

Course Syllabus

NOTE: If you would like a paper copy of the syllabus, select "print" from your browser's "file" drop down menu. If you would like a paper copy of the list of readings, navigate to the Modules tab and you can print the list of readings using your browser's print function.

NOTE: Due to the complex nature of learning, the syllabus is susceptible to change as current events, the interests and challenges of our class and unforeseen variables emerge over the semester.

Instructor Information

Course Instructors: François Guilleux, PhD and Emiola Oriola, EdD

Class Format and Duration: Hybrid (In-Person- Posvar 1501- & Canvas) Fifteen-Week Course

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Doctor of Education (EdD) Program EDUC 3003: Leadership in Groups and Organizations

Spring 2025

In-Person Meetings:

1501 Posvar, 8:00 AM-12:00 PM EST
January 11, February 1, March 1, April 5

Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach.

We commit to student, family, and community success.

We commit to educational equity. We advocate. We work for justice.
We cultivate relationships. We forge engaged partnerships. We collaborate.
We learn with and from communities. We innovate and agitate.
We pursue and produce knowledge. We research.
We disrupt and transform inequitable educational structures.
We approach learning as intertwined with health, wellness, and human development.
We address how national, global, social, and technological change impacts learning.
We shape practice and policy. We teach with and for dignity. We think. We dream.
We lead with integrity.
We are the School of Education at the University of Pittsburgh.

Rematriation Statement

We join one another on the land and near the rivers originally in the care and protection of the Adena and Hopewell Nations, and the Monongahela Peoples, and shared over time by many Indigenous Nations—including the Delaware, Iroquois, and Shawnee Tribes—as a place of gathering and exchange. We join you also on the land and near the rivers cared for and cultivated as a site of Freedom, from the Underground Railroad to global uprisings for racial justice.

As a process of Rematriation, we acknowledge our connection to place and honor the land as a relative.

Source:

Dr. Sabina Vaught (<https://www.education.pitt.edu/faculty/directory/sabina-vaught/>)

Department of Teaching, Learning, and Leading
School of Education
University of Pittsburgh

Doctor of Education (EdD)

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this **commitment to excellence**. The program prepares working professionals to become **leader scholar practitioners** to develop *specialized knowledge in their area of concentration* and *apply their intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities*.

Program Learning Goals

As a result of attending the EdD program at Pitt, students and graduates become leader scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice
 2. Use data to inform decisions in daily operations and improvement projects
 3. Communicate and collaborate to work with diverse communities and build partnerships
 4. Lead change that improves practice
 5. Are committed to use improvement science to address problems of practice
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Doctoral Requirements

This course is a required course in the Foundation sequence of the EdD program.

About The Course (EDUC 3003)

Course Facilitators



François Guilleux, PhD: fjg6@pitt.edu (<mailto:fjg6@pitt.edu>)
emiola.j.oriola@pitt.edu (<mailto:emiola.j.oriola@pitt.edu>)

Emiola Oriola, EdD:

Office Hours: By appointment. We are happy to schedule a mutually convenient time to meet. Our preference is to meet via Zoom or phone.

If you need to have a conversation about something in the course, we can arrange a meeting on an

as-needed basis. Just email us and let us know the dates+times you're available. We will be glad to schedule a conference between 9am and 5pm Monday through Friday, at a mutually convenient time. You can email us directly through Canvas or from your *Pitt* email.

Rationale and Description

This course is designed to prepare educators for leadership in educational professions. It continues to evolve most recently with contributions from Dr. Tom Ralston, Dr. Bea Dias, and Dr. Sabina Vaught's Syllabus woven in.

The course provides students with tools with which to address problems of practice. The overarching framework for the course is **Adaptive Leadership** as represented by Heifetz, Grashow, and Linsky in their book *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World* (2009). To offer different and minoritized perspectives on our exploration of adaptive leadership, we dive into the work of adrienne maree brown on **Emergent Strategy** and draw from other authors representing different social, organizational, and professional contexts.

Ellen Schall in her presidential address to the Association of Public Policy and Management said, "We must invent more ways to teach reflective practice and prepare people to learn systematically from their own experience so that they might better navigate the messy realities of day-to-day public management" (1995, p. 202).

Traditional teaching methods in leadership courses fall short of preparing students for the complex realities of leadership in organizations (Beer, Finnström & Schrader, 2018; Darling-Hammond, 2007; Heifetz, et al., 1989). Data on change management points out that change initiatives do not fail due to a leader's lack of knowledge *about* leadership (Bregman, 2014). Organizational leaders across industries and the world describe the need for leaders with the capacity to inhabit more complex situations (IBM, 2010). Anderson and Adams (2015) argue that an organization's structure and performance is limited by its leaders' level of consciousness and Caruci (2016) points out that organizations will not succeed in change unless the leaders are themselves willing to change.

As such this leadership course is not a course *about* leadership but rather a course *for* leadership; **for your leadership** in particular.

Schall (2002) and others since have called for leadership education that is reflective, experiential, and integrated in work contexts. Our goal in this course is to create a space for leadership education grounded in the integration of **adult development** (Garvey Berger, 2009, 2019; Kegan, 1994) and **adaptive leadership** theory (Heifetz, Grashow, & Linsky, 2009). Drawing on participants' personal and professional experience as leaders and learners, we invite participants to take a deep dive into

the development of their leadership effectiveness through the application of course concepts to their work environment, to a problem of practice, and to our class.

On one level the course focuses on the experiential study of leadership of groups and organizations through the lens of adaptive leadership theory. Grounded in participants' experiences in educational institutions and the "temporary institution" of this course, participants learn how to diagnose system- and institutional-level complex problems of practice and how to mobilize resources towards student-centric solutions, sustainable excellence, equity, and social justice within education institutions at all levels.

On another level this course attends to the learning of leadership as the developmental task of growing habits of mind that shape our perspectives on ourselves, our roles, our relationships to others, and to the institutions in which we work.

Two overarching theses guide this course. The first is that the context of leadership has changed such that organizations, especially educational ones, need leaders who can keep growing themselves into more complex ways of leading. The second is that leaders make a difference and that leadership attributes improve through thoughtful examination of theory and practice in a highly-interactive learning environment.

