



SPRING SEMESTER 2013/14
KKS7BM03 - LEADERSHIP FOR CHANGE

Instructors:

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Built upon Harvard Kennedy School content and methodology, Leadership for change provides students with an insight about leadership and the capacity to generate change. The course aims at preparing participants for the role of exercising leadership in various contexts at various times. Building upon their abilities and skills, a basic diagnostic and strategic understanding will contribute to skill- and capacity building throughout the semester. Students will discover the difference between leadership and authority, will learn how and when to intervene and how to sustain the stresses of leadership. Throughout the semester, a multi-disciplinary, practical framework and analytic aspects will be used to help participants identify and face adaptive challenges. The course gives students an insight into the dynamics of complex social systems. Alongside traditional teaching methods, Leadership for Change is based on the case-in-point learning and structured exercises that have proved to be effective tools in applying theory to practice. Active class participation is critical, therefore, mandatory.

Schedule/Design and Requirements:

Leadership for change comprises 1) seminars/discussion, 2) small group sessions, and 3) debriefing sessions. Participants are also expected to actively participate in further extracurricular sessions if/when organized.

- 1) On time attendance on weekly seminars is mandatory. Required readings are expected to be read, recommended readings serve as orientation for deeper analysis. The final paper (5-8 pages, double spaced) should focus on an analysis of aspects of leadership/leadership failure.
- 2) Small group sessions: The full class is divided randomly into small groups of 5-8 participants. The groups meet for 1-2 hours/week at a time to be arranged. Each participant is expected to prepare and present a case from his/her own past experience on a rotating basis. Each time a designated authority is selected (also on a rotating basis) who acts as a chairperson. The primary purpose of the group sessions is to apply concepts learned in class, investigate ways to exercise leadership/authority and analyze the dynamics of your group. A written analysis related to the small group sessions (1-2 pages) is also required on a weekly basis, with all participants submitting the report individually and electronically to TA – without any consultation or discussion with peers.
- 3) Debriefing sessions serve as catalyst to small group sessions, as full class develops a framework for leadership analysis by analyzing a randomly selected student case.





1. Introduction: What is leadership about?

Required reading: Williams, Real Leadership, introduction, chapter 1

Recommended readings: Heifetz, Leadership Without Easy Answers, introduction and chapters 1,2

Heifetz & Sinder, „Political Leadership: Managing the Public’s Problem Solving” in Reich, R (Ed) The Power of Public Ideas: pp 179-203

Kellerman, „Leadership for Shrinking Planet” in National Forum: The Phi Kappa Phi Journal, Winter 1991, pp 8-9

Morse, „Leadership for an Uncertain Century” in National Forum: The Phi Kappa Phi Journal, Winter 1991, pp 2-4

2. Adaptive Work

Required reading: Williams, Real Leadership ch. 2

Recommended readings: Heifetz, Leadership Without Easy Answers, ch. 2

Plato, The Republic, pp. 221-235

Argyris, „Teaching Smart People How to Learn”, in Harvard Business Review

Gillette, „Toward A Practice of Learning” from Gillette and McCollom, eds., Groups in Context, pp. 16-33

Miroff, „John F. Kennedy: The Claim of Excellence” from Leadership in America, pp 163-174

3. Group Dynamics

Required reading: Heifetz, Leadership Without Easy Answers, ch. 3

Recommended readings: Fisher, Aubrey, Small Group Decision Making, pp. 166-180

Smith and Berg, Paradoxes of Group Life, ch. 5 and 6, pp. 89-108, 109-130.

Bilton and Sim, „My lai: A Half-Told Story” pp 8-29

Freud, Group Psychology and the Analysis of the Ego, pp 1-36, 49-60

Rice, Selection from „Learning for Leadership” form Colman and Bexton, Group Relations Reader, pp 71-74, 86-121

4. Case Debriefing

5. Leadership and authority

Required reading: Williams, Real Leadership, ch. 4

Recommended readings: Heifetz, Leadership Without Easy Answers, ch. 4

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

Weber, „The Sociology of Charismatic Authority” from Gerth and Mills, eds From Max Weber: Essays in Sociology, pp 245-250, 253-255

Ludwig, „Why Rulers Rule”, from King of the Mountain, pp 1-21

Frazer, „Magicians as Kings” from The Golden Bough, pp 83-91

Machiavelli, The Prince, ch. 6

Selznick, Leadership in Administration, pp. 22-28, 134-154.





6. Assassination

Required reading: Heifetz, Leadership Without Easy Answers, ch. 8, 9, 10.

Recommended readings: Frazer, „The killing of the Divine King” from The Golden Bough, pp. 264-283

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

7. Purpose, Task and Work Avoidance

Required reading: Williams, Real Leadership, ch. 5.

Recommended readings: Bellah, et al, „Democracy Means Paying Attention” in The Good Society, pp. 254-286

Kegan and Lahey, "Adult Leadership and Adult Development," in Kellerman, ed., Leadership: Multidisciplinary Perspectives, pp. 199-230.

8. Case debriefing

9. Interventions

Required reading: Williams, Real Leadership, ch. 3.

Recommended readings: Pruitt and Rubin, Social Conflict: Escalation, Stalemate and Settlement, pp. 1-24, 62-86

10. Active Listening

Required reading: Smith and Berg, Paradoxes of Group Life, ch. 8, pp. 152-181

Recommended readings: Rogers and Roethlisberger, "Barriers and Gateway to Communication," in Harvard Business Review: On Human Relations, pp. 294-305

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11. Inspiration

Required reading: Williams, Real Leadership, pp. 68-71

Recommended reading: Erikson, Gandhi's Truth, pp. 229-254.

Gardner, "Personal Renewal"

http://www.pbs.org/johngardner/sections/writings_speech_1.html

Wills, „Rhetorical Leader” from Certain Trumpets, pp. 211-222, 224-226

12. Case Debriefing

13. Boundaries and Partnership

Required reading: Williams, Real Leadership ch. 9

Recommended readings: Bly, An interview in Moyers, A World of Ideas II, pp. 266-284

COles, Lives of Moral Leadership, ch. 6

14. Staying Alive & Farewell

Required reading: Heifetz, Leadership Without Easy Answers, ch. 11, Williams, Real Leadership ch. 10

Recommended readings: Musashi, A Book of Five Rings, pp. 34-50.





Coles, Lives of Moral Leadership, ch 11 and Afterword
George Washington's Farewell Address
Vicki LaFarge, „Termination in Groups” from McCollom and Gillette, Groups in Context

Grading policy:

Class participation including weekly reports: 50%
Final paper: 50%

Class participation is based upon the quality and not the quantity of participants' interventions.

