

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

In this course, students learn the skills and insights to be effective leaders and contributors in the creation and evolution of successful organizations. Students examine relevant readings, case studies, and research to analyze today's successful companies. Additionally, students determine key factors involved in sustaining organizations.

Course Overview:

In ORG561, Students have multiple opportunities to learn the skills and gain the insights needed to be effective leaders and contributors to the creation and evolution of successful organizations. Using a *critical theory* approach to examine leadership promotes analytic skill development; students assess hypothetical scenarios, real-world situations, and leadership research to challenge norms and expand ideas.

The course begins with an overview of critical inquiry and the historical context of leadership. Students discover personal leadership assumptions, biases, and experiences to establish a foundation on which to expand knowledge. Moving beyond leadership assessments, less traditional techniques such as leadership biographies and metaphors are developed, increasing opportunities for self-assessment and self-realization.

The evolution of leadership theory provides a foundation on which to critically study postmodern organizations and leadership ideas. A deeper study of the concepts of *leader* and *leadership* in the context of organizational impacts is a major aspect of this course. Leadership development is explored testing the effectiveness and future of training and learning programs.

Scholarly research is at the core of graduate-level study, and, in this course, the addition of video, audio, and presentation media make for a rich, interactive learning environment.

Course Learning Outcomes:

1. Synthesize knowledge and experience of leadership styles, organizational effectiveness, and decision making to analyze factors contributing to successful organizations.
2. Identify and analyze patterns and factors within organizations that predict future success and growth.

3. Analyze leadership styles and their appropriate applications related to organizational change.
4. Evaluate how leadership theory informs practice.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Western, S. (2013). *Leadership: A critical text* (2nd ed.). London: Sage Publishing. ISBN 13: 9781446269909

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Introduction & Chapters 1 & 2 in *Leadership: A Critical Text*
- Axley, S. R. (1990). The practical qualities of effective leaders. *Industrial Management*, 32(5), 29-31.
- Brocato, B., Jelen, J., Schmidt, T., & Gold, S. (2011). Leadership conceptual ambiguities. *Journal of Leadership Studies*, 5(1), 35-50. doi:10.1002/jls.20203
- Gandolfi, F., & Stone, S. (2016). Clarifying leadership: High-impact leaders in a time of leadership crisis. *Revista De Management Comparat International*, 17(3), 212-224.

- Hunter, S. T., Bedell-Avers, K. E., & Mumford, M. D. (2007). The typical leadership study: Assumptions, implications, and potential remedies. *The Leadership Quarterly*, 18(5), 435-446.
- Kooskora, M., & Piigli, M. (2015). Discussion of the leadership profile of female top executives. *Journal of Management & Change*, 34/35(1/2), 107-122.
- Mumford, E. (1902, September). The origins of leadership. *American Journal of Sociology* 12(2) 216-240.
- Parker, M. (1992). Post-modern organizations or postmodern organization theory? *Organization Studies*, 13(1), 001-17.

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Analysis of Leadership Definitions and Biographical Leadership

There are three parts to this week's Critical Thinking Assignment paper.

Part I:

An important concept for this week's study is that no single, standard definition of leadership exists. We can trace the history of how leadership has been defined and redefined by scholars and managers. Page III of this week's lecture provides insight into an exercise that may be useful for individuals wanting to understand their own leadership definitions: constructing a biographical leadership explanation. Western (2013) [*required reading*] offered a personal example of a leadership explanation through the author's lens; Western also describes the exercise as "locating oneself."

Begin the Week 1 Critical Thinking Assignment by composing your personal biographic leadership explanation. You may use Western's format or another that is supported by the literature or that fits your career purpose.

Place the biographical leadership explanation in Appendix A of the paper.

Part II:

Create an historical overview of selected leadership definitions by constructing a time-line figure illustrating how leadership definitions varied over time. The time-line will span three decades and include a minimum of three (3) definitions from different sources that are then positioned across the time-line.

Place the time-line and definition overview in Appendix B of the paper.

Part III:

Develop an *analytic essay** exploring how your leadership explanation was informed by time and by different leadership definitions. That is, decompose and extract elements from your biographical explanation and determine if and where the elements might be related to the time-line and definitions.

Within the analytic paper, reference Appendices A and B.

Include a conclusion based on findings and insights related to what influenced your personal leadership assumptions and experiences.

Requirements:

- Support your response with research from at least four scholarly sources and, in addition, you may use the required course readings.
- Your paper should be three to four pages in length, not counting the required title and reference pages and appendices.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed in the Module 1 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

*Resources for explanations of analytic papers are found in the ORG561 Toolkit 1.0

Option #2: Analysis of Leadership Study Evolution and Biographic Leadership

There are three parts to this week's Critical Thinking Assignment paper.

Part I:

An important concept for this week's study is there are any number of leadership approaches, each touted to be a primary influence of organizational success. Each person builds perceptions about leadership based on experiences, education, training, and personal biases. Page III of this week's lecture provides insight into an exercise that may be useful for individuals to understand their own leadership definitions: constructing a biographical leadership explanation. Western (2013) [*required reading*] offered a personal example of a leadership explanation through the author's lens; Western also describes the exercise as "locating oneself."

