

LDRS560: Organizational Leadership

Course Syllabus

Course Description

This course provides a comprehensive, integrative, and practical focus on organizational leadership. It exposes students to the realities of corporate culture and proposes workable, culturally sensitive, and relevant models for organizational effectiveness.

Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Identify and evaluate various organizational leadership styles.
2. Discuss some of the intricacies of organizational behavior and culture.
3. Define and describe core principles of effective organizational leadership.
4. Propose an initiative for organizational change within your context.
5. Develop a personal, culturally-sensitive model for organizational leadership.

Course Materials

Required Material(s)

Students must purchase:

Kotter, J. P. (2012). *Leading change*. Boston, MA: Harvard Business Review Press. ISBN#: 978-1422186435

All other required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.

Recommended (but not required) Additional Reading

Anderson, D. L. (2015). *Organization development: The process of leading organizational change*. Los Angeles, CA: Sage.

Arbinger Institute (2010). *Leadership and self-deception: Getting out of the box*. San Francisco, CA: Berrett-Koehler Publishers.

Bass, B., & Riggio, R. E. (2005). *Transformational leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Collins, J. C. (2009). *Good to great: Why some companies make the leap ... and others don't*. New York, NY: Collins.

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco, CA: Jossey-Bass.

Morgan, G. (2014). *Images of organization*. Thousand Oaks, CA: Sage Publications.

Northouse, P. G. (2013). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage Publications.

Yukl, G. (2013). *Leadership in organizations* (8th ed.). New York, NY: Prentice Hall.

Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

Note: If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at writingcenter@jessup.edu or schedule a session through the WJU Student Services Scheduler.

Assignments

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the “How to Submit Pages Doc (Mac) to Turnitin” link on Moodle when uploading documents in Mac format.

Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

NOTE: The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the “copy and paste” method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it

is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). You must post **at least 3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m. (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

Disability Support Services Contact Information:

WJU Disability Support Services
(916) 577-2253
dss@jessup.edu

Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at my.jessup.edu.

Supported Browsers

- Google Chrome
- Mozilla Firefox

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

A = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.

F = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Discussion Questions	30%
Weekly Assignments	40%
Interview Notes	10%
Final Project	20%
TOTAL:	100%

Course Outline

Week 1	Details	Due	Demand Hours	Course Objective
Topics and Learning Objectives	<p>What is Leadership?</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Discuss whether leaders are “born” or “made.” • Articulate several theories/models of leadership. • Identify principles of biblical leadership. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Bolman & Deal, Reframing Organizations: Chapters 1-5 • Yukl, “Effective Leadership Behavior: What We Know and What Questions Need More Attention” 		4.5 hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Course Introduction ○ What is Leadership? ○ Biblical Models of Leadership 		1.5 hours	
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Leadership Models <ul style="list-style-type: none"> ○ Which leadership model/theory in Lecture 1 do you most wish to embody? Why? ○ What obstacles do you face in embodying that model? • DQ #2: Secular and Biblical Models <ul style="list-style-type: none"> ○ Is there a difference between “secular” and 	<i>See Discussion Guidelines</i>	6.0 hours	

