

EDLD 7970
Special Topics:
Organizational Leadership, Change,
and Sustainability

Spring 2012
Wednesdays 5:00PM – 7:50PM
2435 Haley Center

Dr. Lisa Kensler
4002 Haley Center

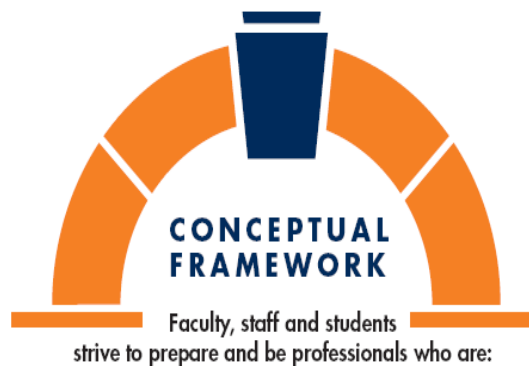
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Office Hours (4002 Haley):
 Wednesdays 9am - 12pm
 By Appointment – call, text, or email to set
 up an appointment

EFLT

College of Education

COLLEGE OF EDUCATION



Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution/employer

EDLD 7970 Special Topics: Organizational Leadership, Change, and Sustainability SYLLABUS

1. Course Number: EDLD 7970

Course Title:

- A. Special Topics in Organizational Leadership, Change, and Sustainability (Special Topics in Sustainability)

Credit Hours:

- B. 3 semester hours
C. 1 class per week (Spring 2011: Wed. 5 – 7:50)

Prerequisites/Co-requisites:

- D. No prerequisites or co-requisites

2. Date Syllabus Prepared:

- A. October 2011

3. Text/Resources:

- A. Doppelt, B. (2010). *Leading change toward sustainability: A change-management guide for business, government, and civil society*. Sheffield, UK: Greenleaf Publishing.
- B. The following articles, available through Auburn University library resources, may supplement text readings. **However, final supplemental reading list will be selected in consultation with participating students so that their discipline/research interests are honored:**
- a. Gladwin, T. N., Kennelly, J. J., & Krause, T.-S. (1995). Shifting paradigms for sustainable development: Implications for management theory and research. *Academy of Management Review*, 20(4), 874-907.
 - b. Purser, R. E., Park, C., & Montuori, A. (1995). Limits to anthropocentrism: Toward an ecocentric organization paradigm? *Academy of Management Review*, 20(4), 1053-1089.
 - c. Allen, K. E., Stelzner, S. P., & Wielkiewicz, R. M. (1998). The ecology of leadership: Adapting to the challenges of a changing world. *The Journal of Leadership Studies*, 5(2), 62-82.
 - d. April, K. A. (1999). Leading through communication, conversation and dialogue. *Leadership & Organization Development Journal*, 20(5), 231-242. doi: 10.1108/01437739910287108
 - e. Bansal, P., & Roth, K. (2000). Why companies go green: a model of ecological responsiveness. *The Academy of Management Journal*, 43(4), 717-736.

- f. Stead, J. G., & Stead, E. (2000). Eco-enterprise strategy: standing for sustainability. *Journal of Business Ethics*, 24(4), 313-329. doi: 10.1023/A:1006188725928
- g. Bansal, P., & Gao, J. (2006). Building the future by looking to the past. *Organization & Environment*, 19(4), 458-478.
- h. Etzion, D. (2007). Research on organizations and the natural environment, 1992-present: A review. *Journal of Management*, 33(4), 637-664. doi: 10.1177/0149206307302553
- i. Marsick, V. J. (2009). Toward a unifying framework to support informal learning theory, research and practice. *Journal of Workplace Learning*, 21(4), 265-275. doi: 10.1108/13665620910954184
- j. Kensler, L. A. W. (in press). Ecology, democracy, and green schools: An integrated framework. *Journal of School Leadership*.

4. Course Description:

- A.** Organizational, leadership, and change theory applied to the problem of transforming organizations into more ecologically, socially, and economically sustainable systems.

5. Student Learning Outcomes:

- A.** Develop understanding of organizational and leadership theory related specifically to sustainability (*Course readings, Connection Journal*)
- B.** Apply organizational and leadership theory to different discipline contexts, research interests, and career paths related to sustainability (*State of Sustainability presentations, Final Paper*)
- C.** Develop individual leadership capacity to design and facilitate change for sustainability (*Experiential activities for developing individual leadership capacity during class meetings*)

6. Course Content Outline:

A.

