

# EDL 703 Leading Organizational Change

University of Kentucky College of Education  
*Research and Reflection for Learning and Leading*

## Course Syllabus Summer 2014

Section 720—International Studies (South Africa)  
Hybrid Model

Part 1 (Planning Session): May 17 (8:30-11:30 AM)  
Part II (ISER South Africa): Jun 6, Jun 10 (8:30-11:30 AM)  
Part II (UK Class Sessions): June 21, July 12, Aug 2 (8:30-11:30 AM)  
131 Dickey Hall, UK College of Education

Contact Information	
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## Course Description in UK Bulletin

This course focuses on understanding the field of organizational change as well as emphasizing the nature, characteristics, responsibilities, and contextual determinants that influence a leader's role in changing educational organizations.

## Course Overview

This course builds upon and extends the content covered in EDL 701, specifically how managers and leaders confront challenges in organizations by appropriately understanding and applying the four-frame model created by Bolman and Deal (2008)<sup>1</sup>. Bolman and Deal assert that suitable resolutions to challenges can be found when managers and leaders view organizations through a **structural frame** (sociological ideas and focuses on formal patterns of goals, roles, and relationships), **human resource frame** (addressing members' needs and motives), **political frame** (in which power and conflict play a pivotal role), and **symbolic frame** (how meaning, faith, rituals, and symbols to create a unique way of life within an organization). The content of EDL 703 narrows the focus to leading educational organizations by exploring organization change theory and examining specific tools for leading systemwide change.

## Expected Learning Outcomes and Corresponding Assessments

The purpose of this course is to expand understanding of educational organizations as dynamic systems within continually changing local, state, and national contexts.

At conclusion of course, students will be able to. . .	Evidenced through their. . .
<ul style="list-style-type: none"><li>• Articulate multiple perspectives about organizational change theory and transformative leadership.</li></ul>	<ul style="list-style-type: none"><li>• Content in two course reading assessments</li></ul>
<ul style="list-style-type: none"><li>• Utilize appropriately at least four change tools.</li></ul>	<ul style="list-style-type: none"><li>• Small-group change action plans</li></ul>
<ul style="list-style-type: none"><li>• Describe environmental influences that can affect organizational structure and activity within education systems.</li></ul>	<ul style="list-style-type: none"><li>• Critique of Kentucky P20 education reform efforts</li></ul>
<ul style="list-style-type: none"><li>• Assess personal readiness to lead organizational change</li></ul>	<ul style="list-style-type: none"><li>• Readiness reflection within critique of Kentucky P20 education reform efforts</li></ul>

## Required Course Textbooks and Readings

Professional reading, independent study, and reflection are fundamental components of this course. The first six publications are course resources: Portions of some books are distributed as handouts to minimize costs to students, and other resources are available for free through the Internet. The last two books are recommended to assist doctoral students with their academic writing. Additional resources on the last two pages of this syllabus relate to course topics and are intended for enrichment and personal self-development.

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<sup>1</sup> Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

- Burke, W. W. (2008). *Organization change: Theory and practice* (2<sup>nd</sup> ed.). Los Angeles, CA: Sage. [Chapters 1, 2, 5, 12-14]
- Clampitt, P. G., & DeKoch, R. J. (2011). *Transforming leaders into progress makers: Leadership for the 21st century*. Los Angeles, CA: Sage. [Chapters 1-8]
- Clements, S. K., & Kannapel, P. J. (2010, May). *Kentucky's march to the top: The past and future of education reform in Kentucky* [White paper]. Charleston, WV: Advantia. Retrieved from <http://www.edvantia.org/products/pdf/10KY-White-Paper.pdf>
- Cleveland, H. (2002). *Nobody in charge: Essays on the future of leadership*. San Francisco, CA: Jossey-Bass. [Chapter 3]
- Holman, P., Devane, T., Cady, S., & Associates. (Eds.). (2007). *The change handbook: The definitive resource on today's best methods for engaging whole systems*. San Francisco, CA: Berrett-Koehler.
- Hubbard, R. (2009, June). Tinkering change vs. system change. *Phi Delta Kappan*, 90(10), 745-747.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

### **Student Responsibilities in Hybrid Course**

Doctoral students assume major responsibility for their own learning. As members of a learning community, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative solution finding before seeking assistance from me. A class roster will be developed and distributed to support peer and instructor communication.

