LEADERSHIP AND MANAGEMENT
FOR THE COMMON GOOD

OLS 510
Fall Semester 2017
Office: Rm. 102, Grad Dept, Heatwole House II
Office Hours: Tuesday: 2-4:00pm
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(Other times by appointment)

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“In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace”
(Wangari Maathai)

“If people destroy something replaceable made by mankind, they are called vandals; if they destroy something irreplaceable made by God, they are called developers” (Joseph Wood Krutch)

“We cannot solve problems with the same thinking that caused them.” (Albert Einstein)

“It is the greatest mistake to do nothing because you can only do a little.” (Rev. Sydney Smith)

“Historic change rarely occurs all at once, but it always begins as an idea in one person’s mind, and then determined action that succeeds in bending the arc of history.” (JL)

“Never doubt that a small group of dedicated people can change the world. Indeed, it is the only thing that ever has.” (Margaret Mead)

“Almost no production, for societal good or ill, occurs outside of organizations, and leaders and managers carry the responsibility—and opportunity—to steer toward one or the other.” (JL)

“Be the change we want to see in the world.” (Mahatma Gandhi)

“The remarkable thing about Mother Teresa was that she was ordinary.” (Doig 1978)

“Human History is a race between education and catastrophe.” (H.G. Wells)

“For time and the world do not stand still. Change is the law of life. And those who look only to the past or present are certain to miss the future.” (John F. Kennedy)

1. COURSE DESCRIPTION:

Students will study contemporary and forecasted societal stresses—from local to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good. While this course is designed as the introductory course of the MBA and MOL, it may be taken out of sequence.

2. COURSE OBJECTIVES: Students giving effort to fulfilling course requirements will…

a) Gain broad understanding of where societal and sustainable stresses currently lie, with implications for themselves, others, groups, and organizations;

b) Become aware of the various realities and challenges of promoting and maintaining sustainable systems from an organizational platform;
c) Evaluate the evolution of leadership and management theory and practices and the various approaches promoted and in use today;

d) Study leadership and managerial ethics and social responsibility, applying this filter to cases and their own organizational settings;

e) Analyze and respond to real world situations from the media, from shared experiences, and possibly through field experiences or guest speakers;

f) Understand the role of organizations, leadership, and management in the work of peace and social justice, creation care, humanitarian concerns, and meeting human needs generally;

g) Learn to appreciate and evaluate new and dynamic challenges facing organizational leaders and managers in the 21st century;

h) Become adept at diagnosing styles of leadership and management in self, in case studies, and from professional interactions;

i) Improve group communication/facilitation skills by making presentations and leading discussion;

j) Grow in their own effective use of online communications technologies.

3. TEACHING/LEARNING METHODS: To facilitate the learning and teaching process, and as a means of achieving the above objectives, we will use a variety of techniques which hopefully will not only increase the learning potential but will also make learning more enjoyable. These teaching/learning methods will include:

- **Readings** in required texts, articles, and supplemental materials. Students should not expect to learn at full potential in this course if reading fails to be done in a timely and comprehensive manner;

- **Reflection and response** – to the readings and other out-of-class assignments through the assignment self-assessment (ASA) process and management application project (MAP);

- **Sharing, analyzing and applying** – course content to self and others’ leadership and organizational contexts;

- **Presentations and class discussions** - about methods, problems, and issues encountered throughout the course, as well as application of content material to real organizations (own, others, and cases);

- Possible use of outside speakers, videos and/or other multimedia inputs; and

- **Two-way evaluations:** reflections and written projects for students and formal and informal evaluation of the instructor and course. Feedback from these evaluations will be used to modify the course in progress and in the future.

4. COURSE REQUIREMENTS AND EVALUATION:

Specific course requirements and grading weights are as follows:

- Assignments, MAPs and others ................................................................. 40%

- Reading & Assignment Prep. (RAPs) ........................................................ 30%

- Contributions to Corporate Learning ..................................................... 20%

- Culminating Reflection Paper ................................................................. 10%

Grading scale: 95% -100% A 85% - 89% B+ 73% - 75% C+
90% - 94% A- 80% - 84% B 70% - 72% C
76% - 79% B- Below 70% F
The Management Application Project (MAP): As we navigate and study the various components of organizational leadership and management, students will craft and submit online a series of responses to instructor-provided prompts. Students will use their own organizational settings for analysis and application of course material; this may require some level of caution and sensitivity from the one sharing, and commitment to confidentiality from all listeners. Each assignment in the series will be a one-page “map” which places the organization on a spectrum between opposing paradigms; these will be shared in class as part of corporate learning and application to real-world cases. The recommended method for ensuring the best performance on this project is to engage the reading(s) carefully and comprehensively, to think analytically about applying the material to one’s real-life conditions, and then craft the application document. If this is done well, students will be able to present naturally from this broad and deep understanding, and from brief notes on their application document. More details and early samples will be provided in class.

