

SW 665 Winter 2011
Thursday 2-5
Room TBA

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EXECUTIVE LEADERSHIP AND ORGANIZATIONAL GOVERNANCE

The Challenge of Running and Leading Social Benefit Organizations

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I. EXECUTIVE SUMMARY

Accomplishing performance like those suggested by Vaill is the goal of the human services administrator, and doing so within an organizational culture which is concerned and caring, about clients and client systems as well as staff. Human service leadership must pay special attention to issues of race and gender, again, both on the client side and the staff side.

To accomplish these goals five r areas of attention are appropriate -- the Five C's concept of Leadership -- CHARACTERISTICS, COMPETENCIES, CONDITIONS, CONTEXTS and CHANGE. Characteristics refer to the individual executive and her or his self-traits and dispositions. Competencies refer to those skills -- and styles -- both intellectual and interpersonal -- which the Executive leader needs to have for the job at hand. Conditions points to the organizational strategy, structure system and staff which are needed to carry out the tasks. And Context refers to the Structure and Beliefs of the society as a whole, to which the executive leader seeks to respond and which, on occasion, she or he seeks to shape. Change addresses the need to improve - transactionally and tranformationally - one's self, one's competencies, one's agency, and one's society.

The Five C's framework contains eleven more specific foci - the ELEVEN S SCENARIO -- which provide areas of work for the Executive Leader: Self, Skills, Style, System, Staff, Structure, Strategy, Subculture, Superordinate Structure and Superordinate Culture, AND Shift. Each of these areas is a topic for discussion and study in this course for they provide the array of areas to which each executive leader must pay attention. The leadership matrix reflecting these elements is detailed in Figure 1.

Figure 1: The leadership Matrix¹

		<u>Stages</u>				
<u>Elements</u>	<i>Problem</i>	<i>Options</i>	<i>Decisions</i>	<i>Planning</i>	<i>Programs</i>	
	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	
<i>CHARACTERISTICS</i> <i>(Self)</i>						
<i>CRUCIBLES</i> <i>(Self)</i>						
<i>COLLABORATIONS</i> <i>(Self)</i>						
<i>COMPETENCIES</i> <i>(Skill, Style)</i>						
<i>CONDITIONS</i> <i>(Strategy, Structure</i> <i>System, Staff, Subculture)</i>						
<i>CONTEXT</i> <i>(Superordinate Structure</i> <i>Superordinate Culture)</i>						

¹ Stagesoriginally based on Chapter 3, Stages in policy management. In J. E. Tropman (1984). Policy management in the human services. Columbia University Press.

CHANGE(Shift)

Special Foci

Organizational Form

II. COURSE DESCRIPTION AND OBJECTIVES

1 Course Description:

This course will examine the attributes, skills, behaviors, problems, and issues associated with higher level administrative roles in human service organizations, both public and private. Several executive functions will be given particular attention, including defining the mission and goals of the organization, mobilizing resources, selecting service technologies and staff, developing the appropriate internal-external structures (i.e., internal structures that link to external contexts), and adapting the organization to changing environments. Various styles of leadership will also be analyzed with special reference to the stages of organizational development. Concomitant with the above executive roles and skills, this course will address strategies for organizational development that are directed toward enhancing adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving.problem-solving.

Course Content:

This course will focus on the roles of social workers in management positions, such as administrator, middle manager, or executive director (CEO). The course content will include a discussion of the characteristics, competencies, conditions, and contexts related to these positions. Students will learn the basic rudiments of executive positions and roles (e.g., leadership, emotional intelligence, strategic thinking, and executive "presence"), as well as a range of skills in decision making and facilitation, organizational governance, and relationships with the board of directors. Gender, age, ethnicity, race, sexual orientation, and disability will be examined as critical intervening variables affecting both individual and organizational behavior. Integration of professional and personal roles and executive wellness will also be examined. This course will address strategies for organizational development with special reference to organizational change, and the role and impact of key executives in this process. Emphasis will be placed on enhancing and improving adaptability, effectiveness and efficiency in serving clientele, and organizational problem-solving. This course will

stress the following themes: governing the agency, visioning, changing the agency, long-term career planning, presentation of self, and the differences in roles in the executive and manager positions.

Course Objectives:

Upon completion of the course, students will be able to:

1. Identify and describe various approaches to and styles of leadership; demonstrate the knowledge and skill required for the four position-levels of executiveship (assistant executive, associate, VP/second-in-command, and CEO).
2. Describe similarities and differences experienced by female and minority, as well as male majority, administrators and demonstrate skill in applying different approaches in a top team.
3. Identify relevant contexts, conditions, competencies, and characteristics of leaders which affect the agency and develop skill in orchestrating internal and external elements.
4. Design appropriate organizational arrangements to evaluate and improve the effectiveness and efficiency of an agency and its resources in meeting the needs of clients.
5. Prepare a well-informed, personal plan that will lead to an executive position including the knowledge, skills, and preparation needed to act successfully in that position.
6. Discuss typical ethical concerns of agency executives and their performance.

Course Design:

This course will follow a lecture-discussion format with student projects, invited speakers, and opportunities to exchange knowledge with executives of human service organizations.

Theme Relation to Multiculturalism & Diversity:

It will be addressed through attention to the executive's role in insisting on and designing and implementing agency diversity and cultural competence. Emphasis will be placed on the barriers to executiveship on the basis of gender, sexual orientation, minority status, etc. (e.g., the "glass ceiling").

Theme Relation to Social Justice:

It will be addressed through the presentation of management tools which can secure a better representation of women and minorities in executive ranks and the organizational changes, especially in boards, needed for this to occur.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:

It will be addressed through special attention to the risks attendant to the executive person, including mental health and physical problems occurring from stress. In particular, wellness programs and mental health regimes developed to aid executive success will be discussed. Leadership issues relevant to human service agencies that reflect these particular modes of intervention will also be addressed.

Theme Relation to Behavioral and Social Science Research:

It will be addressed through the use of executive leadership theory, theories of social roles, and research on organizational effectiveness and organizational performance.

Relationship to SW Ethics and Values:

This course will present the role of the executive in taking leadership with respect to social work values and ethics and implementing the NASW Code of Ethics. In particular, this course will focus on the executive's special responsibility to demonstrate propriety, competence, professional development, and integrity as well as the executive's responsibility to treat colleagues with respect, fairness, and courtesy. Students will learn that the executive role consists of presentation of self in the agency and community and the use of the public persona to articulate and reinforce social work values and ethics.

