LEAD 585 Leadership for Change  3 Units

July 2015
Pre-session:
Tuesday, July 14, 2015
6:00 – 9:00 pm, MRH 102

Conference Weekend:
Friday, July 17  9:00 am - 9:30 pm
Saturday, July 18  9:00 am - 9:30 pm
Sunday, July 19  9:00 am - 5:00 pm

Debrief Session:
Tuesday, July 21, 2015
6:00 – 9:00 pm, MRH 102
(Please bring your computer or other computing device if you have one)

Course Instructor and Conference Director:
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Course Description
The purpose of this course is twofold: (1) to acquaint students with the dynamics of organizational change and the challenges they present for those who hold positions of formal authority; and, (2) to help students develop the personal skills and discipline necessary to exercise leadership effectively. The course draws on leadership studies, complexity and systems theory as well as insights from the social sciences to develop a theoretical and practical framework for diagnosing and intervening in groups and organizations. The design provides a kind of laboratory setting that duplicates to some extent the dynamics that occur regularly in organizations, so that participants can test and integrate their learning with actual experiences from the groups and organizations to which they belong. The process is open-ended in the sense that the faculty/staff members do not (and cannot) determine in advance what the students/members or they themselves (the faculty) will learn.

Course Objectives
The course aims to provide opportunities for participants to:

1. Examine theories of leadership and authority in order to develop their own definitions and conceptual frameworks for diagnosing and intervening in educational and organizational systems.
2. Study and analyze the dynamic forces that influence the life of groups and organizations – including those which are intentional and conscious as well as those that are unintended and less conscious.
3. Identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

Course Design
The weekend course/conference is designed to serve as a temporary institution that reproduces many of the characteristic features of organizational life. It is organized as a sequence of group and inter-group interactions. Working within this temporary institution
that serves as both a case study and a laboratory for learning about how institutions operate, participants are able to study and analyze significant phenomena that arise in groups and teams in ways that are often not discussable in the other organizations to which they belong.

Students are more able to access the learning if one sets aside expectations of a traditional classroom setting and remains open to the possibility of new learning and insights. The weekend is a place for experimentation and practice, a place in which a whole range of observations, thoughts, and feelings, are examined alone and in public. It is a space in which students’ faculty and staff work together to question long held assumptions and beliefs about leadership, authority and collective engagement. The staff strive to create a space in which individual students can surface unexamined assumptions, develop more adequate ways of seeing, and discover the lessons each is prepared to learn next.

This active learning model encourages participants to examine and evaluate their own assumptions and behaviors related to the exercise of leadership and authority in order to help them function more effectively in their roles. The course also incorporates elements of more traditional pedagogical approaches including seminars/lectures, readings, and analytical papers.

The core component of the course is the intensive 3-day Human Relations Conference based somewhat on an experiential learning model sometimes referred to as a “Tavistock” or “Group Relations,” which originated over 40 years ago at the Tavistock Institute in London with the pioneering work of Wilfred Bion, A. Kenneth Rice, Eric Trist, Harold Bridger, and others. While it is convenient to refer to the learning model for this course as a “Tavistock” or “Group Relations” conference, it is also misleading since the tradition is a living one. The course borrows certain heuristic concepts developed by those working in the Tavistock tradition such as the integration of systems theory with certain psychoanalytic concepts, but the working hypotheses, theoretical underpinnings and design of this course differ substantially from more traditional models.

In particular, the course relies heavily on the understanding of leadership and authority developed by Ronald Heifetz and his colleagues at Harvard’s Kennedy School of Government and on other key concepts related to emergent leadership theories:

- Changes in societies, markets, and technology around the globe increasingly present individuals and organizations with adaptive challenges, that is, new kinds of systemic problems for which there are no readily available answers. Because there are no available answers, those in positions of authority cannot solve these problems with simple edicts, and individuals and groups throughout the organization must discover the solutions together.

- Addressing adaptive challenges successfully requires fundamental changes in the way people think and work. Adaptive work, therefore, can be thought of as deep social learning that often entails changes in familiar mind-sets, habits, values, attitudes, roles, norms and procedures.
Leadership can be thought of as the activity of mobilizing or enabling individuals/groups/organizations to do adaptive work. Leadership shifts according to who has a contribution to make, and often this does not coincide with authority derived from hierarchical position.

True innovation rarely happens in definable and orderly stages; it evolves out of what often appear to be messy, fluid, confusing, and sometimes quite chaotic conditions.

Coping with this kind of chaos requires that we remain present and centered, become aware of reactions, maintain our ability to think and to assess resources under pressure, manage “gut-wrenching” tension and emotions in oneself and the group, and be able to ask for and receive help when needed.

Organizations are creative when individual members learn and interact creatively with each other in groups. Significant learning and change occur through conversations and take place in the context of personal relationships, but truly creative dialog generally involves some kind of conflict (which is often avoided or thwarted by those who insist on excessive politeness or consensus decision-making).

If authority is exercised in a punitive or abusive manner it provokes either submission and conformity or rage and sabotage, while the absence of authority tends to result in rivalry and dissipation of energy. Both extremes move a group toward the dynamics of disintegration.

