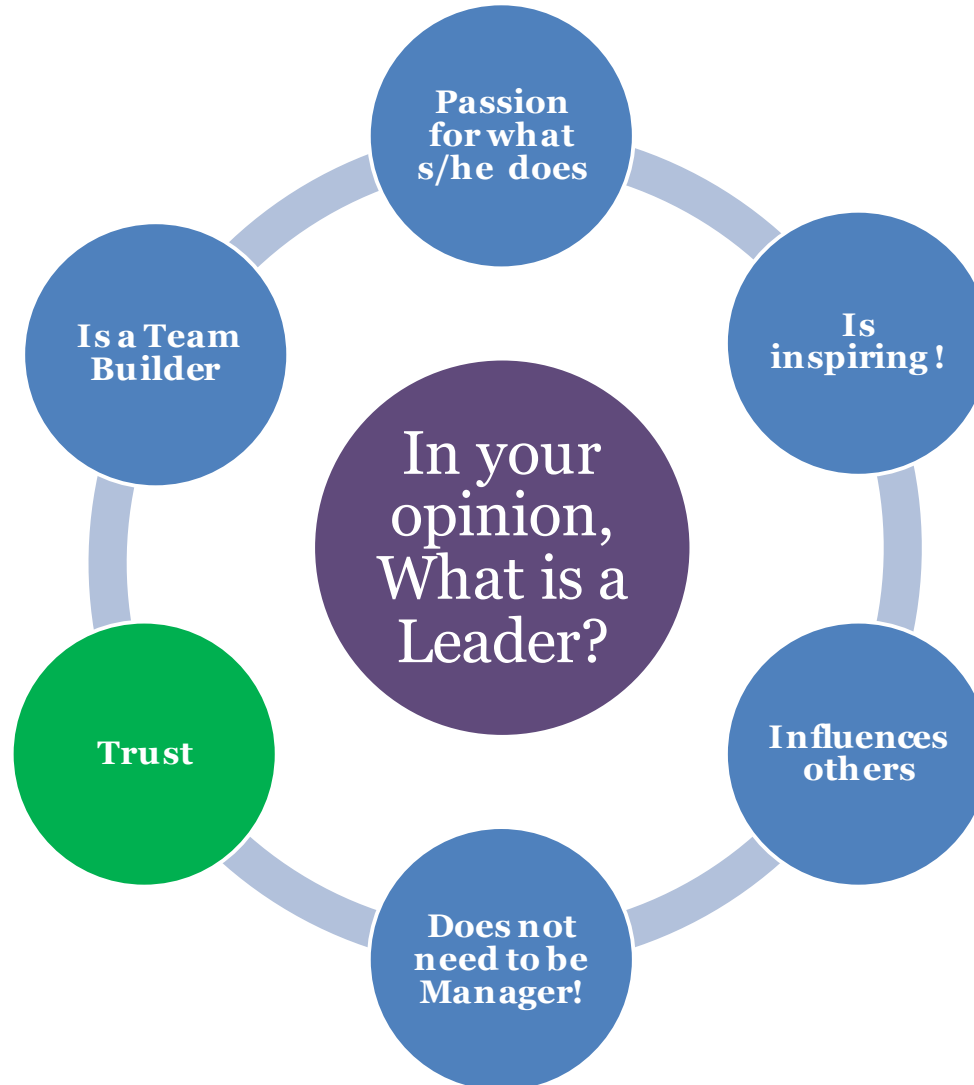
GSAIS Kyoto University

February 19th , 2014

Gemma ABRAHAM , HR Business Partner OECD



Leadership – My Survey 1/2014 with colleagues





Some leaders come to mind...





Leadership

- Leadership = Responsibility to influence others' actions, behaviours and decisions.





Leading in a Global Interconnected context

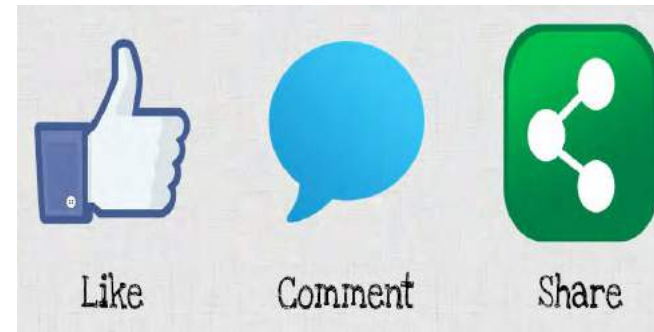
Global scale.



Diverse teams co-operating.



Quick response/ feedback





Example -Humanitarian Missions (Latin America , Africa)

People you are leading

- Doctors, volunteers, local population.

Context

- Uncertainty, security issues, emergency, stress.
- Lack of resources
- Boundaries professional-personal life?





The real Leader...



No superheroes, thanks!



Leaders

- Build teams
- Can be trusted –security/ethics
- Build talent
- Have cultural/diplomatic sensitivity

Better policies for Better Lives





Example – Working in OECD

People you are leading

- Economists, Researchers, Analysts, citizens.



