

**NOVA SOUTHEASTERN UNIVERSITY
FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES**

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

**LDR 8510
LEADERSHIP TO SHAPE THE FUTURE: THEORY, RESEARCH,
AND PRACTICE**

Graduate Leadership Studies

Study Guide for Sites

2004

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I take full responsibility for the contents and intent of this study guide.

**Kathryn Hollywood, PhD
Summer 2003**

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PREFACE

This study guide is designed for Nova Southeastern University (NSU) students as they begin to explore the catalytic role of leadership in shaping learning-oriented organizations in the 21st century. Leadership as a discipline of study is a relatively young. At times it appears to defy definition leaving it vulnerable to description and attribution. In essence, leadership can be loosely defined as exercising influence or executing the responsibilities of one's position. While this definition generally remains true, leadership is no longer considered simply a position in an organizational hierarchy. Leadership, from more contemporary perspectives, suggests the capacity of individuals and groups to generate and sustain significant purposes and processes within organizations that are necessary to shape the future. Leadership is a multifaceted role with diverse responsibilities.

This study guide serves as an overview of the topics and themes to be studied in the first Leadership course (**LDR 8510**). Student learning outcomes anticipated as a result of actively engaging in the study area are presented. A schedule of reading and writing assignments as well as teaching and learning resources is included. As a student, your first task is to carefully and thoroughly read this guide. Your instructor will provide you with more specific guidance and instructions during your online sessions. It is your responsibility as a doctoral student in the Organizational Leadership degree program to familiarize yourself with all pertinent documents and policies. Check the program Web site weekly; <http://www.fgse.nova.edu/leadership> (Organizational Leadership).

The instructional sequence of **LDR 8510** is divided into three major modules that will be covered during the semester. Concomitantly, this guide is divided into three broad topics that provide supplemental support for each module. The first module is **Theoretical frame of organizational leadership**. Through the first frame of study, students explore and examine the historical and popular theories of organizations, organizational behaviors, leadership, and followership.

Personal frame of leadership learning is the second module to be covered. Through the second frame of study, students explore the domain of personal leadership considering the various processes, approaches, and purposes of learning to be a leader. Students are given opportunities to gain knowledge, skill sets and competencies as they engage in active appraisal of their own as well as others' leadership styles, follower styles and organizational diversity.

The third module is the **Futuristic frame of organizational leadership**. Through the third frame of study, students explore and examine their professional workplace (organization) using the five practices of exemplary leadership.

Students will take away a set of leadership and organizational principles and generalizations to guide their personal and professional development and to help them focus and reflect on important facets of their intellectual and emotional achievements throughout their doctoral studies. **LEADERSHIP** is the constant learning.

COURSE DESCRIPTION

In **LDR 8510: Leadership to Shape the Future** students explore and examine the role of leadership in shaping learning organizations in the 21st century. Leadership is examined as the capacity of individuals and groups to generate and sustain significant organizational purposes and processes needed to shape the organization's future. Leadership is presented as a multifaceted discipline of diverse roles and responsibilities. The major themes of study are: Theoretical frames of Organizational Leadership, Personal frames of Leadership Learning, and the Futuristic Frames of Organizational Leadership.

LEARNING OUTCOMES

As a result to actively engaging in LDR 8510, the participants will:

- ◆ Identify the qualities and characteristics of effective leadership.
- ◆ Analyze current social and political issues that impact organizations and the leader's navigational role.
- ◆ Analyze the process of change within diverse work environments and the implications for effective leadership.
- ◆ Discuss the dynamics of learning-driven organizations and their relationship to leadership theory and practice.
- ◆ Clarify and compare contemporary approaches to leadership and leadership development with emerging conceptions of organizational change and evolution.

- ◆ Examine the process of change and the leader's role as a catalyst.
- ◆ Keep a personal journal of experiences related to the course and the topic of leadership.
- ◆ Use current technology to explore leadership topics.
- ◆ Locate and interpret significant research and theory that serve as the framework for assessing and addressing issues in leadership development in the workplace.
- ◆ Explore the structure and dynamics of informal organizations.
- ◆ Acquire knowledge about the basic characteristics and processes of groups and teams as well as the leader's role and responsibilities.
- ◆ Evolve as a reflective leader through the appraisal of one's leadership behaviors and style using interactive instruments, journal writing, research, and writing assignments.

