Abstract
Consistent with Vietnam’s proactive international engagement policies, the Government recognizes that high performing educational partnerships with foreign institutions are required for improving educational quality. Foreign educational entities confront a series of complex challenges when partnering with Vietnamese academic institutions. The literature on how Vietnamese higher education partnerships can be successfully designed and implemented for high performance is limited. More specifically, few studies exist that examine the leadership dimension of educational partnerships especially in relationship to the unique and opaque nature of the Vietnam’s polity characteristics. Consistent with the theme of this Conference, this paper begins to explore – through a descriptive approach – the relationship between leadership practice and the performance of cross-cultural educational partnerships in Vietnam. The paper covers three topics. First, the challenge of cross-cultural higher education partnerships in Vietnam will be described. Then, a practical perspective of the EMERGE Public Leadership Framework will be presented to elucidate the leadership dimension of an educational partnership. Finally, a partnership case illustration will be discussed to demonstrate how EMERGE tools can be applied in an educational setting, and to explore how EMERGE leadership practices are manifested. This paper will conclude with some implications for applied research in order to better understand how the EMERGE tools -- and resultant leadership practices -- are related to the performance of higher education partnerships in Vietnam.

Key words: Vietnam, international cooperation, higher education, cross-cultural partnerships, performance, polity characteristics, EMERGE, public leadership tools and practices, case application

1. Introduction

1.1 Vietnam and its global integration process

Vietnam has achieved remarkable socio-economic progress through its 1986 “Open market with Vietnamese characteristics -- Doi Moi” policy and its 2007 entry into the WTO. Now, as an emerging middle-income country, Vietnam confronts both challenges and opportunities. Resolution of the 2011 XI Vietnamese Communist Party’s National Congress noted the need to consider the quality of the country’s socio-economic development and environmental protection while maintaining the rapid momentum of economic growth (Vietnamese Party Resolution, 2011). The Doi Moi reform policies require commensurate development of human resources as determined by the expansion and quality improvement of the Vietnamese higher education system (Vietnamese Education Law, 2005). Vietnam requires higher quality human capital and better public governance in order to promote coherent urbanization, modernization, and international integration (Prime Minister’s Resolution No14, 2005). For Vietnam, the higher education system plays a key role in stewarding the nation’s
unique historical and cultural characteristics and wisdom while selectively acquiring and integrating knowledge and technology from around the world for the country’s sustainable development.

In 2005, the Prime Minister called for a “fundamental and comprehensive” renovation in higher education system in order to achieve remarkable changes in quality, efficiency, and structure that meet the national demand for modernization, industrialization and international integration (Prime Minister’s Resolution No 14, 2005). The ultimate goal is for the Vietnam higher education system to achieve an advanced-level of performance within the region and the world; to be highly competitive; and to be compatible with the market economy oriented by Vietnamese socialist ideology. The Vietnamese Government and the Ministry of Education and Training encouraged "...partnerships between training and research institutions and the business sector shall also be formed through training contracts, joint research contracts, and establishment of university enterprises..." (Vietnamese National Education Development Strategy, 2001-2010).

Consistent with Vietnam’s proactive international integration policies, the Government supports the expansion of high education partnerships to exchange views, ideas, experiences, advanced research, studies, and technologies and to enhance mutual understanding among with other countries in the world for peace, friendship and co-operation (Vietnamese National Education Strategy, 2001 - 2010). International cooperation is expected to provide opportunities to mobilize external resources for the development of higher education. The Prime Minister’s Decrees No 18 in 2001 and No 06 2003 opened the door for international higher education institutions to initiate their own programs in Vietnam, and to collaborate with Vietnamese institutions to establish joint-venture programs and partnerships.

1.2 Focus of the Paper – EMERGE in Practice

Consistent with the theme of this Conference, this paper begins to explore – through a descriptive approach – the relationship between leadership practice and the performance of cross-cultural educational partnerships in Vietnam. The paper covers three topics. First, the challenge of cross-cultural higher education partnerships in Vietnam will be described. Then, a practical perspective of the EMERGE Public Leadership Framework will be presented to elucidate the leadership dimension of educational partnerships. Finally, a partnership case illustration will be discussed to demonstrate how EMERGE tools can be applied in an educational setting, and to explore how EMERGE leadership practices are manifested. This paper will conclude with some implications for applied research in order to better understand how the EMERGE tools -- and resultant leadership practices -- are related to the performance of higher education partnerships in Vietnam.

II. The Challenge of Higher Education Partnerships in the Context of Vietnam’s Polity Characteristics

2.1 The Partnership Performance Challenge in Vietnam

Since 2003, after Government’s Decrees No 06 and 18 were issued along with their implementing documents, a great number of foreign higher education institutions entered Vietnam to set up partnership relationships with Vietnamese institutions. Among the partnership models, the joint education program between a foreign and a domestic institution became the most popular. Foreign partners bring in new curriculum with innovative teaching methods, faculty, and accreditation. Domestic partners provide facilities, recruit students, and work with the Ministry of Education and Training (MOET) to approve the partnership. According to MOET, some of the joint-venture partnerships and programs conducted between Vietnamese and foreign institutions are “unqualified” and of questionable quality (Tran, 2010). In addition, many potential partnership opportunities are not yet being fully cultivated by higher education institutions from Vietnam with other countries.
In the case of Vietnam and the U.S, according to the Director General of International Cooperation, in MOET, the level of cooperation between institutions of the two countries in higher education is still modest (Tran, 2010). This is largely because of the Vietnamese institutional challenges confronted by U.S universities in establishing long term partnerships with Vietnamese universities. The following session reviews some of the challenges discussed during the U.S – Vietnam Higher Education Conference in 2009.

Specific challenges in cooperation with Vietnamese higher institutions from the US point of view

The 2009 Vietnam – US Higher Education Conference Report identifies several contemporary partnership challenges. First, a more transparent and supportive legal and policy framework is needed to encourage U.S. institutions to partner effectively with their Vietnamese counterparts. Second, Vietnamese institutions need to operate with greater autonomy and accountability so that long term reforms can be achieved. Third, attracting American higher education and private sector partner investments requires a realistic and mutually beneficial vision and a commitment to the principles of governance, autonomy, accountability, funding, operation, instruction, and quality. Forth, assurance of academic quality is a pre-requisite to the prudent allocation of funds to higher education institutions by the government, foundations, corporations, or other sources. Fifth, establishing an independent accreditation process would be an effective step in helping to achieve internationally accepted quality. Sixth, the accelerated acquisition of English language skills is essential. Seventh, increasing the number of Vietnamese PhD students in the United States requires better undergraduate and M.A. preparation. In addition, reforms to create an enriched and open teaching and research environment must be enacted in Vietnamese universities in order to attract U.S. trained M.A. and PhD students to return to Vietnam to take positions in academia to strengthen the domestic research and higher education system. These challenges point to the importance of creating and maintaining suitable and successful partnerships in the Vietnamese context.

The literature on how Vietnamese higher education partnerships can be successfully designed and implemented for high performance is limited (Ingle et al, 2011). More specifically, few studies exist that examine the leadership dimension of educational partnerships especially in relationship to the unique and opaque nature of the Vietnam’s polity characteristics. The next session summarizes the major polity characteristics of Vietnam that provide the backdrop for international higher educational partnerships operated in Vietnam.

