

MGMT 5325
ADVENTURE-BASED LEADERSHIP

ALBERS SCHOOL OF BUSINESS AND ECONOMICS
SPRING QUARTER 2020
Class Meets on Tuesdays in L122 (1st floor of the library)

***Note additional laboratory fee**

*When we walk to the edge of all the light we have and take the step into the darkness
of the unknown, we must believe one of two things will happen – there will be something solid
for us to stand on, or we will be taught how to fly.*
- Claire Morris

INSTRUCTOR INFORMATION:

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Hartley McGrath	(206) 245-6999	hartleymcgrath@gmail.com
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Class Listserv		ABLSp20@seattleu.edu

Join the class listserv!! Here's how:

Send a message to: Listserver2017@seattleu.edu

Then, in the "subject" box, type: subscribe ABLSp20

Then "send" and you will have joined the list. DO IT NOW!

COURSE SCHEDULE:

<u>Date:</u>	<u>Time:</u>
March 31	6:00 pm – 9:00 pm

Just bring your body, dressed in old clothes, and expect to get dirty and to get organized for the remainder of the course. This is an important meeting for everything we do to follow, so please be there. Select your GIP (Group Initiative Problem) groups (pairs and triads).

Turn in all waivers and medical information forms – signed.

Solicit Tent Accommodations

Assignments for April 7:

Be sure to carefully read "*This Isn't About Getting Over the Wall*" and be prepared to engage in "beta testing" of your first GIP on April 16. Meet with your GIP partner or triad members and identify (find or invent) and develop your first group initiative problem. **Be sure to use this first week**

We will begin our activities promptly at 1:00 pm, so allow yourselves enough time to get to the group campsite, pitch your tents, and be ready to roll by 1:00. Be sure you have eaten a good lunch. The weekend will be spent rock climbing, facilitating initiative problems, participating in initiative problems, and engaging in the *Leading Through Conflict and Beyond* seminar – as well as in surviving in tents and exchanging profound wisdom around the camp fire!

See detailed schedule (Appendix 5)

May 19

6:00 pm – 9:00 pm

Debrief retreat experience.
Wrap Up Conflict Seminar
Final papers are due on May 19

IMPORTANT NOTE:

For every class meeting, please wear comfortable, loose-fitting clothing that will almost certainly become muddy, wet and well worn. We are planning to be outside, rain or shine, so you should have a number of clothing layers with you (e.g., T-shirt, long-sleeved shirt, sweatshirt, windbreaker, long pants, perhaps long underwear bottoms, RAINGEAR, etc.--dress warmer than you think you should!). There is a “Laboratory” fee to cover the costs of room and board at the retreat, meeting room rentals at the conference center, course books and handouts, materials and equipment usage on the challenge course, rock climbing equipment and shoes, and compensation for additional instructors and facilitators.

RATIONALE:

The modern manager is confronted simultaneously by a diverse workforce, greater challenges within the organization, and an increasingly chaotic business environment. Techniques for management that were effective in more stable systems are becoming less applicable, and a new range of skills, appropriate to the new circumstances, is emerging. Instead of knowing a few new facts or practices, the modern manager needs to become more responsive in working with others, more creative in coping with challenges and finding solutions, and more adept at synthesizing various inputs and taking future-oriented actions.

The Adventure-Based Leadership class offers an opportunity to shift beyond the workplace and academic spheres into a learning laboratory setting. This learning opportunity does not take place in isolation, but is supported by strong background training in leadership skills (goal setting, team building, effective communication, risk taking, problem solving, and trust building), as well as an appropriate grounding in the outdoor environment that serves as the course “classroom.” Participants will be asked to experiment with and practice various roles necessary to an effective, high performing team.