The Reading and Assignment Preparation (RAP): One very important methodology for learning in this course will include students gathering context knowledge on their own and then bringing that knowledge, and questions about the material, to the classroom setting where our small community of learners will try to make sense of it and apply it to our lives. Success in this endeavor requires that learners give full and engaged attention to assigned content, including reflection and analysis; all prior to class, and by posted due dates and times. For each week where reading or other work is assigned, a RAP self-assessment is posted in Moodle for students to grade their individual effort and then provide a brief reflection and analysis on the content material.

Contributions to Corporate Learning: Class time will be used for interacting—with the material and with each other; this will require active participation and engagement. This may be in the form of asking questions, giving answers, and/or offering reflections, analysis and revelation. These contributions will become an important part of the learning experience and will contribute to broader perspectives and a more rich and interesting learning environment for all. Voluntary oral contributions in class are one notable component of class participation; in addition, the following lists are illustrative examples of behaviors that add to, or detract from, the overall grade on this component and, most likely, your learning in the course:

<table>
<thead>
<tr>
<th>Activities/behaviors that add value:</th>
<th>Activities/behaviors that detract value:</th>
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<tbody>
<tr>
<td>- attend class, arriving on time</td>
<td>- being absent from class, or arriving late</td>
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<tr>
<td>- demonstrate preparedness for class</td>
<td>- demonstrate lack of preparedness for class</td>
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<td>- be actively engaged in the learning</td>
<td>- being disengaged/distanced from the learning</td>
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<td>- take notes in class when appropriate</td>
<td>- use of personal electronics, or other distractions</td>
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<tr>
<td>- participate!...engage in discussions</td>
<td>- sleeping in class or other distracting conduct</td>
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Culminating Reflection Paper: Students will choose one of the two options below, completed in a MS Word document between 800 and 1,000 words in length, and submitted digitally via Moodle (TurnItIn).

Organizational Purpose and Leadership Reflection: At the end of the course students will consider all they have learned throughout the semester and write a short reflection explaining their understanding of the role and purpose of organizations in society and the role of organizational leaders as agents of change. The actions and decisions of managers, leaders, and organizations have impact on others, on systems, and on the world at large; throughout the paper carefully assess how your leadership style, values, and/or actions will support more sustainable systems.

My Organization and Leadership Critique and Plan: At the end of the course students will consider all they have learned throughout the semester and, in consultation with their MAPs, they will write a planning document for their organization. Students will identify an overall observed position of their organization on the mainstream/multistream continuum (with examples), then propose why the organization should move toward one of the two paradigms (and why), and finally detail specific and strategic leadership actions that could be taken to lead the organization on that path.
On-Time Work: Meeting deadlines is important. RAPs must be submitted on time to receive credit; if late submissions of other work is necessary, half the value of the assignment will be lost up to 72 hours past the due date/time, and all credit will be forfeited after the 72-hour partial-credit extension. Seventy-two hours is three full calendar days.

5. ATTENDANCE POLICY AND ADMINISTRATIVE ISSUES:

   Attendance: Due to the once-per-week format, each class session carries significant weight; therefore, absences are discouraged and remember that 20% of the overall semester grade is for contributions to corporate learning, which cannot be earned in absentia. Please consult the Class Absence Policy, located in the OLS Meta Course in Moodle, for overall program parameters on class absences.

   Communication: EMU’s online Moodle system will be used to facilitate communication in this course. Students are responsible to check Moodle for announcements, messages and related information. The News Forum tool on Moodle may be used to post articles or ideas for discussion (out-of-class), or to respond to articles or reflections posted by classmates or the instructor.

   Special Needs: If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have difficulties in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center on the 3rd floor of the Hartzler Library.

   Writing: Being able to write well is an important skill to develop. To facilitate strong writing skills, and consistent with EMU’s “writing across the curriculum” policy, all writing assignments will be evaluated using the “writing standards – Graduate Level (Grid Version)” form that is posted on Moodle under Course Information. Before handing in a writing assignment, students are encouraged to evaluate their own writing using the grid. Be sure to avoid any form of plagiarism in your writing. If you have doubts about what is appropriate, a useful website is http://www.indiana.edu/~istd/. In addition, please review the EMU Graduate Catalog for university policy.

   Please take advantage of the free (paid for in tuition) individual tutoring from EMU writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. Graduate writing tutors are available on campus or online via Zoom.

6. RESOURCES – Primary Texts:


7. ACADEMIC INTEGRITY: Academic integrity and appropriate classroom behavior is assumed. Any student found violating these standards may receive an “F” for the course. A second violation may result in dismissal from the program. See EMU catalogue and handbook for more details. Plagiarism (the use of ideas and words taken from another source without citation) is a serious offense. In addition, knowingly helping or allowing someone else to cheat is academic dishonesty.
8. **TENTATIVE SCHEDULE:** Be alert to possible changes, detailed in class, and/or in Moodle. Key for date codes: **OS**= on-site (EMU), **OL**= online (Zoom), **AS**= asynchronous (Moodle), **NC**= no class

