



Joint Doctoral Program
Doctor of Education –
Educational Leadership

Course Number EDLD 720/EDS 283:
Leadership for Organizational Change (4 qtr units)
Oct 1 through December 11, 2020

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Office: UH 468C
Office Hours: By appointment via Zoom
Class location, date, & time: Zoom sessions: 1 & 2 (Oct 3); 6 & 7 (Nov 7); 8 & 9 (Nov 21)—9-4:00*
Online sessions (asynchronous): 3 (Oct. 5-11); 4 (Oct 12-18); 10**
One-on-one OR group session (Zoom): 5 (Oct 19-Nov 23). Please schedule this 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 use part of the two 3-hour time blocks (morning and afternoon sessions).

**We'll use Online Session 10 in case we need extra time for presentations (Nov 23-29).

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

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

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.

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 topics. See [approved reading list](#) at the end of this course syllabus; first-come-first-pick basis. Secure copy of chosen title on your own.
- Case studies from journal articles (Open access; already in EDLD 720 Cougar Courses folders).
- See additional online resources.
https://www.google.com/search?q=Change+and+leadership&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewjB_qLzi8MHLAhVL3mMKHeo-DoUQsAQIQa&biw=1609&bih=947
<http://www.nwlink.com/~donclark/leader/leadchg.html>

GENERAL CONSIDERATIONS

Students **must** participate in at least 80% of the course sessions to receive an A for this course (this is assuming that the student receives the maximum grade on all assignments). Additional absences may adversely affect 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 4200, 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 (Zoom meeting possibly). Alternatively, in order to ensure confidentiality a more private setting may be necessary.

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 see fit.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share airtime 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 way to demonstrate 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"> <input type="checkbox"/> Includes some of the required elements as delineated in the syllabus <input type="checkbox"/> Some components of the assignment are included <input type="checkbox"/> Provides a few concrete details of the information required for the assignment <input type="checkbox"/> Includes personal viewpoints <input type="checkbox"/> Organization hard to follow <input type="checkbox"/> Many mechanical errors, including APA format <input type="checkbox"/> Hard to read <input type="checkbox"/> Little sentence/vocabulary variety 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes required elements as delineated in the syllabus <input type="checkbox"/> All components of the assignment are included <input type="checkbox"/> Provides concrete details of the information required for the assignment <input type="checkbox"/> Includes personal viewpoints <input type="checkbox"/> Good organization <input type="checkbox"/> Has few, if any, mechanical errors including APA format <input type="checkbox"/> Holds interest or is interesting to read <input type="checkbox"/> Some sentence/vocabulary variety 	<ul style="list-style-type: none"> <input type="checkbox"/> Includes required elements as delineated in the syllabus <input type="checkbox"/> All components of the assignment are included <input type="checkbox"/> Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities <input type="checkbox"/> Insightful commentary using personal viewpoints supported by current learning <input type="checkbox"/> Presents clear and logical organization of thoughts <input type="checkbox"/> Has few, if any, mechanical errors, including APA format <input type="checkbox"/> Holds interest, is engaging and thought-provoking to the audience <input type="checkbox"/> 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 any 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 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 understand better 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 will work with students in a timely manner in the event that a change to the course syllabus or materials becomes necessary.*

Assignments: All assignments are due on, or before, the dates indicated on the course calendar (CC site). 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 (presentations). The purpose here is to provide you with more autonomy and decision-making opportunities as a learner.

Your actual presence (synchronous and asynchronous activities) 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 all sessions, be prepared to contribute, and become an active participant.

The course instructor will utilize online discussion *forum posts* and answers, **one-on-one meeting**, and **synchronous Zoom activities** to evaluate participation. Additionally, you will also be given the opportunity to self-assess your and your peers' participation (presentations).

2. Book Report (individual or dyad) (30%)

The purpose of this assignment is to develop a knowledge base related to organizational change by reading, learning, and reflecting on an individually chosen and instructor-approved book (see book report guidelines). Thus, this course will offer you, as a member of this cohort, a minimum of 16 books towards the development of knowledge base in organizational change.