COURSE CONDUCT

LDR 8510 Leadership to Shape the Future is delivered in classrooms at selected sites and online. This guide is designed for site-based instruction based on three weekends during the 15- week term. Students will meet Friday night either all day Saturday and Sunday mornings, or all day Saturday and all day Sunday in order to meet the required contact hours. The weekend sessions will be arranged to meet the needs of the majority of students and to comply with the logistical requirements of the sites.

The major themes of study are: Theoretical Frames of Organizational Leadership, Personal frames of Leadership Learning, and the Futuristic Frames of Organizational Leadership. You should plan to spend a minimum of ten hours per week reading resources, researching Internet sites and preparing written assignments. Written assignment information appears in the Written Assignment Requirements section of this study guide.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Don't overlook the opportunity to informally and immediately apply your insights and knowledge in your work setting. More formal opportunities will arise as you progress through the program. The value you receive from the course is in direct proportion to your active engagement in reading assignments, writing assignments, and class participation. Make the most of this experience.

THEMATIC OUTLINE FOR LDR 8510

MODULE ONE – THEORETICAL FRAMES OF ORGANIZATIONAL LEADERSHIP

- ◆ Orientation and Overview of Course and DOL program

THEORETICAL FRAMES OF ORGANIZATIONAL LEADERSHIP

- Overview Module 1
- ◆ Organizations as social systems
- ◆ Role of social superstructures (politics, government, corporations)
- ◆ Organizational behavior models
- ◆ Scientific management movement
- ◆ Human relations movement
- ◆ Challenges of information-based organizations
- ◆ Challenges of learning organizations
- ◆ Organizational effectiveness
- ◆ Organization's raison d'être
- ◆ Organizational mission, vision, values
- ◆ Leadership in the organization
- ◆ Leadership – art or science
- ◆ Leadership theories
 - ◆ Trait approaches
 - ◆ Attitudinal approaches
 - ◆ Situational approaches
 - ◆ Contingency approaches
- ◆ Leadership effectiveness vs. managerial effectiveness
- ◆ Leadership and organizational power
- ◆ <http://www.franklincovey.com/missionbuilder/index.html>

MODULE 2 – PERSONAL FRAMES OF LEADERSHIP LEARNING

- Overview of Module 2
- ◆ Leadership effectiveness vs managerial effectiveness
- ◆ Leadership position and personal power
- ◆ Leadership competencies
- ◆ Types of leadership
 - ◆ Authentic leadership
 - ◆ Visionary leadership
 - ◆ Cultural leadership
 - ◆ Quality leadership
 - ◆ Servant leadership
- ◆ Leadership styles

- ◆ Typology and leadership
- ◆ MBTI/Keirsey Temperament Sorter
- ◆ <http://www.personalitypage.com> or <http://www.keirsey.com>
- ◆ Leaders as learners
 - ◆ Learning styles
 - ◆ www.tecweb.org/styles/lstransfer.html
 - ◆ www.emits.more.net/ethemes/resources/S00000718.html
 - ◆ www.2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ILS-a.htm
 - ◆ www.2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm
 - ◆ www.glencoe.com/ps/peak/selfassess/learnstyle
 - ◆ www.brain.web-us.com/brain/LRBrain.html
- ◆ Leaders and diversity
- ◆ Leadership as relationship (5 practices of exemplary leadership)
 - ◆ Model the way
 - ◆ Inspire a shared vision
 - ◆ Challenge the process
 - ◆ Enable others to act
 - ◆ Encourage the heart
- ◆ Self as knower – organizational knowledge
- ◆ Self as creator of organizational culture
- ◆ Self as sustainer of organizational culture
- ◆ Self as embodiment of mission – leader of leaders
- ◆ Self as visionary
- ◆ Leader’s Emotional Intelligence (EI)

MODULE 3 – FUTURISTIC FRAMES OF ORGANIZATIONAL LEADERSHIP

- Overview of Module 3

- ◆ Leadership and Organizational Ethics
- ◆ Leadership and Organizational Responsibility

