

San José State University  
 Connie L. Lurie College of Education  
 The Doctor of Education (Ed.D.) in Educational Leadership

**EDD 520, Organizational Behavior and Change, Section 01, Fall 2016**

<b>CTC, ELLC &amp; ISSLC Standards Addressed in this course:</b>
 <b>CTC:</b>
 <b>ELLC:</b>
 <b>ISSLC:</b>

<b>Instructor:</b> Joyce Osland	<b>Class Location:</b> SH 412 on Tuesdays <b>BBC 323 for all Saturday sessions</b>
<b>Office Location:</b> Business Tower 360	<b>Teaching Days/Time:</b> 8/27 SAT 8:00-12:00 BBC 323 9/10 SAT 8:00-12:00 BBC 323  10/1 SAT 8:00-5:00 BBC 323 10/11 TUES 4:30-8:00 SH 412 10/25 TUES 4:30-8:00 SH 412  11/19 SAT 8:00-5:00 BBC 323
<b>Phone:</b> (408) 924-3583 <b>Email:</b> <a href="mailto:joyce.osland@sjsu.edu">joyce.osland@sjsu.edu</a> <b>Skype address:</b> josland4	<b>Office Hours/Days:</b> 3:00-4:00 pm on Tuesdays or by appointment. Please let me know in advance if you are coming to office hours so I can reserve time for you.

**PLEASE NOTE:**

**1. READING REFLECTIONS UPLOADED ON CANVAS ARE DUE THROUGHOUT THE COURSE, BEGINNING AUGUST 27TH.**

**Faculty Web Page and MYSJSU Messaging**

*Links to course materials such as the syllabus and readings are found on Canvas. Students are responsible for regularly checking with the messaging system through Canvas.*

## Course Description

Introduction to the core theories, concepts and research in the field of organizational behavior and change management that are applicable to educational settings. This course seeks to interpret and analyze observed organizational processes, behavior, and potential solutions using theoretical insights. The course relies on seminar discussions, theory applications, and an organizational change design project and evaluation research design.

## Course Goals and Student Learning Objectives

- Develop analytical theory-based skills to diagnose people, teams and organizational issues
- Develop the behavioral repertoire of skills needed to implement theory-based application

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Articulate multiple theoretical perspectives to explain and predict individual, team and organizational processes
- Perform an organizational diagnosis and formulate hypotheses
- Design a change intervention
- Create an evaluation research design to measure the intervention's effectiveness

## Required Texts/

See course schedule for readings

## Other materials/equipment required

Students are required to be able to access Canvas as well as the resources, on-line journals and other information offered in conjunction with the SJSU Library [On-Line].

## Classroom Protocol

The class is organized as a seminar and, as such, you should be prepared to **actively and thoughtfully participate in every class session**. Class sessions will be highly interactive and incorporate a variety of learning activities that include seminar style discussion, collaborative learning, and presentations. Learning activities will be designed and organized to facilitate examination of major issues and questions associated with the assigned readings and topics. *You are expected to have completed the assigned readings in preparation for full and meaningful participation in class discussions, collaborative assignments and individual projects.*

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### Credit Hour Policy

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Assignments and Grading Policy

Your grade will be determined by five factors, weighted as follows:

Assignment	Points
Team Leadership in Seminars - as assigned	10
Class Participation - throughout	5
Readings Reflection Papers - as assigned throughout course	20
Organizational Diagnosis - Paper & Presentation 10/1	25
Organizational Change Project - Paper and Presentation 11/19	40
<b>Total</b>	<b>100</b>

Grades will be distributed as follows:

97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+ and so forth

Students are expected to achieve a solid grasp of the materials at a graduate level and demonstrate an ability to critically analyze, integrate and apply course concepts. Such performance will earn a grade of "B." An "A" grade will be earned by excellent performance, demonstrated by outstanding synthesis and application of the course materials in creative and effective problem solving activities. There will be no curving of grades nor forced distribution of grades (e.g., your performance will determine your grade).

