

Course Number EDLD 720/EDS 283:
CSUSM CRN# 42915

Leadership for Organizational Change (3 sem /4 qtr units)
Fall 2016

Professor: Manuel Vargas, PhD
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Office: UH 468
Hours: By appointment
Class location, dates, & times: The course runs from September 29 through December 13.
Location UH 257 (f2f)
Two online sessions: **1** (Sept 29-Oct 6); **4** (Oct 13-20).
A one-on-one session: **7** (Nov 9-16). This can be f2f or telephone call.
F2f Saturday sessions (9-4:00): **2 & 3** (Oct 8th); **5 & 6** (Nov 5th); **8 & 9** (Dec 3rd).
F2f Tuesday evening session (6-9:00p): **10** (Dec 13th).

COURSE DESCRIPTION

(UCSD's description)

This course will present multiple theories of organizational change, explore group processes and identify models of decision making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis in this course is on people as agents of change and on the creation of high-quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization. **Prerequisites:** Joint EdD in Educational Leadership student status or consent of instructor.

STUDENT LEARNING OUTCOMES

Upon completion of this course, doctoral students will be able to ...

- Skillfully use the vocabulary and apply the concepts of organizational change verbally and in writing (PSLO 1, 2, 3, 4).
- Apply organizational change concepts to specific issues in the student's workplace (PSLO 1, 2, 3, 4).
- Articulate the leader's role as "change agent" in order to advance the vision, mission and values of educational organizations (PSLO 1, 2, 3, 4).

PROGRAM STUDENT LEARNING OUTCOMES

(PSLOs). By the end of the program, doctoral students will be able to ...

1. Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.
2. Use evidence-based decision-making.
3. Generate and use applied research.
4. Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice

CULTURALLY RESPONSIVE PEDAGOGY AND SOCIALLY JUST OUTCOMES

Joint Doctoral Program Attendance Policy

- Brafman, O. & Beckstrom, R.A. (2007). *The Starfish and the spider: The unstoppable power of leaderless organizations*. New York, NY: Penguin Books. ISBN 978-1-59184-183-8.
- Fullan, M. (2011). *Change leader: Learning to do what matters most*. San Francisco, CA: Jossey-Bass. ISBN 978-0-470-58213-8.
- Individually chosen (w/ instructor's approval) books related to organizational change and related course topics. See [approved reading list](#) at the end of this course syllabus for book choices; first-come-first-pick basis. Secure copy of chosen title on your own.
- Case studies from journal articles (Open access). In Cougar Courses.
- See additional online resources.

<https://www.google.com/search?q=Change+and+leadership&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjBqLzi8MHLAhVL3mMKHeo-D0UQsAQIQA&biw=1609&bih=947>

<http://www.nwlink.com/~donclark/leader/leadchg.html>

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students **must** participate in at least 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

CSUSM Accommodation Services (<http://www.csusm.edu/dss/>)

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be accessed by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

The following is an excerpt of the CSUSM's policy:

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

(http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

Sanctions at the university level may include suspension or expulsion from the university.

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning Philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

GRADING and General Evaluation Rubric

(100-95=A; 94-89=A-/B+; 88-83=B/B-; 82-77=C)

This rubric represents a set of general guidelines that we will use to evaluate your work. As a doctoral candidate, it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and dispositions. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

Does not meet standards (B- or below)	Approaching Standards (/B+/A-)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors, including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

Please note: You are expected to submit assignments on time. If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the deadline.

We believe a doctoral student ...

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in and out of class with a focus on learning and exploration, pushing himself/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes himself/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE REQUIREMENTS

Note: *The instructor for this course will always work in a timely way with students if a change to the course syllabus or materials is necessary.*

Assignments:

All assignments are due on the dates indicated. Assignments must be word-processed, double-spaced, and with standard margins. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Participation (40%)

There is a significant portion of the course grade assigned to participation, which will include student and instructor input. The purpose here is to provide you with more autonomy and decision-making opportunities as a learner.

Your actual presence (including online) and quality participation benefit not only you, as a learner, but your fellow classmates. Thus, having completed pre-session readings and learning activities will assist you in moving discussions and analyses forward, extending other learners' contributions, and allowing more time for reflective thinking. The quality of this course rests on the quality of *your* preparation and participation. You are expected to attend every class, be prepared to contribute, and become an active participant.

The course instructor will utilize online discussion *forum* posts, one-on-one meeting, and in-class activities to evaluate participation. As a learner, you will be given the opportunity to play an active role in determining your participation grade. This means that you will decide what pieces of written evidence you will provide the instructor to demonstrate knowledge gained. Consequently, consider brief weekly summaries of lessons learned, discussion and reading notes, and reflections on knowledge gained as possible pieces of evidence. Presenting evidence of participation is an ongoing communication between you and the course instructor; it is not a one-time communication at the end of the course.

2. Book Report (individual or dyad; refer to reading list for options) (30%)

See detailed rubric

3. Organizational Change Action Plan (individual or dyad) (30%)

See detailed rubric

Due on, or before, the last date of classes and submitted online.

COURSE CALENDAR

A separate document is available online (under **Pre-class Information**) with specific directions regarding online and f2f sessions. Please follow that calendar.

SUPPLEMENTARY READING LIST FOR BOOK REPORT

Arbinger Institute (The), (2016). *The outward mindset: Seeing beyond ourselves*. Oakland, CA: Berrett-Koehler Publishers.

Blanchard, K., et. al. (2009). *Who killed change? Solving the mystery of leading people through change*. New York, NY: HarperCollins Publishers. (**Jonathan, 8.27.16**)

Brafman, O. & Brafman, R. (2010). *Click: The forces behind how we fully engage with people, work, and everything we do*. New York, NY: Random House, Inc.

Brafman, O. & Brafman, R. (2008). *Sway: The irresistible pull of irrational behavior*. New York, NY: Random House, Inc.

*Connors, R. & Smith, T. (2011). *Change the culture, change the game: The breakthrough strategy for energizing your organization and creating accountability for results*. New York, NY: Penguin Group (USA) Inc. (**Jennifer Farace (8.30.16)**);

Fowler, S. (2014). *Why motivating people doesn't work ... and what does: The new science of leading, energizing, and engaging*. Oakland, CA: Berrett-Koehler Publishers.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.

Kaye, B. & Giulioni, J. (2012). *Help them grow or watch them go: Career conversations employees want*. Oakland, CA: Berrett-Koehler Publishers.

Kogon, K., Merrill, A., & Rinne, L. (2015). *The 5choices: The path to extraordinary productivity*. New York, NY: Simon & Schuster.

Marciano, P. (2010). *Carrots and sticks don't work: Building a culture of employee engagement with the principles of respect*. New York, NY: McGraw Hill.

*McChesney, C., Covey, S., & Huling, J. (2012). *The 4disciplines of execution*. New York, NY: Free Press, A Division of Simon & Schuster, Inc.

*McFarland & Goldsworthy, S. (2014). *Choosing change: How leaders and organizations drive results one person at a time*. New York, NY: McGraw Hill.

**Book can be completed by two individuals and will be worth two book reports.*

Note: *If you would like to explore other titles on your own, feel free to do so. However, the title must be related to the main topic of organizational change and approved by the course instructor.*