

**EDD 601: Organizational Leadership & Change**  
*Fall 2008*

<i>Instructor</i>	<b>Dr. José Chávez</b> 278-5221 Dr.JLChavez@aol.com
<i>Office Hours</i>	Wed. & Thurs., 3 pm – 5 pm (by appointment only)
<i>Class Meeting Dates/Times</i>	Fridays, 8/22, 9/5 & 10/3; 5:30 – 9:30 pm Saturdays, 8/23, 9/20, & 10/18; 8:00 am – 5:00 pm Eureka Hall 108

Builds and expands on candidates' knowledge of systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Candidates will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. In coursework and related fieldwork components students will apply concepts and theories to improving their respective educational institutions. Among the interactive pedagogies used are: case studies, experiential exercises, dialogue, and group activities.

The main focus of this course is on ideas about leadership, particularly different models of leadership, leadership task, and what kind of training is appropriate for leaders. Students will be provided with an account of the latest thinking in educational management on the nature and functions of educational leadership.

Upon completion of the course, students will:

1. analyze and reflect on personal leadership style(s) by assessing their own strengths and areas in need c
2. re-conceptualize leadership roles and organizational structures to understand and apply various innova
3. further develop skills to facilitate organizational change, including: understanding political dynamics,
4. build leadership capacity and sustainability by articulating vision, aligning strategies and assessments
5. recognize and develop positive attributes in organizational climate that build trust, support engagemen
6. design, implement and manage successful organizational growth by developing resilience in the face c

Joyce Huth Munro, (2008). *Organizational Leadership, Round Table Viewpoints*. McGraw-Hill Contemporary Learning Series. Dubuque, Iowa.

*Handouts distributed by the instructor (Supplemental Reader).*

Assessment for this course is based on two 1500 word essays. Students may write on any of the topics given below. Suggestions for readings are contained in the course outline, and in the readings that have been handed out. I will supply additional reading for topics on request.

Two (2) written 1,500 word essays on chosen topics (each essay = 50 points)	100 points
Class Participation Points (5 points for Fridays & 10 points for Saturdays)	45 points
<i>Total Possible Points</i>	145 points

<b><i>Grading Scale</i></b>			
A	145 - 135 points	A-	134 - 131 points
B+	130 - 127 points	B	126 - 123 points
B-	122 - 119 points	C+	118 - 115 points
C	114 - 111 points	F	100 points or less

### ***Essay Topics***

1. You have been asked to provide guidelines to principals for ethical leadership. Indicate the sort of consideration you would regard as important in training principals for the task of ethical leadership.
2. Critically evaluate one of the theories of educational leadership discussed in this course.
3. What is an effective educational leader? Discuss how one might educate for such leadership roles.
4. Critically evaluate what you consider to be the features of leadership that are essential for educational purposes in the twenty-first century.
5. How do educational leaders promote school effectiveness and bring about school improvement?
6. Redesign your organization (e.g. school, college) as a learning organization, providing an organizational chart. Where is the leader located? How is leadership accomplished?
7. What is distributed leadership? How could important leadership tasks be accomplished in an organization with distributed leadership?

8. Do you think leadership is necessary? Discuss.
9. Critically discuss, with example—preferably from your own experience—how leaders developed their own professional knowledge by engaging in critical learning.
10. Develop a topic suitable for this course. Write an essay on it. (This can mean that you can change, in some respect, one of the above topics.)

### **1. Reading Knowledge**

The main thing here is to be adequately read in the views you are discussing; in short, to know what you are talking about. There should be little practical difficulty in achieving this. Since all essay topics relate to material given in lectures, an important starting point is your own class notes, and readings that have been handed out. The course bibliography also lists optional readings.

### **2. Structure**

Does your paper have a clear rational structure?

- a. Within each paragraph, is it clear what the main point is that the paragraph makes? Is it clear how you support this main point by argument or illustrate it by example?
- b. Does the paper as a whole, and do the layout of paragraphs and their relation to one another follow a logical constructive sequence? Is it made clear which are the key passages of argument? Is the paper a mere list, or sequence of topics; or worse, a mere list or sequence of readings that have been summarized?

### **3. Understanding of Arguments**

- a. Do you understand the arguments actually dealt with in your paper? Are the key concepts adequately explained, or if they are themselves unclear, is the vagueness clearly pointed out? Are there good examples or illustration to indicate a sure grasp of arguments and distinctions posed? Is the language you use clear, direct, accurate and sure, or is it vague, obscure, ambiguous and unsure?
- b. Is it only the simpler arguments that are understood? Are possible objections to your arguments considered, or are your points made as if they are unanswerable and left at that? If you are criticizing another writer's view, do you show you are aware of how your criticism might be answered? There will not be space to pursue all arguments and counter-arguments through to the end. You should, however, be able to present some degree of critical exchange of views, of argument, objection reply, ...etc.