### Course Assignments

*Team Seminar Enhancement (10 points)*

Read the **Team Leadership Assignments** file in Canvas to see when you are responsible for taking a leadership role in the class seminars. The instructor is responsible for leading most of the class activities, **but assigned teams will be responsible for a 20-minute interactive presentation/exercise that reinforces the primary message of assigned readings and focuses on applications of the topic in an educational setting.** Remember that all students should have read and reflected upon the readings **prior to class.** Feel free to be creative in the way that you approach your team leadership role, but ensure that they help meet the Course Goals and Student Learning Objectives on page 2. The two students assigned to lead project presentation sessions (Oct. 1 and Nov. 19) will be responsible for managing the time, preparing feedback forms, and helping to organize constructive feedback and discussion.

### *Readings Reflection Papers (20 points)*

You are responsible for submitting a 1-2 page thoughtful analysis for the assigned course readings at the assigned times. You are responsible for reading all course readings **before class**. *You are not expected to submit reflections for the session your team is leading.* **The written reflections or analyses are not article summaries.** Rather, they are designed to encourage evaluation, integration, synthesis and application of the concepts presented in the readings. Please demonstrate critical thinking in these reflections. Your paper should include these headings, followed by your thoughts:

1. What are the issues, puzzles, dilemmas and conundrums raised in this set of readings?
2. What ideas did you find to be the most exciting or generative? Why?
3. How might you use these ideas in your work?

No cover sheet is needed, but at the top of each reflection include your name, date, and Session #.  
Include the title article before the answers to the three questions.

### *Class Participation (5 points)*

Your class participation requirement has three goals. First, it is designed to ensure that you adequately reflect upon the course assignments and readings. Second, and perhaps more importantly, it is designed to allow you to develop your critical thinking and persuasive communication skills. Finally, it will allow you to develop your managerial skills through active participation in experiential activities. Participation is evaluated on quality rather than quantity. Merely taking up air time will not raise your grade; it could lower it. The criteria for evaluating your participation include: conceptual and analytic rigor, constructiveness, persuasiveness, relevance, and appropriateness.

### *Organizational Diagnosis (25 points)*

The goal of this assignment is to help you do the first step in what will eventually be your organizational change project. You should diagnose your organization by collecting and interpreting data that answers the following questions. **Include these questions as headings** followed by the information and data gathered. You are required to write a 3-5 page paper describing your findings and prepare a 10-minute presentation of those findings. *We will discuss appropriate data collection methods during the first class.*

1. Briefly describe the organization (mission, size, location, client system)
1. What message is conveyed by the physical setting? What can you infer from the building itself, signage, furnishings, décor, etc.?
2. What is the organization's history?
3. What values does the organization espouse? What are its dominant values?
4. What values do organizational members actually act out? (real values)
5. How do leaders reinforce these values and norms and build/maintain the organizational culture?
6. How do people get ahead? What does it take to do well? To stay out of trouble?
7. Who is considered deviant in the culture and why?
8. How are good employees rewarded?
9. How are bad employees handled?
10. How do change agents get innovations accepted and implemented?
11. Does the organizational culture help or hinder the organization in terms of its performance? Identify both helps and hindrances.
12. How does the organization respond to crises? What about crises for which there is no written policy (e.g., when funding is unexpectedly cut, etc.)?
13. How are new members socialized?

14. What kinds of stories do old-timers tell new employees about the organization?
15. Who are the organization's heroes and why?
16. Is there anything that cannot be talked about?
17. How do people exercise power?
18. How are decisions made?
19. Based on the preceding questions and your assigned readings to date, what is your analysis of the organizational culture and its strengths and weaknesses? Be thorough. This is a key question.
20. How open is the organization to change and innovation? Why? What has caused this proclivity for or against change and innovation?

*Organization Change Project – Paper and Presentation (40 points)*

Based on the course readings, assignments, exercises and your organizational diagnosis, design a change project for some aspect of your organization. Make a good case for the change and how it will be implemented. You should prepare a 15-20 page paper and a 15-minute presentation that describes your problem, literature review, change plan, and your evaluation and data analysis strategy. **Please include the questions #1-9 as headings in the change plan section and question #10 in the evaluation plan and data analysis section of your paper.** Also use the template handed out in class to help guide your evaluation plan section. Feel free to write about any other relevant change issues, but please cover these questions at a minimum.

1. What is the need for change?
2. What could you do to increase the urgency for making this change?
3. Who should be on the guiding team and why?
4. What is the vision for the change and how will you develop this vision with the guiding team?
5. How will you communicate the vision to get buy-in?
6. What is a tentative plan for the change? How can you get organizational participation to help finalize a plan?
7. What kind of resistance could arise from different individuals or groups and why? How will you handle resistance and why did you choose this method(s)?
8. How will you empower action on the part of others to make the change?
9. How will you institutionalize the change?
10. What is your evaluation plan to measure the effectiveness of the change? How will you analyze the evaluation data? (You will have an opportunity to work on this final question during a workshop on the final day of class. All other questions should be answered in advance of the final class.)

