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CL 614 Leading Groups and Organizations

Russell W. West

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CL614/ML714
Leading Groups and Organizations
Professor: Russell W. West, Ph.D.
Tuesday 2:30-5:15 (BC157/FC208)

Course Description. Transforming simple or complex groups (such as organizations) requires exceptional insight and skill. This course will examine the social psychological aspects of leadership from both the classic literature and from Christian parallels. Organic systems and the impact of belief structures on leadership and organizational behavior will frame the discussion.

Office Hours, Location and Contact. Wednesdays 9:30-12:30. McPheeters Center, Level 3, Room 307. To keep appointments to a minimum, the professor usually remains after class for up to one hour. Email for appointment. Note: Professor uses russell_west@asburyseminary.edu for course-related correspondence.

Professor's Introduction of the Course. This course is designed to be conducted in a non-conventional way. Rather than lecture about organizational behavior, the course design makes use of simulated and real leadership-needy episodes to evoke managerial action and reaction. Participants learn from their own organizational behavior through a real-time simulation called "The Doulos Group." Each week, as peers take turns providing managerial leadership for this service agency, we will collectively apply learning from reading, lectures and personal experience to make sense of the theory behind situational developments, opportunities, set-backs and surprises. The Doulos Group simulation challenges participants to "leave a legacy" by providing excellent service to local clients while also developing an excellent organizational culture. Grading for the experience is both individually-based and group-based. Note: The course is a "Distributed Learning Course," experienced in Orlando and Wilmore as a simulcast, and supported by the the Virtual Campus' Online Course Center (Moodle). The professor will travel between sites throughout the semester.

Course Objectives/Module. At successful completion, students will be able to:

1. Demonstrate the ability to use organizational leadership learning by conducting organizational design, diagnostics and interventions.
2. Integrate organizational leadership concepts with one's ministry philosophy/practice.
3. Translate critical awareness of leadership reflexes to organizational performance.
4. Reflect increasing team intelligence by cooperating with group members to achieve a significant organization-based service learning project.

Learning Activities and Assignments

- **Peer-Reviewed Leadership Reflex Exercises (Formative Evaluations).** Over the term, participants are tasked with approximately 20 peer-reviewed leadership reflex exercises. These evaluation-intensive exercises are designed to allow peers to demonstrate and enhance leadership reflex capacities at the workteam level. The exercises are considered "formative evaluations" because they are designed to be developmental, to move one *toward* summative or mastery learning. Examples of leadership reflex exercises might include: (1) timed task completion projects, (2) in-service instructional presentations, (3) group-based learning reports and (4) team-based pop quizzes on reading or lecture materials. Unlike most courses, where evaluation occurs between professor and participants, these exercises simulate real life situations where peers are affected positively and negatively by one's performance. In this case, peers have an opportunity to constructively participate in the refinement of leadership reflexes *while* determining the the final "participation" grade. Note: Text interaction is built into the team-level dimension of the course.
Due: As Assigned, Approximate 3% Each Exercise. Total Value: 60%.

- **Organizational Learning Paper (Summative Evaluation).** Reflecting on the Doulos Group simulation, participants will write a scholarly organizational learning paper. The paper allows participants to demonstrate how leadership insights are being integrated from texts, course lectures, simulation and service learning. Using the four-part pattern offered (below) emphasize how these lessons have impacted your own ministry leadership values, philosophy and practices. Papers with the best grades *will make obvious to the professor* how you have adopted, adapted and integrated course materials – texts, axioms, lectures and conversations – into your emerging leadership ethic. The better papers will creatively integrate insights supported by *copious* citations from texts, lectures and axioms. The professor must be CONVINCED all course reading has been seriously engaged from your paper. **18-20 Pages double-space. Due: May 6. Value: 40%.**

Note: After an initial introduction of your own approach to the paper, the paper should be organized under four section headings.