### **Distance Learning Considerations**

This course requires use of information technology: Students are expected to have regular access to a personal computer, web camera, and the Internet to complete learning activities and assignments. All online activities are to be completed within designated sections of the course Blackboard, accessed through <https://elearning.uky.edu/webapps/portal/frameset.jsp>, or other sites that support synchronous meetings (e.g., Adobe Connect) or gather data (e.g., Survey Monkey).

**Instructor's Summer Office Hours.** By appointment (made via electronic mail)

**Instructor's Preferred Method Communication.** Electronic mail ([tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu))

**Maximum Timeframe for Responding to Student Communications.** Students may expect the instructor to respond to email inquiries or requests within 48 hours—excluding weekend and holiday contacts.

**Distance Learning Resources and Support.** Find information regarding Distance Learning resources and support at <http://www.uky.edu/DistanceLearning/>

**Procedures to Resolve Technological Problems.** Contact the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> or 859-257-1300.

**Information on Distance Learning Library Services.** Available at [www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS) , from DL Librarian (Carla Cantagallo via email at [carla@uky.edu](mailto:carla@uky.edu) or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or from Distance Learning Library Services at <http://libraries.uky.edu/DLLS>

## Students with Documented Disability

Students with documented disability that requires academic accommodations in this course must submit a request through the University Disability Resource Center. The Center requires current disability documentation. If approved, the Center will provide a Letter of Accommodation to student and instructor that details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, via [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu) or 859-257-2754, for more information.

## UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

**Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Because the class meets only five times on UK campus during the semester, regular attendance is essential. If personal responsibilities or professional duties create scheduling conflicts, then students must make decisions about their priorities. If students must miss a scheduled class, then they must notify me about the reason for the absence **before the absence occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through email communication**. Additional assignments may be required for missed class meetings.

**Canceled Class.** If a class must be canceled due to bad weather or other unforeseen circumstances, I shall make every possible effort to contact students in sufficient time to avoid unnecessary travel to campus.

**Changes to Syllabus.** I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as a revised course calendar distributed electronically via email and posted on the course Blackboard.

Go to <http://www.research.uky.edu/gs/CurrentStudents/bulletin.html> for more information about UK policies.

## Quality of Student Work

Unless specified otherwise, all papers and online responses must be presented in the writing style of the sixth edition of the *Publication Manual of the American Psychological Association*<sup>2</sup> (see pp. 61-224). Online assistance is available at the official APA Web site (<http://www.apastyle.org>) and the Purdue University Online Writing Lab (<http://owl.english.purdue.edu/owl/>). Students are expected to follow rules of usage and principles of composition provided by Strunk and White (2000)<sup>3</sup>. If the two resources listed in the footnote below present differing rules, students are to adhere to the writing guidelines in the *APA Manual*. All papers must be word-processed in **Times New Roman 12-point font**.

**Peer Review.** Prior to submitting a final paper to me, students are encouraged to share a draft of their completed manuscripts with a class peer for critical feedback—with the understanding that (a) *conducting a critical review of peer’s paper must be reciprocated* and (b) *conducting a peer review is **not** allowed for online assessments*. Reviewing others’ work helps to improve one’s own writing and provides additional interpretations of literature. Sharing of works in progress requires *commitment to complete review by requested date* and *understanding that content of reviewed paper is peer’s intellectual property that will not be plagiarized*.

**Plagiarism.** Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an “E” grade in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author’s work does not excuse the student from the requirement for including proper citations. Cite all sources accurately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

**Late Submittals.** Unless specified differently in the assignment guidelines, each written assignment is to be delivered me as an attachment to an email message addressed to [tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu) and sent no later than 10:00 AM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at my discretion.

**Incomplete Grade.** Incomplete grades for this course are issued reluctantly and sparingly—and only if a passing grade will result from completion of the work. The UK Graduate School permits students **one calendar year—unless a shorter time frame is deemed appropriate by the instructor**—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (failure). UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed during contracted period. The contract must be submitted to me before an “I” grade can be issued. Incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

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<sup>2</sup> American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

<sup>3</sup> Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

## Course Requirements and Expectations

Unless specified otherwise, all student-generated written assignments must be submitted electronically as an attachment to an electronic mail message addressed to [tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu) **no later than 10:00 AM on the due date**. Guidelines for assignments will be posted on the course Blackboard and distributed as attachments to electronic mail messages. Dates for submission appear in the proposed course calendar on page 8-9 and are subject to change to accommodate learner needs.