“To venture causes anxiety,

but not to venture is to lose oneself.”
Soren Kierkegaard

LEARNING OUTCOMES:

The goal of this course is to introduce participants to experiential education by asking them to "live the model." Student objectives are:

1. To experience the impact and realize the potential of an adventure-based training program.
2. To gain new perspectives on leadership, follower-ship and team effectiveness.
3. To understand and value the diversity of work styles within a team.
4. To become aware of her/his personal-effectiveness, strengths and blind spots.
5. To develop and enhance effective group-facilitation skills, including group-experience processing skills (debriefing).
6. To develop and enhance effective coaching skills.
7. To improve ability to apply human relations skills to workgroup settings.
8. To work together with a group of peers to enhance professional development.

*I divide the world into three classes: a few who make things happen: the many who watch things happen:
and the vast majority who have no idea of what happens.
We need more people who make things happen.
- Nicholas Murray Butler*

STUDENT RESPONSIBILITIES AND EVALUATION:

A. (40% of grade) Attendance and Participation in a course of this nature are essential. Participation means contributing and interacting fully with your GIP working groups, fully participating in the conflict seminar, and engaging in the climbing activities. Additionally, preparation for each session with analysis of assigned readings and thoughts on the experiential process will be expected throughout the course

B. Short Reflection Papers: (0% - 40%: see % of grade intervals below)

Please combine all 4 papers into one document, and post this composite document to Canvas on or before May 19.

Written reflection is an important exercise for maximizing the learning value of experiential activities. It serves as a means for understanding, articulating, interpreting and relating learning experiences to other aspects of our lives (transference), and is most effective when done soon after the experience. Written reflection is a highly personal activity and should draw from personal experience, feelings, perspectives, and interpretations. It is not a process of logging events and activities, but one of reflecting on your personal experiences and reactions to those experiences. Grading of the papers will reflect level of depth and personal growth content. We are asking for 4 short (1-2 pages, single spaced), papers as follows:

Paper #1: (0% - 10% of grade) 1-2 page paper on what I learned from planning and leading my 1st initiative problem and how this will inform my approach to planning and leading the 2nd initiative problem.

Paper #2: (0% - 10% of grade) 1-2 page paper on what I learned from planning and leading my 2nd initiative problem and how this would affect how I would plan and lead future group problems.

Paper #3: (0% - 10% of grade) 1-2 page paper on your leadership lessons from climbing together: What I learned from climbing with my colleagues (high course, rock climbing), and from helping my colleagues climb. We are climbing together to learn together. Approach our climbing activities with serious learning intent. We are not climbing to climb; we climb to learn.

Paper #4: (0% - 10% of grade) 1-2 pages on what I learned from the Conflict Seminar.

Please combine all 4 papers into one document, and post this composite document to Canvas on or before May 19.

C. Group Initiative Problems (GIP): (20% - 60% of grade) A main goal for this course is to prepare you to be effective group facilitators. You will have an opportunity to demonstrate your group facilitation skills by working with a team of your class colleagues to plan for and facilitate two group initiatives. Your preparation for these initiatives, as well as your facilitation of the problems, will demonstrate how well you have developed your group facilitation effectiveness. The full assignment is explained below. Be sure that you submit your GIP problem write-ups before facilitating your problem – give them to the instructor who is observing your GIP facilitation. And provide a copy to the booklet editors.

GROUP INITIATIVE PROBLEMS

I. THE SELECTION

The assignment for your small group is to create a half-day (approximately 4 hours) experiential training program, comprised of two initiative problems – and any warm-up SAGS -- suitable for use with a group of 10 to 12. Think about the group problem-solving issues and individual issues that you want your initiative exercises to address (e.g., communication, trust, support, decision-making, leadership, teamwork, delegation, ethics, quality control, etc.), and create or find group problems that you believe will bring up these issues in the group.

