	ORL 601 Foundations of Organizational Leadership
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SYLLABUS	Hybrid / Online: August 26 to October 11, 2019 with Residency Sessions at the Langhorne Campus on Saturdays September 7th and October 5th (8 am to 6 pm each day)

I. Description of the Course

A foundational course that examines the formal and informal structures and processes that are often present in organizations and explores methods for redesigning them so that they are both healthy and productive. The course also provides an overview of systems theory and learning as it applies to functions and behaviors within organizations. Students will examine the complexity of these systems, explore behaviors that hinder learning, and what they can do to create an environment that will enhance their abilities to solve complex problems and prevent the formation of new problems.

II. The Program Curriculum Objectives

A. Biblical World View Integration: Synthesizes theory and research through a distinctly biblical lens to continually develop and inform a Christ-centered leadership practice.

B. Facilitation/Consultation Skills: Continually creates an environment of dialogue to help others think and learn to solve problems that impact organizational performance.

C. Influencing/Collaboration Skills: Uses influence and collaboration as consistent practices to ensure that ideas are shared and tested to enhance organizational performance.

D. Leadership Development Skills: Practices as a steward by immediately sharing new leadership learning in his/her environment to continually develop others in his/her circle of influence.

E. Organizational Strategy, Systems Thinking, and Intervention Design Skills: Integrates research with theory and practice to design appropriate interventions at multi-levels within the organization.

F. Critical Thinking and Reflective Practice Skills: Commits to critical thinking and reflection as tools for personal inquiry with a goal of elevating their practice and performance at individual and organizational levels.

III. **The Course Objectives**

As part of the School of Business and Leadership curriculum this course is designed to assist the student to achieve the following objectives of this curriculum:

Specific Objectives After successful completion of this course the student will be able to….	**Related Curriculum Objective**s (from "II" above)
A. Evaluate the existing theories of Organizational Development	A, B, C, D, E, F
B. Articulate the history of the field of Organizational Development	A, E, F
C. Understand the relationship between organizational structure and process	A, E
D. Provide a diagnosis of issues and problems that are impacting organizational performance	A, B, D, E, F
E. Articulate multiple strategies that could be used in various organizational settings	A, B, C, D, E, F
F. Integrate organizational development theory in the selection, design, implementation and evaluation of interventions to improve organizational performance	A, D, E, F

IV.   Demonstration of Learning

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Prior to Unit 1	A, B, C, D, E, F	**0.1. READING** Get started with reading the required books for the course; complete them before the end of the course: a. Bolman, L., Deal, T. (2008). *Reframing organizations*. 4th Edition. San Francisco: Jossey-Bass. b. Drucker, P. (2008). *The five most important questions you will ever ask about your organization*. San Francisco: Jossey-Bass.	Think carefully as you read. There will be weekly learning assessments in eLearning for Bolman & Deal Make some notes as you read Drucker	Thoughtful understanding and application of the content
Unit 1	A, B	**1.2. DIALOGUE FORUM: SCRIPTURAL EXAMPLES OF ORGANIZATIONAL CHANGE** We live in an ever changing world, one that brings excitement and opportunity at the same time it brings fear and tragedy. How are we, as believers, to navigate these times? Examine the scriptures and cite examples of change, change management and principles you believe we should embrace and apply as we navigate these uncertain times. If others in the course have not posted their response yet, you will need to return to this activity responding to their post prior to the end of the week or due date for this activity. Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Units 1-7	A, B, C	**1.3. TEAM LEARNING ASSIGNMENT – PART 1 (<u>INDIVIDUAL</u> ACTIVITY)** Students will be assigned to a learning team and the team will responsible for reading ONE of the books shown below; the book will be assigned to the team. In addition to the team project described below, each student will complete the individual assignments described here. a. Collins, J. (2001). *Good to great: Why some companies make the leap… and others don't*. New York: HarperCollins. b. Weisbord, M. (2004). *Productive Workplaces Revisited (2nd Edition)*. New York: Pfeiffer (Wiley). c. Jennings, J. (2005). *Think Big, Act Small*. New York: Portfolio Press/Penguin. d. Heath, C., Heath, D. (2010). *Switch: How To Change Things When Change Is Hard*. New York: Crown Business/Broadway Books. e. Lencioni, Patrick M (2012). *The Advantage: Why Organizational Health Trumps Everything Else in Business*. San Francisco: Jossey-Bass. f. Schein, E.H., Schein, P.A. (2018). *Humble leadership: the power of relationships, openness, and trust*. Oakland, CA: Berrett-Koehler Publishers, Inc.	Each student will prepare a maximum ten-page paper (double-spaced) containing the following sections: • 2 to 3 page abstract from the book assigned to their learning group. The abstract will thoughtfully discuss the key elements of the content and application of the book. • Discussion of their personal view of the team project: How did it go? Where did leadership emerge? How were roles decided? How did their practice session go? What was learned? 20% of course grade (individual participation grade) Due end of Unit 7	Master's-level understanding of content and thoughtful personal assessment of the team activity