OTHER THEMES

Within this course there are some repeating themes which, while they will receive special attention, are of overarching interest as well. First, among these are issues of race, gender and leadership. We are always seeking ways to increase minority representation in leadership roles, to liberate structure and self so as to make such participation possible and to be sensitive to the changes needed when majority leaders interact with minority members.

Second, we focus on the Executiveship position and its needs and demands. Sometimes called “CEO”, sometimes called CPO (Chief Professional Officer), and sometimes called “Executive Director” the CEO spot is different from all other spot. That person is paid to be responsible for the whole organization. In that sense, it is unique. It focuses internally and externally.

Third, we stress the issue of leadership. While the CEO is a position, leadership is a role. One can be appointed to positions; roles are self initiated. Leadership extends over all three of the positions, and is part of each.

Finally, there is an emphasis on ideas. Without a supply of new ideas there is not much that an executive leader can do except the "same old stuff." Cultures are needed, therefore, which support innovation, trying, and, of course, failure too. Without the failure there can be no success.

Overall, this course is focused upon the beginning or aspiring executive. Hence, the attention given to these topics is preliminary, rather than advanced. Many students will not have the opportunity to achieve executive positions until several years after graduation. For this reason, the course is aimed at providing not only the basic beginning knowledge, but a conceptual basis which can be reactivated as the occasion demands. The course outline material is more detailed than usual with this purpose in mind. The readings have been selected with both contemporaneousness and classic worth in view. Books are required to be purchased (although students can share) with the idea of building a library in mind. In short, this material is such that one can return to it later, and find needed information, when the time comes.

III. COURSE ASSIGNMENTS

There are four areas in which student performance will be evaluated: weekly memos, an interview report, a book review, and class participation

Weekly Memos - 10 memos @ 10 points each - 60% of Grade. (I'll drop lowest four.)

Each class period a memo is due on the topic outlined in the course outline. There is a two page limit on the memo. Each will require the concise presentation of material, in a manner that you would wish to use in communicating to your board, staff, or anyone you wish to be influenced by your ideas. Remember that you cannot always be present when your ideas are discussed, so your writing must create a positive impression

independent of your presence. One useful guide to these exercises is in the 1991 edition of **Skills for Effective Management of Nonprofit Organizations #14 (Writing Effectively)** or in the Edwards, Yankey and Altpeter **edition(1998) #15.**

See Also Ehrenberg, A. S. C. (1982, November). Writing technical papers and reports. The American Statistician, 36, 326-320. This is #1 in your course pack. Other materials are as follows:

- Booher, D. (1984). Send me a memo: A handbook of model memos. New York: Facts on File;
- Holcombe, M. W., & Stein, J. (1981). Writing for decision makers. Belmont, CA: Wadsworth;
- Sir E. Gowers. (1981). The complete book of plain words. London: Penguin Books; and
- Tropman, J. E. (1984). Policy management in the human services. New York: Columbia, Chapter 11, Policy Writing. (This book is out of print; but it is in Ctools

Interview Report and Presentation - 30 Points - 30% of Grade. (20/Report; 10/Presentation)

THIS WORKS WELL AS A GROUP PROJECT. Select two executives of a Human Service Agency (or it could be a for-profit one) who have differences along some dimension (Back/white; male/female; straight/gay; old/young; big agency/little agency; old agency/new agency, etc) and interview them. Write a 4 page report on the experience, reviewing not only the perceptions of the requisites for successful executiveship, but also your own impressions, seeking to resolve differences and tension points. Seek to distinguish between personal factors (characteristics and/or competencies) and conditions/contexts. We will plan to hear "mini reports throughout the term.

In addition to the 4 page analysis, prepare a one page "talking outline" and bring copies for the rest of the class. Material on presentations is available in Whetten, & Cameron, Developing management skills, (7th edition, Supplement A.). See also Claudyne Wilder, **The Presentations Kit** (New York: Wiley, 1994,)

Comparative Book Review - 5 Points (Extra)

Select two books you are reading for this class other than the text and compare and contrast them in 3-5pp. Seek again to distinguish between personal characteristics, personal skills, and organizational features. Read some reviews in the Harvard Business Review, or the WSJ/NYT to get a feel. Alternatively, you can compare two movies. A classic comparison is between leadership as exhibited in the movies Patton and Gandhi.

However, you might also want to consider Sister Act and Mona Lisa Smile. Check with me on others that are of interest to you.

Class Participation - 10 Points - 10% of Grade

Active participation during class is important for the learning of all class members. Points will be earned for good participation which involves asking questions and raising issues, sharing of perspectives and views, and calling the attention of the class to other readings and articles (from magazines and newspapers, for example), which touch upon the leadership function and purpose. Also, each week, students can volunteer for readings reports. Suggestions for speakers and useful class activities are appreciated. Attending class regularly and arriving on time are also forms of good participation. In short, good participation means getting the most you can from this class and giving as much as you can to other members of the class.

IV. COURSE DESIGN

The course is designed in a lecture/discussion format, with students taking responsibility for some class presentations at the end of the term on topics to be arranged in discussion with the instructor. Visiting lecturers who are currently holding executive positions may be invited to share perspectives with the class as appropriate.

V. COURSE MATERIALS

Required Reading

1. The Wall Street Journal (or the NYT)
2. Good to Great 2001 & Good to Great for the Social Sector²
3. Course Pack Materials – on Ctools.

Strongly Recommended

4. M. Lombardo and R. Eichinger, FYI: For Your Improvement – A guide for Development and Coaching for Learners, Managers, Mentors, and Feedback Givers. Lominger. 2006
5. Edwards, R., Yankey J., (2006) Effectively Managing Nonprofit Organizations. Washington, DC: NASW (aka Managing)
6. Edwards, R. J. Yanky and M. Altpeter (1998) Skills for Effective Management of Nonprofit Organizations (aka Skills)
7. Harvard Business Review [On the Web: <http://www.hbsp.harvard.edu/frames/groups/hbr/index.html>]

- B. Bradley, P. Jansen, and L. Silverman, “The Nonprofit Sector’s \$100 Opportunity” HBR May, 2003R0305G

² Available at Amazon in both used and new formats.

