

**Asia Pacific Leadership Program
East-West Center**

**LEADERSHIP SEMINAR
MGT 650**

Syllabus, Fall 2006

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Please see the APLP Weekly Schedule for class times and locations.

Navigating Change

Program Vision and Mission

The APLP introduces candidates from a wide spectrum of national origins and fields to a blend of regional and leadership coursework. We believe that through the interpretation of “real world” events in the Asia-Pacific and the development of leadership capacity we are building towards a community of success that will in turn enhance the outcomes of Asia Pacific integration.



Leadership Seminar Mandate

The discovery and development of leadership attributes needs to be combined with an ability to critically evaluate issues and interpret regional contexts. The Leadership Seminar prepares APLP fellows for contextually sensitive and effective leadership in the Asia Pacific region. The course equips, challenges and motivates participants to lead in diverse, multicultural communities, and to become collaborative change-agents in an era of global citizenship.

Foundations

The Leadership Seminar seeks to be a transformative educational experience that has a lasting impact on the lives of all APLP fellows. Foundational beliefs of the Seminar are:

- Leadership can be learned and should be taught
- Every individual has the capacity and potential for leadership
- Leadership encompasses all aspects of life – the personal, public, and professional
- Leadership is a relational process
- Leadership is situational and contextual. Different individuals emerge as leaders depending on the needs of the situation
- Leadership is personal. There is no best style of leadership
- Leadership is more than a title or position of authority. It is conferred
- To lead others you must first lead yourself

Learning Outcomes

Upon successful completion of the course, APLP fellows will be able to:

- Analyze historical perspectives of leadership and contemporary leadership models
- Compare and contrast various leadership styles and approaches
- Define and apply leadership skills and competencies
- Assess personal leadership style, including strengths and weaknesses
- Identify personal, work and lifestyle values and explain how they influence decision-making
- Vision and plan preferred futures
- Articulate the advantages and challenges of diversity, and demonstrate ways to lead diverse groups
- Work collaboratively and build effective teams
- Demonstrate ways to enhance groups through attention to process, consensus decision-making, articulation of purpose and desired outcomes
- Identify common leadership challenges and articulate ways to overcome adversity
- Navigate change

Self-Leadership

Building on your individual strengths and past leadership experiences, the Leadership Seminar will help develop your capacity for leadership in an empowering learning environment. Regardless of where you start from (everyone is different), leadership education will help you reach the next level. Both throughout the APLP and after you leave the East-West Center your commitment to self-reflection – intentional learning from experience - is integral to personal leadership development.

Leadership at the EWC

Leadership education is a long-term project, a lifetime of learning. There is no simple solution, no miracle elixir. Personal change is hard work and requires perseverance, commitment and humility. The APLP offers several important opportunities.

- **Time:** Most professional leadership training is very brief (a few hours or days, a week at most). You will spend 5 or 9 months together in a multicultural living and learning community at the East-West Center. This is an extraordinary opportunity for personal development, self-reflection, future visioning, and leadership growth.
- **Environment:** Aside from the geographic and institutional advantages of living in Hawaii, at the crossroads of East and West, you have a safe and supportive environment at the East-West Center in which to learn, practice and apply leadership. You are encouraged to be creative, to experiment, to step out of your comfort zones, to take reasonable risks, and to test yourself in order to enhance self-awareness, acquire new knowledge, learn new skills, plan your future, and catalyze individual and community change.
- **Diversity:** Learning to lead diversity is a valuable skill in all walks of life in the 21st century. You have a remarkable opportunity to capitalize on the myriad skills, talents, knowledge and experiences of your fellow APLP participants. The challenge is to learn from each other, to network and build an international community, and to maximize the potential of diversity to create something new, collaborative, and transformational. The gauntlet to your cohort, Generation 6, is to create a legacy that will positively impact the APLP, the East-West Center community, and beyond. As Margaret Mead said: "Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

Leadership For What Purpose?

Developing individual leadership capacity is only the beginning. Authentic leadership requires understanding of self, the ability to connect through relationships, teams and networks (thereby building community), and clarity of purpose. As Seneca said, "If one doesn't know to which port one is sailing, no wind is favorable." Although purpose evolves and changes, it is imperative to answer the question: leadership for what purpose? Leadership is not an entitlement. As a change-agent, how will you serve and make a difference?

