“Repatriating EMERGE Concepts and Practices from Vietnam for Innovative Public Leadership Approaches in Portland and Oregon”

by Phyusin Myint and Marcus Ingle.

Abstract:
As a direct result of the “wickedness of globalization, twenty-first century community leaders in Portland and Oregon confront a new class of dynamic and complex challenges and opportunities. Issues such as air and water pollution, climate change, terrorism, natural resource depletion and the energy crisis require public and non-profit organizations, universities and businesses to pay immediate attention to long-term solution seeking strategies. If public institutions are to best serve the public good, leaders and managers must begin to find ways of better aligning leadership work with our longer-term demands for sustainable prosperity and security. These ways must include an exploration of how governance can improve performance in anticipating emergent risks, trends and opportunities, to prepare for our society to adapt, evolve and prosper in the face of uncertainty in our age of complex interdependence. This paper is grounded upon a conceptual framework, based on the EMERGE public leadership framework adapted from the collaborative work between the Ho Chi Minh Academy and Portland State University, to identify distinct attributes unique to the Vietnamese context which we hypothesize can be repatriated and applied in the Oregon leadership context to improve our local community’s prosperity and security. The paper will review how practices from the Vietnamese contemporary context can be integrated into the common practices and concepts of public officials in Oregon to inform and strengthen practical leadership knowledge and action. Using several case illustrations, the paper will present hypotheses for the appropriateness of these cases in Oregon. These are preliminary and small applications and research is required to examine the relevance of these practices in broader setting and how they can best be integrated with contemporary public leadership and management practice.

Introduction

Issues such as air and water pollution, climate change, terrorism, natural resource depletion and the energy crisis are requiring governments, universities and businesses to give much greater attention than has been the case in the past to long-term problem solving strategies. This long-term focus is counter to the short-term focus of most of our existing governance processes and political decision making structures. If governance is to play a constructive role and have global impact, we must begin to find ways of better aligning governance work with our longer-term sustainable development concerns. Furthermore as our knowledge on the emerging complex environmental and health problems of the world reveals, the problems facing us today with regards to sustainability do not necessarily have neat or simple

1 Costanza, R et al. (2007) Sustainability or collapse: What can we learn from integrating the history of human and the rest of nature? Ambio 36, 522-527
solutions; in fact many problems do not have solutions and are characterized as “wicked” in nature.\(^3\)

This qualitative exploratory paper will observe how practices from the Vietnamese contemporary context can be integrated into the common practices and concepts of public officials in Oregon to inform and strengthen practical leadership knowledge and action. Providing three distinct case illustrations, this paper will hypothesize the relevance of these cases to our leadership practices in Oregon.

**Research Question and Operational Definition:**

This study aims to increase understanding of the leadership practices in Vietnam and their possible contributions to the performance of Oregon’s sustainable leadership practices. The research used in this study provides information from two sources: a) a task force meeting with students and practitioners on the possible learnings from Vietnam; and b) the Sustainability Leadership Collaboratory. The research will focus on the two sources to identify key elements of leadership practices in Vietnam in order to gain a clear understanding of the overarching leadership themes.

Furthermore, this study seeks to address the relationship between leadership and governance using the lenses of the relationship between public leadership and governance. The analysis recognize that despite the promising theoretical foundations available for governance today, the ability to synthesize this information and adapt it within the context of globalization is “one of the more critical issues of our time.”\(^4\) The concept of governance has been described as “policymaking and implementation in the national, regional and global arenas”\(^5\) ranging in tasks and activities and often blurring the distinction between government and governance. The blurring of boundaries between these particular concepts has led to some conceptual arguments upon political authority, structures and designs. Krahmann suggests that government and governance can be understood as “poles of continuum that differentiates centralized and fragmented authority.”\(^6\) His analysis provides seven distinct dimensions where different arrangements of government and governance exist, displaying a framework to conceptualize political authority.\(^7\) In these dimensions governance is distinguished from government, “when the latter term is defined as the ideals of centralized political authority within the state.”\(^8\)

Frederickson’s analysis of governance and government distinction took a different approach by emphasizing the important role of public administration (a government entity) in

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5 Krahmann, E. 2003 “National, Regional and Global Governance: One Phenomenon or Many?” *Global Governance*, p. 323
6 Ibid., p.329
7 Ibid., p.332
8 Ibid., p.340
performing governance tasks. He claims that there are so many different definitions and concept of governance synonymous with public administration that despite all the recent scholarly focus on governance, “public administration, the basis of policy implementation in government and government remains an essential precondition of governance.” While the intent of this analysis is not to provide a synthesis of the different contextual interpretations of “governance,” the following paper is interested in the contributions that public leadership and management provides to the performance of governance practices. Thus, the focus of this analysis is the role of public leadership in serving as agents of change in the governance systems.

