

BA 4228 – Building Resilience Through Adaptive Leadership
Course Schedule (xxxx)

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Office Hours:	By appointment – Monday 14:00 – 15:00
Course Web Page:	Link to ODTUClass Course Page
Course Description:	
<p>The course aims to invite attendees to explore the concept of leadership from a perspective which is more collective, conscious, and co-creative. In other words, it will investigate leadership as part of a larger ecosystem, understanding the interconnectedness within the system and exploring ways to mobilize the adaptive capacity of an organization/entity to thrive. Hence, this course aims to provide a practical leadership framework that helps organizations to adapt to changing environments and effectively respond to recurring and/or novel problems in a more holistic way. In order to attempt to help organizations deal with VUCA - volatility, unknown, complexity and ambiguity, it will aim to facilitate the thinking to focus on possibilities rather than certainties as future emerges. It will discuss authority of leadership vs. mobilizing power of leadership in driving the values that will create an aspired to future. This course will draw upon systems thinking, theory-u and adaptive leadership and aim to discuss how to put these in practice.</p>	
Course Student Learning Objectives: (CSLOs)	
<p><i>Upon successful completion of this course, students should be able to:</i></p> <p>Course Specific Skills:</p> <ol style="list-style-type: none"> 1. Develop an understanding of adaptive leadership concept and its essential characteristics. 2. Recognize the importance of mobilizing the adaptive capacity of individuals and organization in addressing challenges in front of sustainability. 3. Demonstrate an understanding on the leadership as part of a system, its interconnectedness, the importance of synthesis and the value of co-emergence in the system. 4. Develop perspectives on leadership <p>Discipline Specific Skills:</p> <ol style="list-style-type: none"> 5. Differentiate, apply, analyse, and reflect on theories, concepts, commonly used in leadership and organizational development 6. Demonstrate broad knowledge of literature and concepts on the adaptive leadership and systems thinking. <p>Personal and Key Skills:</p> <ol style="list-style-type: none"> 7. Participate in group interaction and discussions and observe self as a leader 8. Define leadership purpose, values and vision 9. Develop communication, influencing, stakeholder management, and presentation skills 9. Understand how to mobilize their inner capacity to adapt and recognize the value of self-reflection as an enabler 	
Learning and Teaching Methods:	
<p>Sessions consist of a mixture of formal lectures, in-class discussions, group work, presentation sessions, in-class reflecting and directed private study.</p> <p>The course can apply simulations and online mentoring tools from Harvard Business Publishing – upon further discussion on the budget and pricing.</p>	
Required Reading:	
Will be provided	
Suggested Reading:	
<p>Heifetz, R., Grashow, A. and Linsky, M. 2009. The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Harvard Business Review Press</p> <p>Heifetz, R. Leadership without Easy Answers. 1994. Harvard University Press</p>	

Assessment and Grading:				
Form of Assessment	% Contribution	Size of the assessment	CSLOs covered by the assessment	Feedback Method
Attendance, participation to in-class discussions, facilitation	30	During in-class discussions		Oral feedback (in class)
Adaptive Leadership Discussion Report: Case study analysis – comparing a challenge from a technical and an adaptive point of view.	20			Written feedback
Individual Essay – Personal Inquiry as a leader	30	Essay on individual reflection & learnings		Written feedback
Individual Presentation	20	10 mins		Oral & written feedback

Attendance, in-class participation, discussions, and in-class practicing of group facilitation exercises: Students are expected to attend classes and be active in the class discussions and be prepared. It is expected that they demonstrate knowledge and skills that were discussed in the earlier sessions. PLEASE NOTE ATTENDANCE WITH CAMERAS ON IS UTTERLY IMPORTANT.

Adaptive Leadership – Discussion Report: Students are expected to choose a topic from the list of suggestions to be provided which potentially possess an adaptive challenge. They will be asked to discuss the topic around the elements of adaptive leadership and document their suggestions, insights, explorations on it. Elaborating how adaptive leadership approach could help the issue to be solved will also be expected to be documented. They will be expected to compare the approaches that may be taken if the issue is tackled as an adaptive challenge versus a technical one.

Suggested topics are as follows: Looking into Covid-19 in health, education, tourism and airline, technology -high tech, supply & chain industries and discussing the issue against adaptive leadership elements.

Students can form learning teams, partnerships and carry the discussions in these groups. All of the insights, findings and learnings will be documented individually. Each student is expected to reflect and document their team discussions and results separately. Obviously, the key discussion points, suggestions and some key outcomes achieved by these groups together with the discussions during the class will be repeated in the reports but there should be an element of individual take on these.

Individual Essay- Personal Inquiry as a leader: Students will be asked to reflect on their self as a leader and write a learning essay about their development journey towards adaptive leadership. They are also expected to reflect on their experience within their groups and how they showed up a leader. How they were able to demonstrate “adaptive leadership” qualities in participating, taking responsibility in their groups. They are also expected to reflect on their vision, purpose and values & beliefs as a leader.

