

Syllabus

Course Overview

In this course, you will learn about leadership in twenty-first century organizations and the methods used to affect positively the future of organizations of which you are a part. You will be able to contribute to your organization by practicing the effective leadership skills you learn in this course.

You will develop an understanding of leadership in organizations and learn the art and science of leadership at different organizational levels and perspectives: individual professional, middle management, and top management. Characteristics of effective leaders include personal integrity, trustworthiness, a courageous and generous heart, a talent for living with persistent ambiguity and paradox, and a vision for an organization's future combined with a clear understanding of current reality. In this course, you will practice skills and emulate characteristics possessed by effective leaders. Some of these skills and characteristics include coaching; engaging the active participation of others in leadership; using powerful language and image of possibility; leading with indirect influence by embodying and modeling a meaningful leadership story; and leading in the midst of change while containing self-anxiety and anxiety about others.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the art and science of leadership.
- 2 Reflect on personal leadership skills.
- 3 Create an effective theory of leadership.

Course Prerequisites

Prerequisite(s): BUS3010 or (BUS3011 or BUS-FP3011; BUS3012 or BUS-FP3012).

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Cashman, K. (2017). *Leadership from the inside out: Becoming a leader for life (3rd ed.)*. San Francisco, CA: Berrett-Koehler.
- Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco, CA: Berrett-Koehler.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [Center For Creative Leadership](https://www.ccl.org/). (n.d.). Retrieved from <https://www.ccl.org/>
- Coggins, E. (n.d.). [The history of leadership studies and evolution of leadership theories](https://toughnickel.com/business/The-History-of-Leadership-Studies-and-Evolution-of-Leadership-Theories). Retrieved from <https://toughnickel.com/business/The-History-of-Leadership-Studies-and-Evolution-of-Leadership-Theories>
- [Future Search Network](http://www.futuresearch.net/). (n.d.). Retrieved from <http://www.futuresearch.net/>
- London, S. (1997). [The new science of leadership: An interview with Margaret Wheatley](http://www.scottlondon.com/interviews/wheatley.html). Retrieved from <http://www.scottlondon.com/interviews/wheatley.html>
- [Robert K. Greenleaf Center for Servant Leadership](https://www.greenleaf.org/). (n.d.). Retrieved from <https://www.greenleaf.org/>
- [The Berkana Institute](http://berkana.org/). (n.d.). Retrieved from <http://berkana.org/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [Google Scholar](https://scholar.google.com/). (n.d.). Retrieved from <https://scholar.google.com/>
- Harvard Business School. (n.d.). [Working knowledge](https://hbswk.hbs.edu/). Retrieved from <https://hbswk.hbs.edu/>

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Personal

Project Overview

The Personal Project is a systematic analysis of leadership in organizations. Your organization has asked you to learn about leadership and to interview two people, report your findings, and then recommend leadership development initiatives. You will decide within your learning cluster what level of leadership (for example, individual, middle management, or top management) will be the target of your interviews and choose which of the seven leadership mastery topics listed in the Cashman text you would like to explore. Examples of these choices are: the importance of change mastery in middle management; the importance of interpersonal mastery as an individual contributing leader; and the importance of purpose mastery at top management.

Parts of the Personal Project

- Develop leadership interview questions about your mastery topic.
- Write up findings of your two interviews with leaders at your chosen level.
- Analyze the data from the interviews demonstrating leadership theory and application.
- Relate your interview experience to the *New Business Realities* and *The Thinking Habits of Mind, Heart, and Imagination*.
- Prepare a report of your interviews to demonstrate an understanding of the importance of this mastery topic to your chosen leadership level and other leadership theory, keeping in mind that it will serve as a foundation on which to build the team project.

Preliminary Interview

Develop an interview protocol based on the model presented in the chapter on your mastery topic. Within your chosen leadership level contract with two people to interview. Explain who you are, what you are doing, which leadership mastery you are looking at and how you will use the interview material. Clarify with these people whether you have permission to use their names and organizations. Conduct the interviews and take copious notes or record the interviews.

Interview Narrative

Write a thorough description of what happened in your interview experience from beginning to middle to end. The story should integrate the following elements:

- Whom did you interview and what was your contract?
- What were your questions? (Use the worksheet from the chapter on your mastery topic in the Cashman text as a guideline.)
- A summary of your findings from each question including best stories and quotes in each interviewee's words and some themes that seem to pervade both interviews.

Analysis of Interviews

After you write the interviews in narrative format, you will analyze the experience in the context of leadership theory and the common learning themes of the program: *New Business Realities* and *The Thinking Habits of Mind, Heart, and Imagination*.

