

Masters of Organizational Management

Dustin Kindred
Chadron State College

September 22, 2016

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1 Part I

1.1 Resume

1.2 Plan of Study

PLAN OF STUDY MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT – Human Services Focus Area

Student's Name *Dustin Kindred*
NUID 55422631

RESEARCH DESIGN & METHODS COURSES (6 hours)

Prefix	No.	Course Title	Term	Grade	Hr.	Transfer/Substitution if applicable
EDCI	631	Research Design & Data Analysis OR	Fall 2013	A	3	
CA	615	Research Process & Practice			3	
MATH	533	Statistical Methods & Data Analysis OR			3	
PSYC	538	Behavioral Statistics	Spring 2014	B	3	

ORGANIZATIONAL MANAGEMENT & LEADERSHIP COURSES (12 hours)

CTE	632	Organizational Leadership	Fall 2013	A	3	
MGMT	630	Organizational Behavior	Fall 2014	A	3	
MGMT	639	Legal/Soc. Environment of Bus	Fall 2014	B	3	
MGMT	610	Human Capital Management	Fall 2015	A	3	

THESIS/SCHOLARLY PROJECT, INTERNSHIP (6 hours) – must complete a minimum of 18 credits of program prior to enrollment

	660	Thesis OR			6	
	655	Scholarly Project AND			3	
		Internship			3	
BA	690	OR Internship	Spring 2016	A	6	

PROGRAM FOCUS AREA (12 hours)

CA	610	Theories of Conflict Res/Media	Spring 2014	B	3	
EDAD	631	Public Relations	Spring 2015	A	3	
MATH	631	Mathematics for Management	Spring 2015	A	3	
MKTG	630	Marketing Management	Fall 2015	B	3	

- A minimum of 18 credits must be from 600 level credit coursework
- Students have a seven year window in which to complete the degree once they begin taking courses.

Signature of Student *Dustin Kindred* Date *8/15/2016*
 Approval of Advisor *Shahid Rahman* Rahman Date *9-6-16*
 Approval of Committee Member *Kirsh* Kirsh Date *9-2-16*
 Approval of Committee Member *Hamaker* Hamaker Date *9/12/16*
 Signed for Graduate Council _____ Date *9/12/2016*

Rev 29Jan2013

2 Part II

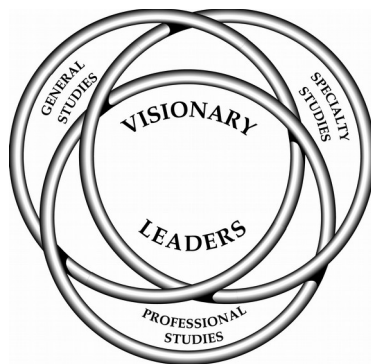
Course Chapters

2.1 Research Design and Data Analysis

2.1.1 Reflections

Hello this is just a test of the system

2.1.2 Research Design and Data Analysis Syllabus



EDCI 631 Research Design and Analysis
3 Credit Hours
Fall, 2013

EDCI 631 Research Design and Analysis Develop competencies in producing and utilizing research to improve professional practice. Quantitative and qualitative methods will be presented. Quantitative methods will be the primary emphasis, including basic statistical methods. Students will produce a research plan and literature review (Chadron State College Graduate Bulletin 2011-2013, p. 62). This course requires 45 hours of direct instruction and student engagement. Additionally, students can expect to spend approximately 135 hours in individual study, research, and assignment preparation.

- A. Instructor:** Dr. Patti Blundell, Professor of Education
- B. Office:** Location: Old Admin 115
Hours: As posted and by appointment
Phone: (308) 432-6469
(308) 432-6383 for Dept. of Education Office Assistant
E-mail: pblundell@csc.edu
- C. Prerequisite:** Graduate status
- D. Purpose:** Understand basic research design and the use of data in defining and testing hypotheses. Develop positive attitudes toward utilization of empirical processes and application of data to practical problems. Develop expertise in research methodologies to enable student to function in a professional environment, improve educational practice, and/or continue graduate education.
- E. Method of Instruction:** A combination of guided reading, discussion of assigned readings and topics, mastery quizzes, research article analysis, small group interactions, participation in writing and data analysis tasks, and development of research project (research question(s)/hypothesis, literature review and research plan).
- F. Student Outcomes/Objectives:** The student will be able to:
1. Comprehend fundamental research design, statistical, and stylistic concepts;

2. Apply common descriptive, comparative, and predictive statistical procedures appropriately to selected data;
3. Graph statistical data;
4. Create an original research problem, develop an integrated literature review, and propose a related research plan in a format consistent with the *Publication Manual of the American Psychological Association (6th Ed.)*;
5. Develop professionally as a "Visionary Leader."

