COURSE DESCRIPTION

Why do so many organizations expect different outcomes while continuing to operate in the same ways they have always operated? Meaningful transformation in today’s educational environment requires new ways of thinking and doing; both individually and collectively. The most effective leaders operate from a mindset of adaptive rather than technical change. Today’s effective leaders employ triple-loop learning throughout their entire organization to drive highly impactful, and more importantly, lasting change. Not only do they create operational cultures that are change-ready, but also those with the ability and capacity to sustain change into the future.

This course looks at leadership through a systems-thinking lens. Students personally experience how adaptive leadership creates and sustains successful lasting change. Students also explore why traditional operational/technical change pathways will 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. The primary
outcome in this course is a comprehensive, individualized change initiative; one aimed at a current, real problem in education. The change model used in this course engages sustainable change elements including: argument building; evidence-based focus; needs assessment; cost-benefit analysis; culture-alignment; outcomes linked to success criteria; and impact assessment.

OUTCOMES

By the end of this course, students will:

- Recognize and articulate the differences between technical and adaptive change, specifically within the field of education.

- Design, build, and implement adaptive actions.

- Apply adaptive responsiveness to current educational change issues across the state.

- Show competency in crafting a real-world change initiative that targets a specific real-life educational problem and existing organization.

- Persuade a knowledgeable stakeholder to engage in their change initiative.

NOTE: This class will meet on Tuesday, November 24. Attendance is required.
# READING MATERIALS

<table>
<thead>
<tr>
<th>REQUIRED:</th>
<th>Other required readings posted on Canvas</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>REQUIRED:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELECT ONLY ONE:</strong></td>
</tr>
<tr>
<td><strong>Linchpin: Are you indispensable?</strong></td>
</tr>
<tr>
<td><strong>Sway: The irresistible pull of irrational behavior</strong></td>
</tr>
</tbody>
</table>

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.

Students are encouraged to bring concepts from the books as they relate to course topics, large and small group discussions, course content, teamwork, and change proposals.

---

# READING SCHEDULE

These readings are in addition to all other required readings posted on Canvas.
<table>
<thead>
<tr>
<th>Week</th>
<th>Canvas</th>
<th>Sway</th>
<th>Linchpin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Choosing the Wrong Drivers for Whole System Reform 20 pages Leadership, Learning, and Changing the Status Quo 14 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Change Management for Survival 17 pages Diagnosing the System 25 pages</td>
<td>Pages 1 -24</td>
<td>Pages 1 -27</td>
</tr>
<tr>
<td>Week Three</td>
<td>School Leadership Study of Developing Successful Principals 41 pages Review: Argumentation Models and Logic Model Samples 1-2 pages each</td>
<td>Pages 25-40</td>
<td>Pages 28-38</td>
</tr>
<tr>
<td>Week Four</td>
<td>None this week Watch Special</td>
<td>Pages 41-64</td>
<td>Pages 49-100</td>
</tr>
<tr>
<td>Week</td>
<td>Presentation</td>
<td>Pages</td>
<td>Pages</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Five</td>
<td>The Complex Task of Leading Educational Change in Schools</td>
<td>Pages 65-88</td>
<td>Pages 39-48</td>
</tr>
<tr>
<td></td>
<td>14 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is Cost-Benefit Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skim: Cost Benefit Analysis in Educational Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>133 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td>Outcome-based Monitoring Plan</td>
<td>Pages 88-110</td>
<td>Pages 101-173</td>
</tr>
<tr>
<td></td>
<td>6 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven</td>
<td>Roadmap to Achieve and Sustain Change</td>
<td>Pages 111-130</td>
<td>Pages 174-209</td>
</tr>
<tr>
<td></td>
<td>7 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reforming San Diego City Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>32 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>View Video: The Paradox of Choice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight</td>
<td>Impact and Sustainability Assessment Toolkit</td>
<td>Pages 131-181</td>
<td>Pages 210-224</td>
</tr>
<tr>
<td></td>
<td>16 pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structure and Function of Attitudes Toward Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>32 pages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE STRUCTURE

The following assumptions are made regarding the student actions 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. Text-language is prohibited.
- 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 balanced 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 handled on an individual basis. Absences must be reported to instructor in advance of each missed class. This includes being away for illness, school-related trips, personal reasons, or business. This allows instructor to record class sessions that are missed.
Students who miss any part of a class session are required to write a 2-page paper (not including title page and references) on the topic of the missed class. See instructor for details.

