



Doctor of Education in Educational Leadership

EDUE 704 | Leadership Enactment

Units: 3

Term: 2022-2

Location: <https://blackboard.usc.edu/>

Prerequisite Courses:

- EDUE 700 | Foundations in Urban Education
- EDUE 701 | Foundations in Leadership
- EDUE 702 | Foundations In Learning
- EDUE 703 | Power, Diversity, and Equity

Concurrent Enrollment:

- EDUE 718 | Leading for Instructional Improvement

Instructor Office Hours: By Appointment

This syllabus is shared across the program. Additional information about faculty is located in Blackboard.

Instructors for this term are:

Rudolph Crew | crew@usc.edu

Tuesday, 7:15- 10:25 pm PT | WPH103

Thursday, 7:15- 10:25 pm PT | WPH101

Greg Franklin | gfrankli@usc.edu

Tuesday, 7:15- 10:25 pm PT | Online

Christina Kishimoto | ckishimo@usc.edu

Thursday, 4:00 - 7:10 pm PT | Online

Wednesday, 7:15 - 10:25 pm PT | Online

Wesley Smith | wismith@usc.edu

Thursday, 7:15 - 10:25 pm PT | WPH107

Jay Westover | jwestove@usc.edu

Tuesday, 7:15 - 10:25 pm PT | WPH107

IT HELP

USC Information Technology Services Help

Phone: 213.740.5555

Contact Info: <https://itservices.usc.edu/contact>

Hours: 24 hours a day, every day

Zoom Help

If you need help during a live session, please call

Phone: 888.799.9666 ext 2 or 650.397.6096 ext 2

Live Chat: <https://support.zoom.us/hc/en-us/articles/201362003>

Hours: 24 hours a day, every day

COURSE OVERVIEW

PROGRAM PURPOSE

The purpose of the EdD in Educational Leadership program is to build critically conscious leaders who can take actions to eliminate inequities that affect educational/learning opportunities and outcomes for children and adults in urban contexts.

COURSE RELATION TO THE ROSSIER MISSION

THE USC ROSSIER MISSION

[The mission of the USC Rossier School of Education](#) is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

RELATION TO THE ROSSIER MISSION

For decades, schools and school districts have not been able to meet the needs of all students. Unfortunately, the students whose needs have gone unmet have traditionally been the same. School systems have not been able to transform themselves to meet these unmet needs. Drawing on the principles of equity and social justice, school leaders must stop talking and begin changing the systems they lead in order to ensure every student in their school and district has the access and the opportunity to achieve their dreams. This class will continue the work started during the student's first year and help build the capacity of educators to lead their systems and create schools and districts that foster equity, cultural proficiency, social justice and systems change in ways that will improve the academic opportunities and outcomes for all students.

COURSE DESCRIPTION

The purpose of this course is to provide EdD students with the opportunity to acquire or deepen their knowledge and skills related to acting as a critically conscious leader who fosters change that addresses existing educational inequities. Students will be afforded opportunities to learn the essential components associated with organizing individuals towards collective action, the elements of providing feedback to others to improve performance, and undertaking difficult conversations centered on issues of race/ethnicity, gender identity, socioeconomic status and other individual and contextual attributes. In addition, students will practice specific leadership acts related to leading to address existing and historical inequities including engaging in team work, thinking and acting politically, orchestrating conflict, building capacity, etc. More specifically, activities in the class will include bringing people together and organizing, developing team expectations and collaborative approaches, communicating through feedback, and managing “difficult conversations” with peers, colleagues, subordinates, and superiors. The course is set up to help students answer the following question: What is the role of a leader in transforming or reinforcing the status quo in relation to educational inequity (the education debt) in urban contexts? The course addresses the program competencies of accountability, critical reflection, equity and diversity, ethics, learning organization, and research and data.

