University of South Florida Sarasota-Manatee
College of Education
Learn, Lead, Inspire, Transform

EDA 6106 Administrative Analysis and Change
3 Semester Hours

Instructor: Colleen H. Lord Ed.D.
Office (941) 359-4346
Fax (941) 359-4778
Office hours by appointment
Email: colleenlord@sar.usf.edu

Course Description Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and will apply them to selected situations.

Course Overview

This course focuses on leaders as transforming agents of change in educational organizations. Students will understand the theory and practice of personal and organizational analysis and change and how best to serve others through the change process. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.

The skills of analysis and inquiry are involved in virtually everything school leaders and change agents do – strategic planning analysis, needs analysis, market analysis, organization analysis, performance analysis, problem-solving analysis, and the list goes on. Knowledge and organizational destiny are interwoven (Cooperrider, 2003). Leaders also must change themselves as they move along a path of professional growth and development. Understanding how to change one’s self and to assist others to change and develop in response to new challenges is also an important leadership skill. Our success or failure in educational organizations vitally depends on our capacity to read people, groups, and organizational situations in ways that improve, add value, and lead to positive change.

Meeting Dates/Times
Class will meet on Tuesday/Thursday March 25- April 24, 2014.
In addition, students participate in substantial Web-based readings, interactions, and activities.

Many of readings and resources are available on the course Canvas site. It is highly recommended that students enroll for only this course during the five week period due to the pace and intensity of readings and assignments. Attendance is required at all class sessions. Each absence will accrue a 5 point deduction.

Course Objectives and Related Standards, Competencies and Skills
The primary objective of this course is to enable class participants to develop as change agents through leadership knowledge, skills, and dispositions. To this end, upon completion of this course, students will be able to:

1. Comprehend and apply identified theories and frameworks of change and reflect upon their implications for practice.
2. Use what empirical research says about the initiation, implementation, and institutionalization of change.
3. Demonstrate understanding of the implications of the change process for teachers and other stakeholders in the change process.
4. Clarify their values and beliefs regarding educational change.
5. Identify effective administrative strategies of enhancing school improvement efforts, whether simulated or actual.
6. Reflect on personal strengths and on needs related to leading change efforts.
7. Synthesize and present essential course understandings.
8. Actively participate as a member of an online learning community focused on the change process.

The following Florida Leadership Standards from the William Cecil Golden School Leadership Development Program (https://www.floridaschoolleaders.org/fpls.aspx) are addressed in this course. The letters reference the 10 Standards within the USFSM Course Alignment Matrix: [NOTE: Hyperlink Matrix]

A – Instructional Leadership
B – Managing the Learning Environment
D – Decision Making Strategies
E – Technology
F – Human Resource Development
G – Ethical Leadership
H – Vision
I – Community and Stakeholder Partnerships
J - Diversity

Questions on the three F.E.L.E. Subtests are based on 40 Competencies and 91 Skills associated with the above 10 Florida Principal Leadership Standards (http://www.fldoe.org/asp/fele/pdf/3rd-Ed-FELE-C&S.pdf). The readings, activities, and assignments of this course address the following Competencies and Skills. The numbers reference the Subtest, Competence and Skill as outlined in the USFSM Course Crosswalk: [NOTE: Hyperlink Crosswalk]

- Subtest 1 - Instructional Leadership: Instructional Leadership; Managing the Learning Environment; Learning, Accountability, and Assessment 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.1, 1.2.2, 1.2.4, 1.2.7, 1.3.1, 1.3.2, 1.4.3, 1.4.4
- Subtest 2 - Operational Leadership: Technology; Human Resource Development; Ethical Leadership; Decision-Making Strategies 2.2.5, 2.13.1, 2.13.2, 2.14.2
- Subtest 3 - School Leadership: Community and Stakeholder Partnerships; Diversity; Vision 3.6.2, 3.9.1
In the Professional Portfolio of the USFSM Educational Leadership programs, students demonstrate understandings and skills for 7 Domains that align with the above Standards and Competencies. Satisfactorily demonstrating knowledge and skills through the Portfolio is a requirement for the M.Ed. degree program and recommendation for FL Principal Certification. Students are advised to retain papers, projects and presentations from each course as they may be selected for inclusion as artifacts for each of the Domains. The Portfolio Guidelines with descriptions of learner outcomes for each Domain are posted on the COE Website: http://www.sarasota.usf.edu/Academics/COE/forms/Portfolio %20WEB%20Guidelines_Revised_3-2011.pdf.

