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Matthew Repella

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Leadership Curricula and the Changing Organization

By

Matthew Repella

Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, Virginia

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Introduction

This project involves many issues regarding organizational leadership. It seems in the past, all people thought of was management. True, those were different times, when manufacturing was the primary means of employment and factory workers were everywhere. As businesses have progressed through the industrial revolution and the service industry has become more prevalent, the workforce has changed with the times. This requires new thoughts on organizational leadership. It cannot be said that leadership does not change as the situation and/or the followers change. Likewise, as we progress into future, un-chartered territory, leadership will be affected. This paper seeks to determine where organizational leadership was in the early 1980's, where it is at present, and where it is going.

It's clear that the changing business environment with threats to the environment, increased diversity, globalization, and rapid technological growth, puts organizations in an unfamiliar place. As early as the 1980s, Peter Drucker was foreseeing these changes and discussing how managers would handle it. As these changes have been getting clearer and clearer, it is leadership that steers organizations through, not management. Which is not to say that there is no place for management because management has a prominent role.

Organizational leadership has gotten more complex and programs have been sprouting up across campuses to prepare students for this eminent challenge. The curricular focus of these new programs is leadership. It seems many colleges are also realizing this dire need for leaders and are developing leadership programs. Today, there
are nearly 700 leadership-development programs in the United States about double the number four years ago (Reisberg, 1998, p. A49).

Institutions are recognizing the change organizations are going through and are implementing programs to train leaders for the future. Some such institutions are the Jepson School of Leadership Studies at the University of Richmond, the Virginia Women's Institute for Leadership at Mary Baldwin College, a Leadership Institute at Austin College, and programs at the University of Denver and Mount Holyoke College (Honan, 1998).

Business programs have left a void that leadership programs are seeking to fill in organizations. However, leadership is not limited to “business” organizations, but non-profit, service, communities, and just about every situation in society. As one scholar, Dr. Michael Wriston, put it, business needs to include leadership in its curriculum but leadership cannot be limited to business alone.

These leadership programs all have many things in common, from their reason for coming about to their curriculum. However, there are a number of significant differences. This study will examine some of the similarities and differences in academic approaches to teaching leadership.

The contribution to leadership of this study is in its analysis of leadership curricula. By comparing and contrasting today’s programs with the foresight of experts, we can gauge where we are and where we need to be going. Furthermore, we can see exactly how different institutions approach teaching leadership in organizations and test its fit for where organizations are heading. Hopefully, past research will be furthered
using modern examples and predictions pertinent to the changing organization's environment.

Literature Review

This section examines the previous writings and studies relevant to leadership in organizations. Past perspectives from Peter Drucker and John Kotter, and recent writings on leadership education and the changing business environment. This study has several limitations. Leadership is a new area of academic study. Therefore, literature and research concerning how the subject matter is taught in business programs, leadership studies and other disciplines is relatively limited. There are four subtopics used to effectively answer the research questions. These are: 1) The New Leadership Challenges, 2) Modification of Curricula Based on New Leadership Challenges, 3) Major Issues Addressed in Leadership in Organization Courses, and 4) Preparation of Students for Work and Leadership in the New Organization.

• The New Leadership Challenges

Peter Drucker argues that we have evolved to a time where (in 1982) we are grouped into organizations more than anything else. In this "society of organizations," executives are now the leadership groups of our society. The first job of these executives is to make his organization perform. To accomplish this, we need to learn from foreign managers, especially those in Europe and Japan. For example, they demand responsibility from every single one of their employees, right down to the worker on the factory floor. They are also putting to work the boom in education, as in "continuous learning" in Japanese companies. The workers frequently come together to ask what can we do to improve what we already do? Foreign managers also structure
their benefit packages around what their employees need and want. As in housing allowances for young men with families in Japan or dowry money being set-aside for young unmarried women.

Drucker would say the trend for workers in the early to mid-80's is to be "knowledge workers." That is, they will not have to be on the factory floor using their brawn, rather in an office using their brain. The first way to manage this type of knowledge worker is to demand responsibility from them. The next important thing to do is to "appraise" these contributions so as to contribute more in the future. These workers must think through these contributions and review or they will feel dissatisfied and non-achieving. The most important way to manage this new workforce is to enable the workers to do what they are paid to do. An inability to do what one is paid for drains motivation. Finally, he says the most important thing about managing knowledge workers is making sure they are in the correct positions to begin with. If they don't perform as they should, they may need to try another role in the organization (Drucker, 1982, pp. 112-117).

While diversity is an important characteristic of the future, the key driver in the twenty first century will be the speed and chaos that comes along with technological change. This new technology will affect all businesses and governments and therefore will affect the structure and leadership of these organizations. What are the implications for leaders? These leaders will have to have the foresight to see which technology is imminently needed versus plausible for the long haul. Thus these leaders are going to have to nurture this change and facilitate the transition to this new technology in everyday products and processes. Few leaders will be able to survive as Bill Gates and
Andy Grove have done without being able to develop and maintain organizational cultures in which new technologies are quickly implemented time after time. Bennis and Nanus agree with Drucker's emergence of the "knowledge workers" and think that these workers will be leaders of themselves and other leaders. Hence, decisions will be "shaped far less by leadership authority than by collaboration, shared values, and mutual respect."

These workers who are constantly dealing with change that brings with it added responsibility, can no longer depend on middle managers for guidance. Their lives will become more interesting, risky, stressful and confusing. Leaders will have to act as compassionate coaches, dedicated to reducing stress by reassuring the workers that they have everything they need from emotional support to financial resources to work together effectively at peak performance most of the time. Leaders will have to learn to recognize, support and praise the individuality of each worker for the organization to survive.

Likewise, with a more diverse, international workforce, interpersonal skills will become of critical importance to leaders to unite the differing languages, values, and loyalties.

Today, leaders are taught to downsize, streamline, and turn around organizations that have declined (most likely in profits) recently. In the future, they will be expected to create totally new organizational forms that position their enterprises in anticipation of future changes. Leaders will have to be architects and cheerleaders for change - true visionaries who are able to point to destinations that are so desirable and credible that workers will enthusiastically sign on to become partners in making it happen. Thus, the role of the leader as social architect will be expanded, and skills such as negotiation, technology assessment, and design of organizational cultures could grow in importance.

To sum up, Bennis and Nanus would say that leaders who succeed best will be those who
are best able to (1) set direction during turbulent times; (2) manage change while still providing exceptional customer service and quality; (3) attract resources and forge new alliances to accommodate new constituencies; (4) harness diversity on a global scale, (5) inspire a sense of optimism, enthusiasm, and commitment among their followers; and (6) be a leader of leaders, especially regarding knowledge workers (Hickman, 1998, pp. 5-7).

Don Tapscott and Art Caston represent the change organizations as a whole face in the near future, in their diagram of the "open networked organization." This has come about due to the transition in the way business is conducted. Strategic programs have been developed to guide organizations through the rapidly changing business environment. These strategic programs have a number of recurring business themes or key drivers. The seven key drivers of the new business environment are: productivity of knowledge and service workers, quality, responsiveness, globalization, outsourcing, partnering, and social and environmental responsibility.

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<tr>
<th>Closed Hierarchy</th>
<th>Open Networked Organization</th>
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<td>Relationships</td>
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<td>Employee Attitude</td>
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<td>→ Leadership</td>
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This chart represents where organizations are going to be to deal with the aforementioned trends and changes in the business environment (Tapscott & Caston in Hickman, 1998, pp. 29-33).

CEOs can no longer tap their company's full potential by command and controlling. They now use words like, "integration, consensus, collaboration, and teamwork" as a leadership style for the new organization. The next generation of leaders will be those who can build a vision based on awareness of economic change, then help their partners and staff fulfill that vision. Experts say that the key to a catalyzing an organization's resources is to build a well-educated work force, then develop effective ways to tap into their knowledge. PC Connection CEO Patricia Gallup is a leader for the new millenium. After starting PC Connection and becoming CEO, Gallup knows most of the 824 employees by name and interacts personally with most of them on a daily basis either through email or in person. She leads with an open and accessible style that includes having her office in a central location, not a top-level executive suite. She communicates regularly with all departments and invites employees to come with her with problems. This seemingly laid back approach has hurt her business. Her competitor has grown much faster than PC Connection and is now a force to be reckoned with. However, Gallup still claims to have an edge by staying small because the company can decide something and get full support of the staff. One such decision was to move distribution centers and having all 12 managers move with them. This would not have happened with the competitor who does not empower his employees. The paradox in organizations today is this, "How do you keep good people while keeping an eye on the bottom line? That's the major organizational challenge today. Leaders have to recognize
that the perks have changed. In the 1980s, you gave people hefty expense accounts to
wine and dine clients. Now, you give them a learning budget for specialized training.
And the flexibility to get the job done. Punching the clock is passe. Business leaders
have to learn that a staff is paid to think, not just to do (Book, 1998, p.31).

Following the downsizing trend of the past few years, employee loyalty has
waned and job jumping has become more and more common, particularly in the high-
tech field. This is why Gallup gives health benefits and competitive wages to all
employees, part-time and full-time. Netscape Communications is known for offering on-
site dental services, dry cleaning, a concierge, and 6 week sabbaticals for employees who
have been there for at least 4 years. When Gallup was hiring in New Hampshire, but
couldn’t attract applicants because there was a housing shortage, she initiated a program
to build homes and sell them to employees for $40,000 below cost. At the same time, she
handed out free snow tires and windshield wipers so employees could navigate the New
Hampshire roads in the winter. She also offers 26 week pregnant leave, plus 12 weeks of
leave for adoption, and pays for child care while employees are away at industry
conferences. Any worker can take a one-month leave for any reason. There are also the
offbeat perks like free turkeys for Thanksgiving, ski trips, casino nights, and hiking trips.
She has been known to send employees who came through in a crunch on all-expense
paid trips to the Bahamas. She considers employees customers and seeks to fill their
needs as if they actually were. Because of these measures, her company boasts a 96%
retention rate. Gallup also foresaw the conflict of interests with commission based
rewards, i.e. getting the customer to buy something more expensive rather than what they
really need. She implemented a program where commissions are given based on the
number of phone calls converted to orders, the length of each call, and the number of items in each sale. Is this a 21st century organization? Whatever it is, it is safe to say there aren't many organizations like it. The leadership structure in a company like PC Connection is very different from any other organization and would require very different leaders. It goes without saying that there is an imminent need for leaders in organizations of today and the future (Book, 1998, pp. 29-34).

- Modification of Curricula Based on New Leadership Challenges

Drucker attacks the role of schools and professors in this new age. In this new "knowledge industry," colleges will be the railroads for the workers. If changes aren't made to tenure policies, colleges and universities will employ the same people and never see new faces. This will not allow fresh ideas to come about and will eventually destroy the education process. Tenure entraps professors rather than protecting them from change.

Also, there will be a higher enrollment for continuing education. Drucker worries professors are not presently capable of teaching adults who have been well educated and experienced quite a bit in the professional sector. They (professors) need not be so narrowly specialized they cannot relate to broadly educated students who are mature. Likewise, professors need to be "repotted" from time to time to prevent boredom as they get to be 55 and have been teaching for 20 years and have published all they will ever publish. They need to avoid the "I know my stuff," and begin to change with some experiences outside the classroom, as their students have already. In sum, we must do three things to save the essence of the scholar - freedom, self-direction, and leadership
role. This helps us avoid junior high school teachers with inflated degrees and deflated pay teaching at our colleges and universities (Drucker, 1982, pp. 132-137).

Schools in 1990 will have to be more involved in preparing the student for actual work placement and success. It used to be that all that mattered was the diploma and that meant the candidate was qualified. In 1990, there will be placement exams to get hired into certain jobs, and parents and students will demand more accountability on the part of the school. The school system does not need money to make this happen, but risk-taking and thinking. There will be a move from traditional education to an education where one graduates with a skill that can be used practically. Drucker acknowledges that with the increasing diversity, educating will become even more difficult. People learn in different ways and the more diverse people you bring together, the more difficult to educate everyone. With the accountability that will be expected of each school, this task will be most difficult (Drucker, 1982, pp. 132-142).

John Kotter found that educationally speaking, all of the “effective” GMs he studied had undergraduate degrees while only three of them were from “prestigious” schools (Harvard, Princeton and Yale). Most of them had graduate degrees, usually MBAs. Almost all of the degrees were business-related specialties. In high school and/or college, almost all of the GMs were student-leaders in some form. That is, almost all showed an interest in leadership and management at a relatively early age. This all led to increased relationships which developed interpersonal and intellectual skills that helped them perform well for a promotion (Kotter, 1982, pp. 47-48).

Kotter says that business schools, management-related professional associations, books and journals on administration, and management consulting firms all stress
universally applicable management knowledge (formal tools, concepts, and theories) above all else. Kotter has clearly pointed out that in his opinion, much more is needed (Kotter, 1982, p. 131).

Kotter also looks at the implications for formal education of managers. A number of universities claim in their mission to provide training for future general managers and/or improve existing GMs. These types of institutions are needed, but upon closer inspection, there are many issues about their effectiveness. The first and perhaps most important objective for any such program is selection. Effective GMs generally have certain characteristics since birth. Finding these characteristics and accepting those who exhibit them will be the first step. The trend currently is to look at test scores and college grades, which do not correlate with future success in management. Likewise, some MBA programs select people according to who can pay the tuition. Thus, more resources in business schools need to be put into admissions. The curriculum should focus on intellectual and interpersonal aspects of the job, intuitive and analytical skills, maintaining tasks within different, overlapping time frames, and handling up, down and lateral relationships. The curriculum should also cover what managers really do and why, why some are more effective than others and how the setting affects all of this. He cites that existing programs generally ignore most of these and that some deficiencies are correctable while others require more research and thought. Effective educational institutions should also be able to aid students in determining the presence of qualities associated with successful general management. They can also help the student move into a company and industry that fits them, create a "success syndrome" in their career placement, and approach a GM job in an effective way. Finally, because GMs are pretty
specialized in their company and industry, sometimes they get tunnel vision and form parochial beliefs. To avoid this, programs can bring a diverse group of people together and expose them to many different issues, possibilities, and ideas. Also, challenging each other's conclusions, ideas, and opinions helps everyone avoid this problem (Kotter, 1982, p. 143-147).