Begin this Critical Thinking Assignment by composing your personal biographic leadership explanation. You may use Western's format or another that is supported by the literature.

Place the biographical leadership explanation in Appendix A of the paper.

Part II:

Create an historical overview of leadership evolution by constructing a time-line showing how leadership study has changed over time. The time-line should span three decades and a minimum of three (3) research phases extracted from different scholarly sources should be applied across the time-line.

Place the time-line and definition overview in Appendix B of the paper.

Part III:

Develop an *analytic* essay* exploring how your leadership explanation was informed by time and by leadership study evolution. That is, decompose and extract elements from your biographical explanation and determine if and where the elements might be related to the time-line and approaches.

Within the analytic paper, reference Appendices A and B.

Include a conclusion based on findings and insights related to what influenced your personal leadership assumptions and experiences.

Requirements:

- Support your response with research from at least four scholarly sources and, in addition, you may use the required course readings.

- Your paper should be three to four pages in length, not counting the required title and reference pages and appendices.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed from the Module 1 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

*Resources for explanations of analytic papers are found in the ORG561 Toolkit 1.0

Portfolio Milestone (10 points)

Option #1: Leadership Book for Portfolio Project Option #1

This course requires a final Portfolio Project, due in Week 8. A critical success factor for ORG561 Portfolio Project success is to start **now** and to steadily develop the deliverables as we study new concepts and principles in each module.

This week begin thinking about which Portfolio Project option you will complete. Review the two options in the Module 8 folder. It might help you to complete the same option of the Portfolio Milestone this week as the Portfolio Project you want to complete in Module 8.

For this Portfolio Milestone, there are three requirements:

1. Proceed to the Module 8 folder to become familiar with both Portfolio Project options. Remember that you will complete only one option.
2. Review the Portfolio Project grading rubric located in the Module 8 folder. Portfolio Milestone rubrics are located in their respective module's folders
3. Identify a current (published within the last three years) leadership book that you will use in the Portfolio Project; submit the reference for your chosen book in standard APA formatting along with your name and a one-paragraph explanation of why you chose this particular publication.

Option #2: Portfolio Project Milestone Option #2

This course requires a final Portfolio Project, due in Week 8. A critical success factor for ORG561 Portfolio Project success is to start **now** and to steadily develop the deliverables as we study new concepts and principles in each module.

This week begin thinking about which Portfolio Project option you will complete. Review the two options in the Module 8 folder. It might help you to complete the same option of the Portfolio Milestone this week as the Portfolio Project you want to complete in Module 8.

For this portfolio milestone, there are three requirements:

1. Proceed to the Module 8 folder to become familiar with both Portfolio Project options. Remember that you will complete only one option.
2. Review the Portfolio Project grading rubric located in the Module 8 folder. Portfolio Milestone rubrics are located in their respective module's folders
3. Identify a current (published within the last three years) leadership book that you will use in the Portfolio Project; submit the reference for your chosen book in standard APA formatting along with your name and a one-paragraph explanation of why you chose this particular publication.

Module 2

Readings

- Chapters 3, 6, & 7 in *Leadership: A Critical Text*
- Rowold, J. (2014). Instrumental leadership extending the transformational-transactional leadership paradigm. *Zeitschrift Für Personalforschung*, 28(3), 367-390.
- Rodriguez, R. A., Green, M. T., Sun, Y., & Baggerly-Hinojosa, B. (2017). Authentic Leadership and Transformational Leadership: An incremental approach. *Journal of Leadership Studies*, 11(1), 20–35.
- Castelli, P. A. (2016). Reflective leadership review: A framework for improving organisational performance. *The Journal of Management Development*, 35(2), 217-236.
- Latham, J. R. (2014). Leadership for quality and innovation: Challenges, theories, and a framework for future research. *Quality Management Journal*, 21(1), 11-15.

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Corporate Fundamentalist Culture and Sustainability

You are the senior organizational development strategist for ABC, Inc. ABC is known for its strong corporate culture and recently has experienced difficulty attracting diverse talent to fill major operational roles.

Yesterday, you had a conversation with the career center director of a major university who explained that ABC was gaining a reputation of “behaving more and more like a cult.” The university director explained that some soon-to-be graduates were expressing skepticism about whether they would “fit” in ABC.

You are a member of the CEO’s leadership team, and serve as the team’s knowledge expert on corporate culture. You determined that the leadership team needs to have a dialogue about the culture, perceptions of potential recruits, and potential risks. In advance of any team dialogue, you have decided to develop a *white paper** that will be disseminated to the leadership team in advance of a discussion. Western (2013) [*required reading*] raises questions about the sustainability of fundamentalist cultures. From your own research and this week’s required readings, develop a *white paper** to present the position that fundamentalist tendencies may eventually lead to corporate cultures that can put a company’s longevity at risk.

Requirements:

- Develop a *white paper** three to five pages in length not counting the required title and references pages.
- Include a minimum of six scholarly sources in addition to any required reading.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed from the Module 2 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

*Resources for explanations of *white papers* may be found in the ORG561 Toolkit 1.0.