The future for globalization and improving governance capacities relies upon a realistic moral renewal, beginning with an observation of “real people” recognizing and reflecting upon institutional designs, persuasions, bargaining and collective responsibility. Threading through such a renewal however requires a rather complex and demanding task- “an instinctive understanding that the cultural, social and political development of a nation is a dynamic process which has to be given purpose and direction by drawing on traditions as well by experiment, innovation and a willingness to evaluate both old and new ideas objectively.” Consequently, this task would require more than power and coercion; “it [will] also require leadership and creativity.” For the purpose of this paper we define leadership as consistent with the EMERGE model, “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.” Hence leadership for, “ a better governance” is about redefining the roles and practices towards a more unified and coalesce approach, to ensure the ability to respond intelligently and creatively to the wicked complexities surrounding our contemporary governance situation.

Problem Statement and Justification

Over the last couple of decades, the concept of collaboration within national, regional, and global arenas has been linked with the term “governance” to describe a range of “partnerships, networks and contractual relationships,” in the development and implementation of public policy. The increasingly important role of changes in systems interdependence has altered the predominately authority-based vertical process of government by incorporating a negotiation-based horizontal model including many different actors and policy arenas. These changes within contemporary governance have been generating a concern in defining the term

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13 A working definition of leadership from the EMERGE Model, Ingle and Magis.
“governance” to encompass the diversity and shifts in emphasizing to a more networked forum of interpretations and disciplines.

Additionally, as Kugler reminds us, globalization has moved from “an interesting theoretical construct to a reality,” confirming that the argument facing us at the dawn of the 21st century is not whether we are for or against globalization; rather it is the need to study and conform our approaches to manage the transition from a local and national orientation to one of a broader scope- a global orientation. The source of globalization is visible in many aspects of our current political and economic crises:

This flow of capital and technology is unlikely to stop. People will migrate from Turkey or Africa to Europe or from Latin America to the United States because the push and pull of economic opportunities. Barriers are ineffective. The wall now separating Palestine and Israel reminds us of the futility of that effort- excluding all the contested areas of Palestine but Jerusalem, Israel will have a minority Jewish population by mid-century. Moreover, in a short term, thousands of Palestinians line up at a few crossing points from Gaza into Israel for the opportunity to work…Given current technology, capital, and population movements, globalization cannot be stopped, but it can be understood and managed.

Considering Kugler’s argument, the ability to synthesize this information and adapt it within the context of globalization is one of the more critical issues of our time. The challenge for the future governance innovators is to harness this information using traditional as well emerging approaches to uncover relationships previously inaccessible. As public administrators, scholars, and more importantly responsible citizens of the world, it is our duty to make an impact on our planet, using all our insights, our quantitative and qualitative techniques, and our formal deductive skills to integrate these different strands of knowledge to further explore its transdisciplinary frontiers.

Issues Background and Framing

Wicked problems according to Horst Rittel and Melvin Webber’s are defined as “illusive or difficult to pin down and influenced by a constellation of complex social and political factors, some of which [may] change during the process of solving the problem.” The authors also stated that wicked problems are often viewed “differently depending on the perspectives and

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16 Kugler, J. “Introductions” International Studies Review Volume 8 Issue 4, pages 555-697 (December 2006)-
18 Dror, The Capacity to Govern, x: “This Report builds on the long-standing interest of the Club of Rome in governance, as well as life-long theoretical and applied work of mind in upgrading governance.”
20 Ibid., p. 556
21 Rittel and Webber, “ Understanding Wicked Problems: A Key to Advancing Environmental Health Promotion” p. 442
biases of those with a stake in the problem,” further complicating the process of tackling the issue. Thus, in order to address these wicked problems, we need to recognize that these problems are wicked because they do not easily lend themselves to any of the traditional strategies we have tended to rely on, such as political strategies of “satisficing”, economic strategies of “economizing” or scientific strategies of “maximizing” among a range of acceptable options.22

