



CHAPIN HALL
CENTER FOR CHILDREN
AT THE UNIVERSITY OF CHICAGO

BOSTON STORIES: Contemporary Lessons from the Distant Past

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Session Goals

- Update *Boston Stories* Project
- Listen to stories about leadership roles
- Look at research on successful leadership
- Figure how this research informs museums
- Things to take away and use back home
- Get feedback on *Boston Stories*

Session Agenda

- Introduction
- Mike: Leadership Story
- David: Leadership Research
- David & Mike: Leadership Tools
- Suzanne: Leadership Story
- Things to Take Home

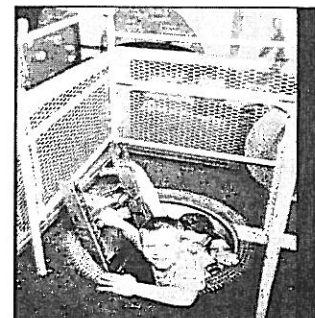
Project

- *Boston Stories*: research, book and media
- The Children's Museum in 60s, 70s, & 80s
- Stories, analysis, interviews, documents & images
- Eleven stories with sidebars, DVD/Web links
- For professionals, researchers, boards, students
- Seven year, \$200,000 collaborative project

Exciting Changes - 1960s

- First Interactive Exhibit (What's Inside? 1963-68)
- First Federal Grant (MATCH Project 1964-68)
- First Interactive Play Space (Winterfest 1965)
- First Installation of Japanese House (1966-)
- First Federal Research Grant (Validated Exhibit 1966-9)
- First Teacher Center (Workshop of Things 1967-)
- First Sizes Exhibit (1968-)
- First Exhibit/Program Facility (Visitor Center 1968-79)

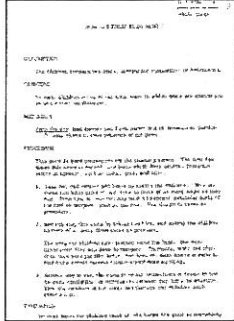
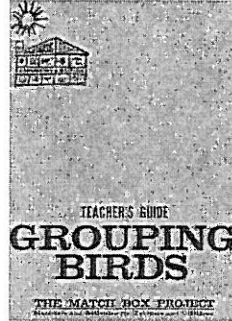
What's Inside? - 1963-68



What's Inside? - 1963-68



MATCH Project - 1964-68



Workshop of Things - 1967-70

WORKSHOP OF THINGS: a place full of materials to see, smell, touch, discover, try, take apart, play with, talk about, compare, judge, enjoy.

The Workshop opened in 1967 as a place where children and adults could explore and experiment with a wide variety of materials. The Workshop was designed to be a place where children could explore and experiment with a wide variety of materials. The Workshop was designed to be a place where children could explore and experiment with a wide variety of materials.

• providing more space for children to explore and experiment with a wide variety of materials. The Workshop was designed to be a place where children could explore and experiment with a wide variety of materials.

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Validated Exhibit Project - 1966-69

FINAL REPORT
Project No. 1-0045
Contract No. DE-C14-63-0415-1015

The Development of Validated Museum Exhibits



Elizabeth H. Bland, Ph.D.
The Children's Museum
Boston, Massachusetts
May 1969

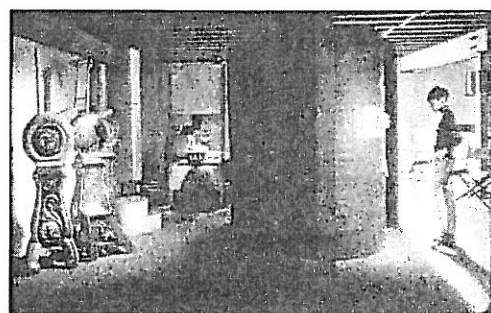
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education, Bureau of Research

TABLE 1 CHILDREN'S MUSEUM OF BOSTON: SUMMARY OF VALIDATED EXHIBITS				
SUMMARY OF VALIDATED EXHIBITS (PERMANENT PROJECT)				
STATION	Exhibits	Exhibits	Exhibits	Exhibits
STATION 1	30 items	30 items	30 items	30 items
STATION 2	30 items	30 items	30 items	30 items
STATION 3	30 items	30 items	30 items	30 items
STATION 4	30 items	30 items	30 items	30 items
STATION 5	30 items	30 items	30 items	30 items
STATION 6	30 items	30 items	30 items	30 items
STATION 7	30 items	30 items	30 items	30 items
STATION 8	30 items	30 items	30 items	30 items
STATION 9	30 items	30 items	30 items	30 items
STATION 10	30 items	30 items	30 items	30 items

