

Petition office HR office of the PSB

Petitions administration/admissions office of a university

Courts , laws

Plural (more than one) = singular (only one) totalitarian

Pluralism = good Depree says “nurture contrary opinions”

“group think”, Polarization (similar partisanship), fragmentation = bad

Create a “Team of rivals”, rather than a team of “yes men” or sycophants.

“Genius is 1% inspiration and 99% perspiration.” -Thomas Edison

“Being good at discovering talents, uniting talents, using talents is one of the main signs of leaders’ maturity.” –
Deng Xiaoping

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go but ought to be.” - Rosalynn Carter

“Good leadership requires you to surround yourself with people of diverse perspectives who can disagree with you without fear of retaliation.” – Doris Kerns Goodwin

“Leaders think and talk about the solution. Followers think and talk about the problems.” -Brian Tracy

“Leaders don’t create followers; they create more leaders.” – Tom Peters

“Nothing in the world is difficult, as long as you are eager to climb.” - Mao Zedong
(...if you put your heart into it. ...if you set your mind on it.)

“Whoever fights most should see to it that in the process he does not become a monster. And if you gaze long enough into an abyss, the abyss will gaze back into you.” –Nietzsche

“The real leader has no need to lead. He is content to point the way.” - Henry Miller

3-13

Return quotation exercise

Ch. 3 Kousez/Posner :Behavior is more important than personality.

Are leaders born or made?

Sb. Is “a born leader”

“nature (in sb.’s genes, biological factors i.e. physiology) VS. nurture (training, education, care)”

Do we want to say nature or nurture is more important in making people who they are? Nurture allows for both progress and free will. Socio-economic status

Social mobility (i.e. upward mobility) & “The American/Chinese Dream”

“You can talk the talk, but can you walk the walk?” (your words and actions must match)

All authors say leaders have to have a vision and be able to explain it to those above and below them.

& 4 Blunt

Trailer for “Training Day”?

Leadership Project: Paper Airplane Contest

For Wed., read Ch. 5.

Leadership Project (Paper Airplanes) Results/Debriefing. □more?

Blunt Ch. 4 on “Growing Leaders”: Exemplar (may be good or bad, may be unintentional) Mentor “take Sb. under one’s wing” multi-faceted for all parts of life Coach (experiential, job-based, for a single & specific goal) Teacher (How are these different from “role models” or personal heroes?)

Trailer for “Training Day”, The Mentorship video

Carver Ch. 5 on Boards (i.e. The executive board, board of directors, school board, top shareholders/stockholders of a corporation appoint the CEO chief executive officer, etc.)bylaws& constitutions succession: institutionalized Vs. hereditary

Transparency: When matters are decided “behind closed doors” or “in smoke-filled rooms”

Vocabulary: Recruitment Turnover (high VS. low rates) Renaissance Man/Woman (56)

5 qualifications for strategic leadership (pg. 57): 1. Commitment to the ends of the organization 2. Thinking systematically & contextually 3. Able to think in terms of values, vision, and the long term 4. Participate assertively in deliberation 5. Delegate & allow others to make decisions

Boardroom Videos: KITH & American Psycho

Management Vs. Leadership Vs. Governance (pg. 59) (discuss similarities & differences, word associations) For Mon., read Ch. 6. (Van Wart)

3-21 Albert Einstein once said, “Politics is more difficult than physics.”

Literature reviews & “the literature”= scholarly research

Social sciences , philosophy of science: ontology & epistemology

Normative= related to norms of good & bad (ideology) & non-normative (theory) must be “context-independent”

philosophical concepts (What is it?) & empirical processes (How does it work?)

PBS video on facts, hypotheses, theories, and laws (science!)

What is “administrative leadership” (pg. 77) def.

6 theories of leadership (83-4)

4 main debates

Conclusion: “elements” of leadership: traits, skills, behaviors

Administrative discretion: transactional VS. transformative

Entrepreneurship VS. stewardship

3-22

Keddy Ch. 7: Human dignity & leadership as “a process of becoming”

top-down VS. bottom-up (grassroots)

Grassroots civic engagement, political participation, activism & activists

PICO (faith-based) & community organizers

4 processes: Awakening, Participation, Community, Learning □ anti-elitism

Spears Ch. 8: Servant-Leadership (originally from Greenleaf)

Paradox (something that sounds contradictory)

10 characteristics: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the Growth of People, Building Community

Leadership Project: Limerick-Writing for an Anthology

Rhyme not = poetry (a way to use language more beautifully). Some poems rhyme, some don’t.

Rhyme= use words which sound the same (same vowel sound)

Limericks: RHYME STRUCTURE = A

A

B

B

A

Examples... song long strong gong gone wrong belong
Stone alone groan loan phone tone

Write a limerick or two as a class.

