
LEADERSHIP: CREATING A PROFESSION OF CHOICE



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“If you want to be important—wonderful. If you want to be recognized—wonderful. If you want to be great—wonderful. But recognize that he who is greatest among you shall be your servant. That’s your new definition of greatness. And this morning, the thing that I like about it, by giving that definition of greatness, it means that everybody can be great. Because everybody can serve. You only need a heart full of grace, a soul generated by love, and you can be that servant.”

— From *“The Drum Major Instinct”* by Martin Luther King, Jr.

Courtesy of Duquesne University’s Nonprofit Leadership Institute
www.nli.duq.edu



The cover illustration was chosen as a metaphor for leadership.

“Why do birds fly in the vee formation?”

“First, it conserves their energy. Each bird flies slightly above the bird in front of him, resulting in a reduction of wind resistance. The birds take turns being in the front, falling back when they get tired. In this way, the geese can fly for a long time before they must stop for rest.

“The second benefit to the V formation is that it is easy to keep track of every bird in the group. Fighter pilots often use this formation for the same reason.”

SOURCE: *Everyday Mysteries: Fun Science Facts from the Library of Congress*



Spring 2008

Dear Colleagues:

The substance use disorder (SUD) treatment workforce crisis has been an ongoing issue for many years. In 2000, the Center for Substance Abuse Treatment (CSAT) published the National Treatment Plan (NTP) that identified workforce development as one of the five major issues to be addressed to improve substance use disorder care.

No greater challenge exists for addictions prevention and treatment today than to sustain and build a workforce capable of the sensitivity and ability necessary to deliver care.

Overall, the trends in the profession indicate that staff turnover rates are high, many agencies are having difficulty recruiting and training a sufficient number of qualified professionals to meet current needs and many agencies are understaffed and cannot meet treatment demand. In addition, salaries are extremely low in comparison to salaries in other healthcare and service fields such as teaching and nursing, the workforce is aging, and provider demographics do not tend to match with the demographics of the individuals they serve.

While researchers continue to provide data suggesting that the profession is in as much trouble as ever, many providers, policymakers and others have been working diligently with great success to build their workforces.

The NeATTC continues to facilitate workforce development efforts by providing forums in which leaders from each state gather to discuss ideas, share challenges, and devise solutions. Those efforts include two Workforce Summits (2004 and 2005), *Taking Action to Build a Stronger Addictions Workforce* (a monograph of actions on workforce development designed by each state) published in 2006, ongoing participation in notable national groups such as the Annapolis Coalition, and a series of Leadership Institutes that have graduated 55 colleagues in three years.

This edition of *Resource Links* focuses on the important role leadership development is playing in counteracting the workforce crisis. The content compiles the experiences of practitioners throughout the region, provides helpful resources and practical guidance that can be applied in any work setting, and recounts how leadership development is making a difference in the workforce—in terms of recruitment, retention, employee morale—and most importantly, for the clients we serve.

As always, your comments about this continuing endeavor are most welcome at flahertym@ireta.org.

Michael T. Flaherty, PhD
NeATTC

REMEMBERING OUR COLLEAGUE

R. Wayne Shipley, MPA, LPC, CAC
NeATTC Director, SBIRT Training Coordinator

"To have a firm persuasion in our work – to feel that what we do is right for ourselves and good for the world at the same exact time – is one of the great triumphs of human existence."

– David Whyte



R. Wayne Shipley Jr., 58, passed away unexpectedly on March 5, 2008.

Wayne spent his entire professional career helping others in the area of behavioral health and drug and alcohol rehabilitation administration.

Wayne joined the IRETA/NeATTC staff in 2006 as the director of the Northeast Addiction Technology Transfer Center (NeATTC) and the training director for

the Screening, Brief Intervention, Referral and Treatment (SBIRT) initiative with The Institute for Research, Education and Training in Addictions (IRETA).

He began his administrative career as the executive director of Twin Lakes Drug and Alcohol Center in Somerset. He then worked with Gateway Rehabilitation Center, Aliquippa, as the director of Satellite Services. He was the manager of Behavioral Health Services at Westmoreland Regional Hospital, Greensburg.

A member of the Mt. Pleasant Church of God, Wayne was active in community affairs. He served on the board of directors of the Westmoreland Big Brothers/Big Sisters and the Westmoreland Girl Scouts and was a member of the Laurel Highlands Regional Family YMCA. Wayne loved being involved with his three children and over the years was frequently seen as a parent participant or as a spectator at many Southmoreland student sporting events and cultural programs.

He earned a bachelor's degree from Indiana University of Pennsylvania and his master's in public administration from the University of Pittsburgh. He served with the Peace Corps from 1971 to 1975, working primarily in Guatemala and Puerto Rico.

The entire NeATTC family extends sympathy to Wayne's wife, Cheryl, and three wonderful children. We extend grateful appreciation to our colleagues for your many expressions of sympathy.

LOAVES AND FISHES

This is not the age of information.
This is not
the age of information.

Forget the news,
and the radio,
and the blurred screen.

This is the time of loaves
and fishes.

People are hungry,
and one good word is bread
for a thousand.

—David Whyte

From The House of Belonging: Poems by David Whyte (Many Rivers Press). Copyright © 1996 by David Whyte. Reprinted here with the kind permission of David Whyte.

BECOMING A “PROFESSION OF CHOICE” THROUGH TALENT MANAGEMENT & LEADERSHIP DEVELOPMENT

Kathleen Caggiano-Siino, MBA, SPHR, Executive Deputy Commissioner
New York State Office of Alcoholism and Substance Abuse Services

Talent Management is a phrase that is quickly sweeping through our profession. People like it. I like it. They can relate to the positive feel of the words—no more talk that conjures up images of a one-dimensional workforce. Instead, we re-brand our status in New York State as one mega talented group of addictions professionals. Simply

Whether an agency is buying talent or building talent, a high performing culture that is committed to the work will produce better leaders and is more likely to sustain over time.

put, talent management is a planned method of attracting, selecting, developing and retaining employees. Once we dust off the workforce cobwebs, talent management really becomes a robust process of buying and building talent. Talent management is the life cycle of an employee, from recruitment to retirement and all the meaningful years of work in between. But most of all, talent management is really synonymous with the need for leadership development.

