

ADAPTIVE LEADERSHIP AND COMMUNITY EMPOWERMENT

Master in International Development MID SEP-2024 S-1

Area Sustainable Development

Number of sessions: 17

Term: Term 1

Category: regular

Language: English

Professor: **MACIEJ UJEJSKI**

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Maciej Ujejski is an educator and facilitator with a social entrepreneurial background. His main areas of expertise are adaptive leadership, leadership development, leading systemic social change, experiential learning, and community building.

At Harvard University, Maciej broadened his knowledge of designing experiential educational programs for adults and initiatives aimed at advancing the issues of diversity, equity, and inclusion in academic and professional settings. He served as a teaching assistant and course coach for *Exercising Leadership: The Politics of Change*. The course provides students with a diagnostic and strategic foundation for leadership practice and has the highest demand from students among all courses at Harvard Kennedy School. Currently, Maciej teaches the foundations of adaptive leadership at IE University in Madrid as an adjunct professor.

In addition to his academic interests, Maciej co-created numerous successful social enterprises. He is a co-founder of Leadership Academy for Poland, one of Europe's most prominent leadership development programs. He also co-founded Smogathon, an international contest for startups developing and using new and innovative technologies to fight air pollution. Maciej's most recent collaborative endeavor is Philanthropy for Impact—a program that focuses on improving philanthropists' leadership skills and on giving them the practical tools to support systemic changes in these uncertain times and in our increasingly complex world.

Maciej graduated from Harvard Graduate School of Education with an Ed.M. degree in Human Development and Education. In addition, he holds a degree in Law from Jagiellonian University. In 2014 Maciej was selected to the International Leadership Visitor Program, the U.S. Department of State's premier exchange program focused on advancing youth engagement and leadership, and in 2020 he received a Fulbright Graduate Student Award. In the 2021/2022 academic year, Maciej was selected as a Harvard Graduate School of Education Equity and Inclusion Fellow.

Office Hours

Office hours will be on request. Please contact at:

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SUBJECT DESCRIPTION

The course seeks to challenge and transform traditional perspectives on leadership, which have become inadequate for addressing today's complex problems due to their limited consideration of cultural and political human factors. It advocates for a more inclusive view of leadership, framing it as an activity anyone can engage in at any time.

The overarching purpose of the course is to enhance students' capacity to lead both with and without formal authority, across boundaries, and from any political or organizational position.

Through the course, students will gain a diagnostic and strategic foundation for leadership by learning tools that promote a holistic approach to addressing collective challenges in teams, organizations, communities, and society at large.

Immersed in the interactive course experience, students will develop key capacities and skills, including: creating, negotiating, and sustaining a holding environment that fosters diverse perspectives; reflecting in action—analyzing and managing dynamics that hinder progress in social systems; designing interventions that bring underlying, unspoken assumptions to the surface and address them; diagnosing and understanding factional loyalties and dynamics; and fostering inquiry and dialogue that encourage open sharing, risk-taking, and the development of a culture of adaptability.

LEARNING OBJECTIVES

During the course, students will learn to:

- Distinguish between the functions of authority and the activity of leadership.
- Identify situations and contexts that require exercising leadership and not just management.
- Discern between technical and adaptive aspects of organizational challenges.
- Apply systems thinking to diagnose political and group dynamics inherent in addressing complex adaptive challenges.
- Think politically by understanding the relationships and concerns among people in an organization, map key stakeholders and emerging factions, and orchestrate a multi-party conflict that generates adaptive work.
- Design strategies for effective interventions to mobilize the system to address collective issues.

TEACHING METHODOLOGY

Teaching at IE University is active, collaborative, and applied in nature. Students actively engage in the learning process to build knowledge and sharpen skills. The professor's primary role is to support students in achieving the course's learning objectives by employing diverse teaching techniques and learning activities.