Option #2: Corporate Fundamentalist Culture and Sustainability

You are the university relations director of the 501c(3) non-profit, Magnanimous Intent (MI). MI has a reputation of attracting the most innovative thinkers to develop global social programs with proven results. Most recently, MI hired a new executive director (ED) from the corporate world. The ED's vast experience in publicly traded companies implies a desire to grow MI's reach and economic standing.

As part of a quarterly review with university partners, you met yesterday with a regional University Career Alliance organization; the purpose was to talk about leadership and career opportunities at MI. Two of the alliance members approached you after the presentation to voice some concerns. You were told that some Alliance members were questioning MI's commitment to expand its presence and influence within the non-profit world. MI had been regarded as having a strong organizational culture but as the programs grew both geographically and socially and with the new CEO hire, Alliance members sensed that the organization was rethinking its mission.

You are invited to re-address the group at its next quarterly meeting. You determined that Alliance members need to express perceptions, needs, and concerns about MI's direction. Together, you believe, the Alliance and MI can continue to advance social causes as envisioned. So you've decided to prepare a *white paper** to establish a context for discussion at the next Alliance meeting.

Western (2013) [*required reading*] raises questions about the sustainability of fundamentalist cultures and the formation of organizational cultures. From your own research and this week's required readings, develop a *white paper** to present the position that fundamentalist tendencies do not put organizations at risk, but instead make the future more certain, attracting employees and partners to realize an organization's vision.

Requirements:

- Develop a *white paper** three to five pages in length not counting the required title and references pages.
- Include a minimum of six scholarly sources in addition to any required reading.
- Your paper must be formatted according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed from the Module 2 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

*Resources for explanations of *white papers* may be found in the ORG561 Toolkit 1.0.

Module 3

Readings

- Chapters 4, 5, & 8 in *Leadership: A Critical Text*
- Anderson, J. A. (2015). Barking up the wrong tree. On the fallacies of transformational leadership theory. *Leadership & Organization Development Journal*, 36(6) 765-777.
- Aritz, J., & Walker, R. C. (2014). Leadership styles in multicultural groups: Americans and East Asians working together. *Journal of Business Communication*, 51(1), 72-92.
doi:10.1177/2329488413516211
- Randel, A. E., Dean, M. A., Ehrhart, K. H., Chung, B., & Shore, L. (2016). Leader inclusiveness, psychological diversity climate, and helping behaviors. *Journal of Managerial Psychology*, 31(1), 216-234.
- Walker, R. C., & Aritz, J. (2015). Women doing leadership: Leadership styles and organizational culture. *International Journal of Business Communication*, 52(4), 452-478.
doi:10.1177/2329488415598429

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Observational Research for Leadership in a Group Setting

In any group setting, each member has a set of assumptions and biases regarding how groups interact as well as preconceived notions of expected individual roles and behaviors. Leaders have an obligation to recognize their own biases and to observe individuals and group dynamics as objectively as possible. Take the opportunity in this Critical Thinking Assignment to practice objectivity in research.

1. This Critical Thinking Assignment culminates in the form of a *management report** based on data from your own observational research of a group or team with which you have frequent interaction.
[NOTE: if you are unable to physically access a location for observational research or to conduct such observations in general, you may complete this assignment by doing one of the following: a) enlisting the support of another person who can help you interpret the group; b) write a paper on the best practices to employ, using a group scenario that you construct and describe. Address all the questions and requirements in the regular assignment; or c) ask a group if you may observe them using SKYPE or FaceTime, for example. Reach out to your instructor for more assistance]
2. To prepare for the observational research, Western (2013) [*required reading*] suggests that observers work to set aside any preconceived notions of what might be discovered. Western uses the term “follow the actors” to describe how an objective observer strives to follow the leads of the group members rather than assuming what might be involved. Also, look beyond the **human** actors to note the role of **non-human** elements of the setting.
3. Observe the group and answer the following:
 - Who is sitting at the leadership table and who is absent?
 - Whose voices are heard and whose aren't, and why?
 - Whose values and interests are being represented?
 - Is there leadership that goes unnoticed?
4. Once the observations are completed, prepare the data for analysis. You might define categories or identify themes based on what was recorded. Then, analyze the data according to two or three leadership theories from this weeks required readings and lecture. Gather additional scholarly literature related to your findings and the associated theories.
5. Prepare a management report for a hypothetical audience of managers that have a stake in the observed group's success.

The management report:

Include five (5) sections within a maximum of five pages (in addition to the required title and reference pages and appendices). The report sections include:

1. The Introduction of your investigation, including a statement about why the research is important (remember your audience!)
2. A description of how you collected the observational data, prepared these data, and analyzed for results. Explain why these methods are appropriate (support with scholarly sources)
3. A literature review of the two associated theories

4. A discussion of the results and how the managers might use the findings to promote group or team effectiveness
5. A summary of the investigative process and a closing statement of what you, the researcher, learned from the study.
 - Use appendices to include raw data, data preparation worksheets, or analytic tools.
 - Include associated citations and reference page.
 - Format your entire report according to the *CSU-Global Guide to Writing and APA*.

