LEADERSHIP IN ORGANIZATIONS (LDSP 302-01)
Syllabus – Fall 2010

Instructor: Gill Robinson Hickman, PhD
Office Hours: Tuesdays and Thursdays: 3:15-4:15 p.m. & by appointment
Instructor’s Office Location: Jepson Hall 128
E-mail & Telephone: ghickman@richmond.edu (try e-mail first); 804/287-6097

Class Hours: Tuesdays and Thursdays – 4:30-5:45 p.m. – Jepson Hall 101
Lab/Site Visit Hours: Wednesdays – 3:00-5:00 p.m. – Off-Site and on-campus as required

THE RELATIONSHIP: ORGANIZATIONS AND YOU
Most of you will spend all or a large portion of your work life in the context of an organization (e.g. business or corporation, government agency, non-profit organization, or educational institution). At first, this may conjure up images of highly structured bureaucracies where creativity, significant personal and professional contributions, rewarding collegial alliances, and friendships are unattainable and unrealistic goals. Although large scale bureaucracies are a reality, there is a continuing revolution occurring in today’s organizations that is shifting them away from impersonal hierarchical structures toward more open networks of people collaborating to achieve common mutual goals. This revolution or transition is by no means complete nor will it apply to all organizations. The trend is heightening and is penetrating a broad spectrum of organizations. One of the most remarkable shifts is the movement toward new and inspirational forms of “leadership” in organizations that focus on people, vision and values.

You have embarked upon the leadership journey at a most opportune time because now, more than ever, you will be able to participate in this revolution and influence the direction, purpose, and quality of life in organizations. The first liberating step in this process is to recognize that an organization is a collection of people united by purpose and structure to achieve a common set of goals. No matter how established or structured an organization has become, people initiated and perpetuated the organization, and people can change it. The key is leadership that inspires mutual willingness among the organization’s participants to engage in constant renewal of values and vision-oriented direction.

PURPOSE AND OBJECTIVES
The purpose of this course is to understand leadership and develop leadership in the context of organizations. In order to achieve this purpose the course will have the following objectives:
• To understand leadership theories and concepts and apply them to current issues, problems, and opportunities involved in contemporary organizations;
• To analyze how effective leadership can impact the organization and shape the development of its vision, values, mission, goals and culture;
• To understand the leader-member relationship in organizations;
• To experience practical aspects of leadership by working within organizations in the Richmond area;
• To practice leadership in the classroom and contribute to the learning of others; and
• To learn to work in teams and achieve mutual goals.
COURSE SUMMARY

*Part 1: On-Site Experience* - During this portion, two teams will spend approximately 4 hours per week over five weeks in two different organizations in the greater Metropolitan Richmond area, write three papers, and make a formal presentation to senior management of the organization they are observing.

Part 2: The class will create and develop their own organization from scratch, from service/product, vision, values, mission and goals, to culture and personal/professional development, and other key components in between; write three papers, and develop a final report and make a presentation to representatives of their host organizations and University of Richmond faculty and staff.

REQUIRED TEXT AND READINGS

Textbook:

Blackboard: [http://blackboard.richmond.edu](http://blackboard.richmond.edu)

- Reading assignments in addition to the textbook will be placed on Blackboard. *(Here after referred to as “BB”)*
- Several components of the course are located on Blackboard including: additional reading assignments, the syllabus, course assignments, course information, groups, and grades.

GRADING

*Part 1 of the Course*

10% Team Application Papers 1 and 2, (5% each)
25% Team Application Paper 3 – Report to Organization (equivalent to mid-term exam)

*Note* - Overall Peer evaluation: 79-75%, lose 1 grade from the group written paper and oral report; 74-70%, lose 2 grades; 69-65%, lose 3 grades; 64% and below lose all credit for the group project and paper. *(Purpose: Accountability and Fairness)*

5% Oral Presentation *(Includes work with speech fellow at Speech Center)*

*Part 2 of the Course*

15 Team Application Papers 4-6, (5% each)
30 Final Paper – Building an organization (equivalent to final exam)

*Note* - Overall Peer evaluation: 79-75%, lose 1 grade from the group written paper and oral report; 74-70%, lose 2 grades; 69-65%, lose 3 grades; 64% and below lose all credit for the group project and paper. *(Purpose: Accountability and Fairness)*

5% Oral Presentation *(Includes work with speech fellow at Speech Center)*

10% Attendance/Participation

Grading scale: 0-1 unexcused absence = A; 2 unexcused absences = B; 3 unexcused absences = C; 4+ unexcused absences = F

The purpose of the grading technique for this course is to simulate the approach taken in today’s modern organization; which simply stated is: **individuals taking personal and collective responsibility in a team environment.** I look for each of you to carry your own weight in this team environment while being a team player at the same time.