Can Leadership be Taught?

We are all born with individual gifts or traits, and sometimes with privileged position, but ultimately leaders are developed or "made" - by self, by family and peers, by education and mentors, by experience, and by society. This does not mean leadership can be taught - at least not easily. But it does mean leadership *can* be learned and therefore leadership *should* be taught. Within leadership education, the challenge is to create successful learning opportunities, both within the classroom and via practical application in real-world situations.

The APLP Leadership Seminar takes a holistic approach to leadership education. The overarching goal is to help you bring out the best in you, to build on your strengths as you learn from your failures. (Winston Churchill once characterized leadership success as "the ability to go from one failure to another with no loss of enthusiasm.") Leadership is you, here, now: engaged, trying to make a positive difference in a positive way. Throughout this process, leadership itself must be demystified and taken off a pedestal, at least in mainstream Western models. Ask yourself regularly what do I need to learn next? Then, what do I need to unlearn about leadership to facilitate my future learning? Unlearning is a critical step.

We will take an "inside-out" approach to leadership education. Practical application of skills is important, but our focus is not simply on developing "toolbox" managerial skills - the latter are transactional not transformational. Attention is paid equally to content (knowledge acquisition), process (how you do what you do) and outcomes (what you take away). Skinner suggests: "Education is what survives when what has been learned has been forgotten." Ten years from now, we hope the interior growth you accomplish in the Leadership Seminar and the APLP will survive.

Role of the Instructor

I will teach at various times and facilitate at others, introduce the core modules and explain the purpose and linkages of each, invite and brief visiting faculty before they enter the classroom, serve as coordinator throughout the semester, provide literature and instructional materials, and act as a resource wherever possible, based on your specialist interests. Whenever you need help or guidance, especially with further reading, please ask.

Remember: there is no quick and easy way to learn leadership. This is a life-long process. As with all leadership, your success in the APLP Leadership Seminar is in your hands.

CONTENT

Leadership Seminar Modules

The syllabus is structured around thematic modules covering key elements of international leadership in the 21st century. The modules are interdisciplinary and multi-dimensional, and leadership is examined in different walks of life

1. Introduction to Leadership: The Past, Present and Future
2. Leading Diversity
3. Team Building, Group Dynamics and Collaborative Leadership
4. Power, Influence and Ethics (during all three Field Studies)
5. Visioning and Personal Action Plans
6. Leadership in Adversity

Skills Training will be provided in the APLP Professional Development Seminar. This includes:

- Communication
- Negotiation and Conflict Resolution
- Social Networks

Leadership Seminar modules overlap in scheduling and content. Although sections vary in length and activities, as well as objectives and desirable outcomes, each component builds upon the concepts and skills covered in previous modules. Whenever possible or appropriate, you will:

1. Critically evaluate and discuss classical and contemporary leadership theory.
2. Actively participate in skills training workshops.
3. Interact with distinguished leaders from different walks of life.
4. Practice and apply your leadership knowledge and skills during simulation exercises, case studies, or field exercises.
5. Reflect on the content, process and outcomes of each module in terms of your individual life experience, future leadership goals and role as a change-agent.

Instructors

Instructors in the Leadership Seminar are drawn from the East-West Center, the University of Hawai'i, leadership consultants in Oahu, as well as visiting faculty from the continental United States, the Pacific Islands, and Asia, plus colleagues in South Africa.

Distinguished Leaders Lecture Series

You will have the opportunity to meet and interact with distinguished leaders from different walks of life, including politics, business, the military, diplomacy, education, religion and community leadership. These lectures are formal occasions and will be held in the Asia Room (Imin Center, 2nd floor) on Monday evenings. Business or formal aloha attire must be worn. Please arrive a minimum of 15 minutes before the scheduled start time, when refreshments will be served. Background details, including biographies of the distinguished leaders, will be provided before each session.

