Adaptive Leadership: Cultivating Personal and Organizational Capacities for Change and Conflict (AM-609)

January 14-18, 2019 (9:00 a.m. -5:00 p.m.)

Dr. Lawrence Peers
Adjunct Faculty
larry@lawrencepeers.com
Cell: 617-821-8278
Office Hours: By Appointment during Intensive Week, Phone or Zoom

Leadership is a way to address both our own growing edges, challenges and potentialities and those of a congregation or organization. In this course, we will gain perspectives and hone practices that allow you to cultivate your own adaptive leadership as well as build an adaptive culture that can cultivate partnership with others both within and across organizations. Often, we must lead with a combination of uncertainty and with faith. As we become more aware of ourselves as a leader and of the organization that we aim to serve, we also come to understand that leadership inevitably also means orchestrating conflict and navigating change.

Leadership for change requires inspiration and perspiration as we help organization navigate the gap between bold aspirations and challenging realities. Expect in this course an opportunity to assess your own leadership repertoire as you also build new perspectives and practices and intend to deepen your own spiritual grounding as a leader.

Dr. Lawrence Palmieri Peers is an adjunct professor at Hartford Seminary and at Lancaster Theological Seminary. He works with congregations and organizations of many faith traditions in the areas of whole systems strategic change and planning, transforming conflict and clergy leadership coaching. He is affiliated with the Congregational Consulting Group. He has served as the director of the Pastoral Excellence Network, training clergy and those who resource clergy on coaching, mentoring and facilitation of clergy communities of practice. He was also a senior consultant with The Alban Institute for 10 years. He has also served as a program director in national and regional not-for-profit organizations. He has taught courses in leadership, conflict transformation, whole systems strategic planning and narrative leadership in the D.Min. program at Hartford Seminary. Dr. Peers has a doctorate of ministry from Hartford Seminary and a doctorate in organizational change from Pepperdine University. He has special interests in narrative leadership, the connection between the personal and organizational aspects of leadership and change. He is a Professional Certified Coach, an Immunity to Change® and The Leadership Circle Profile facilitator.

Course Objectives:

1. Reflect upon your own leadership narrative and how it informs your leadership action.
2. Clarify the distinctions between technical problems and adaptive challenges as they approach your leadership role in your leadership context.
3. Utilize these perspectives and practices of adaptive leadership as you seek to observe the context, interpret the situation and construct interventions within your own congregational and/or other organizational or religious system.
4. Reflect upon your own competencies for being a “conflict competent leader” and recognize the dynamics of leading change given the personal and organizational dynamics of conflict and the immunity to change.
5. Engage in self-reflection, using a few self-assessment tools, that develop a personal learning and development plan for your role as a leader within a congregation, group or other organization.
6. Integrate your learning through imagining how you might apply these perspectives and methods in your role as a leader in your ministry context, organization or other relevant area of interest.
7. To demonstrate the ability to relate theory and practice in the social contexts in which your religion’s community exists.
8. To demonstrate reflective and intentional critical assessment of your style of ministry in effecting change in your ministry setting.

Program Learning Outcomes/Practice-based learning objectives for students:

1. Reflect upon your own leadership narrative and hone it over the time of this course.
2. Engage in self-reflection, using a variety of self-assessment tools, that develop a personal learning and development plan for your role as a leader within a congregation, group or other organization.
3. Find your own spiritual and theological grounding as a leader.
4. Clarify the distinctions between technical problems and adaptive challenges as they approach your leadership role in your leadership context. Utilize these perspectives and practices related to observing the context, interpreting the situation and constructing interventions within your own congregational and/or other religious systems.
5. Reflect upon your own competencies for being a “conflict competent leader” and recognize the dynamics of leading change given the personal and organizational dynamics of conflict and the immunity to change.
6. Demonstrate being a scholar-practitioner that can skillfully engage both theory and reflective practice.
7. Integrate your learning through imagining how you might apply these perspectives and methods in your role as a leader in your ministry context or relevant area of interest.

