



SEBA

SCHOOL OF ENTREPRENEURSHIP & BUSINESS ADMINISTRATION

American University of Central Asia
Course Information
School of Entrepreneurship and Business Administration
Fall 2017

Course Title: EXERCISING LEADERSHIP

Course Code: MBA-642.1 (ID:3442)

Course Coordinator: Umar SHAVUROV

Course Duration: 2:30 hours per week (Plus 1.5 Hours of Group Work)

No. of Credit Units: 6

Class meeting: Main Class Sessions*: Saturdays from 9:00-10:15am;
Mode: Debrief Sessions**: 10:25am- 11:40am
Small Cohort Sessions: 1.5 hours per week.
(Rooms and time to be communicated additionally).
**Depending on the topic the order may change. **The Debrief sessions will take place as per instructor's guidance.*

Contact: umar.shavurov@asialeadership.org

Appointments/Hours

**By appointment. Venue TBD.
Please schedule any meeting in ad-
vance
by
email.**

1. Abstract:

This unique course draws its inspiration from the famous Adaptive Leadership (AL) framework taught at Harvard Kennedy School and voted by its alumni as transformative to their lives and careers. The framework, presented in this inaugural course, helps the students diagnose the adaptive challenges and exercise leadership as change agents in the context of Kyrgyzstan. The course focuses on developing a critical mindset and skills to organize an adaptive and creative problem solving and develops the competencies and imagination to find a true path in our world. It helps participants

distinguish between authority and leadership, as well as various types of leadership challenges faced by people. The curriculum is designed to apply the AL framework for the real context in which the students live and work in Kyrgyzstan. This course is based on experiential learning process and requires enormous amount of energy and dedication.

2. Course Aims:

The course aims at providing insights to students about the complex and messy process of exercising leadership in our modern world. Students will be exposed to experiential learning process to maximize the impact of learning. Students will become change agents that can help transform the country, region and the world.

3. Learning Outcomes:

Through this course the students will:

- learn about the AL framework and tools;
- discover options for practicing leadership from any position in an organization, community or society.
- engage in a serious exploration of what it means to make a difference through the practice of leadership.

The students will also will familiarize themselves with the following topics to help them navigate the messy world of exercising leadership: leadership vs. authority (formal vs. informal), small and large group dynamics, intervention strategies to get attention, mobilizing resources, generating innovative solutions to old problems, designing and overseeing a productive multi-track conflict, learning to regulate disequilibrium in small and large groups, and most importantly, acquiring, using, and dealing with authority.

4. Assessment Tasks/Activities

This course makes use of variety of means to enhance the learning experience of the students. It will draw on conventional lectures, readings, movies, case analysis, structured and unstructured experience, music, poetry, and life experience. The students will be asked to present their individual cases of leadership to their small cohort that meets during the semester. The large classroom becomes a living experiment that resembles the larger social system we live in. The students will embark on an enriching journey of analyzing the large classroom dynamics that they can project to the outside world and vice-versa. The classroom lectures will not be a conventional meeting place where the professor lectures and the students listen. It will test and probe the concept of authority and leadership and reflect on students' individual understanding of such.

The students will be offered movies for viewing in the evening throughout the semester. The purpose is to demonstrate through these pieces of art different concept of leadership.

The entire class will be divided into small cohorts of 5 to 7 people. They will meet each week for one hour thirty minutes to be able to:

- apply the knowledge gained in classroom towards their individual and professional lives;



- experiment with different ways of practicing leadership with or without formal and informal authority;
- understand and synthesize the nature of how groups get done and avoid real adaptive work.

Time and dates will have to be defined by each cohort based on the consensus. Each week one student will present his or her case of leadership challenge to the small cohort. The peers will provide a feedback on what worked and did not and consult on options on how the challenge could be addressed. Each week there will be a new chair to moderate the cohort's meeting.

For the larger classroom discussion, each week, one volunteer may present his or her case to be analyzed by the entire course student body. They may shed some additional light that was not revealed during the small cohort meeting.

