

How the Harvard Kennedy School teaches management, leadership, and the decision sciences

A Working Paper for the Best Practices in Public Management Project¹

Ian D. Clark²

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Comments welcomed by the author:

id.clark@utoronto.ca

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¹ Details on this SSHRC-funded project can be found at: www.publicmanagementbestpractices.ca

² Ian Clark is Professor, School of Public Policy and Governance, University of Toronto, www.ian-clark.ca.

Background and purpose of this paper

The research aim of the [Best Practices in Public Management](#) project is to examine how best practices are used as advisory topics by international agencies, how they are used to inform public management decisions by governments, and how they are used as teaching topics in graduate schools of public policy and public administration.

In addressing the latter question, a good place to start would seem to be courses dealing with management, leadership, and the decision sciences. This short paper begins this process by looking at how leading American schools, particularly the Harvard Kennedy School (HKS), teach these subjects.

In their review of Canadian MPP and MPA programs, Clark and Pal (2011)³ noted that a principal issue in curriculum design is whether and how to mount courses on management, leadership, and the decision sciences. Course descriptions for most Canadian programs⁴ can be found on their respective web sites. Links to course descriptions can be found on the [Canadian Masters Programs in Public Policy and Public Administration](#) site on Supplementary Resources section of the [PPG Portal](#). More detail on some of the courses can be found on the [Courses](#) site on the PPG Portal.

Management, leadership, and the decision sciences at leading US programs

Relative to Canadian MPP and MPA programs, leading American programs appear to place substantial curricular focus on leadership development and on operational skills associated with the practice of public management. For example, Syracuse's [Maxwell School](#) (self-described as "the nation's first professional program in public management and policy, and it is consistently ranked as the best public administration program in the US") summarizes its one-year MPA as a "40-credit professional graduate degree designed to prepare students to **lead** and **manage** in the public sector" (emphasis added). It features a required four-week full-time [Executive Leadership Seminar](#) (about "cultivating your own leadership style ... transitioning from student to professional") that acts almost as a capstone to its capstone four-week full-time [MPA Workshop](#). The topics covered in the leadership seminar include: "interest-based **negotiation** as leadership, work and conflict **self assessment**, negotiation in groups, **managerial mediation** as leadership, working with the **media**, ethical

³ Ian D. Clark and Leslie A. Pal, [Academic Respectability Meets Professional Utility: Canadian MPA/MPP Programs and Professional Competencies](#), November 21, 2012.

⁴ The Canadian Association of Programs on Public Administration (CAPPA) provides a list on the [Masters Programs](#) section of the CAPPA site.

leadership, **persuasion and advocacy** as leadership, collaborative problem solving as leadership, **negotiating in networks, entrepreneurship** and creativity as leadership, and **leadership styles** and assessments” (emphasis added).⁵

The emphasis on management, leadership and the decision sciences is even more pronounced at the Harvard Kennedy School. The [HKS](#) states that “MPP core requirements are built upon strong foundations in three methodological areas: analysis, **management**, and **leadership**.” Its first year required courses are intended to “develop the following core skills to prepare our students for public service: economics, quantitative analysis, politics and **advocacy**, financial management, **strategic management**, ethics, and **leadership**” (emphasis added).

The range of management and leadership courses at the Kennedy School is remarkable, a legacy of Dean Joseph Nye (1995-2004) who made leadership a signature element of the curriculum. A complete listing of the 50 Kennedy School courses in the “Management, Leadership and Decision Sciences” series is provided in Annex 1. There are almost as many courses in this series as in the more traditional MPP series in “Analysis of Policies and Institutions” and “Democracy, Politics and Institutions.” As well, the HKS makes extensive use of case studies, which automatically gives a practice-oriented flavour to the classroom.

Using HKS as a model

The rest of this paper deals with the HKS because it has long been an aspirational model for new MPP programs the world over, and because it has recently posted a great deal of information about its courses on its public website. The HKS public website now includes course descriptions and detailed syllabi for virtually all its over two hundred courses.⁶ There is even a series of [HKS Course Trailers](#) on YouTube where professors explain course objectives and approaches.

