OAKLAND CITY
UNIVERSITY

LDR 800 Leader's Role in Organizational Dynamics

Term: Fall 2019
Time: Online
Location: Online

Professor Contact Information
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Course Description
This course examines the role of the leader within an organization, the implementation strategies used by leaders in strategic planning and its implementation, collaboration between and among employees and the community, the use of research by the leader in affecting organizational climate, and professional development as determined by the need of the organization. Students learn to analyze and solve problems of increasing the work effectiveness and satisfaction of the people in the organization, as well as develop the concept that leaders must be skilled in "reading" the organization.

Prerequisite Studies
Prerequisites: LDR 705, LDR 710, and LDR 790.

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives

The course is designed to examine the role of the leader within an organization, the implementation strategies used by leaders in strategic planning and its implementation, collaboration between and among employees and the community. Upon successful completion of this course students should be able to:

1. The influence of power, politics, and conflict in the school community as well as other organizations and its influence within the various publics of the larger community;

2. The impact of culture, differences in leadership styles, and various types of diversity on team building and organizational strategies;

3. Organizational development as it relates to education, change, human processes, organizational culture, and climate and collaborative management;

4. Innovative change and the social equilibrium and implementing change through using step-by-step strategic planning

Instructional Design

Students will explore course subject through course readings, online discussions, independent research, and projects.

E-Learning Center

The E-Learning Center (ELC) at elearning.oak.edu provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the ELC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at https://myocu.wufoo.com/forms/library-registration/ (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

Fullan, Michael. (2009). *Motion Leadership: The Skinny on Becoming Change Savvy.* Corwin Press. ISBN 978-1412981316

Kotter, John. (2009). *A Sense of Urgency.* Boston: Harvard Business Press. ISBN 978-1422179710

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	**Introduction to Leaders' Role in Organizational Dynamics** Intro/objective: The professor's introductory comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Leaders' Roles and Influences in Organizations Topic: Traits, Skills, and Styles of Leaders. How to recognize the Qualities of Good Leaders Topic: Leaders as Mediators in Organizational Dynamics Assessment of postings each week	**Reading Assignment**: For this first unit, the assigned text readings are designed to get familiar with the authors and text content relative to leaders' role in organizational dynamics. • Students should read Michael Fullan (Motion Leadership, The Skinny on Becoming Change Savvy) Chapter 9, Leadership for All, p 75-78. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. **Projects and Due Dates:** A reminder of required projects and due date will be issued at the end of each unit Reminder of Project Due Dates: Project 1: Chaos & Complexity Report is due during Unit 2 (week 2). Project 2: Organizational Analysis Report is due during Unit 5 (week 5) Project 3: Revised Leadership Philosophy is due during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).

2   **Chaos and Complexity Theories**

Intro/objective: The professor's introductory comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column.

Topic: Chaos and Complexity Theories

Topic: When Chaos is a Good Thing in an Organization

Topic: How Good Leaders Deal with Chaos

Assignment (Project) #1 due at beginning of this unit

Assessment of postings each week

Reading Assignment for Unit 2:

Michael Fullan (Motion Leadership, The Skinny on Becoming Change Savvy).
As students review these four chapters, they should compare Fullan's ideas of change relative to chaos and complexity theories.

- Chapter 2, Change Problems
- Chapter 3, Change Itself
- Chapter 5, Capacity Building Trumps Judgementalism
- Chapter 7, Transparency Rules

John Kotter (A Sense of Urgency). Kotter provides a comprehensive overview of his concepts of creating a sense of urgency in leading an organization.
Students will recognize his ideas as they relate directly to chaos and complexity theories. Students should be prepared to lead discussions on Kotter's book on creating a sense of urgency in leading an organization.

- Chapter 1, it all starts with a sense of urgency
- Chapter 2, complacency and false urgency
- Chapter 5, behave with urgency every day

Complete Discussion Forum: Questions for the discussion forum are relative to the assigned readings and topics.

Project 1: Chaos & Complexity Report is due during Unit 2 (week 2).

Project 2: Organizational Analysis Report is due during Unit 5 (week 5)

Project 2: Revised Leadership Philosophy is due during Unit 8 (week 8).