2.2. Vietnam’s polity characteristics

This section aims at identifying the major polity characteristics of Vietnam. The understanding of such characteristics is important for a successful partnership between a foreign institution and a Vietnamese one. First, it will introduce the formal structure of government system including three main entities: Presidency, National Assembly, and Executive Central Government. In this section, the party-state relationship will also be examined to clarify how the Party orients the state’s policies and activities. It also describes the central-local governmental relationships among different levels of government. Second, the social & market characteristics are introduced. Societal conditions after “Doi Moi” policy and the economic management policy of the government are examined to reveal the role of civil society, prominent social values, and the role of state-owned enterprises in the national economy. Finally, the section examines the decision-making style in Vietnam including the “democratic-centralism” mechanism and the collective leadership and consensus model.

2.2.1. Formal structure of government system

The central government of Vietnam is divided into three entities. The President is elected by the National Assembly (NA) from among its members, and serves a five-year term. The President appoints the Prime Minister from among the members of the NA; the Prime Minister in turn appoints the deputy Prime Ministers, once again drawn from the pool of NA members.
The Prime Minister proposes a Cabinet, which is then appointed by the President, subject to the ratification of the NA. This is not to say that the President has the critical political power in determining the leaders of the government. Instead, the President plays a role in legitimizing the decisions made by the National Assembly which in turn are deliberated and approved within the Party’s Central Committee and the Politburo. In fact, the major responsibility of the President is to officially promulgate Constitution and Laws approved by the National Assembly and to symbolically represent for the nation in both domestic and international affairs (Vietnam’s 1992 Constitution, article 103).

The legislative body -- the unicameral National Assembly (NA) -- is elected to a five-year term by a popular vote based upon universal adult suffrage. The current National Assembly was elected in May 2011 with 493 members. In this election, 87% of the vote was won by CPV members. The remaining 13% of the vote was won by candidates who were not CPV members, but whose candidacy was approved by the Fatherland Front (and thus, in effect, oriented by the Party). The major roles of National Assembly are to create and approve the constitution, and laws; and to oversee the operation of the government and determine important socio-economic, defense and security policies of the state (Article 6, Vietnam Constitution, 1992). The autonomy of the NA was increased somewhat in the 1992 Constitution, which sought to reform state structures based upon the principle that supreme state power needed to be concentrated solely upon the NA. However, observers remain divided regarding the degree of real independence enjoyed by the NA (Conway, 2004). For example, although Ministers are sometimes given a critical review by the Assembly, there remains doubt that they are actually accountable for their ministerial performance. None of Cabinet members have been removed by the NA.

The executive branch of the national government of the Vietnam is effectively headed by a small collective leadership group, comprised most notably of the General Secretary of the Communist Party of Vietnam (CPV), the Prime Minister and the President. Important pronouncements by any one of these senior leaders are vetted by the others, which ensure that most major speeches and policy announcements tend towards the uncontroversial (Conway, 2004). This mechanism has been called “democratic centralism” as the guidance principle for the operation of the whole political system of Vietnam. A cabinet comprised of four deputy prime ministers, representatives of 22 ministries and other ministerial-level organizations, assists the group of top leaders to make important national decisions. In addition, there are eight national public agencies including research academies and press media agencies supporting the executive branch of government.

This formal political system appears to be divided into three main branches like in the case of a “check and balance systems”. However, in reality, these three branches of government are under the supervision of one organization, the Party Centre Committee. Although the relationship among Party, State and Government in Vietnam has changed and continues to change, the Communist Party of Vietnam (CPV) still remains central to the policy process. In 2011, the Party had approximately 3.6 million members (out of a population of around 87 million). The 1992 constitution represented a modest downgrading of the role of the CPV but the Party remains by far the most important force in Vietnamese politics, with the government, the military and the bureaucracy effectively subordinate to its guidance. The Party’s executive body (the Politburo, currently comprised of 14 members, including the General Secretary) is elected by the 175-member Central Committee at national Party congresses (held every five years) and largely orient government policy.

**Party – state relationships**

Vietnam remains a one-party state, governed by the Communist Party of Vietnam. Although, there is increasing dialogue about the need for a separation between the roles of the Party and the State, the Party’s role in state management remains dominant (Nguyen Van An, 2010). The Nation Assembly is defined by the 1992 Constitution as the highest organ of the
state, highest representative body of the people and the only organization with legislative powers, including power to amend the Constitution (Article 6, Vietnam Constitution, 1992). Yet, also in this Constitution, the Communist Party is the leadership organization over the state and the whole society (Article 4, Vietnam Constitution, 1992). However, the overlap between Party and State remains very pronounced. Most senior government officials are members of the Party; all ministers and provincial leaders are members of the Central Committee of the Party; and the prime minister, president, and chairman of the National Assembly are members of the Politburo. About 87 % of XIII National Assembly members are Party members; all of the 22 Cabinet ministers are members of the Party Central Committee. Party committees exist at every level of the bureaucracy from central government to commune authority to orient the operation of the state agencies. In addition, the Party’s authority is reinforced through the hierarchies of the Party-affiliated mass organizations (e.g. The Women’s Union, Farmer Association), clustered under the umbrella of the Fatherland Front. These organizations play a significant role in policy formation and implementation, especially in sectoral matters. Yet, efforts to establish a Party presence in private enterprises have had limited success (Conway, 2004).

As a one-party State, political competition in Vietnam is constrained, and the legislative role remains weak relative to the executive (Fritzen, 2002). Vietnamese leaders repeatedly claim that Vietnam will never have need for opposition parties, justifying a position that the ruling Communist Party knows the will of the people and only exists to serve it (Nguyen Phu Trong, 2009). This is not just a crude defense of authoritarianism, but rather represents a heartfelt belief based on a very different view of the political system than that of the West (Gainsborough, 2002). At this time, the CPV retains considerable legitimacy as the heir of Vietnam's nationalist tradition and through an ideological commitment to the welfare of the masses, manifested in practical terms as a broad-based growth policy and the provision of basic social services (McCormick, 1998 & Conway, 2004). In addition, the success of the 1986 Doi Moi renovation program from 1986 has given the CPV credibility and legitimacy for its leadership over the state and society. However, this legitimacy is considerably damaged by corruption, increasing income inequities, the failure in managing state-owned enterprises and the increasing inflation rate in recent years.

Centre-local relationships in the Vietnamese socialist tradition

The formal government system operates at four levels: the central government and three local levels including provinces, districts, and communes. Each local level in the hierarchy has an elected People’s Councils (the local legislature) and a People’s Committees (the local executive, elected from within the People’s Council). Observers both inside and outside the Party-state system are concerned with the weakness of the People’s Councils (which have formal responsibility for formulating strategic plans, approving budgets and expenditures, and monitoring subordinate levels) vis-à-vis the People’s Committees. This view is echoed by recent decision of the CPV to implement a pilot project to abolish People’s Councils at the district level.

