EDD 601 Organizational Leadership and Change  
Doctoral Program in Educational Leadership  
California State University, Sacramento  
Fall 2015

Instructor: Maiyoua Vang  
Email: maiyoua.vang@csus.edu  
Office:  
Office Hours: Fri. before class, 3-5 pm;  
Sat., for 1 hour after class.  
Office Telephone: (916) ### - ####

Class Dates, Meeting Times, Location:

- Fri, 8/28/15, 5:30p - 9:30p  
- Fri, 9/11/15, 5:30p- 9:30p  
- Fri, 9/25/15, 5:30p- 9:30p  
- Sat, 8/29/15, 8:30a - 5:00p  
- Sat, 9/12/15, 8:30a - 5:00p  
- Sat, 9/26/15, 8:30a - 5:00p

(*Location for all sessions: AIRC Bldg., #3004)

NOTE: At any time, the instructor reserves the right to change this syllabus as necessary.

Description:

EDD 601. Organizational Leadership. This course builds and expands on candidates' knowledge of systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Candidates will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. In coursework and related fieldwork components students will apply concepts and theories to improving their respective educational institutions. Among the interactive pedagogies used are: case studies, experiential exercises, dialogue and group activities.

(Course Catalog)

Course Conceptual Framework

According to the vision of the CSUS Independent Doctorate in Educational Leadership program, graduates will be “transformational leaders” who understand, implement, and evaluate strategic practices based on theories, models and practical approaches for achieving organizational transformation. Graduates are expected to lead/create educational environments that promote learning, equity, and achievement for all students. Experience with real-world, problem-based learning will provide graduates information critical to address the complexities of educational organizations, effect school change processes, and shape the educational policies that bear on the practice of education in the public setting. This course intends to provide some of the tools needed to support the further development of all students to meet the goals stated above.

Course Introduction

This course offers a critical approach to understanding organizational leadership, culture and change. This approach is a response to the complex contemporary challenges facing leaders in all sectors of public life. Leader practitioners in the education sector, whether in PK-12 or Community College settings, will apply a critical lens to the reading of organizational theory to
address the micro- and macro level politics, in their own respective organizations and beyond, that constrain truly transformative change.

Course Learning Objectives:

1. Develop a knowledge base of and apply lenses of critique to the major theoretical strands in organizational studies.
2. Examine the human dimension within the sociopolitical construction of organizational life and the ethical implications for practice.
3. Connect critical leadership to promoting organizational change and development.
4. Apply a critical reading of organization theory and behavior to research and address contemporary issues and problems facing educational leaders and organizations.

Course Format:
As outlined in the catalog, this seminar calls for the active participation of all students in the learning process. This interactive format will require your participation in small and large group discussions and presentations. To ensure the quality and rigor of engagement, you are required to complete assigned readings before the start of each session. Moreover, because the experiences you bring are diverse and position you to make unique contributions to the overall discussion on organizational practice and change in educational institutions, your attendance is required. Please email the instructor ahead of time should you have to miss a class for any reason.

Required Course Texts:


*Other readings/handouts/resources will be provided by the instructor.

Recommended Texts:


Denhardt, J. Z., & Denhardt, R. B. (2005). The dance of leadership: The art of leading in


**Other resources:**

**Community College**


**PK-12**


GRADING POLICY:

Graded Assignments
Attendance/Class Participation 20 points
Reflective/Analytical Journal* 20 points
Group Presentation 10 points
Organizational Change Paper* 50 points
(Note: All Late assignments will incur an automatic 5 point penalty.)

TOTAL: 100 points

Attendance/Class Participation (20 points)
As mentioned earlier, attendance and class participation are required. Because the critical study of culture and cultural processes feature heavily in this course, I will openly discuss it here. The culture of this class is hugely important. In fact, it is everything. For that reason, I thank you in advance…
☐ for putting your cell phones on vibrate,
☐ for not making calls during class time,
☐ for not text messaging (unless directed to do so) during class time,
☐ for not answering emails during class time,
☐ for not having side conversations when others are presenting.
You are training to become transformational leaders, and the first lesson is treating others with dignity and respect by honoring them with your presence. Indeed, after this class has long concluded, your classmates and this instructor will remember how you made us feel, and how you respected and deemed us worthy of your time and attention. Thank you.

