Changing Leadership
EDLD 610 – 4 Credits – CRN : xxxxx
University of Oregon - Educational Methodology, Policy, & Leadership

13 Fall Term Syllabus
Rev. Date 25 September 2013 – Subject to Change

Meeting Days; Time; Location:
Tuesdays 4:00pm - 8:00pm
Ed 115 v-tel to Portland and Central Point

<table>
<thead>
<tr>
<th>Nancy Heapes, Ph.D.</th>
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<tbody>
<tr>
<td>Educational Leadership – College of Education</td>
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| Office Hours: | By Appointment |

COURSE DESCRIPTION

Why do so many organizations continue to operate in the same ways, yet expect different outcomes? Meaningful transformation in today’s educational environment requires new ways of think and doing. Today’s effective leaders employ triple-loop learning to create transformational learning throughout their entire organization to drive effective, and more importantly, lasting change. They also create a culture that is change-ready and able to sustain change into the future.

This course looks at leadership through a systems-thinking lens. Students experience how adaptive change creates and
sustains change that lasts while increasing organizational impact and capacity. Also, why traditional operational and technical change pathways continue to fail in educational settings.

Leading Change introduces students to a successful change model that has been tested in over 200 schools in America and Canada. Students design and build their own individual change initiative. The primary outcome in this course is a comprehensive working model to support real-world educational improvement. All aspects of sustainable change are part of the change model including: argument building; evidence-based focus; needs analysis; cost-benefit issues; culture-alignment; outcomes and success criteria; and, impact assessment.

**OBJECTIVES**

By the end of the term it is expected that students will be able to:

- Understand the differences between operational/technical and adaptive change, and experience an increase in students’ capacity for adaptive actions.

- Extend students’ knowledge of the dynamics of everyday change in education by exploring current, real-life situations across the state.

- Deepen their knowledge and understanding of educational change.

- Cultivate a real-world change initiative to fit an actual organization, one that applies adaptive responsiveness.
# READING MATERIALS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PUBLISHER &amp; PUB. DATE</th>
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<tbody>
<tr>
<td>REQUIRED:  Required readings are posted on ZipTrain</td>
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NOTE: Books for this class are not available at the UO bookstore, except by special order initiated by the student. Ordering your books online is the least expensive way to purchase these books, and the fastest way to receive them.

DISCLAIMER: We do not schedule time in this course for discussion on content from these books. They are meant to stimulate your thinking and provide additional and outside perspectives to the course content. Students are welcome and encouraged to bring forth concepts from the books as they relate to individual and collective student development, course context, teamwork, and change proposals.
COURSE STRUCTURE

The following assumptions are made regarding the students in this class. The instructor assumes that students will:

• Edit written work using Standard English grammar and spelling. When in doubt, check a reliable version of an American English dictionary for both spelling and grammar rules.
• Attend all classes and be prepared to participate.
  - Engage and contribute to class discussions, small group discussions, and team assignments.
  - Contribute to discussions in a balance manner, making room for all voices.
  - Relate and continuously integrate course readings, and other information presented in class. Relevant outside sources, examples, and information are welcome.
  - Apply information to teamwork, individual initiative, presentations, and papers.
• Complete and submit papers, presentations, and assignments in a timely and professional manner.
• Adhere to the University’s policies on plagiarism. See the section on Academic Integrity below. Use the APA Manual for the appropriate methods of citing material.

Student Absences:
All absences are dealt with on an individual basis. Absences must be reported to instructors in advance of each missed class. This includes being away for illness, personal reasons, or business.

NB: When a student misses any class session, s/he is required to write a 2-page paper (not including title page and references) on the topic of the class s/he misses.
• If the class session can be recorded, the student may review the entire class session and write a summary report of that class session. If the class session cannot be recorded, the student is required to research the class session topic and complete the 2-page paper on information related to the class topic.

• Papers for missed class sessions are due before the start of the class session after the one missed. Submit papers electronically to: naheapes@uoregon.edu

COURSE FORMAT

Flipped Classroom
This course uses a flipped classroom model. Each week, students complete pre-class work using the resources that are posted on ZipTrain, EMPL’s e-learning management system. See the tutorial attached to your welcome email for registration information. N.B. Students are expected to thoroughly review ALL materials and complete assignments for the appropriate session prior to the start of that session, i.e. materials under session one on ZipTrain should be reviewed prior to the week-one class meeting.

On ZipTrain, weekly class materials can be found under Trainings, and are numbered to match the corresponding week of the term.

Students are expected to engage the materials during each class session. Engagement will be in the form of whole-class dialogue, small group discussion, structured activities, and individual Q and A.

Benefits of this model are: 1) content is engaged from the beginning of each class session, 2) students who may enter the session late can participate immediately, 3) class sessions are
reduced in time which allows for team work to be done during the four-hour scheduled class time.