Outdoor Learning

Outdoor learning is an important part of leadership education. We will have the opportunity to apply knowledge and skills, and to test ourselves as individuals and teams in Field Exercises involving physical and problem-solving challenges. The locations and activities are:

- **Kualoa Ranch** (October 7): The High Ropes Course set in a beautiful valley on the windward coast. Self-leadership and teamwork.
- **Schofield Barracks** (November 17): Teamwork and problem solving under pressure on the Leadership Reaction Course.

Field Studies

The APLP integrates classroom learning with a variety of Field Study experiences. It is important that you take advantage of the places we go and people we meet to hone your evolving understanding of the multiple and diverse contexts of leadership within the region. Within the context of the Leadership Seminar, each Field Study has different goals and priorities:

- **Molokai** (August 31 – Sept 4): Develop teambuilding capacity. Practice storytelling. Examine and experience servant leadership. Integrate indigenous cultural models of Hawaiian leadership.
- **New York/Washington, DC** (October 14 - 24): Examine political leadership, power and ethics in the capital hubs of the United States.
- **Vietnam** (November 23 – December 18): Meet and engage local leaders and experts. Articulate models of leadership, change and influence in mainland Southeast Asia.

Study Groups (Hui)

You will be a member of a Study Group comprised of 7 (or 8) APLP fellows. Study Groups will work together throughout the semester. Among other activities, each team will:

1. Share learning and provide peer support.
2. Give a formal panel presentation at the EWCA Conference in Vietnam in December. A dress rehearsal will be presented in Honolulu in November with faculty and peer feedback.
3. Tackle the outdoor challenges of the Leadership Reaction Course at Schofield Military Barracks, where effective teamwork is paramount.

Leadership Films (Optional)

Film is a powerful medium for representing, shaping and evoking popular ideas about leadership. The EWC Leadership Certificate (offered to degree fellows) includes a course titled "Film and Leadership." Drawing on this experience, the instructor, Stuart Coleman, will screen the following films for the APLP in a relaxed, informal atmosphere on Thursday evenings at 7pm in Hale Manoa Lounge. Each film explores topics discussed in the Leadership Seminar. Attendance is optional.

- September 7: *Whale Rider* (New Zealand) – indigenous culture
- September 14: *Cry Freedom* (South Africa) – racial apartheid
- September 28: *Gandhi* (India/UK) – vision
- October 5: *JSA* (Korea) – peace and conflict
- October 12: *Twelve Angry Men* (USA) – negotiation

Three leadership documentaries will be screened in class:

- August 28 *Simple Courage*: Servant leadership, Father Damien, Moloka'i
- November 16 *Jim Jones*: Toxic leadership, charismatic power, followership
- November 16 *Touching the Void*: Leadership in adversity, survival

APPLICATION

Applied Leadership and Service Learning Opportunities

Leadership is often defined as service. APLP fellows are strongly encouraged to support the local community and make a difference, however modest. There are many ways to get involved. Examples include:

Community Service

“The best way to find yourself,” Gandhi wrote, “is to lose yourself in the service of others.” In the past, many APLP fellows have worked voluntarily for community service organizations in Hawai'i. If you do this, please include details, especially lessons learned, in your Portfolio.

How can you get involved? APLP fellows are invited to join the EWC Leadership Certificate students (degree fellows) who volunteer at local community service organizations, usually on Saturday mornings. Stuart Coleman, the Leadership Certificate instructor, coordinates this program. His Service Learning course combines community service with the study of servant leadership and civic engagement. Stuart Coleman can be contacted at: 944-7229, Burns # 3037, email: [ColemanS@eastwestcenter.org]. Further details will be provided in the Professional Development Seminar.

Applied Leadership and Legacy Projects

APLP fellows who benefit the most from leadership education are those who combine classroom learning with hands-on application of leadership skills. Each year in the APLP, participants have designed and implemented applied leadership and legacy projects. (Legacy projects are applied leadership projects that continue after the founding members graduate and leave the EWC.) Examples of ongoing legacy projects include:

- Peace and Conflict Resolution Working Group (PCRW), founded in 2002-3
- Internships Program (2004)
- Alumni Newsletter (*The Navigator*), first edition 2004
- Habitat for Humanity Sri Lanka Tsunami-Relief (2005)
- Nainoa Thompson Scholarship Fund (2005)
- Huay-Sun Elementary School Scholarships, Thailand (2005)
- APLP Alumni Network (2006)

EWCA Mentoring Program

Developing a strong relationship with a mentor is a vital part of personal leadership development. This opportunity will be formally available via the East-West Center Mentoring Program in the spring semester for 9-month fellows taking classes at UH. However, all APLP fellows are encouraged to develop an independent relationship with a suitably qualified and experienced mentor both during and after the program.