Individual Presentation: At the end of the semester, 3 mins long oral presentations will be conducted summarizing their key learnings and take aways from the group work and individual reflections.

Further Assessment Criteria for Essays & Reports & Presentation: The criteria for the assessment of case study analysis report and personal inquiry essays are listed below. After writing your essays, please read them carefully to see if the criteria are fulfilled.

Adaptive Leadership Discussion Report:

You are required to write a report where you are analysing a global challenge that is impacting us all from an adaptive leadership perspective. You are expected to explore and compare the challenge as being a technical one vs. an adaptive one. I recommend you discuss how the solutions might be different when the same issue is tackled differently. You should use your own notes and logbook from your group discussions as well as from the lectures as the basis for this work. More specifically you are asked to investigate and discuss the following:

- Why did you choose the specific topic?
- What makes that topic potentially an adaptive challenge?
- How did you observe the issue being tackled globally by other key role players?
- How would you apply the adaptive leadership concept on it and what would be your suggestions on applying that approach?
- What are your considerations in four key group of activities in adaptive leadership: diagnosing the system, mobilizing the system, seeing yourself as part of the system and deploying yourself?
- Where do you see the most challenge or resistance would be in applying this approach?
- How would you foresee winning the stakeholders and create allies?
- How would you look into the resilience concept on this issue?
- What are pros and cons of treating this issue as an adaptive challenge and as a technical challenge?

A set of guiding questions can also be given by the instructor during the mid-term. The report is expected to have a total word count of 1000 words ($\pm 10\%$) and need to be submitted to Turnitin® before official submission to the lecturer by the deadline (to be announced at the beginning of the term).

Individual Essay- Personal Inquiry as a leader

You are required to reflect on your own exploration and learning in becoming an adaptive leader. I suggest you first define a specific area you would like to explore such as: what might be your purpose as a leader? Why do you think anyone should be led by you? What is your belief system as a leader? Then, in addition to describing your investigation with regard to your research questions, share your learnings, fresh perspective, awareness you might have gained through the course and especially during the group work and class discussions. More specifically you are asked to investigate and discuss the following:

- Your initial thinking and understanding on leadership and how they evolved over time.
- Your values and belief systems, how you became aware of them and your feelings & thoughts around them, especially how they will impact your leadership
- Your behaviour and ways of relating with your peers in the class
- Your reflections about yourself as an inquiring leader as well as your own resilience
- How you are intending to continue your development as a leader

The report is expected to have a total word count of 1000 words ($\pm 10\%$) and need to be submitted to Turnitin® before official submission to the lecturer by the deadline (to be announced at the beginning of the term).

Individual Presentation

You are expected to deliver a 3 mins long oral presentation summarizing your key learnings and take aways from the group work and individual reflections. You will be assessed in:

- How you construct your thoughts and structure your delivery by combining your learnings
- How authentic you can present yourself, your use of your visuals, your body language, tone of voice
- How you can help the audience see your values at work and gain their trust/commitment for your “cause”

A more detailed guidance on the assignments will be provided during the first week of the class.

The following table provides further guidance on the grading.

	Criterion A	Criterion B	Criterion C	Criterion D	Criterion E
Mark	UNDERSTANDING AND FAMILIARITY WITH THE SUBJECT:	BREADTH OF READING	OVERALL STRUCTURE OF THE ARGUMENT. INCLUDES THE ABILITY TO LINK THE ELEMENTS	INDEPENDENCE OF THOUGHT AND CRITICAL EVALUATION	PRESENTATION, INCLUDING FLUENCY OF WRITING, GRAMMAR AND SPELLING
1	Subject matter treated as set of discrete bits of knowledge	Little or no reading evident,	Little clear structure or argument evident.	Uncritical and unreflective work, relying mostly on undigested sources.	The quality of written expression undermines the ability of the work to communicate ideas.
2	Evidence of knowledge, but only basic connections made between items	Limited use made of Reading	Argument patchy, inconsistent, or proceeding with conjecture and opinion rather than evidence.	Critical evaluation limited to expressions of opinion, using mainly second-hand ideas	While the written style generally gets the content across, with occasional errors that limits effective communication.
3	Subject matter adequately understood, with some connections made	Effective use made of the reading and arguments reasonably supported	The essay mainly supported by evidence but let down by some unsound inferences or unsubstantiated assertions	Evidence of occasional independent and critical thought, limited by either inconsistent reasoning or an over-reliance on the text	The quality of the writing communicates effectively, with occasional minor lapses
4	Familiarity with subject demonstrated, including complex connections between elements	Recommended reading used, supported with clear examples and supported arguments	A clear and generally structured argument - most of argument is supported with links to literature	Critical evaluation and independent thought are the norm, but there are occasional inconsistencies.	Error-free and clear, the writing generally does justice to the content, with few or minor errors
5	Ability to contextualize subject within wider frameworks and critically explore connections, demonstrating depth of understanding of relevant theoretical frameworks.	Evidence of extensive reading beyond the recommended texts, including critical evaluation of sources and skillful synthesis of sources to make coherent points.	The argument is pursued clearly and in a balanced and authoritative manner very well supported by evidence and informed judgement. The thread of the argument is obvious throughout.	Contains some novel/ original ideas, the work shows excellent critical evaluation of sources and ideas. There is clear demonstration of the author's own considered, well reasoned, and unbiased judgment	The writing style is clear, concise, fluent and readable, significantly enhancing the overall quality of the submission.
Mark					
GRADE	0%				