Sometimes a flipped classroom model means that students engage the materials prior to meeting in person, and then the in-person time is spent in a free-flow dialogue. My use of this model is more intentional. While I won’t lecture during in-class time, we will utilize talking points to keep us focused on the weekly topic. Though I do allow for non-topical exploration, in-class time will primarily focus on the weekly topic.

### INITIATIVE PROGRESS SCHEDULE

<table>
<thead>
<tr>
<th>Weekly submission</th>
<th>PROGRESS ACTIONS</th>
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<tbody>
<tr>
<td>Due during week one</td>
<td>Adaptive change target generation</td>
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<tr>
<td></td>
<td>• Use change initiative guiding questions as needed</td>
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<tr>
<td><strong>NOTE</strong></td>
<td>Change target MUST be approved by instructor (via email) before starting week 2 submission</td>
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<tr>
<td>2</td>
<td>Change target and Description of Organization</td>
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<tr>
<td></td>
<td>• Brief explanation of change initiative target &amp; organization to which it will be applied</td>
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<td>3</td>
<td>Argument and Counter-Argument</td>
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<td></td>
<td>• Brief argument about why your organization requires this change; and, a counter-argument to your argument</td>
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<td></td>
<td>• INCLUDE data and other supporting evidence</td>
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<tr>
<td>4</td>
<td>Description of perceived needs</td>
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<tr>
<td></td>
<td>• Use Needs Assessment tools</td>
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<td></td>
<td>• Use Gap Analysis tools</td>
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<tr>
<td>5</td>
<td>Cost-Benefit Analysis</td>
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<tr>
<td></td>
<td>• Use Cost-Benefit Analysis tools</td>
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<tr>
<td>6</td>
<td>Logic Model</td>
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<td></td>
<td>To include:</td>
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<tr>
<td></td>
<td>• Target</td>
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<td></td>
<td>• Assumptions</td>
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Each weekly submission is due NO LATER than 8 am on Monday. Items submitted after Monday at 8 am risk not being reviewed by the instructor.

While the instructor will review every submission, students will only be contacted when corrective action is required. All students will receive feedback during the term based on their level of need. Please do not contact the instructor to ask if your assignment was received (all assignments are submitted via ZipTrain) or if any assignment was satisfactory.

ASSIGNMENTS
Submit all assignments electronically to ZipTrain

#1 INDIVIDUAL PROPOSAL FOR CHANGE INITIATIVE
Deliverable: Professional presentation

Students work throughout the term to build an individual change initiative designed for a real-life organization of their choice. Weekly course content supports each step of the initiative design.
Towards the end of the term, students are required to ‘pitch’ their change initiative to an informed stakeholder. This stakeholder is a knowledgeable professional, one intimately
connected to the student’s change target and / or organization; one who is able to critically consider the initiative; and, one who is willing to make value-added recommendations. Each student presents a completed initiative to the class at the end of the term. Students may use the steps of the model to organize their presentation.

REQUIRED: Students must state one or two recommendations to improve their initiative provided by the stakeholder to whom they pitched their initiative. Also, include how the initiative shifted to accommodate those recommendations in their presentation. Remember: No one performs change alone.

Presentations strictly limited to:
10 SLIDES and 10 MINUTES
Presentations will be followed by 5 minutes of Q and A.

Presentations occur in class during weeks 9-10.
Presentation schedule: TBA

Assignment value: 30

DUE: Submit all presentations Week 9 BEFORE class...and yes this is true even for those of you presenting during week 10.

Submit assignment to ZipTrain PRESENTATION folder

#2 EXECUTIVE SUMMARY
Deliverable: 2-page paper

An executive summary previews the main points of an in-depth report. It is written for nontechnical people who don’t have time to read a long project report or white paper.
The audience of this summary is someone who is an influencer, someone with decision authority. An executive summary contains enough information for an influencer to become familiar with (and excited about) the change initiative without viewing a long, formal
paper or presentation.

An executive summary should include:
- Strong argument for why it is important, along with evidence and data to support that argument.
- Inputs, outputs, and cost-benefit summation.
- Projection of success criteria.
- Clearly articulated hoped-for impact to the organization.
- Organizational culture shifts required to adopt the change.
- How the change will be sustained into the future. This is one of the most important (and usually forgotten) portions of the summary.

Ideally, this summary is something students in this course will use to secure opportunities to present and dialogue with influencers about their change initiative.

This executive summary assignment will:
- Be Double-spaced
- Be One-sided
- Use 12 point font
- Include the student’s full name on the paper

Hints:
- Don’t waste words
- Bullet points / small tables are recommended

Assignment value: 20

DUE: November 26 - 5 pm latest

Submit assignment to ZipTrain EXECUTIVE SUMMARY folder
#3

Two team assignments options are available for Assignment #3:

1. Change Model Assessment Tool (see list of options)
2. Problem of Practice in relation to adaptive change
   Presentation and lead dialogue = 30 minutes

# 3 TEAM CHANGE MODEL ASSESSMENT TOOL

Deliverable: Team-designed support tool

Option 1:

Students work in small teams to develop a support tool for a change model step that is agreed upon by their team. These tools will be made available to all students in the course to help them refine various aspects of their individual change initiative. Teams are encouraged to research other tools and information regarding their topic via the Internet, colleagues, or any source available to them. Teams present their tool to the entire class on an assigned date.