In addition to traditional lectures and readings, the course uses more innovative teaching methods, including case-in-point learning. Case-in-Point, a methodology pioneered by Ron Heifetz and his Harvard Kennedy School colleagues, “connects the dynamics in the moment with key leadership concepts, in effect breathing life into theory through the unfolding narrative in the room. Positing that the challenges endemic to engaging in acts of leadership mirror those within the learning community, the method seizes the opportunities alive in the classroom to both discern and dissect vital leadership thinking and strategy.”¹ During the course, students will also participate in various structured exercises where they can learn a variety of authoritative, creative, and communication skills integral to the practice of leadership, some of which involve poetry and music.

Students are encouraged to observe the evolving classroom dynamics and link these observations to key leadership concepts introduced by the professor and the provided preparatory materials. Given the highly experiential nature of the course, the classroom experience may at times be challenging, confusing, or uncomfortable—reflecting the essence of adaptive work. For this reason, participation requires both emotional and intellectual commitment from faculty and students alike. Any attraction or resistance students may feel toward the experience will be welcomed and taken up as extremely serious topics of exploration and discussion.

Ultimately, the success of the collective learning of the whole class depends on students’ openness to public learning through their contributions during sessions, video reflections, peer reviews, and group assignments.

¹Hufnagel, J. (2015). The Point of Case-In-Point: Six Anchors for Turning Classrooms into Living Leadership Labs, *The KLC Journal, Volume 7, Issue 1, Winter 2015*. Kansas Leadership Center.

Learning Activity	Weighting
Lectures	15.0 %
Discussions	35.0 %
Exercises in class, Asynchronous sessions, Field Work	10.0 %
Group work	20.0 %
Individual studying	20.0 %
TOTAL	100.0 %

AI POLICY

In today’s world, generative artificial intelligence (GenAI) is changing how we work, study, and, in general, how we get things done. However, in the context of this course, the use of GenAI is not permitted except for proofreading and grammar checks with appropriate acknowledgment. Using GenAI tools for other purposes, especially for ideation, would jeopardize students’ ability to acquire the fundamental knowledge and skills of this course.

If a student is found to have used AI-generated content for any purpose other than proofreading and grammar checks, it will be considered academic misconduct, and the student may fail the respective assignment or the course.

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Orientation: Creating a Holding Environment for Our Learning — Complex Demands and Arrangements of the World Require Adequate Complexity of the Mind — Adaptive Challenges Require Social Learning.

Objectives:

- Understand the importance of creating a holding environment—a space where individuals can openly discuss their values, viewpoints, and innovative ideas related to the challenging

situations they collectively face.

- Identify key elements necessary to establish, strengthen, and maintain a strong holding environment.
- Explore the various types of learning essential for conducting adaptive work within social systems and investigate the prevalent underlying dynamics that hinder the learning process.

Below, please find the essential and optional resources for the pre-course meetings and the session, listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Freire, P. (2000). 'The "Banking" Concept of Education as an Instrument of Oppression', in Pedagogy of the Oppressed. (Continuum, pp. 71–86.) (CED)(Optional)

Book Chapters: Duckworth, E.R. (2009). 'Learning with Breadth and Depth', in "The Having of Wonderful Ideas" and Other Essays on Teaching and Learning. (Teachers College Press, pp. 69–82.)(CED)(Optional)

Book Chapters: Kegan, R. and Lahey, L.L. (2009). 'Reconceiving the Challenge of Change', in Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization. Harvard Business Review Press, pp. 11-30). (CED)

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'The Theory Behind the Practice', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, (pp. 13–40).

Book Chapters: McRae, M.B. and Short, E.L. (2010). 'Group Formation: Racial and Cultural Dynamics of Entering and Joining', in Racial and Cultural Dynamics in Group and Organizational Life. SAGE Publications, (Inc, pp. 29–41). (CED)

SESSIONS 2 - 3 (LIVE IN-PERSON)

Distinguishing Between Authority and Leadership — Distinguishing Technical Problems from Adaptive Challenges.

