

**California State University, Sacramento**  
**EDD 600 Transformational Leadership**  
**Fall 2008**

**Instructor: Dr. Lila Jacobs**  
**Phone: 278-7023**

**Office: Eureka 435 F**  
**email: [jacobs@csus.edu](mailto:jacobs@csus.edu)**

**Course Syllabus**

**Course Description:**

This course is designed to engage students in understanding, implementing, and evaluating strategic leadership practices based on various theories, models, and approaches for achieving organizational transformation. Students will become skilled facilitators of the organizational transformation process by initiating, implementing, sustaining, and evaluating transformation/change efforts. Students will build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution.

**Grading:** Letter grade 3 units.

**Course Objectives (Course Learning Outcomes):**

Students will be able to:

1. Reflect on personal leadership practices and cultural perspectives (“know thyself”) and recognize their impact and influence on school effectiveness
2. Understand, implement, and evaluate strategic practices based on various theories, models, and approaches for achieving organizational transformations
3. Analyze and evaluate the role of the strategic leader in planning and guiding the change process
4. Examine the dynamics of power and politics in organizational settings, with a focus on the interrelationships of leadership, human capital, vision, organizational culture, and privilege
5. Explain characteristics of skilled facilitators of the change process including initiation, implementation, sustainability, evaluation, and continuous improvement.
6. Develop methods and framework for building leadership capacity, coalitions and constituent support while working with resistance and conflict
7. Build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution

**Course Assignments**

<u>Assignment</u>	<u>Points</u>
1. Leadership Paper	10
2. Vision, Mission & Needs Assessment	10
3. SWOT Analysis	10
4. Power /Strategic Intervention Paper	10
5. Journals & Participation	10
6. Oral Presentations	20
7. Strategic Plan For Change	30
Total	100

**Final Grades will be determined as follows:**

- A = 90 points or higher
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 points or less

**Grading Policy**

- Late assignments will be graded down.
- An incomplete (I) must be arranged with the professor, and is given only in the case of an unforeseen, emergency situation.
- An absence needs to be approved and make-up assignments completed. \*Students will be subject to being dropped if they miss one Saturday class unexcused. (CSUS guidelines).

**Course Standards**

1. You are required to attend all classes, to read all appropriate assignments before each class meeting, and to participate in class discussions. Due to the class format, it is not possible to pass the course if you miss more than eight hours of class. Make-up assignments for missed class time must be arranged with the professor. Incompletes may be given in the case of an emergency if arranged before grades are due.
2. All written work is expected to meet standards of academic and professional quality. Papers must be in APA format, unless otherwise stated. Pay careful attention to spelling, grammar, and punctuation. Unless stated otherwise, all written assignments must be typed, double-spaced, on one side of the page, using 12 point font. All page limits must be observed. The quality of your work and adherence to these guidelines will be considered in your final grade. Late assignments will be graded down.
3. You are expected to conduct yourself in a professional manner and to observe guidelines of confidentiality.
4. You are to use non-racist and non-sexist language in class and in your written work.

Program Goals	Program Objectives	Course Objectives	Assessments
<ul style="list-style-type: none"> <li>• Transformational Leadership</li> <li>• Critical Policy Analysis and Action</li> </ul>	<ul style="list-style-type: none"> <li>• Works as an advocate for all students to promote equity, student retention, and high achievement.</li> </ul>	Reflect on personal leadership practices and cultural perspectives (“know thyself”) and recognize their impact and influence on school effectiveness	Students are required to make a journal entry responding to each class, the reading assignments, and the implications for professional growth.
<ul style="list-style-type: none"> <li>• Informed Decision Making through Research and Reflection</li> <li>• Critical Policy Analysis and Action</li> </ul>	<ul style="list-style-type: none"> <li>• Identify data needed to approach particular educational problems and decisions</li> <li>• Critically analyze data to identify trends, problems, implications, and validity of data</li> </ul>	Understand, implement, and evaluate strategic practices based on various theories, models, and approaches for achieving organizational transformations  Analyze and evaluate the	Students are required to complete a needs assessment, a SWOT analysis, a power analysis, and a strategic plan for their organization. The plan will be informed by theoretical frameworks and theories from the readings.

