LEADERSHIP, MOTIVATION AND CHANGE
SYLLABUS

Course Title: Leadership, Motivation and Change in Groups and Organizations

Description: This course teaches the knowledge and skills needed for leaders to motivate people and change organizations. Motivation, particularly, self-motivation, is an act of will based upon reflection and the deeper knowledge connected with both the individual and the larger group or organizational purpose. In a world filled with fast track solutions and the quickest roads to finding success and riches in life, there are no short-cuts to motivation and change over the long term. This course shows the way through theory and practice to achieving group goals by motivating ourselves and others through consistent effort and a deeper understanding of those elements of learning and social contribution that make all organizations part of a high synergy environment. In the process long term success becomes a practical reality through change that works in a positive way for everyone individually, organizationally and culturally. Leaders who know how to create high synergy learning environments have the best chance to implement lasting change and benefits for their specific organizations and participating members as well as for society and the environment in general.

Overall Objectives:
1. To gain knowledge of the leadership strategies for motivating people and changing organizations.
2. To understand how synergy creates change and transforms individuals and organizations in the context of the global environment.
3. To learn how individuals contribute to groups and organizations in ways that make a difference and change themselves and other members in the process.
4. To study how leaders facilitate group development and problem solving and work through problems and issues as well as transcend differences.
5. To learn how to facilitate change and recognize those contributions by every member that move the group or organization toward their stated goals.
6. To work through those problems of prejudice or differences that prevent individuals from seeing new directions, points of view or potential solutions.
7. To learn to appreciate the value of every contribution and how a single idea can be the difference between success and failure.
8. To learn leadership strategies for collaborative and multi-dimensional problem solving that move past compromise to long term solutions.
9. To study how to make the mutually beneficial connections of the individual with the group, organization and the larger context of society and the environment.
10. To understand the core group and team values as well as the practical approaches to long term motivation and commitment to organizational goals.

Required Textbook: Transformative Leadership and High Synergy Motivation
Author: Timothy Stagich, Ph.D.
L, M & C Syllabus Cont’d

**Primary Theories/Illustrations:** Group Synergy and Motivation, Levels of Leadership Development, Organizations as Complex Systems, Pathways to Learning and Development, The Unifying Effect of Experience, The Universe of Conscious Change

**Practical Applications:** Group Learning Environments, Classroom Teaching, Staff and Board Meetings, Committee Meetings, Conferences and Council Meetings

**Teaching Strategies:** Collaborative and facilitative approach with some lecture as well as case studies, writing, problem solving and collaborative learning activities.

**Assignment:** Read Ch. 1 of *Transformative Leadership and High Synergy Motivation.*

**Recommended Readings:**


Week 1

Objectives: To learn how individuals are motivated to perform their best in high synergy groups and dynamic organizations. To understand how synergy, motivation and performance are related in groups and organizations in both theory and practice.

Topics:
1. Change and Transformation: The Leadership Mission
2. Viewing the World through a Collaborative Lens
3. Validating the Contributions of Group Members
4. Experience, Motivation and Problem Solving
5. Synergy, Motivation and Performance

Discussion Questions:
1. Discuss how “dealing with change” is essential for leaders and explore the primary transformative mission of leaders.
2. What does it mean to view the world through a “collaborative lens” and how does this view help us deal with change?
3. How does synergy motivate us and help to facilitate problem solving?
4. What is the role of experience in group learning and motivation?
5. How is performance increased in high synergy groups and organizations?

Theories/Concepts/Issues:
1. How does “validation” help motivate group and organization members?
2. What is the relationship between “validation” and group performance?
3. How is “validation” similar and/or different from “affirmation”?
4. Define and discuss “high synergy” groups and organizations.
5. Discuss the concept of “mutual benefit” in high synergy, high performance groups.

Practice Problem Solving and Case Studies:
1. How are synergy and peak performance demonstrated in Japanese organizations?
2. Do you agree with Eric Hoffer’s view, “Man is his own worst taskmaster”? And, why do you agree or disagree? How is this view important for motivation?
3. How do competition and domination undermine performance in groups?
4. Discuss the value of shared experience in high synergy groups and give an example of how it motivates group members.

Class Exercises/Activities: Divide the class into groups of four or five students per group and ask them to identify the key elements for high synergy in groups. And, which of these elements is essential for teamwork and high performance and why? When they are finished, have a leader from each group share their findings with the entire class.

