

Welcome To  
**Spiral Dynamics integral:**  
**Natural Designs for Leading Change in Organizations**  
The Adizes Graduate School  
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## 1. COURSE DESCRIPTION

Welcome to Spiral Dynamics integral: Natural Designs for Leading Change in Organizations (SDi). This online course is an exciting new delivery mode for learning a framework which can explain everything you ever wanted to know about leadership, teams, organizations, and change!! The structure of this course maps lightly over the evolutionary history of the SDi framework itself.

Please read this syllabus carefully for description, objectives and course assignments.

Spiral Dynamics integral is based on the research of Dr. Clare Graves, a psychologist from Schenectady, New York, who designed a longitudinal independent, fifteen year research program to discover the “best” framework for human psychology. Graves discovered an evolutionary, developmental bio-psycho-social theory of human existence, which indicated that his search was a “never ending quest”. Graves was a pioneer in action research and the application of complex adaptive systems to explain human behavior. He surmised the co-creative relationship of life conditions and individual capacity. He also proposed a theory of change that explained the emergence of multiple intelligences, long before that terminology became popularized at Harvard, and long before MRI Scans made visible how areas of the brain “light up” when new connections are made.

In the last decade of Graves’ life his theories were field tested by Dr. Don Beck in South Africa. Reporting on these applied learnings, Dr. Beck co-authored “The Crucible” in 1990. He also developed a series of paper-based assessments for use in organizational development, including the *Values Test* and *Change State Indicator*, which you will have an opportunity to use in this course.

In 1996 Dr. Beck co-authored “Spiral Dynamics: Mastering Values, Leadership and Change”. With this text, a growing body of articles and a repertoire of assessments, the Spiral Dynamics framework offered a resilient, responsive framework that allowed HR and OD professionals to move beyond the assessment of horizontal constructs of personal style and type indicators like the MBTI, to utilize a system with the potential to align the whole organization. It also introduced the color labels used to describe the eight developmental stages that have so far emerged in human existence.

Spiral Dynamics borrowed the term “meme”, invented by English biologist, Richard Dawkins and combined it with the values map that had emerged from Graves’ work, to create a vMEME – a values MEME. This new descriptor not only added to the meaning of meme, the depth of bio-psycho-cultural-social contexts, but also to organizational development, a language with richness and flexibility on every level of scale: individual, leader, team, department, organization and society.

vMEME analysis unfolds across six memes in Tier 1 and two memes in Tier 2. The qualities of I-ME-MINE alternate with WE-US-OURS at ever-complexifying levels, creating “memestacks” or “memeplexes” which become our personal and collective chords of existence.

In the late 1990's the paths of Don Beck and philosopher Ken Wilber crossed. Wilber had just published a series of books including, "Sex, Ecology and Spirituality", "A Brief History of Everything" and "Integral Psychology", where he outlined his four quadrant, all level, integral framework. The meeting of Beck and Wilber resulted in the introduction of the integral framework into Spiral Dynamics – thus resulting in Spiral Dynamics integral. SDi also influenced Wilber's writing, especially the easy shorthand of the colors used to describe the eight levels of development. He first incorporated this into his "A Theory of Everything" – which is used in this course.

In this course you will have the opportunity to apply the Spiral Dynamics integral framework to analyze yourself as a leader; utilize this cohort as an SDi team; and experiment with the SDi model to align an organization.

You will also assess your own state of change (with the Change State Indicator) and demonstrate how the process of change is inextricably an aspect of individual and group life conditions.

The exploration of change will provide a gateway into integrating the SDi model with the Adizes Lifecycle model. You will utilize the CultureSCAN tool and gain insights into the dynamics of natural design for organizations, that incorporate aspects of many other constructs of SDi. You will have the opportunity to discuss and plan how the SDi and Adizes models inform one another and how they provide a foundation for your own model of change.

Finally we will conclude the course by applying Spiral Dynamics integral to a challenge for change on one of the scales we have explored: leadership, team or organization. We will also demonstrate our academic knowledge through the citations of the key sources of the theory (Graves, Beck, and Wilber) and make powerful connections to other courses in the Adizes Graduate School, such as "System Life Cycles" and "Adizes Leadership Tools for Managing Change".

## **2. REQUIRED READING LIST**

There are four books and three online tests which are required reading for this course. These required readings provide frameworks and language to explore Spiral Dynamics integral. You should start with Graves, then Beck and Cowan. Wilber will be interspersed with Beck and Cowan. The two Adizes books (which you may have encountered in other AGS courses) will be integrated at the end of the course.

All the books can be purchased from [www.amazon.com](http://www.amazon.com) and many other online booksellers. As you read the required books, please begin to draw from the Bibliographies in the Books, Supplementary Articles/Resources/Websites for each module, Recommended and Optional Reading lists and other sources for material to add to our work.

Access for the three online tests must be purchased from Adizes Graduate School and will be provided by your instructor. Each test costs \$12.00, for a **total of \$36.00 due with**

**your Enrollment Agreement.** (Note: this is a special student rate available through AGS only. If you are interested in using these tests in organizations, your instructor will advise you how to obtain them.)

### **Books**

- Adizes, I. (1999). *Managing Corporate Lifecycles*. Paramus, NJ: Prentice Hall Press.
- Adizes, I. (1992). *Mastering Change: The Power of Mutual Trust and Respect*. Santa Monica, CA.: Adizes Institute Publications.
- Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell.
- Wilber, K. (2002). *A Theory of Everything*. Boston: Shambhala

### **Online Tests**

- Values Test (Week 1)
- Change State Indicator (Week 4)
- CultureSCAN (Week 8)

### **3. OBJECTIVES:**

This course is designed to provide students with a basic understanding of the Spiral Dynamics integral framework and how to apply it to leading change in the organizational context. Students will utilize a series of online assessments to map their own values, change states and culture scans. They will work as individuals, in small groups or teams and as a large group to simulate an organization. Students will be asked to analyze, compare, critique and apply conclusions in the process of learning the principles of natural design for organizations.

Questions that will arise in the course of our time together include:

1. What was the trajectory of human development that Clare Graves described as a result of his research?
2. How have life conditions lead to the emergence of vMEME's in your life? As a leader how do you assess the influence of each vMEME's strength, relevance, importance and change dynamic in your life?
3. What triggers the cycle shift between I-ME-MINE and WE-US-OUR systems in individuals? How has this impacted your approach to leadership during your career?
4. How does Wilber's four quadrants and explanation of "transcend and include" add to our understanding of leadership capacity?
5. What is the relationship between life conditions, awareness of states of change and preferences for chaos and order? How does this knowledge impact leadership options on a team?
6. How do the eight variations of change contribute to developing a strategy for organizational change in a natural design?
7. What is a memestack or a memeplex? How does it affect "fitness" for work? Change? Life conditions? Communications? How would you design a communication model for a social issue spanning blue, orange, green and yellow?