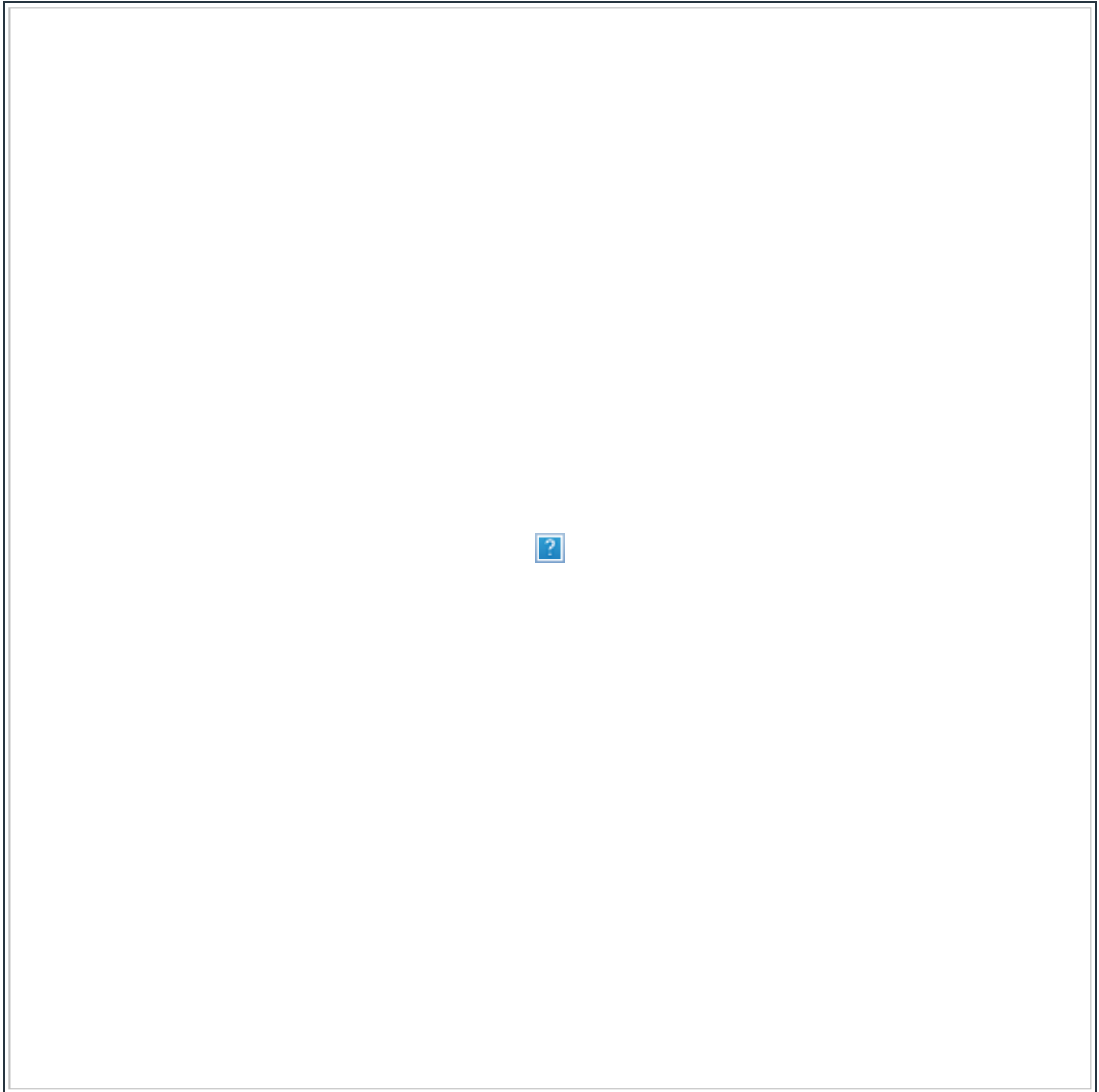
Thus, unlike more traditional graduate leadership courses which seek to teach students *about* leadership, this course is designed as an opportunity to learn *for* leadership—for your leadership in particular. It creates the opportunity to practice the exercise of leadership. **The hybrid design (online and in-person) and the experience of this course work best if you set aside expectations based on traditional graduate courses.**

Rather, **think of this course as a laboratory**, an improv theater stage, or an indoor Outward-Bound course--settings where your skills, talents, aspirations, fears and stories are called upon to experiment and engage more deeply in learning about yourself in organizations. This will be done by assignments to carry out in the schools and organizations in which you currently work and in the consideration of this class as a temporary organization.

This course also seeks to move you along the doctoral journey by offering new opportunities to identify and frame your problem of practice. A **problem of practice**, according to the Carnegie Project on the Education Doctorate (2010), is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner. When the practitioner addresses the problem, there is potential to improve understanding, experience, and outcomes associated with the matter (Buss & Zambo, 2014). We connect problems of practice to what Heifetz, Grashow, and Linsky (2009) refer to as **adaptive challenges**, or "the gap between the values people stand for (that constitute thriving) ...and the reality that they face (their current lack of capacity to realize those values in their environment)" and what Snowden (2007) and Achi and Garvey Berger (2015) describe

as **complex problems**.

In addition to the parallels between problems of practice, adaptive challenges and complex problems, the systems-focused cycle of Improvement Science (Plan, Do, Study, Act) aligns to the adaptive leadership principles of Observe, Interpret, Intervene and the Experiment-To-Learn mode of acting in Complex Adaptive Systems that are central to the course.



(Heifetz, Grashow & Linsky, 2009)

Course Aims

- To engage intellectually and experientially in the practice of leadership and adaptive change as

they relate to groups and organizations (Leader, Scholar)

- To demonstrate personal courage, creativity and risk-taking when solving problems and experimenting with new behaviors (Leader, Practitioner)
- To develop the theoretical and practical skills needed to facilitate action learning groups in professional learning environments (Leader, Scholar, Practitioner)

Format and Procedures

The course is divided into 4 thematic blocks aligning with the four dimensions of adaptive work. These are:

- Section 1: Diagnose the System
- Section 2: Mobilize the System
- Section 3: Self as System
- Section 4: Deploy Self

Each block will span three to four weeks, with the first block being the longest. Weekly readings and assignments will be posted under each module. **Course weeks begin on Monday and end on Sunday.** Unless otherwise noted, assignments may be submitted at any time during the week, but will be due by 11:59 pm on Sunday night for that week. Due dates and times help to keep us on track in the course. If you need more time to complete a specific assignment, or are experiencing difficulties with the pace of the course, please let us know as soon as you can.

The class will meet four times for four hours on Saturdays (8 AM-12 PM EST) as per the published schedule. Each class provides an opportunity for large- and small-group work. In addition, you will be assigned to a peer-coaching group with 6 to 7 of your peers. **Peer coaching groups will meet up to 7 times for one-hour meetings during the semester. At least three of those meetings will occur during our Saturday morning class meetings (usually during the last of hour of each class). The remaining four meetings will happen virtually outside of the Saturday classes at a time decided by your group.**

Our Assumptions

1. It is our assumption that leadership is integral to the education doctorate. It is also our assumption that leaders who seek to transform educational systems need themselves to be open to transformation. Therefore, we expect each student to exhibit the courage to take risks when addressing problems of practice in their professional and personal lives.