Assignments: Read Ch. 2 of Transformative Leadership and High Synergy Motivation. Write a one page essay on “How group and organization members are motivated by synergy to do their best.”
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**Week 2**

**Objectives:** To learn about the relationship of self-organizing and adaptive systems with synergy and motivation. To develop an understanding of how leadership and motivation relate to important organizing principles.

**Topics:**
1. Synergy: The Engine that Drives Organizations
2. The Organizing Principle for Leadership and Motivation
3. Interdependence and Motivation in Complex Systems
4. The Need for Leadership with an Organizing Principle
5. Diversity and Motivation

**Discussion Questions:**
1. How does synergy drive organizations and why is it essential?
2. Discuss how systems become self-adapting and self-organizing?
3. How do individuals and organizations become self-motivating through synergy?
4. Discuss the fundamental organizing principle for successful leadership.
5. How does diversity stimulate learning opportunities and motivation?

**Theories/Concepts/Issues:**
1. Discuss the concept of “self-organization” in complex systems and what is the role of motivation in these self-organizing systems.
2. How do adaptive synergy systems succeed where competition fails?
3. How is balance sustainable in self-organizing systems?
4. What is the source of “true motivation” for long-term success in organizations?
5. Compare the “hierarchical” with the “collaborative” approach to management.

**Practical Problem Solving and Case Studies:**
1. Discuss an example of how competition fragments organizations and promotes the “illusion of control” among managers.
2. Discuss the meaning and motivation of the founding fathers that serves as the foundation for the Constitution of the United States. Is it primarily based on law or uncompromising principles and what is the difference?
3. Discuss the Ancient Native American wisdom that suggests it is impossible to understand another person unless, “You have walked a mile in their moccasins.” Why is it important for leaders to understand this?

**Class Exercises/Activities:** Have the students individually write a list of the most important group and organizational requirements for motivation. Then, have them discuss their choices in groups of four or five and agree on a list of four or five to present to the rest of the class. Finally, ask them to explain why they chose them.

**Assignments:** Read Ch. 3 of *Transformative Leadership and High Synergy Motivation.* Write a one page essay on the “Elements for Building a Sustainable Organization.”
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Objectives: To learn about increasing performance through affirmation, sharing and confidence building in high synergy organizations and groups. To understand how to raise group members up to higher levels of motivation and performance.

Topics:
1. How Synergy Maximizes Human Potential
2. Organization, Motivation and Change
3. Motivation and Confidence Building
4. Affirming Individual and Organizational Identity
5. Leadership Myths

Discussions Questions:
1. Discuss ways of recognizing contributions and maximizing human potential.
2. How does synergy help us see the value of each individual contribution?
3. Discuss ways collaborative organizations facilitate synergy and motivation.
4. Discuss examples of how confidence and motivation move organizations.

Theories/Concepts/Issues:
1. Discuss individual and organizational identity and their importance to team building and motivation.
2. Discuss how higher levels of synergy create increased levels of performance in groups and organizations.
3. Discuss ways that leaders are motivators and organization builders and how they lift people up to higher levels of performance.

Practical Problem Solving and Case Studies:
1. Discuss and compare two examples of “great leaders” and show how they were able to motivate and lift people up to achieve their goals.
2. Discuss the example of “Rudy” on page 35, 36 and compare his level of contribution to other “star” players or teammates.
3. Compare and contrast the levels of motivation in competitive groups and organizations with that of collaborative groups and organizations.
4. How does “affirmation” in groups create more responsive workers and teams?

Class Exercises/Activities: Have the students work in their groups of four or five and identify five ways competitive groups or organizations are dysfunctional and how they would change them into a high synergy groups or organizations. When they are finished, have each group leader share their findings with the entire class.

Assignment: Read Ch 4 & 5 of Transformative Leadership and High Synergy Motivation. Write a one page essay on “Improving Motivation through High Synergy.”
L, M & C Syllabus Cont’d  

**Week 4**

**Objectives:** To understand the purpose and value of learning communities and how leaders can motivate others in organizations that are part of a global learning community. To learn about the relationship among synergy, motivation and teamwork.

**Topics:**
1. Motivation in Learning Communities
2. Social Values and Global Thinking
3. Motivation and the Search for Meaning in Groups and Organizations
4. Group Motivation and Peak Performance
5. Synergy, Unity and Conscious Change

**Discussion Questions:**
1. What is a “learning community” and how are members motivated to learn?
2. Discuss the dangers of “Globalization” and how “Global Learning Communities” can help leaders facilitate positive change in organizations.
3. Discuss the changes in man’s view of himself and others in relation to the global environment and where can he find meaning and motivational purpose?
4. How can leaders build better teams through sharing-based groups?
5. How does synergy help unify group members and motivate them to learn?