Objectives:

- Discuss prevalent misconceptions of leadership and how they impede our capacity for solving complex problems.
- Understand the critical difference between authority and the activity of exercising leadership.
- Identify the core functions of authority.
- Distinguish between two commonly encountered types of situations, outlining their distinct characteristics.
- Learn about the most significant mistake in leadership practice.

Below, please find the essential and optional resources for the sessions listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Heifetz, R.A. (2010). 'Leadership', in Couto, R.A (Ed.), Political and Civic Leadership: A Reference Handbook. SAGE Publications, Inc, pp. 12–23. (CED)

Book Chapters: Williams, D. (2005). 'Odin, Enron, and the Apes', in Real Leadership: Helping People and Organizations Face Their Toughest Challenges. Berrett-Koehler Publishers, pp. 3–30. (CED)

Article: Why We Prefer Dominant Leaders in Uncertain Times (Harvard Business Review (2017) (Optional)

Book Chapters: Brown, A.M. (2017). 'Interdependence and Decentralization: Who We Are and How We Share', in Emergent Strategy: Shaping Change, Changing Worlds. pp. 83–102 (CED)

Book Chapters: Hanh, T.N. (2001). 'The Sun My Heart', in Essential Writings. Orbis Books, pp. 54–56. (CED)(Optional)

Multimedia Material: Video: A Guide to Collaborative Leadership. (ted.com - September 2019) (Optional)

Multimedia Material: Video: How to Run a Company with (Almost) No Rules. (ted.com - October 2014) (Optional)

Book Chapters: Smith, K.K. and Berg, D.N. (1997). 'Paradoxes of Speaking: Authority, Dependency, Creativity, and Courage', in Paradoxes of Group Life: Understanding Conflict, Paralysis, and Movement in Group Dynamics. Jossey-Bass, pp. 131–151. (CED)

Book Chapters: McRae, M.B. and Short, E.L. (2010). 'Leadership, Authority & Power in Racially and Culturally Mixed Groups', in Racial and Cultural Dynamics in Group and Organizational Life. SAGE Publications, Inc, pp. 93–112. (See Bibliography)(Optional)

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'The Heart of Danger', in Leadership on the Line: Staying Alive Through the Dangers of Change. pp. 9–30. (CED)

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'Diagnose the Adaptive Challenge', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. pp. 69–87(CED)

Multimedia Material: Video: Slow is the New Fast: Leadership for Lasting Change. 21 June. [10 minutes] (youtube.com) (Optional)

SESSIONS 4 - 5 (LIVE IN-PERSON)

The Iterative Nature of Adaptive Leadership — The Role of Purpose for Leadership Practice.

Objectives:

- To understand the significance of cultivating a systemic perspective as a foundational capacity for effective leadership.
- To delve into the nuances of the three steps in exercising leadership—observing, interpreting, and intervening.
- Examine the influence of biases on diagnostic integrity and learn listening approaches required for adaptive work.
- Understand the foundational concept of purpose in leadership practice and why leadership devoid of purpose is meaningless.
- Explore the value of a clear sense of purpose in leading adaptive change by examining the challenges and opportunities of maintaining purpose in the face of adversity and change, both on an individual and collective level.
- Reflect on personal experiences and how identifying and articulating one's own purpose can enhance leadership effectiveness.

Below, please find the essential and optional resources for the sessions listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'Get on the Balcony', in Leadership on the Line: Staying Alive Through the Dangers of Change. Harvard Business Review Press, pp. 51-74. (CED)

Article: Barger, E. (2016). We're All a Little Biased, Even if We Don't Know It. (nytimes.com) (Optional)

Multimedia Material: Video: Otto Scharmer on the Four Levels of Listening. 24 November. [8 minutes] (Threefold Consulting (2015). (youtube.com))

Multimedia Material: Video: TED (2021). Don't Call People Out—Call Them In. August. [14 minutes] (TEDMonterey - August 2021)

Article: Rogers, C.R. and Roethlisberger, F. J. (1991). Barriers and Gateways to Communication. Harvard Business Review. (Harvard Business Review - From the Magazine (November-December 1991) (Optional)

Multimedia Material: Video: Winfrey, O. (Host). (2019, December 25). Thich Nhat Hanh: How to Listen with Compassion [Audio podcast episode]. In Oprah's Super Soul. OWN. [34 minutes] (youtube.com) (Optional)

Article: The Most Underrated Skill in Management (sloanreview.mit.edu) (Optional)

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'Make Interpretations', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, pp. 113–123.

