

Eastern Mennonite University
MAOL 620 – Transformative Leadership in Dynamic Contexts
Spring 2017 – Update 12/22/16

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Office Location: University Commons Student Life suite

Class Hours: Thursday nights January 12 – April 27 6:00 PM – 8:00 PM

Required Texts:

Senge, P. (2006). The fifth discipline: The art and practice of the learning organization. New York: Doubleday.

Morgan, Gareth, (2006). Images of organization. Thousand Oaks, CA: Sage.

Course Description:

This course explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills through practice in rapidly changing and complex, diverse, multi-generational, multi-cultural and multi-dimensional systems, such as health care, government, education, non-governmental organizations and multi-national for-profit organizations.

Course Objectives:

During this course learners will:

- Develop strategies for personal leadership formation and how they relate to leading in dynamic context
- Compare and contrast models of strategic planning for dynamic environments
- Learn strategies for developing self-renewing and learning components in organizations
- Understand the adaptive challenges that a variety of environmental stresses bring to organizations
- Develop strategies to help organizations become more adaptive
- Learn how to effectively lead in dynamic contexts
- Become acquainted with the growing body of evidence available regarding effective leadership in dynamic contexts.

Student Evaluation

Learning Tool	Description of the requirement	Percent of total grade
Case Study: Senge Chapter 4: <i>The Laws of the Fifth Discipline</i>	Choose one of the “Laws of the Fifth Discipline” in Senge Chapter 4. Identify a situation within your own organization or an organization you are familiar, which demonstrates one	15%

	of these laws in action. Once you identify the situation, identify a brief analysis of the problem, the reasoning as to what is currently being done about the situation, how you intend to/or would change the situation, and what is/would be your anticipated outcome. Each student will have up to 10 minutes to present their case study to the class. The outcome of this assignment is the presentation and a Powerpoint document. The presentations will be held February 2. Each student should upload their Powerpoint presentation to Moodle prior to noon on February 2.	
Group Project: <i>Leading an increasing diverse workforce</i>	One of the adaptive challenges in today's organizational reality is working with an increasing diverse workforce. This presents a number of challenges as leaders have to work with employees from a range of ethic, racial, religious, cultural, and socio-economic backgrounds. For this project/case study, in teams of two, select a local organization, either for-profit or non-profit, that is working with a diverse employee base. Each group will develop a Powerpoint presentation on this case study and do a 15-minute presentation to the class (as well as upload the presentation in Moodle prior to noon the day of their presentation). The presentation should include the following: • an overview of the company • the adaptive challenge it is facing regarding diversity • the strategies the organization is employing to work with a diverse workforce • evaluation of the success of the strategies • recommendations for the organization improving its work in this regard. Data collection can be accomplished in a number of ways but must include at least one interview with a key organization leader. Group presentations will be March 23.	20%
Final Paper and Presentation: <i>Strategies for Developing both personal and organizational self-renewing capabilities.</i>	This paper and presentation will be about you and your organization. The paper should be minimum 12 and maximum 15 double-spaced pages. The formatting of the paper should be in Times New Roman 12 pt. font, double-spaced lines, and one-inch margins on all sides. Use a header and/or footer for page numbers and other miscellaneous information. A cover page is optional, and APA is expected. The presentation will be no longer than 15 minutes.	30%