“There once was a businessman from Hong Kong...”

Who had always thought he was strong

‘till he lifted a stone,

Broke his back with a groan

And that’s how he learned he was wrong.

“There was an old man from Guangzhou...”

About to die before seeing snow

He came to Changchun

But in the month of June

And he died before he could know.

fortune moon June tune soon balloon

Tongue lick pant

“There once was a dog from Changchun...”

Who fell deeply in love with the moon

He thought of a trick

To give it a lick

So he flew to it in a balloon.

Violin thin skin feeling sin grin pin clean

Moo moon do doom soon flew grew true

“There once was a girl from Jilin...”

Who taught a cow to play violin

Its music was full

To attract her a bull

And now they all three play with feeling

Divide into teams of 4 and produce a limerick by the last ten minutes of class.

Present your limericks and vote on which one is the best in the class (based on rhyme & structure, humor, continuity, and depth of meaning).

For Mon., read Ch. 9 (Crutchfield & Grant) & 10 (Thomson & Perry).

3-27 Syllabus coming soon! Non-profit orgs tend to focus on intractable problems

Measuring success of a non-profit org: making a positive difference/having an impact on the problem, long-term existence itself. Ch.11 (189): satisfy the stakeholders

Limerick awards& Debriefing

Ch. 9 “Share Leadership” (Crutchfield & Grant)—One leader (i.e. the founder) can’t do everything, especially as the organization grows over time. Leaders must delegate. What is the plan for succession (after the founder dies)?

Introversion/introvert(shy, internally focused, deep thinkers) VS. Extroversion/extrovert(outgoing, externally focused on other people, charismatic) (130) personalities

Passion is important. 1960s “hippies” activism & activists (131), “social entrepreneurs”

Second-in-command: Chief Operating Officer (COO) to the Executive Director (leader of a “strong, empowered, and enduring team”, 135) to avoid “founder’s syndrome” (140)

Distinguish between the organization/institution & “the cause”/the mission

Personal ego < the organization < the overall cause

Grounds for promotion& succession: Length of tenure/loyalty VS. skills

Executive tenure in public sector VS. private corporations (138)

Sb’s occupation Vs. Sb’s Job VS. Sb’s career VS. Sb’s calling Are you your job? To what extent is your job your identity? Is your job who you are as a person?

Do you work to live or live to work? Will your interests & passions be “lifelong” or will they change?

Exercise: What are you passionate about? If you started your own non-profit organization that you would lead for your entire life, what would its mission/cause be? (It can be noble or based on your own personal interests.)

Imagine it growing and becoming successful...assuming you have no financial problems: *At what point would you hire paid support staff (rather than family, friends, and other volunteers)? *When would you hire a COO to handle day-to-day management of the organization (leaving you to focus on “the cause”)? *What would your succession plan be for after you retire or die?

3/29

Syllabus

Active Vs. passive Citizenship (active = political participation, doing things publically/for the public)

Share passion-based non-profit organization ideas. If you grew it into a large, successful organization, could you let it go? If so, when & how?

Videos on “following your passion” or *not*

Genocide = systematic killing of a population, often by a government

Compass VS. map raise awareness about a social problem

Altruism: helping others (even before yourself), selflessness

Sign up for presentations on Part Three, beginning on Sat. (2 chapters per session)

For Sat., read Ch. 11 & 12

4/1

Student presentations: Ch. 11 acronym

“actthinkingly” = “wandering with a purpose” (explore!)

Mandate (one’s marching orders, including the power to accomplish something) stakeholder (incl. video) & Ch. 12

4/5

Remarks on key points of Ch. 12: “Mission Accomplished” VS. “Mission Impossible”

Theory-of-change

Philanthropy VS. government funding “donor fatigue”

“market forces” & quote (237)

“The discipline of leadership must replace the discipline of the market.” (i.e. high overhead)

Mission (large, long-term, vague) VS. Target (smaller, short-term, worded specifically)

(both are goals)

Student presentations on Ch. 13 & 14

For Mon., read Ch. 15 & 16

Ch. 10 “Collaboration Processes: Inside the Black Box” (Thomson & Perry) = literature review

Sth. is a “black box”: inputs & outputs (& outcomes)

Collaboration as “shared creation”

Classic liberalism VS. civic republicanism

Antecedent-Process-Outcome Framework (Fig. 10-1, pg. 152)

Processes: linear VS. iterative VS. cyclical (games & views of history in China & the West)

Cooperation (may be forced), coordination (communicating so that the logistical challenges of working together are met), collaboration (often happens when one person alone can't accomplish the goal, must be voluntary, with mutual benefits and acknowledgment of mutual needs) (156)

Video on “good collaboration”

Logistics = exactly how something is done or a plan is put into practice

For Wed.: read Ch. 13 & 14

Conceptual issues: empathy (try to “walk in Sb. else’s shoes” and experience their feelings yourself) vs. sympathy (toward Sb. As an object, try to make them feel better/console them) (pg. 297)

Thematic unity (of the presentation & the chapter) = one clear theme

“flipped classroom” (i.e. the students do the teaching)

Speech (one-way communication) VS. presentation (may be interactive, participatory)

Outline VS. Script/Transcript

The “so what?” problem: avoid it by summarizing all your main points at the end, or at least one main “takeaway point”

Keep your audience engaged!

