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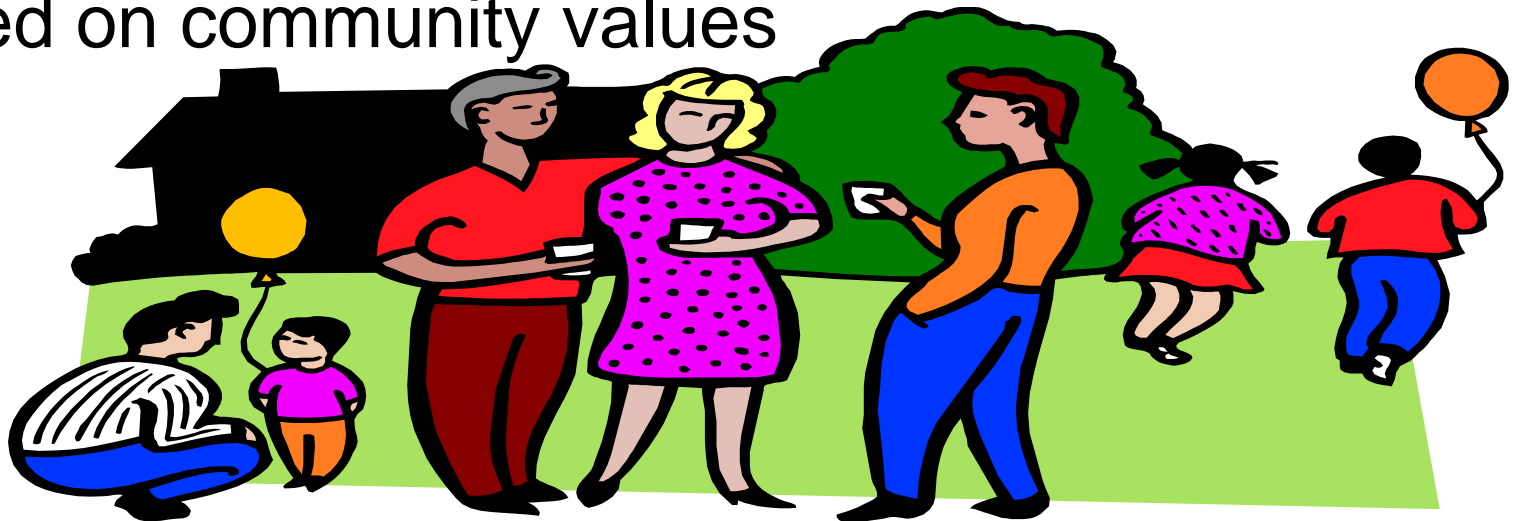
Building Community Leaders

Peterson, R. S., & Mannix, E. A.
(Eds.) (2003). *Leading and
Managing People in the
Dynamic Organization*.
Mahwah, NJ: Erlbaum.