The Computer Professionals for Social Responsibility

Community Networks Working Groups

www.cpsr.org/program/communiyt-nets/cnwg/cnwg.htm

The United Nations Global Compact – The Nine Principles

www.unglobalcompact.org/

The Association for Spirit Work

www.spiritwork.com/aboutSAW/aboutus.htm

Yes!

www.yesmagazine.com/index.htm

The Foundation for Ethics and Meaning

www.meaning.org/

World Future Society

www.wfs.org/

Greater Good.com

www.greatergood.com

Topica Exchange

www.topoica.com/index.html

Change Systems

www.theheartofchange.com

- ◆ Leadership challenges in organizations of the future
- ◆ Leaders as risk takers
- ◆ Leaders as innovators
- ◆ Leaders as team players
- ◆ Leadership as organizational trait
- ◆ Marginal organizational voices
- ◆ Increasing capacity for organizational innovation
- ◆ Seizing the opportunity for growth
- ◆ Creative collaboration – beyond boundaries
- ◆ Intragenerational leadership
- ◆ Trends and issues impacting future leadership & organizations
- ◆ Concluding commentary

Course evaluation www.nova.edu/~shieldsd/OL/eval

REQUIRED TEXTS

Bennis, W., & Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. San Francisco: Jossey-Bass. ISBN: 0-201-31140-2.

Bennis, W., Spreizer, G., & Cummings, T. (Eds) (2001). *The future of leadership*. San Francisco: Jossey-Bass. ISBN 0-7879-5567-1 (if paperback available, order please).

Kouzes, J., & Posner, B. (2002). *The leadership challenge*. (3rd ed). San Francisco: Jossey Bass. ISBN 0-7879-5678-3 (if paperback available, please order)

Kroeger, O., & Thuesen, J. (1992). *Type talk at work: How the 16 personality types determine you success on the job*. New York: Dell. ISBN: 0-385-30174-X

Yukl, G. (2002). *Leadership in organizations*. (5th ed). New Jersey: Prentice-Hall. ISBN: 0-13-032312-8

The following resource books will be used throughout the doctoral program to assist participants with form and style guidelines and quality of writing.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5^h ed.). Washington, DC: Author.

Legget, G., Mead, C.D., & Kramer, M.G.(1995). *Prentice Hall handbook for writers* (12th ed.). NJ: Prentice Hall.

RECOMMENDED TEXTS

Abrashoff, J. (2002). *It's your ship*. NY: Warner Books.

Bennis, W., Spreitzer, G., & Cummings, T. (2001). *The future of leadership*. San Francisco: Jossey-Bass.

Friedman, T. (2002). *Longitudes and attitudes*. NY: Farrar, Straus, Giroux.

Giuliani, Rudy. (2002). *Leadership*.

Hesselbein, F., Goldsmith, M., & Beckhard, R. (Eds). (1996). *The leader of the future*. San Francisco: Jossey-Bass Publishers.

Kuczmariski, S., & Kuczmariski, T.(1995). *Values based leadership* (1st ed.), NJ: Prentice Hall.

O'Toole, J. (1996). *Taking charge, leading change*. NY: Ballantine Books.

Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B.(1994). *The fifth discipline fieldbook*. NY: Doubleday.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, R., & Smith, B. (1999). *The dance of change*. NY: Doubleday.

Wheatley, M. (1992). *Leadership and the new science*. San Francisco: Berrett-Koehler.

COURSE REQUIREMENTS

Learning activities for **LEADERSHIP to SHAPE the FUTURE** consist of readings, discussions, writing assignments, and interactive instructional experiences (chats).

Readings: The readings are organized according to the three major modules of this course. The reading assignments are essential for your understanding and participation in online chat sessions in each module of the course and in the preparation of written assignments. It is important that you complete all of the required reading as assigned as quickly as possible. You are expected to integrate the content of reading assignments into your written assignments.

Module 1: Theoretical Frames of Organizational Leadership: Required Reading Assignments

Bennis, W., Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Cambridge: Perseus Books. (ongoing)

Bennis, W., Spreitzer, G., Cummings, T. (2001). *The future of leadership*. San Francisco: Jossey Bass. Part One and Two (chapters 1-6).