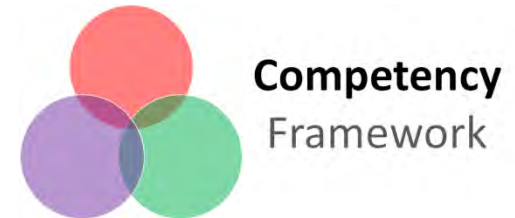
Context

- Challenges: Rebuild confidence in markets, Unemployment, Inequalities, Climate Change...
- Analytical work- recommendations.
- Horizontal co-operation is key.



OECD –Leadership

- OECD has 15 core competencies



- Leadership Competencies define how leaders should behave



- Culture of Feedback : Performance Appraisal, 360°, Assessment Centers.



1. Self Awareness



2. Action

- Trainings, Emerging Leaders Programme, Coaching.
- Example – OECD Mentoring Programme for Young Professionals.





THANK YOU



Panelists

Economist
Food and Agriculture Organization of
the United Nations (FAO)

Masato Nakane

CV



Masato Nakane is an Economist at the Trade and Market Division of the Food and Agriculture Organization of the United Nations. He is responsible for analyzing commodity market and proposing policy recommendations to the related countries in collaboration with partners in OECD. From 2009 to 2012, Mr. Nakane worked as an Economist at the Regional Office for the Asia and Pacific of the International Monetary Fund and he was responsible for conducting economic surveillance and providing policy advice to the related countries to aid recovery from the recession. Mr. Nakane has a Ph.D. degree and Master of Science degree in Applied Economics from the Cornell University.



How to Play Leading Roles in International Environment

19 Feb. 2014
Masato NAKANE

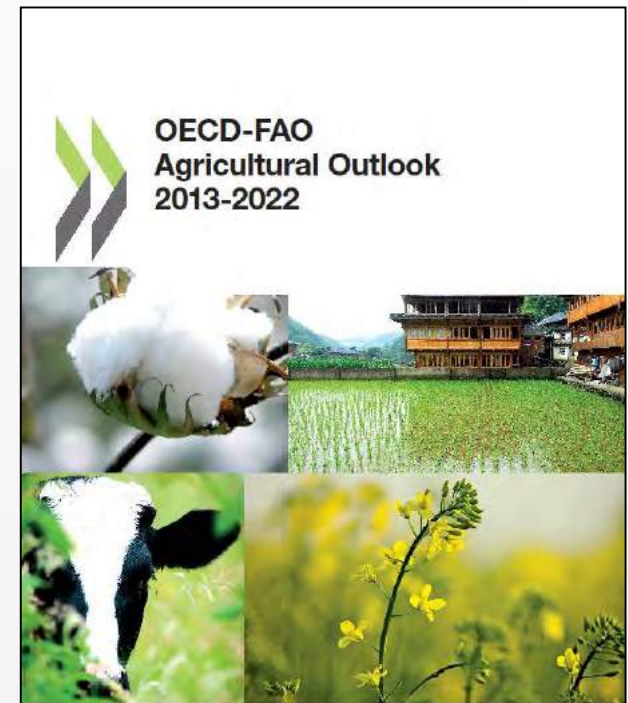


Outline

- Our project
- How to lead the world
- How to lead the team

OECD-FAO Agricultural Outlook

- Forecast the global market of main agricultural products for the next ten years.
- Leading publication in this field in terms of:
 - Coverage
 - Data
 - Methodology
 - Analyses





Lead the World

In order to lead the world, we need to:

1. Update our knowledge and tools.
2. Promote our outputs.
3. Assist capacity building.



Lead the World

1. Update our knowledge and tools.

For example,

- Exchange opinions with policy makers and academics.
- Developed new systems.



Lead the World

2. Promote our outputs.

For example,

- Organize international meetings, and invite member countries and media.
- Create and distribute flyers in several languages.



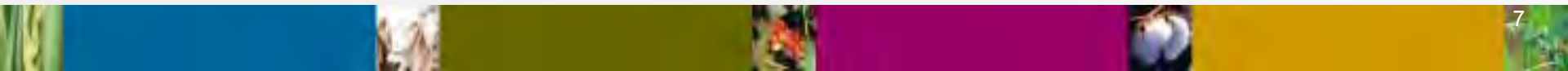


Lead the World

3. Assist capacity building

For example,

- Train officers and scholars from developing countries.
- Have seminars to introduce our methods and results in developing countries.





FAO Projections Team

- Our team consists of people who have different nationalities and background.

Our team members are from Canada, Germany, Morocco, Niger, UK, USA, Uruguay, and Japan.

Each member has different specialties: Economics, Statistics, Commodity specialist etc.





Lead the Team

- The leader of our team is expected to play different roles depending on the situation.
1. Coordinator
 2. Dictator
 3. Entertainer



Lead the Team

1. Coordinator

- Make sure that each member can maximize her/his contribution based on each specialty by deadlines.
- Wrap up the outputs by each member.
- Encourage each member to develop her/his specialty.