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

The purpose of this second assignment is to connect theory to practice. Ideally, blending knowledge gained from the book choice should inform this Action Plan application. This is where you need to look for connections between theory and practice (see guidelines for this assignment).

Teamwork Challenge (which did not work out last time in EDLD 715): My plan includes a maximum of seven student-led presentations (during the two dates of synchronous Zoom meetings) based on the above

book and Action Plan assignments. Consequently, you need to team up with a peer to work on blending both book theory and Action Plan. On the other hand, I'm also making room for the possibility that someone may decide to do it alone (this is one of my mantras: avoid making everyone fit one option only). In this case, we may only have time for these presentations during Week 10; see calendar).

COURSE CALENDAR

Everything you need to know about course assignments, due dates, and other expectations is included in a detailed week-by-week calendar in Cougar Courses. Key words to remember: READ & REVIEW, DISCUSS, and COMPLETE. Additionally, keep in mind Wednesdays, Fridays, and Sundays as key days for online sessions' posts and answers. Below is at-a-glance view of the course calendar.

Pre-Class Information	Available before Oct 3 rd At your own time, become acquainted with pre-class info; purchase books; get organized		
Sessions 1 & 2 (Oct 3): Zoom	See detailed agenda in Cougar Courses		
Session 3: Online (Oct 5-11): Online & asynchronous	Wednesday (Upload posts)	Friday (Comment on peers' posts)	Sunday (Last day to comment on peers' posts)
Session 4: Online (Oct 12-18): Online & asynchronous	Wednesday (Upload posts)	Friday (Comment on peers' posts)	Sunday (Last day to comment on peers' posts)
Session 5: One-on-one OR small group (Oct 19 & Nov 23)	As we did in the spring, we may hold individual meetings, via Zoom; OR, if you prefer, we can also have a small-group meeting, via Zoom too.		
Session 6 & 7 (Nov 7): Zoom	See detailed agenda in Cougar Courses		
Session 8 & 9 (Nov 21): Zoom	See detailed agenda in Cougar Courses		
Session 10 (Nov 23-29)	TBD		

SUPPLEMENTARY READING LIST for book choices

Import notes: Some books represent more voluminous content; thus, consider teaming up with a peer to read those book-choices. In most other cases, individuals should be able to handle a single book title in addition to the two textbooks for this course.

If you like to explore other titles not included on this list, feel free to do so. However, the title must be related to course topics and avoid recycling knowledge from books you have already read.

Arbinger Institute (The), (2016). *The outward mindset: Seeing beyond ourselves*. Oakland, CA: Berrett-Koehler Publishers. (2). **David**

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

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.

- Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. New York, NY: Penguin Random House. Rachael.
- Brown, T. (2009). *Change by design*. New York, NY: Harper Collins. Vargas (Presentation on 1st class).
- Fowler, S. (2014). *Why motivating people doesn't work ... and what does: The new science of leading, energizing, and engaging*. Oakland, CA: Berret-Koehler Publishers. (2)
- Kezar, A. (2018, 2nd ed). *How colleges change: Understanding, leading, and enacting change*. Philadelphia, PA: Routledge.
- Kaye, B. & Giulioni, J. (2012). *Help them grow or watch them go: Career conversations employees want*. Oakland, CA: Berret-Koehler Publishers. Franklin.
- Kogon, K., Merrill, A., & Rinne, L. (2015). *The 5 choices: The path to extraordinary productivity*. New York, NY: Simon & Schuster. (2)
- 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 4 disciplines of execution*. New York, NY: Free Press, A Division of Simon & Schuster, Inc. (2)
- McFarland & Goldsworthy, S. (2014). *Choosing change: How leaders and organizations drive results one person at a time*. New York, NY: McGraw Hill. (2)
- Rhodes, P. (2018). *Belonging at work: Everyday actions you can take to cultivate an inclusive organization*. Portland, OR: RPC Academic Press. Carol.
- 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). Kelly