1. Course Overview

This course provides a diagnostic and strategic foundation for leadership practice. Designed for professionals from diverse backgrounds and cultures, the course builds upon the extraordinary experience of many of our students. The purpose of the course is to increase one’s capacity to lead with and without authority, across boundaries, and from any political or organizational position.

In a world in which most organizations, communities, and societies face enormous adaptive pressures, the practice of leadership is critical – the practice of mobilizing systems of people to thrive in changing and challenging times. In this course, we apply theory to practice, clarifying the relationship among key concepts – leadership, management, authority, power, influence, followership, citizenship – to provide a practical, coherent, and clear theoretical framework. We develop both diagnostic tools for analyzing the complexity of change in social systems, and strategies of action. These include: using authority and power wisely, mobilizing engagement across boundaries, generating innovation, orchestrating multi-party conflict, regulating disequilibrium, refashioning narratives to both build and depart from history, and building a culture of adaptability for the long-term. In addition, we begin to explore the challenge of managing personally the inevitable stresses and dangers of leadership.

The course draws from several disciplines: Philosophy and biology provide the concepts of paradigmatic change and adaptation. Political science and business management provide perspectives on the functions of authority. History and literature provide a rich caseload from which to explore the nature of adaptive success and failure. Social psychology provides insight into the dynamics of social systems and an approach to diagnosing their productivity and dysfunctions. Music provides a language for working with the practices of inspiration, creativity, listening, partnership, and harmony (consonance, dissonance, and resolution).

2. Course Design

The course uses a variety of means to learn theory and the arts of practice. In addition to the traditional methods of lectures, readings, and films, the course uses three more innovative teaching methods: student cases, “case-in-point” learning, and structured exercises. First, the course devotes a majority of its time to analyzing the past professional experiences that students bring from around the world and across sectors -- each student works on a personal
case study of leadership throughout the term. Second, students analyze the social and political dynamics common to many organizations and societies facing critical challenges by analyzing the evolving dynamics of the class itself as a case-in-point. Third, through structured exercises of both reflection and action, some of which involve poetry and music, students learn a variety of authoritative, creative, and communication skills integral to the practice of leadership.

Consultation Group Sessions:

The full class is divided randomly into small groups of 7-9 students. The groups meet for 1½ hours a week at a time to be arranged (there are several options from which to choose). The purpose of these sessions is to give students a laboratory to:

1. Apply what they learn in class and in the readings to their professional experiences.
2. Investigate ways to exercise leadership--with and without authority.
3. Discover and analyze the dynamics by which groups accomplish and avoid critical and creative problem-solving work.

The organization of these groups is described in detail in class. Briefly, on a rotating basis, each student prepares a case study from his or her professional experience and presents it to the group for consultation. A guide to preparing the case study is distributed in class. In addition, each student serves as the chairperson for the group on a rotating basis.

During the large class debriefing sessions, students develop a framework for leadership analysis by analyzing one of the student cases with the help of the instructor.

3. Course Requirements

1. Complete and on-time attendance. Only medical and family emergencies are permitted.
2. Presentation of a case study to the small group.
3. A weekly written analysis of the consultation group sessions (2-3 pages) in addition to several short written assignments (1-3 pages).
4. A final paper analyzing aspects of leadership (10-12 pages). This can be based on the personal case study.
**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Work</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly Papers</td>
<td>40%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
</tbody>
</table>

The classroom work grade is based upon one’s effort and the quality of one’s contribution in the class, and not the quantity or volume of comments. The key questions are: How deeply did each student draw upon and analyze his or her experience and mobilize the learning of fellow students in the class?

**Readings:**


*The Bible*, Revised Standard Version (1901).