- 1. Class Participation.** Students complete all reading and written assignments prior to learning events, engage actively in all course activities, and contribute as required to completion of all independent and group assignments.
- 2. Course Reading Assessments.** Students respond to prompts about assigned readings presented on Survey Monkey instruments by due dates established by instructor.
- 3. Jigsaw Reading and Change Model Handouts.** Students independently read assigned change models and collaboratively prepare handouts used by small groups to respond to scenario.
- 4. Small-Group Change Plan.** Students will work in small groups to collaboratively recommend change activities to address organizational needs described in two scenarios provided by instructor.
- 5. Critique of Kentucky Education Reform.** Students respond to contents of white paper about statewide educational change efforts since 1983 by using other course resources about leading organizational change to support their assertions. They close their critique with reflection about their readiness to lead organizational change.

## Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Points Possible
1. Class Participation	20
2. Course Reading Assessments	20
3. Jigsaw Reading and Change Model Handouts	20
4. Small-Group Change Plans	20
5. Critique of Kentucky Education Reform	20
<b>Total Points</b>	<b>100</b>

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

## Instructor's Learning-Teaching Philosophy

Formalized learning is both an individual and group experience. Knowledge is acquired and skills are developed through various means (e.g., reading, writing, discussing, researching, presenting, listening, applying). Because learning is framed by one's desire to gain new knowledge or skills to accomplish a specific task, individuals seeking new knowledge and skill development assume major responsibility for their learning. *My role as course instructor is to facilitate, guide, and support learning.*

Learning occurs in both formal settings and informal moments through dynamic interactions linking individuals toward a common goal: transference of knowledge and skills. Because each individual has a preferred learning style, instructors facilitating formal learning activities must provide diverse learning opportunities. *My responsibility as course instructor is to provide the means through which dynamic learning environments can be developed. All individuals participating in course learning activities are responsible for the creation and maintenance of dynamic learning environments.*

The intent of active-learning strategies is to generate opportunities for learners to share knowledge and develop new skills. Active-learning classroom strategies (e.g., case studies, simulations, interactive guest or panel discussions, small-group projects, disciplined inquiry, assessment inventories) support leadership development. To participate actively in this course, everyone must prepare ahead by completing the readings and assignments. *I expect students to be prepared to engage purposefully in the study of educational leadership during all scheduled course learning events.*

Adult learners sometimes arrive at class sessions tired after busy workweeks and perhaps distracted by other responsibilities or issues. Our goal as members of a community of practice<sup>4</sup> is to create class experiences that are relevant, engaging, active, and fun. Since some topics in this course may generate controversial discussions and opposing opinions, our class meetings must be safe environments where risk taking is supported by mutual trust and candor is protected by confidentiality. All class participants (a) must be respected despite differing perspectives, (b) appreciated for their uniqueness and expertise, and (c) feel free to express their views about relevant issues. *I expect that all discussions and comments deemed confidential will not be shared with others outside of the learning environment—whether face-to-face or online.*

As a leadership educator and practitioner, I engage in continuous learning through research and reflection and thus anticipate that this class will provide opportunities for my professional growth. I am not an authority on educational leadership, but rather a learner seeking ways to expand my knowledge and skills. As the individual responsible for course management, I shall assume various roles—guide, facilitator, encourager, explorer, discussant, provocateur—as we study together diverse readings about leadership in 21st century organizations. Although I set high performance standards and expect my students to deliver their best work possible, I also believe that learning should be risk safe, engaging, and fun. *I commit to providing guidance, support, and critical feedback to help my students achieve course objectives and to facilitate their professional growth—as well as mine—as educational leaders.*

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<sup>4</sup> Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York, NY: Cambridge University Press.

## Course Calendar

Week	Activity	Topic Module Learning Outcomes	Reading Assignments	Products Due
	<b>Planning Session May 17 131 DH</b>	<i>Leading Organizational Change</i> <ul style="list-style-type: none"> <li>▪ Identify trends with direct impact on P20 education</li> <li>▪ Explain difference between tinkering and system change</li> <li>▪ Discuss collaborative activity and form into groups for initial planning</li> </ul>	Cleveland <sup>5</sup> : Chap 3 Marx <sup>6</sup> Hubbard <sup>7</sup>	
	<b>ISER Jun 4 TBD</b>	<i>Leading Large-Scale Change</i> <ul style="list-style-type: none"> <li>▪ Share lessons learned by researchers actively involved in large-scale change efforts</li> <li>▪ Discuss large-scale change efforts described by ISER presenters</li> <li>▪ Reflect on leading large-scale change in Kentucky schools</li> </ul>	Levin & Fullan <sup>8</sup> Stone <sup>9</sup> Ledford et al. <sup>10</sup>	
	<b>ISER Jun 10 TBD</b>	<i>Contextual Change Issues</i> <ul style="list-style-type: none"> <li>▪ Differentiate structural issues from human resource issues in articles reviewed</li> <li>▪ Appraise the attention paid to contextual issues in ISER presentations</li> <li>▪ Reflect on impact that contextual issues have on change leadership in P20 educational settings in Kentucky</li> </ul>	Glazer & Peruach <sup>11</sup> Covin & Kilmann <sup>12</sup>	