**Resources for developing a management report are included in ORG561 Toolkit 1.0.

Option #2: Observational Research for Leadership Specific to Gender and Ethnic Diversity

The evolution of leadership theory brought attention to early study findings that identified leader traits based on a narrow segment of the population. As diversity in leadership gained consideration, the subject was often added to the foundation of earlier studies. Western (2013) warned that “diversity issues are marginalized in management circles and business schools” (p. 99). This assignment focuses on leadership specific to gender and ethnic diversity.

Leaders in all settings have an obligation to recognize their own biases and observe individuals and cultural dynamics as objectively as possible. Take the opportunity in this Critical Thinking Assignment to practice objectivity in research.

1. This Critical Thinking Assignment culminates in the form of a *management report** based on data from your own observational research within your work environment or community organization. The problem that you are investigating is the low percentage of women in formal leadership positions in the organization. Gather scholarly articles on two leadership theories associated with diversity and especially gender diversity to serve as a backdrop for your investigation.
2. To prepare for the observational research, Western (2013) [*required reading*] suggests that observers work to set aside any preconceived notions of what might be discovered. Western uses the term “follow the actors” to describe how an objective observer strives to follow the leads of the group members rather than assuming what is might be involved. Also, look beyond the **human** actors to note the role of **non-human** elements of the setting.

Select a group or team within the organization to observe and answer the following:

- Who is sitting at the leadership table and who is absent?
- Whose voices are heard and whose aren’t, and why?
- Whose values and interests are being represented?
- Is there leadership that goes unnoticed?

[NOTE: if you are unable to physically access a location for observational research or to conduct such observations in general, you may complete this assignment by doing one of the following: a) enlisting the support of another person who can help you interpret the group; b) write a paper on the best practices to employ, using a group scenario that you construct and describe. Address all the questions and requirements in the regular assignment; or c) ask a group if you may observe them using SKYPE or FaceTime, for example. Reach out to your instructor for more assistance]

3. Once the observations are completed, prepare the data for analysis. You might define categories or identify themes based on what was recorded. Then analyze the data according to relevant diversity leadership theories that you gathered, from this weeks required readings, and from the lecture.
4. Prepare a *management report** for a hypothetical audience of managers that have a stake in the stated problem.

The management report

Include five (5) sections within a maximum of five pages (in addition to the required title and reference pages and appendices). The report sections include:

- The Introduction of your investigation including a statement about why the research is important (remember your audience!)
- A description of how you collected the observational data, prepared data, and analyzed for results. Explain why these methods are appropriate (support with scholarly sources)
- A literature review of the two associated theories
- A discussion of the results and how the managers might use the findings to address the stated problem
- A summary of the investigative process and a closing statement of what you, the researcher, learned from the study.
- Use appendices to include raw data, data preparation worksheets, or analytic tools.
- Include associated citations and reference pages. Format your entire report according to the *CSU-Global Guide to Writing and APA*.

**Resources for developing a management report are included in ORG561 Toolkit 1.0.

Module 4

Readings

- Chapters 9, 10, 11, & 12 in *Leadership: A Critical Text*
- Tse, & Chiu. (2014). Transformational leadership and job performance: A social identity perspective. *Journal of Business Research*, 67(1), 2827-2835.
- Bottomley, K., Burgess, S., & Fox III, M. (2014). Are the behaviors of transformational leaders impacting organizations? A study of transformational leadership. *International Management Review*, 10(1), 5-9.
- Crossan, M. M., Byrne, A., Seijts, G. H., Reno, M., Monzani, L., & Gandz, J. (2017, January). Toward a framework of leader character in organizations. *Journal of Management Studies*.

Discussion (25 points)

Portfolio Milestone (20 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Outlines for Leadership Option 1

In the Module 1 Portfolio Milestone, you chose a current leadership book. This assignment asks you to create two outlines, one for your research strategy for the Portfolio Project and the other for the *critical analysis* of the leadership book chosen for the Module 1 Portfolio Milestone.

This Portfolio Milestone comprises the following four (4) elements:

1. title and reference pages
2. an introduction of the paper's purpose
3. outline I:
 - One to two introductory paragraphs using proper APA citation formats.

- An *alphanumeric** outline of the scholarly research strategy associated with the Portfolio Project, option 1 (see the full description in the Module 8 folder)
 - The outline should be detailed enough to guide your instructor or another scholar to gather targeted scholarly, governmental, and industry data to complete the Portfolio management report.
4. outline II:
- One to two introductory paragraphs using proper APA citation formatting.
 - A *full sentence** outline for the *critical analysis* of the leadership book chosen for the Module 1 Portfolio Milestone.

Format your entire submission according to the *CSU-Global Guide to Writing and APA*.

*Resources related to alphanumeric and full sentence outlines are found in the ORG561 Toolkit 1.0.

Option #2: Outlines for Leadership Option 2

In the Module 1 Portfolio Milestone you chose a current leadership book. This assignment asks you to create two outlines, one for your research strategy for the Portfolio Project and the other for the *critical analysis* of the leadership book chosen for the Module 1 Portfolio Milestone.

