

California State University San Marcos  
Administrative Services Professional Credential Program  
EDAD 668 Leadership, Change and Organizational Development (3 units)  
Spring 2003 - University Hall 442

**College of Education Mission Statement:**

*The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism, and shared governance.*

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**Course Description:** This course is an in-depth study of the concepts of leadership and critical attributes, behaviors and actions of effective leaders. Students will study current critical issues, reform efforts and how to create effective and lasting change. Students will analyze organizational development to understand how to increase the capacity of organizations to accomplish objectives by working with and developing people, and methods for developing a culture that creates a highly effective organization dedicated to meet the needs of all students.

**Course Objectives:** Upon completion of the course, the Professional Administrative Credential candidate will know, understand, and have practice in effective leadership practices regarding:

- The development of leadership theories throughout history, including contributions of leaders to the field
- Current theories of leadership and management and the application to the student's own practice
- The development of a leadership team of people with various leadership styles
- Concepts of organizational development, advantages and disadvantage of each and aspects that can assist the student in their educational setting
- Leading change theories, the specific steps that occur in all change efforts, and ways to assist all stakeholders in dealing effectively with change
- The value and elements of strategic planning by developing core values, establishing a mission and vision, and creating objectives based on the overall plan

- Social, economic, educational and political circumstances creating current and on-going critical issues in education
- National and global issues and their impact on school leadership in our state and nation
- Critical linkages between federal and state governments, departments of education, local boards of education, local communities and the staff of school districts

### **Teaching/ Learning Philosophy:**

The professor and all students are teachers, learners and mentors. This means we will use a variety of approaches including reading, discussion, reflection, the study and development of case studies, school and community applications, and continuous portfolio development. Each class member must be committed to active participation and to ensuring the engagement of all class members.

### **Required Reading:**

- ◆ *Power Up; Transforming Organizations Through Shared Leadership*, David Bradford & Allan Cohen (available in CSUSM bookstore)
- ◆ **One** of the following five books: (available in commercial bookstores or on line)
  - ◆ *Coloring Outside the Lines*, M. Gardner, E Enomoto, and M. Grogan; ISBN 0-7914-4581-X
  - ◆ *Good to Great*, J. Collins; ISBN 0-06-662099-6
  - ◆ *Language of Leadership*, R. Soder; ISBN 0-7879-4360-6
  - ◆ *Managing Diversity*, Elsie Cross; ISBN 1-56720-269-1
  - ◆ *Primal Leadership*, D. Goleman, R. Boyatzis, A. McKee; ISBN 1-57851-486-X
- ◆ Articles will be distributed throughout the course.

### **Attendance Policy:**

Policy of the College of Education: Due to the dynamic and interactive nature of this course, you are expected to attend all classes and participate actively. At a minimum, you must attend more than 80% of class time, or may not receive a passing grade for the course, at the discretion of the instructor. If, for any reasons, you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A." If you miss three class sessions, your highest possible grade is a "C+." Should you have extenuating circumstances, contact the instructor as soon as possible.

You are expected to be on time for all class sessions just as you are expected to attend meetings on time and, as a leader, start meetings on time.

**Grading Policy:** The following are expected of every student:

- ✓ Active participation in class discussions/ activities.
- ✓ On time completion of all course requirements.
- ✓ Demonstration of learning, thinking, stretching, listening, reflecting and encouraging classmates to do the same.
- ✓ Evidence of breadth and depth of gathering information, both print and on-line information, ideas from educational professionals and others in fields with impact on education
- ✓ A high level of scholarship is expected of all students; only graduate level quality work will be accepted.
- ✓ Written assignments and class involvement are each approximately 50% of the final grade.
- ✓ If you meet the above expectations with graduate level quality, you will earn a grade of "A."
- ✓ All work is to be in 12 font, double-spaced with 1" margins at the top, bottom, and sides.
- ✓ Late work is marked down one grade for each 1 - 7 days it is late

The instructor will review CLAD competencies to be addressed in the course.

**TENTATIVE - 2/4/03**  
**Class Schedule and Assignment due dates (subject to revision)**  
**EDUC 668 - Spring 2003**

*Please note the first night of class is February 4.*

*Note: We will meet 10 times for the same amount of time as is typical for the 15 week sequence.*

Class 1 - February 4 - Overview of Course

Introduction of Class  
Introduction and Chapter 1 of required text  
Review all class guidelines and assignments  
Selection of book & case study topic

Class 2 - February 11 -Text chapters 2 & 3

Class 3 - February 18 -Text chapters 4 & 5

Class 4 - February 25 -Text chapters 6 & 7

Share team analysis - oral sharing/brainstorm response

Class 5 - March 4 - Text chapters 8 & 9

**Team Analysis due**

Class 6 - March 11 - Text chapter 10

In class discussion of case study/colleague feedback  
Discussion of books in groups

Class 7 - March 18 - Discuss text chapter 11

**Case Study draft due**

April 3 - **No Class - Spring Break**

Class 8 - April 10 - Text chapter 12

Case study drafts returned

Class 9 - April 17 - **Oral book report** by groups - **Written Book Review due**

Share case studies with class

Class 10 - April 24 - Share case studies with class

**Oral book report** by groups  
**Final written Case Study due**

Guidelines for EDUC 668 Assignments – Spring 2003  
See class schedule for due dates

A. **Case Study** – Recommend case studies be done in teams of two or three

**Case Overview**

Case studies provide a means of learning that enables students to apply concepts to real-world situations. Cases should be developed to assist students in thinking through complex problems or dilemmas, stimulate discussion, and draw readers into thinking deeply and broadly, analyzing approaches and potential solutions.