Please use APA 6<sup>th</sup> Edition Citation guidelines when referencing material. For proper examples please refer to the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>

## UNIVERSITY POLICIES

### Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Please review this at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). Your own commitment to learning as evidenced by your enrollment at San José State University and the University's integrity policy require you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this course, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy FO6-1 requires approval of instructors."

### **Campus Policy in Compliance with the American Disabilities Act**

If you require course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with the course instructor as soon as possible or come by during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC (Disability Resource Center) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor prior of the exam date.

### **Student Technology Resource Center**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student use and checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is staffed by professional instructors and upper-division or graduate level writing specialists from each of the seven colleges at SJSU. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels with all disciplines to become better writers. The Writing Center is located in Clark Hall, suite 126. The website is <http://www.sjsu.edu/writingcenter/>

## EDD 520 Course Schedule

Dates	Topics, Readings, Assignments and Deadlines	CTC, ELCC & ISLLC Standards
<p><b>1.</b> <b>8/27</b> <b>SAT.</b> <b>8-10</b> <b>BBC 323</b></p>	<p><b>Theory and Practice &amp; Building the Learning Community</b></p> <p>Reay, T., Berta, W., &amp; Kohn, M. (2009). What's the Evidence on Evidence-Based Management? <i>Academy Of Management Perspectives</i>, 23(4), 5-18. <b>(A&amp;B)</b></p> <p>Mohrman, S. A., Gibson, C. B., &amp; Mohrman, A. M. (2001). Doing research that is useful to practice. <i>Academy of Management Journal</i>, 44, 357-325. <b>(A&amp;B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Bring in hard copy of your readings reflection</li> </ul> <p>Optional: Pfeffer, J. &amp; Sutton, R. I. (2006). Evidence-based management. <i>Harvard Business Review</i>, 62-74.</p>	<ul style="list-style-type: none"> <li>• CTC 10a; 10f</li> <li>• ELCC 1.1-1.5</li> <li>• ISLLC 1A; 1B</li> </ul>
<p><b>2.</b> <b>8/27</b> <b>Sat.</b> <b>10-12</b> <b>BBC 323</b></p>	<p><b>Organizational Culture</b></p> <p>Lambrechts, F. J., Bouwen, R., Grieten, S., Huybrechts, J. P., &amp; Schein, E. H. (2011). Learning to help through humble inquiry and implications for management research, practice, and education: an interview with Edgar H. Schein. <i>Academy of Management Learning &amp; Education</i>, 10(1), 131-147. <b>(A)</b></p> <p>Hartnell, C. A., Ou, A., &amp; Kinicki, A. (2011). Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. <i>Journal Of Applied Psychology</i>, 96(4), 677-694. <b>(B)</b></p> <p>Kish-Gephart, J. J., Detert, J. R., Treviño, L. K., &amp; Edmondson, A. C. (2009). Silenced by fear: The nature, sources, and consequences of fear at work. <i>Research in organizational behavior</i>, 29, 163-193. <b>(A)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Upload your readings reflection paper before class begins and bring in a hard copy</li> </ul>	