The HKS has dramatically expanded since the MPP was inaugurated in 1969⁷ and is now much larger than any Canadian school except l’École nationale

⁵ Quotes are from the course description on the website, December 23, 2012. From personal conversations Rosemary O’Leary, Distinguished Professor of Public Administration and International Affairs, at the April 2010 IRSPM conference in Bern, it is clear that the Executive Leadership Seminar is signature element of the School and draws heavily on a wide list of adjunct faculty and professional friends of the school.

⁶ Other than some course [renaming and renumbering](#) it is not clear from the HKS website how much the HKS syllabi or course line-up have changed as a result of the most recent curriculum review.

⁷ The author was one of 21 students in the second class. One indication of how much the world of public policy instruction has changed in the last four decades is that the male to female ratio in the 1972 Kennedy School MPP graduating class was 20 to 1!

d'administration publique. Its size and reputation enable HKS to expose its students and faculty to a steady stream of visiting practitioners and thinkers in public policy.

HKS has the status of a faculty, led by a dean, and hires its own professors. According to [HKS-Facts](#), there are 190 faculty members, including 51 tenured professors, 4 emeritus professors, 12 professors of practice, 7 associate professors, 15 assistant professors, 40 lecturers, 9 visitors, and 52 part-time adjunct faculty. There are 471 staff, including 98 on teaching programs, 204 on research programs and 169 on administration and support. There are 494 students in the MPP program, 169 in the MPA program, 197 in the Mid-career MPA program, 155 in the MPA in International Development program and 157 full-time students in doctoral programs.

As anyone who has visited HKS knows, it has excellent physical plant: an Atrium, amphitheatre-style classrooms, "skills rooms" where circular tables can be deployed, meeting rooms and interesting student spaces. Classrooms are equipped with smart boards and smart podiums to allow easy projection of internet materials and DVDs as well as PowerPoint presentations.

The advertised domestic tuition for the HKS program is \$41,418 per year (plus about \$5,000 for insurance, fees and books) compared to prices ranging up to \$14,693 per year for Canadian programs.

Admission and graduation requirements at HKS

[HKS program eligibility requirements](#) are similar to those of many Canadian programs. The HKS's academic prerequisite is "bachelor's degree – some knowledge of college-level economics, statistics, and calculus is preferred" with work experience "not required, but at least 2-3 years full-time professional experience preferred." Like many Canadian programs, the [HKS application](#) includes an essay, official transcripts, and three letters of recommendation but, unlike Canadian programs, includes submission of "Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT), even if an advanced degree has been earned."

For the HKS degree, the [MPP Requirements](#) are 18 one-semester courses over the two years, with 10 in the first year, and no internship. The most demanding of the Canadian MPP courses require 16 one-semester courses plus, in at least one cases, a "two one-semester course equivalent" internship between the two academic years. HKS courses are 14 weeks long, typically with two 90-minute classes per week. The HKS website does not provide detailed information on class size but many of the syllabi refer to course enrolments being limited to

72, and most courses have one faculty assistant and two or more course assistants. Canadian courses are 12-13 weeks long, typically with one 150-180 minute class per week. Class sizes are generally smaller than those in HKS, with fewer assistants.

Curricular philosophy and professional orientation at HKS

The HKS is more explicit than most Canadian schools in emphasising its professional, art-of-practice orientation, particularly in respect of management and leadership. Its top-level description of the [MPP curriculum](#) states that “MPP core requirements are built upon strong foundations in three methodological areas: analysis, management, and leadership.” Its first year required courses are intended to “develop the following core skills to prepare our students for public service: economics, quantitative analysis, politics and advocacy, financial management, strategic management, ethics, and leadership.” It provides practical experience in its first-year [Spring Exercise](#), which “gives students practice at applying core tools and concepts in a setting and at a pace approximating professional reality” and its second-year [Policy Analysis Exercise](#), which produces “an analytic and consultative professional product which emanates from the student’s work with a real-world client, under the close supervision of a faculty advisor with expertise in the topic.”

During their first year, HKS students select one of six concentrations: a) Business and Government Policy, b) Democracy, Politics and Institutions, c) International and Global Affairs, d) International Trade and Finance, e) Political and Economic Development, f) Social and Urban Policy. (See [HKS PACs and Concentrations](#) for descriptions.)