This course is a required core course in both the Education Administration and Curriculum and Instruction masters programs. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Intended Program Outcomes for both programs follow:

Education Administration Program Outcomes:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Communication, thinking skills, human relations/diversity)
2. Lead and promote a positive school culture, providing an effective standards based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (Methodology/technology, professionalism, assessment, thinking skills, human relations/diversity)
3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (Communication, thinking skills, methodology/technology, professionalism)
4. Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (Communication, methodology/technology, human relations/diversity)
5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (Human relations/diversity, communication, professionalism)
6. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (Professionalism, thinking skills, human relations/diversity)
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (Communication, thinking skills, methodology/technology, professionalism, assessment, and human relations/ diversity)

Curriculum & Instruction Program Outcomes

1. Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. (*methodology/technology; human relations/diversity*)
2. Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (*methodology/technology; thinking skills*)
3. Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. (*methodology/technology; professionalism, assessment*)

4. Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. (*human relations/ methodology/technology*)
5. communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. (*communication; professionalism*)
6. Utilize assessment strategies and data to improve student learning and social development at the individual and program level. (*assessment; methodology/technology*)
7. Improve instruction based on reflective practice and research-based “best practices.” The candidate will continuously seek to grow as a professional educator. (*professionalism; methodology/technology*)
8. Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political and legal forces on public education. (*professionalism; communication; human relations/diversity*)

Visionary Leader Conceptual Framework

Component	Activity
Leadership	
	Develop positive, professional associations with class members in order to complete group tasks.
Thinking Skills	
	Analyze research literature to identify design components, appropriateness of statistical procedures, and worthiness of findings. Select, define, and describe steps of a research problem.
Human Relations/Diversity	
	Work with group members to develop research skills through problem solving tasks. Learn to critique group members' research efforts in a positive and constructive manner.
Assessment	
	Review professional literature; collect and interpret data; draw valid conclusions based on data.
Communication	
	Prepare research manuscript that reflects the APA style and is understandable to the reader.
Methodology/Technology	
	Demonstrate knowledge of various types, methods, and purposes of research; and statistical procedures used in research problems.
Professionalism	
	Interpret the ethical and moral issues involved in research design and project completion.

G. Topics:

1. Introduction to educational research
2. Selecting and defining a research topic
3. Reviewing the literature

4. Preparing and evaluating a research plan
5. Selecting a sample
6. Selecting measuring instruments
7. Descriptive/survey research
8. Correlational research
9. Causal-comparative research
10. Experimental research
11. Single subject experimental designs
12. Descriptive statistics
13. Inferential statistics
14. Overview of qualitative research
15. Qualitative data collection
16. Narrative research
17. Ethnographic research
18. Case study research
19. Historical research
20. Qualitative research: Data analysis and interpretation
21. Mixed methods research
22. Action research
23. Preparing a research report
24. Evaluating a research report

H. Texts:

Gay, L.R., Mills, G.E., & Airasian, P.W. (2012). *Educational research: Competencies for analysis and applications* (10th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

APA Style Manual (6th edition) is required.

Please have your own copies of the text and the APA Style Manual. You may not share these resources during the final.

J. Tentative Schedule

Please complete reading assignments and the online quiz for the assigned chapter(s) before Thursday of the scheduled week. Most assignments will be submitted as Microsoft Word attachments using Sakai assignment area prior to 10 p.m. on the due date.			
Week start date	Reading	Assignment	Due date
8-19-13	Introduction & Chapter 1	Chapter 1 Tasks Upload using Sakai assignment area.	8-22-13
8-26-13	Chapter 2	Library Assignment	8-29-13
9-02-13	Chapters 3&4 Preparing a research plan. skim chapters 21&22	Topic statement	9-05-13
9-09-13	Chapter 5		
9-16-13	Chapter 6		
9-19-13 Due date	Task 2 (p. 105-108) Due in Sakai assignment area by 6 p.m.		

9-23-13	Chapter 7 & Chapter 12	Survey/Descriptive Article Analysis	9-26-13
9-30-13	Chapter 8 & Chapter 12	Correlational Article Analysis	10-03-13
10-7-13	Chapter 12	Chapter 12 problems and mastery quiz	Problems 10-10-13
10-14-15-13	Fall Break—No Class -- Work on Literature Review		
10-21-13	Chapter 9 & Chapter 13	Casual-comparative Article Analysis	10-24-13
10-28-13	Chapter 10 & Chapter 13	Experimental Article Analysis	10-31-13
11-04-13	Chapter 11 & Chapter 13	Chapter 13 problems and mastery quiz	Problems 11-07-13
11-11-13	Chapter 21 & 22 (skim)	Peer Review—Literature Review (paper #1)	11-12-13
11-14-13 Due date	Literature Review (paper #1) Due in Sakai assignment area by 11 p.m. as Word file attachment		
11-18-13	Chapter 14, 15, 16, 17 & Chapter 18	Qualitative Article Analysis	11-21-13
11-25-13	Chapter 4 and Chapters 5 through 13	Review chapters and begin preparing Research Proposal	
12-02-13	Chapter 19 & Chapter 20		
12-03-13 Due date	Research proposal (paper #2) Due in Sakai course assignment area 6 p.m. as Word file attachment		12-03-13 Due date
12-09-13	Final Exam	6-9 p.m. online, proctored	