8. How does Adizes' Lifecycle model for organizations integrate with Spiral Dynamics integral?
9. How do cultural dynamics reflect values, change states, lifecycles and life conditions in organizations? How does this affect different sectors – private, government, NFP?
10. What are the principles and priorities of natural design? How does 2<sup>nd</sup> tier thinking contribute to natural design?
11. What are the differences between managing, leading and designing?

These questions will help us generate shared meaning and act as gateways to applying the theories to natural designs in organizational leadership, teams and changes. The learning in this course will be enhanced by the stories, reflections, feedback, resources and creativity we share.

#### 4. FEEDBACK REQUIREMENTS

Class members will respond to the reflections of their colleagues either individually or as a group (if indicated), during the week of the initial posting and/or in the following week, depending on the unit instruction. Once the feedback postings are posted to the forum, the student or team should use the rest of the week to facilitate dialogue around the feedback they received from the other team members.

It is my intention to offer helpful and critical feedback on your work. This may be offered individually and/or as a group. I will check into the website two to three times per week. However, you are responsible for completing activities during each week and assignments by the due dates. Late papers, without prior arrangement, often do not receive the same consideration (that is, feedback) as those submitted on time.

To a great extent, the quality of your own participation in this seminar will guide the discussion of the course and help determine how much you learn. We will assume that there is much we can learn from each other in a collaborative setting as well as published literature. You will consequently be evaluated both on the quality of your postings, written assignments and on the timeliness and quality of your responses to postings and the papers written by your peers (see Grading Summary in “Marks and Grades” below).

Please check the “**Marks and Grades**” section below. It provides a good guide to how the quality of your contributions will be assessed. Please note, that I will request that you assign yourselves a Grade for this course so that you can be self-reflective of your performance and learning.

#### 5. MARKS AND GRADES

The following table summarizes the marks allocated to each Unit and Activity.

**Table: Marking Summary**

Unit	Evidence of Tests & Readings in	Participation in Weekly	Papers: 1: 10%
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	<b>Postings &amp; Feedback: 33%</b>	<b>Discussions &amp; Feedback to others: 22%</b>	<b>2: 10% 3: 25%</b>
Week 1: Intro, Graves	2	2	
Week 2: vMEMES	2	2	
Week 3: Hot/Cool Cycles	2	2	Complete & Post Paper 1 (10%)
Week 4: 4Q8L	5	2	Beginning Week 4: Respond to Paper 1
Week 5: Change State	2	2	
Week 6: Variations of Change	2	2	
Week 7: Communications	2	2	Complete & Post Communications Project (10%)
Week 8: Adizes & SDi	5	2	Beginning Week 8: Respond to Projects:
Week 9: Cultural Dynamics	2	2	
Week 10: Natural Design	2	2	Complete & Post Synthesis Paper (25%)
Week 11: Managing, Leading, Designing	7	2	Beginning Week 11: Respond Synthesis Paper
Total	33%	22%	45%

**Pass With Distinction.** This person met and exceeded the requirements of the assignment in a timely manner, posted regularly with sensitivity, understanding, insight, constructive criticism, and catches the high points (gets it). This person added something to the learning of the group, brought in additional references, and made me think. This grade requires one to go beyond reading and reciting to critical analytic thinking, synthesis, application, and abstract reasoning.

**High Pass.** Awarded to participants whose work is well above average compared to the work of others in the program and at a graduate level of scholarship, whose participation and feedback meet expectations, and who develop creative lines of thought.

**Pass.** This person adequately meets the requirements of the assignment and posts assignments and responses on time with only a couple of exceptions.

**Fail.** This person misses major points, shows insensitivity, and has a pattern of late postings. Consistent problems, including late or non-existent postings, poor feedback

to partners, a tendency to focus on problems rather than solutions, and lack of comprehension of course material.

## **6. ADDITIONAL TIPS TO HELP YOU NAVIGATE AND WORK THROUGH THIS COURSE.**

I expect that occasionally some of you may face serious obstacles to participating in a specific activity and/or posting an assignment. A missed activity or assignment does not disqualify you from a high grade, because quality counts as much as quantity in this course. Nevertheless, if something goes wrong consider this:

1. The most predictable breakdown occurs whenever students are late in posting their papers and responses. This is often the result of business trips, illnesses, overload, and computer glitches—but **be aware that the responses and learning of your peers depends upon your timely contributions**. Please let us know as soon as possible – that is sooner rather than later – if you are unable to post an assignment, feedback or response. Nothing is more deadening than silence in this medium. If you cannot get through on the forum, or by email, please give me a phone call (see beginning of Syllabus for number).
2. Papers will be written in APA format and a “page” is assumed to be approximately 500 words in length using a legible, 12-pitch font. Please see the American Psychological Association (APA) Publishing Manual for more details, or the crib sheet at: <http://www.psychwww.com/>. Both are a useful reference tool for graduate-level work and invaluable as you prepare for your master’s and doctoral research.
3. Formally written citations, in APA format, are required in EVERY post that includes citations. Please note that **cited work**, not only demonstrates the scholarly conversation of which we intend to be a part, but it recognizes the contributions of others to our own thinking and it is important in demonstrating the alignment of, or as a foundation to independent and creative thinking
4. Email me and your colleagues as soon as possible if a situation arises that will effect a due date or your peers, and post a message to the group. Switch dates with a colleague if needed. Remember to post messages regularly, even just to say you’re still out there - your colleagues will greatly appreciate it. You also lose at least ½ allocated grade for each **unannounced** late posting, so PLEASE be sure to watch the due dates!
5. Begin working on the project immediately. One suggestion that you can implement optionally, is to journal ideas as thoughts as you go along within the course. This can help you with the final paper. Otherwise, there is a tendency only to remember the last week’s process or the most emotionally significant for you. As I suggest this, however, I want to add a caution: Don’t become so focused on this last assignment that you avoid engaging with your colleagues. There is a tendency for individuals and groups to become too task-focused as they work on the final paper, without taking the time to reflect on how they are getting to where they are getting.
6. I will post this syllabus and the assignments as major topic areas within the group

forum. Please post your papers as the next level of response to the appropriate topic assignment. That way responses to the papers becomes the third level (replies to the papers), and so on. Group work is best addressed in folders.