The following table gives the tentative schedule for the semester. The lectures will stress the most important and/or most difficult material. Appendices or further reading are required only if they are assigned. The students are required to be ready in building on the concepts hence to have a working knowledge of the previous sessions.

Tentative Course Schedule				
Month	1 Day 2 lectures	Topic	Reading/ Assignment	CSLO
7 March		Introduction & contracting		
		Understanding the organizations as a system - The concept of the systems thinking		
14 March		Leadership as part of the system, different leadership approaches and styles		
21 March		Understanding how to differentiate an adaptive challenge from a technical one		
		From theory to practice: Four major group of activities in adaptive leadership and key enablers (diagnose the system, mobilize the system, see yourself as a system and deploy yourself) and key enablers.		
28 March		Q&A/Project Topic Selections and Guidance		
4 April		Diagnose the systems		
11 April		Mobilize the system		
18 April		See yourself as a system		
25 April		Deploy yourself		
9 May		Reflecting on self as a leader – Group Coaching Sessions-1		
16 May		Key qualities and enablers of an adaptive leader		
23 May		Understanding the resilience – organizational and individual		
TBD		Due date for Discussion Report Assignment- to be discussed with the class		
30 May		Resilience Models		
6 June		Reflecting on self as a leader – Group Coaching Sessions- 2		
TBD		Due to date for Individual Assignment – to be discussed with the class		
17 June		Presentations & wrap-up		

The following are suggested support material that could be used by the students (upon further discussion and agreement on the price and the budget)

Harvard Business Publishing Change Management Simulation: <https://hbsp.harvard.edu/product/7611-HTM-ENG>
Power and Influence V3

Harvard ManageMentor: https://hbsp.harvard.edu/harvard-manage-mentor/?ab=browse%7Charvard_managementor
Harvard ManageMentor: Ethics at Work
Harvard ManageMentor: Leading People

Harvard ManageMentor: Strategic Thinking

Harvard ManageMentor: Difficult Interactions

Course Policies:

STUDENT DISABILITIES: Any student, who, because of a disabling condition, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible. Students should present the appropriate documentation from the university's Disability Support Office (Engelsiz ODTÜ Birimi, ODTÜ Kütüphanesi, Solmaz İzdemir Salonu, Tel: 210.7196; engelsiz@metu.edu.tr) verifying their disability, and outlining the special arrangements required. Please note that no accommodations will be provided to the disabled students prior to the completion of this approved University process.

ACADEMIC DISHONESTY: The Department of Business Administration has no tolerance for acts of academic dishonesty. Such acts damage the reputation of METU, the department and the BA/MBA/MS degree and demean the honest efforts of the majority of the students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam.

CHEATING: All university, faculty/institute, and department principles on academic honesty will be strictly enforced. The usual consequence for academic dishonesty is failure of the course and referral of the case to the Dean of the Faculty/Institute for additional disciplinary action. Examinations are individual and are to be completed without outside assistance of any sort. Persons observed cheating during examinations will receive a failing grade in the course. Homework assignments are individual, unless otherwise specified by the instructor, and are to be completed without outside assistance of any sort, as well. Persons observed cheating in their homework assignments will receive a score of zero for the portion of the semester grade that is allocated to such assignments.

PLAGIARISM: The instructor assumes that students will do their own work. By placing their names on assignments (individual or team), students are affirming that the contents are their original work. Any previous work available from files or past students, as well as materials available on the internet may be used only as a suggestive model. Violation of this provision will be considered as unethical behavior, subject to disciplinary action. If you have any doubt about the use of a specific material, see the instructor ahead of time. Any material used from outside sources should be referenced appropriately. All the written assignments should be submitted to **Turnitin®**.

METU HONOR CODE

Every member of METU community adopts the following honor code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted.

"The members of the METU community are reliable, responsible and honorable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."

CIVILITY IN THE CLASSROOM: Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have an opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from using laptop computers and cellular phones, making offensive remarks, reading newspapers, sleeping, or engaging in any other form of distraction. Inappropriate behavior in classroom shall result, minimally, in a request to leave class.

KNOW YOUR RIGHTS AND RESPONSIBILITIES!

<http://oidb.metu.edu.tr/en/academic-rules-and-regulations>

NOTE THE IMPORTANT DATES ON THE ACADEMIC CALENDAR!

<http://oidb.metu.edu.tr/en/academic-calendar>