

SAN JOSE STATE UNIVERSITY
School of Education
Counselor Education
Edco 286 Theory of Organizational Change
Fall 2009

College Mission:

The mission of the College of Education of San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex global community.

Course Title/Code
Theory of Organizational Change (Edco 286)

Instructor

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Class Time/Place

Wednesday/7:00-9:45
 IRC 306

Office Hours

Sweeney Hall Office 416/Office Hours by Appointment

Course Description

This course is designed to give graduate students an overview of Organizational Change within school and community settings. We will look at models and skills to support change as it applies to: individual students; classroom challenges; school site systems; and districts/communities. Students will examine key concepts, support skills, and varied approaches in facilitating change. Students will come to understand the importance of leadership in the change process and examine their own strengths in developing leadership skills. Students will learn to apply these concepts and skills in the design and planning of an organizational intervention.

Course Objectives

1. To develop an increased understanding and awareness of organizational change.
2. To acquire models, processes, and skills to support change for staff and organizations.
3. To understand the importance of leadership in the change process and examine your own leadership skills.
4. To demonstrate a basic understanding that in every person and in every organization, something is working and change can be managed through the identification of what works and the analysis of how to build upon it.

Required Textbooks

Our Iceberg Is Melting:
Changing and Succeeding Under Any Conditions

John Kotter and Holger Rathgeber
 St. Martin's Press

Developing The Leader Within You

John C Maxwell
 Thomas Nelson Publishing

Recommended Reading

Leadership Secrets of Attila The Hun
Wess Roberts, Ph. D.
Warner Business Books

The Thin Book Of Appreciative Inquiry
Sue Annis Hammond
The Thin Book Publishing Company

The 21 Indispensable Qualities of A Leader
John C. Maxwell
Thomas Nelson Publishing

Course Requirements and Grading

<u>Course Requirements</u>	<u>Total Points</u>
Class Participation	50
School/Community Visitation	50
Midterm	100
Book Report	100
Final Project	150
Total Points Possible	450

Lectures and Class Participation

I do ask that you function in the class as a professional. Class attendance is very important. I ask that you be on time and come prepared. If you are enrolled in EDCO 292 or working as a school counselor, teacher, or in an agency, your work experience that relates to organizational change will be important to our class discussions. As "real" material related to your work is confidential, any class discussion or examples must not be identifiable as to school, agency, or the particular people involved.

Weekly Assignments

August 26:

Introduction & Course Expectations

- Introduction to the course and to each other
- Overview of objectives, readings, and requirements
- Review the course syllabus

Assignment

- Be prepared for lecture and group discussions

September 2:

Change Model/Mandela's Rules

- Why is change needed?
- How important is the "why"?
- Why is change difficult?
- Leadership and Change

Assignment

- Quick-write on change experience
- Be prepared for group discussion on Leadership (chapters 1-3)

- September 9:** **The Importance of Assessment and Leadership**
- Data Collection
 - Start With the Ending
 - The Role of Thinking and Feeling
 - Definition of Leadership
 - Prioritizing and Leadership
 - Qualities of Leadership
- Assignment**
- Group Final Project
 - The Leader as a change agent
 - Resistance to change
 - Attitude and change (chapters 4-6)
- September 16:** **Putting It All Together**
- Tentative Final Project
 - Identifying the problem
 - Assessing the problem
 - Formulating a plan
 - Evaluating the outcome
- Assignment**
- Research ideas for your final group project and be prepared for a group discussion of your ideas
 - Write out a tentative description of your project
- September 23:** **Finalize Group Projects**
- Discuss plans for final projects
 - Group dialogues and class discussion
- Assignment**
- Be prepared for a group discussion on a school/community visit
 - Attitude and leadership
 - Vision and Leadership (chapters 6-10)
- September 30:** **Guest Speaker/Community Change**
- October 7:** **Ethical and Legal Considerations**
- Basic Moral Principals
 - Ethical Decision Making Process
- October 14:** **Cultural Influences and Change**
- October 21:** **Student and Classroom Change and Support**
- SST Model
- October 28:** **Special Education/504/Special Need Students**
- Support for change
- November 4:** **Midterm/Team Planning**
- November 11:** **No Class (Veterans Day)**
- November 18:** **Team presentations**
- November 25:** **Team Presentations**

December 2: Team Presentations

December 9: Team Presentations/Last Day of Instruction

FINAL WRITTEN PROJECTS DUE

Summary of State Standards for EdCo 286

Organizational theory and practice provides graduate students with a foundation of organizational theory and consultation including but not limited to methods of initiation, development and implementation of programs such as conflict resolution, sexual harassment and classroom management of difficult behaviors. Candidates learn theoretical and practical management of consultative relationships. Within this framework, theories of violence/delinquency and social learning concepts are introduced particularly as it relates to the development of at risk or low socioeconomic youth.

Graduate students are required early in the semester to develop working relationships with teachers, administrators and other pertinent staff in a K-12, college, or community agency setting. Here they will practice the use of interpersonal, communication and consultation skills. Candidates work as team members in designing, developing/changing and implementation of practical programs for intervention. There are a variety of programs of which to choose from such as conflict resolution, crisis intervention, anger management, harassment, bullying, building self-confidence, etc.

Candidates demonstrate their knowledge and skill through comprehensive research, group work, field work consultation/collaboration, identification of problem areas, decision making processes, evaluation of outcomes, exams and the culmination of a classroom presentation that highlight strategies that result in positive outcomes on pupil behavior and learning.