Course: LEAD 507 (4 credits) Leading Change I: Framing Challenges, Making Decisions

LEAD 507 Faculty Fall 08-Fall 10		
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Prerequisites → LEAD 506

Required Texts →

Bolman, L.G. & Deal, T.E. (2003). *Reframing organizations: Artistry, choice, and leadership*, (3rd Ed.). San Francisco: Jossey-Bass.

Covey, S. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Free Press.

Fullan, M. (2007). *The new meaning of educational change*, (4th Ed.). New York: Teachers College Press.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Handouts, online (Course Reserve) articles, case studies, and other information, as distributed by the professor.

Course Description →

Models, strategies, and research on change and conflict resolution to improve school culture are examined. The use of problem-framing, outcome monitoring, and data analysis in building capacity are emphasized.

Relation to the Program →

A required course in the Educational Leadership program, LEAD 507 builds on LEAD 504 and 505 to provide further study and understanding of organizational culture and leadership and theoretical concepts and practices for leading change in organizational contexts. Together, we will study school leadership responsibilities inclusive of ethical and practical issues around individual and organizational change, including conflicts about power and authority, gender and race, and fairness. Problems of group dynamics, integrity, responsibility, and self-understanding faced by

those supporting or opposing changes and the use of
research as an instrument of change are integral to this
course.

Accommodations →   Rhode Island College is committed to making reasonable
efforts to assist individuals with documented disabilities. If
you are seeking reasonable classroom accommodations
under the ADA of 1990 and/or section 504 of the
Rehabilitation Act of 1973, you are required to register with
Disability Services in the Student Life Office (Craig-Lee
127, 401-456-8061). To receive accommodations for this
class, please obtain the Request for Reasonable
Accommodations forms and meet with me at the beginning
of the semester.

Notice →   Please note that all correspondence concerning department
and course announcements and notices will be shared with
CEP students via their RIC email. Please check this account
regularly or update your forwarding options accordingly.

Course Themes→   Class Numbers

Leading Change (macro)	1, 2
Leading Change (micro)	2, 3, 4
Leading Change in School Culture, Character, and Ethos	6, 7, 8
Leading Change in School Policy	8, 9, 10, 11, 12
Leading Change in Yourself	12, 13, 14

Methodology →
The class will be conducted as a graduate seminar, blending individual, small group, and whole class
activities using multiple avenues of information gathering and communication. The development of
the course is based on the notion that learning is something people do and knowledge is gained by
doing – not something passively received. The perspective of this course is that adults learn best
when they can:

- Influence and participate in meaningful decision-making;
- Focus on problems relevant to practice;
- Use their own, rich experiential backgrounds;
- Build strong relationships with peers;
- Exercise some control over both the content and process of learning; and
- Influence activities and topic/format of discussions.

Course Outcomes

By the end of this course, students will be able to:

Course Objectives	Conceptual Framework	ISLLC/ELCC Standards
1. Recognize importance and value of leadership in identifying and solving organizational problems (skill in using different theories and frameworks to analyze and solve organizational problems)	Knowledge 1, 2	1
2. Demonstrate appropriate data analysis strategies including disaggregating data to identify school goals	Practice 1	1
3. Describe educational change and how to manage it	Knowledge 1, 2	2
4. Assess school culture and context regarding appropriate strategies that capitalize on diversity.	Practice 3	2
5. Identify and analyze specific leadership skills required to align personnel with goals and best practices.	Knowledge 1, 4	2
6. Evaluate personnel processes	Practice 1	2
7. Identify steps necessary to initiate, manage and evaluate the change process.	Knowledge 2	3
8. Develop thorough and systematic understanding of key org. elements and their relationship to student and adult motivation and performance.	Knowledge 1	3
9. Analyze conditions of ambiguity, complexity, value dilemmas, political pressures and multiple constituencies in communities and organizations which constrain and advance leaders actions and policy making.	Practice 1	4
10. Differentiate structural, human resource, political and symbolic perspectives on leadership and their relationship to excellence and equity.	Knowledge 1, 2	5
11. Develop skill in facilitating dialogue, conflict resolution and collaborative problem solving.	Practice 3	5
12. Conceptualize how and why political decision-making happens.	Knowledge 3 Practice 3	6

Students With Disabilities

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with me at the beginning of the semester.