2. We also assume that the work of transforming our current organizations into more equitable, just, and inclusive organizations is adaptive work that we must engage in both individually and organizationally. Therefore, the growth one needs to lead more adaptively supports the growth of leadership habits one needs to lead more inclusively.
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Relational Responsibilities

(Source: Sabina Vaught Syllabus)

In order to build a respectful and caring learning community, we will adopt Dr. Sabina Vaught's 'Relational Responsibilities' as a grounding guide for this course.

Our Collective Responsibilities

Our collective responsibilities are grounded in our interdependent relationships and are expressed through our active engagement with one another and ideas and through our dedication to learning. We will undertake relational praxes of:

- Studying deeply
- Contributing meaningfully to one another's learning
- Engaging generously:
 - generating possibilities
 - seeking out connection
 - deepening of understanding
 - practicing complexity over critique
- Abiding the principles of reciprocal relationality
 - It is your responsibility to co-create a rigorous and productive learning environment in which you challenge one another's ideas in a scholarly manner but never insult or disparage one another.
 - It is your responsibility to engage the ideas, discussions, and materials provided in this class in ways that enhance and strengthen your own interests.

Avoid Unintentional Censorship

Our responsibility is to engage with difficult readings and ideas as we undertake the study of repressive systems and oppressive institutions. Not all class members will respond to the readings in the same manner, and some readings will upset some students more than others. In light of this, there is no clear way to warn students in advance. Moreover, we as a community do not want to unintentionally engage in censorship. Read the article: [No trigger warnings in my class: Why you](#)

[won't find them on my syllabi](#) ➞

https://www.salon.com/2014/05/20/no_trigger_warnings_in_my_class_why_you_won%E2%80%99t_find

- Recognize and affirm that affective responses to readings and discussions are part of a just intellectual project
- Check-in with one another in ways that honor our differences but affirm our membership in a community of conscience
- Excuse ourselves when need be and without explanation in order to take necessary space.
- Attend carefully and attentively to one another's experiences and ideas, recognizing those as gifts to the community
- Make culturally-specific requests as soon as/if you realize you need to

Expectations

Student Expectations (Source: Sabina Vaught syllabus)

Active participation in this course is vital to developing a community of inquiry, practice, and learning. Active participation entails attending Saturday course sessions, logging into your canvas course, interacting with instructional materials, and completing learning activities by specified due dates and times. Please know that we will work with you to extend due dates if the deadlines are challenging to meet. We strive to build a learning community by recognizing our strengths in our collective knowledge, personal and professional experiences. We can achieve this by sharing the artifacts we develop, experiences, strategies, and making contributions in the discussion forums. We know that there are many aspects of our lives (internal and external factors) that distract us, but we hope that we can do what Dr. James Lang urged educators to do - to create our learning environments as classroom retreats or what Dr. Sabina Vaught described as "retreat spaces." We hope that this course serves as a retreat to interact with each other and build on our collective wisdom.

We will be utilizing our Saturday class time to build community, and engage in meaningful activities and discussions that support our course aims. During the interim weeks we will connect through our Canvas course platform. We will also use the announcement tool to disseminate course-related information.

Inclusion and Diversity (Source: Sabina Vaught syllabus)

The course aligns with the School of Education's mission to ignite learning and deliver a respective, inclusive, and equitable learning experience. We behave professionally, and we communicate

mindfully while feeling free to share contrasting viewpoints and ideas. We create an open learning environment for students from diverse backgrounds and perspectives. The diversity denoted by the intersections of race, gender, disability, sexuality, age, socioeconomic status, ethnicity, and culture that we all bring to this course is advantageous in serving as a strength and resource in our learning community.

“As the course instructors, [we are] committed to pedagogy that is anti-racist, non-sexist, non-classist, non-heterosexist, and non-gender-normative. This includes fostering an environment that is as safe and inclusive as possible. [We] intend to name and correct any actions on [our] part that fall short of these commitments as best as possible.


The University of Pittsburgh prohibits and will not engage in discrimination or harassment based on race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran. The University is committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages.” (Roop, L., 2020).

In particular, we are committed to including the voices of minoritized groups in this class, including those of womxn and other people of color, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable due to your social identities and background or how they are perceived, please let us know. If you do not feel comfortable talking with the instructors, you can contact the [Office of Equity, Diversity, and Inclusion \(https://www.diversity.pitt.edu/about\)](https://www.diversity.pitt.edu/about).


Preferred Names and Pronouns: You can use the NameCoach feature in Canvas to indicate your preferred pronoun. You can use [NameCoach with Canvas \(https://canvas.pitt.edu/courses/643/pages/using-namecoach-with-canvas\)](https://canvas.pitt.edu/courses/643/pages/using-namecoach-with-canvas) to add your pronouns.

Course Requirements

Core Texts

brown, a. m., (2017) *Emergent Strategy : Shaping Change, Changing Worlds*. Chico, CA: AK Press, is available online through the Pitt library system: visit this [link](https://pitt.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01PITT_INST:01PITT_INST&search_scope=MyInst_and_CI&tab=Everything&docid=alma9)  [to access a digital copy of the text.](https://pitt.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01PITT_INST:01PITT_INST&search_scope=MyInst_and_CI&tab=Everything&docid=alma9)

Heifetz, R., Grashow, A., & Linsky, M., (2009). *The practice of adaptive leadership: tools and tactics*

for *changing your organization and the world*. Boston, MA: Harvard Business Press. This book is available online through the Pitt library system: visit this [Permalink](https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=5181819&pq-origsite=primo)  (<https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=5181819&pq-origsite=primo>) to access a digital copy of the text. If you have trouble accessing the book, please let us know as soon as possible.

Additional **required readings, videos and podcasts** will be made available electronically through Canvas.

From Marian Hampton, Hillman librarian and liaison to SOE, "Unlimited access to e-books means that any number of Pitt users can access the e-book at the same time. It may be helpful to remind your students that to comply with copyright limitations, most e-books have a limit to the number of pages or chapters that can be downloaded or printed within a 24 hour period -- usually 60 pages within 24 hours."

Optional material will also be posted on Canvas for most weeks of the semester. While these optional content is not required, we encourage you to skim the ones that you find yourself curious about.

Grades

Participation for this course entails attending the four Saturday class sessions and engaging in Canvas discussions. **Your participation will be graded as complete/incomplete.** In addition to your course participation, there are three types of graded, written assignments that will provide opportunities for you to provide evidence of your learning. **Each written assignment will be graded as an A or a 'Revise'.** If you receive an A, then your work is complete. If you receive a 'Revise', then you have an opportunity to submit a revision that addresses the comments from your instructor. The revision must be submitted within 1 week of receiving feedback from your instructor.