7. Please review the descriptions of the assignments while you work on them and before you post your assignment. A common mistake is to become intrigued with a wonderfully new idea - and not address the assignment requirements.

## 7. WIZARD WATER COOLER

This is your space to relax – an informal and casual conversation area, where discussion about group frustrations, successes and other stuff including partner’s news (marriages, births, achievements and gossip) can be posted.

## 8. WEEKLY UNITS

### Overview

There is a great deal of material to be absorbed in this 11 Unit class. This course has been designed so that each week, participation will require about 15 - 20 hours of engagement, allocated approximately as follows: 1/3 reading; 1/3 writing (posting and/or papers); and 1/3 responding, replying.

The Spiral Dynamics text, provided at enrollment, will be referenced in some depth as we progress through the course. Chapters 1, 2 and Section 3 of will be used in weeks 1 and 2. The optional [Preparatory Exercise](#) online (provided in the application process) is also recommended – do the Spiral Dynamics portion first, and the Adizes portion prior to Week 8. Section 2 will be used in weeks 5, 6 and 7.

You will take three Spiral Dynamics online tools:

- Values Test (Week 1)
- Change State Indicator (Week 4)
- CultureSCAN (Week 8)

Please be aware, that you will be asked to share your own results and consider the results for others in the cohort. What you choose to disclose regarding the interpretation of the results, will be entirely under your control. **Because this is personally sensitive information we ask and expect that everyone will be respectful of the information and not disclose it outside this course.**

Why do we use the information from the assessments this way? Principally because it deepens the cognitive learnings in the course into experiential engagement. The course is designed for you to gain insights on self, others, groups/teams, organizations and cultures. The assessments ground the theory in practice and give you an opportunity to leverage your learnings in multiple ways.

Students will need to be familiar with basic Adizes terminology and concepts by week 8. This information is located in the Adizes books, and both texts should be reviewed in-depth prior to weeks 8 and 9.

The final synthesis paper to be posted at the end of Week 10 will also require a significant amount of reading and thought and it is suggested that students plan early for the second last and final weeks (weeks 10 and 11) of class. While course assignments and expectations are explained as clearly possible, please do not hesitate to ask for clarification if needed.

The weekly requirements consist of :

- readings
- participating in an activity and/or posting your response to a key question or questions based on the readings
- responding to each other's postings
- replying to feedback.
- At the **end** of week three you will be asked to post a short informal paper.
- At the **end** of week seven you will be asked to post a short project.
- At the **end** of week 10 you will be asked to post a synthesis paper.

## **WEEK ONE, Begin Monday \*\*\***

### **Overview**

We build the learning community that will engage with Spiral Dynamics integral over the next 11 modules. You will reconnect with people you already know and meet new students. You will meet your faculty and introduce yourself and get an overview of the whole course from reading the Syllabus.

You will start to engage with the theory by reading the research foundations developed by Dr. Clare Graves, you will take the Values Test online and you will begin to apply your learnings by participating in the Activities.

### **Outcomes**

At the end of this unit learners will:

1. Create and support a learning community
2. Complete the Values Test self-assessment
3. Demonstrate an understanding of the Graves research

### **Activities**

1. Read the Syllabus, noting the expectations, due dates and commitments required to complete the course.
2. Take the online Values Test. Go to URL \*\* and follow the instructions.
3. Read the Values Test Interpretation – draft a brief self-interpretation (to be used in Week Two)
4. Read Required Readings (and if possible, Optional Resources).
5. In the Introduction Topic, Introduce yourself and tell us briefly about the best online learning experience you have had (or other learning experience if this is your first online course). Why was it valuable to you? What would you like to achieve as a result of taking this course?
6. In the Values Topic, tell us what values and guidelines would you propose we agree to, in order to optimize our experience together?

7. In the Human Development Topic, post your response to the question below utilizing 2 or more of the sub-questions to expand your answer.
8. Respond to other's postings (make at least two response postings, ensuring that everyone in the course receives responses from at least two different students.)

### **Questions**

1. What was the trajectory of human development that Clare Graves described as a result of his research?
  - a. What impressed you about the Graves research methodology? Do you think it was valid? Could we reproduce the same process today?
  - b. From what you have read, what questions might you like to ask professor Graves if he were here today?
  - c. Do you know of any other conceptual model, system, framework, or approach that maps out a similar trajectory?
  - d. Can you begin to see specific applications in your own world from this early exposure?

### **Required Reading**

1. Values Test, Interpretation  
[http://newsletter.adizesgraduateschool.org/SDuploads/values test overview.doc](http://newsletter.adizesgraduateschool.org/SDuploads/values%20test%20overview.doc)
2. Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell., Introduction, Chapter 1 (read the book if you have it and/or read this website file of the chapter):  
<http://www.adizesgraduateschool.org/newsletter/SDuploads/SDChapter1.doc>
3. Graves, C. "Human Nature Prepares for a Momentous Leap"  
[http://www.adizesgraduateschool.org/newsletter/SDuploads/momentous leap.doc](http://www.adizesgraduateschool.org/newsletter/SDuploads/momentous%20leap.doc)
4. Graves, C., "Momentous Leap Chart"  
<http://www.adizesgraduateschool.org/newsletter/SDuploads/MomentousLeap-Chart.doc>
5. Levels of Existence Chart  
<http://www.adizesgraduateschool.org/newsletter/SDuploads/graves-table.pdf>
6. Graves, C., ed. Cowan, C., A SYSTEMS CONCEPTION OF PERSONALITY. Remarks on his Levels of Existence Theory. Presented at the National Institutes of Health, 1971, Based on a tape transcription by William Lee  
[http://newsletter.adizesgraduateschool.org/SDuploads/systems conception of Peresonality.doc](http://newsletter.adizesgraduateschool.org/SDuploads/systems%20conception%20of%20Peresonality.doc)
7. Value Memes Overview  
<http://newsletter.adizesgraduateschool.org/SDuploads/vmemes.doc>

### **Optional Resources**

1. Chronology of Graves Work  
[http://newsletter.adizesgraduateschool.org/SDuploads/graves-memetics\\_references.doc](http://newsletter.adizesgraduateschool.org/SDuploads/graves-memetics_references.doc)

