## EXECUTIVE LEADERSHIP AND ORGANIZATIONAL GOVERNANCE

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. EXECUTIVE SUMMARY</td>
<td>2</td>
</tr>
<tr>
<td>II. COURSE DESCRIPTION, OBJECTIVES</td>
<td>3-4</td>
</tr>
<tr>
<td>III. COURSE ASSIGNMENTS</td>
<td>5-6</td>
</tr>
<tr>
<td>IV. COURSE DESIGN</td>
<td>7</td>
</tr>
<tr>
<td>V. COURSE MATERIALS</td>
<td>8-13</td>
</tr>
<tr>
<td>VI. COURSE OUTLINE</td>
<td>13</td>
</tr>
<tr>
<td>VII. BIBLIOGRAPHY</td>
<td>32-36</td>
</tr>
</tbody>
</table>
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 refers to the individual executive and her or his self-traits and dispositions. Competencies refers 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 transformationally - 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 Matrix

<table>
<thead>
<tr>
<th>Stages</th>
<th>Problem</th>
<th>Options</th>
<th>Decisions</th>
<th>Planning</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>

---


09/08/05
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.

2) COURSE CONTENT

As social workers develop their careers, they may nominate to become administrators; however, all too often, they are unprepared for their management positions and their new roles, whether as administrator, middle manager or executive director (CEO). Thus, content here includes a discussion of the characteristics, competencies conditions and contexts related to those positions. It includes the basic rudiments of executive position and role (leadership, emotional intelligence, strategic thinking and executive “presence”), as well as a range of skills in decision making and decision facilitation, and organizational governance and relationships with the board of directors. Gender, sexual orientation, and race are examined as critical intervening variables (among others) affecting both individual and organizational behavior. Integration of professional and personal roles and executive wellness is also examined. The course addresses strategies for organizational development with special reference to organizational change and transformation, and the role of key executives in this process. Such roles are directed toward enhancing and improving adaptability, effectiveness, and efficiency in serving clientele, and organizational problem-solving. This course stresses themes of governing the agency, visioning, changing the agency, and the peculiarities of the executive positions and roles, as opposed to those of the manager. It also emphasizes long-term career planning.

3) COURSE OBJECTIVES

On completion of the course, the student 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 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.

4) COURSE DESIGN

Lecture-discussion with student projects, invited speakers, and opportunities to exchange knowledge with executives of human service organizations.

5) RELATIONSHIP OF THIS COURSE TO FOUR CURRICULAR THEMES

• Multiculturalism and Social Diversity is addressed though attention to the executive’s role in insisting on, and designing and implementing agency diversity and cultural competence, and through attention to the barriers to executiveship faced on the basis of gender, sexual orientation, minority status, etc. (e.g., the “glass ceiling”).

• Social Justice and Social change is addressed through the presentation of management tools to secure a better representation of women and minorities in executive ranks, and the organizational changes (especially in boards) needed for this to occur.

• Behavioral and Social Sciences Research is addressed through the use of executive leadership theory, and theories of social roles organizational effectiveness, and organizational performance.

• Promotion, Prevention, Treatment and Rehabilitation is addressed through special attention to the risks attendant to the executive person, including mental health and physical problems occurring from stress; wellness programs and mental health regimes developed to aid executive success are specifically discussed. Leadership issues relevant to human service agencies that reflect these particular modes of intervention are also addressed.

6) HOW THE COURSE RELATES TO SOCIAL WORK VALUES AND ETHICS
This course deals with 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. Because of her or his power, the executive has special responsibility to demonstrate "propriety, competence, professional development, and integrity," dealing with colleagues with “respect, fairness and courtesy.”. Part of this approach is personal presentation of self in agency and community ("walk the talk") but also using the public persona of the executive to articulate and reinforce social work values and ethics.

7) 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), 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 contemporaneity 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 this exercises is in the text Skills for Effective Management of Nonprofit Organizations #15 (Writing Effectively)

See Also Ehrenberg, A. S. C. (1982, November). Writing technical papers and reports. The American Statistician, 36, 326-320. Other materials are as follows:


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

THIS SHOULD BE A GROUP PROJECT. Select an executive of a Human Service Agency and interview her or him(Interview 1) and an associate ot colleague (Interview 2…x). 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. (If you wish you vcan also do a comparison of two executives.). 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, (3rd ed.). 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 compariso is between leadership as exhibited in the movies Patton and Ghandi.