The addictions field has many talent management strengths. Our recovery communities provide a natural pool of qualified candidates; we have many early career potentials and a growing interest in second career potentials. Our profession has solid data to inform our talent outcomes as well. SAMSHA and the Annapolis Coalition developed a framework for discussion titled “An Action Plan of Behavioral Health Workforce Development.” In this publication, the strategic objectives affecting the addictions profession are aligned with recruitment, retention, marketing, career ladders, incentives, compensation, cultural competencies and leadership development. Whether an agency is buying talent or building talent, a high performing culture that is committed to the work will produce better leaders and is more likely to sustain over time.

ON BUYING LEADERSHIP TALENT...

■ **Court the Happily Employed.** Prepare your agency for the influx of Generation Xers (born 1965-1980) and the Millennials (born 1981-2000)—they’re coming and they want a meaningful job and lots of flexibility. Don’t wait until you have an opening to start recruiting—have managers court the happily employed today.

■ **Create an On Boarding Process.** Design a career path for the positions that turn over the most frequently. This could include a retention bonus after one year; title to team leader after two years; lead a mission critical work group after three years. High performing leaders understand that you work with your retention rates and stretch to get good people to stay longer.

ON BUILDING LEADERSHIP TALENT...

Open Chairs — Where two or more are gathered, have an “Open Chair” for staff, patients, and family members to sit in. This inclusive practice is easy to operationalize and the only rule is that the “Open Chair” has to participate in the meeting. At OASAS we have open chairs at all executive meetings. It’s a great way to have employees from one division learn what’s going on in another division. Don’t over-think this, just do it!

Public Speaking — Abraham Lincoln identified the link between leadership and public speaking. Leaders need to speak publicly at least *three times* each year, until you know the content so well that you can speak extemporaneously at any gathering. Practice makes perfect, and we all can find venues where people are gathered to present to.

Professional Development Plans — If we want our professional leaders to be taken seriously, then we better start taking ourselves seriously. All 35,000 paid and unpaid talent in the New York System need a written professional development plan that is shared with others and committed to with the supervisor.

Talent Pool/Executive Leadership Classes — Globally, we have a leadership shortage due to a lack of qualified leaders in the pipeline. Who will succeed the approximately 30% of retirement-eligible staff working in our profession today? Agencies should develop a Talent Pool or Executive Leadership Class to fill this pipeline and they should start the process today. Elements of a leadership pool include: external mentors (outside the addictions field), 360 degree development leadership assessment, leading mission critical work groups in your agency, people skill and business skill development (i.e., supervision of others and budget management). Complete a “talent audit” of your leadership every two years. Identify who is promotable in 6, 12 and 24 months.

Agencies can operationalize a comprehensive approach to talent management that has a strong focus on leadership development. This becomes apparent when I speak

“New York is leading a premiere system that positively impacts individuals with addictions in drug, alcohol and gambling. New Yorkers need strong leaders who can transform addiction services into a chronic care model that emphasizes prevention, treatment and recovery. Our talent management strategies build on critical leadership development as we strive to become a Profession of Choice.”

Commissioner Karen Carpenter Palumbo
New York State Office of Alcoholism and Substance Abuse Services

to boards of directors and chief executive officers about succession planning. Succession planning is the end product of a robust leadership program. In other words, we end a process by replacing a leader with another one. But true succession planning should really be renamed leadership development. Developing a pipeline of leaders that is skilled in *people results* and *business results* is the most time-critical element of succession planning. In the book “The Leadership Pipeline,” the authors refer to a somewhat dated approach whereby leaders chose two external and two internal people to succeed them. I liked that idea so much that when I left the American Cancer Society last year, I assisted in finding my replacement by presenting four qualified candidates to succeed me. In my quest, I knew that this person had to share my management philosophy of employee centeredness and have many qualities of a servant leader.

I am a big fan of Robert Greenleaf and here are some of his thoughts on Servant Leadership:

“The servant-leader is servant first. It begins with a natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve—after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. The difference manifests itself in the care taken by the servant-first to make sure that other people’s highest priority needs are being served.

The best test and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society: will they benefit, or, at least, will they not be further deprived?”

At public speaking engagements I frequently ask the audience if anyone has heard of servant leadership and the intended principles around distributing power to employees. I ask “Do you feel this in your organization?” I’ve noticed over the years that more hands go up and I suspect it’s because so many CEOs see themselves as servant leaders as indicated in many of *Fortune* magazine’s Top 100 Companies to Work for in America.

It’s no wonder this leadership philosophy resonates with me and seems as if it were written for our profession. Robert Greenleaf wrote of his interest and admiration for the AA movement in several excerpts. Linda Chezem writes that “Dr. Bob, Bill W. and Robert Greenleaf were three men, who without obvious trappings of power, prestige, or great wealth created legacies that are quietly changing the world.” She continues, “These two movements (AA and Servant Leadership), which have developed their beliefs and leadership, have attracted millions to consider and adopt spirit filled approaches to life across many religious, cultural and geographic barriers.” This approach to leading others toward our shared outcomes is critical to our professional success and a natural practice for many leaders.

Maybe we’re closer to becoming a “profession of choice” than we think. The Bureau of Labor Statistics just predicted that substance abuse and behavioral disorder counselors are one of the 10 fastest-growing occupations through the year 2016. Seeing our profession referenced in this news blurb on AOL gives me great hope. Hope that our 35,000 paid and unpaid talented staff in New York State will soon be recognized for their life-saving work and receive the professional development as leaders that they deserve. One employee at a time, those dusty old cobwebs are getting brushed off and a reinvigorated team of leadership talent is emerging in the profession of addiction. People are starting to like it. I know I do.

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AN INNOVATIVE LEADERSHIP DEVELOPMENT OPPORTUNITY: THE PFR/ATTC LEADERSHIP INSTITUTE

Pamela Waters, MEd, CAC, CAPP, Director, Southern Coast ATTC, Florida Certification Board

Leadership training and preparation is critical for the future of addiction service agencies.

