

University of Pennsylvania: School of Social Policy and Practice
Master of Science in Nonprofit Leadership

NPLD 791
Leadership: Designing the Future
Spring 2018
Room D26/27 Caster Building

Staff

Leadership Workshop Team Leader: Melissa Extein
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Advantexe Simulation Team Leader: Rob Brodo
 Advantexe Simulation Team Members: Eric Pressey
 Stephanie Trometter

Dates

Wed 2/7/18 5.30pm-8.30pm
 Wed 2/14/18: 5.30pm-8.30pm
 Fri 2/16/18: 6.00pm-10.00pm, Sat 2/17/18: 9.00am-10.00pm, Sun 2/18/18: 9.00am-6.00pm
 Fri 2/23/18: 6.00pm-10.00pm, Sat 2/24/18: 9.00am-10.00pm; Sun 2/25/18: 9.00am-6.00pm
 Wed 2/28/18: 5.30pm-8.30pm (small group work)
 Wed 3/14/18: 5.30pm-8.30pm

IMPORTANT: Attendance at all sessions of the class is a requirement for course credit. Classroom learning and full engagement in all aspects of the learning process is fundamental to professional education; hence promptness, being fully present at all required times and total engagement in your own and others' learning are all key to success in this course.

Educational Objectives

This course highlights the relationship between strategy, competition, collaboration and wealth creation. It has an architecture that makes a shared, lived experience the foundation for collective learning. Intellectual and experiential learning processes are combined to support the development of individual, group, and systems level awareness and abilities.

Through individual and collective learning processes, students will:

- (1) Develop an actionable theory of Leadership that is dedicated to designing new futures
- (2) Explore the competitive and collaborative forces within and between groups
- (3) Create, execute, and adjust organizational and systems level strategies
- (4) Analyze the impacts of mindsets centered in scarcity and abundance
- (5) Investigate differentiated forms of wealth creation
- (6) Identify and test the paradigms of the for-profit, public, and non-profit sectors
- (7) Learn about the role of power and politics and how they impact leadership

Course Requirements

A. Texts and Readings

All texts and readings will be distributed during class or through Canvas.

There are seven possible texts for the course. The first task you have as a class is to select the 5 books that you will collectively read. Once the class has collectively chosen the books, each person will be assigned to a small group, which will read one of these books and will co-educate fellow class members of the major content of that book.

The texts are:

Austin, James E. (2000) *The Collaboration Challenge: How Nonprofits and Businesses Succeed Through Strategic Alliances*, San Francisco, CA: Jossey-Bass.

Coase, Ronald & Ning Wang (2012) *How China Became Capitalist*, NY: Palgrave Macmillan.

Morgan, Gareth (1993) *Imaginization: New Mindset for Seeing, Organizing and Managing*, San Francisco, CA: Berrett-Koehler.

Mullainathan Sendhil and Eldar Shafir (2014) *Scarcity: The New Science of Having Less and How It Defines Our Lives*, NY: Henry Holt and Company

Smith, Kenwyn K. (1982) *Groups in Conflict: Prisons in Disguise*. Dubuque, IO: Kendall-Hunt.

Smith, Kenwyn K. (2002) *MANNA in the Wilderness of AIDS: Ten Lessons in Abundance*. Cleveland, OH: Pilgrim Press

Tutu, Desmond (1999) *No Future Without Forgiveness*, NY: Doubleday.

There are also several pre-class readings, all of which are specified in the syllabus below and will be distributed electronically by the instructor.

B. Course Assignments:

All written work (typed, double-spaced, and presented in a scholarly manner) must be well documented and free of flaws, including errors in spelling and grammar. Bibliographical references should conform to the formats for standard academic writing (such as the *Publication Manual of the American Psychological Association*). Late assignments are not accepted unless there is a genuine emergency (illness or life crisis). Sources for every idea drawn from the writings of others (books, articles, web sites) **MUST** be fully referenced. The University-as-a-whole has a **ZERO TOLERANCE** policy towards **PLAGIARISM**.

There are three major deliverables:

- Each individual will create a **list of major bullets** (1.5 to 2 two pages) that captures the essence of their assigned book. (b) Each book group will develop a **group-based synthesis** of these bullets re their assigned text and prepare to co-educate fellow students. **Due Date** Synthesis and presentation on Fri Feb 23, 2017.
- A **group-based presentation** of major lessons learned during the Simulation-Leadership Workshop-Power Lab (The preparation for this will be done late Sunday afternoon 2/26 and Wednesday 2/28; the presentation will occur on Wed evening 3/14; evaluation will be done by faculty and fellow-students) **Due Date** 5.30 pm Wed Mar 14, 2017.
- An **individual reflection paper** on how this course has influenced your thinking and being on one or more of the key topics surfaced during 791. Write an individual reflection paper (of at least 6 but no more than 10 double-spaced pages, 12 pt, Times New Roman). This paper is to focus on how this course has influenced your thinking and your ways of being regarding one or more of the key themes explored during NPLD 791. To illustrate, identify 2-3 important moments for you that occurred during our many hours working on the simulation, dealing with intragroup and intergroup dynamics, struggling with being powerful, powerless or caught in the middle, etc. Describe the event, the moment or the situation, analyze it using one or more of the concepts we have explored and/or have read about or discussed during the simulation, leadership workshop and class presentations. Clearly identify your key lessons. **Due Date** 11.59 pm Tues March 20, 2017.