K. Course Requirements and Evaluation

1. Read, study, and evaluate the assigned text chapters. Chapter quizzes will be completed online and the results automatically entered into the online grade book. Quizzes may be re-taken until the score is perfect. **Quizzes will not be required on Chapters 16, 17, 21, and 22. The textbook website and companion materials have additional practice quizzes and learning aids.**
2. Complete individual written assignments (Task 1, library assignment, topic statement, and statistical problems). As individuals or within assigned groups read and analyze 5 research articles (available in the text or online). Each article analysis is designed to aid students in understanding specific research designs and in applying concepts learned in class. **Please submit all assignments with the following format: last name, assignment title.doc(x) Example: Blundell task1.docx**

3. Select and define an appropriate research problem. Conduct a rigorous review of literature (paper #1). Develop a research plan for conducting an empirical study based on the research question(s) (paper #2).
4. Submit two graduate quality papers for grading. "The Literature Review" (paper #1) will define the research problem and describe the results of the literature review. Components of this paper will include (1) title page; (2) abstract; (3) table of contents; (4) introduction; (5) integrated review of literature (6) hypothesis or research question(s); and (7) references. "The Research Plan" (paper #2) will propose a research design appropriate to the problem stated in the first paper. Components of the second paper will build on the Literature Review (paper #1) and will include sections: (6) *hypothesis or research question(s) (repeated)*; (8) methods; (9) data collection plan; (10) data analysis plan; (11) proposed time line for study; (12) budget; (7) *references (repeated/updated)*; and (13) completed CSC IRB documents. **Completed documents for the CSC Institutional Review Board must be attached if proposed study involves human subjects, including surveys.**

All written work will be consistent with the *Publication Manual of the American Psychological Association* (6th ed.).

5. Participate positively in all group and in-class activities.

Chapter Quizzes and Final Exam -- 25%
Article analysis -- 15%
Paper #1 --30%
Paper #2 -- 20%
Attendance & participation in class activities -- 10%

Grading Scale: 93-100=A; 86-92=B; 78-85=C

L. Attendance: Attendance is required. Your presence is important for your own learning and well as your contribution to the work of the class. Attendance includes submitting on-line quizzes according to the schedule, submitting written work on or before the due dates and participating as required in individual and group activities. Full credit can be earned on work submitted on or before the due date. Late assignments may result in lower grades.

Assignments: Assignments are due on or before the specified date. If you anticipate being absent, arrange to have the assignment submitted before the due date. Article analyses must be submitted on the due date, as the answer key will be posted. No credit will be given for late article analyses.

The individual written papers [These papers include Task 2, Integrated Literature Review (paper #1), and the Research Plan (paper #2).] will be submitted in the appropriate drop box as Word attachment files. Please be sure your attachments will print properly as formatting is part of the grading. Improper formatting will result in lower grades.

M. Selected Bibliography:

- Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson.
- Drew, C.J., Hardman, M.L., & Hosp, J.L. (2008). *Designing and conducting research in education*. Los Angeles, CA: Sage Publications.
- Girden, E.R. (1996). *Evaluating research articles: From start to finish*. Thousand Oaks, CA: Sage Publications.
- Merriam, S.B. (1989). *Case study research in education: A qualitative approach*. San Francisco: Josey-Bass.
- Pan, M.L. (2003). *Preparing literature reviews: Quantitative and qualitative approaches*. Los Angeles, CA: Pyrczak Publishing.
- Yin, R.K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Student Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Dean of Students (Crites Hall (308) 432-6280).

Attendance Policy - The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up rests with the students.

Civility - Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable*

accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (308.432-6461; CRITES 338).

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

2.1.3 Work Examples

Reducing arrests and hospitalization in severe mental health patients
Dustin Kindred

Chadron State College

Fall, 2013

Introduction

One of the major concerns in the mental health service community is, how do we reduce how much a person with severe mental illness is hospitalized or arrested? This is a growing debate among community providers. The mentally ill continue to be arrested and hospitalized because the communities are not sure how to handle these individuals. There are several ways in which communities have sought to solve this issue. One is with the use of Crisis Intervention Team (CIT) law enforcement officers, the other is with the use of psychiatric emergency services (PES) that take individuals for a short time and stabilize and to return them to the community.

Going with the several different models available there are few that stand out as the most promising. One is the Hub and Spoke model. In this model the PES acts as a central agency that then branches out to different agencies in the community (Renaud, Hills, & Lee, 2003).

The other aspect of the equation is that law enforcement are having increasing contact with persons with mental illness, and are often left not having the tools and training to properly de-escalate the situation. This in turn causes these persons to have frequent arrests making the Los Angeles County jail the nation's largest mental institution in the United States (Montagne, 2008). Among the practices used to keep the arrests down in the mentally ill community is the "Memphis Model" for Crisis Intervention Team (CIT) training Franz & Borum, (2011). This model focuses on education and collaboration with community mental health providers.

