REVISED SYLLABUS

MLD 202 EXERCISING LEADERSHIP: A CROSS CULTURAL & INTERNATIONAL PERSPECTIVE

FACULTY: DEAN WILLIAMS

CLASS TIMES: Monday & Wednesday 10.10am to 11.30pm

ROOM: L-230

COURSE OVERVIEW

The course begins with the premise that globalization is producing a set of tensions and forces that are felt at all levels of society – in nations and between nations, and in villages and between villages. These tensions generate disequilibrium and disruptions in cultures that have both positive and negative consequences. This course examines the exercise of real leadership in dealing with these challenges.

The course also examines the role and function of authority in different cultures and how it can be used to promote more effective problem solving, build bridges, orchestrate better societal adaptations, and orient people to do the vital work that generates a true sense of progress.

Each culture has its own distinct set of values, traditions, habits and priorities. Some groups are culturally more “tightly bounded” than others. Nevertheless, in all groups a set of values and norms produce a social and mental context that shapes what can and cannot be done by people as they engage problem solving to address their challenges. This context also produces constraints for those serving as authority figures and those seeking to exercise leadership without much authority.

These contextual variables must be understood and appreciated by anyone who seeks to lead and help people deal with the complexity of the problems that we face today. Failure to appreciate the dynamics of culture and the values that give meaning to people’s lives could be destructive for the one seeking to lead and also for the people who are facing a demanding and problematic challenge.

The course will draw on historical and current events to examine the successes and failures of those who have tried to lead. Students will also have an opportunity to present personal leadership dilemmas they or their community faces. Analysis will be conducted in small groups and the large class.

To facilitate learning the course employs readings, films and documentaries, case studies, exercises, small group work and discussions. The course framework primarily uses concepts from anthropology and social psychology, and the adaptive leadership model.
SPECIFIC OBJECTIVES

- Examine the process of leadership, the function of authority, and the orchestrating of “adaptive work” in different cultures and between cultures.
- Strengthen one’s diagnostic capacity to identify the primary adaptive challenge facing an organization, community, or nation.
- Examine the “work avoidance” patterns and maladaptive practices of different communities and cultural groups.
- Explore one’s personal “cultural narrative” to examine how it affects one’s orientation to leadership, authority and change.
- Increase one’s effectiveness to exercise leadership in one’s own cultural context and across cultural divides.
- Enhance one’s capacity to be a global agent of change

TEACHING TEAM

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REQUIREMENTS, ASSIGNMENTS & GRADING

1. PARTICIPATION AND ATTENDANCE IN LARGE CLASS (20% OF GRADE)
   
   Attendance is required: For every class missed, 2 points will be deducted.

   Contribution: It is important for students to share their experience, observations, cultural knowledge and raise questions and contribute to the discussion in the classroom. Students will be given a contribution grade based on HIGH contribution, MODERATE contribution, and LOW contribution.

2. SMALL GROUP STUDY MEETINGS (20% OF GRADE)
   
   Students will meet once a week in small groups to share and analyze a leadership case.

   A 2 to 3 page reflection paper will be required for each small group meeting.

3. TWO BOOK REVIEWS 4 PAGES EACH (20% OF GRADE)
   
   Choose any two of the assigned books for the class and write a short 4 page discussion on key lessons for you as it pertains to leadership.

   First due: March 9       Second due: April 20

4. MID-TERM PAPER: 6 PAGES: MY CULTURAL NARRATIVE AND THE IMPLICATIONS FOR MY LEADERSHIP WORK (20% OF GRADE) DUE DATE: MON. MARCH 24
   
   o Your assignment is to write about your own cultural narrative (the story and values that shape your orientation to the world) and discuss the implications of that narrative as it pertains to your own leadership, sense of power, need for authority, relationship to position and status, and approach to public problem solving. The paper should be very reflective and deal with the strengths, weaknesses and limitations of your narrative. You should also address the personal work you need to do to enhance your capacity to lead in a complex world.