However, you might also want to consider Sister Act and Mona Lisa Smile.
You might also want to consider Rescue Heros: The Movie. Pay special attention to the leadership issues experienced by Billy Blazes.

**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


Harvard Business Review[On the Web:
http://www.hbsp.harvard.edu/frames/groups/hbr/index.html ]

2. Suzy Wetlaufer’”’A Question of Character” (September/October, 1999) [99511]
3. Michael Maccoby, “Narcissistic Leaders: The Incredible Pros; The Inevitable Cons” (January/February,2000)[R00105]
4. Debra E. Myerson and Joyce K. Fletcher, “A Modest Manifesto for Shattering the Glass Ceiling” (January/February, 2000) [R00107]
5. Daniel Goleman, “Leadership That Gets Results” (March/April,2000) [R00204]
7. Kate Ludeman and Eddie Erlandson, “Coaching the Alpha Male” (May/June,2004)

Strongly Recommended

4. Course Pack - Grade A Notes - The United Way Scandal
5. Course Pack – Readings
6. The Wall Street Journal (I will have a special sign up in class)
Recommended:


---

2 Special Note – Many of these books can be purchased used for good savings through Amazon.com. Check it out 09/08/05
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. How Male And Female Managers Get Their Way
12. Feminist Practice In Organizations
13. Giving Women The Business
14. Men As Managers As Men
15. The Nonprofit Sector and Gender Discrimination
16. Women in Management
17. Appraising Boardroom Performance
18. Languages, Ideologies And Cultures In Nonprofit Boards
19. Keep or Kill (The Organized Abandonment Grid)
# Books of Interest

<table>
<thead>
<tr>
<th>Author, W.</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aramony, W.</td>
<td>The United Way.</td>
<td>New York: Donald Hill.</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Year</td>
<td>Title</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Slavin, S. (Eds.)</td>
<td>1989</td>
<td>Managing as an administration.</td>
</tr>
<tr>
<td>Levering, R.</td>
<td>1990</td>
<td>A great place to work.</td>
</tr>
<tr>
<td>Mackenzi, A.</td>
<td>1990</td>
<td>The time trap.</td>
</tr>
<tr>
<td>Block, P.</td>
<td>1993</td>
<td>Stewardship.</td>
</tr>
<tr>
<td>Hesselbein, F., et.</td>
<td>1996</td>
<td>The leader of the future.</td>
</tr>
<tr>
<td>Author(s)</td>
<td>Title</td>
<td>Edition</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>De Graff, J. and Katherine Lawrence</td>
<td>Creativity at Work</td>
<td>2002</td>
</tr>
<tr>
<td>Ancona, Deborah, et. Al.,</td>
<td>Managing for the Future</td>
<td>2005</td>
</tr>
</tbody>
</table>
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
1. 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

2. 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

3. THE NEW SOCIAL WORKER ONLINE--Web Sites of Interest to Social Workers

   Web Sites of Interest to Social Workers. There are many World Wide Web sites of special interest to social
   workers. New ones are being added every day. Hundreds of schools of social work or social work
departments have their own Web sites. ... to his general social work page) National Association of People
   ... Rock Island Network. Rural Social Work Page. Sage Place ...
   www.socialworker.com/websites.htm

4. Social Work Resources on the Web

   ... 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 ...
   www.library.csustan.edu/iboysocwork/bysubj.htm

http://mars.wnec.edu/~achelte/ob1/lprob01/index.htm

Table of Contents Author: LT Best experienced with Click here to start.
What is Organizational Behavior Click here to start
What is Organizational Behavior More Like This

http://www.fastcompany.com/home.html
09/08/05
FastCompany Home Page

Fast Company Magazine, the handbook of the business revolution.

http://ursus.jun.alaska.edu/

Brain Food for Managers

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.

http://point-blockbusternet.lycos.com/reviews/WorkingWomen_12396.html

National Association for Female Executives


Surviving in no-man’s land

http://www.insiderviews.com/epubs/myths/genfebt.htm

Insider Views: Illusion of Inclusion, Myths related to genders
In their efforts to be accepted by male colleagues, it appears women who break into higher-level management positions tend to pattern their behaviors after the businessmen around them.