Unit	Lesson Title and Topics	Learning Activities Schedule
		Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).
3	**Influences on Organizational Leadership** Intro/objective: The professor's comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Power, Politics, and Conflict within Organizations Topic: Recognizing the Various Influences on Organizational Leaders Assessment of postings each week	**Reading Assignment:** For this unit, the assigned text readings are designed to get familiar with the authors and text content relative to power, politics, and conflict within organizations. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. Project 2: Organizational Analysis Report is due during Unit 5 (week 5) Project 3: Revised Leadership Philosophy is due during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).
4	**Team Building and Collaboration** Intro/objective: The professor's comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Culture, Diversity, Team Building, Strategies, and Leadership Styles Topic: Collaboration Assessment of postings each week	**Reading Assignment**: For this unit, the assigned text readings are designed to get familiar with the authors and text content relative to culture, diversity, team building, strategies, and leadership styles. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. Project 2: Organizational Analysis Report is due during Unit 5 (week 5) Project 2: Revised Leadership Philosophy is due during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).

Unit	Lesson Title and Topics	Learning Activities Schedule
5	**Crisis Management** Intro/objective: The professor's comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Organizational development, change, human processes, culture, climate, and collaborative management Topic: Crisis Management and Innovative Change Topic: Strategies for Implementing Change Assignment #2 due at beginning of this unit	**Reading Assignment**: For this unit, the assigned text readings are designed to get familiar with the authors and text content relative to culture, diversity, team building, strategies, and leadership styles. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. Project 2: Organizational Analysis Report is due this week, during Unit 5 (week 5) Project 3: Revised Leadership Philosophy is due during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).
6	**Climate and Culture of the Organization** Intro/objective: The professor's comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Climate of the Organization Topic: Culture of the Organization Assessment of postings each week	**Reading Assignment**: For this unit, the assigned text readings are designed to get familiar with the authors and text content relative to culture, diversity, team building, strategies, and leadership styles. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. Project 3: Revised Leadership Philosophy is due during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).

Unit	Lesson Title and Topics	Learning Activities Schedule
7	**Organizational Analysis** Intro/objective: The professor's comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Organizational Analysis Assignment Due Today Assessment of postings each week	**Reading Assignment**: For this unit, the assigned text readings are designed to get familiar with the authors and text content relative to culture, diversity, team building, strategies, and leadership styles. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. Project 3: Revised Leadership Philosophy is due during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).
8	**Culminating Leadership Philosophy** Intro/objective: The professor's comments will assist students to understand leaders' role in organizational dynamics. Some of the discussion topics are listed in the next column. Topic: Culminating Leadership Philosophy Topic: Final Assessment of Course Content and Methods Assignment #3 due at beginning of this unit Assignment #4 is the compilation of the postings of each week	For this unit, the assigned text readings are designed to get familiar with the authors and text content relative to culture, diversity, team building, strategies, and leadership styles. **Complete Discussion Forum:** Questions for the discussion forum are relative to the assigned readings and topics. Project 3: Revised Leadership Philosophy is due this week, during Unit 8 (week 8). Project 4: Participation in Discussion Forums is due each Unit 1-8 (weeks 1-8).

Course Assignments and Assessments
The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Assignment #1: Written Summary of Chaos/Complexity Theory	25 points
Assignment #2: Organizational Analysis Paper	25 points
Assignment #3: Revised Leadership Philosophy	25 points
Assignment #4: Participation/discussion forums on text readings)	25 points
Total	100 points

Assignments

Assignment 1: Chaos and Complexity Report (25 points)

Using resources including the internet, explore the Chaos and Complexity Theories. _Develop a 1-2 page summary_ of your own analysis and application. Include the relevance of the Chaos Theory to your personal life and your professional work as a leader. Be prepared to discuss your reflections in the Discussion Forum. Written summary is due at the beginning of the second class session.

Assignment 2: Organizational Analysis (25 points)

Using what you learned from the Fullan and Kotter texts, analyze your organization and, in conjunction with the colleagues in your organization, develop a 3-5 year plan for the future, to be provided to the instructor. Also, present a summary of your findings and your plan to the Discussion Forum. Due date is on the fifth class session.

Assignment 3: Revised Leadership Philosophy (25 points)

During the first class session, submit your current leadership philosophy to the instructor. As you progress through this course, you will reflect on your research, readings, and collaborative discussions that have occurred throughout the doctoral program of studies. Revise your written philosophy of leadership within this context. This philosophy should be of sufficient depth that the reader has a solid understanding of your personal leadership philosophy. The paper should be no more than _2-3 pages_ in length. The revised leadership

philosophy is due to be submitted to the instructor on the date of the final class session (week #8). Also, in the week #8 Discussion Forum, briefly provide some comments on what areas of change you may have considered due to readings, discussions and projects and why.