EWCPA

Historically, APLP fellows have been elected to leadership positions, including President, throughout the East-West Center Participants Association (student government). Elections usually take place in September. This is a valuable opportunity to work with student fellows in other EWC programs, to help build and lead a vibrant EWC community, and to apply and develop hands-on leadership skills.

ASSESSMENT

The three main areas you will be evaluated in are:

- 1) Engagement (30%)
- 2) Activities (30%)
- 3) Portfolio (40%)

1) Engagement (30%)

“Engagement” refers to your level of involvement with, and commitment to course and program activities, as well as your individual progress in terms of personal learning goals. The assessment of engagement will be carried out by yourself, the APLP staff and your classmates throughout the semester as follows:

- 1) Start of Term: Assessment by you. Setting your personal learning goals
- 2) Midterm: Assessment by you and staff evaluating progress on personal learning goals and overall program participation and contribution
- 3) End of Term: Assessment by you, staff and peers evaluating progress on personal learning goals and overall program participation and contribution

Areas of assessment include:

Self Assessment – ranking of objectives at the beginning, middle and end of the program. A worksheet will be given out to assist in creation of your list of learning objectives. At the midterm and at the end of term you will be asked to evaluate your progress in terms of goals and in overall program participation.

Staff Assessment – will cover their perception of your progress in your personal learning goals, contributions to class work, group discussions and the APLP learning community (including online, field and other activities). Each course also has specific areas to assess engagement (see the Leadership Seminar components below). You will receive a progress report at the mid point of the term.

Peer Assessment – Study Groups evaluate team members on stated objectives and in terms of Study Group contributions.

Specific areas of Leadership Seminar assessment in terms of engagement include:

Attendance – Attendance and active participation in courses, activities, Field Studies - all course elements. Participation includes on-time attendance as well as active, informed and inclusive participation in course discussions (in class, online and in the field). The participation assessment also reflects the quality of questions asked in presentations (not quantity). This is always important, but especially during the Distinguished Leaders Series.

Lectures, Workshops and Guest Speakers

The Leadership Seminar is structured around discussions, lectures, workshops and simulations with leading experts on key topics. You will be evaluated on your presence and involvement in all these activities. Involvement means having completed preparatory work, engaging in discussions, exhibiting sensitivity to contrasting styles of communication, being open to different styles of learning, especially outside your performance comfort zones, intentionally reflecting on experience, and contributing to the overall success of a session or event.

Study Groups

Assessment will focus on your active participation and commitment during initial teambuilding before activities occur. This is a vital and demanding phase of team success.

Field Exercises

The Leadership Seminar involves field exercises at the Kualoa Ranch High Ropes Course and the Leadership Reaction Course at Schofield. You will be evaluated not simply on individual performance and effective teamwork (within your Study Group at Schofield), but also on your ability to identify, support, rally and mentor others in APLP G6 when assistance is required.

2) Activities (30%)

The primary focus here is on performance and outcomes. This involves teamwork, content integration and application. In Field Studies, exercises and projects you will receive an overall grade for the totality of your work in these combined areas. Events with special relevance to the Leadership Seminar include:

- All APLP Field Studies
- Distinguished Leaders Lecture Series
- Kualoa Ranch High Ropes Course
- Schofield Barracks Leadership Reaction Course
- EWCA Conference Presentation in Vietnam
- “Discover Vietnam” outcomes and team success

3) Portfolio (40%)

The detailed requirements of the personal portfolio will be distributed separately. The portfolio is a reflection of your total progress for the semester. Required elements in the Leadership Seminar include the following:

1) Leadership Reflections

Details in the Introduction to Leadership module
2-3 pages each

- Leader you admire (Planning for Success) July 31
- Diversity August 28
- Servant leadership (Molokai) September 8