This week's Portfolio Milestone comprises the following four (4) elements:

1. title and reference pages
2. an introduction of the paper's purpose
3. outline I:
 - One to two introductory paragraphs using proper APA citation formatting.
 - An *alphanumeric** outline of the scholarly research strategy associated with the Portfolio Project, option 2 (see the full description in the Module 8 folder)
 - The outline should be detailed enough to guide your instructor or another scholar to gather targeted scholarly, governmental, and industry data to complete the Portfolio management report.
4. outline II:
 - One to two introductory paragraphs using proper APA citation formatting.
 - A *full sentence** outline for the *critical analysis* of the leadership book chosen for the Module 1 Portfolio Milestone.

Format your entire submission according to the *CSU-Global Guide to Writing and APA*.

*Resources related to alphanumeric and full sentence outlines are found in the ORG561 Toolkit 1.0.

Module 5

Readings

- Chapter 13 in *Leadership: A Critical Text*
- Avery, G. C., & Bergsteiner, H. (2011). Sustainable leadership practices for enhancing business resilience and performance. *Strategy & Leadership*, 39(3), 5–15.
- Berkovich, I. (2014). Between person and person: Dialogical pedagogy in authentic leadership development. *Academy of Management Learning & Education*, 13(2), 245-264.
doi:10.5465/amle.2012.0367

- Peterlin, J. (2016). Incorporation of sustainability into leadership development/vkljucevanje trajnosti v razvoj vodenja. *Economic and Business Review for Central and SouthEastern Europe*, 18(1), 31-53,127-128. doi:http://dx.doi.org/10.15458/85451.16.
- Porter, E. H. (1962). The parable of the spindle. *Harvard Business Review*, 40(3), 58-66.

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Eco-Leadership Discourse, presentation

Discourse as a method to study leadership has proven to be a viable tool. Western (2013) [*required reading*] suggested that Eco-leadership is a discourse of “new leadership for new time.”

You are an organization development and leadership consultant who has been hired to work with the CEO of FASTPACE. FASTPACE is a global corporation with operations in China, Mexico, and Germany. English is the business language used at the company. FASTPACE is in the highly competitive technology industry. The CEO has long held the belief that an organization needs some kind of “glue” to hold it together if it is to survive over time. The CEO recently read Western’s (2013) work on Eco-Leadership and wants to know more.

You and the CEO agree that the two of you will explore the Eco-leadership concepts within the context of FASTPACE history, current status, and vision before opening up discussions with the rest of the leadership team. You and the CEO agree that Western’s (2013) suggested reflection points are an excellent way to open dialogue.

Those points include:

- What does it mean that organizations are ecosystems within ecosystems?
- What are the advantages of distributing leadership throughout an organization?
- Reflect on how Eco-leadership works internally to support organizational change and, at the same time, looks outward, taking an environmental and social stance. These two positions are traditionally separated, but reflect on how these two activities are complementary and connected. (Western, 2013, p. 280)

The CEO is traveling internationally for the next month and wants to keep things moving, so you suggested a *slide presentation with voice over** might work across time and geographic barriers. Your job is to develop and store the presentation in the company’s “share drive” so the CEO can access it from any location or any time. You have one week to complete the presentation.

Requirements:

- 10 to 12 slides—not including the required title slide and references—with voice over (if voice over is not possible for you, you may instead substitute slide notes); include citations at the bottom of each slide.
- Cite two (2) specific examples of international companies that might exemplify one or more components of eco-Leadership to show credibility.
- No slide notes if using voice over
- Follow the *CSU-Global Visual Presentation Tips*
 - Font no smaller than 24 pt. for slide body
 - Develop slide titles that explicitly tell the story of what you want the team to know; if you were to look at the slide titles only from beginning to end, a storyline would unfold.

- Use phrases rather than complete sentences on slides; lists require parallel form (e.g., ending in *ing* or *ed*).
- Format your entire presentation according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed from the Module 5 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

*Resource examples for slides with voice over software are found in the ORG561 Toolkit 1.0.

Option #2: Eco-Leadership in an NGO

Discourse as a method to study leadership has proven to be a viable tool. Western (2013) [*required reading*] suggested that Eco-leadership is a discourse of “new leadership for new time.”

You are an organization development and leadership consultant who has been hired to work with the Executive Director (ED) of a global non-governmental organization (NGO) the work of which primarily occurs throughout Africa and Central and South America. English is the most common language used in the NGO.

The NGO is part of a larger grouping of corporations, non-profits, and NGO’s working in the area of children’s health. The NGO has long held the belief that distributed leadership is the only way for its programs to reach the intended clients and to survive over time. The ED recently read Western’s (2013) work on Leadership Discourses and is particularly interested in knowing more about Eco-Leadership. You and the ED agree that the two of you will explore the Eco-Leadership concepts within the context of the NGO’s history, current status, and vision before opening up discussions with other NGO and partner leaders. You and the CEO agree that Western’s (2013) four qualities of Eco-Leadership could be an excellent way to advance understanding.

The four qualities include:

1. Connectivity and interdependence
2. Systemic ethics
3. Leadership spirit
4. Organizational belonging. (Western 2013, p. 254)

You and the ED agree that an explanation of the four qualities and then associating each quality with either an organizational theory or a leadership theory would be a great place to begin the dialogue. You will prepare a *consulting report** and *executive summary*** and discuss it with the ED in 10 days.

