

University of Central Arkansas
PhD in Leadership (LEAD)
8334: Leadership and Change

Spring 2015, Wednesdays, 5:30-8:00 pm/Selected Saturdays, 9:00-5:00

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Texts and Materials

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Edition). Washington, DC: Author.
- Conklin, J. (2005). Wicked problems and social complexity. *CogNexus Institute*. Retrieved from <http://cognexus.org/wpf/wickedproblems.pdf>
- Deneulin, S., & Shahani, L (Eds.). (2009). *An introduction to the human development and capability approach: Freedom and agency*. Sterling VA: Earthscan. Retrieved from <http://web.idrc.ca/openebooks/470-3/>
- Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition* (Chapter 2). New York: Continuum International Publishing Group. Retrieved from http://www.users.humboldt.edu/jwpowell/edreformFreire_pedagogy.pdf
- Lewis, K., & Burd-Sharps, S. (2014). *The measure of America*. NY: University Press. Retrieved from <http://www.measureofamerica.org/>
- Robeyns, I. (2005). The capability approach: A theoretical survey. *Journal of Human Development*, 6(1), 93-117. Doi: <http://dx.doi.org/10.1080/146498805200034266>
- Shields, C. (2013). *Transformative leadership in education: Equitable change in an uncertain and complex world*. New York: Routledge. ISBN 978-0415-89254-4

Course Description

8334 LEADERSHIP AND CHANGE explores complexity leadership theory and how it can be used to advocate for social change using the human development and capability approach in multiple contexts. Students will apply theories and concepts presented in class to actual issues or problems of concerns found in various community sectors in order to develop positions of advocacy for change. Combines the use of lecture, readings, article reviews, discussion, and ‘Community Tours & Talks.’

Instructional Approach/Class Time/Community Tour/Talks

It is my hope we embrace Paulo Freire’s approach to “problem-posing education” in this course so that we may “see the world not as a static reality, but as a reality in process, in transformation” (2000, p. 83). The instructional design of the course is intended to capitalize on

both a theoretical and an applied approach. As we engage in our readings, our discussion in the classroom, and the Community Tours/Talks, we will also experiment with applying what we are learning. You will identify an Arkansas issue or problem of concern and advocate for the changes needed within the complex systems in which the issue exists. Ideally, the issue should focus on under-represented populations and the aim is to advocate for needed changes where the targeted population may reach their full capability to be and do what they wish with their lives. The overarching goal for the combined theoretical and applied approach is to experiment in a relatively 'risk-free environment' how transformative leadership could look and behave in our complex systems for the purpose of leveraging policy and practices for the necessary changes to meet human development and capability needs.

Course and Learning Objectives

By the end of the course, students will be able to

- explain the need to adopt a human development and capability approach for advocacy,
- develop transformative leadership approaches in complex dynamic systems,
- identify a critical/social issue or problem of concern and advocate for social change, and
- apply transformative leadership to leverage change in our complex systems.

Course Outline

Introduction: The Banking Concept of Education and LEAD 8334 Leadership and Change
Establishing a Need for Change

- Human development and capability approach.
- The Capability Approach: A theoretical survey
- Wicked problems & social complexity
- The Measure of America

Taking a Transformative Leadership Approach for Change

- Transformative leadership theory: A social justice approach on leading in complex systems.
- Leadership for change: An advocacy/activist approach to change in a world dominated by VUCA (volatility, uncertainty, complexity, and ambiguity) (Shields, 2013, p. vii).

Theories/Concepts Applied (selected Saturday/Wednesdays)

- February 4: Literacy-Kelly Bullington, Program Coordinator-Faulkner County, Literacy Action of Central Arkansas
- March 4: Educational Engagement: Melanie Landrum, Executive Director, Arkansas A+ Schools & Paul Leopoulos, Founder of the Thea Foundation
- March 15: TBA
- April 1: Digital Learning: Cathi Swann, State Coordinator of Digital Learning & Rachel Schell, Digital Learning Support Specialist
- April 8: Arkansas Broadband Issue-Dr. Tim Atkinson, President, AR Science & Technology Authority

