Adaptive Leadership

- **Ronald A. Heifetz**
  - Formerly a clinical instructor in Psychiatry at Harvard Medical School
  - More recently, his work with Adaptive Leadership focused on teaching leadership in the Education field
  - Believes leadership is a practice, not a position
  - Uses “Case-in-Point” (CIP) teaching

What is Case-in-Point Learning?

• **4 Main Components:**
  1. Authority does not equal leadership
  2. Understanding the difference between technical and adaptive challenges
  3. Power of the individual v. Progress
  4. Personality of the individual v. Presence

  ◦ Allows leadership students to analyze problems in the classroom
Adaptive Leadership

- Occurs when adaptive change is needed
- Leaders are forced to adjust to a drastic change in the environment
- Entrenched in competition
- Best used in situations when:
  - Old programs are challenged
  - There is no obvious resolution

Core of Adaptive Leadership

1. Quick observations of data—no snap judgments or assumptions
2. Tentative interpretation of data—create multiple hypotheses
3. Intervention design based on both observations and hypotheses

Adaptive Leaders Must:

- Expose their followers to reality and demand a response
- Push followers past their limitations
- Introduce disagreements in order to reach a consensus
- Focus more responsibility on followers, or teachers
Criticisms of Adaptive Leadership

- One way influence, calls for a facilitator not a leader
- Not always a fit
- Not a theory?


If you are just influencing others indirectly you aren’t really working together to solve a problem

Critics argue not all leadership occurs in the context of a problem

Heifetz admits this is a set of tools that may or may not be useful to all leaders
Consensual/Collaborative Leadership

- Joseph Rost
- Former professor in leadership studies in the School of Education at University of San Diego
- 1989 Book-- Leadership for the 21st Century
- Collaborative Leadership is:
  - A bottom-up approach
  - Supporters are usually groups that have traditionally lacked power or authority, or have been discriminated against
Industrial Era v. Post Industrial Era

- Rost states that there has been, or will be, a transformation in leadership
  - **Industrial era** = good leadership equated to good management practices
  - **Post-industrial era** = leadership being more about influencing relationships based on trust and persuasion

Industrial Era Definition

- “Leadership is great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group or organizational goals that reflect excellence defined as some kind of higher order effectiveness.”

Post-Industrial Era Definition

“Leadership is an influence relationship among leaders and collaborators who intend real changes that reflect their mutual purposes.”

4 Elements of Collaborative Leadership

1. Activities are influential, not coercive
2. Activities are done by people in a relationship
3. Activities involve a significant change
4. Activities reflect the purposes of everyone in the relationship, not just a single person

Criticisms of Collaborative Leadership

- Easy to agree with, difficult to practice
- Takes lots of time and devoted people to work
- Burns has criticized that it doesn’t have an ethical component to elevate people.

- Wonderful idea, but it doesn’t work in real organizations.
- Not an easy approach to use since multiple people must make the decisions.
- Rost responds by saying how do we know who to entrust with determining what is moral?

Sex vs. Gender

Sex
✓ Refers to the physical and biological characteristics of males and females whose sex does not change with time.

Gender
✓ Refers to the socially constructed role ascribed to men and women. It is culturally acquired and varies across different social environments. Gender roles change over time as when people's circumstances change.

Feminist Theory

- Contemporary sociological theory that questions the status of men and women in society and uses that information to improve the lives of women.
- Investigates the differences between men and women including how race, class and ethnicity intersects with gender.

Four Types of Feminist Theory

- **Gender Differences** – investigates the social differences between men and women
- **Gender Inequality** – focuses on women’s location and experience in social situations as not only different but unequal
- **Gender Oppression** – digs deeper than differences or inequalities and looks at oppression, subjugation and abuse of women by men
- **Structural Oppression** – hypothesizes that women experience inequality and oppression as a results of capitalism, racism and patriarchy

Feminist Theorists

- Charol Shakeshaft – Increasing Gender Equity in Educational Leadership
- Nel Noddings – Ethics of Care Theory
- Rosemary Papalewis-
Charol Shakeshaft

- Increasing gender equity in educational leadership
- 25 years of experience documenting gender practices in classrooms and school administration
- Gender patterns in educational delivery and classroom interactions
- Expert in policy development and practices that decrease sexual harassment of all persons in the educational community

### Percent Public School Teachers and Principals by Race/Ethnicity, 2003-2004

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<tr>
<th>Race/Ethnicity</th>
<th>Elem. Teachers</th>
<th>Elem. Principals</th>
<th>Secondary Teachers</th>
<th>Secondary Principals</th>
<th>All Teachers</th>
<th>All Principals</th>
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<tbody>
<tr>
<td>White</td>
<td>82.1</td>
<td>81.0</td>
<td>84.3</td>
<td>84.8</td>
<td>83.4</td>
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<tr>
<td>Black</td>
<td>8.4</td>
<td>11.4</td>
<td>7.5</td>
<td>9.4</td>
<td>7.9</td>
<td>10.6</td>
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<tr>
<td>Hispanic</td>
<td>6.8</td>
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<td>5.5</td>
<td>4.4</td>
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<td>5.3</td>
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<tr>
<td>Others</td>
<td>2.7</td>
<td>1.6</td>
<td>2.7</td>
<td>1.4</td>
<td>2.8</td>
<td>1.7</td>
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</table>