**Theories/Concepts/Issues:**
1. Discuss the concept of “resonance” in sharing-based groups and organizations.
2. Can resonance, harmony and teamwork exist in competitive groups?
3. How can leaders transform competitive members into high synergy teams?
4. Discuss the concept of “reciprocal benefit” and how it works.

**Practical Problem Solving and Case Studies:**
1. Discuss specific cases of how leaders with “policies of domination” failed and how leaders with “policies of teamwork and unity” succeeded.
2. Discuss how organizations are “living entities” and much more than machines.
3. Discuss the concept of “adaptation” in well-balanced eco-systems.

**Class Exercises/Activities:** Have the students discuss in their groups of four or five how much time they spend each day collaborating and cooperating with others and how much time is spent competing with others. Ask them to identify specific examples of both collaboration and competition and then have them decide how motivated they were in each situation. When they are finished (after about an hour), have them report on their findings to the rest of the class.

**Assignment:** Read Ch 6 & 7 of *Transformative Leadership and High Synergy Motivation.* Write a one page essay on the topic, “How synergy builds team unity.”
L, M & C Syllabus Cont’d  

**Week 5**

**Objectives:** To learn how groups share energy and leaders facilitate learning and change through synergy. To understand the steps to becoming a Transformative Leader.

**Topics:**
1. The Struggle for Group Harmony
2. Realigning Group Energy with Synergy
3. The Transformative Leader
4. Facilitating Resonance through Group Synergy
5. Transforming Negotiation to Collaboration

**Discussion Questions:**
1. Discuss how individuals can work through problems and differences without acquiescing or settling for compromise solutions.
2. What is the “realignment of group energy” and its relationship with synergy?
3. Discuss the steps to becoming a Transformative Leader.
4. Discuss some of the myths about motivation. Why are quick fixes and instant inspiration unable to sustain motivation and maintain levels of performance?
5. How does a Transformative Leader move from the competitive aspects of negotiation to collaboration and real problem solving?

**Theories/Concepts/Issues:**
1. How does resonance realign energy in high synergy groups?
2. Discuss how reciprocal benefit helps to create resonance in groups.
3. Is group harmony always necessary in resolving problems? Discuss the idea that problems are “learning opportunities.”

**Practical Problem Solving and Case Studies:**
1. Discuss the case of the three executives on pages 79, 80 and identify how they were able to learn, share ideas and move to a new understanding without compromises.
2. Discuss the importance of a “Clear Collaborative Mission or Goal” and give an example of one.
3. How was the “Cuban Missile Crisis” a great collaborative success?

**Class Exercises/Activities:** Have the students meet in their groups of four or five and do an assessment of their progress as Transformative Leaders. Ask them to discuss the role each member is taking in the group and how they are contributing to the problem solving and the overall success of their collaborative efforts. When they are finished ask each group to report to the class on their findings.

**Assignment:** Read Ch 8 & 9 of *Transformative Leadership and High Synergy Motivation*. Write a one page essay on the steps to becoming “A Transformative Leader.”
Objectives: To learn about how to resolve value conflict and cultural as well as individual differences. Also, to understand how to motivate people through synergy, a collaborative mission and democratic values.

Topics:
1. Resolving Value Conflict
2. Rhythms and Cycles in a High Synergy World
3. How Leaders Facilitate Proactive Change
4. The Motivational Purpose of Leadership: Mission or Mastery
5. Moving beyond Conflict and the Give and Take Process

Discussion Questions:
1. Discuss the importance of acknowledging and understanding values and the conflicts that they generate to the ability to resolve problems and differences in groups, cultures and organizations.
2. What roles does synergy play for leaders who want to facilitate the resolution of conflict in groups and organizations?
3. Discuss the roles of leaders as facilitator and as controller. Which role helps to create a more motivated and responsive workforce over time?
4. Discuss the resolution of conflict in terms of compromise and then the ability to move beyond compromise to higher levels of understanding and harmony.