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A 4.0</th>
<th>B 3.0</th>
<th>C 2.0</th>
<th>D 1.0</th>
</tr>
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<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
<td>B-</td>
<td>2.7</td>
<td>C-</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>C+</td>
<td>2.5</td>
<td>D+</td>
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<tr>
<td>F 0</td>
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</table>
SERVICES FOR STUDENTS

OFFICE HOURS: My office hours are for you. Whether you want to follow-up on class discussions, clarify course materials or assignments, or simply want to talk, please feel free to drop in.

WRITING CENTER: The writing center consultants assists UR writers at all levels of experience. They offer friendly critiques for written work in any major. To make an appointment, visit their website: http://writing.richmond.edu/

ACADEMIC SKILLS CENTER: The academic skills center offers free tutoring in a variety of subjects. Advising in study skills (i.e., test-taking, note-taking, information processing, concentration, etc.), stress management, and time management is also available. Call or visit their web site for more information (289-8626; http://asc.richmond.edu).

Counseling & Psychological Services (CAPS): The CAPS office offers a wide range of counseling and psychological services to full-time students at the University of Richmond. Call or visit their web site for more information (289-8119). (http://caps.richmond.edu).

Speech Center (http://speech.richmond.edu or 289-8814): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

STUDENTS WITH DISABILITIES: If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange accommodations. (http://commonground.richmond.edu)

CLASS POLICIES

HONOR CODE: The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of written work presented by you (the individual student) must have the honor pledge with your signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.”

ATTENDANCE:

- Sign the attendance sheet for each class session. This is my official record of your attendance.
- Grading scale: 0-1 unexcused absence = A; 2 unexcused absences = B; 3 unexcused absences = C; 4+ unexcused absences = F
  - Unexcused absences = No documentation from RC or WC dean or a physician. Students are allowed 1 unexcused absence for illness or a scheduled off-campus event in another course. The instructor must receive a notification of the reason for the unexcused absence by e-mail only. Simply telling the instructor about the absence is not adequate. All other unexcused absences are deducted from the attendance grade.
  - Excused absences = Written documentation of absence from RC or WC dean or a physician for authorized university events, major illness or family loss. Religious Holidays – An observation or celebration of a religious holiday is considered an excused absence. Please notify the instruction prior to your absence for a religious holiday.

EXPECTATIONS AND RESPONSIBILITIES

Instructor and Students
Role and responsibilities of the instructor and students:
Based on my teaching and leadership philosophy, it is my intention to serve as a consultant, coach, mentor, facilitator, and co-leader.

Active Learning and Engagement
The class begins with the assumption that you are highly capable of leading a considerable amount of your own learning, and you will have my active support as your instructor in this effort. This means that you will share in the leadership of the class. Your participation and involvement will be the mechanism through which learning and leadership will take place. Therefore, your full engagement is required in:
- Class attendance and participation
- Preparation for work in class by completion of reading and written assignments;
- Teaching/leading designated class sessions;
- Providing written evaluations of papers from your colleagues;
- Researching and sharing information from outside resources including visits to organizations; and
- Team and class participation in building an organization.

Teamwork
Teamwork has been designed into the course intentionally in order to prepare you for the type of teamwork that you will encounter in the organizations where you will eventually work. You are accountable to each other for the content and quality of work in the course including: site visits, group meetings, papers, oral reports, and so on.

Readings
Each student is responsible for completing all of the assigned readings and papers before each class sessions. The readings are essential for developing your team’s professional report in the first half of the course; and building your own organization as a class, in the second half of the course.

Lab/Site Visits
There are lab times in Parts 1 and 2 of the course. The requirements for labs/site visits are explained in each part. During the lab periods, each student is expected to participate and complete the assignments.
# PART 1: FOUNDATIONAL ISSUES IN ORGANIZATIONAL LEADERSHIP

**Goal:** To understand leadership concepts, theories, and issues in the context of organizations.

<table>
<thead>
<tr>
<th>Tuesday - Class</th>
<th>Wednesday – On-Site Lab</th>
<th>Thursday - Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30-5:45</td>
<td>3:00-5:00 p.m.</td>
<td>4:30-5:45</td>
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## WEEK 1
### INTRODUCTION AND SELECTION OF ORGANIZATIONS

**Tuesday, August 24**
- Introduction to course and review of syllabus
- Relationship between coursework and experiential learning
- Teaching and learning style
- Selection of organization to be studied
  - Select *team spokesperson*
  - Develop *team schedule* (with other meeting times in addition to lab)
- Develop your *team compact* using the “Peer Evaluation” form
- *Note:* Get ahead; begin reading for next week