2) Study Group Teamwork

Details in the Teamwork module

- Study Group Teamwork Proposal September 15
- Study Group Presentation Abstract and Plan September 29
- Presentation: Vietnam Dress-Rehearsal November 7-9
- Teamwork (Study Group Reflection, including Schofield) November 20
- Study Group Presentation: EWCA Conference in Vietnam December 8-10

3) Leading Diversity Essay

Details in the Leading Diversity module
7-10 page paper

September 22

4) Personal Action Plans

Details in the Visioning and Personal Action Plan module

October 11

- Short-Term: A 1-year action plan (to cover the APLP experience and the transition period immediately afterwards).

In the Portfolio, answer these additional questions:

- a) So far, how successful have you been in achieving your goals?
 - b) To what extent have your plans changed during the APLP and why?
- Long-Term: A 10-year plan: the year 2011 is the minimum, but 2016 (10 years) is recommended. This should include concrete action steps.

Plus

- Introduction to the Portfolio. Answer these questions at the end of the semester: What is leadership? What have you learned and “unlearned” about leadership during the APLP, and what do you need to learn next?
- Leadership Quotations: Personal favorites collected throughout the semester.
- Personal items, profiles, interviews, reflections etc. related to leadership that you choose to add to your Portfolio.

CALENDAR OF LEADERSHIP SEMINAR ASSIGNMENTS

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|---|--------------------|
| • Reflection 1: Leader you admire | July 31 |
| • Reflection 2: Diversity | August 28 |
| • Reflection 3: Servant leadership (Molokai) | September 8 |
| • Study Group Teamwork Proposal | September 15 |
| • Diversity Essay | September 22 |
| • Study Group Presentation Abstract and Plan | September 29 |
| • 1 Year & 10 Year Action Plans | October 11 |
| • SG Presentation: Vietnam Dress-Rehearsal | November 7-9 |
| • Reflection 4: SG Teamwork | November 20 |
| • SG Presentation: EWCA Conference in Vietnam | December 8-10 |
| • Community Service | Optional/Saturdays |

PORTFOLIO

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|----------------------------------|--------------|
| • 1 st Draft | September 25 |
| • 2 nd Draft | October 26 |
| • Portfolio (Pre-Vietnam) | November 22 |
| • Final Portfolio (Post-Vietnam) | December 22 |

APLP CLASSROOM ETIQUETTE

As part of the APLP 3rd Culture, which we will co-create together, establishing a successful learning environment throughout all aspects of the program is of paramount importance. The following classrooms requirements and rules of etiquette are designed to further this goal:

- **Attendance:** Fellows are required to attend all APLP classes, field trips, events, meetings etc. If you cannot attend an APLP class or activity, you should submit written notice (via email) in advance to the Seminar coordinator.
- **Dress:** Please dress professionally. In Hawaii this means “aloha attire” (not jacket and tie for men). No shorts, slippers/flip-flops, or T-shirts in class.
- **Punctuality:** Please respect the learning environment, including the visiting instructors and your classmates, by arriving at least 5 minutes early. Classes will start and finish on time. Your time is important and will be honored.
- **Taboos:** No eating in class, unless food is provided for special events. No chewing gum. Drinks are permitted. Cell phones must be turned off at all times.
- **Preparation for Class:** Fellows are expected to come to class having read and actively engaged with designated readings, and having completed all assignments.
- **Active Participation:** While differences in English language ability, as well as cultural and educational backgrounds, will be taken into consideration, all fellows are expected to participate actively in the Seminars (and the APLP as a whole). Active participation includes contributing meaningfully to classroom discussions (without being called upon), practicing active listening, and maintaining a positive and supportive attitude toward instructors and classmates.

Specifically, please:

- Respect others
- Listen to and avoid interrupting others
- Resist the temptation to put words into another person's mouth
- Be clear and concise
- Avoid side conversations
- Maintain a positive attitude
- Be open about your own ideas as well as the ideas of others
- Sit next to different people each class
- Be sensitive to different learning styles, language ability and communication norms
- Participate actively without dominating
- Follow the EWC Student Code of Conduct