Kouzes, J., & Posner, B. (2002). *The leadership challenge*. (3rd ed). San Francisco: Jossey Bass. Part One and Two (chapters 1-4).

Yukl, G. (2002). *Leadership in organizations*. (5^h ed.). NJ: Prentice Hall. Chapters 1 – 5.

Module 2: Personal Frames of Leadership: Required Reading Assignments

Bennis, W., Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Cambridge: Perseus Books. (ongoing)

Bennis, W., Spreitzer, G., Cummings, T. (2001). *The future of leadership*. San Francisco: Jossey Bass. Part Three (chapters 7-13).

Kouzes, J., & Posner, B. (2002). *The leadership challenge*. (3rd ed). San Francisco: Jossey Bass. Part Three and Four (chapters 5-8).

Kroeger, O., & Thuesen, J. (1992) *Type talk at work: How the 16 personality types determine your success on the job*. NY: Dell.

Yukl, G. (2002). *Leadership in organizations*. (5th ed.). NJ: Prentice Hall. Chapters 6-10.

Module 3: Futuristic Frames of Organizational Leadership

Bennis, W., Goldsmith, J. (1997). *Learning to lead: A workbook on becoming a leader*. Cambridge: Perseus Books. (ongoing)

Bennis, W., Spreitzer, G., Cummings, T. (2001). *The future of leadership*. San Francisco: Jossey Bass. Part Four, Five and Six (chapters 14-18).

Kouzes, J., & Posner, B. (2002). *The leadership challenge*. (3rd ed). San Francisco: Jossey Bass. Part Five, Six, and Seven (chapters 9- 13).

Yukl, G. (2002). *Leadership in organization*. (5th ed.). NJ: Prentice Hall. Chapters 11 – 15.

MAJOR COURSE ASSIGNMENTS

- 1. Leadership Position Paper**
- 2. A Case Study Analysis of a Leadership Interview**
- 3. Choice of assignment**
- 4. Synthesis Paper**

Students are advised to keep a copy of all written assignments throughout the doctoral program. Please make use of the OL grading rubric that is included at the end of this study guide.

Myers Briggs: The Myers-Briggs Type Inventory may be discussed in Theme 2: Personal Frames of Leadership. For anyone who has NOT taken the MBTI you may choose to do so at one of the following websites: www.personalitypage.com or www.keirsey.com

GRADING CRITERIA

The major assignments for LDR 8510 and their corresponding points are as follows:

- | | |
|--|-----------------------|
| 1. Leadership Position Paper | 25 pts (25% of grade) |
| 2. Case Study Analysis of a Leader Interview | 30 pts (30% of grade) |
| 3. Choice of Assignment | 35 pts (35% of grade) |
| 4. Synthesis Paper | 05 pts (05% of grade) |
| 5. Class Engagement | 05 pts (05% of grade) |

Final grades issued in this course are A, B, and F. Professors may issue C, D as well as plus and minus grades on assignments as indicators of quality.

The student must negotiate the incomplete (I) grade with the professor. An “I” is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term, or 15 weeks.

A student who does not complete any assignments is not entitled to an “I” grade and will receive an F. Students who receive Fs will be placed on probation and will be expected to take the course over again.

WRITTEN ASSIGNMENT REQUIREMENTS

Written Assignment 1

LEADERSHIP POSITION PAPER

The formal study of Organizational Leadership presents students with many interesting avenues of learning. More often than not, students find more questions than answers in their pursuit of learning. Bennis and Goldsmith (1997) offer a profound insight when they state, “We are each capable of creating ourselves as effective leaders.” (p. xiv) The challenge before you is to confront fears, doubts, anxieties, and aspirations and to be willing to become a leader in your own life. Such is the learning process upon which you have embarked! This first assignment provides an opportunity to examine your current personal and professional beliefs and assumptions about leadership. The questions provide a frame of reference for your considerations.

