

Standing in the Fire

Leading High-Heat Encounters with Clarity, Calm, and Courage

Faculty: Larry Dressler
Course Code: HDDR 6336
Dispute Resolution Graduate Studies

Instructor Contact Info

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Course Description

In a room where everyone else is caught up in the heat of the moment -- high stakes, high emotion, and intense conflict – how does a mediator, negotiator or leader maintain his or her authenticity, calm and clarity? The capacity to be a resourceful and generative leader in “high-heat” moments goes well beyond externally directed theory, skill, and method. It requires a number of inner capacities, including self-awareness – understanding one’s own attachments, emotional triggers and limiting beliefs. This course will explore through readings, experiential activities, and reflective journaling the dynamics of high-heat encounters as well as six inner capacities that often account for the difference between mere competence and true mastery among practitioners. The course is designed as a personal exploration for practitioners who want to strengthen their resourcefulness and resilience in the face of volatility, complexity, and polarization.

Required Reading

The reading content has been selected to represent a variety of perspectives on the course topic. Authors include practitioners, teachers from contemplative traditions, leadership experts, psychologists, and neurobiology researchers.

Dressler, Larry (2010). *Standing in the Fire: Leading High Heat Meetings with Clarity, Calm, and Courage*. San Francisco, CA: Berrett-Koehler Publishers.

Sharpnack, Rayona (2007). *Trade Up! Five Steps for Redesigning Your Leadership Life from the Inside Out*. San Francisco, CA: Jossey-Bass.

Reading Packet containing selected articles and book chapters (see references above in the course schedule).

Course Schedule

Please complete all listed readings *before* the class meeting.

WEEKEND 1: FEBRUARY 7-9, 2014

SESSION FOCUS	READING / PREPARATION
Friday, February 7th (4:00-9:00PM)	
Setting the Stage for Learning and Practice / Use of Self as Instrument of Change Foundational Practice <i>Taking My Seat</i>	<p>“Bringing Peace into the Room: The Personal Qualities of the Mediator and Their Impact on Mediation” by Daniel Bowling and David Hoffman, <i>Negotiation Journal</i>, January 2000; 16, 1; ABI/INFORM Global.</p> <p>Use of Self in OD Consulting: What Matters is Presence” by Mary Ann Rainey Tolbert and Jonno Hanafin from the <i>NTL Handbook of Organizational Development and Change</i>. Chapter 4</p>
Saturday, February 8th (8:30AM-12:30PM)	
Exploring Interpersonal Fire – “Out There” and Within Foundational Practice Mindful Breathing	<p>Dressler (Ch. 1, 2)</p> <p>Margaret Wheatley. “Leadership in an Age of Complexity: From Heroe to Host” by Margaret Wheatley from <i>Resurgence Magazine</i>. http://www.margaretwheatley.com/articles/Leadership-in-Age-of-Complexity.pdf</p>
Saturday, February 8th (1:30PM-5:30PM)	
Self-Awareness: Emotional Hot-Buttons Foundational Practice Noticing: SIFT Eight Breaths	<p>Dressler (Ch. 3)</p> <p>“Making the Mindful Leader: Cultivating Skills for Facing Adaptive Challenges” by J. Hunter and M. Chaskalson from <i>The Wiley-Blackwell Handbook of the Psychology of Leadership, Change & OD</i>. Eds S. Leonard, R. Lewis, A. Freeman, J. Passmore. Chichester: Wiley-Blackwell.</p>
Sunday, February 9th (8:30AM-12:30PM)	
Self-Awareness: Limiting Beliefs / Habits of the Mind Foundational Practice Left Hand Column	<p>Sharpnack (Ch. Intro)</p> <p>“Does Your Leadership Reduce Learning?” by Roger Schwarz, <i>Executive Forum</i>. Winter, 2006. Pg. 40-47.</p>
Sunday, February 9th (1:30PM -5:30PM)	
Self-Awareness: Ego and Identify Foundational Practice TBA	<p>“Wisdom Development of Leaders: A Constructive Developmental Perspective” by John E Barbuto, Jr. and Michele L Millard, <i>International Journal of Leadership Studies</i> Vol. 5, Iss. 1, 2012 (School of global Leadership & Entrepreneurship, Regent University, ISSN 1554-3145)</p>

WEEKEND 2: FEBRUARY 28-MARCH 2, 2014

SESSION FOCUS	READING / PREPARATION
Friday, February 28th (4:00PM-9:00PM)	
Standing in the Here and Now	Dressler (Ch. 4)
Foundational Practice SHIELD Visualization	TBA: Theme Team Selected Article
Saturday, March 1st (8:30AM-12:30PM)	
Standing with an Open Mind	Dressler (Ch. 5)
Foundational Practice Self-Directed Reframing	Sharpnack (Ch. 1, 2) TBA: Theme Team Selected Article
Saturday, March 1st (1:30PM-5:30PM)	
Knowing What I Stand For	Dressler (Ch. 6)
Foundational Practice Whispering Teachers	Sharpnack (Ch 3, 4, 5) TBA: Theme Team Selected Article
Sunday, March 2nd (8:30AM-12:30PM)	
Dancing with Surprises	Dressler (Ch. 7)
Foundational Practice TBA	Margaret Wheatley, "Lost and Found in a Brave New World" from <i>Leader to Leader Journal</i> http://www.leadertoleaderjournal.com/sample-articles/lost-and-found-in-a-brave-new-world.aspx TBA: Theme Team Selected Article
Sunday, March 2nd (1:30-5:30PM)	
Standing with Compassion	Dressler (Ch. 8)
Foundational Practice Compassion Breathing	TBA: Theme Team Selected Article

Student Evaluation and Grading Policy

The basis of student grades is described below. If you would like any clarification on this please speak to the instructor at the outset of the course.