Directing and intentionally “not directing” are diametrically opposed ways of behaving – and both are required of an effective leader in a complex adaptive environment.

The emphasis of the course is on understanding the dynamics and processes associated with the exercise of leadership and authority in groups and organizational settings. It is assumed that these dynamics and processes – many of which are elusive and operate beyond our direct awareness – must be taken into consideration if we really want to understand the deeper significance of our actions and if we hope to change ineffective patterns of behavior. The method is based on the premise that learning about leadership, authority organizational dynamics can best be accomplished by experiencing and reflecting on these realities in a direct, immediate and personal way.

This course does not promise participants magical, instant change. The process of coming to a deeper awareness and self-discovery can be a lengthy and difficult journey and it frequently arouses a host of resistances. Insights have to be digested and internalized, and significant changes involve a lot of hard work. The course does, however, provide assistance for setting in motion a reflective change process that can lead eventually to more effective action.
Faculty/staff and administration

The faculty and staff members working with you for this course essentially attempt to guide a process designed to enable participants to study leadership, authority and group behavior. They serve primarily as staff members and consultants during the various group sessions. In this role, their task is to offer their own perceptions and understanding in order to encourage learning about authority and leadership. Their interventions may take the form of questions, working hypotheses or interpretations related to the actual social processes taking place in the group – conscious and unconscious. Working hypotheses and interpretations are subjective – they are always subject to being elaborated upon, erased or replaced by others’ (students, faculty and staff) perceptions and interpretations.

The purpose of this type of involvement is to help students discover and formulate their own interpretations of situations. (For example, whether interpretations offered by faculty and staff are perceived and experienced as having more power or authority than that of the members is open to examination). The questions asked and other interventions made by consultants are not usually didactic as in traditional classrooms, but they are designed to disentangle or understand emerging phenomena – at least as they are seen and understood from the particular role and perspective of the faculty/staff member. Ideally, participants will internalize this mode of working and be able to exercise their own authority to interpret on the basis of their experience.

Course Structure

The overall purpose of this course/conference has to do with learning how to better exercise authority and leadership. The problem is that it will not always be clear what pursuing this purpose actually means or entails in the midst of the inevitable uncertainty that accompanies deep learning. The sample course components described below are designed to further describe the class/conference experience. The titles of the sessions may change slightly during the weekend, but the fundamental purpose of each will not as it is to learn about authority and leadership by providing opportunities to examine the complexities of group and organizational life from a variety of perspectives.

(1) Orientation Session
All students will attend a three-hour preliminary orientation that provides an overview of the course and introduces students to the experiential teaching methodology that will be used. This session is designed to assist students in the learning journey, and will explain some of the core principles and basic theoretical frameworks of the method used throughout the weekend. The session will be held Tuesday, July 14, 2015 from 6:00 – 9:00 p.m. in Mother Rosalie Hill Hall, Room 102.

(2) Conference Opening
In the Conference opening the teaching staff and students’ meet together to begin working. The Conference Director provides a basic theoretical framework and outlines the structure of the events.
(3) **Small Study Groups**

Each student is assigned to a *Small Study Group* consisting of six to twelve members. The **task** of each Small Study Group is to study the behavior and dynamics of the group as they actually unfold in the “here-and-now” with the assistance of a faculty consultant. This setting provides opportunities for participants to explore how they take up personal, as compared to formal and delegated, authority.

(4) **Large Study Group**

The Large Study Group is comprised of all the students and at least 2-4 designated faculty/staff members (including the Director). The **task** of the Large Study Group is to study the groups’ behavior as it occurs. In contrast to the Small Study Group, the Large Study Group highlights dynamics that may occur in large assemblies such as staff meetings, town hall meetings or crowds and mobs, where face-to-face interactions are limited.

(5) **Institutional Event**

This event offers students and faculty the opportunity to participate in and examine the entire institution of the weekend conference/course as it evolves and unfolds. Students/members form their own groups according to whatever criteria or issues they want to explore. The groups are free to interact with other groups and faculty members provide consultation upon request. The **task** of this event is to study the dynamics that develop between and among subgroups as they interact with one another and relate to management. (This event may be named in a different way during the conference).

(6) **Institutional Event Plenary**

This event provides students and faculty an opportunity to discuss and reflect upon their experiences in the institutional event, in an effort to better understand the organization as a whole. During the institutional event, students may have taken up several roles and experienced many kinds of relationships with each other and the staff. The institutional event plenary is an opportunity for recognition and discussion of feelings, attitudes, and behaviors that emerged both from students and staff during the event.

(7) **Seminars and workshops**

The seminars and workshops included within the design of the course provide input on particular topics and issues such as school leadership, mindfulness, experiential teaching, management consulting, spirituality, somatic knowing, etc. The purpose is to help participants link themes from this conference to key aspects of their personal and/or professional lives.

