January 12, 2012

The article proposes that "leaders who combine their motivation to lead with a need to serve display servant leadership." It lists the characteristics of servant leadership as: "empowering and developing people; by expressing humility, authenticity, interpersonal acceptance, and stewardship; and by providing direction." Leadership studies have begun to emphasize "a shared, relational, and global perspective" as it concerns the "leader and follower" (van Dierendonck, 2011).

January 13, 2012

There is a rather vast literature concerning morality and ethics, but Blomberg (1997) provides insight on what this means for Christians:

> This openness to the particular situation or event, to the contingent, to what happens but need not necessarily happen, flows from the biblical teaching on creation. Each creature is made and loved by God, with its own unique characteristics. Wisdom means being sensitive to this uniqueness, treating all things as ends in themselves and not merely as means to ends. Contrary to the bureaucratic mentality that would deal with each case in terms of the application of predetermined rules, wisdom seeks what is best for this creature in this place at this time . . . . Wisdom is just action, action that is in accord with God's purposes and responsive to the guidance of his Spirit, for the order of the world is justice, what is right or righteous. There is no place for relativism, but there is a premium on standing in the right relation to things (Freed & Baumgartner, 2010).

Thus a Christian perspective of leadership development includes a focus on skills and knowledge, but also embraces the dimension of wisdom because it provides a way through the dilemmas of contradictory concepts and ambiguities created by times of change. In addition, wisdom calls us to also focus on the moral aspects of the particular situation. Blomberg (1997) gives this reminder:

> Daily life presents us, as it did Job and his friends, with messy, ill structured problems. The Greek mind cannot live with messiness: everything must be rationalized. The biblical mind revels in creation's fecundity and accepts the challenge of bringing healing where there is brokenness (Freed & Baumgartner, 2010).

January 17, 2012

Chapter 1, Hughes

"Leadership is a process, not a position" (Hughes & Curphy, 2012).

Basic leadership issues: "tension between individual and group goals, dealing with different needs and personalities of a group members, keeping hope alive in the midst of adversity" (Hughes & Curphy, 2012).

Leadership is “the process of influencing and organized group toward accomplishing its goals” (Hughes & Curphy, 2012).

From Peter Jackson (film maker) I understand that an important leadership trait is the “ability to communicate a shared vision and inspire extraordinary work” from those around him (Hughes & Curphy, 2012)

“Leadership involves both the rational and emotional sides of human experience. Leadership includes actions and influences based on reason and logic as well as those based on inspiration and passion” (Hughes & Curphy, 2012).

January 18, 2012

Kotter Article

What Leaders Really Do: “They don't make plans; they don't solve problems; they don't even organize people. What leaders really do is prepare organizations for change and help them cope as they struggle through it” (Kotter, 1990).

“John Kotter proposes that management and leadership are different but complementary, and that in a changing world, one cannot function without the other” (Kotter, 1990).

“Rather, leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment” (Kotter, 1990).

“Management is about coping with complexity” (Kotter, 1990).

“Leadership, by contrast, is about coping with change” (Kotter, 1990).

“These two different functions – coping with complexity and coping with change – shape the characteristic activities of management and leadership. Each system of action involves deciding what needs to be done, creating networks of people and relationships that can accomplish an agenda, and then trying to ensure that those people actually do the job. But each accomplishes these three tasks in different ways” (Kotter, 1990).

“Companies manage complexity first by planning and budgeting – setting targets or goals for the future (typically for the next month or year), establishing detailed steps for achieving those targets, and then allocating resources to accomplish those plans. By contrast, leading an organization to constructive change begins by setting a direction - developing a vision of the future (often the distant future) along with strategies for producing the changes needed to achieve that vision” (Kotter, 1990).

“Since the function of leadership is to produce change, setting the direction of that change is fundamental to leadership. Setting direction is never the same as planning or even long-term planning, although people often confuse the two. Planning is a management process, deductive in nature and designed to produce orderly results, not change. Setting a direction is more inductive. Leaders gather a broad range of data and look for patterns, relationships, and linkages that help explain things. What's more, the direction-setting aspect of leadership does not produce plans; it creates vision and strategies. These describe a business, technology, or corporate culture in terms of what it should become over the long term and articulate a feasible way of achieving this goal" (Kotter, 1990).

Research Methods (Heffner, 2011)

> "The abstract is almost always the first section we read in a research report. As such, it should provide valuable information about what is included in the remainder of the report. According to the APA manual, the abstract should be no more than 150 words in order to provide enough information about the paper without replicating large sections. In other words, a good abstract will include, in general, one or two sentences for each of the following: (1) Statement of the problem; (2) Brief summary of the literature; (3) Brief Summary of the methods used in the present research; (4) Brief summary of the results found in the present research; and (5) The significance of the present study and/or need for further research" (Heffner, 2011).

January 24, 2012

Chapter 2, Hughes

Leadership Development: designates "developing shared properties of whole groups or social systems" (Hughes & Curphy, 2012)

Leadership lessons "come from one's own experience" (Hughes & Curphy, 2012).

Learning leadership concepts and mastering them can "accelerate the rate at which you learn from natural experiences" (Hughes & Curphy, 2012).

Action-Observation-Reflection Model

Based on experiential learning theorists like Kolb, "people learn more from their experiences when they spend time thinking about them," especially in light of action, observation and reflection. "Leadership development through experience may be better understood as the growth resulting from repeated movements through all three phases" (Hughes & Curphy, 2012).

Spiral of Experience (Hughes & Curphy, 2012)

Experience
Action: What did I do?
Experience
Observation: What happened? (Results, Impact on Others)
Experience
Reflection: How do you look at it now? How do you feel about it now?

Experience

<u>Observation and Perception</u> (Hughes & Curphy, 2012)

Observation and **perception** are related and describe how we interact with the events around us. **Observation** is what we see or observe, while **perception** is how we view or filter it. Perception is not passive it is active – we do not see everything that happens equally. “We are selective in what we attend to and what we, in turn perceive.”

Perceptual Set is a “tendency or bias to perceive one thing and not another.”

<u>Perception and Reflection</u> (Hughes & Curphy, 2012)

Perception influences reflection.

Reflection “is how we interpret our observations. Perception is inherently and interpretative or meaning-making, activity.”

“**Attributions** are the explanations we develop for behaviors or actions we attend to.”

Fundamental attribution error is the “tendency to overestimate the dispositional causes of behavior and underestimate the environmental causes when others fail.”

<u>Reflection and Leadership Development</u> (Hughes & Curphy, 2012)

Single Loop Learning (Argyris) “describes a kind of learning between the individual and the environment in which learners seek relatively little feedback that may significantly confront their fundamental ideas or actions.” It operates like a thermostat and “individuals learn only about subjects within the comfort zone of their belief systems.” A thermostat does not question its temperature setting.

Double Loop Learning “involves a willingness to confront one’s own views and an invitation to others to do so.” It can be thought of as “learning how to learn.”

<u>Action Learning</u> (Hughes & Curphy, 2012)

Action Learning “is the use of actual work issues and challenges as the developmental activity itself.”

<u>The PDI Pipeline</u> (Personnel Decision International) (Hughes & Curphy, 2012)

Initial capabilities – Insight – Motivation – New knowledge and Skills – Real World Application – Accountability – Increased Capacity

Development Plan, Figure 2.4 (Hughes & Curphy, 2012)

<u>Coaching and Mentoring</u>

Coaching is the "process of equipping people with the tools, knowledge, and opportunities they need to develop and become more successful." Two types: Informal and Formal Coaching (Hughes & Curphy, 2012).

Mentoring "is a personal relationship in which a more experienced mentor (usually someone two or four levels higher in an organization) acts as a guide, role model and sponsor of a less experienced protégé" (Hughes & Curphy, 2012).
A person

<u>Chapter 3, Hughes</u>

As a leader "any person can improve" their "leadership effectiveness" because leadership "involves skills, and skills can be practiced and developed" (Hughes & Curphy, 2012).

The First Two Weeks: Lay the Foundation (Hughes & Curphy, 2012)

In the first two weeks of a new leadership role, new leaders should meet people "both inside and outside the team. The key objectives for these meetings are to (1) learn as much as possible, (2) develop relationships, and (3) determine future allies."

Critical questions:

1. What is the team member working on?
2. What are the team member's objectives?
3. Who are the stars a level or two down in an organization?
4. What are the people issues on the team?
5. What can the team do better?
6. What advice do team members have for the new leader, and what can the new leader do to help team members?

In making changes, "new leaders need to remember that team strategy (vision and goals) should drive team structure, which in turn should drive team staffing decisions." Socializing change refers to new leaders making their bosses and peers familiar with the changes that they wish to make with their "strategy, structure and staffing ideas." (Hughes & Curphy, 2012).

January 27, 2012

Qualitative research is "concerned with the nature, explanation and understanding of phenomena." Simply stated it looks for "in-depth meanings and processes . . . Sandelowski (2002) purports that one-to-one interviews are the most commonly used data collection tools in qualitative research." Additionally, "three major categories of interviews are identified by Babbie (2007): the standardized interview, the semistandardized interview and the unstandardized interview. The differences between each type are largely concerned with how the interview is structured." For my A3 Assignment I used a "semistandarized interview" approach which allowed me to use some prepared and structured questions but ultimately allowed me the freedom that I needed to explore other areas spontaneously as they arose. I conducted the interview face-to-face. (Ryan, Coughlan, & Cronin, 2009).

January 31, 2012

"Identified by Edward Thorndike in the early 20th century, the halo effect occurs when a general perception shapes specific judgments. As it pertains to business performance, knowledge about a company's performance – which is seemingly concrete and precise – often shapes perceptions of other variables that are less precise and often more subjective, such as leadership, culture, execution, and so forth. As a result, studies that draw on data that are shaped by the halo effect may misattribute the causes of company performance. Phil argues that since the methodology and data in these studies are suspect, managers should be skeptical of the recommendations" (Olk & Rosenzweig, 2010).