C. Grading Policy:

The grading criteria for this course will be based on meeting the course objectives as demonstrated by class attendance, being fully engaged in class activities and discussions, and timely completion of assignments. Assigned papers should demonstrate integration of course readings and outside research when applicable. Grading in NPLD 791 is determined as follows:

- (1) (30%) Constructive contributions to your own and others' learning in the course-as-a-whole
- (2) (30%) Group analysis presentation
- (3) (20%) Individual reflection paper
- (4) (20%) Quality of the collective learning of the whole class
- (5) (Basic requirement for everyone) Create, execute and adjust organizational systems level strategies
- (6) (Basic requirement of everyone) Development of group-based knowledge of an assigned text and the successful co-educating of fellow students re this material.

D. Class Participation and Attendance:

Attendance at all sessions of the class is a requirement for course credit. Classroom learning and full engagement in all aspects of the learning process is fundamental to professional education; hence **promptness**, being fully **present** at all required times and total engagement in your own and others' learning are all key to success in this course. In the event that you are ill or cannot be present for any part of any class session due to some life crisis, you should notify (as soon as possible) all those with whom you are interdependent for whatever is being missed. If perchance permission is granted for such an absence, the excused in-crisis individual will be required to read and write a comprehensive book-report on a treatise relevant to the period of the absence. **Assigned readings are to be done in advance of each class.**

E. Device Policy:

Participants are required to **keep all electronic devices and cell phones completely off (not even on vibrate)** during ALL educational activities in NPLD 791.

F. Class Schedule

Given the highly experiential nature of this course, the specific schedule as presented below is subject to change and revision. However, the start times and end times listed for each day will not change under any circumstances and can be treated as fixed for scheduling purposes. Mealtimes, for instance, may shift from this initial schedule.

Wed 2/7/18: 5.30pm-8.30pm

Session 1: Becoming an Educational Community

Who are We, Individually and Collectively?

- Our Skill Sets
- Our Historical Trajectories
- Our Mindsets
- Our Models of Leadership and Followership

Co-creating our Learning Community

- What is Learning?
- How does Learning Occur?
- The Classic Model
- Freire's Challenge
- Learning about Learning
- Group Learning versus Individual Learning
- Collective Learning versus Group Learning
- Learning about Embeddedness
- Embracing Ignorance
- Establishing Trust and Vulnerability

Pre-Reading for Session 1:

Freire, P *Liberation Education*, a 5 page synopsis his 1961 Lecture at Harvard University that presaged his famous (1990) *Pedagogy of the Oppressed*, New York: Continuum Press, which was first published in the early 1970s.

Wed 2/14/18: 5.30pm-8.30pm

Session 2: Becoming Collectively Intelligent

The Course Model

- The Roles and Functions of
 - Business
 - Government
 - Non-profits/NGOs
 - The Fourth Sector

Intellectual Stretching Exercises

- Relational versus Entitivity Thinking
- Framing and Being Framed

Some Key Definitions

Organization
Group
Paradigm
Change
Culture

Failing and Succeeding ↔ Succeeding and Failing

Systems Thinking and Thinking Systems (Part 1)

Discontinuous Consequences of Continuous Processes (illustrate with \$)
Competition and Collaboration (winning and losing)
The Polyploid Horse
Cybernetics

The Problem of Smart People and Broken Systems

The Problem of Problem-centric Thinking

Pre-Reading for Session 2: Smith, Kenwyn K. “Rabbits, Lynxes and Organizational Transitions” (Chapter 12) in John R Kimberly and Robert E. Quinn (1982) *New Futures: The Challenges of Managing Corporate Transitions*. Homewood, IL: Dow Jones-Irwin, pages 267-294

Fri 2/16/18: 6.00pm-10.00pm

Pre-Reading for Session 3:

Hamel, G & C.K Prahalad (2005) Strategic Intent. *Harvard Business Review*, July-Aug, pages 148-161

Smith, K. K. (forthcoming) *The Coin of the Realm: Money, Trust, Mutuality and Fiction* (Draft)

Sat 2/17/18: 9.00am-10.00pm

Pre-Reading for Session 4: Kenwyn K. Smith (Draft) *On Water and Energy Abundance* Plus preliminary thoughts of students reading their assigned books

Sun 2/18/18: 9.00am-6.00pm

Preparation for Session 5: Ted talk by Mariana Mazzacato

Fri 2/23/18: 6.00pm-10.00pm

Session 6: Co-education event re Assigned Books***Sat 2/24/18: 9.00am-10.00pm***

Pre-Reading for Session 7: Scott Peck (1998) (second edn.) “Mei Lai: An Examination of Group Evil,” in *People of the Lie* Touchstone, a Simon and Schuster company, NJ: Delran; plus consideration of some thoughts of Gandhi and The South Africa Truth and Reconciliation Commission

Sun 2/25/18: 9.00am-6.00pm**Session 8: The Leadership Workshop*****Wed 2/28/18: 5.30pm-8.30pm***

Session 9: Preparation of a Presentation by each group of the major lessons they learned, how they learned them and the value of that learning to others.

Wed 3/14/18: 5.30pm-8.30pm**Session 10: Group Presentations and Course Wrap-up**