Charol Shakeshaft  
Female Degrees in Education 1980-1981 to 2003-2004

<table>
<thead>
<tr>
<th></th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Doctoral Degree</th>
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<tr>
<td>Percentage of Females</td>
<td></td>
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<tr>
<td>1979-1980</td>
<td>73.8</td>
<td>70.2</td>
<td>43.9</td>
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<tr>
<td>1989-1990</td>
<td>75.0</td>
<td>75.9</td>
<td>57.3</td>
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<td>2003-2004</td>
<td>78.5</td>
<td>76.7</td>
<td>66.1</td>
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Charol Shakeshaft
Percentage Public School Females by Job Title and Level, 1999-2000

<table>
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<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
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<tr>
<td>Teachers</td>
<td>84.9</td>
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<td>74.9</td>
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<tr>
<td>Principals</td>
<td>51.8</td>
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<td>Superintendents</td>
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<td>N/A</td>
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Marxism and Feminism: What is the connection?

- Structural Oppression
- The struggle
  - Class and Gender
  - Marxism and Feminism
  - Biological disposition and social relations
  - Bourgeoisie vs. Proletariat (men/women)
Critical Theory: Marxist Critique Overview

- **Definition**: Criticism involves the application of principles or values in order to make judgments for the purpose of bringing about positive change.

- **Karl Marx: Theorist and Historian**

- **Critical theory**:
  - Teaches that knowledge is power.
  - Understanding the ways one is oppressed enables one to take action to change oppressive forces.
  - The economy is the base of all social structure, including institutions and ideas.
  - In capitalistic systems, profit drives production and thus dominates labor. Working-class groups are oppressed by the group (in power) who benefit from profit.
  - All institutions that perpetuate domination within a capitalistic society arise from this economic system.

http://people.ucalgary.ca/~rseiler/critical.htm
Howard Zinn

Prolific author
◦ “Bottom-up,” perspective or “People’s History” – viewpoint of the oppressed.
◦ Wrote, “A People’s History of the United States”

David Harvey

- Contribution to Marxian theory by arguing that capitalism annihilates space to insure its own reproduction (Social Justice and the City) – sooner or later it is destined to crash.
- Critical theorist who asks is it time to look beyond capitalism towards a new social order that would allow us to live within a system that really could be responsible, just, and humane?
- Authored dozens of books on social sciences and neoliberalism

Eric Hobsbawm

- Britain’s pre-eminent Marxist historian on industrialism and socialism
- Authored multiple books including the influential trilogy: *The Age of Revolution: Europe 1789–1848*, *The Age of Capital: 1848–1875* and *The Age of Empire: 1875–1914*, and *The Age of Extremes*
- Life-long Communist
- His great cause: “The emancipation of humanity” through critical thinking/writing

http://www.nytimes.com/2012/10/02/arts/eric-hobsbawm-british-historian-dies-at-95.html?pagewanted=all&_r=0
Terry Eagleton

- A critical Marxist theorist and widely regarded as Britain's most influential living literary critic & theorist
- Wrote dozens of books critiquing political institutions & analyzing complex literary works including *Literary Theory: An Introduction*
- Critic of postmodernism in his book, *Illusions of Postmodernism*
  - Critical analysis of current culture, literature, art, philosophy, history, economics, architecture, fiction, and literary works.

http://literature.britishcouncil.org/terry-eagleton
Theodor Adorno

- Part of the Frankfurt School of Critical Theory
- Marxist/Critical Theorist – Co-authored Dialectic of Enlightenment with Max Horkheimer
  
Maxine Green

• Critical Theorist
  ◦ Aesthetic Education
    • Art and Music are important to education
    • http://www.maxinegreene.org
Stanley Aronowitz

- Professor at City University of New York
- Wrote Against Schooling: For an Education That Matters
  - The assessment driven culture in schools has removed creativity and autonomy from the schools.
  - [http://www.stanleyaronowitz.org/](http://www.stanleyaronowitz.org/)
Henry Giroux

- Critical Theorist
  - Has written many books on education and how we are not serving the needs of students
    http://www.henryagiroux.com/
Critical Theorists

- Educational initiatives should support learning for all especially groups that are oppressed.

- No pedagogy which is truly liberating can remain distant from the oppressed by treating them as unfortunates and by presenting for their emulation models from among the oppressors. The oppressed must be their own example in the struggle for their redemption (Freire, 1970, p. 54).

- Likewise, the oppressors must also be willing to rethink their way of life and to examine their own role in the oppression if true liberation is to occur; "those who authentically commit themselves to the people must re-examine themselves constantly" (Freire, 1970, p. 60).

Peter McLaren

- Critical Theorist/Marxist – UCLA
- Has written several books and essays regarding education and the current economic system in the United States.

http://pages.gseis.ucla.edu/faculty/mclaren/