The Nine Delusions (Olk & Rosenzweig, 2010)

1. The Halo effect:
   The tendency to look at a company's overall performance and make attributions about its culture, leadership, values, and more. In fact, many things we commonly claim drive company performance are simply attributions based on prior performance.
2. The delusions of correlation and causality:
   Two things may be correlated, but we may not know which one causes which. Does employee satisfaction lead to high performance? The evidence suggests it's mainly the other way around – company success has a strong impact on employee satisfaction.
3. The delusions of single explanations:
   Many studies show that a particular factor – strong company culture or customer focus or leadership – leads to improved performance. But since many of these factors are highly correlated, the effect of each on is usually less than suggested.
4. The delusions of connecting the winning dot:
   If we pick a bunch of successful companies and search for what they have in common, we'll never isolate the reasons for their success, because we have no way of comparing them with less successful companies.
5. The delusion of rigorous research:
   If the data aren't of good quality, it doesn't matter how much we've gathered or how sophisticated the research methods appear to be.
6. The delusion of lasting success:
   Almost all high performing companies regress over time. The promise of a blueprint for lasting success is attractive but not realistic.
7. The delusion of absolute performance:
   Company performance is relative, not absolute. A company can improve and fall further behind its rivals at the same time.
8. The delusion of the wrong end of the stick:
   It may be true that successful companies often pursued a highly focused strategy, but that doesn't mean highly focused strategies often lead to success.
9. The delusion of organizational physics:

Company performance doesn't obey immutable laws of nature and can't be predicted with the accuracy of science – despite our desire for certainty and order.

February 2, 2012

I began receiving and reading *eJewish Philanthropy* (basically an electronic journal) and began sending updates to the board and advisory boards of our non-profit, The Matzevah Foundation. I am reading these articles to discover trends and information about philanthropy from a Jewish perspective. Oftentimes, I include the body of the email that I sent if there is one, as on occasions, I just send a link.

Readings from *eJewish Philanthropy*

Here is a wonderful article for us to consider on interacting and engaging Millenials. In case you do not know, Chelsea Bennett represents a new and different generation from mine and with whom we must increasingly mobilize. Below is a quote from the article:

1. *Want to Know What Makes Millennials Tick? Hint: Ask One*

   Excerpt:

   > "Millennials have the capacity and energy to light up the nonprofits they get involved with, but are totally underutilized as volunteers and under-engaged as donors. Is your nonprofit tapping into us? We're a different breed than what you may be used to, and it may require a whole new set of strategies for your organization: scary, I know, but very do-able. The biggest question to ask when you start thinking about attracting young donors: are you really ready to attract young donors" (Feehan, 2012)?

I am sending another article to you for us to consider as we begin interacting with other non-profit organizations such as with FODZ and the Auschwitz Jewish Center.

2. *Making Partnerships and Cooperative Relationships Work* (Donshik, 2012b)

   Excerpt:

   > The hallmark of the cooperative relationship is the way organizations strengthen their relationship to clients by sharing their information without compromising their independence. Their working together is limited to coordinating the services the clients receive without changing their own organizational structures. Thus, services are not provided to the clients via a single entity, but rather are two separate agencies that work together to enhance what they each offer.
   >
   > A partnership is very different and it is characterized by organizations formalizing their affiliation via a contractual relationship that specifies which services they will be providing and how they will be delivered. Often agencies that are providing

similar services decide to forge partnerships because it would not only be advantageous to work together, but it is advantageous to develop a closer working relationship. This might even lead to a merger of the two organizations.

February 3, 2012

Reading from *eJewish Philanthropy*:

I am forwarding to you all an article about communication strategy. The content is not "user friendly" but the concept is especially important for us in how it is connected to the donor base and how it is connected to social media (Facebook and Twitter). Notice how the "Donate Now" button is clearly visible. I am getting most of this information from *eJewish Philanthropy* and trying to alert you to some trends and important information for non-profits albeit from a Jewish perspective.

We will need to consider how we communicate with our potentially diverse donor base. We will be entering possibly a "highly controversial area of public debate," so we need to consider not only how to "get our message out" but we also need to think about how we communicate with our donors.

1. *The Accidental Rebranding of Komen for the Cure* (Leroux-Miller, 2012)

   Excerpt:

   > This is what happens when a leading nonprofit jumps into a highly controversial area of public debate **without a communications strategy**, stays silent, and therefore lets others take over the public dialogue, perhaps permanently redefining the organization and its brand. Watch and learn, so you don't make the same mistake on whatever hot button issues your organization might be wading into. (Leroux-Miller, 2012)

February 6, 2012

Reading from eJewish Philanthropy:

Here are some interesting articles for us to read. Of interest to me primarily is the Susan G. Komen Foundation's dilemma/debacle concerning who they fund or support. Their message has been politicized and blurred the focus of their mission/purpose.

My question to us is who controls our message or who shapes the message about our mission/purpose or what we do in our mission/purpose?

If we are not vigilant about our mission and how we communicate, someone or some organization may hijack it for their own purpose and advance their own agenda either knowingly or unknowingly.

So, one item I see of great importance for us at this time is developing a communication's or media strategy.

1. *Charities Fail to Make Online Impact* (eJP, 2012a)

   Excerpt:

   > Online donating is an area with huge potential to improve current performance. It accounts for just 7% of total giving and currently 47% of donors give up before they have made a donation because the online journey is not intuitive and engaging. Charities need to stop copying from each other and start learning about how donors actually behave in order to increase levels of giving. (eJP, 2012a)

2. *The Komen Fiasco: A Branding and PR Disaster* (Brown, 2012a)

   This article is about Media/Communication's Strategy (issue of who controls the message).

   Excerpt:

   > The story begins just days before Christmas where, as *The New York Times* reports, Komen informed Planned Parenthood (PP) of their decision – one which they had actually been discussing for months. At the same time they notified PP, Komen decided not to speak of the decision – not to other grantees, not to their donors and not to the media. Komen's strategy was if they didn't speak about it, it's not a story (management misstep #1). In fact, one can just wonder if the following week Nancy Goodman Brinker, Komen's founder, was rejoicing in the apparent silence of the forest. As it turns out, Komen was so tone-deaf to their own grantees, they were oblivious to the offensive Planned Parenthood was preparing to launch.
   >
   > And when PP did launch, a firestorm rained down on a very unprepared Komen (management misstep #2). For not only did Komen do a pitiful job in explaining their decision, they demonstrated they had no idea of how news spreads in the 21st century (management misstep #3); no understanding of the Internet; and by taking sides in a very public hot-button political issue, they were actually changing their mission by fiat (management misstep #4). (Brown, 2012a)

3. *MIA: Jewish Federation's Media Strategy* (Brown, 2012b)

   This article is about developing a media/communication's strategy.

   Excerpt:

   > Every organization – regardless of size, regardless of mission – needs a PR/media strategy. It is needed not only to convey the work of the organization to the broader

> audience, but, as last week's Komen/Planned Parenthood disaster showed, it is needed to effectively counter the unexpected crisis. (Brown, 2012b)

4. *The Natan Fund Announces 2012 Grants* (eJP, 2012b)

   In another email regarding a grant source, I wrote to one of our advisory board members:

   When you have time, could you check out the Nathan Foundation from the article that I sent out generally to our boards? Here is the link again: http://ejewishphilanthropy.com/the-natan-fund-announces-2012-grants/?utm_source=Mon+Feb+6&utm_campaign=Feb+6&utm_medium=email

   They have grants for general operational needs. It might be worth pursuing. No hurry on this as I am not in the place this week to write a grant. I am trying to gather possibilities for seeking grant support.

   Excerpt:

   > Natan received over 350 Letters of Inquiry in 2011 in nine discrete focus areas. Unlike most traditional grantmaking foundations, Natan is a network of about 80 young philanthropists who pool their charitable resources and collaborate to make grants to emerging Jewish and Israeli nonprofit organizations. Through a rigorous, multi-stage review process, Natan members collectively vetted the proposals, interviewed grant finalists, and ultimately made grants to organizations operating in North America, Israel, Europe, Asia and on the web. (eJP, 2012b)

February 7, 2012

Reading from eJewish Philanthropy:

I continue to follow the aftermath of the Susan G. Komen "Pink Rebellion" and I forwarded the following information to the board and advisory boards of The Matzevah Foundation.

1. *Network Lessons from the Pink Ribbon Rebellion* (Cohen, 2012)

   ". . . the Pink Ribbon Rebellion demonstrated one thing Komen actually did right: it built a social network of activists bound together by a collective identity built on education, empowerment and interconnectedness. And this network, as we saw, doesn't need Komen at its center – it is quite capable of taking on a life all its own" (Cohen, 2012).

   The key here for us is what kind of social network are we building or wish to build?

Chapter 4, Hughes

Leadership Reading Assignment:

Definition of power: "the capacity to produce effects on others or the potential to influence others" (Hughes & Curphy, 2012) and influence is "the change in a target agent's attitudes, values, beliefs or behaviors" (Hughes, 2012, p. 119).

According to Hughes, (2012) and as it relates to the sources of power in the Leader-Follower-Situation Framework (see Figure 4.1, p. 125), there are "five sources of power" (French and Raven): expert power, referent power, legitimate power, reward power, and coercive power (pp. 125 – 133).

Influence tactics include rational persuasion, inspirational appeals, consultation, ingratiation, personal appeals, exchange, coalition tactics, pressure tactics, and legitimizing tactics (Hughes, 2012, p. 138).

Leadership Assignment: Key quotes from the movie *Gandhi* (Briley, 1982)

Edward R. Murrow: "Mahatma Gandhi had become the spokesman for the conscience of mankind . . ."

General Douglas McArthur: "If civilization is to survive," the General said this morning, "all men cannot fail to adopt Gandhi's belief that the use of force to resolve conflict is not only wrong but contains within itself the germ of our own self-destruction." . . . (USE OF POWER).

KHAN (quietly): "You write brilliantly, but you have much to learn about handling men."

GANDHI: "Without a paper - a journal of some kind - you cannot unite a community."

GANDHI: "If you are a minority of one, the truth is the truth."

GANDHI: In this place there are no untouchables - and no work is beneath any of us!

BA: (she looks up at him): I am your wife.

GANDHI: All the more reason. He holds her gaze as angrily as she holds his.

BA: (finally, scornfully): As you command. As she starts to rise he grabs her arm, but she pulls free.

BA: The others may follow you - but you forget, I knew you when you were a boy! She says it derisively and it stings, but Gandhi is aware of Walker and he fights to hold his temper.

GANDHI: It's not me. It's the principle. And you will do it with joy or not do it at all!

GANDHI:
Where there is injustice, I've always believed in fighting. (He looks at Nehru.) The question is do you fight to change things, or do you fight to punish. (His smile.) For myself, I have

found that we are all such sinners we should leave punishment to God. And if we really want to change things there are better ways of doing it than by derailing trains or slashing someone with a sword.

GANDHI'S VOICE: (weak, struggling, as he spoke the words to Mirabehn): . . . There have been tyrants and murderers - and for a time they can seem invincible. But in the end they always fall. Think of it - always . . . When you are in doubt that that is God's way, the way the world is meant to be . . . think of that.