4-12: Midterm exam on Mon., Apr. 24th Short answer questions

Review game Mon., Apr. 17th . Wed. Exam-specific review session?

This weekend: Frisbee Sat. on main field at 1pm? Dinner at my apartment at 4pm Sat.

POINTS & CONCEPTS

Ch. 13

“performance system” > leadership in gov’t “jumping through hoops” to success

The 11 steps are an *iterative* process

Theory of change

Dishonest VS. honest cheating (i.e. “teaching to the test”)

“the performance treadmill”(265) = your standard of measuring performance/success is always getting higher

Ch. 14

Founding VS. Midlife VS. Mature stages of an organization’s lifespan

Organizational culture

Why must an organization's "culture" change? How does one know it needs to change?

"Cultural assumptions are the product of past successes." (283)

turnaround leader

Ch. 15

Why is trust important for a leader? Why is it more difficult to attain than competence?

Conceptual issues: empathy (try to "walk in Sb. else's shoes" and experience their feelings yourself) vs. sympathy (toward Sb. As an object, try to make them feel better/console them) (pg. 297)

Transcending positive and negative outlooks to focus on real solutions to core problems (299)

Being reliable > being liked/loved

Courage to stay the course VS. rigidity when changes are necessary

Ch. 16

Subjective VS. Objective responsibility

Accountability to Sb./Sth. VS. Obligation for Sth.

Max Weber's "neutral ideal type" (313)

Flows of information (315)

Fig. 16-1 (320)

4-19 Midterm exam may be on Mon., Apr. 24th, though also possibly Wed. Apr. 26th.

By request of Prof. Hamidullah, compile "review sheets" for the midterm exam, to be shared as a class.

Divide into groups of three.

Each group will choose two chapters in the textbook. (Groups working on Ch. 6 & Ch. 16 only need one chapter because they are longer and more difficult/academic)

As a group, decide what the **four** most important points are in each chapter. They needn't be complicated or connected to each other.

Paraphrase (summarize) the four points in four *short* paragraphs (min. 2 sentences, max. 5 sentences each).

Remember that to paraphrase Sth. means: putting the text into your own words to show that you understand it deeply, including background information, why it is important, etc. Be sure to put exact words from the textbook in " " (with pg. # citations!). DO NOT try to summarize the whole chapter!

Type those four paragraphs into the file in class. Or e-mail them to Julian at by Thurs. evening at 5.

These will be shared as a class and with Prof. Hamidullah, possibly as a guide for her to compile the midterm exam questions.

4-26

Midterm debriefing & May schedule change

Ch. 17

Mutual respect as the basis for empowerment

4 ways to gain respect: *treat others as equals *active listening (incl. feedback) VS. passive listening

Ways to show you're listening actively: Start your question/feedback with these phrases: "So what you're saying is..., right?" "Do you mean that...?" "Would it be accurate to say that you mean...?"

"So it wouldn't be a misrepresentation of what you mean to say that...?"

*learn from others *share life stories for authentic relationships

6 steps to empower others: *showing up *engaging people *helping teammates *challenging leaders

*stretching people *aligning everyone around a mission

Ch. 18

To “enlist (recruit) others”: 1. Appeal to common ideals (i.e. patriotism, money, safety, high GPA etc.)

2. Animate the vision

Be optimistic! Be charismatic! But most importantly, be genuine!

Charisma = having energy & expressiveness

“3 Action Steps to Enlist Others”: 1. Record your shared vision. 2. Breathe life into your vision. 3. Expand communication & expressiveness skills.

Optimist = the glass is half full Pessimist = the glass is half empty

Idealist = I wish the glass were full. I will fill it up!

Realist = There’s a half a glass of water.

Opportunist = I’m thirsty. I will drink this cup of water.

Exercise: your personal vision for the next ten years, incl. “Dreams for the Future” (handout)

Rank the five values (1-2-3-4-5) on the handout by what you most want to pursue in life. Compare and discuss with a neighbor. Do their most/least important values differ? Why?