Writing Requirements:
You are required to follow the APA 6th edition style guide. Do refer to the manual, which is required for this course. Format should be double-spaced, with 1 inch margins, and font should be Times New Roman 12. Your submissions should be clear and concise with minimal errors (mechanics, grammar…). As written assignments document evidence of learning, all written work must be your own. To avoid academic charges, do not plagiarize others’ works. Finally, the University Writing Center offers individualized help should you need writing assistance.

http://www.csus.edu/writingcenter/writingcenter/URWC_Flyer.pdf

Description of Journal--(20 points, due on the last day 9/26)
At the conclusion of the course, you will turn in a journal with six reflective/analytical entries on the following chapters:
Entry #1 Chapter 2 Understanding Bureaucracies
Entry #2 Chapter 3 Organizations, Management Theory, and Class
Entry #3 Chapter 4 Work and Identity
Entry #4  Chapter 5 Gender Equity and Organizations
Entry #5  Chapter 6 Race, Ethnicity, and Organization Theory
Entry #6  Chapter 7 Radical Theories of Organization

For each entry, refer to the questions below, developed by Dr. Caroline Turner, to help you critically engage with this material. Each entry must be roughly 2 pages and address at least three of the following:

1. Summarize the major finding(s) of the reading.
2. What are the implications of this reading for your school or college?
3. How does the research described in the readings relate to other research? In what ways are they similar? Are there significant differences?
4. What is known about the author or researcher? In what ways does the author’s background influence his/her research and writing?
5. Respond to something that the author said that you liked, agreed with, or resonated with you.
6. Respond to something said by the author that you didn’t like, didn’t make sense, or made you wonder about or question the research. (cont…)
7. Were there any flaws, inconsistencies, or gaps in the readings? Make sure to be specific.
8. Choose a quote from the reading that clarified a concept or evoked a response from you. Explain the significance of the quote. Why did it have an impact on you? What was its importance to the work?
9. What questions were not answered in the reading that need follow-up?
10. Explain how a theme in the reading parallels something from your own experience as a student or an employee, or share a personal story with which you are familiar that related to the research.
11. What did you learn about organizational leadership and change as a result of this reading?

(Dr. Caroline Turner, Department of Educational Leadership and Policies at CSUS)

Organizational Leadership and Change Paper (Due: 9/26)
(Site Observation Report)

Reports should follow APA 6th style guide (Double Spaced, Title page, Abstract, References, etc…) and have the following Sections:
- Description (1 page)—provide background on the organization/institution
- Observation Summary (3-4 pages)—collect data (interviews, surveys, observations, artifacts) and write up a summary of your observation.
- Analysis (3-4 pages) – Analyze the organization’s change efforts/issue by connecting what you documented to course readings and other relevant literature. Assume a critical stance to your application of organizational theory and change. This means you must also address how the exercise of power and politics (from within and without) impeded and/or promoted the change initiative. Tackle the impact of this change initiative on human needs/wants, and connect that to
ethical, transformative leadership practice. Include suggestions/strategies to either improve or jump start the change process.

**Personal Reflection** (1 page). Share your insights gleaned from this process.

**Observation Reports** should be roughly 8-10 pages in length (not counting title, abstract, references page). All references are to be cited and included in a Reference List. Again, **APA is required**. Your paper will be graded on content of observation, understanding of critical OT and the application to practice, the clarity of expression, and writing mechanics. Email a copy of your paper to the instructor and bring a hard copy to class on the last day 9/26/15. Be prepared to give a short presentation on your findings as well.

