



**EDU645: Examined Leadership**  
*Transform Yourself to Transform Education*  
Zoom Link: <https://zoom.us/j/93500211022>

EDU645 (B)

Portfolio Assignments: [Examined Leadership Portfolio](#) (Make a copy for yourself)

**Teaching Team**

Faculty & Teaching Fellow

Dr. Ali Fadlallah, Ed.LD. aimadfadlallah@hthgse.edu Office hours: by appt, by email	Dr. Mark Kabban, Ed.L.D. mkabban@hightechhigh.org Office hours: by appt, by email	Elisa Bowers, M.Ed ebowers@hthgse.edu Office hours: by appt, by email
---	---	---

**Course Description**

The central focus of “Examined Leadership” is on developing transformational leaders. At their core, transformational leaders are self-aware and can understand systemic problems, set new direction, lead change and learn quickly from mistakes. They also create the conditions for a culture that supports the growth of others. The enactment of these competencies calls on leaders to exercise complex psychological capacities. In Bob Kegan’s developmental language, the context and role of a leader calls for us to be “self-authoring.” In Dr. Cornel West’s language, leadership calls us to have the courage to engage in a “painful quest for truth” – a quest toward a more critical view of ourselves and the world. A main goal of “Examined Leadership” is to support you in your continued development towards deepening self awareness, furthering the ownership of the self, and activating courageous leadership. This course is designed with the guiding principle that as aspiring "transformational leaders," students must include themselves in the "change equation."

## Goals

In this course, you will:

1. Develop a greater **understanding of yourself as a leader and a learner**, including your strengths, preferences, growing edges, understanding gaps, triggers, racial/intersectional identity and limitations which, if not identified and addressed, are likely to undermine your leadership and personal effectiveness. You will deepen your ability to overcome your gaps, your invisible or competing interests, and manage your limitations;
2. Further grow your ability to understand, engage, and effectively **support and challenge others**, including your EdL colleagues; and
3. Develop greater **facility with group and team dynamics**, including how to create the conditions for effective team development and learning, how to be a responsible and responsive team member, and how to recognize and address collective processes that limit a group's capacities to cohere, perform, and learn.

## Objectives

The goals and objectives of this course are achieved through four major strands: (1) Adult Development, (2) Courageous Leadership, (3) Team Effectiveness, and (4) Peer Leadership Coaching.

### Adult Development

- AD-1.** To understand the fundamentals of Constructive-Developmental Theory (CDT)
- AD-2.** To apply these fundamentals to self
- AD-3.** To be able to apply tools to support personal development
- AD-4.** To move towards a more consistent self-authoring worldview

### Courageous Leadership

- CL-1.** To place Constructive Developmental Theory (CDT) within the context of exercising leadership to promote collective advancement and critical sensibilities.
- CL-2.** Discuss the role of internalized oppression in leadership and apply tools of personal development to support our understanding, unpacking, and unlearning of internalized oppression.
- CL-3.** To examine the role of healing and move towards a more whole view of self and others.
- CL-4.** To take personal and professional risks for collective advancement.

### Team Effectiveness

- TE-1.** To develop an awareness of how one contributes to the effective or ineffective functioning and outcomes of a team
- TE-2.** To understand, describe, and create the conditions for effective team development, performance and learning

**TE-3.** To develop an understanding of how personality preferences interrelate in the larger team dynamic

**TE-4.** To learn and practice skills that create and sustain optimal individual and team development

### Peer Leadership Coaching

**PLC-1.** To design and meet a personal learning agenda to develop the leadership skills necessary to lead adaptive challenges and navigate change.

**PLC-2.** To uncover one's assumptions that impede change and develop tests to challenge those assumptions as one moves toward and beyond self-authorship.