- Suzy Wetlaufer “A Question of Character” (September/October, 1999) [99511]
 - Michael Maccoby, “Narcissistic Leaders: The Incredible Pros; The Inevitable Cons” (January/February,2000)[R00105]
 - Debra E. Myerson and Joyce K. Fletcher, “A Modest Manifesto for Shattering the Glass Ceiling” (January/February, 2000) [R00107]
 - Daniel Goleman, “Leadership That Gets Results” (March/April,2000) [R00204]
 - Laura Nash and Howard Stevenson, “Success That Lasts” (January/February, 2004)
 - Kate Ludeman and Eddie Erlandson, “Coaching the Alpha Male” (May/June,2004)
8. Tropman, J. & E. Tropman. (1998). Nonprofit boards: What to do and how to do it. Washington, DC: CWLA (aka Board)
 9. Tropman, J. (2002) Managing Ideas in the Creating Organization Prager (aka IDEAS)
 10. The United Way Scandal- In Libe-
 11. Herman, R. (Ed.). (1994). The Jossey-Bass handbook of nonprofit leadership and management. San Francisco: Jossey Bass (aka Handbook)

Recommended:³

1. Axelrod, A., (2000) Elizabeth 1: CEO New York: Prentice Hall
2. Caproni, P., (2001) The Practical Coach Upper Saddle River, N.J. Prentice Hall
3. Herman, R. and R. Heimovics,(1991) Executive Leadership in Nonprofit Organizations San Francisco: Jossey Bass
4. Kearns, K. (2000) Private Sector Strategies for Social Sector Success San Francisco: Jossey Bass
5. Maslow, A.,(1998) Maslow on Management New York: Wiley
6. Quinn, R. (1996). Deep change. San Francisco: Jossey Bass.

³ Special Note – Many of these books can be purchased used for good savings through Amazon.com . Check it out

COURSE PACK READINGS

1. Physique of a Good Manager
2. Writing Technical Papers and Reports
3. Alliance for Children and Families, “An Interview With Brian Gallagher”
4. Executive Success Profile/Executive Success Assessment
5. Restoring American Competitiveness
6. Managing Organizational Design
7. Strategic Planning
8. Leadership In Judaic Sources
9. Why Executives Derail
10. Charmed Forces
11. Appraising Boardroom Performance
12. Languages, Ideologies And Cultures In Nonprofit Boards
13. Keep or Kill (The Organized Abandonment Grid)
14. Robert Apteekar The Mission Driven Organization.
15. Robert Apteekar – Narrative Bio

Books of Interest

Aramony, W.		<u>The United Way.</u>	New York: Donald Hill.
McGregor, D.	(1960).	<u>The human side of enterprise.</u>	New York: McGraw Hill.
Gordon, W. J. J.	(1961).	<u>Synectics.</u>	New York: Collier.
de Bono, E.	(1970).	<u>Lateral thinking.</u>	New York: Harper & Row.
Kanter, R.	(1982).	The change masters.	New York: Simon & Schuster.
Grove, A.	(1983).	<u>High output management.</u>	New York: Random House.
Flamholtz, E. G.	(1985).	<u>How to make the transition form an entrepreneurship to a professionally managed firm.</u>	San Francisco: Jossey-Bass.
Drucker, P.	(1985).	<u>Innovation and entrepreneurship.</u>	New York: Harper and Row.
Bennis, W., & Nanus, B.	(1985).	<u>Leaders.</u>	New York: Harper.
Stechert, K.	(1986).	<u>On your own terms: A woman's guide to working with men.</u> New York: Vintage Books.	
Goldratt, E., & Cox, J.	(1986).	<u>The goal: The process of ongoing improvement.</u>	Croton-on Hudson, NY: North River Press. 914-941-7175.
Tichy, N., & Devanna, M. S.	(1986).	<u>Transformational leadership.</u>	New York: Wiley.
Quinn, R.	(1988).	<u>Beyond rational management.</u>	San Francisco: Jossey-Bass.
Myers, R., Ufford, P., & Magill, M. S.	(1988).	On site analysis: A practical approach to organization change.	Etobicoke, Ontario: OSCA (416-626-0600). National Center for Nonprofit Boards – The Board Series.
Houle, C. O.	(1989).	<u>Governing boards.</u>	San Francisco: Jossey Bass.

Pearlmutter, F., & Slavin, S. (Eds.)	(1989).	<u>Leadership in social administration.</u>	Philadelphia: Temple University Press.
Vaill, P.	(1989).	<u>Managing as a performing art.</u>	San Francisco: Jossey Bass.
Powell, W.	(1989).	<u>The nonprofit sector.</u>	New Haven: Yale.
Byham, W.	(1989).	<u>ZAPP: The lightning of empowerment.</u>	Pittsburgh: Development Dimensions.
Bass, B.	(1990)	<u>Stodgill's handbook of leadership (3rd ed.).</u>	New York: Free Press.
Levering, R.	(1990).	<u>A great place to work.</u>	New York: Avon.
Csikszentmihalyi, M.	(1990).	<u>Flow: The psychology of optimal experience.</u>	New York: Harper.
Schneider, B., (Ed.).	(1990).	<u>Organizational climate and culture.</u>	San Francisco: Jossey Bass
Mackenzi, A.	(1990).	<u>The time trap.</u>	New York: AMACOM.
Behn, R.	(1991).	<u>Leadership counts.</u>	Cambridge: Harvard University Press.
Primozić, K., Primozić, E., & Leben, J.	(1991).	<u>Strategic choices: Success, Survival or Savonara!</u>	New York: McGraw Hill.
Warham, J.	(1991).	<u>The anatomy of a great executive.</u>	New York: Harper Business
Brim, G.	(1992).	<u>Ambition.</u>	New York: Basic Books
Garfield, C.	(1992).	<u>Second to none.</u>	Homewood: Irwin.
Morrison, A.	(1992).	<u>The new leaders: Guidelines on leadership diversity in America.</u>	San Francisco: Jossey Bass
Block, P.	(1993).	<u>Stewardship.</u>	San Francisco: B/K
Glasser, B.	(1994).	<u>Career crash.</u>	New York: Simon and Schuster
Bowen, W.	(1994).	<u>Inside the Boardroom.</u>	New York: Wiley
Heifetz, R.	(1994).	<u>Leadership without easy answers.</u>	Cambridge: Harvard
White, R., et. al.	(1994).	<u>The future of leadership: a whitewater revolution.</u>	London: Pittman.
Mintzberg, H.	(1994).	<u>The rise and fall of strategic planning.</u>	New York: Free Press
Spears, L. (Ed).	(1995).	<u>Reflections on leadership.</u>	New York: Wiley
Adams, S.	(1996).	<u>Dogbert's top secret management handbook.</u>	New York: Harper
DuBrin, A.	(1996).	<u>Re-engineering survival guide.</u>	Cincinnati: Thompson Executive Press