Along with a shortage of adequately prepared addiction treatment counselors, the addiction field is also faced with a shortage of adequately prepared leaders/managers. Many individuals who are providing leadership to the field are rapidly approaching retirement age. This, coupled with high turnover rates among staff overall, signals the need for the application of formal leadership development strategies that can help to protect organizations from potential vulnerabilities, provide

- *The majority of the graduates are ages 30–39.*

- *They have been employed in the treatment field 11–20 years.*

- *They are predominantly female.*

- *Their ethnicity is diverse.*

stability to the workforce, maintain core values, and enhance the overall viability and success of addiction service organizations. Historically there has been little provision for training addiction service leaders of the future, with this training occurring in piecemeal, random training events, if at all. Formal leadership preparation has not often been utilized as commercial leadership development programs or college courses are typically cost prohibitive in the fiscally constrained world of addiction treatment organizations. These factors, among others, led the Center for Substance Abuse Treatment's Partners for Recovery, in collaboration with the ATTC Network, to create and support the PFR/ATTC Leadership Institute. This Leadership Institute is designed to meet the need for thoughtfully developed, comprehensive leadership preparation that is built upon research-grounded competencies and the latest adult learning theory. Originally piloted in the Southern Coast ATTC region, this Institute has grown and evolved. It is currently provided by all of the fourteen ATTC regions, many now in their fourth year of offering this program.

The PFR/ATTC Leadership Institute offers a unique leadership preparation program through a balance of traditional training seminars and field experiences within a six-month timeframe. Candidates are nominated, screened and accepted through a selection committee process. This allows for the selection of individuals who have demonstrated leadership potential and are willing to participate, learn and grow from this dynamic

process. With up to 20 individuals participating in each of the annual PFR/ATTC Leadership Institutes, the field is beginning to create an identified pool of emerging leaders whose talents and influence will help shape the addiction treatment field in the coming years.

THE PFR/ATTC LEADERSHIP INSTITUTE DESIGN

The primary goal of the PFR/ATTC Leadership Institute is to *cultivate new leaders within the addiction field through the enhancement of knowledge and development of competencies among mid-level managers.* The Institute's four-phase design lays the foundation for developing these skills and provides an infrastructure for emerging leaders to test theoretical principles.

PHASE I is based on comprehensive assessment, administered by the Graduate School, USDA (GS/USDA). This assessment process encompasses three tools: the Myers-Briggs Type Indicator®, the Leadership Effectiveness Inventory®, and the Thomas-Kilmann Conflict Management Instrument®. Together, they delineate personality preferences, leadership/management interest, values and skills, and comfort level in dealing with conflict. The emerging leaders then create Individual Leadership Development Plans (ILDLP) specifically tailored to the development areas identified from these assessments. The ILDPs serve as the blueprints for educational and developmental activities that are completed over the next six months and beyond.

PHASE II involves a five-day, onsite Immersion training. This training establishes a conceptual framework for leadership development and presents an appropriate body of knowledge for understanding the theory and practice of leadership. It provides trainees with an opportunity to benefit from fundamental common learning and allows for the group cohesion process to begin. Emerging leaders also meet their mentors during the Immersion week and begin forming a protégé-mentor relationship.

PHASE III requires that experiential learning be taken from the "classroom" to relevant settings, including the emerging leader's own organization. Training events beyond the initial Immersion training are customized by each ATTC to address specific leadership competency areas through special educational sessions, distance learning and readings tailored to competencies prescribed by the trainee cohort. Each emerging leader is required to complete a Leadership Project in this experiential component of the program. The Project allows the emerging leader to demonstrate mastery of identified leadership competency skills. Mentors play a key role in this process, as does the emerging leader's supervisor.

LEADERSHIP COMPETENCIES

LEADING CHANGE	LEADING PEOPLE	RESULTS DRIVEN	BUSINESS ACUMEN	BUILDING COALITIONS
Creativity & Innovation	Conflict Management	Accountability	Financial Management	Partnering
External Awareness	Leveraging Diversity	Customer Service	Human Capital Management	Political Savvy
Flexibility	Developing Others	Decisiveness	Technology Management	Influencing/Negotiating
Resilience	Team Building	Entrepreneurship		
Strategic Thinking		Problem Solving		
Vision		Technical Credibility		

Fundamental Competencies: These competencies are the foundation for success in each of the Executive Core Qualifications.

- **Interpersonal Skills**
- **Oral Communication**
- **Continual Learning**
- **Written Communication**
- **Integrity/Honesty**
- **Public Service Motivation**

Table 1: Leadership Competencies (Leadership Effectiveness Inventory™, Graduate School, USDA)

PHASE IV involves recognition. Commitment to personal evaluation and change is not easy. Continual reinforcement of learning culminates in a special ceremony and a formalized certificate of proficiency that completes the four-phase process. As part of this closing ceremony, the emerging leaders present a summary of their Leadership Projects.

MENTORS

The PRF/ATTC Leadership Institute utilizes the expertise of current leaders in the field to guide and assist in the development of leadership skills among emerging leaders. Mentors are individually recruited and selected based on their demonstrated leadership and management expertise in the addiction field. The success of this Institute largely depends on mentor participation, because they offer skills and attributes vital in training, influencing and motivating future addiction leaders. Their willingness to invest the time in motivating their protégés contributes significantly to the creation of new leaders.

WHO ARE THE EMERGING LEADERS/TRAINEES?

Emerging leaders are nominated by their agency director or another supervisor within their addiction service organization for participation in the Institute and are selected through a process generated by each ATTC. One critical factor for selection is that the nominating organization agrees to allow the trainee the time needed to complete all requirements and provide opportunities for the trainees to test new skills. Each PRF/ATTC Leadership Institute selects 20 trainees per year who:

- Possess a personal or occupational commitment to the addiction treatment field.
- Are currently employed in a supervisory position within an addiction service organization.
- Demonstrate current and potential leadership as indicated by professional, volunteer and other activities, as well as through recommendations.

- Make a commitment to participate fully in all activities of the training, including participation in an assessment of personal leadership skills by superiors and subordinates.
- Provide verification that the agency is also committed to the person-hours required to learn and apply the leadership model/training.

To date, approximately 400 individuals have graduated from the Leadership Institutes around the country and in Puerto Rico. A cross sample survey of the graduates from 2006 indicates that these individuals represent a variety of disciplines: Addictions Treatment, 67.4%; Substance Abuse Prevention, 2%; Criminal Justice, 2.2%; Mental Health, 8.6%; and Other, 9.7%. This same survey also indicated:

- The majority of the graduates are ages 30 - 39 (average age of the workforce is 45 - 50).
- They have been employed in the treatment field 11 - 20 years.
- They are predominantly female (68% vs. 32% male).
- Their ethnicity is diverse: White 53%, Black/African American 27%, Hispanic/Latino 12%, and American Indian 7%.