Statement of the Problem

The purpose of this study is to determine whether the use of Crisis Intervention Teams (CIT) in conjunction with psychiatric emergency services reduces the amount of arrests and psychiatric hospitalizations in patients dealing with severe mental illness.

Review of Related Literature

Since the late 1980's law enforcement and mental health professionals have been working hard to find different methods to reduce the use of force when encountering a person with a mental illness. This paved way for police model commonly known as the "Memphis Model". Most organizations around the county now use this model. The Memphis model of CIT includes a forty hour training which consists of training in mental health to recognize signs in systems of various diseases. Law enforcement also learn various de-escalation techniques such as active listening skills. With this training law enforcement also learn safe restraint techniques (CIT International, n.d.). According to Watson, (2010) Police agencies continue to struggle with sometimes tragic consequences to a person with mental illness. This paves the way for further research being conducted on the effectiveness of Crisis Intervention Training (CIT).

Research from Watson, (2010) shows that within the Chicago Police Department that their CIT officers do in fact use less force than those police officers that are not CIT trained. From this research it is concluded that the program does work as intended. In yet another study created by Tyuse, (2012) finds that CIT officers are significantly likely to take a person experiencing a mental health episode to jail and would rather take these individuals to an emergency department for further evaluation. This is a positive finding considering the goals and outcomes of the CIT program in general. Up to the recent this has been the extent of the CIT research done, what has been the outcomes of the use of police force when encountering a person with mental illness?

The next step in this process is to evaluate the outcomes on the person who were involved in the CIT response to their crisis. In many of literature a common theme seems to pop out. A

CIT program is not worth vary much without a central drop off unit for psychiatric evaluation and/or stabilization. The most apparent community drop off center that sticks out the most is the hub and spoke models for psychiatric emergency services (PES). The hub and spoke acts as a central agency, which acts as the hub, with the spokes radiating to and from various mental, medical, and social services (Renaud, Hills, & Lee, 2003). This allows for the patient that is brought in to be fully stabilized from their crisis with supports put in place for after they leave the facility. As the literature shows without the PES active within the CIT program law enforcement would have a cyclical problem on their hand with frequency of calls to the same person because they were not were not give good supports during and after their crisis. These centers are not only working closely with law enforcement but since they also work closely with the various agencies in the area they are working to provide the basic needs of people with severe mental illness such as food and shelter which are the major problems associated with severe mental illness.

The CIT community program leads to the question of what are the implications of the program, on the community. Do CIT programs help in regards to involuntary, voluntary mental health commitments? This is where research has been sparse with not much is happening in this area. The answers here might be both yes and no. In a study done by Lord, Bjerregaard, Blevins, & Whisman, (2011) shows that there seems to be an inverse effect. Their study finds that once a CIT program is been implemented in an area the amount of involuntary admissions goes down. This is great news, however there seems to be an incline in the amount of voluntary admissions to psychiatric units. In this study however Lord, Bjerregaard, Blevins, & Whisman, (2011) attribute this to the possibility of department size and the amount of time law enforcement is willing to spend with the person they have been in contact with. This is the only such study this far that shows any correlation between CIT and commitments to inpatient psychiatric care facilities.

There seems to be numerous studies and research that shows that in fact yes, CIT programs do actually result in less lethal police force being used when responding to mental health calls. So the ground work that was laid out in 1988 is a successful model. The “Memphis Model” works but the critical component to this model is the PES as a central drop off location for law enforcement. The PES is critical because these facilities are the ones that will help prevent against future contacts with law enforcement in the future. The PES provides the support system for that individual going through the mental health crisis. However the next step in evaluating the whole process is to uncover whether or not the CIT community system reduces mental health commitments as a whole.

Statement of Hypothesis

The implication of the CIT program within a community using a PES will reduce the mental health holds placed in a community. This in turn will reduce the costs on the community, with the results of few interactions of an individual, because they will be more supported than they were before their initial contact with law enforcement.