Requirements:

- A consulting report consisting of six to eight pages including a one-page executive summary*. Title and references pages are required and are not included in the page count. Cite two (2) real-world examples of NGOs and networks that might exemplify one or more components of Eco-Leadership.
- One organization or leadership theory applied to each of the four qualities (for a total of four theories).
- Format your entire paper according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed from the Module 5 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

*Resource examples of a consulting report are found in the ORG561 Toolkit 1.0

**Resource examples of an executive summary are found in the ORG561 Toolkit 1.0

Module 6

Readings

- Alwi, A., Mustapha, R. M. R., Othman, A. K., Shahid, S. A. M., & Azmi, F. S. (2016). Change-centered, employee-centered and product-centered leadership behaviours and organizational commitment. *International Journal of Social Science and Humanity*, 6(7), 496.
- Bapat, V. (2017, March 23). Why the lowly dandelion is a better metaphor for leaders than the mighty banyan. *Harvard Business Review Online Press*.
- Ghasabeh, M. S. (2016). Leadership and change. *Leadership Excellence Essentials*, 33(12), 13. Retrieved from <https://csuglobal.idm.oclc.org/login?url=https://search-proquest-com.csuglobal.idm.oclc.org/docview/1850069240?accountid=38569>.
- Clouse, R. W., Goodin, T., Aniello, J., McDowell, N., & McDowell, D. (2013). Leadership metaphors: Developing innovative teaching strategies. *American Journal of Management*, 13(1), 79.
- Manor, J. (2016, December 5). Good bosses switch between two leadership styles. *Harvard Business Review*, 2-5.
- Wang, C. L., Tee, D., & Ahmed, P. K. (2012). Entrepreneurial leadership and context in Chinese firms: a tale of two Chinese private enterprises. *Asia Pacific Business Review*, 18(4), 505-530. doi:10.1080/13602381.2012.690257.
- Zhao, H. H., Seibert, S. E., Taylor, M. S., Lee, C., & Lam, W. (2016). Not even the past: The joint influence of former leader and new leader during leader successions in the midst of organizational change. *Journal of Applied Psychology*, 101(12) 1730-1738.

Discussion (25 points)

Critical Thinking: (90 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Constructing Leadership Metaphors in Non-Written Form

The notion that leadership study requires self-assessment – “locating oneself” – and introspection has been reinforced throughout this course. The construct of metaphors advances thinking by quickly linking the left and right sides of the brain (Clouse, et al., 2013) [*required reading*].

The use of metaphors as a learning strategy, and especially as applied to leadership, is discussed in the Module 6 lectures and required readings. This assignment’s requirements provide an opportunity to expand knowledge, apply concepts, and construct metaphors in the pursuit of better understanding leadership and ourselves as leaders.

There are two parts to this essay assignment:

Part I:

- Review required reading and lecture material about purpose, construction, and use of leadership metaphors.
- Identify three scholarly articles (other than required or recommended readings for Module 6) related to leadership metaphors and learning.
- Gather three (3) videos that further explain the purpose and use of leadership metaphors.

- Critique the videos using a critical framework and scholarly sources for support.

Part II:

- Review leadership reflections and self-assessments from this course.
- Draw in outside material from a career portfolio, leadership assessments, performance feedback, or other artifacts.
- Define a process to construct an *original* personal leadership metaphor.
- Produce an *original* personal leadership metaphor **in any form other than in writing**. Consider illustrations, networked designs, video, animation, graphs, charts, color, etc. (Note that if certain media or formats are not possible for you to use, please consider option 2 of this Critical Thinking Assignment, or notify your instructor to work out a suitable option for you.)

Requirements:

- Include an introduction with purpose statement, body, and conclusion including:
 - A two-page critique of videos related to leadership metaphors
 - A one-page overview of the process to construct a leadership metaphor
 - A personal leadership metaphor in non-written form (if possible. See above)—referenced and attached or submitted separately
- Title and references pages
- Format your entire paper according to the *CSU-Global Guide to Writing and APA*. Review the grading rubric, which can be accessed from the Module 6 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

Option #2: Constructing Leadership Metaphors in Written Form

The notion that leadership study requires self-assessment – “locating oneself”-- and introspection has been reinforced throughout this course. The construct of metaphors advances thinking by quickly linking the left and right sides of the brain (Clouse, et al., 2013) [*required reading*].

The use of metaphors as a learning strategy, and especially as applied to leadership, is discussed in the Module 6 lectures and required readings. This assignment’s requirements provide an opportunity to expand knowledge, apply concepts, and construct metaphors in the pursuit of better understanding leadership and ourselves as leaders.

There are two parts to this essay assignment:

Part I:

- Review required reading and lecture material about purpose, construction, and use of leadership metaphors.
- Identify three scholarly articles (other than required or recommended readings for Module 6) related to leadership metaphors and learning.
- Gather three (3) videos that further explain the purpose and use of leadership metaphors.
- Critique the videos using a critical framework and scholarly sources for support.