**Group Presentation** (10 points)

On the first night of class, Friday, August 28, everyone will be divided into 5 groups (2-3 members). Groups 1 through 5 will be assigned specific chapters in the course text to present in future sessions. Presentations dates follow:

**Friday, Sept. 11**  →  Group One Presentation on Management Theory (Ch. 3)*

**Saturday, Sept. 12**  →  Group Two Presentation on Work and Identity (Ch. 4)

**→  Group Three Presentation on Sex and Organizational Analysis (Ch. 5)**

**→  Group Four Presentation on Race, Ethnicity and Org Theory (Ch. 6)**

**Friday, Sept. 25**  →  Group Five Presentation on Knowledge and Power (Ch. 7)

Presentations and group-led discussions can run anywhere from an hour to an hour and a half, depending on the number of members in your group and the salient concepts you choose to highlight. You may use Power Point, no Power Point, lecture, video clips, charts, case studies, quizzes, games and other devices to engage your classmates. That said, the point of this is not an exercise in methods fetish, but to encourage critical engagement with course concepts. In short, what your group should strive for is to pose questions that stimulate critical discussion.

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Dates</th>
<th>Chapters/Topics Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Fri. 8/28</td>
<td><strong>Introductions</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Syllabus</strong>—Course Overview/Expectations</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Group Assignments</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Chapter 1</strong> Developing a Critical Approach to Organizational Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- &quot;Alice in Organization&quot; Land</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Organizational Study and the Neglect of Class, Gender, and Race/Ethnicity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Why Study Organizations? Outlining a Critical Approach</td>
</tr>
</tbody>
</table>
| Sat. 8/29 | **Chapter 2** Understanding Bureaucracies  
- the Dark Side of Bureaucracy  
- Living in a Bureaucratic Wonderland  
- the Birth of Bureaucracy in Classical Organization Theory  
- the Bureaucratic Image: Organization as Machines  
- Debating the Bureaucracy: Dilemmas of Modern Organization Theory  
- Standing in the Shadows: Bureaucracies and Minority Groups  

**Discuss Paper Topics on Organizational Change** |

| II. Fri. 9/11 | **Group One Discussion**  
**Chapter 3** Calling the Shots: How Theories of Organization relate to Managers/Leaders  
- Taylor and Management Theorizing  
- Managerial Revolution  
- Management Theory and Class Struggle  
- Periodization of Theory and the Illusion of Progress  
- Management in Practice |

| Sat. 9/12 | **Group Two Discussion**  
**Chapter 4** Creating the Psychic Prison  
- Work and Identity  
- Psychic Phenomena and Organizational Behavior  
- Images of the Psychic Prison  

**Group Three Discussion**  
**Chapter 5** Sex and Organization Analysis  
- Sex and Organizational Life  
- Sex and Academia  
- Sex and Organizational Research  
- Issues in Sex and Organizational Research  
- Women's Advancement and the Struggle for Equity  

**Group Four Discussion**  
**Chapter 6** Out of Sight, Out of Mind: Race, Ethnicity and Organization Theory  
- The Politicalization of Race and Ethnic Relations  
- Race and Ethnic Relations in Organizational Theory  
- The Ethnicity Paradigm  
- What Does the Future Hold? |
III. Fri. 9/25

**Group Five Discussion**

Chapter 7 Knowledge and Power in Theories of Organization
- The Organizational World and the Managerial Paradigm
- From Paradigm to Discourse: Understanding the Managerialist Dominance of OT and OB
- Inside the Managerialist View of Reality
- What is to be done? The Challenge and Limitation of Radical Theories of Organization

Sat. 9/26

**Organizational Change Papers due**
-- Individual Presentations
**Journal Reflections on chapter readings due**
**Final Wrap Up**

**Disabilities Services:**
If you have a documented disability and require accommodations, please provide a copy of your accommodation letter from Services to Students with Disabilities (SSWD) and contact me as early as possible so that your learning needs may be appropriately addressed.