Emotional Intelligence
http://eqi.org/
http://www.6seconds.org/index.shtml

http://queendom.com/
Lots and lots of tests

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.
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: The Executive Leadership Success Profile/The Organizational Cycle; The 5 C/11S System

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic #</th>
<th>Date</th>
<th>Topic Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>9-9</td>
<td>The Executive Leadership Matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Executive Leadership and Governance of the Nonprofit Enterprise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Management and Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perspectives on CEOship /Leadership</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>9-16</td>
<td>The Energy of Thought (#1 due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Leadership Challenge: Creating High Performing Agencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corrosive Concepts- Drilling Holes in the Boat; Not Invented Here; Taking Names and Kicking Ass; We Have Tried This Before What are Others Doing?; Saly.The Energy of Thought - The Six I Idea: Ideas as a Fundamental Resource; Ideapreneurship= Interest; Innovation; Invention; Ignition/Incarnation/Implementation; Involvement; Investment; The Ideapreneurial Self: Curiosity saves the cat; I wonder why that is? Is it really true? First to Market; second to market</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>9-23</td>
<td>Executive Leadership Success Profile; The Organizational Cycle/The 5C/11S System (#2 due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Five C Concept of Ideapreneurship: Context; Conditions; Competencies Characteristics; Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The 11 Ss: Self, Skills, Style, Strategy, Structure, Systems, Subculture, Superordinate Structure, Superordinate Culture, Shift</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>9-30</td>
<td>Contextual Challenges of the Executive Leader (#3 due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Boiled Frog- Let Our Competitors Take the Risk; Superordinate Structure and Culture – the plates of our world; Plate tectonics</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10-7</td>
<td>Agency Challenges to the Executive Leader: Subculture, System, and Staff (#4 due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ideapreneurial Subculture; Your Local Paradigm, The Clash of Values; Leading Culture: Cultural Lag; Systems: Exchange, Flow, Transformation - The 6 Ps (Problem, Perspectives, Proposals, Pronouncement, Plan, Prototype, Product)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Staff - The people part.</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>10-14</td>
<td>Agency Challenges to the Executive Leader: Strategy and Structure (#5 due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strategy is a Policy an idea, written, approved by authority, a guide to action; Everything Improves if you Think About it; Strategic Intent; Strategic Planning &amp; Positioning</td>
</tr>
</tbody>
</table>

09/08/05
Ideapreneurial Structure; The Fixed and the Fluid; Macro/Meso/Micro Structure; From Canoe to Rubber Raft; The Organizational Matrix, Circle and Pizza. Structural Lag; Structural Fit; Crystallization; Alignment

7  7-10 10-21 7] Competency Challenge to the Executive Leader Intellectual Skills and Styles (#6 due); Inventing Skills - the Creator; Pushing Skills Skills - The Advocate; Implementing Skills - The Sculptor; Improvisational Skills - The Jazzman; Ideapreneurial Style: Readers and Talkers; Lumpers and Splitters; Solos and Groupies; Six Thinking Styles
Rancorous Rules - Stalling the Engine Dangerous Decisions - A Race to The Bottom;

8] Competence Challenge to the Executive Leader: Interpersonal Skills and Styles; Why Should anyone be led by you?

8  10-28 Field Day … Due Ex Interview #1

9  9 11/4 Personal Challenges - Self and the Executive Leader (#7 due)
Executive Presence/ Stature; MBTI; EQ; Health
The personal characteristics of the executive – including her or his personal health – is an important aspect of self management.

10 10 11/11 Personal Challenges: Self and The Executive Leadership (#8/9 due)
Solo and Ensemble Self, The Two-self Model; Derailment/ Flameout

11  11/18 Field Day: Do Second Interview/ Prepare REports

09/08/05
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>11/26</td>
<td>Day After THANKSGIVING… Make some leftovers</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>12-2</td>
<td>Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal Challenges: Self and The Executive Leadership (#10 due)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gender Issues in Executive Leadership</td>
</tr>
<tr>
<td>14</td>
<td>12</td>
<td>12-9</td>
<td>Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Governance Challenge – The Board of Directors</td>
</tr>
<tr>
<td>15</td>
<td>12-16</td>
<td>Reports</td>
<td>Organizational Transformation/Deep Change/Slow Death</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supporting Shift - From Peanuts to Paradigms, and Beyond!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Success through Small Wins, Changing Tires on a Moving Bus, Rebuilding the Plane</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>You’re On, Simon Says ……</td>
</tr>
</tbody>
</table>