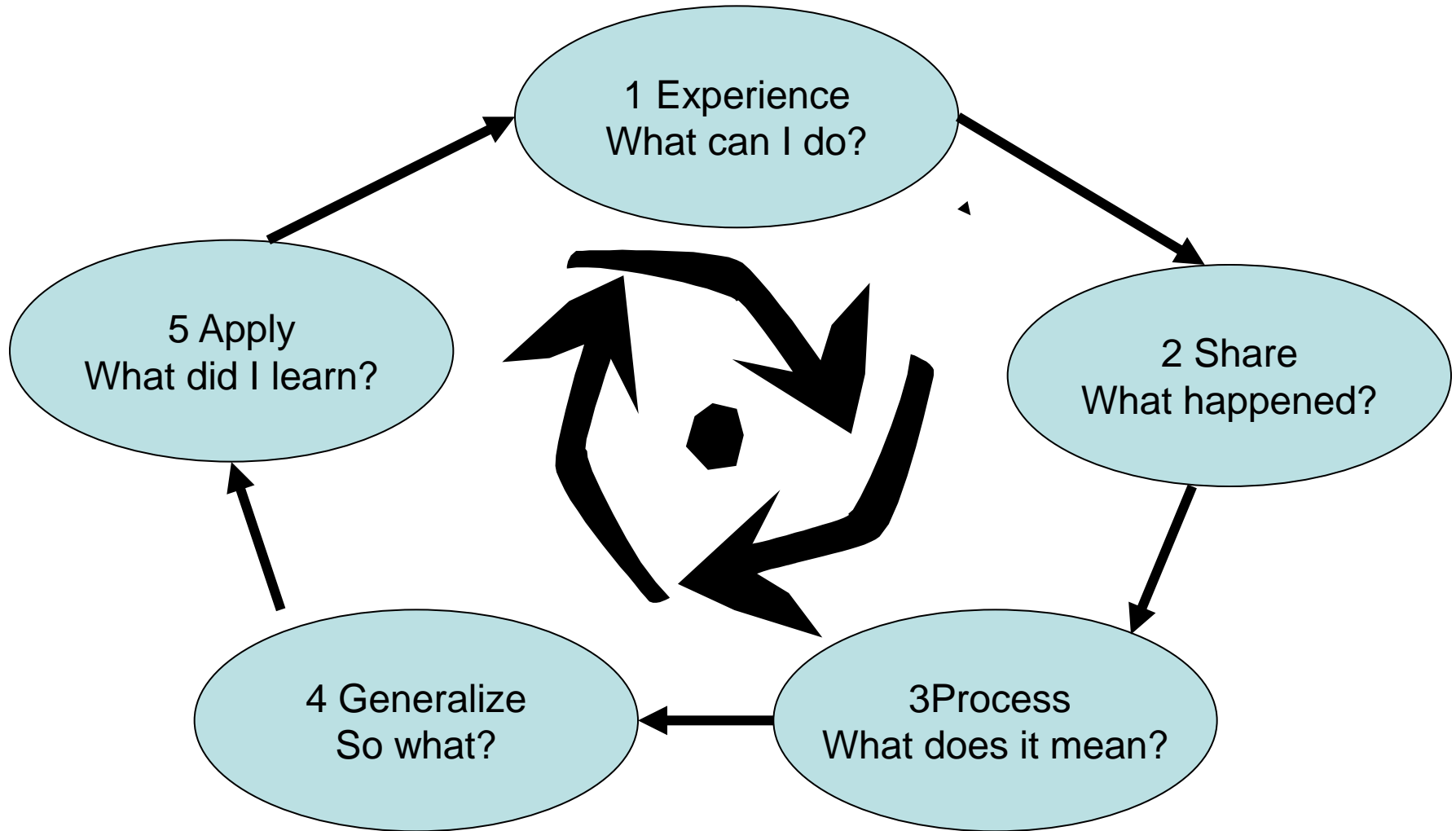


Building Community Leaders

- Experiential learning program
- Applying reflective leadership theory
- Low threshold learning ladder
- Individual and group actions and reflections
- Mentorship to link program to life experience
- Based on community values



The experiential learning cycle



Reflective leadership theory

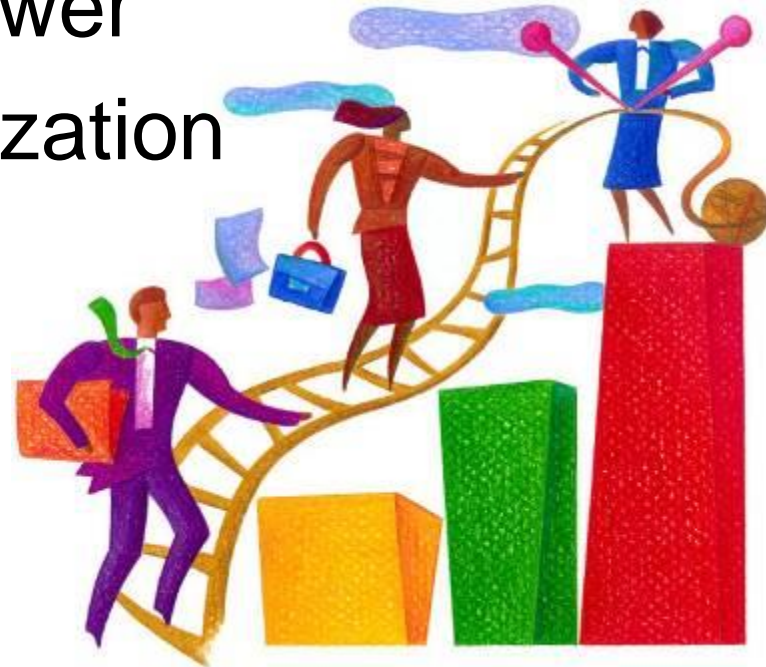
- **Traits** - Know yourself and others
- **Situation** – Understand what works when
- **Organizational** – understand how they work
- **Power** – know how to work with others
- **Vision** – Know what you and others want
- **Ethical** – Act according to values
- **Reflective** – The courage to try and to learn