Our collaborative inquiry is grounded in these questions:

1. How can we be purposeful and transformative leaders within a changing landscape for religious and other organizations?
2. How do we attend to our on-going leadership development as a spiritual, personal, and professional practice?
3. What are the theological underpinnings of our work as leaders and how do our understanding of the use of power and human agency inform our perspectives and practices?

REQUIRED TEXTS AND READINGS:


Conflict Dynamics Inventory ($35 to be paid on the first day of class)

Additional articles available for download on Canvass.
For D.Min. Students additional readings will be in the form of scholarly articles available on Canvass for download and/or on the first day of class and one book related to your final paper (see pages 6-7 of syllabus for recommendations.)

**Pre-Assignments: Prepare for session 1 and 2 of the course:**

2. **By Monday, January 14:** **Writing Assignment #1:** Prepare a 1 to ½ page paper (double-spaced) that introduces an adaptive challenge (as defined by Heifetz, pp. 19-23) in your leadership or ministry context. See assignment details on Canvass.
3. **By Tuesday, January 15:** **Writing Assignment #2:** Prepare a case study (up to 3 pages) to present in a small group during our intensive week. Build upon your paper on your adaptive challenge by narrating the story of your adaptive leadership challenge. Following Heifetz’ framework the paper should offer your current: See assignment details on Canvass
   (1) observations about this adaptive challenge,
   (2) interpretations about the situation (why is this so, what’s going on, etc.)
   (3) interventions (what you’ve tried and what you are considering in this adaptive leadership situation
   (4) questions you would you pose to get input from your colleagues in the class and to help you refine your adaptive leadership approach. Bring a hard copy of your case study that can be copied for the afternoon session on Tuesday.

**Post-Intensive Class Assignment: Final Paper**

A final paper demonstrates your capacities as a scholar-practitioner. The topic that you chose should integrate what perspectives you have gained from the readings, course discussions and your own reflections on how you can utilize these perspectives in your current or future leadership role. It is recommended that you share your proposed topic with the professor by the Friday of the intensive week class (if possible) or by Wednesday, January 23, 2019 by email.

The suggested length of the paper is up to 7 pages (double-spaced) for Master’s level students and up to 15 pages (double-spaced) for Doctor of Ministry students. The final paper is due no later than March 1, 2019. This final paper is expected to utilize the current Chicago Manual of Style (16th edition.) Please cite all references and quotes. (The paper will count for 40% of the grade)

**Methods of Course Assessment**

Your grade will be based on:

(a) Active preparation and participation in the class during the intensive week (see attendance policy) and in a few follow-up discussions on Canvass following the intensive week: 30% of grade
(b) Three short written assignments for the intensive week: 30%
Attendance Policy

Attendance in class is required. If you know you will be unable to attend a class session please inform the professor in advance. Because of the intensive nature of this course, the policy is that one and a half days of the course is missed then the student fails the course (unless there is inclement weather.) If the student cannot attend class but would like to join via Zoom we will attempt to arrange for this if absolutely necessary.

Course Syllabus

Monday January 14, 2019  9:00 a.m.-5:00 p.m.

| Theme: Adaptive Leadership: What, Why Now, How, and For What Purpose? |

Topics in this class session include:

1. Introduction: Course objectives, requirements and a collaborative inquiry approach. Introducing ourselves and our “leadership context”?
2. Who? Reflecting on your leadership story and leadership narrative
3. Why now? A broader social and religious context for adaptive leadership, conflict transformation and navigating change. Leading toward an emerging future
4. What? Some useful distinctions: Explicit and Implicit expectations of leadership. Technical and adaptive challenges, leadership from and without authority, etc.
5. How? Reactive to Creative Responses. Observing, Interpreting, Intervening Diagnose the system, the adaptive challenge, the political landscape
6. For What Purpose? Theological underpinnings: Sallie MacFague, James Cone, etc.
7. “Balcony Time”: Integrating Theory and Practice

Tuesday, January 15, 2019  9 a.m.-5:00 p.m.
Theme: Leading Adaptively: Interpreting, Designing Interventions and Staying on Purpose