2. Graves, C., “The Psychological Map” [http://newsletter.adizesgraduateschool.org/SDuploads/psychological\\_map.doc](http://newsletter.adizesgraduateschool.org/SDuploads/psychological_map.doc)
3. Graves FAQ <http://www.spiraldynamics.org/learning/faq.htm>
4. Spiral Dynamics integral Website <http://www.spiraldynamics.net/>
5. MP3 Clips: Dr. Clare W. Graves discussing his point of view:
  - a. on the need for honesty in dealing with FS (Green)  
[http://www.spiraldynamics.org/Graves/audio/CG\\_clip4.mp3](http://www.spiraldynamics.org/Graves/audio/CG_clip4.mp3)
  - b. introducing the theory in 1974  
[http://www.spiraldynamics.org/Graves/audio/CG\\_clip1.mp3](http://www.spiraldynamics.org/Graves/audio/CG_clip1.mp3)
  - c. a caution about looking at value systems ahead  
[http://www.spiraldynamics.org/Graves/audio/CG\\_clip2.mp3](http://www.spiraldynamics.org/Graves/audio/CG_clip2.mp3)
  - d. psychological development as an infinite process.  
[http://www.spiraldynamics.org/Graves/audio/CG\\_clip3.mp3](http://www.spiraldynamics.org/Graves/audio/CG_clip3.mp3)

## ***WEEK TWO, Begin Monday \*\****

### **Overview**

We move from the foundation for Spiral Dynamics integral, into understanding how to interpret the Values Test and apply our learnings to our own life.

We also develop capacities for observing how to context the spiral within the life conditions where individuals exist.

### **Outcomes**

At the end of this unit learners will:

- Self-Assess the emergence of vMEME’s in their own life as a result of life conditions
- Describe life conditions that have influenced the emergence of your vMEME’s
- Analyze for half the spiral how vMEME’s express themselves in terms of strength, relevance, importance and dynamics in your life as a leader
- Observe and comment for the other half of the spiral how vMEME’s express themselves in terms of strength, relevance, importance and dynamics in other’s lives
- Work in teams.

### **Activities**

1. You have been assigned to Team A or B. Locate your name in the appropriate list \*\*\*.
2. Team A members individually focus on answering the questions for Memes 1-4 (beige, purple, red, blue). Team B respond.
3. Team B members individually focus on answering the questions for Memes 5-8 (orange, green, yellow, turquoise). Team A respond.
4. Read Required Reading (and if possible, Optional Resources).

- In the “Summary vMEME” Topic, for question 2, copy the table and complete it as a summary response to Question 2. Post the table to the Topic “Summary Hot (or Cool) vMEMEs” (see sample).

**Team A Hot vMEMEs: SampleA**

vMEME	Strength (1-10)	Relevance (1-10)	Importance (1-10)	Total	Change Direction -3-2-1- 0+1+2+3
Beige	5	8	8	21	0
Red	4	5	5	14	+1
Orange	6	6	8	20	0
Yellow	7	7	8	22	+2

**Team B Cool vMEMEs: SampleB**

vMEME	Strength (1-10)	Relevance (1-10)	Importance (1-10)	Total	Change Direction -3-2-1- 0+1+2+3
Purple	6	5	5	16	+2
Blue	9	7	6	22	0
Green	5	5	6	16	-1
Turquoise	5	5	7	17	+1

**Questions**

- How have life conditions lead to the emergence of vMEME’s in your life?
- As a leader how do you assess the influence of each vMEME in your life on a scale of (1-10) where 1 is low and 10 is high? Evaluate each meme’s strength in your life, relevance to your life/work, importance in your life/work.
- Total the Strength, Relevance & Importance Columns.
- Then in Column 5, evaluate the change dynamic of each meme in your life on a scale of -3 to +3 where -3 is “in major decline” and +3 is “in major increase”?
- What do the Total Scores and Change Meter scores tell you about the dynamics of vMEME’s in your life?

### **Required Reading**

1. Values Test, Interpretation  
[http://newsletter.adizesgraduateschool.org/SDuploads/values\\_test\\_overview.doc](http://newsletter.adizesgraduateschool.org/SDuploads/values_test_overview.doc)
2. Basic Meme Tutorial **see link in classroom topic area**
3. The Never Ending Upward Quest **see link in classroom topic area**
4. Emergent Spiral of Memes [http://newsletter.adizesgraduateschool.org/SDuploads/emergent\\_spiral\\_of\\_vmemes.doc](http://newsletter.adizesgraduateschool.org/SDuploads/emergent_spiral_of_vmemes.doc)
5. Beck, D., Cowan, C. (1996). Spiral Dynamics: Mastering Values, Leadership and Change. Amherst, MA: Blackwell., Section 3, Chapters 9 – 16 (Note: If you have not obtained your copy of the book, return to this reading when you receive it. These chapters contain important basic information about all the memes.)

### **Optional Resources**

1. Interview with Dr. Beck <http://www.wie.org/j22/beck.asp>
2. Spiral Dynamics Colors, Labels, Transitions  
[http://www.adizesgraduateschool.org/newsletter/SDuploads/Spiral Dynamics Colors, Labels, Transitions.htm](http://www.adizesgraduateschool.org/newsletter/SDuploads/Spiral_Dynamics_Colors_Labels_Transitions.htm)
3. Dinan, S., Esalen, 1999. Summary of Spiral Dynamics  
<http://newsletter.adizesgraduateschool.org/SDuploads/SDsummary.doc>

### **WEEK THREE, Begin Monday \*\***

#### **Overview**

Now that we have explored the basics of Spiral Dynamics, we start to investigate some of the nuances that Graves discovered in his study of healthy human beings.

This unit starts to engage with key dynamics in the spiral, particularly the cycles that alternate between the systems that govern I-ME-MINE (hot systems) and WE-US-OUR (cool systems) and what triggers them.

#### **Outcomes**

At the end of this unit learners will:

- Describe the trigger dynamics of the hot and cool meme systems
- Explain how hot and cool meme systems impact leadership approaches
- Create a bibliography of movies, books, and articles illustrating hot and cool meme cultures
- Explain how memes affect thinking, leadership
- Discuss the differences between First Tier and Second Tier systems

#### **Activities**

1. You have been assigned to Team C or Team D. Locate your name in the list \*\*\*.
2. Team C members individually focus on answering the questions for the Hot Memes 1-3-5-7. Team D respond.