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Units 1-7	D, F	**1.4. TEAM LEARNING ASSIGNMENT - PART 2 (<u>TEAM</u> ACTIVITY)** Facilitation and application of selected reading. Students will be divided into learning teams and assigned one of the readings above. Each group will then produce the following, focusing on the content from the assigned book: a. Read and develop a proficient understanding of the book assigned to the team. b. Interact as a team and discuss the content and application. *Note: it will be necessary for students to interact outside of the residency sessions to complete this assignment; teleconferencing and/or videoconferencing applications should be used as needed* c. Design a high-quality interactive training seminar for an organization of the team's choosing related to the book's key content. d. Design and provide a useful learner's manual for the seminar audience related to the seminar. e. Develop two case studies related to the module and reflecting organizational systems, culture, or politics and include the case studies in the learner's manual. f. Develop an instrument that will assess the audience's learning from the seminar. Include this at the end of the learner's manual. g. Each team member will assemble a small group of friends or colleagues and practice presenting the seminar, conducting one of the case studies, and the learning assessment, for the purpose of practicing integration of new learning and obtaining constructive feedback. h. After the individual practice/feedback sessions, the team will discuss the feedback and finalize the presentation and manual. i. The team will prepare a summary of the team's journey through the process.	The training module will consist of a maximum 30-minute PowerPoint presentation with speaker's notes, as well as an accompanying learner's manual. The manual will contain the case studies and the assessment. The assessment instrument must be carefully but comprehensively designed, and able to be completed in 10 minutes. Designing this requires considerable thought; it is not as simple as you may expect. The team will assemble a maximum 12-page (double-spaced) paper describing the team's journey through this process, discussing for example: How did interactions go? Where did leadership emerge? How were roles decided? How did organizational systems and politics come into play? What was learned from the practice sessions and feedback? What was learned overall? 20% of course grade (team grade) Due end of Unit 7	Master's-level understanding of content and thoughtful assessment and expression

