



**TRANSFORMATIONAL LEADERSHIP FOR
SOCIAL CHANGE
PAX 568**

SPI 2022

Session 2: May 26-June 3

*Course meeting: Library- **LB 121** [JAMAR room]*

INSTRUCTOR'S INFORMATION:

Instructor: **Gaurav J. Pathania**

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COURSE DESCRIPTION:

Transformative leadership begins with questions of justice and democracy, and addresses both individual and public good. Organizations and their leaders can play a critical and creative role in mitigating societal stressors, and organizations are locations where social conflicts can be transformed and injustices can be addressed effectively. The course will address issues of power and privilege as well as the tension between issues raised by critical theory and the approaches espoused by practitioners of appreciative inquiry. Participants will review a range of organizational leadership-follower theories and practices, identifying various approaches to leading people, systems, and organizations in ways that bring restoration, offer hope, and work toward promoting the common good. The course focuses on examining key equity drivers and their application in the work setting. Participants will be encouraged to manage the polarity created by these approaches as an important transformational practice. The course will provide practical tools, approaches and methods to the practitioners working in the area of health, education, immigration, homeless, prisons, mental health, workers unions and many other areas of social life.

COURSE GOALS AND OBJECTIVES:

Course activities are tailored to diverse learning styles and towards the achievement of the following objectives:

- To critically evaluate leadership responses to turbulent conditions, assessing their ethics, efficacy and potential impacts under a variety of circumstances
- To understand and practice Appreciative Inquiry in order to utilize organization-specific assets available for addressing change.
- To apply strategies and “strength-based approaches” to human-rights based approaches for personal and organizational renewal
- To understand Adaptive Leadership in a constantly changing environment.

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REQUIRED COURSE TEXTS: (Online version is available via library resources)

Cooperrider, D. & Whitney, D. (2005). [*Appreciative Inquiry: A Positive Revolution in Change*](#). Oakland, CA: Berrett-Koehler Publishers. (ISBN-10: 1-57675-356-5)

Heifetz, R., Grashow, A., & Linsky, M. (2009). [*The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*](#). Cambridge, MA: Harvard Business Press. (ISBN 978-1-4221-0576-4)

Brubaker, David R. and Ruth Hoover Zimmerman. 2009. [*Little Book of Healthy Organizations: Tools for Understanding and Transforming Your Organization*](#), Good Books: PA (ISBN: 978-1-56148-664-9)

Docherty, Jayne Seminare. 2005. [*The Little Book of Strategic Negotiation: Negotiating During Turbulent Times*](#), Good Books, Intercourse: PA. (ISBN: 9781561484287)

Other articles and readings will be posted on Moodle.

REQUIRED ASSIGNMENTS FOR 3 GRADUATE CREDITS: (TOTAL COURSE POINTS = 100)

1) Reading Reviews – Presentations (20%)

During our class sessions, students will present to the class a series of synopses of the key themes and questions that emerge from designated course readings and texts. These short presentations should be accompanied by powerpoint slides (no more than 10 slides) that summarize the main concepts to be covered.

2) Book Review (20%)

The purpose of this exercise is for students to survey the broader landscape and to discover other advocates throughout history who have used leading practices to activate change. To accomplish this, students will read a book that explores change strategies and write a short book review that summarizes their findings and observations. Write a book review on a book related to transformational leadership for social justice that was published within the last ten years.

3) Class Participation – Engagement Activities (20%)

Attending and participating in each class session is required for all course participation. This course relies heavily on participation in activities and discussions that draw on academic as well as personal experiences and perspectives. The discussions that connect everyone, build trust, respect the lived experiences of others. The participants should aim to accept and integrate everyone's thoughts by "agreeing with disagreement".

5) FINAL:

Interview of 2 Transformational Leaders- Findings, Summary & Presentation (40%)

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Students will conduct two interviews with leaders of two (2) different organizations who are responding to social justice issues in proactive ways. This assignment involves recording of these 2 interviews [Additional guidelines for these interviews will be posted on Moodle]. Based on an analysis of content from the 2 interviews, students will write up a 8-10 page Summary. The Summary will report on key metrics used to indicate the operationalization of each organization’s transformative justice change agenda. The participants need to complete a writing assignment and record (in an interactive manner) video presentation of the assignment to share with the class on an online discussion forum. Students will view and post their comments asynchronously on all the recorded presentations. All the video recorded presentations should be posted to the discussion forum by Friday, July 3, 2022 and comment on each posting by Friday, July 10, 2022.

Final syllabus will also outline assignments for 2 credit students and expectations for those taking the course for professional development

These are brief descriptions of required graded assignments for the course. More details for each assignment can be found on the “Guidance Notes” that will be provided during class.

Writing Guidelines: Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include six sets of criteria: content, structure, rhetoric & style, information literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. For the course papers, please follow the APA style described in [CJP’s GUIDELINES for GRADUATE PAPERS](#) (or request a copy from the Academic Program Coordinator), unless directed otherwise by the instructor.

The class will meet in-person from May 26-June 3, 2022.