There are many skeptics and even some institutions with programs in place that think it may be too early to gauge their success. That will have to be measured if it is found that their students are more capable in the workforce than other students of equal ability. Not something that can be readily measured. Tom Morris, a Washington D.C. based workplace consultant and director of Morris Associates, thinks that leadership can't actually be taught. He believes it has to be experienced, or is more of an inherent quality. He would not recommend majoring in something as impractical as leadership. Many others agree, but not the administrators or students at the 700 programs in the nation. Robert Bies, associate professor of management at Georgetown University's school of business believes that, "To lead, you need a broad breadth of knowledge. Those who focus only on leadership can't be as effective because they're not as well-grounded."

Obviously, he stresses a more broad picture, rather than getting too narrow (Joyce, 1998, p. H03). It is very difficult to say who is right and who is wrong, if anyone is either. However, based on where organizations are going, it can be surmised that the skills a student will have to have to enter the "new" business organization are those that meet the new leadership challenges and may be learned with the proper curriculum.

Some say leadership institutes hit on the skills that business schools neglect such as communication and interpersonal skills - "the human side of business." Catherine
Sweeney, the director of University of Denver’s Pioneer Leadership Program, says the world needs a new model for leadership. “The world’s problems are so complex that we can’t sit back and rely on heads of state to solve them. Soon we may not have a planet that can sustain our great-grandchildren.” UD’s program started four years ago with a mere 14 students, and now has 144 enrolled, with 58 first year students. How did word spread so quickly? They claim their students are the best public relations for the program. Leadership professors there come from a variety of disciplines – human communications, education, and business. Sweeney notes, “Part of the emphasis is social consciousness and social responsibility. We’re not interested in teaching student skills just so they can go out and earn money. We would expect them to be leaders in their profession, but we also hope they take these capabilities and apply them to their communities. We hope we’re creating community activists” (Curtain, 1998, p. 1B).

• Major Issues Addressed in Leadership in Organization Courses

How can firms find and develop effective GMs according to Kotter? Well, since the people need an intricate knowledge of the organization and the industry and need the networks of relationships, he suggests finding someone already within the firm rather than an outsider. This implies that you address different issues in different industries which only the industry teaches. He furthers this by saying that corporations need to develop young managers with high potential after they’ve been recruited, schools don’t really “teach” it. Developing them could involve fostering the development of the aforementioned "success syndromes." In selecting these future managers, one should look for constant, maintainable growth in interpersonal and intellectual skills as well as business and corporate knowledge. If done right, a good training program (or leadership
course) can play a somewhat helpful role if guided by the following objectives: 1) teach them things that are specific to the job that they may not learn on the job, 2) help them develop relationships that will prove to be cooperative that they could not develop on their own, 3) help participants learn about themselves and think about their career so they can best match themselves with a position that fits their capabilities, which is extremely important (Kotter, 1982, pp. 134-138).

Courses need to cover what makes all of Kotter’s managers effective. This is their use of agendas for their businesses and networks of relationships in their organizations. That is, they did not focus on formal planning or motivation, but rather an informal, continuous methodology to cope with their job demands. Their agendas were less numerical and more strategic in nature and tended to deal with people issues. The networks included people above and below them in the organization and the industry. These groups then had informal relationships, which were cooperative in nature. Their basic daily routines reflected this. Their days were spent with other people having conversations in which the GMs asked numerous questions, rarely made big decisions, and never gave orders (but did attempt to influence). Likewise the conversations included joking and non-work-related issues. Kotter believes that these conversations helped exude the GMs’ interpersonal skills, temperament, motivation, and knowledge, which made it possible for them to manage so many different types of people. These informal strategies and tactics prove to be much more effective than structured systems such as compensation schedules (Kotter, 1982, pp. 126-128).

- Preparation of Students for Work and Leadership in the New Organization
Nine out of 10 people who receive college degrees can expect to spend all their working lives as managerial or other professional employees of institutions. So how do the leaders prepare themselves for these new organizations? Leaders frequently find themselves in a paradox. How can they "use" their power without someone thinking they are abusing it? Should they tell their followers what to do or should they let them figure it out for themselves. At times it is much like a cat and mouse game with no solution being correct all the time. Jeffrey Barach and Reed Eckhardt list ten such paradoxes of leadership, which will become more important as organizations begin to transform. They are: Parenting - autonomy vs. dependence; Delegation - empowering others vs. power to command; Source of Authority - titular, formal authority vs. that granted by the governed; Manager and Managee - all bosses and leaders report to someone; Norms - archetype of group norms and values vs. agent for changing them; Power - use it or lose it vs. abuse it and lose it; Kinship - being "one of us" vs. appearing larger than life; Information - share to get loyalty vs. keep the power of knowledge; Followership - leaders supplied by followers; and Privilege - role vs. person. The crucial point is that leadership is a skill involving judgement and wisdom, which is distinct from knowledge. Wisdom and judgement are the marrying of knowledge with experience (Hickman, 1998, pp. 68-78).

With so many paradoxes and difficult situations, which style of leadership is most appropriate for these new-era organizations? James MacGregor Burns would argue that leadership is leaders inducing followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations - of both leaders and followers. He would say that the genius of leadership lies in the manner in
which leaders see and act on their own and their followers' values and motivations. The interaction between leaders and followers takes two very different forms. The first is transactional leadership. One person takes the initiative to make contact with others for the purpose of the exchange of valued things. Each person knows the power resources and attitudes of the other. They have a related purpose as far as the bargaining process goes, but there is no relationship beyond this. A leadership act took place, but it does not continue in pursuit of a higher purpose. Transforming leadership on the other hand is when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Their purposes become fused and their power bases become mutual support for a common purpose. The relationship is moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both (Hickman, 1998, pp. 133-134).

Over the years there have been numerous theories on leadership. Comparing and contrasting it with management is just the beginning. It is clear that in these new organizations, both leaders and managers will be critical. There are many different types of leadership leaders take on. These include transactional and transforming, as previously mentioned, servant, transformational, and charismatic to name a few. Charismatic leadership has been said to be "critical during times of strategic organizational change." Charismatic leadership is the special quality that enables the leader to mobilize and sustain activity within an organization through specific personal actions combined with perceived personal characteristics. Charismatic leaders are said to demonstrate three types of behavior: envisioning, energizing, and enabling. Envisioning would be
articulating a compelling vision, setting high expectations, and modeling consistent behavior. Energizing is demonstrating personal excitement, expressing personal confidence, and seeking, finding, and using success. Lastly, enabling is expressing personal support, empathizing, and expressing confidence in people. By exhibiting these three characteristics, leaders are providing a focal point for the energies and hopes of the people in the organization and are serving as role models that set the example to be followed. There are also many caveats to charismatic leadership. People react differently to charisma and may rely too heavily on the leader to do everything or may not even question the leader at all. Likewise, if managers do not exhibit the same level of energy the leader does, it may be difficult for them to effectively lead. In short, sometimes charismatic leadership sets standards that are difficult to sustain and nearly impossible for others to think critically because they are sort of brainwashed (Wren, 1995, pp. 108-113).

The servant leader is first and foremost a servant. As opposed to someone being a leader first and feeling the need to acquire some power or material possessions. The servant would see to it that the other people's highest priority needs are being served. A test of the effectiveness of the servant leader is to ask, "Do those being served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society, will they benefit, or, at least, not be further deprived?" In the case of organizations, society is both the workers for the company and the customers of the company. Greenleaf's assumption is that the only way to change society (an organization) is to produce people who will change it (Wren, 1995, p.22).
Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible. They set more challenging expectations and typically achieve higher performance. This idea is an expansion of Burns' previously mentioned "transactional" leadership. Transformational leadership is more than a simple exchange or agreement. They achieve superior results by employing one or more of the four Is: Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration. Idealized influence is much like charisma in that it deals with identifying with the leader and attempting to emulate their example. To achieve this, the leader may have put the follower(s)'s needs above their own. Inspirational motivation is giving meaning and challenge to the follower's work as well as being enthusiastic and team-oriented. Intellectual stimulation is much like critical thinking in that it questions assumptions and offers new problems. Here, creativity is encouraged. Individualized consideration is paying attention to each individual's need for achievement and growth. The leader openly accepts individual differences and offers 2-way communication and personalized interactions. This may sound similar to the previous styles of leadership. Most of the styles are related in many ways. No one style is always right, or even always right for a certain situation. Rather, a combination of these styles along with a lot of practice, will most likely produce the best results (Hickman, 1998, pp. 134-139).

The point is that understanding the different leadership styles facilitates leadership because it raises awareness and causes you to see which style is best for you in certain situations. This helps individuals develop their own philosophy of leadership and put it to use in the workplace.
Further study is needed in the aspect of effectiveness of existing programs. The recent spurt in growth of leadership programs is a positive effect of the changing organization, but it may also be cause for alarm. It would be detrimental if leadership programs simply follow one another’s lead rather than continuing to “think outside the box.” It may be that the current teaching of leadership is effective, but not as effective as some other way. Before we pat ourselves on the back for addressing an issue that was almost ignored (educationally speaking) until now, we must make sure our teaching methods are working.

Also, the feasibility of attempting to implement leadership into existing curricula must be determined. It may not be difficult to say that business programs would benefit from having leadership in their classes, but actually doing it is very difficult. Colleges and universities must meet strict requirements to offer degrees and be certified as colleges and universities. Any change in the curriculum puts all of this in jeopardy.

Methodology

The questions that drive this study: 1) how do we prepare students for the new leadership challenges? 2) Are colleges and universities foreseeing the predicted changes and modifying their curricula accordingly? 3) What are current professors of courses in “Leadership in Organizations” trying to convey to their students? 4) How are these courses preparing students for work and leadership in the "new" organization?

A key underlying assumption of this research is that business schools will prepare students differently than programs in departments or schools of leadership studies, psychology, or sociology. This study examined courses in “Leadership in Organizations”
because they are the most prominent college level courses that can be compared across several disciplines and programs.

This exploratory study utilized qualitative interviewing, open-ended questionnaires and document analysis. Exploratory study is when one begins researching and sees where it takes them. It is not known what the end will be or should be when the research begins. Questionnaires will give some focus and were sent by email to professors, authors, and professionals in the workplace. Some interviews will be conducted in person and over the telephone. The questions in the interviews and the questionnaire(s) were open-ended to encourage free responses and can be found in the appendix. There was also document analysis of syllabi, web-sites, mission-statements, marketing materials, program publications and popular magazines. Finally, there may be some lecture analysis of classes that I have taken in the Leadership School or Business School or speeches.

There are many limitations to this study.

- First of all, not many business programs were used to compare and contrast with the leadership programs. Mostly, I drew upon my experiences at the University of Richmond.
- Only four experts could be interviewed in the allotted time. More experts would have given more data to use to evaluate curricula and existing programs.
- Leadership is a new area of academic study. Literature and research concerning how the subject matter is taught in business programs, leadership studies and other disciplines is relatively limited.
• By looking at web-sites, the researcher was not able to have people explain what they program was all about. Things may have changed since the web-site was created.

Findings

Dr. Michael Wriston has been teaching leadership in organizations for 20 years. He got his BA in Political Science from the University of Delaware, followed by his MED in Human Resource Development from University of Vermont, and his Ph.D. in educational and organizational psychology from the University of Tennessee. He currently has his own consulting business called the Competitive Edge in Richmond, Virginia. An in-person interview was conducted to get his feedback. Leadership scholars, Dr. Bruce Avolio, a professor in the School of Management at SUNY Binghampton and Lynn Offermann, a Psychology professor from George Washington University were interviewed via an email questionnaire found in the appendix. Mr. Lynn Nguyen is a consultant with Andersen Consulting and hires the University of Richmond’s Jepson School of Leadership Studies’ students for Andersen’s Change Management Consulting. He was contacted and interviewed by phone. Web-sites, catalogs, and syllabi were analyzed from the University of Denver, Mt. Holyoke College, Austin College, the University of Richmond, Mary Baldwin College, the Wharton School of Business at the University of Pennsylvania, and Chapman University.

• The New Leadership Challenges

The changes in the business environment Dr. Wriston notes that have stimulated organizational leadership all involve the complexity of today’s world. He believes organizations have two fundamental critical success factors: systems thinking and commitment. The commitment is both psychological and emotional. As the marketplace
expands globally, marketing is more difficult, conditions vary, everything is much faster, and organizations are more inter-connected. Likewise, there is more competition for good employees so the business environment has well-educated employees who are more capable than they used to be. More generally though, businesses are more service oriented and the pace of change and innovation means that things become obsolete much quicker than they did in the past. Also, the average tenure is declining which means people work for more organizations and don't have as much loyalty. Organizations need to re-do everything so often that they lose sight of their vision and direction. For these reasons, it is very difficult to stay on top and organizations are recognizing the fact that they need to be learning all the time.

Dr. Avolio would agree there is a serious need for leadership in business programs. He believes that as we destructure organizations, leadership in organizations becomes more and more relevant. This has sparked the growth in leadership programs, a belief that we need more leadership in our society as we lose the old structures of organizations.

Avolio claims that many of the basic principles of leadership in organizations have not changed since Buddha and Plato. However, how leadership manifests itself in organizations has certainly changed. It is more distributed, more collective, broader in focus including emphasis on development, and more abstract. It is also common to now lead from a distance and via technology. These are the most unique changes affecting leadership in organizations.