Furthermore, considering the complexities inherent in wicked problems, the efforts to resolve them would require an examination of multiple factors and forces that compromise the problem as well as seeking stakeholders who are willing to engage in the problem-solving process.23 Baties’ analysis on wicked problems reminds us that these wicked challenges can only be met through patience, persistence, creative energy, unification, and coalescence from all parties involved. Therefore, it has come to our attention through the collaborative work with the Ho Chi Minh academy that as with the implementation of any new approaches or movements, leadership plays a key role in successfully bringing about these changes. Fostering such leadership within the ever-increasing complexity and interdependence system of our world requires a critical transformation in leadership from managing and protecting boundaries to boundary spanning- the capability to create direction, alignment and commitment across boundaries.24

Leadership in a Shared-Power World:

Morgan et al, described leadership as a recursive process, beginning with a leadership initiative that is carried forward by a small numbers of leaders who engage stakeholders.25 In the process of engagement, the definition of the problem as well as the range of the solutions is redefined and transformed to build support at the community institution level. Leaders, as the stimulator of this process, must be skilled in attending to “the shared-power context” and apt at choosing whom to involve, keeping track of values, facilitating group dynamics, ensuring individual commitment to the process, and arranging necessary steps for decision making.26

Building upon the constitutive functions of public service, Morgan, Shinn, Green, and Robinson’s work on public service leadership observed that the diffusion of power in both policy making and deliver of public service has accelerated over the past few centuries giving rise to disconcertingly complex and “wicked problems” in which conventional approaches to governance have become ineffectual.27 Therefore, leading in a shared-power world amidst complexities requires “many traditional management skills such as planning, directing, and coordinating, but it also requires the addition of a different set of skills that include collaborative

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22 Morgan and Ingle, *Miller Planning Grant Report*, p. 11
24 Yip, Jeffery, Chris Ernst and Michael Campbell, *Boundary Spanning Leadership: Mission Critical Perspectives from the Executive Suite*, Center for Creative Leadership Organizational Leadership White Paper Series, p. 4
26 Ibid., p. 291
decision making, brokering deals, and bridging resources.”

This “boundary-spanning” capability coincides with what Keohane and Nye have identified as the missing and necessary link to our governance challenge at the vertical and horizontal intersection. Leadership today is at the nexus of the vertical and horizontal interaction, fueled by the shared power dynamics of social, political and economic forces.

The legacy model, a description of the authors’ take on public leadership and constitutional governance, is built largely upon the distrust of leaders, the power of leadership to pervert the public good through the pursuit of personal or single-minded values. Drawing upon the theoretical works of the founding debates, the legacy model emphasized the stewardship function that administrative leaders play in attending to the substantive values of the constitutional system, while facilitating change and educating the public. According to the legacy model, the first and primary role of administrative leaders is to attend to contending values inherent in the foundations of the American constitutional debate. Second, the legacy model requires public administration to accommodate the need for changes without sacrificing core values or the integrity of the governing design. The legacy model treats leaders as “stewards of constitutional values and governing processes, as well as catalysts to the process, generating in their followers a common ownership and understanding of the issues, fashioning effective means for delivering the goods, and carrying the vision into the future.”

The legal model requires its leaders to recognize “conflict” as a built in feature of the American political life, demanding its leaders to prepare and aspire to engage and appreciate the value of “balancing competing administrative traditions.” Third, the final function of legacy leadership involves an educative and advisory role that administrative leaders play in their routine interaction with elected and appointed officials, citizens, and non-governmental agencies. Public leaders who are able to perform this function well, become both “process- and substance-centered leaders,” guiding themselves and others through substantive values. The EMERGE framework takes all these concepts and organize them into an integrated whole appropriate for the 21st century leadership challenges advocating for a better and a different type of leadership.

Transitions to New Leadership

Complex Interdependence

The world today is digitally and globally connected; information together with the phenomenal speed at which it can be transmitted is creating a more interactive global community. This growth in population, technology and economies, has provided for an environment of competition, “forcing structural adjustments, increasing dependence on global

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28 Ibid., p. 291
29 Ibid., p. 291
30 Morgan, et al., Foundations of Public Service, p. 305
31 Ibid., p. 308
32 Ibid., p. 308
33 Morgan, et al., Foundations of Public Service, p. 310
34 To learn more about the EMERGE Model, please refer to the paper by Kristen Magis and Ngo Huy Duc: “EMERGE: Public Leadership for Sustainable Development”
economic institutions and limiting the scope of policy alternatives open to single countries.”