LEARNING OBJECTIVES

- Demonstrate ability to apply accountability principles through ethical practice and decision making.
- Demonstrate awareness of one’s own positionality.
- Demonstrate the ability to model evidence-based critical reflective practice using inquiry that challenges hegemonic epistemologies.
- Demonstrate ability to engage in continuous learning of cultural knowledge and contexts.
- Demonstrate ability to use K-12 or higher education data (qualitative or quantitative) to measure culturally responsive leadership.
- Demonstrate ability to engage others in a process of evidence-based critical reflective practice that challenges hegemonic epistemologies and strategies to create equity, continuous professional growth, and improvement.
- Demonstrate an awareness of the way that the structure of society influences organizations at the structural and individual level.
- Demonstrate effective interpersonal and oral and written communication skills and socio-emotional insight to build trust and understand primary stakeholders (explicitly the needs of minoritized and historically marginalized learners) and their needs.
- Demonstrate the ability to think strategically using data, evidence, empirical research, and theory to evaluate and assess the effectiveness and/or progress of programs to improve practice in relation to minoritized and historically marginalized learners.

READINGS

Required books may be purchased from the University Bookstore or other retailer. All required articles are available through Blackboard and in the readings folder on Google Drive. In addition, alternative and accessible formats for this course's required articles are available via the “Readings (Blackboard)” link in the course menu. Learn more about [Ally](#).

Books

Achor, S. (2018). *Big Potential: How transforming the pursuit of success raises our achievement, happiness, and well-being*. New York: Currency.

Roegman, R., Allen, D., Leverett, L., Thompson, S., & Hatch, T. (2019) *Equity Visits A New Approach to Supporting Equity - Focused School and District Leadership*. Thousand Oaks: Corwin.

Westover, J. (2020). *Districts on the Move: Leading a coherent system of continuous improvement*. Thousand Oaks, CA: Corwin.

ARTICLES & OTHER READINGS

Bolman, L. G., & Gallos, J. V. (2011). [Reframing academic leadership](#). Ch 4, (San Francisco: Jossey-Bass.

Christensen, C. (2008). [Introduction](#). In *Disrupting class: How disruptive innovation will change the way the world learns* (1st ed., pp. 1-17). New York: McGraw-Hill

Christensen, C. (2008). [Chapter 1. Why schools struggle to teach differently when each student learns differently](#). *Disrupting class: How disruptive innovation will change the way the world learns* (1st ed., pp. 21-42). New York: McGraw-Hill

Christensen, C. (2008). [Chapter 9. Giving schools the right structure to innovate](#). *Disrupting class: How disruptive innovation will change the way the world learns* (1st ed., pp. 197-221). New York: McGraw-Hill

Duhigg, C. (February 25, 2016). "[What Google Learned From Its Quest to Build the Perfect Team](#)." New York Times Magazine. New York

Goleman, Boyatzis, McKee (2013), [Chapter 1. Primal Leadership](#). Unleashing the power of emotional intelligence.

Heifetz, R., Grashow, A., & Linsky, M. (2009). [Chapter 7. Qualities of an adaptive organization](#). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world* (pp. 101-112). Cambridge, MA: Harvard Business Review Press .

Heifetz, R., Grashow, A., & Linsky, M. (2009). [Chapter 10. Act politically](#). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world* (pp. 133-148). Cambridge, MA: Harvard Business Review Press.

Jensen, P. & Ratcliffe, K. (2020). [Redefining School Culture With Listening](#). School Administrator (pp 40-43)