Student Assessment:

- 1.Small cohort weekly papers & film analyses assignments -third of grade
- 2.Final paper (10 pages) -third of grade
- 3.Classroom participation -third of grade

The final paper will be on the student's case of leadership. The student will examine, using the AL framework, whether he/she practiced leadership or avoided it.

NB: The classroom participation grade reflects the level of contribution the students makes to the leaning of the entire class. This metric also reflects the quality and not quantity of interventions during the classroom.

PLEASE NOTE: Your grade will be affected for faltering a class and missing on the deadline for submitting assignments.

5. Course Policies:

Course instructor reserves the right to modify any and all portions of this syllabus at any time during the period of the course. Any modifications will be communicated in writing to students.

6. Submission of Assignments:

Written assignments are to be completed in APA style Format in class on the date they are due. Late submission will account for deduction of 3% of achieved grade.

The assignment will be submitted to the designated email in electronic format only. It must be submitted on time and date specified that will be communicated well in advance.

7. Academic Integrity

- I. To have a productive learning for each individual student and whole class, all cell phones will be required to be deposited into a special box placed near the entrance. If students do not turn

in their cell phones and use it (talking, texting, etc.) during class they will be given only one (1) warning. A second violation of this policy will result in suspension of student from the class.

- II. The use of any other electronic devices (SUCH AS LAPTOP, IPADS) during class for any purpose is prohibited. The same as above sanctions apply.
- III. Students are expected to follow the AUCA ACADEMIC HONESTY code. All types of plagiarism are strictly prohibited. If a student fails to observe this requirement, the instructor may assign an "F" for the work or an "F" for the whole class, depending on the type of assignment and relevant circumstances. Students are expected to read and follow the section on the Student Academic Dishonesty of the AUCA Code of Student Rights, Responsibilities and Conduct.
- IV. You are encouraged to study together and to discuss information and concepts covered in lecture with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, diskette, flash-drive, or a hard copy.
- V. Class attendance is absolutely paramount for the individual and collective learning. Each missed class without prior notification via email that states a sound excuse will be deemed as inadmissible and penalized by 3% of the share of class participation grade. There will be a class attendance sheet that each student must sign in at the end of the class.

8. GRADING CRITERIA

A 100-93%	B- 82-80%	D+ 69-67%
A- 92-90%	C+ 79-77%	D 66-61%
B+ 89-87%	C 76-73%	D- 62-60%
B 86-83%	C- 72-70%	Failing Grade: below 60%

9. Explanation of Grades Obtained

A	Student demonstrates exceptional understanding and able to critique existing literature and shows good abilities to derive policy implications; Performs well in every aspect of class participation and submits final paper of Journal quality.
B	Ability to think conceptually and to perform in class participations, and in final paper. Student is able to form plausible arguments and provides reasonable conclusions.
C	Marginal ability to analyze material presented in lectures and readings. While the student has attended class and involved in discussions, performance is merely class average.



- D** Limited ability to analyze material presented in lectures and readings. While the student has attended class and involved in discussions, performance has been below class average.
- F** Poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories. Misses most classes and performed very poorly in, or even failed to participate in class discussions. The final paper, if submitted, has been of a poor standard or plagiarized.

10. Tentative Course Schedule: *May change to accommodate the professor's busy travel schedule & student needs. Effort will be made to ensure the class dates and time stay the same. If the professor is not able to attend physically the class, he will connect via Skype or other medium of communication to deliver his message. The role of Teaching Assistants will be crucial.*

September 9, 2017 Class 1: INTRODUCTION TO THE CLASS (explanation of rules and expectations from the class)	Williams, Real Leadership, Introduction. Heifetz, Leadership Without Easy Answers, Introduction	None
September 16, 2017 Class 2: THE MEANING OF EXERCISING LEADERSHIP?	Richardson, Kurt A. & Tait, Andrew; "The Death of the Expert?" E:CO Issue Vol. 12 No. 2 2010 pp. 87-97 https://pdfs.semanticscholar.org/1875/4519aa6067c86faec043ac47cc971886b05b.pdf Heifetz, Leadership Without Easy Answers, ch. 1. Williams, Real Leadership, ch. 1.	Weekly Home assignment based on small cohort discussion.



