

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

**Spring 2013**  
 Wednesdays 5:00PM – 7:50PM  
 2435 Haley Center

**Dr. Lisa Kensler**  
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 Wednesdays 9am - 12pm  
 By Appointment – call, text, or email to set  
 up an appointment

**EFLT**

College of Education

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**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 2013: Wed. 5 – 7:50)

**Prerequisites/Co-requisites:**

- D. No prerequisites or co-requisites

**2. Date Syllabus Prepared/Revised:**

- A. December 2012

**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. A book of each student's choice. We will select individual books during the first class session.

**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
1. Jan 9	<input type="checkbox"/> Introduction: What is your interest in and experience with sustainability? <input type="checkbox"/> Select Final Project topics <input type="checkbox"/> Choose book and book conversation week	(Doppelt, 2010, pp. 1-31)
2. Jan 16	<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) (Heinberg, 2010 book chapter - will distribute in class)
3. Jan 23	<input type="checkbox"/> Mental models, mindsets, and paradigms	(Doppelt, 2010, pp. 109-125)
4. Jan 30	➤ Mental models, mindsets, and paradigms (continued) ➤ Sustainability Iceberg Model DUE	Iceberg Content
5. Feb 6	<input type="checkbox"/> Team structure, leadership, and effectiveness ➤ Final Paper Proposal DUE	(Doppelt, 2010, pp. 126 – 146)
6. Feb 13	<input type="checkbox"/> Team structure, leadership, and effectiveness ➤ Book Conversation 1	BOOK 1
7. Feb 20	<input type="checkbox"/> A vision and guiding principles of sustainability	(Doppelt, 2010, pp. 147-162)
8. Feb 27	<input type="checkbox"/> A vision and guiding principles of sustainability ➤ Book Conversation 2	BOOK 2
9. Mar 6	<input type="checkbox"/> Effective strategies for change	(Doppelt, 2010, pp. 163 – 190)
Mar 13	SPRING BREAK!	
10. Mar 20	<input type="checkbox"/> Effective strategies for change ➤ Book Conversation 3 ➤ Final Paper Rough Draft DUE	BOOK 3
11. Mar 27	<input type="checkbox"/> Effective communication	(Doppelt, 2010, pp. 191-202)
12. Apr 3	<input type="checkbox"/> Effective communication ➤ Book Conversation 4	BOOK 4
13. Apr 10	<input type="checkbox"/> Feedback and continuous learning	(Doppelt, 2010, pp. 203-227)
14. Apr 17	<input type="checkbox"/> Feedback and continuous learning ➤ Book Conversation 5	BOOK 5
15. Apr 24	<input type="checkbox"/> Aligning systems and structures for sustainability ➤ FINAL PAPER DUE	(Doppelt, 2010, pp. 228-271)

**B. Assignment Due Dates:**

A. Weekly Connection Journal	Post to Canvas Weekly by class time	10 points
B. Sustainability Iceberg Model	January 30 Bring Poster to class and post to Canvas by 5:00PM	20 points
C. Book Conversation	Lead the class conversation about the book you selected in week 1	30 points
D. Final Paper Proposal	February 6 Post to Canvas by 5:00PM	5 points
E. Final Paper <i>Rough Draft</i>	March 20 Post to Canvas by 5:00PM	5 points
F. Final Paper	April 24 by 5:00PM – post to Canvas	30 points

**C. Exams:** The final paper for this class will serve as the final exam and will be due April 24 by 5PM

**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 200-250 words.

**B. Sustainability Iceberg Model** – Use the Iceberg Model (presented in class) to delve more deeply into a sustainability topic of your choice. Develop a poster that summarizes your findings. We will have a poster session/discussion in class. Be sure to bring a printed copy of your 4'X3' poster. (You may print your poster in the Digital Resources Lab in the RBD Library.)

**C. Book Conversation** – Choose a book during week 1 that relates to sustainability. Sign up for a Book Conversation week. Obtain a copy of your book by week 2 and bring it to class. Select a chapter of interest from the book for your class-colleagues to read. Provide a

copy of the chapter to Dr. Kensler and she will make the chapters available to the class. Prior to each book conversation, the class should read the assigned chapter and the “presenting student” should do the following:

- a. Read the whole book
- b. Develop a summary presentation in PowerPoint (keep these presentations to 30 minutes or less)
- c. As appropriate, you may want to develop an activity that engages the class in learning about the book’s content
- d. Lead a discussion about the book’s content with the class
  1. Develop a list of discussion questions
  2. Engage the class in conversation around these questions
  3. Invite others to contribute questions
  4. Seek to make connections to the other course readings, discussions, and material

**D. 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 Dr. Kensler and each student.

**E. Final Paper Rough Draft** – Submit a rough draft of your paper for Dr. Kensler’s review. She will provide feedback that will help guide the development of your final paper.

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

## 8. Rubric and Grading Scale:

<b>A. Weekly Connection Journal</b>	10 Points
<b>B. Sustainability Iceberg Model</b>	20 Points
<b>C. Book Conversation</b>	30 Points
<b>D. Final Paper Proposal</b>	5 Points
<b>E. Final Paper Rough Draft</b>	5 Points
<b>F. Final Paper</b>	<u>30 Points</u>
<b>Total:</b>	100 Points

## 9. Class Policy Statements:

A. Attendance: EDLD 8260/8266 is an asynchronously delivered distance course with four required class meetings. Students are required to attend and participate in all of the face-to-face class meetings. Although the asynchronous classes do not require attendance at a certain time, all students in this course are expected to engage in the online learning material and be an active presence on the Canvas discussion board. Students must meet the assignment deadlines described in the syllabus.

B. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused 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 – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). Students who wish to have an excused absence (or submit late work) 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 [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

C. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) 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. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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.

*Please note:*

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

F. 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:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity

- Model and nurture intellectual vitality
- 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.