- Kegan, R., & Lahey, L. L. (2009). [Chapter 4. Overcoming the groupwide immunity to change](#). *Immunity to change: How to overcome it and unlock the potential in yourself and your organization* (pp. 87-124). Cambridge, MA: Harvard Business Review Press.
- Kegan, R., & Lahey, L. L. (2009). [Chapter 11. Surfacing your collective immunity to change](#). *Immunity to change: How to overcome it and unlock the potential in yourself and your organization* (pp. 283-306). Cambridge, MA: Harvard Business Review Press.
- Larson, Carl E. & LaFaston, Frank M. J. (1989) [TeamWork](#). Sage Publications: Newbury Park pp 118-129
- Lencioni, P. (2002). [An overview of the model](#). *The Five Dysfunctions of a Team: A Leadership Fable* (pp. 187-220). San Francisco, CA: Jossey-Bass.
- McKee, A., Boyatzis, R., & Johnston, F. (2008). [Chapter 1. Leading for real: Becoming the leader you most want to be](#). In *Becoming a Resonant Leader: Develop Your Emotional Intelligence, Renew Your Relationships, Sustain Your Effectiveness* (pp. 8-11). Harvard Business Press.
- McKee, A., Boyatzis, R., & Johnston, F. (2008). [Chapter 2. Resonant leadership: What it takes](#). In *Becoming a Resonant Leader: Develop Your Emotional Intelligence, Renew Your Relationships, Sustain Your Effectiveness* (pp. 12-24). Harvard Business Press.
- Northouse, P. & Lee, M. (2019). [Leadership Case Studies in Education](#). (2nd ed.) SAGE: Thousand Oaks, CA. (pp 136-145)
- Schein, E. (2010). [Chapter 14. How leaders embed and transmit culture](#). *Organizational culture and Leadership* (4th ed., pp. 235-258). San Francisco, CA: Jossey-Bass.
- Schein, E. (2010). [Chapter 17. A conceptual model for managed culture change](#). *Organizational Culture and Leadership* (4th ed., pp. 299–313). San Francisco, CA: Jossey-Bass.
- Schwarz, R (1994). [Chapter 1. Group facilitation and the role of the facilitator](#). *The Skilled Facilitator: Practical wisdom for developing effective groups* (1st ed., pp. 3-18). San Francisco, CA: Jossey-Bass.

GENERAL COURSE REQUIREMENTS

DISCUSSION AGREEMENT

By participating in this graduate-level seminar class, you are agreeing to abide by ground rules for discussion.

- Promote an environment conducive to learning. If something does not make sense, ask about it, because it is likely that others feel the same.
- Respect differences of culture, nationality, language, values, opinion, and style.

- Welcome disagreement and alternate or unfamiliar explanations, because they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation. Everyone has something to contribute.
- Promote clear communication:
 - Be specific.
 - Give examples.
 - Ask questions.
- Speak for yourself. Let others speak for themselves.
- Help achieve today's class goals in the time available:
 - Add to what has already been said.
 - Be conscious of time and do not monopolize discussions.

ADDITIONAL POLICIES

- **Attendance:** Each student enrolled in this course is required to attend all class meetings. If you find it absolutely necessary to be absent from class because of illness or an emergency, please notify your instructor.
- **Reading:** Students enrolled in this course are required to read all current assignments and complete all other exercises and projects required for each lesson BEFORE each class meeting where the lesson will be discussed.
- **Class Participation:** Small group discussions will occur at every class meeting and students are expected to participate fully in them. Students are also encouraged to develop and use conceptual skills, ask questions and participate in planned and impromptu discussions so long as the discussion forwards the purpose of the class.
- **Technological Proficiency and Hardware/Software Required:** You are expected to become familiar with the technology features of the LMS, such as forums and assignment submission. Refer to the [EDL Student Handbook](#) for technology support.

ASSIGNMENTS

In this course you will be asked to engage in a very specific form of critical learning, action and reflection. This cycle focuses on your role as a leader and the impact you have through your actions on your peers, colleagues, subordinates, and/or superiors. Each of the assignments you are expected to complete in this course is structured to support this critical reflective cycle.

DISCUSSION BOARD/THEADS

Following each audio lecture, there is a prompt in the LMS. You are to respond to the prompt and then respond to 2-3 of your peers' responses. The instructor will also be responding to student's responses and you may respond to the instructor's response as well.

Responding to peers:

- Ask questions and point out details you found interesting
- Response goal is to further the conversation for in-class discussion

- Respond to posts with no replies; respond to different classmates each week

Due: Post a response to the prompt **by 11:59pm PT two days before class**

Response to Peers: Respond to 2-3 peers before the beginning of class

REFLECTION PAPER

Reflection Paper (1-2 pages)

1. You have taken courses for one year regarding leadership- how has your own definition of leadership changed? Leadership is action, so what does it mean to lead?

ACTION ASSIGNMENTS

Action Assignment #1

Part 1 (1-2 pages)

Identify and describe an issue, concern or problem in your organization that requires leadership. Please address the following:

- Description of the issue, concern or problem and its relationship to existing inequities within the organization
- Identify individuals, their roles in the organization and their possible contribution to a solution to the identified issue, concern or problem
- You will present this to a small group in class. Classmates will ask questions related to your identified issue, concern or problem. Emphasis will be placed on clarity of identification, certainty of potential individuals within the organization to support solutions, and relationship to existing inequities within the organization.