The past business environment was slower, less informed, less socially and environmentally conscious. It was also more hierarchical and generally had a higher
level of stupidity with respect to appreciating the full needs of the workforce, which of
course is much more diverse in every sense.

Dr. Offermann believes that there is a need for courses in leadership in
organizations for the direction and success of organizations. It does not just reside in
persons with titles, but in many members of successful enterprises.

She says that organizations are very different these days: flatter, more service and
knowledge-oriented, and more controlled by Information Technology (IT). Continued
movement is expected in these directions. Leadership hence, must also be fundamentally
considered. Leaders must empower rather than control, and “followers” must take the
lead. This has long been advocated, but now has become a “must” rather than a
“should.” More must be discovered about the role of leaders in other than face-to-face
contexts, something she is now working on.

Lynn Nguyen believes that one reason people may come back to school after
being in the workplace is to learn about leadership because business environments are
constantly changing. The work culture has changed. It is more dynamic and not as stable
as it used to be when one person would work for one company and then retire. Also,
businesses are going global which affects what skills people need and the business
strategies that should be used.

Thomas P. Gerrity, the Dean and Reliance Professor of Management and Private
Enterprise of the Wharton School says, "The world that you will live and work in is apt to
be quite different...(due to) accelerating advances in technology. An increasingly
interdependent global environment. Changing demographics in families and the
workforce."
Wharton's web-site reads, "Managers must communicate a unifying vision to those they lead in an environment of rapid, constant change. They must bridge cultural differences in an international work force and deal with complex ethical issues. While performing as a leader, the most highly placed manager must also work effectively as a member of a team. The leaders of tomorrow must be equally adept at building consensus and drawing on colleagues' diverse areas of expertise (http://www.wharton.upenn.edu/).

New advances - technological, social and political - are creating a tidal wave of change, requiring organizations to continuously update and refine their approaches, structures and technologies to achieve ever-greater levels of quality, effectiveness, and flexibility. The Chapman University Organizational Leadership Program states: All organizations - whether military or civilian, profit or non-profit, public or private, health, education, or religious, small or large - rely on leadership to accomplish their respective goals (http://www.chapman.edu/cll/profstud/ol/).

Mary Baldwin College created its Virginia Women's Institute for Leadership (VWIL) with the challenges of the 21st century in mind, using the most up-to-date research available and integrating academics and co-curricular activities in a whole new way. They believe that success around the globe in the coming century will require the broad range of leadership styles explored in VWIL, from teamwork and followership to persuasive consensus building to command-and-control (http://www.mbc.edu/academic/undergraduate/vwil/home.html).

Like the other programs who predict a changing business environment, the Center for Leadership and Public Interest Advocacy at Mount Holyoke College says: The 21st Century presents new challenges to our lives, as growing inequality, globalization,
environmental deterioration, and rapid technological change call into question the ways we organize our lives and our societies.

The Pioneer Leadership Program at the University of Denver has a slightly different reasoning behind their program: Leadership opportunities have lately been viewed as adventures of a lifetime requiring a pioneering spirit. Why? Because Americans are demonstrating cynical attitudes. Who knows how to deal with teenage violence, or growing illiteracy, or if you have a business viewpoint, careening change and competition?

- Modification of Curricula Based on New Leadership Challenges

Dr. Wriston sees an internship or other situation where students are getting practical, applied experience as facilitating leadership learning. He believes the learning environment should be one of group discussion with collaborative and active learning. Minimal lectures and exposure to both academicians and practitioners are also key to maximizing the learning experience. The role of the student is to read and apply, that is, experience what they read and discuss, and learn to build the relationship skills (emotional intelligence) and critical thinking skills. Wriston also believes that the rise in leadership programs is primarily due to the growing recognition that organizations suffer from too much management and not enough leadership. The growing number of leadership programs is a response to a demand for leaders. Organizations had a need for leaders because business programs didn't teach the specific skills, so these new programs have come about. He believes that organizations are still in the mindset of the importance of managers but that they are moving towards leadership. He admits that some organizations would appreciate a degree in leadership while others would not. The
biggest concern is that an entry-level position does not necessitate the leadership skills, and it is sometimes too risky for an organization to hire an undergraduate into an administrative position right out of school with no experience.

To get leadership into business schools, he believes that they just need to put a course in the curriculum. Perhaps a capstone course in the final year that allows students to develop their own philosophy of leadership before they get into the business world. This will help them think analytically and critically and better the organization.

According to Dr. Avolio, a different reason to teach organizational leadership is that Generation Xers are more oriented towards being led than managed. He says that whether we teach it or not, it will emerge because it has an impact on culture, performance, etc..

Dr. Offermann attributes the recent growth in leadership programs to a realization that “soft” people-processes have as much or more to offer competitive enterprises as the “hard” technological processes. She believes there is a need for such programs in business schools. She refers to it as, “the leadership of leadership development.” She thinks the area has not been well examined because all schools would rather examine others instead of themselves, which is true of most executives she works with.

Mr. Nguyen prefers leadership students because their curriculum exposes them to the issues they deal with in consulting for change management. Also, the Andersen environment is one of teamwork, which the Jepson School utilizes extensively. Thus, when the students start work, they find themselves in similar contexts working on similar issues.
He thinks that there has always been a need for business programs to include leadership at some point to be successful. He says that business needs leadership but that leadership may not necessarily need business because leadership covers so many different areas. As these changes manifest themselves in the business world, a demand for leadership comes forth, and colleges respond to that demand. These colleges also want to attract students with practical knowledge while dealing with something that is engaging and interesting. That something is leadership.

Experiential learning is a central feature of the Jepson Leadership program and most other programs. Students learn by doing and by having leadership opportunities while they are learning to develop their leadership abilities. "The Jepson School views leadership as a form of stewardship and wants students to serve society in a variety of ways. The school enhances interpersonal skills and brings the students into contact with many different faculty from various departments." All of these values are present in the core courses of the curriculum for majors: History and Theories of Leadership, Critical Thinking and Methods of Inquiry, Ethics and Leadership, and Leading Groups. They are furthered in the Integrative/Experiential requirements: Service Learning, Internship, and Senior Project. The Jepson school claims to have an obligation to serve as an exemplar and resource for other schools, "because it was the first school of leadership in the country. The Jepson school offers scholars and practitioners both a place to do research and a forum for presenting new ideas" (http://www.richmond.edu/~jepson/ldsp.htm).

How does Wharton plan to deal with this changing environment where not only management and business expertise, but also an understanding of the economic, political, and social arenas in which business takes place, will play an ever increasing role in
determining an organization’s success? "Those who are able to combine all of these qualities most successfully will emerge as leaders of the future. What is needed are truly broad-gauged leaders. These individuals possess both breadth and depth of knowledge. They understand both operations and strategy, the details and the big picture, the nuances of local culture and the impact of the global context. They are true 'renaissance leaders.' And nothing less will be required to lead organizations in the next millennium" (http://www.wharton.upenn.edu/).

The Wharton School fosters such leadership skills through: a required freshman course on leadership, teamwork, and communication; team-based projects that depend on building consensus and recognizing and drawing on classmates' diverse experiences and knowledge; elective courses that focus on managing complex organizations and a diverse workforce; opportunities to design and pursue research projects in which you ask questions, formulate hypotheses, and solve problems interdependently; access to world leaders in society and business, from Bill Clinton to Bill Gates, through Wharton's extensive speaker series and guest lecture programs; and opportunities to play leading roles in clubs, on athletic teams, and in community outreach projects as well as the chance to initiate new organizations. The two parts of the academic curriculum that support these ideas are: Leadership, Teamwork, and Communication in Groups and Societal Environment and Organizational Environment. The first one's description is, "Management 100, a first-year course, develops students' written and oral communication skills and provides training in leadership and group dynamics. During the fall semester, first-year students are organized in teams to plan and implement a community service project." In the second curriculum requirement, "Business leaders today must be aware
of major factors which define and influence the business environment. Through a choice of three courses, Wharton students explore how the rule of law, ethical values, and the influence of special interest and power groups constrain business behavior” (http://www.wharton.upenn.edu/).

To address the growing globalization trend, Wharton provides the Huntsman Program in International Studies and Business. Likewise, for the rapid growth in technology, there is the Jerome Fisher Program in Management and Technology to bridge the management and technological disciplines. Like the University of Richmond, Wharton has the Musser-Schoemaker Leadership Lecture Series which brings business and government leaders to the School to share their ideas, opinions, and secrets of success with the undergraduates. The Wharton School offers "leadership-oriented" undergraduate concentrations in Decision Processes and Management. The Decision Processes concentration seeks to prescribe, predict, and improve the processes through which individuals and groups form judgements and make decisions. The Management Concentration acquaints students with the many challenges facing modern business organizations and equips them with the tools to meet those challenges. Courses are offered in a broad array of areas, including entrepreneurship, multinational management, business strategy, human resources, and organizational behavior (http://www.wharton.upenn.edu/).

At the MBA level, the students take a Foundations of Leadership and Teamwork course in the first semester where they "work individually and in five-person 'learning teams' to examine issues of self-awareness, teamwork, ethics, communication, effective
negotiation, managing differences, managing careers, and power and authority" (http://www.wharton.upenn.edu/).

In the VWIL, students learn by practicing the skills of leadership everyday as well as learning the theory behind it. The co-curriculum includes a pre-orientation wilderness trip before freshman year, one year's residence in the VWIL House, mentoring by older students, weekend seminars on leadership topics, leadership speakers, community outreach programs, and participation in on-campus organizations. Academically, the program has both a minor and a major. The major consists of an internship, four interdisciplinary leadership courses emphasizing communications, leadership theory, ethics and the practice of leadership. They have additional course requirements in calculus, statistics, a foreign language, computer science and laboratory science. Different from other programs, they must also undergo four courses of physical education and physical training sessions 3 times per week until they pass the Strength and Endurance Test based on military standards for women. To further this experience, each semester the women must play a varsity sport or continue with ongoing physical conditioning of some sort. Part of this is a challenge each semester which could be a ropes course, white water rafting, or community service activities. The last component of their program is military leadership. The students must undergo four years of ROTC in any of the armed forces with no need to commission. They must also drill and ceremony-practice for military parades and participate in the Virginia Corps of Cadets. Through these four disciplines, the VWIL wants their students to "learn by doing and by being part of a community, gain the knowledge you need for success in the 21st century, commit yourself to lifelong fitness, stamina, and strength, and develop self-discipline and
leadership skills valuable in any career” (http://www.mbc.edu/academic/undergraduate/vwil/home.html).

At Chapman, students have the opportunity to: Develop their capacity for reflective practice, generating ever deeper levels of insight and self-awareness regarding their specific capabilities and limitations as a leader; Develop the commitment and ability to marshal creatively and with integrity the forces of human interdependence and diversity in organizations toward the articulation and attainment of common objectives; learn how to inspire a clear, mutual vision; one which thoughtfully and respectfully integrates and aligns individual and organizational aspirations for sustained performance and continuous improvement; learn how to apply systems thinking to critically and mindfully assess the current reality in organizations; explore new strategies for leading organizational change and development, approaches which emphasize congruent and ethical action, inclusionary practices, collaborative teamwork, and shared leadership.

Their program consists of 5 segments. The first, "Theoretical Foundation: The Vision, Mission and Values of Leadership" include "Foundations of Organizational Leadership," next "Democracy, Ethics and Leadership," and last "Self, Systems and Leadership." The 2nd segment is "Enacting the Vision: Putting Leadership into Practice," and it includes "Seminar in Organizational Dynamics," "Leadership and Team Development," and "Leading Organizational Change." The 3rd segment is "Electives" and the student chooses four with an advisor from this curriculum or another discipline related to the student's goals. The 4th segment is the "Integrative Capstone." The two classes are "Organization Research" and "Leadership in Action Practice." The final
segment is a comprehensive exam. Throughout the program, these students keep a journal for reflections, ideas, and insights.

The Chapman Foundations course looks at classic theories and other topics such as ethics, diversity, distinctions between leadership and management, structural transformation (e.g. vs. bureaucracy), vision, practice, and strategies. There is also an emphasis on applying theory in actual and diverse organizational situations culminating in the articulation of a personal theory of leadership. In the follow-up course, "Democracy, Ethics and Leadership," students craft definitions and principles of democracy, ethical behavior, power and transformational leadership. They also begin to look at daily dilemmas organizations face and develop a framework for resolving them. Lastly, they analyze one modern organization in terms of what they've been studying and attempt to hypothetically implement a democratic action plan. The third course, "Self, Systems and Leadership," considers both individuals and organizations "learning systems." It seeks to help students understand themselves for leadership development. Other important topics covered include: systems thinking, shared vision, personal mastery, team learning, mental models, and the affects of social and political tensions on learning systems.

The "Integrative Capstone" courses bring all this to culmination with a research report, in "Organizational Research," and application in, "Leadership in Action Practicum." Organizational Research examines the fundamental theoretical concepts, scientific research methods, the strengths and weaknesses of pre-experimental, quasi-experimental and experimental research designs, threats to internal and external validity, techniques for data collection and analysis, measurement issues, and professional report
preparation and presentation. The primary focus is on the practical application of research methods to improving organizational programs, policies, and performance. The final course is a capstone experience to bring together previous learning into a coherent, integrated whole, by having students get practical experience. This can be through a sort of internship where one participates in and observes organizational behaviors and leadership activities or some related application experience. Or the student or a group of students can act as organizational consultants to a local organization demonstrating the link of theory to practice.

Does Mount Holyoke believe in experiential learning? First hand experience and application of theoretical knowledge to real life problems are important ways to learn about leadership. Learning outcomes are enhanced significantly when practical application becomes an integral part of the learning process. Students develop a better understanding of how ideas and actions interrelate, how decision-making and leadership styles affect organizational policies and practices, and how decisions within organizations affect the community. This is the community-based learning on which the Center for Leadership and Public Interest Advocacy focuses. The goal of the program is to enhance students' capacities to deal effectively with complex problems in real-life situations that will often involve cross-cultural and ethical challenges.