3. Team D members individually focus on answering the questions for the Cool Memes 2-4-6-8. Team C respond.
4. Read Required Reading (and if possible, Optional Resources).
5. Go to the “Windows Wall” Topic: Under the relevant memes, for each team create a bibliography of music, movies, books, news examples, that illustrates organizations and/or cultures in each of the memes, to which your group has been assigned. Continue to add to this throughout the course. This will be a shared resource for all students at the end of the program.
6. Complete the Assignment, Short Paper.

### **Questions**

1. What triggers the cycle shift between I-ME-MINE and WE-US-OUR systems in individuals?
2. How has this impacted your approach to leadership during your career?

### **ASSIGNMENT: SHORT PAPER 1**

**Write a short paper – no more than 500 words (1 page APA as above) on any ONE of the following topics. Self-organize the cohort so that each of these questions is chosen for a paper. Please use references and APA format. Post the paper to the forum by Sunday, \*\***

1. In terms of the spiral of vMEMES, are the “higher level” thinking people better people? More effective leaders?
2. Do you see any difference between leadership in the First Tier systems (1 through 6) and the Second Tier systems (7-8)? What do you think creates such a big change from Tier 1 to Tier 2?
3. What changes in Life Conditions would cause a leader to totally change his/her way of leading an organization?

### **Required Reading**

1. Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell. Chapters 3, 5, 6

### **Optional Resources**

2. SD Complexity Quotient (ComQ) Review  
[http://www.adizesgraduateschool.org/newsletter/SDuploads/intro\\_package.ppt](http://www.adizesgraduateschool.org/newsletter/SDuploads/intro_package.ppt)

### **WEEK FOUR, Begin Monday, \*\***

#### **Overview**

In this unit you will have the opportunity to give each other feedback on the papers that you posted from Week 3. In your first round of feedback you will utilize what you have learned about Spiral Dynamics to give feedback to each other.

Then you will be introduced to Ken Wilber's integral framework through readings and website visits. On the second round of feedback, you will learn how to apply the integral framework of "transcend and include" to the Week 3 papers.

### **Outcomes**

At the end of this unit learners will:

- Describe Ken Wilber's four quadrant framework
- Explain what "transcend and include" means
- Utilize four quadrants to expand the papers created in Week 3
- Recognize four quadrant realities in examples of movies, books, news

### **Activities**

1. Read Required Reading (and if possible, Optional Resources).
2. The 4Q/8L design looks at the quadrants and levels of human existence. Read the "Introduction to Volume 7" by Ken Wilber on this, especially the sections sub-headed "Integral Embrace" and "A Full-Spectrum Approach."
3. With reference to your Week 3 papers, comment on your own paper and at least one other persons' work in some depth using the four quadrant framework, answering the question below.
4. Going back to your "Windows Wall" bibliographies from Week 3, select 1 item from your Team's list and comment on how the four quadrants are portrayed; eg. in the music, movie, book, or news item. Watch the sequence of postings from your Team and try to choose a different item with which to explore the four quadrants.

### **Questions**

1. How does Wilber's four quadrants and explanation of "transcend and include" add to your understanding of leadership capacity?

### **Required Reading**

1. Spiral Dynamics integral Quadrants - 4Q8L  
<http://www.adizesgraduateschool.org/agspdf/Quadrants.jpg>
2. Wilber, K., Shambhala, 2003. Introduction to Volume 7, Collected Works  
<http://www.adizesgraduateschool.org/newsletter/SDuploads/introvol7.doc>
3. Wilber, K., Shambhala, 2002. A Theory of Everything
4. Find out how cultural creative citizens can utilize 4Q8L to: [Motivate Intentions](#) ; [Discover the Complexity of Community](#) ; [Demonstrate Leadership](#) ; and [Work for Quality of Life](#) <http://www.integralcity.com/CitizensZone/>

### **Optional Resources**

1. Integral Institute Website: <http://www.integralinstitute.org/>

- Integral City Website, for: NFP [Integral City Foundations](http://www.integralcity.com/ManagersZone/); City Managers/Leaders <http://www.integralcity.com/ManagersZone/> ; Developers <http://www.integralcity.com/DevelopersZone/> .

**WEEK FIVE, Begin Monday \*\***

**Overview**

In this unit you will learn the Spiral Dynamics model for change. You will assess your own state of change and explore how individual states of change can impact the performance of a team.

**Outcomes**

At the end of this unit learners will:

- Describe Spiral Dynamics change model
- Assess your state of change
- Apply the change state model to the functioning of a team

**Activities**

1. Take the Change State Indicator online. Go to URL \*\* and follow instructions.
2. Re-form Teams A and B (same teams as Week 2).
3. Read Required Reading (and if possible, Optional Resources).
4. Team A: **Post this by Wednesday:** Thinking about how you performed the tasks in Week 2, share with your teammates your CSI profile by posting your results to the Table in the “CSI Summary” Topic . Answer Question 1 with reference to how you worked as a team member in Week 2.
5. Team B: **Post this by Friday:** Share with your teammates your CSI profile by posting your results to the Table in the “CSI Summary” Topic. Acting as Team A’s coaches, in response to Team A’s postings for Activity 3, propose your answers to Question 2 based on Team A’s postings. How does your own Change State influence your performance as a coach?
6. Teams A & B: **Post this by Saturday:** feedback and discussion on Team B’s observations/suggestions.

Team A, CSI Summary

Name	Alpha1	Beta	Gamma	Delta	New Alpha	Flex	1 <sup>st</sup> Order	2 <sup>nd</sup> Order	Order	Chaos
SampleA1	14	3	2	4	5	5	15	9	20	4
SampleA2	5	12	9	15	5	6	12	20	9	19

**Questions**

1. What is the relationship between life conditions, awareness of states of change and preferences for chaos and order?
2. How does knowledge of Change States impact leadership options on a team?

### **Required Reading**

1. Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell. Chapter 4
2. Change State Overview [http://newsletter.adizesgraduateschool.org/SDuploads/change\\_state\\_indicator\\_P1.doc](http://newsletter.adizesgraduateschool.org/SDuploads/change_state_indicator_P1.doc)

### **Optional Resources**

1. Quantum Mind Graphic  
<http://www.adizesgraduateschool.org/agspdf/Quantum-mind.jpg>

### **WEEK SIX, Begin Monday , \*\***

#### **Overview**

In this unit you will learn the eight variations of change in the Spiral Dynamics model. You will share your own definition of change and explore how assessing eight variations of change re-frames strategies for change.

You will learn the integral change equation.

You will share your definition of “natural” and “design”. You will propose an integration of the integral change equation and your definitions of “natural” and “design” .