- 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 missed class session 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 pedagogical model in which typical lecture and reading elements are reversed. Lectures, readings, videos, and assignments are completed prior to class sessions using Canvas, EMPL’s e-learning management system. Class time is spent in dialogue, small group work, and problem solving.

**Canvas**
- View the virtual tutorial attached to your course welcome email for Canvas registration information.
- Students are expected to thoroughly view and complete ALL materials and assignments for the appropriate session prior to the start of that session, i.e. materials under Session One on Canvas should be reviewed and completed prior to Week One class meeting.
- On Canvas 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 (in-person and in virtual small groups), structured activities, peer reviews, and individual Q and A.
CHANGE INITIATIVE WEEKLY PROGRESS

Weekly submissions are due NO LATER than 8:00am on Monday. The instructor may not review items submitted after Monday at 8:00am.

<table>
<thead>
<tr>
<th>Weekly submission</th>
<th>PROGRESS ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Support tools are on Canvas</td>
</tr>
</tbody>
</table>

1. APPROVED Adaptive Change Initiative Target
   - Students work individually with instructor to identify adaptive change target
   - Use change initiative guiding questions as needed

**NOTE** Change target MUST be approved by instructor before beginning week 2 submissions!

2. Change Target and Description of Organization
   - Brief explanation of change initiative target & organization to which it will be applied

3. Argument and Counter-Argument
   - Brief argument about why selected organization requires this change; and a counter-argument to your argument
   - Include data and other supporting evidence

4. Description of Perceived Needs
   - Use Needs Assessment tools
   - Use Gap Analysis tools

5. Cost-Benefit Analysis
   - Use Cost-Benefit Analysis tools

6. Success Criteria Summary
   - Picture of culture operating after successfully implemented initiative (new attitudes, words, actions)

7. Change Impact Assessment
   - Use Change Impact Assessment tools (Hoped-for results; how will it be known that the change succeeded and is sustained—think next S curve)

Please complete course evaluations

ASSIGNMENTS

All assignments are submitted electronically to Canvas

#1 LOGIC MODEL

Deliverable: One-page comprehensive model

Logic models are tools leaders use to craft a logical framework. A complete
and comprehensive logic model becomes a tool with which leaders can clearly and concisely convey their change actions. In this course, logic models are used to create a theoretical foundation for students’ individual change initiatives (assignment #2).

Students develop a comprehensive logic model representing the elements from Heap's Model for Sustaining Change to include:

- Target
- Needs from gap analysis
- Inputs
- Outputs
- Outcomes (should include at least short & long term)
- Success Criteria

Model can be designed in any format, but must include the above elements.

Assignment value: 20

**DUE:** November, 10 by 4:00pm on Canvas to LOGIC MODEL

---

**#2 INDIVIDUAL CHANGE INITIATIVE PRESENTATION**

*Deliverable: Professional presentation*

Students work throughout the term to build an individual change initiative designed for an existing organization of their choice. Weekly course content supports each element of the initiative design. Students are required to ‘pitch’ their change initiative to an informed stakeholder. Plan to pitch after your logic model is finalized. The stakeholder selected is a knowledgeable professional, one intimately connected to the student’s change target. The stakeholder is someone who is able to critically consider the initiative and who is willing to make the value-added recommendations. Each student presents a completed initiative to the class at the end of the term. Students may use the elements of the model to organize their presentation. Students provide information about where and when their initiative will be launched following their presentations.

**REQUIRED:** Students must state one or two recommendations to improve their initiative provided by the stakeholder to whom they pitched their initiative. Include in the presentation how the initiative shifted to accommodate the stakeholder’s recommendations. Remember: No one performs change alone.
Presentations strictly limited to:
10 SLIDES and 10 MINUTES, students are responsible for time management!

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

Assignment value: 30

DUE: Submit all presentations November 24 before class. This is true even for students presenting during week 10.
Submit assignment on Canvas to INDIVIDUAL CHANGE INITIATIVE PRESENTATION

#3 EXECUTIVE SUMMARY

Deliverable: Two-page paper

An executive summary previews the main points of an in-depth report. It is written for leaders 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.
- Clearly articulated hoped-for impact to the organization.
- Organizational culture shifts required to adopt the change.
- Projection of success criteria (change embedded in organizational culture).
- 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 a work sample that students can use to secure future opportunities to present and dialogue with influencers about their change initiative.