	The purpose of this project is to integrate what you have learned about yourself and your organization in this class and the MAOL degree program in general. Include a section on yourself that extends the assignment for the first class in this course that integrates the work you have done in this program to date on the various personality assessments (Myers Briggs, Disc, Enneagram, etc.) including a brief review of your style(s) and how you think your overall style(s) adjusts to chaos and unplanned circumstances. Review areas for your own growth in this regard and several goals you have to work at this area of personal growth and how you will hold yourself accountable for these goals. Then transition to your organization and critique its learning capabilities. What is your organization doing well in this regard? Where are the weaknesses in the system? Where has the learning broken down? Then develop specific strategies for how your organization could do a better job of learning and become more adaptive and self-renewing in general and specifically in regards to one of the dynamic contexts we have covered in this course. In other words, what overall strategies would you recommend? Then discuss these strategies specifically in regards to how they would help the organization deal with one of the dynamic contexts (these strategies should take into account the cultural changes that will be required). Finally, develop methodology for measuring/determining the success of the strategies? The paper is due by noon, April 20 posted in Moodle. The presentation will be either April 20 or April 27.	
On-line discussion forum	Each week students will be required to write and post a 200-250 word analysis on the Moodle discussion forum based on the week's assignment. This post must be completed by end-of-day Monday. Each student must then write a "substantial" response to at least two other student's posts by end-of-day Wednesday.	20%
Participation/ Group work/Attendance	Your active participation is essential to this class. Full participation consists of demonstrating that you are prepared for each class, asking thoughtful questions that help you and your peers learn, responding respectfully to peers, and engaging productively in all class exercises. Note that talking is not the same as participating, since excessive talking without offering useful ideas is disruptive.	15%

Grading Scale (%)

95-100%	A
92-94%	A-
88-91%	B+
83-87%	B
80-82%	B-
77-79%	C+
73-76%	C
72% or lower	F

Technology Requirements

Communication:

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. **In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption.** Remember to you're your headsets UNMUTED during the sessions and avoid moving, brushing, touching or fumbling with them as it creates unwanted noise in the class space.

Special Tools:

Students must be able to access Moodle for course materials, such as PowerPoint slides, supplemental readings, etc. Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Submitting Assignments:

All written assignments, including papers and Powerpoint presentations, are to be submitted as posts on Moodle as indicated by the instructor. The instructor reserves the right to submit your paper for review via the Turnitin plagiarism detection software in use on the campus. **Papers should use the following formats:** Times New Roman 12 pt. font, double-spaced lines, and one-inch margins on all sides. Use a header and/or footer for page numbers and other miscellaneous information. A cover page is optional, and APA is expected.

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. For the course papers, please follow the APA style, unless

directed otherwise by the instructor. Follow this link to a good resource for using APA style: <https://owl.english.purdue.edu/owl/resource/560/10/>.

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (Adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. For more information see http://www.emu.edu/writing-program/student-resources/academic-integrity/AIP_2014.pdf. If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>.

Turnitin:

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. You may be asked to submit your papers to Turnitin from Moodle. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

Graduate Writing Center:

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

Office of Academic Success:

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact the Office of Academic Success in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. See <http://www.emu.edu/academics/access/> for more information.

Additional Policies

Attendance and Participation:

Students are expected to be punctual and to attend and actively participate in all scheduled classes. An excused absence requires prior notification. Active participation in class discussion is expected in a graduate class, and can assist students in clarifying their own viewpoints and reinforcing their learning. Missing classes for whatever reason may result in a reduction of the student's "participation" grade.

Deadlines:

The research paper is due April 20. Please submit the paper via Moodle.

Late and makeup work:

Late assignments will reduce grade; any late assignments need to be discussed with the instructor.

APA Writing Style

The expectation for this class is that all writing for the case study, the paper, and the team presentation will be done using APA style. An excellent resource for APA style is <http://owl.english.purdue.edu/owl/resource/560/01/>.

How I will communicate with you

In general, I will use your EMU email, through Moodle. I will use your phone number in an emergency only.

How you will receive your grades:

I will be using the Moodle grade book. I will post grades for the forum by the end of day on Sunday. I will post grades for class projects/papers by 8 days after the projects/papers are due.

How you can communicate with me

I typically observe an email Sabbath between noon on Saturday and Monday morning. However, I will check email Sunday PM in case you have a critical issue. If your issue is not critical, I will respond to weekend emails Monday AM. Otherwise, I am very responsive to emails and get back to people within 24 hours. If you have something urgent or an emergency, feel free to call my cell phone number listed above.