For me: 1. Experience 2. knowledge 3. Virtue 4. Happiness 5. Wealth

For Wed., read Ch. 19 & 20. Also, for homework, write an ambitious, colorful paragraph outlining your personal vision for “where you’ll be” in ten years, answering the questions on pg. 366. Give your paragraph (and your future life) a slogan like in Ch. 18, “We don’t sell flowers, we sell beauty” or “RUNIN: A Cutting-Edge Model of Borderless Education.” Either make the slogan the title of your paragraph or incorporate it smoothly into your vision.

5-3 Midterm update: ready by Mon.?

Collect homework

Political correctness : not about politics. Being PC requires, in academic or public settings, using scientific, neutral, and generally inoffensive language & terms, especially to describe people.

Diversity (i.e. of cultural background, socioeconomic status, race & ethnicity) VS. (all are basically identical/the same/homogeneous)

Not just tolerance of differences! Tolerance is not the main goal of diversity; it’s only the foundation.

Why is diversity good? – “makes the world colorful”, diversity exposes us to different ideas, challenge the status quo

Why is homogeneity bad or dangerous for an organization? - organizational culture can be “frozen” into a rigid status quo which becomes out of date or inappropriate for a changing environment, causes “groupthink”
Ch. 19

10 expectations for the future of diversity management

Representation & relationships VS. behavioral & decision-making effects

“The Civil Rights Movement” & moving diversity beyond it

Is the idea of “diversity” U.S.-centric? How does it translate globally?

Scholarships: merit-based VS. need-based

Diversity = complexity? & non-discrimination

Ch. 20: Negotiation

Negotiation & “dispute resolution”/conflict resolution

Principled (Rule-based, with the goal of creating a “win-win” outcome which is mutually beneficial) VS. Non-principled negotiation (incl. use of hard-bargaining tactics, pg. 395)

“You drive a hard bargain.” = you’re not playing/negotiating fairly, only considering yourself (and not me)

Interest-based VS. Positional VS. Non-principled

Adjudication, litigation = settling in court as an alternative to negotiation

Mediation (someone else, a neutral party, is present during the negotiation), arbitration (a third party is hired to

settle a dispute outside of court)

Four steps to principled negotiation. 1. 2. 3. 4.

For. Mon. read Ch. 21 & 22

5-8

MIDTERM EXAM debriefing: HIGH = 96, 95, 93, 89 LOW= 55, 60, 64, 66

PA1 AVERAGE = 79 PA2 AVERAGE= 76.5

What's being tested? Did you read and understand the textbook? Do you understand concepts & technical terms? How well can you express yourself in writing?

What's *not* being tested? Do you have an opinion about these leadership topics?

√ = valid point supported by/from the textbook (not all √s are equally weighted), use of a key word
Avoid answers which simply restate the question. (i.e. Servant leadership means leading like a servant.)

If you think you deserve more points for an answer, you may show me your answer again and 1) *exactly where in the textbook* your answer comes from **AND** 2) that this directly addresses the question.

Homework (for later in class): Add a slogan to your personal vision, and use it as the title of your paragraph!
(Some already have them; most seem not to.) These will be returned on either Wed. or Mon.

Leadership & Communication Skills

Trump & Hillary Clinton Compared (by "Grade Level")

Considering the audience: "Dumbing Sth. down" VS. "going over Sb.'s head"

What demographic or other group is the target audience for your vision? Meeting the audience on a level they understand and appreciate (intellectually, linguistically, of maturity, etc.) is *not* raising or lowering your standard of quality. It is essential for effective communication.

25% of the American electorate reads at a 5th grade or lower level.

Functions of "the vision": inspire, clarify, and focus the work of your organization (pg. 408)

Ch. 21

Vision(ideal, future endpoint/destination, leaves out the steps of how one will get there. It's just where you will or want to be in the future)VS. goal/objective (detailed, step-by-step descriptions), mission statement(why your org. exists, why it pursues certain goals or vision)

A vision is useless if it is not effectively communicated. How can one communicate a vision effectively?

1. “tell stories” 2. Give “constant reinforcement” 3. Use a “personal touch” 4. List on pg. 404

What if your vision runs into opposition & resistance? Identify possible reasons why... i.e.

_____cynicism_____ & _____competing priority_____. Skeptical/skepticism

Over-communicate (407). Address resisters personally while offering opportunities for others to make your vision their own. Start the process(es) of realizing the vision in hopes that others will at least go along with the process(es), “buying into” it/them first, and eventually “come around to” the justifying vision.

If you haven’t already, add a slogan which briefly, catchily sums up your personal vision for “where you’ll be” in ten years. Share your slogans/personal visions with the class.

Ch. 22 (to be discussed Wed.)

For Wed., read Ch. 23?