Adams, S.	(1996).	<u>The Dilbert principle.</u>	New York: Harper
Hesselbein, F., et. Al. (Eds.).	(1996).	<u>The leader of the future.</u>	San Francisco: Jossey Bass
Rothman, J., Erlich, J., & Tropman, J. (Eds.)	(2001).	<u>Strategies of community intervention.,6th</u>	Itasca, IL: F. E. Peacock.
Tropman, J., Erlich, J., & Rothman, J.(Eds.).	(2001).	<u>Tactics and techniques of community intervention.4th</u>	Itasca: F. E. Peacock.
Collins, Jim	(2002)	<u>Good to Great</u>	New York: Harper Business
De Graff, J. and Katherine Lawrence	(2002)	<u>Creativity at Work</u>	San Francisco, Jossey Bass
Bohman, L. and Deal, T.R.	(2003)	<u>Reframing Organizations: Artistry, Choice and Leadership</u>	San Francisco: Wiley
Ancona, Deborah, et. Al.,	(2005)	<u>Managing for the Future</u>	Mason, OH. SouthWestern
Whetten, D. and K. Cameron	(2007)	<u>Developing Management Skills</u>	Upper Saddle River, NJ: Prentice Hall
Dan Mulhern	2007	<u>Everday Leadership</u>	<u>UM Press</u>
Steward Friedman	2008	<u>Total Leadership</u>	Harvard Business
JJ Duderstadt	2010	<u>The View from the Helm</u>	UM Press

Consider Reading Regularly:

Administration in Social Work

Harvard Business Review

Journal of Management Inquiry

Nonprofit Management and Leadership

Associations

Consider Joining the Academy of Management

Websites

WEB PAGES - ABOUT

National Network for Social Work Managers

- ... The **National Network for Social Work Managers**. c/o Jane Addams College of Social Work. M/C 309 ...
www.socialworkmanager.org

Certification - National Network for Social Work Managers

- Home page for the **National Network for Social Work Managers**, which believes that effective management combines the leadership expertise of a superior manager with the people-centered focus of a ... The **National Network for Social Work Managers**. c/o Jane Addams College of Social Work. M/C 309 ...
www.socialworkmanager.org/cert.htm

Social Work Resources on the Web I

- <http://library.humboldt.edu/~ccm/social.html>
- ... **of Social Work** Boards ... **National** Institute for **Social Work**. British equivalent to NASW. **National Network for Social Work Managers**. **National** Organization of Forensic **Social Work** ...

Fast Company Home Page <http://www.fastcompany.com/home.html>

✚ The Center For Creative Leadership <http://www.ccl.org/>

- The Center for Creative Leadership is an international, nonprofit educational institution. Through our research, we are developing models of managerial practice. Through our training programs and products, we are applying these models as guides for assessment and development. This combined approach makes our research accessible and our training practical.

✚ National Association for Female Executives

- <http://www.nafe.com/?service=vp/1474>

✚ Emotional Intelligence

- <http://eqi.org/>
- <http://www.6seconds.org/index.shtml>

✚ Lots and lots of tests

- <http://queendom.com/>

✚ <http://www.guidestar.org/index.html>

- GuideStar is a searchable database of more than 640,000 nonprofit organizations in the United States. Type a name in the Charity Search box to find your favorite charity, or use the Advanced Search to find a charity by subject, state, zip code, or other criteria.

✚ Nonprofit Finance Fund

- <http://www.nonprofitfinancefund.org/details.asp?autold=82>

✚ Michigan Nonprofit Assn

- Michigan Nonprofit Association <mcorbin@mnaonline.org>

VI. COURSE OUTLINE

- TOPIC 1: The Executive Leadership Matrix: Executive Leadership, and Governance of the High Performing Nonprofit Enterprise
- TOPIC 2: Executive Leadership and the Energy of Thought
- TOPIC 3: Executive Leadership, 5Cs, the Skill Staircase, the Cycle of Organizations, Executive Success Profile
- TOPIC 4: Contextual Challenges to the Executive Leader
- TOPIC 5: Agency Challenges to the Executive Leader: Subculture, System & Staff
- TOPIC 6: Agency Challenges to the Executive Leader: Strategy and Structure
- TOPIC 7: Competency Challenges to the Executive Leader: Intellectual Skill and Style
- TOPIC 8: Competency Challenges to the Executive Leader: Interpersonal Skill and Style
- TOPIC 9: Personal Challenges Self and Executive Leadership: Health/EQ
- TOPIC 10: Personal Challenges: Derailment/Flameout/Calamity
- TOPIC 11: Personal Challenges: The Self and Executive Leadership: Gender
- TOPIC 12: The Governance Challenge: The Board of Directors
- TOPIC 13: The Challenge of Change: Organizational Transformation: Deep Change or Slow Death



VI. COURSE OUTLINE

<u>Ses sion</u>	<u>To pi c #</u>	<u>Date</u>	<u>Topic Subject</u>
1	1	1-6	<u>The Executive Leadership Matrix</u> <u>The Energy of Thought</u> <u>The Leadership Challenge: Creating High Performing Agencies</u>
		1-13	Guest Lecturer – Sue Crabb(#1 due)
2	2		
3	3	1-20	Executive Leadership, 7Cs, The Skill Staircase, The Cycle of Organizations, Executive Success Profile Cycle (#2 due)
4	4	1-27	 <p style="text-align: center;">Contextual Challenges of the Executive Leader (#3 due)</p>
5	5	2-3	Agency Challenges t the Executive Leader: Subculture, System, and Staff (#4 due)
6	6	2-10	Field Day..... Do Interview #1 (and perhaps #2)
7	7	2-17	Agency Challenges to the Executive Leader : Strategy and Structure (#5 due)
8		2-24	Competency Challenge to the Executive Leader Intellectual Skills and Styles (#6 due);
		3-3	Spring Break

9	9,	3-10	 Personal Challenges - Self and the Executive Leader (#7 Due)
10	10	3-17	Personal Challenges- Self and The Executive Leader(#8/9 due) Derailment and Calamity,
11	11	3-24	Reports Personal Challenges: Self and The Executive Leadership(#10 due) Gender
12	12	3-31	Reports The Governance Challenge
13		4-7	Reports The Challenge of Change: Organizational Transformation/Deep Change/Slow Death