The relations between these different levels of government and between the government and party are complex. First, many officials hold positions simultaneously in two different spheres: one in Party and the other in state system. Local leaders can be both the member of National Assembly or People Council and Party Centre Committee or local Party Committee. Thus, most of them wear “two hats” with different responsibility and their accountability are vague. For example, under this system of ‘dual responsibility’, the head of a provincial line department is in theory responsible to the national ministry and provincial people’s committee as well as to the provincial Party’s committee. The danger with the dual accountability principle is that in many cases neither the line structure nor the local authorities exert effective supervision and control, resulting in a lack of real accountability to either (Conway, 2004).
Second, there are two different views of the relationship between central and local authorities. In the first place, some argue that public administration is a “top down” process of command and control from central government entities. In this sense, official party ideology insists on the veracity of the image of coherent, unified party leadership and state management. Under the norms and practices of “democratic-centralism”, the Central Party demands (and normally obtains) a monopoly of the formal processes of political mobilization, representation and decision making. Moreover, there is a predisposition towards technocratic modes of policy making, with a plethora of research institutes and well trained economic experts undertaking analysis and advice that assist central government in decision and plan making processes for the whole system.

The other view of the relationship between central and local authorities is that although the overall socio-economic policies and plans are designed by the central public agencies, a significant degree of autonomy extended to local administration with regard to implementation and allocated budgets (Fritzen, 2003 & Painter, 2003). The political system has become significantly less hierarchical over the course of Doi Moi reforms. During this reform process, the relationships between the centre and sub-national levels in the formulation and implementation of policy have been radically transformed. For example, the legal framework underpinning centre-local relations has been amended through the 1995 Budget Law (which increases provincial autonomy) and through the operational arrangements of various national programs (Conway, 2004). Government by decree leaves room for local interpretation and implementation, enabling continual refinement and correction (Conway, 2004 & Painter, 2003). For example, a noticeable feature of the reform process in Vietnam is “fence breaking” by which reform follows on after local actors first break the rules, coupled with a strong propensity to permit local experiments and to label them pilot projects. In this view, it would be a mistake to assume that the Party and state simply enforce their will in any straightforward manner (Conway, 2004). The image of top-down decision making conceals not only a complex process of elite consensus building which seeks to be politically inclusive, but also a high level of sensitivity to local demands and protests (Painter, 2005).

Third, the communication and circulation of policy ideas between the provinces and the centre are maintained through various ministerial agencies. This practice makes the system more bureaucratic and to an extent, reduces the responsiveness of public policies. The problem of this structure for reform is the bureaucratic resistance to transferring decision-making authority and resources to local levels, stemming from the reinforcing interests and attitudes of powerful stakeholders. Thus, the self interest of several powerful actors at the central level may mitigate against support for decentralized governance, particularly in the form of meaningful participation and transparency at the grassroots. However, ministerial agencies can help the Party and Government maintain a level of consistency and coherence in policy across provinces, and also provide provinces with a significant degree of input into the formulation of at least some aspects of national policy.

2.2.2. Social and market characteristics

At the moment, the Communist Party is the only party allowed to participate in Vietnamese politics. For all the popular emphasis on issues such as civil society and globalization, the Vietnamese state still seems relatively autonomous in relation to society and relatively impervious in relation to external ideas and influences (Gainsborough, 2002; Hayton, 2010). The Vietnamese state tends to rely on being relatively insulated from external political and societal sanctions in order to contain controversial issues within the circles of the party-state (Painter, 2003). To select the representatives to run all levels of government, the nomination system organized by local units of the Fatherland Front, which is oriented by the Communist Party, almost always produces candidates who meet the approval of party leaders in the locality and, for higher offices, the approval of the party's Central Committee and the Political Bureau. Most candidates, especially for provincial and national level offices, are party members.
Elections for key positions in Party, National Assembly, and Government at all levels typically have only candidates approved by the party.

This closed election system allows citizens little opportunity to establish their own organizations in order to speak and act publicly on important issues. All of mass media agencies fall under the supervision of the Ministry of Culture, Sport and Tourism and the National Committee on Ideology and Culture of the Communist Party. Tight restrictions make it very difficult for the formation of any organization or the establishment of any publication that criticizes the Communist Party's domination of the political system (Kerkvliet, 2001). As the result, Vietnamese NGOs and other signs of civil society have only recently begun to emerge (Kerkvliet, 2001). However, although the civil society has been under control, state-society relationships in Vietnam have traditionally required the state to demonstrate its legitimacy and to negotiate policy with society in order to be effective implemented (Conway, 2004).

Scholars including Kerkvliet (2001), Painter (2003) have distinguished three broad interpretative models of state-society relations in Vietnam contemporary politics. The first approach is “dominating state” perspective asserting that even though debates may arise within the state, and though the state may be influenced by external events, society is effectively subservient to the bureaucratic polity, in which major decisions are made entirely within the bureaucracy and power is confined to a small group of party officials. The second interpretation is close to the first, but emphasizes the state’s penetration of and control over society through the mass organizations used to mobilize various social and economic groups in support of its policies. This “mobilization authoritarianism” or “state corporatist” perspective acknowledges the existence of channels allowing society to influence the state, but only within strictly prescribed limits. The third and final perspective looks beyond the formal, organizational and largely national-level politics that are the focus of the first two schools of thought. This third approach argues that the state’s powers are actually far more limited than rhetoric would suggest. Decentralization creates considerable potential for central policies to become transformed through adaptation at provincial and sub-provincial levels. Crucially, the state is aware of the need to maintain popular legitimacy, and responds to social pressures for the modification of policies which undermine this legitimacy. Deliberation at the central level and among different level in this context incorporates communication of contentious ideas and preferences in ways that, in Vietnam, are often indirect and non-verbal (Conway, 2004).

Each interpretation contributes to an understanding of the political system but is incomplete. To understand Vietnamese politics requires drawing upon all three perspectives, depending on context (Kerkvliet, 2001; Painter, 2003). However, the third perspective is becoming increasingly relevant over time, as the state and the Party trade some of their authority in order to retain legitimacy. This process of increased negotiation is occurring informally to a large extent, in the conduct of actual political relations, but it is also at least partially formalized in law. For instance, the 1992 Constitution reaffirms that the CPV is the leading organ of the state, but also states that the Party is bound to operate within the framework of the Laws and the Constitution (Article 4, Vietnam Constitution, 1992). The Communist Party, government ministries, police, and other agencies of the state have tremendous powers not only over policy-making and implementation but the media, religion, and organizations for various sectors of society. However, there is also evidence for the "mobilization corporatist" interpretation, which highlights the role of official organizations in both mobilizing support for the state and being a channel through which people's concerns can influence what state agencies do.

2.2.3. The policymaking model within the political system

The National Congress of the Communist Party convenes every five years to set the country’s overall policy direction, with resolutions providing broad economic, social, and political strategies for the country. These strategies are then translated into the Socio-economic Development Strategy and Plan, which in turn concretized by a number of annual and sectoral
plans created by line ministries. According to the principle of democratic centralism, at the centre of government is a set of decision-making institutions that are designed to shape and guide the policies, programs, and activities of the Vietnamese state, including its dealings with international donor agencies. Even though, policies through formal procedures are reviewed and approved by different organizations including the National Assembly, the Prime Minister’s office, ministries and other organs of the state, policy issues are identified and policy decisions made largely within the organs of the Party. The scope for effective control and management by these central actors is shaped by the internal logic and working of a wide range of institutional arrangements, traditions, and inheritances that provide opportunities for a variety of other agencies, groups, and individuals within the state to pursue their interests and goals (Painter, 2003).