Among the same cohort of 2006 graduates surveyed, the overwhelming majority (97.2%) were satisfied/very satisfied with the Institute experience. They believed that the program was exceptional and would recommend the program to others. Additionally, 95% of respondents either strongly agreed or agreed with the following statements related to the benefits of the Institute on their personal development:

- My participation in the Leadership Institute benefited me personally.
- The Leadership Institute was relevant to my career.
- I have benefited from the skills I acquired during the Leadership Institute.

- My organization has benefited professionally from my Leadership Institute experience.
- I continue to benefit professionally from Leadership Institute experience.

WHAT THE GRADUATES ARE SAYING ABOUT THEIR EXPERIENCES

Testimonials from Leadership Institute graduates are powerful and insightful. Here are a few testimonials from graduates (shown by a few ATTC regions) that highlight the impact of this personal development process.

“I, like many before me, was placed in a leadership role based on my past experience and performance as a substance abuse counselor. I quickly learned that leadership requires different skills, and utilizing my talents in different ways. Nothing in graduate school prepared me for this new role as a leader. The training I received through the Leadership Institute was a major part of this transformation from (addictions) professional to a leader of my profession.”

Southern Coast ATTC

“Being part of the Leadership Institute has helped me to have faith in myself.”

Mountain West ATTC

“This whole process has given me more confidence and working with my mentor has been a profound experience.”

Mid-America ATTC

“Through this (my leadership) project, I’ve discovered how much communities care about the substance abuse issue and the support has been overwhelming. My experience with this project has been personally very gratifying.”

Mid-America ATTC

“The Leadership Institute is an invaluable resource for educating tomorrow’s leaders in the addictions field. I fully credit the Leadership Institute, especially the Individual Leadership Development Plans and the mentor program, with my rapid rise from the coordinator of a small program to a directorship.”

Southern Coast ATTC

“It was an honor to be nominated, and I would highly recommend participating in the PFR/ATTC Leadership Institute. It is a unique, unforgettable, wonderful, intense experience. Be prepared to look inward. Be prepared to roll up your sleeves and learn a lot.”

Great Lakes ATTC

HOW YOU CAN BECOME INVOLVED

For emerging leaders who are interested in this opportunity—meet with your supervisor to discuss your interest. Confirm their willingness to provide support, both financially and in allowing you the time it takes to complete the Institute requirements. Once your agency has agreed to provide the support, contact your ATTC Regional Center to obtain the application procedures for your area.

Grooming successors is critical for today’s addiction service organizations.

For agency directors or supervisors within the addiction treatment field—identify emerging leaders within your organization and take advantage of this low-cost and effective leadership preparation program by nominating persons who would benefit

from the Institute. Remember that your support is critical to their successful participation and completion of the program. Contact your regional ATTC to acquire the nomination form and Institute schedule.

For mentors—inform your ATTC that you desire to serve as a mentor. Mentors do not require nominations to volunteer their time, although each ATTC Regional Center has varying requirements for potential mentors. It is not recommended, however, that mentors are paired with protégés from the same agency.

If you desire more information about the PFR/ATTC Leadership Institute, the ATTC Network National Office has created a special page on their website. It is the central repository for public information about the Leadership Institute and products. Please visit this website: www.nattc.org/leaderInst/index.htm

IN CONCLUSION

Grooming successors is critical for today’s addiction service organizations. Successful leaders invest in the development of emerging leaders in order to assure the viability of the organization and the continual fulfillment of the organization’s mission. The PFR/ATTC Leadership Institute provides one vehicle to catalyze the leadership journey. The training, on-the-job experiences, and pairing with current leaders enables the Institute graduates to identify, develop and hone critical skills so that when the time comes to fill an important position, they’re ready.

NEATTC INTERACTIVE:

E-mail your personal definition of leadership (75 words or less) to: info@neattc.org. We will post responses on the Ne-ATTC web site under Leadership link.

ATTCs COMMITMENT TO DEVELOPING AND SUPPORTING NEW LEADERS

Nancy R. Rosenshine, MS

Training Design, Development, & Delivery & Organization Development Consultation

INTRODUCTION

Since 2004 it has been my honor to serve as principal curriculum designer and trainer engaged by the Graduate School, USDA for the ATTC network's Leadership Institutes (LIs) five-day immersion training. I was delighted to learn that the effort would focus on consciously developing the next generation of leaders in the field of addictions services. Having worked in addictions, HIV/AIDS and adolescent and family services for many years, I viewed this as a chance to integrate my work experience with my background and education in organization development and training. My involvement would become a major highlight of my now 45-year career.

LI graduates... ensure the continuation of the highest quality services to their clients. They truly give voice to those who often lack a platform.

I eagerly anticipated how much I would learn from each and every emerging leader tapped to attend the Institutes around the nation, in which participants would be nominated and in many regions would compete to participate. What a wonderful prospect: *training and learning from willing, eager participants earmarked for leadership.* This was an opportunity to make a difference and

enhance my own understanding of the field and its leadership needs and requirements. Kudos to Pam Waters of the Southern Coast ATTC and the Center for Substance Abuse Treatment pioneers for envisioning the project. Thanks to Sharon Barcellos of the Graduate School, USDA and her colleagues for their continuing confidence in me. Thanks also to my dear friend and colleague, Le'Angela Ingram, who has led several LIs and will serve the Southeast region again in 2008. The ATTC network is truly visionary in systematically building the next generation of leaders. Thanks to all of the ATTC Regional Directors and LI Coordinators and their capable staff members for hosting the LIs over the years. It is a pleasure to work with and learn from them.

I always state this wish at the end of my formal time with the LI participants: *My dream for you is that what you do is who you are!* What a rare gift to wake up every morning and know that your work, your values, and your passions are in concert. This integration is not automatic. Too many employees find themselves dragging into work without much connection to

whom they are as people. Consistently, LI participants point to the chance to make a difference in the lives of others as their overwhelming motivation for continuing and assuming leadership of the field. Having now conducted 42 Institutes, this effort represents another chance for my work to reflect who I am—a rare and wonderful state of equilibrium.

