**Case Vignette 1: Leadership in a Volatility, Uncertainty, Complexity, Ambiguity, (VUCA) Scenario**

You are the Chief Academic Officer (CAO) of a College of Psychology. A primary responsibility for your university’s well-being is to ensure that the doctoral clinical psychology program successfully achieves APA reaccreditation. You are informed that several influential members of the faculty are promoting the view that the program should withdraw from any further accreditation efforts. As the CAO you know, through conducting multiple student focus groups, that the primary reason students are in the doctoral program is because it is APA accredited. The students have also informed you that were the program not to seek reaccreditation, that they would organized a class action law suit against the University.

1. What Kouze and Posner exemplary leadership practices would you implement to gain faculty consensus that APA reaccreditation is a benefit to the students, faculty, and the institution as a whole?
2. Recognizing that APA reaccreditation is a complex process that requires teamwork and collaboration, how would you implement these leadership practices to facilitate the faculty’s engagement with the work to be done?
3. What would you do to celebrate the accomplishment and recognition of individual and team efforts?

**Case Vignette 2: Adaptive Leadership**

A fourth-year female student born in Russia goes on an optional practicum placement at a prestigious local hospital. Her keen intellect and tendency to challenge and argue based on her reading of psychological literature have earned her high respect from some faculty who consider her well informed and stimulating, and disapproval from others who find her disrespectful and interpersonally insensitive. Three months into her placement, she gets into an argument with the chief psychologist about implementation of evidence-based practices in a case. The chief psychologist pronounces the trainee insubordinate and unworkable and against the wishes of the director of psychology training, insists that the student be dismissed immediately from the practicum. The doctoral program DCT calls the site several times to ask if the student could be granted another chance, to no avail. The faculty are divided over what to do next. One group claims that the termination was inappropriate, and that the student should suffer no penalty and proceed to apply to internships. Another group wants the student to postpone applying to internship, undergo on-campus remediation regarding professional behaviors, and take a year to do an additional practicum placement.

The DCT and Program Chair meet to decide what to do next. What to do with the student? And how to prevent such problems from arising in the future?

Heifetz & Linsky model questions:

1. What underlying causes are at work? What aspects of our organization need to be preserved, and which modified?
2. What experiments could be undertaken? How could diverse views be leveraged as a resource?
3. How could the DCT and Program Chair bring attention to the need for change, and frame an intervention that both includes data and speaks to emotion?

**Case Vignette 3: Feminist Leadership**

You are the leader of a graduate school of psychology, and your students have a robust student government association. The student government has recently created a diversity committee, and this group has been looking for ways to make the climate more inclusive. They have requested that the administration put up a large “Black Lives Matter” sign in one of the common areas of the building. As a leader who values inclusive excellence and wants to build community, how would you handle this request?

Questions to consider:

1. What voices should be at the table in considering this request?
2. What are the intended consequences of granting the request? What are the unintended consequences?
3. What are the intended consequences of denying the request? What are the unintended consequences?
4. Should the decision be process with the community? If so, how should this be done?
5. What are the principles of feminist leadership that are evident in this case?