5. FINAL PAPER: 10 PAGES: A DEMANDING CULTURAL ADAPTIVE CHALLENGE FACING MY ORGANIZATION, COMMUNITY OR NATION (20% OF GRADE) DUE DATE: MON. MAY 4
   
   o The assignment is to diagnose a demanding adaptive challenge facing your country, institution or community that is a consequence of globalization and necessitates crossing boundaries of some type in order to address it. How did the challenge emerge? How is that challenge being addressed? What is working, not working, and what is missing? What kind of leadership needs to be provided to address the challenge? What values need to be shifted?
BOOKS FOR THE CLASS

LEADERSHIP FOR A FRACTURED WORLD: HOW TO CROSS BOUNDARIES, BUILD BRIDGES, AND LEAD CHANGE by Dean Williams (Berrett-Koehler, 2015)

REAL LEADERSHIP: HELPING PEOPLE AND ORGANIZATIONS FACE THEIR TOUGHEST CHALLENGES by Dean Williams (Berrett-Koehler, 2005)


CULTURE MATTERS: HOW VALUES SHAPE HUMAN PROGRESS edited by Lawrence Harrison and Samuel Huntington (Basic Books, 2000)

WHO WE ARE: THE CHALLENGES TO AMERICAN NATIONAL IDENTITY by Samuel Huntington (Simon and Schuster, 2005)

THE NEW ASIAN HEMISPHERE by Kishore Mahbubani (Public Affairs, 2008)

COLLAPSE: HOW SOCIETIES CHOOSE TO FAIL OR SUCCEED by Jared Diamond (Viking Books, 2005)

THE ACHIEVING SOCIETY by David McClelland (Free Press, 1999)
(READING PACKET) ARTICLES FOR THE CLASS


3. “Leading in Complex Political Environments” by Dean Williams (Working Papers, Center for Public Leadership, Harvard Kennedy School of Government)


5. “Propositions for Exercising Real Leadership” by Dean Williams


13. “Mindsets and Human Nature: Promoting Change in the Middle East, the Schoolyard, the Racial Divide, and Willpower” by Carol S. Dweck, American Psychologist, Vol. 67, No. 8, 614–622, 2012

DOCUMENTARIES AND FILMS

| Black Harvest | Gate of Heavenly Peace |
| Bruno Manser and the Penan of Borneo | The Ugly American |
| Breaking Bows and Arrows | |
| Ghosts of Rwanda | |
**WEEKLY SCHEDULE**

**Week 1**

**Mon. Jan. 26**  
**A NEW FRAMEWORK FOR LEADERSHIP IN THE AGE OF GLOBALIZATION**

**Readings:**

*Real Leadership* by Dean Williams, Introduction, ch.1, 2  
*Leading in a Changing World* by Dean Williams Leadership Vol 2. No. 1 Spring 2002  

**Questions to explore:**

1. How can you tell the difference between leadership that generates sustainable “progress” (real leadership) and leadership that generates conflicts, distractions and false promises (counterfeit leadership)? Give examples of both that you see in the world today?  
2. What are the dynamics of adaptive work in different cultures?  
3. What are the dynamics of adaptive work across cultures?

**Wed. Jan. 28**  
**LEADERSHIP, AUTHORITY, CULTURE AND PROGRESS**

**Readings:**

*Cultures and Organizations* by Hofstede, et al, chapter 1, 2, 3, 4  
*Culture Matters* edited by Harrison and Huntington, Introduction, ch.1  
“Conceptualizing leadership across cultures” by Dickson, Castano, Magomaeva, and Hartog: Journal of World Business 47 (2012) 483–492

**Questions to explore:**

1. What is the link between culture, values, problem solving and progress?  
2. What is the relationship between authority and the group in your culture? What are benefits and limitations of that relationship?
Week 2
Mon. Feb. 2  DIAGNOSTIC WORK: WHAT CHALLENGE DO THE PEOPLE FACE?

Readings:

Leadership for a Fractured World by Dean Williams, chapter 1
Real Leadership by Dean Williams, Introduction, ch.1, 2
The New Population Bomb: Four Megatrends That Will Change the World by Jack Goldstone, Foreign Affairs, Jan/Feb 2010
Collapse by Jared Diamond

Questions to explore:

1. What are the sources of collapse?
2. What is the role of leadership in preventing collapse?
3. What are some of the big challenges your culture faces? How is the challenge connected to other cultures and competing values?
4. How do you do the diagnostic work of leadership to determine the key challenges the group or community faces?
5. In your own context, what values, practices or priorities do people hold that they consider to be more important than facing reality and generating progress? How do those values get played out and expressed?