STRUCTURE OF AND RATIONAL FOR THE INSTITUTE CURRICULUM

Based upon my graduate studies at Johns Hopkins University in Organization Development and Change Management, I selected an inside-out approach for the Institute curriculum. Special thanks to professors Charles Seashore, PhD, Edith Whitfield Seashore, MA¹, and Michael Broom, PhD² for their wisdom and tutelage.

With approval of the Graduate School, USDA Program Manager, the curriculum unfolded using the following inside-out approach:



This series of concentric circles starts at the center with use-of-self skills, moves through forging partnerships, skills for leading people in groups and teams, and, finally, to understanding systems and managing change. All of these layers are essential to developing new leaders who will sustain and move the field of addictions as the current generation of leaders reaches retirement. We are in the midst of a true generational shift both in our country in general and in the field of addictions more specifically. While LI participants represent a full spectrum of generations and experiences, their selection as emerging leaders places them at a pivotal time and position for reshaping and sustaining the field.

USE-OF-SELF SKILLS

Daniel Goleman³, whose work on emotional intelligence is a cornerstone of the LI curriculum, refers to self-awareness as the first domain in building the leader's skills in recognizing and labeling his or her emotions. The second domain, self-regulation, enables us to avoid what Goleman calls the "amygdala" (emotional) hijack and to consider our impacts on others. Goleman's research reveals that the ability to know oneself and read one's impact on others represents the difference between those who reach and remain leaders and those who are derailed. This layer of the training enables LI participants to examine themselves from a number of vantage points, including the Myers-Briggs Type Indicator®, a learning-styles inventory, the Practical EQ Assessment, and the Graduate School, USDA's Leadership Effectiveness Inventory, an exhaustive 360-degree feedback assessment. Thirty-minute private consultations on their results with Graduate School, USDA staff or myself enable participants to further interpret their results.

Armed with self-awareness and self-regulation skills, the curriculum turns to skills for working with others, Goleman's remaining domains: self-motivation, social awareness and social skill—what Goleman now calls *relationship management*. Three remaining areas ensue:

- Forging partnerships
- Leading groups and teams
- Understanding systems and managing change

FORGING PARTNERSHIPS

To paraphrase, *no organization is an island*, and LI participants universally agree that building internal and external partnerships is endemic to their work. Participants identify their actual partners, and then, using Peter Block's⁴ trust-agreement matrix, they place their partners on the matrix and explore what it takes to build and sustain both agreement and trust. Most agree that building agreement is easier than building trust, which requires time, consistency, and alignment, or "walking the talk."

LEADING GROUPS AND TEAMS

LI participants are accustomed to working in teams and process- or task-focused work groups. Through examining a series of models of team development and functioning, participants experience team dynamics by literally getting their hands dirty in a team simulation exercise that illustrates working with limited resources and other communication constraints. This layer also focuses on conflict styles and conflict management, the fine arts of listening and feedback, and—new this year—achieving the ideal performance state, The GROW® coaching model, and managing the generational mix in the workplace. Another assessment, The Thomas-Kilmann Conflict Mode Instrument®, sheds light on each participant's arsenal of conflict styles and choices. A highlight of this portion of the training is Benjamin and Rosamund

Stone Zander's⁵ film, *Leadership: An Art of Possibility*, where we are reminded to remember Rule # 6: *Don't take yourself so !@#\$\$%^ seriously!* Ben, conductor of the Boston Philharmonic Orchestra, served as keynote speaker for the National Conference for Leaders in Addictions Services (NCLAS) conference in the summer of 2006.

UNDERSTANDING SYSTEMS AND MANAGING CHANGE

Building on the three above-named themes, the LI curriculum culminates with the fourth layer, focusing on organization-development and change-management skills. Participants examine their influencing and negotiation skills and engage in a space-planning systems simulation. Through discussion and exercises on managing change, participants assess their progress through the Institute thus far and anticipate their needs and skills for the six-month duration of the program. Mentors representing the spectrum of leadership in the addiction services field pair with LI emerging leaders through the exciting journey to graduation. Kudos and thanks to the impressive group of mentors across the regions for their devotion and commitment to leaving the field in the capable hands of their protégés.

CONCLUSION

Finally, I am so confident in the hundreds of LI graduates and current participants who will lead with passion, compassion and skill to ensure the continuation of the highest quality services to their clients. They truly give voice to those who often lack a platform. I urge all of you to maintain your friendships and professional relationships begun in the Leadership Institutes to create a force to be reckoned with during this period of reformation and change in our country and in your field of addictions services. I consider myself the captain of your cheering squads and I shall never forget the profound effect you have had on me and on each other. All the best as you assume and continue your leadership from wherever you stand.

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LEADERSHIP INSTITUTE GRADUATES APPLY EXPERIENCES TO WORKPLACE AND LIFE

Jim Troup, MSW, MBA
Executive Vice President
Strategic Planning and Business Development
Gateway Rehabilitation Center
Aliquippa, PA

Jim Troup grew up in a competitive, business oriented environment—his family’s pizza business—where there was ample opportunity to take on challenges. That’s a pattern he’s seen play out in his various leadership roles. “I work for a dynamic institution and CEO, whose passion for Gateway’s vision inspires others.”

“It’s interesting to see what happens when you give people the opportunity to take on new challenges,” Jim observes. It’s part of his personal philosophy of leadership.

He saw that philosophy in a new light, however, at the NeATTTC Leadership Institute. Jim cites one of the Institute’s tools, the 360 evaluation, as a real eye-opener. “I was trained to manage by numbers only but the assessment revealed that my leadership style was too task-oriented,” he notes. Jim learned that that trait needed to be tempered “by looking back and seeing the people involved.”

The Leadership Institute offered Jim effective ways to marry his two degrees—MSW and MBA. For example, he says, “I still actively question decisions and viewpoints but with a greater degree of empathy now.” The Leadership Institute offered techniques for “allowing learning to happen.” He adds, “I now focus more on managing the risks of an action or decision than managing the process. The staff has welcomed the change.”

Jim believes that leaders can model behavior that will retain workers and also attract others to the field. The approaches he learned also foster succession planning within the organization. At a time when the field needs leaders, that is another way the Leadership Institute can have impact.