**PLC-3.** To process one's experience in growing specific leadership competencies and understanding their application.

### Session(s) Overview

Fall Trimester, 645B <i>(Inward Facing &amp; Relationships)</i>
<b>11/15:</b> Session 7 <i>Deep Listening &amp; Ladder of Inference (LOI)</i>
<b>12/6:</b> Session 8 <i>TRIGGER/SCARF Model &amp; Pinch Sort</i>
<b>1/10:</b> Session 9 <i>Personality Types &amp; In-Out of Box/LOI</i>
<b>1/24:</b> Session 10 <i>ITC and Experiments</i>
<b>2/7:</b> Session 11 <i>Self Regulation/Self Talk</i>
<b>2/21:</b> Session 12 <i>Learning Conversations</i>

### Grades & Assessments

EDU645 is pass/fail because it is important for students to deeply engage in their development without regard for grades. Students earn a “pass” by meeting course expectations (see below) and demonstrating progress on the course objectives.

## Expectations

Attend and participate in all classes. If you need to miss a class due to an emergency, please contact your team members and [ebowers@hthgse.edu.org](mailto:ebowers@hthgse.edu.org) by email at least a week prior or as soon as possible.

- o To make up for a missed class session, you will need to do the following:
  - **Before Class:** Complete class prep-work and send a reflection about the prep-work to Elisa Bowers and the faculty teaching the class by the beginning of the missed class time.
  - **After Class:** Review the slides, watch the Zoom class recording, do all the readings, and pre-work and record a Zoom video with your analysis and meaning making. Submit the Zoom recording on your experience with the exercise within a week of any class you have missed to Elisa Bowers and the teaching team.
- Full presence at all classes (e.g., your Zoom Video is on unless accommodations are made, you are not driving, texting or on the internet or on your devices in a way that is externally focused via email, social media, or anything else). Be prepared to be present and on camera on a dedicated device (not solely on your phone) to participate fully for the two hours of the class each session.
- Have all materials prepared and with you (documents, reading materials, etc.)
- Check your camera, sound, and internet connection before each meeting to avoid unnecessary tech delays.
- Arrive on time for the class session. You will be admitted to the “waiting room” before being admitted to the class. Arrival later than 10 minutes may result in missing the session.
- Provide feedback when asked.
- Submit all written work on time. If you cannot meet a due date, please contact [ebowers@hthgse.edu](mailto:ebowers@hthgse.edu) as soon as possible.
- Maintain an open disposition to experiencing the value of understanding yourself in order to influence others.

## Course Portfolio

Assignments/artifacts due prior to final portfolio submission: Preparation for most class sessions includes written assignments, usually in the form of reflections, which will serve as the focus point for class. These are opportunities for you to apply course concepts and/or tools to yourself and your context.

- Listening Self-Observations
- Pinch Sort
- Personality Types Report/Reflection
- Revisiting ITC
- Self Talk
- Learning Conversation

Please submit these on PowerSchool by 11:59 pm on the date due (which is the night before the class session for which it was assigned). If you cannot meet a due date, please contact Mark as soon as possible. No late papers will be accepted without prior approval.

## Presentation of Learning

The Presentation of Learning (POL) is an opportunity for *celebration, reflection, and conversation*. It is a chance for you to reflect on your learning thus far. It is a space for you to engage in dialogue – to solicit feedback about your work, pose questions, exchange ideas, and engage with others on topics relevant to your practice. We want the POL to be not just a simple accountability measure, but also a community learning event. So we consider who the audience is for this celebration of learning and how to work with the audience to assist and push the learning. The POL is structured much more like a conversation than a simple presentation. The goal is to share your work/thinking with a group and to pose a question for discussion that will help you move forward.

## Session Descriptions and Required Preparation

Before each class, review the syllabus for the course session and complete the “PRE” section (pre-work, before class). The “POST” section should be done after the class session.

Note: Some courses require significant pre-work. **This course is different.** We have deliberately limited the amount of reading in favor of the personal, emotional, reflective, and action-oriented work required. Therefore, it is critical that students complete the PRE section in order to maximize the value of our limited time together.