Academic Honesty Statement

Students in this course are expected to aide by the principles of academic honesty. Students who willfully violate these principles (e.g., by cheating on examinations and assignments, plagiarizing, altering or changing records, etc.) cheat themselves, destroy any presumption of personal integrity, and degrade the value of education. It is especially important that all students understand the nature of plagiarism, for their written work will be judged rigorously for honesty.. There are various forms of plagiarism of which the following are most common:

1. **Word-for-word plagiarism**: This includes (a) the submission of another student's work as one's own: (b) the submission of work from any source whatever (book, magazine or newspaper article, unpublished paper or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work within your paper use of quotation marks.

2. **Patchwork plagiarism**: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.

3. **Unacknowledged paraphrase**: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference with the text of the paper.

4. Many facts, ideas, and expressions are common property and need not be acknowledged, (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York-It's a great place to visit, but I wouldn't want to live there"), to acknowledge indebtedness.

(Note: The above paragraphs are based largely on D. Sears, Harbrace Guide to the Library and the Research, p. 39). It is especially important that all students understand the nature of plagiarism; for further explanation, see Sears, Harbrace, *Guide to the Library and Research paper*. Student Handbook, pg 35

5. **Self-plagiarism**: Unauthorized multiple submissions of work for credit is a form of academic dishonesty. It occurs when a student, who has not been given permission to do so, submits for academic credit work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself. *Adopted by the Rhode Island College Council, spring 2006.*

A student who commits academic dishonesty will incur one of the following penalties depending on the severity of the infraction:
1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including course failure
4. Any combination of the above.

Students who willfully violate the principles of academic honesty (e.g., through cheating on examinations or assignments, plagiarism [see below], altering or changing records, etc) are subject to consequences ranging from an effect on their grade to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal to the Board of College Discipline.

Course Requirements ➔	
	A. <u>Class Participation</u>: 25% of course grade
	B. <u>Reflection Papers (5)</u>: 25% of course grade
	C. <u>Book Report</u>: 20% of course grade
	D. <u>Problem Analysis Paper</u>: 30% of course grade

Reflection Papers (5 at 5% each = 25%)

ISLLC Standards 1-5
Conceptual framework: Knowledge; Diversity; Professionalism; Practice

There are at least ten (10) classes this semester for which you have readings to prepare. For any five (5) of them – totally your choice – you are to submit via email *no later than the Sunday evening before the reading assignment is due* (I should arrive at RIC on Monday to your paper waiting in my RIC email in-box: ckunkel@ric.edu) a Reflection Paper.

A Reflection Paper is neither a detailed summary nor general overview. Instead, Reflection Papers should be short, concise, and integrative, reflecting your analysis of the reading, its incorporation with your knowledge, and your application of concepts or issues in the reading to your professional work or career aspirations.

The Reflection Paper may focus on one particular reading for the week or the group of readings as a whole. The Reflection Paper should address the following:
1. What are the key points addressed in this reading?
2. What new understanding(s) did I gain from this learning?
3. How can I use this new understanding in my professional work?

Each Reflection Paper should be 1-2 pages, single-spaced and in 12-point font with 1" margins (or 2-4 pages long, if double-spaced).

Reflection Papers will be assessed using the forthcoming rubric for written assignments.

Book Report (20%)

ISLLC Standards 1-5
Conceptual framework: Knowledge; Diversity; Professionalism; Practice

Each student in the class will read a current text on the nature, context, and leadership of change in educational settings. There are three elements to this assessment:

1. A 1-page (maximum) summary of the key thesis or *geschtalt* of the book.   How does this book "fit" into our class and readings-to-date? At the top of your page should be the bibliographic reference.

2. A 3-5 page compendium of "notable quotations" (with page numbers). These should be typed verbatim without ellipses. (12-15 excerpts)

3. A 15-20 minute persuasive presentation of what you found interesting, unique, perplexing, important, and connecting about your book.

You must make and distribute copies of #'s 1 and 2 for me <u>and</u> each student in the class. If you are using a PowerPoint presentation for #3, you should also distribute slide/notes.