Onaje Muid, MSW, LMHC, CASAC
Clinical Associate Director
Reality House, Inc.
New York, NY

Inspired by leadership guru Stephen Covey, Onaje Muid espouses one of Covey’s leadership principles: “Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves.”

Onaje, guided by Sufi principles, was inspired to stretch the definition, placing “leadership” into the larger context of human societal development: “Authentic leadership is the ability to translate the ideal about the oneness of humanity into tangible actions for its realization through the equal sharing of justice, peace and prosperity.”

At the Leadership Institute Onaje found “a place where all my experience and training was galvanized.” He found colleagues who embraced concepts of recovery-oriented systems of care and who shared his personal and professional interests in historical trauma, particularly in terms of policy and advocacy. “For once, there was space allotted for the emerging, rich discussion of the macro (slavery, racism, genocide, political oppression) influence on addictions,” he feels.

This motivated Onaje to continue to work to ensure that this new paradigm also includes a strategy to examine and amplify the current counseling modalities to address the macro causal issues and their impact on individuals and effective methods of clinical intervention.

Onaje’s Leadership Institute project examined a strength-based approach to leadership and family services. He went on to complete the New York State Family Development Credential Leaders program, an objective in his Leadership Plan.

Onaje reports that “the Leadership Institute work helped me identify a developmental process for myself that I believe will define my professional outlook for 10 or more years.” Mindful of the maxim “Leaders have leading information but must use it to bring voice to the voiceless,” Onaje founded the Leadership Institute People of Color Advisory Group (LIPOCAG) to identify, reveal and advocate for policies and programs of cultural competency for leadership development for people of color.

Onaje is seeing progress already. At the Leadership Institute, he met OASAS officials who recommended him for a New York statewide committee. He now is the co-chair of the Organization Culture and Work Environment Subcommittee!

Lydia Greco, MA, LCADC
Program Director, Men's Treatment
Straight & Narrow
Paterson, NJ

Lydia Greco credits a collection of “little things” for her positive experience at the Leadership Institute.

The hammer and screwdriver analogy one presenter used was one of those “little things.” The hammer represented a more directive style, the screwdriver the more diplomatic. “Through this example, I saw that often the issue is not what you say but how you say it,” Lydia notes.

Recognizing that different communication styles of different people require flexibility in leadership has been most helpful to Lydia. She adds, “The Disney presentation and its message about the positive effects of passion in your work is something I try to model.”

She also took away a major insight into her own style. “I learned that my conflict resolution style could be too accommodating. Being helpful doesn’t always help me or my department accomplish the task or goal that ultimately benefits the client.” Lydia admits, “Others observed that I often bowed out too early to keep peace and avoid confrontation.” She now incorporates more negotiation in her management style.

As Lydia has put what she learned to the test, the results are becoming evident. “I can’t say this is all because of what I learned but I am definitely feeling good about the way we are managing and resolving issues.” Feedback from staff has been positive as well. “I stay in touch with the front lines.” There is significantly less turnover and all positions are filled. “We have developed a good team and people are sticking around!”

Beth Schuster, BS, CASAC, NCACII
Executive Director
Twin County Recovery Services
Hudson, NY

Beth Schuster had observed leaders over the years in various agencies and settings. But finding a comfortable leadership style of her own was another matter. “I needed to strike a balance between developing myself professionally and being comfortable with myself as an individual,” she explains. “Having enough confidence to lead, that was my challenge.”

Sessions that explored different ways people process information proved invaluable. “By considering upfront how learning style, personality and process style differ from person to person I was able to identify ways to engage staff more productively,” Beth says.

Understanding these nuances, along with the context of the work environment, issue or opportunity went a long way to building the confidence she sought.

Beth adds, “The Leadership Institute got me excited about POLaRIS.” NeATTC’s POLaRIS (Performance, Organization,

Learning and Real-Time Improvement System) is a performance improvement core model. Implementation of POLaRIS creates an environment where front-line practitioners are invested in and direct the change process in conjunction with organizational leadership by creating learning communities.

Beth has seen the benefits of the Leadership Institute unfold at the Board level as well. Taking into account the various styles of processing information, Beth provides details, shares information, and listens to Board member input. She is pleasantly surprised to find how open and attentive to her leadership the Board has been.

Bolstered by this success, Beth saw opportunities to reach out to engage other agencies. “We are in a rural area where training options are not abundant. When we scheduled a staff training with a leading expert recently, we opened the sessions to staff from other facilities,” Beth explains.

Pamela Kalay, MBA, CAC
Associate Executive Director
Community Living and Home Supports
JEVS Human Services
Philadelphia, PA

“The Leadership Institute was the best experience of my life,” says Pamela Kalay. “It created a complete paradigm shift for me both personally and professionally. I have taken a look at every aspect of my life.”

Pamela recalls a conference video that featured a simple example of an opera student in rehearsal. When his instructor asked if he really needed to sing louder, the student responded, “I just need to be passionate!” Pamela saw a parallel in her style. “I was said to be a ‘hammer.’ I got things done. The moral of the story is, it’s OK to be a hammer, appropriate at times. But no one needs a jack hammer all the time,” she says laughing.

Reading the Dr. Seuss book “Oh, the Places You’ll Go!” during the Leadership Institute struck another chord. “I was the first person in my entire family to go to college,” Pamela states proudly. Growing up in a rough community, acquiring jobs in homeless shelters and heroin clinics added to her rough style of communication. “I was stuck in a slump,” she admits. “Then came the Leadership Institute, a new-found hope.” As her Leadership Institute project, Pamela wrote a program for women of color in the workplace.

“I realized every person on every team—everybody—had value,” she recalls. “I apologized to everyone in my life. I gave Dr. Seuss books to everyone I knew explaining how the book had changed my life.” Her staff noted a definite change in her leadership style—“from the way I looked, the way I talked to people and the way I dressed.” She changed her instructions from “don’t do that” to “try this.”

Three months after attending the Leadership Institute, Pamela was promoted to a position she had been told would be at least two or three years away.

RESOURCES

Academic and Business Communication

www.onlinetrainingseminar.com and www.communicating-better.com/allseminars.html.