Part II:

- Review leadership reflections and self-assessments from this course.
- Draw in outside material from a career portfolio, leadership assessments, performance feedback, or other artifacts.
- Define a process to construct an original personal leadership metaphor.
- Produce an *original* personal leadership metaphor **in any written form**. Consider poetry, story, lyrics, fable, comic strip, creative writing, diary excerpt, for example.

Requirements:

- Include an introduction with purpose statement, body, and conclusion including:
 - A two-page critique of videos related to leadership metaphors
 - A one-page overview of the process to construct a leadership metaphor
 - An *original* personal leadership metaphor in written form—referenced and attached or submitted separately
- Include both title and references pages.
- Format your entire paper according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed from the Module 6 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

Module 7

Readings

- Chapter 14 in *Leadership: A Critical Text*
- Beer, M., Finnstrom, M., & Schrader, D. (2016). Why leadership training fails--and what to do about it. *Harvard Business Review*, 94(12), 19-20.
- Elkington, R. (2015). Creative leadership requires creative leadership development in a "VU JÁDÈ" world! *Journal of Leadership Studies*, 9(3), 69-71. doi:10.1002/jls.2141.
- Ely, R. J., Ibarra, H., & Kolb, D. M. (2011). Taking gender into account: Theory and design for women's leadership development programs. *Academy of Management Learning & Education*, 10(3), 474-493.
- Garavan, T., Watson, S., Carbery, R., & O'Brien, F. (2016). The antecedents of leadership development practices in SMEs: The influence of HRM strategy and practice. *International Small Business Journal*, 34(6), 870-890.
- Harrison, A. E. (2017). Exploring millennial leadership development: An evidence assessment of information communication technology and reverse mentoring competencies. *Case Studies in Business and Management*, 4(1), 25.
- Örtenblad, A., Hong, J., & Snell, R. (2016). Good leadership: A mirage in the desert?

Discussion (25 points)

Module 8

Readings

- Chapter 15 in *Leadership: A Critical Text*
- Alquist, J. (2014). Trending now: Digital leadership education using social media and the social change model. *Journal of Leadership Studies*, 8(2) 57-60.
- Brosi, P., Sporrle, M., Welp, I. M., & Heilman, M. E. (2016). Willing to lead, not willing to follow gender-specific inferences from pride expressions. *Academy of Management Annual Meeting Proceedings*, 458-463. doi:10.5465/AMBPP.2016.191.
- Brown, M. E., & Mitchell, M. S. (2010). Ethical and unethical leadership: Exploring new avenues for future research. *Business Ethics Quarterly*, 20(4), 583-616.
- Humphrey, R. H., Burch, G. F., & Adams, L. L. (2016). The benefits of merging leadership research and emotions research. *Frontiers in Psychology*, 7, 1022. Retrieved from <http://journal.frontiersin.org/article/10.3389/fpsyg.2016.01022/full>
- Salvatico, Y. M. (2015). *The Futurist Leader*. Alexandria, VA: Association for Talent Development.
- Zehnder, C., Herz, H., & Bonardi, J. P. (2017). A productive clash of cultures: Injecting economics into leadership research. *The Leadership Quarterly*, 28(1), 65-85.

Discussion (25 points)

Portfolio Project (320 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Modern Leadership in a Professional Association

You are an organizational development (OD) professional with expertise on leaderless groups and movements. You belong to Organizational Development Professional Association (ODPA), a multinational organization, where the membership has declined steadily for the past five years. ODPA's board of directors (Board) conducted a member satisfaction survey last month and the results arrived with startling findings:

- More than half of ODPA members question the relevance of ODPA in light of the current environment
- Sixty-five percent of ODPA members are independent contractors or work for companies of fewer than 10 people
- More than 30% of members received advanced degrees 30 years ago or longer, more than 50% between 10 years and 29 years ago, and fewer than 10% graduated within the last nine years.
- Fewer than 5% of the members could name one ODPA Board member.

Considering the survey data results, the ODPA executive director (Director) has called to ask if you can help. The Director, located in Toronto, Canada, is concerned that the Board is out of touch with current organizational environments, OD trends, and escalating challenges for organizational development professionals. The current seven Board members are geographically distributed in Australia, England, Germany, Japan, and the United States. The Board holds an annual meeting in Toronto and quarterly web-based conference meetings.

The Director wants to "educate" the Board as a necessary step to raise a sense of urgency about the organization. Otherwise, the Director fears ODPA may not be sustainable. The Director's assessment is that the Board:

- Does not fully appreciate its leadership role
- Has not embraced workforce demographic changes that impact membership
- Cannot make sense of classical versus autonomist leadership or traditional versus evolved leadership theory
- Does not understand leadership discourses of modern times.