Coursework

Coursework	Due Date	Feedback Due Date
Participation	<ul style="list-style-type: none">Join Saturday class sessions<ul style="list-style-type: none">January 11February 1March 1April 5Engage with Canvas course discussions and balcony questions:	Participation is reviewed as 'Complete/Incomplete'

	<ul style="list-style-type: none"> ◦ Respond to at least two peers' posts within the Canvas discussions you join 	
Leadership Challenge Case Study	<ul style="list-style-type: none"> • Narrative: January 19 • Case Presentation (with optional debrief) • End of Semester Case Reflection: April 20 	<ul style="list-style-type: none"> • February 2 • Optional instructor debrief • April 30
Journal Entries	<p>One journal entry during each of the first three course section - for a total of three required journal entries.</p> <p>Journal entries are due by the end of each course section.</p>	Within 2 weeks of your journal entry submission
Balcony Questions	Jan 29, Feb 26, April 2	As needed
Midway Feedback Assignment	<p>Complete one-on-one feedback meetings by February 28th</p> <p>Reflection questions on feedback assignment for Journal Entry 2 due March 9th</p>	Within 2 weeks of Journal Entry
Stakeholder Analysis Paper	February 23	March 10

Course Participation

Participation in course sessions and discussions are critical components of building our learning community, and supporting each other's scholarship and praxis. Please make it a priority to attend all four Saturday class sessions. If you do need to miss a session, please let us know as soon as you can, so we can ensure you have access to materials and concepts covered during the class. Our class sessions will be held 8am to 11am on the following four Saturdays:

- January 11
- February 1
- March 1

- April 5

In addition to attending class sessions, we ask that you actively engage in at least two Canvas course discussions during the semester. This engagement entails contributing a discussion post, and responding to at least two peers' posts in that discussion thread. Discussion posts and peer responses will be due on Sunday night (11:59pm) in the corresponding week.

Leadership Challenge Case Study

The purpose of the Leadership Challenge Case Study is for you to apply course concepts to a real-life situation in your own leadership experience.

The Leadership Challenge Case Study includes 3 tasks:

1. Narrative draft about a Leadership Challenge (due January 19)
2. Presentation of the Leadership Challenge to your consultation group (scheduled with your group)
3. End of semester reflection (due April 20)

Narrative about a Leadership Challenge (3-5 pages)

- Choose a situation from your own experience in which you were or are currently challenged as a leader. The situation should be one pushes you to the edge of your knowing and comfort or for which unresolved questions remain, one you might even consider as a failure on your part as a leader. Choose a situation that when you think about it and if you were to pay attention to it, you would recognize some sort of bodily response (a knot in your stomach, a tightening of your chest or shoulders, etc.). While a professional experience is preferred, you can draw upon any experience in which you are attempting to exercise leadership and experience frustration, challenge, and maybe even failure. The experience could also be a personal example of your POP.

Excellent cases in the past have sometimes drawn on experiences at various levels of a system, including work organizations, family, university, and volunteer situations. You might consider a situation where you have personally struggled with a specific problem in your professional practice.

- Write a narrative of the situation as a case study.

You will need to submit an initial draft of your case study on January 19.

Presentation of the Leadership Challenge to Your Consultation Group

Your Peer-coaching Group will consist of 6-8 peers. Each group member will present their case to the group across the semester. The presentations and consultation should take 45-60 minutes.

In each of the February, March, and April Saturday class sessions, there will be an opportunity for your group to meet for one of the case presentations. For the remaining presentations, your group will need to schedule virtual meeting times outside of class sessions.

Prepare an outline to help you present your case to the group. Your oral presentation should take 10 minutes or less in order to leave time for the group to identify and analyze the problem and to come up with diagnostic or action options that might have led to a better outcome.

Suggestions for your case narrative and presentation:

- Posing one or two questions that you want your group to consider may help frame the group's work. Without those questions, the group may not have a frame of reference to use in listening to your problem.

Your questions could be variations on some of the following Adaptive Leadership informed questions:

- Was my failure primarily caused by diagnostic mistakes, action mistakes, or mistakes in personal style?
- What diagnostic and action options did I fail to consider that might have led to a better outcome?

The specific form your questions might take will depend on what you want to learn about your leadership behavior in this case.

- Describe your experience of the challenge and tell it like a good story. For example, instead of saying, "I had a problem with my superiors...", you might begin, "In January, I began to notice something unusual when someone said to me...." In other words, begin by telling the chain of events that led you to become aware of the problem.

In thinking about what to include in your presentation, consider answering some of the following questions from your point of view in your story:

- What is the mission of the organization or group at the center of this case?
- In light of this mission (purpose), what challenge was the organization facing? Did the challenge emerge from changing values or priorities within the organization or changing conditions externally? What were the adaptive and technical aspects of this challenge?
- What is your role in the organization and what is your perspective on the challenge?
- Who and what were the relevant parties to the challenge, and what were their points of view on the adaptive challenge?
- Where did the conflicts emerge, at the level of orienting values and mission, or more specific strategy, objectives, and tactics?
- What work avoidance mechanisms might have been operating to control the conflict and maintain equilibrium?

- What authority and resources did you have to manage the organization and its environment?
- What options did you see, and what did you do?
- Describe only what you think the group needs to know in order to analyze the problem. Guard against getting lost (and letting the group get lost) in unnecessary detail.
- Sum up by clarifying both the systemic challenge and your leadership dilemma in the situation.
- The instructors are available for an optional one-on-one debrief of your presentation experience. To schedule a debrief, please contact the instructor who is grading your journal entries.

Leadership Challenge Case Study: End of Semester Reflection (3-5 pages)

It will have been several months since you created your case study narrative. Reflect on this narrative based on the coaching you received from your small group on your case presentation and what you have experienced in this course since January.

Ask yourself how you might describe this challenge now (in contrast to the beginning of the semester) and how you might advise yourself based upon your understanding of adaptive leadership, complexity, and related course concepts we have read or discussed this semester (cite sources as appropriate).

From your case presentation, consider what you experienced and heard in your consultation group:

- What were the most helpful comments from your group?
- What made the comments helpful?
- What stories did you tell yourself about comments that you considered to be less helpful?

And finally, what did you learn about yourself through this process and what might be emerging for you as a growth edge to lean into as a leader next?

Your Leadership Challenge End of the Semester Reflection is due April 20th.

Journal Entries (1 page)

The purpose of the journal entries is to connect with course facilitators around your reflections on your leadership learning and challenges in the course, and the application of the course concepts in your work environment. The online dialogue with course facilitators offers an opportunity for feedback and additional perspectives as you exercise adaptive leadership practices.