	<p>Biblical models of leadership? Why or why not?</p> <ul style="list-style-type: none"> ○ Does the character of the leader determine whether the model is secular or biblical when implemented? Why or why not? 			
<p>Final Project: Identify Organization</p>	<p>FINAL PROJECT</p> <ul style="list-style-type: none"> ● This week, collate all of the components of your Organizational Analysis project (the various Writing Assignments you have done throughout this course). ● Be sure to review instructor feedback from all sections and do a thorough final edit, addressing recommendations and connecting each part together for proper flow. ● Your final project should be 15-20 pages (20 pages being the maximum length). ● Be sure your paper conforms to the Written Guidelines found in the syllabus. Proper APA formatting, title page, in-text citations and references (no abstract required). <p>Organizational Analysis and Change Initiative (15-20 pages, once compiled)</p> <p>Throughout the course, you will work towards a major organizational analysis and change initiative, which you will write in sections, then compile and submit for your final project. This project includes an analysis of an organization to which you are connected (or have easy access). To help gather data for the analysis, you will interview two (2) employees – at least one middle/upper manager, and a second employee. You will additionally identify a significant change that is needed in this organization, discussing obstacles and strategy for change implementation. This change can be inspired from interviews, or drawn from your observation/assessment as an organizational “consultant.”</p> <p>Students should carefully select an organization based on the following criteria:</p> <ol style="list-style-type: none"> 1. Ideally, you are connected to, and familiar with the organization. 2. You have access to personnel for interviews, etc. 3. The organization is complex enough so as to allow richness of analysis based on course criteria. 4. Examples: place of work, church, nonprofit, family (if structures and themes provide depth), etc. <p>The stages of the project will include:</p> <ol style="list-style-type: none"> 1. Identify suitable organization, defend relevance for course (Week 1) 2. Detailed overview/description of your organization (Week 2) 3. Interview one employee of the organization (30-60 min) – submit notes (Week 3) 4. Analysis of organizational structure and culture (Week 4) 5. Interview a middle/upper manager of the 	<p>Organization Choice Due 23:59 PT on Sunday, at the end of Week 1</p> <p>Final Project Due 23:59 PT on Sunday, at the end of Week 7</p>	<p>1.0 hours</p>	

	<p>organization (30-60 min) – submit notes (Week 5)</p> <ol style="list-style-type: none"> 6. Description of proposed organizational change, obstacles and strategies (Week 5) 7. Assessment of organization’s strategic goals and evaluation measures (Week 6) 8. Commendations and Recommendations – you are the consultant, using your expertise from the literature/materials to improve the organization (Week 7) <p>NOTE: students are expected to review feedback from each section submitted, incorporating suggestions from the professor in the final compilation paper.</p> <p>Excellent papers will include all of the following:</p> <ul style="list-style-type: none"> • Proper APA formatting, title page, in-text citations and references (no abstract required). • Extensive organizational analysis. • Significant connections to course materials (references, quotes, comparisons, etc). • Reference additional sources of data collection (org website, documents, etc). • Identification of a significant and relevant change initiative. • Excellent commendations and recommendations based on course materials. 			
		TOTAL HOURS FOR THE WEEK:	13.0 hours	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Leading in Organizations</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Identify several organizational models and types. • Assess the differences between Leadership and Management. • Provide examples of the four Organizational Frames. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Bolman & Deal, <i>Reframing Organizations</i>: Chapters 6-8 • Exodus 18 		2.0 hours	

Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Organizational Leadership ○ Organizational Structures & Frames 		1.0 hours	
Optional Resources (in Supplemental Materials link)	Readings <ul style="list-style-type: none"> • Gerth & Rothman, “The Future IS Organization in a Flat World” 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Organizational Structure <ul style="list-style-type: none"> ○ Think of an organization with which you are connected. How would you describe the structure of the organization (hierarchical, matrix, egalitarian, etc)? ○ What are the benefits and challenges of this structure? ○ Explain your answer thoroughly, giving examples from the organization you are discussing. • DQ #2: Bolman & Deal's Frames <ul style="list-style-type: none"> ○ Which one of Bolman and Deal’s “Frames” is most difficult for you to understand and/or navigate, and why? ○ How do these frames map to a Christian worldview? ○ Is one of the frames “more” Christian than the others? Why or why not? Use examples in your responses. 	<i>See Discussion Guidelines</i>	6.0 hours	