Tues. Feb. 3  DOCUMENTARY CASE STUDY: Black Harvest 7-9 PM Starr Auditorium

Wed. Feb. 4  ANALYSIS AND DISCUSSION OF BLACK HARVEST CASE: IMPLICATIONS FOR THE EXERCISE OF LEADERSHIP AND CHANGE

Week 3
Mon. Feb. 9  CLASS CANCELLED DUE TO SNOW

Wed. Feb. 11  GUEST SPEAKER SRDJA POPOVIC
Week 4
Mon. Feb. 16  PRESIDENT’S DAY – NO CLASS
Wed. Feb. 18  LEADERSHIP AND ADAPTIVE WORK: LEADING IN A STATE OF DISEQUILIBRIUM

*Leadership for a Fractured World* by Dean Williams, Introduction, chapter 1
*Real Leadership* by Dean Williams, Introduction, ch.1, 2

Questions to explore:
1. What is your tolerance for disequilibrium?
2. How can you harness disequilibrium for learning?
3. How does authority help or hinder in the promotion of adaptive work and deep social learning?
4. How can you lead without authority? What leadership interventions are needed to promote adaptive work and deep social learning?

Week 5
Mon. Feb. 23  YOUR CULTURAL NARRATIVE AND ITS IMPLICATIONS FOR LEADERSHIP

Readings:
*Leadership for a Fractured World* by Dean Williams, chapter 2
*Cultures and Organizations, ch 3 “More equal than others”*
*Cultures and Organizations, ch 4 “I, we and they”*
*Cultures and Organizations, ch 5 “He, she and he”*
*Cultures and Organizations, ch 6 “What is dangerous is different”*
*Cultures and Organizations, ch 7 “Yesterday, now or later”*
*Cultures and Organizations, ch 8 “Light or dark”*

Questions to explore:
- What is your own cultural narrative and how did it develop?
- How might your cultural narrative limit or impede your capacity to exercise leadership?
- What are the implications for how you think about and use authority?
- What personal work pertaining to your cultural narrative might you do to further enhance your capacity to provide leadership in diverse contexts?

Tues. Feb. 24  DOCUMENTARY CASE STUDY: *Bruno Manser and the Penan Of Borneo*
7-8.30 PM
Wed. Feb. 25  SHIFTING CULTURE OR PRESERVING CULTURE? What is the challenge?

Readings:

*Real Leadership*, ch.6 “The Maintenance Challenge”

*Real Leadership* ch.5 “The Transition Challenge”

*Leadership for a Fractured World* by Dean Williams, ch 4 “Busting Boundaries”

*Culture Matters*, ch.8 “Social Capital”

*Culture Matters*, ch.10 “Traditional Beliefs and Practices: Are Some Better Than Others” (Edgerton)

Questions to explore:

- What is the role of leadership in preserving certain values, practices and habits of a group or community?

- In your context, what must be preserved and protected? Is that work being done? What is being lost? How can you lead to “keep the fire burning”? In your context, what fire must be kept burning? In your context, what values must be transitioned to deal with the reality of the changing world? How is that work currently being done? What is the work avoidance surrounding it?

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Week 6

Mon. Mar. 2  CROSSING BOUNDARIES TO EXERCISE LEADERSHIP

Readings:

*Leadership for a Fractured World* by Dean Williams, ch 3 (Crossing Boundaries)

*Cultures and Organizations*, ch. 11 “Intercultural encounters”


Questions to explore:

1. What are the challenges for you in crossing boundaries?
2. Why do so many people become “ugly” as they cross boundaries and try to lead? How do you limit “ugly” leadership and what personal work might you do to increase your effectiveness in cross boundaries?
3. Share your personal experience and leading across boundaries.
CROSSING BOUNDARIES: LESSONS FROM MADAGASCAR

Readings:
“Mindsets and Human Nature: Promoting Change in the Middle East, the Schoolyard, the Racial Divide, and Willpower” by Carol S. Dweck, American Psychologist, Vol. 67, No. 8, 614–622, 2012

Real Leadership, ch 5, The Transition Challenge

Culture Matters, ch. 20, “Changing the Mind of a Nation” (Fairbanks)

Culture Matters, ch. 22, “Promoting Progressive Culture Change” (Harrison)

Questions to consider:
1. What are the challenges in cross boundaries and seeking to exercise leadership as an “adviser”?
2. Under what circumstances should you walk away?
3. If the authority figure is acting irresponsibly with their power, what can you do?
4. How can you build the leadership capacity of those in different cultural environments than your own?