Dates	Topics, Readings, Assignments and Deadlines	CTC, ELCC & ISLLC Standards
<p><b>3.</b></p> <p><b>9/10</b></p> <p><b>SAT.</b></p> <p><b>8-10</b></p> <p><b>BBC 323</b></p>	<p><b>Work Motivation and Commitment</b></p> <p>Cross, R., Gray, P., Gerbasi, A., &amp; Assimakopoulos, D. (2012). Building engagement from the ground up: How top organizations leverage networks to drive employee engagement. <i>Organizational Dynamics</i>, 41(3), 202-211. <b>(B)</b></p> <p>Kanfer, R. (2012). Work motivation: Theory, practice, and future directions. In S. W. J. Kozlowski (Ed.), <i>The Oxford Handbook of Industrial and Organizational Psychology</i> (pp. 455-495). Oxford: Blackwell. <b>(A)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Readings reflection – upload before class begins and bring a hard copy</li> <li>• Prepare for team leadership activity if assigned this session</li> </ul>	
<p><b>4.</b></p> <p><b>9/10</b></p> <p><b>Sat.</b></p> <p><b>10-12</b></p> <p><b>BBC 323</b></p>	<p><b>Team Dynamics and Performance</b></p> <p>Mathieu, J. E., &amp; Rapp, T. L. (2009). Laying the foundation for successful team performance trajectories: The roles of team charters and performance strategies. <i>Journal of Applied Psychology</i>, 94(1), 90-103. <b>(B)</b></p> <p>Wageman, R., Fisher, C. M., &amp; Hackman, J. R. (2009). Leading teams when the time is right: Finding the best moments to act. <i>Organization Dynamics</i>, 38, 192–203. <b>(A)</b></p> <p>Ellemers, N., &amp; Haslam, S. A. (2012). Social identity theory. In P. Van Lange, A. Kruglanski, &amp; E. T. Higgins (Eds.) (pp. 379-398). <i>Handbook of theories in social psychology</i> (2). London: Sage. (Available through SJSU e-books. Go to main library page, click on e-books, select Sage. Search for book title and select this chapter.) <b>(B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Readings reflection – upload before class begins and bring hard copy</li> <li>• Prepare for team leadership activity if assigned this session</li> </ul>	
<p><b>5.</b></p> <p><b>Online</b></p> <p><b>Session</b></p> <p><b>(9-20)</b></p>	<p><b>Organizational Power, Politics, and Persuasion</b></p> <p>Magee, J. C., &amp; Galinsky, A. D. (2008). Social hierarchy: The self-reinforcing nature of power and status. <i>Academy of Management Annals</i>, 2, 351-398. <b>(A&amp;B)</b></p> <p>Cialdini, R. (2004). The science of persuasion. <i>Scientific American</i>, 70-77. <b>(A&amp;B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Readings reflection – upload before class begins and bring hard copy</li> <li>• Watch Cialdini’s talk on You Tube:</li> </ul>	

Dates	Topics, Readings, Assignments and Deadlines	CTC, ELCC & ISLLC Standards
	<p><a href="https://www.youtube.com/watch?v=cFdCzN7RYbw">https://www.youtube.com/watch?v=cFdCzN7RYbw</a></p> <ul style="list-style-type: none"> <li>Which of Cialdini's tactics are used in your organization and by you? Which could you effectively put into practice? <b>Submit your ideas to a chat session by midnight on 9/20.</b></li> </ul> <p>Optional: Ferris, G. R., &amp; Treadway, D. C. (2011). Politics in Organizations: History, Construct Specification, and Research Directions. In G. R. Ferris, &amp; D. C. Treadway, (Eds). <i>Politics in organizations: Theory and Research Considerations</i> (pp. 3-26). New York: Routledge.</p>	
<p><b>6.</b> <b>10/1</b> <b>SAT.</b> <b>8-12</b> <b>BBC 323</b></p>	<p><b>Individual Presentation of Organizational Diagnoses</b></p> <p>Assignments</p> <ul style="list-style-type: none"> <li>Submit paper and give presentation in class</li> <li>Help organize, time and run the session if this is your team leadership role assignment</li> </ul>	
<p><b>7.</b> <b>10/1</b> <b>SAT.</b> <b>1-3</b> <b>BBC 323</b></p>	<p><b>Conflict &amp; Negotiation</b></p> <p>Gelfand, M. J., Leslie, L. M., Keller, K., &amp; de Dreu, C. (2012). Conflict cultures in organizations: How leaders shape conflict cultures and their organizational-level consequences. <i>Journal of Applied Psychology, 97</i>(6), 1131-1147. (A)</p> <p>Thompson, L. L., Wang, J., &amp; Gunia, B. C. (2010). Negotiation. <i>Annual review of psychology, 61</i>, 491-515. (B)</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>Readings reflection – upload before class begins and bring hard copy</li> <li>Prepare for team leadership activity if assigned this session</li> </ul> <p>Optional: Nemeth, C. J., &amp; Goncalo, J. A. (2011). Rogues and heroes: Finding value in dissent. In J. Jetten &amp; M. J. Hornsey (Eds.), <i>Rebels in Groups: Dissent, Deviance, Difference, and Defiance</i> (pp. 15-35). Oxford, UK: Wiley-Blackwell.</p>	
<p><b>8.</b> <b>10/1</b> <b>SAT</b> <b>3-5</b> <b>BBC 323</b></p>	<p><b>Creativity and Innovation Management</b></p> <p>Baer, M. (2012). Putting creativity to work: The implementation of creative ideas in organizations. <i>Academy of Management Journal, 55</i>(5), 1102-1119. (A)</p> <p>Sutton, R. I. (2002). Weird ideas that work. In R. I. Sutton. <i>Weird ideas that work</i> (pp. 177-199). New York: Simon and Shuster. (B)</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li><b>Bring in an article on an impressive educational innovation from another country</b></li> </ul>	