**August 25**
- *Meet at Site*
  - Orientation to site
  - Bring team schedule and work with contact person to schedule interviews
  - Collect written materials

**Thursday, August 26**
- *Readings:*
  - Explanation of:
    - Site visits, methodology, & interview guide
    - Guidelines for student team site visits
  - Explain *CITI training* (Collaborative Institutional Training Initiative) at [https://www.citiprogram.org](https://www.citiprogram.org)
  - Turn in your team compact using the “Peer Evaluation” form

*Guest Speaker: Mr. Charles (Chuck) Metzgar*

## WEEK 2
### THE ENVIRONMENT OF NEW ERA ORGANIZATIONS

**Tuesday, August 31**
- *Readings:*
  - Text: Introduction (pp. x-xii); Part 1 (pp. 1-3); Chapters 1, 3 & 5.
  - Discussion of readings

**September 1**
- *Meet at site*

**Thursday, September 2**
- *Adapting the Organization*
- *Readings:*
  - Text: Chapters 39-40, & 24
  - BB: Nalbantian, Introduction, pp. 1-16
  - Discussion of readings
  - Organizational progress to date

## WEEK 3
### LEADERSHIP CONCEPTS AND THEORIES

(This section will be a review for students who have completed LDST 300 – Theories & Models of Leadership.)

**Tuesday, September 7**
- Team 1 Leads Discussion

**September 8**
- *Meet at site*

**Thursday, September 9**
- *Leadership Theories*
- *Readings:*
  - Text: Chapters 6-11
  - Discussion of readings
  - Organizational progress to date
  - *Due: Paper 1* (all groups)

## WEEK 4

**Tuesday, September 14**
- *Readings:*
  - Text: Chapters 12-14 & 16-18 & 45
  - Discussion of readings
  - Organizational progress to date

**September 15**
- *Meet at site*

**Thursday, September 16**
- Team 2 Leads Discussion
- Schedule Speech Center Session (Required)
- Schedule Presentation Date with Organization Between October 6-11 or 14-15
### WEEK 5
**IMPETUS FOR ORGANIZATIONAL LEADERSHIP**

<table>
<thead>
<tr>
<th>Tuesday, September 21</th>
<th>September 22 Meet at site</th>
<th>Thursday, September 23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td>Text: pp. 256-257, Chapters 19, 21, 23</td>
<td></td>
<td>Text: Chapters 32, 47</td>
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<tr>
<td>Discussion of readings</td>
<td></td>
<td>Discussion of readings</td>
</tr>
<tr>
<td>Organizational progress to date</td>
<td></td>
<td>Organizational progress to date</td>
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<tr>
<td><strong>Due: Paper 2 (all groups)</strong></td>
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<td>Distribute Peer Evaluations</td>
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**PART 2 – BUILDING AN ORGANIZATION**

**Goal:** To build your own organization using leadership concepts and theories and your recent organizational experiences.

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### WEEK 6
**SELECTING AN ORGANIZATION**

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<thead>
<tr>
<th>Tuesday, September 28</th>
<th>September 29</th>
<th>Thursday, September 30</th>
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</thead>
<tbody>
<tr>
<td><strong>Due: Paper 3 (all groups)</strong></td>
<td>Option for organization presentation</td>
<td><strong>Continue brainstorming “to select the organization”</strong></td>
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<tr>
<td>Return Peer Evaluations</td>
<td></td>
<td></td>
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<tr>
<td>Select new teams for Part 2 of class</td>
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<tr>
<td>Begin brainstorming “to select the organization”</td>
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### WEEK 7 –

<table>
<thead>
<tr>
<th>Tuesday, October 5</th>
<th>October 6 –</th>
<th>Thursday, October 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization must be chosen today</strong></td>
<td>Option for organization presentation</td>
<td><strong>Continue discussion of service/product to be provided by the organization</strong></td>
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<tr>
<td>Begin discussion of service/product to be provided by the organization</td>
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### WEEK 8

<table>
<thead>
<tr>
<th>Tuesday, October 12- FALL BREAK</th>
<th>Wednesday, October 13 – FALL BREAK</th>
<th>Thursday, October 14</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>The service/product must be chosen today</strong></td>
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<td></td>
<td></td>
<td><strong>Read the project team assignment for Teams 1 – 3 in the Explanation of Assignments section</strong></td>
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### WEEK 9
**VISION, MISSION, VALUES, & GOALS**