THE ACTIVIST CHALLENGE

Readings: Real Leadership, ch.3 “The Activist Challenge”

Questions to consider:
1. What is the role of the activist in initiating social change?
2. What distinguishes the exercise of leadership from noise making?
3. How do you exercise activist leadership without getting killed?

DOCUMENTARY CASE STUDY: The Gate of Heavenly Peace
7-10 PM  Starr Auditorium

TIANAMEN SQUARE: DISCUSSION ON THE ACTIVIST CHALLENGE

Questions to consider:
1. What went wrong? Where was the breakdown in leadership?
2. What form did the work avoidance of the various groups take?
3. If real leadership had been exercised, what might it have looked like?
Week 9

Mon. Mar. 23

INTERNAL ADAPTIVE WORK: AMERICA’S CULTURAL NARRATIVE AND THE CHALLENGE OF CHANGE

Readings:

Who Are We? The Challenges to America’s National Identity by Samuel Huntington

Bowling Alone by Robert Putnam

Culture Matters, Ch 8 “Social Capital” (Fukuyama)

Culture Matters, Ch. 15 “Taking Culture Seriously: A Framework and an African American Illustration” (Patterson)

Culture Matters, Ch 16 “Disaggregating Culture” (Glazer)

Culture and Organizations (Hoefstede) ch.11 “Intercultural Encounters”

Questions to consider:

1. Do you agree with Huntington’s thesis that America faces an identity challenge? What do you see as the “adaptive challenge” that must be addressed?
2. Do you think sufficient leadership is being provided to address the challenge?
3. What is an internal adaptive challenge facing your organization, community, or nation?

Tues. Mar 24

Film: The Ugly American 7.30 to 9.30pm

Wed. Mar. 25

EXTERNAL ADAPTIVE WORK: AMERICA’S CULTURAL NARRATIVE AND THE NEED FOR CHANGE

Readings: The New Asian Hemisphere by Kishore Mahbubani

YouTube: On YouTube please view the Kishore Mahbubani interview http://www.youtube.com/watch?v=zlAVb-k7QiY

Questions to consider:

1. What are the adaptive challenges for America vis-à-vis Asia and the rest of the world?
2. Do you see sufficient leadership being exercised to address the challenge?
3. Think about your country: What is some adaptive work it needs to do with other countries or international organizations?
Week 10  
Mon. Mar. 30

THE CRISIS CHALLENGE: CONTAINING THE WILD MOB AND FIGURING OUT THE “WORK” THAT MUST BE DONE

Readings: Real Leadership, ch.8 “The Crisis Challenge”

Questions to consider:
1. What is the role of leadership and authority in a crisis?
2. What are the inherent dangers of leading in a crisis?
3. What underlying values in the culture can be appealed to in order to quell the crisis and deal with the hidden issues?
4. How do you exercise leadership to bring down the heat and promote learning?

Tues. Mar. 31

DOCUMENTARY CASE STUDY: Ghosts of Rwanda
7-9 PM Starr Auditorium
Read at PBS website background information and interviews on Ghosts of Rwanda http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/

Wed. April 1

THE CRISIS CHALLENGE: ANALYSIS OF RWANDA CASE

Questions to consider:
1. What went wrong? Where was the breakdown in leadership? What form did the work avoidance take?
2. How might leadership have been exercised? If you were a leadership adviser, what advice would you have given to the key actors of the in the system?

