LEADERSHIP ?
Lead, follow, or get out of the way!
Lead, follow, or get out of the way!

THIS IS NOT THE KIND OF LEADERSHIP IN WHICH WE ARE INTERESTED—

CONSIDER: Positional vs. Transformational (trust)
Why
World shifts

COMPLEXITY / Designing across FORM, CONTENT, CONTEXT + TIME
Business process shifts
from top-down linear progression / to / collaborative parallel processing
Context

Disciplinary silo shifts

Technology shifts
**The Principles of Excellence**

**Principle One**

* Aim High—and Make Excellence Inclusive  
  Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

**Principle Two**

* Give Students a Compass  
  Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

**Principle Three**

* Teach the Arts of Inquiry and Innovation  
  Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

**Principle Four**

* Engage the Big Questions  
  Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—In Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

**Principle Five**

* Connect Knowledge with Choices and Action

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**The Essential Learning Outcomes**

Beginning in school and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining:

**Knowledge of Human Cultures and the Physical and Natural World**
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts  
  Focused by engagement with big questions, both contemporary and enduring

**Intellectual and Practical Skills, including**
- Inquiry and analysis  
- Critical and creative thinking  
- Written and oral communication  
- Quantitative literacy  
- Information literacy  
- Teamwork and problem solving  
  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

**Personal and Social Responsibility, including**
- Civic knowledge and engagement—local and global  
- Interpersonal knowledge and competence  
- Ethical reasoning and action  
- Foundations and skills for lifelong learning  
  Anchored through active involvement with diverse communities and real-world challenges

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**CONTEXT**

*Education shifts*

LEAP report, American Association of Colleges and Universities, 2007
defining
defining LEADERSHIP

JAMES MACGREGOR BURNS

Leadership is collective. Leadership is dissent.

RONALD HEIFETZ

Leadership generates the capacity for societies to engage problems and find solutions. “Adaptive work.” Overcoming FEAR of change.
defining DESIGN

Herb Simon

“Everyone designs who devises courses of action aimed at changing existing situations into preferred ones.”

Carnegie Mellon University

“...leadership is particularly crucial to change process, because it is driven by vision, motivation and meaning-making.”
linking
DESIGN
CHANGE
LEADERSHIP
DESIGNING
as a form of LEADERSHIP
“design ability as a fundamental form of human intelligence.”
Application of “the arts of planning, inventing, making and doing”
Application of “the arts of planning, inventing, making and doing”

+ framing the problem in context
Correlations between design maturity, leadership maturity, and innovation

Thinking and Making (http://thinkingandmaking.com); 2006.

Correlations between design maturity, leadership maturity, and innovation

<table>
<thead>
<tr>
<th>Innovation Maturity</th>
<th>Culture</th>
<th>Process</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design thinking maturity</td>
<td>Framing</td>
<td>Problem Solving</td>
<td>Function &amp; Form</td>
</tr>
<tr>
<td>Design redefines the challenges facing the organization. Design sets the agenda, outlines the boundaries and areas of interest, and moves design from executing strategy to shaping strategy. Disruptive innovation lives here. Ideas drive product development.</td>
<td>Design finds new opportunities by solving existing problems. Design process generates alternatives within a problem space. Design also narrows down those options to a specific solution. Problems drive product development.</td>
<td>Design makes things work better. This is the classic practice of design - but it's still commonly limited to incremental improvements through iteration over existing solutions. Patterns inform product development.</td>
<td></td>
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<tr>
<td>R&amp;D generated equity</td>
<td>Initial investment</td>
<td>Population by action logic</td>
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<tr>
<td>Alchemist</td>
<td>Strategist</td>
<td>Individualist</td>
<td>Achiever</td>
</tr>
<tr>
<td>Generates social transformations. Integrates material, spiritual, and societal transformation. -- Good at leading society-wide transformations.</td>
<td>Generates organizational and personal transformations. Exercises the power of annual inquiry, vigilance and vulnerability for both the short and long term. -- Effective as a transformational leader. (4% of executive population)</td>
<td>Intervenes competing personal and company action logics. Creates unique structures to resolve gaps between strategy and performance. -- Effective in venture and consulting roles. (10% of executive population)</td>
<td>Meets strategic goals. Effectively achieves goals through teams, juggling managerial duties and external demands. -- Well-suited to managerial roles; action and goal oriented. (60% of executive population)</td>
</tr>
</tbody>
</table>

linking DESIGN CHANGE LEADERSHIP beyond design
TEACHING

as a form of LEADERSHIP
PROFESSOR or EDUCATOR

to profess *(one who claims publicly to be an expert)*
or
to lead out or forth *(educere)*

*Positional vs Transformational (trust)*
Knowledge creation is a social act; not individual
Engaging CITIZENSHIP as a form of LEADERSHIP
HARRY BOYTE

Everyday politics is not generic. It takes place in a practical context focused on working across lines of division to create solutions and effect cultural change.
CIVIC SKILLS
communicating, organizing,
critical thinking (analyzing, synthesizing + formulating a position)
collective decision making for the common good
MFA
What are the boundaries of DESIGN?
Tackle complex UNFRAMED fuzzy challenges + develop solutions at the level of culture + society
work in integrated, multidisciplinary TEAMS

design + business + engineering + sociology + anthropology + education + health sciences +
YEAR 1
Master DESIGN THINKING SKILLS through theory + practice
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
YEAR 2
Master LEADERSHIP SKILLS through *theory* + *practice*
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
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Creative problem solving process diagram, NextDesign Leadership + Dr. Min Basadur
mid career professionals refining design leadership skills problem framing skills
early career designers shifting focus from product level to system level
Thank you!

Christopher Vice

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