While there are no hard and fast criteria for effective initiative problems, we believe some of the most effective problems offer the following features:

1. Upon explaining the problem / task to the group, it appears to the members to be nearly impossible to accomplish (or it quickly takes on this aura after a few trial-and-error attempts and failures).
2. The task cannot be accomplished without the full cooperation and concentration of every member of the group -- hence full group “buy in.”
3. The task creates initial frustration and ultimately demands a group planning and execution process in order to proceed successfully (again, group “buy in”).
4. Completion of the task (either successfully or with less than total success) sheds light on the value of a high-functioning team -- a sense that, in terms of effectiveness, the whole really can be greater than the sum of the parts. Completion of the task should move the group closer to being an effective team.
5. Through thoughtful, guided reflection, the members of the group can relate the experience of the group in working on the problem to their experiences with other groups -- at work, in community or campus

service, in other group efforts. Ideally, the initiative problem provides telling metaphors that are isomorphic with life away from the course and the immediate problem.

Your group should take care to specify very exactly the problems, the rules the group must observe (e.g., sighted participants may not talk, every “touch down” entails the loss of one lifeboat, any “touch” requires a complete or partial restart, whatever), and the safety precautions (e.g., “no leaping over the rope”). Be sure to consider all the possible questions that participants might ask (e.g., “are we allowed to hang upside down?”), and attempt to specify an airtight problem so that “revisions” of rules need not be made during the activities.

This assignment will have to be planned and completed outside of class. We expect that all group members will participate fully in this project.

II. THE EXECUTION

Your GIP group will be allotted one hour to set up your **first problem** for the participant group to address. Within that **one hour** the following must be completed:

1. Set up and run a SAG (optional) (5 minutes)
2. Set up (frame) the problem for the group. (5 minutes)
3. The group will work on the problem. (20-40 minutes)
4. Process / debrief the activity. (10-15 minutes)
5. Exchange feedback with the group (on your performance and on their performance). (10 minutes)

Use whatever materials, supplies and infrastructure you need (e.g., ropes, balls, hoops, platforms, lumber, cargo nets, etc.). If you want to run a SAG before framing the group problem, be sure to budget that time within your one hour.

For the **second problem** you will be allotted **90 minutes** total to frame, run, and debrief the problem, and receive feedback on your performance.

1. Set up and run a SAG (optional) (5 minutes)
2. Set up (frame) the problem for the group. (5 minutes)
3. The group will work on the problem. (30-50 minutes)
4. Process / debrief the activity. (10-15 minutes)
5. Exchange feedback with the group (on your performance and on their performance). (10 minutes)

III. THE DOCUMENTATION

Please turn in short documents including the following: (see sample format/template in Appendix 1)

- A. The names of your initiatives
(E.g., The Crocodile Crossing)
- B. A description of your initiative
 1. The type of group your initiative would work with
(E.g., MBA skill- building class, intact work team, one-day educational seminar)
 2. Period in your program that you would use it (as an opening exercise, at the end of the day)

3. Diagrams or drawings (if they would be helpful)

C. The objectives of your initiative

(E.g., increase trust or communication, problem solving, nonverbal communication, comfort zones, paradigm shift)

D. The rules of your initiative

(E.g., “How long do participants have to hold their breath and what are the consequences if they break the rule?”)

E. The tools or props you will use (e.g., rubber chickens, hula hoops, desks or chairs)

F. Safety considerations (spotters?)

These written descriptions need not be lengthy. However, they should be thorough and complete, such that another facilitator reading your documents could set up and run the initiatives. If you have questions, please contact one of the facilitators. **Give the write-up for your GIP exercise to the instructor who is observing your facilitation, as well as to the GIP Booklet editors.**

Appendix 1

Template for Preparing the GIP Write-Ups

We will be compiling, editing and printing a booklet containing all of the GIP problems that were developed or adapted for our course GIP exercises. Use the following format for consistency of presentation in that booklet.