Topics to be addressed in your analysis include the following:

- **New Business Reality:** Did the interview reflect the dynamics of transformational change in complex systems in the change mastery questions?
 - **Thinking Habits:** Did the interview encourage professional self development through conversational reflection in the questions on Personal Mastery?
1. **Leadership theory:** Summarize the leadership theory that you used to develop your questions. Analyze how the questions and the data support your chosen leadership theories. You might use Servant Leadership, Kevin Cashman, Margaret Wheatley, or articles from the Center for Creative Leadership, Leadership stage theory, from Novatons, and other sources. Demonstrate your understanding of your chosen Mastery (Personal, Purpose, Change, Interpersonal/Being, Resilience, or Coaching). Use examples from your interviews to demonstrate your mastery topic.
 2. **What did you learn as an interviewer?** Write a section on your learning as an interviewer. What seemed to work? What did not work? And what would you do differently next time? How would you change your contract or your explanation of your leadership topic, the medium you chose, or your behavior during the interview, to enhance the quality of your data?
 3. **Common Learning Themes:** Reread the *New Business Realities* and *The Thinking Habits of Mind, Heart, and Imagination*. Select one topic from each and discuss its relevance to your experience interviewing leaders.
 4. **Summary Statement.** Think about your experience interviewing leaders at this level. Describe the primary lessons you gained from this experience, the value of interviewing leaders and the impact this approach has to leadership development. Include your recommendations to your organization about the development of leaders at this level and on this mastery topic and the use of interviews to propel personal development.

Relationship to Team Project: You have been asked by the local Organization Development Network to make a joint presentation with several other learners from other universities. The network hopes to pool individual experiences with interviews at this leadership level on this topic of mastery at its next conference. You will work with other learners to make joint recommendations for developing leaders. Your personal report will serve as a foundation for the work of the joint project.

- The final paper should be 7 to 9 pages, double-spaced and set in Times New Roman or Arial, 12 point. The paper margins should be 1" on each side. A title page, table of contents, and reference page are also expected and do not count toward the paper length. APA format is required.
- Writing should be well organized and clear. Writing structure, spelling, and grammar should be correct as well.

Project Components

Activity	Grade Weight (%)
u02a3 - Interview Pitch	3
u04a1 - Interviews With Leaders	5
u05a1 - Personal Project Draft	10
u06a1 - Personal Project Final	15

Project >> Team

Project Overview

You have completed your personal report of leadership interviews on a mastery topic at a specific leadership level, and now you will have the opportunity to make a joint presentation with several other learners at the Organization Development Network Conference on leadership. The network is interested in your combined findings on your mastery topic at the leadership level. As a member of the presentation committee, you are expected to pool your experiences with those of other learners to develop a report and slide presentation for the next conference. Your presentation should cover leadership theory, summary findings from leader interviews, and recommendations for leaders of the twenty-first century. (Of course, this is a fictitious conference to offer an opportunity for putting your learning to practice.)

Purpose of the Team Project

- Experience the process of working together as a team through virtual communication methods to achieve a common goal as members of a committee on leadership.
- Integrate multiple perspectives of team members into a collaborative report of theory, findings, and recommendations for leadership development using the material you have learned throughout the course.
- Relate real-world leadership development to the common learning themes of *The New Business Realities* and *The Thinking Habits of Mind, Heart, and Imagination*.
- Write a 7–14 page team paper and prepare a 7–12 slide PowerPoint team presentation using the interviews prepared in the personal projects to illustrate major points and to demonstrate understanding of leadership and organizations.

Outline of Process and Content

The following guidance will help you understand the expectations for the team project and make it easier to share your findings. We hope it enriches your learning experience.

- Your instructor will assign teams by week 2 so that you may begin to work together to prepare your paper and your PowerPoint presentation.
- You will use the team draft from Unit 8 to build your paper and your presentation. Share ideas and information that will help you develop one final paper and presentation as a team.
- As you search for and review articles and websites on leadership theory and practices, you will be jointly building a knowledge base for extending the concepts and applications of leadership in organizations.
- Prepare the PowerPoint presentation to highlight the major points you make in your paper. Think of it as a way to persuade the audience to your ideas about leadership and organizations.

Note: After successfully completing this team project you may wish to actually give the paper and presentation to a professional audience in your organization to demonstrate your development.