Part 2 (1 page)

After receiving feedback from your classmates, you will write a 1-page reflection on how well you defined the issue, concern or problem. This is due when you submit Action Assignment #2.

Action Assignment #2 (3-4 pages)

With your identified issue, concern or problem, now it is time to act. The paper will contain details from a leadership experience undertaken by the student. In particular, the student will identify the when, where, and who was involved in the experience. To the best of the student's ability, the student will document what was said by whom and how individuals represented in the case behaved during the interaction.

TEAM PROJECT PRESENTATION *GROUP ASSIGNMENT

From Action Assignment #2, your team will work with you to apply a cycle of see/describe/analyze/and experiment (Rodgers, 2002) to explore the experience and offer feedback. Each team member will serve as the chairperson for the team on a rotating basis so that every team member has served as a chairperson. During your conversation, the chairperson will ensure that students apply concepts from the readings and class discussion to explore the way the case study (Action Assignment #2) presenter engaged in leadership with

and/or without authority. The team will create a presentation about the key learnings from both the process of the reflective cycle as well as what each team member learned about their own leadership action from the reflective cycle. Presentations should be about 10-15 minutes in length and can use any format (PPT, Video, etc.).

FINAL PAPER (8-10 PAGES)

Write a final paper that utilizes aspects of leadership based on your personal Action Assignment. This is your opportunity to draw on the readings from Foundations in Leadership, Power, Diversity and Equity, Foundations in Urban Education and the readings in this course. This final paper has two parts. You are to address both parts using your current organization as the context for your work. Your goal as a leader or someone with leadership in your organization is to create systemic equity and to eradicate racism.

Part 1: Leadership

Respond to the following prompts:

1. Describe what your role is as a leader in transforming or reinforcing the status quo in relation to educational inequity (the education debt)?
 - a. What are your areas of strength? What are your areas of growth?
2. Describe how you will create an adaptive organization in order to start and then sustain progress towards disrupting the entrenched inequities in K12 or higher educational contexts?

Part 2: Equity Audit/Visit

Respond to the following prompts:

1. Describe how you, as a leader, will act both as an individual and with a team to accomplish the goal of creating, conducting and implementing the results of an equity audit/visit in your current organization?
2. Describe how you will conduct the equity audit/visit.
 - a. What will you examine? How will this take place? Be specific.
 - b. What are the known 'traps' that await you in creating and conducting the equity audit/visit?
3. Describe how you will discuss the results and provide three strategies that you will use to implement the results of the equity audit/visit.

In the last class session you will provide a 10 minute summary of your final paper to a small group of your classmates. Your presentation will be focused on a 3-5 minute summary of parts 1 and 2 and a 5 minute reflection of what else you will need to know and be able to do to lead your organization in eliminating racism and creating a system based on equity.

PARTICIPATION

Students are required to attend the full session of each class meeting. Achievement of learning outcomes and individual competencies are based not only on submitted assignments, but also on student engagement in the classroom community. Your participation in the in-class activities and discussions helps with your own construction of knowledge, as well as your classmates'.

In-class activities include, but are not limited to, application of course content to case studies, reflective activities, and scaffolding activities for the final project. Your participation in the in-class activities is extremely important to your development of your knowledge and skills. Your participation grade is determined by the level of effort and the quality of your participation in the weekly class activities.

Participation will be graded using the rubric below on a weekly basis. Absences result in a lower participation grade and missed assignment points if there are in-class assignments. An instructor-moderated summative discussion board experience will take place during the finals period, which follows the last class session, and will be counted as part of the participation grade.

Active Participation	Moderate Participation	Low Participation
Exhibits evidence of having completed all in-class assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most in-class assignments and activities	Exhibits lack of preparation and noncompletion of required in-class assignments or activities
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material
Participates continuously via video and audio for the entire live session	Some limited video or audio participation for part of the live session	Participates via only audio or video and/or attends only part of the live session

GRADING

ASSIGNMENT DUE DATES

All assignments are due before the beginning of your class session in the weeks shown on the course schedule.