5-10

VIDEO: TED Talk on “Vocal Executive Presence”

Full name (Western names for Chinese students), Initials, Titles (Mr. Miss Ms. Mrs. Dr. Prof.)

Tonality exercise: How to say your name “right” to project authority...

Non-verbal communication: gestures, posture, eye contact, etc.

Introduce yourself, paying attention to the tones of your Western & last name. Share the slogan for your personal vision with the class. i.e. “My name is _____. My vision for myself in ten years is...”

Collect homework again.

Ch. 22

Communication(successful transmission, acceptance/reception, understanding of information or a message)

VS. Persuasion

Will persuasion likely follow communication? Can it happen *without* communication?

7 (actually 8) Communication Skills an Effective Leader Must Have: 1. “Weigh your words” for their effect (Examine the Message) (consider carefully what effect you will have by saying what you plan to say)

2. Don’t dehumanize or over-humanize your audience (Establish the Right Working Climate)

3. Use face-to-face communication rather than a technological medium (Engage the Right Channel)

4. Empathize with the Audience

5. Be enthusiastic and impressed yourself to get the same response from your audience. (Express Yourself to Impress Your Audience)

6. Paint pictures, images, and visions with your words (Employ the Appropriate Language)

7. Desire and demand feedback sincerely. Don’t rush it. Use “wait time.” (Expect Feedback)

8. Convince the audience to have a good attitude to accept the whole of what you’re saying, rather than listening selectively. Don’t argue with people, do be positive to keep them receptive. (Expel the Barriers)

5-15

Personal vision homework paragraphs will be returned Wed.

Ch. 23

The Executive Director (of a non-profit organization) or ED = the #1 top leader / “head honcho”
CEO = chief executive officer (for a large, publically-traded corporation), owner = #1 in a smaller business

Duties: 1. Manage the political environment of the organization, especially any political tensions. 2. Demonstrate the effectiveness of the organization. 3. Build the organizational culture & align it with the strategy to achieve the mission

Top priorities: financial stability, program effectiveness, and staffing

Politics: related to the government or governance; focused on self-interest(s); power relationships; “knowing one’s friends (those who want us to succeed) and one’s enemies (those who want us to fail)” and managing their relationships; “who gets what, when, where, and how” (managing the distribution of resources among interest groups)

VIDEO on Non-profit leadership: ED of Greenpeace

To know whether an org. or program is effective, it must be *evaluated*. The ED determines whether and how evaluation is carried out.

When might evaluation of effectiveness *not* occur? If finances are very secure. If the benefits from positive evaluation do not exceed the costs of going through an evaluative process, there may be no evaluation.

Evaluation is costly to do right and can’t be a “snow job” (pg. 435) A brutally honest evaluation must “speak truth to power”

2 motivations for Evaluation Capacity Building (ECB): external pull VS. internal push

Why is formal evaluation more complex than in a for-profit enterprise?

Evaluation, when integrated with the mission and internal processes, is a foundation for organizational learning (pg. 424)

Fig. 23.1 (pg. 428) & Types of Organizations (I, II, III) by views on ECB

Is the ED the “driver” of the evaluation or the “overseer”? How much power and freedom does the evaluator have? Do organizations prefer external consultants or internal evaluators? Why?

Make sure that the evaluator is not “co-opted,” as in “regulatory capture”.

For Wed., read Ch. 24: Sustaining Impact

5-17 Return & comment on “personal vision” paragraphs Millennial generation (or Generation X, Y, Baby Boomer, etc.)

Vision (end point, colorfully descriptive in a way that “engages the senses” & “paints a vivid picture”) VS. plan Vs. strategy

Ch. 24: Sustaining Impact

(high, naïve) Expectations VS. Organizational capacity (what, and especially how much, an org. is capable of doing, incl. how many different programs)

Common non-profit crises: funding crisis, crisis of capacity

“The Chinese word for crisis also contains the character for ‘opportunity’.” Do you agree?.

“makeSth. up as you go along” = improvise, plan only for the short-term needs according to current

circumstances “stretch Sth. too thin” (not enough resources to address the full variety of problems) “near-death experience”

“growing pains” = problems & difficulties associated with getting bigger

Teach for America example (VIDEOS): the founder was working 20-hour days, sleeping only alternate days

3 “critical elements” to sustain impact (over the long-term of an organization’s lifespan)

1. People 2. Capital 3. Infrastructure

People: Hire, develop, and retain “top talent” VIDEO: Attracting & retaining top int’l talent

For the business world, the questions are “first who?, then what?” but this is reversed in the “social sector” because *the mission* comes first. (458)

Are skills or passion more important for entry-level positions?