Theories/Concepts/Issues:
1. Discuss the concept of harmonics in terms of the rhythms and cycles of a synergistic universe and how order and harmony are facilitated.
2. Compare and contrast the “reactive leader” with the “proactive leader.”
3. Discuss the concepts of competition, conquest and war in terms of its consequences as well as winning and losing and what victory actually implies.
4. How is it possible to “root out aggression” in groups, organizations and society?

Practical Problem Solving and Case Studies:
1. Discuss the importance of shared participation in a democracy and why it is essential for leaders to facilitate “equal participation.”
2. Discuss organizations as “complex synergy systems.”
3. Discuss the “futile exercise of power” versus the “collaborative mission” and commitment to democratic values in organizations and the global society.

Class Exercises/Activities: Divide the class into groups of three. Have two students in each group discuss/argue positions for and against the use of aggression in the world with the third student acting as mediator and facilitator of some kind of resolution of the dispute. After about 45 minutes to 1 hour have each group report on how they were able to resolve the disputes and what level of reconciliation was achieved.

Assignment: Read Ch 10 of Transformation Leadership and High Synergy Motivation.
L, M & C Syllabus Cont’d       Week 7

Objectives: To learn about collaborative intelligence and how leaders can facilitate it to achieve greater wisdom, learning and knowledge. To understand the relationship among wisdom, learning, motivation and knowledge and what motivates us to succeed.

Topics:
1. Collaborative Intelligence
2. Wisdom and Knowledge in Collaborative Groups
3. Institutional Alienation in a Competitive World
4. Wisdom, Shared Purpose and Motivation
5. Synergy and Conscious Healing

Discussion Questions:
1. How does collaborative learning improve intelligence?
2. What is wisdom and its relation to knowledge and learning?
3. Discuss how competition can alienate individuals and groups?
4. Discuss how shared purpose and collaborative efforts facilitate wisdom and the motivation to succeed.
5. How do shared purposes heal us and divisive efforts alienate and harm us?

Theories/Concepts/Issues:
1. Compare and contrast collaborative (social) learning with competitive learning.
2. Why are objective tests not true measures of intelligence?
3. Discuss the difference between wise leaders and “intelligent” leaders?
4. What are the primary causes of “institutional alienation” and what can leaders do to diminish its effect on individuals, groups and organizations.

Practical Problem Solving and Case Studies:
1. Discuss how “conscious intentions” shape our world and how collaborative values can make the difference between alienation and true motivation.
2. Discuss what motivates us to be the best we can be and how financial motivation often leads to alienation and loss of purpose. Use specific examples.
3. Discuss how anger can be transformed into compassion for others and how revenge can be transformed into the pursuit of justice. Use examples.
4. How did Enron executives violate the trust of their employees? Should the Enron employees have questioned the investment of their savings in Enron stock?

Class Exercises/Activities: Ask the students to individually list what motivates them the most to perform at their best. Then, have them meet in their groups to discuss their lists and to choose as a group the top five things that motivate people most to succeed. When they are finished, have each group report to the entire class on their findings.

Assignment: Rd Ch 11, 12 of Transformative Leadership and High Synergy Motivation. Write a one page essay on the topic, “What Motivates Me to Be the Best I Can Be.”
L, M & C Syllabus Cont’d  Week 8

Objectives: To learn about adaptation, self-organization and motivation in groups and how the “higher order processes” are facilitated by leaders in groups and organizations.

Topics:
1. Motivation in Self-adapting Systems
2. Self-organization and Motivation
3. Motivation and the Higher Order Processes
4. Collaborative Participation and Motivation
5. How Aggression and Conflict Undermine Motivation

Discussion Questions:
1. Discuss social organizations as “self-adapting systems.” How are individuals motivated in self-adapting systems and are they more or less competitive?
2. Discuss the need to self-organize and how does it motivate us to succeed as individuals and culture groups?
3. How do the “higher order processes” of critical and creative thinking motivate and help us to succeed as leaders and team members?
4. Discuss ways leaders empower others to contribute and succeed in groups.

Theories/Concepts/ Issues:
1. Discuss the reason that Darwin’s theory of the “survival of the fittest” is primarily a theory of adaptation. What influence did Thomas Malthus have on Darwin?
2. Why does Competitive Society decline in spite of the individual’s struggle for survival? What is Malthus’ idea and how is it supported by Darwin?
3. Discuss “social constructionist thinking” and how transformative learning and communication create higher order critical and creative thinking abilities?
4. Discuss how empowerment builds team unity while competition creates unnecessary aggression and divisions in organizations.

