# CA392 Organizational Leadership

**Instructor:** Michael S. Jeffress
**Section:** DL **Session:** S2A **Year:** 2023

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## Mission Statement

Park University transforms lives through accessible, student-centered, quality higher education.

## Vision Statement

Park University will meet learners' needs for a lifetime.

## Course Title

CA392 Organizational Leadership

## Bookstore

Textbooks can be purchased through the official bookstore for accelerated classes, MBS bookstore

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|---|---|
| **Semester** | S2A 2023 DL |
| **Semester Dates** | Mar 13, 2023 to May 07, 2023 |
| **Drop Date** | Mar 20, 2023 |
| **Withdrawal Date** *see catalog for current policy* | May 07, 2023 |
| **Class Time** | 0 to 0 |
| **Credit Hours** | 3 |

## Course Description

A course that explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It will emphasize the role of the leader in problem solving and decision-making.Prerequisites: CA235, CA233

| **Faculty Name** | Michael S. Jeffress |
| --- | --- |
| **Email** | Michael.Jeffress@park.edu |
| **Faculty Title** | Adjunct Online Instructor |

## Earned Degrees/Certification

Ph.D., Communication Studies; Regent University

M.Div., B.M.A. Theological Seminary

M.A., Harding School of Theology

B.A., B.Min.; Harding University

## Office Information

Feel free to contact me to set up a virtual office appointment via Zoom or WhatsApp at a convenient time.

I will work with your schedule, but my designated time for virtual office hours for this course is 6:00 p.m. to 8:00 p.m. AST on Mondays.

## Additional Contact Information

WhatsApp:1-869-669-3488

## Course Modality

This is an **online course**, which means that the course does not have any required, face-to-face meeting times each week. All course activities and interactions occur via the Canvas Learning Management System; students manage their own schedules to meet weekly deadlines. For more information about course types, click here.

## Educational Philosophy

The instructor's teaching philosophy centers on five components: preparation, accountability, diversity, synergy, and critical thinking.  To get the most out of this course both instructor and students must be prepared each week to engage the subject matter and hold each other accountable.  The instructor provides assignments with deadlines, and the students provide feedback and also evaluate the instructor at the end of the course.  Developing and understanding a respect for diversity is essential to life in the 21st Century, and the topic of this course is a prime example of an area where this is critical.  Synergy

will enhance the learning experience and will be promoted through the weekly threaded discussions.  All of this will work toward achieving the goal of becoming better informed, critical thinkers, who are ready to live just and productive lives.

## Textbooks

Hackman, M. Z. & Johnson, C. E. (2018). *Leadership: A communication perspective* (7th ed). Waveland Press.

Fairhurst, G. T., & Sarr, R. Z. (1996). *The art of framing: Managing the language of leadership.* Jossey-Bass.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed). American Psychological Association

## Additional Resources

Computer & Internet Requirement:  By virtue of the fact that you have signed up for this online course, it is assumed that you have access to a reliable computer with Internet access. It is imperative that this be so and that your device and connection are sufficient to view and hear multimedia files, such as videos and PowerPoint presentations.

Please be advised that a broken or ill-functioning computer or device, or the inability to retrieve, produce, or submit your assignments from your device will not be accepted as a valid excuse for missing an assignment deadline. Students are advised to back up all electronic files to a cloud drive and to an external data storage device, e.g., a flash drive. This way, if your device malfunctions or you experience a problem with your Internet connection, then you have the option of using another device to retrieve and submit your documents.

## Additional Resources Online

Online Classroom Technical Support- For technical assistance with the Online classroom, refer to the Canvas Guides found here. OR click on the help link on the Canvas login page or in the classroom. You call the Canvas helpdesk at 844-470-5727. To see the browser requirements for Online courses, click here.

FAQ's for Online Students - You can find most answers to your questions here. If you cannot remember your Park University ID number or have forgotten your password, please visit https://accounts.park.edu. If you continue to have problems, please call Enrollment Services at 1-877-505-1059 or the IT Help Desk at 1-800-927-3024.