References

- Bilsker, D., & Foster, P. (2003). Problem-solving intervention for suicidal crisis in the psychiatric emergency service. *Crisis*, 24(3), 134-136. doi:10.1027//0227-5910.24.3.134
- Broussard, B., McGriff, J. A., Demir Neubert, B. N., D'Orio, B., & Compton, M. T. (2010). Characteristics of patients referred to psychiatric emergency services by crisis intervention team police officers. *Community Mental Health*, 46, 579-584. doi:10.1007/s10597-010-9295-3
- CIT International. (n.d.). *Brouchure*. Retrieved from CIT International: <http://www.citinternational.org/CITINT/PDF/CITIntBrochure2012.pdf>
- Compton, M. T., Demir Neubert, B. N., Broussard, B., McGriff, J. A., Morgan, R., & Olivia, J. R. (2011). Use of force preferences and preceived effectiveness of actions among crisis intervention team police officer and non-CIT officers in an escalating psychiatric crisis involving a subject with schizophrenia. *Schizophrenia Bulletin*, 37(4), 737-745. doi:10.1093/schbul/sbp146
- Franz, S., & Borum, R. (2011, June). Crisis intervention teams may prevent arrests of people with mental illness. *Police Practice and Research*, 12(3), 265-272.
- Lord, V. B., Bjerregaard, B., Blevins, K. R., & Whisman, H. (2011). Factors influencing the responses of crisis intervention team certified law enforcent officers. *Police Quarterly*, 14(4), 388-406. doi:10.1177/1090986111111423743
- Montagne, R. (2008, August 13). *Inside the nation's largest mental institution*. Retrieved from npr.org: <http://www.npr.org/templates/story/story.php?storyId=93581736>

- Murphy, S., Irving, C. B., Adams, C. E., & Driver, R. (2012). Crisis intervention for people with severe mental illnesses. *Schizophrenia Bulletin*, 38(4), 676-677.
doi:10.193/schbul/sbs072
- Renaud, E. F., Hills, O. F., & Lee, T.-S. W. (2003). An emergency treatment hub and spoke model for psychiatric emergency services. *Psychiatric Services*, 54(12), 1590-1594.
- Spooren, D., Van Heering, K., & Jannes, C. (1997). Short-term outcomes following referral to a psychiatric. *Crisis*, 18(2), 80-85.
- Tyuse, S. (2012). A crisis intervention team program: Four-year outcomes. *Social Work in Mental Health*, 464-477. doi:10.1080/15332958.20120708017
- Watson, A. (2010). Research in the real world: Studying Chicago police department's crisis intervention team program. *Research on Social Work Practice*, 536-543.
doi:10.1177/1049731510374201
- Watson, A. C., & Fulambarker, A. J. (2012). The crisis intervention team model of police response to mental health crisis: A primer for mental health practitioners. *Best Practices in Mental Health*, 8(2), 71-81.

2.2 Organizational Leadership

2.2.1 Reflections

Chadron State College
Career and Technical Education
CTE 632, Organizational Leadership
2.2.2 Organizational Leadership Fall 2015 Syllabus Section 79 – Online

Instructor: Dr. Norma Nealeigh

e-mail: nnealeigh@csc.edu

Credit Hours: Three

Description: A study of leadership theories, characteristics, styles, and effectiveness as related to growth of an organization and the development of the personnel within the organization.

Required Text: Organizational leadership will be investigated through reading, research, and discussion. Many assignments will be accessible on the internet or the online system. No text required.

Student Learning Outcomes: (The student will be able to)

- Compare and contrast leadership and management of organizations.
- Discuss leadership theories and leadership styles.
- Analyze trends in organizational leadership.
- Identify strategies which contribute to effective leadership within organizations.
- Consider the impact of vision, mission, and goals to an organization.
- Analyze the concepts of power and empowerment as related to personnel within organizations.

Methods of Instruction: Online instruction via Sakai. This course will include reading, completion of online assignments, online exams, and discussion boards (Forums). Students will use critical thinking and problem solving in completing the course.

Course Requirements:

Final	20 points
Application Exercise	50 points
Readings/Postings/Responses	100 points
“Books” Project	75 points
TOTAL	255 points

(All points are approximate and will be determined based on assignments.)

Grading Procedures:

90%-100%	= A
80%-<90%	= B
70%-<80%	= C
60%-<70%	= D
< 60%	= F

Late Papers: Any assignment turned in **after** it is due is a late paper and will earn zero credit.

Location: Papers must be submitted to the correct/assigned location to receive credit (correct location and unit/topic within the location). Zero credit will be earned if posted to the wrong location.

CONTACTING THE PROFESSOR:

When contacting the professor for this course, please always include the number and title of this course and also your full name. Please use the following e-mail address to reach your professor (**do NOT use the Sakai e-mail**, as the “reply” button will not return an answer directly to you, and therefore, responses will be quite delayed): nnealeigh@csc.edu. This e-mail is also much

quicker than using “Messages” in Sakai.

Honesty: There will be many opportunities for student involvement in this on-line course. Research shows that involvement is critical to learning. Short-cuts to learning usually end up as roadblocks. Plagiarism of an assignment, in whole or in part, is destructive to learning and may result in failing the class, and/or expulsion from Chadron State College.

Format for Papers:

Your Name
CTE 632
Unit Number:
Topic:
Date Due:

Generally speaking, papers should be single spaced; double spaced between paragraphs.
No title page or cover page.
Standard font, font size, and margins.
Do NOT use zoom—papers should be posted at 100%’ not 75% or 125% or etc.
Spelling and grammar count.
All citations will be in APA style.