Influential Tactics used by Gandhi:

Rational, inspirational, personal appeals, coercion (p. 137 – 138) (Hughes & Curphy, 2012)

February 8, 2012

Leadership Reading:

"Cowardice asks the question: is it safe? Expediency asks the question: is it politic? Vanity asks the question: is it popular? But conscience asks the question: is it right? And there comes a time when one must take a position that is neither safe, nor politic, nor popular – but one must take it simply because it is right" (As cited in Kendrick et al., 2011, p. 136).

Reading from eJewish Philanthropy:

In my effort to lead us toward developing The Matzevah Foundation (TMF) as a fully resourced and operational non-profit, I am passing along to you vital information with regards to shaping our foundation from the ground up. Kevin Little shared with me that he has never been a part of an organization that had to start from zero before and it was an eye opening experience for him. There is a great deal to do and there are no structures in place to do it. Many of you probably share his point of view and as one who is tasked to lead this process, I would like for you to know that I am learning as I go and sharing with you what I learn with you.

As a missionary many of us shared the feeling about our work that it was like we were building a car while it was rolling and without having any idea what it was really supposed to look like. Some of you may feel the same about the development of TMF. We are making progress and our work is taking shape, but we need to take some time to consider where we are, what we are doing and where God is leading us.

To help us to know and grow I am forwarding to you another article and would ask you to read it.

1. *Financial Resource Development and Strategic Planning* (Donshik, 2012a)

   Excerpt:

   > One of the most important contributions a strategic planning process offers the nonprofit organization is its comprehensive approach to dealing with the

organization's present situation and future direction. No one person can sit down, produce a strategic plan and have it unanimously accepted by the board and implemented by the staff. What is really most important is the planning process itself?

A well developed and implemented strategic planning process will involve all of the major players. They will work together to review the organization's purpose and function, its values and practices, its management structure and its human resources, as well as its approach to responsible fiscal management and financial planning. Part and parcel of this approach is to analyze and develop an approach to financial resource development that will ensure the organization's sustainability.

When the organization's key players are involved and committed to this process the efforts to secure additional and solid sources of support will reflect the purposes and goals of the organization. An approach that seeks to solicit those "big donors" who will donate huge amounts of money and rescue the agency from its present financial situation is not only a "dream," it is also fiscally irresponsible. In today's environment, an integrated approach that provides the board and the staff with the opportunity to revisit the organization and its standing in the community has the potential to strengthen the organization's foundation including its ability to develop its financial resources. (Donshik, 2012a)

I see that for us at this juncture that both of these considerations must be addressed in order for us to grow and develop not only as a functional non-profit that embraces and fulfills its mission (as we are) but as a non-profit that is growing financially and able to operate and meet its obligations. In order to do this we must more deeply integrate ourselves in "our community" which is comprised of both Jews and Christians. We will discuss this "integrated approach" that we are trying to develop on the fly, but if we are to be successful and effective in what we are doing we will need to glean resources from unexpected places, meaning not just religious groups, but groups that resonate with what we are doing and who are seeking to speak to the injustice of the Shoah (Holocaust) today.

February 9, 2012

Reading from eJewish Philanthropy:

1. *Telling Your Story When Engaging in Philanthropy* (JoAnn Mort & Wineman, 2012)

   Excerpt:

   eJewish Philanthropy featured an article recently by Dan Brown, eJP's editor, about a donor organization that doesn't promote its own fundraising through traditional communications outlets. This especially caught our eye because we believe that communications outreach is essential to good philanthropic practice.

   Philanthropists need a targeted megaphone beyond the act of grant making or financial contributions. Indeed, a solid communications strategy offers a multiplier for the money a funder puts into the field. This is a critical step for a donor moving from checkbook philanthropy to strategic philanthropy.

2. *Leaders Follow Twitter?* (Rubin, 2012)

 Excerpt:

 > A nationally renowned Jewish public affairs group just "followed" my organization on Twitter soon after joining the social media site. Welcome, warmly and belatedly, to the Twitterverse!
 >
 > This organization has apparently learned what others have yet to understand: Twitter isn't a gimmick or a toy; It's an essential information source for leaders and an important strategic management tool. In fact, it's become as basic as email to staying on top of events locally and around the globe.
 >
 > Not that long ago, I too was a Twitter nonbeliever. I thought that a "hashtag" was a Middle Eastern dessert. I feared that monitoring Twitter would absorb all of the free time left to me by Facebook, emails, text messages and phone calls. It took a strong kick in the posterior from a younger colleague to force me to take a closer look at Twitter. Now I am a Twitter evangelist, calling on friends and colleagues to join the True Faith. (Rubin, 2012)

3. *What Would Rambam Think About Everyone Using His Ladder?* (Lichtman, 2012)

 Excerpt:

 > Thanks to Dawne Bear Novicoff and Adene Sacks who posted their thoughts about the value-added of philanthropic advisors (*What Would Rambam Think About DonorsChoose.org?*). I am not such an advisor, but I do believe that making significant investment decisions that impact our future is not a DIY activity.
 >
 > Theirs is a complex argument which they attempted to frame using Rambam's handy-dandy ***Tzedakah*** Ladder. If you don't know what that is, your philanthropic advisor does. And the extent to which is it applied or misapplied is the issue.
 >
 > According to the famous hierarchy of giving habits and attitudes developed by Rambam in the 12th century and still hyper-relevant today, the highest form of tzedakah-giving is when one helps a person out of poverty or joblessness with a gift, a loan, or even better, a job. And it would be best if both parties remain unknown to each other to protect personal dignity.

 We will discuss the Jewish concept (principle) of ***Tzedakah*** at our meeting in March.

February 10, 2012

In the article, *Leading from Within*, Palmer (Palmer, 1994) quotes Vaclav Havel made before the US Congress in the early 1990s regarding his experiences in living under a totalitarian communist system in Czechoslovakia. Havel states:

> Without a global revolution in the sphere of human consciousness, nothing will change for the better in the sphere of our beings as humans, and the catastrophe toward which this world is headed—be it ecological, social, demographic or a general breakdown of civilization—will be unavoidable.

Palmer concludes that Havel clearly linked "Spirituality and leadership" by stating, "consciousness precedes being" and "the salvation of the World lies in the human heart." Palmer goes on to say that Havel "points us toward the heart of the matter—the formation of the human heart, the reformation of the human heart, and the rescuing of the human heart from all its deformations" (Palmer, 1994).

Palmer (1994) then states that as capitalist we "we can say . . . that in our own system of thought we have a long and crippling legacy of believing in the power of the external world much more deeply than we believe in the power of the internal world." He goes on to ask a powerful question: "How many times have you worked in systems based on the belief that the only changes that really matter are the ones that you can count or measure or tally up externally?" (Palmer, 1994).

Palmer hits on our weakness at looking at the bottom line as the only measure of success and leads us to consider "the great spiritual traditions . . . about values and ethics, not primarily about doing right or living well" (Palmer, 1994). He moves on and introduces what he calls "*projection.* We share responsibility for creating the external world by projecting either a spirit of light or a spirit of shadow on that which is other than us" (Palmer, 1994).

He makes an incredible statement with which I resonate greatly: "The great spiritual gift that comes as one takes the inward journey is to know for certain that who I am does not depend on what I do. Identity does not depend on titles, or degrees, or function. It depends only on the simple fact that I am a child of God, valued and treasured for what I am" (Palmer, 1994).

Reading this article has been helpful for me because I have struggled greatly with the fact that I am a "public servant" leading a non-profit and that I do not have some "position" within a well-developed and functional institution. I realize that my identity is based on the fact that I am a servant to the King and as such my identity is not based upon some position or function that I perform; it is based in him and who I am in light of him.

February 13, 2012

Dr. Thom Wolf's article *Social Change and Development: A Research Template*

Wolf begins by assessing Mariano Grondoña view of "Cultural Typology of Economic Development," which states that "economic development is a cultural process." Consequently, Wolf points out that Grondoña's views "were controversial in the midst of the cultural relativism" at that time. Cultural relativism postulates that "all cultures are essentially equal and all comparative value judgments are equally invalid." In other words the assumption of cultural relativism is that cultures are relatively equal to one another and therefore comparing them and coming to some conclusion about their values is not possible. This pattern of thinking is similar to the idiom "it's like comparing apples to oranges." This idiom addresses a situation when "two items or groups of items are compared that cannot be validly compared" (Wikipedia, 2012a). Certainly cultures are not equal but different from each other much like apples and oranges are both fruits equally but they are distinctly different from one another. Comparisons therefore can be made and observers clearly can make conclusions based on their differences. This is what Wolf is essentially saying when he compares different cultures to each other based on eight value categories: time focus, work, merit, education, women, and sense of community, worldview and civic pluralism. Across these categories, Wolf states that "some cultures show themselves to be resiliently progress-prone while others are persistently progress-resistant" (Wolf, 2010).

Reading from eJewish Philanthropy:

1. *9 Ways Board Members Can Raise Money Without Fundraising* (Edgington, 2012)

   Excerpt:

   > I'll admit it, I've been on a board fundraising kick lately in the blog (here and here). I just think that if your nonprofit is going to become more strategic and financially sustainable, you have to start from the beginning (or the top, as it were). In my last blog post I discussed how to overcome excuses for why a board member can't bring money in the door. But the fact remains that a majority of people don't like to (or simply won't) ask for money.
   >
   > The good news is that there are lots of other things board members can do to bring money in the door. And remember, if you are financing not fundraising your organization, your definition of "bringing money in the door" should be very broad. (Edgington, 2012)

2. *How Often Should We Ask*? (Burnett, 2012)

   Fundraising along with mobilizing volunteers and volunteer teams will occupy a large portion of our discussion. Please read and be prepared to join in the discussion for our upcoming meeting in Nashville.

   Excerpt:

   > This is one of those questions that pop up with depressing regularity in fundraising and to which there's really no right answer. Other examples of the genre include how long should a fundraising letter be, how often do donors want to hear from us and how many words should there be in a PS? It's a bit like, how long is a piece of

> string? Attempting to answer can be cathartic and at times instructive, but really, if we're honest, it's not the question that should challenge us.
>
> The only correct answer is the unhelpful, 'Well, it depends.' Which could be followed with another question, 'How interesting, engaging and worth hearing from are you?'. But I guess that's really not good enough. (Burnett, 2012)

February 14, 2012

Chapter 5, Hughes

Leaders do the right thing and not what is expedient (Hughes & Curphy, 2012).

Ethics are the "principles of right conduct or a system of moral values" (Hughes, 2012, 151). Also Hughes (2012), points out that Bennis and Goldsmith "described four qualities of leadership that engender trust: vision, empathy, consistency and integrity" (p. 151). Ethics and moral values are closely related.