Low threshold learning ladder

Seven Workbooks
Each with 18 actions
and reflections

1. Understanding my Traits
2. Reading the Situation
3. Mastering the Organization
4. Appreciating Power
5. Seeing the Vision
6. Acting with Ethics
7. Reflecting on Action



Actions and Reflections

WORKBOOK 3: Mastering the Organization Goal Setting

Action

1. What do I need to know first?

Goal setting in organizations

In the "Reading the Situation" workbook you learned about setting goals for yourself. We are now going to focus on setting goals in an organization and your role in that.

Setting organizational goals is different from setting goals for yourself. When setting goals for yourself, the hardest part was deciding how you were going to get what you wanted. Here the hardest part is deciding what the organization wants.

It is very hard for a big organization to decide what it wants. In some organizations, the president just decides. This makes deciding it easy; just ask the president. But, some people probably won't like what the president says and they won't work hard to accomplish it.

The other way to decide what the organization wants is to ask the people in it. This is much harder, but when everybody has a say in what happens, they work harder to get it and the organization will do more and do a better job.

2. What should I do?

Find what an organization wants

Pick an organization in which you are a member. First, ask the elected leader (president, chair, or whatever the position is called) what things she/he thinks the organization should do next year and list them below (they might say things like raise a lot of money, get more members, or have fewer meetings). Then, separately ask at least three other people what they think the organization should do next year and list what they say.

What The Organization Should Do Next Year

Elected Leader Member 1 Member 2 Member 3

Reflection

WORKBOOK 3: Mastering the Organization Goal Setting

3. What Happened?

Did every person you asked want the organization to do the same thing?

How different were the lists?

4. How did I feel about it?

Which list was most like what you want the organization to do next year?

5. What does it mean?

Why didn't each person have the same list of things they wanted the organization to do?

What would happen if the elected leader just decided what to do instead of asking other people what they want to do? How would other members feel? What would they do? How would you feel? What would you do? (Example: What if a club president decided the club would go to the art museum even though most of the members wanted to go to a football game?)

How can an organization decide what to do if no one can agree?

Deciding what the organization should do is important because:

If you don't know where you're going, any plan will get you there.
- Peter Drucker

6. So what?

Why do leaders who do a lot always plan ahead?

7. Want to know more?

Bryson, J.M. (1988). *Strategic planning for public and nonprofit organizations*. San Francisco, CA: Jossey-Bass.

8. What did I learn?

- Organizations need to set goals (plan) just like people do.
- The hardest part of planning in an organization is deciding what everyone wants.

Running the course

- Talk the participants through the work books
- Starting with an activity
- Followed by discussion of what they have learnt
- From the experience
- Remember talk don't tell



Mentorship to link learning to life

- Mentoring links learning to life
- Using learning logs
- Reflecting on experience
- Trying new roles and responsibilities



Based on community values

- **Development of self and society**
- **Common wealth**
- **Acting with ethics**
- **Democratic process**
- **Interdependence and independence**
- **Humans are social beings**
- **Valuing Diversity**
- **Meaningful interpersonal relationships**
- **Collective power "with" and not "over"**
- **Global to local (glocal)**
- **Getting to action**



Helping people to...

- **Recognise that they are leaders**
 - Based on practical experience
- **Build leadership skills**
 - Beginning with personal understanding and expanding to working effectively with others;
- **Share in community decisions**
 - Through development of specific skills;
- **Develop confidence**
 - In themselves, their beliefs, values, and attitudes
- **Engage their community**
 - Building distributed, committed leadership