3 This is exam week – we are having reports and wrapup.

09/08/05
MEMO SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Memo</th>
<th>Memo Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>MEMO #1:</strong></td>
<td>(1) 9-16</td>
</tr>
<tr>
<td></td>
<td>You must give a major speech on Executive Leadership in Human Services today. You quickly go to the <em>Encyclopedia of Social Work</em> and 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.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>MEMO #2:</strong></td>
<td>(2) 9-23</td>
</tr>
<tr>
<td></td>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>MEMO #3:</strong></td>
<td>(3) 9-30</td>
</tr>
<tr>
<td></td>
<td>There is a debate going on in town about whether or not executives and their key staffs need to change as the organization &quot;grows.&quot; Some say &quot;yes&quot;, and cite, inter alia, 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 &quot;growth&quot; within the organizational field anyway. It is your turn to present some thoughts to the next meeting of &quot;Executive Corps,&quot; a group of human service bosses of which you are a member. What would you say? (2 pages).</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Memo #4:</strong></td>
<td>(4) 10/7</td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
speech.

6 Memo #5: (5) 10/14

Someone has said that the difference between a profit making organization and a human service organization is the culture of the place. Others disagree. They say it is the staff. Still others argue it is the systems. The issue comes to a head when you are asked to present a seminar "opening statement" to the Human Services Executive Council on "The difference between Human Services and Profit Making Organizations - Facts or Fictions" 2 pp.

7 Memo #6: (6) 10/21

Uncover the strategic plan of the agency you are at or have been at (or for the agency whose executive you are interviewing). Summarize it in one page; critique it in one page. If there is no strategy, explain why

Field Day 10/28

10 Memo #7 (7) 11/4

Consider whether you are a “forest” type thinker or a “trees” type thinker. Prepare a memo to yourself outlining the strengths and weaknesses of whichever type you are, and outlining how you might make your weaknesses less problematic for your staff.

11 Memo #8: (8 or 11-11 9)

Consider yourself as a potential leader/executive. Outline your interpersonal strengths and weaknesses as you see them, and as you think others see them. Summarize with a discussion of your interpersonal style and how it could be improved.

Http://www.straight-talk-now.com/, or ttp://www.keirsey.com/

Memo#9:
Why Do Executives Implode? How Can We be Helpful? Consider the United Way Case as a Case in Point
Consider the Differences between women and men managers. Is there a difference? If so, is it a difference that makes a difference? What should be done?
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? Vaill\(^4\) 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) EFFICIENCY - 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:

Introduction of Course

\(^4\) Vaill, P. (1982, Autumn). The purposing of high performing systems. *Organizational Dynamics.* 09/08/05
MEMO #1:

You must give a major speech on Executive Leadership in Human Services today. You quickly go to the Encyclopedia of Social Work and 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

Skim all, but especially
1. SKILLS,
2. IDEAS
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."

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.

MEMO #2:

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).

Suggested Readings:

IDEAS Chs. 1, 4, 5, 6, 9.

SKILLS, 1 (Competeing Values) (Complete the Assay pp.18-19) 2 (Innovation) HANDBOOK 7 (Executive Leadership), 9 (Ethics)

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]

CP #1 study it
CP#2 Read and Digest “Writing Technical Reports”
Course Pack #3 An Interview With Brian Gallagher

09/08/05
TOPIC 3: THE EXECUTIVE SUCCESS PROFILE /THE ORGANIZATIONAL CYCLE, THE FIVE C's/ 11-S SYSTEM

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


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.

Throughout the leadership process 11 areas or sectors can be seen as crucial. There are Superordinate structure and culture, subculture, strategy, structure, systems, style, skills, staff, self and shift.

MEMO #3:
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, 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 pages).

Readings:

SKILLS 14 (MANAGING DECLINE)
COURSE PACK 4: EXECUTIVE SUCCESS PROFILE

Readings Of Interest:


"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 amount 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..."


#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.

09/08/05
#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.

**Memo #4:**

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.

**Suggested Readings:**

IDEAS, 21 (Context)
HANDBOOK, 1 (History), 2 (Nonprofits as Social Institutions), 3 (Legal), 4 (Nonprofits and the Welfare State), 5 (International)

**Readings Of Interest:**


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

09/08/05
#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, systems are crucial for the executive leader. Culture represents the values of the organization; "system" refers to the elements, the interconnective 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!