Values, as Hughes (2012) defines, are "constructs representing generalized behaviors or states of affairs that are considered by the individual to be important" (p. 152).

Authentic leadership is defined by Hughes (2012) to be "grounded in the principle found in the familiar adage from Greek philosophy, 'to thine ownself be true.' Authentic leaders exhibit a consistency between their values, their beliefs and their actions" (p. 169). Leaders must work toward being consistent always in order to enhance it.

Servant leadership is characterized by leaders serving others and their "primary motivation is to help others" (Hughes, 2012, p. 170). Hughes (2012) lists ten features of servant leadership that align with authentic leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to other's growth, and building community (p. 171).

Hughes (2012) points out that leadership difficulty arise from "misalignment between personal and organizational values" and "dissimilar values may be exactly what some organizations need to drive change and become more effective" (p. 172).

My Forum Post

> Alignment means that our values (what we believe) and behaviors (what we do) agree with each other. We call this integrity. In our reading from Hughes Chapter 5 (2012), we see a statement concerning integrity: "The core ideology cannot be a mere set of boardroom plaques or other exhortations to behave well. The core ideology must be a part of the fabric of every level and unit in the organization" (p. 177). In other words we can say that we believe in unity but not practice it. We can place the word unity before us but act without unity, being divided and contentious with each other and desiring to go our own way. Clearly when this occurs, we have a value mismatch because there is

misalignment between our values and behaviors. If I am correct in understanding what you mean by the "layer below values" that would have to be behavior.

February 16, 2012

Reading from *eJewish Philanthropy*:

1. *Social Media and Jewish Nonprofits: Missing in Action?* (Evans & Lapin, 2012)

   This article highlights a fund raising strategy for non-profits linked to social media and states that social media are "viable communications and fundraising" vehicles that enable fundraising opportunities. It is important to develop multiple fundraising vehicles. Our non-profit uses Facebook but not for fundraising yet and we do not yet have a Twitter account, which is something we need to do. Quoting directly from article:

   > The Third Annual Nonprofit Social Network Benchmark Report reported in 2011 that 92% of U.S. nonprofit organizations have a presence on one or more social networking websites. This does not come as a surprise. However, what shocked us is the alarmingly low rate of Jewish nonprofits that have embraced social media as viable communications and fundraising enabling opportunities.
   >
   > "Using a page like this gives ownership to the online social fundraising experience," says Strickler. "We find that this tends to be effective because it operates on a more personal level." He added that DonorPerfect has over 200 clients, both large and small, using donor pages, and that some have raised millions of dollars through the system. However, of these, only about 10 or 12 are Jewish organizations, and he said they are not yet fully utilizing the program." (Evans & Lapin, 2012)

   Key Words: fund raising, social media, communications, media strategy, social fundraising, Facebook, Twitter

2. *Implementing a Strategic Plan* (Donshik, 2012a)

   The article outlines critical steps necessary to implement a non-profit's strategic plan. Quoting the article briefly:

   > Your organization has embarked upon and completed a strategic planning process. You have clarified and strengthened your mission and have developed a strategic approach to implementing the mission while building the board of directors. Your professional staff and volunteer leadership have all "signed on the proverbial dotted-line" and are enthusiastic about moving forward. Now what? What enables an organization to move from the conceptualization process to actually seeing the plan become a reality?
   >
   > What must come next is a clear vision of what needs to be accomplished and a realistic time line for reaching specific milestones. In other words, a work plan or implementation plan that spells out the steps that will be used to achieve the agreed

upon goals that were detailed in the strategic plan. Once the leadership completes its deliberations and has reached both a sense of accomplishment and enthusiasm, it is time to move on to detailing the months and years ahead.

Key Words: strategy, strategic planning, leadership, organizational development, management, vision

3. *Are you on the Mobile Bandwagon?* (Heaven, 2012)

   Interesting article on using smartphones and its mobile web functions to facilitate donations or fundraising. Article excerpt:

   > A mobile-optimized homepage and a mobile-optimized donation form are the tip of the icebergs, but are also one of the most important pieces to get right. You won't get a second chance for a while. So even if you're behind the curve on mobile, don't try to boil the ocean - just start with those two simple steps. Homepage and donation form. (Heaven, 2012)

   Key Words: Fundraising, mobile web, smartphones, media strategy, social media, GenX

February 20, 2012

1. *Multiplication Philanthropy*

   In an article written by Dan Pallotta obtained from the *Harvard Business Review* Blog via Linkedin, Pallotta states that fundraising is the "smart investment" of the twenty-first century. "If you want to maximize the social effects of your donation, why would you buy ... $100,000 worth of great educational programming for inner city kids when the same $100,000 directed toward fundraising could generate enough money to buy $1 million worth of it? ..." (Pallotta, 2012).

2. *12 Leadership Traits You Need to Thrive in Tough Times*

   Article source Entrepreneur via Linkedin and speaks to issues related to growing “your business in this sluggish economy” (Tice, 2012). The author draws in resources from other sources such as the Harvard Business Review, Forbes and various news websites. Tice summarizes these articles in the list below:

   1. **Listen.** Tune in to what workers and customers are saying, and you'll find great ideas for how to move forward.
   2. **Give credit.** Workers love leaders who acknowledge their ideas.
      Be yourself. In our age of sound bites and phony smiles, tell your story honestly. It's rare and refreshing, and makes workers feel like they know you -- and want to help you succeed.
   3. **Communicate.** So much company dysfunction can be prevented with clear communication. Otherwise, workers are in the dark. And soon, they won't care.

4. **Don't be trendy.** Avoid the "strategy du jour" problem. Choose a course and stick to it.
5. **Beat anxiety.** Stop worrying and turn your negative emotions -- regret, fear, sadness -- into teachers that help shape your character.
6. **Be service-oriented.** Leaders can be sort of self-involved, forgetting that they are in a position of leadership. To serve customers, shareholders and workers stay focused on others.
7. **Be accountable.** Define the results you want, and acknowledge when a screw-up is your fault.
8. **Use empathy.** Demographic changes have foisted more and more women into the workplace. Make sure your communication and leadership style is a fit for today's workforce.
9. **Share the big picture.** If your workers don't know the company's overall goals, it can be hard for them to solve problems. That leaves you having to micromanage every problem instead of being able to delegate and offer guidance.
10. **Keep your cool.** The days when being a screamer worked are long gone. If workers are worried about whether you're in a good mood today or not, little gets done.
11. **Think like an immigrant.** When you arrive on new shores, you often see the business world with fresh eyes. Use your unique perspective to spot opportunities others are missing.

February 21, 2012

Chapter 6, Hughes

My Forum Posts:

> Leadership cannot be recipe driven; however, I think that it can be principle driven as noted in Highlight 6.2 (Hughes, 2012, p. 197) where we see how Jim Collins and his staff assessed companies that were included in the list of Fortune 500 companies. Based on financial success one critical component emerged which was called, "Level 5 Leadership" (Hughes, 2012, p. 197) which is described as a "unique combination of humility and will."
>
> Several principles (or qualities?) emerged in describing Level 5 Leadership in the text (Hughes, 2012) which included leaders who controlled their egos (elevated others/lowered themselves), avoided the "spotlight" (kept a low profile), focused on excellence, "unbreakable resolve," focused on the success of the company and not on their own personal success (pursued the greater good for all), "calm in crises, never boastful, took responsibility for failure and were courteous and polite" (p. 197).
>
> I think that if we look at these principles and use them as a measure we might be able to come up with a tool that could predict leadership potential to some degree, but are these personality traits or behavior? Traits cannot be modified however behaviors can. I see Level 5 Leadership to some degree being very similar to the servant leadership model in that others are the focus and not the person themself.

> I see OCEAN being analogous to the skeletal system which gives structure to our personality traits . . . as the text notes (Hughes, 2012, p. 196) "personality traits predispose us to act in certain ways" however, we can learn "to modify our behaviors through experience, feedback and reflection (the AOR Model).

ISJF people are "quiet" people, who are "friendly, responsible and conscientious" and generally they gain their energy from working alone or with a few people; they like "facts and details;" use their heart to make decisions especially in considering the feelings of others and finally "come across as decisive, methodical, and organized" (Hughes, 2012, pp. 203 --206).

ESFJ people are "warm-hearted," talkers, cooperative, "conscientious" and "active committee members," who can bring harmony to the table and "work best with encouragement and praise" (Hughes, 2012, p. 206).

Chapter 7, Hughes

Hughes (2012) points out that a leader’s "values, personality, and intelligence are important variables" but only have an "indirect relationship with leadership effectiveness" (p. 245).

The effect of these traits apparently "comes from the impact that they have on leader behavior," which is directly linked to "a leader's ability to build teams and get results through others" (Hughes, 2012, p. 245).

Can we, as Hughes (2012) indicates, "discern which behaviors are more appropriate and effective than others"(p. 246)?

We see in the text (Hughes, 2012) that **consideration** "refers to how friendly and supportive a leader is toward subordinates," whereas **initiating structure** denotes "how much a leader emphasizes meeting work goals and accomplishing tasks" (p. 247).

My Forum Post

> I believe your leadership challenge is addressed by **community leadership** (Hughes, 2012, pp. 259 - 262) because you clearly are building a team of volunteers toward "some important community outcome" and you do not have "any position of power;" you "cannot discipline followers, who do not adhere to organizational norms, get tasks accomplished, or show up for meetings" (p. 259). The elements of community leadership are framing, building social capital and mobilization (Hughes, 2012, p. 260).
>
> What I call "creating synergy on teams" I realize is closely related to community leadership but does not encompass "mobilization" completely as it does not lay out the strategic planning process but it does relate to "purposeful activity" (Hughes, 2012, p. 261).

February 27, 2012

Chapter 8, Hughes

From My Forum Post:

> What I do well, is develop and cast vision, mobilize a team, mobilize resources (volunteers and finances for projects) develop mission (purpose), objectives, goals and plans, so based on my missionary expertise and the trust that I have developed with the people who now serve on our board, I have credibility (Hughes, 2012, p. 278). However, I lack technical expertise in raising funds for our non-profit. Therefore, I see my greatest need currently is to learn how to build a donor base, write grants in order to raise funds from both the public and private sectors for operational needs (development) and for project needs (what our organization does). Accordingly, from Hughes (2012) I need to increase my "knowledge and repertoire of behaviors" that I "can bring to bear to successfully complete" (p. 278) my particular task of fundraising.
>
> I am building my technical competency knowledge base in organizational leadership by reading almost daily a digest of articles from two primary sources: LinkedIn Today and eJewish Philanthropy. Hughes (2012) states that "one way to build your organizational knowledge is by regularly reading industry related journals, annual reports, *The Wall Street Journal, Fortune, Inc.* or various Web sites" (p. 279). Furthermore these two sources link me from time to time various Journals such as the *Harvard Business Review* and specific non-profit orientated Web sites.
>
> I will be leading our board in a brainstorming exercise (Hughes, 2012, p. 310) this weekend (Friday and Saturday) at our annual board meeting.