In perusing the course syllabi, particularly those in the leadership and management stream, one cannot help be impressed with the demanding nature of the instructors’ expectations for student preparation and participation. For example, the [MLD-221: Introduction to Negotiation Analysis](#) states, “You must attend all Monday and Wednesday class sessions and all Tuesday negotiation exercises. Unexcused absences are not permitted. You must have your Program Director contact Professor Mandell directly to formally excuse any absence.” And many have “cold calling” practices such as MLD-221’s “On Mondays and Wednesdays, assigned Learning Teams will be cold called to lead off discussion regarding cases, exercises, and readings.” Many have rules for the use of laptops and smartphones such as that from [DPI-130: Rethinking Policy Design](#), “The use of laptops and tablet PCs is permitted only for referencing course readings and taking notes; use of these devices for other purposes, including checking e-mail,

Facebook, instant messaging, reading blogs/websites, etc. is not permitted... Use of cell phones and smartphones in class is not permitted." Furthermore, if the images of classrooms on the course trailers are indicative, professors and students seem to dress "professionally" for the classroom.

Required and core courses at HKS

HKS requires 7.5 one-semester core courses, all in the first year, plus 3-7 one-semester courses in a selected concentration. This allows for 3-7 elective courses, depending on the selected concentration.

The HKS MPP degree requirements are described [here](#) and the 2012-13 course listing [here](#). The HKS core required courses in the first year are:

1. API-101: Markets and Market Failure
2. API-102: Economic Analysis of Public Policy. This course comes in four sections with slightly different policy cases. Section A (which requires calculus) includes climate change, tax policy, welfare policy, government contracting, health care, education, immigration, and trade. Section B focuses on economic policymaking in the open economy, with both macroeconomic and microeconomic elements. Section C focuses on applications at the nexus of business and government, including energy policy, competition policy, environmental regulation, financial markets, labor markets, public health and safety, and insurance markets. Section D focuses on social policy and the design of optimal government programs, with applications including poverty alleviation, health, education, unemployment, and taxation.
3. API-201: Quantitative Analysis and Empirical Methods
4. API-202: Empirical Methods II
5. API-500: Spring Exercise (0.5 credit)
6. DPI-101: Mobilizing for Political Action - American Politics & Comparative Politics. "The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time."
7. DPI-201: The Responsibilities of Public Action
8. MLD-101: Strategy, Structure and Leadership in Public Service Organizations. This course "introduces students to concepts and analytic techniques fundamental to managing and leading organizations, [including] organizational strategy, leadership and motivating people, performance measurement, managing teams, decision making and

persuasion, and operations” and its rigorous approach is reflected in the required readings listed in the [MLD-101 course syllabus](#). Annex 3 reproduces the course description, the main teaching topics, and the required readings.

The HKS core required courses in the second year are:

9. Policy Analysis Exercise and year-long seminar
10. Policy Area of Concentration: electives for the selected concentration

Professionally-oriented elective courses at HKS

A striking difference in the core curriculum between HKS and that of most Canadian programs is the extent to which the HKS addresses: 1) leadership theory, 2) organizational behaviour, 3) behavioural psychology, 4) negotiation, 5) effective communication, and 6) policy design. After being introduced to these six subjects in a rigorous way in their first year required MLD-101 and DPI-101 courses, students at the Kennedy School can pursue them in more depth with electives, primarily in the second-year. There are several elective courses on leadership, including [MLD-201: Exercising Leadership: The Politics of Change](#) (see [Christine Letts video](#) for the non-profit leadership section of this course) and [MLD-326: Decision Making and Leadership in the Public Sector](#), several on organizational behaviour and change, including [MLD-604: Performance Leadership: Producing Results in Public and Nonprofit Agencies](#) (see [Robert Behn video](#)), [MLD-304: Science of Behavior Change: Judgment and Decision Making](#) and [MLD-305: Emotional Influences on Decision Making: Bias and Benefit](#). There are two elective courses on negotiation including [MLD-221: Introduction to Negotiation Analysis](#). There are seven elective courses on persuasion and effective communications, including [MLD-342: Persuasion: The Science and Art of Effective Influence](#) (see [Gary Orren video](#)), [DPI-801: The Arts of Communication](#), [DPI-810M: Introduction to Writing for Policy and Politics](#), [DPI-820M: Policy Writing for Decision Makers](#), and [DPI-830: Advanced Intensive Writing: Column and Opinion Writing](#). There are several electives on policy design, including [DPI-130: Rethinking Policy Design](#), [DPI-312: Sparking Social Change](#) (see [Archon Fung and Mark Moore video](#)) and [DPI-682: Solving Problems Using Technology](#), [PED-210: Public Finance in Theory and Practice](#) (see [Jay Rosengard video](#)).