Assignment	Week Due	Points	% of grade
Reflection Paper	Week 2	10	10%
Action Assignment #1, Part 1	Week 4	10	10%
Action Assignment #1, Part 2	Week 7	10	10%
Action Assignment #2	Week 7	10	10%
Team Project Presentation	Week 10	15	15%
Final Paper	Week 12	25	25%
Discussion Boards	Throughout Course	10	10%
Participation	Throughout Course	10	10%
	TOTAL	100	100%

GRADE SCALE

Grades will be assigned based upon the criteria outlined in the rubrics. The final grade for this course will be awarded using the following point scale:

A 95-100	B+ 87-89	C+ 77-79	D+ 67-69
A- 90-94	B 83-86	C 73-76	D 63-66
	B- 80-82	C- 70-72	D- 60-62

GRADING TIMELINE

All assignments will be graded within 10 business days unless otherwise indicated by the professor.

ATTENDANCE

In addition to affecting your participation score, one or more absences from class may result in a lowered final calculated course grade. It is essential to communicate with your instructor regarding any absences. Excused absences are approved at the discretion of your instructor.

ASSIGNMENT SUBMISSION POLICY

You will submit written assignments to Blackboard and complete in class assignments during class time.

Late assignments are not accepted, except under approved circumstances. If serious circumstances arise that hinder you from meeting the deadline, please contact the instructor by email *before* the deadline in order to be given consideration. Please see the Late Assignments section for further guidelines.

Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

Conditions for Removing a Grade of Incomplete: If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

Time limit for removal of an incomplete: One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed," and the grade is changed to an IX and will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

EMERGENCIES AND COURSE CONTINUITY

For information about maintaining classes in an emergency please access: <https://emergency.usc.edu/>.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Course Schedule

Week and Topic	Learning Activities	Assignments/Activities
<p>Week 1 May 18 - 24</p> <p>Topic Introduction to the Course</p>	<p>Read</p> <ul style="list-style-type: none"> ● Achor (2018), Ch. 1 ● McKee, Boyatzis, Johnston (2008) <ul style="list-style-type: none"> ○ Ch. 1 ○ Ch. 2 <p>View</p> <ul style="list-style-type: none"> ● Course Overview ● Lecture: Introduction to the Course 	<p>Discussion Board</p>
<p>Week 2 May 25 - May 31</p> <p>Topic You as the Leader: What Gets in the Way?</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Coordinate and collaborate ● Potential is not fixed ● Survival of the fit 	<p>Read</p> <ul style="list-style-type: none"> ● Achor (2018), Ch. 2-6 <p>View</p> <ul style="list-style-type: none"> ● Lecture: You as the Leader 	<p>Discussion Board</p> <p>Reflection Paper Due</p>
<p>Week 3 June 1 - 7</p> <p>Topic You as the Leader: What Gets in the Way? (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● How organizations 'get in the way' ● Identifying adaptive challenges ● Identify, describe, dismantle 	<p>Read</p> <ul style="list-style-type: none"> ● Goleman, Boyatzis, McKee (2013), Ch. 1 ● Roegman, et al. (2019) Ch 4 ● Schwarz (1994), Ch. 1 <p>View</p> <ul style="list-style-type: none"> ● Lecture: You as the Leader (cont.) 	<p>Discussion Board</p>
<p>Week 4 June 8 - 14</p>	<p>Read</p>	<p>Discussion Board</p>