The executive summary assignment is:

- Double-spaced
#4 TEAM ASSIGNMENT

Two team assignments options are available for Assignment #4:
1. Change Model Assessment Tool (see list of options).
2. Problem of Practice in relation to adaptive change

Presentation and lead dialogue are on a 30 minutes strict limit.

Option One Deliverable: Team-designed support tool

Student team develops one support tool for a change model element 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 using the internet, colleagues, schools and other available sources. Teams present their tool to the entire class on an assigned date.

Team Management: Teams are self-managed. Before teams begin 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 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! Please email instructor with your choice: naheapes@uoregon.edu

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

Team presentations:
- Strict 30-minute limit for presentation-tool explanation
- Time management by teams
- Visual display required use:
  - PowerPoint
  - Keynote
  - or Prezi (Zip the file first, and then upload it to Canvas)
- Presentation must be posted to Canvas by 3:00pm on presentation day.

Assignment value: 30

DUE: Team presentation will occur one week prior to deliverable date for the concept their 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 one copy of presentation and supporting materials on Canvas to TEAM DELIVERABLE

# 4 PROBLEM OF PRACTICE DIALOGUE (team assignment)
Option 2 Deliverable: 30-minute student led class session

Student teams lead one 30-minute dialogue session (strict time limit; time managed by students) during a class session that links a current important problem of practice to adaptive change. Students must:
- State the problem
  - Provide detailed information on the impact it is having on schools 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, outline the best adaptive solution during your dialogue session
- Time management by teams

Assignment value: 30

DUE: In class during assigned week.

Submit one copy of presentation and supporting materials on Canvas to TEAM DELIVERABLE

ASSIGNMENT VALUES

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POSSIBLE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1 Logic Model</td>
<td>20</td>
</tr>
<tr>
<td># 2 Individual Change Initiative Presentation</td>
<td>30</td>
</tr>
<tr>
<td># 3 Executive Summary</td>
<td>20</td>
</tr>
<tr>
<td># 4 Team Change Model Assessment Element OR</td>
<td>30</td>
</tr>
<tr>
<td>Team Class Discussion: Problem of Practice</td>
<td></td>
</tr>
</tbody>
</table>

GRADE SCALE

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 96</td>
<td>A</td>
</tr>
<tr>
<td>95 – 91</td>
<td>A-</td>
</tr>
<tr>
<td>90 – 86</td>
<td>B</td>
</tr>
<tr>
<td>85 – 81</td>
<td>B-</td>
</tr>
<tr>
<td>80 – 76</td>
<td>C</td>
</tr>
<tr>
<td>75 – 71</td>
<td>C-</td>
</tr>
</tbody>
</table>
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see: https://education.uoregon.edu/academics/incompletes-courses

**ATTENDANCE – ABSENCE POLICY**

Attendance is required for all classes and students are expected to actively participate in discussion groups. Students must contact the instructor in cases of illness or emergency that precludes attending class. Messages can be sent to the instructor's e-mail any time of the day or night prior to class. If no prior arrangements have been made 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.

**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 Accessible Education Center 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 Accessible Education Center, please see http://aec.uoregon.edu

MANDATORY REPORTING

UO employees, including faculty, staff, and GTF’s, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to designated authorities. Please refer to the following links for detailed information about mandatory reporting: https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message http://around.uoregon.edu/mandatoryreporting

ACADEMIC MISCONDUCT POLICY

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). 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 provide general guidance for enforcing those regulations and policies essential to the educational and research mission 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 witnessed 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 Lauren Lindstrom, Associate Dean for Academic Affairs at lindstrm@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@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/

GRIEVANCE POLICY

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 (https://education.uoregon.edu/academics/student-grievance ).

IMCLEMENT WEATHER

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at: http://hr.uoregon.edu/policy/weather.html.
Web-based courses: Classes continue as scheduled even when the university closes. Your instructor will confirm this action via email.

Students enrolled in this course at one of our distance sites may have worse weather conditions than on campus. In these cases, please contact your instructor for a determination if class will be conducted on campus and recorded, or conducted via Adobe Connect.