**Assignment Overview**

Students will prepare a written case study and an oral presentation according to the guidelines below.

**1. Written Guidelines**

Cases are best presented in narrative formats that allow the reader to get as close to the situation as possible. They should present enough detailed information on the situation and participants to allow the reader to comprehend the complexities behind any decisions that might need to be made by the primary characters and organizations involved.

Each case must be 10 – 20 pages, double-spaced, 12-point font, and have the following components:

- a. A general introduction and background on the main issue.
- b. An introduction to the key characters – be sure to go beyond the readily obvious.
- c. An overview of the challenges faced by the individuals and/or organizations, including subsidiary issues.
- d. Possible actions that could be taken and the pros and cons of each
- e. Decision point or points: Describe at what point the main character(s) faced a compelling decision – one that needed to be made.
- f. Some of the issues related to the decision or likely decision.
- g. Ethical implications for the main character(s).
- h. A set of questions to consider – minimum of 5. Structure these questions to help students explore the complexities of the case.
- i. List of sources used: articles, school/district documents, on-line resources, interviews, etc.

**Process for development** (See the schedule for due dates)

- a. Prepare a “draft” of your case study; make it as thorough as possible according to the guidelines.
- b. Present the case to a group of your colleagues in class for feedback

- c. Redo case study based on colleague input
- d. Turn in revised draft to instructor
- e. Revise case study based on instructor feedback/questions
- f. Turn in final case study – be sure it is proofread carefully

## 2. Oral Presentation

- a. Present an overview of your case study
- b. Lead a discussion of your case study based on your key questions
- c. Remember this is not a lecture, but a discussion. Your job is to elicit responses and promote interaction.

## B. Book Review and Oral Report

Choose one of the five books listed on the syllabus – read it, prepare an expanded book review, and give an oral report to the class with your group.

**1. Written Review:** The following are the guidelines used for reviewers of AASA (American Association of School Administrators) book reviews. **You are to follow these guidelines, except your review should be 4 pages (about 1000 words, 12 – 16 paragraphs.) You are to give the key points as they relate to the focus of this class “leadership, change, and organizational development.”**

AASA’s purpose is to give readers guidance in spending their money and committing their time. AASA provides the book reviews as a consumer service.

- Reviews should be written clearly (i.e., without jargon), concisely and cogently. Provide a critique of the book’s merits, but please do not offer a chapter-by-chapter rundown of contents. If the book would or would not be particularly helpful in the hands of a superintendent, central office or site administrator, say so. And please do not use this hackneyed phrase: “This book is a must-read.”
- Limit your review to no more than 2 (**4**) pages double-spaced (that’s 6-8 (**12 – 16**) paragraphs, **approximately 1000 words**). Use 12-point font.
- Type your byline at the top of the review and identify your position.
- Within the first or second paragraph, state the book’s title and mention the author’s name and his or her position, if you know it.
- Devote the last paragraph (in parentheses) to ordering information. List, in this order, the following: title, author, publisher, publisher’s address, year of publication, number of pages (and indicate “with index” if relevant), and cost of the book in hardcover and/or softcover, if the latter information is available to you.
- A page of book reviews from AASA’s The School Administrator will be distributed for reference.

## **2. Oral Report**

- With the other class members who read the same book, you will present the key points of the book. The total group will have approximately 5 minutes to for the oral report, i.e. 4 members x 5 minutes = 20 minutes total.
- Do not read your reports. Present the most salient points and important ideas each of you learned from the book. Include examples of what these points look like when they are practiced.
- Your report should focus on key concepts of the course: leadership issues, change, and organizational development. In addition, comment on the ethical implications for leaders.

## **C. Team Analysis: Organizational Stages of Development - Team Rating, Analysis, and Next Steps**

1. Review the chart on p. 145 (Stages of Development) of your text.
2. Determine a leadership team of at least 4 members - preferably a team of which you are a part
3. Have all members of the team rate their team on its "Stages of Development"
4. Prepare a written summary of your analysis of the team's development. Your report should be a maximum of 4 pages, with approximately 3 pages of description and report of information and 1 page of next steps
  - Briefly describe the team, its purpose, and each member's role
  - Report the information, that is summarize how the team members see the team
  - Based on what you've reported, describe 3 next steps you believe this team should take to improve it's performance, being as specific as possible