Planning and Change For Organizational Leaders
LEAD 9040
3 Semester Hours
Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership and Technology

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

SUGGESTED RESOURCES (These do not have to be purchased)

Bolman, L. and Deal. T. (2008). *Reframing Organizations: Artistry, Choice, and Leadership.* San Francisco: Jossey-Bass.

Kouzes, J., and Posner, B. (2007). *The Leadership Challenge*. San Francisco: Jossey-Bass.

COURSE DESCRIPTION

A study of the literature on high performing organizations, their organizational culture, the leadership that makes them successful, and the application of these principles to real organizational settings.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

I.   CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES

The Student will:

Define high performing organizations and identify examples of those organizations who meet the criteria. (1, 2, 6)

Become knowledgeable of the role of organization culture and the role of diversity in the success of an organization. (1, 2, 3, 6, 7)

Performance-Based Objectives

Compare and contrast high performing organizations with organizations not considered to be high performing based on Bolman and Deal's organizational framework. (1, 2, 3, 4, 5, 6, 7) **PBA 2**

Compare and contrast leadership practices in high performing organizations with er organizations not considered to be high performing using Kouzes and Posner's five practices of exemplary leadership. (1, 2, 3, 4, 5, 6, 7) **PBA 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15**

Apply course content in a leadership environment. (1, 2, 3, 4, 5, 6, 7)

COURSE EVALUATION

Individual Essays	20%
Class participation/attendance	10%
Compare/ contrast essay (Bolman and Deal)	25%
Leadership comparative essay (Kouzes and Posner)	25%
Final Exam	20%

Note: Students are expected to turn in work that reflects doctoral level quality. The quality standard is well researched, sources cited (APA 6th ed.), and well written grammatically and structurally.

GRADING SCALE

A – 90% and above
B – 80% to 89%
C – 70% to 79%
F – Below 79% - Failure
I – Incomplete

ATTENDANCE POLICY

Graduate students are expected to attend **all** classes. Should a need arise which requires a student to miss a class it should be discussed with the instructor in advance. A consequence of failure to do so will result in a grade reduction.

CLASS POLICIES AND EXPECTATIONS

All papers/assignments must be consistent with guidelines in the publication manual of the American Psychological Association, 6th Edition. Prepare assignments so that they can be posted to Blazeview when appropriate (example: class presentations). All materials used to prepare assignments and papers must be referenced. Before submitting paper assignments, be sure they adhere to the following guidelines:

A. Typed and double-spaced.—12 point Arial font.
B. Cover page with the name of the assignment, your name, and submission date.

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the

components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

"Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY)".

<u>INSTRUCTORS</u>

Dr. Leon Pate/Dr. Rudo Tsemunhu
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       E-mail: jlpate@valdosta.edu
          Jlpate@bellsouth.net
       Office Phone Number: 229-333-5633
       Office Fax: 229-259-9024
       Home Phone Number: 229-259-7481

<u>Meeting Dates</u>

May 18, June 8, & June 29

<u>Meeting Times</u>:

9:00 AM – 4:30 PM

<u>Location</u>

VSU Speech Building, Room 203

CLASS ASSIGNMENTS

May 18

Students will search the literature on high performing organizations and determine what distinguishes them from other less successful organizations. Please focus on the definition of and a description of highly effective organizations. Include in your review the role of organizational philosophy and the role of organizational culture in their success or lack thereof. Prepare an essay based on what is found in the literature describing your findings. Class discussion will focus on your findings. THIS ASSIGNMENT IS DUE AT THE END OF CLASS.

June 8

Groups of students will choose a high performing organization and a less successful one to study. Using Bolman and Deal's framework found in their book, *Reframing Organizations*, students will profile (compare and contrast) each of the organizations and develop a class presentation for each of their organization. The presentation should not exceed 20 minutes. Students will prepare individual essays which compare and contrast the profiles of these organizations. These essays

will provide the basis for class discussion on what distinguishes their successful organizations from the others. THIS ESSAY IS DUE AT THE END OF CLASS.

June 29

Groups of students will profile the leadership of their high performing organization and their less successful one using Kouzes and Posner's Practices of Exemplary Leadership. Students will develop and develop a class presentation which profiles the leadership for their organization. The presentation should not exceed 20 minutes. Students will submit an individual comparative essay based on their profiles of leadership in these organizations. These essays will provide the basis for class discussion on what constitutes effective leadership and distinguishes the successful organizations from the others. THIS ESSAY IS DUE AT THE END OF CLASS.

ANNOTATED BIBLIOGRAPHY

Prepare a fifty entry annotated bibliography of resources appropriate for your dissertation topic. This is due at the last class session. Submit only the 50 required for this class. (NOTE: This is in addition to the others you have prepared in your other classes.

FINAL EXAM

A take home final exam will be given which will require a synthesis of the concepts discussed in class to be applied in your organization. This will be an essay to be submitted electronically through Blazeview or emailed (Word file) to the instructor. Your final exam will serve as your comprehensive exam question for the class. Details will be discussed in your last class session. The final exam is due July 16th.

STUDENT OPINION OF INTSRUCTION SURVEY

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

- http://youtu.be/VSrAJsWvEIc