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'Design Effective Interventions', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, pp. 125-132.

Book Chapters: brown, a.m. (2017). 'Nonlinear and Iterative: The Pace and Pathways to Change', in Emergent Strategy: Shaping Change, Changing Worlds. AK Press, pp. 83–102. (See Bibliography)

Multimedia Material: Video: Finding Something to Live and Die For | The Philosophy of Viktor Frankl. 2 July 2021. [15 minutes] (youtube.com)

Book Chapters: Coyle, D. (2018). 'Three Hundred and Eleven Words', in The Culture Code: The Secrets of Highly Successful Groups. pp. 171-188. (CED)

SESSION 6 (ASYNCHRONOUS)

Movie Analysis: 12 Angry Men

Below, please find the essential and optional resources for the session listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Multimedia Material: HeroicImaginationTV. (2012). Asch Conformity Experiment. 20 February. [5 minutes] (youtube.com)

Article: Why Work is Lonely (Harvard Business Review (2014)

Book Chapters: Maté, G. and Maté, D. (2022). 'We Feel Their Pain: Our Trauma-Infused Politics', in The Myth of Normal. pp. 343–358 (CED)

SESSIONS 7 - 8 (LIVE IN-PERSON)

The Productive Zone of Disequilibrium — Understanding Group Dynamics Inherent in Addressing Adaptive Challenges.

Objectives:

- Understand the concept of the productive zone of disequilibrium and its importance in adaptive leadership.
- Explore how conflict can facilitate learning and growth within the productive zone of distress.
- Learn strategies for managing and leveraging conflict and pacing work to promote positive change and innovation.
- Understand the unconscious group dynamics that emerge while working in social systems.
- Learn common work avoidance tactics and ways to counteract them.
- Discuss the prevalent dangers associated with leadership, including risks such as

marginalization, diversion, attacks, and seduction.

Below, please find the essential and optional resources for the sessions listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Pascale, R.T., Millemann, M. and Gioja, L. (2000). 'Equilibrium is Death', in Surfing the Edge of Chaos: The Laws of Nature and the New Laws of Business. pp. 19–41 (CED).

Book Chapters: Schulman, S. (2017). 'Chapter Two | Abandoning the Personal: The State and the Production of Abuse', in Conflict is Not Abuse: Overstating Harm, Community Responsibility, and the Duty of Repair. pp. 55–78. (CED)

Book Chapters: May, R. (1994). 'The Courage to Create', in The Courage to Create. W.W. Norton & Company, pp. 11–35.

Book Chapters: Chödrön, P. (1997). 'Intimacy with Fear', in When Things Fall Apart. pp. 1–5 (CED)

Multimedia Material: Video: TED. (2018). Get Comfortable with Being Uncomfortable. [10 minutes] (ted.com) (Optional)

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'The Faces of Danger', in Leadership on the Line: Staying Alive Through the Dangers of Change. Harvard Business Review Press, pp. 31–48.