Assignments in Preparation for the Second Class Session
1. Read the Heifetz, Et al. (pages 126-148)
2. Case study (as outlined on page 2 in this syllabus under “Pre-assignments”)
3. Take the Leadership Practices Inventory (distributed in class on the first day)

Topics in this class session two include:
1. Collaborative Inquiry: Resilience: Personal and Organizational Capacities
2. Leading Adaptively: Making Interpretations
3. Leading Adaptively: Designing Effective Interventions
4. Sketching your own leading practices: The Leadership Practices Inventory
5. Developing a Leadership Practices Personal Development Plan
6. Case Study Groups
7. Balcony time: Integrating Theory and Practice

Wednesday, January 16, 2019 9 am-5:00 pm

Theme: Leading Adaptively: Being a Conflict Competent Leader

Assignments in Preparation for the Third Class Session
2. Take the Conflict Dynamics Profile, distributed in class the first day.

Topics in class session three include:
1. Collaborative Inquiry: A theology of change and conflict
2. Change and Conflict in Congregations some research and our experiences
3. Orchestrating Conflict
4. Being a Conflict Competent Leader
5. Understanding our Conflict Dynamics Profile
6. Creating a Personal Development and Learning Plan for our own conflict competence leadership
7. Balcony Time: Integrating Theory and Practice

Thursday, January 17, 2019 9 am-12 pm; 1-5:00 pm

Theme: Creating and Adaptive Culture and Leading Through the Immunity to Change
Topics in class session four include:

1. Collaborative Inquiry: Hidden dynamics in the challenge of change
2. Overcoming the Immunity to Change: Individual
3. Overcoming the Immunity to Change: Group and/or Organization/Congregation
4. Navigating Conflict and Adaptive Leadership
5. Conflict as a process of “deep change”

Friday, January 18, 2019  9:00 am-5:00 pm

Theme: Spiritual Practices and Leadership Disciplines Observing, Interpreting, and Intervening

Assignments in Preparation for the Fourth Class Session

1. Read article on Immunity to Change The Real Reason People Don’t Change by Kegan and Lahey, distributed in class packet
2. Read Heifetz, Et al., pp. 165-175, 187-194
3. Optional: prepare a description of your final paper topic (to give to the professor on Friday) or by Wednesday, January 23, 2019 by e-mail.

Assignments in Preparation for Fifth Class Session

1. Read Heifetz Et. al, pp. 233-297
2. **Writing Assignment #3**: Write a 1 ½ -2-page paper on the insights, implications and inquiries from this intensive week, be prepared to share in the class
3. Optional: prepare a description of your final paper topic (to give to the professor on Friday) or by Wednesday, January 23, 2019.

Topics in class session five include:

1. Collaborative Inquiry: Spiritual Sources and Grounding Leading through change
2. Spiritual Disciplines in Adaptive Leadership: Observing, Interpreting, and Intervening, Staying Connected to Your Purposes, Engaging Courageously, Inspire People, Run Experiments, Thrive
3. Theory U and leadership disciplines
4. Balcony Time: Integrating Theory and Practice
Recommended Resources (Some of these will be referenced in the course, others you might useful for your final paper):


Plagiarism Policy

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used they must be acknowledged. Additionally, if students receive editorial help with their writing they should also acknowledge it appropriately.
Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. **Faculty will report all instances of plagiarism to the Academic Dean.** The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined. For clarity as to what constitutes plagiarism, the following description is provided:

1. **Word for word plagiarism:** (a) the submission of another person’s work as one’s own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person’s work without proper use of quotation marks.

2. **Plagiarism by paraphrase:** (a) mere re-arrangement of another person’s works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person’s words, ideas, and information without acknowledging the original source from which you took them is also plagiarism. See Part II of Kate L. Turabian, A Manual for Writers of Research Papers, Theses and Dissertations, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

3. **Reuse of your own work:** Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor’s permission, to include portions of previously submitted materials if properly referenced.