

Eastern Mennonite University
Center for Justice and Peacebuilding
“Leadership for Healthy Organizations”
PAX 565
Fall 2010

Instructor:

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Course Description:

Organizations are dynamic systems with unique structures and cultures, operating in specific environments. Every organization is also shaped by its leaders. Leaders have more leverage than others in the organization--both to determine strategic direction and to nurture people and systems. This course focuses on the role of leaders in "setting the tone" for healthy organizational functioning, with special attention to a leader's own functioning. The course will include specific attention to developing management skills, including with personnel, project and conflict management

Course Objectives:

1. To gain *greater self-awareness and emotional intelligence*, including increased skill in interpersonal communication based on self-understanding.
2. To develop an increased ability to *lead groups* and to *manage change* in organizations.
3. To acquire a basic understanding of *organizational sociology and management and leadership theory* and to be able to apply theoretical insights to organizational leadership.
4. To understand the current reality of growing *cultural diversity* within organizations operating in a global context, and to be able to adapt one's leadership style to these realities.
5. To practice and develop *management skills* critical to organizational success, particularly in the areas of managing people, money and projects.

Course Dates and Location:

This course will be offered every Wednesday morning from 8:30 to 11:30 a.m., beginning September 1 and continuing through to December 15. It will be held in the main CJP classroom, Hartzler Library, Room 121.

Required Texts:

Participants will be expected to have purchased both required texts prior to the start of class, and will also be required to choose a third book from a recommended list for the purpose of writing a critique.

Heifetz, Ronald; Grashow, Alexander and Linsky, Marty (2009). The Practice of Adaptive Leadership. Boston: Harvard Business Press.

Brubaker, David R. and Zimmerman, Ruth Hoover (2009). The Little Book of Healthy Organizations. Intercourse, PA: Good Books.

Course Requirements:

1. *Participation (10%)*

Since the success of this course depends to a large degree on the quality of your in-class participation, regular participation in large and small group discussion will be expected. I will expect you to read the required readings each week and contribute questions and comments in class and on Discussion Board.

2. *Leadership Reflection Paper (25%)*

This paper will consist of 6 to 8 pages in which you reflect on leadership experiences you've had in the past and what you have learned from these experiences. Beginning with your family of origin, how were your views of leadership shaped by your parent(s) and what informal leadership roles emerged for you? Continue to chart your leadership experiences through primary and secondary schools, as well as your undergraduate years, and continue through other organizations such as religious and community organizations and work settings. What have you learned from past leadership experiences, and how might you apply these learnings in future organizational settings—especially in a leadership role?

3. *Book Critique (25%)*

The book critique will consist of 6 to 8 pages summarizing and critiquing a book on leadership or management that you will choose from a suggested bibliography or that you may propose. The first 3 to 4 pages of the critique should summarize the content of the book you have chosen, while the remaining 3 to 4 pages should contain your identification of the strengths and weaknesses of the book.

4. *Final Paper/Biography (40%)*

Your final paper will be a 12 to 15 page biography of a living organizational leader that you have admired and/or worked with. The biography should contain a summary of your interview with the leader and identify the leadership style(s) of the subject, comments on how the leader has dealt with conflict and change, and how the leader views organizations as systems. A separate grid will be provided in class that will guide you in preparing your final paper.

Evaluation, writing guidelines, miscellaneous

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see 2nd page). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2010-11 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s. A GPA of 3 is the minimum requirement for graduation.

If you have received services in the past related to a *learning disability* or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit the Academic Support Center on the 3rd floor of the Sadie Hartzler Library.

Course extensions and outstanding grades

For Fall and Spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Under exceptional circumstances, an additional 6-month extension may be granted by special petition to the CJP academic committee. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish to this point and a practical plan on how the student will actually finish if this extension is permitted. This must be submitted at least 1 week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

Course Schedule:

(Under development, will be distributed in the first class. No reading required prior to first class.)

Writing Standards – Graduate Level (Grid Version)

<u>Criteria</u>	A <i>excellent</i>	B <i>competent</i>	C <i>below expectations</i>	<u>Comments</u>
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed -uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed -uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed -has some awkward transitions 	
Conventions <i>(appearance of the writing: sentence structure, usage, mechanics, documentation)</i>	<ul style="list-style-type: none"> - has virtually no errors of conventions 	<ul style="list-style-type: none"> - has minimal errors of conventions 	<ul style="list-style-type: none"> - is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation 	
Style <i>(personality of the writing: word choice, sentence variety, voice, attention to audience)</i>	<ul style="list-style-type: none"> - is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read 	<ul style="list-style-type: none"> - displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read 	<ul style="list-style-type: none"> - has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read 	
<p>The weighting of each of the four areas is dependent on the specific written assignment and the teacher’s preference.</p>				<u>Grade</u>