Acceptable texts →
       Collins, *Good to Great*
       Fullan, *The Six Secrets of Change*
       Gardner, *Changing Minds: The Art and Science of Changing Our Own and Other*
           People's Minds
       Goleman & Boyatzis, *Primal Leadership: Leading to Lead with Emotional*
           Intelligence
       Heifetz, *Leadership without Easy Answers*
       Maxwell, *Thinking for a Change*
       MacGregor Burns, *Transforming Leadership*
       Monroe, *Nothing Is Impossible*
       O'Toole, *Leading Change: Overcoming the Ideology of Comfort and the Tyranny*
           of Custom
       Perkins, *King Arthur's Round Table*
       Scharmer, *Theory U*
       Senge, et al. *Presence*
       Senge, et al. *The Dance of Change*
           This is a long and substantial text and should only be undertaken by someone who has previous experience with the Senge Group's other work: *The Fifth Discipline* and/or *Schools that Learn*.
       Zander, *The Art of Possibility*

       Another text you clear with me no later than September 27rd by the end of class.

Book Reports will be assessed using the forthcoming rubric for written assignments, as well as completeness of the quotations, and, finally, the clarity, comprehensiveness, and persuasiveness of the presentation.

Problem Analysis Paper (30%)
ISLLC Standards 1-5
Conceptual framework: Knowledge; Diversity; Professionalism; Practice

The work for this paper is intended to teach students how to approach several dimensions of problem analysis:

- Describing and establishing the importance of selected organizational problems

- Documenting problem indicators

- Clarifying relationships between facts and values in defining what are called problems

- Using social science theories as conceptual frameworks for analyzing causes of organizational problems

- Formulating and evaluating solution strategies based on these causal analyses

- Tailoring specific action recommendations to important stakeholders based on their interests, commitments, power positions, skills, and resources

Illustrative Outline of the Paper →

    Part I: Executive Summary (write this last)

    Part II: Description and Documentation of the Problem

        Background Statement

        Verbal description of the problem and its importance

        Rationale for the standards

        The problem as a discrepancy between observed performance indicators and standards

        Problem stakeholders and decision makers

    Part III: Analyses (choose the most appropriate two)

        Structural Analysis and General Recommendations

        Human Resource Analysis and General Recommendations

        Political Analysis and General Recommendations

        Symbolic Analysis and General Recommendations

    Part IV: Proposed Actions

        Recommended overall solution strategy

        Evaluation of the likely effectiveness or feasibility of this solution strategy

        Action recommendations targeted to specific positive stakeholders (consistent with the analysis)

LEAD 507 FINAL PAPER RUBRIC
(Organizational Problem Analysis Project)

CRITERIA	EXCEEDS STANDARD	↔→	MEETS STANDARD	↔→	BELOW STANDARD
Focus: (Knowledge 1-4; Practice 1-4)	Excels in responding to assignment. Thoroughly addresses required components of assignment: • Describing and establishing the importance of a selected organizational problem. • Documenting problem indicators. • Clarifying relationships between facts and values in defining what are called problems. • Using social science theories as conceptual frameworks for analyzing causes of organizational problems. • Formulating and evaluating solution strategies based on these causal analyses. • Tailoring specific action recommendations to important stakeholders based on their interests, commitments, power positions, skills, and resources. **(6 points)**		Responds appropriately to assignment overall, but addresses 1-2 required components superficially or incompletely or fails to address 1 component. **(4 Points)**		Does not respond appropriately to the assignment. Addresses 4 or more required components superficially or incompletely or fails to address 3 or more required components. **(2 Points)**
Ideas (Practice 2, 4)	Interesting, demonstrates sophistication of thought. Central ideas are clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms **(3 points)**		Clearly states central ideas, but may have minor lapses in development. Begins to acknowledge the complexity of central ideas and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. **(2 Points)**		Presents central ideas in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. **(1 Point)**
Support (Knowledge 1, 2; Practice 2, 4)	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. **(3 points)**		Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. **(2 Points)**		Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. **(1 Point)**

