

## COURSE SYLLABUS for SYSTEMIC LEADERSHIP: Featuring the Systems Thinking RoundTable

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Dates	Topics
#1 February 27	<b>Course Overview:</b> An eight-week journey in linking systems thinking, instruction, management, psychology, and more to glean out the core facts of systemic leadership, social systems, material & human cause/agency. Level 1 RoundTable Experiences
	<b>Outcomes in large social systems (SS):</b> Schools, Workplaces, Global: Decline & Current Conflicting Practice and Theory. Directive vs. Participatory. Bolman & Deal Four Frames. Overview of Key Systems Theory & Methodologies, Jackson, Banathy
#2 March 6	<b>The Journey's V path:</b> Top left, unit of analysis large SS, down to individual unit of analysis, system member, back up to the pair, room, large SS. Unifying SS Theory: Boulding's General Systems Theory (GST) with examples. Level 1 RoundTable Experiences
	<b>Boulding's GST</b> summaries by Scott and Checkland. Nine core factors to Three: Things, People, Outcomes (TPO). Cordell, Socio-Technical Theory. Three core factors to One: Adjustment Capacities. Control Systems Engineering. Peer-led Level 1 RoundTable
#3 March 13	<b>Unit of Analysis &amp; Agency in each individual.</b> Infinite Variability clusters into three Domains: 1. <i>Cognitive</i> (learning), 2. <i>Affective</i> (engagement/motivation), 3. <i>Psychomotor</i> (performance ( <i>CAP</i> )). Level 1 Specific RoundTable Experience
	<b>Inside the Individual:</b> Close Up on the Cognitive, Psychomotor and Affective Domains. Links with examples: Updated Maslow's Hierarchy of Human Needs, Roger's insights on facilitating another's learning; Gordon's Levels of Competence.
#4 March 20	<b>Individual Continued. CAP links to HHH</b> (head, hands, heart), <b>PIE</b> (physical, intellectual, emotional); <b>Patterson</b> two causes of individual behavior: <i>ability</i> (Cognitive and Psychomotor) and <i>willingness</i> (Affective). <b>Gordon</b> , understanding self and other,
	<b>Gordon</b> , Pair relationships: Listening, Speaking, Gear-Shifting, Needs conflicts, Values Collisions. Method III problem solving. Maslow's hierarchy of human needs. History and Underpinnings of the System Thinking RoundTables.
# 5 March 27	<b>Updating Theory &amp; Practice: Pair Level</b> – from Install or Laissez-faire → the Provide/Pickup. Boulding's Level 3: control systems, on-off switches and levels of expertise. Outcomes linking TPO and Maslow. The V in an Iceberg Metaphor
	Pair Level Tools for Systemic Leadership. Patterson's crucial conversations/confrontations, Gordon's Leader Effectiveness Training. When and how to Listen, to Speak, Gear-Shifting, and more. Mid-Term Formative Assessments. Level I Specific RoundTable
April 3	<b>No Session</b>
#6 April 10	<b>Updating Theory &amp; Practice: Room Level (or small SS)</b> Thermostat Metaphor (OFF: <i>Planning</i> ; ON-Manual: <i>Delivery</i> (of lesson/curriculum/agenda); ON-Auto: <i>Management</i> by exception (Individuals self-regulating except if a problem occurs. History & Underpinnings of the Systems Thinking RoundTable
	<b>Room Level Tools for Systemic Leadership.</b> Kemp's categories by <i>group size</i> (individual work, pair share, team work, whole group activities, e.g., lecture, RoundTable; and <i>activity nature</i> (e.g., directive vs. cooperative/self-directed). Prong I of the Triple-Action RoundTable.
#7 April 17	<b>Updates: Very Large Social System (SS):</b> Span of control → Span of pickup. Hardin's Tragedy of the Commons and CAP Span. Nobel Prize Winner Ostrom and Revisiting the Commons. Buckley. Examples in schools and workplaces.
	<b>UDIBASCS</b> (User-designed ideal-based automated social control systems) with everyday examples. Triple Bottom Line. Prong II of the Triple-Action RoundTable: Buckley Revising <i>Control</i> Systems to be framed as <i>Support</i> systems. Individual and Team Reports
#8 April 24	<b>Conclusions:</b> Systemic Innovations and Interventions as rICE (i.e., relative to users Inclusive, Continuing, and Emancipatory. Reframing Bolman and Deal's four frames from descriptive to explanatory. Individual and Team Reports.
	<b>Summary and TPO Thermostat Leadership.</b> Prong III of the Triple-Action RoundTable. Individual and Team Reports. Entry Points (Pickup Points) of the three prongs as [1] <i>Bottom-Up</i> , <i>Top-down</i> , and Ideal Seeking or <i>Out-of-the box</i> . Final Assessments.