The challenge that arises for governance is that globalization demands a governance system capable of preserving local knowledge and culture while facilitating a multi-state and global level governance.

Alongside the trends for globalization, information processes are also becoming more multifarious and complex, increasing the uncertainty in governance interventions. The networked and interconnected nature also provides a challenge; a slight action upon a single actor now impacts the entire network. Suu Kyi argues this point in her discussion on the bonds of humanity; ‘[n]o country can survive by itself. No country can be an island unto itself…we want to live in a world where each country is linked to the others though bonds of humanity.’

The current methods of managing this external complexity are also proving to be inadequate. Complex governance designs and their approach to this challenge are counterproductive, relying too often upon bureaucratic concerns such as oversight and regulation. Therefore, our governance and leadership practices “must upgrade capacities to understand, map, analyze and cope with complexity.”

Needs for a New and Robust Leadership Framework in Oregon

The Portland metro region is facing critical challenges of leadership in all sectors of the community. Research from the Miller Planning Grant Report in the academic year of 2010-2011 validates the need to coordinate these leadership challenges and develop new leadership approaches to handling these particular challenges. In selective interviews with nearly 30 external stakeholders representing the private, nonprofit and public sectors in the Portland region: five community foundation senior executives, nearly twenty senior local government administrators, and three members of the business community revealed that leaders across all sectors share a consensus that they can no longer continue to do public leadership and management as usual. They admit that the nearly 200 regional governments in the larger Portland Metropolitan region cannot continue competing with one another for limited taxpayer capacity. In all sectors, these interviews have verified that the present set of assumptions, policies, structures and practice governing business, government and nonprofit organizations are

35 Dror, The Capacity to Govern., p. 41
36 Dror, The Capacity to Govern., p. 42: “One must therefore distinguish between two processes which are in a complex dialectic relationship: one, towards the creation of a global civilization in which many social structures and cultural features are increasingly shared by an even larger proportion of humanity, especially those with greatest social and political influence; and a second, towards maintaining and strengthening specific social and cultural features…The antinomies between these two processes, within and between societies…can be destructive and lead to conflict.”
37 Dror, The Capacity to Govern., p. 43: “More and more perceptibly, every action taken against an opponent also threatens the social existence of its perpetrators; it disturbs the whole mechanism of chain of actions of which each is a part”
39 Dror, The Capacity to Govern., p. 43: “Doing this requires some meta-complexity in the central minds of governments, care being taken to avoid degeneration into obfuscation.”
40 Morgan and Ingle, Miller Planning Grant Report, p. 13
41 Ibid., p. 13
unsustainable and thus calling out for new solutions.\textsuperscript{42} The most urgent sustainable development issues identified in the interviews had to do with policy, governance and leadership issues, and only problems that called for scientific expertise or technical proficiency in substantive bodies of knowledge.\textsuperscript{43}

Considering these challenges, leadership and governance approaches in the future will be driven less by the policy analytic knowledge and skills found in traditional policy research centers and more by the research capacity to deal with boundary spanning governance and leadership issues.\textsuperscript{44} Furthermore, the notion of sustainable development research requires linking the short-term projects of students and faculty to long-term and future generation-centered research questions that are important to organization and agency practitioners on the ground and that cut across organization, jurisdictional and intersectoral boundaries.\textsuperscript{45} Sustainable development research will require the creation of new models and structures that will supply the kind of transdisciplinary expertise needed to overcome the balkanization that is characteristic of existing structures.\textsuperscript{46} Thus a better approach to tackle the needs of our 21\textsuperscript{st} century governance work requires a mixture of both Western and Eastern approaches.

\textbf{Methodological Underpinnings}

The intent of this research methodology is to measure the challenges and opportunities facing the integration of Vietnamese leadership practices into future leadership efforts in Portland, Oregon. A series of descriptive case studies utilizing qualitative methodology will be the most appropriate design for this research proposal. Qualitative research methodology is described by Pritchard as a methodology “grounded in a philosophical position,” that is concerned with “how the social world is interpreted, understood, experienced or produced.”\textsuperscript{47} Qualitative research methods are integral to this study as it provides a more holistic approach to a theory. It is often a more naturalistic approach, intended to understand the phenomena in its naturally occurring settings.