Writing Assignment #1: Organizational Overview	<p>Write</p> <ul style="list-style-type: none"> • Prompt: Write a three-page paper in which you give a detailed description of the organization you chose for your final project. Be as specific as possible. <ul style="list-style-type: none"> ○ Discuss the size, purpose, organizational genre, mission, leadership, leadership style, etc. (Note: structure and culture will not be covered in detail until Week 4.) ○ You may also address general strengths and weaknesses, but keep in mind that you will develop a change initiative and recommendations later in the project. • Be sure your paper conforms to the Written Guidelines found in the syllabus. 	23:59 PT on Sunday, at the end of Week 2	4.0 hours	
		TOTAL HOURS FOR THE WEEK:	13.0 hours	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Organizational Behavior and Culture</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Articulate the principles of both culture and organizational culture. • Assess which organizational metaphors best describe a particular company. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Bolman & Deal, <i>Reframing Organizations</i>: Chapters 9-11 • Kotter, <i>Leading Change</i>: Chapters 1-2 		2.5 hours	

Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Organizational Behavior ○ Organizational Culture • Other: <ul style="list-style-type: none"> ○ The Learning Organization 		1.5 hours	
Optional Resources (in Supplemental Materials link)	Readings <ul style="list-style-type: none"> • Ershova & Hermelink, "Spirituality, Administration, and Normativity in Current Church Organization" 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ #1: Metaphors <ul style="list-style-type: none"> ○ How would you describe the culture of your organization? ○ What image from this week's lecture best represents your context, or is there another metaphor which better describes it? Why? ○ Be sure to use the course materials in your response. • DQ #2: Comparing Types of Cultures <ul style="list-style-type: none"> ○ How is organizational culture different from ethnic or national culture? How is it similar? ○ Give a rationale and/or examples to defend your perspective. 	<i>See Discussion Guidelines</i>	6.0 hours	
Interview and Notes #1	Complete <ul style="list-style-type: none"> • Conduct a 30-60 minute interview with an employee of your organization. Take detailed notes. <ul style="list-style-type: none"> ○ Design your questions based on data needed for your project. ○ Areas you will want to explore may include: organizational structure, leadership approach, strengths/weaknesses, future 	23:59 PT on Sunday, at the end of Week 3	2.0 hours	

	<ul style="list-style-type: none"> ○ goals/plans, evaluation methods, etc. ○ Look ahead to weekly topics to gain clues about what you should ask. ● Submit 1-2 pages of interview notes that you made through the link on the main course page. 			
		TOTAL HOURS FOR THE WEEK:	11.5 hours	

Week 4	Details	Due	Demand Hours	Course Objective
Topics and Learning Objectives	Leading Across Cultures By the end of this week, you should be able to: <ul style="list-style-type: none"> ● Discuss best practices of cross-cultural sensitivity. ● Compare leadership principles within diverse global contexts. 			
Reading Assignments	Read <ul style="list-style-type: none"> ● Bolman & Deal, <i>Reframing Organizations</i>: Chapters 12-14 ● Kotter, <i>Leading Change</i>: Chapters 3-6 ● Javidan et al., "In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE" 		5.5 hours	
Video Resources	View <ul style="list-style-type: none"> ● Video Lectures: <ul style="list-style-type: none"> ○ Globalization and Cultural Sensitivity ○ The GLOBE Study ● Other: <ul style="list-style-type: none"> ○ History of Globalization ○ Maps of GLOBE Characteristics 		1.5 hours	
Optional Resources (in Supplemental Materials link)	Videos <ul style="list-style-type: none"> ● Globalization Easily Explained 			

<p>Discussion</p>	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ: Applying the GLOBE Dimension <ul style="list-style-type: none"> ○ Describe a situation when cultural values had the potential to bring conflict (or did). ○ How might you (or those you observed) apply the GLOBE dimensions to address this challenge/opportunity? ○ In your secondary posts, give your classmates further suggestions of how to apply the GLOBE dimensions in their situations. 	<p>See <i>Discussion Guidelines</i></p>	<p>3.0 hours</p>	
<p>Writing Assignment #2: Organizational Structure and Culture Analysis</p>	<p>Write</p> <ul style="list-style-type: none"> • Prompt: Write a three-page paper in which you discuss in detail the structure and culture of your chosen organization in light of the lectures, readings, and discussions from Weeks 3 and 4. Your paper should include responses to the following, but may also be broader (some of these concepts will be addressed in Week 4): <ul style="list-style-type: none"> ○ What observations can you note about the organization’s global awareness? ○ Are there any overlaps between GLOBE principles and institutional culture? ○ Are there any areas of cultural sensitivity which need to be addressed? ○ Keep in mind that organizational culture is not the same as ethnic/national culture, although there may be some overlap (address both). • Be sure your paper conforms to the Written Guidelines found in the syllabus. • This week, complete your paper and submit it through the link on the main course page. 	<p>23:59 PT on Sunday, at the end of Week 4</p>	<p>4.0 hours</p>	
		<p>TOTAL HOURS FOR THE WEEK:</p>	<p>14.0 hours</p>	