Activity Name	Lifeboat Survival
Creators or Adapters	Created by Bill Weis, Hartley McGrath, and Carly Warner (if adapted, then “Adapted by X, Y and Z from the problem “Magic Shoes,” retrieved from www.teamsorus.com on 4/3/20). We encourage you to be creative and develop your own original GIPS.
Supplies and Equipment Needs	9” x 11” x 2” blocks (approximate size – this can vary), or old phone books or similar-sized regular books wrapped in duct tape for stability. The number required should equal ½ the size of the group Plus 1 (for larger participants) or Minus 1 (for smaller participants or for more challenge). If the group is an odd number just round up or down to the next number from ½ of the number of participants. For example -- for 15 participants use either 7 or 8 blocks. For 16 participants use either 7 or 9 blocks. Assess how big your people are! Several lengths of rope for creating the “sinking ship” space and the “island.”
Space Needs	The activity can be done inside on hard flooring or carpeting, or outside on a level, smooth surface (not on grass)
Objective	The problem objective is to “save” all participants from a sinking ship by transporting them via “life boats” to a nearby island.
Rules	<p>The activity may begin once all of the participants are safely elevated from the “water” on their “life boats” (the “water” being the floor and the “life boats” being the blocks). Participants board the lifeboats in a well-defined space representing the sinking ship.</p> <p>Once all of the participants are up and on the lifeboats, the group may proceed toward the island of safety. The strict rules for moving forward are as follows:</p> <ol style="list-style-type: none"> 1. No group members may touch the “water” (floor) during the duration of the lifesaving mission. Each touchdown requires a complete start over. 2. The lifeboats may not slide on the “water” – the floor. They can only be moved by lifting them up, handing them to other group members, and carefully replacing them in the “water” at another location. 3. All “lifeboats” must remain in physical contact with at least one group member at all times throughout the duration of the mission. 4. The group is fully safe once it has transported all of the lifeboats onto the island with the group members aboard them.
Time Limit	Variable depending on the distance to the island. This is a challenging exercise so moving the group 20 feet may require an hour or more. To be prepared, beta test using the specific blocks to be used with a representative group size.
Discussion	<i>Lifeboat Survival</i> is a highly physical challenge that brings up and addresses myriad

	<p>leadership issues. These include, but are not limited to: a) communicating effectively among a large number of group members under stressful conditions, b) identifying needs, strategies, and tactics for addressing the challenge, c) asking for and providing support, d) executing without error under duress and discomfort, e) ethics – members monitoring their own touchdowns, etc., f) dealing with conflict, g) achieving “buy in,” h) building group cohesion for high-performance, i) building and conveying trust. The activity is especially effective for group building because it requires close physical contact to provide stability and support as the groups strives to move the lifeboats forward.</p>
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Appendix 2
“GIP” FACILITATION ASSESSMENT FORM

Names of Facilitators: _____

Name of Initiative: _____

Evaluation of Facilitation Phases (scale from 1 to 5 where “5” is outstanding and “1” is substantially below expectations):

_____ 1. Framing the Problem
Comments:

_____ 2. Observing/Facilitating the Problem Phase
Comments:

_____ 3. Processing the Experience
Comments:

Other Considerations:

_____ 4. How well did the group “take charge” of the activity from beginning to end?
Comments:

_____ 5. How well did the group employ a SAG to get warmed up? (N/A if not used)

_____ 6. Overall Assessment of the GIP members' performance as facilitators
Comments:

Appendix 3

Loose Notes on the GIP Help Session (Primer)

Primer on Framing, Facilitating, De-briefing

Framing

Thorough -- What exactly is the task? What specifically are the rules? What are the consequences for breaking a rule? (e.g., everyone starts over) What is the time limit?

Be really clear!

Anticipate questions – anticipate exceptions (“what if”)

Fantasy scenario verses a contrived workplace metaphor?

“Project Adventure” extreme – frame the metaphor

Let participants dress their own metaphors

Facilitation/Observing

Remove yourself? Be there and be intrusive?

Resist side talking with co-facilitators

Resist intervention – except for safety

Interested but passive observer

Note what's going on with individual participants (e.g., withdrawal, anger, frustration, engagement, etc.)

Remember:

It's OK for the group to “fail”

It's their process.

It's not about the immediate task at hand.

They don't need to feel elated when it's over – they can feel disappointed, somber, frustrated.