The outline and content of the paper and presentation should include the following:

- 1. Review of the relevant theory of the New Sciences to leadership.** As a team, deliberate on the theory to write about and present to the audience. Make judgment calls on the needs of the audience, the setting, and what theory seems appropriate, giving the reasons for the theory presented by the team. The important part of the challenge for the presentation is to provide a powerful metaphor to help the conference audience understand and remember the relevant theory. Examples of graphic metaphors include the Cashman textbook use of the circle diagram of mastery topics and the comparison of fractals to broccoli shape as an example of self-referencing. The team is expected to invent its own unique metaphor to explain the theory you select to present. **Note:** The definition of *metaphor* is using a graphic or verbal image of something familiar to the audience to explain an unfamiliar thing or process.
- 2. Teamwork interview summary findings.** Present summary findings from your interviews, using the best stories and quotes from all your interviews to illustrate general themes that support your theory discussion. Synthesize what seemed to be best practices at this (or these) level(s) of leadership.
- 3. Recommendations for enhancing leadership mastery at your chosen level of leadership.** Provide the recommendations from your committee in a way that is practical, justified, memorable, and actionable for your audience of professionals at the conference. Remember to include some of your best quotes and stories and show how your recommendations help leaders develop. Include models that illustrate the conditions that help leaders grow. You may choose to draw upon the appreciative inquiry stories that you worked on individually in a previous unit.
- 4. Common themes for a twenty-first century professional.** In a separate section, discuss how *The New Business Realities* and *The Thinking Habits of Mind, Heart and Imagination* are reflected in the leadership interview findings. Select two *Business Realities* and two of *The Thinking Habits of Mind, Heart and Imagination* to discuss.
- 5. Reflections on Team Process.** Include a thoughtful discussion and evaluation of the experience of working on this leadership committee. Discuss the best and most affirming aspects of the teamwork experience and what conditions supported these experiences. Discuss the unexpected surprises that occurred and what the committee learned from them.
- 6. Resources.** To learn more, include a resources section containing a selection of information and knowledge resources (books, article, Web pages, and organizations) that are the most important resources the committee recommends to leaders in the twenty-first century.
 - Prepare a separate paper (Microsoft Word) and related presentation (using Microsoft PowerPoint). The purpose of the paper is to provide a coherent, integrated, and well-reasoned explanation of the report from the committee on leadership development. The purpose of the presentation is to gain the experience of preparing a presentation that graphically communicates the summary findings of the committee to the annual meeting of the Organization Development Network.
 - Paper Details. The final paper is 7–14 pages in length, double spaced and in a standard font such as Times New Roman or Arial. You must use 12-point type and margins of 1 inch on each side. A title page, table of contents, and reference page are also required and do not count toward the paper length. Use APA guidelines for citing references.
 - Make sure your writing is well-organized and clear. Writing structure, spelling, and grammar need to be correct as well.

Project Components

Activity	Grade Weight (%)
u08a1 - Team Project Draft	10
u10a1 - Team Project Final	15

Unit 1 >> Introduction to Leadership in Organizations

Introduction

The purpose of Unit 1 is to become acquainted with the concepts of leadership in organizations, to contact and learn about the other learners in your learning cluster or team, and to establish a relationship with your instructor. You will also become familiar with *The Thinking Habits of Mind, Heart, and Imagination* and *The New Business Realities* as a context for your new learning experience and receive an overview of the personal and team projects.

Learning Activities

u01s1 - Readings

Readings

Use the Capella University Library to read the following in the Cashman text:

- *Leadership from the Inside Out*, Chapter 1, "Personal Mastery: Leading with Courage, Authenticity, and Awareness," pages 13–44.

Use the Internet to complete the following:

- London, S. (1997). *The new science of leadership: An interview with Margaret Wheatley*. Retrieved from <http://www.scottlondon.com/interviews/wheatley.html>
 - This article will be used as a basis for one of the unit's discussions.
- *The Thinking Habits of Mind, Heart, and Imagination*.
- *The New Business Realities of the 21st Century* [JPG].

u01s2 - Projects: Review Expectations

Read the course project descriptions for the Personal Project and Team Project and review the scoring guide to understand how you will be evaluated.

u01s3 - Introduce Yourself

Introduce yourself to your fellow learners by completing your Campus profile. Provide a short bio of yourself, your career, and your interests.

u01a1 - Future of Organizing

Based on the London interview with Margaret Wheatley, "The New Science of Leadership" (linked in Resources), write two to three paragraphs describing Wheatley's theories and perspectives of leadership and organizations.

- What are the main points and theories discussed in the interview?
- What are so examples from your work life that reflect Wheatley's observations?
- How do these ideas support or compare to the New Business Realities? Choose one Business Reality and elaborate.

When complete, submit your paper in the assignment area.

Course Resources

Business Reality Drivers [JPEG]

u01d1 - Personal Mastery

After reading Chapter 1 in Cashman on personal mastery (linked in Resources), thoughtfully write out your responses to the Reflection: Clarifying our Strengths and Growth Areas exercise on page 38 and Leadership Growth Plan: Personal Mastery on page 43. How does this kind of self-observation, which you may consider an inquiry into authentic self-expression and values and self-limiting beliefs, help enhance your or anyone's capacity to lead?