You can base your journal entry on any aspect of the current course module that resonated with you. To be substantive, a journal entry should provide an authentic and meaningful reflection on core material (readings/media) or class session, or a thoughtful analysis of experimentation with course concepts in your work environment. **Submit one journal entry for each of the four course sections - for a total of four entries.**

There are two options for the framing of Journal Entries 1 and 3 (see below of Journal Entry 2 assignment). We encourage you to **try each of them** throughout the course. Choose one of the following options for your journal entry 1 and 3:

- What **wonderings or questions or take-aways** about your leadership, organizational change, your POP or the class were inspired for you by the readings/videos/podcasts explored through this section of the course?
- What **behaviors** have you been experimenting with in your own organization? The On the Practice Field (OTPF) sections in Heifetz et al. offer good suggestions for such experiments. For this journal entry option, complete one of the On the Practice Field (OTPF) suggestions from the Heifetz et al. chapters assigned for this course module, and reflect on your learning from this experiment. If there are no Heifetz et al. chapters assigned for this module, choose an OTPF from a previously assigned chapter.

Course sections run for three to five weeks - you can choose to submit a journal entry during any of the weeks corresponding to a course section. This offers you some flexibility in timing your journal entry submissions. Just be sure to submit each journal entry by the final week of each course section.

Journal Entry 2 is your reflection on the following questions following two one-on-one meetings with some of your consultation group members for the Midway Feedback Assignment.

1. What are the themes from the feedback, both in terms of how your contributions to date have been valuable, and what you could do to improve your impact?
2. What were some different reactions you had to this feedback?
3. To what extent is the feedback consistent or inconsistent with what you already know about yourself?
4. How would you like to use or incorporate the feedback going forward? What do you plan to do differently, if anything?

Journal Entry 2 is due by March 9th.

Balcony Questions

*The purpose of the Balcony Questions assignment is to deepen your diagnostic habits of **asking different questions, listening to learn and getting on the balcony to scan a system**. The system you will consider is EDUC 3003, our class as a group or as an organization.*

The week of a class meeting, pose one question you have been wondering about **regarding the system of our class as a group or as an organization**. The question should be informed by the readings, your reflection on yourself as a system, your improvement goals, your leadership experience and how those dimensions of who you are interact into the informal role(s) you take up in

the class. **The posting should simply be of one question that you are carrying about our system as we head into our next meeting.** As Heifetz points out, sometimes process of asking the question can be an act of leadership, so we will together see how our growing capacity to ask different questions nudges our system. Consider your colleagues' questions. Notice your reactions to reading their perspectives. Engage your colleagues questions for the benefit of the class' learning.

Balcony Questions are due electronically on Canvas the Wednesday before each class: Jan 29, Feb 26, and April 2.

Midway Feedback Assignment

The purpose of this assignment is for you to solicit information from your peers on how you are showing up in your consultation group, and to use that feedback to reflect on ways you could increase your effectiveness as a team member over the rest of the course.

- Optional: Re-watch the videos on Asking Different Questions, Taking Multiple Perspectives and Listening to Learn in preparation for giving and receiving feedback.
 - Before the third class (March 1st), select **at least two** members of your consultation group from whom you would like to receive feedback.
 - Set up a time to speak with these group members, so that everyone can have the opportunity to give and receive feedback in real time.
 - Write down what you hear.
 - Notice what you are feeling when you receive the feedback
 - When the other person has offered their feedback, be sure to thank them for their honesty and their contribution to your self-awareness.
 - Complete the reflection below and submit as Journal Entry 2.
1. What are the themes from the feedback, both in terms of how your contributions to date have been valuable, and what you could do to improve your impact?
 2. What were some different reactions you had to this feedback?
 3. To what extent is the feedback consistent or inconsistent with what you already know about yourself?
 4. How would you like to use or incorporate the feedback going forward? What do you plan to do differently, if anything?

Stakeholder Analysis Paper

The purpose of the stakeholder analysis paper is to apply the concepts and learning from this course to your Problem of Practice by focusing on the stakeholders and others in your professional context who will have an influence on how you will be able to address your problem of practice. The analysis that you do for this paper will be used in a future course when you work on your Applied Inquiry Plan.

According to Heifetz, Grashow, and Linsky (2009, p.133), “People who think politically discern the formal and informal exercise of power and influence among individuals in their organization. They take time to understand the interests, loyalties, fears of everyone who has a stake or might be affected by the change. And they understand that relationships count.”

To complete the stakeholder analysis paper, review Chapter 10 in *The Practice of Adaptive Leadership* (pages 133-148).

- Create a table like the one on pages 147-148.
- Fill in each cell, using the explanations in Chapter 10 to guide your analysis
- Write a 1-page reflection about what you discovered by completing the table. How has your analysis helped you to think politically about your proposed problem of practice?
- As appropriate, cite sources from the course readings that support your analysis.

Stakeholder Analysis Paper is due February 23rd.

Tentative Course Schedule

The course is organized into four sections which follow the four dimensions of adaptive work:

1. Diagnose the System [tentatively Jan 6 - Feb 9]
2. Mobilize the System [tentatively Feb 10 - Mar 9]
3. See Yourself as a System [tentatively Mar 10 - Mar 30]
4. Deploy Yourself [tentatively March 31 - Apr 20]

Each week we will explore chapters from the core texts and application readings, and readings, videos and other media that apply the theme of that week to a particular context or to the work of leadership for equity and justice. All course material will be posted in our Canvas modules.

Course Policies

Incomplete Grades

For this course, an “incomplete” Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

G grades and I grades. Under certain conditions you may receive a “G” or “I” grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes: the G grade and the I grade as:

- **G Grade:** *The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.*
- **I Grade:** *The I grade signifies incomplete course work due to the nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.*

After one year, G grades automatically become non-changeable NG grades (no credit, no impact on grade point average). Please visit <http://www.pitt.edu/~graduate/reggrades.html> (<http://www.pitt.edu/~graduate/reggrades.html>) for University Grading Policy for Graduate Study.

Attendance

Regular attendance in the Saturday sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term -- missing one of those sessions constitutes a significant portion of the time for interaction with instructors and peers.

Although students are expected to attend all Saturday class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructors to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:

1. Email the course instructor(s) and your advisor with the reason for missing the class.
2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such

recording properly approved in advance can be used solely for the student's own private use.



University Policies

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (<https://www.studentaffairs.pitt.edu/drs/>). (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu (<mailto:drsrecep@pitt.edu>), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](https://www.provost.pitt.edu/info/ai1.html) (<https://www.provost.pitt.edu/info/ai1.html>). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/)  (<http://pitt.libguides.com/academicintegrity/>) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](http://pitt.libguides.com/academicintegrity/plagiarism)  (<http://pitt.libguides.com/academicintegrity/plagiarism>).

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the chair of the EdD program, Dr. Tom Akiva.
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Shederick McClendon.) If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer.