Multimedia Material: Video: TED (2020). How to Lead in a Crisis. October. [4 minutes] (ted.com) (Optional)

Multimedia Material: Hemphill, P. (Host). (2021, May 31). Navigating Conflict with Kazu Haga [Audio podcast episode]. In Finding Our Way Podcast. [40 minutes] (findingourwaypodcast.com) (Optional)

Multimedia Material: Group Relations: Theory and Practice. (2021). The Work of Wilfred Bion: Basic Assumptions. 20 May. [16 minutes] (youtube.com)

Book Chapters: McRae, M.B. and Short, E.L. (2010). 'Group Dynamics in Racially and Culturally Mixed Groups', in Racial and Cultural Dynamics in Group and Organizational Life. SAGE Publications, Inc, pp. 59–78. (See Bibliography)

Book Chapters: Gemmill, G. (1989). 'The Dynamics of Scapegoating in Small Groups', in Small Group Behavior, Volume 20, Number 4. pp. 406-418. (CED)

SESSION 9 (LIVE IN-PERSON)

Finding Your Voice.

Objectives:

- Develop the ability to authentically connect with and inspire those you lead in adaptive work by speaking from the heart.
- Explore the role of emotions in leadership and how listening with curiosity, beyond judgment, can strengthen relationships.
- Understand the power of silence in leadership and how to use it effectively to capture attention and manage tension.

Below, please find the essential and optional resources for the session listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Multimedia Material: Video: TED (2010). The Power of Vulnerability. June. [20 minutes] (ted.com)

Book Chapters: Smith, K.K. and Berg, D.N. (1997). 'Paradoxes of Engaging: Disclosure, Trust, Intimacy, and Regression', in Paradoxes of Group Life: Understanding Conflict, Paralysis, and Movement in Group Dynamics. pp. 109–130. (CED)

Multimedia Material: Tippet, K. (Host). (2022, May 26). Seeking Language Large Enough [Audio podcast episode]. In On Being. The On Being Project. [50 minutes] (onbeing.org) (Optional)

Book Chapters: Halling, S. (2008). 'Seeing a Significant Other "As if for the First Time"', in Intimacy,

Transcendence, and Psychology: Closeness and Openness in Everyday Life. Palgrave Macmillan, pp. 15-40.(Optional)

SESSIONS 10 - 11 (LIVE IN-PERSON)

Seeing the System and Stakeholder Mapping — Improvisation, Experimentation, and Smart Risk Taking.

Objectives:

- Understand the principles of system mapping and its relevance in identifying key stakeholders and dynamics within an organization.
- Learn to distinguish between different levels of the system (micro, mezzo, and macro) and how they interact.
- Explore steps for diagnosing the political landscape, including identifying stakeholders, factions, allies, and partners.
- Learn how to navigate expectations and give the work back where it belongs for the benefit of the system.
- Discuss why developing a capacity for courage is fundamental in leadership practice.
- Understand leadership as an art and explore the influence of creativity on our ability to intervene effectively.

Below, please find the essential and optional resources for the sessions listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'Diagnose the Political Landscape', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, pp. 89–100.

Multimedia Material: Video: Group Relations: Theory and Practice. (2021). Stakeholder Analysis. 10 September. [6 minutes] (youtube.com) (Optional)

Book Chapters: Hooks, b. (2004). 'Understanding Patriarchy', in The Will to Change: Men, Masculinity, and Love. pp. 17–34 (CED).

Multimedia Material: Video: Loretta J. Ross: Calling In the Reproductive Justice Movement. Harvard Business School. (1 June 2023). [24 minutes] (youtube.com)

*Article: Plum Village. (2020, June 3). *Thay's Poetry / Please Call Me by My True Names* (song & poem). (plumvillage.org)*

Multimedia Material: Klein, E. (Host). (2021, June 21). Sarah Schulman's Radical Approach to Conflict, Communication and Change [Audio podcast episode]. In The Ezra Klein Show. The New York Times. [62 minutes] (open.spotify.com) (Optional)

Book Chapters: May, R. (1994). 'The Nature of Creativity', in The Courage to Create. W.W. Norton & Company, pp. 36–54.