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Units 1-7	E, F	**1.5. ASSIGNMENT: REFLECTIVE JOURNAL:** The reflective journal is designed to help you organize your thoughts on organizational leadership and its impact to your personal and professional life. It is designed to document your work and experience, to provide a place for you to write questions and comments and to help the instructor by providing additional insight into your experiences as you apply the knowledge you are gaining. Journal reflections are done weekly over the duration of the course and uploaded in eLearning.	Provide <u>weekly</u> journal entries in eLearning. 15% of course grade	Demonstrate careful assessment and genuine self-reflection, and evidence of continual learning. You will be graded according to the "Journal Rubric" (see Appendix 1).
Unit 2	A, B, C, D, E, F	**2.1. RESIDENCY SESSION – September 7th (8 am to 6 pm) – Langhorne Campus** • Introduction, explanation of course requirements and expectations, course overview • Organizing groups and teams • Topics, including scriptural bases, organization development, organizational systems, power of reframing, simple ideas/ complex organizations, structure and restructuring, people and organizations, improving human resource management interpersonal and group dynamics, power, conflict, and coalition, organizations as political arenas, leading and politics, organizational symbols and culture, culture in action, organization as theater, integrating frames for effective practice, reframing leadership, change and leadership in action • Team time for organization, planning, and preparation	Participation in classroom, knowledge reviews, and dialogue forum activities collectively represents 25% of the course grade Listen, think, and participate (10 hours)	Participate in class dialogue, be punctual, and ask good questions. Thoughtful and timely attention to and participation in dialogue forum activities
Unit 2	C, F	**2.2. DIALOGUE FORUM: ORGANIZATIONAL CULTURE** Research the scholastic literature (NOT the internet) to learn about organizational culture. Dialogue with your colleagues concerning the following questions: What is organizational culture and how does it develop? What does it take to change it? Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Unit 2	A, C, D, F	**2.3. DIALOGUE FORUM: PEOPLE AND ORGANIZATIONS** Bolman & Deal describe McWane and Nucor as representing opposite poles in a perennial debate about the relationship between people and organization. What view do you believe best describes common organizational leadership practice today? Comment on which view would best describe a biblical perspective and why. Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Units 3-7	E, F	**3.1. ASSIGNMENT: ORGANIZATIONAL LEADERSHIP SELF-ASSESSMENT** Read the following articles: • *Harvard Business Review* (HBR) article: Managing away bad habits by Waldroop and Butler. Publication date: Sep/Oct 2001. You can purchase this article online at http://harvardbusinessonline.hbsp.harvard.edu or acquire it through the Cairn elibrary. • *Harvard Business Review* article: Primal Leadership: The hidden driver of great performance by Goleman, Boyatzis, McKee. Publication date: Dec 2001. You can purchase this article online at http://harvardbusinessonline.hbsp.harvard.edu or acquire it through the Cairn elibrary. An organizational intervention (ie, diagnosis, design, and implementation of a change assessment or strategy) is usually only as effective as the people leading it. The final project for this course will be to develop an organizational leadership self-assessment. After reading the Harvard Business Review articles noted above, students will: • Perform additional research in the scholastic literature (not the internet) to understand the principles of, purposes of, and methods for self-assessment. • Using the information learned from the literature, develop a self-assessment instrument to determine the strengths they possess that would help them succeed in leading an organizational intervention in an organization of their choosing and what weaknesses they possess that could inhibit successful implementation. *An example of such an instrument would be a 360° survey with carefully thought out questions addressing key leadership competencies and characteristics.* • Conduct the self-assessment on yourself. • Present the results and discuss them in detail. • Discuss the process you employed and what you learned.	This paper will describe the thinking that went into developing the self-assessment and a discussion of relevant research. It will also present a thoughtful discussion of the results and how they can/will be applied to future leadership and learning ventures. It is to be written according to APA format/style. The paper should be no more than 10 pages in length, double-spaced. Attach to your paper a copy of the self-assessment instrument you developed. This assignment requires research in the scholastic literature (not the internet) to understand the principles of, purposes of, and methods for self-assessment. A minimum of 8 references from the scholastic literature is required, in addition to the two HBR articles noted above. 20% of course grade Due end of Unit 7	The student will not simply present the content of information derived from the literature research, but will also present a discussion of the implications and application of that content, as well as the results of the self-assessment, demonstrating Master's-level thinking. The discussion should also reflect a biblical world view and a basic understanding of organizational leadership principles.