<p>Topic You as the Leader: What Gets in the Way (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● The Reflective Cycle ● Listening to Others ● Finding and Understanding hidden and competing commitments 	<ul style="list-style-type: none"> ● Heifetz, Grashow, & Linskey (2009), Ch. 7, Ch. 10 ● Jensen Ratcliffe (2020) pp 40-43 ● Kegan & Lahey (2009), Ch. 4, Ch. 11 <p>View</p> <ul style="list-style-type: none"> ● Lecture You as the Leader (cont.) 	<p>Action Assignment #1, Part 1 Due</p>
<p>Week 5 June 15 - 21</p> <p>Topic Team Leadership</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Leadership is about “others” ● Creating a productive mindset ● Action Learning 	<p>Read</p> <ul style="list-style-type: none"> ● Larson, C & LaFasto, F. (1989). TeamWork. pp 118-129 <p>Watch</p> <ul style="list-style-type: none"> ● Lecture: Team Leadership 	<p>Discussion Board</p> <p>Presentation of Action Assignment #1, Part 1 Due</p>
<p>Week 6 June 22 - 28</p> <p>Topic Team Leadership (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● The rest of the team ● How to create and sustain teams 	<p>Read</p> <ul style="list-style-type: none"> ● Achor (2018) Ch 7 ● Lencioni (2002) pp 187-220 <p>View</p> <ul style="list-style-type: none"> ● Former Navy Seals on How Leadership Defines a Team 	<p>Discussion Board</p>
<p>Week 7 June 29 - July 5</p> <p>Topic Team Leadership (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Team Leadership Case Study 	<p>Read</p> <ul style="list-style-type: none"> ● Duhigg, C. (2016) pp 1-7 ● Northouse, P. & Lee, M. (2019) pp 136-145 	<p>After reading Northouse & Lee, come to class prepared to work on the Case Study - your teams will respond to the six questions</p> <p>Action Assignment #1, Part 2 Due</p> <p>Action Assignment #2 Due</p>

<p>Week 8 July 6 - 12</p> <p>Topic Leadership as Continuous Improvement of a System</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Leadership and Culture 	<p>Read</p> <ul style="list-style-type: none"> ● Bolman & Gallos (2011) Ch 4 ● Roegman, et al. (2019) pp 1-9, Ch 3 ● Schein (2010) Ch. 14, Ch. 17 <p>View</p> <ul style="list-style-type: none"> ● Lecture: Leadership as Continuous Improvement of a System 	<p>Discussion Board</p>
<p>Week 9 July 13 - 19</p> <p>Topic Leadership as Continuous Improvement of a System (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Creating Sustainable Change ● Equity Visits 	<p>Read</p> <ul style="list-style-type: none"> ● Christensen (2008), Intro, Ch. 1, Ch. 9 ● Roegman, et al. (2019) Ch 1, 2 <p>View</p> <ul style="list-style-type: none"> ● Lecture: Lecture: Leadership as Continuous Improvement of a System (cont.) 	<p>Discussion Board</p>
<p>Week 10 July 20 - 26</p> <p>Topic Leadership as Continuous Improvement of a System (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Equity Visits ● K12 districts on the move 	<p>Read</p> <ul style="list-style-type: none"> ● Roegman, et al. (2019) pp 123-158 ● Westover (2020), Intro, Ch. 1-3 	<p>Team Presentations</p>
<p>Week 11 July 27 - August 2</p> <p>Topic Leadership as Continuous Improvement of a System (cont.)</p> <p>Big Idea(s)</p> <ul style="list-style-type: none"> ● Equity Audit/Visit 	<p>Read</p> <ul style="list-style-type: none"> ● Roegman, et al (2019) Ch 4, 5 ● Westover (2020), Ch. 4-7 <p>View</p> <ul style="list-style-type: none"> ● Lecture: Leadership as Continuous 	<p>Discussion Board</p>

	Improvement of a System (cont.)	
Week 12 August 3 - 9 Topic Leadership Enactment	View <ul style="list-style-type: none"> Lecture: Expert Interview - Jay Westover 	Discussion Board Final Paper Due Presentation of Final Paper

TOPIC | INTRODUCTION TO THE COURSE

INTRODUCTION

Leadership is complex. Understanding what is best in leading organizations requires the elimination of the zero sum gain argument where one group can avoid, resist, and block organizational improvement. Leadership is about coordinating and collaborating, recognizing that individual potential is not fixed and that an emotionally intelligent leader can do the work necessary to create lasting improvement in the organizations they lead.

PURPOSE

This topic will focus on understanding how effective leadership works to raise optimism, gratitude and social connections in their organization, understanding that everything improves as a result.

LEARNING OUTCOMES

This week you will:

- Identify and communicate their understanding of how they 'see' their leadership
- Use self-reflection strategies as they relate to the action of leadership
- Determine strategies for creating an resonant organization

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Achor (2018), Ch. 1
- McKee, Boyatzis, & Johnston (2008)
 - [Ch. 1](#)
 - [Ch. 2](#)

View

- [Course Overview](#)
- Lecture: Introduction to the Course

ASSIGNMENT REMINDER

- Discussion Board

WEEK 2

TOPIC | YOU AS THE LEADER: WHAT GETS IN THE WAY?