# Library Resources

### McAfee Memorial Library Mission

The McAfee Memorial Library provides access to quality information resources that enables a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

### Collections

- Pirate Search - Search many of Park's library databases, ebooks, and print book holdings from one search box!
- Our collections include more than a quarter million books, ebooks, videos and periodical and research databases. Online resources are available 24/7 to any Park student or employee.
- Additional materials can be obtained via interlibrary loan and/or reciprocal borrowing agreements with local and regional libraries.

### Research Assistance

- Librarians are available to help with research and the use of electronic resources on-site or via telephone, email or online chat.
- Research guides can also be found on the library's website and by clicking the "Library Resources" menu link in all Park University online courses.

Contact Information
Norrington Learning Commons
8700 N.W. River Park Drive
Box 61
Parkville, MO 64152
Phone: (816) 584-6285 (800) 270-4347
library@park.edu
www.park.edu/library

# Core Learning Outcomes

1. Develop a theory-based personal definition of leadership and critically evaluate your own leadership ability.

2. Give an historical overview of leadership perspectives from the 1940's to the present.

3. Explain the similarities between leading in groups and teams, leading in organizations, and public leadership.

4.  Evaluate the importance of ethics and diversity on leadership.

5.  Summarize key elements creating organizational culture.

6.  Formulate strategies for leading people of other cultures, backgrounds,and countries.

7.  Evaluate how effective framing can affect leadership.

# Core Assessment

Intercultural leadership presentation

# Schedule

Unit One

READ— Hackman and Johnson chaps. 1 and 12 & LECTURE(S)

DISCUSSION – Video Evaluation

ASSIGNMENT – Defining Leadership Paper

GROUP DISCUSSION

Unit Two

READ—Hackman and Johnson chaps. 2-4 & LECTURE(S)

DISCUSSION – Leadership in the Movies

ASSIGNMENT – Leadership Evaluation Paper

GROUP DISCUSSION

Unit Three

READ—Fairhurst & Sarr, chaps. 1-5 & LECTURE(S)

DISCUSSION – Vision and Metaphor

ASSIGNMENT – Personal Leadership Paper - Proposal

GROUP DISCUSSION

Unit Four

READ— Fairhurst & Sarr, chaps. 6- epilog & LECTURE(S)

DISCUSSION – Framing and Priming

ASSIGNMENT – Personal Leadership Paper – Literature Review

GROUP DISCUSSION

Unit Five

READ— Hackman and Johnson chaps. 7-9, 13 & LECTURE(S)

DISCUSSION – Crisis and Culture

ASSIGNMENT – Personal Leadership Paper – Personal Philosophy

GROUP DISCUSSION

Unit Six

READ - Hackman and Johnson chaps. 5-6 & LECTURE(S)

DISCUSSION – Framing and Mixed Messages

ASSIGNMENT – Personal Leadership Paper – Application

GROUP DISCUSSION

Unit Seven

READ—Hackman and Johnson chaps. 10-11 & LECTURE(S)

DISCUSSION – Ethics and Diversity

ASSIGNMENT – Personal Leadership Paper – Draft

GROUP DISCUSSION

GROUP PROJECT – International Leadership Presentation & Handout

Unit Eight

READ—APA manual & LECTURE(S)

DISCUSSION – Project Review and Lessons Learned

ASSIGNMENT – Personal Leadership Paper – Final


**Always refer to the Canvas online classroom for the most up-to-date course schedule, which is subject to change. Contact the instructor with questions.

# Assignments

**See Course Schedule

# University Grading Policy

The University's grading policy can be found in the catalog. The University follows a traditional letter grade system. Students who initiate a withdrawal after the Enrollment Adjustment Period will show a "W" on their transcripts; a "W" does not affect grade point average. Students who do not formally withdraw from their courses are expected to attend and participate in all classes, laboratories, and field work for which they are enrolled, and complete all work assigned by the instructor. Students or instructors can initiate a "WF", which carries the same grade points as a "F." A "WF" is issued when the student does not officially withdraw from a course but fails to participate in course activities sufficient for the instructor to make a grade assessment. In addition to affecting grade point average, a "WF" can affect international student status.