Book Chapters: Baldwin, J. (1998). 'The Creative Process', in James Baldwin: Collected Essays. pp. 669–672. (CED)

Article: Caballero, M.C. (2004). Academic Turns City into a Social Experiment: Mayor Mockus of Bogotá and His Spectacularly Applied Theory. Harvard Gazette. (news.harvard.edu)

Multimedia Material: Video: TED (2014). How to Manage for Collective Creativity. September. [17 minutes] (www.ted.com) (Optional)

SESSION 12 (ASYNCHRONOUS)

Movie Analysis: Selma

Below, please find the essential and optional resources for the session listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'Think Politically', in Leadership on the Line: Staying Alive Through the Dangers of Change. Harvard Business Review Press, pp. 75–100.

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'Orchestrate Conflict', in Leadership on the Line: Staying Alive Through the Dangers of Change. Harvard Business Review Press, pp. 101–122.

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'Give the Work Back', in Leadership on the Line: Staying Alive Through the Dangers of Change. Harvard Business Review Press, pp. 123–139.

Multimedia Material: Video: Organizational Communication Channel. (2021). Task Roles and Maintenance Roles in Groups. 9 February. [8 minutes] (youtube.com)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Seeing Yourself as a System — Self and Roles in Leadership Practice.

Objectives:

- Explore how viewing ourselves as a system—comprising identities, roles, interests, fears, and loyalties—shapes our behavior and decision-making.
- Gain insight into positioning oneself within a system and recognizing the influence of systemic forces in organizational contexts.
- Examine how our default patterns of interpretation and reaction can limit our effectiveness as leaders.
- Discover the roles we assume within organizational structures and how our tendency to adopt specific roles may constrain our ability to drive change and take action.
- Understand the distinction between self and roles, and how this differentiation serves as a vital anchor for effective leadership.

Below, please find the essential and optional resources for the sessions listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'See Yourself as a System', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, pp. 177–186.

Book Chapters: Lowery, B. (2023). 'Introduction: You'll Be My Mirror', in Selfless: The Social Creation of "You". pp. 1–19 (CED)

Article: UCLA Center for the Study of Women | Barbra Streisand Center. (2016, July 7). Diversity, Stereotypes, and Intersectionality: Margaret Shih. (csw.ucla.edu)

Multimedia Material: Video: Grant, A. (Host). (2023, January 24). Breaking Free of Stereotype Threat with Claude Steele [Audio podcast episode]. In Re:Thinking with Adam Grant. TED Audio Collective. [54 minutes] (youtube.com) (Optional)

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'Identify Your Loyalties', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, pp. 187–194.

Book Chapters: Heifetz, R.A., Grashow, A. and Linsky, M. (2009). 'Know Your Tuning', in The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Press, pp. 194–204.

Book Chapters: Maté, G. and Maté, D. (2022). 'The Last Place You Want to Be', in The Myth of Normal. Random House, pp. 13–36. (See Bibliography)

Book Chapters: McRae, M.B. and Short, E.L. (2010). 'Social Roles in Groups', in Racial and Cultural Dynamics in Group and Organizational Life. SAGE Publications, Inc, pp. 79–92. (See Bibliography)
Article: O'Brien, T. (2019). When Your Job Is Your Identity, Professional Failure Hurts More. (HBS H050HO-PDF-ENG)

SESSION 15 (LIVE IN-PERSON)

Aspirations, Ambitions, and Purpose.

Objectives:

- Explore sources of motivation and examine how a personal guiding purpose influences daily actions and decision-making in leading change.
- Articulate and integrate aspirations and ambitions, recognizing how this clarity helps maintain focus amidst the challenges of professional life.
- Analyze the concept of a personal holding environment and its vital role in supporting and sustaining you throughout your leadership journey.

Below, please find the essential and optional resources for the session listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Book Chapters: Jung, C.G. (1964). 'The Process of Individuation', in Man and His Symbols. pp. 160–164. (CED)

Book Chapters: Palmer, P.J. (2000). 'Listening to Life', in Let Your Life Speak: Listening for the Voice of Vocation. pp. 1–8. (CED)

Book Chapters: Deer, L. (1973). 'Alone on the Hilltop', in Seeker Of Visions: The Life Of A Sioux Medicine Man. pp. 11–16 (CED)

Book Chapters: Heifetz, R.A. and Linsky, M. (2017). 'What's on the Line', in Leadership on the Line: Staying Alive Through the Dangers of Change. Harvard Business Review Press, pp. 207-223.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Staying Alive Through the Dangers of Leading Adaptive Change — Termination in Groups.