	Topic	Reading (available on Moodle)
May 26 Thursday	Introducing <i>Social Change</i> Social Change Model of Leadership Development How to Become Change Agent What is Transformational Leadership? Brief Introduction to Theories <ul style="list-style-type: none"> ● Discovery ● Dream ● Design ● Destiny 	Bernard M. Bass: <i>From Transactional to Transformational Leadership</i> (article available on Moodle)0 <i>Adaptive Leadership</i> Appreciative Inquiry <i>Chapter 1: Build an Adaptive Culture</i> <i>Chapter 2: Theory Behind the Practice</i> <i>Readings:</i> Appreciative Inquiry: Chapter 2 & 3 (Find reading on Moodle)

<p>June 1 Wednesday</p>	<p>Gender and Social Transformation</p> <p>Community Leadership, Participation and Change: & <i>Educational Leadership in higher education</i></p> <p><i>Leadership in Health Sector</i></p>	<p><i>Watching a Documentary:</i> “Writing With Fire”</p> <p>2:30-4pm Guest Speaker: Prof. Jackie Font-Guzmán Director, DEI, EMU</p> <p>Discussion: How to build a community and bring change at the grassroots level?</p> <p>Dr. Paul Farmer’s work in Haiti</p>
<p>June 2 Thursday</p>	<p>Intersectional Approaches that Involve Identity & Power; Communal approaches to leadership</p> <p>Emergence and Leadership Styles</p> <p>Skillsets - Communication, Listening, and Dialogue</p>	<p>Theory of Change based on class inputs Leadership appreciative plan</p> <p>Guest: Matt Tibbles (CJP)</p> <p><i>Presentations by Students</i></p>
<p>June 3 Friday</p>	<p>Facilitating dialogue across difference; Navigating Emergent Systems</p> <p>Release, Feedback and Closing Wrapping up Session</p>	<p><i>Presentations by Students</i></p> <p>Guest: Matt Tibbles (CJP)</p> <p>Personal Leadership Statement Tools for Leadership & Decision Making Lessons Learned</p>

Info. Bulletin -

One additional follow-up synchronous session will be held after participants have completed their two ‘fieldwork’ interviews. During this session (date TBD), participants will conduct their final Summary presentations.

SPI Attendance Policy:

It is expected that individuals registering for an SPI session will attend the entire course (barring unforeseen travel delays or emergencies). Please contact SPI directly at spi@emu.edu before registering if you know you will have to miss any days of a course. SPI certificates are provided to participants only if they miss no more than one class

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day unless prior arrangements have been made with the SPI Director. For-credit participants are expected to attend all class sessions unless they are given permission from the instructor to miss a session. SPI courses rely on active student participation in a learning community. If a participant misses class repeatedly and this disrupts the learning for others, they will be asked to leave the course and no money will be refunded for remaining course time.

Grading Criteria and Other Policies:

SPI provides all students taking the course for graduate credit some supplemental information that will serve as a resource after SPI when students are working on course assignments. This includes information on library resources, EMU’s academic integrity policy, and guidelines for writing graduate papers, information regarding the grading scale and course deadlines, and then some suggestions we have for you in order to make your experience of taking SPI courses for graduate credit as successful as possible! These [documents](#) are all available online.

95-100 A, outstanding	90-94 A- excellent	
85-89 B+ very good	80-84 B good	76-79 B- satisfactory
73-75 C+ passing	70-72 C unsatisfactory	Below 70 F failing

Readings before the first class:

Chapter 1, 2 & 3 of Appreciative Inquiry by David R. Cooperrider and Diana Whitney

Thursday, 26 May - Introductions, Values, Perception, Observation, Research	
The principles and practices of Appreciative Inquiry (AI) suggest the idea that collective strengths do more than <i>perform- they Transform</i>	
WORD of the Day: Dignity <i>Inquiry, Imagination, Innovation : Who Shall Lead Us ?</i>	
DAY 1 May 26	8:30-9:15 AM Inaugural Session @ Seminary Building
	9:15-10:30: Introductions Please prepare a short-introduction of about one page about yourself. How do you want to introduce yourself to the group? Introduction may include everything that define you, your family, your region, your school, your organization, you career, your goals, your dreams [Feel free to be poetic,

	<p>familiar sight, sound, smell, taste, touch]</p> <p>Course Overview</p> <p>10:30am-10:45am: <i>Coffee/tea/Chai/ Break</i></p> <p>10:45am-12pm: <i>Brief Introduction to Theories</i></p> <ul style="list-style-type: none"> • Understanding Identity and Dignity <p>12pm-2pm <i>Lunch at the Cafeteria</i></p> <p>2pm-3pm:</p> <p><i>Introducing Social Change</i></p> <p><i>Social Change Model of Leadership Development</i></p> <p><i>How to Become a Change Agent</i></p> <p><i>What is Transformational Leadership</i></p> <p><i>Discussing the article: Transactional to Transformational Leader</i></p> <p>3pm-3:15pm: <i>Coffee/Chai/Tea Break</i></p> <p>3:15pm-4pm Classroom Exercise: Appreciative Inquiry</p> <p>Discussion: 4pm-4:30pm</p> <p>4:30-5pm</p> <p>Closing Circle</p> <p>One concept that was meaningful to you today and that you are taking away from today</p> <p>Consider what you are needing: [rest, time to read]</p>
	<p>Readings for the next day: Chapter 1, 2 & 3 of the textbook on Strategic Negotiation by Prof. Jayne S Docherty</p> <p>Managing a Crisis Between “Citizens of Separate Worlds” Chapter 4 of Learning Lessons from Waco (PDF on Moodle)</p>
<p>Day 2 May 27</p>	<p>Word of the Day: Communication</p>

