



**WAYLAND BAPTIST UNIVERSITY
SCHOOL OF EDUCATION
VIRTUAL CAMPUS**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

COURSE: EDUC 5387 Leadership and the Change Process

TERM AND DATES: Spring 2018; February 26-May 19

INSTRUCTOR'S NAME: Dr. Nancy Wagner

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OFFICE HOURS, BUILDING, LOCATION: As needed via Email, phone, or text.

CLASS MEETING TIMES/LOCATION: Online course

CATALOG COURSE DESCRIPTION:

Study of relationships among individual and group behaviors; roles of administrators; analysis of educational organizations and change principles. Students will become familiar with the range of forces that operate to encourage or inhibit change in schools as well as in the higher education settings. Examine a range of strategies to bring about change in educational organizations and with their appropriate applications. Understand strategies for producing change in educational organizations as concrete manifestations of general philosophies of education and of life. Students will become knowledgeable about the dynamics of change in the school and abilities to function as change agents.

REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:

| | | | | | | |
|--|--------------------------------|-----|------|-------------|---------------|-------------|
| Implementing Change: Patterns, Principles and Potholes | Hall, Gene and Hord, Shirley M | 4th | 2015 | Pearson | 9780133351927 | Spring 2015 |
| AND | | | | | | |
| Managing Change, Cases and Concepts | Jick, T. A. | | 2011 | McGraw-Hill | 9780073102740 | Spring 2015 |

OPTIONAL MATERIALS:

Cawsey, Tupper, Deszca, Gene, and Ingols, Cynthia. (2012) Organizational Change: An Action-Oriented Toolkit, Sage Publishing, Los Angeles, California.

Brown, Juanita. (2005) The World Café': Shaping Our Futures Through Conversations That Matter, Berrett-Koehler Publishers, San Francisco, CA.

Fullan, Michael. (2001) Leading in a Culture of Change, Jossey-Bass, San Francisco, CA.

Deal, T.E. & Peterson, K.D. Shaping School Culture: The Heart of Leadership" ISBN 0-7879-6243-0 Jossey-Bass publications

Hord, S. "Learning Together -Leading Together' ISBN 0807744123 Southwest Dev. Labs – Austin publishers

COURSE OUTCOME COMPETENCIES:

First Outcome

Students are expected to design, conduct, and report on a “Change Project” they create. Students do not have to implement the change, but they do have to carefully plan and conduct steps in the recommended change process recommended by researchers.

Second Outcome

Students are expected to become familiar with the Concerns Based Adoption Model (CBAM) by Hall and Hord. The CBAM strategy will be the only strategy to be used in planning your change project

Third Outcome

Students are expected to become familiar with reform movements, historical leadership perspectives, and notable leaders in management and leadership approaches.

ATTENDANCE REQUIREMENTS:

Regular attendance and participation is expected! Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for the course.

- A. **Participation:** Students are expected to attend and participate in class discussions activity. Points will be taken from your attendance grade for not participating in class.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The

Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

COURSE REQUIREMENTS & GRADING CRITERIA:

Change Project Presentation (100 points)

Plan to present your change project during Learning Module 11. Use PowerPoint, Prezi, Handouts, etc. for your presentation. Include audio and video of your presentation. Provide the class and instructor with your presentation (including handouts) under Doc sharing and make sure to allow the “entire class to view” your presentation. Please include the following required slides in your presentation:

- 1. Introduction** – Overview of the problem or innovation to be implemented by the client organization.
- 2. Data Collection Summary** – Briefly describe how you gathered information for your project. including a data collection timeline and a brief description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, one-legged interviews, observations, other artifacts)
- 3. Conclusions-** What did you find?
- 4. Recommendations** – Include a brief summary of the recommendations you made to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendation to the data you collected and analyzed.

The PowerPoint should **not be more than 15 slides**. Keep it simple and to the point.

Change Project Paper (100 points)

Turn in your completed change project during Learning Module 10 or 11. The length of this paper is **16 pages not including cover and references pages** and must be thoroughly edited before submission and must conform to **the APA Style Manual** for writing accuracy. The change project is worth 100 points, including the following components:

I Introduction

- 1. Statement of the Problem:** Overview of the problem or innovation to be implemented by the client organization. Provide a detailed description of the setting, staff, and innovation or change desired by the client (client could be the school, principal, organization, management, parents etc.).