Response Guidelines

Read one other learner's post. Post thoughtful, insightful, and helpful comments to your colleague. Remember that this is someone else's internal terrain. Be gentle. Offer questions to support his or her growth rather than evaluations or judgments. Discuss the value of this kind of reflection to the development of leadership. Post in the discussion area.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Leadership From the Inside Out: Becoming a Leader for Life \(3rd ed.\)](#)

Unit 2 >> Purpose and Change

Introduction

Unit 2 provides an opportunity for you to have a personal experience with your own sense of purpose and comfort with change. You will become familiar with why a sense of purpose gives meaning and helps release the energy of an authentic and congruent leader. Out of a sense of purpose, a leader develops the courage to put language around his or her vision. You will also become acquainted with how a leader adapts to change and why noticing resistance to change helps a leader examine ineffective old patterns. To lead others through change, leaders must trust themselves to be thinking simultaneously in the present and in the future. This requires the ability to adapt and deal with ambiguity and anxiety in the midst of unfolding reality.

Learning Activities

u02s1 - Read Cashman

Use the Capella library to read Chapter 3, "Purpose Mastery: Leading On-Purpose," pages 75–101 and Chapter 5, "Change Mastery: Leading with Agility," pages 125–146 in [Leadership From the Inside Out](#).

u02s2 - Browse Site

Go to the [Center For Creative Leadership](#). Browse at least four screens and examine the types of training, development, articles, and conferences available for leaders.

u02a1 - Purpose and Leadership

After reading Chapter 3 in your Cashman text (linked in Resources), write your responses to the Reflection: Core Values on page 87 and Leadership Growth Plan: Purpose Mastery prompts on page 99. What are you learning about what you value? What's important and gives meaning to your life and work? Why might this reflection be important to a leader's development? How might this reflection, or the others you have done, be the basis of an interview with the leaders of your choosing for your personal project? Submit this assignment in the assignment area.

Course Resources

[Leadership From the Inside Out: Becoming a Leader for Life \(3rd ed.\)](#)

u02a2 - Change and Leadership

After reading Cashman's Chapter 5 on change mastery (linked in Resources), complete the Reflection: Dealing with Change exercise on page 142 and Leadership Growth Plan: Change Mastery on page 146. What are you learning about your comfort or resistance to change and your tendency toward potential versus loss? How might you use these questions in your interviews for your personal project? Why is it important for a leader to understand his or her reaction to change? What is a leader's role in influencing and coaching other people through change? How might change mastery apply to interviewing protocol and questions? Submit your assignment in the assignment area.

Course Resources

[Leadership From the Inside Out: Becoming a Leader for Life \(3rd ed.\)](#)

u02a3 - Interview Pitch

Contacting Leaders To Interview

Read the Information Interview Help document linked in Resources and review the assignment scoring guide to ensure that you understand the criteria for this assignment.

Decide the level of leaders you would like to interview (individual contributors, middle managers, or top managers). Also, in your learning group, choose an aspect of leadership from the Cashman text topics (personal mastery, purpose mastery, interpersonal mastery, change mastery, resilience mastery, being mastery, or coaching mastery).

Each of you should request and schedule 45-minute interviews with two different leaders. Interview leaders at your learning group's chosen level, and center both interviews on your group's chosen aspect of leadership.

Note: Your interviews should be conducted in person. You will do your interviews in week 3 or 4 of the class and use them in your team project and your personal project. You may use some of the questions developed in the reflection exercises in the text in the chapter on your topic.

Write up your interview focus. Your instructor will provide feedback on your interview focus. Include the following information:

- State your intended purpose for the interview. Provide an explanation of the topic and why you chose it.
- Specify at what level of leadership you are interviewing.
- Outline your schedule for both interview sessions. Include the names and titles of the leaders with interview dates and times. If you have not been able to confirm your appointments, please include a report of your progress.
- List the interview questions you plan to use from your learning group's chosen aspect of leadership.
- Edit and spell check your work before submitting to the assignment area.

Course Resources

Information Interview [DOC]

u02d1 - Interview Debrief

Discuss how your request for an interview went. Reflect on the process and how you could improve it. What worked and did not work in soliciting an interview? What are you learning about contracting from the questions leaders asked you or from their responses to your request?