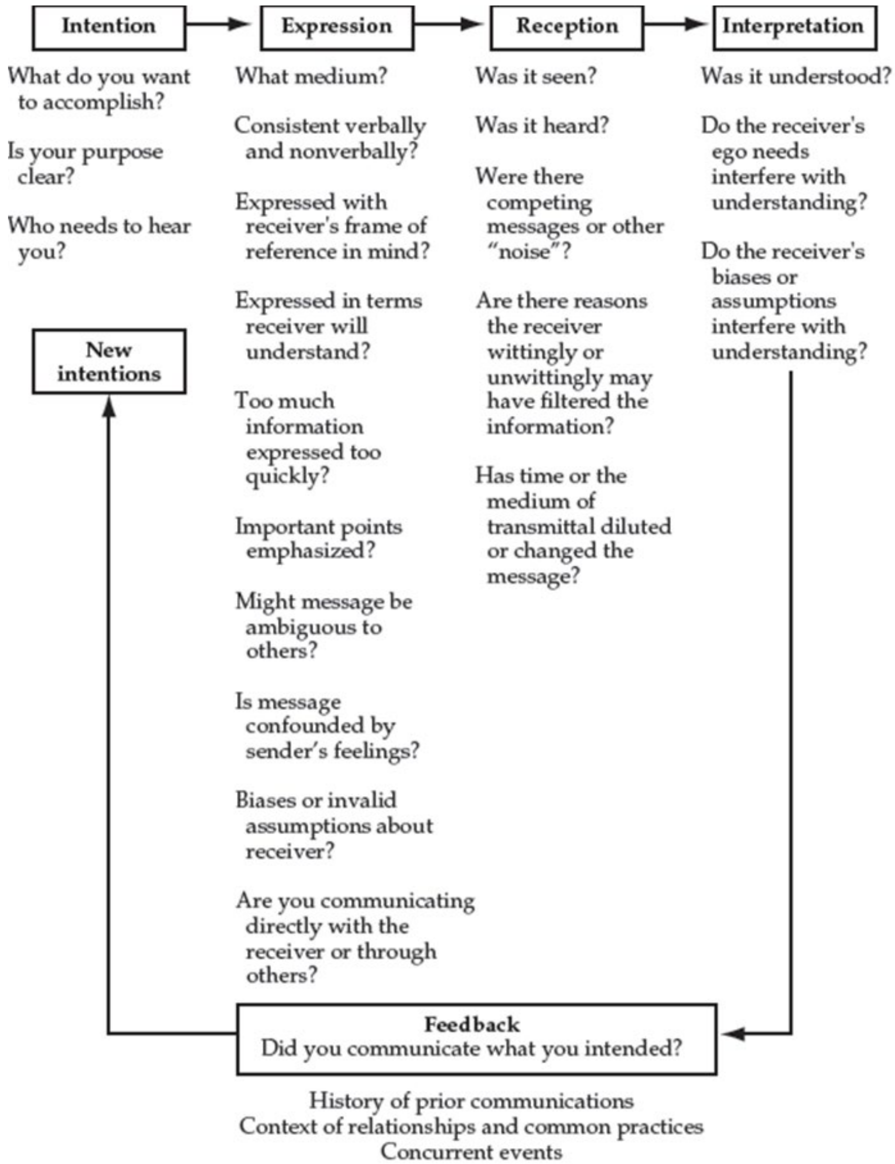
Credibility may be defined “as the ability to engender trust in others” (Hughes, 2012, p. 278). It is made up of two components:

1. **Expertise** - building expertise involves increasing one’s knowledge and skills in the areas of technical competence, organizational knowledge, and industry knowledge.
2. **Trust** – is comprised of clarifying and communicating your values, and building relationships with others

We see in the text (Hughes, 2012) that “expertise is more than experience” (p. 279).

Communication effectiveness is “the degree to which someone tells others something and ensures that they understand what was said” (Hughes, 2012, p. 283).

A systems view of communication as seen in Figure 8.2 (Hughes, 2012, p. 284):



Leaders can improve their communication through a number of different means including (Hughes 2012, pp. 285 – 288):

1. Know What Your Purpose Is.
2. Choose an Appropriate Context and Medium.
3. Send Clear Signals
4. Actively Ensure That Others Understand the Message

In listening, it is important to remember that "listening to others is just as important as expressing oneself clearly to them" (Hughes, 2012, p. 288). Leaders "are only as good as the information they have, and much of that information comes from watching and listening to what is going on around them" (Hughes, 2012, p. 288). The best listeners are **active listeners**. **Passive listeners** are not focused on understanding the speaker.

There are four ways to improve active listening skills (Hughes, 2012, pp. 289 – 291):

1. Demonstrate Nonverbally That You Are Listening
2. Actively Interpret the Sender's Message
3. Attend to the Sender's Nonverbal Behavior
4. Avoid Becoming Defensive

From the Hughes (2012) text we learn that assertive behavior allows someone to be "able to stand up for their own rights (or their group's rights) in a way that also recognizes the concurrent right of others to do the same" (p. 291). It is different from acquiescence and aggression. "Acquiescence is avoiding interpersonal conflict entirely either by giving up and giving in or by expressing our needs in an apologetic, self-effacing way," whereas, "aggression is an effort to attain objectives by attacking or hurting others" (Hughes, 2012, p. 292).

February 28, 2012

eJewish Philanthropy

1. *Why Online Donors are Worth More than Offline Donors* (Barry, 2012)

   Excerpt:

   The majority of giving still comes from offline channels, but **online fundraising continues to be a significant source for acquiring new donors**.

   In fact, **the dominate giving channel for new donors 64 years old and younger is online.** Plus, revenue and household income for online acquired donors is significantly higher than for offline acquired donors.

   The trend towards online fundraising is an important one to pay attention to. Here's why …
   - It has become increasingly common for new donors to give their first gift online.
   - In aggregate, online-acquired donors have much higher cumulative value over the long term than traditional mail-acquired donors.
   - Every year, large proportions of online-acquired donors switch from online giving to offline sources – primarily to direct mail.
   - In 2011, online giving was up 13% on a year-over-year basis when large International Affairs organizations are removed from the analysis.
   - In 2011, 87% of organizations had at least one online gift of $1,000 or more. The median online gift of $1,000 or more was $1,200. 43% of these donations were between $1,000 and $5,000.
   - The largest amount given online in 2011 was $260,000.

2. *Addressing the Donor Digital Divide: The Wired Wealthy vs The Dinosaur Donors* (Walden, 2012)

   Excerpt:

With the rise of philanthro-technocrats like Bill Gates, Pierre Omidyar, and Jeff Skoll, it's easy for many of us in the philanthropic and nonprofit sector to get caught up in the digital wave of web 2.0 technologies. The explosion of web 2.0 tools such as blogs, videos, mobile messaging, and social networks has forced many nonprofits and foundations to improve the way they appear to and interact with supporters online.

However, we can't assume that all donors fall into the category of the "wired wealthy" (Convio, Sea Change Strategies, Edge Research, 2008), who donate an average of $10,896 online each year, spend an average of 18 hours per week on the web, and pay bills/do banking online. Let's not forget about those practicing what Renata Rafferty refers to as "Dinosaur Philanthropy," composed of donors who have never heard of web forums and limit their giving activities to galas and family foundation transactions.

While this divide exists, there are two emerging web 2.0 tools that have enhanced the way people interact with causes and issues they care about in a mainstream way: mobile technologies (e.g. apps and text messaging) and video storytelling.

3. *American Jews Aren't Rushing to Open Their Pockets* (Neudorfer, 2012)

   Excerpt:

   The rules of the game have also changed for the donors themselves. The older generation of donors was content with sending funds to Israel, assuming that "the need is over there, and they know how best to use the money." That donor remained loyal to the organizations to which he or she donated for many years.

   Today, in the competitive market described above, the new generation of donors wants to see a clear social return on their investment, and seeks to make a real difference. The donors wish to directly support activities that address challenges in which they are engaged, and not just to hand over checks to organizations.

4. *Flying Horses and Major Gift Fundraising* (Morr, 2012)

   Excerpt:

   Fast forward to 2012 and the last several decades have shown enormous changes in major gift fundraising. Its way more than an art; it's a sophisticated science. Partially because of the Internet, but even before there were on line vehicles for finding out about people, nonprofits were seeking new names, new wealthy people. Federations would purchase lists of Jewish names. Imagine an unknowing Sam Cohen who subscribed to Time Magazine, the New Republic and lived in a 'good zip code' … he became a prime suspect for a major gift. Harvard, Stanford, and Johns Hopkins had sophisticated research staffs (some behind locked doors) that spent all day looking for new names and researching them. Before Google!

   . . . The point is you are not flying off the ledge landing into a sea of names. You are part of a community of people who care regardless of whether you are working for Jewish Day

Schools or the Jewish Family Service. You know that to sustain Jewish continuity our agencies and organizations not only have to survive, they have to strive for excellence. That can only happen with quality major gift staff and leadership.

5. *Smaller Funders Give Bigger Share of Assets* (eJP, 2012c)

   Excerpt:

   Small to mid-size private foundations give more than twice the amount they are required to distribute, and the smallest foundations give away significantly more, new research shows.

   While private foundations are required to pay out 5 percent of their assets each year, foundations with endowments of less than $50 million generally paid out more than 10 percent in 2011, according to preliminary findings from Foundation Source.

   And foundations with less than $10 million in assets increased their giving by 20.6 percent, while foundations with assets ranging from $10 million to $50 million reduced their giving by 7.8 percent, according to the data, which are based on actual grantmaking among 719 private foundations with assets under $50 million.

6. *Social Development: Turning Prospects into Followers and Friends into Donors* (Gordon, 2012)

   Excerpt:

   Question: What's the best social media tool for development pros?

   Actually, that's a trick question; there is no "best" way to practice social development.

   Social choice varies by the individual, and some people will simply opt out entirely. A smart development pro will explore as many social outlets as time and common sense allow.

   Let your research be your social media guide and ***learn where your people live online.***

   Here's how:

   - Print out your list of prospects – and your list of current donors – and search the major social media sites to see who has an active account. Plug some names into the Facebook and Twitter search boxes and see what comes up.
   - Enter the salient data in a "Preferred Social Media Tool(s)" folder on your computer or database.
   - Begin basic engagement. If you learn that a certain prospect is a manic tweeter, Follow away; if another prospect digs Facebook, Like her page.
   - Study the posts carefully, in preparation for future conversations.

