

ORGB 625: Leadership and Professional Development
School of Education
Drexel University



Contact Information

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Course Description

Effective leaders are found at all levels of organizations. To be an effective business leader and to develop professionally, individuals must understand themselves, exercise self-leadership, interact effectively with others and consider the consequences of their actions on others. This course helps students develop knowledge and skills in these areas to enhance their professional development and to become effective leaders. Using readings, written assignments, self-assessments, and individual and group activities using case studies, the objective of the course is to provide students with opportunities to better understand trends in organizations, enhance their self-awareness, develop leadership skills and apply these skills and perspective to improve their professional development.

EdD Keystones Integrated Into the Learning

- EdD graduates possess the abilities to create and support communities that are the bases for sustainable change.
- Leaders develop the habits of mind and competencies to lead complex organizations shaped by global forces.
- Leaders develop the abilities to sustain their own leadership growth.
- EdD graduates utilize the full range of emerging technologies to reach across generations, communicate effectively, and engage others in meaningful change.
- EdD graduates exemplify the curiosity, creative thinking, inquiry skills, and scholarly competencies needed to investigate an idea and transform it into meaningful action.

Syllabus may be changed to reflect the nature and pace of learning in the class, in which case updated information will be posted and shared.

Required Texts

Fullan, M. (2011). *Change Leader*. San Francisco, CA: Wiley & Sons.

Gallos, J. (2008). *Business Leadership*. San Francisco, CA: Wiley & Sons. ISBN: 978-0-7879-8819-7

Neck, C. and Manz, C. (2010). *Mastering Self-Leadership: Empowering Yourself for Personal Excellence* (5th ed): Upper Saddle River, N.J.: Prentice Hall ISBN: 13: 978-0-13-606645-3

Scharmer, O. (2009). *Theory u: Leading from the future as it emerges*. San Francisco, CA: Berrett-Koehler.

Recommended Readings

Ehrenfeld, J. (2008). *Sustainability by design*. New Haven, CT: Yale University Press.

Gryskiewicz, S. (1999). *Positive turbulence: Developing climates for creativity, innovation, and renewal*. San Francisco: Jossey-Bass Publishers.

Houston, P. and Sokolow, S. (2006). *The spiritual dimension of leadership: Eight key principles to leading more effectively*. Thousand Oaks, CA: Corwin Press.

Lewin, K. (1997). *Resolving social conflicts and field theory in social science*. Washington, DC: American Psychological Association electronic edition.

Ruben, B. (2006). *What leaders need to know and do: A leadership competencies scorecard*. Washington, D.C.: National Association of College and University Business Officers (NACUBO) ISBN: 978-1-56972-038-7

Senge, P., Scharmer, O., Jaworski, J., and Flowers, B. (2005). *Presence: An exploration of profound change in people, organizations, and society*. New York, NY: Currency.

Senge, P., et. al. (1994). *The fifth discipline fieldbook*. New York: Currency and Doubleday.

Web Sites

- APA Website: www.apastyle.org
- Owl Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Society for Organizational Learning: www.solonline.org
- Otto Scharmer (Theory U): <http://www.ottoscharmer.com/>
- *Collaborative leadership self-assessment questionnaire*, Published by Turning Point Resources, Funded by the Robert Wood Johnson Foundation, Available at: <http://www.turningpointprogram.org>
- TED stands for technology, entertainment, design. Inspired talks by the world's leading thinkers and doers - <http://www.ted.com/index.php>
- The leader to leader Institute - <http://www.pfdf.org/>
- Online resource for schools that learn - <http://www.fieldbook.com/>
- Office of Graduate Studies <http://www.drexel.edu/provost/graduatestudies/>