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 3 >> Interpersonal and Being

Introduction

The purpose of Unit 3 is to examine the importance of Interpersonal and Being Leadership: a leader's ability to develop relationships and synergy: contribute to and spring out of his or her own personal power. There is a connection between knowing yourself and being able to listen to, and learn from, interpersonal feedback. A leader must examine whether he or she is open to other viewpoints or ways of working or shuts them down. Expressing yourself authentically, listening and appreciating others, allowing others to participate, and serving others are important leadership skills. Very possibly, good leaders develop these skills out of a comfort with their own inner self or being. Most great leaders have the capacity for deep reflection. Many use nature, music, meditation, or prayer to find inspiration and are able to quiet the *thought monkeys* and silence their own anxiety.

Learning Activities

u03s1 - Read Cashman

Use the Capella library to read Chapter 4, "Interpersonal Mastery: Leading through Synergy and Service," pages 101–124, and Chapter 7, "Being Mastery: Leading with Presence," pages 167–184 in *Leadership From the Inside Out*.

u03s2 - Visit Website

Visit [The history of leadership studies and evolution of leadership theories](#) to find out about leadership history and basic theory. Examine the comprehensive leadership history and how the theory of leadership has changed over time. Reflect on what happened in the past and why the theory of leadership has changed.

u03s3 - Project Checkpoint

Be prepared to conduct your interviews this week and early next week. At this point you should have your interviews scheduled and have your questions ready.

u03d1 - Interpersonal Reflection

After reading Cashman's Chapter 4 on interpersonal mastery, pages 101–124 (linked in Resources), complete the Reflection: Building Relationships on page 117 and the Leadership Growth Plan exercise on page 124. What are you learning about your tendency to open up or shut down communication and your personal beliefs underlying these behaviors? What are your growth commitments? How might you use these questions in your interviews?

Read two learners' posts. You do not have to respond to those learners' reflections, though you may do so if you wish.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Leadership From the Inside Out: Becoming a Leader for Life \(3rd ed.\)](#)

u03d2 - Being Reflection

After reading Cashman's Chapter 7 on being mastery (pages 167–184) complete the Reflection: Exploring the Leader Within on page 177 and the Leadership Growth Plan: Being Mastery exercise on page 184 with an open mind. Then, write your reaction to the exercise. What did you like about it? What made you uncomfortable? Why might this exercise help you be a better leader? Respond to the questions on page 184 regarding what you have learned, your commitments, and your obstacles to being mastery. How does our culture support or obstruct the pursuit and dialogue about the importance of Being to being a leader? Why is it that this is such a difficult topic to discuss (and, at the same time, why is it so essential)?

Response Guidelines

Read two learners' posts. You do not have to respond directly to those learners, but do engage in a dialogue by making at least one additional post in this area that addresses comfort level with this topic and what this tells us about our culture and the implications for leaders.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Leadership From the Inside Out: Becoming a Leader for Life \(3rd ed.\)](#)

Unit 4 >> Resilience and Coaching

Introduction

The purpose of Unit 4 is to learn how Resilience and Coaching play a part in leadership effectiveness. In the past, leaders were taught that keeping their work and their lives in balance would lead to better health; however, shifting our attention from time management to *energy leadership* allows for creating a personalized formula for sustained energy and resilience. Signs of lack of resilience include fatigue, dullness, depression, and/or life-threatening habits around caffeine, cigarettes, or alcohol use, and obsessive or manic work behavior. Healthy leaders count abundant energy, optimism, vitality, and close intimate and fulfilling relationships among their attributes of resilience. Many experienced leaders tend to manage energy in their lives over time: loosen up and become happier, more involved, and resilient. You will also become more familiar with the importance of taking action to ensure growth as a leader. Many leaders pursue reflection by self-coaching—building awareness, commitment, and practice. Coaching others provides light (awareness) to avoid bumps in the road. Mature leaders feel a responsibility not only to earn a living through authentic self-expression but to create value through service to the community.

Learning Activities

u04s1 - Read Cashman

Use the Capella library to read the following in *Leadership From the Inside Out*:

- Chapter 6, "Resilience Mastery: Leading with Energy," pages 147–166.
- Chapter 8, "Coaching Mastery: Leading by Developing Self and Others," pages 185–206.

u04s2 - Review Servant Leadership

Review the website for the [Robert K. Greenleaf Center for Servant Leadership](#).

- Robert Greenleaf was the founder of the concept of Servant Leadership, an alternative leadership approach.

u04a1 - Interviews With Leaders

Execute your plan. Interview two leaders and write up your notes, including examining interviewees' personal characteristics. What worked? What did not work? What would you do differently next time? What did you learn about interviewing? What did you learn about your topic and its potential for helping leaders examine their leadership skills and characteristics? How might the alignment to effective leaderships be used in its own career progression?

u04d1 - Resilience Mastery Reflection

After reading Cashman's Chapter 6 on resilience mastery (linked in Resources), thoughtfully write your responses to the exercise questions for Reflection: Building Energy and Resilience on page 165 and Leadership Growth Plan: Resilience Mastery on page 166.