Utilizing these principles, this report will first provide two sources of data with examples of Vietnamese leadership practices. The sources were chosen in order to gather rich qualitative data about the dynamic and diverse interpretations of the Vietnamese leadership context. The two sources are: a) a task force meeting with students and practitioners on the possible learnings from Vietnam and b) a Sustainability Leadership Collaboratory hosted by Portland State University’s Center for Public Service.

\textsuperscript{42} Ibid., p. 13
\textsuperscript{43} Ibid., p. 13
\textsuperscript{44} Morgan and Ingle, \textit{Miller Planning Grant Report}, p. 2
\textsuperscript{45} Ibid., p. 3
\textsuperscript{46} Ibid., p.12
The Sources:

1. Task Force: The task force entitled “Presentation on Learning from Vietnam and China about Leadership for Sustainable Development” was a discussion lead on the question of, what can and should Oregonian urban and public affairs professionals be learning from Vietnam (and China) about leadership for sustainable development? The attendees were provided brief readings from the EMERGE case materials prior to the seminar to stimulate creative reflection and thinking on this topic. Over 15 scholars, students and faculty brainstormed this question to identify key learnings from Vietnam and China regarding leadership for Oregon’s sustainable development.

2. Sustainability Leadership Collaboratory: The Sustainable Leadership Collaborative was hosted by the Portland State University’s Center for Public Service with the support of the Institute for Sustainable Solutions and UN Habitat Vietnam. The objective of the collaborative was to deepen the knowledge of the Vietnamese polity context\textsuperscript{48} as well as extend Portland’s Eco-City “Community of Practice” between academics and practitioners.\textsuperscript{49} The collaborative team met for over six hours to learn about the eco-development context and challenges that the PSU team will confront in Hoi An and how these challenges compare to Oregon. The participants were asked to answer the question of: what could Portland learn from Hoi An to tackle our own Eco-District challenges?

Utilizing these sources as the foundational analysis for the knowledge on the Vietnamese leadership practices, two different indices of leadership knowledge and practices were developed (See Appendix A. 1 and A. 2). A thorough content analysis of these indices produced a combined list of leadership practices from Vietnam that could be repatriated into Oregon’s leadership practices.

\textsuperscript{48} Please refer to the paper by M. Ingle and H. Dang on the Vietnamese Polity characteristics.

\textsuperscript{49} Mahar, J. Summary notes from the Collaboratory. (8/19/2011)
<table>
<thead>
<tr>
<th>Practices Identified by Task Force Meeting</th>
<th>Practices Identified by Sustainability Collaborative</th>
<th>Aggregated list of Leadership Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Fence breaking.</td>
<td>2. Participatory system working-equality</td>
<td>2. The Equality Principle - incorporating broader measures of well-being for individuals and communities, while including greater social and economic equality, human rights, and opportunities for political participation.50</td>
</tr>
<tr>
<td>3. Leaders should engage but not follow the people.</td>
<td>3. Scale of govt. to maintain trust among government and people.</td>
<td>3. Scaling government at both local and national level to maintain the trust among the government and the people.</td>
</tr>
<tr>
<td>4. Optimism/ a belief in the future.</td>
<td>4. Building consensus among peers.</td>
<td>4. Building consensus through engagement but maintaining the goal of the “common good” in the decision making process.</td>
</tr>
<tr>
<td>5. Inside innovation is more important than outside.</td>
<td>5. Integrating the parts and the whole.</td>
<td>5. Empowering an entrepreneurial spirit and maintaining an optimistic outlook on the future.</td>
</tr>
<tr>
<td>7. Social Coherence</td>
<td>7. Fostering and maintaining the entrepreneurial spirit.</td>
<td>6. Strong ties within the family and the community ensures social coherence and intergenerational learning.</td>
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<tr>
<td></td>
<td></td>
<td>7. Seeking innovations and solution within the inside group before seeking it elsewhere. Valuing inside knowledge over outside.</td>
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<tr>
<td></td>
<td></td>
<td>8. Fence breaking- utilizing local pilot projects that may not always align with existing rules and practices.</td>
</tr>
</tbody>
</table>