Processing

What happened? So what? Now what?

Open-ended questions (avoid being too specific and looking for a specific answer – or sounding like you're looking for a specific answer)

Avoid “yes/no” questions.

Keep the discussion on the group's process and experience – never on the activity itself.

Be patient – and be comfortable with silence.

Use people's names and ask specific people for input to the process where appropriate (“Sara, how would you recap what just happened here?”

“Hank, how about you? What did you see? Experience?”

Resist short-circuiting the energy – let it run. Don't be “owned” by your list of processing questions that you wanted to cover. Let it go.

Get to the “now what” part and encourage transference to other venues, like the workplace, other group activities, etc..

General thoughts – pitfalls!

I know it hurts – but let your group struggle, get into trouble, even go to a dark place. You didn’t lead them there – and they need to look at how they got there and what to do about it.

Don’t be driven by your “stories” about people. This is hard – but it’s important. I’ve been saved many a time by my co-workers.

Be Patient!

Silence is OK ---- Even good at times!

Take a risk to take it deeper. The potential gain exceeds the potential loss.

Be interested in what’s happening. Care. Show you care. Do care!

Give up control when you can – it’s not your experience or your process.

“This wasn’t about getting over the wall.”

Let the above quote be a guide to everything you do as a facilitator, because nothing we do is about getting over the wall, or walking effectively on cables, or groping around with our eyes closed, or completing your GIP task effectively, or figuring out the “right” way to do the problem.

*I have learned the depths of strength and trust that are present in me and my fellow man.
I shall try to remember that any of my neighbors or fellow workers could have belayed the
climbing rope for me or given me his hand when I was slipping off a steep slope.
I may forget, but I will try to remember.*

Outward Bound Student

Appendix 4

MGMT 5325 --- Spring 2020 --- GIP Groups and Facilitation Triads

<i>Group A</i>	<i>Group B</i>
#1	#6
Elle Alicia Jignasha	Alec Kevin Tom
#2	#7
Billy Tiffany Joe	Matt J. Paul Nidhi
#3	#8
Mark Sally Seth	Bre Rob Devika
#4	#9
Michelle Gemma Sarah	Siri Dani
#5	#10
Brian Matt M.	Anne Pili

Appendix 5

**MGMT 5325 --- Spring 2020 --- Detailed GIP Schedule
Observers (H=Hartley, B=Bill, N=Nils)**

GIP Groups	A	B	April 28	A	B	May 9	A	B
			7:30	B	H	10:45	N/H	W
GIP Triads	1	6	Leads	10	5	Leads	C	9*
	2	7		1	6		L	6
	3	8		2	7		I	7
	4	9		3	8		M	8
	5	10		4	9		B	10
April 14								
7:30	B	H				1:30	B	N/H
Leads	6	1				Leads	3*	C
	2	7					1	L
	3	8					2	I
	4	9					4	M
	5	10	On Retreat				5	B
April 21			Fri – May 8					
6:15	H	B	1:00	H	B	3:15	B	H
Leads	7	2	Leads	6	1	Leads	4*	C
	1	6		2	7		1	L
	3	8		3	8		2	I
	4	9		4	9		3	M
	5	10		5	10		5	B
7:30	B	H	3:00	B	H			
Leads	8	3	Leads	7	2	5:00	H	B
	1	6		1	6	Leads	10	5
	2	7		3	8		1	6
	4	9		4	9		2	7
	5	10		5	10		3	8
April 28			Sat – May 9				4	9
6:15	H	B	9:00	N/H	B			
Leads	9	4	Leads	C	8*			
	1	6		L	6			
	2	7		I	7			
	3	8		M	9			
	5	10		B	10			

*Note that these GIP problems are being led by triads within the same GIP group.

University Resources and Policies

Academic Resources

- Library and Learning Commons
(<http://www.seattleu.edu/learningcommons/>)

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824)

Notice Regarding Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-onReligious-Accommodations-for-Students---FINAL.PDF>).”

Last Update 8/20/19