WK	CONTENT	READINGS DUE
Jan 11	<input type="checkbox"/> Introduction: What is your interest in and experience with sustainability? <input type="checkbox"/> Select Final Project topics <input type="checkbox"/> Choose presentation week	(Doppelt, 2010, pp. 1-31)
Jan 18	<input type="checkbox"/> What is sustainability? <input type="checkbox"/> How does sustainability relate to your field, your career, and you?	(Doppelt, 2010, pp. 33-108)
Jan 25	<input type="checkbox"/> Mental models, mindsets, and paradigms	(Doppelt, 2010, pp. 109-125)
Feb 1	<input type="checkbox"/> Mental models, mindsets, and paradigms (continued) ➤ Student/group presentation	(Gladwin, et al., 1995; Purser, et al., 1995)
Feb 8	<input type="checkbox"/> Team structure, leadership, and effectiveness ➤ Final Paper Proposal DUE	(Doppelt, 2010, pp. 126 – 146)
Feb 15	<input type="checkbox"/> Team structure, leadership, and effectiveness ➤ Student/group presentation	(Allen, et al., 1998)
Feb 22	<input type="checkbox"/> A vision and guiding principles of sustainability	(Doppelt, 2010, pp. 147-162)
Feb 29	<input type="checkbox"/> A vision and guiding principles of sustainability ➤ Online activity – NO CLASS MEETING	(Kensler, in press)
Mar 7	<input type="checkbox"/> Effective strategies for change	(Doppelt, 2010, pp. 163 – 190)
Mar 14	SPRING BREAK!	
Mar 21	<input type="checkbox"/> Effective strategies for change ➤ Student/group presentation	(Stead & Stead, 2000)
Mar 28	<input type="checkbox"/> Effective communication ➤ State of Sustainability-Poster for Peer Review	(Doppelt, 2010, pp. 191-202)
Apr 4	➤ Effective communication ➤ Student/group presentations	(April, 1999)
Apr 11	<input type="checkbox"/> Feedback and continuous learning	(Doppelt, 2010, pp. 203-227)
Apr 18	<input type="checkbox"/> Feedback and continuous learning ➤ Online activity – NO CLASS MEETING	(Marsick, 2009)
Apr 25	<input type="checkbox"/> Aligning systems and structures for sustainability <input type="checkbox"/> Student/group presentations	(Doppelt, 2010, pp. 228-271)
Apr 30	➤ FINAL PAPER DUE	APRIL 30, 2011

B. Assignment Due Dates:

A. Weekly Connection Journal	Post to Canvas Weekly by class time
B. State of Sustainability Presentations	a. Determined first day of class b. Research Week – March 28 for peer review – Present week of April 2
a. Class PPT or Prezi	
b. Research Week	
C. Final Paper Proposal	February 8
D. Final Paper	April 30

C. Exams: The final paper for this class will serve as the final exam and will be due during Week 16 → April 30, 2012.

7. Assignments/Projects:

A. Weekly Connection Journal - How do each week's readings relate to your personal experience, research interests, and/or career path? Write a meaningful reflection of 250-500 words.

B. The State of Sustainability Presentation – Individually, or in a group, develop a class presentation (PowerPoint or Prezi) and a poster presentation (Peer Review March 28 in class and Research Week: April 4, 2012) that describes the state of sustainability research and practice in your discipline. How is the term used? What does the term mean? How is it applied? What is its history in your field? What is the present state of research and practice? What is the desired future? What are the needs/possibilities for interdisciplinary work? We will develop the presentation schedule during the first class; these presentations will begin week 4 and there will be approximately one every other week. Each group/student will also present a poster during Research Week.

C. Final Paper Proposal – Each individual will develop a proposal for their final paper. Propose the type of paper that will move your thinking, research and/or practice forward. Present a plan that clearly articulates the purpose and significance of your proposed paper. Your proposal must include specific standards for grading your final paper. Upon the instructor's approval, this plan will serve as a memorandum of understanding between the instructor and student.

D. Final Paper – Write the paper you proposed to write above (C.). I will use our agreed upon standard for evaluating your work.

8. Rubric and Grading Scale:

A. Weekly Connection Journal	2pts/wk x 15wks	30 Points
B. The State of Sustainability Presentation		
a. Class Presentation		15 Points
b. Poster for Research Week		15 Points
C. Final Paper Proposal		10 Points
D. Final Paper		<u>30 Points</u>
Total:		100 Points

9. Class Policy Statements:

- A. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
- C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code

of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

- E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Office of Accessibility (formerly: Program for Students with Disabilities), 1288 Haley Center, 844-2096 (V/TT).
- F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
- G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - o Engage in responsible and ethical professional practices
 - o Contribute to collaborative learning communities
 - o Demonstrate a commitment to diversity
 - o Model and nurture intellectual vitality

10. Justification for Graduate Credit:

- A. Most of our graduates will work in some type of organization. The problems associated with designing, leading, and managing organizations for improved sustainability are facing leaders at every level of society and in every discipline. This course is an interdisciplinary course that brings graduate students together from across campus to explore high level academic writing about these issues and to relate them to their own content areas.