WK	LEARNING TOPICS & GOALS	READINGS	ACTIVITIES & DUE-DATES ³
1 01/07 Mon Exec Wknd	Defining leadership. Defining educational leadership. Understanding mental models of leadership through the lens of relationships.	Fullan: Begin reading, to be completed by the end of week 5. Scharmer, 1-57. Team Readings: Gallos Chapters CCL Podcasts	Initiate a Blog entry + 1 response <i>*blog entry or discussion boards occur every week*</i> Identify a leader to interview Watch CCL Podcasts Discussion Board Teams Created Executive Weekend Saturday, January 12, 2013 Norristown
2 01/14	Exploring differences between management and leadership. Examining the leader-follower-situation dynamic.	Gallos Reader: 2, 8, 9, 10 Scharmer: 59-116 Team Readings: Gallos Chapters	Contact a leader to interview Discussion Board (DB) post and response due, re. first draft of Interview protocol
3 1/21	Learning processes and strategies to expand and improve leadership competencies, mental models, and wisdom.	Neck & Manz: 1,2 Team Readings: Gallos Chapters Arnold-Witherspoon Article CCL Podcasts	Conduct leader interview Complete CH 3 (Neck & Manz) Activities Leadership Blog or DB (shared vision) Watch CCL Podcasts Collaborate (Wimba) Classroom Wednesday, January 23, 7:30 pm
4 1/28	Discussing educational politics for promoting organizational change.	Scharmer: 117-161 Neck & Manz, 4 & 5 Team Readings: Gallos Chapters Creative problem solving handouts CCL Podcasts	Assignment #1: Leader Interview Complete CH 4 & 5 (Neck & Manz) Activities Leadership Blog or DB
5 2/04 Exec Wknd	Balancing current states of being with the changing dynamics of the leader, follower and situation.	Scharmer, 163-226 Neck & Manz, 6 & 7 Team Readings: Gallos Chapters Podcast: Stephen Baum (AMA) Davis Article	Leadership Blog or DB Select 1-2 leadership experiences to analyze with course readings, for Assignment #2 Watch Podcast Executive Weekend Saturday, February 09, 2013 Norristown
6 2/11	Articulating 21 st Century Idshp skills & Creative thinking and problem solving competencies.	Scharmer, 271-299 Neck & Manz, 5, 6 Team Readings: Gallos Chapters	Assignment #2: Leading with Theory Leadership Blog or DB
7 2/18	Developing sustainable, personal leadership development plans.	Scharmer, 301-326 Neck & Manz: 8,9 Team Readings: Gallos Chapters	Leadership Blog or DB Choose a JCEL Article to use in your Applied Case Study, Assignment #3 Collaborate (Wimba) Classroom Wednesday, February 20, 7:30 pm
8 2/25	Promoting effective leadership systems within organizations.	Scharmer: 355-376 Neck & Manz: 10,11 Team Readings: Gallos Chapters	Assignment #3: Applied Case Study Leadership Blog or DB
9 3/04	Implementing missions and visions effectively and collaboratively.	Scharmer, 443-462 Neck & Manz, 12 Team Readings: Gallos Chapters Phillips Article	Leadership Blog or DB Identify your Leadership Goals, for Assignment #4 Collaborate (Wimba) Classroom Wednesday, March 6, 7:30 pm
10 3/11 Exec Wknd	Moving forward: developing a personal strategy for sustainable leadership in one's own organizational setting.		Assign. #4: Personal Leadership Development Plan Executive Weekend Saturday, March 16, 2013 Norristown

Essential Questions

1. What is the array of meanings for the term “leadership?” How do we, individually, place our own “mental models” of leadership in that array?
2. What are the differences between leadership and management in definition and practice within the leader/follower/situation dynamic?
3. What processes and strategies help us grow in our leadership competencies, mental models, and wisdom?
4. When should a leader need to be politically savvy to lead change in an organization?
5. How do we balance our “state of being” as a growing leader against the realities of the “leader/follower/situation” dynamic?
6. What skills does a leader need in the 21st century to be effective?
7. How can I create a sustainable, personal leadership development plan?
8. How can we build an effective leadership system within an organization?
9. How does a leader transform mission and vision into reality?
10. How can leadership be sustained within an organization?
11. *What does it mean to act in the world and not on the world? What does this imply for leadership?*

Grading & Assignments:

Assignments	Value	Due Date
Participation, Leader Blog & Discussion Boards	20%	Every week
Leader Interview	20%	End of wk 4
Leading with Theory	20%	End of wk 6
Applied Case Study	20%	End of wk 8
Personal LDP	20%	End of wk 11
100 Total Points		
Grading Scale ¹	A = 100-93 A- = 92-90 B+ = 89-87 B = 86-83 B- = 82-80 C+ = 79-77 C = 76-73 C- = 72-70 F = 62 and below	

- Due Dates: Assignments are due the date listed. *Unless otherwise noted, all assignments are due no later than 11:59 p.m. on the Sunday that ends an academic week.* Late assignments will receive a point penalty equivalent to one letter grade. Please email the instructor in the event you are not able to complete the assignment, or to inquire about extensions.