There are important points about the decision-making style in Vietnam. First, the policy reform process may be described as “behavior-led” rather than “rule-led” (Abonyi, 2005). That means, in practice, many formal reforms and regulatory changes often formalized what in effect, is already happening in practice in some part of the country, or have initially been implemented as “experiments” as a pilot basis. Another important point determining the stability of the political system is that the state relies on being relatively insulated from external political or societal sanctions, such that contradictions can be largely contained within the circles of the party-state (Painter, 2003). Third, the decision making mechanism in Vietnam places emphasis on collective leadership and consensus (Abonyi, 2005). Any critical decision should involve the leaders of Party, National Assembly and Government in an effort to compromise the political preferences of the key politicians. Thus, decision making process at all levels is characterized by consensus-seeking, engaging a wide range of stakeholders before decisions are finalized (Vu, 2010). This leads to a sharing of responsibility, as well as political risks. It also means that it is difficult to identify clear decision makers or decision points. Due to this consensus-seeking decision making pattern, even powerful central agencies are generally not in a position to impose policy decisions for which a broad consensus does not yet exist. As the result, the initiation of major policy and institutional reform requires sustained, time-consuming, and nationally led efforts at consensus building.

3. EMERGE Public Leadership for Sustainable Development: A Practical Perspective

EMERGE: Public Leadership for Sustainable Development is a conceptual framework with tools and case studies co-produced by the Ho Chi Minh National Academy for Politics and Public Administration in Vietnam and the Mark O. Hatfield School of Government (HSOG) at Portland State University to prepare public officials to lead in a world characterized by dynamic complexity (Magis and Duc, 2011). In an earlier paper presentation on the panel, Dr. Magis and Duc described the substantive focus of the EMERGE framework along with an overview of the co-production process aimed at developing a cross-culturally relevant EMERGE curricula. In this paper we will provide a practical perspective on the EMERGE public leadership framework by demonstrating how the EMERGE framework works in practice. We define EMERGE public leadership as a: "A vision-directed and value-centered process that engages leaders in relationship with followers in the purposeful advancement of the human and ecological public good both now and in the future."

The EMERGE framework represents leadership as a recursive process of emergence embracing eleven (11) interrelated curriculum modules (See Diagram 1).
The concepts embedded in each of the ten (10) EMERGE leadership modules were described in the earlier panel paper (Magis and Duc, 2011). The practical manifestations of the EMERGE concepts are found in the EMERGE tools that accompany the leadership modules. Table 1 in the Appendix provides a description of these EMERGE tools. The EMERGE framework concepts and tools were both co-produced by the HCMA and the HSOG. As explained by Dr. Magis and Dr. Duc, this co-production process acts as a “strategy to develop cross-cultural pertinence” of the curriculum by fully taking into account the polity characteristics of both partners (Magis and Duc, 2011).

The intent of each EMERGE tool is to facilitate the application of innovative leadership practices that are intended to lead to valued performance outcomes, e.g., the purposeful advancement of the human and ecological public good both now and in the future. In this paper we present the first aggregated articulation of these EMERGE leaderships practices for each module (See Table 2 in the Appendix).

4. Demonstration of how EMERGE works in a partnership case application

4.1. Introduction to the case application

The case we use here is the "The Leadership Studies Improvement Program between Vietnam and the United States" undertaken by the Ho Chi Minh National Political Academy and the Mark O. Hatfield School of Government at Portland State University. We chose this case because it represents an good example of a successful or high performance cross-cultural educational partnership in the Vietnamese context. The evidence of high performance, documented in an earlier paper, is that the partnership achieved and exceeded its intended performance outcome during Phase I (Ingle, 2011). The partnership’s objective – mutually agreed upon by both partners – was to contribute to establishment of a leadership studies discipline within the HCMA by 2013. In actual fact, at the Project final workshop on Sept 1, the HCMA’s President, Prof., Dr. Ta Ngoc Tan formally committed to establishing the new leadership studies discipline during 2011. This leadership discipline, when fully operational over the next couple years as set forth in Phase II of the HCMA-HSOG partnership, will be the first of its kind in Vietnam.
### 4.2. Case Overview

A brief overview of the Leadership Studies Improvement Program case illustration is provided below in Exhibit 1.

<table>
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<th>Exhibit 1: Higher Education Partnership Case Overview: The Leadership Studies Improvement Program between Vietnam and the United States</th>
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**Introduction**

Thomas Friedman published “The World is Flat” in 2005. His book documents how the rapid globalization process in the latter part of the 20th century represents a fundamental shift in the way the world operates. In contemporary Globalization 3.0, three forces – horizontal information connectivity, new and more powerful software applications, and two billion new players from China and India – converge to exponentially increase the level of connectedness and dynamic complexity of politics and governance. Friedman states, the triple convergence “…affects everything – how communities and companies define themselves, where companies and communities stop and start, how individuals balance their different identities as consumers, employees, shareholders, and citizens, and what role government has to play. All of this is going to have to be sorted out anew” (Friedman, pg 201). We refer to the Globalization 3.0 heightened level of complex interdependence as the “wickedness of globalization”.

In 2006, a group of pracademics in the Mark O. Hatfield School of Government at Portland State University were engaged in sorting out the leadership development implications of the new complexity embedded in Globalization 3.0. The School’s policy and public administration faculty, students and public sector stakeholders were conscious of the new “wickedness” in their governance context, and all parties were actively seeking a more robust public leadership approach for better serving the public interest. For example, several faculty members were preparing a new manuscript that was published in 2008 under the title of *Foundations of Public Service* (Morgan et al., 2008). Chapter 11 of that text focused on “Public Service Leadership in a Shared-Power World”. Other Hatfield School faculty members were engaged in public sector outreach partnerships in Asia, including Japan, China and Vietnam.

Late in 2006, one of the Hatfield School’s faculty members with an interest in leadership was in Vietnam working on a PSU grant program from the US Agency for Development. During that visit, an opportunity emerged for this faculty member to meet with the Vietnamese academic institution responsible for political leadership education in the country – the Ho Chi Minh National Academy for Politics and Public Administration. In the initial meeting, it was clearly evident that the Ho Chi Minh Academy faculty and staff were also involved in a “public leadership sorting out” process in the midst of Globalization 3.0 challenges. So, there was an immediate alignment of interests of both institutions. At the end of the first meeting, the representatives of both sides agreed to explore two types of cooperation. First, the HCMA would invite several HSOG faculties to offer a workshop on Public Leadership in 2007. Second, the HCMA would send a delegation of Vietnamese officials to visit the HSOG and learn more about its public leadership curriculum and engaged learning pedagogy. During 2007 and 2008, there were a series of academic two-way exchanges between the two institutions. And in late 2008, the two institutions decided that they should collaborate on seeking Ford Foundation funding to initiate a phased Leadership Development Studies Program located at the HCMA in Hanoi. Subsequently, the Ford Foundation agreed to support a Phase I project from the period of 2009 through 2011. The case illustrates how the Ho Chi Minh Academy and the Hatfield School worked a
partnership from 2009 to 2011 to co-produce an innovative Public Leadership Program appropriate for the “wickedness of Globalization 3.0” that integrates public leadership theory and practice from the West and the East while taking into account as much as possible Vietnam’s Polity Characteristics.