Visitor Center - 1968-79



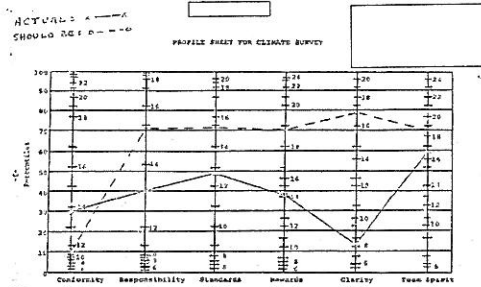
Visitor Center - 1968-79



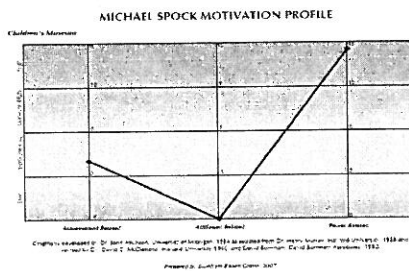
Scary Deficits - 1960s

1962	(1,907)
1963	(7,515)
1964	3,515
1965	(9,238)
1966	(13,935)
1968	(113,790) [18 mos.]
1969	(62,347)
1970	(196,798)
1971	(95,859)
	(427,173)

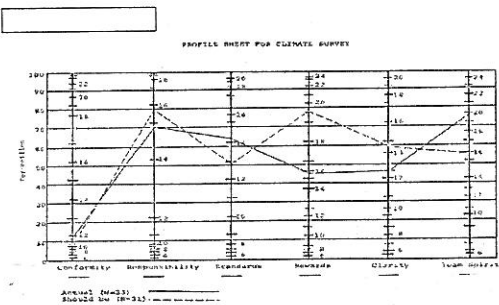
Staff Climate - 1971



Mike Motives - 1970 & 2007



Staff Climate - 1973



Turn-Around - 1970s

1962	(1,907)	1972	5,957
1963	(7,515)	1973	9,731
1964	3,515	1974	6,417
1965	(9,238)	1975	48,021
1966	(13,935)	1976	(16,738)
1968	(113,790) [18 mos.]	1977	575
1969	(62,347)	1978	12,755
1970	(196,798)	1979	5,354
1971	(95,859)	1980	(20,433) [Museum Wharf]
	(427,173)		124,831

Research - 1960s

Most Frequently Occurring Motives in Everyday Life

Achievement

A concern with competing with your own performance or the performance of others. Achieving goals yourself through your own efforts

Affiliation

A concern with being liked, being accepted as part of a group

Power

A concern with influence and influence relationships

Power Motivation (Influence)

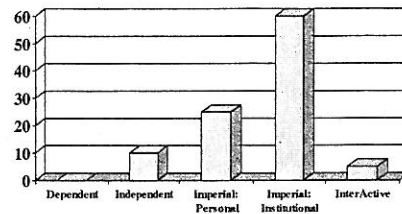
A Concern with Influence and Influence Relationships
Direction of Concern

Target of Influence S E L F O T H E R S	POWERFUL OTHERS		SELF	
	<u>Dependent Power</u>		<u>Independent Power</u>	
	I feel influential when powerful others approve of and support me		I feel influential with no one is influencing me and I am fully in charge of myself	
	<u>InterActive Power</u>		<u>Imperial Power</u>	
	I feel influential when others feel equally influential because we need to build together a better organization, a better family, a better team		<u>Personal:</u> I feel influential when I can dominate/manipulate others <u>Institutional:</u> I feel influential when I am responsible for building a better organization, a better family, a better team	

Source of Influence

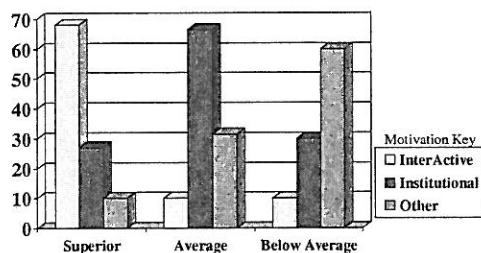
Research - 1970s/1980s

Leaders of Large Organizations Delivering Superior Performance by Type of Power



Research - 1900s/2000s

Leaders by Performance and Motivation
Eight Countries



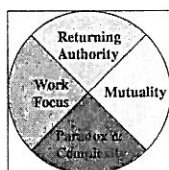
InterActive Leader

"Builds enduring greatness through a paradoxical combination of personal humility plus professional will."