Retention VS. turnover of staff : empowerment & payment are keys to job satisfaction

How high does a salary have to be to retain high-level staff? (451)

What role does success or failure play in staff retention? (463)

Capital: Establish diverse, sustainable sources of funding from those who (should) care about the mission

Primary sources (466): gov't, individuals, corporations, foundations, earned income

Gov't funding is sensitive to the priorities of the current administration. Gov't funding must also avoid "conflicts of interest" (i.e. giving money/funds to orgs. Which directly benefit the gov't, which are political or controversial)

Corporations increasingly feel or are held to standards of "corporate social responsibility"

Infrastructure: "It takes money to make money."

Overhead Vs. Programs

Overhead ratio Vs. Impact (pg. 474)

3:00 class: How do you listen to music? (exactly) QQMusic, wangyi Cloud....., bilibili., kougou..., kuwo, xiami., Cassette tape, weibo, echo, KTV, some concerts

How do/did your parents listen to music? Radio, tv, KTV, QQMusic, Baidu, concerts

How do/did your grandparents listen to music? Round dance in the square, tv, singing, CD, cassette, QQmusic, go to live opera or opera club, radio

For Mon. read Ch. 25 & 26 on Innovation

5-22 Innovation = implementation of creative/novel ideas

Background: Julian listens to music on the radio, on CD, and in iTunes, rarely on YouTube. He sometimes hosts karaoke parties in his apartment and loves to go to concerts!

How do you listen to music? (exactly) QQMusic....., Netease Music....., YouTube., Youku, Kuwo, Xiami..., iTunes, bilibili....., kugou, Himalaya, CDs in the car., car radio, Sonys35mp3 player, MissEvan, ipod, concerts, hitfm,

How do/did your parents listen to music? QQMusic, radio, car stereo, cassette tape, ktv

How do/did your grandparents listen to music? Radio, QQMusic, tv, live opera, "big black box", singing to themselves & to each other, dancing in the square

VIDEO: Trailer for documentary about Tower Records

Change & innovation within organizations

In pairs, think of examples of two organizations (may be public/private, for-profit/non-profit, business, political, etc.) which 1. Successfully made a fundamental or major change (in the way it operated, in the products it makes, in leadership, in response to new technology, etc.). and 2. Failed to change in response to a changing environment or technology and either no longer exists or is no longer as large, strong, or important as an organization.

Consider 1. What exactly did the organization do, and why did it do it? 2. Why didn't the organization change, and what exactly were the consequences? Could leaders have done anything differently?

Share your examples with the class.

Successes: Nintendo (1960s sold playing cards & changed to video games, back to toys & card games), Wanda (was a real estate company, now builds malls like Wanda Plaza), TFA (raised salaries & grew), Coke (changed from cocaine to caffeine), CCP, FBI (cultural change from domestic polt. & "real men don't type", but after

9-11 they also looked at foreign affairs/crimes & used more IT)

Failures: Kodak, Motorola (underestimated & didn't adapt to smartphones like the iPhone), Communist Party of USSR (tried to reform but failed to keep the state intact)

VIDEO: Top 10 Brands that Failed

Ch. 25

Reading an academic article: 1. Research question & literature review 2. Methodology 3. Data & Results 4. Discussion & Conclusion

Transformational change (large, fundamental, major, incl. org. culture, disruptive) VS. incremental change (small but maybe toward a larger goal, step-by-step, smooth)

We accept or reject/resist

Just "going through the motions" VS. sincere commitment

Stages of adoption: 1. Awareness, 2. Interest, 3. Trial, 4. Decision to continue or quit, 5. Adoption

How do individuals relate to innovations? 1. Innovators, 2. Early adopters, 3. Early majority, 4. Late majority, 5. Laggards (have an interest in resisting the innovation & preserving the old ways) (i.e. When did you get your first cell phone or smart phone? Do your parents and grandparents use them?)

6 "skillsets" of leaders: 1. Ability to coach, 2. Ability to reward, 3. Ability to communicate, 4. Ability to motivate, 5. Ability to involve & support others, 6. Ability to promote teamwork & collaboration

This study shows most of the survey respondents (graduate students) hold negative views of their leaders' ability to implement change and innovation effectively.

For Wed., read Ch. 27 & 28

5-24

Ch. 26

KEY TERMS: creative destruction (like demolishing an old building to make room for a new one, allow one to start over)

ideal type (label or category with a set of traits/characteristics, NOT a value judgment of something being good/ideal/the best. Imagine what the category must have.)

being proactive VS. being reactive/reactionary

Conventional wisdom (CW): The public sector does not innovate.

Why not?

More conventional wisdom: Innovation is a top-down process.

Both CW statements are being questioned and found to be false!