50 Phillip J. Cooper and Claudia Maria Vargas, Implementing Sustainable Development: From Global Policy to Local Action (Lanham, MD: Rowman & Littlefield, 2004), p. 38
Once we established an aggregated list of useful leadership practices from Vietnam, the practices were analyzed against three criteria: a) the practices are manifested in EMERGE as an Eastern leadership practice; b) the practices are unique to Vietnam and are currently not observed in our leadership curriculum; c) the practices would be applicable to Oregon’s leadership challenges. Once we have considered these criteria against the list of leadership practices, three main leadership practices emerge from this process as meeting all of the aforementioned criteria.

Table 2: Case Applications of Unique Vietnamese Practices

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<tr>
<th>Unique Vietnam Practices</th>
<th>Case Applications</th>
<th>Findings</th>
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</table>
| Collective Discourse             | LDP (Capstone)- collaborate and listen to each other’s needs and concerns to ensure that all the cohort members and stakeholders would benefit from the proposed plan. | Testimony → Decision
The end result was a successful assembly of a Capstone with members across the entire organization involved. |
| Optimism/ Entrepreneurial spirit. | Dunnaback (MPA) felt empowered to take the tools from the EMERGE model to expand his network to CEOs of organizations, PASA, other students, politicians, doctors, etc, towards the goal of developing the Institute for Healthcare Improvement on the campus of PSU. | Worked for Dunnaback but it would be important to connect with other members of Dunnaback’s cohort to truly assess the applicability and usefulness of the model in igniting an entrepreneurial spirit. |
| Integrating the whole and the parts. | Bauscher (ExMPA)- application of the whole and the parts to observed the expanding leadership capacities among fire department EMS administrators. | Bauscher envisions great success with repatriating this practice. He indicates that the practice allowed for him consciously consider all the components of the issue, along with legislative, stakeholder interests, and the effects of policy choice, potential solutions to the policy question. |

Second, from these three leadership practices this paper will provide successful case illustrations in the Oregon’s Public Leadership context to better analyze the feasibility of these practices. Third, the report will discuss how this research can be improved and how these practices could be integrated into the broader contemporary and common practices of Portland, Oregon’s leadership.
Case Analysis:

In this section of our analysis, we are implementing an exploratory assessment of the feasibility of introducing the unique Vietnamese based leadership practices in the Oregon Public Sector. We will provide a case illustration for each of the three practices we have identified in our initial analysis. For the practice of Collective Discourse, we will observe the 2011 Leadership Development Program. For the practice of Entrepreneur spirit, we will observe the leadership of Rory Dunnaback, a Master’s student in the MPA program. For the practice of looking at both the whole and the parts from a traditional Buddhist and holistic view, the work of Will Bauscher in the Executive MPA program will be observed.

Case 1: Exploring the appropriateness of repatriating the practice of “collective discourse” in Oregon:

The Leadership Development Program (LDP) is a partnership with the Army Corps of Engineers. Each year, Portland State’s CPA faculty and staff helps to coproduce a leadership curriculum with the LDP team that teaches the tools of Public Leadership for Sustainable Development through a lens that is specific to the Corps’ most pressing challenges and opportunities. The team was introduced to the EMERGE framework and practices in May 2011 through their course curriculum. Using their lessons, the class decided to take on sustainability at the Army Corps Portland District. The class utilized the leadership practice of “collective discourse” to collaborate and listen to each other’s needs and concerns to ensure that all the cohort members and stakeholders would benefit from the proposed plan. They also developed a deeper understanding of sustainability that went beyond numbers and measurements. In our assessment of the feasibility of utilizing this practice, we found that the team used the practice of collective discourse in two critical steps. First, the team helped District staff connect to their vision by illustrating sustainability’s paramount place within the Portland culture, as well as within the Army Corps role as “the nation’s water and natural resource manager”. Second, the team recommended establishing a Sustainability Integration Team, which could help break down the silos between departments and coordinate the organization’s sustainability efforts as a whole. As for the assessment of whether this practice was successfully adopted by the organization, in less than six months, after the LDP class presented their vision and recommendations to the District Board of Directors, the Board adopted their proposal and is already beginning to implement it. This successful case illustration of the LDP team’s use of collective discourse from the EMERGE model have gained national attention and the Corp is now set to become one of the leading public agencies in sustainable practices.