Lead the Team

2. Dictator

- Make final decisions which are advantageous to some members and disadvantageous to others.
- Make his decisions valid.
- Implement the decisions once they are made.



Lead the Team

3. Entertainer

- Create buoyant mood.
- Prevent conflicts between members.
- Provide common topics among members.



Thank you for your attention!



Panelists

Founder and Executive Director
Miratuku

Yuya Nishimura

CV



Yuya Nishimura is the founder and Executive Director of Miratuku.

In 2008 Mr. Nishimura started “Dialog Bar” to create multi-sectoral cooperation for social innovation. So far approximately 4,000 people participated in “Dialog Bar” in various parts of Japan.

Miratuku means “emerging future,” and was established as a not-for-profit organization in 2011 to build up a platform for social innovation. Before establishing Miratuku, Mr. Nishimura was engaged in human resources development and organizational development in a venture company and the Japan Productivity Center. He received degrees in Educational Psychology from the Osaka University.



MIRA TUKU

Emerging Future

we already have



西村 勇哉 (32)

1981.3.12

大阪府池田市に生まれる

2000

大阪大学人間科学部

2004

大阪大学人間科学研究科 教育心理学

2006~2008

人材開発のベンチャー企業 企画/開発

2008~2009

日本生産性本部メンタルヘルス研究所 研究員

2008~

ダイアログBAR 代表

2011~

NPOミラック (理事18名、メンバー99名) 代表理事

一般社団法人issue+design 理事

慶応義塾大学システムデザイン・マネジメント研究科 研究員



個人

心の成長



組織

組織開発



社会

社会課題の解消



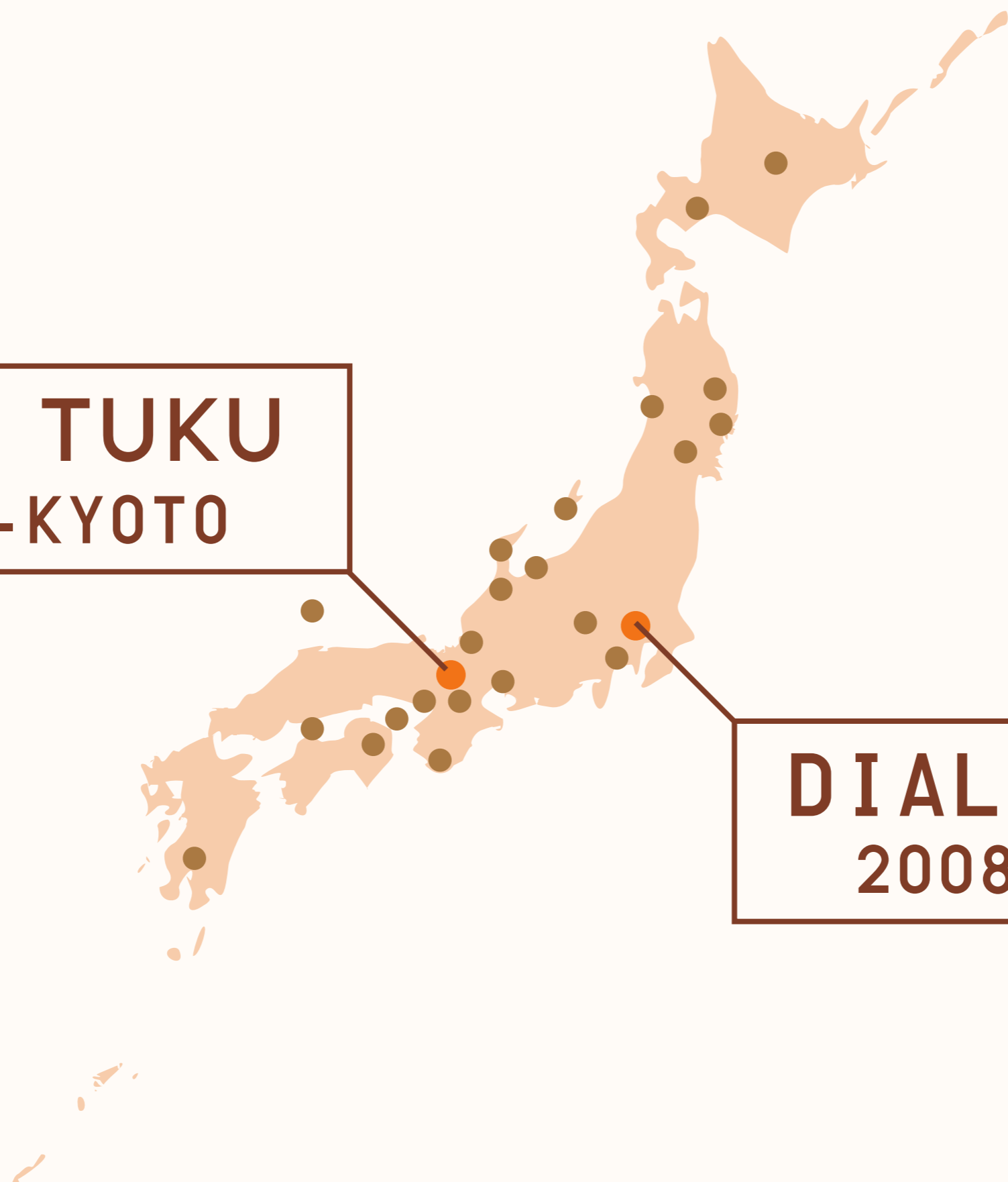
**DIALOG BAR
2008 - TOKYO**





MIRA TUKU
2011 - KYOTO

DIALOG BAR
2008 - TOKYO





ミラツクは、対話の場から新しいアイデアと協力関係を生み出し、
開発の土壌を育みます。

また、アイデアの実現を後押し、芽生えを助けます。そして、それぞ
れのアクションを掛け合わせることで、より大きなインパクトを起こし
ます。

これらのプロセスを繰り返しながら、自分たちの力で望む未来に近づ
く仕組みをつくり、私たちが本来持つ社会の可能性を実現します。



DIALOG



DESIGN