Assigned readings

Students are responsible for all assigned readings as set forth in the Course Outline. The instructor expects all reading to be done prior to class, and the student to be prepared to interact with and discuss the material assigned. Reading supplemental to the material in the textbook may be assigned from time-to-time. Some of those readings may be posted on Moodle, while others may require the student to research and locate them on the internet. Class lectures and discussions will elaborate upon, reinforce and supplement the assigned readings.

While reading, continually ask yourself the following two questions:

1. Do I understand the theory and/or principles of the material?

2. So what? What are its implications? How would I apply this as a leader?

Schedule

Class #1: January 12 (Face-to-Face) - Introduction: Personal Formation in Dynamic Times, Spiral Dynamics

Assignments in preparation for Class #1	• Read Senge chapters 1, 2, 3, and 8. • Watch introductory videos to Senge and Morgan in the Moodle links • Review the PDF on Spiral Dynamics posted in the Moodle classroom. • Watch the Spiral Dynamics videos linked in Moodle. • Moodle discussion forum posts
Class Content	Student groups will be assigned in this class for Assignment #2 Group Project: <i>Leading an increasing diverse taskforce.</i>

Class #2: January 19 (Zoom) - Organizations as Machines and the Laws of Systems Thinking

Assignments in preparation for Class #2	• Read Chapter 1 and 2 in Morgan. • Read chapters 4 and 5 in Senge. • Watch “Morgan and Senge Videos” linked in the Moodle classroom • Take the <i>Intercultural Development Inventory</i> (IDI) Assessment linked in Moodle • Moodle discussion forum posts
Class Content	Contemplate a situation in your organization that would be a good example for assignment #1: The Laws of the Fifth Discipline. Prepare for an informal discussion in class regarding the situation. Note the assignment grading rubric in Moodle.

Class #3: January 26 (Face-to-Face) – Dynamic Context – Leading an Increasing Diverse Workforce

Assignments in preparation for Class #4	• Read Sutton Bell & Narz, <i>Meeting the Challenges of Age Diversity in the Workplace.</i> • Read Joplin and Daus, <i>Challenges of leading a diverse workforce.</i> • Read Konrad, <i>Leveraging workplace diversity in organizations.</i> • Watch video in folder in Moodle • Moodle discussion forum posts
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Class Content	First 60 minutes – Guest Speaker Jessica King, Director ASSETS Lancaster, and Discussion Second 60 minutes – Mary Jensen, review of the IDI assessment results from last week.
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Class #4: February 2 (Zoom) – Team Learning, Self Organization, and Mental Models

Assignments in preparation for Class #5	• Read Morgan chapter 3 and 4 • Read Senge chapters 9 and 11
Class Content	Student presentations - Assignment #1: Senge Chapter 4, Nature's Template

Class #5: February 9 (Asynchronous) – Shared Vision, Organizations as Cultures, Power and Conflict, Psychic Prisons.

Assignments in preparation for Class #3	• Read Morgan chapters 5, 6 and 7 • Read Senge chapter 10 • Watch the four videos linked in Moodle • Watch Movie – <i>Lean on Me</i> (1989) Morgan Freeman • Moodle discussion forum posts • Meet with your assignment #2 partner this week either in person or via Zoom to discuss and choose a local organization for use in the case study assignment. Begin development of a timetable for meeting the assignment deadline. Group presentations will be March 23.
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Class #6: February 16 (Zoom) – Developing Strategy in an Emergent World

Assignments in preparation for Class #6	• Read Senge chapter 14 and 15. • Read Mintzberg and Waters (1985) <i>Of strategies, deliberate and emergent.</i> • Read Moore, Porter or Mintzberg: <i>Whose view of strategy is the most relevant today?</i> • Watch the video linked in the Moodle classroom • Moodle discussion forum posts
Class Content	Guest Speaker on Strategy – Jack Broadus