Educational activities build on existing courses. Through all of them, the Center will promote educational initiatives that enhance the understanding of leadership issues, e.g. implications of different leadership styles and requirements in different settings, leadership and gender, ethics of leadership, etc.. The Center encourages students and faculty to explore issues of leadership more explicitly in different learning activities.
Some would be community-based learning courses, internships, discussions with resident fellows. The Center also sponsors symposia on leadership questions relevant to women and invites speakers who will allow students to learn about leadership through examples. The Center will provide planning, venues, and resources for activities in four major areas: critical engagement of contemporary issues of public concern; understanding issues of leadership; community-based learning; and enhancement of leadership and advocacy competencies (http://www.mtholyoke.edu/acad/programs/cla/aboutcenter.shtml).

The Pioneer Leadership Program, or PLP, focuses on developing community leadership through a 20-hour minor in leadership studies. The PLP emphasizes leadership development through experiential work, problem solving, decision-making, service learning, and the creation of a collaborative climate. This program is multidisciplinary, with an emphasis on team-teaching, and visits from a large variety of leaders.

In their first year, these students live in their own wing of a residential hall. Also in this first year, coursework addresses basic concepts of leadership, learning about your own approach to leadership and major theories of teamwork. Volunteerism and service learning, both reflection and conceptual work, are the focus of the second year. Classes address community leadership, social responsibility, and citizenship. Students are required to volunteer 20 hours per quarter. In the third year, students are encouraged to study abroad or participate in a volunteer project that places them in a different culture with diverse populations. The final year emphasizes leadership in the student's chosen professional area. PLP faculty use a variety of experiential tools, minimizing the lecture mode. These include off-campus visits, case studies, group projects, student-taught
workshops, ropes courses, mountain bike retreats, and team presentations. Special emphasis is placed on ethical issues as well as learning and using the collaborative model of leadership.

The required courses for the leadership minor at the PLP are: The Leadership Process, Self as Leader, and Leading Teams in the first year. The second year is Collaborative Leadership, Understanding Groups, Community Leadership, and Service Learning. In the third year you take Exploring Leadership, Other Cultures, and Governments, and Understanding Our Global Village. The capstone year has Leadership in Profit and Non-Profit Organizations, Ethics, Social Responsibility, Leadership and the Workplace (http://www.du.edu/plp/about_plp/welcome.html).

The President of the Leadership Institute at Austin College, Dr. Oscar C. Page, says, “A liberal arts education is really the basis for a good understanding of leadership. Put that together with courses that talk about leadership from an academic perspective and you strengthen students’ abilities to step into leadership positions.” They believe in learning through modeling, teaching by example, and inspiring students to form new and exciting ideas. Interaction and involvement are encouraged with a hopeful result of leaders who think outside the box, and leaders who cross the boundaries of tradition. There is a fundamental set of values the Institute uses including respect, responsibility, and selflessness. The focus on ethics reinforces the belief that good decisions are based on a solid understanding of those values.

The structure of the program since 1995 is to accept 15 freshmen and up to 5 sophomores. It is not a major course of study, but a four-year comprehensive program. The courses are one-half or one credit each. In fall of the first year, students take the
introductory course where they investigate leadership styles and philosophies, and assess their strengths and weaknesses. During this time students begin to identify their personal leadership behaviors and start setting goals for improvements. The next term focuses on an intensive exploration of leadership styles through research, or by interviewing leaders from business, government, or the non-profit community. In the second year, students participate in a course dedicated to the study of leadership in national and international affairs. The final course, taken in the last year of the program, serves as a capstone seminar in more advanced leadership issues and concerns.

A unique quality of the Leadership Institute is their “Chair of Excellence.” It is appointed each term for national and international leaders to come and teach an accelerated course in leadership and meet with small groups of leadership students for discussions. This brings a fresh perspective of strong leadership to the campus. As with other programs, the underlying principle of the Leadership Institute is that a person leads through serving. To fulfill this, students are required to participate in community service projects, which serve as a service learning and an experiential learning experience. Another experiential learning is a mandatory internship with a one-on-one off-campus mentor. This helps students link theory to practice. Finally, students are required to have international educational experiences for a full term.

• Major Issues Addressed in Leadership in Organizations courses

Wriston believes that "organizations are over-managed and under-led." He thinks there is not enough leadership at every level. This is why he believes that leadership in organizations is worthwhile to teach. He would also say to skeptics who believe that leadership can't be learned, that one can certainly learn how to be emotionally intelligent
which would help relationships in organizations, thus facilitating leadership. He believes the most important part of leadership in organizations is to instill commitment in the employees. Without this, employees have no real stake in the performance of the company and it will suffer as a result. For the teaching of leadership to students, Wriston believes that they need to be exposed to current literature and thinking about what's going on. His individual approach to teaching leadership in organizations is unique because he is both an academic and a practitioner. He brings relevant stories to the classroom everyday and is constantly reading and applying with his consulting experiences. He basically brings two insights to every class he teaches which he sees as giving him an advantage in teaching organizational leadership.

Avolio believes in real play exercises versus role-play and using debriefing to teach people how to lead. Working with these real incidents, and using web based learning and follow-up, Dr. Avolio is more confident in what he teaches having shown in five studies that people can learn their model and apply it.

To approach teaching leadership, Dr. Avolio starts with outcomes he and his class want to achieve. They discuss how to measure them to know if they hit them and then back into what they want to train. He thinks it is key to start at the end and work back. This must unfold over time, and must be boosted over time to avoid relapses on what is learned. The role of the student in all of this is to be willing and open to try and try again, to understand what went right and what went wrong, and be patient because everyone can learn how to lead more effectively.

In her undergraduate class, Dr. Offermann teaches about leadership. It is in her work in the executive development programs and executive coaching that she sees the
real learning about being a leader occur. The student’s role in all of this to maximize learning is to get involved personally, through participation and reflection, and possess a willingness to examine one’s own biases and assumptions. Most of time though, it depends on whether one is learning to lead, or learning to lead in a particular context.

One course Dr. Offermann teaches is “Psychology of Leadership in Organizations.” The course objective is to introduce students to psychological theory, research, and applications in the area of leadership. Emphasis is placed on the development of theory over time as well as trends and controversies yet to be resolved. She believes in teaching in a seminar/discussion format with prior reading essential to discuss and participate in class. She also uses cases, exercises and guest speakers to develop insights. She also points out that finding alternative explanations, i.e. critical thinking, for results in the readings is key. Another method of linking theory to practice is through selecting a real leader and throughout the course linking theory to this leader’s practice of the theory. The course begins with asking, “What is leadership?” It is then followed by many theories of leadership, then topics such as charisma, transformation, and vision. The last half of the course is devoted to individual presentations and more recent writings on leadership in organizations.

The Leadership in Organizations Course at the Jepson School as taught by Dr. Gill Hickman seeks to ultimately have students understand and analyze the role and functions of leadership in the context of organizations. Dr. Hickman approaches the course as consultant, coach, mentor, facilitator, and co-leader. She shares the teaching with the students who must teach/lead designated classes, provide written evaluations of papers for other classmates, and discuss in class reading and writing assignments. Other
responsibilities of the students are researching and sharing information from outside resources including visits to organizations and a group project in building an organization. Dr. Hickman specifically mentions in her syllabus that there is a significant amount of teamwork involved in the course, as that is what the real world is like.

The course begins with defining an organization and its nature, then focuses on political and social factors impacting organizations and vice versa. Next, the class learns about inherent factors in organizations and then applies leadership theories and concepts to the context, as well as leader-follower relations in organizations. The second part of the semester deals with groups leading the class on developing a vision, mission statement, and goals, the affects of the organization on the environment and it social responsibility. Then financing for the organization is touched upon in terms of cost analysis and a budget. Next, the type of leadership that is right for this organization based on everything that has been said so far. More specifically, what will the culture be like? Values, dress, diversity, rituals, rules, etc. are discussed here. Then they answer how does the organization develop as well as the individuals within the organization. Each team takes parts of this process but each group must complete every part for their group project.

One segment of learning at Chapman, "Seminar in Organizational Dynamics," deals with case studies that apply theories of individual and group behavior to solve organizational problems. The influences of the organization's size, environment, goals, technology, strategy, design, and culture on management decision making are also examined. "Leadership and Team Development" looks at team building in the workplace, with shared leadership, group skill building, and self-assessment being the
keynote themes. Lastly is "Leading Organizational Change." This looks at personal and organizational change processes and the role of a leader as change agent. Students examine the human side of change, and are introduced to tools and techniques needed to engage people at all levels of the organization in successful and lasting transformation. Here, the students have a term long assignment to bring about change, versus the typical tests and papers.

- Preparation of Students for Work and Leadership in the New Organization

The two most important ways students can be prepared for leadership in organizations is having models in the head that cover the full range of leadership and learning how to reflectively learn and observe. A coherent model is key, and how to apply and practice with it. Of course, getting feedback from others is essential on how you impact people.

Dr. Offermann is the first scholar interviewed to concede that leadership may not be readily “taught.” She does think that elements of it can be learned. She believes that we need to expose people to environments that allow them to learn about themselves, their strengths/weaknesses, how they influence those around them for good or ill, and what alternative approaches might be open to them. She acknowledges that this is not an easy thing to learn, as it requires self-insight, practice, and feedback as well as professional knowledge. This helps prepare students for leadership in all contexts.

Mr. Nguyen says that employees can be taught the business knowledge, but it is much more difficult to teach the leadership and the interpersonal and professional skills. However, he does not say that leadership isn’t teachable. It is more challenging to teach it at the undergraduate level, he admits, because students lack “real world experience.”
He thinks that teaching leadership is much easier with people who have worked for a while and come back to learn about leadership.

A major in leadership studies from the Jepson School of Leadership Studies at the University of Richmond "is intended to educate students for and about leadership. We aspire to prepare our students to assume leadership roles and responsibility across a range of possible opportunities in their work and community lives after graduation. Their goals include preparing students to: serve effectively in formal and informal leadership roles in a range of settings; help others exercise leadership and hold other leaders accountable; develop cooperation and teamwork while inspiring commitment and trust; combine knowledge with judgement and imagination to creatively solve problems with others; apply the modes of inquiry and knowledge bases of many disciplines to the study and practice of leadership, think critically about leadership knowledge and practice; exercise moral judgement, imagination, and courage in the practice of leadership; imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable or necessary; and continue their development as leaders by self-directed learning (http://www.richmond.edu/~jepson/ldsp/htm).

Chapman believes that in order to function creatively, collaboratively, ethically and productively, people in organizations require certain services in a leader. These are: inspire mutual respect, commitment and trust; recognize their dependence on the people who work with them and therefore support their professional growth; nurture the teamwork necessary to meet common goals; and are as mindful of the way in which goals are attained as they are of the goals themselves.
The Center for Leadership will initiate and support educational activities that better prepare women to meet these challenges as they pursue successful and meaningful lives as professionals and as active citizens (http://www.mtholyoke.edu/acad/programs/cla/aboutcenter.shtml).

In the classroom, the Center seeks to instill in students the ability to hold informed opinions and engage in discussions about controversial issues. They seek to put their students in others’ shoes and foster the ability to weigh trade-offs carefully. This is to train speaking, arguing, and writing skills. The student must bring a sense of personal values and goals and the ability to work with others from diverse backgrounds. This type of collaborative learning and the use of case studies are two important strategies the Center uses to develop competencies for leadership (http://www.mtholyoke.edu/acad/programs/cla/aboutcenter.shtml).

The Leadership Institute at Austin College believes that attributes of positive leadership include analytical thinking, a sense of vision and perspective, a drive to create and maximize one’s opportunities, an appreciation for cultural differences, a strong value system, and a commitment to service.

Analysis and Conclusions

• The New Leadership Challenges

Many of the scholars and programs we found attribute the changing business environment to the same factors. Globalization, rapid technological change, increased inter-connectivity, environmentally conscious, a broader focus, more service oriented with flatter structures. Also, the workforce has been changing with better education, a
declining tenure, different family demographics and increased diversity. The leader’s role in all of this is changing to meet these challenges.

It can be deducted that these leadership programs recognize the changing environment in all organizations and contexts which is why they developed and implemented their programs. The Leadership Institute at Austin College sums it up nicely by saying it, “continues this tradition of scholarship and service by giving a new generation of students the skills and global perspective needed to lead in the next century.”

While it may seem like organizational structure is changing faster than we can keep up, it may not be. Peter Drucker’s ideas about “continuous learning,” and “knowledge workers,” are still being mentioned today by scholars like Dr. Wriston and Dr. Offermann, as well as Bennis and Nanus. Likewise, Drucker mentioned the need to change benefit packages like the Japanese had done and you see what someone like Patricia Gallup has done at PC Connection. Drucker was speaking on these ideas some 17 years ago and we are still adjusting to them today. The point is not that we need to change every old policy when a new one comes about, it is that we need to be ready for change whenever it happens and whatever form it comes in. That is, we need to always be “continuously learning.” Not just when we see that our profits are slipping or that we are losing market share, but even times when everything appears to be normal. We all remember what Margaret Wheatley thinks about being in equilibrium, the organization may as well be dead. It needs to be constantly changing. As Dr. Offermann says, this has long been advocated, but now has become a “must” rather than a “should.”
It is interesting to note the changes mentioned by both Drucker and Kotter are still being dealt with today. Tomorrow, they will still need dealing with them, but in a different organizational structure. Leadership in organizations is the ability to deal with this demand for change so that the workforce invites the change. The transition is smooth because the employees are empowered and skilled and everyone is a leader. Preparing students for these types of events is where education is heading. Though we may never be perfectly ready for change, by understanding the relationship between leadership and the organization, organizations will not survive, but will thrive.