September 23, 2017 Class 3: ADAPTIVE WORK AND COLLECTIVE LEARNING	<p>Heifetz, Leadership Without Easy Answers, ch. 2.</p> <p>"Teaching Smart People How to Learn", HBS Case No 91301 https://hbr.org/1991/05/teaching-smart-people-how-to-learn</p> <p>Lichtenstein, B., Uhl-Bien, M., Marion, R., Seers, A., Orton, J.; "Complexity leadership theory: An interactive perspective on leading in complex adaptive systems," Emergence: Complexity and Organization, Vol. 8:4 (2006), pp. 2-12. http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1007&context=managementfacpub</p> <p>Coles, The Lives of Moral Leadership, ch. 3</p> <p><i>Documentary Film: BLACK HARVEST</i></p>	Weekly Home as- signment based on small co- hort discus- sion.
September 30, 2017 Class 4: DIAGNOSTIC WORK: WHAT KIND OF CHALLENGE DO THE PEOPLE FACE?	<p>Williams, Real Leadership, ch. 2</p> <p>Plato, The Republic, THE ALLEGORY OF THE CAVE (514 a, 2 to 517 a, 7) https://web.stanford.edu/class/ihum40/cave.pdf</p>	Weekly Home as- signment based on small co- hort discus- sion.



October 7, 2017 Class 5: THE POWER OF THE GROUP	<p>Heifetz, Leadership Without Easy Answers, ch. 3.</p> <p>Freud, Group Psychology & Analysis of the Ego, pp. 13-39. http://freudians.org/wp-content/uploads/2014/09/Freud_Group_Psychology.pdf</p> <p>Bilton and Sim, "My Lai: A Half-Told Story," https://msuweb.montclair.edu/~furrgr/Vietnam/mylailondontimesmag89.pdf</p> <p>Smith & Berg, Paradoxes of Group Life, https://static1.squarespace.com/static/538bb8e0e4b0723fe429f5f3/t/539b0a30e4b0556a0eb0449b/1402669616243/paradoxes+of+group+life.pdf</p> <p>MOVIE: KING RAT</p>	Weekly Home assignment based on small cohort discussion.
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<p>October 14, 2017 Class 6: AUTHORITY AND LEADERSHIP</p>	<p>Williams, Real Leadership, ch. 4. Heifetz, Leadership Without Easy Answers, ch 4.</p> <p>Smith & Berg, Paradoxes of Group Life, ch. 7, pp. 131-151.</p> <p>Weber, "The Sociology of Charismatic Authority," from Gerth and Mills, eds., From Max Weber: Essays in Sociology, pp. 245-250, 253-255. https://archive.org/stream/frommaxweberessa00webe/frommaxweberessa00webe_djvu.txt</p> <p>Frazer, "Magicians as Kings," http://www.bartleby.com/196/14.html</p> <p>Anderson, Cameron; Kilduff, Gavin J. "Why do dominant personalities attain influence in face-to-face groups?" Journal of Personality and Social Psychology. Vol 96(2), Feb 2009, 491-503. https://pdfs.semanticscholar.org/217b/77d022856736db43ddd6eb12bbfb753590ec.pdf</p> <p>Anderson, Cameron; Kilduff, Gavin J. "The Pursuit of Status in Social Groups" Current Directions in Psychological Science. Vol 18(5), 2009, 295- 298. http://web-docs.stern.nyu.edu/pa/socialstatus_kilduff.pdf</p> <p>MOVIE: THE MAN WHO WOULD BE KING</p>	<p>Weekly Home assignment based on small cohort discussion.</p>
<p>October 21, 2017 CLASS 7: CREATIVITY, LEADERSHIP AND THE GROUP</p>	<p>Williams, Real Leadership, ch. 7 Heifetz, Leadership Without Easy Answers, chs. 4 and 5.</p> <p>Coles, The Lives of Moral Leadership, ch. 3</p> <p>Kuhn, The Structure of Scientific Revolutions, pp. 77-97, 111-173. http://projektintegracija.pravo.hr/_download/repository/Kuhn_Structure_of_Scientific_Revolutions.pdf</p> <p>Documentary: RIVERS AND TIDES</p>	<p>Weekly Home assignment based on small cohort discussion.</p>