Federal and State Background Checks and Clearances

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how](#)

[students can get their clearances](#)

(<https://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances>)

The School of Education [Policies and Forms](#)

(<https://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Resources

Education Library Guide

See this Hillman Library [customized libguide](#)  (<https://pitt.libguides.com/education>), a gateway to resources for education students and faculty

Pitt Tech Help Desk

If you are experiencing technical problems while attempting to complete coursework or assessment, please contact the Pitt Technology Help Desk:

- Phone: [Call 412-624-HELP \(4357\)](#) (tel:+14126244357)
- Chat: [Chat with an Expert](#) (<https://salesforcechat.pitt.edu/>)
- Email: helpdesk@pitt.edu (<mailto:helpdesk@pitt.edu>)

Religious Observances

See the [Provost's annual memo](#)

(<http://www.universityannouncements.pitt.edu/Religious%20Observances%20FY19.pdf>) about religious observances.

Emergencies

Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Office of Diversity and Inclusion (ODI)

- Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/> (<https://www.diversity.pitt.edu/>)
- Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/> (<https://www.titleix.pitt.edu/>)

Catalogs

The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

[Pittsburgh Campus Graduate and Professional Studies](#) ➞

([https://na01.safelinks.protection.outlook.com/?](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.upp.pitt.edu%2Findex.php%3Fcatid%3D73&data=02%7C01%7C%7Ca9c20)

[url=https%3A%2F%2Fcatalog.upp.pitt.edu%2Findex.php%3Fcatid%3D73&data=02%7C01%7C%7Ca9c20](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcatalog.upp.pitt.edu%2Findex.php%3Fcatid%3D73&data=02%7C01%7C%7Ca9c20)

Student Mental Health

- Counseling Center, in the Wellness Center in Nordenberg Hall:
<https://www.studentaffairs.pitt.edu/cc/> (<https://www.studentaffairs.pitt.edu/cc/>) Call **412-648-7930**, any time
- Sexual Assault Response: 412-648-7856
- Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see:
<http://www.studentaffairs.pitt.edu/cars/> (<http://www.studentaffairs.pitt.edu/cars/>)
- Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#) (<https://www.studentaffairs.pitt.edu/wp-content/uploads/2015/12/WEB-Helping-Distressed-Students-Guide1.pdf>)

Course Summary:

Date	Details	Due
Thu Jan 9, 2025	 What Are Your Hopes and Expectations For The Semester?	to do: 11:59pm
Sat Jan 11, 2025	 2234 EDUC 3003 SEC1001 FOUNDATIONS: LEADERSHIP (https://canvas.pitt.edu/calendar?event_id=1441392&include_contexts=course_296740)	8am to 12pm
	 Consultation Group Contract (https://canvas.pitt.edu/courses/296740/assignments/1665277)	due by 11:59pm
Sun Jan 19, 2025	 Leadership Challenge Case Study: Narrative Draft (https://canvas.pitt.edu/courses/296740/assignments/1665283)	due by 11:59pm
Wed Jan 29, 2025	 Balcony Question 1 due January 29th (https://canvas.pitt.edu/courses/296740/assignments/1665276)	due by 11:59pm
Sat Feb 1, 2025	 2234 EDUC 3003 SEC1001 FOUNDATIONS: LEADERSHIP (https://canvas.pitt.edu/calendar?event_id=1441393&include_contexts=course_296740)	8am to 12pm
Sun Feb 9, 2025	 Journal Entries Assignment 1 (https://canvas.pitt.edu/courses/296740/assignments/1665279)	due by 11:59pm
Sun Feb 23, 2025	 Stakeholder Analysis Paper (https://canvas.pitt.edu/courses/296740/assignments/1665285)	due by 11:59pm
Wed Feb 26, 2025	 Balcony Question 2 due February 26th (https://canvas.pitt.edu/courses/296740/assignments/1665275)	due by 11:59pm
	 Midway Feedback	

Fri Feb 28, 2025	<u>Assignment</u> (https://canvas.pitt.edu/courses/296740/assignments/1705975)	due by 11:59pm
Sat Mar 1, 2025	 <u>2234 EDUC 3003 SEC1001 FOUNDATIONS: LEADERSHIP</u> (https://canvas.pitt.edu/calendar?event_id=1441394&include_contexts=course_296740)	8am to 12pm
Sun Mar 9, 2025	 <u>Journal Entries Assignment 2</u> (https://canvas.pitt.edu/courses/296740/assignments/1665280)	due by 11:59pm
Sun Mar 30, 2025	 <u>Journal Entries Assignment 3</u> (https://canvas.pitt.edu/courses/296740/assignments/1665281)	due by 11:59pm
Wed Apr 2, 2025	 <u>Balcony Question 3 due April 2nd</u> (https://canvas.pitt.edu/courses/296740/assignments/1665274)	due by 11:59pm
Sat Apr 5, 2025	 <u>2234 EDUC 3003 SEC1001 FOUNDATIONS: LEADERSHIP</u> (https://canvas.pitt.edu/calendar?event_id=1441395&include_contexts=course_296740)	8am to 12pm
Sun Apr 6, 2025	 <u>Leadership Challenge Case Study Presentation</u>	to do: 11:59pm
Sun Apr 20, 2025	 <u>Journal Entries Assignment 4- optional</u> (https://canvas.pitt.edu/courses/296740/assignments/1665284)	due by 11:59pm
	 <u>Leadership Challenge Case Study: End of Semester Reflection</u> (https://canvas.pitt.edu/courses/296740/assignments/1665282)	due by 11:59pm

Collapse All

Export Course Content

▼ **Module 1: Introduction to the course and adaptive leadership**

 **Intro to Module 1 (week of 1/6): Introduction to Adaptive Leadership**


 **Meet the Course Instructors**


 **Peer Introductions**

 **Questions, comments, reflections or feedback as you navigate the course.**

Core Readings

 **Emergent Strategy (2017)- Introduction**

 **(PAL, 2009) Chapters 1-2**

 **Wheatley, M. J., (2002), Willing to be disturbed**

Application/ Context Readings (Pick one reading or video from this list)



Video: Asking Different Questions



Harvard Business Publishing Corporate Learning, 2024 Global Leadership Development Study

Resource Readings (These readings/ videos are optional)



Video: Martin, M. and Rojas, C. (2020) Strengthening Leadership for Racial Equity



Powell, L. (2002). Labouring in the counter story factory: Experiential teaching about Authority. international Journal of Critical Psychology, 4(1).



Schall, E. (1996). Learning to love the swamp: Reshaping education for public service

Assignments



What Are Your Hopes and Expectations For The Semester?

Jan 9



Leadership Challenge Case Study Assignment Overview



Leadership Challenge Case Study: Narrative Draft

Jan 19 1 pts



Past Case Study Examples



Leadership Challenge Case Study Presentation

Apr 6



Consultation Group Contract

Jan 11

▼ Module 2: Diagnose the System: Adaptive Challenges



Intro to Module 2 (week of 1/13) Diagnose the System: Adaptive Challenges



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



(PAL) Chapters 4-5



Martin, L. (2009). Black Women as Leaders Chap 1



Video- Johnston, Seeing Systems



Video: Heifetz on Adaptive vs Technical Challenges

Application/ Context Readings (Pick one reading or video from this list)



Video: Chimamanda Ngozi Adichie. The danger of a single story



Center for Creative Leadership (2024) The Top 20 Leadership Challenges

Resource Readings (These readings/ videos are optional)



Argyris, C. (1991). Teaching smart people how to learn.