---

## Symbols Key



Read



Watch



Practice



Write/Do

### TRIMESTER II OF III:

#### Tuesday, 11/15: Session 7-Deep Listening



**PRE:**

**READ:**

:


1. Atkinson, Judy. *Trauma Trails, Recreating Song Lines: Recreating Song Lines*, Spinifex Press, 2002. [Chapter 1, pages 13-22](#)
2. Brown, Valerie. (2016) [What Happens When You Really Listen: Practicing Empathy for Leaders.](#)
3. Golestaneh, Seema. "[Open Sounds, Hidden Spaces: Listening, Wandering, and Literalism in Sufi Iran.](#)" *Journal of the American Academy of Religion* vol. 90, no. 1, 2022, pp. 138-143.
4. Hoppe, M. H. (2007). [Lending an ear: Why leaders must learn to listen actively. Leadership in Action.](#)



**WATCH:**

Miriam Rose Ungunmerr Dadirri Philosophy

 DADIRRI By Miriam Rose Ungunmerr

 Miriam-Rose Ungunmerr-Bauman



**Sufi Tradition Moneka Family Sama' (Intentional Listening)**

 Healing Rhythms, Episode 2: The Moneka's Journey from Mombasa to Basra t...

**WRITE/DO:**

1. Review the [Protocol for Listening](#) before Class
2. Prepare something you want to speak about for your partner to listen to. This will be 15 minutes long, so come prepared with something written. This is an important step for the listening protocol to be meaningful. You can speak about anything you want, including stories from work, family, ITC, etc.



**POST:**

**Listening Self-Observations:** Track your listening over the next month, with a goal of entering at least five observations per week (please make sure that at least one of these are about you in the EdL program). Use the self-observation listening guidelines, and whatever other guidelines are important to you, to help you be specific about your listening skills. The purposes of this extended exercise are for you to further develop your self-observation muscles, as well as to create a data-informed picture of yourself as a listener so that you know what your listening strengths are and where your edge is. Use the following structure to capture your observations over the 4 weeks. Download the document [here](#), complete it and submit it each week, adding your observations weekly.





In the process of collecting this data, think about a next step that would help you keep practicing and improving your ability to listen deeply. For example, maybe you want to listen to someone you don't know well yet? Maybe you want to identify someone who is interested in exploring a challenging or controversial topic? Or perhaps you want to learn more about how to enter into and stay in an open mindset. Describe your next step (whether you plan to take it or have taken it already) in your 12/18 write-up.

Submit your Listening Self-Observations on Google Classroom by the end of the day on each of the following Sundays, **11/27 12/04, 12/11, and 12/18** (the last one includes reflection), by leaving a comment "Assignment Submitted." You will have to leave a comment four times on this thread. Use the Deep-Listening Rubric (attached) as another adult development tool to interpret and reflect on your deep listening practice.

Use this rubric for your deep listening self-observations reflections at the end of your four weeks. 12/18

- [Deep Listening Rubric](#)
  - [Protocol for Deep Listening](#)
- Extra Resource:
- [Constructivist Listening](#) (National Equity Project tool)