Objectives:

- Learn strategies for maintaining personal resilience and well-being while leading through the turbulence of adaptive work.
- Discuss the importance of fostering confidants and finding sanctuaries to sustain oneself during challenging times.
- Examine the psychological and emotional impacts of termination on group members and understand the significance of proper goodbyes in groups.

Below, please find the essential and optional resources for the sessions listed in the suggested order. Please note that the page count refers to the printed versions of the readings.

Article: Heifetz, R.A. and Linsky, M. (2002). A Survival Guide for Leaders. Harvard Business Review. (HSB R0206C-PDF-ENG)

Multimedia Material: Video: Mike Lebowski (2017). How to Change the World. (youtube.com)

Book Chapters: McCollom, M. and Gillette, J. (1995). 'Termination in Groups', in Groups in Context: A New Perspective on Group Dynamics. pp. 171–185. (CED)

Book Chapters: McRae, M.B. and Short, E.L. (2010). 'Termination', in Racial and Cultural Dynamics in Group and Organizational Life. SAGE Publications, Inc, pp. 147–154. (See Bibliography)(Optional)

EVALUATION CRITERIA

Each student can earn up to 100 points in the course, distributed according to the following criteria:

Participation (15 points): Students can earn up to 15 points for substantial and impactful contributions to collective learning during synchronous sessions. Given the variety of engagement modes the course allows, students will have the opportunity to self-assess their participation prior to receiving their final grade.

Individual Reflections (15 points): Students will record and submit three short videos reflecting on the suggested preparatory resources for the synchronous sessions. In each video, students will share their reflections on at least two or three resources of their choice. Each video should be a minimum of 3 minutes but no longer than 6 minutes.

It is vital to remember that reflection goes beyond merely summarizing what we have read or watched. It involves a deeper exploration of the subject by examining the thoughts and feelings that arise while engaging with the materials and relating them to personal experiences. Reflection also entails using critical thinking. Most importantly, reflecting within the boundaries of this course means connecting what we are learning to how it might impact our ability to exercise leadership. Students are encouraged to share how their previous understanding has evolved and to make explicit any shifts in their thinking.

Grading of individual work will be primarily submission-based: videos submitted on time will receive 5 points, late submissions will be awarded 3 points, and no submissions will receive 0 points. Videos shorter than 3 minutes will receive 0 points. Videos that fail to mention at least two or three resources may receive fewer points.

For proper submission, students must submit a PDF file to Blackboard that includes a Google Drive link to the video, along with a list of the resources they reflected upon. Additionally, the video must be uploaded to a specified folder on Google Drive for easier viewing and access.

Submission deadlines: October 23 (video reflections concerning preparatory resources for Sessions 1-5), November 6 (video reflections concerning preparatory resources for Sessions 7-11), and November 20 (video reflections concerning preparatory resources for Sessions 13-17). All deadlines are at 11:59 PM.

Peer-Reviewing (10 points): Students are encouraged to review individual reflections of their peers to engage in collective learning outside of the classroom and build a culture of generosity and support. To earn 5 points for peer-reviewing, a student must peer-review at least one video submitted by each deadline (three peer-reviews in total). To earn 10 points for peer-reviewing, a student must peer-review at least two videos submitted by each deadline (six peer-reviews in total).