4.3 Application of an EMERGE Tool to the Partnership Case

This section serves two purposes. First, it describes one of the EMERGE tools and demonstrates how the tool can be applied in a partnership case setting in Vietnam. As this paper is illustrative and exploratory in nature, we limit our description to only one EMERGE tool. We have chosen the EMERGE Module I “Leadership Opportunity Selection Tool” for this paper. The formats and instructions for the remaining EMERGE tools are found in the final EMERGE Curriculum materials and in a soon-to-be-released “EMERGE Leadership Toolkit. The second purpose of this section to explore the extent to which expected EMERGE leadership practices, e.g., those practices specifically associated with the tool as outlined in Table 1, are evident in the actual case illustration partnership process.

4.3.1. Description of an EMERGE Tool

The Module I “Leadership Opportunity Selection Tool” content and instructions for use are presented below.

LEADERSHIP OPPORTUNITY SELECTION TOOL

“EVERY INTERACTION IS AN OPPORTUNITY FOR LEADERSHIP”

-- Phyusin Myint, 2009

INTRODUCTION

Leadership must be learned and nurtured through reflective practice. The best mechanism for leadership practice is a leader’s actual public sector work setting. In this era of dynamic globalization, public work settings contain many wicked issues and challenges that can be reframed as opportunities for leadership. For example, releasing the full potential of an organization’s human resources in the face of rapid technological advancements is a wicked issue. In the EMERGE leadership framework, all participants learn leadership through hands-on practice with a “Leadership Opportunity” in a team setting. A Leadership Opportunity is defined as “a complex challenge or issue in your public sector work setting for which you have some discretionary authority as a public official to address, and over which you have some potential influence.” The Leadership Opportunity Selection Tool assists learners with the identification of a suitable “Leadership Opportunity” for addressing a “wicked challenge/issue” while concurrently learning the practice of EMERGE leadership. The selection of a Leadership Opportunity will:

1) provide a mechanism for practicing leadership skills and applying EMERGE tools on wicked work challenges/issues that are important to you;

2) enable you to experiment with the appropriateness of the EMERGE framework within your work context; and

3) assist you to use your new leadership skills to better serve the public interest both now and in the future.

When you first identify a Leadership Opportunity, you only have an initial understanding of it. This initial understanding is important in that it gives you a point of view for framing your leadership work. This initial understanding, however, is incomplete in two important ways. First, you need to deepen your own understanding of the “wickedness of the challenge/issue”
through additional research, and second, you have to include followers and other stakeholders in the understanding and ownership of the Leadership Opportunity. The nature of wicked challenges/issues is such that their successful resolution requires a collaborative approach. Leaders need to find common ground and areas of convergence with followers and others who are inspired by the Leadership Opportunity, and share a common interest in addressing it. So you begin the EMERGE process with an initial understanding of a work related leadership challenge/issue, and recognize your commitment to addressing this challenge will be deepened as you learn more about the wickedness embedded in the challenge and include more of your followers in the leadership process.

The Leadership Opportunity Selection Tool involves three steps:

In **Step I: Select a Wicked Challenge**, you identify an important work-related challenge/issue that you would like to address and ensure that it has a degree of wickedness associated with it.

In **Step II: Reframe the Wicked Challenge as a Leadership Opportunity**; you restate the challenge/issue as an opportunity including the type of discretion and influence that you have for addressing it.

In **Step III: Create a Vision for the Leadership Opportunity**, you envision and explain a desired image at some time in the future when the challenge issue is successfully addressed and your desired outcomes have been created.

Now, following the steps outlined in the Tool Description above, we provide an application of this tool to the Phase I partnership between the HCMA and the HSOG to develop a new leadership studies program for Vietnam and Oregon. The activities described here transpired between late 2008 and late 2009.

**Leadership Opportunity Team Members:** The key partnership team members at the outset of the formal partnership included: executives and faculty from the HCMA; executives, faculty and associates (in the U.S. and Vietnam) from the HSOG; and executives from the Ford and Miller Foundations.

**Step I: Select a Wicked Challenge**

Identify a complex challenge/issue in your public work setting that you are interested in addressing. Management is about solving tame problems. Leadership, however, addresses issues that are complex and dynamic, and are not easily solved. These issues are more than simple problems. They are wicked challenges. EMERGE leadership is proactive in seeking realistic opportunities to resolve wicked challenges. Briefly describe the wicked issue in the space below.

The joint HCMA-HSOG Program Proposal to the Ford Foundation in November 2008 stated, “The Sixth National Congress of the Communist Party of Vietnam (CPV) endorsed the *doi moi* (renovation) policy, leading to a major economic, political, social and cultural transformation. The transitional *doi moi* policy recognizes that a market economy requires integration of a centrally planned bureaucratic system with multi-sectoral players to be fully functional; as a result, democratic principles and inclusive participation are essential. Vietnam has recently normalized its relationship with the United States, is a valued member of the Association of Southeast Asian Nations, and has become the 150th member of the World Trade Organization. The CPV and the Government of Vietnam (GVN) are committed to sustainable development principles – economic, social and environmental considerations – to lift the country’s status from an underdeveloped country to an industrialized country by the year 2020.

The aforementioned reform measures that have been adopted are structural and institutional in nature. Although important in themselves, structural and institutional measures are insufficient to bring about the desired sustainable development outcomes. The *doi moi*
reform policies have to be supported with commensurate development of public sector human resources. One of the strategic human resource elements is leadership and management capability, especially the development of a corps of leading officials capable of responding to the increasing demands and complications of the *doi moi* process. Of particular importance as Vietnam continues its integration into the world stage is the consideration of sustainable development policies and practices. These leading officials in management positions are the key actors linking policy vision on the one hand with organizational management on the other. Despite the recent improvements, public officials in many executive and management positions remain inadequately prepared to cope with the new 21st century challenges.”

Evaluate your wicked issue to ensure it is wicked. Check off the ways in which this issue qualifies as wicked. If you can’t identify wickedness in the issue you have selected, identify another issue and check it against these criteria.

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<table>
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<tbody>
<tr>
<td>X</td>
<td>Your issue is complex with many interconnecting parts and has a high degree of uncertainty?</td>
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<tr>
<td>X</td>
<td>Your issue novel and different from other problems?</td>
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<tr>
<td>X</td>
<td>Your issue very difficult or impossible to completely understand?</td>
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<tr>
<td>X</td>
<td>Your issue requires exploration &amp; collaboration across various people with complementary &amp; divergent knowledge/skills to gain a better understanding of it and to address it effectively?</td>
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<tr>
<td>X</td>
<td>Your issue is dynamic, i.e., continually changing?</td>
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<tr>
<td></td>
<td>Your issue does not contain a clear end point at which it will be clearly resolved?</td>
</tr>
<tr>
<td>X</td>
<td>Your issue does not have a proven strategy to successfully address it?</td>
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</tbody>
</table>

Describe the importance of this wicked challenge/issue. For example, if the challenge is not attended to, what large negative impact may occur?

The joint HCMA/HSOG proposal described the importance of the challenge as follows, “Officials with increased responsibility for national development lack up-to-date professional competency and capacity, which make it impossible for them to effectively lead the increasingly complicated and ever-changing leadership demands and management tasks placed upon their organizations. In order to best meet the specific demands of current and future policy initiatives and further expand international economic, social and environmental integration, there is a pressing need to strengthen the ability of leadership in management.” (Page 1)

**STEP II: REFRAME THE WICKED CHALLENGE AS A LEADERSHIP OPPORTUNITY**

Restate the challenge as a stretch yet realistic opportunity that you can imagine for addressing the wicked challenge in a manner that contributes to the purposeful advancement of the public or common good. The Leadership Opportunity can be initiated now and can extend into the indefinite future. Describe a Leadership Opportunity here.