Assignment 4 Participation/Attendance --Discussion Forum (25 points)

Students must participate in the current online Discussion Forum(s) each week of the course—discussion participation cannot be made-up during a later week. A grade will be assigned each week reflecting the quality of participation in the online Discussion Forum(s) during the week the topic or question was posted.

- Initial postings should be *concise* and evidence interaction with course content as appropriate to the topic or question—long rambling posts are discouraged. Therefore, please follow the *Simpson 4x4 Rule for Online Discussions* in creating messages as much as possible: each message should be no more than 4 paragraphs long with no more than 4 sentences per paragraph. Messages should not span multiple consecutive posts to defeat the *4x4 Rule.*

- Responses to others' postings should also follow the *4x4 Rule,* show respect for alternate view points, and include course content as appropriate. Do not simply post statements of personal opinion or a simple sentence of agreement or disagreement with a message posted. Instead, tell specifically why you agree or disagree with a post and support your statement with an example from the course content when appropriate.

- Discussion points can only be earned in a Unit when it is the current Unit—proactive or retroactive posts do not count toward the minimum points required

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

A = 97-100%   B+=89-92%   C+=77-80%

A- =93-96%   B=85-88%   C=73-76%

                    B- 81-84%

Graduate Grading System			
Points	Grade	Value	Definition
97+	A	4.0	Superior
93-97	A-	3.7	Excellent

Graduate Grading System			
Points	**Grade**	**Value**	**Definition**
89-92	B+	3.3	High Average
85-88	B	3.0	Average
81-84	B-	2.7	Low Average
77-80	C+	2.3	Below Average, Counting as Graduate Credit
73-76	C	2.0	Below Average, Counting as Graduate Credit
00-72	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Objectives and Outcomes Matrix and Assignment Rubrics

ASSIGNMENT (Project) # 1: CHAOS AND COMPLEXITY REPORT (25 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of addressing the Learning Outcome	Basic The evidence addresses the Learning Outcome at an acceptable level.	Proficient The evidence addresses the Learning Outcomes at a high level.	Mastery The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework	Professional Standards and Sub-Sections			
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement	IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council			
Standards: 1, 2, 3, 4	IDOE:		ELCC:	
Assignment Criteria	**Rating**			
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader's role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6				
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration				
General Assignment Requirements				
The candidate demonstrated the value of modeling personal and professional behavior. **Specific Standards: IDOE** 3.1. **ELCC** 4.1				
The candidate submitted all assignments as required. **Specific Standards: IDOE** 3.1. **ELCC** 4.1				
The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6**				
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7**				
Total Points	**Final Rating:**			

ASSIGNMENT (Project) # 2: ORGANIZATIONAL ANALYSIS (25 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of addressing the Learning Outcome	Basic The evidence addresses the Learning Outcome at an acceptable level.	Proficient The evidence addresses the Learning Outcomes at a high level.	Mastery The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				
OCU Conceptual Framework		Professional Standards and Sub-Sections		
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement		IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council		
Standards: 1, 2, 3, 4		IDOE:	ELCC:	

Assignment Criteria	Rating
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader's role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6	
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration	
General Assignment Requirements	
The candidate demonstrated the value of modeling personal and professional behavior. **Specific Standards: IDOE** 3.1. **ELCC** 4.1	
The candidate submitted all assignments as required. **Specific Standards: IDOE** 3.1. **ELCC** 4.1	
The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6**	
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7**	
Total Points	**Final Rating:**

ASSIGNMENT (Project) #3: REVISED LEADERSHIP PHILOSOPHY (25 points)

Evaluation Rubric:

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of addressing the Learning Outcome	Basic The evidence addresses the Learning Outcome at an acceptable level.	Proficient The evidence addresses the Learning Outcomes at a high level.	Mastery The evidence addresses the indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.50	3.75 to 4.0
Applicable Program, State and Professional Standards				

OCU Conceptual Framework	Professional Standards and Sub-Sections	
1 Skills　　　2 Disposition 3 Knowledge　　4 Cultural Engagement	IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council	
Standards: 1, 2, 3, 4	IDOE:	ELCC:

Assignment Criteria	Rating
The candidate provided comprehensive and in-depth coverage of the assigned topic of a leader's role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6	
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration	
General Assignment Requirements	
The candidate demonstrated the value of modeling personal and professional behavior. **Specific Standards: IDOE** 3.1. **ELCC** 4.1	
The candidate submitted all assignments as required. **Specific Standards: IDOE** 3.1. **ELCC** 4.1	
The candidate's paper was organized, coherent, and well planned. The student's paper flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6**	
The candidate cited professional, scholarly sources in the paper as references. The in-text citations and reference page adhered to standard APA documentation style. The format of the paper was professional in appearance. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7**	
Total Points	**Final Rating:**

ASSIGNMENT (Project) # 4: DISCUSSION FORUM (25 points)

Evaluation Rubric

Candidate Name _____ Date _____

Assessment Scales	Minimal There is little to no evidence of	Basic The evidence addresses the	Proficient The evidence addresses the	Mastery The evidence addresses the

	addressing the Learning Outcome	Learning Outcome at an acceptable level.	Learning Outcomes at a high level.	indicator at a consistently high level.
Rating Range:	1 to 1.75	2 to 2.75	3 to 3.5	3.75 to 4.0

Applicable Program, State and Professional Standards		
OCU Conceptual Framework	Professional Standards and Sub-Sections	
1 Skills 2 Disposition 3 Knowledge 4 Cultural Engagement	IDOE – Indiana Department of Education ELCC – Education Leadership Constituent Council	
Standards: 1, 2, 3, 4	IDOE:	ELCC:
Assignment Criteria	**Rating**	
The candidate provided comprehensive and in-depth coverage of the topic of a leader's role in organizational change. Specific Standards: IDOE 1.4, 3.1 ELCC 1,2,4,6		
The Candidate demonstrated an understanding of the roles of leadership in regards to diversity, fairness, ethics, and collaboration **Specific Standards: IDOE** 2.4, 2.5, 4.4, 5.3. **ELCC** 4.1, 5.4, 5.5		
General Assignment Requirements		
The candidate demonstrated the value of modeling personal and professional behavior. **Specific Standards: IDOE** 3.1. **ELCC** 4.1		
The candidate submitted all discussions as required. **Specific Standards: IDOE** 3.1. **ELCC** 4.1		
The candidate's discussions were organized, coherent, and well planned. The student's comments flowed smoothly and naturally. Transitions were logical and effective. Content included purposeful citing of IDOE and ELCC Standards as deemed appropriate. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6**		

The candidate cited professional, scholarly sources in the discussion forum as references. The in-text citations and reference page adhered to standard APA documentation style. The format was professional in appearance. **Specific Standards: IDOE 1.4,3.1,4.1,4.2 ELCC 1,2,3,4,5,6,7**	
Total Points	**Final Rating:**

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Anderson, D., & Anderson, L. A. (2001). *Beyond change management: Advance strategies for today's transformational leaders.* San Francisco, CA: Jossey-Bass.

Benfari, R. C. (1999). *Understanding and changing your management style.* San Francisco, CA: Jossey-Bass.

Bennis, Warren, Cummings, Thomas G. & Spreitzer, Gretchen M. (2001). *The Future of Leadership*. San Francisco, CA: Jossey-Bass.

Burns, J. M. (May 2000). Dive in gents. Boldness is no vice. *Washington Post.*

Caine, R. N., & Caine, G. (1997). *Education on the edge of possibility.* Alexandria, VA: Association for Supervision and Curriculum Development.

Caravatta, M. (1997). *Let's work smarter, not harder.* Milwaukee, WI: Quality Press.

Carlton, J. (1997). *Apple: The inside story of intrigue, egomania, and business blunders.* New York: New York Times Books.

Chandler, R. (1992). *Racing towards 2001: The forces shaping America's religious future.* Grand Rapids, MI: Zondervan Publishing House.

"Chaos theory and fractal phenomena." 7 June 2000 http://www.duke.edu/~mjd/chaos/chaos.html?

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

Giber, D., Carter, L. L., & Goldsmith, M. (2000). *Best practices in leadership development handbook.* San Francisco, CA: Jossey-Bass/Pfeiffer.

Gollub, J. & Solomon, T. (1996). Chaos theory. In K. Ann Ranson. *Academic American Encyclopedia, 4,* 282-283.

Green, R. L. (2001). *Practicing the art of leadership: A problem-based approach to implementing the ISLLC standards.* Upper Saddle River, NJ: Merrill/Prentice Hall.

Hanson, E. M. (2003). *Educational administration and organizational behavior* (5th ed.). Boston, MA: Allyn and Bacon.

Kowalski, T. J. (2003). Contemporary school administration: An introduction (2nd ed.). Boston, MA: Allyn and Bacon.