<table>
<thead>
<tr>
<th>Tuesday, October 19</th>
<th>October 20 –</th>
<th>Thursday, October 21</th>
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</thead>
<tbody>
<tr>
<td><strong>Readings :</strong></td>
<td></td>
<td><strong>Paper # 4 due</strong></td>
</tr>
<tr>
<td>Text: Ch. 3, 19, &amp; 21 (Review) and Ch. 20, 26 &amp; 27</td>
<td>Team 1 - Site visit to similar organization</td>
<td>from Teams 2 &amp; 3; delivered to Team 1 to use in preparation for their presentation</td>
</tr>
<tr>
<td>Discussion of readings</td>
<td></td>
<td><strong>Team 1 Leads</strong></td>
</tr>
<tr>
<td>Team 1 distributes articles relevant to their assignment to other teams</td>
<td></td>
<td><strong>Discussion of site visit</strong></td>
</tr>
<tr>
<td>Read the project team assignment for Team 1 in the Explanation of Assignments section</td>
<td>Work on team paper</td>
<td><strong>Discussion of previous readings and review of the vision, mission, goal, and values of each of your host organizations</strong></td>
</tr>
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</table>
**WEEK 10**

*Tuesday, October 26*

- **Team 1 Leads**
  - Team 1 presents their recommendations on their team assignment, pp. 16.
- Team 1 gives paper to Instructor.
  - Read the project team assignment for Team 2 in the Explanation of Assignments section,
  - Team #2 distributes articles relevant to their assignment to other team

*October 27*

- Team 2 – Site visit to similar organization
- Teams 1 & 3 Work on team paper

*Thursday, October 28* Leadership and Organizational Structure

- **Readings**
  - Text: Ch. 6-14, 15-18, 23, 45 (Review)
  - *Guest Instructor: Mr. Charles (Chuck) Metzger*
  - Discussion of readings
  - Read the project team assignment for Team 2 in the Explanation of Assignments section

**WEEK 11**

**LEADERSHIP AND ORGANIZATIONAL STRUCTURE**

*Tuesday, November 2*

- **Team 2 Leads**

- **Paper # 5 due** from Teams 1 & 3; delivered to Team 2 to use in preparation for their presentation

*November 3 –*

- Team 3 – Site visit to similar organization
- Teams 1 & 2 Work on team paper

*Thursday, November 4 –*

- **Team 2 Leads**
  - Team 2 presents their recommendations on their team assignment
  - Team 2 gives paper to Instructor.
  - Read the project team assignment for Team 2 in the Explanation of Assignments section,
  - Team #3 distributes articles relevant to their assignment to other team

**WEEK 12**

**ORGANIZATIONAL CULTURE, PERSONAL & PROFESSIONAL DEVELOPMENT, AND SOCIAL RESPONSIBILITY**

*Tuesday, November 9*

- **Readings:**
  - Text: Ch. 24, 32, 47 (Review); and Ch. 25, 41, 44, 46, 48
  - Discussion of Readings

*November 10* Teams 1 & 2 Work on team paper

*Thursday, November 11 –*

- **Team 3 Leads**
  - Paper # 6 due from Teams 1 & 2; delivered to Team 3 to use in preparation for their presentation

*WEEK 13 –*

*Tuesday, November 16*

- **Team 3 Leads**
  - Team 3 presents their recommendations on their team assignment
  - Team 3 gives paper to Instructor.

*November 17*

- All teams begin work on final paper

*Thursday, November 18*

- Reading: Syllabus – Explanation of Assignments section
  - Planning session to put organization together

**WEEK 14**

**PUTTING THE ORGANIZATION TOGETHER**

*Tuesday, November 23*

- Continue planning session
  - **Due** – Written draft of each team’s assignment
  - **SCHEDULE SPEECH CENTER SESSION**

*November 24 Thankgsgiving*

*Thursday, November 25 – Thanksgiving*

- **Due** – Written draft of each team’s assignment

**WEEK 15**

*Tuesday, November 30*

- Continue organizing to put organization together
  - **Peer evaluations distributed**

*November 30*

- All teams continue work on final paper

*Thursday, December 2*

- Continue organizing to put organization together
  - **Peer Evaluations Due**
  - **Course Evaluation**

**FINAL PRESENTATION**

*Tuesday, December 7 – 9:00 a.m.-12:00 p.m.*

- Final Oral and Written Presentation of New Organization – Meet in class (JH-101)
EXPLANATION OF ASSIGNMENTS

LDST 302 - Hickman
TEAM ASSIGNMENTS

Lab/Site Visits
The lab/site visit component of this course is provided to give students a real world setting in the Richmond metropolitan area in which to examine and understand organizational leadership. Each team will work with one host organization; and all team members are expected to visit the site, conduct interviews, attend and observe meetings, and examine documents in the organization. The lab times provide a set period when all team members are available to visit the site; however, students will need to schedule additional hours outside lab times to complete this assignments. Each team will present an oral and written report (Paper #3) of its findings to the host organization and the instructor.