October 28, 2017 CLASS 8: ASSASSINATION	<p>Heifetz, Leadership Without Easy Answers, chs. 8, 9, 10.</p> <p>The story of Andrei Sakharov and his struggle for human rights. Pls research the available literature only on his social activism. https://en.wikipedia.org/wiki/Andrei_Sakharov</p> <p>Joshua Rubinstein, Alexander Gribanov, The KGB File of Andrei Sakharov, Ch. 2, 4. Yale University Press (2005) http://www.jstor.org/stable/j.ctt5vkvm2</p> <p>Frazer, "The Killing of the Divine King," from The Golden Bough, pp. 264-283. http://www.bartleby.com/196/61.html</p>	Weekly Home assignment based on small cohort discussion.
November 4, 2017 CLASS 9: PURPOSE, TASK AND WORK AVOIDANCE	<p>Williams, Real Leadership, ch. 5.</p> <p>Coles, The Lives of Moral Leadership, ch. 4.</p> <p>Eliot, T.S., "The Hollow Men". http://www.shmoop.com/hollow-men/poem-text.html</p> <p>MOVIE: THE UGLY AMERICAN</p>	Weekly Home assignment based on small cohort discussion.



<p>November 11, 2017 CLASS 10: INTERVENTION: GAINING ATTENTION and GETTING WORK DONE</p>	<p>Williams, Real Leadership, ch. 3 Coles, The Lives of Moral Leadership, ch. 6, 7.</p> <p>Pruitt and Rubin, Social Conflict: Escalation, Stalemate and Settlement, pp. 1-9, 10-24, 62-86.</p> <p>Suzuki, "Zen and Swordsmanship", pp. 137, 139-168.</p> <p>Sinder, Riley & Williams, Dean, "Leadership Styles" in Managerial Leadership pp.195-210</p> <p>Boal, Kimberly B., Schultz, Patrick L.; "Storytelling, time, and evolution: The role of strategic leadership in complex adaptive systems," The Leadership Quarterly 18 (2007) 411–428. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.596.9210&rep=rep1&type=pdf</p>	<p>Weekly Home assignment based on small cohort discussion.</p>
<p>November 18, 2017 CLASS 11: LISTENING (The Sounds of the Surrounding)</p>	<p>Rogers, Roethlisberger, "Barriers and Gateways to Communication". https://hbr.org/1991/11/barriers-and-gateways-to-communication</p> <p>Smith & Berg, Paradoxes of Group Life, ch. 8, pp. 152-181.</p> <p>Please chose a poem to read.</p> <p><i>MOVIE: THE CHOSEN</i></p>	<p>Weekly Home assignment based on small cohort discussion.</p>