<table>
<thead>
<tr>
<th>DATE</th>
<th>RESOURCES &amp; ASSIGNMENTS</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Aug 29-OS</td>
<td>Course Documents and Procedures&lt;br&gt;Moodle and Syllabus, and Zoom training</td>
<td>Introductions: personal, and to the course projects/assignments, plus online prep.</td>
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<tr>
<td></td>
<td><strong>Part I: The Larger Context of Societal and Sustainability Stresses</strong></td>
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<tr>
<td>Sept 5-OS</td>
<td>Young and Dhanda Pref., Intro., ch.1&lt;br&gt;Graph/short video on pop. and/or poll.</td>
<td>Assign.1&lt;br&gt;Sustainability implications for organizations: air and climate issues</td>
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<td>Sept 12-AS</td>
<td>Young and Dhanda chapters 2, 4, &amp; 5&lt;br&gt;Graph/short video on water or energy</td>
<td>Assign.2&lt;br&gt;Sustainability implications for organizations: water, biodiversity, energy</td>
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<td><strong>Part II: Fundamentals of Leadership and Management</strong></td>
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<td>Sept 19-OS</td>
<td>Dyck and Neubert chapters 1 and 2&lt;br&gt;Grace Introduction and chapter 1</td>
<td>MAP 1&lt;br&gt;Introduction, history, evolution, theory, practice; notions of the common good</td>
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<td>Sept 26-OS</td>
<td>Dyck and Neubert chapters 3 and 4&lt;br&gt;Young and Dhanda chapter 6&lt;br&gt;Grace chapter 4</td>
<td>MAP 2&lt;br&gt;Environment and context for orgs: implications for leaders and managers</td>
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<td>Oct 3-OL</td>
<td>Dyck and Neubert chapters 5 and 6&lt;br&gt;Grace chapter 2</td>
<td>MAP 3&lt;br&gt;Ethics: implications for self, systems, organizations, leaders and managers</td>
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<td><strong>Part III: Strategic Decision Making, Organizing, and specific Roles</strong></td>
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<td>Oct 10-OS</td>
<td>Dyck and Neubert chapters 7, 8, 9&lt;br&gt;Grace chapter 3</td>
<td>MAP 4&lt;br&gt;Strategic planning and decision making: implications for leaders and managers</td>
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<td>Oct 17-OS</td>
<td>Dyck and Neubert chapters 10 and 11&lt;br&gt;Young and Dhanda chapter 7&lt;br&gt;Grace chapter 4</td>
<td>MAP 5&lt;br&gt;Organizing systems, structures, and members/stakeholders&lt;br&gt;The role of the consumer</td>
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<td>Oct 24-NC</td>
<td>FALL VACATION&lt;br&gt;NO CLASS THIS WEEK</td>
<td>MAP</td>
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<td>Oct 31-OS</td>
<td>Young and Dhanda chapter 8&lt;br&gt;Grace chapter 5&lt;br&gt;Assign.3</td>
<td>The role of the organization&lt;br&gt;Implications for the marginalized</td>
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<td>Nov 7-OS</td>
<td>Dyck and Neubert chapter 12&lt;br&gt;Young and Dhanda chapter 9&lt;br&gt;Grace chapter 6</td>
<td>MAP 6&lt;br&gt;Human resources in organizations&lt;br&gt;The role of governments and NGOs&lt;br&gt;Crafting a vision</td>
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<td><strong>Part IV: Leading Members through Change and Toward Sustainability</strong></td>
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<td>Nov 14-OL</td>
<td>Dyck and Neubert chapter 13&lt;br&gt;Young and Dhanda chapter 10&lt;br&gt;Grace chapter 7</td>
<td>MAP 7&lt;br&gt;Leading organizational change&lt;br&gt;Transparency and integrity in reporting&lt;br&gt;Creating gracious space</td>
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<td>Nov 21-AS</td>
<td>Dyck and Neubert chapter 14&lt;br&gt;Young and Dhanda chapter 11&lt;br&gt;Grace chapter 8</td>
<td>MAP 8&lt;br&gt;Motivating members/stakeholders&lt;br&gt;The carbon conundrum for orgs.&lt;br&gt;Claiming the leadership voice</td>
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<td>Nov 28-OS</td>
<td>Dyck and Neubert chapter 15, 16&lt;br&gt;Young and Dhanda chapter 12&lt;br&gt;Grace chapter 9</td>
<td>MAP 9&lt;br&gt;Leading people toward a shared vision&lt;br&gt;Examples of sustainable designs&lt;br&gt;Receiving and grasping hope</td>
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<td>Dec 5-OS</td>
<td>Dyck and Neubert chapters 17, 18&lt;br&gt;Young and Dhanda chapter 13</td>
<td>MAP 10&lt;br&gt;Teaming and communication&lt;br&gt;Marketing implications for orgs.</td>
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<td><strong>Part V: Reflection and Application</strong></td>
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<td>Dec 12-OS</td>
<td>Grace chap. 10 &amp; Looking Forward&lt;br&gt;Reflect.</td>
<td>Acting with courage&lt;br&gt;Student reflections and discussion</td>
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