These sites offer 16 online courses that are inexpensive and approximately one hour in length and include:

- Strong Conflict Management
- Effective Time and Organization Skills
- Strategic Planning
- Improving Media Relations
- Effective Business Writing Communication-New Protocols
- Team Building

Business Writing Center

www.writingtrainers.com/#return

This site offers many writing courses that include:

- Basic Grammar for Business
- Business Writing Skills
- Polishing and Proofreading Your Business Writing
- Writing Effective Business Letters
- Writing Successful Business Proposals
- Editing Skills
- Proofreading Skills
- Grantwriting
- Public Relations and Copywriting Skills
- Legal Writing Skills

Center for Creative Leadership

www.ccl.org/programs/ldp/ldpreg.htm

Courses are offered around the country on varying dates.

- Leadership at the Peak
- Leadership Development Program
- The Looking Glass Experience
- The African-American Leadership Program
- The Women's Leadership Program
- Foundations of Leadership

Department of Professional Development and Applied Studies, University of Wisconsin, Madison

Certificate in Human Services Administration
www.dcs.wisc.edu/pda/online/index.html

Sample courses include:

The Role of Leadership in Human Services

- Meeting the Challenge of Fiscal Planning and Management
- Workplace Communication and Decision Making
- Personnel Management: Current Practices and Problems
- Leading Organizational Change and Development
- Changing Roles from Clinician to Administrator
- Cultural Competency
- Legal Aspects of the Human Service Environment
- Ethics and Boundaries for Social Workers

Ed2Go - online courses

www.Ed2go.com
www.ed2go.com/course.html

Ed2go, a division of Education to Go, coordinates a network of colleges and universities across the country that offer a wide variety of online courses. The site lists all available courses as well as the colleges and universities across the country that offer them. New courses begin monthly. Sample courses include:

- Effective Business Writing
- Business and Marketing Writing
- Fundamentals of Supervision and Management I
- Fundamentals of Supervision and Management II
- Understanding the Human Resources Function
- Employment Law Fundamentals
- Mastery of Business Fundamentals
- Managing Technical Professionals

The Entrepreneurship Center

www.entrepreneurship.com/seminars/onlineLearning/asp
Locate eTrain online courses, self-paced.

Graduate School, USDA

grad.usda.gov/Catalog

The Harvard Business School

www.hbsp.org

Several interactive online programs are designed to help managers develop essential leadership and management skills through Leadership and Management Development Programs. Topics include:

Management	Managing Across Difference Managing Difficult Conversations Managing Direct Reports Managing Virtual Teams Negotiating for Results Productive Business Dialogue Service Success
Leadership	Decision Making Influencing and Motivating Others Leadership Transitions Managing Change What Is a Leader?

The Human Equation

www.thehumanequation.com

This site offers a variety of online courses related to human resources and risk management. Courses include:

- Diversity Management
- Violence in the Workplace: Reducing the Occurrences and Managing the Aftermath
- Pre-employment Screening
- Preventing and Managing Sexual Harassment: A Training Guide for Managers and Supervisors
- Establishing Performance Standards
- Understanding the Americans with Disabilities Act
- Economic and Organizational Importance of Stress in the Workplace

The Learning Resource Annex

Learning Resources on Diversity (operated by the US Office of Personnel Management)

www.leadership.opm.gov/Diversity/diversity-3.htm

This website has a compendium of resources on Managing Diversity: Web links, books, articles, journals, video—designed to familiarize Federal managers with Best Practices, and assist them in developing the skills necessary to treat diversity as an important organizational advantage.

National Center on Nonprofit Enterprise

www.nationalcne.org

The Nonprofit Management Education Center

www.uwex.edu

This University of Wisconsin Extension website provides links to a variety of resources, including organizations, toolkits, videos, and training events relevant to the topic. Topics covered include:

- Cultural Diversity
- Conflict Resolution
- Financial Management
- Fund-raising and Grant Writing
- Nonprofit Employment
- Outcome Measurement
- Social Entrepreneurship/Nonprofit Enterprise
- Hiring and Orienting Staff: Setting the Tone of the Employment Relationship

Sloan School of Management

The Massachusetts Institute of Technology (MIT)
ocw.mit.edu/index.html

This website has an OpenCourseWare website of free MIT course materials. The Sloan School of Management also offers materials of interest. This site does not provide on-line courses. It offers the lecture notes, reading materials, etc. for many of the courses offered at MIT.

Society for Organizational Learning

www.solonline.org

The Society for Organizational Learning, SoL, is an intentional learning community composed of organizations, individuals and local SoL communities around the world. It is a not-for-profit, member-governed corporation and provides trainings and conferences in the leadership area.

work (werk) *n.* **1.** An opportunity for discovering and shaping; the place where the self meets the world.

Source: Cover page of David Whyte's *Crossing the Unknown Sea: Work as a Pilgrimage of Identity*. 2001.



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Regional Enterprise Tower
425 Sixth Avenue, Suite 1710
Pittsburgh, PA 15219

Voice: 412-258-8565 • Fax: 412-391-2528

EDITORS:

Michael Flaherty, PhD
Eric Hulsey, DrPH

ASSISTANTS:

Holly Hagle, MA
Diane Wuycheck

CONTRIBUTORS:

Kathleen Caggiano-Siino, MBA, SPHR
Nancy R. Rosenshine, MS
Pamela Waters, MEd, CAC, CAPP

LEADERSHIP INSTITUTE GRADUATES:

Lydia Greco, MA, LCADC
Pamela Kalay, MBA, CAC
Onaje Muid, MSW, LMHC, CASAC
Beth Schuster, BS, CASAC, NCACII
Jim Troup, MSW, MBA



Look for future newsletters and learn more about IRETA and the Northeast Addiction Technology Transfer Center at www.neattc.org. Contact info@neattc.org to join our email list and receive articles and notices on-line.

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425 Sixth Avenue, Suite 1710
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This chart can be a handy reference tool as you assess your progress in leadership development day to day and plan for your organizational and personal leadership development.

LEADERSHIP COMPETENCIES				
LEADING CHANGE	LEADING PEOPLE	RESULTS DRIVEN	BUSINESS ACUMEN	BUILDING COALITIONS
Creativity & Innovation	Conflict Management	Accountability	Financial Management	Partnering
External Awareness	Leveraging Diversity	Customer Service	Human Capital Management	Political Savvy
Flexibility	Developing Others	Decisiveness	Technology Management	Influencing/Negotiating
Resilience	Team Building	Entrepreneurship		
Strategic Thinking		Problem Solving		
Vision		Technical Credibility		

Fundamental Competencies: These competencies are the foundation for success in each of the Executive Core Qualifications.