<p>November 25, 2017 Class 12: INSPIRATION</p>	<p>Williams, Real Leadership, pp. 68-71. Snorri Sturluson, The Prose Edda, (Begin reading from poem number 90 to 96. https://archive.org/stream/proseedda00brodgoog/proseedda00brodgoog_djvu.txt</p> <p>Emerson, “Self-Reliance”. http://www.emersoncentral.com/selfreliance.htm</p> <p>T.S. Elliot “The Love Song of J. Alfred Prufrock” https://www.poetryfoundation.org/poetrymagazine/poems/detail/44212</p> <p><i>EVENING SESSION: THE POETRY OF LEADERSHIP</i></p>	<p>Weekly Home assignment based on small cohort discussion.</p>
<p>December 2, 2017 Class 13: PARTNERSHIP AND STAYING ALIVE</p>	<p>Williams, Real Leadership, pp. 84-86. Coles, Lives of Moral Leadership, ch. 6</p> <p>Williams, Real Leadership, ch.9 Heifetz, Leadership Without Easy Answers, ch.11.</p> <p>Miyamoto, A Book of Five Rings. https://archive.org/stream/MiyamotoMushashi-BookOfFiveRingsgoRinNoSho/Book_of_Five_Rings_djvu.txt</p> <p>Coles, Lives of Moral Leadership, ch. 11 and Afterword.</p> <p><i>DOCUMENTARY: GATE OF HEAVENLY PEACE</i></p>	<p>Weekly Home assignment based on small cohort discussion.</p>



<p>December 9, 2017 Class</p> <p>14: REVIEW SESSION AND FAREWELL</p>	<p>This session is for students to help clarify key concepts raised during the semester.</p> <p>Note- What is still that needs to be resolved for you to progress in your learning in the class?</p> <p>Williams, Dean, Leading in Complex Political Environments, Center for Public Leadership, Working Papers. https://dspace.mit.edu/bitstream/handle/1721.1/55925/CPL_WP_04_03_Williams.pdf?seq</p> <p>Kegan, Robert, In Over our Heads: The Mental Demands of Modern Life, pp 205 - 216</p> <p>Williams, Real Leadership, ch. 10.</p> <p>George Washington's Farewell Address. https://www.gpo.gov/fdsys/pkg/GPO-CDOC-106sdoc21/pdf/GPO-CDOC-106sdoc21.pdf</p> <p>MOVIE: THE WHALE RIDER</p>	<p>Weekly Home assignment based on small cohort discussion.</p> <p>Final paper will be submitted at the designated time.</p>
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Topics

Readings to be discussed

Homework Assignment

11: Readings

Required Course Materials

Course materials and assignments will be posted on Google Classroom

Primary Readings Books:

Heifetz, Ronald, Leadership Without Easy Answers. Harvard University Press; 1 edition (1998).

Williams, Dean, Real Leadership, Berrett-Koehler Publishers; Annotated edition (2005)

Secondary Reading Materials/BIBLIOGRAPHY:

Smith, Kenwyn and Berg, David, *Paradoxes of Group Life*, San Francisco: Jossey-Bass (1987).

Coles, Robert, *Lives of Moral Leadership*, New York: Random House, 2000

Pruitt, Dean G. and Rubin, Jeffrey Z., *Social Conflict: Escalation, Stalemate, and Settlement*, New York: Random House, 1986.

Suzuki, Daisetz T. *Zen and Japanese Culture*, Princeton, 2010. ISBN: 9780691144627

Sinder, Riley & Williams, Dean, "Leadership Styles" in *Managerial Leadership* pp.195-210

Kegan, Robert, *"In Over Our Heads. The Mental Demands of Modern Life"*, Cambridge, MA: Harvard University Press, 1998.

12. Online Resources:

Anderson, Cameron; Kilduff, Gavin J. "Why do dominant personalities attain influence in face-to-face groups?" *Journal of Personality and Social Psychology*. Vol 96(2), Feb 2009, 491-503.
<https://pdfs.semanticscholar.org/217b/77d022856736db43ddd6eb12bbfb753590ec.pdf>

Anderson, Cameron; Kilduff, Gavin J. "The Pursuit of Status in Social Groups" *Current Directions in Psychological Science*. Vol 18(5), 2009, 295- 298. http://web-docs.stern.nyu.edu/pa/socialstatus_kilduff.pdf

Boal, Kimberly B., Schultz, Patrick L.; "Storytelling, time, and evolution: The role of strategic leadership in complex adaptive systems," *The Leadership Quarterly* 18 (2007) 411–428.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.596.9210&rep=rep1&type=pdf>