Petriglieri, G. (2020). To fight systemic racism, protest ‘leadership’—not just leaders.



Chikaonda, M. (2020) Anti-Blackness is everywhere

Assignments



Journal Entries Assignment 1

Feb 9 1 pts



Leadership Challenge Case Study: Narrative Draft

Jan 19 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 3 Diagnose the System: Complexity



Intro to Module 3 (week of 1/20) Diagnose the System: Complexity



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Principles and Elements of ES



Achi, Z., & Berger, J. G. (2018). Delighting in the possible



Snowden & Boone (2007) A leader's framework for decision making



Video: Cynefin



Video: KLC Getting on the balcony

Application/ Context Readings (Pick one reading or video from this list)



akasha and Carolyn Coughlin, DEIB work as complex work



Siemens, G., Dawson, S., & Eshlemen, K. (2018, December). A Leader's Framework for Understanding and Managing Change in Higher Education



Hummelbrunner & Jones (2013). A guide to managing in the face of complexity



Snyder, S. (2013), The Simple, the Complicated, and the Complex: Educational Reform Through the Lens of Complexity Theory



Kershner, B. & McQuillan P. (2016). Complex adaptive schools: Educational leadership and school change



Auspos, P., & Cabaj, M. (2020). Complexity and Community Change: Managing Adaptively to Improve Effectiveness

Resource Readings (These readings/ videos are optional)

Assignments



Journal Entries Assignment 1

Feb 9 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 4 Diagnose the System: Adaptive Organizations



Intro to Module 4 (week of 1/27) Diagnose the System: Organizational Landscapes



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Fractals



(PAL) Chapter 6



Williams, D. (2015). Diagnostic Boundary Spanning

Application/ Context Readings (Pick one reading or video from this list)



Mack, C., (1995) Leadership and Improving Student Performance in a Multi-Ethnic, Cultural and Linguistic Public School District: There's Going to be Bedlam, if We Get'em



Linsky, M. & Lawrence, J. (2011). Adaptive challenges for school leadership

Resource Readings (These readings/ videos are optional)



Video- Juan Carlos Eichholz, Adaptive Capacity



Monroe, T. (2005). Boundaries and authority

Assignments



Balcony Question 1 due January 29th

Jan 29 1 pts



Journal Entries Assignment 1

Feb 9 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 5: Diagnose the System: Learning/ Adaptive Organizations



Intro to Module 5 (week of 2/3) Diagnose the System: Learning/ Adaptive organizations



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Intentional Adaptation



(PAL) Chapter 7



Ely, R. & Thomas, D., (2020) Getting serious about diversity

Application/ Context Readings (Pick one reading or video from this list)



Bourke, J. (2020). The Key to Inclusive Leadership



Powell, L. (1997) The Achievement (K)not, Whiteness and "Black Underachievement"



McKinsey (2020), Understanding organizational barriers to a more inclusive workplace



Video- Rep. AOC responds to Rep. Yoho

Resource Readings (These readings/ videos are optional)



Podcast- Holdworth and Wong's leadership mindsets from more human organizations

Assignments



Journal Entries Assignment 1

Feb 9 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 6 Mobilize the System: Interpretations and Blind Spots



Intro to Module 6 (week of 2/10) Mobilize the System: Interpretations and Interventions



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



(PAL) Chapters 8-9



Rasmussen, H., Hawkins, J. and Crow, R., Adaptive Leadership and Improvement Science: Natural Bedfellows (2022)



Video: Taking Multiple Perspectives

Application/ Context Readings (Pick one reading or video from this list)



Rehmann Pettipas, C. (2018). A Call to Action: Indigenizing Curriculum through Adaptive Leadership



Carucci, R. (2016). Organizations Can't Change If Leaders Can't Change with Them



Capper, C. A., & Young, M. D. (2014). Ironies and Limitations of Educational Leadership for Social Justice: A Call to Social Justice Educators.



Video: The mindtrap of simple stories

Resource Readings (These readings/ videos are optional)



Video- Google Ventures. (2014). Unconscious Bias @ Work



Heifetz, An Interpretative Framework

Assignments



Stakeholder Analysis Paper

Feb 23 1 pts



Journal Entries Assignment 2

Mar 9 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 7 Mobilize the System: Organizational Interventions (I)



Intro to Module 7 (week of 2/17) Mobilize the System: Organizational Interventions (I)



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Interdependence and Decentralization



(PAL) Chapters 10-11



Video-Garvey Berger, Safe to Fail Experiments



Heidi Brooks (2024) What if listening could change everything?

Application/ Context Readings (Pick one reading or video from this list)



Smith, K. K., Simmons, V., & Thames, T. (1989). "Fix the women": An intervention into an organizational conflict based on parallel process thinking



Gorski, P. (2019). Avoiding Racial Equity Detours.



Corner, J. (2020). Transforming Lankelly Chase's governance ... so that we can do what we need to do properly



Zúñiga, X. (2003). Bridging Differences through Dialogue

Resource Readings (These readings/ videos are optional)



Kahn, W. A. (1993). Facilitating and Undermining Organizational Change: A Case Study.



Fireflies



Smith and Berg (1987), Paradox of Speaking: Authority, Dependency, Creativity, and Courage



Video- KLC on "raising the heat" in adaptive leadership

Assignments



Stakeholder Analysis Paper

Feb 23 1 pts



Leadership Challenge Case Study Presentation

Apr 6



Midway Feedback Assignment

Feb 28 1 pts



Journal Entries Assignment 2

Mar 9 1 pts



▼ Module 8 Mobilize the System: Organizational Interventions (II)



Intro to Module 8 (week of 2/24) Mobilize the System: Organizational Interventions (II)



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Non-Linear and Iterative



Video: Bryan Emerson on Polarities



Video: JGB on Polarity Management



Garvey Berger, Mindtrap of Control blogpost

Application/ Context Readings (Pick one reading or video from this list)



Kinloch, V. (2022), Embracing the Good: Equity, Justice, & Love



Gallegos, P.V. (2014). The Work of Inclusive Leadership: Fostering Authentic Relationships, Modeling Courage and Humility



Emerson, B. (2021), Alleviating The Suffering of Paradox by Mapping Polarities



Chan, A., & Powell Pruitt, L. (2009). Taking Back the Work A Cooperative Inquiry into the Work of Leaders of Color in Movement-Building Organizations



Leslie, J.B., Li, P.P. & Zhao, S. (2015) Managing paradox: Blending East and West philosophies to unlock its advantages and opportunities

Resource Readings (These readings/ videos are optional)