- *Organizational-Level Leadership Reflex Learning.* You will demonstrate growing mastery of course materials – assigned texts and course lecture – through scholarly analysis of organizational processes, episodes and outcomes. Using the vocabulary from the course materials, these observations and analysis should focus on developments that transcend team and personal level leadership reflex learning. Your objective is to reflect with the “bird’s eye view,” the systems developments, life-cycle trends or structural decisions that affected the outworking of the organizational process at the macro level. Finish section by discussing 3-5 axioms particularly relevant to the macro view.
- *Team-Level Leadership Reflex Learning.* You will demonstrate integration of team-level insights from texts, lectures and experience through reflection on your multiple experiences as a team leader and team member. Understand: the professor relies upon this section to get a “worm’s eye view” of what *actually* occurred in your group, from your perspective. Using concrete episodes and vocabulary gained from the course, discuss insight gained from the team-level engagement. Finish section by discussing 3-5 axioms particularly relevant to the macro view.
- *Personal-Level Leadership Reflex Learning.* Your leadership reflexes are the focus of this section. Reflect, using the vocabulary of the course readings and lectures, on insights gained about your executive, team and personal leadership reflexes. Finish section by discussing 3-5 axioms particularly relevant to the macro view.
- *Future Direction for Your Leadership Reflex Learning.* Conclude the paper with a discussion of future directions for values, themes and ethics derived from the course.

DOCTORALS ONLY ~ ML714 Participants

- (1) **Participate, In All the Above.** Unless otherwise assigned by the professor, doctorals are expected to participate in all of the learning activities described above. In order to balance workload and grading point distribution, doctorals will necessarily have a different order in the “**Formative Evaluations**” that make up 60% of the grade.
- (2) **Lead Instructional Processes.** In keeping with the expectation that doctorals gain teaching opportunities, doctoral participants are tasked with small group instruction and evaluation processes, with the professor’s supervision. Depending on the number of doctoral participants, classroom management, in-simulation performance reviews and textbook review discussions and evaluations may be coordinated by doctorals. **Due: As Assigned.**

(3) Compose a Review Essay ~ Additional Required Texts. Doctorals will write a review essay to discuss additional reading materials. Review essays provide opportunity to demonstrate in writing and class participation a growing ability to lead academic processes through scholarly conversation, critical analysis, cultural contextual integration and bibliographic control (beyond that of assigned texts). **Due: May 6.**

(4) Submit Qualifying Exam Questions. In order to help those who will use this class for future qualifying examinations, doctoral participants will submit two exam questions reflecting on what you deem to be substantive issues of the course. This is a non-graded assignment. **1-Page:** Two Paragraphs, double-space, with 3-5 citations from relevant texts. **Due: May 6.**

Assignment Checklist	Value	Description	Due
<input type="checkbox"/> Peer-Reviewed Leadership Reflex Exercises (Grads)	60%	Approximately 20 Exercises, Submit Final Task Log	As Assigned, Final: Apr 29
<input type="checkbox"/> Doctoral Assignments (Docs)	60%	Participation, Instructional Process, Review Essay, Qualls	As Assigned, Final: Apr 29
<input type="checkbox"/> Organizational Learning Paper (All)	40%	18-20 Page Paper, Double-Space, Exhibits	May 6

Required Texts for Course (See “Read By” Dates Below)

Module 1 ~ Forming Read By: Feb 26	Module 2~ Storming Read By: Mar 18	Module 3 ~ Norming Read By: Apr 15	Module 4 ~ Performing Read By: Apr 29
Doulos In-Service Reading* • <i>Management Skills</i> : Pt 1 & 6	Doulos In-Service Reading • <i>Management Skills</i> : Part 2	Doulos In-Service Reading • <i>Management Skills</i> : Pt 3 & 4	Doulos In-Service Reading • <i>Management Skills</i> : Part 5
• <i>Book: Building the Bridge as You Walk on It</i> • <i>Article: “Visionary Organizations” (Colins)</i>	• <i>Why Non-Profits Fail.</i> • <i>MasterPlanning</i> • <i>Article: “Journey to Soul of Organization” (Potter)</i>	• <i>How Changing the Way We Talk Can Change...Work</i> • <i>Article: “Total System Power” (Oshry)</i>	• <i>Discussing the Undiscussable</i> • <i>Article: “Exploring the Empty Spaces of Organizing” (Hatch)</i>

*Doulos In-Service Reading will be explained during the course introduction.