Application Papers #1-3:
Instructions for Completing All Team Application Papers

- **Answer** (respond to) each question and **each part of the question** thoroughly.
- **Incorporate readings** – Assigned readings must be incorporated into your analysis in a meaningful way. Just mentioning or summarizing each one is not enough.
  - Cite the author and page numbers from the readings whenever you are quoting, paraphrasing or summarizing from the reading material. You may use APA style or MLA, but you must follow the format of a style manual.
- **Total length & format of paper** – approximately **six pages** (plus or minus), single-spaced in 12 pt. Times Roman font, and 1” margins.
- Remember to **explain or describe** the concepts that you use from the readings, as if your roommate or a stranger outside this class was reading the exam.
- **List of Interviews and Meetings** – Attach to each paper a list of employees interviewed and meetings attended by each team member during the period prior to the due date of the paper.
- **Accountability** – The **whole team is accountable for each paper** that is submitted and team members must sign each paper as a representation of their participation in its preparation. This means that all team members need to provide information and input about the readings, organization visits and content of the paper. **Do not assign this responsibility to one or two team members each week.**
  - Note: You are not expected or required to provide the organization with a copy of your first two Application Papers; your final Application Paper, Paper #3, will be submitted to your organization as described below.
**Application Paper #1:**

**Focus:** The external environment of twenty-first century organizations in general and your organization specifically. How organizations in general, and your organization specifically, adapt to these external issues.

**Questions:** Answer the following questions based on the readings, and therefore organizations in general, and the organization your team is studying.

1. What do you see as the major external issues that affect or influence organizations today?
2. How have and how will these issues change organizations?
3. How do organizations handle or adapt to these external issues; and what role does organization culture play in adapting the organization?
4. What is human capital strategy and alignment, and why is it important? Give examples of its alignment within your organization?

**Application Paper #2:**

**Focus:** Examination of leadership theories/concepts in the organizational context and the relationship between leaders and members in organizations in general, and your organization specifically.

**Questions:** Answer the following questions based on the readings, and therefore organizations in general, and the organization your team is studying.

1. Using the leadership theories and concepts presented in the readings, what type (or combination) of leadership (e.g., servant, transactional, transforming, strategic, team, democratic, etc.) will 21st century organizations in general need to help them deal with the types of issues identified in Paper 1? (Be specific. Explain how these theories or styles can help resolve or handle the issues you identified in Paper 1.
2. How are relationships between leaders and members (e.g., staff/employees, team members, volunteers, consultants, performers, and so on) changing in organizations? Specifically address how they are changing in relation to factors such as technology and information, leader-member roles, and participation and decision-making.
3. What can the leader(s) do to assure that these relationships between leaders and members that you described in answer to Q2 are developed and maintained?

**Application Paper #3: Report for Your Host Organization**

**Focus:** The purpose of this work and paper is for you to identify the leadership styles present in the organization and try to find and explain the “leadership process and values,” which define this organization. What does this “process” produce; a successful, vibrant organization with actively engaged, productive employees, or something else?

Note: In addition to submitting this Paper for grading, your team will also present it to your host organization in summary form at an agreed upon date between September 29, or October 6-11 or 14-15. In effect this Paper and Presentation will be considered and graded as a mid-term exam. It will demonstrate to your host organization and me that you have been observing, analyzing, reading, and participating in all the learning process during the first 5 weeks of this total experience.

Make two hard copies of the paper – one for the host organization and one for the instructor, and one electronic copy for the professor.
The report should follow the format below:

- **Background**
  - Identify team members.
  - Describe the purpose and methodology used in observing your organization.
- **Summary of the key concepts of leadership (from literature / class).**
  - Give definitions and describe the models/styles.
- **Summary of the major factors and issues influencing organizations today.**
  - Which, if any, do you observe as affecting your organization?
- **Summary of observations of leadership in your organization.**

  **Current state:**
  1. What leadership styles currently exist?
     1.1. Are they consistent in all departments/ functions/ locations you observed? Give examples to support your observations.
     1.2. Is there a prevalent leadership style within your organization?
     1.3. What strengths / advantages does this style give your organization?
     1.4. What weaknesses / disadvantages does it create?
     1.5. What other leadership styles should they consider, if any and why?
  2. Does the leadership use the organizations’ vision, mission, values and goals in any direct or indirect ways to lead the organization?
     2.1. Is the workforce specifically aware of and operating in accordance with the organizations’ vision, mission, values, and goals?
  3. Can you determine if there is a leadership process in place that aligns the organization’s members, work structure and organization, discretion over one’s work, information/communication processes, involvement in decision making, rewards? In other words, how well do these components or factors fit together? Provide examples.
  4. Are personal and professional development a fundamental part of your organization; are these functions organized; are they effective?
  5. Is social responsibility a fundamental part of your organization, is it organized, is it effective?
  6. What should they consider that could help them lead better?