Bilton and Sim, "My Lai: A Half-Told Story,"
<https://msuweb.montclair.edu/~furrgr/Vietnam/mylailondontimesmag89.pdf>

Emerson, W., "Self-Reliance". <http://www.emersoncentral.com/selfreliance.htm>

Eliot, T.S., "The Hollow Men". <http://www.shmoop.com/hollow-men/poem-text.html>

Eliot, T.S., "The Love Song of J. Alfred Prufrock"
<https://www.poetryfoundation.org/poetrymagazine/poems/detail/44212>

Frazer, "Magicians as Kings," <http://www.bartleby.com/196/14.html>

Freud, *Group Psychology & Analysis of the Ego*, pp. 13-39. http://freudians.org/wp-content/uploads/2014/09/Freud_Group_Psychology.pdf

Frazer, "The Killing of the Divine King," from *The Golden Bough*, pp. 264-283.
<http://www.bartleby.com/196/61.html>



George Washington's Farewell Address. <https://www.gpo.gov/fdsys/pkg/GPO-CDOC-106sdoc21/pdf/GPO-CDOC-106sdoc21.pdf>

Kuhn, The Structure of Scientific Revolutions, pp. 77-97, 111-173.
http://projektintegracija.pravo.hr/_download/repository/Kuhn_Structure_of_Scientific_Revolutions.pdf

Lichtenstein, B., Uhl-Bien, M., Marion, R., Seers, A., Orton, J.; "Complexity leadership theory: An interactive perspective on leading in complex adaptive systems," *Emergence: Complexity and Organization*, Vol. 8:4 (2006), pp. 2-12.
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1007&context=managementfacpub>

Miyamoto, A Book of Five Rings. https://archive.org/stream/MiyamotoMusashi-BookOfFiveRingsgoRinNoSho/Book_of_Five_Rings_djvu.txt

Plato, The Republic, THE ALLEGORY OF THE CAVE (514 a, 2 to 517 a, 7)
<https://web.stanford.edu/class/ihum40/cave.pdf>

Richardson, Kurt A. & Tait, Andrew; "The Death of the Expert?" *E:CO Issue Vol. 12 No. 2 2010* pp. 87-97 <https://pdfs.semanticscholar.org/1875/4519aa6067c86faec043ac47cc971886b05b.pdf>

Rogers, Roethlisberger, "Barriers and Gateways to Communication".
<https://hbr.org/1991/11/barriers-and-gateways-to-communication>

Rubinstein, Joshua and Gribanov, Alexander., *The KGB File of Andrei Sakharov*, Ch. 2, 4. Yale University Press (2005) <http://www.jstor.org/stable/j.ctt5vkvm2>

"Teaching Smart People How to Learn", HBS Case No 91301 <https://hbr.org/1991/05/teaching-smart-people-how-to-learn>

Smith & Berg, *Paradoxes of Group Life*,
<https://static1.squarespace.com/static/538bb8e0e4b0723fe429f5f3/t/539b0a30e4b0556a0eb0449b/1402669616243/paradoxes+of+group+life.pdf>

Weber, M., "The Sociology of Charismatic Authority," from Gerth and Mills, eds., *From Max Weber: Essays in Sociology*, pp. 245-250, 253-255.
https://archive.org/stream/frommaxweberessa00webe/frommaxweberessa00webe_djvu.txt

Williams, Dean, *Leading in Complex Political Environments*, Center for Public Leadership, Working Papers. https://dspace.mit.edu/bitstream/handle/1721.1/55925/CPL_WP_04_03_Williams.pdf?seq

Williams, *Real Leadership*, pp. 68-71.
Snorri Sturluson, *The Prose Edda*, (Begin reading from poem number 90 to 96).
https://archive.org/stream/proseedda00brodgoog/proseedda00brodgoog_djvu.txt