Class #7: February 23 (Face-to-Face) – Unfolding Logics of Change, Instruments of Domination, Foundations for Adaptation

Assignments in preparation for Class #7	• Read Morgan chapters 8, 9, 10, and 11 • Read Senge chapter 13 • Prepare for debate in class by reading and thinking about the four questions posted in Moodle • Moodle discussion forum posts
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Class #8: March 2 (Zoom) – Dynamic Context – Leading in Economic Uncertainty

Assignments in preparation for Class #8	• Read Senge chapter 16 & 17 • Read the following articles below: • Day & Powers "Developing leaders for a world of uncertainty" • Ellis "The importance of organizational leadership self-efficacy in a world of uncertainty" • Heifetz, Grashow, & Linsky "Leadership in a permanent crisis" • Moodle discussion forum posts
Class Content	Guest Speaker – Steve Brenneman Begin outlining your final paper and presentation. Consider what “dynamic context” in your organization you will want to use to organize your paper. This paper will be due on April 21.

March 9: No class, spring break

Class #9: March 16 (Face-to-Face) - Dynamic Context – Family Business Succession

Assignments in preparation for Class #9	• Read Senge chapter 18 • Watch Video “Family Business Intro” • Read the following articles: • Fernandez-Araoz, Iqbal, Ritter, <i>Leadership lessons from great family businesses</i> • Levinson, <i>Conflicts that plague family business</i> • Moodle discussion forum posts
Class Content	Guest Speaker – Henry Landes

Class #10: March 23 (Zoom) - Dynamic Context – Crisis Leadership

Assignments in preparation for Class #10	• Read the following articles in the folder below: • Jaques, "Crisis Leadership: a view from the executive suite" • Kaplan, Rouse, & Schuttler, "Leadership coaching tip: Gut-wrenching decisions: How ethically do you behave in a crisis?" • Stern, "Preparing: The sixth task of crisis leadership" • Moodle discussion forum posts
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	Group Team Presentations assignment #2: Leading an increasing diverse workforce
Class Content	First Hour: Guest Speaker – Loren Swartzentruber Second Hour – Group Presentations

Class #11: March 30 (Face-to-Face) – Dynamic Context – Changing Technology

Assignments in preparation for Class #6	- Read the following articles: - Misner, “Mindful leadership and navigating the seas of change in the information age.” - Phelps, “‘So much technology, so little talent’? Skills for harnessing technology for leadership outcomes. - Savolainen, “Trust-building in e-Leadership: A case study of leaders’ challenges and skills in technology-mediated interaction - Watch the video linked on Moodle - Moodle discussion forum posts
Class Content	Guest Speaker: Ben Beachey – Changing Technology’s impact on higher education.

Class #12: April 6 – (Asynchronous) Our Changing Climate

Assignments in preparation for Class #12	- Read the following articles: - Melaver, <i>The four necessarily conditions of a sustainability program.</i> - Melaver, <i>Does anyone know a sexy alternative to systemic thinking</i> - Birnik, <i>Developing climate change strategy: A framework for managers.</i> - Watch the videos linked in Moodle - Moodle discussion forum posts
Class Content	TBD

Class #13: April 13 (Face-to-Face) – Adapting to Changing Generational Values

Assignments in preparation for Class #7	- Read the following articles linked in the Moodle Classroom: - Myers & Sadaghiani, Millennials in the workplace: A communication perspective on millennials’ organizational relationships and performance - Wetherell, Gavert, Ellis, & O’Donovan, The disruptive generation: Millennials in the workplace
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	• Baird, Five myths about millennials in the workplace • Watch the videos linked in the Moodle classroom. • Moodle discussion forum posts
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Class #14: April 20 (Face-to-Face) – Final Presentations

Assignments in preparation for Class #14	Post your final paper to the Moodle classroom by noon Thursday April 20 .
Class Content	Student presentations.

Class #15: April 27 (Face-to-Face) – Final Presentations

Class Content	Student presentations
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