MEMO SCHEDULE

Topic	Memo	Memo	Due
2	<u>The Executive Leadership Matrix</u> <u>MEMO #1:</u> You must give a major speech on Executive Leadership in Human Services today. You quickly go to the the large literature in nonprofit leadership and leadership in general for some thoughts. You also look at a couple of the HBR articles for information.(p.8, #s 1 and 5)You prepare a two page prospectus on the topic which you want to share with friends. 2pp	(1)	1-13
3	<u>The Energy of Thought</u> <u>MEMO #2:</u> Prepare a memo to your staff indicating why new ideas are so difficult to introduce, and suggesting at least 5 ways the agency can overcome these problems (2 pp).	(2)	1-20
	Field Day		1-27
4	<u>The Cycle of Organizations</u> <u>MEMO #3:</u> There is a debate going on in town about whether or not executives and their key staffs need to change as the organization "grows." Some say "yes", and cite, inter alia, the late Robert D. Vinter, who commented that executives are always solving the problem which was crucial when they took office, no matter how long they have been there. Others say that executives grow and develop with the organization, or at least they can. Still others say there is no such thing as "growth" within the organizational field anyway. It is your turn to present some thoughts to the next meeting of "Executive Corps," a group of human service bosses of which you are a member. What would you say? (2 pp).	(3)	2-3
5	<u>Structure and (or "v")Culture</u> <u>Memo #4:</u> A raging debate has been foaming in the School of Social Work on the question of whether values should be changed first, and behavior will follow, or whether behavior should be changed first and values will follow. You, as a practical executive in the human service field (New England Home for Little Wanderers) have been asked to come in and address a special meeting of faculty and students on this topic. You are preparing a 2 page talking outline for the speech.	(4)	2-10

TOPIC 1: The Leadership Matrix: Executive Leadership and Governance in the High Performing Non Profit Enterprise



Executive Leadership and Organizational Governance is a course which focuses upon the problems, perspectives and processes that executives need to develop and maintain high performing agencies. What is high performance? Vaill⁴ suggests a number of alternative criteria which can be used alone or in combination, as follows:

- 1) BENCHMARK - They are performing excellently against known external standards.
- 2) POTENTIAL - They are performing excellently against what is assumed to be their potential level of performance.
- 3) IMPROVEMENT - They are performing excellently against where they were at some previous point in time.
- 4) PEER JUDGEMENT - They have been judged by informed observers to be doing substantially better qualitatively than other comparable systems.
- 5) EFFECIENCY - They are doing what they do with significantly less resources (sic) than it is assumed they needed to do what they do.
- 6) EXEMPLARS - They are perceived as exemplars of the way they do whatever they do and thus become a source of inspiration to others.
- 7) HIGH CULTURE - They are perceived to fulfill at a high level the ideals for the culture within which they exist.
- 8) THE ONLY ONES - They are the only organizations that have been able to do what they do at all, even though it might not seem that what they do is a difficult or mysterious thing.

To these I would add:

- 9) VALUE ADD - They provide values in products and services, and add value to the system.
- 10) NON-EXPLOITATIVE - They accomplish these tasks without exploiting workers or the environment.

Topics:

⁴ Vaill, P. (1982, Autumn). The purposing of high performing systems. Organizational Dynamics.

Introduction of Course
Discussion of Assignments
Discussion of Readings
Sharing of Personal Perspectives on Executive Leadership
The Mountain Man v. The Wagon Train

MEMO #1:

You must give a major speech on Executive Leadership in Human Services today. You quickly go to the Web the large literature in nonprofit leadership and leadership in general for some thoughts. You prepare a two page prospectus on the topic which you want to share with friends.

Readings

CP2 – Writing Technical Papers and Reports
CP3 – An Interview with Brian Gallagher
CP 14 and 15 – Two Aptekar pisces.

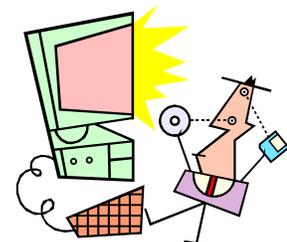
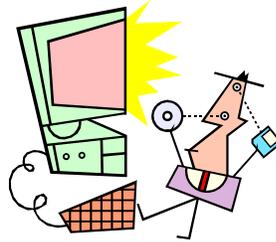
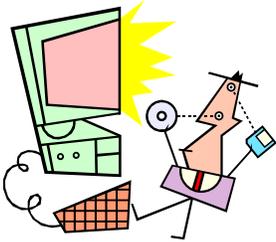
This slide set is quite large. It deals with the issues of Executiveship, Leadership, Organizational Capacity, and shares a number of views on leadership and Executiveship.

TOPIC 2: Executive Leadership and the Energy of Thought

M. Creative: "Let's get some new ideas here."

M. Conservative: "Well, I don't know."

M. Traditional: "Let's go back to the Traditional Time."



Topic:

It takes three basic resources to make an agency go: money, people and ideas. We spend most of our time on the first, some on the second, and almost none on the third.

Suggested Readings:

Collins, Chs. 1,2,3

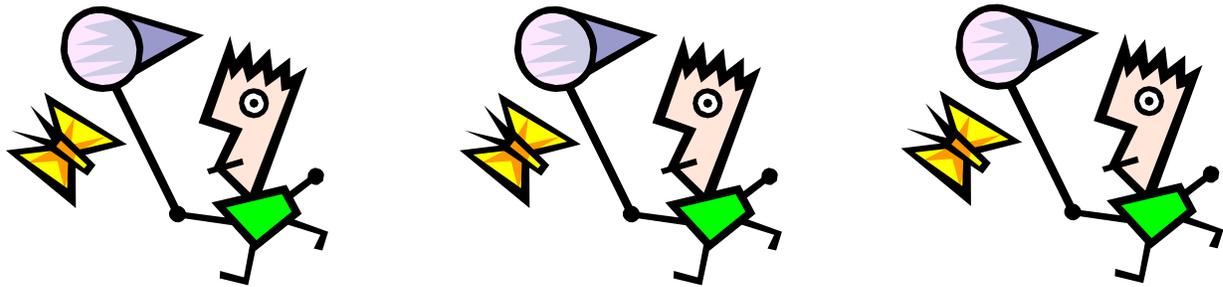
B. Bradley, P. Jansen, and L. Silverman, "The Nonprofit Sector's \$100 Opportunity" HBR May, 2003R0305G

Suzy Wetlaufer "A Question of Character" (September/October, 1999) [99511]

Laura Nash and Howard Stevenson, "Success That Lasts" (January/February, 2004)

Daniel Goleman, "Leadership That Gets Results" (March/April, 2000) [R00204]

TOPIC 3: THE EXECUTIVE SUCCESS PROFILE /THE ORGANIZATIONAL CYCLE, THE 7 C's/



What goes round comes round again. In Stack, C. All our kin.

