

Syllabus

Educational Leadership 730

June Semester 2017

Instructor: Joseph P. Cangemi, Ed.D.

Emeritus Professor of Psychology

Scholar-In-Residence

Editor, *International Journal of Leadership and Change*

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Classroom: GRH 3005

Required Texts *

- Bennis, W., & Nanus, B. *Leaders: Strategies For Taking Charge*. New York, NY: Harper Business.
- Bradberry, T., & Greaves, J. *Emotional Intelligence 2.0*. San Diego, CA: Talent Smart.
- Cangemi, J., Kowalski, C., Miller, R., & Hollopeter, T. *Developing Trust In Organizations*. New York, NY: McGraw-Hill. **

Rationale for EDLD 730

This course will focus on leading/leadership in organizations and improving organizational functions through effective leadership. Also, we will be examining the underlying research and practices of failing and successful leadership behavior. Another focus will be on the *development* of effective leaders and how they create conditions that enable organization members to achieve high performance and superior results. Participants also should come away with a clearer understanding of how to overcome barriers to strategic change. Course content is built around current thinking and best practices of organizational leadership as recommended by leading researchers and practitioners in the field. Self-assessment and organization assessment and development are important components of this course.

Course Description

The purpose of this course is to *engage* participants in the doctoral program in a theoretical and pragmatic way in the areas of leadership and organizational behavior. The word *engage* is used because many, if not all, of the course participants currently occupy positions of substantial leadership responsibility in the organizations which they represent. The instructor intends to capitalize on this experience.

There will be nine sources of information and ideas flowing into the learning and understanding outcomes of this course. They are:

1. The Semester Assignment: The Required Research And Final Paper (to be explained)
2. Individual Class Contributions
3. Team Contributions
4. Guest Lecturers
5. Videos/CD's
6. Field Experience (if available)
7. Instruments for Enhancing Leadership Self-Awareness, Self-Knowledge, and Organization Analysis
8. Your Instructor

* Journal articles, pertinent to the course, will be emailed to class participants during the semester.

**Dr. Cangemi, nor any of the other co-editors of *Developing Trust In Organizations*, receives remuneration from the sale of this book.

CLASS MEETINGS

Organizational Behavior/ June 3rd – Part I

- Knowledge, Wisdom, Judgment
- Four Axioms of Human Behavior
- Value of Self-Awareness and Self-Analyses in Leadership: *EQ/EI*
- Leadership and Emotional Intelligence
- The Psychological Contract
- Do Leaders Cause Unions? The Psychology of Unionization and Union Free Organizations -- Do Organizations Need Unions?
- Healthy vs. Unhealthy Organizations/Healthy vs. Unhealthy Leadership Behavior
- Guest lecturer (if available)

References

Bennis, W., & Nanus, B. *Leaders: Strategies For Taking Charge*, pp 1-50; 80-99.
Cangemi et al. *Developing Trust in Organizations*, pp 1-12, 51-62, 81-84, 127-136.
Bradberry, T., & Greaves, J. *Emotional Intelligence 2.0*, pp. XV to 50.

Additional references (that can be helpful but not required)

Maslow, A. *Maslow On Management*, pp 20-42, 43-44, 45-47, 55-66, 236-243, 244-246.
Schein, E. *Organizational Psychology*, pp 1-36.

Leading The Organization/ June 10th – Part II

- Leadership Through People Skills: *EI* and Dimensional Strategies - Maslow's Hierarchy of Needs and Leadership
- Group Exercise (*Less Is More*)
- Are Leaders Born or Made: Yes/No. Defend
- Leaders and Managers: Same? Different?
- What Do Employees Really Want at Work?
- Leadership and the Need For Self-Awareness and Self-Knowledge continued:
-The Johari Window/Maslow's Competence Model
- Theory X vs. Theory Y Behavior/ Theory Z
- Guest Lecturer (if available)

References

Cangemi et al. *Developing Trust in Organizations*, pp. 13-22, 113-126. Bennis, W., & Nanus, B. *Leaders: Strategies For Taking Charge*, pp. 50-79.
Bradberry, T., & Greaves, J. *Emotional Intelligence 2.0*, pp. 51-96.