Course Week: The course “week” for this course will normally run from Tuesday of one week through Tuesday of the next week. **This means that units and assignments will be posted on Tuesdays (around 6:00 p.m., but times may vary), and assignments for that unit (discussions/responses, etc.) will be DUE by Tuesday at 11:00 a.m. Mountain Time (12:00 noon Central Time) of the following week, unless otherwise stipulated. NOTE: This is 11:00 in the MORNING, not at night.**

COURSE OUTLINE:

- Unit 1 Introductions
- Unit 2 Leadership or Management?
- Unit 3 Leadership Styles
- Unit 4 Transactional and Transformational Leadership
- Unit 5 A Study in Leadership
- Unit 6 Change and Leadership
- Unit 7 The Role of Followers
- Unit 8 Exam
- Unit 9 A Study in Leadership (continued)
- Unit 10 How Green Is My Leadership?
- Unit 11Power and Empowerment
- Unit 12-14 A Study in Leadership (continued)

Unit 15 Leadership—Outside the Box

Unit 16 Final Assessment and Reflection: What Have we Learned?

IMPORTANT INFORMATION:

Education Unit Conceptual Framework: This course supports the conceptual framework, Developing as Visionary Leaders for Lifelong Learning, through the following components:

- Communication
- Professionalism
- Human Relations/Diversity
- Assessment
- Thinking Skills
- Methodology/Technology

Student and Teacher Candidate Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Dean of Students.

Attendance Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. Attendance and participation are expected; in-class activities may generate some points which cannot be made up if one is not in attendance.

Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6461).*

Diversity: Chadron State College aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity includes the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

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Use of Technology: Students are encouraged to use the technical resources provided in Chadron State College facilities to support, enhance, and expand their learning activities. Chadron State College recognizes that learning is a unique human endeavor best achieved through the interactions of instructors and students. Technology is best used when it supports and enhances teacher-student as well as student-student interactions.

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within his/her professional judgment would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

Dustın Kıvrakı

CTE 632

Unit 5

Due Date: 11/12/13

I. Introduction

Steve Jobs had always had his eye looking to the future. From a young boy, Steve was always interested in technology and the way it integrated into our lives. Jobs learned the craftsmanship that he poured into his products from his father who was a cabinet maker. These early lessons paved the way for Apples products in the future. During Jobs' career he did not fluctuate much past being a dictator in both his personal and professional life. The driving force for Jobs' management style is in large part due to his obsession with perfectionism and complex simplicity. During Jobs' career he did not exhibit many of the habits that were presented in the book 7 Habits of Highly Effective People. The habits that Steve did practice were the habits that pertained to self-growth. Armed with intense focus and a vision for the future Jobs had managed to transform the computer, movie, music, and phone industries.

II. Review of Steve Jobs

There are many attributes that Steve Jobs possessed that had contributed to his astounding success that had transformed four different industries. Jobs believed in craftsmanship, acute attention to detail, and ran his company in a true dictator leadership fashion. These attributes combined together led to both great triumphs and great failures.

Early on in Jobs' career he had his eye on business in respect to marketing products to the masses. Jobs' marketing brilliance first showed through with the telephone device that would fake long distance codes so a person could call long distance without being charged. This is the first instance that has showed Jobs capable of being a deceitful character. Jobs would later use Steve Wozniak to help engineer parts for Atari while Jobs kept the monetary bonuses not telling Steve Wozniak about them. At this point in Jobs' life he seemed to be largely driven by money and he did not care about his actions so long as they benefited him. These actions stayed with Jobs throughout his time spent at Apple through the 1980's. While at Apple in the 1980's the board of directors thought Jobs was still too immature to manage the company. This led Jobs to search for a CEO that he felt he could mold and manipulate. He found this through John Sculley who was then CEO of PepsiCo. Jobs convinced Sculley that he was teaching Jobs how to grow as a business professional and run a company, however Jobs was actually manipulating Sculley to conform to Jobs' will. The manipulation of Sculley became more evident when Jobs eventually plotted to have a hostile takeover making him the CEO of Apple. The hostile takeover plan did not come without its consequences. When Sculley and the board of directors caught word of this takeover Jobs was stripped of all authoritative power, which began Jobs' exodus from Apple.

Despite Jobs' personality quirks and his manipulative nature, through his reality distortion field, there was a spark of genius that dominated his decisions. Because Jobs always had a vision for where he saw technology in the future, he had a strong personality that led him to use the dictator style of leadership. This lessened later in his life, but Jobs saw everything as either good or bad. The idea of everything being either good or bad in his eyes was led mostly by his acute attention to detail from component to every icon on the first Macintosh operating system. This caused most of Jobs' project groups to work over budget and as a result made the Macintosh computer cost more than Jobs wanted to offer them to the public. Jobs' dictatorship later showed through with the release of the first Macintosh, there were two different groups. One was the Macintosh group and the other the Lisa. Jobs was kicked out of the Lisa project, for being too controlling, which created strong feelings toward Lisa project. At the Macintosh release, within the company, Jobs stood in front of the company and said "A players like to work with other 'A' players. When B players join the group this opens the door for 'C' players to join. So at this point we are laying off all the 'B' and 'C' players." Jobs was referring to the Lisa project at this time and laid most of that team off that day. This example is just an insight of how cruel Jobs could be through his dictator leadership style.