- Modification of Curricula Based on New Leadership Challenges

Drucker mentioned the difficulty in teaching adults with lots of experience the same things professors teach undergraduates. This was furthered by what Dr. Offermann and Dr. Wriston said. Another one of Drucker’s points that was brought out in the findings was that as the population becomes diverse, there comes a difficulty in teaching to all people. Because of this, seminars came about to teach what was presently not available in schools. This may explain the explosion in the number of leadership programs over the past few years. People weren’t getting them in school and sought them, which boosted enrollment in existing programs which other schools copied.

Curricula in leadership programs today are all very similar but very different from traditional business schools. They all involve a focus on a collaborative, participatory environment. They all focus heavily on ethics, values, and community service. Most programs make students take an internship to help link theory to practice. Also, several programs make students live together to form a more cohesive bond than can be achieved in the classroom. Some also require students to travel abroad to experience leadership in
new settings. Almost all of the programs have an interdisciplinary nature to them, be it the faculty or the classes. Finally, most programs recognize the need for guest speakers to give new insights and stimulate new topics. This is what I thought I would find except that I did not realize how similar the programs are. Being in the Jepson School of Leadership Studies, we do all of this. I knew that is what programs were like, but I didn’t think all would be like us. The Jepson School does everything the other programs do, with the exception of having students live together, because it is a co-ed program. I did not think that there would be so many similarities between programs.

These programs are right on target to identify the new leadership challenges. They all have somewhere on their web-site, the reason for their coming about and in every case, it involved the changing organization. The Jepson School mentioned it the least, but they still addressed it. It is difficult at this point to see how the curricula have been modified from the past because they are all so young.

Also, it is difficult to tell if this is just repackaged management because a lot of what Peter Drucker and John Kotter talked about as being management, recent scholars are still talking about. For instance, Drucker said it was difficult for professors to teach management to adults in the workplace who return to school because they (the professors) are too narrowly focused. Dr. Offermann said she had an easier time teaching leadership to these students with more real-world experience. While they contrast, they both mention the difficulty in teaching both management and leadership depending on the audience and the teacher. Likewise, Drucker foresaw the difficulty colleges in the 90’s would have actually placing a student in work for success. He said that colleges would
therefore have to provide students with some skill. Perhaps this skill is leadership and is why so many programs have come about.

Kotter discussed that the most important objective for a program to generate effective managers is selection. Leadership programs of today would have to agree considering they make students apply to get in, for the most part. This is after the University has only accepted the worthiest candidates for acceptance. Kotter also mentioned that these curricula need to focus on intellectual and interpersonal aspects of the job, intuitive and analytical skills, maintaining tasks within different, overlapping time frames, and handling up, down, and lateral relationships. The programs covered in this research definitely meet these criteria. However, he went on to say that curricula need to also cover what managers really do and why, why some are more effective than others and how the setting affects all of this. He cites that existing programs generally ignore most of these and that some deficiencies are correctable while others require more research and thought. I found no evidence in my study that the requirement, covering what managers really do and why, is being met. This is perhaps the biggest fault in the existing leadership programs. If students graduate from their program thinking they will doing something and then don’t do that, they may question the other things they learned in the program. Or the other things they learned in the program could be dependent on what they aren’t doing in the organization and then they are completely unprepared. However, one could argue, as Kotter does, that no school can teach students for exactly what they will do after graduation because everyone in the program will probably be doing different things.
Kotter also argues that organizations should look to hire someone within the firm when looking to hire someone. This goes against what I think about organizational leadership. By hiring within the company, you keep the same biases and never get a fresh, critically thinking, perspective.

Finally, Kotter explains the three ingredients to a good management-training program. These three items are exactly what the leadership programs seek to accomplish. They want to teach what can’t be learned on the job, i.e. a leadership theory; help develop relationships through interpersonal skills and emotional intelligence as referred to by Dr. Wriston; and help participants learn about themselves through reflection, journal keeping, and constant self-assessment.

From the web-sites, curricula are seeking to teach communication, vision, inspiration, self-awareness, critical thinking, ethics, collaboration, decision making and leading change and diversity. Overall, they teach theory, try to link theory with practice, facilitate learning about oneself and integrate it all in the end. Most involve an internship and service learning as experiential learning which is the real differentiation between leadership programs and other programs. While leadership programs were not directly compared with many business programs, it can be surmised that overall, leadership programs have more group work than business programs as originally thought. Likewise there is more self-reflection, self-awareness, and a true acknowledgement of one’s strengths and weaknesses in the leadership programs. The student in leadership programs plays a more involved part in the learning than in a traditional business school.

Chapman’s curriculum is ideal for Dr. Wriston's view on leadership. In the first course, they articulate a personal philosophy of leadership. Next, they begin to look at
the concept and value of the "learning organization." These are two concepts he claimed were crucial to the study of leadership in organizations. They even mention systems thinking which he claimed was one of the most important aspects of organizational behavior for now and the future.

The Pioneer Leadership Program’s curriculum has its students live together for their first year to form what one student called, “A cohesive, collaborative, action group.” This is very similar to organizations and is beneficial to include in other curricula if possible. People are spending more and more of their time at the office. An environment similar to the one described here would be ideal for school or work. It would facilitate learning and interpersonal relations. Organizations should consider an experience like this to get people synergistic.

James R. Adams, Chairman of the Board, Texas Instruments, Inc. says, “You don’t become a leader by reading about it, you have to do it.” Speaking for these programs, this is what they teach. It is not simply reading, writing, and testing, but experiencing, discussing, applying, reflecting, and re-thinking. In the Jepson School, students are thrown into projects from the start of most classes and must see them to fruition by the end of the semester. While they are experiencing this, they are reading assignments and discussing in class. They mix conventional education with real experiences to help link theory to practice.

• Major Issues Addressed in Leadership in Organizations courses

Kotter thinks that a good leadership course teaches you things you can’t learn on the job, helps you develop cooperative relationships, and help participants learn about themselves. This is exactly what these leadership programs are trying to do. Contrary to
a business school which teaches you things that you could learn on the job, leadership programs seek to have students develop their own personal leadership style based on their reflections of their strengths and weaknesses. Through the living together, or team projects, and collaborative discussions, students learn to build the interpersonal skills needed in today’s organizations to deal with rapid change and diversity.

Courses of this sort need to be taught by someone who is both an academic and a practitioner. Having one or the other limits the professor’s knowledge of the subject. Good ideas to facilitate learning are term-long group projects or case studies generated from actual events. These would consider everything that influences organizations including size, environment, goals, technology, strategy, design and culture. The most important objective is to introduce the student to tools and techniques that increase the chances of engaging people in successful and lasting change.

The student must be willing and open to continue to try to understand what went right and what went wrong and to be patient. They must also question their own biases and assumptions, and get involved personally through participation and reflection. Also, this course is probably most efficiently taught to employees who return to school after a few years in the workplace. This is not to say that undergraduates can’t learn, because they can, but not to the same degree people who have been in the workplace can.

If anything can be said about of all of the programs researched, it would be that all recognize the importance of speakers as a kind of fresh perspective. Likewise, they all believe in helping the community and VWIL and other programs see the need to have students live together to encourage outside of class discussions on leadership issues and to act as a sort of mentoring process.
Also, there is a strong focus on ethics, community service and developing a serving spirit in leaders while getting involved in numerous leadership opportunities on campus as methods of furthering experiential learning. Likewise the classroom environment is one with minimal lecture and extensive discussion, participation, and reflection. In this respect, students play a large part in “learning” leadership and facilitating “teaching” leadership.

This can be seen in Dr. Hickman’s Leadership in Organizations. Dr. Hickman’s syllabus demonstrates a good example of how to teach organizational leadership in one class. She hits on most of the topics that Chapman provides for a graduate degree. It is difficult to teach leadership in one class and almost as difficult to teach organizational leadership in one class, but this comes close. Perhaps this is because much of the responsibility for learning is passed off onto the student who dives right in with a group project. If learning is doing, then the Jepson school students are certainly learning. If one were to say that it is different because it is a hypothetical situation, one could counter that in this day and age, employees never work one job for too long so the organization may as well be hypothetical.

Kotter also mentioned that more was needed to teach management than formal tools, concepts, and theories, which has progressed now to case studies, guest speakers, group projects, community service, internships, etc. Kotter’s idea of the next future manager is one who balances the interpersonal and intellectual skills with business and corporate knowledge. This is exactly what Mr. Nguyen thinks makes a perfect candidate for his Change Management Consulting Team. He goes to the Jepson School to find such a candidate.
- Preparation of Students for Work and Leadership in the New Organization

I totally agree with Mr. Nguyen and Dr. Offermann, it is a bit more difficult to teach leadership to undergraduates due to their lack of real world experience. However, it is also a good time to get to them before they have preconceived notions about what leadership should be based on their organization’s structure. Likewise, when they are undergraduates, they can use this information to find a job that best suits their philosophy of leadership.

As we saw earlier, the crucial point is that leadership is a skill involving judgement and wisdom, which is distinct from knowledge. Wisdom and judgement are the marrying of knowledge with experience. This is demonstrated in the fact that in every program mentioned, students are forced to get an internship which links theory to practice. This is the biggest difference between leadership and business programs. Most leadership programs require this because of the difficulty in teaching and learning leadership. Business programs see it more as a resume builder which employers think is attractive.

In a study my group and I performed at University of Richmond, we found that overwhelmingly, the more internships a person had, the “happier” they were. This happiness was attributable to finding a higher quality job, in a more preferable city and a higher salary. Internships not only help link theory with practice, they also help students decide if this is the field they want to be in or not. They also give the student something to go back to the classroom with to apply new theories to.

Having models in the head gives employees weapons for organizational change and the ability to reflect and observe helps them test their effectiveness. This is how
students are prepared for organizational change. They are exposed to theories that help
them learn about themselves, their strengths and weaknesses, how they influence others,
and different approaches to try.

Students are not taught the skills as in the business schools which give them the
definitive answers every time no matter what. They are given a type of framework to try
and use based on what they have learned about themselves. Business skills can be taught
in school or in the workplace, but it takes years to learn about leadership in organizations.
If a student has had a class, they will be thinking of what they learned and how it applies
to their particular organization. If, chances are, things aren’t the same, they have
alternative methods to experiment with based on what they know about themselves.

If students know a lot about themselves, as leadership programs attempt to
facilitate, they can experiment with how they do what the leadership programs taught
them about leadership in organizations. They will be better prepared for decision
making, critical thinking, teamwork, cooperation, vision, empowering, speaking,
collaboration, analytical thinking, and the ability to work with others from diverse
backgrounds. This is what the changing organization requires and what the curricula
strive to teach which business programs have ignored.

Recommendations

To ensure continuous learning, as Dr. Wriston mentions in organizations and
individuals, I think that all leadership and business students now and from the start of
leadership programs should give feedback to their respective programs regarding how
well prepared they were for their organizational structure. I think you will find that
leadership students recognized leadership issues but weren’t in a position to do anything
about it in the beginning. However, when they had been there a little while, they were able to do something about it and probably even climbed the ladder faster than others who started with the company when they did. Leadership programs need to take this feedback and immediately alter the program accordingly.

I also recommend leadership programs market themselves more. I don’t think there are enough organizations out there that know leadership is being taught. They don’t think there is anywhere they can go to find undergraduates with great potential for leadership.

Dr. Wriston hit on this when he admitted that there were people out there who don’t believe in leadership as an ability, but rather a trait some people are born with and hone over the years. We need to raise the awareness about the boom in leadership programs over the last four years and invite organizations to come to campuses to see how the programs work. This makes leadership students more attractive to hire and gives them the chance to outperform other students with no leadership degree.

This study accomplished its purpose in that it found a prevalent change in the organization and saw the rise in leadership programs as a reaction. These leadership programs were found to teach using similar curricula to accomplish very similar goals. Also, these teaching methods and objectives of the curricula were found to be very different from business schools.

The further research that needs to be done is to speak with more experts about where the curricula need to be heading. It is worrisome that many leadership programs are similar in nature because they are young enough to be trying different things. Colleges and Universities that are planning to open leadership schools may want to go
straight to organizations and develop curricula around what would suit students best for life in an organization.
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Appendix
Questions for Phone, In-Person and Email Interviews

1. Why teach leadership in organizations?

2. Has leadership in organizations changed fundamentally from the past, and where is it going to be in the future?

3. What was the past business environment like, how has it changed/evolved and where is it going?

4. What is your response to skeptics who claim leadership can’t be taught, and is extremely difficult to learn?

5. How can students be prepared for leadership in organizations?

6. How do you approach “teaching” leadership in organizations?

7. What is the role of the student to maximize learning?

8. How have your teaching methods changed over time in teaching leadership?

9. There has recently been a rapid growth of leadership programs in universities, what would you attribute this to?

10. Is there a need for leadership in business programs?
Jepson School of Leadership Studies

The Jepson School of Leadership Studies is a unique undergraduate program at the University of Richmond and in American higher education. Students complete the same general education requirements as all other undergraduates at the University of Richmond. Selection of students is made in the fall of the sophomore year through an application process. Those who are selected enroll as juniors for the remainder of their time on campus and complete a major in leadership studies and a minor (or, if a student prefers, a second major in a subject of the student's choice).

The major in leadership studies is intended to educate students for and about leadership. We aspire to prepare our students to assume leadership roles and responsibility across a range of possible opportunities in their work and community lives after graduation. Experiential learning is a central feature of the program. Students learn by doing and by having leadership opportunities while they are learning to develop their leadership abilities.
Jepson School Goals and Philosophy

Goals of the Jepson School of Leadership

Upon completion of the two-year curriculum, Jepson School graduatees should be able to:

- Serve effectively in formal and informal leadership roles in a range of settings
- Help others exercise leadership and hold other leaders accountable
- Develop cooperation and teamwork while inspiring commitment and trust
- Combine knowledge with judgment and imagination to creatively solve problems with others
- Apply the modes of inquiry and knowledge bases of many disciplines to the study and practice of leadership
- Think critically about leadership knowledge and practice
- Exercise moral judgment, imagination, and courage in the practice of leadership
- Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable or necessary
- Continue their development as leaders by self-directed learning

The Jepson School Purpose

We will strive to develop moral character as well as leadership knowledge and competencies in our students. Our educational mission begins with a moral ideal. We aim to develop honest, caring, and socially responsible leaders. The Jepson School views leadership as a form of stewardship and seeks to inspire students to use their abilities to serve society in a variety of ways. This moral vision informs the teaching, research and administration of the school.