ACTION

土壌をつくる

種を蒔く

芽を育てる

プラットフォームをつくる



1

ソーシャルイノベーションの プラットフォームづくり

全国に広がるメンバーシップを中心とした、マルチセクター
(NPO、社会起業家、企業、大学、行政)のコミュニティづくりとその運営事業。

2

イノベーションプラットフォームの 導入コンサルティング

ソーシャルイノベーションのプラットフォームの構築
(設計、コーディネーション、ワークショップ、コミュニティ構築、スタートアップのサポート)



DIALOG

輪を広げるオープンな対話の場





ところを知る、未来を考える

—— ダイアログBAR in 京都大学こころの未来研究センター ——

第一回 9月5日(木)

「つながりから価値を生む」

京都大学こころの未来研究センター 准教授 内田由紀子
株式会社ウエダ本社 代表取締役社長 岡村充泰
NPO 法人ミラツク 代表理事 西村勇也

時間：18：30 - 21：00

場所：京都大学こころの未来研究センター

主催：京都大学こころの未来研究センター

第二回 10月3日(木)

「グローバルとローカルの融合」

株式会社坂ノ途中 代表取締役 小野邦彦
京都信用金庫 専務理事 柳田隆之
関西大学 社会学部 社会システムデザイン専攻 教授 草郷孝好

参加費：学生（京都大学 学部生、院生、ポスドク） 500円

一般（京都大学 職員、教員） 2,000円

その他一般（企業、自治体、NPO、大学などにお勤めの方、経営者、デザイナー、フリーランスなど） 2,000円

共催：NPO 法人ミラツク、株式会社ウエダ本社 後援：京都経済同友会（予定）、京都産業21（予定）

第三回 11月28日(木)

「伝統産業の新しい形」

株式会社和える 代表取締役 矢島里佳
株式会社細尾 代表取締役社長 細尾真生
京都大学こころの未来研究センター 准教授 内田由紀子



ダイアログ BAR

in 徳島大学

主催 徳島大学産学官連携推進部
共催 徳島大学地域創生センター
NPO 法人ミラツク

第一回 2013年12月11日(水)

社会課題を解決する
ソーシャルデザインの力

ゲストスピーカー

Issue+design 笈 裕介

コーディネーター

NPO 法人ミラツク 西村 勇也

徳島大学地域創生センター 吉田 敦也

時間 18:30 - 21:00

第二回 2014年1月29日(水)

地域の力を活かす
ソーシャルビジネスの力

ゲストスピーカー

株式会社和える 矢島 里佳

コーディネーター

NPO 法人ミラツク 西村 勇也

徳島大学地域創生センター 吉田 敦也

場所 徳島大学 大塚講堂小ホール

第三回 2014年2月26日(水)

プロジェクトの実行を実現する
クラウドファンディングの力

ゲストスピーカー

READY FOR? 米良 はるか

コーディネーター

NPO 法人ミラツク 西村 勇也

徳島大学地域創生センター 吉田 敦也

参加費 無料

COMMUNITY

コミュニティを生み出す対話の場





100 MEMBERS



大学 / 教員

社会起業家

行政 / 職員

企業 / 企業

京都造形芸術大学 (教員)
 香川大学 (教員)
 熊本大学 (教員)
 同志社大学 (教員)
 立命館大学 (教員)
 滋賀大学 (教員)
 スタンフォード大学 (客員研究員)
 公益財団法人五井平和財団
 三重県庁
 滋賀県庁
 仙台市役所
 INNO LAB International
 studio
 READYFOR?
 エネシフヤマガタ
 DOパッシブデザインオーケストラ建築事務所
 サタのよめ
 asob
 gift inc
 わるしベキッチン
 エコ+クリCAFE
 HaTiDoRi
 NPO法人SV四国
 NPO法人ナラ
 NPO法人クリーブ
 NPO法人ブラストビート
 NPO法人cobon
 NPO法人みらいずworks
 NPO法人NEWVERY
 NPO法人ソーシャルデザインセンター淡路