Participation (20%)

- Participation in Executive Weekend Classes and on the Leadership Blogs & Discussion Board (DB) is required, and graded.
Make teaching and learning intellectually stimulating and gratifying. Seriously contribute to the week's question, grab peoples' attention in a positive way and read their posts with care. *Each week, post at least twice with your team— one original "thread" of your own and one response to a classmate.* Multiple postings, however, are strongly encouraged as a means of contributing to the learning of the entire class.
- Weekly blog/DB participation is graded on a scale of **0** [no participation], **1** [insufficient participation, which is > (less than) 3 substantive sentences relevant to weekly course content] or **2** [sufficient participation of 3-5 substantive sentences relevant to weekly course content].
- Each week post your response by *Saturday at 6:00 PM* and respond to at least one of your colleagues by *Sunday at 9:00 PM*.
- Use '**NETIQUETTE:**' be respectful of peers and instructors and advisors in language and in tone, in both email correspondence and in DB Posts. Racist, sexist, homophobic, swear/curse words and otherwise disrespectful language is not tolerated.
- **Plagiarism** is not tolerated in DB posts, email correspondences or in papers. Please quote authors directly with a page number and use no more than 3-5 lines of text, e.g. (Katz-Buonincontro, 2009, p. 69) and refer to authors in parenthesis if you paraphrase a sentence, e.g. (Katz-Buonincontro, 2009).
- **Collaborate Classroom Sessions:** Sessions will be archived for you to view at a later time. Please make every effort to attend these sessions to learn information, pose questions and get a sense of your peers' experiences. If you cannot attend the session, please email the instructor and view the archived session. Then, participate in the related discussion board or leadership blog that is required.

Assignment #1: Leader Interview (20%)

After looking introspectively in your mental models piece, you now look outward to a leader of your choosing. Follow these steps to complete the interview. 3-5 pages, single spaced, 13 point Times / Times New Roman font, with APA citations and a reference list.

1. Identify a leader who you have access to and who agrees to be interviewed.
2. Develop an interview protocol. Six to eight quality questions should suffice. Start with warm-up questions, and then delve into open-ended topical questions that start with Who, Why, How, What. Avoid leading questions.
3. For WK#2, you'll identify the name and position of the interviewee, name and type of organization, rationale for the interview, when you anticipate interviewing, and your draft interview protocol of 6-10 questions.
4. Conduct the interview, you are encouraged to record it (most computers and smart phones have a record function) to be able to review it in detail when you sit down to write. In addition to listening to the interview, consider transcribing it. You will be amazed at what you learn by listening at this level (with judgment suspended). Consider what you learn about this person's assumptions, values and beliefs and how they show up in their dialogue and in their approach to leadership. Then analyze the results by looking for insights into the individual's leadership in relationship to the situation and with his/her followers.
5. Present an analysis of your findings – not a mere recounting of the interview content:
 - a. A very brief notation of the interview time, location, and context, along with the interviewee's name and position.
 - b. 3-5 concrete themes that emerged about this person across their responses to your questions.

- c. Insights into his/her leadership with regard to his or her own leadership strengths, and purported weaknesses. What types of problems did he or she identify?
- d. Reflections on how what you have learned about leadership from this individual might influence your own leadership development.
- e. Recommendations to increase the leader's creative problem solving abilities, based on Schwärmer, Fullan and other readings.
- f. Noted linkages to three leadership theorists (from the readings of 625).

Assignment #2: Leading with Theory (20%)

As a personal paper, this piece sets forth your understanding and thinking about the idea of "presence" in leadership. Write in first person about yourself and presence and how "theory U" relates to your leadership thinking. Cite 1-2 situations within your own life experiences that relate to "presencing." 3-5 pages, single spaced, Presencing refers to one's ability to reach the highest creative potential. 12 point Times / Times New Roman font, with APA citations and a reference list of 4 or more course readings.