- Jim Collins:
"Good to Great" 2001

InterActive Leader Motive Thoughts: Mutuality

Categories of Thought

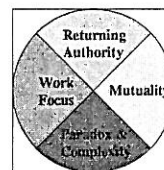


Associated Thoughts

- Mutuality
 - Treats everyone at all levels as a peer
 - Is non judgemental
- Empathy
 - Strives to understand each person's thoughts and feelings
- Authenticity
 - Takes responsibility for and owns his/her reaction/point of view as belonging to the self, not others

InterActive Leader Motive Thoughts: Work Focus

Categories of Thought



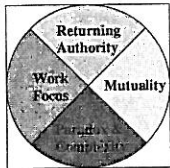
Associated Thoughts

- Finds the ultimate 'purpose' of the work itself and takes pride in the accomplishments of others
- Creates long term plans with the group which link short term relations/targets to the purpose
- Identifies underlying problems before solutions
- Focuses on work by calming the self down

InterActive Leader Motive Thoughts: Paradox & Complexity

Categories of Thought

Associated Thoughts

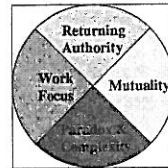


- Identifies the opposing feelings in a situation in order to examine creative solutions
- Thinks that mistakes are retrievable and inevitable NOT irretrievable disasters

InterActive Leader Motive Thoughts: Return Authority

Categories of Thought

Associated Thoughts



- Insists that others make the decisions which affect that for which they are being held accountable
- Thinks that their solutions are not necessarily better than those which others advance

Thoughts of Mutuality DRIVE: Emotional Intelligence

Categories of Action

Associated Actions

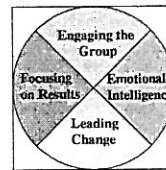


- People at all levels including customers are accorded respect
- The thoughts and feelings of others are recognized and taken into account
- A culture of openness and authenticity is created

Thoughts of Work Focus DRIVES: Focusing on Results

Categories of Action

Associated Actions



- The organization has a shared sense of purpose and pride in their accomplishments
- Actions, policies, and targets are clearly linked to the purpose and to the long term plan
- Goals are challenging but achievable through group action

Thoughts of Paradox & Complexity DRIVE: Leading Change

Categories of Action

Associated Actions

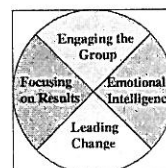


- The organization and its people embrace change as inevitable and plan for it in advance
- People are not afraid to take responsibility since it is understood that mistakes occur and can be rectified

Thoughts of Returning Authority DRIVE: Engaging the Group

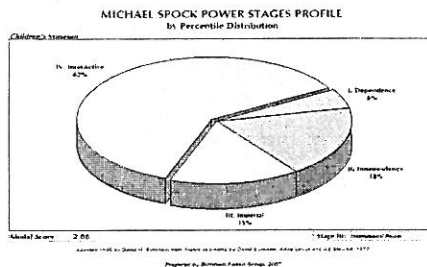
Categories of Action

Associated Actions



- Teams and individuals feel accountable because the right people are at the table and participate in decisions which affect their work
- The needs of the group are balanced with those of the individual

Power Profile - 2007



Tools for Managing - 1970s-1980s

- Client-Centered Organization
- Managers' Meetings
- Matrices for Developers/Design & Production
- Printout Detail for Budget Troubleshooting
- Open Office/Managing by Walking About

Tools for Managing - 1970s-1980s

- Estimating Grant Contributions to Operating
- Uses of Special Surpluses
- Personal Policy Committee
- Estimating Attendance Income
- Saying no to Babar

Grant Contributions to Operating Budget - 1980s

<u>Funder</u>	<u>Proposal</u>	<u>Grant/Yr</u>	<u>Indirect/Yr</u>	<u>Prob.</u>	<u>Est. Cont.</u>
Carnegie	100,000	30,000	5,000	0.60	3,000
NSF	250,000	100,000	25,000	0.40	10,000
Hyams	50,000	50,000	-0-	0.80	-0-
Riley	25,000	25,000	-0-	0.20	-0-
Stride Rite	<u>10,000</u>	<u>5,000</u>	<u>5,000</u>	0.50	<u>2,500</u>
	443,000	210,000	35,000		15,500

Ideas to Take Home

- Paying attention to values doesn't make you any less decisive or businesslike
- Transparent decision-making helps everyone work together on common goals
- A high tolerance for mistakes encourages creative risk-taking
- Admitting uncertainties and mistakes invites other stakeholders to contribute solutions
- Within a long-term perspectives, short-term opportunities can be nimbly exploited
- "It just doesn't feel like us" is a pretty good criterion for making sound decisions