March 1, 2012

The Chronicle of Philanthropy

1. *Many Managers of Nonprofit Finances Suffer Knowledge Gaps, Study Finds* (Frazier, 2012)

   February 29, 2012
   By Eric Frazier

   Excerpt:

   Top officials at midsize nonprofits lack basic financial knowledge, according to a study released today. The study, conducted by the Center on Philanthropy at Indiana University, also found that midsize organizations are lifting their focus from just breaking even to long-term planning.

   The study surveyed more than 500 nonprofit officials who manage the finances of their organizations, which had revenues of $1-million to $5-million. Three quarters of the managers said they consider themselves financially knowledgeable, but just 36 percent correctly answered three questions they were given to assess their basic financial skills.

2. *New Deal Helps Small Charities Use Text Appeals* (Flandez, 2012)

   February 23, 2012, 9:09 am
   By Raymund Flandez

   Small charities will now get more opportunities to conduct low-cost fundraising efforts by text message under a deal announced Tuesday. But they'll have to do so under new guidelines designed to prevent fraud.

   A deal between the Mobile Giving Foundation, which connects charities to mobile carriers, and the BBB Wise Giving Alliance, a nonprofit connected with the Council of Better Business Bureaus, seeks to assure donors that their $5 to $10 text donations will go to trustworthy charities. They also hope that by demonstrating the legitimacy of the charities, the guidelines will make mobile-phone companies more willing to allow charities to use their networks to seek large gifts by text or solicit monthly text donations from supporters.

3. *Communications for Smaller Nonprofits in the Era of Twitter* (JoAnn Mort, 2012)

   March 1, 2012
   By Jo-Ann Mort

   Excerpt:

   Over the last few years, the world of communications has simultaneously become both more accessible and less manageable. With the explosion of social media came the democratization of communications – one Tweet can reach more people than a press release, and a Facebook post can receive just as much attention as coverage in traditional media.

This change in how news gets out can benefit, smaller nonprofits that may not be budgeted for large communications outlays. But just because social media is accessible to all of us does not mean it should be approached without an airtight strategy.

March 7, 2012

Excerpts from Forum Post:

When leaders face an adaptive challenge as Heifetz concludes, "Leadership . . . requires a learning strategy. A leader, from above or below, with or without authority, has to engage people in confronting the challenge, adjusting their values, changing perspectives, and learning new habits" (Heifetz & Laurie, 2001).

In retrospect, I had a view from "the balcony" and could see what was occurring but I did not have the ability to make suggestions or offer any ideas. The atmosphere in the church was basically focused on maintaining the status quo and keeping the pastor happy. Much like what we saw in the article about David who approached his boss and CEO with an idea that challenged a particular pet project. What we learn is that "it was more important to understand what mattered to the boss than to focus on real issues" (Heifetz, 2001, p. 10).

I tried to operate within the sphere of missions under the radar so to speak, but I realized that our pastor needed "to learn to support rather than control" while I had "to learn to take responsibility" (Heifetz, 2001, p. 10). I did so the best I could but I really did not have the ability to speak to the issue until the pastor resigned this past summer. In the vacuum of leadership over the past few months, I began to lead. At the time, I did not know the principles outlined by Heifetz; however, I see now that "the adaptive demands of our time require leaders who take responsibility without waiting for revelation or request" (Heifetz, 2001, p. 14).

March 9, 2012

Excerpts from A8 Assignment: My Learning Group

I encountered the concept/model of teaming: forming, norming, storming and performing (Tuckman, 1965) in 2002 when I led our missionary team through a seminar developed by the International Mission Board called Mission Driven Teams.

I now understand according to Tuckman is called "functional role-relatedness" which is described as "a social entity characterized by task-oriented role-relatedness makes the emergence of such insight possible by providing support and an opportunity for experimentation and discovery" (Tuckman, 1965). I do not know if we are at Stage Four of our development but we are expressing "the support function," which occurs in groups as Miles characterized “where the interpersonal bonds are genuine and strong . . . members give one another a great deal of mutual evaluative support, which seems to be a prime requisite for successful behavior change” (Tuckman, 1965).

“Group think,” which Hughes (2012) defines as “people in highly cohesive groups often become more concerned with striving for unanimity than in objectively appraising different courses of action” (p. 403).

I believe that it would be good to bring in the concept of disciplined attention in which “different people within the same organization bring different experiences, assumptions, values, beliefs, and habits to their work” (Heifetz & Laurie, 2001). We need diversity because as Heifetz (2001) points out “because innovation and learning are the products of differences” (p. 8).

March 10, 2012

I wrote the following email to the members of our board and advisory board.

Below are some of the things that I learned this week from my studies about working in and leading teams. In our meeting last weekend, we touched on some of these areas. I send these facts to you for information and consideration. We can discuss further at some point.

Effective Team Characteristics and Team Building:

1. Key characteristics for effective team performance:
    - Effective teams have a clear mission and high performance standards.
    - Leaders of effective teams spend a considerable amount of time assessing the technical skills of the team members.
    - Good leaders work to secure resources and equipment necessary for team effectiveness.
    - Effective leaders spend considerable time planning and organizing in order to make optimal use of available resources.
    - High levels of communication helped minimize interpersonal conflicts.

2. Four variables that need to be in place for a team to work effectively:
    - Task structure
    - Group boundaries
    - Norms
    - Authority

3. A team should be built like a house or automobile:
    - Start with a concept
    - Create a design
    - Engineer it to do what you want it to do
    - Manufacture it to meet those specifications

4. The three critical functions for team leadership:
    - Dream
    - Design
    - Development

Virtual Teams (Geographically Dispersed Teams – GDTs)

I wrote the following paragraphs for an assignment.

In reflecting upon this week's material, I see that I also need to link my learning with what I am doing in leading The Matzevah Foundation. As a non-profit organization we face a competitive struggle for limited financial resources from donors, but we also face the reality of the fact that we are not an in-place team but a "far-flung team" (Hughes, 2012, p. 427). Our board members live in five locations across the United States and I realized through our reading in Hughes (2012) that we are a virtual team or a geographically dispersed team – GDT (p. 424), who is involved in a global mission to educate the public about the Holocaust and its impact on primarily Polish Jews, as well as, facilitate Jewish cemetery restoration projects in Poland.

This requires of me a different approach to teaming. According to Hughes (2012) three rules appear that work toward enhancing team performance. The first of these is that leaders need to select team members "for diversity but then exploit that diversity for the team's benefit" (p. 427). I take this to mean that we should have differing strengths and talents. We have completed a strengths finder's assessment and discovered how diverse we truly are. The members of our advisory board consist of Americans, Polish Americans and one Pole. We have mostly Baptists on our board with the exception of one Polish American Catholic who came to know Christ and is a member of a non-denominational church. We are trying to add a Messianic Jew to our advisory board as well.

Second, we need to learn how to use technology better as a means to interact with each other by simulating "reality" (Hughes, 2012, p. 428). I am emailing our board a great deal of information on a weekly basis. It is killing me to write it all and I am sure that it is killing them to read it all as well. Hughes (2012) points out, that researchers discovered what worked best, was a "virtual work space" (p. 428). We have briefly discussed this concept and have outlined essentially what Hughes (2012) specifies as a "Web space" that has "pages for people, purpose, and a meeting center" (p. 428) but we would like to add a team calendar and task assignments. It was mentioned that we could use Google Calendar and Google Docs, which are free services for this virtual meeting space.

Third, I learned that leaders must be "particularly diligent to hold virtual teams together" (Hughes, 2012). I was already aware of this fact and have led us to meet in a central location and this past weekend a majority of the board met together for the first time. I also dialogue frequently with the two other executive officers via conference calls and I talk to individuals by phone as needed. I also meet individually with board members when we can set up meetings, which has been rare. On two occasions we met in Warsaw, Poland following meetings there with respective project partners. I have also over communicated with our boards for which I am glad and see that according to Hughes (2012) that this is a successful leadership tactic (p. 428). We are presently working toward a vision and mission statement along with developing a "common language" and "work practices" (Hughes, 2012, p. 428). Finally, we have begun to work, as Hughes (2012) suggests in "ad hoc pairs" as a means for team members to "get to know other better" (p. 428).

Steven

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MATZEVAH
מצבה
REMEMBERING
RESTORING
RECONCILING

Below is another email regarding our organizational development and forming ad hoc teams to deal with the task of personalizing by-laws and writing vision and mission statements.

If I am correct, I believe that Robin wishes to write formal vision and mission statements, which we do not have. I have prepared rough statements for these purposes and used them in various ways over the past year.

The vision of The Matzevah Foundation is: remember, restore and reconcile; however we do not have a formal vision statement as of yet. We will not change these three things and I have used them as the basis in explaining who we are in the brochure and the letter of inquiry for grants that I submitted. Concerning the mission statement, I have been operating on what our legal mission is as a public charity according to the documents prepared by our lawyer for the IRS. We have a twofold purpose:

1. To educate the public about the Shoah and its impact on Jews of Polish descent
2. To organize and facilitate Jewish cemetery restoration projects in Poland

Again, we have no formal mission statement reflecting this two-fold purpose.

We do not need to revise these statements but we do need to draft formal statements reflecting the principles of our vision and mission.

I sent Robin the early vision and mission documents that I prepared for us and the lawyer. I also sent the brochure and one of the letters of inquiry for her to use as a basis to draft formal vision and mission statements. The formal vision and mission statements have no legal purpose but they are of great value and will be useful for us as they will help us maintain our focus and shape the work of our foundation.

I have attached what I wrote for Team Warsaw as an example of what a vision, mission and core value statement looks like.

One thing that I think might be helpful for us is to create an "ad hoc" team to oversee the personalization and structuring of TMF in the area of by-laws, articles of incorporation and the vision and mission statements. I also think that it might be a good time to start using Google Documents as a central location to interface and discuss documents and tasks.

JoAnn, could you ask Wes to look into how we might set us up a Google Document account? I could put the documents that I have there and we could create a space for the ad hoc team to work on these documents.

What are all of your thoughts?

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March 12, 2012

Email to The Matzevah Foundation Board and Advisory Board regarding "Today's Reading Digest."