The joint partners described the Leadership Opportunity in their proposal to the Ford Foundation as follows, “Within this new policy framework, the Academy has embarked on an overall reform of its short-term and long-term training programs. The reform of the training program in general – and the development of a new leadership discipline in sustainable development in particular as outlined in this proposal – are necessary undertakings in the Academy’s capacity building reform process. Leadership is a cross-cutting element required of officials assuming leadership positions at various levels and across various socio-economic sectors. So far, leadership studies are not considered an official field of study with its own
disciplinary home within the Academy. In other words, the Academy has not thoroughly communicated to trainees that in order to lead, they need to have knowledge of leadership as much as of management. In order to provide the necessary knowledge and skills of leadership, the Academy will have to rectify the current shortcomings found in the program strategy, the infrastructure and curriculum, the teaching methodology (or pedagogy) content, and the corps of teachers, researchers and leadership program staff. In brief, it is necessary to legitimize public sector leadership as an independent specialized discipline for public officials.” (Page 2)

Describe the type and degree of discretionary authority that you have for addressing this Leadership Opportunity. For example, the opportunity may be integral to your official position or you may have some informal authority for working on the opportunity through your network of professional relationships. Also describe the potential influence that you have for addressing this opportunity.

From the perspective of the HSOG, the faculty lead for the new partnership with the HCMA had considerable discretionary authority. The faculty lead held the title of “Director of International Public Service” for the School’s Executive Leadership Institute. As Director, the faculty member was expected to form mutually beneficial (with financial cost recovery included) high education partnerships with institutions internationally. The faculty member also had many informal relationships in Vietnam that could support this Leadership Opportunity. Especially important from an “informal power” perspective were colleagues in Vietnam who had relationships with faculty in the HCMA and with executives in the Ford Foundation. From the HCMA’s side, Director general for international cooperation was assigned by the HCMA president to lead a team of 3 faculties including a Director general of the Institute of Politics to work with HSOG team for a join proposal to the Ford Foundation in Viet Nam. In addition at that time, HCMA was among the most reliable local partners for Ford Foundation. Those cooperation activities included improving the teaching and researching capacity HCMA’s faculty in the fields of international studies and HIV/AIDS prevention policy.

If the Leadership Opportunity is successfully addressed, what large positive benefits might occur and for which beneficiary groups?

As early as 2007, the HSOG articulated a series of positive benefits that might occur from a successful public leadership partnership with the HCMA, both in Vietnam and in the U.S. The joint Ford Foundation proposal in 2008 identified the key benefits as,

“There are four major beneficiary groups involved in this project, including:

1. **The Ho Chi Minh Academy**: The Academy will benefit by having new capacity for the delivery of leadership education and research, and the implementation of a modern leadership for sustainable program nationwide and globally. International education and cooperation will heighten the Academy’s effectiveness and will bring international best practices in leadership, management and sustainable development to its faculty, staff and students.

2. **The CPV and GVN Institutions**: The CPV and GVN institutions will benefit through a more effective and efficient leadership and management performance of the officers who attend Academy training courses and work in collaboration with Academy researchers.

3. **Citizens of Vietnam**: As new leadership and administration techniques are learned and adopted within and across the public sector, Vietnamese citizens will see increased transparency and responsiveness in their government institutions and will have a greater opportunity to be engaged in governance.

4. **Portland State University & Oregon**: Oregon faculty, students and community partners involved in this project will have an opportunity to co-produce modern leadership solutions related to sustainable development. This project will also allow PSU to
leverage other resources, including the Miller Foundation sustainability gift, for the development of additional institutional and community capacity in sustainable processes and practices.” (Page 5)

**STEP III: CREATE A VISION FOR THE LEADERSHIP OPPORTUNITY**

Envision a specific time about 10 years in the future when your Leadership Opportunity is successfully realized. In collaboration with potential followers and stakeholders, agree on the interconnected characteristics of your future vision, and draw a picture of that future on a wall chart. What will the future look like – for humans and for the ecology -- when the desired outcomes and impacts have been achieved? Be creative and use multiple graphics and colors. A template for the vision picture is provided below

![Vision Picture Template](Picture of envisioned future goes here!)

In the HCMA-HSOG partnership, we did not draw an actual picture of the vision. However we discussed the vision at length among representatives of both academic institutions during a Leadership Studies Strategy Workshop held in August 2009 in a retreat center outside Hanoi for 20 core leadership team members. The consensus decision on a vision is presented in the next section of the tool.

“Vision: In the next ten years, every public leader in Vietnam will be provided the opportunity to be trained in a high quality Leadership Studies Program at the (newly established) HCMA Institute of Leadership Studies.” (page x)

This Vision would be realized in part through the support of the initial Ford Grant Long Term Objective of: “By 2013, to strengthen, expand and institutionalize the Academy's Leadership Studies Discipline for training and research in public organizations among the country’s public officials.” (Page 5)

**4.3.2 Evidence of Expected Leadership Practices in the Partnership Case**

From the information contained in Table 1, there are three (3) innovative leadership practices associated with the use of the Module I EMERGE “Leadership Opportunity Selection Tool” including:

1.1 Select an important and interesting public sector wicked challenge in the work setting to address through the EMERGE approach.

1.2 Reframe a wicked challenge into a leadership opportunity over which you have some discretionary authority, some potential influence and which would be beneficial to address. (Lead realistically from where you sit; be entrepreneurial given the place where you find yourself; be pragmatic and “give first, and get later” “let go of your beliefs and your beliefs will be more than realized”
1.3 Facilitate a process of “collective discourse where ‘face’ is maintained” with potential followers / stakeholders resulting in a shared agreement on a graphical vision of how the public good will be better served through the collaborative action around a leadership opportunity. (Think in the present and the future)

To what extent is their evidence from the case application of the Module I tool, that these practices were actually used during the partnership process? Our assessment, based on the evidence presented in the tool application section, is that each of the leadership practices were evident in the HCMA-HSOG partnership. That is,

1. A Wicked Challenge was identified and agreed to by both parties before financial support was received through a Ford Foundation grant.

2. The Challenge was restated as a Leadership Opportunity along with a clear definition of mutual benefits and discretionary authority for taking action.

3. A 10 year Vision was jointly developed and owned by the Leadership Team, and it was directly linked to the Phase I program activities.

This assessment provides strong evidence that all of the Module I expected leadership practices were at play in this partnership.

5. Conclusions and Implications

5.1 Summary and Conclusions

Several conclusions can be drawn from each of the topics explored in this paper, related to the partnership challenges in Vietnam including Vietnam’s unique polity characteristics. Related to the practice dimensions of EMERGE, the leadership tools and their accompanying practices help to add clarity to the framework.