NPO法人ポレポレ
 NPO法人myst
 NPO法人GLM
 NPO法人「日本で最も美しい村」連合
 NPO法人 いよココロザシ大学
 NPO法人アスイク
 NPO法人アカツキ
 NPO法人アカツキ
 NPO法人場とつながりラボhome's vi
 NPO法人スマイルスタイル
 NPO法人SVP東京
 NPO法人底上げ
 NPO法人トナノセナカ
 一般社団法人ドゥーラ協会
 一般社団法人issue+design
 一般社団法人Think the Earth
 一般社団法人 re:terca
 一般社団法人MAKOTO
 一般社団法人げぼとままになるまへに
 NPO Change Fusion
 全国NPO法人iLEAP
 株式会社和える
 株式会社andu amet
 株式会社HUB Tokyo

株式会社巡の環
 株式会社 紬 TSUMUGI
 株式会社コムラス・インスティテュート
 株式会社フューチャーセッションズ
 株式会社インター・ビーイング
 株式会社
 株式会社RDND
 株式会社博報堂
 株式会社リクルート
 株式会社リクルートキャリア
 株式会社シータス&ゼネラルプレス
 株式会社サヒ飲料株式会社
 株式会社
 株式会社ウエダ本社
 株式会社ループスコミュニケーションズ
 パタゴニア日本支社
 株式会社
 通ソーシャルデザインエンジン
 株式会社JTBCコーポレートセールス
 ウィルソン
 ノデザイナー株式会社

他 計 99 社











RESEARCH

社会課題の本質を見極める





SOCIAL DESIGN

社会課題を解決するアイデアの創出



CROWD FUNDING

種を集め、実行をサポートする



READYFOR? YAHOO! JAPAN

福井の人々との出会いを楽しむ 旅のガイドブック〜福井人〜

現在の達成金額 **1,714,000** 円

目標金額 **1,000,000** 円

スポンサー募集終了まで **終了しました**

支援した人数 **290** 人

✓ **プロジェクトが成立しました!**
このプロジェクトは 12月10日 (月) に成立しました。

購入予約のページは [こちら](#) から



WEB MEDIA

芽を集め、発信する

9 さがす おすすめ

VALUE NPO法人ミラツクからお届けする、ソーシャルインノベーションのカタチがあります。



a Piece of Social Innovation with MIRA TUKU

▼ 2014.01.15 a Piece of Social Innovation: まちづくり

まちづくりは、ひとづくり。コミュニティデザインに取り組み「studio-L MOTEGI」 岡崎エミさんインタビュー



2014.01.15 share

▼ 2014.01.15 a Piece of Social Innovation: まちづくり 子ども

子どもだけで「まち」をつくる！仕事を通して社会性を養い、クリエイティブアイを発揮する「Kids City」

▼ 2014.01.15 a Piece of Social Innovation: マイプロSHOWCASE 成功編

「ありのままの福島」を感じてほしい。福島大学生が企画する、人に会いに行くスタディツアー「スタ☆ふくプロジェクト」



2014.01.15 share

▼ 2014.01.15 a Piece of Social Innovation

▼ 2014.01.15 a Piece of Social Innovation

▼ 2014.01.15 a Piece of Social Innovation

「子どもの頃から日本伝統のホンモノに触れてほしい」という思いからつくられたベビー・キッズブランド「和える-aeru-」 [マイプロSHOWCASE]

SHARE +509



「和える」とは「添える」とは微妙に違い、もとの素材の良さを生かして合わせるという日本独特のコトワザ。この「aeru」という名が表すように、昔ながらの日本の伝統技術と、現代の新しいセンスの両方を取り入れたベビー・キッズブランドが誕生しました。

発起人の矢島望佳さんが、雑誌の取材のために全国各地の職人さんの宅を回るようになったのは大学生の頃。どんどんその世界の魅力にハマり、伝統技術を生かしたベビーグッズをつくることを思い付きます。

2012年3月30日に発売になった「本産物産直セット」は、「aeru」ブランド初の商品。幼児の頃から日本のホンモノに触れてほしいと願う矢島さんの思いが形になり

▼ 「ミラツク」がオススメする記事

持続可能性=未来から前借りしないこと！関西から世界に羽ばたく「野菜提案企業」 「坂ノ途中」 [マイプロSHOWCASE 関西編]

SHARE +567



（C）坂ノ途中

グリーンズ読者なら、なるべく有機野菜を摂りたい人が多いかもしれませんが、安心して食べられるオーガニックな野菜の需要は伸び、若い世代を中心に農業への関心は高まっています。

しかし「農業や化学肥料を使わずに野菜をつくりたい」と考える新規就農者が直面するのが、「販路がない」という現実。新規就農者が確保できる農地は小さく、しかも水はけが悪かったり露害がきついたりなど、条件は良くないことがしばしば。そのため、彼ら、彼女らの野菜は、少量だったり不安定になりがちです。