Week 11

Mon. April 6

TRANSCENDING BOUNDARIES BY HARNESSING THE POWER OF DIVERSITY

Readings:
Leadership for a Fractured World by Dean Williams, ch 5 “Transcending Boundaries”

Real Leadership, Ch 5, The Transition Challenge

Questions to explore:
1. How might you harness the power of diversity?
2. What are the dangers and possibilities that diversity poses?
3. What is the leadership work needed to manage diversity in problem solving, change and development for institutions and communities?
Tues. April 7

**DOCUMENTARY:** *Rivers and Tides*  7-9pm Land Lecture Hall

Wed. April 8

**DISCUSSION ON CREATIVITY AND CHANGE**

**Readings:**

*Real Leadership*, ch. 7 “The Creative Challenge”

**Questions to explore:**

1. What is the function of leadership in igniting creativity and imagination?
2. What are the dangers inherent in leading for a creative challenge in your particular context?

Week 12

Mon. April 13

**LEADERSHIP, CULTURE & ECONOMIC DEVELOPMENT**

**Readings:**

*Real Leadership*, ch.4 The Development Challenge

*Culture Matters*, ch.2 “Attitudes, Values, and Beliefs, and the Micro-economics of Prosperity” (Porter),

*Culture Matters*, ch.3 “Notes on a New Sociology of Economic Development” (Sachs)

*Culture Matters*, ch.4 “A Cultural Typology of Economic Development” (Grondona)

Culture Matters, ch. 6 “Does Africa Need a Cultural Adjustment Program” (Etounga)

*Culture Matters*, ch.18 (Pye), Asian Values; From Dynamos to Dominoes

*Culture Matters, ch. 19 Tu Wei Ming: Multiple Modernities: A preliminary Inquiry into East Asian Modernity*

**Questions to explore:**

1. Why do some cultures embrace the values of economic capitalism more than others?
2. Do certain values and cultural attributes support economic growth?
3. What are the dangers to a community when those values are embraced, modified, or changed?
Wed. April 15

THE ACHIEVING SOCIETY: THE MOTIVES OF HUMAN & ECONOMIC DEVELOPMENT

Readings:

The Achieving Society by David McClelland

“Emotions in Memories of Success and Failure: A Cultural Perspective” by Meng Zhang and Susan E. Cross; Emotion, 2011, Vol. 11, No. 4, 866–880

Culture Matters, ch 11, “Culture, Childhood, and Progress in Sub-Saharan Africa” (Weisner)

Questions to explore:

1. What is your motive profile? What are the implications for your leadership?
2. What is the motive profile for the groups in which you seek to lead?
3. What are the dangers to a community when those values are embraced, modified, or changed?

Thurs. April 16

Documentary: Breaking Bows and Arrows 7.30-8.30 room (TBA)

Read about the documentary at the website:

Week 13

Mon. April 20

BUILDING BRIDGES, HEALING WOUNDS AND MOVING ON

Readings:

Leadership for a Fractured World by Dean Williams, ch 6 “Building Bridges”


Questions

1. Have you ever been involved in bridge building work? Was it successful? What worked, what did not?
2. Have you ever played the role of frontier guide?
3. Think of adaptive bridge building challenge that your community faces? What might leadership look like to address that challenge?
Wed. April 22

DEVELOPING A GLOBAL MINDSET AND BEING MULTIDIMENSIONAL AS A LEADER

Readings:

*Leadership for a Fractured World* by Dean Williams, ch 7 (Expanding your personal boundaries)

*Real Leadership*, ch. 9 “Leading in Multiple Challenges: The Case of T.E. Lawrence

*Real Leadership*, ch. 10 “Odin, the Samurai, and You”

Questions

1. What does a global mindset mean to you?
2. How can you develop a more global mindset?
3. How can you become more multi-dimensional in your capacity to exercise leadership?
4. What processes can you employ to increase in wisdom to be able to lead in diverse and complex world riddled with danger and opportunity?

Week 14

Mon. April 27

KEEPING YOURSELF FROM FRACTURING AS A LEADER

Readings:

*Leadership for a Fractured World* by Dean Williams, ch 8 (Keeping yourself from Fracturing)

Questions

1. How do you keep yourself from fracturing?
2. Have you ever fractured? What happened? What did you learn?
3. How do you know when to walk away?

Wed. April 29

REFLECTING ON THE COURSE: WHAT HAVE WE LEARNED?

Questions

1. What has shifted for you by virtue of participating in the class?
2. What questions has the class generated for you?
3. What are your concerns as you go forth to lead?