Related to the case application, at least one of the EMERGE tools can be applied in a real case situation, and the tool can be used to provide evidence about the existence of the leadership practices… First, since the expected EMERGE leadership practices were evident when we applied the tool, it appears that at least one of the EMERGE tools is sensitive to and incorporates the Polity Characteristics of Vietnam. This is good news for the one tool that we examined in this paper, and it suggests that additional analysis is needed to assess the extent to which the other EMERGE tools are also aligned. Second, since our research question related to the relationship between the evidence of EMERGE leadership practices and successful partnership performance; we can conclude that a positive relationship is plausible. Our research found, as expected, that the existence of all of the EMERGE leadership practices would be associated with a high level of partnership success. We found that relationship to hold for one of the EMERGE tools and its associated leadership practices.

5.2 Implications for Future Applied Research

These conclusions suggest that additional research attention should be given to determining the efficacy of all of the other EMERGE tools in facilitating the use of the EMERGE leadership practices (as outlined in Table 1) in public sector work settings in Vietnam. As this is done, research should also explore the value added by various the EMERGE leadership practices, along and in combination with one another, on public performance.
## Table 1: Title and Description of EMERGE Leadership Tools

<table>
<thead>
<tr>
<th>EMERGE Modules</th>
<th>EMERGE Tools and Descriptions</th>
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<tr>
<td><strong>MI: Introduction to Public Leadership</strong></td>
<td><strong>Leadership Opportunity Selection</strong>&lt;br&gt;The Leadership Project Selection Tool assists you to select a Leadership Project that meets the criteria for an EMERGE Leadership Project. The Tool has Three Major Steps: 1) Select the Wicked Issue; 2) Understand the Wicked Issue; and 3) Create the Leadership Project Vision.</td>
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<tr>
<td><strong>MII A: Perspectives on Leadership</strong></td>
<td><strong>History of Leadership Project</strong>&lt;br&gt;History offers important lessons that provide information vital to Leaders as they approach contemporary challenges. When leadership selects a wicked challenge/opportunity on which to work, they need to examine the history of that issue to gain a deeper understanding of it.</td>
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<td><strong>MII B: Concis History of Leadership Studies</strong></td>
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<td><strong>MIII: Public Leadership for Sustainable Development</strong></td>
<td><strong>Leadership Opportunity Success Factor Selection:</strong>&lt;br&gt;The purpose of this tool is to enable leadership to see the ‘wickedness’ of the leadership challenge/opportunity they want to address and to approach it with strategies, i.e., success factors, that will increase their chances of successfully addressing it. This tool is meant to be utilized collaboratively by the leadership team. It should be used when first identifying a leadership challenge/opportunity, and throughout the process of dealing with the challenge/opportunity as is needed.</td>
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<td><strong>MIV: Learning About Leadership Through Reflective Practice</strong></td>
<td><strong>Developing a Learning Plan:</strong>&lt;br&gt;The tool is to enable leader to discern a learning need for her/his leadership team by clarifying the leadership problem and its social, environmental and economic dimensions; then to identify and record the principles that leader feel are most related to his such leadership problem.</td>
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<td><strong>MV: Exploring the Leadership System</strong></td>
<td><strong>Leadership Role Profile:</strong>&lt;br&gt;The tool is to improve leader’s ability to discern and analyze her/his own leadership system, the roles s/he needs to play in that leadership system.</td>
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system, and the practices associated with those roles.

| MVI: Mapping the Institutional Context for Leadership | **Contextual Intelligence Mapping:** The tool is to enable leader to correctly apply the contextual intelligence mapping to a leadership problem in her/his own work settings in order to discern foresight implications from her/his comprehensive understanding of the leadership context. |
| MVII: Embedding Vision, Values & Norms | **Vision & Values Inspiration & Norming:** The tool provides leader a process to integrate vision and values into her/his works and organizational systems, thereby creating norms and institutionalizing the vision and values. |
| MVIII: Releasing the Energy of Yourself & Followers | **Smart Power:** The purpose of this tool is to assist leader to develop the most suitable combination and balance of hard and soft power (smart power) for a specific leadership situation. |
| MIX: Guiding Improvements in Organizations and Society | **Convening Stakeholder Coalitions:** The tool enables the Leadership System Team to develop and facilitate a network of people and organizations (stakeholders) outside the leadership system to assist with implementing the leadership solution. |
| MX: Enabling Good Judgment through Strategic Navigation | **Strategic Navigation:** The tool assists leader to facilitate a process of dialogue, generative learning and ethical decision-making, thereby increasing the range of potential options for intentional action. |
“When you arrive at the foot of the mountain, a path will emerge” – A Vietnamese saying.