<sup>5</sup> Cleveland (2002), *Nobody in charge: Essays on the future of leadership* [Forward, Chapter 3]

<sup>6</sup> Marx, G. (2006, Winter). Using trend data to create a successful future for our students, our schools, and our communities. *ERS Spectrum*, 4-8. Retrieved from [http://www.my-ecoach.com/online/resources/3865/Gary\\_marx1.pdf](http://www.my-ecoach.com/online/resources/3865/Gary_marx1.pdf)

<sup>7</sup> Hubbard, R. (2009, June). Tinkering change vs. system. *Phi Delta Kappan*, 90(10), 745-747.

<sup>8</sup> Levin, B., & Fullan, M. (2008). Learning about system renewal. *Educational Management, Administration, & Leadership*, 36(2), 289-303.

<sup>9</sup> Stone, C. N. (2001). Powerful actors versus compelling actions. *Educational Policy*, 15(1), 153-167.

<sup>10</sup> Leadford, G. E., Jr., & Mohrman, S. A. (1993). Self-design for high involvement: A large-scale organizational change. *Human Relations*, 46(1), 143-150.

<sup>11</sup> Glazer, J. L., & Peurach, D. J. (2012). School improvement networks as a strategy for large-scale education reform: The role of educational environments. *Education Policy*

<sup>12</sup> Covin, T. J., & Kilmann, R. H. (1990). Participant perceptions of positive and negative influences on large-scale change. *Group & Organization Studies*, 15(2), 233-248.

## Course Calendar (continued)

Week	Activity	Topic Module Learning Outcomes	Reading Assignments	Products Due
1		<i>Leadership for 21<sup>st</sup> Century</i> <ul style="list-style-type: none"> <li>▪ Discuss fundamental responsibilities of leaders</li> <li>▪ Articulate tension points leaders must manage</li> <li>▪ Define organizational progress</li> <li>▪ Explain how progress makers move an organization forward</li> </ul>	C&D <sup>13</sup> : Chap 1-8 Towle <sup>14</sup>	<b>Reading Assessment 1</b> Upload responses by 10:00 AM Thurs, Jun 12
2	<b>Class Meeting Jun 21 131 DH</b>	<i>Organizational Change Theory</i> <ul style="list-style-type: none"> <li>▪ Describe sources for understanding organizational change</li> <li>▪ Explain why rethinking organizational change is essential</li> <li>▪ Compare revolutionary change and evolutionary change</li> </ul>	Burke <sup>15</sup> : Chap 1-2, 5	
3		<i>Organizational Change Practice</i> <ul style="list-style-type: none"> <li>▪ Differentiate leadership and management</li> <li>▪ Assess your readiness to lead organizational change</li> </ul>	Burke: Chap 12-14	<b>Reading Assessment 2</b> 10:00 AM Thurs, Jun 26
4		<i>Independent Work</i>	HDC <sup>16</sup> : Introduction, Chap 1-5	
5	<b>Class Meeting Jul 12 131 DH</b>	<i>Change Models</i> <ul style="list-style-type: none"> <li>▪ Describe common elements of change models</li> <li>▪ Explain considerations in selecting appropriate model</li> </ul>	Assigned jigsaw chapters	
6		<i>Jigsaw Reading and Collaborative Handout Development</i>		<b>Change Handouts</b> Due 10 AM Thurs, Jul 17

<sup>13</sup> Clampitt, & DeKoch (2011), *Transforming leaders into progress makers: Leadership for the 21st century*

<sup>14</sup> Towle, M. M. (2005, November/December). "Culture of compliance" from an organizational theory perspective. *The Monitor*, 20(6), 3-6.

<sup>15</sup> Burke (2008), *Organization change: Theory and practice* (2<sup>nd</sup> ed.)