3 ideal types of public-sector innovation: 1: Bottom-up, 2. Led by Politicians in Response to a Crisis, 3. Top-down "Turnaround" Cases

1. Bottom-up: requires the leaders to be supportive, may come from a middle-manager or someone in a lower/entry-level position (successful innovation may "fast-track" them for senior positions)

2. Led by Politicians in Response to a Crisis: Do the politicians trust the bureaucracy or go around them? (i.e. civilian leadership of the military)

3. Top-down "Turnaround" Cases: Replace the old leaders and blame them for the failures. Use more information technology (IT). The new leaders are often knowledgeable of processes and stakeholders but not necessarily charismatic.

loyalists

Ch. 27

Generational differences in non-profit leadership? Generation gap

Perceptions of the younger/older generation between Baby Boomers & Gen X in "popular" VS. scholarly literature The elderly often look down on the young as "slackers"

VIDEO: America's living generations

How are generations divided in China? "old revolutionaries", Fuedai = Princelings, post-1980

Materialism/materialistic = you like material things in life (esp. nice, new, expensive things)

Post-materialistic values = valuing self-knowledge and experiences more than material things

What differences do you perceive between yourselves, your parents, and your grandparents?

Sexually conservative (don't expose your skin when dressing, no LGBT, marriage & kids are compulsory), ritual is important, hardworking & able to bear hardship, proud of hometowns & want stability in careers

Realities: different motivations (older people have the political framework but don't identify with those they serve, while the young are motivated by personal experience to identify with those they serve while lacking an over-arching framework), work/personal life divide, how they structure organizations (Baby Boomers favor a corporate hierarchy, younger leaders experiment with structure), expectations of loyalty. Differences of class, race/ethnicity are probably greater than generation gaps.

Prescriptions: trust and empower the young. If you're a young leader, don't repeat history.

Ch. 28

Opening question... Which kind of change tends to be more transformational for an organization: change in organizational culture (under the same executive director) **OR** change in the executive director? Why?

Leadership transition stages (Bridges, pg. 535): ending, neutral zone (interim), new beginning

Change (external) VS. Transition (internal)

While the goal is generally to hire a candidate with experience, a non-profit ED tends to be a position that a person only holds *once* in a career (535)

During leadership transitions, boards of directors face 3 primary *threats*:

1. Boards underestimate the risks and costs of bad hires (539)
2. Boards are typically unprepared for the task (does the board govern or support the org?)
3. Boards fail to take full advantage of the opportunity (542)

Generally, in all cases, the consulting agency finds that the org. wants the transition to be 1. As fast as possible, 2. As cheap as possible.

For next Wed., read Ch. 29, 30, 31.

5-31 The "sectors" of the economy: private, public/gov't, non-profit

Ch. 29

Cooperation & collaboration are both *necessary*.

Non-profit Leadership & "the accountability gap" (Responsibility = outlining of duties/being responsible for Sth. Vs. Accountability = being "held responsible", being accountable to Sb.)

For effective senior leadership, go beyond "core competencies" & hire those who "have a record of..."

1. Consistently creating wins across communities
2. Extreme resourcefulness (i.e. collaborating with stakeholders outside one's org.)
3. Campaign-style communications savvy
4. Self-awareness & humility VS. lack of self-awareness/low insight & pride/egotism
5. Adaptability
6. Appetite for continued learning & adventure (i.e. one's attitude toward new knowledge & experiences)

The best learning occurs with "stretch assignments" (pg. 550)

Ch. 30 China wants to avoid the "middle income trap" of Brazil & S. Africa

Hundreds of thousands of new senior managers are needed for the decade from 2006-2016 as "Baby Boomers are retiring"

VIDEO: Effects of Baby Boomer retirees on the workforce = a "double whammy" (two bad things happening at once)

Also, the number of non-profit organizations continues to grow, along with the amount of money donated to them.

Non-profit organizations tend to hire senior leadership from outside the org., while the private sector is more

likely to promote from within (555) aka “climbing the corporate ladder”

Conventional wisdom (for non-profits): overhead is bad

Result: little time and resources are spent on training or mentoring internally for candidates who may be future non-profit leaders.

CEOs focus largely on people; EDs must focus on fundraising (556)

Other “pools” of new talent to recruit senior mgrs.: 1. Old baby boomers who don’t want to retire yet (raise the “mandatory retirement age” & delay social security eligibility age), 2. “repotters” 3. Young managers in training 4. Newly forming non-profit recruitment organizations (i.e.)

Ch. 31

Bringing success beyond one’s organizational borders requires bridging differences between different groups of people. This is “the nexus effect”

4 principles for how to do this: 1. Bridging “Us” + “Them” → “We” 2. Changing people’s “mindsets” is as important as taking action 3. Pooling together unleashes resources 4. The nexus effect may create a mutually reinforcing, virtuous cycle.