<table>
<thead>
<tr>
<th>Module</th>
<th>EMERGE Module Descriptions</th>
<th>EMERGE Tools</th>
<th>EMERGE Leadership Practices</th>
<th>Origin of Practices (Draft)</th>
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<tbody>
<tr>
<td>I</td>
<td>Introduction to Public Leadership</td>
<td>Leadership Opportunity Selection</td>
<td>1.1 Identify an important and interesting public sector wicked challenge in the work setting to address through the EMERGE approach. &lt;br&gt;1.2 Reframe a wicked challenge into a Leadership Opportunity over which you have some discretionary authority, some potential influence and which would be beneficial to address. (Lead realistically from where you sit; be entrepreneurial given the place where you find yourself; be pragmatic and “give first, and get later” “let go of your beliefs and your beliefs will be more than realized” &lt;br&gt;1.3 Facilitate a process of “collective discourse” where mutual respect is maintained among all potential followers / stakeholders resulting in a shared agreement on an vision of shared ideals/aspirations around how the public good will be better served in the present and the future through individual and collective action related to a Leadership Opportunity.</td>
<td>1.1 West &lt;br&gt;1.2 Praxis (West &amp; Vietnam) &lt;br&gt;1.3 Praxis (West &amp; Vietnam)</td>
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<tr>
<td>IIA</td>
<td>Perspectives on Leadership</td>
<td>History of Leadership Opportunity</td>
<td>2a.1 Discern how your perspective on public leadership compares with an “evidenced-based” perspective of public sector leadership. &lt;br&gt;2a.2 Identify 2 or 3 evidence-based public leadership topics that you are committed to learning more about.</td>
<td>2a.1 West &lt;br&gt;2a.2 West</td>
</tr>
<tr>
<td>IIB</td>
<td>Concise History of Leadership Studies</td>
<td>Leadership History Discernment</td>
<td>2b.1 Be aware of the historical context of a wicked challenge including the relationship with other challenges. &lt;br&gt;2b.2 Identify previous attempts to address the wicked challenge along with their major actors, results and lessons learned. &lt;br&gt;2b.3 Explain how a historical understanding of a wicked challenge changes your perspective on the challenge and how your Leadership Opportunity related to the challenge might be framed and acted upon.</td>
<td>2b.1 Praxis (West &amp; Vietnam) &lt;br&gt;2b.2 Praxis (West &amp; Vietnam) &lt;br&gt;2b.3 Praxis (West &amp; Vietnam)</td>
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<tr>
<td>Module</td>
<td>EMERGE Module Descriptions</td>
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<td>Origin of Practices (Draft)</td>
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<tr>
<td>MIII</td>
<td>Public Leadership for Sustainable Development</td>
<td>Leadership Opportunity Success Factor Selection</td>
<td>3.1 Reframe your understanding of a wicked challenge by examining it through a multi-faceted wickedness lens, and then state the implications of this reframing for approaching a Leadership Opportunity. &lt;br&gt;3.2 Discern the key social, ecological and economic dimensions of a wicked challenge, and then state the implications of this discernment for approaching a related Leadership Opportunity. &lt;br&gt;3.3 Identify, in collaboration with potential followers and stakeholders, the relevant sustainable development success factors -- that should be applied in approaching a wicked Leadership Opportunity.</td>
<td>3.1 West &lt;br&gt;3.2 West &lt;br&gt;3.3. Praxis (West &amp; Vietnam)</td>
</tr>
<tr>
<td>MIV</td>
<td>Learning About Leadership Through Reflective Practice</td>
<td>Leadership Learning Plan</td>
<td>4.1 Appreciate that effective and ethical leadership in the context of wicked challenges requires intentional and continuous learning by individuals, teams and organizations. &lt;br&gt;4.2 Identify learning needs, including the use of new leadership practices, for yourself, your followers and your organization. &lt;br&gt;4.3 Facilitate learning processes --including reflective practice and integration of new leadership behaviors for increasing self-confidence and competence -- in yourself, your followers and your organization.</td>
<td>4.1 Praxis (West &amp; Vietnam) &lt;br&gt;4.2 West &lt;br&gt;4.3 West</td>
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<tr>
<td>MV</td>
<td>Exploring the Leadership System</td>
<td>Leadership Role Profile</td>
<td>5.1 Assess and describe the multiple dimensions of your leadership role – temporal, systems levels and attributes, relational dynamics, asset configurations, ethical – that need to be fully considered in approaching a Leadership Opportunity. &lt;br&gt;5.2 Appreciate the dynamic nature of the Leadership Opportunity, and the professional requirement for the continuous updating of one’s leadership role in collaboration with followers and stakeholders as the context changes and feedback is received. &lt;br&gt;5.3 Based on your understanding of your leadership role across many points in time, state the implications for approaching your Leadership Opportunity in terms of considering specific asset-based actions and identifying appropriate actors.</td>
<td>5.1 Praxis (West &amp; Vietnam) &lt;br&gt;5.2 Praxis (West &amp; Vietnam) &lt;br&gt;5.3. Praxis (West &amp; Vietnam)</td>
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<tr>
<td>MVI</td>
<td>Mapping the Contextual</td>
<td>6.1 Describe the salient dimensions of the</td>
<td>6.1 West</td>
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<td>Module</td>
<td>EMERGE Module Descriptions</td>
<td>EMERGE Tools</td>
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<td></td>
<td><strong>Institutional Context for Leadership</strong></td>
<td>Intelligence Map</td>
<td>current and extended context of a Leadership Opportunity for developing foresight.</td>
<td>6.2 Praxis (West &amp; Vietnam)</td>
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<td></td>
<td><strong>EMERGE Tools</strong></td>
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<td><strong>6.2 Be situationally aware by identifying multi-dimensional trends and emergent dynamics within and across the salient dimensions of a Leadership Opportunity.</strong></td>
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<td><strong>6.3 Based on your consideration of contextual trends and emergent changes, develop foresight related to emergent forces that may be harnessed with small wins and pilot efforts in addressing the Leadership Opportunity.</strong></td>
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<td>6.3 Praxis (West &amp; Vietnam)</td>
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<td>MVII</td>
<td><strong>Embedding Vision, Values &amp; Norms</strong></td>
<td>Inspiration &amp; Norming</td>
<td><strong>7.1 Be an inspirational model for others by aligning your professional and personal values with the enobling vision and shared values embedded in the Leadership Opportunity.</strong></td>
<td>7.1 Praxis (West &amp; Vietnam)</td>
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<td><strong>7.2 Inspire followers and stakeholders to be committed to the vision embedded in a Leadership Opportunity by articulating the specific connections of followers and stakeholders with common values and mutual benefits.</strong></td>
<td>7.2 Praxis (West &amp; Vietnam)</td>
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<td><strong>7.3 Institutionalize – through application of formal and informal mechanisms -- the daily practice of living the vision and values that are embedded in the Leadership Opportunity within and across multiple organizational levels (e.g., the Leadership Team, the Organization and in relationships between the Team/Organization and societal/global stakeholders)</strong></td>
<td>7.3 Praxis (West &amp; Vietnam)</td>
</tr>
<tr>
<td>MVIII</td>
<td><strong>Releasing the Energy of Yourself &amp; Followers</strong></td>
<td>Smart Power</td>
<td><strong>8.1 Internalize the behavioral attributes of the major types of power, e.g. hard, soft and smart, available in an institutional setting for releasing the latent energy of all leadership actors around a leadership vision.</strong></td>
<td>8.1 Praxis (West &amp; Vietnam)</td>
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<td><strong>8.2 Foster trust with followers and stakeholders by embracing a situationally appropriate smart power strategy for a Leadership Opportunity that represents an optimal balance of hard and soft power given current realities and emergent potentials.</strong></td>
<td>8.2 West</td>
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<td><strong>8.3 Recognize and show appropriate appreciation for the contributions of followers and stakeholders while creating a spirit of community based around shared values.</strong></td>
<td>8.3 Praxis (West &amp; Vietnam)</td>
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<td>MIX</td>
<td><strong>Guiding Improvement</strong></td>
<td>Convening Stakeholder</td>
<td><strong>9.1 Facilitate the reciprocal understanding of your own, followers’ and stakeholders’ interests</strong></td>
<td>9.1 Praxis (West and Vietnam)</td>
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<td>Module</td>
<td>EMERGE Module Descriptions</td>
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<td>s in Organizations and Society</td>
<td>Coalitions</td>
<td>and assets /strengths (through deep listenting and strategic sense making in a safe and constructive space) within the context of a solutions seeking strategy related to a Leadership Opportunity. 9.2 Through a convening leadership role, bring together yourself, your followers and multiple stakeholders in a process of mutual respect, mutual gain and civic capacity enhancement. 9.3 Capture new sources of stakeholder commitment, ownership and support for one or more pathways contributing to the full realization of a Leadership Opportunity.</td>
<td>East)</td>
<td>9.2 Praxis (West &amp; Vietnam)</td>
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<tr>
<td>MX</td>
<td>Enabling Good Judgment through Strategic Navigation</td>
<td>Strategic Navigation</td>
<td>10.1 Facilitate an adaptive learning process, grounded in effective and ethical judgments, that is vision-directed, value-balancing, knowledge-intensive, temporally aware and intergenerationally-responsible. 10.2 Flexibly and responsibly adapt to changes/surprises in the context, and to new learnings about intended and unintended consequences, within the context of a Leadership Opportunity. 10.3 Demonstrate appropriate emotional intelligence in handling competing values and complex ethical issues inherent in seeking to address a Leadership Opportunity.</td>
<td>10.1 West Praxis (West &amp; Vietnam)</td>
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<td>10.2 Praxis (West &amp; Vietnam)</td>
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<td>10.3 Praxis (West &amp; Vietnam)</td>
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Reference list:


Brookes, Stephen. 2008. “Responding to the New Public Leadership Challenge” Presentation at Herbert Simon 2\textsuperscript{nd} Annual Conference, Manchester, UK, April 16\textsuperscript{th}.


Nguyen Phu Trong, Director General of CPV and Nguyen Van An, formal Chairman of National Assembly: interview with Vietnamnet Electronic News.