Response Guidelines

Read one other learner's resilience/balance reflection and offer insightful comments.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Leadership From the Inside Out: Becoming a Leader for Life (3rd ed.)

u04d2 - Servant Leadership

Based on the reading you did on the Greenleaf Center website (linked in Resources), write several paragraphs describing the aspects of a servant leader. Why does it appeal to you as an approach to leadership? What concerns do you have? Why does servant leadership seem appropriate given *The Thinking Habits*? Choose one of *The Thinking Habits* and elaborate.

Response Guidelines

Read one other learner's response. Compile a list of servant leadership attributes and discuss how these behaviors support *The Thinking Habits of Mind, Heart, and Imagination*. Post in the discussion area.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Thinking Habits

[Robert K. Greenleaf Center for Servant Leadership](#)

Unit 5 >> Personal Project Draft

Introduction

The purpose of Unit 5 is to acquaint you with the breadth of leadership theory. During this unit, you will write the first draft of your Personal Project. Incorporate your experience of interviewing two leaders.

Learning Activities

u05s1 - Business Review

Conduct a search for articles on leadership. Choose and read an article that explores your mastery topic using the [Capella University Library](#) or other scholarly tools such as [Working Knowledge](#) from *Harvard Business Review* or [Google Scholar](#).

u05a1 - Personal Project Draft

Write a draft of your Personal Project. Be sure to follow the directions in the Personal Project course project description, which includes the specific sections of the paper and the criteria for evaluation. Limit the draft to seven to nine pages. Try to submit your paper by Wednesday so that you have time to integrate feedback into your final paper in Unit 6.

u05d1 - Peer Feedback

Post your Personal Project draft in this discussion for peer feedback. Try to post your paper by Wednesday so that you have time to integrate feedback into your final paper in Unit 6.

Response Guidelines

Read the Personal Project drafts of two peers. Make insightful, helpful, and thoughtful comments. Be sure to include what you liked best about their papers and suggestions you have to help them strengthen their final drafts.

Course Resources

Unit 6 >> Leadership and the New Science

Introduction

The purpose of Unit 6 is to consolidate your experience interviewing two leaders and to incorporate what you've learned thus far about the personal characteristics of effective leaders. Your paper will reflect your insights about integrity, purpose, change, interpersonal skills, and keeping balance and embody a meaningful leadership story at different levels of an organizations leadership.

The purpose of this unit is to examine the implications of new science for leadership. Much of the traditional literature on organizations has been based in Newtonian images of the world as a mechanical operation, where the managers' task was to control outcomes, determine truth, and make sure things were right. New science has challenged many of these underlying assumptions, changing the thinking about organization and the role of leaders. More emphasis is given to the importance of identity and evolving assumptions, such as the recognition of interconnectedness. The importance of relationship in providing the patterns of order and integrity is being recognized. Living systems are chaotic, constantly adapting, but out of the chaos a new order is created.

Through dialogue, deep listening, and facilitating, leaders help followers create new knowledge and understanding of system patterns that allow a value-guided organization to let go of old patterns and reemerge adapted to a new reality. There is more recognition of the boundaryless nature of adaptive systems to their environments and the importance of values, mission, purpose, relationship, and accessibility of leaders to the survival of their systems. Living systems will naturally respond and adapt to their environments, making the leaders' jobs much more about empowering, encouraging relationship, and facilitating the conversation about adaptation.

Learning Activities

u06s1 - Read Wheatley

Use the Capella library to read Chapter 1, "Discovering an Orderly World," pages 17–26, and Chapter 2, "Newtonian Organizations in a Quantum Age," pages 27–48 in Wheatley's *Leadership and the New Science: Discovering Order in a Chaotic World*

u06a1 - Personal Project Final

Using the feedback that you received from your peers and instructor, adapt and complete the final Personal Project.

u06d1 - New Science Summary

Write about your understanding of the assumptions of new science and their implications for leaders in the 21st century.

1. How are they supported by *The Thinking Habits of Mind, Heart, and Imagination* and *The New Business Realities*?
2. Do you see any points of conflict?
3. What examples of these new science implications for leaders do you see in your working environment?
4. How are your leaders adapting to these new assumptions?
5. How can this summary be part of the theoretical base of your Group Project?
6. How does it explain the need for the mastery competencies suggested in *Leadership From the Inside Out*, that focuses on purpose, values, interpersonal relationships, being versus doing, and so on?

Response Guidelines

Read at least one other learner's summary. Offer helpful, insightful comments, referencing *The Thinking Habits* and *New Business Realities*.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Thinking Habits

Business Reality Drivers [JPEG]

u06d2 - Read Media

Using the Internet, newspapers, magazines, or television, point out two examples of organizations operating on mechanistic assumptions and two examples of organizations where leaders operate on new science assumptions.