For the humorist, timing is everything. Ann. Comic, New York City, 1991.

Topic:

Agencies go through a developmental trajectory, or arc, or cycle. It is important to know these stages, and how to deal with them ("deal" means relate, assign resources, etc.). Ideas go through cycles, and one needs to know these as well. Articulating the bigger organizational cycles (macro structure) with the small idea cycles (micro structure) is a central task of leadership.

Readings:

Collins, Chapter 8 The Flywheel and the Doom Loop

Readings of Interest:

Rothschild-Whitt, J. (1979). The collectivist organization: An alternative to rational bureaucratic models. American Sociological Review, 44, 509-527.

Vaill, P. B. (1982, Autumn). The purposing of high performing systems. Organizational dynamics.

Wissema, J. G., Van der Pol, H. V., & Messer, H. M. (1980). Strategic management archetypes. Strategic Management Journal (January, March), 37-47.

TOPIC 4: CONTEXTUAL CHALLENGES TO THE EXECUTIVE LEADER



"Look. It's real simple. When Newton discovered much of what we call modern physics way back in the seventeenth century, he said it all. 'I can see things because I stand on the shoulders of giants.'"

You mean, he was using the work of a lot of other scientists?"

"Exactly. You see most people in life just don't get this: they think life's a solo kind of thing. You got to prove yourself. You got to start from scratch, like Horatio Alger or something. Bullshit. All you have to do is to fill in a few gaps between the huge amounts of knowledge available. Geniuses (ed. Leaders!) are simply people who use all available data and structure their observations on that (sic) data in logical fashion."

"People who see patterns..."

"Precisely... And those patterns are theories..."

From: Bischoff, D. (1986). The Manhattan Project (pp. 116-117). New York: Avon.

#1: "Action is what makes the world go round. Thought never helped anyone."
North-Going ZAX.

#2: "Fool! Thought guides action. Without thought no one would know what to do."
South-Going ZAX.

#1: "Listen, noodle noggin, what people think is determined by what people do, how people act. Our values conform to our situation. When in Rome..."

#2: "You're missing the point; values cause preselection of a range of actions!"

#1: "Even Aristotle understood ideas came second!" So did Marx.

#2: Plato knew better! Max Weber knew better!"

Topic:

The world can be divided into two parts - social structure (action, buildings, the "hard" side) and social culture (ideas, values, the "soft" side). The topic is of great importance to Human Service Executives because of the changes which affect us - both in laws, technology and behavior on the one hand and values on the other. We need to both respond to the structure and culture (context) and seek to influence it.

Readings:

Collins Chapter 4 – Confront the Brutal Facts

Readings of Interest:

J Tropman, American Values and social Welfare

TOPIC 5: Agency Challenges to the Executive Leader: Subculture, Systems, Staff



- #1 "Hey - Let's Emphasize the "Softer Side of Organizations"
#2 "Nah. That's Just Kid Stuff; Sears might do it, but we are tough!"

Topic:

The "soft" side of organizations - subculture, staff people, and systems are crucial for the executive leader. Culture represents the values of the organization; "system" refers to the elements, the interconnectivity tissue, the communication and supply devices, the blood and nerves that link the heart and the mind. Specialization and differentiation of structure requires integration of people, idea, monies. Executive Leadership needs to provide this element, or the innovation will atrophy. System creation involves interdependencies which need to be articulated. That is why staff and staff systems are so important. They make the Human Service Organization work... or not!

Suggested Readings:

Tropman, Managing Ideas in the Creating Organization

16 (CULTURE), 19 (SYSTEMS), 20 (STAFF)

Edwards, SKILLS 1 (Again), 3 (Proposal Writing), 4 (Fundraising), all of Part 3 (8,9,10,11,12,13,14)

Edwards, MANAGING, Part III

5 (Media), 6 (Advocacy/Government Relations),

Herman, **Handbook**12 (Marketing), 13 (Volunteers), 14 (Evaluation), 15 (Govt. Contracts),

16 (Program Evaluation), 17 (Fundraising), 18 (Generating Revenue), 19 (Accounting), 20 (Accounting), 21 (Risk Management)

TOPIC 6: Agency Challenges to the Executive Leader: Strategy and Structure

FIT IS IT



Topic:

Looking at strategy, and structure , we seek to understand what they are and how they are similar and different - some observations on these matter are below:

- #1 Every problem is always, really, two problems: 1) the presenting problem and 2) the predisposing problem (or how you got the presenting problem in the first place).
Strategy must deal with both.
- #2 The more efficient and organization is, the dumber it is." Richard Greene, personal conversation, 1986.
- #3 Good ideas seem to thrive in a situation which is somewhat disordered. Yet this innovation-requisite seems to counter the need for an understood organizational structure. Are these observations correct? If so, how can their different requirement, be articulated?

Readings:

IDEAS 17 (Strategy), 18 (Alliances)

SKILLS 21 (Planning and Managing Strategically), 23 (Mergers and Consolidations)

CP#5: Restoring American Competitiveness

CP#6 Managing Organizational Design

CP#7 Strategic Planning

Readings of Interest:

Course Pack, Reading 5 (Restoring ...), 6(Organizational Design), 7 (Strategic Planning),

6 (Strategic Direction for the United Way)

HANDBOOK 8 (Strategic Planning)

Mintzberg, H. (1994). The Rise and Fall of Strategic Planning. New York: The Free Press.

TOPIC 7: Competencies: Executive Leadership Skills and Style – Intellectual



Almost everything improves if you think about it." John Tropman, 1997.
"As in all crucial aspects of life, style is everything," Giovanni Trotzinni, 1691.
"Stop Thinking! Start Doing!" Nhoj Namport, 1961.
"Backward turn backward o time in they flight; I've thought of a comeback I needed last night"

Topic:

Thinking and Planning Skills, Problem Solving and Problem setting Stills, are among the most crucial for the executive leader. But there are different kinds of thinking, different ways of thinking, and these must be taken into account.