Course/Reading Schedule

Date	Description	Activities Please have read and be prepared to discuss the following by the time we meet on the indicated date (see reflective questions in Course Requirements below)
Jan. 14	Freire- <i>The Banking Concept of Education</i> and LEAD 8334 Leadership and Change Syllabus & Course Overview	Read <i>Banking Concept</i> prior to Jan. 14.
Jan. 21	Establishing Need: Deneulin & Shahani- <i>Human Development and Capability Approach</i> : Introduction; Part I, Chapters 1, 2, & 3	
Jan. 28	Robeyns- <i>The Capability Approach: A Theoretical Survey</i> ; Conklin- <i>Wicked Problems & Social Complexity</i> ; Lewis & Burd-Sharps- <i>The Measure of America 2014-2015</i>	Identify an issue/problem of concern to research and to advocate for change- Email to shellya@uca.edu prior to Feb. 11 Explore http://nces.ed.gov/naal/ and find info about literacy prior to Feb 4
Feb. 4	Community Tour/Talk: Kelly Bullington, Program Coordinator-Faulkner County, Literacy Action of Central Arkansas	Location: Our classroom
Feb. 11	Discussions surrounding the issue for which you have chosen to advocate for change	
Feb 18	Shields- <i>Transformative Leadership in Education</i> : Chapters 1& 2	
Feb. 26	Shields- <i>Transformative Leadership in Education</i> : Chapters 3& 4	Explore http://www.arkansasaplus.org/#!at-a-glance-/c10g1 for info on A+ Schools and http://www.theafoundation.org/ for info on the Thea Foundation prior to Mar. 4
Mar. 4	Community Tour/Talk: Melanie Landrum, Executive Director, Arkansas A+ Schools & Paul Leopoulos, Founder of the Thea Foundation	Location: 401 N Main Street Suite 200 North Little Rock AR 72114 (use the 4 th street entrance; go to second floor)
Mar. 12	Shields- <i>Transformative Leadership in Education</i> : Chapters 5& 6	Submit first draft of Issue and Advocacy paper Explore XXX prior to March 15 Community Tour/Talk
Mar. 15		Submit first draft of Issue and Advocacy paper Explore XXX prior to April 1 Community Tour/Talk

Apr. 1	Cathi Swann, State Coordinator of Digital Learning & Rachel Schell, Digital Learning Support Specialist	Explore http://www.asta.arkansas.gov/Pages/default.aspx prior to Apr. 8 Community Tour/Talk
Apr. 8	Community Tour/Talk: Tim Atkinson, President, AR Science & Technology Authority	Location: Our classroom
Apr. 15	Shields- <i>Transformative Leadership in Education: Chapters 7 & 8</i>	
Apr. 21	Final Advocacy Paper	Email final paper

Course Requirements

Class and Community Tour/Talk Participation: Use the schedule above to stay abreast of the readings to fully prepare for engaging in our classroom discussions and for the Community Tour/Talk sessions. In order for our class discussions to be productive (as well as before and after our Community Tour/Talk sessions), please read the materials prior to our meetings and use the suggested reflective guide as you prepare for our discussions (be prepared to cite specific passages in the readings to support your responses):

- In what ways does the reading influence my thinking about transformative leadership/complex systems/change?
- In what ways has the reading influenced how I view the bigger picture (beyond my sphere of influence) regarding social issues, leadership, and change?
- How does the reading shape my thinking about my chosen issue/problem of concern?
- In what ways can I leverage transformative leadership and those that influence my organization to advocate for widespread change with my chosen issue?
- What questions do I still have and/or what do I still need to learn more about? What is my plan to address my questions?

After the Community Tour/Talk sessions, you will provide a written reflection (using some or all of the bulleted items listed above as guides). Your reflection will be shared with the individual sponsoring the session.

Issue and Advocacy Paper: Beginning with the end in mind, the final product of the course is an Issue and Advocacy paper (in APA format). You will identify an issue or a problem of concern in Arkansas and develop a paper detailing a plan of action for advocating change on behalf of an under-represented group in our state. You are expected to synthesize your learnings and concepts gained from the course readings, discussions, and from the Community Tours/Talks. The final paper will include

- Presentation of the issue with a detailed rationale for why the issue has been selected.
- A review of the literature surrounding the issue or problem of concern.
- Presentation of a data-based picture surrounding the issue or problem of concern (you are strongly encouraged to use The Measure of America source as one of your data sources).

- Application of transformative leadership concepts when building a persuasive argument/plan of action that leads to social change where individuals gain the capability to “be whom they want to be” (Robeyns, 2005, p. 95).
- Prior to the due date of the final paper, you will present your paper to your class colleagues and guests. Please see Appendix A.

Grade Distribution

Class and Community Tour & Talk Participation	20 points
Mid-term draft of Issue and Advocacy paper	30
Final Paper	50
Total Possible	100 points

Scale for final course grades:

90 to 100 percent	A
80 to 89 percent	B
70 to 79 percent	C
0 to 69 percent	F

Course Policies and Services

Participation and Late Work Policy. Students should engage with the material as well as their colleagues. Learning occurs when people engage with new information and others’ ideas about this information. We need your voice and thoughts for our own learning to expand. Please be present and speak up. We are listening.

All paper deadlines are important. Please submit work on time. For each day a paper is late, I will deduct 10% of the grade. After one week, the paper will not be accepted. If extenuating circumstance arise, please communicate with me about the problem before the deadline.

Academic Integrity. Your work is to be your own, and it is to be prepared originally for this course. It is considered academic dishonesty to present work done by someone else and to claim it as your own. It is also inappropriate to hand in a paper or portions of a paper written for another class--including high school and college courses you have taken or in which you are currently enrolled. Any borrowed information (from books, websites, and other sources) should include the correct documentation to identify it as originating elsewhere. Academic dishonesty of any type (plagiarism, cheating, preparing work for others, etc.) is unacceptable even if you do it accidentally.