**SESSION SCHEDULE:** Bring to each 3.5-hour session: Handouts provided, materials, a beverage/snack

Ohio	Calif	Min	Activity (Double lines indicate break or session end)
1 pm	10 am	30	RoundTable: Check in on Participants, their SS, article, and/or 3-minute Reading
1:30	10:30		Session Topic 1: PPT & Discussion (with Theory, Practice, Visuals, Examples)
			Questions, Comments, Elaborations/Team & Individual Reports
			Session Topic 2: PPT & Discussion (with Theory, Practice, Visuals, Examples)
			Questions, Comments, Elaborations/Team & Individual Reports
4-4:30	1-1:30	30	Topic/Text-Study RoundTable: Wrap up, Focus on School/Workplace Article
Clock Time		3.5 hr	Total Session (Allow about 2 hours outside work after each session)_

**POST: AFTER EACH SESSION (OR BEFORE NEXT SESSION)** There are two action items

1 Critique	<p><b>Critique Format:</b> Write a half page total on an assigned article, one or two sentences responding to the five issues below. <b>It is due by email to Sue before the next session.</b></p> <p>a) The audience for and type of article: from academic to reader-friendly; journal to popular</p> <p>b) Topic/theme/point-of-view, and/or findings of the article</p> <p>c) The evidence presented</p> <p>d) Strengths of the article</p> <p>e) Limitations of the article</p>
2 Call	<p><b>Call Format:</b> In between sessions, schedule a 10-minute video or phone call with classmate(s). Allow 5 minutes each. Suggestion or Option: Begin with “Regarding the last session,</p> <p>a) What I gained was ... b) What I am uncertain about is ... c) I am looking forward to ...”</p>

**INDIVIDUAL/TEAM ASSIGNMENT WITH REPORT**

3 RoundTable (OR?)	<p>(To be approved by Sue)</p> <p>Option 1: Add a 30-minute RoundTable series to your class or workplace.</p> <p>Option 2: Establish an appreciative friends’ group (a critical friends group flipped)</p> <p>Option 3: Other</p>
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**COURSE READINGS:** Provided and assigned after the session, readings draw from these and others:

- Boulding, *General Systems Theory*
- Brokaw, *Books that Transform Companies*
- Byham, W. C. *Zapp! The Lightning of Empowerment*
- Hardin, *The Tragedy of the Commons*
- Norum, *Appreciative Design*
- Rogers, *On Becoming a Person*
- Rogers, *Space Shuttle Challenger Accident*
- Shneiderman, *Science 2.0*
- Singleton, *Head, Hands and Heart Model*
- Slaper, *The Triple Bottom Line*
- Whitney, *Leading Positive Performance*
- Reed-Jones, *Faith in the Reality of Belonging*
- U.S. NRC, *Three Mile Island Accident*

**ALSO PROVIDED**

- Articles /texts we will use in RoundTables
- Bibliography of source material and recommended readings
- Book: *New Hope for Schools: Findings of a Teacher Turned Detective* (Gabriele, 2014)
- A half dozen of Sue’s peer-reviewed published papers