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Unit 3	B, C	**3.2. DIALOGUE FORUM: MARY PARKER FOLLETT** Research the scholastic literature (NOT the internet) to learn about Mary Parker Follett. Dialogue with your colleagues concerning the following questions: How did Follett's work influence management and leadership thought in future years? Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period
Unit 3	A, B, C, D, E, F	**3.3. DIALOGUE FORUM: TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP** Research the scholastic literature (NOT the internet) to learn about transactional and transformation leadership. Dialogue with your colleagues concerning the following questions: What is the difference between these two approaches to leadership? Give examples of ways in which you have experienced either of these approaches? Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period
Unit 4	B, F	**4.1. DIALOGUE FORUM: BENNIS ON BUSINESS SCHOOLS** Access the following article using the university elibrary and read it carefully: Bennis. W.G., O'Toole, J. (2005). How business schools lost their way. *Harvard Business Review*, 83(5), 96-104. Dialogue with your colleagues concerning whether you agree or disagree with the authors, and carefully explain why. Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Unit 4	C, D	**4.2. DIALOGUE FORUM: POLITICAL FRAME** B&D put forth five propositions that summarize the political frame. They are: a. Organizations are coalitions of assorted individuals and interest groups. b. Coalition members have enduring differences in values, beliefs, information, interests, and perceptions of reality. c. Most important decisions involve allocating scarce resources. d. Scarce resources and enduring differences put conflict at the center of day-to-day dynamics and make power the most important asset. e. Goals and decisions emerge from bargaining and negotiation among competing stakeholders jockeying for their own interests. Do you agree or disagree with these propositions? Why? Technology requirements: e-learning forum	Prepare, think, and participate actively In separate posts, present some reasons supporting B&D's propositions and some reasons against B&D's propositions (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period
Unit 5	C, D, E, F	**5.1. DIALOGUE FORUM: MANAGING AND THE POLITICAL FRAME** According to B&D what are the basic skills of individual leaders and managers as politicians that organizations, as political actors, need to master? As a Christian leader and manager are these consistent with your walk with the Lord? Explain. Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period
Unit 5	A, B, E, F	**5.2. DIALOGUE FORUM: SITUATIONAL LEADERSHIP** In examining the work of Hershey and Blanchard and the development of their situational leadership model, how have you seen this type of leadership practiced?	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period

Week/ Unit	Related Course Objectives (from "III")	Learning Activities What will students do (read, watch, listen to, perform)?	Learning Activities What will students do *to make sense* of the new information?	Assessment To demonstrate learning students *will*:
Unit 6	A, B, C, D, E, F	**6.1. RESIDENCY SESSION – October 5th (8 am to 6 pm) – Langhorne Campus** • Continued discussion of course topics • Team time for work on Team Learning Assignment • Review of team progress to date with the professor	Participation in classroom, knowledge reviews, and dialogue forum activities collectively represents 25% of the course grade Listen, think, and participate (10 hours)	Participate in class dialogue, be punctual, and ask good questions. Thoughtful and timely attention to and participation in dialogue forum activities
Unit 6	A, B, E, F	**6.2. DIALOGUE FORUM: AUTONOMOUS TEAMS** What is the central idea in the autonomous team approach and what does it require to be effective? List what you consider to be the weaknesses of autonomous teams and why. Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period
Unit 6	E, F	**6.3. DIALOGUE FORUM: THE EAGLE GROUP** How was the Eagle Group able to be so successful in developing the new computer in record time? Comment on the process, people and organizational culture of the team. Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period
Unit 7	E, F	**7.1. DIALOGUE FORUM: APPRECIATIVE INQUIRY - A BETTER WAY TO LEAD AND MANAGE?** After viewing the posted video, "What is Appreciative Inquiry?" share your response to this approach to planning and problem solving. Did it hit a responsive chord with you? Can you see this being used in your workplace and if so, how? Why or why not? Do you think this has any biblical foundation to it, and if so, can you give examples? These questions are just to get you thinking, now, share your thoughts! Technology requirements: e-learning forum	Prepare, think, and participate actively (1 hour)	High-quality, well-researched, Master's level dialogue; full participation in each dialogue across the weekly period

V. **Information Resources and Technology Needed for this Course**

A. **Information technology needed by the student to complete this course:**

1. Research library
2. Technology resources

This is a hybrid course where instruction is delivered using various Internet technologies. A current list of hardware and software requirements for hybrid courses is available from https://intranet.cairn.edu/node/1001. Below are the general technology specifications needed for completion of this course.

eLearning

All course resources, assignments, quizzes and forums will be posted in eLearning (http://eLearning.cairn.edu). High-speed Internet access is required in order to complete the course work.

Hardware & Peripherals

The student must have access to a desktop computer or laptop (PC or Mac) with the following minimum specifications in order to succeed in the online courses:

- 2GHz (Core Duo) processor or better
- 3GB RAM or greater
- 160GB hard drive or larger
- High-speed internet connection of 5 MB/sec or better (check your speed here)
- 1024×768 resolution monitor or greater
- Sound card with speakers and microphone (or headset with microphone input)
- Webcam (built-in or external)
- DVD drive (optional)
- Inkjet or laser printer (optional)

Important Note: While most of the course activities may work, Chromebooks and mobile tablets (including Microsoft Surface RT) are not fully supported for Cairn online courses. Students are still required to have a regular computer with the minimum requirements above.