WRITTEN ASSIGNMENT #1 (25 POINTS)

The first major written assignment involves the consideration and response to the following questions:

- 1) If leadership involves influencing organized groups toward goals, do you see any disadvantages to restricting the definition to organized groups?
- 2) How would you “define” leadership?
- 3) Are some people ‘leader types’ and others not the ‘leader type?’ If so, what in your judgment distinguishes them?
- 4) Identify several ‘common sense’ notions about leadership that, to you, are patently self-evident.
- 5) Does every effective/successful leader have a valid theory of leadership? Explain your position.
- 6) Would you consider it a greater compliment for someone to call you a ‘good manager’ or a ‘good leader?’ Why? Can you be both?
- 7) Identify examples of rational and emotional aspects of leadership.
- 8) Do you believe leadership can be learned? Why, why not?
- 9) To the extent that leadership is an art, what methods come to mind for improving one’s ‘art of leadership?’
- 10) Include a leadership self-analysis section at the end of this assignment.

The paper should be written as a narrative integrating the responses to these questions. Do not submit a paper listing #1 response, #2 response, etc. You are to create an integrated essay...a synthesis of your responses. The paper should follow DOL form and style (see website for manual – www.fgse.nova.edu/leadership - go to DOL site.) APA guidelines should also be followed. References are not necessary in this first paper.

Your instructor will provide extensive feedback on the assignment as it will be incorporated into future course work and graduate doctoral experiences.

The length of the position assignment should be in the 6-10 page range.

Written Assignment 2

A Case Study Analysis of a Leader Interview (30 pts)

Purpose of the Assignment: To prepare a case study analysis of an interview conducted with an individual in a leadership position. The due date for Assignment 2 will be provided by your instructor. This assignment has two parts.

Part 1 – Interview with a Leader

Interview an individual who has been a leadership role model about a particular event or initiative in his or her experience that reflects leadership in practice. It is important to focus on both the individual's overall concept of leadership, standards for how that general view ought to be implemented, and then the respondent's recollection of a specific incident when the concepts were applied. It is important that you select a respondent who is able to focus his or her thinking only on those leadership experiences in which he or she was actually the leader. You may use any of the theoretical frames in your course text books to guide the inquiry process.

Some suggestions for completing this assignment:

1. If you are not familiar with the process of conducting interviews, review any book on qualitative research that contains information regarding basic techniques for conducting interviews. Become familiar with the suggestions on interviewing.
2. Organize your interview beforehand.
3. If the person that you select to interview seems unclear as to what kind of recollections that you are seeking, you may choose to use the following criteria:
 - a. The interview does not necessarily need to be restricted to a time when your respondent was an appointed, selected, or elected leader. It can be either a

time when the respondent emerged as the informal leader or a time when he or she was the official leader or manager. We are investigating leadership, not authority. The two are very different.

- b. The interview can take place in any functional area, in a corporate or nonprofit organization, in a public or private institution, or in a staff or line position.
- c. By way of example, the interview can include, but should not be limited to, any of the following: the startup of a new business, a new product, or service development program; the opening of a new social service agency or department; an organizational change effort; a quality or productivity improvement effort; or an effort to change public opinion on a particular issue.
- d. The experience does not need to have occurred in the respondent's present organization; it could be a past work/elected/appointed experience. It could have occurred in a club, professional organization, a school, a social service agency, a business, or any other setting.
- e. The interview content can be at any time when the respondent felt that he or she performed at his or her very best as a leader.

You may generate your own questions for the interview. Be sure to submit your interview protocol in the appendix section of your assignment. Since the assignment is equivalent to 25% of your total grade for the course, please ensure that your content and analysis is substantial, qualitative and doctoral level work.

Part 2 -Case Study Analysis

Your written Assignment 2 is a report and analysis of your interview. You may organize the paper as you wish. Please note that an effective presentation will help determine your grade.

Review the responses to the questions that you chose to ask the respondent. Your paper is to consist of a summary and analysis of those responses. You may organize your paper around the five or six key leadership actions taken by your respondent that qualify the experience as exemplary. Or, you may use the different themes that emerged during the interview to organize your report.

What five or six key words would you use to best describe the character (the feel, the spirit, the nature, the quality) of this experience?

1. Describe how your respondent felt personally as the leader. Integrate leadership concepts from your readings as appropriate.
2. Be sure to incorporate your personal/professional learning gleaned from this activity.

You may use the following questions in your response:

If you were going to employ what you have learned about leadership through your case study, course readings, and class participation, what would your personal professional development plan for leadership include? What specific activities would you undertake to further develop your vision? What skills would you wish to develop to become a more effective leader?