> I am sending to you two links to articles that I read today regarding the use of social media and digital giving.
>
> 1. *Digital Giving Index 2011: Insights and Trends on Charitable Engagement*
>
>   The Online-Giving Study is here: http://www.onlinegivingstudy.org./quarterlyindex#List
>
>   I do not know if this is worthwhile, as it may be a pay service; however, they have free fundraising tips that they send out via newsletters. Please look over these two sites and tell me if you think that this would be something that we should consider.
>
>   **Excerpt:**
>
>   "Network for Good has a unique perspective on the experience and behaviors of charitable giving across several distinct channels including: individual charity websites, charity portals and social giving websites. Network for Good created this *Digital Giving Index* with insights and trends to inform charitable engagement for nonprofits seeking to strengthen relationships with donors and corporate partners seeking to integrate giving in online consumer or employee initiatives" (Strathmann, 2012).
>
> 2. *Social Philanthropy: What Nonprofits Should Know About Pinterest*
>
>   The article is about a new social media site that is invite only, but what is interesting to me in the article is the excerpt that I share below. We need to consider how to adapt the principles of discovery for a newer generation of donors instead of a bombardment of information.
>
>   **Excerpt**
>
>   "Pinterest users are more interested in discovery than being bombarded with promotions," Ms. Stoddart said. "Think of yourself as a content curator who will pin interesting and inspiring things, not always directly relating to or promoting your organization" (Switzer, 2012).

March 14, 2012

I have been building our mission's team at church based on what Hughes (2012, p. 408) outlines regarding developing team effectiveness by doing the following:

1. Defining "a clear mission" and setting "high performance standards" (assess the community through prayerwalking and obedience based teaching -- go and do, then come and tell)

2. We have assessed our own "technical skills" and that "of the team members" regarding who can do various tasks
3. We have worked "to secure resources" such as materials and tools as well as partnering with other churches to assist us in the prayerwalking task
4. We have spent hours in "planning and organizing" what we are doing
5. We have maintained "high levels of communication" between ourselves, our team and our church.

Additionally we have used Ginnett's Team Effectiveness Leadership Model (TLM) outlined by input, process and output (Hughes & Curphy, 2012, pp. 410 - 411). We have "set goals" (Hughes & Curphy, 2012, p. 436) for our work. I have led our team to delegate in order to achieve "goals through others" (Hughes & Curphy, 2012, p. 457). I realize that I need to become more of a coach with our mission's team and those with whom I am working that are associated with it. I have been doing what Peterson and Hicks define coaching, which is the "process of equipping people with the tools, knowledge and opportunities they need to develop themselves and become more successful" (Hughes & Curphy, 2012, p. 462), so that I might "orchestrate, rather than dictate development" (Hughes & Curphy, 2012, p. 426) in what they are doing.

March 15, 2012

eJewish Philanthropy

1. *Funders and Recipients: In Whose Best Interest Are Contracts?*

   What are the realities of the grant making process and grant receiving process? As we grow and develop The Matzevah Foundation, we need to be aware of the terms of making a grant application and what is required if we receive one.

   In this article the author raises the following questions:

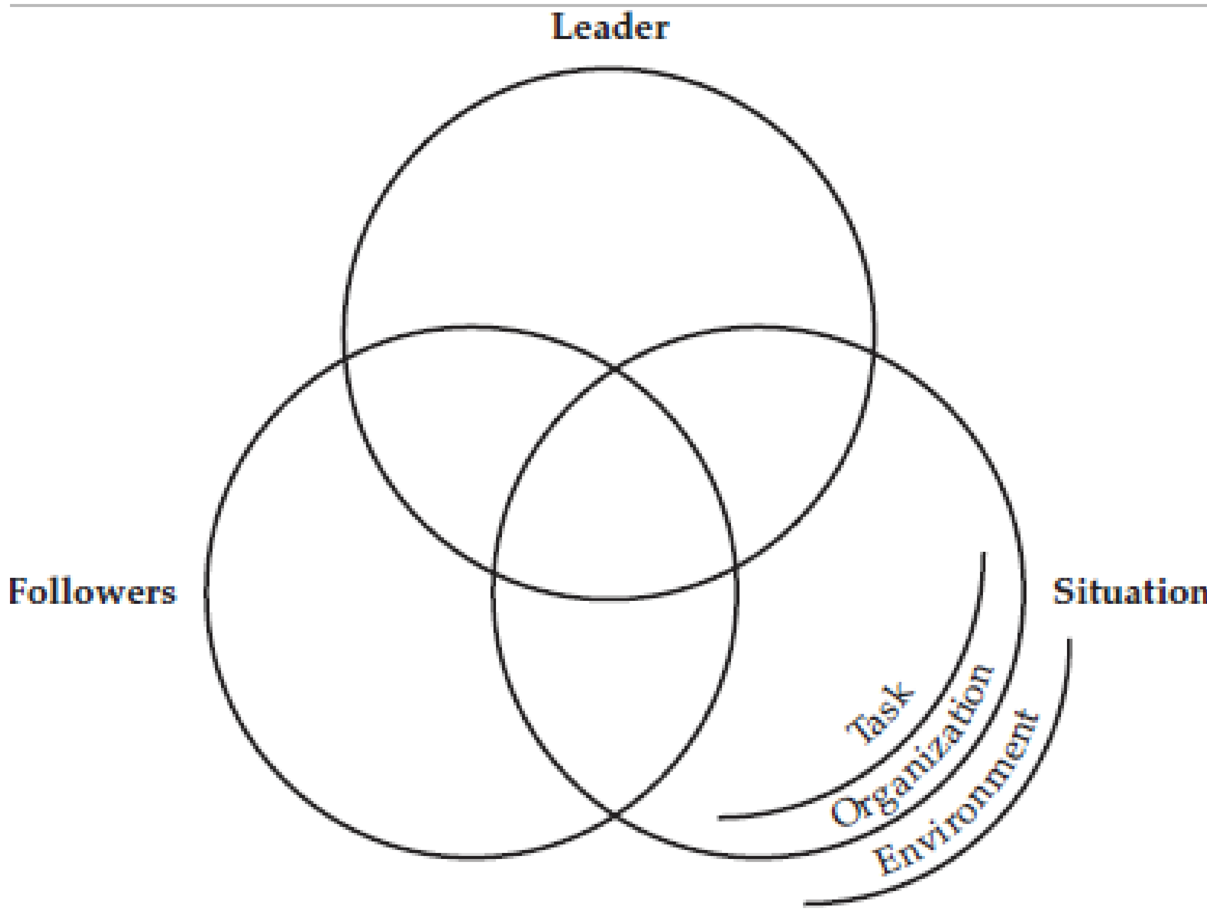
   1. What goes into establishing the ground rules for receiving a grant from a foundation?
   2. What are appropriate requests that a funder can make of a recipient organization?
   3. What are the *rules* guiding the implementation of the grant and the running of the program?
   4. Are there limits as to what the foundation awarding the grant can request from the grantee?

   Excerpt:

   "The most sought after form of support to the nonprofit organization is an **unrestricted allocation or gift**. Essentially what this means is the agency is free to use the money in any way it sees fit. This is the most valued form of support an organization can receive because it is up to the leadership of the organization how to use the funding. In contrast there is **the restricted contribution or allocation** that must be used for a specific purpose. There are many forms of **restricted contributions** and they range from funding capital projects, such as buildings and providing subsidies for services to underwriting entire programs. What they all have in common is that the funder is very clear about how the support they are providing should be used. In most cases, a letter accompanying the contribution or a letter of award from a foundation will state very clearly how nonprofit is expected to use the funds" (Donshik, 2012b).

March 20, 2012

Figure 12.1 An Expanded Leader-Follower Situation Model:



In this graphic we see the complexity of the situation being expanded by "different levels of abstraction: the task level, the organizational level, and the environmental level. Each of these three levels provides a different perspective with which to examine the leadership process" (Hughes & Curphy, 2012, pp. 479 - 480).

March 21, 2012

Chapter 13, Hughes

According to Hughes (2012) the Leader-Member Exchange (LMX) Theory focuses on developing others in terms of an ongoing (dyadic) relationship with "all followers" (p. 521). The premise of the LMX Theory is that leaders do not interact with all followers equally but do so based on the specific relationship that they have with "each subordinate." The leader therefore has a "series of dyadic relationships" which can be classified into two major groups: "In-Groups" and "Out-Groups" (Hughes & Curphy, 2012, p. 521).

Additionally, in Hughes (2012) we see that the LMX Theory considers "out-groups" to be "low quality exchanges" between the leader and the subordinates centered on what is required to do the job with little "interpersonal interaction" (p. 521). On the other hand with "in-group" subordinates, the leader works to develop "high-quality exchange relationships" that well exceed the task or "just what the job requires" (Hughes & Curphy, 2012, p. 521). This type of relationship, as Hughes (2012) indicates, is truly "exchanges" due to the fact that "both parties benefit" and furthermore we see in this dynamic that subordinates who contribute "higher levels of task performance" may be rewarded by the leader with "empowerment, sponsorship of subordinates in social networks, and mentoring" (p. 521). The LMX Theory entails three primary components: role-taking, role-making and routinization.

Lastly we learn in Hughes (2012) that today LMX leadership model has changed from a "describing process to proposing a prescriptive process" toward developing "organizational effectiveness." In view of this aspect leaders should act to "develop relationships and build more in-group relationships" among all followers. In other words, the leader's goal should be to increase organizational effectiveness by moving or developing more followers in the in-group and "reducing the number" of followers in the out-group. To this end, the leader should focus on developing "special" relationships with all followers and extend to all subordinates opportunities for "new roles, responsibilities, and challenges" and the leader needs "to nurture high-quality exchanges with all followers" focusing on building "trust and respect" with each one. If this process is followed then unity of purpose is achieved for work of the organization instead of a fragmented approach centering on the inconsistencies "between in-groups and out-groups."

March 23, 2012

Chapter 13, Hughes

According to Hughes (2012) "the underlying mechanism of the path-goal theory deals with expectancy" theory, which is a theory that explains a way of thinking as it relates to the motivation behind the way people act with regards to "effort-to-performance probabilities, performance-to-outcome probabilities, or assigned valences or values to outcome" (p. 542). Essentially the Path-Goal Theory allows a leader to focus on "the goal" (reward or outcome of effort) and help followers discover "the path" or "the best way of getting there" (Hughes & Curphy, 2012, p. 542).

The path-goal theory stresses that the best way for a leader to achieve work through others is to focus on the final outcome, purpose or reward of the work and then collaborate or partner with followers to determine the best way to move toward realizing the common purpose. The Hughes (2012) text explains in this leadership construct, the leader provides four types of behaviors. "Directive leadership" similar to that of Situational Leadership, which means that the leader tells the "followers what to do, how to do it, when it is to be done, and how their work fits with the work of others" (p. 543). The leader also supplies "supportive leadership," which are behaviors that display interest in all followers as people treating them with courtesy and respect, while being "open and approachable to others" (p. 543).