To check your computer specifications, see this procedure.

Software & Applications:

The student must have the following operating systems and applications:

- Windows 7 or later OR Mac OS 10.8 (Mountain Lion) or later
- Microsoft Office 2007 or later (PC) or Office 2008 or later (MAC)
- One of the following browsers: Google Chrome (recommended), Mozilla Firefox, Internet Explorer, Apple Safari 10.0 or later
- Adobe Reader DC or later
- Adobe Flash plugin 25 or later
- Ability to add plug-ins to your browser
- Local administrative privileges to the computer (for required software installations)
- A Cairn University Gmail account, which you must check throughout the week

B. **Texts and/or other learning resources required for this course:**

a. Bolman, L., Deal, T. (2008). *Reframing organizations*. 4th Edition. San Francisco: Jossey-Bass.
b. Drucker, P. (2008). *The five most important questions you will ever ask about your organization*. San Francisco: Jossey-Bass.

One of the following books will be assigned to your learning team; your team assignment will be available in eLearning prior to the start of the course so you can obtain the book:

a. Collins, J. (2001). *Good to great: why some companies make the leap…and others don't*. New York: HarperCollins.
b. Weisbord, M. (2004). *Productive workplaces revisited (2nd Edition)*. New York: Pfeiffer/Wiley.
c. Jennings, J. (2005). *Think big, act small*. New York: Portfolio Press/Penguin.
d. Heath, C., Heath, D. (2010). *Switch: how to change things when change is hard*. New York: Crown Business/Broadway books.
e. Lencioni, Patrick M (2012). *The advantage: why organizational health trumps everything else in business*. San Francisco: Jossey-Bass.
f. Schein, E.H., Schein, P.A. (2018). *Humble leadership: the power of relationships, openness, and trust*. Oakland, CA: Berrett-Koehler Publishers, Inc.

Recommended:

- *Publication Manual of the American Psychological Association* (6th ed.) (2008). Washington, D.C. American Psychological Association.

  A very useful APA writing site is provided by Purdue University's Online Writing Lab (OWL) at http://owl.english.purdue.edu/owl/.

The Bible will be used to demonstrate the importance of organizational design. Specifically, case studies will be used to illustrate the biblical integration of leadership practices, organizational assessment and diagnosis as critical competencies for organizational leaders.

VI. **Additional Course Policies and Procedures**

A. **Class attendance**

Each class is designed to be a vital part of this course. Therefore, each student is expected to attend and be an active member of each residency class and to view each on-line lecture. In the event that an absence is unavoidable, it is the student's responsibility to acquire what was missed in class. In order to successfully complete this course, students can miss no more than four class hours.

B. **Adult Learning**

This class is designed based upon an andragogical model of learning. This means that as adults, you have: a desire and readiness to learn, an awareness of what you need to learn, and prior learning and life experience that you bring to the class

C. **Confidentiality**

Students will be sharing experiences from organization(s) with which they are associated, some of which is of a sensitive nature. Therefore, it is expected that all class members will respect the confidential and sensitive nature of this information outside of class.

D. Integrity

As followers of Christ, it is understood that all participants in this class will manifest honesty in such areas as communication with others, accurate appraisal of effort, and quality of work, as well as acknowledgment of sources used in their work. Plagiarism and other forms of academic dishonesty will not be tolerated.

E. Respect

Students come from diverse backgrounds and have had different experiences and interpretations of these experiences. Although it is not necessary to agree with the instructor or other members of the class, it is expected that all participants will be respected and given the opportunity to articulate their thoughts and perspectives.

F. Late assignments

It is imperative that you maintain pace with the class in order for the interaction with the professor and the other students to be meaningful and interactive. Therefore, students are expected to submit all work on the assigned date. If the student cannot submit an assignment on the assigned date due to legitimate reasons, the student should request an extension from the instructor.