Textbook


APA Style Manual

Educational Leadership faculty require students to use proper APA style when preparing papers. The new 6th edition of the APA Style Manual (2009) is described on this website: http://apastyle.org/. There are several quick reference guides available including this one that has been reprinted with the new requirements of the 6th edition (even though the copyright date is still 2007):


APA Style Samples: http://guides.lib.usf.edu/content.php?pid=69952&sid=517795

Educational Leadership Program Portfolio

After successfully completing all courses in USFSM Educational Leadership programs, students are required to submit an Electronic Portfolio. The current Portfolio Guidelines are posted on Blackboard. Students are advised to retain an electronic copy of all course papers, group projects, and other artifacts to assist later collection of samples of their work through the program.

USFSM Resources and Policies

Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the University’s policy in USFSM Graduate Catalog: http://www.sarasota.usf.edu/academics/catalogs/ (pp. 31-34).

All assignments represent the individual work of student unless designated specifically by the instructor to be collaborative in nature. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.
USF has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. The instructor reserves the right (1) to request that assignments be submitted as electronic files, and (2) to submit assignments to SafeAssignment. Assignments are compared with a huge database of journal articles, web articles, and previously submitted papers. For more information and a tutorial, see http://www.sarasota.usf.edu/academics/catalogs/ (pp. 31-32) or http://www.cte.usf.edu/plagiarism/plag.html.

**Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog.

**Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, email messaging, and/or an alternate schedule. It’s the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull (http://www.mobull.usf.edu/) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information: http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php

**Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the student’s responsibility to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714; plakey@sar.usf.edu; www.sarasota.usf.edu/Students/Disability/

**Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures: http://www.sarasota.usf.edu/Facilities/documents/EAP_FAQ.pdf

**Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

**Web Portal Information:** Every USF student has a USF e-mail account. Students receive official USF correspondence and Blackboard course information via that address.

**Assessment of Student Learning**
Evaluation of student performance is based on the attainment of the course outcomes as demonstrated by the completion of all course requirements. Letter grades are assigned in accordance with the Graduate Catalog: [http://www.sarasota.usf.edu/academics/catalogs/](http://www.sarasota.usf.edu/academics/catalogs/) (pp. 45-47).

**Assignments**

Reflections on readings are posted on Canvas, and other written assignments are emailed to the instructor.

1. **PARTICIPATING, READING, REFLECTING, RESPONDING** – (see posting schedule for dates)

   In addition to participating in class activities each week, you will participate in a discussion group as arranged during the first class session. As you read and engage with materials assigned for the course, think about ways the material is pertinent to your own personal and professional lives. Between the dates indicated (not before and not after), post a reflection (check criteria below) on the readings to your group's Discussion Board on the class Canvas site. Also, for each topic and within the dates indicated below, respond to at least two of the reflections written by others. Reflections may be created in any form that conveys the meaning to the reader (non-linguistic representation, short essay response, video, etc).

   The criteria for postings in online discussions are:
   - Relevance to course objectives and FELE competencies in course syllabus
   - Application of key concepts from the readings for each course section
   - Critical analysis in which you apply key concepts about change from the readings
   - Conveys the intended meaning to reader and is reflective about the practice of education

   You may also email the instructor any questions or concerns pertaining to the course or assignments, and the instructor will respond to individuals or the class as appropriate so that others who have the same questions or concerns can be part of the conversation.

   **Posting schedule:** Entries must be posted by midnight of the date listed on the schedule of readings, assignments, and discussions. Postings must be made within the days listed, not before and not after.

2. **BEST SELF FEEDBACK ASSIGNMENT** – Paper (April 15)

   By April 1, find in the “Personal Change” section of course documents on Canvas the directions for the Best Self Feedback Exercise. Send out to a mix of 10-15 family members, friends, and colleagues a set of questions such as those described in the material. Ask them to respond no later than April 5. (Note: A student who was very successful in getting responses back from the requests she e-mailed for this assignment included an example in each email she sent out in which she gave her family members, friends, and colleagues the same sort of feedback she was requesting.)

   When you receive back the responses, identify common themes and write a 2-4 page summary of findings (email to instructor and coach by April 15). See guidelines for
writing the description provided in the overview included with the instructions. Also, be
sure to identify implications for your work as a leader in the change process.

3. CHANGE ANALYSIS ASSIGNMENTS

Part A: Personal Change Project
Background, Goals, Procedures
(2 pages – Email your coach and the instructor by noon, April 3)

Elements of the personal change plan should include the following:
1. What is your major concern or reason for being interested in changing your
   behavior for this project? Describe specifics:
   a. Your current behavior or problem (what you think and feel and how you act);
   b. The situation (who is involved, how, when, and where).
2. What is your major realistic goal for this personal change process during the
   course? The target date should be the Monday before the last class.
3. What are the main procedures and strategies you will use in working toward the
   goal?
4. What are your goals for coaching and being coached?
5. How will you evaluate the outcome of the project?