	<p>8:30-9am Check-in and Reflection on the Readings:</p> <p>9am-10am: Guest Lecture by Professor Jayne S Docherty [Director, CJP] Negotiation How do different worldviews matter ?</p> <p>10am : 10-15am: Coffee/Tea/Chai Break</p> <p>10:15am -12pm : Classroom exercise 12am-2pm: Lunch Break</p> <p>2:-2:30pm : Reflections on the presentation</p> <p>2:30-2:45 : Coffee/Tea/Chai Break 2:45-3:30 : Classroom Exercise Change through Mediation Discussion with Professor Jeremy Rinker, UNC-Greensboro.</p> <p>3:30-4:30pm: Finding a Problem in an Organization</p>
<p>May 28-29</p>	<p>Weekend: NO CLASS</p>
<p>Day 3 May 30</p>	<p>Word of the Day: Restorative Justice</p> <p>Building Leadership among socially marginalized</p> <p>9am -10am: Reading an article on Restorative Justice 10-11 am : Guest Speaker: Professor Howard Zehr Director Emeritus of the Zehr Institute for Restorative Justice CJP, EMU</p> <p>Readings: Violet Dutcher, 2006. The Enduring Strength of Traditional and Recovered Stories, <i>Magistra</i>, 12:2 (On Moodle)</p> <p>2:30-4pm Guest Speaker: Saskia Keely [CJP] via zoom</p>
<p>Day 4 May 31</p>	<p>Word of the Day: Innovation</p> <p>8:30-9am: Check in</p> <p>9:30: Introducing topic</p>

	<p><i>Building Leadership among socially marginalized</i></p> <p>Discussion: How to build a community and bring change at the grassroot level?</p> <p>9:30am-10:15am Guest: Prof. Vernon Jantzi [CJP- EMU]</p> <p>10:15am-10:30am: Floating break</p> <p>10:30-11am: 2 page reading and analysis 11am-12pm: Innovation assessment</p> <p>12pm-2pm: Lunch Break</p> <p>2pm-2:15pm- reflections on innovation</p> <p>2:15pm-3:30pm: Film: Rising from Ashes (Rwandan) and Moving Windmills: The William Kamkwamba Story (Malawi)</p> <p>Film Discussion: 3:30-4:30pm 4:30pm: Innovative closing</p>
<p>Day 5 June 1</p>	<p>Word of the Day: Adaptive</p> <p>8:30am-9am: Check-in</p> <p>9am-9:30am: Reflections on the previous readings 9:30-10am: Understanding Adaptive Leadership Adaptive Challenge</p> <p>10- 10:15am: Floating Break</p> <p>10:15am-12pm Gender and Social Transformation <i>Watching a Documentary: "Writing With Fire</i></p> <p>12pm-2pm: Lunch Break</p> <p>2pm-2:30pm: Discussion on the movie</p> <p>2:30-4pm Guest Speaker: Prof. Jackie Font-Guzmán Director, DEI, EMU</p> <p><i>Extra session for Credit Students:</i></p>

	<i>Leadership in the Health Sector: Discussing Dr. Paul Farmer's work in Haiti</i>
<p>Day 6 June 2</p>	<p>Word of the Day: Intersectionality</p> <p>Intersectional approaches that Involve Identity & Power; Communal approaches to leadership</p> <p>Listening a TedTalk: Professor Kimberle Cranshaw</p> <p>Theory of Change based on class inputs Leadership appreciative plan</p> <p>12pm-2pm: Lunch Break</p> <p>Emergence and Leadership Styles: Skillsets - Communication, Listening, and Dialogue 2pm-2:30pm : Introducing the Guest Matt Tibbles (CJP)</p> <p>2:30- 4:30pm: 4 Presentations by Students [20-25 minutes]</p> <p>4:30pm- Closing remarks by the Guest.</p>
<p>Day 7 June 3</p>	<p>Word of the day: Sustainability</p> <p>8:30m -9am: Check-in 4 Presentations by Students [20-25 minutes]</p> <p>Facilitating dialogue across difference; Navigating Emergent Systems</p> <p>2:30- 4:30pm: Release, Feedback and Closing Wrapping up Session</p> <p>Learning and Unlearning Adaptive Culture Building an Adaptive</p> <p>Guest: Matt Tibbles (CJP)</p> <p>Personal Leadership Statement Tools for Leadership & Decision Making & Lessons Learned</p>