Response Guidelines

Read two other learners' media searches and make helpful, insightful comments.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 7 >> Participative Nature of Reality

Introduction

The purpose of this unit is to explore the new-science assumption of field theory and how it occurs in the human systems arena through culture, values, and ethics. Imagine purpose or direction working like gravity or a magnetic field to organize messy human behavior in a unifying direction. Therefore a leader's role is to state, clarify, discuss, model, and embody the values and purposes as a way to subtly create order and direction.

You will also become familiar with the idea that "what you see is what you get," meaning in this context that we create self-fulfilling prophecies, shaping reality just by deciding what to measure. It is important for a leader to understand that people support what they help create and if you want implementation, you must promote ownership through participation. When you begin promoting ownership, you view job descriptions and organization charts differently. Your perspective moves toward a holistic approach to the interactions and connections between managers and employees or between departments. In the end, we serve the customer better.

Learning Activities

u07s1 - Read Wheatley

Use the Capella library to read Chapter 3, "Space Is Not Empty: Invisible Fields That Shape Behavior," pages 49–60, and Chapter 4, "The Participative Nature of the Universe," pages 61–74, in *Leadership and the New Science: Discovering Order in a Chaotic World*.

u07s2 - Browse Site

Go to the [Future Search Network](#) website and browse at least four screens. How is this methodology a way of using participation to create the preferred reality?

u07s3 - Search Web

Search the Web for information on Bill Isaacs and The Dialogue Project at the Center for Organizational Learning at MIT. How does dialogue operate as a mechanism for participation and purpose creation?

u07s4 - Project Checkpoint

Begin working with your team to prepare the team project. A draft of your paper is due in Unit 8 and the final paper and presentation are due in Unit 10. You may use the feedback you receive for your draft to prepare your final project.

u07d1 - Appreciative Inquiry

Using an Appreciative Inquiry, write about your responses to the four questions below. Think about leaders who used participation to help a group see the potential and create that reality. Although this is not an interview, how might you use this to support your work in the group project?

1. Tell a story about a specific moment when you experienced a participative leader who helped a group create and achieve something exceptional?
Who was there? What were you doing? What was happening?
2. Describe the things you most valued about:
 - the leader.
 - the nature of the work.
 - the organization's culture or values.
3. What do you consider the core factor that gives life to this leadership interaction?
4. Using what you have described, what three wishes would you make to heighten the vitality and health of your own leadership behavior in the future?

Read at least one classmate's Appreciative Inquiry. Comment on what most impresses you and is most memorable for you. Look for repeating patterns that may overlap more than one story about what gives life. How do these stories demonstrate or refute the importance of a leader discussing, modeling, embodying values and direction, or demonstrating how communities shape their reality? Describe the importance of participation in ownership.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d2 - Ropes to Know

Imagine it is your job to write a leader guidebook for new supervisors in your current organization. Write a list of 10 rules describing current practices and day-to-day behavior that the supervisors should follow in order to be successful. Then, write an analysis of whether these practices reflect Newtonian or new science assumptions, giving examples and explanation for the position you take.

Response Guidelines

Read at least one peer's "ropes to know" and make helpful, insightful comments about similarities to and differences with your own list. Also, note whether these guidelines reflect mechanistic or new science assumptions.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 8 >> Change Renewal and the Use of Information

Introduction

The purpose of this unit is to acknowledge that even though we fear change and long for the comfort of equilibrium, this closed and insulated stance means choosing to wear down and decay. When allowed to grow and evolve, living systems integrate diverse information through open feedback loops. Through self-referencing of values, traditions, aspirations, competency, and culture, systems recreate themselves in similar shapes, or what Wheatley (2006) calls *fractals*. A leader's role is to invite disturbance, to create dangerously, because disturbance leads to disequilibrium and therefore growth and resilience. By choosing to openly engage with change and remembering identity, leaders can speed to market and shape consumer preference. Although counterintuitive, the more freedom allowed in a self-organizing system, the more creative and adaptive it can be. Most innovation to the marketplace occurs through the adaptation to a customer's request by one or two individuals. Information, rather than needing to be managed, needs to be shared and processed to increase awareness and consciousness of complexity and ambiguity. In the absence of information, people make it up. They will make their own meaning.

It seems the leader's role is to openly invite new and disturbing information and to allow the organization to learn, make sense of, and respond or adapt to a changing environment, trusting self-referencing and stressing long-term identity.

Reference

Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco, CA: Berrett-Koehler.