Preliminary conclusions

The first preliminary conclusion from this review is that, through extensive use of the case method of teaching, the HKS makes significant use of best

practices in its courses on management, leadership and the decision sciences. More detailed review of the syllabi would likely be able to determine the extent to which the cases make use of best practice advice provided by international agencies.

The second preliminary conclusion is that the HKS approach looks to be effective, at least from a student assessment perspective. 26 graduates of one Canadian MPP program were asked in January 2013 their opinion of the merits incorporating some features of the HKS curriculum into the program they had taken.⁸ All the graduates were impressed with at least some elements of the HKS curriculum. An overwhelming majority agreed that Canadian programs would be more professionally useful if they included more curricular material on management, leadership and the decision sciences and if they made greater use of case studies.

This brief review suggests that there is considerable scope for expanding the use of best practice material in the MPP/MPA programs in Canada and likely in other countries as well.

⁸ The graduates received their degrees between 2009 and 2012. Their current professional status is: 4 in the federal government, 9 in provincial governments (including 2 in political offices), 1 in municipal government, 3 in non-profits, 4 in think tanks and universities, 2 in a private firm or association, and 3 pursuing further studies.

*Annex 1: Complete listing of HKS courses on
Management, Leadership and Decision Sciences⁹*

<u>Number</u>	<u>Course Title</u>	<u>Semester</u>	<u>Faculty</u>
<u>MLD-101-A</u>	Strategy, Structure, and Leadership in Public Service Organizations	Fall	<u>Nathalie Laidler-Kylander</u>
<u>MLD-101-B</u>	Strategy, Structure, and Leadership in Public Service Organizations	Fall	<u>Hannah Riley Bowles</u>
<u>MLD-101-C</u>	Strategy, Structure, and Leadership in Public Service Organizations	Fall	<u>Steven Kelman</u>
<u>MLD-101-D</u>	Strategy, Structure, and Leadership in Public Service Organizations	Fall	<u>Thomas Glynn</u>
<u>MLD-102</u>	Getting Things Done: Management in a Development Context	Fall	<u>Matt Andrews</u>
<u>MLD-110-A</u>	Strategic Management for Public Purposes	Fall	<u>Peter Zimmerman</u>
<u>MLD-110-B</u>	Strategic Management for Public Purposes	Spring	TBA
<u>MLD-201-A</u>	Exercising Leadership: The Politics of Change	Fall	<u>Ronald Heifetz</u>
<u>MLD-201-B</u>	Exercising Leadership: The Politics of Change	Spring	<u>Dean Williams</u>
<u>MLD-202</u>	Exercising Leadership: A Cross-Cultural & International Perspective	Fall	<u>Dean Williams</u>
<u>MLD-221-A</u>	Introduction to Negotiation Analysis	Fall	<u>Brian Mandell</u>

⁹ At [http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/\(subject\)/MLD/\(semester\)/0](http://www.hks.harvard.edu/degrees/teaching-courses/course-listing/(subject)/MLD/(semester)/0) (accessed 30 December 2012). Note: Courses with suffix M are half credit courses.