それが大きな理由となり、流通企業や八百屋さんからすると新規就農者は「付き合い

MIRATUKU PLATFORM

DIALOG

土壌をつくる

DIALOG

オープンな対話の場

課題意識を持った人材を発掘する

COMMUNITY

コミュニティを生み出す対話の場

集中的な関係性をつくる

DESIGN

種を蒔く

RESEARCH

社会課題の本質を見極める

イノベーションの視点を得る

SOCIAL DESIGN

社会課題を解決するアイデアの創出

イノベーションの種を得る

ACTION

芽を育てる

CROWD FUNDING

種を集め、実行をサポートする

WEB MEDIA

芽を集め、発信する



プロジェクトスタート

5-10月

ダイアログBAR in 仙台

- ・変化を求めている人たちの発掘
- ・ソーシャルデザインの学習

第1回：ソーシャルデザイン概論
第2回：メディアとソーシャルデザイン
第3回：ソーシャルビジネス①
第4回：ソーシャルビジネス②
第5回：クラウドファンディング

4-10月

人材の発掘

- ・地域のプレイヤーの発掘
- ・協力してくれる各セクターの人材の発掘

4-10月

調査

- ・関連情報のリサーチ
- ・フィールドの発掘
- ・地域の取り組みの掘り起こし

5-3月

greenz TOHOKU

- ・インタビュー取材
- ・WEB MEDIAを通じてプロジェクトを発信する

5-2月

ギャザリング in 仙台

- ・コミュニティビルディング

第1回：4人の地元スピーカー
第2回：4人の地元スピーカー
第3回：4人の地元スピーカー
第4回：4人の地元スピーカー
第5回：4人の地元スピーカー

12月

マルチステークホルダーダイアログ

- ・ソーシャルデザインに向けたインプット

1月

ソーシャルデザイン実践WS

- ・具体的なアイデア（モノ、プロジェクト、事業）の種おを生み出す

フィールドワーク
課題解決のアイデアづくり
アウトプットプレゼンテーション

2月

クラウドファンディング実践WS

- ・クラウドファンディングをスタートするためのプロジェクトデザイン

マルチセクターのネットワーク

解決のアイデア

プロジェクト



PERSONAL

常に、個人の課題意識、構想を出発点にする

個人の
課題

異なる
視野

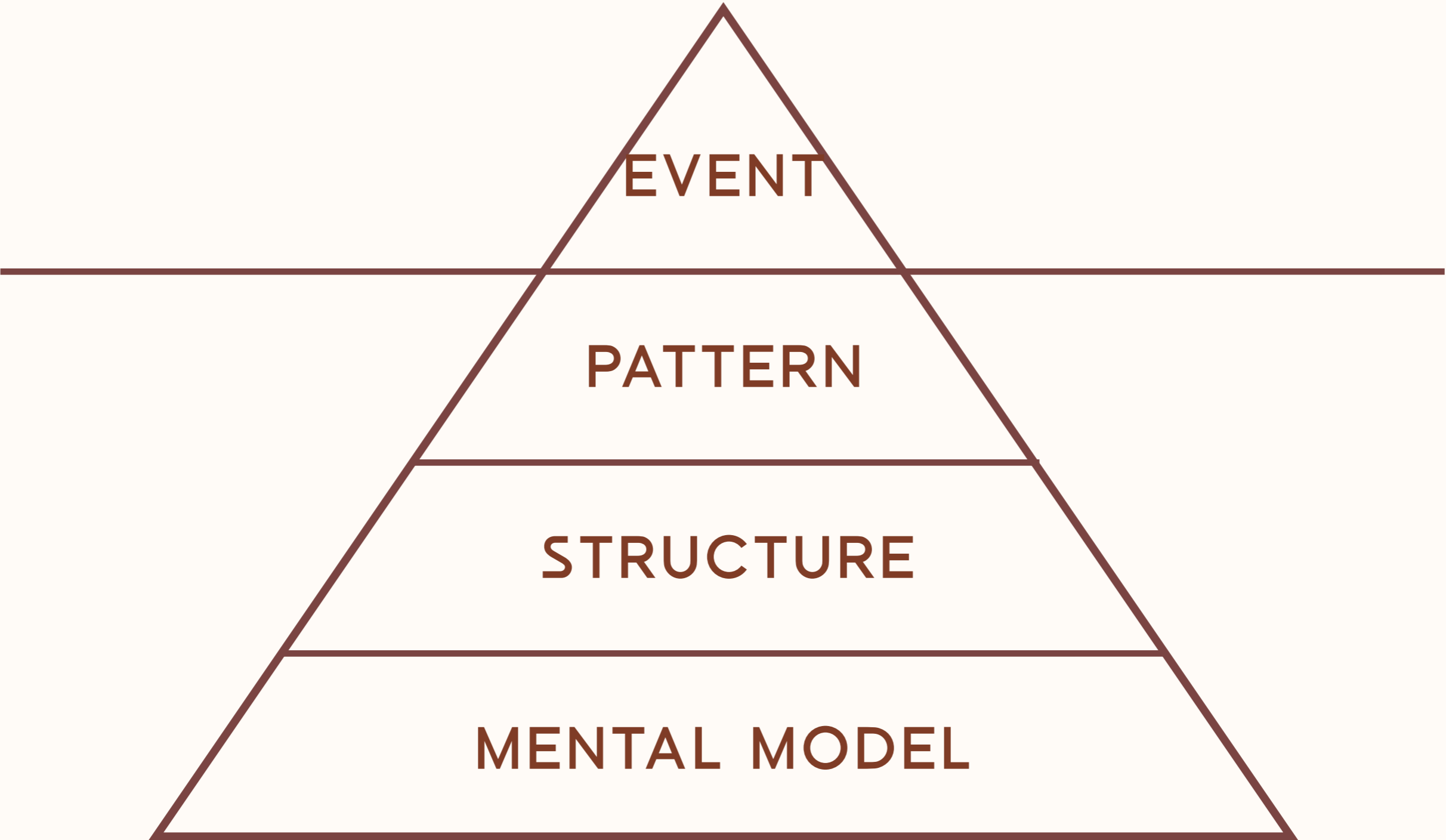
OPEN

他のセクターと協働し、異なる視野から見える世界観
を取り入れる



Iceberg Model

by Peter.M.Senge (MIT Sloan School of Management)