- **Interpersonal Skills**
- **Written Communication**
- **Oral Communication**
- **Integrity/Honesty**
- **Continual Learning**
- **Public Service Motivation**

Table 1: Leadership Competencies (Leadership Effectiveness Inventory™, Graduate School, USDA)



The NeATTC is a federally funded program administered by IRETA.

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2 Continuing Education Hours for \$20

You are eligible to receive (2) Continuing Education (C.E.) credits by completing a post-test based on this issue of the *Resource Links*. Return the completed post-test and a \$20 check for processing fee to the Institute for Research, Education and Training in Addictions (IRETA). Please make check payable to IRETA. A passing grade for the post-test is 80%. Applicants that receive an 80% or above will receive a certificate by return mail stating that he/she has been awarded 2 CEs. Credits are issued by the National Association for Addiction Professionals (NAADAC).

— REGISTRATION FORM —

LEADERSHIP: CREATING A PROFESSION OF CHOICE

NAME AND DEGREE AS YOU WISH THEM TO APPEAR ON YOUR CERTIFICATE (PLEASE PRINT):

NAME: _____ DEGREE: _____

ADDRESS: _____

PHONE: _____ FAX: _____

E-MAIL ADDRESS: _____ LICENSE #: _____

I confirm that I personally have completed the above test, and I am submitting it for evaluation and certification.

SIGNATURE: _____ DATE COMPLETED: _____

Evaluation: Overall, this issue of *Resource Links* (circle appropriate response)

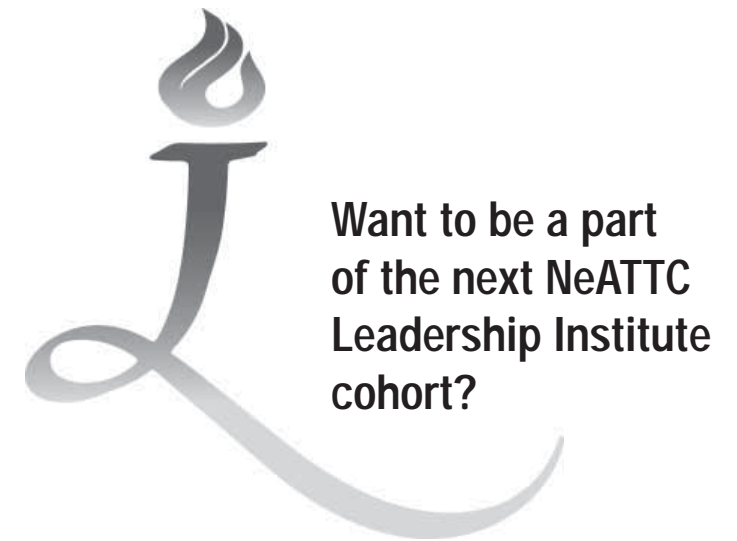
	5	4	3	2	1	
PROVIDED INFORMATIVE UPDATES						WAS NOT INFORMATIVE
EXPANDED MY KNOWLEDGE						DID NOT EXPAND MY KNOWLEDGE
PROVIDED USEFUL RESOURCES						DID NOT PROVIDE USEFUL RESOURCES
WAS APPROPRIATE FOR MY TRAINING LEVEL						WAS NOT APPROPRIATE

LEADERSHIP: CREATING A PROFESSION OF CHOICE

POST-TEST

You are eligible to receive two (2) Continuing Education (CE) credits by completing this quiz based on this issue of *Resource Links*. INSTRUCTIONS: Indicate the best answer to each of the following questions and return the completed test and application form (on back) with a check for \$20 to The Institute for Research, Education and Training in Addictions.

1. According to the research of Daniel Goldman (Leadership that Gets Results. HBR, March-April 2000) the ability to know oneself and read one's impact on others represents the difference between those who reach and remain leaders and those who are derailed.
 True False
2. Talent management — a planned method of attracting, selecting, developing and retaining employees — is really synonymous with the need for leadership development.
 True False
3. According to Robert Greenleaf the concept of Servant Leadership is manifested by a person who has a drive to lead, followed by a natural feeling that he/she wants to serve other people's priority needs.
 True False
4. The inside-out approach of the Graduate School, USDA includes use-of-self skills, forging partnerships, skills for leading people in groups and teams, and understanding systems and managing change. All of these layers are essential to developing new leaders who will sustain and advance the field of addictions as the current generation of leaders reaches retirement.
 True False
5. The success of today's leaders no longer depends on mentor participation to offer skills and attributes vital in training, influencing and motivating future addiction leaders.
 True False
6. "Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves" is attributed to:
a) Bill Gates
b) John F. Kennedy
c) Stephen Covey
7. Which is true of the concept of "Open Chair":
a) Where two or more are gathered, there is an "Open Chair" for staff, patients, and family members to sit in.
b) The "Open Chair" has to participate in the meeting.
c) The "Open Chair" is a great way to have employees from one division learn what's going on in another division. Don't over-think this, just do it!
d) All of the above
8. According to The Bureau of Labor Statistics what is predicted to be one of the 10 fastest-growing occupations through the year 2016:
a) Law enforcement
b) Substance abuse and behavioral disorder counselors
c) Teaching
9. "The place where the self meets the world" is the definition of:
a) Life
b) Work
c) Society
10. It is estimated that what percentage of those working in the field of substance use disorders today is retirement-eligible?
a) 30%
b) 25%
c) 15%



Want to be a part of the next NeATTC Leadership Institute cohort?

The Northeast Addiction Technology Transfer Center (NeATTC) announces the fourth offering of its acclaimed Leadership Institute for addiction professionals in New York and Pennsylvania.

August 25-29, 2008

Kick-off Training

The Traditions at the Glen Resort and Conference Center

Johnson City, NY

Developed in conjunction with the Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment (SAMHSA/CSAT) Partners for Recovery, the Institute is designed to train the next generation of leaders in the field.

APPLICATIONS ARE NOW BEING ACCEPTED!

For eligibility and selection criteria and an application, go to

www.neattc.org/leadership.html



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