Education for leadership mandates development of critical and analytical skills. A capable leader must be able to identify problems. He or she needs these skills to determine what practices and ideas to discard, what to preserve, and what to change. In addition to mastering appropriate knowledge, this also requires the ability to collect and interpret information and to isolate what is relevant for addressing particular problems and achieving larger goals. Critical thinking is not an end in itself, but rather a way to develop vision and to engage in imaginative problem solving.

Students also must begin to develop basic leadership skills so they can participate in meaningful opportunities to lead and thereby learn by doing. Education for leadership requires that students enhance their interpersonal skills as well. An effective leader collaborates and cooperates with others in achieving mutual goals and nurturing other leaders.
Educating people about leadership requires a multidisciplinary program. The Jepson School faculty has backgrounds in many academic fields -- psychology, political science, education, philosophy, sociology and others. The Jepson School also utilizes the knowledge and talents of other faculty throughout the University of Richmond. The Jepson School serves as a nexus for connecting and integrating the insights of a variety of disciplines in understanding the complex phenomenon of leadership. Out of multiple modes of inquiry and many different knowledge bases, students acquire freshly synthesized conceptual frameworks that guide critical thinking and inform the practice of leadership in relevant contexts.

Our teaching methods extend beyond the traditional classroom. The school serves as a laboratory for new and innovative pedagogical techniques. While maintaining high standards of classroom teaching, the Jepson School program incorporates experiential learning. Classroom exercises and simulations offer students an opportunity to acquire feedback about their efforts to learn and lead students to reflect upon their behavior, their interactions with others, and the dynamics of social groups. Students have opportunities to interact with leaders from many settings through a vigorous lecture and visiting scholar series. Participation in internship programs and other learning experiences here, elsewhere in the United States and even abroad exposes students to the daily tasks and decision-making processes of leaders. Seminars make use of reflection and discussion to integrate the student's practical experiences and observations with theories and research about leadership. All classes combine theory with practice so that students gain a sense of leadership as praxis.

The faculty of the Jepson School believes that actively engaging the realities of leadership as it is practiced throughout our society can both enrich and enlarge our ability to teach. Through research and consulting, we insure that what we teach is both sound and relevant. We are dedicated to advancing the field of leadership studies by building upon and critically evaluating existing theoretical, research-based, and practical knowledge. Since it is the first school of leadership in the country, the Jepson School has an obligation to serve as an exemplar and resource for other schools. As a center of leadership studies, the Jepson School will forge ties outside the University of Richmond. The Jepson School opens its doors to the local community and offers scholars and practitioners both a place to do research and a forum for presenting new ideas.

Students are selected from a wide range of applicants. Our goal is to identify those who are academically qualified and motivated to assume formal and informal leadership roles as well as to contribute to the leadership efforts of others. The Jepson School student body is a diverse community that represents the potential to learn about important differences from each other.

The Jepson School is committed to being a full participant within the University of Richmond. It adheres to the values and goals of the University and is committed to sharing its facilities and resources to achieve our mutual goals.
Jepson School Curriculum for Majors

(40 credits)

LDSP 201 Foundations of Leadership Studies

**CORE COURSES**

(12 Credits)

LDSP 300 History and Theories of Leadership
LDSP 301 Critical Thinking and Methods of Inquiry
LDSP 350 Ethics and Leadership
LDSP 351 Leading Groups

**INTEGRATIVE/EXPERIENTIAL**

(10 credits)

LDSP 370 Service Learning (1 hr.)
LDSP 388 Internship (6 hrs.)
LDSP 498 Senior Project (3 hrs.)

**ELECTIVES**

(15 credits)

Competencies

(6 credits- minimum)

LDSP 352 Decision Making for Leaders
LDSP 353 Leadership and Motivation
LDSP 354 Conflict Resolution
LDSP 355 Understanding and Leading Individuals
LDSP 356 Leading Change
LDSP 357 Analyzing and Making Policy
LDSP 358 Communicating and Leading

Contexts

(6 credits- minimum)

LDSP 302 Leadership in Organizations
LDSP 303 Leadership in Political Contexts
LDSP 304 Leadership in Social Movements
LDSP 305 Leadership in Community and Volunteer Organizations
LDSP 306 Leadership in Cultural and Historical Context
LDSP 307 Leadership in International Contexts
Selected Issues in Leadership Studies
LDSP 390 Special Topics Course
LDSP 390 Systems Thinking
LDSP 392 Leadership Study Abroad
LDSP 491 Independent Study (A: Research, B: Readings)
Jepson School of Leadership Studies

History and Traditions

The Jepson School of Leadership studies began as an idea in 1988. Its beginnings were rooted in a generous offer in May of 1987 from Mr. and Mrs. Robert S. Jepson, to donate twenty million dollars for the development of a leadership studies program. A committee was then developed by the University of faculty and administrators to work with the Provost Zeddie Bowen in order to create a plan for the new, Jepson School of Leadership Studies. The University of Richmond, Jepson School of Leadership Studies is the nation's first undergraduate school intended for the study of leadership. The School is located in Jepson hall, which was finished in 1992. It's 72,000 square feet encompass state of the art classrooms, a computer lab and 300 computer work stations, faculty offices, and a student library/study and study areas for students to work in.

Prelude Ceremony- This august ceremony welcomes the new Jepson Majors (juniors) formally into the Jepson Community. It is usually held in September.
Wharton on the World-Wide Web

Additional information is available on the Wharton Information Network

Wharton's WorldWide Web site: http://www.wharton.upenn.edu/

Of Special Interest to Undergraduate Applicants:
- Undergraduate Student Handbook
- Huntsman Program in International Studies & Business
- Jerome Fisher Program in Management & Technology
- Program in Nursing & Health Care Management

Other Publications and Information Include:
- Guide to Faculty
- State of the School
- Wharton Alumni Magazine and Alumni Network
- Wharton Impact (faculty research)
- Departments and Research Centers
- Other Programs and Divisions, including
- Graduate, Executive MBA, Doctoral, and Executive Education
- Computing Information Online

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University of Pennsylvania

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Undergraduate Schools: 1740
Graduate and Professional Schools: 4

The Wharton School

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Research Centers: 18
Wharton Alumni: 69,000
Alumni Clubs and Representatives: 68 in 42 nations

Undergraduate Division

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University of Pennsylvania
1100 Steinberg Hall-Dietrich Hall
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Leadership for the Future

The 21st century is around the corner, and the world that you will live and work in is apt to be quite different from that of your grandparents, your parents, or even your own experiences before college.

Accelerating advances in technology. An increasingly interdependent global environment. Changing demographics in families and the workforce. Whether you enter business, education, medicine, law, the arts, or any other field of endeavor, these forces will require changes in the way that individuals and organizations do business. Management and business expertise will not be the only component of sound decision making — an understanding of the economic, political, and social arenas in which business takes place will play an ever increasing role in determining an organization's success. Those who are able to combine all of these qualities most successfully will emerge as the leaders of the future.

What is needed are truly broad-gauged leaders. These individuals possess both breadth and depth of knowledge. They understand both operations and strategy, the details and the big picture, the nuances of local culture and the impact of the global context. They are true “renaissance leaders.” And nothing less will be required to lead organizations in the next millennium.

Widely recognized as the premier program in the country, and the only one in the Ivy League, Wharton’s undergraduate program is designed to develop just such renaissance leaders. It draws upon Wharton’s unique strengths and the full range of resources of the University of Pennsylvania to provide an outstanding business and liberal arts education.

Joseph Wharton invented business education at the collegiate level more than a century ago. We intend to continue to define its future, and welcome your interest in joining us.

THOMAS P. GERRITY
Dean and Reliance Professor of Management
and Private Enterprise
The world of business today demands intelligent, innovative thinkers and leaders, women and men sensitive to other cultures, creative in response to change, adept at transforming theory into practice, keen in their assessments, and articulate in expressing them. The Wharton School of the University of Pennsylvania provides the stimulating, comprehensive education tomorrow’s leaders will need.

Combining Business and Liberal Arts
The Wharton experience will give you the intellectual and practical tools for lifelong achievement. If you already know your direction in life, Wharton will put you miles ahead on your career path. If your interests are broad and varied, Wharton will help you explore a range of options while developing fundamental business skills. Intrigued by foreign languages and cultures? Fascinated by political science? Music in your blood? Committed to community building or improving the health of the planet? A Wharton education helps you transform personal interests and academic passions into career opportunities. No wonder students call a Wharton education “the best of both worlds.”

The Wharton advantage includes:

• A fully integrated business and liberal arts curriculum, beginning in the first year;
• The only undergraduate business program in the Ivy League, ranked as the finest in the United States;
• A rigorous grounding in the fundamentals of business, with an emphasis on innovation, leadership, global perspectives, and managing change.

A Dynamic Learning Environment
A Wharton classroom is an arena for stimulating intellectual exchange. In lectures, seminars, and research and independent study projects, you learn directly from Wharton’s internationally renowned faculty. In classroom discussions, you wrestle with theories and concepts made real by actual examples from current business practice. As economies and societies change worldwide, Wharton continues to innovate. Every year, new courses address the cutting edge issues of business today.

Outside of class, your education continues with a range of professional clubs, sports, community service organizations, and other co-curricular and extra-curricular opportunities to fit your personal interests. Your peers, an exceptionally diverse student body representing a variety of cultures and nations, are part of your education too. Together, you expand one another’s horizons, contributing diverse perspectives and experiences to any conversation, in and out of the classroom. And in Philadelphia, you’ll find museums, sports, restaurants, music, and all the opportunities and experiences you’d expect from a city rich in history and culture.
Lessons in Leadership
A Wharton degree prepares students to excel in whatever field they choose. Wharton aims to educate leaders. A strong foundation in technical and analytical skills, combined with a broad liberal arts education, will equip you to manage people and resources effectively and lead organizations in the 21st century.

Wharton builds leadership skills through:

- A required freshman course on leadership, teamwork and communication;
- Team-based projects that depend on building consensus and recognizing and drawing on classmates' diverse experiences and knowledge;
- Elective courses that focus on managing complex organizations and a diverse workforce;
- Opportunities to design and pursue research projects in which you ask questions, formulate hypotheses, and solve problems independently;
- Access to world leaders in society and business, from Bill Clinton to Bill Gates, through Wharton's extensive speaker series and guest lecture programs; and
- Opportunities to play leading roles in clubs, on athletic teams, and in community outreach projects as well as the chance to initiate new organizations.

From Wall Street to Main Street
Wharton pushes you well beyond the traditional confines of a business education. Your four years here are designed for exploration and discovery. As you broaden your experience and deepen your understanding of a wide range of subjects, you build a strong foundation for your future no matter what your career plans.

The array of options includes:

- A wide variety of different concentration options offered through Wharton's 11 academic departments;
- Dual-degree program options with Penn's School of Arts and Sciences; School of Engineering and Applied Science; and School of Nursing;
- Specially designed joint-degree programs: one of the nation's leading undergraduate programs in management and technology; an innovative program combining international studies and business; and a new program on nursing and health care delivery.
- Dual concentrations within Wharton as well as minors in the School of Arts and Sciences; and
- Individualized concentrations that allow you to address special interests or design a program that crosses disciplines.

"Since I was a sophomore in high school, I knew that I wanted to go to school for business. Wharton was the top name on my list. It offered the best programs, the best of everything, really. Wharton combines the benefits of a small school with the opportunities of a large university and a diverse city. Something that I didn’t fully appreciate until my senior year, was Wharton’s unparalleled recruiting and career opportunities. I had friends who complained that they had no time to go to the 15 interviews they had in one week. If you want to do business, this is the place."

Jason Diaz, W'95, is a consultant with Monitor Company, an international strategy consulting firm. He also works with the New York City Police Department, as founding president of CAB WATCH, a non-profit effort to equip taxicab drivers with 911 access. A Benjamin Franklin Scholar, Jason was junior class president and founding chair of the Class Boards branch of student government. He was a member of Lantern, Wharton’s senior honors society, and completed a general honors research project on corporate social responsibility.
Around the World

A global perspective is fundamental to a Wharton education. Business today is increasingly global, and at Wharton you have the opportunity to learn about the cultures, histories, and languages of nations around the world.

In addition to the joint-degree international studies and business program, Wharton’s global focus features:

• A Global Environment requirement for all students, which, through a selection of courses in history, the arts, area studies, management, and other fields, links Wharton’s training in managerial decision making with the international context in which contemporary business operates;

• Fully accredited study abroad programs in all parts of the world, including several programs designed specifically to complement Wharton’s undergraduate curriculum;

• A requirement for foreign language proficiency with a choice of University instruction in more than 40 languages.

Undergraduate Exchange Programs

As the twenty-first century approaches, it is clear that leaders of all organizations, whether government, non-profit or for-profit, will need to have a truly global perspective. Wharton encourages all undergraduate students to study abroad for a semester. Although Penn offers over fifty options for students to attend universities in other nations, the following five are specifically designed for students who wish to take business classes while they are abroad:

• Institute of Business Administration, Universita Commerciale Luigi Bocconi, Milan, Italy
• Ecole Superieur de Commerce, Universite Lyon II, France
• Instituto Catolico de Administracion y Direccion de Empresas, Madrid, Spain
• Hitotsubashi University, Tokyo, Japan
• Hong Kong University of Science and Technology

Opportunities for Lifelong Achievement

Wharton is committed to helping you develop long-term career plans, creating habits of thought and building networks that will serve you your entire life. As a result, Wharton graduates follow surprisingly diverse career paths. Recent graduates have gone on to become lawyers, physicians, policy analysts, economic development analysts, educators, legislative aids, and leaders in the performing arts.