Week 5	Details	Due	Demand Hours	Course Objective
Topics and Learning Objectives	Leading Change By the end of this week, you should be able to: <ul style="list-style-type: none"> • Summarize Kotter’s Steps of Change Leadership. • Identify a needed change within your organizational context. 			
Reading Assignments	Read <ul style="list-style-type: none"> • Bolman & Deal, <i>Reframing Organizations</i>: Chapters 18-21 • Kotter, <i>Leading Change</i>: Chapters 11-12 		2.5 hours	
Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Organizational Development ○ Leading Change • Other: <ul style="list-style-type: none"> ○ Kotter's 8 Steps for Change 		1.0 hours	
Optional Resources (in Supplemental Materials link)	Videos <ul style="list-style-type: none"> • Roselinde Torres: What It Takes to Be a Great Leader 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p>	<i>See Discussion Guidelines</i>	3.0 hours	

	<ul style="list-style-type: none"> ● DQ: Kotter's 8 Steps <ul style="list-style-type: none"> ○ Which of Kotter's 8 steps to change do you think will be most difficult in your organizational context, and why? ○ How might you overcome the potential challenge? ○ In your secondary responses, offer additional suggestions of how your peers might overcome their respective challenges. 			
Interview & Notes #2	<p>Complete</p> <ul style="list-style-type: none"> ● Conduct a 30-60 minute interview with a middle/upper manager of your organization. Take detailed notes. <ul style="list-style-type: none"> ○ Design your questions based on data needed for your project. ○ Areas you will want to explore may include: organizational structure, leadership approach, strengths/weaknesses, future goals/plans, evaluation methods, etc. ○ Look ahead to weekly topics to gain clues about what you should ask. ● Submit 1-2 pages of interview notes that you made through the link on the main course page. 	23:59 PT on Sunday, at the end of Week 5	2.0 hours	
Writing Assignment #3: Change Initiative and Strategy	<p>Write</p> <ul style="list-style-type: none"> ● Prompt: Write a three-page paper in which you identify a significant change needed in your chosen organization. Your change should be significant, measurable, attainable, relevant and time-based. <ul style="list-style-type: none"> ○ What are the obstacles to this change? ○ Develop a strategy for change implementation, based on the course materials. ○ It is recommended that you connect your strategy to Kotter's steps, or give rationale if you choose to add/omit steps. ○ Describe your strategy as if you plan to implement it (i.e., avoid passive voice – "I would try to"). ● Be sure your paper conforms to the Written Guidelines found in the syllabus. ● Complete your paper and submit it through the link on the main course page. 	23:59 PT on Sunday, at the end of Week 5	4.0 hours	
		TOTAL HOURS FOR THE WEEK:	12.5 hours	