Leading The Organization/ June 17th – Part III

- The Human Side of Leadership: A Model
- Power vs. Authority
- Situational Leadership (Napoleon's Gifted Generals)
- Encouraging vs. Discouraging Leadership
- Ten Fatal Flaws of Leaders
- Video
- Understanding Cultures and Leadership: Monochronic vs. Polychronic Behavior; *Cultural Intelligence/CI*
- Guest Lecturer

References

Cangemi et al. *Developing Trust in Organizations*, pp. 93-96, 101-112, 145-158, 159-166, 220-228.

Bennis, W., & Nanus, B. *Leaders: Strategies For Taking Charge*, pp. 102-171.

Bradberry, T., & Greaves, J. *Emotional Intelligence 2.0*, pp. 97-256.

Leading The Organization/ June 24th – Part IV

- Leadership and Stress
 - Local Field Trip (if possible)
 - Conditions Creating Stress/Predicting Stress / Type A Behavior
 - Effects of Stress on Leadership: Health-Physical and Mental, and Productivity
 - Video
- Leadership and Change
 - Group Exercise: *How Much Do You Know About Change?*
 - Leadership Behavior During Periods of Change: Three Levels of Organizational Change and Challenge
 - Dealing With Resistance to Change
 - Guest Lecturer

References

Cangemi et al. *Developing Trust in Organizations*, pp. 39-44, 63-70, 97-100, 177-188, 203-214.

Bennis, W., & Nanus, B. *Leaders: Strategies For Taking Charge*, pp. 171-220.

Course Assignment

Each participant will be required to turn in 2 papers at the end of the course. The papers are to be developed by each participant asking a question to which he/she would have an interest in knowing the answer. Next, *the student then should answer his/her own questions* - all two of them. An example might be “Are leaders born or made?” The student should now find appropriate professional sources and answer the question. *An additional page explaining how the student will use this information in his/her role as a leader is expected.* **Seven to eight** pages type written (minimum), double spaced, with references on an additional page likewise is expected. This professor is flexible and willing to work with students to assist them in any reasonable way. *APA Sixth* publication style is required. Here is an option for your consideration: you can create **one** paper of **14-15 pages** if you so choose as your assignment requirement for the course in place of the two papers mentioned above. Your choice!

This assignment has as its objective: Encouraging students to work *for themselves* by researching questions important to them *rather* than answering questions important to the instructor. Past graduate students taking a class from this instructor have stated this approach to self-directed learning helped them to learn and retain much more than they had expected. It has been rare to receive negative comments relative to this assignment in the experience of this instructor.

All papers are to be turned in, in their entirety, **at the last class of the semester**, not as individually completed during the course.

Class Attendance:

Since this class meets only four (4) times in the June semester, the instructor feels missing a class is poor judgment. Emergencies, of course, are a different matter.

ABOUT THE INSTRUCTOR

Dr. Cangemi has been a member of the Psychology Department since 1968. Fluent in Spanish, he has been a consultant/advisor to scores of organizations in the United States and many other countries. He is the author/editor of numerous books, articles and papers published in a variety of journals and periodicals in the United States and abroad. He has served as editor of *Organization Development Journal* and *Journal of Human Behavior and Learning*. He is the holder of two honorary doctorates, including one recommended by the Russian Academy of Sciences. He was Western's nominee (one of two) in 1999 and 2000 for the Carnegie Foundation *Professor of the Year* National Award. He recently served as National Chairman, Board of Visitors, School of Education, Syracuse University.

Some Important Information From the Office of Doctoral Studies

Plagiarism

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Doctoral Studies for possible disciplinary action which may result in permanent disqualification from the program.

Technology Requirements

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly check their WKU email.

Statement Of Diversity

The Office of Doctoral Studies believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with his/her rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students With Disabilities

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 101, Garrett Conference Center. The OFSDS telephone number is 270.745.5004 V/TDD. Please DO NOT request accommodations directly from the

professor without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur *after the beginning of the semester*, however, unless proper, timely, and prior notice is given to the students.