#### **Outcomes**

At the end of this unit learners will:

- Share their definition of change
- Compare eight variations of change
- Define “natural”
- Define “design”
- Describe the integral change equation
- Integrate your definitions of natural design and the integral change equation

#### **Activities**

1. BEFORE doing the reading:
  - a. post your definition of “change” in the “Change” topic
  - b. post your definition of “natural” in the “Natural” topic
  - c. post your definition of “design” in the “Design” topic
2. Read Required Reading (and if possible, Optional Resources).
3. Return to Team C and Team D lists and work in those teams.
4. Team C answer Question 1 and 3.
5. Team D answer Question 2 and 3.
6. Team C respond to Team D.
7. Team D respond to Team C.

### **Questions**

1. Provide examples of the eight variations of change in your life, or work, or culture.
2. Give an example where two people had different definitions of “change” in their minds but did not recognize those differences?
3. Thinking about the situation you describe in Question 1 or 2, comment on:
  - a. How do the eight variations of change help you re-frame the situation selected?
  - b. How could you develop a strategy for change in this situation?
  - c. How does the integral change equation translate into this situation?
  - d. How does this equation represent a natural design?

### **Required Reading**

1. Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell. Chapters 5,6
2. Integral Change Equation  
<http://newsletter.adizesgraduateschool.org/SDuploads/integral-change-equation.doc>
3. Change Model PPT  
[http://www.adizesgraduateschool.org/newsletter/SDuploads/change\\_package.ppt](http://www.adizesgraduateschool.org/newsletter/SDuploads/change_package.ppt)

### **Optional Resources**

### **WEEK SEVEN, Begin Monday \*\*\***

#### **Overview**

In this unit we will integrate our understanding of vMEME's from Units 1 to 5 with our exploration of change in Units 6 and 7.

We will deepen our understanding of the dynamics of individual and group vMEMES by applying our insights to optimizing work life, change processes, adaptation to life conditions and communications.

We will practice our understanding by designing a communications package that spans a four meme system.

#### **Outcomes**

At the end of this unit learners will:

- Define a memestack or memeplex for an individual
- Demonstrate the conditions of open, arrested, closed
- Describe how individual memestacks contribute to the dynamics of group memestacks
- Explain how life conditions influence memestacks

- Design and write an organizational Communication targeted at stakeholders in Blue, Orange, Green, and Yellow vMEMES

### **Activities**

1. You will work in Teams X, Y, Z (see lists \*\*\*)
2. Read Required Reading (and if possible, Optional Resources).
3. Each Team member: Post your answers to questions 1 and 2.
4. Each Team member: Select an issue with multiple stakeholders that has been publicly reported (i.e. some issue that is reported in the local, regional, national or international media; e.g. environmental cause like restoration of a local stream; transportation challenge like gridlock; security precautions at sports events; water rights, etc. ). Each team member envision a positive outcome; identify your stakeholders; and answer Question 3.
5. Answer Question 4, addressing your communication to the stakeholders who are Blue, Orange, Green and Yellow. This can be in Word (limit 1 page); PowerPoint (limit 6 slides); Website (limit 6 screens). Post your Communication message to the Communication Message Topic by Sunday \*\*.
6. From the communications messages submitted by you and your team members, select the message that you think will be most effective and answer Question 5.

### **Questions**

1. What is a memestack or a memeplex? How do you analyze your own memestack? What is the most effective way for others to communicate with you?
2. How do memestacks affect “fitness” for Work? Change? Life conditions? How does your memestack help you explain your own fitness for adaptation in terms of being open, arrested or closed?
3. How would you summarize your issue, the stakeholders, a positive outcome and a BRIEF strategy to achieve your outcome?
4. How would you design a communication message to persuade stakeholders to support your strategy for an important social issue spanning blue, orange, green and yellow?
5. Which message (from your team) do you think will be most effective and briefly explain why.

### **Required Reading**

1. Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell. Chapters 7,8
2. Foundation Stones  
[http://newsletter.adizesgraduateschool.org/SDuploads/Foundation stones-chart.doc](http://newsletter.adizesgraduateschool.org/SDuploads/Foundation%20stones-chart.doc)
3. Spiral Dynamics Communications Strategies  
[http://newsletter.adizesgraduateschool.org/SDuploads/communication strategies-chart.doc](http://newsletter.adizesgraduateschool.org/SDuploads/communication%20strategies-chart.doc)
4. Integral Communication **see link in classroom topic area**

5. Organizational Communication [see link in classroom topic area](#)
6. Memestack “DNA”  
[http://newsletter.adizesgraduateschool.org/SDuploads/meme\\_stack.jpg](http://newsletter.adizesgraduateschool.org/SDuploads/meme_stack.jpg)
7. ComQ’s (Complexity Quotient) and SD Communications  
[http://newsletter.adizesgraduateschool.org/SDuploads/communication\\_package.ppt](http://newsletter.adizesgraduateschool.org/SDuploads/communication_package.ppt)
8. Questing for the Human Codes  
<http://www.adizesgraduateschool.org/newsletter/SDuploads/Quest-Codes2.doc>

### **Optional Resources**

1. The Advertising Virus  
[http://newsletter.adizesgraduateschool.org/SDuploads/the\\_advertising\\_virus.doc](http://newsletter.adizesgraduateschool.org/SDuploads/the_advertising_virus.doc)

## **WEEK EIGHT, Begin Monday, \*\***

### **Overview**

In this unit you will have the opportunity to give each other feedback on the Communications projects that you posted from Week 7. In your first round of feedback you will utilize what you have learned about Spiral Dynamics integral to give feedback to each other.

Then you will be asked to start integrating the Adizes Lifecycle model into the Week 7 analysis.

### **Outcomes**

At the end of this unit learners will:

- Critique Communications Projects for effective Spiral Dynamics integral communications
- Explain the Adizes’ Lifecycle model for organizations
- Utilize Adizes’ Lifecycle model to deepen the Communications projects
- Integrate Adizes Lifecycle model with Spiral Dynamics integral

### **Activities**

1. With reference to your Week 7 projects, critique one communication message from each of the other teams’ messages, from the perspective of Spiral Dynamics integral. What was effective? What could be improved? How would you rate its effectiveness to the stakeholders addressed, on a scale of 1-10 (1 being ineffective, 10 being highly effective)? Make sure that all the communication messages submitted by the cohort are rated.
2. Read Required Reading (and if possible, Optional Resources).
3. Imagine this cohort is a Spiral Dynamics integral Wizard Communications (SDiWC) firm. You have been in operation for eight years (think of each of the previous units as a stage of growth in each of those years). Imagine, that the

results from Activity 1 are the project ratings received by SDiWC in an international design competition. The results you gave each other are the results of that competition and represent the foundational capacity for the firm's operations in the next decade. It is now time for the SDi Wizard Communications (SDiWC) firm to develop a strategy to move into prime. Using the framework of the Adizes Lifecycle model answer Question 1.