INTRODUCTION

Effective leaders spend their time focused on how to surround, expand, enhance, defend and then sustain their organizations by working to coordinate and collaborate with all members of their organization. Starting with the idea that potential is not fixed, great leaders act to help others 'find their light' knowing that the success of others increases the success of their organization.

PURPOSE

This week focuses on effective leaders who work to create change in their organizations by eliminating the idea that when one group wins, another group loses by emphasizing the idea that by making others better, the success of the organization increases.

LEARNING OUTCOMES

This week you will:

- Articulate the fallacy of the 'zero-sum' game as a approach to leadership
- Identify and communicate the leadership values in collaboration and coordination
- Articulate the distinction between individual learning and learning as part of a group/team

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Achor (2018), Ch. 2-6

View

- Lecture: You as the Leader

ASSIGNMENT REMINDER

- Discussion Board
- **Reflection Paper** - due before the beginning of class

WEEK 3

TOPIC | YOU AS THE LEADER: WHAT GETS IN THE WAY? (CONT.)

INTRODUCTION

This begins our work in understanding how your organization gets in the way of meeting the adaptive challenges inherent in our organizations. From meeting the needs of those whose needs have traditionally been unmet and to meeting the needs of those who need us the most.

PURPOSE

This week will focus on understanding the power of the 'status quo' as it gets in the way of action by the leader. Having a system or structure for identifying adaptive challenges helps leaders act to change the status quo.

LEARNING OUTCOMES

This week you will:

- Define the elements of an adaptive challenge, recognizing the differences between adaptive and technical challenges for an organization
- Define the traps of status quo and identify the three elements of structures, culture and defaults

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- [Goleman, Boyatzis, McKee \(2013\), Ch. 1](#)
- Roegman, et al. (2019) Ch 4
- [Schwarz \(1994\), Ch. 1](#)

View

- Lecture: You as the Leader (cont.)

ASSIGNMENT REMINDER

- Discussion Board

WEEK 4

TOPIC | YOU AS THE LEADER: WHAT GETS IN THE WAY (CONT.)

LEARNING OUTCOMES

This week you will:

- Diagnose an adaptive challenge
- Describe and apply the 4 Archetypes of adaptive challenges
- Describe and apply the competing commitments that get in the way of action

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Heifetz, Grashow, & Linsky (2009),
 - [Ch. 7](#)
 - [Ch. 10](#)
- Jensen & Ratcliffe (2020), pp 40-43
- Kegan & Lahey (2009)
 - [Ch. 4](#)
 - [Ch. 11](#)

View

- Lecture: You as the Leader (cont.)

ASSIGNMENT REMINDER

- Discussion Board
- **Action Assignment #1, Part 1**- Due before the beginning of class

WEEK 5

TOPIC | TEAM LEADERSHIP

INTRODUCTION

Leadership is about working with other people. It is about doing the work to distribute leadership. It is about creating the positive energy to pull their organization along with them as they work to change their organizations.

PURPOSE

Leadership is action. Effective leaders recognize that they must engage their organizations in sustaining a forward motion to develop a culture of continuous improvement. Change is a continual and constant championing of the positive.

LEARNING OUTCOMES

This week you will:

- Recognize and describe the value of reflection in leadership
- Recognize and describe the essential elements of an adaptive organization

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Larson, C & LaFasto, F. (1989). TeamWork. pp 118-129

View

- Lecture: Team Leadership

ASSIGNMENT REMINDER

Discussion Board

DURING CLASS

- Presentation of Action Assignment #1, Part 1

WEEK 6

TOPIC | TEAM LEADERSHIP (CONT.)

LEARNING OUTCOMES

This week you will:

- Recognize and value the importance of positive energy in leadership
- Recognize and value that it is 'the force of others' that create the Big Potential necessary for success
- Identify, define and apply the strategies of:
 - Creating tours of meaning
 - Utilizing 'vivid' direction
 - Celebrating the wins

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Achor (2018), Ch. 7
- [Lencioni \(2002\) pp 187-220](#)

View

- [Former Navy Seals: How Leadership Defines a Team](#)

ASSIGNMENT REMINDER

- Discussion Board

WEEK 7

TOPIC | TEAM LEADERSHIP (CONT.)