Practical Problem Solving and Case Studies:
1. Discuss specific examples of leadership role models that help to motivate others in teams and organizations.
2. Why are some personnel departments of large businesses and organizations active in disempowering and undermining the work of employees?
3. Discuss what the most important functions of personnel departments should be and why many have become agents of disunity and bureaucratic decay.
4. What other forms of aggression besides terrorism have become threats to freedom and democracy worldwide?

Class Exercises/Activities: Ask the students to discuss in their groups of four or five how they would build their own personnel departments around the concept of empowerment and the goal of employee training and development. Ask the students to list five priorities of this department and how each of them would be implemented.

Assignment: Rd Ch 13, 14 of Transformative Leadership and High Synergy Motivation.
L, M & C Syllabus Cont’d  

**Week 9**

**Objectives:** To understand the differences between the Eastern and Western Learning Models and the value of shared experience in both models. To learn how motivation is facilitated by leaders through the higher order processes of thinking and communication.

**Topics:**
1. Eastern and Western Learning Models
2. Connected Thinking and the Unity of Experience
3. Domination leads to self-destruction
4. Moving from Competitive Conflict to Collaborative Synergy
5. A New Paradigm on the Horizon

**Discussion Questions:**
1. Discuss the differences and similarities between the Eastern and Western Learning Models and how Collaborative Learning uses both models.
2. How is experience valued in both Eastern and Western cultures?
3. What is “Connected Thinking” and how does it help people learn?
4. How do over-aggressive and dominant group members undermine motivation?
5. Discuss the “New Paradigm” for thinking and learning and how it enables leaders to succeed individually and organizationally.

**Theories/Concepts/Issues:**
1. Discuss the value of “shared experience” and its unifying effect on groups.
2. Discuss the “Higher Order” processes of thinking, communication and learning and their relationships to motivation.
3. What is a “safe learning environment” and how does it help people learn and develop individually, organizationally and culturally?
4. Discuss how a “thought responsive universe” manifests itself through synergy.

**Practical Problem Solving and Case Studies:**
1. Discuss the story of “The Night of the Wolf” and the key elements of sharing, mutual benefit and motivation that enabled the woman and the wolf to survive.
2. How did transformative leaders like Mahatma Gandhi, John F. Kennedy and Martin Luther King change the world?
3. Discuss the key elements of motivation in a synergistic society (Page 183).
4. Discuss how humans as a species are uniquely motivated to be the best they can be compared to other species. And, what are the key elements of this motivation?

**Class Exercises/Activities:** Divide the class into their groups of four or five and ask them to identify and discuss the key elements of a “safe learning environment” and how leaders can facilitate its development for greater motivation and learning opportunities.

**Assignment:** Rd Ch 15, 16 of *Transformative Leadership and High Synergy Motivation*. Write a one page essay on the topic of “Leadership and High Order Communication.”
Week 10

Objectives: To learn about the contradictions and conflicts in communication and how adaptation and dialogue facilitate problem solving and transformation.

Topics:
1. The True Measure of Leadership
2. Transforming Fear to Freedom and Domination to Shared Benefit
3. Contradictions and Conflicts in Communication
4. Intentional Adaptation and the Universal Mind
5. Motivation, Intentional Adaptation and the End of Conflict

Discussion Questions:
1. Discuss the legacy of benefits of Transformative Leaders and examples of the “True Measures of Leadership.”
2. Discuss Laura Blumenfeld’s book, Revenge, and how it is an example of a significant transformation in thinking and understanding.
3. How can inter-cultural dialogue make a difference in the Middle East and in other regions of the world? And, how can leaders facilitate such dialogue?
4. Discuss the “high synergy road” to adaptation and the perpetuation of the species. And, how can intentional adaptation facilitate the end of conflict?

Theories/Concepts/Issues:
1. Discuss ways of measuring true leadership and how true leaders are able to facilitate transformation and understanding.
2. Discuss the practicality and benefits of a “High Synergy Peace Corps” that would be composed of concerned citizens and professional doctors, politicians, teachers, laborers and engineers working for the benefit of the global community.
3. What is “intentional adaptation?” Give examples of how it works.

Practical Problem Solving and Case Studies:
1. Compare and contrast the competitive business executive who aggressively works to control and dominate markets with political leaders who attempt to control and dominate. How dangerous are they and are their differences significant?
2. Discuss the “balance of power” and can it be maintained successfully without synergy? When does domination off-set this and what are the consequences?
3. Discuss the conscious decision by the weapons builder in this chapter to change his profession. What were his value conflicts and the results of his decision?
4. Discuss how the architect in Twelve Angry Men raised the level of thinking and synergy and led them (jury) to significant problem solving and transformation.