Your observations must be balanced and present both strengths and weaknesses of the leadership style of this organization. Do not be shy in describing shortcomings, if any, but in doing so you must back it up with real observations and well-reasoned conclusions, not merely opinions.

**The oral report** (Must work with the classes’ Speech Fellow in preparation for this presentation)
The oral report should follow the same format as the written report in summary form. (See samples in Blackboard). Set a date with your organization contact person and instructor to present your report.
EXPLANATION OF ASSIGNMENTS
PART 2 OF THE COURSE

PART 2-(SECOND HALF OF COURSE); GUIDELINES, ASSIGNMENTS AND TEAM APPLICATION PAPERS (4-6)

TEAM ASSIGNMENTS FOR BUILDING THE ORGANIZATION
Using the topic areas and readings in the course, the class (working in and across project teams) will develop an organization which will formulate and describe its own service or product, leadership, vision, mission, goals, leadership, structure and funding, culture, personal and professional development, and social responsibility strategies. There will be progress reports from each project team during the semester.

LEAD TEAM’S RESPONSIBILITY

Lab/Team Site Visits
The lead team will visit an organization that is similar to or provides insight for the class’ organization. The will bring back practical ideas to the class based on a real organization.

Team Recommendations Report – Lead Team Only
The team leading the class sessions is expected to:

- Present recommendations on your team’s assignment about building the classes selected organization (this should include information and readings gained from the group papers submitted from the other teams),
- Secure comments and gain consensus,
- Incorporate the decisions made during your class session into your final recommendations at your last class session, and finalize all decisions.

Application Papers # 4-6 – All teams other than lead team (lead team writes Recommendation Report above)

Instructions:

- Read the assignment for each section (or team)
- Each team (except the lead team) is responsible for preparing a group paper (approximately 6 pages single spaced, 12 –pt. font), on how the readings apply to or help develop the component of the organization being developed. An additional page may be added if necessary.
- All readings should be incorporated into your analysis in a meaningful way with appropriate citations in the text of the paper. Just mentioning or summarizing each one is not enough.

Accountability

- Team – The whole team is accountable for each paper that is submitted. All team members need to provide information and input about the readings, organization visits and content of the paper. Do not assign this responsibility to one or two team members each week.

ASSIGNMENTS:

Team 1 - Vision, Mission, Goals, and Values

Responsibilities:

1. Articles
   - This team is to conduct research to find 3-5 articles on relevant vision, mission, goals and values, statements from similar organizations and provide them to the class.
2. **Vision, Mission and Goals**
   Team 1 provides leadership to help the class develop vision, mission and goals, and create a name for the organization. Gain consensus on each and develop written vision, mission, and goals statements. The vision should be short, meaningful, and memorable. The mission Statement should support the vision.

   You should develop first and second year (or start-up goals) and third through fifth year goals.

3. **Statement of Values**
   Develop the statement of values for the organization based on the organization’s vision and mission.

4. **Describe your approach and/or recommendations for:**
   - engaging organizational participants including managers, employees and/or team members and other stakeholders in developing the vision, mission and values,
   - inspiring organizational participants to adopt and support them, and aligning your culture with them

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**Team 2 - Leadership & Organizational Structure**

**Responsibilities:**

1. **Articles**
   This team is to conduct research to find 3-5 articles on relevant leadership philosophy/style from similar organizations and provide them to the class.

2. **Leadership Style**
   Identify and describe the type of leadership that is most appropriate for your organization - e.g. transformational, servant, shared/democratic, a combination of two or types. Explain why it is the best type of leadership for your organization. Also identify the type of senior leadership design that is most appropriate for your organization, (e.g., CEO, senior team, council of presidents, and so on); and decide whether you will have a Board of Directors, and if so, why.

3. **Organizational Structure & Decision Making**
   Design and describe the most appropriate structure for the whole organization. Develop an organization chart and explain how it will be organized and work to achieve the organization’s mission/or purpose using this structure. Include a description of:
   - # of employees and their functions
   - work/departmental/team groupings
   - reporting relationships
   - the organization’s model for decision making authority
   - communication flow and information sharing

   On the organization chart identify the titles or organizational designations of people in the organization; and describe their roles and responsibilities, required knowledge, skills and interpersonal capabilities. [Remember these factors should be described for leaders, team leaders/managers, and team members/employees]. Where and how do these roles and responsibilities fit into the organizational structure?

   Describe how this structure facilitates and enhances:
   - leadership of the organization;
   - leader-member relationships
   - movement toward the vision and support of the values
   - achievement of the mission and goals of the organization.