4. Lectures and Assignments

1.1:

**Introduction: What Does it Mean to Practice Leadership?**

Heifetz, *Leadership Without Easy Answers*, Introduction and chapter 1

Plato, *The Republic*, pp. 227-235


2.1:

**Social Learning and Adaptive Work**

Argyris and Schön, *Organizational Learning: A Theory of Action Perspective*, pp. 1-6, 8-29


Heifetz, *Leadership Without Easy Answers*, chapter 2

Kuhn, *The Structure of Scientific Revolutions*, pp. 77-91

Pascale, Sternin and Sternin, *The Power of Positive Deviance*, chapter 2

Pascale, Millermann and Gioja, *Surfing the Edge of Chaos*, chapters 2 & 10

Williams, *Real Leadership*, chapter 2
2.2:

Consultation Groups Introduction

3.1:

Group Dynamics


Fisher, *Small Group Decision Making*, pp. 166-180

Freud, *Group Psychology and the Analysis of the Ego*, chapters 1-6, 9, and 10

Heifetz, *Leadership Without Easy Answers*, chapter 3


3.2:

Case Debriefing

4.1:

Creativity and Reality


Grudin, *The Grace of Great Things*, pp. 86-95

Heifetz, *Leadership Without Easy Answers*, chapters 4 and 5

Kuhn, *The Structure of Scientific Revolutions*, pp. 160-173

Machiavelli, *The Prince*, chapter 6
May, *The Courage to Create*, chapters 1-4

Mulhern, *Everyday Leadership*, chapter 2

4.2:

Case Debriefing

5.1:

Leadership and Authority

*The Holy Scriptures, Exodus*, chapters 18 and 32, Rev. Standard Version

Barnard, *The Functions of the Executive*, pp. 215-234

Heifetz, *Leadership Without Easy Answers*, chapters 6 and 7

Kellerman and Rhode, *Women and Leadership: The State of Play and Strategies for Change*, chapter 1

May, *The Courage to Create*, chapters 5 and 6


Smith and Berg, *Paradoxes of Group Life*, chapter 7, pp. 131-151


5.2:

Case Debriefing
6.1: Assassination

Arney, *Experts in the Age of Systems*, pp. 151-175


Heifetz, *Leadership Without Easy Answers*, chapters 8, 9, 10

James, "Expiation and Atonement," from *Sacrifice and Sacrament*, pp. 104-128

Neustadt, *Presidential Power*, pp. 3-9, 152-153, 161-163, 176-177

6.2: Case Debriefing

7.1: Purpose, Task and Work Avoidance

Frankl, *Man’s Search for Meaning*


Neustadt, *Presidential Power*, pp. 169-172

Steele, *The Content of Our Character*, pp. ix-xii and 57-75

Williams, *Real Leadership*, chapter 5

7.2: Case Debriefing
8.1:

**Intervention: Managing Chaos and Conflict**

Burns, *Leadership*, pp. 228-240

Pascale, Sternin and Sternin, *Positive Deviance*, chapters, 3 and 8


Williams, *Real Leadership*, chapter 3

8.2:

**Case Debriefing**

9.1:

**Listening (Sensing the Environment)**

Chimamanda Adichie: 

Burns, *Leadership*, pp. 444-462


Neruda,"To Acario Cotapos," from *Fully Empowered*, pp. 68-75

Neustadt, *Presidential Power*, pp. 128-135


Smith and Berg, *Paradoxes of Group Life*, chapter 8, pp. 152-181
9.2:

Case Debriefing

10.1:

Inspiration

Emerson, "Self-Reliance," from *The Portable Emerson*, pp. 138-164

Erikson, *Gandhi's Truth*, pp. 229-254


Neustadt, *Presidential Power*, pp. 29-49

Wills, *Certain Trumpets*, chapter 14

10.2:

Case Debriefing

11.1:

Boundaries and Partnership


Schlesinger, *The Coming of the New Deal*, pp. 511-588

11.2:

Case Debriefing
12.1:

**Staying Alive**

Heifetz, *Leadership Without Easy Answers*, chapter 11 (B)

Miyamoto, *A Book of Five Rings*, pp. 34-50 (CP)

Pearson, "The Altruist," from *The Hero Within*, pp. 123-149 (CP)

Tracy, *The Secret between Us: Competition among Women*, pp. 3-30

13.1:

**Laying the Past to Rest**

Vicki LaFarge, "Termination in Groups," from McCollom and Gillette, *Groups in Context*, pp. 171-185