Additionally, leaders practice "participative leadership," which emphasizes a consultative process that ensures that followers are involved in making important decisions regarding the direction of the work meaning the leader solicits input from followers and considers "these inputs in the decision making process" (Hughes & Curphy, 2012, p. 543). The last leader behavior is that of "achievement-orientated leadership," by which they would "set challenging goals for the group and follower behavior, continually seek ways to improve performance" and "expect the followers" always to provide the highest level of performance (Hughes & Curphy, 2012, p. 543).

March 27, 2012

The 8-Step Process for Leading Change

"Thirty years of research by leadership guru Dr. John Kotter have proven that 70% of all major change efforts in organizations fail. Why do they fail? Because organizations often do not take the holistic approach required to see the change through. However, by following the 8-Step Process outlined by Dr. Kotter, organizations can avoid failure and become adept at change. By improving their ability to change, organizations can increase their chances of success, both today and in the future. Without this ability to adapt continuously, organizations cannot thrive. Dr. Kotter has proven over his years of research that following The 8-Step Process for Leading Change will help organizations succeed in an ever-changing world" (Kotter, 2011).

Step 1: Establishing a Sense of Urgency

- Examine market and competitive realities, and identify and discuss crises, potential crises, or major opportunities

Step 2: Creating the Guiding Coalition

- Assemble a group with enough power to lead the change effort, and encourage the group to work as a team

Step 3: Developing a Change Vision

- Create a vision to help direct the change effort, and develop strategies for achieving that vision

Step 4: Communicating the Vision for Buy-in

- Use every vehicle possible to communicate the new vision and strategies, and teach new behaviors by the example of the Guiding Coalition

Step 5: Empowering Broad-based Action

- Remove obstacles to change, change systems or structures that seriously undermine the vision, and encourage risk-taking and nontraditional ideas, activities, and actions

Step 6: Generating Short-term Wins

- Plan for visible performance improvements, create those improvements, recognize and reward employees involved in the improvements

Step 7: Never Letting Up

- Use increased credibility to change systems, structures, and policies that don't fit the vision, also hire, promote, and develop employees who can implement the vision, and finally reinvigorate the process with new projects, themes, and change agents

Step 8: Incorporating Changes into the Culture

- Articulate the connections between the new behaviors and organizational success, and develop the means to ensure leadership development and succession

March 30, 2012

Burn's theory on transformational leadership has its roots in charismatic leadership, which began to be studied toward the middle of the 1970s. Max Weber, a sociologist who studied "how authority and religious and economic forces affected societies over time" (Hughes & Curphy, 2012, p. 574). According to the Hughes (2012) text, in social structure Weber considered that there were "three types of authority systems: traditional, legal-rational and charismatic" (p. 574). Due to time, we will examine only Weber's charismatic authority system because it becomes later the basis for Burn's transformational leadership theory. Weber states that people attribute authority to leaders due to their "exemplary characteristics," their "superhuman qualities or powers of divine origin," which differentiates them from mere "mortals" (Hughes & Curphy, 2012, p. 575). Moreover in Hughes (2012) we see that as Weber proposes charismatic leaders appear "from the margins of society and emerge as leaders in times of great social crisis" (p. 575).

Furthermore we see in the context of Burns' theory that, "all transformational leaders are charismatic, but not all charismatic leaders are transformational" (Hughes & Curphy, 2012, p. 577). According to Hughes (2012), "transformational leaders are charismatic because they can articulate a compelling vision of the future and form strong emotional attachments with followers" (p. 577). Charismatic leaders certainly are able to cast vision and form strong connections emotionally with followers; however they are not transformational leaders when they seek to meet their own needs. I have encountered charismatic leaders such as this on several occasions in my life and sadly I see the difference clearly when they seek their own advancement at the expense of those that they lead.

In Bass's theory of transformational leadership we see that transformational leaders can "achieve stronger results" because they elevate the importance of "goals and the means to achieve them," convincing those they lead "to take action for the collective good of the group," while casting "their vision of the future" which assists "followers satisfy higher-order needs" (Hughes & Curphy, 2012, pp. 579-580). We see in Hughes (2012) that transactional and transformational leadership is made up of two independent dimensions of leadership, meaning that leaders "could be high in transformational but low transactional leaders;" consequently Bass constructed a Multifactor Leadership Questionnaire (MLQ) that could "assess the extent to which leaders exhibited transformational or transactional leadership and the extent to which followers were satisfied with their leader and believed their leader was effective" (p. 590).

April 3, 2012

Hughes, Chapter 16

Vision is comprised of ideas (the future picture), expectations (values and performance standards), emotional energy (the power and the passion) and edge (stories, analogies and metaphors) (Hughes & Curphy, 2012, pp. 568 - 661).

"Conflict occurs when opposing parties have interests or goals that appear to be incompatible" (Hughes & Curphy, 2012, p. 662).

Hughes (2012) outlines five conflict resolution strategies (p. 664):

1. Competition – "reflects a desire to achieve one's own ends at the expense of someone else."
2. Accommodation – "reflects a mirror image of competition – entirely giving into someone else's concerns without making any effort to achieve one's own ends."
3. Sharing – "is an approach that represents a compromise between domination and appeasement."
4. Collaboration – "reflects an effort to fully satisfy both parties."
5. Avoidance – "involves indifference to the concerns of both parties."

April 10, 2012

I am reading *Great by Choice*, by Jim Collins (2011), which I will use for my book review and partially for "My Theory of Leadership."

April 11, 2012

Servant Leadership was first characterized by Robert K. Greenleaf; however he did not define the term specifically. Greenleaf simply said that a servant-leader "*is* servant first… It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead" (Greenleaf, 1970). Furthermore he explained that the leader who served first contrasted greatly with the "one who is *leader* first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions" (Greenleaf, 1970). These two types of leaders are opposite from each other.

Interestingly, Greenleaf described what a servant leader is by distinguishing what this type of leader is like compared to other leaders. He stated that the difference between these two types of leaders "manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived" (Greenleaf, 1970)?

Essentially Greenleaf emphasizes care or love of others by considering what is best for those who are being led. Oftentimes this important element is overlooked completely in leadership in that leaders lead for their own benefit and do not consider the needs of those being led. I believe that this is a defining element of servant leadership.

Wikipedia defines servant leadership in this way: "Servant-leaders achieve results for their organizations by giving priority attention to the needs of their colleagues and those they serve. Servant-leaders are often seen as humble stewards of their organization's resources: human, financial and physical" (Wikipedia, 2012b).

Both of these understandings reflect leadership as being a "sacred trust" meaning that leadership is a task that has been entrusted to a person. Leaders are people who are entrusted by others with the task of leading them. It is very important therefore for leaders to realize that they are stewards of something given to them to care for. Leaders do not own leadership, nor do they own followers and thereby in some way are entitled to benefits accorded to them because they are the "leaders." Leaders are to serve those that they lead by ensuring that they are able to follow their lead as a shepherd enables sheep to follow them. The metaphor of a good shepherd aptly describes, I believe, the role of the leader as one, who leads their followers, "flock" to safety, to water or to "green pastures."

In other words, servant leaders are in a sense shepherds who have a caring relationship with those that they lead. Since they care for their followers, they put the needs of the followers ahead of their own needs firstly and they serve these needs instead of their own thereby ensuring that followers have what they need to do what they need to do. In this way, I believe that leaders might more effectively set the direction, lead change and accomplish work through others.

April 12, 2012

HBR Blog Network

"Succession is made harder by a towering and mysterious personality. And, even more importantly, there's no formula for becoming charismatic" (Clark, 2012). Issue here is succession. How do we ensure that someone can follow in a particular leader's footsteps and achieve success for an organization? If charismatic leadership is required for operational success, how can charismatic leaders be groomed or prepared? This may or may not be possible but developing successful leaders is possible and is an element of Burn's theory of transformational leadership in that transformational leaders develop others for leadership.

I have discovered possibly a good idea for me to consider and that is to blog about leading and developing our non-profit. It would be a good way for me to share with others the struggles about leading and developing a particular niche orientated non-profit. Main idea is to be a transparent leader with others as it relates to the good and the bad concerning the struggles of leading a non-profit. Clark writes about Paul Levy, who was the CEO of Beth Israel Deaconess

Hospital in Boston and began writing a blog about his experience of leading the hospital. "Through discipline, openness to criticism and feedback, and, yes, a certain amount of golly-gee enthusiasm, Levy has taken the most self-indulgent medium of 21st-century communication and turned it into a business tool as sharp as any scalpel" (Clark, 2012).

Robert K. Greenleaf: A Life of Servant Leadership

According to Frick (2004) the origins of the idea of servant leadership began when Robert Greenleaf struggled with the idea of how universities "had lost sight of their purpose, which he believed was to serve the needs of the students" (p. 14). This struggle led to him to consider a different approach to leadership in which people should lead "by serving each other," which led to the idea of what he called servant-leadership (Frick, 2004, p. 15). Frick (2004) notes that Greenleaf considered the fact that "true servants operate out of love. True leaders seek to serve those, who are led. People who serve are in fact, leaders and followers" and this contradictory understanding summed up "the goal of his entire career: to lead through service and encourage people and institutions to serve first" (p. 15) all of which led Greenleaf to write his essay: *The Servant as Leader*.

Wikipedia defines servant-leadership in this way: "Servant-leaders achieve results for their organizations by giving priority attention to the needs of their colleagues and those they serve. Servant-leaders are often seen as humble stewards of their organization's resources: human, financial and physical" (Wikipedia, 2012b).

April 25, 2012

The behavior of an authentic transformational leader should moral but "not all good, moral people are transformational leaders" . . . and Bass emphasizes that transformational leaders "engage in idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as they lead their followers" (Bass & Steidlmeier, 1999). What follows below is an expanded definition of each of the above four concepts quoted directly (Bass & Steidlmeier, 1999):

1. Idealized influence: Serving as an example of excellence and character; Creating a climate of high standards for task performance and ethical choices
2. Inspirational motivation: Developing and communicating an ambitious, exciting and morally good vision for the group to achieve; Involving followers, empowering them, and encouraging their development toward that end
3. Intellectual stimulation: Fostering open discussion of the vision and its implementation
4. Individualized consideration: Demonstrating genuine concern for followers' development; Providing coaching and mentoring

What is apparent from these statements, transformational leaders demonstrate "ethical behavior and personal character while performing these four types of leadership behaviors, authentic transformational leaders accomplish the most impressive of leadership challenges" in that "they lead their followers through risk taking, personal development and organizational change" (Bass & Steidlmeier, 1999).

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