**Memo #5:**

Someone has said that the difference between a profit making organization and a human service organization is the culture of the place. Others disagree. They say is it the staff. Still others argue it is the systems. The issue comes to a head when you are asked to present a seminar "opening statement" to the Human Services Executive Council on "The difference between Human Services and Profit Making Organizations - Facts or Fictions" 2 pp.

**Suggested Readings:**
IDEAS 16 (CULTURE), 19 (SYSTEMS), 20 (STAFF)
SKILLS 1 (Again), 3 (Proposal Writing), 4 (Fundraising), 5 (Performance Contracts), 6 (Meia/Marketing), 7 (Advocacy/Government Relations), 8 (Recruiting), 9 (Teams), 11 (Performance Evaluation), 12, (Effective Group Decision Making), 13 (Firing), 16 (Managing Infotech), 17 (Financial Management), 18 (Program Eval.), 19 (Risk Management), 24 (Consultants)
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

**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 an 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?

**Memo #6:**

Uncover the strategic plan of the agency you are at or have been at (or for the agency whose executive you are interviewing). Summarize it in one page; critique it in one page. If there is no strategy, explain why.

**Suggested Readings:**

09/08/05
IDEAS 17 (Strategy), 18 (Structure)
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)

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

"As in all crucial aspects of life, style is everything," Giovanni Trotzinni, 1691.  
“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.

**Memo #7**

Consider whether you are a “forest” type thinker or a “trees” type thinker. Prepare a memo to yourself outlining the strengths and weaknesses of whichever type you are, and outlining how you might make your weaknesses less problematic for your staff.

**Suggested Readings:**

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

CP#8 Judaic Sources
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.

**Memo #8:**

Consider yourself as a potential leader/executive. Outline your interpersonal strengths and weaknesses as you see them, and as you think others see them. Summarize with a discussion of your interpersonal style and how it could be improved.

http://www.straight-talk-now.com/, or http://www.keirsey.com/

**Suggested Readings**

IDEAS 14 (skills) 15 (styles)

Daniel Goleman, “Leadership That Gets Results” (March/April,2000) [R00204]
TOPIC 9: Personal Challenges: Self and Executive Leadership /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..

Memo#9:

Why Do Executives Explode? How Can We be Helpful? Consider the United Way Case as a Case in Point

Suggested Readings:

IDEAS 13 (The Idea Driven Self)

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

09/08/05
TOPIC 10: 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?
Memo #10

Consider the Differences between women and men managers. Is there a difference? If so, is it a difference that makes a difference? What should be done?

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]

CP#10 - - WHY EXECUTIVES DERAIL
CP#11Charmed Forces

Readings:


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 ar 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, odly, 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 Celing” (January/February, 2000) [R00107]

CP 11: HOW MALE AND FEMALE MANAGERS GET THEIR WAY
CP 12: FEMINIST PRACTICE IN ORGANIZATIONS
CP: 13 GIVING WOMEN THE BUSINESS

09/08/05
CP: 14 MEN AS MANAGERS MANAGERS AS MEN
CP: 15 THE NONPROFIT SECTOR AND GENDER DISCRIMINATION

Readings of Interest


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 fun by boards of directors. Unlike corporate America, the “CEO” and other top team members 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)
SKILLS 20 (Strengthening Board Performance)
The New Work of the Nonprofit Board
CP 15 (Appraising Boardroom Performance),
CP 16 (Languages, Ideologies and Cultures in nonprofit boards)
CP16 (Keep or Kill)
**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:**


**Other Reading:**

VII. BIBLIOGRAPHY


Fiedler, F. E., et al. (1979, December). Organizational stress and the use and misuse of managerial intelligence and experience. *Journal of Applied Psychology, 64*.


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

<table>
<thead>
<tr>
<th>#</th>
<th>Transformational</th>
<th>Transactional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>2</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>4</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>5</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>6</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>7</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>8</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>9</td>
<td>b</td>
<td>a</td>
</tr>
<tr>
<td>10</td>
<td>a</td>
<td>b</td>
</tr>
</tbody>
</table>

THE UNIVERSITY OF MICHIGAN  
School of Social Work  

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.