(8) **Social Sensing Matrix**

The social sensing matrix event provides a space for all students and faculty/staff to join around unconscious dynamics that might emerge from various photo images. In this event, students and staff use images to explore emergent unconscious dynamics that might inform the collective as we work together to better understand our group-as-a-whole.
Conference Discussion
This event provides an opportunity for all students and faculty members to collaborate in reviewing and analyzing their experience of the course/conference, and perhaps to discover patterns of action or deeper levels of significance that may have implications for one’s behavior in other groups and organizations.

Application and Review Groups
Each student is assigned to a group with the task of reviewing his/her experience in the course and its implications for his/her practice in other groups and organizations. The Application and Review Groups are not “here-and-now” events, but focus on the review and integration of experiences and learning from the other events. The purpose is to help students understand the relationship between the roles they took up in the conference with the roles they hold in the outside world. Staff consultants are assigned to each group to facilitate this process.

Debriefing session
A three-hour debriefing session is held during the week following the Conference portion of the course to provide additional theoretical input and to give students and other participants opportunities to process their ongoing experiences or subsequent reflections and learning. The Debriefing will be held on Tuesday, January 21, 2015 from 6:00 – 9:00 p.m. in Mother Rosalie Hill Hall, Rm. 102

Readings

Required and on Blackboard:


Choose one book from the following:


**Recommended:**
*If you have not previously read the articles (for example in 550/600) below, it is highly recommended that you read them prior to the weekend conference:*


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**Course Requirements/Assignments**

**Attendance**
Because the course is almost completely dependent on in-class experience, attendance is *mandatory*. The attendance policy is strict: students who are absent for any significant portion of the weekend Conference will be required to withdraw from the course or they will receive a failing grade.

**Assignments During Conference**
Completion and submission of brief written responses to questions or short reflections on your experience in-the-moment that may be requested by conference staff members at various times throughout the conference.

**Final Paper**

- The final paper should be 10-12 pages (double spaced - 12 point font)

- Paper must include the following:

  (1) Your experience of the large group. Discuss one or more specific aspects of the experience that held significance for you. Discuss what you learned from participation in this event

  (2) Your experience of the small group. Who was your consultant? Describe an actual situation or event that enhanced your learning. You may want to include the role(s) you did or did not take up, and the significance of this for your own learning; or you might describe an exchange that transpired that was particularly memorable and or significant.
(3) Your experience of the institutional event. What group(s) did you join and/or observe? What factors prompted you to “choose” that group? Describe any interactions with other groups or with the staff. What roles did you take up and what was the significance of those roles for your learning? Describe aspects of the event that were interesting, memorable or significant for your learning.

(4) In what ways did you learn from the review and application group? Given the time that has passed since the weekend, in what ways has this experience influenced your work with groups in your life outside of the course?

(5) What connections did you find between your experience(s) and the theme of the Conference (i.e., Leadership for Change: Embracing Wisdom in Tumultuous Times)?

(6) Comment on the readings assigned for the course. Were any of the readings useful, helpful or interesting? What connections can you make between any of the readings and the events or dynamics you experienced during the course? This can be integrated in the paper or included as a separate section. But, this must be included in the paper. (Be sure to reference properly any specific sources and quotes you use from the readings).

(7) Any other experiences you might want to include? For example, what did you learn from the seminars, or other experiences during the weekend?

Responses to questions (5) through (7) can be integrated into your answers to questions (1) through (4) or included as a separate section. The paper, however, must provide evidence of your ability to link concepts from the readings with your actual experience. Cite specific sources (and properly reference quotations).

### Assessment Plan/Grading Criteria:

Deep learning usually requires risk taking and, unfortunately, frequently involves making mistakes. Students are encouraged to take advantage of the opportunities offered during the class/conference to experiment with new behaviors, strategies and roles, and “mistakes” are to be expected. In order to facilitate this type of learning, an attempt has been made to minimize the consequences of “mistakes.” Therefore, students will NOT be graded on the basis of their behavior or effectiveness in the actual conference (apart from attendance), and the course is graded on a pass/fail basis. Confidentiality, of course, cannot be guaranteed in a group this size, so students must assume final responsibility for their interventions and behavior.

Grades for this course will be based on the student’s attendance at the conference weekend and the pre and post class sessions. A grade for this course will not be assigned until a course evaluation has been submitted online. This course is Pass/Fail.

Final papers will be evaluated on the basis of the following criteria:

(1) To what extent do you respond to the assigned items listed (1-7)?
(2) Is the paper reflective insofar as it demonstrates any learning that occurred?

(3) Does the paper address or identify any key aspects related to leadership and authority?

(4) Is the paper clear and coherent? Does it adequately describe events and/or learning that are understandable to the reader? Are there smooth transitions between ideas?

(5) Is the paper well written and free of grammatical errors?

The paper is due at the latest by 9:00 a.m. on **Monday, August 3, 2015**, and should be uploaded to the course Blackboard.

### Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

### Grade of Incomplete:

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.
SOLES On-line Course Evaluation

Student evaluations are collected via an on-line system that maintains student anonymity. The School of Leadership and Education Sciences uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for students to review at: http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty
member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

### Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

### Bibliography