# Grading Plan

Grading Information

- Weekly Discussions – 80 (20%)
- Weekly Assignments – 70 (17.5%)
- Personal Leadership Paper – 100 (25%)
- International Leadership Project – Discussion – 50 (12.5%)
- International Leadership Project – Presentation & Handout – 100 (25%)

Total Points: 400 (100%)

Grading Scale

A = 360-400 points = 90-100%
B = 320-359 points = 80-89%
C = 280-319 points = 70-79%
D = 240-279 points = 60-69%
F = 0-240 points = 0-59%

# Course Topic/Dates/Assignments

**See Course Schedule

# Late Submission of Course Material

It is not conducive to good health or success in this course to put off readings and assignments until the last minute. Remember the wise proverb: "By the inch, it's a cinch; but by the yard it's hard."

I will not accept for credit any assignment that is turned in late without prior approval. Online quizzes cannot be made up. Any assignment that is turned in past its due date will receive a zero in the grade book. Extensions on assignments may be granted only for extreme and verifiable reasons (e.g., serious personal illness lasting three consecutive days, death in immediate family, some military deployments). If a student requests an extension for an assignment, and the request is approved for reasons other than "extreme and verifiable reasons," then the assignment will be penalized by 10% off the final grade for each day that it is late; however, no pre-approved late work will be accepted for credit more than 7 days past its original due date.

# Classroom rules of conduct

Discussion Forum Netiquette

Having both taken many online courses as a student and taught even more, I have put together the following guidelines to make our discussion forum experience a more rewarding experience.

1. Be on time. Each week, students will be required to post an initial response by midnight on Wednesday. By midnight on Sunday, students are required to comment on the posts of four classmates and to the instructor.
2. Be respectful. Our class is to be an open and safe place for everyone to share ideas, raise questions, and engage in critical thinking. We will be rich in diversity. We will be from different backgrounds with varied social, political, religious, and philosophical views. We will have different types and levels of education and experience. There will be zero tolerance for any disrespectful behavior, rude comments, or cyber bullying of any kind. You are free to disagree and engage in scholarly debate, but keep the focus of the debate centered on propositions and not the people who make them. Those who violate this guideline will be warned and subsequent violations may result in expulsion from the course.
3. Use correct grammar and style. This is a college class, and a certain level of formality and proper netiquette is expected. Complete sentences that are free of typos and include correct spelling, grammar, and punctuation are expected in all course work. I recommend that you type your posts in a word processor, run Spelling & Grammar Check, and then copy and paste them into the discussion forum. This may help you not only on your grade by reducing grammatical mistakes and typos, but it may also save you the time and headache of losing text from accidentally closing a window, hitting the wrong button, or the loss of Internet connection.
4. Be concise. Unless otherwise indicated, all initial posts should be limited to 300-500 words (2-3 fully developed paragraphs) and comments made to peers should be 100-150 words. This might be a challenge, but learning to provide concise comments and feedback is important.
5. Be specific. Each initial post must include at least one direct reference to a primary source and

include a parenthetical citation for the source and page number(s).  The textbooks and assigned resources should be your primary source, but if you reference another source, then it must be a credible academic source for which you provide the link and bibliographic information for that source. Plagiarism, i.e., cutting and pasting from the internet without citing the source(s) will not be tolerated.

6. Give proper identification.   Please sign your name to all of your posts. When you are responding to the post of another, then begin with a greeting to that person. The threaded discussions can become a tangled web without following this guideline.  Also, when I grade your comments, I pull them out of context, and it is helpful for me to know to whom you were replying in case I need to go back to the original context.

7. Keep focused. The discussion forum is for discussions about the content of the course. Please do not clutter it with personal notes or discussions unrelated to the posted topic. You can always extend conversations by contacting others by e-mail or chat.

8. Sleep on it. You do not have to reply to every post or comment, and you never have to reply or post immediately. Let your posts reflect thoughtfulness and introspection.

9. Avoid ALL CAPS, the overuse of exclamation points (!), italics, and bold type. Computer mediated communication is devoid of presence and nonverbal cues, and, therefore, more susceptible to miscommunication.

10. Acronyms and Emoticons. Do not overuse emoticon symbols and texting acronyms (e.g., JK, TTYL, LOL). We are not instant-messaging each other on a social media site; we are interacting in a virtual academic classroom, and a certain level of formality is expected.