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**Team 3 - Organizational Culture, Personal/Professional Development and Social Responsibility**

**Responsibilities:**

1. **Articles**
This team is to conduct research to find 3-5 articles on relevant organizational culture, personal/professional development, organizational development, and leadership process from similar organizations and provide them to the class.

2. **Organizational Culture**
Using the previous agreed upon values, develop the organization's culture as it applies in the following areas:
- hiring and job training,
- professional development as defined below
- personal development as defined below
- internal communications
- inclusion
- customer relations,
- physical work space, if need be, develop a sample of the work space,
- rites and rituals,
- organizational symbols - this includes developing slogan and logo designs,
- any other areas that you deem critical

Identify the roles and responsibilities of the leadership and organizational members in the implementation and preservation of the culture you have developed above.

3. **Personal Development** is defined as the organization’s plans or programs for developing individual employee’s emotional, physical, and personal stability, self-esteem, and maturity.

4. **Professional Development** is defined as the organization’s plan program for developing new knowledge, skills, abilities, etc. for the individuals in the organization as well as its teams or work groups. This means you should describe any plans or programs you would propose for new and existing employees.

5. **Social responsibility**
Develop and describe the organization’s plan to contribute or provide service to society/community and environmental sustainability through the organization’s social responsibility mission. How will leaders and organizational members participate?
PUTTING THE NEW ORGANIZATION TOGETHER

- **Who is responsible for various sections of the paper?**
  - Each of the three teams is responsible for writing your section of the paper based on your project.
  - The editors are responsible for writing the introduction and final section (the leadership process), with the input of the class.

- **How will the class work together on the final paper and presentation?**
  You will work in two groups – your original group and one of the task groups below.

### TASK GROUPS

<table>
<thead>
<tr>
<th>Editors (3 people)</th>
<th>Presenters (3-4 people)</th>
<th>Presentation Materials (2-3 people)</th>
<th>*Guests Coordination (1 person)</th>
</tr>
</thead>
</table>

* After guest coordinator completes the task, he/she will move to another task group.

- **Task groups:** (Develop a **timeline** with completion dates for each task below)

- **Editing (3 people)** – There will be **one** final paper for the class (see Attachment 1)
  - This group:
    - Makes sure the paper has one voice and flows well throughout
    - Edits the paper for errors (typos, consistent tense, citation and bibliographic format, and so on)
    - Writes the introduction and conclusion to the paper.
    - Note: Each group should edit its section as thoroughly as possible prior to giving it to the editing team.

- **Presenters/Speakers (1 per group & someone to present the introduction and final section)**
  - A **speech fellow** will work with the presenters on form, presentation style, and rehearsals.
  - Speakers present the findings of the research study to the guests and class in a professional and engaging manner.
  - Duration = **40-45 minutes** for presentation and 30 minutes for questions for guests

- **Materials (2-3 people)**
  - This group prepares all the materials for the presentation including the PowerPoint, summary handouts for the guests, and any other materials

- **Guests (1 person)**
  - This person:
    - Compiles the list of invited guests (individuals at your host organizations in Part 1) plus anyone else that the class would like to invite (e.g., Chuck Metzgar, Kerstin Suderland, Tammy Tripp, Dean Peart, and so on).
    - Invites the guests and follows up to determine who will be coming.
    - Purchases and sets up refreshments (funds will be provided by the instructor).

- **DUE DATE** for oral presentation and final paper – **Tuesday, December 7 – 9:00 a.m.-12:00 p.m.**

### PLANNING THE FINAL PAPER:

- **Editing** - Review the **guidelines in Attachment 1** for editing the final paper. (They were developed by a student in a previous course).
- **Copies** - Make **one hard copy** of the final paper **and** send an **electronic copy** to the instruction. Make sure to provide a page for the instructor that indicates which group contributed to which part of the paper. Make summary handouts for the guests.

Activities should include:
1. Exchanging and discussing draft papers and identifying gaps in information;
2. Planning the oral presentation (Final exam day). Length of presentation should be approximately 45
minutes with an additional 30 minutes or so for questions from the guests.

- Plan the presentation around the attendance of two representatives from each of your host organizations:
  - Give the name of your organization and fully describe the purpose of the organization and the product or service that it provides.
  - Explain why this entity is a sound idea based on the class’ evaluations of potential categories of organizations, and the niche that it serves.
  - Show a mock-up or visual representation of the product or service, and logo
  - Identify the organization’s Vision, Mission, Goals and Values.
  - Describe the organization’s Leadership Style and Structure.
  - Explain the organization’s Culture, Personal/Professional Development policies and plans, and Social Responsibility.
  - Include your organizations’ leadership process.

- Decide who will speak/present each component of the presentation, plus develop any handouts, transparencies, charts, signs etc.