Class Exercises/Activities: In their groups have the class discuss the practical implications of transforming group thinking to reflect collaborative values, intentional adaptation and problem solving. Ask them to discuss how each of them have changed over the past ten weeks in terms of their collaborative abilities and as leaders.

Assignment: Rd Ch 17, 18 of Transformative Leadership and High Synergy Motivation.
L, M & C Syllabus Cont’d

Week 11

Objectives: To understand the barriers to learning and human development and how they can be removed by leaders and team members. To learn about the contributions and legacies of transformative leaders and cultures of the past.

Topics:
1. Transcending Barriers to Human Development
2. Learning Disabilities Related to Competition
3. Aspiring to a Higher Order and Building Commitment
4. How Synergy Transforms Cultures
5. Transformative Lessons from History and Literature

Discussion Questions:
1. Discuss types of barriers to learning and human development that exist in society and how they can be removed.
2. How are over-competitive learners and team members learning-disabled?
3. Discuss how individuals and groups can aspire to a higher order of motivation and achievement.
4. How does synergy transform culture groups and organizations?

Theories/Concepts/Issues:
1. Identify and discuss some of the problems with “standard” measures of intelligence and learning.
2. How can teachers and leaders bring out the best in students and team members?
3. Discuss “competitive self-interest” and the difference between ego-driven inventions and beneficial contributions to society and the environment.
4. Since everyone learns gradually, at their own pace and in their own time, can true intelligence and learning really be measured or are these measurements based to a large extent on false standards? Discuss.

Practical Problem Solving and Case Studies:
1. Discuss how John F. Kennedy, Albert Einstein and Michael Crichton overcame problems in school to motivate themselves and succeed in life.
2. Discuss how mankind is at the “crossroads” of human development and what choices need to be made soon?
3. Discuss unity and teamwork versus independence and competitive self-interest. How can transformative leaders create more harmony and transcend differences?
4. Discuss some past transformative cultures of society and compare their legacies with some of the cultures of conflict and domination in history.

Class Exercises/Activities: Have the students discuss in their groups new strategies for motivating team members in groups and organizations to work together and to succeed. When they are finished have each group report on their findings to the entire class.

Assignment: Rd Ch 19, 20 of Transformative Leadership and High Synergy Motivation.
L, M & C Syllabus Cont’d 

**Week 12**

**Objectives:** To learn about high order organizational change and its how synergy works to create increasing levels of learning, motivation and transformation.

**Topics:**
1. The Motivation for Change across Nationalities and Cultures
2. Transformational Theory
3. Working toward a High Synergy Global Society
4. Nurturing and Facilitating Conscious Change
5. A New Era of Transformative Leadership

**Discussion Questions:**
1. Discuss the higher order motivations and how they influence change.
2. When a group of people or an organization work together to create a high order of synergy, describe the transformations that often result.
3. Discuss the essential characteristics of a high synergy society.
4. Describe the process of nurturing and facilitating change in a thought-responsive, high synergy world.

**Theories/Concepts/Issues:**
1. Discuss the processes of differentiation and merging of shared ideas, experiences and motivational purposes.
2. Discuss the concept of “living in a sea of energy” and how it affects the organization of all living things.
3. Describe the Universe of Conscious Change through Synergy and how it works in social groups and organizations.
4. Describe how “equilibrium” and “balance” are maintained through synergy.

**Practical Problem Solving and Case Studies:**
1. Discuss the conscious evolution of mankind from primitive creatures of conflict to high synergy beings with the ability to facilitate balance and harmony.
2. Discuss how transformative leaders in business, education and government can become practical facilitators of unity and motivational purpose.
3. Discuss the roles of conflict and chaos in a transformative world. Will they become less evident and what purpose do they serve for learning?
4. Human development has documented the change in society from conflict to control to change through transcendence and problem solving. Discuss examples of each level of change throughout history.

**Class Exercises/Activities:** Have the students discuss in their groups of four or five specific examples of high order organizational change and how the leaders of these groups or organizations succeeded in transforming them from individuals to a unified team of high order thinkers, communicators and problem solvers. When they are finished, have each group report to the entire class on one or two of their findings.

**Assignment:** Prepare for final essay exam by reviewing Case Study Questions.