Liberal arts and business make a dynamic combination. At Wharton, we don’t just help you develop the analytical and conceptual skills prized by corporate recruiters and graduate admission directors; we make sure you’re prepared to present your skills to their best advantage when you graduate. Wharton provides extensive resources to support your individual choices and help you meet your immediate goals—whether you’re applying to graduate school, seeking a corporate job, or starting your own business.
Wharton and Penn help you with your career plans in a variety of ways, including:

- The University’s Career Planning and Placement Service, which offers programs, services, and resources such as career seminars, employer presentations, job search workshops, and full-time job listings;
- Annual access to more than 350 recruiters, representing a wide array of job opportunities, who conducted nearly 13,000 interviews on campus last year;
- A Wharton-based advising program that provides academic, faculty, peer, and even alumni advisers to assist in developing meaningful educational plans compatible with your life goals;
- Internships that let you investigate career possibilities and gain valuable firsthand experience; and
- A lifelong network of contacts and mentors through alumni clubs and Wharton offices worldwide.

**Leadership/Versatility**

Alumni of the Wharton Undergraduate Program have demonstrated leadership, not only in traditional business industries, but in fields ranging from sports to education, from government to the arts. In addition to the presidents and CEOs of major banks and corporations throughout the U.S., they include the conductor of the Oregon Symphony Orchestra, the chairman of the U.S. House of Representatives International Relations Committee, the CEO of Outward Bound, the producer of Rolling Stones tours, the dean of the University of Chicago Law School, the president of Estee Lauder, the president of the Los Angeles Dodgers, and a former associate justice of the U.S. Supreme Court.

“Wharton is a rigorous school— theoretical, yet in touch with the business world. Its exceptional strengths span a multitude of areas. Wharton’s curricular flexibility and endless opportunities let me explore diverse interests and design a course of study including marketing and entrepreneurial management. A summer internship with the Medical News Network led me to a concentration in health care management and policy. During my years as a student at Wharton and, even now, as a Wharton graduate, my professors and fellow classmates are excellent networking resources.”

Lee Snyder, W'95, served as news director and news anchor at UTV13, Penn’s student-run television station. Writing a children’s book allowed her to interact with medical students and interview patients and medical staff at Children’s Hospital of Philadelphia. In addition, she was a member of the Wharton Dean’s Undergraduate Advisory Board. Lee is currently a third-year student at The Johns Hopkins University School of Medicine.
Rigorous, comprehensive, and flexible — Wharton's curriculum lets you shape an education that suits your individual goals.

**Tailoring Your Degree**
As a Wharton student, you can choose to concentrate in one of 13 specialty areas or create your own individualized concentration. You can pursue academic interests outside of business through Penn's ample offerings in the humanities, arts, and sciences, where you will take approximately half your courses. Students with a highly focused interest may even complete a dual degree with one of the other undergraduate schools of the University. And Wharton supplements its regular course offerings and curriculum requirements with honors courses, interdisciplinary courses, research projects, and a broad range of co-curricular activities to stimulate your intellectual development.

**The Academic Curriculum**
Designed to challenge and enrich you at every level, Wharton's curriculum consists of:

**General Education Requirement.**
Courses in micro- and macroeconomics and calculus provide students with the necessary foundation skills for introductory business courses.

**Leadership, Teamwork and Communication in Groups.**
Management 100, a first-year course, develops students' written and oral communications skills and provides training in leadership and group dynamics. During the fall semester, first-year students are organized in teams to plan and implement a community service project.

**Business Fundamentals.** Nine required courses, which include two semesters each of accounting, finance, and statistics, and introductory courses in marketing, management, and operations research and information management, ensure that all Wharton students have an understanding of the various dimensions of business.

**Societal Environment and Organizational Environment.** Business leaders today must be aware of major factors which define and influence the business environment. Through a choice of three courses, Wharton students explore how the rule of law, ethical values, and the influence of special interest and power groups constrain business behavior.
The first business school to introduce requirements for proficiency in a foreign language, Wharton also requires students to take courses that help them gain knowledge of, and sensitivity toward, other cultures. To fulfill the requirement, students select three courses with an international focus from a vast array of University offerings.

General Education Distribution. Students also select at least two courses from the following areas: Social Structures; Language, Arts, and Culture; and Science and Analysis. The choices are limited only by the number of courses offered at the University.

Business Breadth. To broaden their understanding of business problems, students must take three other business courses above the introductory level, in subjects outside their chosen concentration.

Business Depth. Rather than pursue a traditional major, Wharton students choose a concentration, consisting of four courses in one specialized subject area, that allows them to study one aspect of business in depth.

Options and Opportunities

The rigorous framework of the undergraduate curriculum provides tremendous options for exercising intellectual curiosity. Wharton encourages you to explore the wide range of courses available at Penn. Most students take full advantage of elective courses to create a program tailored to their particular interests and goals. Other choices include:

Dual-Degree Options. Wharton students can pursue dual degrees in conjunction with one of the three other undergraduate schools at the University of Pennsylvania: the School of Arts and Sciences, the School of Nursing, and the School of Engineering and Applied Science. The dual-degree option lets students create an expanded academic program, according to their personal interests. Students choosing this option must meet all graduation requirements for both schools simultaneously.

Joint-Degree Programs. Joint-degree programs differ from the dual-degree option at the University in that they are highly integrated and focused programs which have been developed jointly by the faculties of two schools. Currently, there are three such options available to Wharton students.

“Wharton in one word is ‘opportunity.’ An opportunity to expand your knowledge base, an opportunity to enhance your analytical skills and most importantly an opportunity to broaden your horizons. When I was a senior in Kuwait, I realized that Penn was the only school that offered me this opportunity with its diverse student body, wide array of activities and a challenging curriculum. By participating in activities such as the Dean’s Undergraduate Advisory Board, I got a chance to tackle student problems proactively and to devise ideas to better the situation. The rigorous curriculum of the Wharton and Engineering programs prepared me for not only the theoretical understanding but also the practical applications of the real world.”

Gaurav Grover, W’97, SEAS’97, a Benjamin Franklin Scholar and Joseph Wharton Scholar, was the recipient of the Dean’s Outstanding Award for Excellence at graduation and was the Co-Chair of the Dean’s Advisory Board. He completed the Jerome Fisher Program in Management & Technology with degrees in finance and mechanical engineering. He was also a teaching assistant for corporate finance and a representative on many students committees across campus. Gaurav is a financial analyst with Donaldson, Lufkin and Jenrette, an investment bank.
Huntsman Program in International Studies & Business.

To prepare students to operate effectively in the global economy of the 21st century, the Program in International Studies & Business integrates a business education, advanced language training, and a liberal arts education with an area study specialization. This dynamic professional program provides a sophisticated education in the world's political, economic, and cultural complexities. Students graduate with a Bachelor of Arts in International Studies from the School of Arts and Sciences and a Bachelor of Science in Economics from the Wharton School.

The 40 course-unit curriculum consists of three components:

*Business:* Specializing in a functional area of management and taking courses in international business,

*Language:* Attaining professional-level language proficiency, through specially designed courses,

*Liberal Arts:* Developing an international context, through courses in history, literature, philosophy, and political science.

In addition, all students in the program spend at least a semester abroad studying at a university in their chosen region. Students live with a local family and take courses in history, politics, and literature in the native language alongside the host University's regular students.

You must apply to the Program in International Studies and Business as an entering first-year student.

Jerome Fisher Program in Management & Technology.

The Management and Technology (M&T) program was established in 1977 in order to educate young leaders who could bridge the management and technology disciplines.

Through a stimulating curriculum, M&T students master the skills necessary to define and solve problems in today's technological society.

Wharton's Bachelor of Science in Economics may be combined with either the Bachelor of Science in Engineering (BSE) or the Bachelor of Applied Science (BAS) from the School of Engineering and Applied Science.

The curriculum builds on the strengths of these prominent professional schools to provide a unique blend of educational and research opportunities. For students interested in becoming professional engineers or in pursuing graduate studies in engineering, the BSE is generally preferred. The BAS is an attractive alternative for students with career interests in the business arena. The time required to complete the two degrees depends on the curriculum selected and the number of advanced placement credits earned.

Admission to this program is available to entering first-year students as well as to a limited number of freshmen and sophomores.
Program in Nursing & Health Care Management. Wharton’s newest joint degree program admitted its first class with the entering Class of 2001. Combining a Bachelor of Science in Nursing with a Bachelor of Science in Economics from the Wharton School, this highly specialized curriculum gives students gain expertise in patient care as well as in business and managerial areas. A carefully planned integrated academic and clinical program allows qualified students to complete the program in four years. Graduates are fully prepared to assume clinical practice or administrative positions within health care organizations; to enter into business, especially in the field of health care management or health care consulting; or to continue for graduate study in any field of health or business.

Submatriculation Programs
Selected Wharton undergraduates have the option of gaining an advanced degree in conjunction with their bachelor’s degree. This unique opportunity is called submatriculation, and it is available for Wharton undergraduates in cooperation with Wharton’s MBA program and the Penn Law School. A student may obtain a Bachelor of Science in Economics and an MBA in a total of five years, or a Bachelor of Science in Economics and a JD in a total of six years. Students interested in pursuing a submatriculation program apply during their junior year. If accepted, a submatriculating student, during the fourth year of college, takes a different series of courses from regular students. Students who submatriculate into the Law School take all of their first-year law courses during the fourth year of college and then complete their Wharton requirements during the second and third years of law school. Students who submatriculate into the MBA program take a series of courses combining both undergraduate and graduate study, so that the senior year of college also functions as the first year of graduate school. Students who are interested in either submatriculation program should see an advisor early in their academic careers, to design the appropriate program of study.

“I chose Wharton because the Huntsman Program in International Studies & Business allowed me to convert my interest in business and my love for foreign languages and cultures into two full-fledged degrees. Since being here, my most valuable experience has been interacting with intelligent, exciting students from across the globe, especially within the IS&B family. I have also benefited from tremendous exposure to prominent business and political leaders, and have learned first-hand the value of being part of the Wharton network.”

Cherianne Clarke, W’99, CAS’99, hails from Barbados, where she spent a year teaching at a secondary school before attending Wharton. She is currently pursuing a marketing concentration and a major in International Studies, French and Spanish. She has served on the board of the Caribbean Students Association and has been a representative on the United Minorities Council. She has also written for The Wharton Journal, served on the yearbook committee of the Black Wharton Undergraduate Association and participated in the Two Shades of Green Environmental Club and in the West Philadelphia Tutoring Project.
Major Industries Chosen:
Class of 1996

68% Financial Services
22% Services
7% Manufacturing
2% Communications

Major Functions Chosen:
Class of 1996

44% Investments
18% Consulting
11% Accounting
8% Financial Services
3% Real Estate/Land Development
2% Computer Services
1% Commercial Banking

Representative Concentrations:
Class of 1996

71% Finance
14% Entrepreneurial Management
7% Accounting
2% Health Care Management
27% Dual Concentrations

Management 100: Leadership
a course for all incoming first

To build awareness of the inc
determine team performance

To provide opportunities to pr
thus enhancing the ability to

To develop the ability to wor
of individual and cultural diff

To help understand the impor
to build self-awareness of str

To encourage new Wharton s
provide a context for advanc
All Wharton undergraduates receive a Bachelor of Science in Economics degree with a major in business. Within the overall business major, each student takes a common core of foundation courses in the various disciplines of business: management, marketing, accounting, statistics and finance, as well as a broad array of liberal arts and sciences courses. After completing the core, students select a concentration, a cluster of four courses in a particular discipline. Wharton offers thirteen pre-designed concentrations, and offers students the option of designing an individualized concentration. Many students opt to concentrate in more than one area. Faculty advisers in each academic department are available to discuss with students the nature of each discipline and to provide guidance in course selection. In addition, Wharton also provides students with professional and peer advisers, to help them design their academic programs and to assist them to make the best decisions based on their particular goals.

Wharton's academic departments are all among the strongest in the world, each one ranked within the top five within that discipline. Faculty perform cutting-edge research which allows them to bring the most advanced techniques and current information to their classrooms.

**Accounting**

Students who concentrate in accounting learn the underlying concepts of measuring and reporting an organization's economic activity, with courses in financial, managerial and cost accounting, tax planning, auditing, international accounting, accounting for decision making and control, and accounting for mergers and acquisitions. Accounting graduates often pursue careers in public and private accounting.

**Actuarial Science**

Actuarial science is the mathematical modeling of all pure-risk phenomena. It concerns such issues as determining annuity and insurance benefits, premiums, reserves, and expenses. In addition to insurance companies, private corporations and the government must also determine the best ways to develop pension funds and manage their risks. A student with strong mathematical aptitude graduating with an actuarial science concentration will be prepared to pass the first six professional examinations given by the Society of Actuaries.
Decision Processes
The decision processes concentration establishes rigorous scientific foundations for prescribing, predicting, and improving the processes through which individuals and groups form judgments and make decisions. This concentration investigates normative theories including probability theory, expected utility theory, and theory. The program examines descriptive theories that identify ways in which individuals and groups deviate substantially from this ideal. It also provides a grounding in a portfolio of methods for improving the processes of judgment and decision making.

Environmental Policy and Management
The concentration in environmental policy and management examines business's impact on the environment and human health and safety, and addresses a range of policy issues. This concentration provides an in-depth foundation for those interested in pursuing careers in the growing environmental sector of the economy. It takes an interdisciplinary approach, drawing on faculty and courses from six Wharton departments and other departments at Penn.