Team Management: Teams are self-managed. Before teams begin to work, be sure to agree on how the team will professionally operate, work, and communicate. Doctoral students are expected to encourage active participation from Masters students. There is no room or time in this assignment for teams to be derailed by inner-personal issues. Remain focused on the content of the assignment and align the team’s process with it. Act like effective leaders.

Teams may select from the tool development options below. Only one team may build each tool. Selection is first come, first serve by emailing instructor: naheapes@uoregon.edu

- Needs Assessment Tool
- Gap Analysis Tool
- Assessing Organizational Change Readiness Tool
- Cost-benefit Analysis Tool
• Continuous Momentum Tool
• Impact Assessment Tool
• Sustainability Tool
• Other ideas—present to the instructor for approval

Team presentations:
• 30-minute time limit for team presentation / tool explanation
• Visual display required
  • Powerpoint
  • Keynote
  • Prezi - Zip the file first, and then upload it
• Post presentation on ZipTrain by 3pm on presentation day

Assignment value: 30

DUE: Team presentation will occur one week prior to deliverable date for the concept the tool supports. i.e. Cost-benefit Analysis tool team will present during week 4 since student Cost-benefit Analysis assignments are due week 5.

Submit assignment to ZipTrain TEAM DELIVERABLE folder

# 3 PROBLEM OF PRACTICE DIALOGUE (team assignment)
Deliverable: 30-minute student led class session

Option 2:

Student teams lead one 30-minute dialogue session during class that links a current important problem of practice to adaptive change.

• State the problem.
  o Provide detailed information on the impact it has to school and school leaders.
• Provide examples of how current school leaders are using TECHNICAL solutions to solve this problem.
• Lead your colleagues in a discussion in which adaptive solutions are explored and, if possible, design the best adaptive solution.
Assignment value: 30

**DUE: In class per assigned week**

Submit assignment to ZipTrain TEAM DELIVERABLE folder

## ASSIGNMENT VALUES

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POSSIBLE POINTS</th>
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<tbody>
<tr>
<td>Individual Proposal for Change Initiative</td>
<td></td>
</tr>
<tr>
<td>Presentation (#1)</td>
<td>40</td>
</tr>
<tr>
<td>Executive Summary (#2)</td>
<td>30</td>
</tr>
<tr>
<td># 4 Team Change Model Assessment Element</td>
<td></td>
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<tr>
<td>OR</td>
<td>30</td>
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<tr>
<td># 4 Team Class Discussion: Problem of Practice</td>
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## GRADE SCALE

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>100 – 96</td>
<td>A</td>
</tr>
<tr>
<td>95 – 91</td>
<td>A-</td>
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<tr>
<td>90 – 86</td>
<td>B</td>
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<td>85 – 81</td>
<td>B-</td>
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<td>80 – 76</td>
<td>C</td>
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<td>75 – 71</td>
<td>C-</td>
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<tr>
<td>70 – 66</td>
<td>D</td>
</tr>
<tr>
<td>65 and below</td>
<td>F</td>
</tr>
<tr>
<td>A; A-; B; B-</td>
<td>P</td>
</tr>
<tr>
<td>C and below</td>
<td>NP</td>
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COURSE INCOMPLETES

Students are expected to be familiar with university policy and procedures. Students must understand that all incomplete grades must be completed within one calendar year of the date the grade was given—this is university policy. See http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf.

ATTENDANCE – ABSENCE POLICY

Attendance is required at all classes and active participation in discussion groups. Students must contact the instructor in case of illness or emergencies that preclude attending class sessions. Messages can be left on the instructor's e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to take a quiz or exam due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

EXPECTED CLASSROOM BEHAVIOR

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class; not reading other materials, books, newspapers
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.
ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

CONFLICT RESOLUTION

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Ron Beghetto, Associate Dean for Academic Affairs, at 346-2445 or beghetto@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or sureendra@uoregon.edu.

Outside the College, you can contact:

· UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
· Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
· Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

DIVERSITY

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

• Respect the dignity and essential worth of all individuals.
• Promote a culture of respect throughout the University community.
• Respect the privacy, property, and freedom of others.
• Reject bigotry, discrimination, violence, or intimidation of any kind.
• Practice personal and academic integrity and expect it from others.
• Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

**DOCUMENTED DISABILITY**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see [http://ds.uoregon.edu/](http://ds.uoregon.edu/)

**GRIEVANCE**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([http://education.uoregon.edu/feature.htm?id=399](http://education.uoregon.edu/feature.htm?id=399)) or enter search: student grievance.