In order to effectively lead change, you should be competent at making personal
changes. The following is a change project recommended by Hutchins and Vaught

“Think about some aspect of your personal behavior you would really like to change. The
project should be important to you, yet it should also be one you can share with others.
The project must depend on changes you make. For example, if you are having trouble
interacting with another person (such as an employer, employee, spouse, or child) focus
on how you can change instead of what the other needs to do.” Personal change
projects have helped individuals become more proficient in these areas:

- Interacting more effectively in others in social situations;
- Improving interactions with children in a family;
- Resolving conflicts with family members or friends;
- Enjoying leisure time and related activities without guilt;
- Becoming more assertive in positive, responsible ways;
- Overcoming irrational, self-defeating thoughts, emotions, and actions;
- Monitoring and controlling outbursts of anger toward family members,
  supervisors, employees, athletic team mates and others;
- Changing attitudes toward work (after a layoff, when a company closes, or other
  major life change occurs);
- Stopping smoking or drinking;
- Attending meetings and effectively using the tools of a 12-step group, such as AA
  or Al-Anon;
- Losing, gaining, or maintaining weight;
- Eating more nutritionally healthy and balanced meals;
- Starting and maintaining a regular exercise program;
● Learning to relax without TV, drugs, or other people;
● Developing and adhering to a budget;
● Organizing and managing time more effectively (at home and at work);
● Overcoming procrastination

Pair up and have a classmate be your change coach for this project at the same time that you are a change coach for the classmate’s change project. You are responsible for twice-weekly contact in person, via telephone, or by e-mail to help each other work toward successfully completing the change project. The project requires both participants to search for strategies, applications, monitoring measures, etc… If I were your coach, I might:

● Assign you the task of keeping a journal related to the your goal area;
● Assign you books or articles to read;
● Use music or other art forms to help you creatively deal with your problem;
● Explore with you how your “self-talk” is influencing your progress;
● Develop affirmations with you related to the problem;
● Develop a contract with you;
● Explore with you role models and ways of imitating what you want to become;
● Utilize charting or other measures to document results;
● Other strategies agreed upon

Part B. Change Initiative Assignment – Paper (April 10)
Change Initiative Description – The change initiative analysis provides you with an opportunity to integrate theory and practice. Identify a change initiative in your school or district in which you currently are or have in the past been directly involved. Describe the initiative briefly (no more than 3 pages). The paper should include a description of the sequence of events that occurred and of the people/groups involved. It should demonstrate comprehensive and focused knowledge of the change taking place in the initiative. That is, the paper should tell a clear story about a particular change process with as little unnecessary extraneous information as possible.

Part C: Analysis of Change Initiative – Presentation (April 22 or 24) and Paper (April 24).
Use the various change theories studied in class to analyze the change initiative, to offer reasons for the presenting problems, and to make prescriptive suggestions. This paper is intended to demonstrate understanding of the change process. Include sources from all sections of the course.

1. Based on your learning related to this class, how would you diagnose what was really going on in the changes studied? How well did the change agents/organization members diagnose what the issues really were in the change initiative? (e.g., Stages of Concern)
2. Analyze the particular approaches to change used. Why did the organization take one particular approach to change (e.g. downsize) rather than other possible ones (e.g. creating a learning organization)? How well were the particular change attempts grounded in any change theory(s) you have learned in readings, discussion, and in class? (e.g., Innovation configuration)
3. Was resistance to change present? How was it manifested? How well was it addressed? Given what you know of change theories, how could it have been better addressed? (e.g., Interventions)
4. How might the organization have used some of the materials/learnings from this class in a way that would have increased the success of the change effort? (e.g., Change Facilitation)

The majority of the paper should be on the analysis and evaluation aspects, including references to material you have read and synthesized and appropriate citations using APA style. Suggested length: 5-6 pages.

The Powerpoint, Prezi (http://prezi.com/index/), or pecha kucha (http://www.pecha-kucha.org/) presentation in class on April 22 or 24 should be no more than 20 slides with a time limit of 10 minutes.

The written paper should be emailed to the instructor by April 22. The analysis of the change initiative will be graded based on the following:

- How comprehensive, focused, readable, accurate, and understandable it is and how little extraneous, unnecessary material is included.
- The quality of the synthesis and application of course learnings about change theories.

**Part D: Analysis: Personal Change, Coaching, and Being Coached – (April 22)**

This analysis will be presented in the form of a pecha kucha, a slide show with exactly 20 slides that show for 20 seconds each with your voice narrating: 20x20 = 6 min. 40 sec. This relatively new presentation format initiated in Japan and is used predominantly by artists, architects and filmmakers. It is fairly easy to set up in Powerpoint, and will be demonstrated in class. Go to http://www.pecha-kucha.org/ to see some samples.