### **4. Critical Thinking**

Does the essay represent your own attempt to come to grips with the problem or sort out the issues? Have you analyzed the problem yourself, or merely uncritically accepted someone else's analysis? There is obviously no reason why you shouldn't use someone else's analysis: but be quite clear that this is what you are doing, and bear in mind that every theory has its problems and weaknesses.

If using ideas from your readings and discussion, quote extensively only what is of vital importance, either for your own argument or for what you want to criticize. If quoting, make the

reason for the quotation clear. Quotation without comment is normally taken as endorsement of what is quoted, but sometimes the context leaves room for doubt. So make it clear.

There is an important distinction between (i) originality, and (ii) saying what you think. Real originality is extremely difficult and very few of us are capable of it at any stage. On the other hand, it is essential for your own understanding of a problem, to put it in your own words, to work your own way through it. The point is to digest arguments and ideas and then write them down yourself, not to quote or paraphrase large amounts of others writings. Stress what you think is the key concept, the key argumentative point. Always acknowledge an argument you've consciously borrowed, even when you put it in your own words. Cite all references using APA format.

You are required to attend all classes, to read all appropriate assignments before each session, and to participate in class discussions. Due to the class format, *it will be difficult, if not impossible, to pass the course* if you miss more than **one (1) Saturday session, OR two (2) Wednesday sessions**. There is not make-up work for missed class sessions.

An Incomplete may be given in the case of an emergency, **if** arranged before grades are due.

Please use non-racist and non-sexist language in class and in your written work.

All written assignments **must** meet standards of academic and professional quality. The instructor will consider the quality of your writing and oral presentation in your final grade! Pay careful attention to spelling, grammar and punctuation. *Hint: Have someone proofread your work before you turn it in!*

All page limits **must** be observed in written work.

Number the pages of your written work!

Do **not** use first person language in your written work, electronic or otherwise.

The quality of your work and adherence to these **guidelines will be considered in your final grade!** Poorly written assignments will **not** be accepted! If an assignment is turned in late, without making prior arrangements with the instructor, you receive no points. The dates included in the syllabus are tentative, and will stand if not changed in class.

Finally, the two major written assignments must be submitted electronically via email.

**EDD 601, Fall 2008**  
**TENTATIVE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Assignments due for this class</b>
08/22 Friday	Introduction to Course Introduction and overview: what does educational leadership involved?	Supplemental Readings
08/23	The Nature and Causes of Organizational Change Organizational Structure and Change	Issue 1.1 to 1.4 Issues 2.1 to 2.4
09/5 Friday	Authentic leadership and ethics Culture for Change	Issues 3.1 to 3.4 Issues 5.1 to 5.3
09/20 Sat.	The Politics of Change The Leadership of Change	Issues 7.1 to 7.3 Issues 8.1 to 8.3
<b><i>First Essay</i></b>		
09/3 Friday	Strategies for Managing Change	Issues 9.1 to 9.4
10/18 Sat.	Planning for Change	Issues 10.1 to 10.4 Student Presentation
<b><i>Second Essay</i></b> <b><i>October 25</i></b>		

Fullan, M. (2001). *Leading In A Culture of Change*. Jossey-Bass, San Francisco, CA.

Senior, B. & Fleming, J. (2006). *Organizational Change*, 3<sup>rd</sup>. Edition.

Fullan, M. (2008). *The Six Secrets of Change*. Jossey-Bass, San Francisco, CA.

Hoy, W.K. & Tarter C.J. (2008) *Administrators Solving The Problems of Practice*. 3<sup>rd</sup>. Edition.

Kowalski, T.J. (2008). *Case Studies on Educational Administration*. 4<sup>th</sup> Edition.

- Rebore, R.W. & Walmsley, A.L.E. (2007) *An Evidence-Based Approach To The Practice of Educational Leadership*.
- Bridges, W. (2003). *Managing transitions: Making the most of change* (2nd ed.). Don Mills, ON: Addison-Wesley. Senge, P, Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations*. Toronto, ON: Doubleday.
- Barbara Senior & Jocelyn Fleming (2006). *Organizational Change*.
- Weick, K. E. & Quinn R. E. (1999) *Organizational change and development*.
- Huy, Q. N & Mintzberg, H (2003) *The Rhythm of Change*.
- Bridges, W. (1991). *Managing transitions: Making the most of change*. Don Mills: ON. Addison-Wesley.
- Fullan, M. (2001). *Change Forces: The Sequel*. Falmer Press.
- Bolman, L. & Deal, T. (1997). *Reframing organizations: Aristry, choice, and leadership*. 2<sup>nd</sup> edition. Jossey-Bass.
- Baker, G. (1998). *Managing change: A model for community college leaders*. Washington , D.C: American Association of Community Colleges.
- Oshry, B. (DATE). *Seeing Systems*.
- Drucker P. F. & Senge, P.M. (2001). *Leading in a time of change. What it will take to lead tomorrow*. Josey-Bass. San Francisco, CA.