2. **Review of Related Literature:** The central focus is to examine and evaluate what has been said before on your topic, and establish the relevance of this information to your own research. The minimum number of references is 8.
3. **Research Questions/Hypotheses:** Research questions are the questions you set out to answer when implementing your Change Plan's changes while hypotheses are tentative statements predicting the relationships between variables. You are to choose research questions OR hypothesis for this subsection of your Change Plan.

II/ Method

1. **Participants:** Describe the participants adequately. Detail the participants' major demographic characteristics, such as sex, ethnic and/or racial group, level of education, socio-economic status, etc. As a rule, describe the groups as specifically as possible, with particular emphasis on characteristics that may have bearing on the interpretation of results.
2. **Data collection:** Describe your data collection strategy and methodology. Describe how you gather information for your project. Include your data collection timeline and a description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, one-legged-interviews, observations, other artifacts). Include the questionnaire you used and who you gave it to as well as the list of interview questions you used.
3. **Data analysis:** Describe how the collected data are analyzed and report the results of those analyses. The report should be an accurate, unbiased, complete, and insightful analytic treatment of data.

III Discussion

1. **Conclusion:** Summarize your findings from the data you gathered and describe how they can be applied for the change or innovation.
2. **Recommendations:** Include your recommendations to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendations to the data you collected and analyzed.

IV/ References & Log of meetings and contacts with client and/or participants

Be sure to include your meeting logs. The log can be written in the form of a reflection journal. The log should include a record of your meetings with your client or team responsible for eventually implementing an innovation or change. Be sure to keep a record of when you distributed and collected your survey (questionnaire) instruments as well as when and who you interviewed.

Web Forum Discussions (200 points)

There will be 8 required web based class discussions during the semester (25 pts. each.). All students are expected to participate. Several of the web discussions will primarily focus on your change projects and questions you may have.

Class Activities (150 points)

Your involvement in weekly activities purpose is to grow as much as possible. Students at the are expected to: 1) read assigned materials; 2) participate in class and any web-based discussions; (3) turn in assignments on due dates, and (4) keep **a weekly reaction journal**. Your journal entries can include comments about your research project.

Final Reflection (50 points)

The final reflection will cover material from your assigned readings as well as change models covered during lectures. **The final reflection will be due during Learning Module 11.** The length of the reflection paper is **3-4 pages** and must be thoroughly must conform to **the APA Style Manual** for writing accuracy. One of your assignments during the course is to learn as much as you can about leaders and/or movements in school leadership and school reform. As you study the historical reform movements and strategies please share new sites, articles, and publications with your instructor and members of the class by posting this information on the Blackboard site.

Grading

Journal Entries - 150
Change project report 100
Change project presentation 100
Class participation –
8 Web Discussions (25 each) 200
Final Reflection 50

Total Possible Points 600

A = 600 – 540; B = 539 – 480; C = 479 – 420; D = 419 - 360

UNIVERSITY GRADING SYSTEM:

| | | |
|---|-----|--------------------|
| A | Cr | for Credit |
| B | NCR | No Credit |
| C | I | Incomplete* |
| D | W | for withdrawal |
| F | WP | Withdrawal Passing |
| | WF | Withdrawal Failing |
| | X | No grade given |
| | IP | In Progress |

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. **This course is a credit no credit course.**

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

TENTATIVE SCHEDULE: (calendar, topics, assignments)
COURSE SCHEDULE:

| Learning Module | Topics/ Activities/Assignments |
|--------------------------|---|
| Learning Module 1 | Welcome / Introductions Overview of Course / Syllabus Readings – Module One – Forces for Change pp. 1-107 <u>Managing Change Cases and Concepts</u> and Chapters 1 and 2 in <u>Implementing Change</u> DISCUSSION BOARD AND JOURNAL ENTRY |
| Learning Module 2 | Readings Module Two– Changing the Game (from Vision to Adaptation) in <u>Managing Change -- Cases and Concepts</u> Change Project Topic Approval DISCUSSION BOARD AND JOURNAL ENTRY |
| 03/12-16 | SPRING BREAK |
| Learning Module 3 | Readings -- The People Part of Change -- Chapters 3-5 in in <u>Implementing Change</u> Research for Change Project DISCUSSION BOARD AND JOURNAL ENTRY |
| Learning Module 4 | Readings – Module Three– Implementing Change in the Organization -- <u>Managing Change Cases and Concepts</u> textbook Research for Change Projects DISCUSSION BOARD AND JOURNAL ENTRY |
| Learning Module 5 | Readings – Leading Change Across the Organization – Chapters 6-8 in <u>Implementing Change</u> DISCUSSION BOARD AND JOURNAL ENTRY |
| Learning Module 6 | Readings – Module Four – The Recipients of Change–in <u>Managing Change</u> Continue to develop research paper DISCUSSION BOARD AND JOURNAL ENTRY |
| Learning Module 7 | Readings –Different Perspectives for Understanding the Big Picture of Change (Chapters 9-11) in <u>Implementing Change</u> DISCUSSION BOARD AND JOURNAL ENTRY |

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|----------------------------------|--|
| <p>Learning Module 8</p> | <p>Readings –Module V –Leading Change: The Personal Side -- <u>Managing Change Cases and Concepts</u> and Chapter 12 in <u>Implementing Change</u></p> <p>DISCUSSION BOARD AND JOURNAL ENTRY</p> |
| <p>Learning Module 9</p> | <p>Readings –Module VI -- <u>Managing Change Cases and Concepts</u></p> <p>DISCUSSION BOARD AND JOURNAL ENTRY</p> |
| <p>Learning Module 10</p> | <p>Presentations – Finalize and submit Change Project paper and presentation</p> <p>DISCUSSION BOARD AND JOURNAL ENTRY</p> |
| <p>Learning Module 11</p> | <p>Final Reflection SUBMIT PRESENTATION</p> |

ACADEMIC HONESTY:

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Research Resources:

Educators' Guide To School Wide Reform:

<http://www.aasa.org/Reform/index.htm>

American Association of Colleges for Teacher Education <http://www.aacte.org>

American Association of School Administrators

<http://www.aasa.org/In/CurrentEvnts/currentevnts.htm>

Chronicle of Higher

Education

<http://chronicle.com/>

Association for the Study of Higher

Education

<http://www.ashe.missouri.edu/>

National Association for Secondary

Principals <http://www.nassp.org/>

Development of Management Thought

[http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/hist](http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history6.htm)

[ory6.htm](http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history6.htm) Classical Management Styles of Leadership