Paper Due: Upon determination of the Instructor

Written Assignment # 3 (35 pts)

A: Essential Leadership Functions

According to Yukl (2002), “the multitude of different theories and the lack of consistent findings make it difficult to identify essential leadership functions.” (p. 439). Using the 10 most important leadership functions identified by Yukl, assess your organization/an organization and make strategic recommendations for successful implementation in each domain of the essential leadership functions.

See Yukl (2002) *Leadership in Organizations* (5th ed), pp. 439-40 for a description of the 10 essential functions of leadership that should be used to guide your paper.

B: Exemplary Practices of Leadership

Using the Kouzes and Posner’s **five practices of exemplary leadership as a template**, please examine and assess the leader of your organization OR an organization of your choice. The paper should highlight the positive areas of good leadership practice supported with strong examples:

- Model the way
- Inspire a shared vision
- Challenge the process
- Enable others to act
- Encourage the heart

In addition, you are to make strategic recommendations for the improvement of your organization/or the organization presented in the paper in terms of the **five practices of exemplary leadership**.

The paper should follow DOL form and style and APA guidelines. References should be included. The length of paper should be approximately 12-15 pages as it represents 35% of your final grade.

Written Assignment # 4 (5 pts)**Synthesis Paper**

This culminating assignment is an opportunity for you to demonstrate your knowledge, understanding, analysis and assessment of your experience in LDR 8510. This assignment may be written in first person and should be 3-5 pages in length). **Paper due last week of class.**

COURSE EVALUATION FORM

www.nova.edu/~shieldsd/OL/eval

COURSE ASSIGNMENT OUTLINE

FIRST WEEKEND SESSION

- Theoretical Frames of Organizational Leadership
- Review of the three major assignments: Leadership Position Paper, Case Study Analysis of the Leadership Interview, and the Choice Assignment – Discuss strategy for the completion of these assignments as it relates to the required and suggested readings.
- Administer and complete the Myers Briggs Type Indicator (MBTI) – Self evaluate and discuss with class.
- Review Howard Gardner’s Multiple Intelligence, Bernice McCarthy’s Learning Style, John Chaffe’s Critical Thinking theories – Administer self assessment inventories, thinking activity exercises, and class discussion
- Begin conceptualizing the Leadership Position Paper – create a mind map in class
- Assignment of topics for class presentations
- Read *Leadership in Organizations* in preparation of the Second Weekend Session participation

SECOND WEEKEND SESSION

- **Leadership Position Paper** is due
- Use *Learning to Lead* workbook periodically throughout weekend. Do instructor selected exercises.
- Select topic to be researched and begin to formulate questions for the Case Study Analysis of a **Leadership Interview**– Be prepared to discuss your **Leadership Interview** plan of action with the class.
- Class presentations of assigned topics and chapters – *Leadership in Organizations*.
- Read *The future of leadership*, Third Weekend Session participation

THIRD WEEKEND SESSION

- **A Case Study Analysis of a Leadership Interview** is due
- Be prepared to discuss your Leadership Interview findings
- Class presentations of assigned topics and chapters–*The future of leadership and The leadership challenge*.
- Determine the final assignment that you will submit for LDR 8510. Prepare a one page paper highlighting the cogent and relevant information that will guide your final assignment.
- Review course presentations and readings in preparation for the final paper
- Final assignment is due
- **SYNTHESIS PAPER DUE BY END OF TERM**

TOPIC ASSIGNMENT OUTLINE - CLASS PRESENTATIONS

Instructors at the various sites will determine the composition of the groups as well as the dates/assignments for presentations...some suggestions are as follows:

Leadership in Organizations (Yukl, 2002):

1. Perspectives on Effective Leadership Ch.3, Pg. 49, Power and Influence Ch 6, Pg.141
2. Participative Leadership, Delegation and Empowering Ch 4, Pg. 80 Managerial Traits & Skills Ch 7, Pg. 175
3. Leading Change in the Organization Ch 10, Pg 208, Charismatic and Transformational Leadership Ch 9, Pg. 209
4. Dyadic Role-making Theories and Followership Ch 5, Pg. 115, Leadership in teams and Decision Groups Ch 11, Pg. 305
5. Ethical Leadership and Diversity Ch 14 Pg. 401, Developing Leadership Skills Ch 13, Pg.370