**Note:** In this assignment, you do not have disclose the change that you chose or the results of the change unless you wish to. The slides will focus on the PROCESS and be used to do the following.

1. **Describe** in detail your experience of being coached.
2. **Describe** in detail your experience of coaching your classmate.
3. **Describe** what have you learned from the coaching process. Use key concepts from the change theories to support your description of your experience. What implications do you see for incorporating coaching in your work in an educational organization? Why?
4. **Analyze.** Use the synthesis of key understandings from the course readings as the context for analyzing your own personal change experience project.
5. **Evaluate.** What are your most significant insights from these experiences – about yourself? About working with someone else? About your role as a leader in an educational organization? About implications for organizational analysis and change?

**4. Appreciative Inquiry Summit or Other Activity – Group Powerpoint, Agenda and Handouts. (Completed in Class April 17)**

What data exist to show what is right and good about your school? Using skills and approaches presented in readings for the course, collect these data, analyze them, and be prepared to come to class on April 17 to summarize them in a Powerpoint
A presentation that could be used for a whole faculty as the introduction to an Appreciative Inquiry Summit. Also in class, you will create the agenda and handouts for the 1-day summit. You will gather data prior to this class activity. Groups will meet in an earlier class session to begin planning the strategy for this activity.

**RUBRIC FOR WRITING ASSIGNMENTS**

The written assignments will be evaluated based on the following criteria:

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<thead>
<tr>
<th>Criteria for Assessing and Evaluating Written Assignments</th>
<th>1--------2--------3--------4--------5</th>
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<tbody>
<tr>
<td>Clarity of writing style (vocabulary, grammar, spelling, punctuation, APA format).</td>
<td>Unsatisfactory Satisfactory Excellent</td>
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<tr>
<td>Evidence of ability to access, select and organize appropriate information from multiple sources representative of required course readings as a whole, class learnings, etc.</td>
<td>Unsatisfactory Satisfactory Excellent</td>
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<tr>
<td>Evidence of ability to analyze complex issues and formulate rational recommendations/syntheses.</td>
<td>Unsatisfactory Satisfactory Excellent</td>
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<tr>
<td>Demonstration of understanding of key course content.</td>
<td>Unsatisfactory Satisfactory Excellent</td>
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<tr>
<td>Completion of the requirements of the assignment.</td>
<td>Unsatisfactory Satisfactory Excellent</td>
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**Summary Calendar** – See Course Schedule for Readings, Assignments, and Discussions

<table>
<thead>
<tr>
<th>Class sessions</th>
<th>Assignment/Project Due</th>
<th>Grade/Points</th>
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<tbody>
<tr>
<td>Tuesday, March 25</td>
<td>Assignment/Project Due</td>
<td></td>
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<tr>
<td>Thursday, March 27</td>
<td>Assignment/Project Due</td>
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<tr>
<td><strong>Due: Personal Change Plan (by 4/3)</strong></td>
<td>Assignment/Project Due</td>
<td>15 pts</td>
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<tr>
<td><strong>Tuesday, April 1</strong></td>
<td>Assignment/Project Due</td>
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<tr>
<td><strong>Thursday, April 3</strong></td>
<td>Assignment/Project Due</td>
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<tr>
<td><strong>Due: Change Initiative Description (by 4/10)</strong></td>
<td>Assignment/Project Due</td>
<td>15 pts</td>
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<tr>
<td><strong>Tuesday, April 8</strong></td>
<td>Assignment/Project Due</td>
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<tr>
<td><strong>Thursday, April 10</strong></td>
<td>Assignment/Project Due</td>
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<tr>
<td><strong>Due: Best Self Feedback (by 4/15)</strong></td>
<td>Assignment/Project Due</td>
<td>15 pts</td>
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<tr>
<td><strong>In Class: Appreciative Inquiry Summit or other Activity</strong></td>
<td>Assignment/Project Due</td>
<td>20 pts</td>
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<tr>
<td><strong>Several Presentations of Change Initiative Project</strong></td>
<td>Assignment/Project Due</td>
<td>20 pts</td>
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<td>Date</td>
<td>Assignment</td>
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<tr>
<td>Tuesday, April 22</td>
<td>Due: Presentations of Analysis of Personal Change, Coaching and Being Coached</td>
<td>20 pts</td>
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<tr>
<td>Thursday, April 24</td>
<td>Several Presentations of Change Initiative Project Course evaluation</td>
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<tr>
<td>Due Tuesday, April 22</td>
<td>Analysis of Change Initiative Project</td>
<td>20 pts</td>
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<tr>
<td>Due throughout the</td>
<td>Participation and Discussion Groups</td>
<td>10 pts</td>
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<td>course</td>
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