Tuesday, 12/06: Session 8- TRIGGER Model and Pinch Sort

	<p><b>Prepare:</b> Please review the <i>TRIGGER</i> Mode (see below) created by Ali Fadlallah and come to class prepared to identify and unpack any of the following most present for you in your leadership.</p> <p><b>Trust</b> (Certainty) – Our ability to trust others, including their decisions or direction. <b>Relatedness</b> (Relatedness) – How seen we feel, our sense of belonging. <b>Image</b> (Status) – our perception of positionality and our importance to others. <b>Greater-Good</b> – how good we perceive the impact to be on the collective. <b>Equity</b> (Fairness) – how fair we perceive a situation or person to be to us. <b>Respect</b> (Autonomy) – How respected we feel in our ability to carry out a job.</p> <p><i>*Adapted from SCARF Model, centered on Status, Certainty, Autonomy, Relatedness, and Fairness.</i></p> <p><b>READ:</b></p> <p>Nuer, Noah. <a href="#">“Pinch Sorting”</a></p> <p>Rock, D. (2008). SCARF: <a href="#">A brain-based model for collaborating with and influencing others</a>. Neuroleadership Journal, 1</p> <p><i>Examples of a Challenge and Pinch Sort</i></p> <p>Eleanor Challenge + Pinch Sort</p> <ol style="list-style-type: none"><li>1.  Eleanor Challenge_.pdf</li><li>2. <a href="#">Eleanor Pinch Sort Example</a></li></ol> <p>Review another <a href="#">example</a> of a Pinch Sort &amp; adult development reflection</p> <p><b>WATCH:</b></p> <p><a href="#">Mark Kabban Video on Pinch Sorting</a></p> <p> <a href="#">Stereotype Threat: A Conversation with Claude Steele</a></p>
	<p><b>POST:</b></p> <p><b>Portfolio:</b></p> <p>a. Sort a complete pinch from A through 3a ("Ego Threat") using the <a href="#">Pinch Sorting Tool</a> we worked on in class and place it in your portfolio</p> <p>+</p>



	b. Write a journal reflection on the TRIGGER that you identified in your Pinch Sort and how it shows up for you, how you manage it and hold it object, etc. Use the Adult Development Rubric to help guide your reflection.
--	---



**Tuesday, 1/10: Session 9-Personality Types & In-Out of Box/LOI**

 +  + 	<p><b>PRE:</b></p> <p><a href="#">Take 16-Personality Test</a> (Modified Myers Briggs) prior to class.</p> <p><b>Read:</b> <a href="#">Type Talk at Work</a> chapter 3-4, pgs. 27-50.</p> <p><b>READ:</b> <a href="#">Adaptation Chart</a></p> <p><b>WATCH:</b> <a href="#">“Two marketers plan a workshop.”</a></p> <p>As you watch the video, identify each party’s preferences and include the data (behaviors, “low on the ladder”) that led you to diagnose them the way you did. Identify at least two approaches/tactics you would employ in order to help these marketers improve their communication and workplace effectiveness. Come prepared to discuss.</p>
 + 	<p><b>POST:</b></p> <p><a href="#">Portfolio Submission</a></p> <p>There are two short reflections to add to your portfolio.</p> <p>(1) Summarize your thoughts on your personality type (do the assessment if you haven't already). In addition, think about any situations that you are currently experiencing where you can make connections to climbing the ladder of inference and your personality type. <i>Can you remember a time when you “climbed the ladder”?</i> <i>What happened? Describe your ladder. . .what does it sound like? How might you use this tool to guide your internal voice and stay low on the ladder?</i></p> <p>(2) Choose a person with whom you are “in the box” from the options below. Then explain how you are “in the box” with this person.</p> <p>Options:</p> <ul style="list-style-type: none"> <li>● Think of a person who has been disappointing you or who you feel has been letting you down in some way. Maybe you are working on a project</li> </ul>




	<p>team, and you believe that one of the team members isn't pulling her/his weight. Maybe this is a family member.</p> <ul style="list-style-type: none"> <li>● Think of a classmate in one of your classes whose comments regularly irritate you.</li> <li>● Think of someone who reported to you in your prior work setting.</li> <li>● Think of someone with whom you are motivated to get out of the box with.</li> <li>● Pick a family member with whom you often feel “in-the-box”—this is a person whose calls you guiltily avoid; a person who, even when s/he isn't doing anything objectively objectionable, still bugs you.</li> </ul> <p>If you are feeling resistant to the above options or you are having a hard time getting yourself to do it, write down all the reasons you have for <i>not</i> wanting to do it.</p>