Despite the imperfections that Jobs held, there is always room for an individual to grow and learn from their past mistakes. After Jobs was ousted from Apple he went on to form the NeXT computer company, and bought Pixar animation studios. These two new business endeavors had helped Jobs grow into the CEO that is remembered today. Many theorists believe that NeXT computers is what catapulted the professional growth. Though it can be argued that Pixar truly shaped Jobs into the CEO he became. Because Jobs did not know about animation he learned to trust the animation engineers. Jobs' role as Pixar's CEO was mainly to facilitate contracts, the biggest being a contract with Disney Animation Studios.

The time at Pixar was hard for Jobs because he normally demanded creative control. Jobs, however, could not have creative control because he didn't know about the animation process. This allowed Jobs to start trusting his engineers' creative design. What Jobs learned at Pixar really showed through when Jobs came back to Apple in the late 1990's as their CEO. This second round with Apple Jobs had more focus and came in with a more directed plan for the future. At the time Apple had too many iterations of the Macintosh on the market and decided to cut them down to four products. With more focused Apple products, a new marketing campaign, and the implementation of "just in time" shipping, Jobs took the company from almost bankrupt to being profitable again. The result was the new iMac designed by Jony Ive. From this point forward Jobs played a much different role in Apple that focused more on collaboration. Jobs still remained the creative mind behind new products that would soon change the music, movie, and the phone industry, but he was no longer entrenched in every project detail as he was with the first Macintosh.

III. Review of 7 Habits of Highly Effective People

The 7 Habits of Highly Effective people is a book that teaches a process that will help a person to be successful in both their personal and professional lives. This book is set up on the principal that a person cannot achieve the next step without first fulfilling the prior habit. The

habits are set up with the first three habits teaching personal development and the last three showing how to improve interpersonal relations or exterior development. The 7th habit is sharpening the saw, which is the continual process of learning and revising the prior six habits.

Out of the seven habits there is a handful of them that are more useful than the others in terms of personal and professional development. The most beneficial habits come from the personal development tier which focuses on personal development. Being proactive, beginning with the end in mind, and putting first things first all focus personal development. These are the habits that make people effective in their lives, relationships, and their environments. These three habits help a person to become more focused on their end goal in life. This not only incorporates beginning with the end in mind, but focuses on the individual's goals they have set up. The second set of habits contain less effective personal management strategies.

In this second set of habits the most important takeaway is a person is better off if they think win/win, not focus on the negative, and to be constantly reviewing and learning through self-growth. While habits four, five, and six are focused on a person's exterior center of focus. It is important to remember that these are focusing on a person's interpersonal relationships with those that surround them, so these cannot be discounted as not necessary on the road to personal growth. The author helps with this by instilling the seventh habit of sharpen the saw. This is the habit that is meant as a review process for the other six. Without the seventh habit a person would arrive at habit six and be stuck with no further growth. So the last habit is a self-check to look for ways to improve one's personal life and their interpersonal daily interactions.

IV. Leadership Analysis

Although Steve Jobs did not possess many of the positive qualities that people would say make a great leader, he did possess charisma, passion, and a vision for the future. This was the sole driving force that has made his companies so great and successful today. What Steve envisioned in the early 1980's is where the computer industry is today. In the early eighties he sat down with his team and described to them that the notebook he was holding is what Apple will be producing by the end of the eighties. Technology though, did not move as fast as Steve thought it would. It was the end result goal that inspired his teams to produce the products they did. Yes, Apple employees bought into his "reality distortion field" but this seemed to be a necessity for the engineers to accomplish what they did. These engineers were proud of their work with Apple no matter how stressful it was to work alongside Steve Jobs.

Jobs did not possess many of the habits that are outlined in the 7 habits of highly effective people. This clearly shows that a person does not need to follow every habit to be a successful in business. The few that Jobs did exhibit were being proactive, beginning with the end in mind, and sharpening the saw. These three do seem to be the most important habits to have to be successful in their professional life.