<sup>16</sup> Holman, Devane, Cady, & Associates (2007), *The change handbook*

## Course Calendar (continued)

Week	Activity	Topic Module Learning Outcomes	Reading Assignments	Products Due
7		<i>Implementation Science (IS)</i> <ul style="list-style-type: none"> <li>▪ Define implementation science framework</li> <li>▪ Explain implementation stages (adoption to sustainability)</li> <li>▪ Summarize strategies to ensure implementation success</li> </ul>	Duda, Fixen, & Porter (handout) Spotlight on IS (handout) Metz & Bartley (handout)	<b>Small-Group Change Plans</b> Due 10 AM Thurs, Jul 24
8	<b>Class Meeting Aug 2 131 DH</b>	<i>Proposing Systemic Change</i> <ul style="list-style-type: none"> <li>▪ Critique change plans</li> <li>▪ Critique “Kentucky’s March to the Top”</li> <li>▪ Reflect on human response to recent KY education reform initiatives</li> <li>▪ Suggest alternative strategies for improving P20 education</li> <li>▪ Reflect on individual and group learning</li> </ul>	C&K <sup>17</sup> James <sup>18</sup> Riley <sup>19</sup>	<b>Critique of KY Reform</b> Due 10 AM Thurs, Jul 25  <b>Post-Course Learning Assessment</b> Upload responses by 10:00 AM Mon, Jul 29

### Resources: Change, Leadership, and Self-Development

- Abrahamson, E. (2004). *Change without pain: How managers can overcome initiative overload, organizational chaos, and employee burnout*. Boston, MA: Harvard Business School Press.
- Ackerman, R. H., Maslin-Ostrowski, P. (2002). *The wounded leader: How real leadership emerges in times of crisis*. San Francisco, CA: Jossey-Bass.
- Bolman, L. E., & Deal, T. E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2006). *The wizard and the warrior: Leading with passion and power*. San Francisco, CA: Jossey-Bass.
- Covey, S. R. (2004). *The 8th habit: From effectiveness to greatness*. New York, NY: Free Press.
- dePree, M. (1989). *Leadership is an art*. New York, NY: Dell.
- Evans, R. (1996). *The human side of change: Reform, resistance, and the real-life problems of innovation*. San Francisco, CA: Jossey-Bass.

<sup>17</sup> Clements & Kannapel (2010), *Kentucky’s march to the top: The past and future of education reform in Kentucky*

<sup>18</sup> James, C. (2010). The psychodynamics of educational change. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds), *Second international handbook of educational change* (pp. 47-64). Retrieved from [http://link.springer.com/chapter/10.1007%2F978-90-481-2660-6\\_3#page-1](http://link.springer.com/chapter/10.1007%2F978-90-481-2660-6_3#page-1)

<sup>19</sup> Riley, B. (2012). Waive to the top: The dangers of legislating education policy from the executive branch. *AEI Education Outlook*, 1, 1-6. Retrieved from <http://www.aei.org/outlook/education/k-12/system-reform/waive-to-the-top-the-dangers-of-legislating-education-policy-from-the-executive-branch/>

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: John Wiley & Sons.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: John Wiley & Sons.
- Gilley, K. (1997). *Leading from the heart: Choosing courage over fear in the workplace*. Newton, MA: Butterworth-Heinemann.
- Goleman, D. (1998). *Working with emotional intelligence*. New York, NY: Bantam Books.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco, CA: Jossey-Bass.
- Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University.
- Jaworski, J. (1998). *Synchronicity: The inner path of leadership*. San Francisco, CA: Berrett-Koehler.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Larsen, C. E., & Lafasto, F. M. (1989). *Teamwork: What must go right/what can go wrong*. Thousand Oaks, CA: Sage.
- Marx, G. (2006). *Sixteen trends: Their profound impact on our future. Implications for students, education, communities, and the whole of society*. Alexandria, VA: Educational Research Service.
- Palmer, P. J. (1990). *The active life: A spirituality of work, creativity, and caring*. San Francisco, CA: Jossey-Bass.
- Quick, T. L. (1992). *Successful team building*. New York, NY: American Management Association.
- Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco, CA: Jossey-Bass.
- Quinn, R. E. (2004). *Building the bridge as you walk on it: A guide for leading change*. San Francisco, CA: Jossey-Bass.
- Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco, CA: Jossey-Bass.
- Wheatley, M. J. (1999). *Leadership and the new science: Learning about organization from an orderly universe* (Revised and expanded ed.). San Francisco, CA: Berrett-Koehler.
- Wheatley, M. J. (2007). *Finding our way: Leadership for an uncertain time*. San Francisco, CA: Berrett-Koehler.