Assignment #3: Applied Case Study (20%)

This is a case study of an existing leadership problem, coupled with your own professional creative recommendations and solutions. Drawing from the concepts presented in the readings, podcasts and supplemental articles of ORGN 625 and EDUC 800 provide a strategy for the leader in a [very short] article from the *Journal of Cases in Educational Leadership*. I have downloaded ~13 different JCEL articles, located in BB. Select an article and read it. Focus on the part of the article that comes before the "Teaching Notes" section. Compose a paper addressing:

1. What is the nature of the leadership problem? Identify and frame the problem.
2. How might the leader/s in this particular case gain an understanding of the situation, as well as establish relationships with key stakeholders and followers? Generate ideas for the leader, explore data gathering techniques.
3. What strategies do you recommend she or he use to develop sustainable solutions? Develop solutions for the leader, including recommendations on building acceptance, and appraising tasks to move the school/organization forward.

Include quotations and citations that support your recommendation from 4 or more course readings. Please include a cover page and a references page using APA format throughout. 3-5 pages, single spaced, 12 point Times / Times New Roman font, with APA citations and a reference list.

Assignment #4: Personal Leadership Development Plan (20%)

Creating a Personal Leadership Development plan for your own leadership development that enriches you as a creative thinker and problem solver.

Your plan and artifacts (documents, timelines, pictures etc) representing its implementation are the core of a leadership portfolio that you develop throughout the EdD experience.

In essence, you are creating an umbrella personal leadership development plan based on self-evaluation and comprised of one or more specifically set forth sub-plans. Follow these steps in creating your plan:

1. Draw from your Strengths Based Leadership results, other survey data available to you; and self-assessments from the Neck&Manz book.
2. Certainly consider asking for the insight of others before finalizing your plans.
3. Create a plan(s) in the format of your LDP. Choose 3-4 Concrete Leadership Goals that will Enhance your Creative Thinking and Problem Solving Abilities.
4. Create an umbrella plan for March 2013-March 2014 that includes but is not limited to:
 - a. Results of the self-assessment(s)
 - b. A brief personal leadership vision statement – "Where/how I hope to be as a leader in March 2014"

- c. Means and frequency for documenting, and reflecting on your progress.
- d. A timeline of activities, in a table format, with 6 columns for Persons/Stakeholders, Goals, Activities, Budget, Timeframe and Evaluation/Monitor Strategy. You may add other columns as you see fit.
- e. Representation of how leadership theories and your growth goals intersect (cite the writers!)

*3-5 pages, single spaced, 12 point Times / Times New Roman font, with APA citations and a reference list. Use 8-10 course readings from separate authors (each Gallos (2008) chapter counts as one reading, for example.)

Key Focus Areas

Drexel University has four "key focus areas" which are core in all courses, where applicable. These focus areas include:

1. Communication Skills
2. Experiential Learning
3. Global Awareness
4. Problem Identification, Solution Formulation, and Implementation (Creative thinking and problem solving)

Communication skills will be key throughout the quarter as we form our learning community and discuss, on an ongoing basis, the course topics. Experiential learning is prevalent with topics such as ours that cut across so many disciplines. Sharing our past, present, and possibly future workplace experiences and expectations will enable collaborative learning to take place as we interact. Global awareness is a thread clearly winding its way through our text. Problem identification, solution formulation, and implementation are very important to leadership. It is essential that be put into practical and immediate use in our professional, personal, and community lives.

Academic Policy Information

- 1) The end of week 2 is the last day for dropping a course; you may withdraw after that.
- 2) Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (iAVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (iODS). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.
- 3) Academic Honesty Policy: All students are expected to abide by Drexel University policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:
 - * Reduction of a course grade
 - * An F for the assignment or exam
 - * Failure for the entire course with the inability to withdraw, or
 - * Other action deemed appropriate by the faculty member.

Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition (<http://www.drexel.edu/studentlife/images/0506Handbook.pdf>)