# Literacies

The Literacies represent university-level competencies that all students should be capable of demonstrating before receiving an undergraduate degree from Park University. The Park Literacies include analytical and critical thinking, community and civic responsibility, scientific inquiry, ethics and values, literary and artistic expression, and interdisciplinary and integrative thinking. The Literacies are reflected within Park University's mission. The disciplinary and professional outcomes within Park's courses and undergraduate degrees, combined with a variety of co-curricular learning experiences, support students' acquisition of the Literacies and their fulfillment of the University mission. For more information and a complete list of the literacies, go to http://www.park.edu/about-park/university-literacies.html.

# Academic Honesty

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections of this policy relating to standards of conduct and academic life. Park University students and faculty

members are encouraged to take advantage of the University resources available for learning about academic honesty at http://www.park.edu/current-students.

# Academic Honesty Instructor Added

WARNING: I have zero tolerance for cheating. Unfortunately, many students have failed my courses through the years because they have copied the work of former students and/or copied and pasted from the Internet or other sources without properly citing their sources. Do not cheat yourself and suffer the consequences. Be honest and do your own work!

# Plagiarism

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or paraphrasing another's work without acknowledging and documenting the source.

# Plagiarism Instructor Added

PLEASE NOTE: All assignments are expected to be the result of your own thinking, preparation, and work.  Any and all work submitted to this course is subject to being screened for plagiarism using various online tools. Academic dishonesty will be dealt with severely and without exception.  Any suspected case of cheating, plagiarism, purchased papers, borrowed papers, work copied from the Internet, as well as any other act that is deemed dishonest will result in the student receiving a zero ("F") on the assignment in question.  In addition, an Academic Dishonesty Incident Report will be submitted to the appropriate Department Chair, Campus Center Academic Director, or Academic Dean for further appropriate disciplinary action.  Any repeat offenses will result in automatic expulsion from the course with a failing grade (WF).
If you have any doubts about what plagiarism is or would like more information about plagiarism and tips on how to avoid it, then please visit:  http://www.plagiarism.org.

# Attendance Policy Instructor Added

Although this is an online course, "attendance" still matters.  The online system keeps track of when and how often students log onto the course, what pages they view, what files they download, links they access, etc.  You will not do well in this course if you do not spend adequate time reading the textbook, being logged onto the course reading class notes, viewing PowerPoints, accessing links to other Internet resources referenced in the course materials, taking quizzes, participating in the discussion forums, and working on assignments.  Keep in mind that this course is for three credit hours.  That means you would

be in a classroom for three hours per week if this class were not online.  The rule of thumb is to spend three hours outside of class to study and do homework for each credit hour.  Therefore, you should plan to give this course about 12 hours of your time each week.  You must be disciplined to put in the time and keep up with course announcements, assignments, and deadlines.  I recommend that you check your student e-mail every day and log on to the course at least every two days to ensure that you stay on top of things.

# Disability Guidelines

Park University is committed to meeting the needs of all students who meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law regarding students with disabilities.. In addition to academic accommodations, we will also provide accommodations for campus activities. Please contact Park Disability Services if you need academic accommodations or accommodations for campus activities such as graduation at 816-584-6313 or email Disabilityservices@park.edu.

# Educational Rights and Privacy

Park University informs students of the Family Education Rights and Privacy Act of 1974 (FERPA). This act, with which the institution intends to fully comply, was designed to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Education Rights and Privacy Act Officer concerning alleged failures by the institution to comply with the Act.

FERPA permits the University to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the University may release all directory information to members of the University family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the University, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student's career interests or when the University believes the release would serve to advance the interests and image of the University.

# Additional Information

Announcements.  Check the course announcements (located on the course home page) every time you log on to the course. You are responsible for any and all instructions, clarifications, and assignment changes provided through the course announcements. I will provide several announcements, especially

in the first couple of weeks to provide assignment clarifications and guidelines that supplement the syllabus.

Encouragement:  I genuinely want you to benefit from this course.  Yes, even though it may be academically demanding, I would like you to be able to say at the end that you enjoyed the course. Please do not allow yourself to become overwhelmed.  I am here to help.  You can contact me anytime using the e-mail link on the course homepage.  I usually respond within 24 hours, except on some weekends, but you can definitely expect a reply from me within two business days. You are also welcome to request a phone call or video chat by e-mail and I will schedule a time to where we can talk either via Zoom, Skype, or WhatsApp.

# Biography

For information about your instructor, you are invited to visit: http://www.michaeljeffress.com

# Copyright

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