CRY

Lenovo

Thai AIDS prevention campaign

Don’t assume that everyone you’re working with (all stakeholders) share a culture and values! Global leadership and international organizations require changing the dynamic (568)

For Mon., read Ch. 32, 33, 34. (oops! I meant just 32 & 33.)

6-5

Ch. 32

VIDEO: What is philanthropy?

Philanthropy, philanthropic, philanthropist. Write 1-2 sentences using all three forms of the word.

What could possibly be wrong about philanthropy? () “First, kill all the ____.” (i.e. lawyers, politicians, philanthropists, etc.) i.e. with regard to tax deductions, terrorist organizations like ETIM/Al Qaeda, “Political Action Committees” (Super PAC). IRS loses \$6 billion/year to “philanthropy” (i.e. fraud), overvaluation of donated goods like used cars. Are Baby Boomers less generous than previous generations?

Foundations (private individuals who form “charitable giving” organizations in their names) VS. Non-profit organizations generally

Can private, non-profit organizations replace gov’t functions/services more efficiently? (580) How do decision-making processes for how to spend money differ from government to private foundations & non-profit orgs?

Trust in institutions... Classroom poll: Rank the following 1-5 by how much trust/confidence you have in them (1= trust the most, 5= trust the least) *National government *Local government (where your family lives) *businesses *non-profit organizations & NGOs *the media

Which (if any) of the above would you say you do *not* trust?

Ch. 33 by Joseph S. Nye, Jr.

Western leaders have often commented stereotypically on China, saying, “The Chinese people believe anything; their leaders believe nothing.”

Age of the regime (old VS. new)

Trust in institutions (cont.) Survey evidence in graphs and charts in China & USA.

For Wed., read Ch. 34 (finish the book!)

6-7 interdisciplinary, multi-disciplinary

Do you have the other textbook? It will be used in the ITP. Also note on the syllabus that we've only done one or two of the graded items (midterm exam & attendance/participation). The ITP will be **LOTS** more work!

Ch. 33 (Cont.) VIDEO: Joseph Nye on U.S. military leadership

The role of "public policy schools" is to understand how processes of globalization, marketization, and the information revolution are changing democratic governance (587)

General shift toward the private sector, away from the public sector. But also, a "revolving door"

Fig. 33.1 on interdependent skills for public leaders (which should be taught to PA students) (pg. 590)

Analysis

Management

Advocacy

Changing views of the U.S. military since the Vietnam War (591) & up to pre-9/11 & 2003 Iraq War

Ch. 34 VIDEO: Barbara Kellerman on public leadership & leadership development

Convergence of political & business leadership □ "The reinvented leader" (604-6)

Business & politics (and positions within their organizations) are increasingly connected by "the revolving door"... 9 reasons movement between these sectors will be easier & more frequent (595-6)

We expect government to be more efficient & better managed. We expect businesses to be more democratic and take on larger roles in society. (i.e. CSR = corporate social responsibility)

USA has an "anti-authority" culture, which teaches citizens to challenge and "question authority" (599)... 14 "flaws" in leadership education (600)

Most obviously in politics (but also in business, where leaders profit from firing employees and get bonuses while their companies fail), moral character is lacking in leaders. Leaders feel like laws don't apply to them or that "the system" requires one to violate ethical rules. (602)

The reinvented leader must create "ties that bind" between "interests ordinarily considered competing" (607) i. e. "Blood is thicker than water."

Technology, especially IT, is "bringing government and business closer together." Pay no attention to the section on China on pg. 608-9. Do pay attention to its comments on China on pg. 612.

"[T]he modern state is getting weaker." (pg. 610) Do you agree or disagree? Why? Note that "the state" is often put in various oppositions (i.e. state VS. society, state VS. private enterprise, state VS. the individual citizen, etc.)

Foreign policy of states is increasingly tied to business interests of trans- and multi-national corporations (MNCs)

Are Russia's military & nuclear proliferation lesser security threats than global warming & economic instability in the 21st century? (612)

Large changes in government and society require long-term collaboration between business and gov't. (for examples of conflict, consider the ongoing process of U.S. healthcare reform, pg. 613) The world needs far more trans-national, cross-sector collaboration and organizations to facilitate it (i.e., World Economic Forum in Davos, Switzerland, pg. 617).

To what extent does this chapter predict Trump's election to the presidency, his appointment of businesspeople to his cabinet, and his general philosophy to "run the government like a business?"

Mon.: vocabulary review game Wed.: TBA (possibly another review game)

ITP with Prof. Hamidullah begins Wed., Jun. 21st, 8AM-noon. No class Mon., Jun. 19th ?