Required Texts

- R. Quinn. *Building the Bridge as You Walk on It*. San Fransisco: Jossey-Bass.
- S. Brock. *Why Non-Profits Fail*. San Fransisco: Jossey-Bass.
- B. Beihl. *MasterPlanning*. Aylen Publishing.
- R. Kegan and L. Laskow-Lahey. *How Changing the Way We Talk Can Change...Work*
- W. Noonan. *Discussing the Undiscussable*. San Fransisco: Jossey-Bass.
- Editors, *Management Skills: A Jossey-Bass Reader: Jossey-Bass Reader*. San Fransisco: Jossey-Bass.

Article: J. Collins. “Visionary Organizations” (Hand Out in Class)

Article: D. Potter. “Journey to Soul of Organization” (Supplied in Online Course Center)

Article: B. Oshry. “Total System Power” (Supplied in Online Course Center)

Article: M. J. Hatch “Exploring the Empty Spaces of Organizing: How Improvisational Jazz Helps Redescribe Organizational Structure.” (Supplied in Online Course Center)

Required Texts ~ Doctorals Only

- W. R. Scott. *Organizations: Rational, Natural, Open and Closed*. New Jersey: Prentice Hall.
- W. Berquist. *The Post Modern Organization*. San Fransisco: Jossey-Bass.

Article: B. Oshry. “There is No New Scientific Paradigm...Yet.” (Supplied in Online Course Center)

Article: R. West. “Transforming Intersections: Religious Based Organization (Supplied in Online Course Center)

Housekeeping Issues

- **Grading. (1) Formative and Summative Evaluations.** This course uses the Asbury grading scale as stated in the catalog. As a matter of grading philosophy, it is possible to receive FULL CREDIT (F/C) if you have complied with all instructions, demonstrated superior mastery and integration of course material and submitted it in scholarly and interesting ways. Under this philosophy, “A” quality grades are possible for an entire class; however, at Asbury a “B” quality grades are considered very good work. Most all submitted work is treated as “formative evaluation” material, therefore I may invite resubmissions (with instructions). I will take grading opportunities to reflect on who you are becoming personally, vocationally, professionally; I will offer comments on your performance to that end. I invite you join me by making use of the evaluation process to more deeply integrate your character, competence, confidence and credibility development processes (1 Tim. 2:15).
- **Note on Paper Submissions ~ Self-Addressed SPO Envelopes.** Since seminary policy does not allow graded material to be dropped in SPO without privacy protection, all work must be submitted in a SPO self-addressed envelope large enough to contain the document without requiring folding. The professor may not return work which is not submitted in an envelope.
- **Style Stuff.** All work must be typed, 12 pt Times or Arial Font, Black Ink, Double-Spaced on White 8.5/11 Paper following the style manuals recommended by the seminary program to which you are apart (except in cases of submission for a publisher. In such cases, you must declare which style manual you are following).
- **Note on Proofreading.** At the graduate and doctoral levels, it should go without saying all work should be proofread before submission, and be presented to represent one’s own work with due attribution to all others’ used in its development. The professor reserves the right to return all papers with glaring proofing and presentation errors as unread, unmarked and graded accordingly. In some cases a resubmission option may be offered.
- **Note on Extensions, Tardiness and Absences.** Occasionally, our academic priorities have to be sacrificed to our personal priorities, e.g. personal, family, financial, physical responsibilities and abilities. While the professor is disposed toward a gracious understanding of these challenges, participants must demonstrate diligence EARLY in the semester for end-semester assignments. Notifying the professor’s of your need to be absent or late does not change responsibilities or penalties that fairness to all other participants who have met deadlines demands. Best policy: Do work early and often. NOTE: Notifying the professor of absences, late submissions or incompletes are important academic courtesies, but these notices do not remove the ½ or 1 letter grade penalties associated with failure to complete work according to the schedule. Please consider accepting lower grades before requesting extensions, or planning tardinesses or absences.