Case 2: Exploring the appropriateness of repatriating the practice of Entrepreneurial Spirit and Optimism in Oregon.

When Rory Dunnaback, a Master of Public Administration student at Portland State University, enrolled in the Public Leadership for Sustainable Development course in the summer of 2010,
his concept of leadership was entirely transformed. Dunnaback, a first year student in the program has a deep passion in Health Care Management at both a personal and a professional level.\(^{55}\) He understood that spiraling health care costs were a major stress factor in the lives of middle class Oregonians and felt that there was no clear path to overcoming this “wicked” issue. These views changed once he learned how to use the tools in the EMERGE framework. Using the Leadership Role Profile and Contextual Mapping Tools Dunnaback felt that he gained a much more comprehensive understanding of the health care issue in Oregon. Using these views and the practice of Entrepreneurial Spirit and maintaining an optimistic outlook on the solution seeking process, Dunnaback set himself an ambitious goal of raising awareness about relief programs throughout Oregon and reducing health care costs by 25\%.\(^{56}\) With respects to the feasibility of this utilizing this leadership practice, on a micro-level Dunnaback embedded this vision within himself, by accomplishing this personally and then demonstrating to others, through his own example, how they could do it as well.\(^{57}\) On a macro-level Dunnaback began analyzing the existing leadership system and developing strategies to implement soft and hard power that could help him bring greater awareness to the issue and really make a difference.\(^{58}\) While questions still remain as to why the other member’s of Dunnaback’s cohort have not adopted this level of commitment to this leadership practice, Dunnaback would argue this practice of developing an entrepreneur spirit and feeling empowered has contributed to the success of his campaign. Dunnaback states, “I have expanded my network to CEOs of organizations, PASA, other students, politicians, doctors, etc. I am now working on starting a chapter of the Institute for Healthcare Improvement on the campus of PSU, which will add many more people to my network.”\(^{59}\)

Case 3: Exploring the appropriateness of repatriating the practice of looking at both the whole and the parts.

Will Bauscher enrolled in two courses in the Executive MPA program on EMERGE- one of the courses was in the December of 2010 and the other was in January of 2011. As a professional with a deep interest in the Medical field, Bauscher’s Application of the EMERGE Leadership Planning Approach observed the expanding leadership capacities among fire department EMS administrators. Utilizing the leadership practice of looking at both the whole and the parts of the issue, Bauscher used the EMERGE model for leadership development to formulate possible solutions and efforts to expand the leadership capacities of current and future EMS leaders in Oregon. In review of the paper, Bauscher notes “[t]he social, structural, economic, and political features found in EMS provide a backdrop that can be overwhelming for those in leadership positions.”\(^{60}\) Considering these challenges, Bauscher utilized Module V of the EMERGE framework, Exploring the Leadership Systems to assess and understand the myriad of tasks, issues, concerns, and responsibilities required to build the capacity for long-term success. With

\(^{55}\) Mahar, Josh, “Dunnaback’s Public Leadership in Sustainable Development Success Story.” (Portland State University, Portland, Oregon, 2010)
\(^{56}\) Mahar, Josh, “Dunnaback’s Public Leadership in Sustainable Development Success Story.”
\(^{57}\) Mahar, Josh, “Dunnaback’s Public Leadership in Sustainable Development Success Story.”
\(^{58}\) Mahar, Josh, “Dunnaback’s Public Leadership in Sustainable Development Success Story.”
\(^{59}\) Mahar, Josh, “Dunnaback’s Public Leadership in Sustainable Development Success Story.”
respect to the feasibility of this utilizing this leadership practice, Bauscher indicates that the practice allowed him to consciously consider all the components of the issue, along with legislative, stakeholder interests, and the effects of policy choice, as well as potential solutions to the policy question.\textsuperscript{61} Bauscher envisions great success with repatriating this practice and he is confident that those involved with leading the charge will not only be better equipped and aware, but will be able to share there knowledge, skills, and abilities with the next generation of EMS leaders in Oregon.\textsuperscript{62}

**Findings and Recommendations:**

The findings from these preliminary cases provide several interpretations with regard to repatriation. Based on these success stories, we conclude that the process of repatriating these practices is plausible and helpful in dealing with some of the wicked challenges that Oregon is facing today. The individuals who have adopted these practices in their leadership endeavors felt that these practices contributed to developing a new and unique a path to the solution. While we do not have a large sample of evidence to make a very strong case for this hypothesis, we can see from our case illustrations that the response thus far is favorable. Second, based on our limited set of findings, we found there is value in these practice, though the type of value was different for each of the public officials involved. Thus, more research is needed to explore the different variables that track all the practices from the Vietnamese context and do an applied research of their appropriateness and continued “value” contribution to the Portland leadership.