Readings

CP#8 Judaic Sources

Suggested Readings:

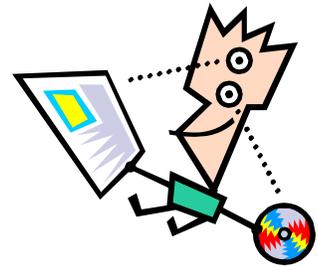
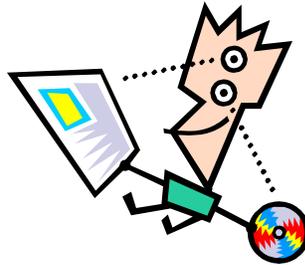
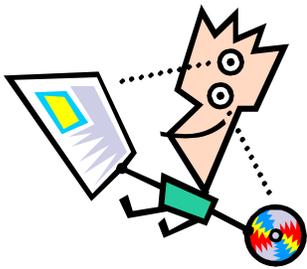
IDEAS 4 (Pernicious Procedures), 5 (Corrosive Concepts) Part III (Helping Ideas Along)

[Opposable Mind: Winning Through Integrative Thinking](#) by [Roger L. Martin](#)

Lehrer, [How We Decide](#)

IDEAS 13 (The Idea Driven Self)

TOPIC 8: Competencies: Executive Leadership Skills and Style - Interpersonal



If I want an idea from you, I'll give you one! Tracy S., Big Cheese.

It is my way, or the highway!

Reporter: "Do you Read that Bible, General Patton?"

General: "Every God Damn Day!"

Topic:

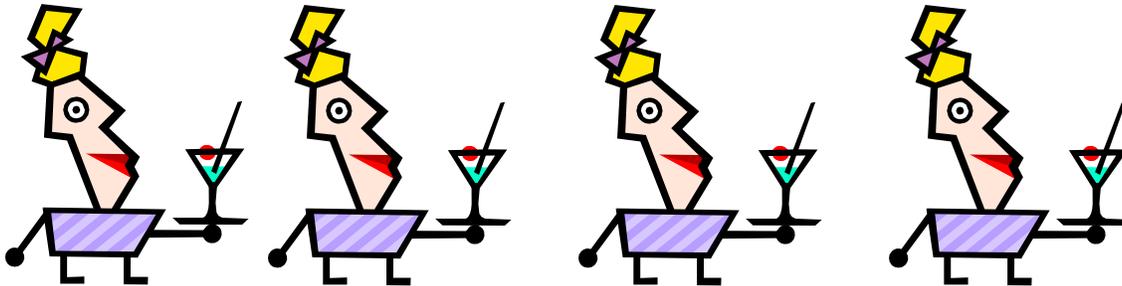
Being an Executive Leader would be great if it were not for the people! People - what a pain! What an Asset! Executive Leaders need Followers.... they are the people! It is essential that you know how to impact them, and how you impact them.

Readings

Collins, Chapter 2

Daniel Goleman, "Leadership That Gets Results" (March/April, 2000) [R00204]

TOPIC 9: Personal Challenges: Self and Executive Leadership: Crucibles, Collaborations, Health, EQ



Know Thyself

Wouldn't it be great if we could see ourselves as others see us?

Topic:

Executives need to be aware of personal features - temperament, emotion quotient, Wellness level, Stress, etc. - but not assume they determine everything or are unchangeable..

Suggested Readings:

Readings Of Interest:

K. Blanchard, D. Eddington, M. Blanchard, The one minute manager gets fit.

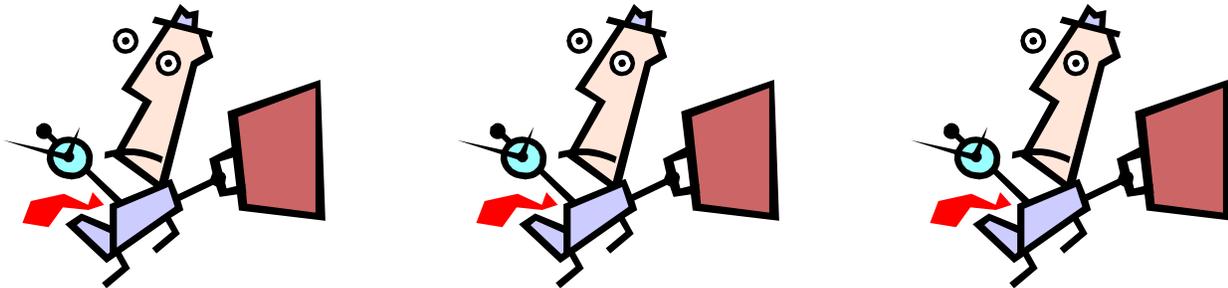
Websites

Emotional Intelligence

<http://eqi.org/>

<http://www.6seconds.org/index.shtml>

TOPIC 10: Personal challenges: Characteristics: Self and Executive Leadership: Flameout



Reporter: “What do you think happened?”

Source: “I really do not know. He had been so very successful. He worked hard, constantly almost. Perhaps it was the booze. But he became more distant from us, did things completely his own way; it was almost as if he had a death wish.”

Reporter: “Was this a change?”

Source: “Well, yes and no. He had always been a little like this; but he had been more accepting of other’s views. As he approached middle age, his wife left him - a wonderful woman - and Paul, a key VP here died - and he seemed to become more of what he had been.”

Reporter: “ When will the sentencing be?”

Source: “ I am not sure. In a few weeks I guess; I think he will be sent to jail.”

Reporter “How do you feel?”

Source: “Gawdawful! Our agency is in shambles; clients are suffering; I feel impotent; I tried to tell him.....I did tell him.... but he just would not listen....”

Topic:

We all hope to advance. Many do. But some become “stalled” or “derailed”. More serious, some of us implode, and engage in an apparent pattern of self destruction. They crash in flames, the flames consuming many of those nearby and in their network. Why? What accounts for the difference among the successes, the stall, and the imploders?

Suggested Readings:

Kate Ludeman and Eddie Erlandson, “Coaching the Alpha Male” (May/June,2004)
Michael Maccoby, “Narcissistic Leaders: The Incredible Pros; The Inevitable Cons”
(January/February, 2000) [R00105]

Readings:

CP#9 - - WHY EXECUTIVES DERAIL **CP#10 Charmed Forces**

Aramony, W. (1987) The United Way. New York: Donald Fine.