<u>Number</u>	<u>Course Title</u>	<u>Semester</u>	<u>Faculty</u>
MLD-221-B	Introduction to Negotiation Analysis	Fall	Brian Mandell
MLD-221-C	Introduction to Negotiation Analysis	Fall	Kessely Hong
MLD-221-D	Introduction to Negotiation Analysis	Spring	Kessely Hong
MLD-230	Advanced Workshop in Multiparty Negotiation and Conflict Resolution	January	Brian Mandell
MLD-304-A	Science of Behavior Change: Judgment and Decision Making	Fall	Todd Rogers
MLD-304-B	Science of Behavior Change: Judgment and Decision Making	Fall	Todd Rogers
MLD-305	Emotional Influences on Decision Making: Bias and Benefit	Fall	Jennifer Lerner
MLD-326	Decision Making and Leadership in the Public Sector	Fall	Philip Heymann
MLD-329	Power and Glory in Turbulent Times: The History of Leadership from Henry V to Mark Zuckerberg	Spring	Nancy Koehn
MLD-342	Persuasion: The Science and Art of Effective Influence	January	Gary Orren
MLD-355M	Public Narrative: Self, Us, Now	Fall Mod1	Marshall Ganz
MLD-356M	Public Narrative: Conflict, Continuity, Change	Fall Mod2	Marshall Ganz
MLD-364	Leadership on the Line	January	Ronald Heifetz

<u>Number</u>	<u>Course Title</u>	<u>Semester</u>	<u>Faculty</u>
MLD-377	Organizing: People, Power, Change	Spring	Marshall Ganz
MLD-381	The Management of Crises Response	Spring	Juliette Kayyem
MLD-401M-A	Financial Management in Public and Nonprofit Organizations	Fall Mod2	Ann Thornburg
MLD-401M-B	Financial Management in Public and Nonprofit Organizations	Spr Mod3	Ann Thornburg
MLD-408M	Money Management and Policy Implementation in Developing Countries	Spr Mod3	Matt Andrews
MLD-410	State and Local Public Finance	Spring	Shelby Chodos
MLD-411	Budgeting and Financial Management	Spring	Linda Bilmes, Carlos Gonzalez Barragan
MLD-412	Advanced Applied Management, Operations, and Budgeting	Spring	Linda Bilmes
MLD-417M	Complex Budgeting and Financial Management	Not Offered	Linda Bilmes
MLD-427-A	Managing Financial Resources in Non Profit Organizations	Fall	James Honan
MLD-427-B	Managing Financial Resources in Non Profit Organizations	Spring	James Honan
MLD-600	Leadership and Management Skills: A Behavioral Science Perspective	Spring	Jennifer Lerner
MLD-601	Operations Management	Fall	Mark Fagan
MLD-604	Performance Leadership:	Spring	Robert Behn

<u>Number</u>	<u>Course Title</u>	<u>Semester</u>	<u>Faculty</u>
	Producing Results in Public and Nonprofit Agencies		
MLD-617M	Effective Implementation: Learning from Effective Implementers	Spr Mod4	Francis Hartmann
MLD-620	Innovating in the Public Sector	Spring	Mark Moore , Stephen Goldsmith , Jorrit de Jong
MLD-801	Strategic Management of Nonprofit and Nongovernmental Organizations	Fall	Nathalie Laidler-Kylander
MLD-805	Philanthropy and Public Problem-Solving	Spring	Christine Letts , James Bildner
MLD-810M	Financial Strategy and Leadership in High-Performing Nonprofits	Not Offered	Luther Ragin, Jr.
MLD-812M	New Frontiers in Philanthropy, Social Enterprise, and Impact Investing	Spr Mod3	David Wood , James Bildner
MLD-815M	Topics in Nonprofit Financial Management	Not Offered	Luther Ragin, Jr.
MLD-830-A	Entrepreneurship and Innovation in the Private and Social Sectors	Fall	Dick Cavanagh
MLD-830-C	Entrepreneurship and Innovation in the Private and Social Sectors	Spring	Dick Cavanagh
MLD-835	Social Entrepreneurship, Policy and Systems Change: How to Drive Real Impact on Social Problems	Spring	Alan Khazei

*Annex 2: MLD-101, HKS's required first-year course entitled
Strategy, Structure and Leadership in Public Service Organizations¹⁰*

Course description

MLD-101 has been designed to equip MPP students with analytic techniques public and non-profit managers and leaders can use to increase the value their organizations create. We do not assume that all students will necessarily become leaders and managers of public or non-profit organizations. We understand that there are many other platforms from which one can exercise leadership in public life—including the positions of policy analyst, political advocate, or elected representative of the people. All of these roles, however, benefit from a sophisticated understanding of management, leadership, and decision making.