Learning Activities

u08s1 - Read Wheatley

Use the Capella library to read Chapter 5, "Change, Stability, and Renewal: The Paradoxes of Self-Organizing Systems," pages 75–92, and Chapter 6, "The Creative Energy of the Universe—Information," pages 93–114 in [*Leadership and the New Science*](#).

u08s2 - Search Web

Use the Internet to complete the following:

- Visit the [Berkana Institute](#) website.
- Search the Web for additional information on Margaret Wheatley and the Berkana Institute.
 - Look for practical applications of these theories in consulting with Fortune 500 businesses.

u08s3 - Project Checkpoint

Continue to work on your Team Project.

u08a1 - Team Project Draft

Write a draft of your Team Project. Be sure to follow the directions in the Team Project course project description, including the specific guidelines for the project and the criteria for evaluation.

u08d1 - Storytelling

Tell a story about a time in your life where you encountered disruptive information that resulted in innovation or growth. Describe the tension between ignoring, insulating, and avoiding this new information, and how it gave way to opening, embracing, and integrating this disturbance. What was the role of self-referencing, remembering who you are, your values, aspirations, and gifts, to the eventual innovation or growth? Why is this an important capability for leaders and why are you a better leader as a result of this experience?

Response Guidelines

Read at least one peer's story—maybe someone's work you have not read before. Reflect on something in his or her story that you find surprising and that you recognize within yourself.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u08d2 - Change or Die

Think of a technology that was once cutting edge but ceased to exist. Why did it die? Was it insulated? Did it die because it presented a closed posture to new or disturbing information? Perhaps it didn't allow freedom to self-organize. Also, tell a story of a technology that has survived due to the creativity of one or two individuals who adapted to their environment and who had the freedom to be flexible and adapt to a new reality. What role did a leader have in both of these situations?

Read the Change or Die entry of one other learner and write a scenario for the self-organizing story of how he or she self-destructed due to closed leader behavior. Also, write a growth scenario for the technology story that became obsolete, visualizing the leadership behavior that would encourage this renewal phenomenon. How might your open or closed behavior to new data be used to influence the possibilities of your group project?

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 >> Chaos and the Strange Attractor of Meaning

Introduction

The purpose of this unit is to explore the paradox of order and chaos: how, over time and with a perspective toward wholeness, what might appear as chaos begins to build up a repeatable pattern of the strange attractor. In human systems, meaning, purpose, and mission are the organizing principles. Even a small change may result in a big impact on the whole system, and it is sometimes the slow but constant factor that is the unseen danger. So it is a combination of a leader holding tight to vision and values while allowing others the freedom to act.

Learning Activities

u09s1 - Read Wheatley

Use the Capella library to read Chapter 7, "Chaos and the Strange Attractor of Meaning," pages 115–136 and "Epilogue: Journeying to a New World" on 189 in *Leadership and the New Science*.

u09s2 - Project Checkpoint

Continue to work on your Team Project.

u09a1 - Rewrite Ropes

Given the new science realities, rewrite your ropes to know and ropes to skip for leaders, including guidelines for planning, measuring, motivating people, managing change and information, designing jobs, and encouraging relationships. Explain the importance and implications of these new science guidelines to the success of the enterprise and describe the behaviors needed from leaders. Submit to the assignment area.

u09d1 - Surprise

Surprise is the only route to discovery. Given the new science, *The New Business Realities*, and *The Thinking Habits*, write two paragraphs describing how a leader might include stakeholders and followers in a dialogue of discovery that encourages empowerment and autonomy of action and diversity while assuring alignment to values and mission.

Read one other learner's surprise assignment and make insightful, helpful comments. Post to the discussion area.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

u09d2 - Assess Cluster

Using what you have learned from all members of your learning cluster, synthesize some recommendations for leaders around these topics. This will provide a basis for your group project recommendations.

Discuss in what ways your learning cluster has operated on new science assumptions and comment on behaviors that you would like to acquire that will help you be successful in your group project. Post to the discussion area.

Resources

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 >> Final Draft of Team Project

Introduction

The purpose of this unit is to submit the team paper and presentation.

Learning Activities

u10s1 - Review

Reread *The New Business Realities* and [*The Thinking Habits of Mind, Heart, and Imagination*](#).

Resources

u10a1 - Team Project Final

Complete your learning cluster's final draft of the Team Project. Be sure to incorporate your instructor's suggestions as appropriate.

u10d1 - Reflection

Reflect on your team experience. Make your final comments and observations on what seemed to work and not work in how the group went about completing the group project. What have you learned about successfully accomplishing a task with a group of virtual colleagues? What leadership capabilities and roles were demonstrated? How did your group incorporate new-science assumptions in a way that helped you be more successful?

Course Resources

Undergraduate Discussion Participation Scoring Guide