Glasser, J. (1994) An insiders account of the United Way Scandal:
What went wrong and why.

Brim, G. (1992). Ambition: How we manage success and failure throughout our lives. New York: Basic Books.

Glassner, B. (1994) Career crash. New York: Simon and Schuster.

Miller, D. (1992). The Icarus Paradox. New York: HarperBusiness.

Westman, M., & Etzion, D. (1990). The career success/personal failure phenomenon as perceived in others: Comparing vignettes of male and female managers. Journal of Vocational Behavior, 37, 209-224.

Rosenthal, P. (1995). Gender differences in managers' attribution for successful work performance. Women in Management Review, 10(6), 26-31.

Michael Maccoby, “Narcissistic Leaders: The Incredible Pros; The Inevitable Cons”
(January/February,2000)[R00105]

Kate Ludeman and Eddie Erlandson, “Coaching the Alpha Male” (May/June,2004)

TOPIC 11: Characteristics: Self and Leadership: Gender Issues



He: “Why don’t you apply for the boss’ job? You would be wonderful”

She: “Oh... I am not sure .. and no one has asked me to apply anyway, And I do not think I would be really good.. you would be better!”

He: “Why thank you!”

Topic:

Much has been written about the differences between women and men managers. The argument seems to move back and forth - there are differences, there are no differences, whatever differences there may be do not make a difference. So part of the issue is style. What is not in dispute, though, is that there are far fewer women managers than one would expect. And this is true, oddly, in the “female” professions as well as the “male” professions. There are many issues to explore.

Suggested Readings:

Debra E. Myerson and Joyce K. Fletcher, “A Modest Manifesto for Shattering the Glass Ceiling” (January/February, 2000) [R00107]

Readings of Interest

- Harrigan, B. (1978). Games your mother never taught you. New York: Warner.
- Stechert, K. (1986). On your own terms: A woman's guide to working with men. New York: Vintage Books.
- Westman, M., & Etzion, D. (1990). The career success/personal failure phenomenon as perceived in others: Comparing vignettes of male and female managers. Journal of Vocational Behavior, 37, 209-224.
- Rosenthal, P. (1995). Gender differences in managers' attribution for successful work performance. Women in Management Review, 10(6), 26-31.

Debra E. Myerson and Joyce K. Fletcher, "A Modest Manifesto for Shattering the Glass Ceiling" (January/February, 2000) [R00107]

TOPIC 12: GOVERNANCE

A board is a group of people who take minutes to waste hours.

Topic:

Nonprofit organizations are run by boards of directors. Unlike corporate America, the “CEO” and other top team members are not directors of the organization. In corporate parlance, everyone is an outside director. But the issues are tough. Everyone seems uncertain about what the actual job of the Board is.

Suggested Readings:

HANDBOOK 7 (Board Leadership)

The New Work of the Nonprofit Board

CP 17 Appraising Boardroom Performance

CP 18 LANGUAGES, IDEOLOGIES AND CULTURES IN NONPROFIT BOARDS

CP19 KEEP OR KILL

**Tropman/Tropman. (1998). The nonprofit board: What to do and how to do it.
Washington, DC: CWLA**

TOPIC 13: The Challenge of Change: Deep Change or Slow Death

The problem is, we're all Boiled Frogs.

Topic:

Change! You can't live with it, you can't live without it. Some change is in the system; some of the system; some evolutionary, some revolutionary.

Suggested Reading:

Quinn, R. (1996). Deep change: discovering the leader within. San Francisco: Jossey Bass.

Other Reading:

Myers, R., et al. The on site process.

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- Collins, B., & Guetzkow, H. (1964). A social psychology of group processes for decision making. New York: John Wiley and Sons.
- Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper.
- deBono, E. (1970). Six thinking hats. Reading, MA: Addison & Wesley.
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Journals

Administration in Social Work

Harvard Business Review

Journal of Management Inquiry

Non-profit Management and Leadership

TRANSACTIONAL/TRANSFORMATIONAL BALANCE ASSESSMENT

For each of the following 10 pairs of statements, divide 5 points between the two according to your beliefs, perceptions of yourself, or according to which of the statements characterizes you better. The 5 points may be divided between a and b in any one of the following ways:

0, 5; 4, 1; 3, 2; 2, 3; 1, 4; 0, 5. No fractions are allowed.

- 1] -----a as a leader I have a primary mission of maintaining stability;
-----b as a leader I have a primary mission of change.
- 2] -----a as a leader I must cause events.
-----b as a leader I must facilitate events.
- 3] -----a I am concerned my followers are rewarded equitably for their work;
-----b I am concerned about what my followers want in life.
- 4] -----a a primary value I hold is justice for all.
-----b a primary value I hold is honesty in all matters.
- 5] -----a as a leader I spend considerable time in managing separate, but
related, goals.
-----b as a leader I spend considerable time in encouraging hopes,
expectations, aspirations among my followers.
- 6] -----a While not in a formal classroom sense I believe that a significant
part of my leadership is that of teacher.
-----b I believe that a significant part of my leadership is that of facilitator.
- 7] -----a as a leader I engage with followers at an equal level of morality.
-----b as a leader I must represent a higher morality.
- 8] -----a I enjoy stimulating followers to want to do more.
-----b I enjoy rewarding followers for a job well done.
- 9] -----a I am more social than a loner.
-----b I am more a loner than social.
- 10] -----a What power I have to influence others comes primarily from my
ability to get people to identify with me and my ideas.
-----b What power I have to influence others comes primarily from my
status and position.

Transformational/transactional leadership balance key R

#	Transformational	Transactional
1	b	a
2	a	b
3	b	a
4	a	b
5	b	a
6	a	b
7	b	a
8	a	b
9	b	a
10	a	b

Source: W. Warner Burke (1987). Leadership as empowering others. In Srivastva, et al., Executive power (pp. 76-77). San Francisco: Jossey-Bass. The transactional/transformational construct can be explored further. In A. Zaleznik (1977). Managers and leaders: Are they different? Harvard Business Review, 55, 67-78.

**THE UNIVERSITY OF MICHIGAN
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**Midterm/Interm
Course Information**

Keep: Here's what is good about this course. Keep it up.

Stop: Here are things I find less than helpful. Please discontinue.

Start: Here are things I need to have happen for me to improve. Please initiate.