The objectives of MLD-101 are to help you:

1. Expand your repertoire of motivational strategies to increase group performance and lead change
2. Enhance the efficiency and productivity of your team work
3. Sharpen your analysis of and potential to leverage personal and organizational networks
4. Improve your strategic thinking, particularly, in terms of how to align organizational mission, strategy, culture, and performance management
5. Become a more sophisticated analyst of leadership situations

Teaching topics

Leadership and Power
Negotiation Analysis
Cognitive Biases
Managing Conflict
Persuasion
Inspiration
Mission & Strategy
Strategic Management: Operations
Performance Management
Leveraging Diversity
Crisis Leadership
Charismatic Leadership
Transactional & Transformational Leadership

¹⁰ From MLD-101b: Strategy, Structure, & Leadership, Fall Semester 2012. At <http://www.hks.harvard.edu/syllabus/MLD-101B.docx> (accessed 26 December 2012).

Required readings

Excerpts from Burns, J. M. 1979. "The Power of Leadership," In *Leadership*. New York: Harper & Row Publishers, Inc. Pages 12-23.

Excerpts from Lax, D. A. and Sebenius, J. K. 1986. *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*. New York: Free Press on "Power in Bargaining" (pp. 249-257).

Sebenius, J. K. 1997. *Introduction to Negotiation Analysis: Creating and Claiming Value*. Boston: Harvard Business School Press.

Sebenius, J. K. 1996. Sequencing to Build Coalitions: With Whom Should I Talk First? (pp. 324-348). In R. J. Zeckhauser, R. L. Keeney, J. K. Sebenius, 1996. *Wise Choices: Decisions, Games, and Negotiations*. Boston: Harvard Business School Press.

Complete "Gender-Career" Implicit Association Test <https://implicit.harvard.edu/implicit/demo/takeatest.html> or read: Greenwald, A. G., McGhee, D. E., & Schwartz, J. L. K. (1998). Measuring individual differences in implicit cognition: The implicit association test. *Journal of Personality and Social Psychology*, 74(6), 1464-1480.

Rudman, L. A., & Kilianski, S. E. (2000). Implicit and explicit attitudes toward female authority. *Personality and Social Psychology Bulletin*, 26(11), 1315-1328.

Tversky, A., & Kahneman, D. (1981). The framing of a decision and the psychology of choice. *Science*, 211, 453-463.

Dunning, D., Griffin, D. W., Milojkovic, J. D., & Ross, L. (1990). The overconfidence effect in social prediction. *Journal of Personality and Social Psychology*, 58(4), 568-581.

Babcock, L., & Loewenstein, G. (1997). Explaining bargaining impasse: The role of self-serving biases. *Journal of Economic Perspectives*, 11(1), 109-126.

Robinson, R. J. 1997. *Errors in Social Judgment: Implications for Negotiation and Conflict Resolution; Part 2: Partisan Perceptions (HBS Case 897-104)*

See, K. E. (2009). Reactions to Decisions With Uncertain Consequences: Reliance on Perceived Fairness Versus Predicted Outcomes Depends on Knowledge. *Journal of Personality & Social Psychology*, 96(1), 104-118.

Edmondson, A. C. (2012). *Teamwork On the Fly*. *Harvard Business Review*, 90(4), 72-80.

Bowles, H. R. (2005). What could a leader learn from a mediator? Dispute resolution strategies for organizational leadership. In M. Moffitt & R. Bordone (Eds.), *Handbook of Dispute Resolution* (pp. 409-424). San Francisco, CA: Jossey-Bass.

de Wit, F. R. C., Greer, L. L., & Jehn, K. A. (2012). The Paradox of Intragroup Conflict: A Meta-Analysis. *Journal of Applied Psychology*, 97(2), 360-390.

Cialdini, R. B. (2001). Harnessing the Science of Persuasion. *Harvard Business Review*, 79(9), 72-79.

Small, D., Loewenstein, G., & Slovic P. (2007). Sympathy and callousness: The impact of deliberative thought on donations to identifiable and statistical victims. *Organizational Behavior and Human Decision Processes*, 102, 143-153.

Skitka, L. J., & Tetlock, P. E. (1993). Providing public assistance: Cognitive and motivational processes underlying liberal and conservative policy preferences. *Journal of Personality and Social Psychology*, 65, 1205 - 1223.