Dates	Topics, Readings, Assignments and Deadlines	CTC, ELCC & ISLLC Standards
	<ul style="list-style-type: none"> <li>Readings reflection – upload before class begins and bring hard copy</li> <li>Prepare for team leadership activity if assigned this session</li> </ul>	
<p><b>9.</b> <b>10/11</b> <b>TUES</b> 4:30-6:15 SH 412</p>	<p><b>Decision Making and Problem Solving</b></p> <p>Klein, G. (2011). How people really make decisions. In J. S. Osland, &amp; M. E. Turner (Eds.) <i>The organizational behavior reader</i> (pp. 524-535). Upper Saddle River, NJ: Prentice Hall. <b>(A)</b></p> <p>Kahneman, D. (2011). Thinking fast and slow (pp. 3-38). New York: Farrar, Straus, and Giroux. <b>(B)</b></p> <p>Tenbrunsel, A. E., Diekmann, K. A., Wade-Benzoni, K. A., &amp; Bazerman, M. H. (2010). The ethical mirage: A temporal explanation as to why we are not as ethical as we think we are. <i>Research in Organizational Behavior</i>, 30, 153-173. <b>(A)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>Readings reflection – upload and bring hard copy</li> <li>Prepare for team leadership activity if assigned this session</li> </ul>	
<p><b>10.</b> <b>10/11</b> <b>TUES</b> 6:15-8:00 SH 412</p>	<p><b>Organizational Design</b></p> <p>Worley, C. G., &amp; Lawler, E. (2010). Agility and organization design: A diagnostic framework. <i>Organizational Dynamics</i>, 39, 194-204. <b>(B)</b></p> <p>O'Reilly, C. A., &amp; Tushman, M. L. (2008). Ambidexterity as a dynamic capability: Resolving the innovator's dilemma. <i>Research in Organizational Behavior</i>, 28, 185-206. <b>(A)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>Readings reflection – upload and bring hard copy</li> <li>Prepare for team leadership activity if assigned this session</li> </ul> <p>Optional:</p> <p>Okhuysen, G. A., &amp; Bechky, B. A. (2009). Coordination in organizations: An integrative perspective. <i>Academy of Management Annals</i>, 3, 453-502.</p>	
<p><b>11.</b> <b>Online Session</b> <b>(10-20)</b></p>	<p><b>Stakeholder Management</b></p> <p>Miller, D., &amp; Oliver, M. (2015). Engaging Stakeholders for Project Success. PMI.Org. <b>(A&amp;B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>Create a stakeholder map and try to apply as much of the reading as possible to your organization and your change effort.</li> <li><b>Submit your work online by midnight 10/20</b></li> </ul>	
<p><b>12.</b> <b>10/25</b></p>	<p><b>Change Agency and Change Management</b></p> <p>Bartunek, J. M., Rousseau, D. M., Rudolph, J. W., &amp; DePalma, J. A. (2006). On the receiving end: Sensemaking, emotion, and assessments of an</p>	