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Americans with Disabilities Act. The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this

Act due to a disability, please contact the UCA Office of Disability Services, (501) 450-3613.

Suggested Readings

- Crosby, B. C., & Bryson, J. M. (2010). Integrative leadership and the creation and maintenance of cross-sector collaborations. *The Leadership Quarterly*, 21, 211-230.
- Fullan, M. (2001). *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
- Quinn, R. E., Spreitzer, G. M., & Brown, M. V. (2000). Changing others through changing ourselves. *Journal of Management Inquiry*, 9(2), 147-164.
- Reams, J. (2005). What's integral about leadership? A reflection on leadership and integral theory. *Integral Review*, 1, 118-132.
- Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *Leadership Quarterly*, 18(4), 298-318.
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly* 43, 221-258.

Appendix A

Interdisciplinary PhD in Leadership LEAD 8334, Advocacy Paper Guidelines and Rubric

Learning Objective: PhD candidates will be knowledgeable about the use of leadership and change theory in research and action.

Goal: Candidates will propose leading social advocacy using leadership and change theories to frame practice and research.

The advocacy paper & presentation guidelines

Part 1: Setting stage.

State the issue you are advocating clearly in an introduction. Give the general background of your issue and why the reader should care about it. Your introduction will provide a general outline for the paper that the rest of the paper will provide details on.

Provide a review of the literature. Give detailed background of the issue: the history of it, the major entities (federal, state, local, as appropriate) involved on all sides (pros and cons) of the issue, and the current status of the issue.

Provide added depth with background stories and details about your cause in the body of the essay. Use data to provide support for your advocacy of the issue. As you explain a particular point, bring it back to the goal of getting the reader involved in your cause.

Part 2: Develop the advocacy position.

Describe and advocate for a specific action or perhaps policy surrounding your issue. Discuss why this action/policy is necessary and how it would address current problems or inadequacies found with the issue. It may be that small changes or reinforcement of the status quo is the best outcome for a particular issue. Discuss the benefits of your proposed action whether it is awareness, maintaining the status quo, or changing a policy. Discuss how your proposed action(s) should be implemented (at the federal, state, and/or local level) as well as who it primarily affects. Back up your call to action with a sound rationale for why your call for awareness/action is necessary.

Conclude the paper with a more emotional appeal to the reader; stress the difference your proposed awareness/action can make. Briefly review the issue you have already discussed and leave the reader with a final statement to stick in his/her head about how that reader can become involved.

Attach contact information that gives the reader someone to call or talk to if s/he wants more information or join the cause.

Draw from our readings and apply concepts embedded in complexity/generative leadership as appropriate. Use APA format throughout.

Final Advocacy Paper Rubric

A: The advocacy paper clearly integrates leadership and change theories as a frame in the discussion surrounding a societal issue or cause in need of change and /or support. The paper provides a solid rationale for advocating for specific actions and changes in practices and/or policies. A detailed background information concerning the issue that includes the history, the major entities involved (federal, state, local) and their influence (pros and cons) over the issue, and the current status of the issue. Relevant and detailed data provide supporting evidence for the need to advocate the issue. Benefits of the proposed action for those whom the changes will primarily affect are provided. The paper concludes with a call to readers to support the issue or cause by stressing the difference the proposed awareness/action can make. Paper is well-organized and demonstrates a clear progression of ideas. Proper APA use of citation and references.

B: The advocacy paper presents leadership and change theories to frame the discussion surrounding a societal issue or cause in need of change and /or support. The paper provides a rationale for advocating for specific actions and changes in practices and/or policies. The paper gives some background information concerning the issue that includes the history, the major entities involved (federal, state, local) and their influence (pros and cons) over the issue, and the current status of the issue. Data provide some evidence for the need to advocate the issue. Benefits of the proposed action for those affected by the changes are provided. The paper may or may not conclude with a call to readers to support the issue or cause. Paper is somewhat organized and demonstrates a fairly clear progression of ideas. Minor errors in APA use of citation and references are evident. The paper may represent one or more of the problematic areas mentioned above.

C: The advocacy paper demonstrates a poor understanding of leadership and change theories in the discussion surrounding a societal issue or cause in need of change and/or support. The rationale for advocating for specific actions and changes in practices and/or policies is not fully developed. The paper lacks a thorough understanding of the background information concerning the issue that includes the history, the major entities involved (federal, state, local) and their influences (pros and cons) over the issue, the current status of the issue. Data provide limited evidence for the need to advocate the issue. Some benefits of the proposed action for those affected by the changes are provided. The paper may or may not conclude with a call to readers to support the issue or cause. Paper is somewhat organized and demonstrates a fair to poor progression of ideas. Minor errors in APA use of citation and references are evident. The paper may represent one or more of the problematic areas mentioned above.