Criteria	Description of Criteria	% of Grade
Class participation	Attend class sessions and visibly contribute the learning experience of others while there.	25%
Journal on Inner-Practice	Write six different online journal entries on six different dates. (See below)	15%
Theme Team "Teach"	Working with a designated team, design and deliver a one-hour in-class learning experience on a selected topic and deliver a written 3-page summary of content researched and taught. Part of this grade will be determined by a self and peer-based rating of your contribution to the overall project. (See below)	30%
Integration Paper	A paper of ten to fifteen pages in length summarizing personal insights and commitments that emerged from your experience in this course. (See below)	30%

Evaluation and Grading Scale

93-100 = A Exceptional: A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.

90-92 = A- Excellent: A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.

87-89 = B+ Outstanding: Above average performance. A few insignificant flaws may appear, but overall has great application of the field.

83-86 = B Good: A generally satisfactory, intellectually adequate performance.

80-82 = B- Adequate: A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.

77-79 = C+ Not sufficient: An unacceptable performance. Unable to engage in class discussions or assignments and/or has little comprehension of the course content.

Guidelines for Assignments

Below are the guidelines for each of the required assignments. Please ask the professor if you need clarification on any of these guidelines.

Journaling

- The purpose of the journal is to encourage reflection on an inner-directed practice with which you are experimenting during the course (options will be described and demonstrated during the first week of class). Documenting what you are noticing and how it connects with your classroom learning as well as your personal and professional effectiveness is a form of scholarship in its own right. Journaling is a way to “unpack” these connections. Write the journal for yourself and not the instructor.
- Journal entries should be at six times (on six different days) between the first and last day of class. Entries must be at least 250 words in length.
- Journals entries will be confidential and submitted via the Blackboard website. The only person to read your journal entries will be the professor.

Possible Focus Questions for Personal Practice Journaling

- What are you noticing during and after the practice about its impact on your physical, emotional, mental state?
- What is comfortable, challenging or useful about this particular practice?
- How does what you are experiencing in this practice connect with the ideas we are discussing in class?
- How might this practice contribute to the your ability to be resourceful in high-heat situations?
- What new understandings have you arrived at through the practice?
- What questions have emerged through the practice?
- How has the practice effected who you are being on daily basis in relationship with yourself, others, and your surroundings?
- How might you experiment further to deepen your practice?

Theme Team “Teach”

- Five theme teams will be organized during the first week of class. Each will be responsible for the following deliverables:
 - Design and deliver an in-class learning experience of approximately one hour
 - Write a team paper summarizing your “take” on the assigned topic. The paper will be no more than five pages in length and is due the day your team presents.
 - Select and distribute to students one article on the topic on which you are presenting by no later than Thursday, February 20th.
- The in-class learning experience can be as creative as you make it, including but not limited to the use of traditional presentations, multi-media, simulations, case studies, poetry, song, etc.
- The assigned topics correspond to the session topics for the second week of the course (see topic list above)
- Your “team teach” will be evaluated on the following criteria:
 - Understanding and clarity of the ideas presented
 - Applicability of these ideas for conflict resolution professionals
 - Ability to engage participants in the learning experience

- Creativity and risk-taking
- Evidence of team effort in the presentation
- Individual grades on the team presentation may vary, based on a peer review that will be completed at the end of the presentation.

Integration Paper

- The final integration paper will be ten to fifteen double-space pages in length using 11/12 point font. Number all pages.
- The paper is a synthesis of what you have learned during the course. It should include content covered through the readings as well as in-class presentations and experiences. Show what you know. Demonstrate your mastery of the content, critical thinking, and self-understanding.
- The final paper is different than journal. It emphasizes course content and how you personally make sense of the content as a student and/or practitioner of conflict resolution.
- You will be judged on the quality of your writing in addition to the content. All papers should be proofread for grammar, spelling, etc. One hallmark of good writing is succinctness. Determine whether a sentence or paragraph contributes to the overall paper. If it does not, consider editing it out.

Focus Questions for the Integration Paper

- How has my view of my role as a practitioner or instrument of change evolved and how will I apply what I have learned?
- What new understandings do I have about belief, biases, emotional reactions, ego, attachments, etc. that limit my resourcefulness in the “fire?”
- What do I stand for – my “guiding intention” for my work that orients me -- when things get confusing or intense?
- In which of the “inner capacities” do I see my greatest strengths and my greatest opportunities for growth? What will I do with these insights?

Course Policies

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Disabilities Accommodations

Students needing academic accommodations for disability must contact Ms. Christy Raines, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for

accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of "I"(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.