Dates	Topics, Readings, Assignments and Deadlines	CTC, ELCC & ISLLC Standards
<p><b>TUES</b> 4:30-6:15 SH 412</p>	<p>organizational change initiated by others. <i>Journal of Applied Behavioral Science</i>, 42: 182-206. <b>(B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Readings reflection – upload and bring hard copy</li> <li>• Prepare for team leadership activity if assigned this session</li> </ul> <p>Optional: Rafferty, A. E., Jimmieson, N. L., &amp; Armenakis, A. A. (2013). Change readiness: A multilevel review. <i>Journal of Management</i>, 39(1), 110-135.</p>	
<p><b>13</b> <b>10/25</b> <b>TUES</b> 6:15-8:00 SH 412</p>	<p><b>Consulting Strategies and Dealing with Resistance</b></p> <p>Ford, J. D., &amp; Ford, L. W. (2009). Decoding resistance to change. <i>Harvard Business Review</i>, 87(4), 99-103. <b>(A)</b></p> <p>Blankenship, K. L., Wegener, D. T., &amp; Murray, R. A. (2012). Circumventing resistance: Using values to indirectly change attitudes. <i>Journal of Personality and Social Psychology</i>, 103(4), 606-621. <b>(B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Readings reflection – upload and bring hard copy</li> <li>• Prepare for team leadership activity if assigned this session</li> </ul>	
<p><b>14</b> <b>11/19</b> <b>SAT</b> 8-3 BBC 323</p>	<p><b>Individual Organization Change Project Presentations</b></p> <p>Assignments</p> <ul style="list-style-type: none"> <li>• Write paper and give presentation</li> <li>• Prepare for team leadership role if you're assigned to this session</li> </ul>	
<p><b>15</b> <b>11/19</b> <b>SAT</b> 3-5 BBC 323</p>	<p><b>Change Evaluation Working Session</b></p> <p>Anderson, M. C. (2003). Deploy the Strategic Change Initiative and Evaluate Progress. <i>Bottom-Line Organization Development: Implementing and Evaluating Strategic Change for Lasting Value</i>. Burlington, MA: Elsevier, 89-102. <b>(A&amp;B)</b></p> <p>Russ-Eft, D &amp; Preskill, H. (2009). Focusing the Evaluation. <i>Evaluation in Organizations: A Systematic Approach to Enhancing Learning, Performance and Change</i>. New York: Basic Books, 141-171. <b>(A&amp;B)</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• <b>Do the readings and apply lessons to your change project</b></li> </ul>	

## PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

The goals, objectives and student learning outcomes of the SJSU Ed.D in Educational Leadership program are listed below. Goals addressed in this course are indicated with an X.

<b>Core Theme 1: Transformational Leadership &amp; Systemic Reform: Theory, Policy, Administration, Practice and Change</b>		
<b>Program Goal 1</b>		Develop leaders who lead with a vision focused on fostering a culture of collaboration, shared-decision making and innovation and effectively communicate the significance of that vision to those without first-hand experience or knowledge of the educational system
<b>Program Goal 2</b>		Develop leaders who are knowledgeable about political advocacy and systemic reform processes in order to facilitate and support policies, practices and partnerships created to ensure that the potential education of every child is elevated and the engagement of families and key stakeholders in the educational system are enhanced.
<b>Program Objective</b>		Develop a broad, sophisticated, analytical, and research based understanding of executive level leadership (e.g., superintendent, district-level administrators, and coordinators). Study in this area includes how executive leadership is facilitated and circumscribed by various individuals and groups, agencies' actions, and how leaders influence these constituents through communication in order to address different perceptions and perspectives.
<b>Core Theme 2: Educational Contexts: Current Issues in Curriculum, Assessment, Teaching and Learning</b>		
<b>Program Goal</b>		Develop leaders who are collaborative, creative, and innovative problem solvers who use data and critical reflection to improve practice and decision-making
<b>Program Objective</b>		Develop leaders who have a broad, sophisticated, analytical, and empirically-based understanding of the conditions that either facilitate or inhibit the successful implementation of demonstrably effective instructional practices and professional development programs across a variety of school subject areas.
<b>Core Theme 3: Critical Issues in Education: Economics, Equity, Politics and Policy</b>		
<b>Program Goal</b>		Develop leaders who understand the political, social and historical forces that influence educational organizations and are skillful and strategic in their management of financial resources directed at developing effective and equitable educational outcomes.
<b>Program Objective</b>		Develop leaders who have a broad, sophisticated, analytical, and empirically-based understanding of the social, political and historical conditions and forces that shape educational policy and influence resource allocation policies, structures and practices.
<b>Core Theme 4: Research Methodology: Research for the Scholar-Practitioner</b>		
<b>Program Goal</b>		Develop leaders who are knowledgeable and informed by research, but also have the capacity to utilize research in order to intellectually engage and inform schools and communities

<b>Program Objective</b>	Develop leaders who will engage in critical reflection to explain, critique, and skillfully employ research, data collection and assessment methodologies and techniques designed to address problems of practice.
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