While peer reviews serve several crucial functions, their primary objective is to facilitate improvement. Peer-reviewing goes beyond simply paraphrasing or praising peers' work. Validation and acknowledgment are important; however, if we genuinely care about another person's development, we must engage in more challenging aspects of peer-reviewing, such as providing additional perspectives, asking deepening questions, and offering honest feedback. Based on their own understanding of the material and personal experience, peers can identify blind spots, inconsistencies, or areas needing improvement when they evaluate each other's work. Providing distinctive viewpoints can lead to a more well-rounded evaluation, helping to identify issues or offer insights the author may have overlooked. Furthermore, by giving constructive feedback, we assist our peers in recognizing their strengths and weaknesses, which is essential for learning and growth. For authors, receiving constructive criticism from peers is invaluable for their development. Considering these aspects can transform our peer reviews into genuine gifts for others, helping them refine their thoughts and foster improvement. Offering such gifts embodies the true expression of our generosity in the academic context.

For proper submission, students must complete a short Google Form and send reviews individually to their colleagues via email.

Submission deadlines: October 26, November 9, and November 23. All deadlines are at 11:59 PM.

Group Assignments (20 points): There will be two group assignments throughout the course, each worth up to 10 points. For these assignments, students will watch movies and collaborate in groups to complete and submit questionnaires with their collective responses.

The assignment is more than just an intellectual exercise and serves three important functions:

1. It offers a genuine opportunity for students to learn true collaboration as they organize and distribute tasks among group members.
2. It fosters collective learning by facilitating meaningful discussions on leadership and other course-related topics. Students are encouraged to learn and grow together, ensuring active participation and shared understanding of the entire assignment among all group members. The aim is an inclusive learning environment where no member is left behind, learning is distributed rather than divided, and all group members contribute to the entirety of the assignment rather than specific parts.
3. The assignment provides a practical opportunity to observe evolving group dynamics and role-taking within groups and apply knowledge gained on mobilizing systems into practice. It also serves as an avenue to exercise leadership, ensuring the assignment task aligns with the broader purpose of this course—learning and developing one's capacity to lead.

Grading of the assignments will be submission-based: questionnaires submitted on time will receive 10 points, late submissions will be awarded 6 points, and no submissions will receive 0 points.

For proper submission, each group member must individually submit the final agreed-upon version of the assignment to Blackboard by the deadline. Given the collaborative nature of the assignments and the collective reward, accountability will also be collective. Therefore, a late submission or failure to submit by one student will impact the entire group's grading.

Submission deadlines: October 29 (first assignment) and November 12 (second assignment). Both deadlines are at 11:59 PM.

Final Exam (25 points): The final exam will be held on November 20 during one of the last sessions of the course.

Final Group Presentation (15 points): Students will work in groups and assume the role of teaching assistants, instructing on the topic: "Diagnosis is the Most Underrated Part of Leadership Work." Each group will collaboratively record and submit a video presentation on this topic. The video must involve all group members and should be at least 15 minutes long but no longer than 25 minutes.

Each group presentation will be graded individually, and students will receive detailed feedback on their work. Presentations that do not include all group members or are shorter than 15 minutes will automatically receive 0 points.

For proper submission, students must submit a PDF file to Blackboard that includes a Google Drive link to the video, along with a list of the resources used to prepare the presentation. Additionally, the video must be uploaded to a specified folder on Google Drive for easier viewing and access.

Submission deadline: November 27 at 11:59 PM.

criteria	percentage	Learning Objectives	Comments
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Participation	15 %		
Individual Assignments	25 %		
Group Assignments	20 %		
Final Exam	25 %		
Final Group Presentation	15 %		

FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

BIBLIOGRAPHY

Recommended

- Mary B McRae and Ellen L Short. (2010). *Racial and Cultural Dynamics in Group and Organizational Life: Crossing Boundaries*. Sage. ISBN 9781483302157

(Digital)

- Gabor Mate´ and Daniel Mate´. (2022). *The Myth of Normal : Trauma, Illness & Healing in a Toxic Culture*. Avery. ISBN 059308389X (Digital)

- Adrienne Maree Brown. (2017). *Emergent Strategy : Shaping Change, Changing Worlds*. AK Press. ISBN 9781849352604 (Printed)

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