社会課題への対応

取り組み



取り組み



取り組み



取り組み



取り組み



課題

課題

課題

課題

課題



社会の状況、構造



社会課題への対応

取り組み



取り組み



取り組み



取り組み



取り組み



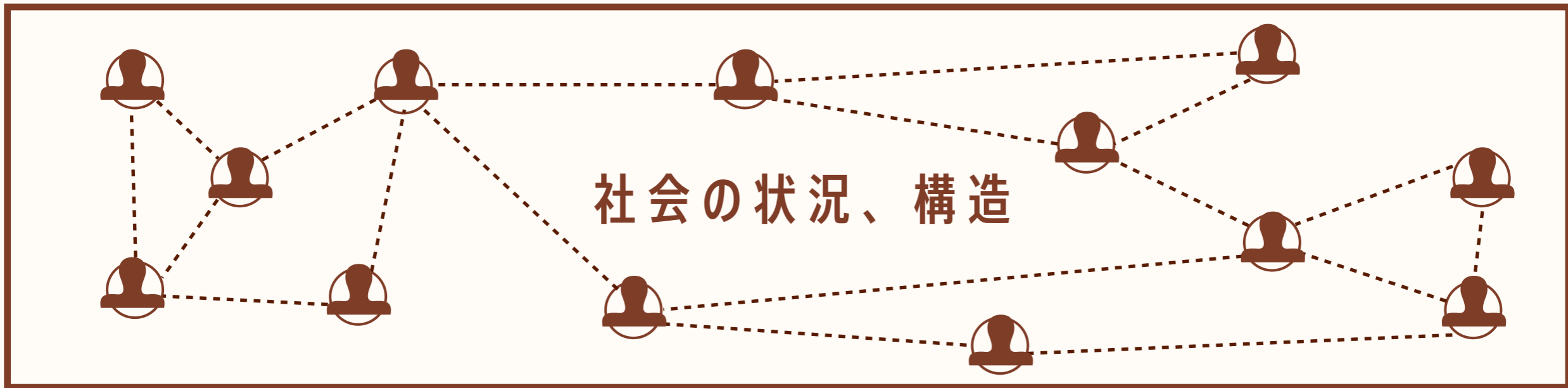
課題

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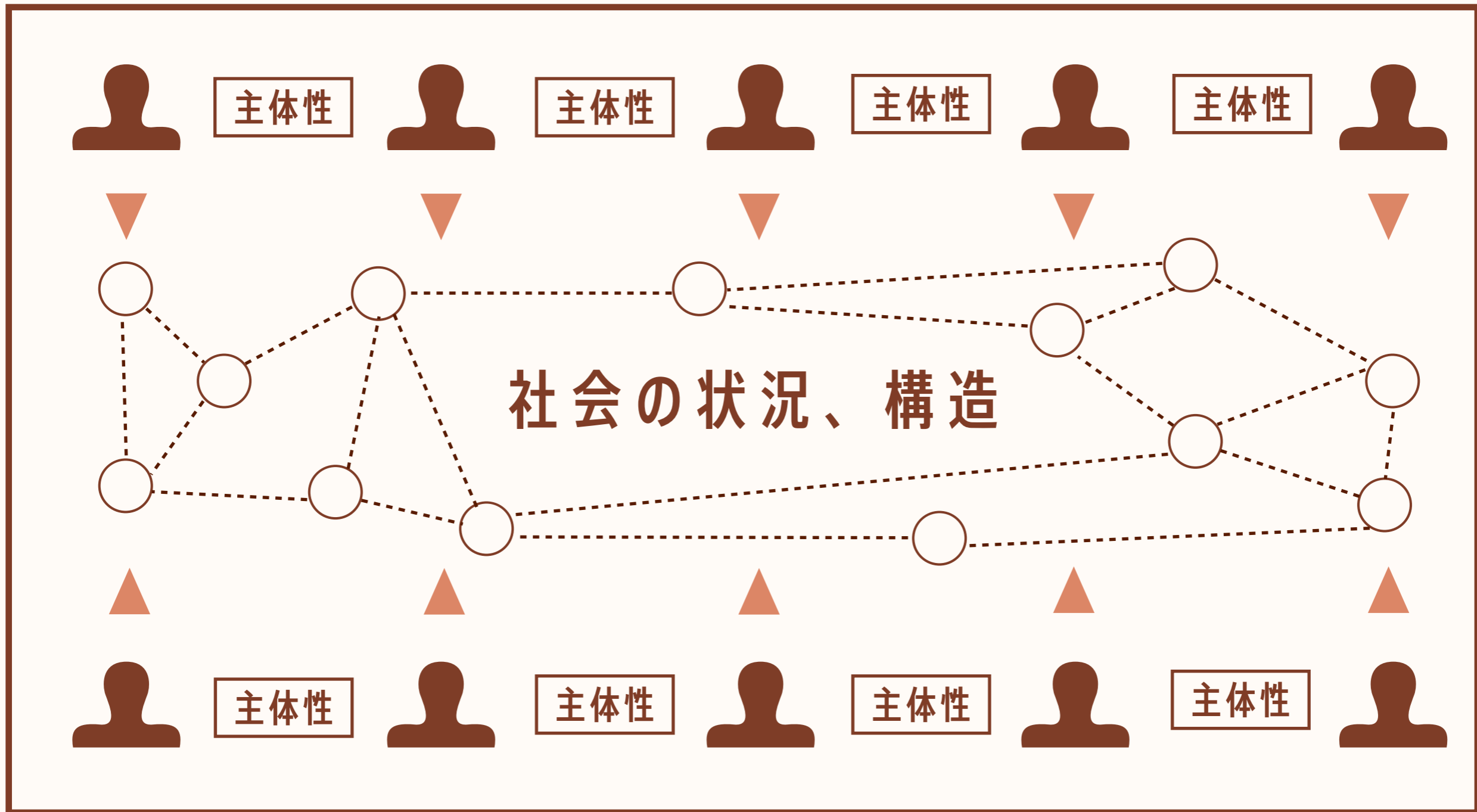
課題

課題





構造への取り組み





DIALOG



DESIGN



ACTION

土壌をつくる

種を蒔く

芽を育てる

未来をつくるプラットフォーム





Panelists

Counsellor
Australian Embassy, Tokyo

Carolyn Barton

CV



Carolyn Barton is Counsellor (Resources and Industry) at the Australian Embassy in Tokyo. This position primarily looks after Australia's interests with Japan in all fields of resources and energy, including minerals, LNG, uranium, coal, renewables and energy policy. Carolyn has been in the position since January 2012. Prior to coming to Japan, Carolyn worked in the resources and energy policy areas of the Australian Government since 1997.

Carolyn has degrees in economics and Japanese from Monash University, as well as an MBA (Executive) from the Australian Graduate School of Management (AGSM).

My views on leadership

Carolyn Barton, Australian Embassy Tokyo
Kyoto University
19 February 2014

A bit about me....



Previous idea of leadership

- Tall white male
- Authoritative
- Gained power from position
- Command and control
- Leader was always right, couldn't question them



Current ideas of leadership

Role of leader

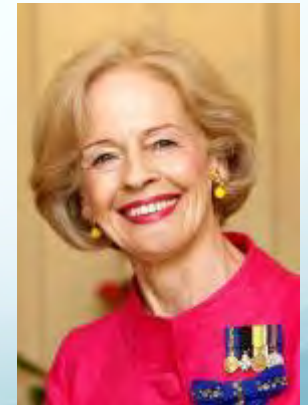