LEARNING OUTCOMES

This week you will:

- Recognize, define and apply strategies to create effective teams
- Identify and apply strategies that leaders use in supporting distributive leadership

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Duhigg, C. (2016) pp 1-7
- Northouse, P. & Lee, M. (2019) pp 136-145

DURING CLASS

- After reading Northouse & Lee, come to class prepared to work on the Case Study - your teams will respond to the six questions

ASSIGNMENT REMINDER

Review the assignment submission page for instructions and supporting documents.

- **Action Assignment #1, Part 2** - due before the beginning of class
- **Action Assignment #2** - due before the beginning of class

WEEK 8

TOPIC | LEADERSHIP AS CONTINUOUS IMPROVEMENT OF A SYSTEM

INTRODUCTION

Leadership enactment is about actions leaders take to create adaptive organizations that are able to learn and engage in continuous improvement.

PURPOSE

This week will focus on the leader's role in developing the culture, building the capacity, alignment and coherence in the organizations that they lead.

LEARNING OUTCOMES

This week you will:

- Define, apply and contextualize how leadership and culture determine how their organizations can become continuously improving organizations
- Identify, analyze and apply in the context of their organization the differences between a process and a program in creating continuously improving organizations

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- [Bolman & Gallos \(2011\) Ch 4](#)
- Roegman, et al. (2019) pp 1-9, Ch 3
- Schein (2010)
 - [Ch. 14](#)
 - [Ch. 17](#)

View

- Lecture: Leadership as Continuous Improvement of a System

ASSIGNMENT REMINDER

- Discussion Board

WEEK 9

TOPIC | LEADERSHIP AS CONTINUOUS IMPROVEMENT OF A SYSTEM (CONT.)

LEARNING OUTCOMES

This week you will:

- Define, apply and contextualize persistence, process and patience as essential elements in continuously improving organizations
- Identify, analyze and develop the strategies and tactics necessary for the implementation of the “Three P’s of Change”

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Christensen (2008)
 - [Intro](#)
 - [Ch. 1](#)
 - [Ch. 9](#)
- Roegman, et al. (2019) Ch 1, 2

View

- Lecture: Leadership as Continuous Improvement of a System - (cont.)

ASSIGNMENT REMINDER

- Discussion Board

WEEK 10

TOPIC | LEADERSHIP AS CONTINUOUS IMPROVEMENT OF A SYSTEM (CONT.)

LEARNING OUTCOMES

This week you will:

- Define and apply the principles found in a coherent system of continuous improvement

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Roegman, et al. (2019) pp 123-158
- Westover (2020), Intro, Ch. 1-3

DURING CLASS

- Team Presentations

ASSIGNMENT REMINDER

Review the assignment submission page for instructions and supporting documents.

- **Team Project** - due before the beginning of class

WEEK 11

TOPIC | LEADERSHIP AS CONTINUOUS IMPROVEMENT OF A SYSTEM (CONT.)

LEARNING OUTCOMES

This week you will:

- Identify and analyze the elements of system leadership that work to create effectiveness in K12 systems and in colleges and universities

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

Read

- Roegman, et al (2019) Ch 4, 5
- Westover (2020), Ch. 4-7

View

- Lecture: Leadership as Continuous Improvement of a System (cont.)

ASSIGNMENT REMINDER

- Discussion Board

WEEK 12

TOPIC | LEADERSHIP ENACTMENT

INTRODUCTION

Leadership is about action. Leadership is about the work leaders do with others and how leaders work to build systems of continuous improvement in order to meet the goals of the organizations they lead.

PURPOSE

Educators are very good at planning. Great leaders take action, reflect upon that action and then act again in order to create systems of continuous improvement.

LEARNING OUTCOMES

This week you will:

- Present, reflect and critique their learning and that of their colleagues

LEARNING ACTIVITIES

Complete the required learning activities prior to class time:

View

- Lecture: Expert Interview - Jay Westover

ASSIGNMENT REMINDER

Review the assignment submission page for instructions and supporting documents.

- Discussion Board
- **Final paper** - due before the beginning of class

DURING CLASS

- **Final Paper Presentation**