**Reference:**


Costanza, R et al. 2007. Sustainability or collapse: What can we learn from integrating the history of human and the rest of nature? Ambio 36, 522-527.

\textsuperscript{61} Bauscher, An Application of the EMERGE Leadership Planning Approach: Expanding Leadership Capacities among Fire Department EMS Administrators” p. 14

\textsuperscript{62} Ibid., p. 14


Krahmann., E. 2003 “National, Regional and Global Governance: One Phenomenon or Many?” *Global Governance*.


## APPENDIX A. 1

Aggregated Leadership Learnings from the “Presentation on Learning from Vietnam and China about Leadership for Sustainable Development”

<table>
<thead>
<tr>
<th>Learnings from Vietnam</th>
<th>Learnings from Chine</th>
<th>Implications for PDX, US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surround ourselves with people who have different viewpoints</td>
<td>Clear Objective Accepted by Society</td>
<td>Employ the advise of people from diff perspectives- rural/urban, right/left</td>
</tr>
<tr>
<td></td>
<td>Many Channels of communication between Leaders and people.</td>
<td>adopt clarity</td>
</tr>
<tr>
<td></td>
<td>Explanation/ education of policy</td>
<td>develop more diverse channels for communication</td>
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<tr>
<td></td>
<td>Use performance measures to encourage behavior</td>
<td>better designed projects encourage better projects</td>
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<tr>
<td></td>
<td>Take you low level staff from the community</td>
<td>Maybe planners should be selected based on local knowledge instead of qualifications.</td>
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<td></td>
<td>Create a bortherhood relationship between leaders and followers.</td>
<td>build trust between leaders and people.</td>
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<td></td>
<td>Local implementation before widespread changes</td>
<td>Pilot projects</td>
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<td></td>
<td>Leaders should engage but not follow the people</td>
<td>Public participation should inform expertise rather than trump it.</td>
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<tr>
<td></td>
<td>Sustainable resource extraction/ business practices are necessary for longterm prosperity.</td>
<td>Portland should fully account for environmental externalities rather than pushing cost into the future- this will improve long term viability for city.</td>
</tr>
<tr>
<td>Everybody leads</td>
<td>Equity principle - leaders should be of the people.</td>
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<tr>
<td>Inside innovation is more important than outside.</td>
<td>More diversity in perspectives and value of population.</td>
<td></td>
</tr>
</tbody>
</table>

### APPENDIX A. 2

**Lunch Exercise: Lessons For Portland**

#### Research Related to Eco-City Development:
- Climate adaption as a focal point for planning as well as increased participatory decision making. How is it applied and used? Is it successful?
- What’s the role of a university in eco-development?
- Participatory system working – equality
- Transitioning local economies
- Finance mechanism
- Scale of government to maintain trust among government and people
- Difference in how work is discussed over lunch/coffee
- Building consensus among peers

#### Education related to Eco-City Development:
- Rural traditions vs. city disintegration
- Strategies for maintaining quality of life and cultural values through rapid urbanization
- Collective familial discourse vs. U.S. Suburbs
- Social integration and health – how meals are shared
- Community events that relate to cultural heritage
- Community education models. The public health outreach model in Hoi An sounds interesting and might be something that could be replicated in other aspects of eco-city development.

#### Practice related to Eco-City Development:
- Integration points in a different direction. Is it possible in the Vietnamese context?
- Intergenerational learning
- The realities of low impact lifestyles
• How do they foster and maintain the entrepreneurial spirit – thriving craft industries, steady and valuable informal economy vs. formal economy with lots of barriers in US.
• Use of community social spaces – informal settings have a different effect on workplace discussions
• What is the use and need for mental counseling in US vs. Vietnam and what helps explain the differences?
• Use of the “spirit house” in traditional and modern households