G. Calculation of course grade

All written assignments will be graded in terms of the components of (a) <u>content</u> (data collected from literature research), (b) <u>thought</u> (student's careful, logical, and Master's-level processing of the data), and (c) <u>format</u> (grammar, spelling, APA, etc.). The component of thought is the most important and must reflect a biblical worldview, wisdom, and an understanding of organizational leadership. Dialogue forums will be graded according to these same components, but less emphasis will be placed on format.

Completion of dialogue forums and classroom participation on the residency days will collectively represent 25% of the overall course grade. Dialogues will be graded collectively for each student according to the overall extent and quality of participation. The percent representation of each written assignment in the overall course grade is noted in the matrix above.

Please be aware that, due to design limitations, the Gradebook feature in eLearning may not accurately reflect your grade. Please contact the professor if you have questions about your grade status during the course.

Grades will be calculated as follows:

    100-93= A   92-85= B   84-75= C   74-70= D   69-0= F

H. Instructor access and assistance

If you would like to contact the instructor to discuss the course, an assignment, or for any other reason, he can be reached at:

Cell: 610.639.3625;   Preferred e-mail: waynecshaw@gmail.com

It is the instructor's intent to be available to assist students with questions, but it is the student's responsibility to initiate a request for assistance.

I. Written assignments

It is expected that all assignments will be submitted on the scheduled date. If an emergency prohibits submitting an assignment on the scheduled date, students should notify the instructor and arrange an alternate date. In addition, all assignments must be written according to APA standards.

All assignments must be professionally written. Sources must be accurately cited and appropriate grammar and spelling used. Assignments will be provided as Microsoft Word documents (or as MS PowerPoint or Excel files, if appropriate), and will be posted to the eLearning site. The student is responsible for ensuring on-time posting.

J. Instructions for dialogue forums

Dialogue is critical to scholastic thought and learning. All dialogue must be carefully thought out, relevant, comprehensive, and succinctly written. Since dialogue forums are designed to be interactive, participation is restricted to the unit in which the forum is assigned.

Dialogues in this course are all OPEN dialogues. You may make unlimited posts, but there is a 500-word maximum for each post. Think critically. Be comprehensive but succinct, and choose your words wisely. Include appropriate citations for your content.

VII. Class Schedule (2019)

Unit 1	August 26 to 31	Dialogue forum; begin journal entries
Unit 2	September 1 to 7	**Residency session - September 7 (Langhorne campus)** Introduction, kick-off of team activities; lecture; Dialogue forums, team activities, journal entries
Unit 3	September 8 to 14	Dialogue forums, team activities, journal entries
Unit 4	September 15 to 21	Dialogue forums, team activities, journal entries
Unit 5	September 22 to 28	Dialogue forums, team activities, journal entries
Unit 6	September 29 to October 5	**Residency session - October 5 (Langhorne campus)** Lecture; dialogue forums, team activities, journal entries
Unit 7	October 6 to 11	Dialogue forum; **ALL ASSIGNMENTS ARE DUE BY THE END OF UNIT 7**

Appendix 1 – Journal Rubric

Criteria	IV (Strong)	III	II	I (Weak)
Connection to Organizational Leadership Themes	All or almost all of the entries have a connection to our themes in Leadership.	Most entries have a connection to our themes in Leadership.	Few entries have a connection to our themes in Leadership.	None of the entries have a connection to our themes in Leadership.
What Was In It For You (*learning, successes, moving, empowering, etc.*)?	All or almost all of the entries include the positive aspects experienced.	Most entries include the positive aspects experienced.	Few entries include the positive aspects experienced.	None of the entries include the positive aspects experienced.
Evidence of Solutions for Change	All or almost all of the entries show your ability to improve on your experience.	Most entries show your ability to improve on your experience.	Few entries show your ability to improve on your experience.	None of the entries show your ability to improve on your experience.
Feelings and Thoughts	Feelings and thoughts are revealed in all or almost of the	Feelings and thoughts are revealed in most entries.	Feelings and thoughts are revealed in few of the entries.	None of your feelings and thoughts are revealed in any of