Jobs demonstrated time and time again that he was proactive when it came to making new products. Steven Covey describes being proactive as more than taking initiative. It means that as human beings we are responsible for our own lives. This definition is saying that we have to the initiative and take the responsibility to make things happen. Jobs demonstrated this time and time

again. The most prominent example is when he first envisioned the personal computer. He knew that he could make this computer for everyone and saw everyone having a personal computer. Jobs then acted on this vision creating the Macintosh, which was deemed the computer for everyone. Beginning with the end in mind is defined as “to begin today with the image, picture, or paradigm of the end of your life as your frame of reference”. This habit can take on many different circumstances according to Steven Covey. Jobs did not follow this habit exactly but Apple computer was created on technology that the world had not seen or conceptualized yet. The Macintosh computer was the first computer with a user interface. Jobs then took this concept a step further by having the computer introduce itself during its product launch. Jobs created the Macintosh thinking about what consumers would want their computer be able to perform. A popular phrase coined by Jobs further shows how Jobs began with the end in mind, “consumers don’t know what they want until we tell them”. Finally Jobs demonstrated through his life that he was in tune with Habit 7 sharpening the saw. In this habit there are four dimensions physical, mental, social/emotional and spiritual. Jobs was obsessed with his nutrition being a vegan he often went on some extreme diets in a quest for the best diet. Jobs was spiritual throughout his whole life, this resulted in a journey to India to find his Zen guru. The mental dimension was probably the most influential aspect of Jobs’ life. Jobs was always visualizing and planning for new products to introduce to the market. The social/emotional dimension is the dimension that was always a constant rework for Jobs. Jobs had a hard time exhibiting synergy and empathy with his interactions with others. Many examples of Jobs working with people was described as him berating others and bullying people to get his way. Later in his life this quality had improved where he was no longer screaming at people to get his way and was more tactful with his interactions with others.

Despite not exhibiting many of the habits of effective people, Jobs did have a clear management style that he demonstrated. The management styles were dictator and authoritarian styles. Under most organizational systems this style would not last long and should not be duplicated in the future. The dictator/authoritarian leadership also does not agree with the Seven Habits. The Seven Habits are mainly focused on improving relationships with others. Steve Jobs, the dictator, did not think about those relationships. A dictator also does not think in terms of habit four: think win/win. This seemed to produce a hostile work environment for many employees. This worked for Apple, though, because the conditions were ripe and the industry was young enough. Apple’s employees truly believed they were advancing the technology of the time. The employees wanted to be a part of the technology revolution. This caused Apple’s employees to be bullied into working under Jobs and his hostility. Being hostile toward employees is just one example of how Jobs did not follow Habit six: to synergize Jobs created negative working environments. The bottom line is that working environment would not be able to continue today. Employees would most likely be happy to pick up their work and go to another company. Jobs may have been a dictator as a leader, but he was still transformational in how he practiced. This is what ultimately set Apple up for their overwhelming success that we see today. Jobs was able to envision the future and act upon those visions. That is what is important to being a leader in today’s market.

While reading these two books it is easy to envision how to apply the principals in our professional lives. Steve Jobs transformed the technology industry while the principles of the Seven Habits has changed the approach to daily interactions. Trying to lead by principles that both books have laid out turns out to be a dichotomist relationship making the thought process come to a futile end. What can be taken away is that one has to think beyond the short-term and start thinking about the long-term. This thought process is exemplified in both books. Once we have our long term goals, the short-terms goals will align with the long-term to produce the desired results. This is the foundation of being a transformational leader. Neither of the books fully demonstrate this type of leader, but it's what's being said between the lines. Yes, Jobs was a dictator by nature but he envisioned the future where everyone had a personal computer and wanted to be the cause of that. In the 7 Habits the first two habits are to be proactive and to begin with the end in mind. These are first two because they are the foundation of molding one's self to where they want to be in the future. Without these first two habits a person cannot proceed to define the rest of their interactions. This is the soul of being a transformational leader.

V. Conclusion

Steve Jobs taught us that creativity and innovation can be successful, but this alone does not determine how well a company will perform. Throughout Apple's history Jobs was not the CEO because he did not know how to run a company. There was a burning desire to run the company, but this didn't happen until the late 1990's when he was more mature. Jobs did not follow conventional management principles of running a company he was only armed with his vision of the computer industry. Because of this when he came back to Apple in the late 1990's he came back more focused than ever. Up until then he never fully understood the principles that were laid out by the 7 habits of Highly Effective People. When Jobs took back Apple he demonstrated these with his "Think Different" campaign, being proactive with the new iMac, then the iPod that eventually skyrocketed Apple to being the world's most profitable company. Looking at the life of Steve Jobs and armed with the knowledge contained from the 7 habits there are very powerful messages being taught. 1. Dictator leadership can work, but it comes with great sacrifices in one's personal and business life. 2. The 7 habits teachings are the complete opposite of dictator leadership. These principles focus more on servant leadership. The 7 habits teaches a person to be methodical in their daily interactions and that is the real success. Jobs did not discover this until later in his life, and he still did not utilize all of the 7 habits. Toward the end of his life Jobs no longer was thinking the "win" scenario he was moving toward the win/win as exhibited with iTunes and the contracts with the record companies. Life is a constant learning process and we have to be willing to learn with life. Jobs realized later that he needed to grow which is part of being interdependent. Without the ability to grow we will stagnate as the rest of the world leaps forward.

VI. References

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3 Part III

Summary and Conclusion

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