http://www.infed.org/leadership/traditional_leadership.htm

Fredrick Taylor and Scientific Management

<http://www.netmba.com/mgmt/scientific/>

<http://www.fordham.edu/halsall/mod/1911taylor.html>

Henry Ford

<http://www.hfmgv.org/exhibits/hf/>

<http://www.time.com/time/time100/builder/profile/ford.ml>

<http://us.history.wisc.edu/hist102/bios/24.html>

<http://www.spartacus.schoolnet.co.uk/USAford.htm>

Henry Taylor

<http://cortlandreview.com/issue/six/taylor6.htm>

htm Maslow Hierarchy of Needs

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

html

<http://www.nwlink.com/~donclark/leader/leadhb.html>

Human Relations Movement

<http://faculty.ncwc.edu/toconnor/417/417lect05.htm>

Elton Mayo's Hawthorne Experiments

http://www.accel-team.com/motivation/hawthorne_01.html

Chris Argyris

http://www.accel-team.com/human_relations/hrels_06ii_argyris.html

Rensis Likert

http://www.accel-team.com/human_relations/hrels_04_likert.html

Frederick Herzberg

http://www.accel-team.com/human_relations/hrels_04_likert.html

School Reform Movements

<http://www.eirc.org/reform.html>

Baldrige National Quality

Program www.quality.nist.gov

TQM – Edward Demming

<http://www.bettermanagement.com>

Max Weber

<http://cepa.newschool.edu/het/profiles/weber.html>

<http://www.criticism.com/md/weber1.html>

http://www.accel-team.com/human_relations/hrels_06ii_argyris.html

Rensis Likert

http://www.accel-team.com/human_relations/hrels_04_likert.html

Frederick Herzberg

http://www.accel-team.com/human_relations/hrels_04_likert.html

School Reform Movements

<http://www.eirc.org/reform.html>

Baldrige National Quality

Program www.quality.nist.gov

TQM – Edward Demming

<http://www.bettermanagement.com>

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- Baldrige, V.J. and Deal, T.E., Editors (1975). *Managing change in educational organizations: Sociological perspectives, strategies, and case studies* Berkeley, Calif. McCutchan Publishing Corp. ISBN: 0-8211-0128-5
- Bennis, W.G. (1973). *The leaning ivory tower* San Francisco, Calif. Jossey-Bass Publishers ISBN: 0-87589-157-8
- Bennis, W.G. (1990). *Why leaders can't lead: The unconscious conspiracy continues*. San Francisco, Calif. Jossey-Bass Publishers ISBN: 1-55542-152-0
- Bennis, W.G., Benne, K.D., and Chin, R. (1985). 4th edition or higher. *The planning of change*. NY Hot, Rinehart and Winston ISBN: 0-03-063682-5
- Berlinger, D.C. (1995). *The manufactured crisis: Myths, fraud and attack on America's public schools*. Menlo Park, Calif. Addison-Wesley Publishing Co. SBN: 0-201-40957-7
- Carlson, R.V. (1996). *Reframing & reform: Perspectives on organization, leadership, and social change* White Plains, N.Y. Longman Publications ISBN: 0-8-13-1106-3
- Goodlad, J.I. (1984). *A place called school: Prospects for the future* San Francisco, Calif. McGraw-Hill Book Company SBN: 0-07-023626-7
- Hall, G.E. and Hord, S.M. (1987). *Change in schools: Facilitating the process* Albany, NY State University of New York Press ISBN: 0-88706-347-0
- House, R.E. (1974). *The politics of educational innovation* Berkeley, Calif. McCutchan Publishing Corp. ISBN: 0-8211-0754-2

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ISBN: 1-55542-577-1
- Kouzes, J.M. and Posner, B.Z. (1993). Credibility: How leaders gain and loose it, why people demand it. San Francisco, Calif. Jossey-Bass Publishers ISBN: 1-55542-550-x
- Kouzes, J.M. and Posner, B.Z. (1995). The leadership challenge: How to keep getting extraordinary things done in organizations. San Francisco, Calif. Jossey-Bass Publishers ISBN: 0-7879-0110-5
- Lewis, A. (1989). Restructuring America's schools Arlington, Virginia AASA (American Association of School Administrators) Publications ISBN: 87652-145-6
- Lippitt, G.L., Langseth,P. and Mossop,J. (1986). Implementing organizational change San Francisco, Calif. Jossey-Bass Publishers
ISBN:0-87589-622-7
- Lumby,J., (2000). Making A Difference Improving Schools and Colleges , University of Leicester Paul Chapman Publishing affiliate of Sage Publications ISBN: 1853963925
- Milstein, M.M., (1980) Editor. Schools, conflict, and change. NY,NY: Teachers College Press ISBN: 0-8077-2571-4
- Owens, B.G. (1987). 3rd edition Organizational behavior in education Englewood Cliffs, N.J. Prentice-Hall, Inc. ISBN: 0-13-641093-6
- Sarason, S.B. (1982). The culture of the school and the problem of change, 2nd edition
- Sarason, S.B. (1990). The predictable failure of educational reform: Can we change course before it's too late? San Francisco:CA Jossey-Bass Publishers
- Schlechty,P.C. (1990). Schools for the 21st century San Francisco, Calif. Jossey-Bass Publishers ISBN: 1-55542-208-X
- Schmuck, R.A., Runkel,P.J., Saturen, S.L., Martell, R.T., and Derr, C.B., (1972). Handbook of organization development in schools University of Oregon: National Press Books.
ISBN: 0-87484-208-5 (later edition preferred) Boston. Mass. Alllyn & Bacon, Inc. ISBN: 0-205-07700-5