### **Questions**

1. How does the Adizes' Lifecycle model provide a framework for your organization to move into prime?
  - a. Using your knowledge of how the teams worked in Unit 7 and in Unit 8, what stage of the organizational lifecycle does SDiWC appear to be at? Support your observations with appropriate references. (Managing Corporate Lifecycles, pg. 3-76)
  - b. Examine the PAEI explanation of the lifecycle. How did this show up in individual team performance in Unit 7 and cross-group performance in Unit 8. (Managing Corporate Lifecycles, pg. 189-260)
  - c. With reference to Spiral Dynamics integral where is SDiWC on the spiral?
  - d. Integrating Spiral Dynamics integral and PAEI, briefly propose a strategy for SDiWC to change from the stage of the lifecycle it now represents to achieve prime. Make your report concise. Just identify key steps. This should be no longer than 500 words (1 page APA).

### **Required Reading**

1. Adizes, I., Prentice Hall, 1999. Managing Corporate Lifecycles, Chapters 1-6; Chapters 10-12
2. Adizes Lifecycle Model [http://www.adizes.com/content\\_plain.asp?contentid=129](http://www.adizes.com/content_plain.asp?contentid=129)
3. Applying Spiral Dynamics to Leaders and Organizations [http://newsletter.adizesgraduateschool.org/SDuploads/organization\\_package.ppt](http://newsletter.adizesgraduateschool.org/SDuploads/organization_package.ppt)
4. Beck, D., Cowan, C. (1996). Spiral Dynamics: Mastering Values, Leadership and Change. Amherst, MA: Blackwell., Chapters 6 - 8

### **Optional Resources**

1. Adizes, I., (2004). Communication Strategies for Leading Teams. Leader to Leader, Number 31, Winter. Retrieved June 28, 2005 from [Adizes Insights February 2004](#)

### **WEEK NINE, Begin Monday, \*\***

#### **Overview**

In this unit you will apply your knowledge of values, change states, lifecycles and life conditions to understanding the culture of organizations.

Using the CultureSCAN, you will assess the culture of SDiWC, the organization that you created in Unit 8. You will refine the strategy you developed in Unit 8.

## **Outcomes**

At the end of this unit learners will:

- Define culture
- Demonstrate how Spiral Dynamics integral provides a framework for understanding culture
- Assess the culture of a practice organization using the online CultureSCAN
- Apply CultureSCAN to developing a strategic direction
- Propose how cultures vary in private, government and NFP sectors

## **Activities**

1. Post your definition of culture in the forum in the topic indicated.
2. Take the CultureSCAN online by Tuesday \*\*. Go to URL \*\* and follow instructions.
3. Read Required Reading (and if possible, Optional Resources).
4. With the Excel Spreadsheet provided by the instructor of the CultureSCAN results, have a discussion about what you have learned about SDiWC's culture?
5. Returning to the strategy paper posted at the end of Unit 8, using the CultureSCAN answer the questions.

## **Questions**

1. How do cultural dynamics reflect values, change states, lifecycles and life conditions in your SDiWC organization?
2. What does the CultureSCAN tell you about the challenge of putting your SDiWC strategy into action?
3. Now that you know what you do about SDiWC what members of the cohort, should be doing what in relation to implementing your strategy? Which individuals might be naturally suited to certain roles? Why do you say that?
4. How might this differ if SDiWC's operating sector were: private; government; NFP?
5. How could the CultureSCAN reflect different geo-political cultures? In this cohort what geo-political cultural influences showed up? Why? What cultural influences might this cohort be blind to? Why? How could you ensure using the broadest possible cultural lenses?

## **Required Reading**

1. Beck, D., Cowan, C. (1996). *Spiral Dynamics: Mastering Values, Leadership and Change*. Amherst, MA: Blackwell., Chapters 7-9; Chapter 17
2. CultureScan Summary (tbd provided by MH/Chris Cooke)
3. Gibbs, B., *Spiral Dynamics in Organizations*  
<http://newsletter.adizesgraduateschool.org/SD-in-Orgs.RTF>
4. Beck, D., Linscott, G. *The Crucible*, 1990. [How Should Who Manage Whom](http://newsletter.adizesgraduateschool.org/SDuploads/crucible.doc)  
<http://newsletter.adizesgraduateschool.org/SDuploads/crucible.doc>

5. An Effective Organization (Chart)  
<http://newsletter.adizesgraduateschool.org/SDuploads/effective-orgs-chart.doc>
6. Beck, D., STREAMS: An Ongoing SPIRAL DYNAMICS Process for INTEGRATING, ALIGNING, and SYNERGIZING FUNCTIONS  
<http://newsletter.adizesgraduateschool.org/SDuploads/streams.doc>
7. Political Economic Matrix **see link in classroom topic area**

### **Optional Resources**

1. Beck, D., Political and Economic Matrix, First Tier of Spiral  
<http://newsletter.adizesgraduateschool.org/SDuploads/political-economic-matrix.doc>
2. Societal Package, PPT  
<http://newsletter.adizesgraduateschool.org/SDuploads/societal-package.ppt>
3. Kiesling, S., Spirituality and Health, 2001. A Hierarchy of Consciousness  
<http://newsletter.adizesgraduateschool.org/SDuploads/hierarchy-of-consciousness.doc>

### **WEEK TEN, Begin Monday \*\***

#### **Overview**

In this unit you will return to your definitions of “natural” and “design” developed in Week 6 and integrate with all the frameworks for change, communications, lifecycles and strategy that you have explored in Weeks 7 through 9.

You will learn the principles and priorities of natural design and how 2<sup>nd</sup> tier thinking contributes to natural design.

#### **Outcomes**

At the end of this unit learners will:

- Discuss the principles of natural design
- Discuss the priorities of natural design
- Assess their individual performance in natural design.
- Assess their cohort performance in natural design
- Integrate the frameworks of change, lifecycles and cultural dynamics into natural design

#### **Activities**

1. BEFORE doing the reading return to Week 6:
  - a. Review all the definitions of “natural”
  - b. Review all the definitions of “design”
2. Read Required Reading (and if possible, Optional Resources).
3. Respond to the Questions.
4. Complete the Assignment.