**Tuesday, 1/24: Session 10- ITC and Experiments**

	<p><b>PRE:</b></p> <p><b>UPDATE/REVISIT/REVISE:</b> Your BAs and SMART Experiment! Please update these based on your context or Portfolio feedback. Do either the BAs and your current SMART experiment require any updating? Or should they remain the same? Can you improve upon the Experiment? This will be the focus of our next session.</p> <p><b>LISTEN:</b> Brene Brown &amp; Dr. Lisa Lahey (co-founder of ITC process and co-author of <i>Immunity to Change</i>) on Brene Brown's <i>Dare to Lead</i> Podcast.</p> <p>Please listen to both <a href="#">PART I</a> and <a href="#">PART II</a> of this podcast series. Feel free to listen on SPOTIFY, read the transcript, and/or speed it up to 1.25 or 1.5 speed if 90 minutes is a big commitment for you.</p> <p>Since we are asking for 90 mins of preparation time, this is all we ask you to prepare for class, in addition to re-orienting yourself to your ITC MAP and EXPERIMENTS if you haven't looked over them in a while.</p>
--	--



	<p><b>POST</b></p> <p>This <a href="#">portfolio assignment</a> has three parts. <b>Part one</b> is to design a new test for your Big Assumption. <b>Part two</b> is to interpret your test results, and <b>Part three</b> is to write a reflection on your test.</p> <p><b>The following reflection is included in your portfolio assignment: UP TO 250 WORDS:</b></p> <p>Stepping back: what aspects of ITC are really resonating with you? What aspects or columns do you feel like you have a strong grasp of? What are you still struggling with? And what are your latest thoughts on your ITC Experiments? We are particularly interested in the implications of your experiments on your Big Assumptions from column fours!</p>
	

**Tuesday, 2/7: Session 11-Self Regulation/Self Talk**

 + 	<p><b>Prepare</b></p> <p><b>Read Two Chapters:</b> Kross, Ethan, Chatter: The Voice in Our Head, Why It Matters, and How to Harness It. New York, Crown, 2021. <a href="#">Conclusion</a> &amp; <a href="#">The Tools</a></p> <p><b>Listen:</b> Stanford Psychology Podcast: <a href="#">Why We Talk to Ourselves and How to Make Our Inner Voices Work in Our Favor</a></p>
	<p><b>Post</b> <b><a href="#">Portfolio Assignment:</a></b></p> <p>Step One: Select <b>two</b> or <b>three</b> of the following <b>twelve</b> tools, and practice them over the next couple of weeks to help you move from a possible negative thought spiral into a space where you are thinking more clearly and constructively. <a href="#">Mind Chatter Tools:</a></p> <ol style="list-style-type: none"> <li>1. Use distanced self-talk</li> <li>2. Imagine advising a friend</li> </ol>

	<ol style="list-style-type: none"> <li>3. Broaden your perspective</li> <li>4. Reframe your experience as a challenge</li> <li>5. Reinterpret your body's chatter response</li> <li>6. Normalize your experience</li> <li>7. Engage in mental time travel</li> <li>8. Change the view</li> <li>9. Write Expressively</li> <li>10. Adopt the perspective of a neutral third party</li> <li>11. Clutch a lucky charm or embrace a superstition</li> <li>12. Perform a ritual.</li> </ol> <p>Step Two:</p> <p><b>500 Words Minimum:</b> Write a reflection on your experience using the tools, and provide the context and significance of your situation. Were you able to perform better? Were you able to overcome your mental block? Why, or why not? How did this impact your focus on negative thoughts? Was there a shift? Was there an effect on your mood or happiness? Have you had the experience of feeling emotional pain in your body? Can you describe it?</p> <p>Check out the <a href="#">Self Control Lab</a> if you're interested to discover more</p>
--	--

**Tuesday, 2/21: Session 12- Learning Conversations**

  +  	<p><b>BEFORE CLASS</b></p> <p><b>Read</b>          Read all 56 pages  <a href="#">Stone, D., Patton, B. and S. Heen (2010). <i>Difficult Conversations: How to Discuss What Matters Most</i>, Viking/Penguin Books, New York.</a></p> <p><b>Prepare</b></p> <p>Choose a recent challenging conversation (within the last four months) and transcribe the most difficult part using the <a href="#">Prep Dialogue Document</a>. <b>Please make a Copy for yourself, fill it out, and bring this to class.</b></p>
	TBD

	
---	--