The Final Written Paper – All Teams

- There will be one final paper for the class which represents the aggregation of the final recommendations by each team in the second half of the semester.
  - Each team will deliver their final recommendations, after obtaining consensus from the class, and deliver them to the Editing Team.
  - From there the Editing Team will prepare the complete Final Paper for the class as a whole.

**Introduction to the final paper**

Write an introduction to the Final Class Paper – include an overview description on the new organization. Describe the purpose of the organization and the service or product that the organization provides. The introduction should describe the major concepts or ideas behind the creation of the organization. Provide a mock up or visual image of the product or service. Explain why this is a viable idea based on information discussed and debated when you chose your organization and what you see as major opportunities and possible threats. Explain why the potential opportunities outweigh the threats.

- A new, original, all-encompassing short section must be written and included in the Final Paper and Final Presentation. It is a capstone piece and should include the following:

  **The Leadership Process That Holds The Organization Together**

  Leadership of your organization needs to put in place the process which will enable all employees to be productive leaders in their own right and therefore create the environment for the organization to be successful. In summary form describe the key factors which must be put in place by the leadership to create such an environment and indicate why and how they will enable all employees to become actively engaged and productive members of the organization.

  The class as a whole should decide how this piece should be written. It should be no more than 1 page and be the concluding piece in the Final Paper and Final Presentation.

  - Information from the appropriate readings must be integrated and cited in each section of the paper on a common basis. The citations and bibliography should use APA format or a format from another appropriate style manual.

Final Oral Presentation

- Duration = 40-45 minutes for presentation and 30 minutes for questions for guests.
- Plan the presentation around the attendance of two representatives from each of your host organizations plus other quests:
  - Give the name of your organization and fully describe the purpose of the organization and the product or service that it provides.
  - Explain why this entity is a sound idea based on the class’ evaluations of potential categories of organizations, and the niche that it serves.
  - Show a mock-up or visual representation of the product or service, and logo
  - Identify the organization’s vision, mission, goals and values.
Describe the organization’s leadership style and structure.

- Explain the organization’s culture, personal/professional development policies and plans, and social responsibility.
- Include your organization’s leadership process.

- Decide who will speak/present each component of the presentation, plus develop any handouts, transparencies, charts, signs etc.

**EDITING THE CLASS PROJECT PAPER – OVERVIEW AND SCHEDULE**

This is intended to be a comprehensive list of requirements and needs for the editing committee; some parts may not apply to you. Still, it will probably be useful for you to read the entire page in order to get a sense of the big picture.

**General instructions for draft papers:**
- The phased editing approach we adopted means that it is imperative that a comprehensive committee draft be ready on (Insert dates). If necessary, appoint someone in your change committee to copy and paste the parts together before class.
- To ensure consistency, please use parenthetical documentation in (either APA or MLA) format. Include a works cited list at the end.
- For parts of your paper that are important to include but do not seem to “flow” well, please use a footnote (CTRL + ALT + F).
- Please quote source material.
- Avoid using the passive voice and weak phrases (“it is probable; there is; might; it is a possibility”).

**Editing Phases:**

**Phase I: Content Review (Insert dates)**
Groups of members of the editing committee will review the content of each change committee’s paper. Editors will not be members of the group in order to ensure an outside perspective. Clear discussion of concepts and explanations will be emphasized. Assignments: (Insert names of one person per group)

**Phase II: Flow (Insert dates)**
Three editing committee members will review all change committees’ drafts and combine them into a draft of the final paper. Emphasis will be placed on avoiding repetition, effective organization, synthesis of concepts, cohesiveness, and on sounding coherent. Assignments: (Insert names of 2-3 students)

**Phase III: Voice (Insert dates)**
Two committee members will read through the draft final paper, putting it in a consistent narrative voice. Editors will also make sure that phrases are consistent from section to section. Assignments: (Insert names of two students). Editing Committee members: There will be a separate meeting of the whole committee at a time to be determined before or during this phase.

**Phase IV: Grammar and Citation (Insert dates)**
Two committee members will review the draft final paper for the proper and consistent use of grammar and mechanical issues. Editors will also develop the alphabetized bibliography and ensure that all references in the paper are properly cited. Assignments: (Insert names of two students).

**Phase V: Wrap-up and Conclusion (Insert dates)**
All committee members will individually read the draft final paper with attention to clarity, consistent use of phrases, and coherent flow. Editors will pay particular attention to developing ideas for the conclusion (similarities in practical/theoretical issues, interrelatedness of change projects, and recommendations for the organization). This phase will be concluded with a meeting of the entire editing committee.

Following the last phase, a table of contents will be assembled and the paper bound for presentation.

Developed by David Roberts, Fall 2005