		role of the strategic leader in planning and guiding the change process	
<ul style="list-style-type: none"> <li>• Transformational Leadership</li> <li>• Critical Policy Analysis and Action</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between policy and organizational capacity for implementation of policies</li> <li>• Conduct and present research that informs reform initiatives in schools and colleges</li> </ul>	Examine the dynamics of power and politics in organizational settings, with a focus on the interrelationships of leadership, human capital, vision, organizational culture, and privilege	Students will conduct an analysis of formal and informal power relationships in an organizational setting. They will also provide a synopsis of the context for these relationships
<ul style="list-style-type: none"> <li>• Transformational Leadership</li> <li>• Critical Policy Analysis and Action</li> <li>• Informed Decision Making through Research and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between policy and organizational capacity for implementation of policies</li> </ul>	Explain characteristics of skilled facilitators of the change process including initiation, implementation, sustainability, evaluation, and continuous improvement	Students will complete a strategic change plan based on the needs assessment, the vision, mission, and goals, the SWOT analysis, and the Power Map. They will account for barriers and develop strategies for transformational leadership based on theories and case studies from the readings.
<ul style="list-style-type: none"> <li>• Transformational Leadership</li> <li>• Critical Policy Analysis and Action</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct and present research that informs reform initiatives in schools and colleges</li> <li>• Describe the relationship between policy and organizational capacity for implementation of policies</li> </ul>	Develop methods and framework for building leadership capacity, coalitions and constituent support while working with resistance and conflict	Students will develop a strategic plan and present this to their peers. It will make use of data and analysis, and will combine theory and practice
<ul style="list-style-type: none"> <li>• Transformational Leadership</li> <li>• Informed Decision Making through Research and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the relationship between policy and organizational capacity for implementation of policies</li> <li>• Works as an advocate for all students to promote equity, student retention, and high achievement</li> </ul>	Build a solid foundation through the integration of theory and practice in order to implement a planned change process in their home institution	Students will develop a change project based on their data and analysis, course readings, and individual research

**Assignments for EDD 600 (F 2008)**

1. **Leadership Paper** (10 points): This paper introduces the professor to your conceptualization of leadership, your leadership experience, and your writing level. This is not a research paper, although you may use references if you wish. If you use headings or citations, please use APA format. The paper needs to be between 3-4 pages, double spaced, 12" font, graduate level writing, well organized. Answer the following questions in your paper:
  - What are the most important things for me to know about you?
  - What does leadership mean to you?
  - What has been your most significant leadership experience?
  - What do you want to learn about leadership?
2. **Vision, Mission, & Needs Assessment** (10 points): This assignment includes three separate components. Format will be explained in class.
  - Write an improved version of a Vision Statement for your organization (include the current one for reference)
  - Write an improved Mission Statement for your organization (include the current one for reference)
  - Conduct a Needs Assessment and write a synopsis of the results
3. **SWOT Analysis** (10 points): This assignment includes a SWOT analysis of your organization and a brief narrative explaining the data.
4. **Power /Strategic Intervention Paper** (10 points): This paper describes the formal and informal relationships in your organization, with a brief description of the positions. Also included are selected points of leverage for interventions that will bring positive change to the organization. This paper will be 3-4 pages in length, double spaced, 12" font, graduate level writing, and well organized.
  - Describe the formal power structure of the organization
  - Identify the informal power structure
  - Identify points for interventions
5. **Reflective Journals** (10 points): You are required to keep a reflective journal, making one entry after every class. It should contain evidence of observations and thoughts in connection to class work and readings and evidence of self investment and personalized meaning.
6. **Oral Presentation** (20 points): You will make a 10 minute presentation to the class about your strategic plan for change. You will be graded on 1) content, 2) organization, 3) presentation skills, 4) visual support, & 5) adherence to time limit.
7. **Strategic Plan for Change:** (30 points): See following guidelines for what to include in your plan:

## **Guidelines for the Strategic Plan for Change**

1. Cover Page
2. Table of Contents
3. Introduction
4. Overview of Organization
  - Description
  - Demographics
  - Author's position in organization
5. Needs Assessment Summary
6. Improved Vision
7. Improved Mission
8. Analysis of SWOT (includes brief responses where appropriate)
9. Power Map Summary
10. Critical Issues Facing the Organization
11. Chosen Issue
12. Goals (what change/s are you going to implement and what do you want to accomplish?)
13. Resistance to Change from Organization
14. Strategies for Overcoming Resistance
15. Personal Barriers
16. Strategies for Overcoming Personal Barriers
17. Feedback/Evaluation Mechanisms
18. Sustainability
19. Conclusion/Implications
20. Appendix