Schein, E. (2002). The Anxiety of Learning



Podcast: Dr. Tonicia Freeman-Foster interview (2020)

Assignments



Midway Feedback Assignment

Feb 28 1 pts



Balcony Question 2 due February 26th

Feb 26 1 pts



Journal Entries Assignment 2

Mar 9 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 9 Mobilize the System: Building Capacity



Intro to Module 9 (week of 3/3) Mobilize the System: Building Capacity



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Resilience



(PAL) Chapter 12



Ravitch, S. and Herzog, L. (2024) Leadership Mindsets for Adaptive Change Chap 5 Equity Mindset

Application/ Context Readings (Pick one reading or video from this list)



Video: Mobius (2023) Zander Grashow Interview



Petty, S., & Leach, M. (2020). Systems Change & Deep Equity: Pathways Toward Sustainable Impact, Beyond “Eureka!,” Unawareness & Unwitting Harm



Biu, O. (2019). Race to Lead: Women of Color in the Nonprofit Sector



Ibarra, H., Ely, R., Kolb, D. (2013) Women rising: unseen barriers



Kelly Smith (2014) What if the road to inclusion were really an intersection?



Kegan, Lahey, Fleming, and Miller (2014) Making business personal



Martin, E. (2014). How Google Harnesses The Entire Company To Stay Innovative



Walsh, D. (2020). True Diversity Comes from Within

Resource Readings (These readings/ videos are optional)



Fleming, Andy (2016). The key to adaptable organizations is relentlessly developing people

Assignments



Journal Entries Assignment 2

Mar 9 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 10 See Yourself as a System: Adult Development



Intro to Module 10 (week of 3/10) See Yourself as a System: Adult Development



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Creating More Possibilities



(PAL) Chapter 13



Garvey Berger and Achi (2020), Understanding The Leader's "Identity Mindtrap"

Application/ Context Readings (Pick one reading or video from this list)



Erfan, A., (2021), The Many Faces of JEDI: A Developmental Exploration.



Drago-Severson, E., & Blum-DeStefano, J. (2019). A developmental lens on social justice leadership: Exploring the connection between meaning making and practice



Video: Shankar Vedantam (2022), You don't actually know what your future self wants

Resource Readings (These readings/ videos are optional)



Minds At Work, Adult Development and Leadership: The Implications of Kegan ADT



Rooke and Torbert, (2005) 7 Transformations of Leadership

Assignments



Journal Entries Assignment 3

Mar 30 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ **Module 11 See Yourself as a System: Obstacles to Personal Change**



Intro to Module 11 (week of 3/17) See Yourself as a System: Obstacles to Personal Change



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Assess Yourself



(PAL) Chapters 14 - 15



Lewis K., (2021), Polarities and the need for Vulnerability

Application/ Context Readings (Pick one reading or video from this list)



Kegan, R. & Lahey, L. (2001) The Real Reason People Don't Change



Heidi Brooks: Learning to Learn podcast

Resource Readings (These readings/ videos are optional)



Brown, Brene, The Power of Vulnerability (TED Talk)

Assignments



Journal Entries Assignment 3

Mar 30 1 pts



Leadership Challenge Case Study Presentation

Apr 6



Leadership Challenge Case Study: End of Semester Reflection

Apr 20 1 pts



▼ Module 12 See Yourself as a System: Separating Self and Role



Intro to Module 12 (week of 3/24) See Yourself as a System: Separating Self and Role



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



(PAL) Chapters 16 - 17



Leher (2010) The power trip



Brown, B., (2020), Four Types of Power Summary

Application/ Context Readings (Pick one reading or video from this list)



Douglass Horsford, S. (2014). When Race Enters the Room: Improving Leadership and Learning Through Racial Literacy



Palmer P. (2000), Leading from within



Obholzer, A., & Roberts, V. Z. (1994). The troublesome individual and the troubled organization

Resource Readings (These readings/ videos are optional)



Dumas, Dilemmas of black females in leadership

Assignments



Journal Entries Assignment 3

Mar 30 1 pts



Leadership Challenge Case Study: End of Semester Reflection

Apr 20 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 13 Deploy Yourself: Connecting to Purpose



Intro to Module 13 (week of 3/31) Deploy Yourself: Connecting to Purpose



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



(PAL) Chapters 18-19



Video: Russell Ellis, White Supremacy: Same Dog, Same Tricks-Time to Change the Training

Application/ Context Readings (Pick one reading or video from this list)



Emergent Strategy- Spells and Practice



Bushnell, H. (2020, June 6). How a “rogue” employee forced NFL, Goodell into new Black Lives Matter stance



Newman, K. (2020), How Purpose Changes Across Your Lifetime

Resource Readings (These readings/ videos are optional)



Video: Sinek, Simon (2009) How Great Leaders Inspire Action (TED Talk)

Assignments



Journal Entries Assignment 4- optional

Apr 20 1 pts



Balcony Question 3 due April 2nd

Apr 2 1 pts



Leadership Challenge Case Study: End of Semester Reflection

Apr 20 1 pts



Leadership Challenge Case Study Presentation

Apr 6

▼ Module 14 Deploy Yourself: Courage



Intro to Module 14 (week of 4/7) Deploy Yourself: Courage



Questions, comments, reflections or feedback as you navigate the course.

Core Readings



Emergent Strategy- Tools For Facilitation



(PAL) Chapter 20



Video: Stepping into your Rangatira Space (2018)

Application/ Context Readings (Pick one reading or video from this list)



Newsdesk. (2020, July 29). 'I hope it's a reckoning': Panel encourages racial justice activism in Pittsburgh.



Williams, D. (2005). Moving Forward: Taking Responsibility for yourself as An Instrument of Power

Resource Readings (These readings/ videos are optional)



Lindsay, M. (2014) View from the top. Chapter 5: The Strength in the Crucible

Assignments



Journal Entries Assignment 4- optional

Apr 20 1 pts



Leadership Challenge Case Study: End of Semester Reflection

Apr 20 1 pts



▼ Module 15 Deploy Yourself: Sustaining Vision and Change

Intro to Module 15 (week of 4/14) Deploy Yourself: Sustaining Vision and Change





Questions, comments, reflections or feedback as you navigate the course.

Core Readings



(PAL) Chapters 21-23



Video: KLC's Leadership minute- 5 principles of leadership

Application/ Context Readings (Pick one reading or video from this list)

Resource Readings (These readings/ videos are optional)



Arafeh, S. (2020). The Adaptive Challenge of Social Justice in Educational Leadership



Pazzanese, C. (2020). After the Protests, what next? Harvard experts discuss how to effect lasting change

Assignments



Journal Entries Assignment 4- optional

Apr 20 1 pts



Leadership Challenge Case Study: End of Semester Reflection

Apr 20 1 pts



End of semester evals

OMET Survey