The future of leadership (Bennis, Sprietzer, Cummings, 2001)

Part Three: The Leader of the Future

Bringing Leadership Lessons from the Past into the Future, p. 81-90

Leadership as the Legitimation of Doubt, p. 91 -102

Leading Yourself, p. 103-115

The Context of Creativity, p. 116-124

Why Do We Tolerate Bad Leaders? p. 125-138

The Evolving Role of Executive Leadership, p. 139-157

When Leadership is an Organizational Trait, p. 158 -176

The leadership challenge (Kouzes and Posner, 2002)

Part 4, 5, 6, 7

Challenge the Process, p. 173-240

Enable Others to Act, p. 241-314

Encourage the Heart, p. 315 -382

Leadership for Everyone, p. 383 – 400

OL MAJOR ASSIGNMENT SCORING RUBRIC

Development/Thesis/Content and Ideas

Focus (thesis, purpose or controlling concept):

- Is clear, articulate and insightful
- Is fully realized (carefully and deliberately treated from start to finish), thorough and complete
- Develops from simple to complex and from general to specific.
- Chooses words and rhetoric carefully to convey precise meaning

Textual paragraphs are supported by:

- A variety of relevant facts
- Rich supporting details, examples, “illustrations”
- Well-reasoned argument, observations, personal experiences
- References to related readings and sources
- Content that “digs” beneath the surface and some risk-taking is evident where appropriate.

Written product:

- Demonstrates purposeful and specific attention to audience
- Presents tense and voice consistently
- Maintains purpose
- Presents sentences in a variety of styles or sophisticated patterns.

SCORE: High 5 4 3 2 1 Low

Organization

Product

- Maintains clear, logical and inventive organization, concepts and ideas, where they are easily seen to “connect” and relate one to the other.

Introduction and conclusion

- are compelling, convincing, but not redundant.

Paragraphs:

- are focused and include supporting evidence
- contain sentence that manifest effective transitions
- lead to smooth flow/movement as the content builds throughout the product
- reflect a sense of order to the content presentation, which results in a coherent, seamless flow of ideas as individual elements are knit together smoothly

SCORE: High 5 4 3 2 1 Low

Mechanics

Form and style:

___ fully accurate according to APA (5th edition) standards and NSU ARO/DOL standards

Structural integrity is maintained by:

___ Accurate grammar, punctuation, sentence structure

___ Accurate spelling, mechanical conventions (capitalization, etc.), spacing

___ Accurate and precise word usage and phrasing.

SCORE: High 5 4 3 2 1 Low

Overall Comments:

WEBSITE RESOURCES for 8510

Personal Mission Statement (for use in assignment #1):

www.franklincovey.com/customer/missioninfo.html

Right Brain/Left Brain Learning

www.brain.web-us.com/brain/LRBrain.html

Learning Style Inventories

www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ILS-a.htm

also retrieve the learning styles and strategies paper at

www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm

www.glencoe.com/ps/peak/selfassess/learnstyle/

www.emits.more.net/ethemes/resources/S00000718.html

www.tecweb.org/styles/lstransfer.html

Personality Inventory

www.personalitypage.com

or www.keirsey.com

The Computer Professionals for Social Responsibility
Community Networks Working Groups
www.cpsr.org/program/communiyt-nets/cnwg/cnwg.htm

The United Nations Global Compass – The Nine Principles
www.unglobalcompact.org/

The Association for Spirit Work
www.spiritwork.com/aboutSAW/aboutus.htm

Yes!
www.yesmagazine.com/index.htm

The Foundation for Ethics and Meaning
www.meaning.org/

World Future Society
www.wfs.org/

Greater Good.com
www.greatergood.com

Topica Exchange
www.topoica.com/index.html

Change Systems
www.theheartofchange.com

ACADEMIC WRITING TIPS AND POINTERS

Peter K. Mills, EdD

Formality. Academic writing is more formal than conversation or letter writing. The author writes in the 3rd person.