### **Questions**

1. What are the principles and priorities of natural design that were present or missing from the Week 6 definitions? What principles and priorities of natural design come most easily to you?
2. What have you learned in this course about natural design that will be most valuable to your work?
3. How does 2<sup>nd</sup> tier thinking contribute to natural design?

### **Assignment:**

1. Write a final synthesis paper. This should be no more than 1500 words, in APA style, with references from required and optional readings/sources. **THIS SHOULD BE POSTED NO LATER THAN SUNDAY, \*\*.**
2. Discuss a highly visible political, social, or organizational situation that you think is relevant to the material covered in this course (including Graves/Beck's Spiral Dynamics, Wilber's Integral and Adizes Lifecycle frameworks). Analyze the situation using these frameworks, and suggest implications for recent activities and future change. This should not be something personal, but a situation that others will recognize when reading your work (and different than the situations selected in Week 7).

### **Required Reading**

1. Beck, D., The Dozen Principles for Natural Design  
[http://newsletter.adizesgraduateschool.org/SDuploads/The Dozen Natural Design Principles.doc](http://newsletter.adizesgraduateschool.org/SDuploads/The%20Dozen%20Natural%20Design%20Principles.doc)
2. Beck, D., Cowan, C., The Humpty Dumpty Effect  
[http://newsletter.adizesgraduateschool.org/SDuploads/Humpty Dumpty.doc](http://newsletter.adizesgraduateschool.org/SDuploads/Humpty%20Dumpty.doc)
3. Beck, C., Meshworks  
<http://newsletter.adizesgraduateschool.org/SDuploads/meshworks.doc>
4. Beck, D., 1999, The Search for Cohesion in the Age of Fragmentation  
<http://newsletter.adizesgraduateschool.org/SDuploads/Search4Cohesion.doc>
5. Ethical Frameworks of Spiral Dynamics  
[http://newsletter.adizesgraduateschool.org/SDuploads/ethical frameworks-chart.doc](http://newsletter.adizesgraduateschool.org/SDuploads/ethical%20frameworks-chart.doc)
6. Beck, D., Stages of Social Development;12 Postulates  
[http://newsletter.adizesgraduateschool.org/SDuploads/stages of social development.doc](http://newsletter.adizesgraduateschool.org/SDuploads/stages%20of%20social%20development.doc)

### **Optional Resources**

1. Beck, D., Parallel Climate Model, Israel  
<http://newsletter.adizesgraduateschool.org/Sduploads/PCM-Israel.doc>

2. Beck, D., Realism Launching Pad for South Africa  
[http://newsletter.adizesgraduateschool.org/SDuploads/realism must be launch pad for change.doc](http://newsletter.adizesgraduateschool.org/SDuploads/realism%20must%20be%20launch%20pad%20for%20change.doc)
3. Beck, D., A Spiral View of Terrorism  
[http://newsletter.adizesgraduateschool.org/SDuploads/a spiral view of terrorism.doc](http://newsletter.adizesgraduateschool.org/SDuploads/a%20spiral%20view%20of%20terrorism.doc)
4. Beck, D., Cowan, C., The Future of Cities  
[http://newsletter.adizesgraduateschool.org/SDuploads/the future of cities.doc](http://newsletter.adizesgraduateschool.org/SDuploads/the%20future%20of%20cities.doc)
5. Geyer, G., Violent Separatist Feelings Unleashed  
<http://newsletter.adizesgraduateschool.org/SDuploads/seperatist.doc>
6. Beck, D., Stratified Democracy  
[http://newsletter.adizesgraduateschool.org/SDuploads/stratified democracy.jpg](http://newsletter.adizesgraduateschool.org/SDuploads/stratified%20democracy.jpg)

### ***WEEK ELEVEN, Begin Monday, April 5<sup>th</sup>***

#### ***Overview***

In this unit you will have the opportunity to give each other feedback on the Synthesis Papers posted from Week 10.

You will also recognize the hard work and contributions that each and all have made for the success of this course.

You will co- design a full spiral ritual to bring the course life cycle to a close.

#### ***Outcomes***

At the end of this unit learners will:

- Propose the difference between managing, leading and designing
- Critique Synthesis Papers
- Identify key learnings from the course
- Co-create a course closing ritual
- Self-assess course performance

#### ***Activities***

1. Post your answer to the question.
2. Read Required Reading (and if possible, Optional Resources).
3. With reference to your Week 10 synthesis paper, critique a minimum of two other papers, with an essay of about 250 - 300 words in length. They should be based on your reactions to the papers as a Natural Design Change Leader. Use at least one external reference.
4. Go to URL \*\* and watch the wombat. Smile ☺
5. Thinking about how you have worked as a cohort, describe a design for a closing ritual that honors how you have worked and learned together over the last 11 weeks. Post it to the “Closing Ritual” topic.

6. Email the instructor your self-assessment form (including your performance in this course, referring to Syllabus, Section 5 on Marks and Grades). \*\*
7. Email your course [evaluation](#) to [Stephanie@Adizes.com](mailto:Stephanie@Adizes.com)

### **Questions**

1. What are the differences between managing, leading and designing?

### **Required Reading**

1. Beck, D., Stages of Social Development;12 Postulates  
[http://newsletter.adizesgraduateschool.org/SDuploads/stages\\_of\\_social\\_development.doc](http://newsletter.adizesgraduateschool.org/SDuploads/stages_of_social_development.doc)
2. Wombat One World  
<http://newsletter.adizesgraduateschool.org/SDuploads/wombat.swf>

### **Optional Resources**

## **9. RECOMMENDED READINGS & RESOURCES: EXTENDED BIBLIOGRAPHY**

### **Books:**

Adizes, I. (1996). The Pursuit of Prime: Maximize your company's success with the Adizes program. Santa Monica: Knowledge Exchange.

Graves, C., Lee, W. Ed., (2003). Levels of Human Existence, Santa Barbara, CA: ECLET Publishing

### **Websites:**

Preparatory Exercises, Adizes Material, CERTIFICATION FOR PHASE 0  
<http://www.adizesgraduateschool.org/agspdf/Phase-0-Study-guide1-2.doc>

Integral City Website Meshworking global intelligences in the global village.  
[www.integralcity.com](http://www.integralcity.com)