Selznick, P. 1984. Excerpts (pages 1-5, 16-28, & 61-64) from *Leadership in Administration: A Sociological Interpretation*. Berkeley, CA: Harper and Row Publishers.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73(2), 59-68.

Edmondson, A. C. (2012). Teamwork on the Fly. *Harvard Business Review*, 90(4), 72-80

Edmondson, A. C. (2012). Learning to Team. [Article]. *Leadership Excellence*, 29(8), 6.

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32(2), 393-417

Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010). Turn the Job You Have into the Job You Want. *Harvard Business Review*, 88(6), 114-117.

Armstrong, D. J., & Cole, P. (2002). Managing distances and differences in geographically distributed work groups. In P. J. Hinds & S. Kiesler (Eds.), *Distributed work*. (pp. 167-189). Cambridge, MA US: MIT Press.

Managing a Global Team: Greg James at Sun Microsystems, Inc. (A) (HBS case 9-409-003)

Test your "CQ" using "Quick CQ Self-Assessment Tool" at the following link: <http://www.culturalq.com/selfassessgo.html>, If you are interested, here is a link to the full 20-item CQ scale:

<http://www.culturalq.com/docs/The%20CQS.pdf>

Earley, P. C., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, 82(10), 139-146.

Molinsky, A. L., Davenport, T. H., Iyer, B., & Davidson, C. (2012). 3 SKILLS every 21ST-CENTURY MANAGER NEEDS. *Harvard Business Review*, 90(1/2), 140-141.

Excerpts from Dickerson, Dennis. 1998. "Becoming a Leader: The Omaha Years." In *Militant Mediator*: Whitney M. Young Jr. Lexington: University Press of Kentucky. Pages 56-87; 326-329.

Excerpts from Dickerson, Dennis. 1998. "Maintaining the Middle Ground." In *Militant Mediator*: Whitney M. Young Jr. Lexington: University Press of Kentucky. Pages 161-171, 183; 339-342.

Wei-Skillern, J., & Marciano, S. (2008). The Networked Nonprofit. *Stanford Social Innovation Review*, 6(2), 38-43.

Leonard, H. B. (2002). *A Short Note on Public Sector Strategy Building*. Cambridge, MA: Harvard Kennedy School.

Ibarra, H., & Hunter, M. (2007). How Leaders Create and Use Networks. *Harvard Business Review*, 85(1), 40-47.

Krackhardt, D., & Hanson, J. R. (1993). Informal networks: The company behind the charts. *Harvard Business Review*, 71(4), 104-111.

Rangan, V. K. (2004). Lofty Missions, Down-to-Earth Plans. *Harvard Business Review*, 82(3), 112-119.

Process Fundamentals (HBS case 696-023)

Andreasen, A. R., & Kotler, P. (2008). Segmentation, Targeting, and Positioning. In *Strategic Marketing for Nonprofit Organizations* (7th ed., pp. 137-165). Upper Saddle River, NJ: Pearson Education, Inc.

Brest, P. (2010). The Power of Theories of Change. *Stanford Social Innovation Review*, 8(2), 47-51.

Eckhart-Queenan and Matt Forti, *Measurement as Learning: What Nonprofit CEOs, Board Members and Philanthropists Need to Know to Keep Improving*, The Bridgespan Group, January 2011.

Excerpts from Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass. Pages 13-16 on observations of organizational culture and pages 235-236 on tools for teaching organizational culture.

Kaplan, Robert. (2002). *Balanced Scorecard and Nonprofit Organizations*. Harvard Business Publishing Newsletters (Product number B0211A).

Dees, G. J. & Jacobson, K. (2002). *Note on Innovations in Philanthropy*. (Stanford Business School case S1-05)

The Harlem Children's Zone: Driving Performance with Measurement and Evaluation (HBS case 303-109)

Ebrahim, A., & Rangan, V. K. (2010). *The limits of nonprofit impact: A contingency framework for measuring social performance*. Boston, MA: Harvard Business School Working Paper.

Excerpts from Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass. Pages 219-220 on founders/leaders' imprints on organizational culture and pages 299-313 on managing cultural change.

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