Title Page. Academic papers require a title page. Revisions require a fresh date (Example: January 2002). Title pages are counted in pagination but not numbered. The number on the title page is suppressed using the word processing program. The OL program does not use running heads. (See the appendix to *Guidelines for Form and Style* for a sample title page format.)

Organization. Papers longer than 10 pages or with more than three major headings require a Table of Contents. The headings in the TOC match the major (level 1 and 2) headings in the paper. Use “dot leaders” to run from the heading to the page number to the right. See “help” or “page format” in your word processing program for assistance in creating dot leaders. The process will also ensure that the column of page numbers will be in correct vertical alignment. Outline the paper first by referring to the instructor’s assignment and be sure to include all of the concepts required by the assignment. Papers are assembled in the following order: Title page; Acknowledgements; Abstract; Table of Contents, Text, References or Bibliography and Appendixes. (**Acknowledgements, Abstract and Bibliography are used for dissertation documents, only.**)

Margins. Set your page format function to 1” at top, bottom, left and right so that every page appears the same.

Pagination. Paginate at the top right of every page except the title page.

Problem Statement. This is the most important sentence or paragraph in an applied research paper. It should be clear and obvious and should take the form of a declarative statement: “The problem this project intends to address is XYZ.” Once stated, the author can elaborate.

Headings, Paragraphing and Spacing. The major sections in a paper are set off or organized by headings that clearly identify the nature of the text that follows. (See Headings section in *Guidelines for Form and Style* and examples in the latest edition of the dissertation guide.) Indent at new paragraphs to show the beginning of a new idea or train of thought. Avoid lengthy paragraphs and in no case let a paragraph run the entire length of a page. Break up long paragraphs into related sections. Avoid “creative” bullets (simple round or square black circles are fine) and do not use **bolding** or **color** in academic papers. Allow the strength of your ideas to emphasize your points. All text is double-spaced including above and below headings, except within reference entries, which are single-spaced. Actual documents used as appendixes may be single-spaced.

Citations. The DOL program uses the “author, year” format to identify sources cited in the text. The APA Manual is the chief guide for the format of citations. Each paragraph of text that summarizes or paraphrases ideas from a source other than the author should contain a citation acknowledging that author or source. Avoid “bald assertions” in the paper that are unsupported. Do not say, “The grass is green.” Say, for example, “Jones, in the landmark study about lawn horticulture, demonstrates that in most cases grass is green” (Jones, 1999). In other words, in a literature review, YOU don’t “say” anything. You explain or paraphrase what the literature says and then you give credit to the source.

Reference or Bibliography Lists. Each citation used in a course paper requires that the author list the complete reference in the list of REFERENCES. A BIBLIOGRAPHY, used in dissertation proposals and reports, may also contain additional helpful references consulted, but not specifically mentioned in the text. Always check the citations in the text against the reference list to be sure each one in the text appears in the REFERENCES page. The APA Manual is the key arbiter of how references such as books, articles, newspaper stories, web sites and other sources should appear in the list. Reference entries are single-spaced within the entry and double-spaced between entries. These lists come directly after the text and before the appendixes, if any.

Appendixes. Appendixes are used to attach relevant supportive materials that are helpful or illustrative but not important enough to be placed in tables or figures within the text. They are always referred to in the appropriate place in the text and labeled A, B, etc and attached in the order of their appearance in the text. Letters of support, lists of committees, surveys or questionnaires used, agendas, committee minutes are the types of materials found in appendixes. If you only have one appendix, label it “Appendix” above it’s descriptive title. (The descriptive title, itself, is a level three heading in upper and lower case and underlined.) If you have more than one appendix, place an intervening sheet entitled APPENDIXES after the references and label them individually “Appendix A,” “Appendix B,” “Appendix C,” etc, in order of their mention in the text. See the latest edition of *Guide to the Applied Dissertation Process* for examples of how appendixes look.

Check Formatting Before Submission. The DOL program accepts most papers electronically via e-mail attachments or message attachments in the online course management system. Check your formatting by running down the entire text with the “down arrow” before attaching or uploading. You will discover whether you have **widow or orphan** lines or whether you have headings belonging to a subsequent page appearing at the bottom of the previous one. This sometimes happens with appendixes.

Happy Academic Writing!
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