Lawler, E. E., Mohrman, S. A. & Ledford, G. E., Jr. (1998). *Strategies for high performance organizations: The CEO report.* San Francisco, CA: Jossey-Bass.

Lawler, E. E. (2000). *Rewarding excellence: Strategies for the new economy.* San Francisco: Jossey-Bass.

Naisbitt, J. & Aberdene, P. (1990). *Megatrends 2000.* New York: William Morrow and Company.

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community.* New York: Simon & Schuster.

Quick, J. C. & Gavin, J. H. (2000). The next frontier: Edgar Schein on organizational therapy.

Academic of Management Executive 14, 1, 31-44.

Schein, E. H. (1992). *Organizational culture and leadership* (2nd ed.). San Francisco, CA: Jossey- Bass Publishers.

Strati, A. (2000). *Theory and method in organization studies.* Thousand Oaks, CA: Sage. Tannen, D. (1998). *The argument culture.* New York: Random House.

Walton, M. (1986). *The deming management method.* New York: Putman Publishing Group.

Warren, B. (1999). *Managing people is like herding cats.* Provo, UT: Executive

Zaccaro, S. J. & Klimoski, R. J. (2001). *The nature of organizational leadership.* San Francisco, CA: Jossey- Bass

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter (@ocu47660). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

  * Use correct spelling and grammar.

  * Some assignments require a specific form or format—use as directed.

  * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

  * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

  * Use your name, course number, and assignment name as the file name of a document when submitted electronically.

  * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

  Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

  Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

  For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the

General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
    1.1 Technological Skills
    1.2 Pedagogical proficiency
2. Disposition
    2.1 Promotion of ethical and moral values
    2.2 Community service through positive leadership
    2.3 Lifelong learning and Collaboration
3. Knowledge
    3.1 Knowledge of Student
    3.2 Knowledge of Content
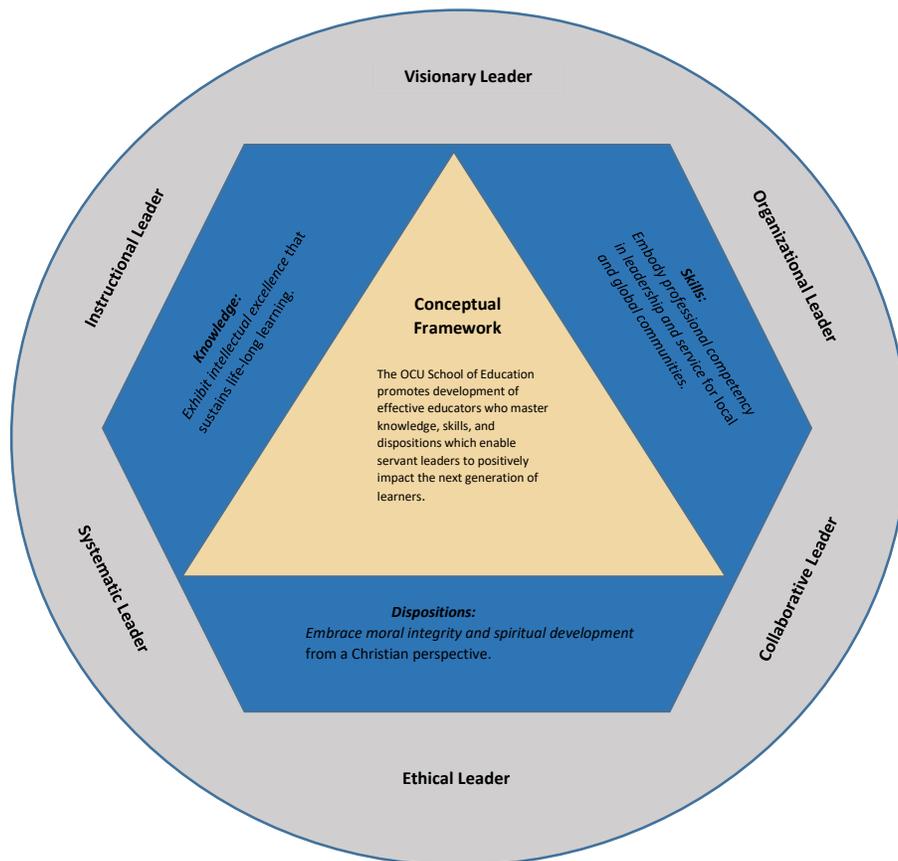
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