- Have to stand up to intense personal scrutiny; have to be beyond reproach (media scrutiny 24/7; social media)
- Have to earn respect, not just from position
- Corporate social responsibility – can't just focus on profit
- Don't shy away from tough decisions
- accountable
- empowering



Current ideas (ctd..)

personal qualities

- Dynamic, energising, appealing to stakeholders, including employees
- Great communicators – spoken and written; explain tough decisions; open dialogue with stakeholders (2 way)
- Authentic, integrity, give back to society
- reflect diverse society – age, gender, race, culture, experience



Ideal leaders for the future

- All of the above, plus:
- Promoted on merit
- Global focus
- Truly reflect society and background, eg Asian experience, multilingual, comfortable in different cultural environments



Thank you
ありがとうございます

carolyn.barton@dfat.gov.au



The Second Global Collaboration Symposium

on Human Survivability

Outcomes Report

Edited by Dr. Dimiter Ialnazov, Professor at the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS), Kyoto University

The editor would like to express special thanks to Dr. Yosuke Yamashiki, Professor at the Graduate School of Advanced Integrated Studies in Human Survivability (GSAIS), Kyoto University, for his kind assistance in the preparation of this report. The GSAIS gratefully acknowledges the valuable technical assistance by Ms. Lena Murata and Dr. Paul Smith James.

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