



**Joint Doctoral Program**  
**Doctor of Education –**  
**Educational Leadership**

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Course Number EDLD 720/EDS 283:  
**Leadership for Organizational Change** (3 sem /4 qtr units)  
September 27 through December 8, 2018

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Office: UH 468C  
Office Hours: By appointment  
Class location, dates, & times: Location for f2f Saturday sessions TBD  
Pre-Class Information: Available before Sept. 27  
Online sessions: 1 (Sept 28-Oct 5); 4 (Oct. 8-15)  
F2f sessions: 2 & 3 (Oct. 6); 6 & 7 (Nov. 3); 8 & 9 (Dec. 1); \*10 (Dec. 8)  
One-on-one OR group session 5 (UH 468, Zoom/Skype/Face time, or at geographically convenient place for the group): Nov. 12-26. (**Note:** Schedule your meeting ASAP).

#### 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.

\*We'll explore alternative ways for this session.

## **CSUSM - School of Education Mission & Vision Statements**

*(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
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### **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
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### **UCSD's Vision & Mission Statements**

*Vision:* Develop passionate and empathetic educational leaders who shape an equitable future for a diverse society.

*Mission of the JDP Program:* The Joint Doctoral Program in Educational Leadership at UCSD/CSUSM is committed to supporting and developing education leaders who are dedicated to equity, justice, inclusivity, compassion, and diversity of thought, cultures, and backgrounds.

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### **REQUIRED READINGS AND INFORMATION RESOURCES**

- 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; already in Cougar Courses EDLD 720).

- See additional online resources.  
<https://www.google.com/search?q=Change+and+leadership&tbo=isch&tbo=u&source=univ&sa=X&ved=oahUKEwjBqLzi8MHLAhVL3mMKHeo-DoUQsAQIQA&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.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, 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](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.

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

***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 on the course calendar. 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 (10%) 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 (20%). As a learner, you will also be given the opportunity to play an active role in determining your participation grade. This means that you will decide what Saturday (class) Summary (10%) you will use as written evidence to demonstrate knowledge gained. Consequently, consider in-class presentations and exercises, reflections on knowledge gained and applications to real-life environments. *See more information on the Participation Rubric.*

2. [Book Report \(individual, dyad, or triad; refer to reading list for options\) \(30%\)](#)  
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

There will be one place—in Cougar Courses—where a week-by-week calendar displays dates and times for learning activities and assignments due dates (see COMPLETE subheading folder submissions). I trust that this will improve clarity and avoid confusion.

## SUPPLEMENTARY READING LIST for book reports

**Note:** The number in parenthesis indicates the number of students who may collaborate for that book choice; thus, we are significantly cutting down the number of book reports to allow more time for class discussion.

Arbinger Institute (The), (2016). *The outward mindset: Seeing beyond ourselves*. Oakland, CA: Berrett-Koehler Publishers. (3)

Blanchard, K. et al. (2009). *Who killed change? Solving the mystery of leading people through change*. New York, NY: HarperCollins Publishers. (1)

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. (2)

Brafman, O. & Brafman, R. (2008). *Sway: The irresistible pull of irrational behavior*. New York, NY: Random House, Inc. (2)

Catalyzing change (Erica H.).

\*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. (3)

Dufour, R., Dufour, R., Eaker, R. & Karhanek, G. (2004). *Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, ID: Solution Tree.

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. (3)

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. (Rania & Carola).

Fullan, M. *Leading in a culture of change.* (Mary & Michelle Lopez)

Kaye, B. & Giulioni, J. (2012). *Help them grow or watch them go: Career conversations employees want.* Oakland, CA: Berret-Koehler Publishers. (2)

Kogon, K., Merril, A., & Rinne, L. (2015). *The 5 choices: The path to extraordinary productivity.* New York, NY: Simon & Schuster. (3)

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. (2). [Kala-Le & Eco Solis.]

*Catalyzing change in high school mathematics: Initiating critical conversations.* (2018). Reston, VA: The National Council of Teachers of Mathematics (author). (Erica H.)

\*McChesney, C., Covey, S., & Huling, J. (2012). *The 4disciplines of execution.* New York, NY: Free Press, A Division of Simon & Schuster, Inc. (3)

\*McFarland & Goldsworthy, S. (2014). *Choosing change: How leaders and organizations drive results one person at a time.* New York, NY: McGraw Hill. (3)

Reeves, D. *Leading change in your school.* (Melissa, Ruth, and Shelley).

Simmons, A. (2006). *The story factor: Inspiration, influence, and persuasion through the art of storytelling.* New York, NY: Basic Books, A Member of the Perseus Books Group. (2)

**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.