Week 6	Details	Due	Demand Hours	Course Objective
Topics and Learning Objectives	Strategic Planning & Evaluation By the end of this week, you should be able to: <ul style="list-style-type: none"> • Identify and apply strategic planning principles within your organization. • Create personal and organizational SMART goals. • Demonstrate principles of effective organizational evaluation. 			
Reading Assignments	Read <ul style="list-style-type: none"> • Epstein & McFarlan, "Measuring the Efficiency and Effectiveness of a Nonprofit's Performance" 		1.0 hours	
Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Strategic Planning ○ Measuring Success • Other: <ul style="list-style-type: none"> ○ Understanding SMART Goals 		1.0 hours	
Optional Resources (in Supplemental Materials Link)	Videos <ul style="list-style-type: none"> • How to Write a Mission Statement that Doesn't Suck <ul style="list-style-type: none"> ○ <i>Video contains one expletive not endorsed by WJU.</i> • Jim Collins, It's More Difficult to Lead in the Social Sector 			
Discussion	Discuss You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context. Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion): DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm <ul style="list-style-type: none"> • DQ #1: Strategic Planning and the Holy Spirit <ul style="list-style-type: none"> ○ How can leaders reconcile the dissonance between strategic leadership (proactive leadership, evaluation, etc.) and following 	<i>See Discussion Guidelines</i>	6.0 hours	

	<ul style="list-style-type: none"> ○ the Holy Spirit? ○ Are the two ideas mutually exclusive? ○ Support your explanation by drawing on the course materials. <ul style="list-style-type: none"> ● DQ #2: Non-Profit vs. For-Profit <ul style="list-style-type: none"> ○ After reading this week's article, how is measuring success different when comparing for-profit organizations with nonprofits? How is it similar? ○ Why do these differences exist? Or should they? ○ Support your explanation by drawing on the course materials. 			
Writing Assignment #4: Strategic Goals and Evaluation Analysis	<p>Write</p> <ul style="list-style-type: none"> ● Prompt: Based on your interviews and organizational documents (websites, reports, etc.), write a three-page paper in which you assess your organization's strategic plans/goals. <ul style="list-style-type: none"> ○ Additionally, find out how they measure success and evaluate whether they are doing it effectively. ○ A good guiding question for evaluation is: How do we know what we're doing is working? ● Be sure your paper conforms to the Written Guidelines found in the syllabus. ● Complete your paper and submit it through the link on the main course page. 	23:59 PT on Sunday, at the end of Week 6	4.0 hours	
		TOTAL HOURS FOR THE WEEK:	12.0 hours	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
Topics and Learning Objectives	<p>Teams & Conflict Management</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> ● Identify several principles of team formation and leadership. ● Articulate the principles of Emotional Intelligence (EI). ● Apply principles of conflict management to a real-life situation. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> ● Bolman & Deal, <i>Reframing Organizations</i>: Chapters 15-17 ● Kotter, <i>Leading Change</i>: Chapters 7-10 		3.5 hours	

Video Resources	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Leading People ○ Conflict Management • Other: <ul style="list-style-type: none"> ○ Jim Collins, First Who, Then What ○ Ken Wright, Culture of Engagement 		1.5 hours	
Optional Resources (in Supplemental Materials link)	Readings <ul style="list-style-type: none"> • Cunyat & Melguizo, "Effective Leadership in Teams: A Simple Model" 			
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ: Right People Before Mission? <ul style="list-style-type: none"> ○ Jim Collins suggests that choosing the right people comes before defining one's organizational mission. ○ Do you agree or disagree? Why? ○ Use the course materials to support your response. 	<i>See Discussion Guidelines</i>	3.0 hours	
Final Project	Compile & Write <ul style="list-style-type: none"> • This week, collate all of the components of your Organizational Analysis project (the various Writing Assignments you have done throughout this course). • Be sure to review instructor feedback from all sections and do a thorough final edit, addressing recommendations and connecting each part together for proper flow. • Add an intro, commendations, recommendations and conclusion. • Your final project should be 15-20 pages (20 pages being the maximum length). • Be sure your paper conforms to the Written 	23:59 PT on Sunday, at the end of Week 7	6.0 hours	

	Guidelines found in the syllabus. (no abstract is required for this project).			
Course Evaluation	<p>Evaluate</p> <ul style="list-style-type: none"> • Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey. • NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses. • After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	23:59 PT on Sunday, at the end of Week 7		
		TOTAL HOURS FOR THE WEEK:	14.0 hours	