Criteria	(High)		(Mid)		(Low)
Organization and coherence (Practice 2, 4)	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas **(3 points)**		Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. **(2 Points)**		May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. **(1 Point)**
Conventions (Practice 2, 4)	Completely free from spelling, punctuation, and grammatical errors. Correct APA style adhered to when appropriate. **(2 points)**		Text contains 1-2 errors in spelling, punctuation, or grammar AND/OR 3-4 errors in APA style. **(1 Point)**		Text contains 3 or more errors in spelling, punctuation, or grammar AND/OR 5 or more errors in APA style. **(0 Points)**
Content: **ELCC/ISLLC Standard 1: "Vision"**	PERFORMANCE PROVIDES <u>CLEAR, COMPELLING AND CONSISTENT EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A DISTRICT VISION OF LEARNING SUPPORTED BY THE SCHOOL COMMUNITY. **(2 POINTS)**		PERFORMANCE PROVIDES <u>EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A DISTRICT VISION OF LEARNING SUPPORTED BY THE SCHOOL COMMUNITY. **(1 POINT)**		PERFORMANCE PROVIDES <u>LIMITED TO NO EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A DISTRICT VISION OF LEARNING SUPPORTED BY THE SCHOOL COMMUNITY. **(0 POINTS)**
ELCC/ISLLC Standard 2: School Culture and Instructional Program	PERFORMANCE PROVIDES <u>CLEAR, COMPELLING AND CONSISTENT EVIDENCE</u> OF GROWTH IN ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY ADVOCATING, NURTURING, AND SUSTAINING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM CONDUCIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH. **(2 POINTS)**		PERFORMANCE PROVIDES <u>EVIDENCE</u> OF GROWTH IN ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY ADVOCATING, NURTURING, AND SUSTAINING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM CONDUCIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH. **(1 POINT)**		PERFORMANCE PROVIDES <u>LIMITED TO NO EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY PROMOTING A POSITIVE SCHOOL CULTURE, PROVIDING AN EFFECTIVE INSTRUCTIONAL PROGRAM, APPLYING BEST PRACTICE TO STUDENT LEARNING, AND DESIGNING COMPREHENSIVE PROFESSIONAL GROWTH PLANS FOR STAFF. **(0 POINTS)**
ELCC/ISLLC Standard 3: "Management"	PERFORMANCE PROVIDES <u>CLEAR, COMPELLING AND CONSISTENT EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY MANAGING THE ORGANIZATION, OPERATIONS, AND RESOURCES IN A WAY THAT PROMOTES A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT. **(2 POINTS)**		PERFORMANCE PROVIDES <u>EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY MANAGING THE ORGANIZATION, OPERATIONS, AND RESOURCES IN A WAY THAT PROMOTES A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT. **(1 POINT)**		PERFORMANCE PROVIDES <u>LIMITED TO NO EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY MANAGING THE ORGANIZATION, OPERATIONS, AND RESOURCES IN A WAY THAT PROMOTES A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT. **(0 POINTS)**
ELCC/ISLLC Standard 4: Collaboration with Families and the	PERFORMANCE PROVIDES <u>CLEAR, COMPELLING AND CONSISTENT EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY COLLABORATING WITH FAMILIES AND OTHER		PERFORMANCE PROVIDES <u>EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY COLLABORATING WITH FAMILIES AND OTHER COMMUNITY MEMBERS, RESPONDING		PERFORMANCE PROVIDES <u>LIMITED EVIDENCE</u> OF GROWTH IN ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY ENSURING MANAGEMENT OF THE ORGANIZATION, OPERATIONS, AND RESOURCES FOR A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT. **(0 POINTS)**

Community	COMMUNITY MEMBERS, RESPONDING TO DIVERSE COMMUNITY INTERESTS AND NEEDS, AND MOBILIZING COMMUNITY RESOURCES. **(2 POINTS)**		TO DIVERSE COMMUNITY INTERESTS AND NEEDS, AND MOBILIZING COMMUNITY RESOURCES. **(1 POINT)**	
ELCC/ISLLC Standard 5: Acting with Integrity and Fairness and in an Ethical Manner	PERFORMANCE PROVIDES <u>CLEAR, COMPELLING AND CONSISTENT EVIDENCE</u> OF GROWTH IN ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER. **(2 POINTS)**		PERFORMANCE PROVIDES <u>EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY ACTING WITH INTEGRITY, FAIRLY, AND IN AN ETHICAL MANNER. **(1 POINT)**	PERFORMANCE PROVIDES <u>LIMITED TO NO EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY ACTING WITH INTEGRITY, FAIRLY, AND IN AN ETHICAL MANNER. **(0 POINTS)**
ELCC/ISLLC Standard 6: The Political, Social, Economic, Legal, & Cultural Context of Learning	PERFORMANCE PROVIDES <u>CLEAR, COMPELLING AND CONSISTENT EVIDENCE</u> OF GROWTH IN ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT. **(3 POINTS)**		PERFORMANCE PROVIDES <u>EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT. **(2 POINT)**	PERFORMANCE PROVIDES <u>LIMITED TO NO EVIDENCE</u> OF THE KNOWLEDGE AND ABILITY TO PROMOTE THE SUCCESS OF ALL STUDENTS BY UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT. **(1 POINT)**

TOTAL: _____/30