The Director wants you to facilitate a Board discussion using the survey results as catalyst to discuss organizational risks. The director is asking you to develop a draft of the *meeting plan* including:

- a) Purpose of the meeting (remember your audience)
- b) Attendees and roles (assess the leader/follower roles of all of those in attendance, including you. Make and record assumptions as needed. Support your assessment with scholarly sources).
- c) Schedule, location, and setting (provide reasoned choices with support)
- d) Pre-reading material (Identify material that attendees should review ahead of the meeting; make and record assumptions as needed)
- e) Historical overview of the leadership field of study from 1920 to present (**two to three pages**)
 - Include an original graphic element (**less than one-half page within body of the report; unlimited space in appendices**)
- f) Explanation of modern leadership with relevance to the situation (**three to four pages**)
 - Include an original graphic element (**less than one-half page within body of the report; unlimited space in Appendices**)

- g) Critical analysis of a current leadership book and specific relevance to the situation (use one of Western's (2013) four critical inquiry frames) (**four to five pages**)
- h) Facilitation questions (design inquiry to draw attendees into a relevant discussion).

Requirements:

- Ten to 12 pages not including the required title and reference pages and appendices
- Management report style (see the ToolKit in the Module folder for an example)
- Headings and sub-headings used to advance comprehension and clarify the flow of the document
- A minimum of two *original* graphics (figures or tables) demonstrating analytic thought
- Appendices that contain larger amounts of data and analytic tools; formatted according to APA standards
- Ten to 12 scholarly sources in addition to any of the course required or recommended readings you decide to use.
- A current leadership book of your choosing (this is a book you will choose in Module 1 Portfolio Project Milestone option 1. See the full description of that assignment in the Module 1 folder.
- Format your paper according to the *CSU-Global Guide to Writing and APA*.
- Review the grading rubric, which can be accessed in the Module 8 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment.

Option #2: Modern Leadership in a Mid-Sized Company

You are an organizational development (OD) professional for ABC Company in the role of human resource strategist working across several lines of business. You are responsible to three business-unit vice presidents as well as to the director of human resources in this matrixed organization.

ABC is a mid-sized global company headquartered in the United States and that outsources product manufacturing to facilities in Mexico and Vietnam.

The company's Board is composed of seven members all located within the United States. The leadership team includes the chief executive officer (CEO), chief financial officer (CFO), and chief operating officer (COO). Both the director of technology and director of human resources report to the COO and are considered members of the leadership team but not in the executive ranks. Vice presidents lead the three primary business units and a director of shared services reports to the COO.

Industry analysts recently released data on the top 10 competitors. ABC was listed at #10 overall, but was listed at #50 on *diversity and culture*. You know that the industry leader has publicly stated a commitment to diversity and worked to build a company-wide culture of leadership.

Pertinent data related to the low rating included:

- Board composition: six men and one woman; all United States (U.S.) citizens residing in the United States
- Leadership team composition: four men and one woman; one ethnic minority, all U.S. citizens residing in the United States

- Employee demographics: 60% men/40% women; median age 50; management roles 80% men/20% women; 40% of the workforce non-U.S. citizens.

Immediately after the industry data were released, reporters contacted the ABC media relations department to get a statement about the undesirable diversity and culture rating. ABC executives want to better understand how the rating might affect the company's reputation and impact its market position. The executives contacted the director of human resources to get some answers and likewise, the HR director is bringing you into the discussion.

Directions

The HR Director and other members of the leadership team want to have an "educational session" with the main agenda item being the industry study results and current state of diversity and culture at ABC. You will facilitate the leadership team discussion.

You are to draft a *meeting plan* for the leadership team to review and provide input. You will also facilitate the review and eventual discussion. Following are elements of the draft meeting plan:

- Purpose of the meeting (remember your audience)
- Attendees and roles (assess the leader/follower roles of all of those in attendance, including you. Make and record assumptions as needed. Support your assessment with scholarly sources)
- Schedule, location, and setting (provide reasoned choices with support)
- Pre-reading material (Identify material that attendees should review ahead of the meeting; make and record assumptions as needed)
- Historical overview of the leadership field of study from 1920 to present (**two to three pages**)
 - Include an original graphic element (**less than one-half page within body of the report; unlimited space in appendices**)
- Explanation of modern leadership with relevance to the situation (three to four pages)
 - Include an original graphic element (**less than one-half page within body of the report; unlimited space in appendices**)
- Critical analysis of a current leadership book and specific relevance to the situation: use one of Western's (2013) four critical inquiry frames (**four to five pages**)
- Facilitation questions (design inquiry to draw attendees into a relevant discussion).

Requirements:

- Ten to 12 pages not including the required title and reference pages and appendices
- Management report style (see the ToolKit in the Module folder for an example)
- Headings and sub-headings used to advance comprehension and clarify the flow of the document
- A minimum of two *original* graphics (figures or tables) demonstrating analytic thought
- Appendices that contain larger amounts of data and analytic tools; formatted according to APA standards
- Ten to 12 scholarly sources in addition to any of the course required or recommended readings you decide to use.
- A current leadership book of your choosing (this is a book you will choose in Module 1 Portfolio Project Milestone Option 2. See the full description of that assignment in the Module 1 folder.
- Format your paper according to the *CSU-Global Guide to Writing and APA*.

- Review the grading rubric, which can be accessed in the Module 8 folder, to understand how you will be graded on this assignment. Reach out to your instructor if you have questions about the assignment

COURSE POLICIES

Course Grading

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project
0% Live Classroom

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.