Finance
Finance deals with how firms make financial decisions and how these decisions affect individual organizations and society as a whole; how firms acquire and allocate funds; how financial markets operate and what role they play in economic welfare; and how financial structures and institutions operate. The study of finance includes the use of models to develop analytical approaches to such problems. Students who concentrate in finance take positions in financial institutions like commercial and investment banks, in finance departments of major corporations, or with consulting firms.

Health Care Management and Policy
The concentration in health care systems focuses on the management, financing, and economics of the health services sector. Students learn about those factors that significantly influence a health care system, including government regulation and the changing role of health professionals. The concentration is especially valuable for students planning careers in health care management or policy, clinical medicine, nursing, or dentistry.

"You don't go to Wharton to just focus on business; you pick up skills and abilities not found in the classroom. I've learned about working with others; I've learned about dealing with pressure and time management. Wharton has certainly opened my mind and expanded my horizons."

Kenny Lam, W'95, graduated magna cum laude with a concentration in finance. A Joseph Wharton Scholar, he was president of the Wharton Asian Association and chaired the organizing committee of the 1995 Wharton China Conference. Currently, he is pursuing a degree in law at St. Catherine's College, Oxford.
"Wharton's undergraduate program fosters a dynamic learning experience which encourages entrepreneurial development, an area in which the School is world renowned for leadership. Its professors do not just teach theoretical venture development but instruct, drawing from their own extensive experience in business. Wharton uniquely combines theoretical and practical business methodologies to empower you to do anything ... even create your own firm as an undergraduate."

Jeremy D. Kraus, W'98, was named the 1997 Pennsylvania Young Entrepreneur of the Year for his micro-batch ice cream venture, Jeremy's Cookies & Creams. In addition, his business team was a co-recipient of Wharton's Gloeckner Award in recognition of the best business plan produced in an open undergraduate competition. Jeremy is pursuing a concentration in management with a focus on entrepreneurship.

Information Systems
The information systems concentration prepares students to conceive, develop, and deliver leading-edge, innovative information systems applications. Students develop a sound understanding of the functions of information systems in the context of the organizations they serve, and a detailed knowledge of the design, implementation, operation, and management of computer-based systems. This concentration is designed for students planning careers in consulting, software development, data processing, or management information systems.

Insurance and Risk Management
The success of an economic relationship depends on the ability to shield it from adversity. In the context of insurance and risk management, such adversity arises from factors other than market forces, such as the destruction of assets. Students learn how insurance can be applied to reduce the impact of financial loss and how it can meet the diverse and sometimes conflicting interests of private enterprise and socioeconomic policy. Students choosing this concentration go on to work for private corporations, consulting and insurance brokerage firms, the government, and insurance companies.

Management
Wharton's Management Department offers a wide variety of courses designed to acquaint students with the many challenges facing modern business organizations and to equip them with the tools to meet those challenges. Courses are offered in a broad array of areas, including entrepreneurship, multinational management, business strategy, human resources, and organizational behavior. Students graduating with a concentration in management often pursue careers in consulting or as leaders in the private or public sector.

Marketing
Students pursuing a concentration in marketing acquire a solid grounding in the basic disciplines essential for understanding consumer and organizational buying patterns. They also acquire practical experience in the application of these concepts and methods, via half-semester mini courses (e.g. new product development, advertising, retailing) and a capstone senior seminar course. Students concentrating in marketing go on to work in brand management, sales, marketing research and consulting, and entrepreneurial ventures.
Operations Management/Operations Research

The operations management and operations research concentration provides students with a solid understanding of how value-adding processes work and how they can be improved through state-of-the-art analytic approaches and computer-based management systems. Operations management specialists typically begin their careers in positions in areas such as quality management, production control, service delivery management, and logistics. Operations research specialists begin their careers as analysts in consulting firms and staff support organizations.

Public Policy and Management

Government activities—regulation, taxation, direct expenditures—directly affect such private activities as economic development, land uses, the introduction of new products, international competitiveness, labor force productivity, the affordability of housing. This concentration develops and applies basic economic and political analytical tools to examine government policies and the policy-making process, the goals and consequences of government activity, and the forces shaping political support and opposition. Students concentrating in PPM go on to positions in government, in private firms (particularly consulting and investment banking), and in the not-for-profit sector.

Real Estate

The real estate concentration offers students the opportunity to learn about a growing area of interest in both the academic and business community. Students who choose this concentration follow an interdisciplinary curriculum, with required courses in finance and management and a choice of electives in a variety of disciplines, some outside the Wharton School. Students who concentrate in real estate often pursue careers in real estate development and architecture, as well as in city and regional planning.

Individualized Concentrations

If students have special interests not addressed by the existing concentrations, they may want to consider establishing their own individualized concentration. In recent years, students have taken advantage of this option to create individualized concentrations in legal studies and statistics.

To create a concentration, a student must meet with an adviser to discuss course options. Individualized concentrations must be approved by the academic department(s) in question and by the Executive Committee.

Course listings for the University are available at <http://www.upenn.edu/registrar>. Course listings and descriptions are available from each department and in the Undergraduate Division Office.

"I wanted to play college football and, when I visited the campus, Penn didn't have to impress me. It was exactly what I was looking for. I did a concentration in marketing, but Wharton gave me a diverse knowledge of all aspects of business. It gives you an education so broad you can do anything in the business world."

Stephen P. Barry, W'95, played middle linebacker on Penn's lightweight football team, becoming captain and MVP in his senior year. He is currently an international tax consultant with Deloitte and Touche in Washington, DC.
At Wharton, what you learn outside the classroom complements the new skills and knowledge gained in your coursework.

Wharton offers an abundance of activities, clubs, conferences, and speaker series to enhance your educational experience.

- **The Musser-Schoemaker Leadership Lecture Series**, initiated in 1991 brings business and government leaders to the School to share their ideas, opinions, and secrets of success with the undergraduates. A student committee works with the Associate Director for Student Affairs and the Dean’s Office to plan and implement the series throughout the academic year.

- **The Dean’s Undergraduate Advisory Board** meets with the Undergraduate Vice Dean, the Director of Undergraduate Student Services and Administration, the Director of Academic Affairs and the Dean to advise them on a number of policy issues, including curriculum and academic policy. The Board has made policy studies and recommendations, including the development of the Management 100 course, the Technology Initiative, the Advising Initiative, various lecture series and teaching awards and the Teaching Quality Assessment.

- **Wharton Activities Council** addresses social and community life at Wharton by creating and implementing special projects and events that bring undergraduates together outside the classroom. For example, the Council sponsors the Steiny D Socials, which provide students an opportunity to socialize with faculty and peers over soda and pizza.

- **Wharton Undergraduate Student Association (Wharton USA)** is an umbrella organization whose mission is to establish clear and efficient communication among Wharton School students, undergraduate student organizations and the School’s administration. A diverse range of clubs represents the different interests of the student body, from finance to environmental concerns to international markets.
A Sample of Activities
Wharton Undergraduate Division
Fall 1996

August
31 New Student Orientation

September
1 Dean's meeting
3 Academic Fair
18 Clubbing Night
20 Club Presidents meeting
26 Musser-Schoemaker Leadership Lecture
Pedro Palma, Vice-President & Partner,
Booz•Allen & Hamilton Inc.
Wharton Activities Council : Steiny D Social

October
4 Asia Business Conference 1996
Southeast Asia's Emerging Economic Frontiers
8 Wharton Latino Undergraduate Association
General Meeting
American Marketing Association lecture: Dr. Jean Kilbourne
"Deadly Persuasion: Advertising & Addiction"
17 Musser-Schoemaker Leadership Lecture
Donald Trump, President, Trump Organization
24 Futures, Options & Hedging Strategies Club Lecture
Gerry Rafferty, CEO, Rafferty Associates
31 Wharton Activities Council: Steiny D Social

November
7 Wharton Tech Group, Discussion About Digital Commerce
Wharton Activities Council, Skating Night
10 Wharton Activities Council, Basketball Tourney
14 Musser-Schoemaker Leadership Lecture
Charles Sanford, Retired Chairman of the Board,
Bankers Trust
18 Black Wharton Undergraduate Association General Meeting
21 Musser-Schoemaker Leadership Lecture
Milton Irvin, Managing Director, Salomon Brothers
23 Wharton Activities Council, 76ers v. NY Knicks at the
CoreStates Center
24 Coaches v. Cancer
28 Wharton Activities Council : Steiny D Social

Wharton USA member clubs include:

Professional Clubs
- Accounting Society
- American Marketing Association
- CPAs Plus
- Entertainment Industry Club
- Entrepreneurial Club
- Finance Club
- Wharton Fashion Society
- Wharton Management Club
- Wharton Transportation Association

Interest Clubs
- AIESEC (International Association of Students in Economics and Business Management)
- AIM (Awareness of International Markets)
- Black Wharton Undergraduate Association
- Pennsylvania Investment Alliance
- Students for World Trade
- Two Shades of Green
- Wharton Asian Association
- Wharton Europe
- Wharton Latino Undergraduate Association
- Wharton Women

Academic and Service Clubs
- Beta Alpha Psi
- Beta Gamma Sigma
- Delta Sigma Pi
- Gamma Iota Sigma
- Joseph Wharton Scholars Society
- Management & Technology Club
- Public Policy Symposium
- ROTARACT
- Wharton Activities Council
- Wharton Journal
- Wharton Ambassadors
- Wharton Technology Group
- Wharton Undergraduate Alumni Relations Council
Students who graduate from Wharton's undergraduate program are among the most successful college graduates in the nation in finding jobs and attending graduate school. Wharton students also, on average, receive among the highest salaries in their first jobs of any college graduates in the nation.

Wharton is committed to assisting its students discover and develop the pathways which will lead them beyond their undergraduate careers. The Penn Career Planning and Placement Service (CPPS) is available to all undergraduate students for guidance in finding summer internships and permanent jobs as well as learning about and preparing for graduate school. The majority of Wharton seniors receive numerous interviews and several job offers prior to graduation.

CPPS provides a variety of services to students, including:
- Help in preparing resumes and cover letters and training for job interviews
- A library of materials about various careers and graduate schools
- One-on-one counseling about career options
- Extensive listings of summer internship opportunities
- On-campus interviewing for permanent jobs by over 350 employers

CPPS also prepares a resume book every year which is circulated to interested employers. All graduating seniors are welcome to submit their resume for inclusion in the book, from which employers often make decisions about which students to interview.

CPPS has on-line job listings as part of its home page (http://www.upenn.edu/CPPS/). Students are also encouraged to do research on their own about particular industries and companies to explore the option of pursuing a career with that company or in that industry. In addition to the library at CPPS, students have access to several on-line
databases of information about a wide variety of corporations, through Wharton's Lippincott Library. CPPS also sponsors an ongoing series of presentations by prospective employers. All students, not just seniors, are encouraged to attend, to meet the people who work for the company, and to ask questions and learn more about these companies and industries as career options.

Students are also encouraged to speak with alumni to get advice and to discuss career options. Through the Penn Career Network, thousands of alumni are available to discuss their organizations, jobs, and industries. Students can also learn first-hand about summer internships from other students who have held those jobs, through a series of panel discussions which are held every fall.

For students who wish to explore the option of attending graduate or professional school, CPPS has a library of information about possible advanced degree options. In addition, information about the necessary qualifying exams, such as the LSAT, GMAT or MCAT, is available. CPPS counselors provide students with guidance in preparing graduate school applications. Students who are interested in attending graduate or professional school are encouraged to see a counselor as early as possible in their academic careers so that they can plan an appropriate undergraduate curriculum to prepare for advanced study.

Wharton continues to serve its alumni even after they have graduated from the undergraduate program. Alumni have access to the nearly all of the services available to current students, including on-line job listings.

Wharton sponsors a Career Week every year to help students learn about and explore possible career options. Recent alumni — those who have graduated in the past three to five years — participate in panel discussions and speak with students informally about their experiences and about various professional avenues.

"Come to Penn for the academics, but be prepared to plan your time well—you'll find many extra-curricular activities in which to get involved! In terms of academics, Penn allows its students the flexibility to change majors, pursue interdisciplinary studies and dual-degree programs, and even create their own majors—options that will grow in value as your interests become clearer. My parents both work with the pharmaceutical industry, so I developed a strong interest in health-related issues. Whatever I decide, I feel that Penn has prepared me well."

Sonali Shah, W'96, EAS'96, studied bioengineering and finance in the Management & Technology Program. After spending a year in investment banking, she has decided to pursue doctoral studies on the motivations of entrepreneurs in high tech fields at MIT.
Students apply for admission to Wharton through the University of Pennsylvania Undergraduate Admissions Office. For further information and to receive application materials, please contact:

**Undergraduate Admissions Office**

University of Pennsylvania  
1 College Hall  
Philadelphia, PA 19104.6376  
215.898.7507 phone  
215.898.9670 fax

Tours of the Penn campus are also available through the Admissions Office. For a specialized tour of the Wharton School's undergraduate facilities, please contact the Undergraduate Division Office.

**Wharton Undergraduate Division**

1100 Steinberg Hall-Dietrich Hall  
3620 Locust Walk  
University of Pennsylvania  
Philadelphia, PA 19104.6375  
215.898.7607 phone  
215.573.2070 fax

Questions or concerns regarding the University’s equal opportunity and affirmation action programs and activities or accommodations for people with disabilities should be directed to:

**Office of Affirmative Action**

Director of Affirmative Action  
1133 Blockley Hall  
418 Service Drive  
Philadelphia, PA 19104.6021  
215.898.6993 Voice  
215.898.7803 TDD
Wharton alumni are engaged in ongoing interaction with the School, providing guidance based on their experiences in education and business. Many in this list participate in the work of the School’s executive advisory boards or in guest lecture series.

NARCIS ANDREU MUSTE, W'56
Secretary General
Comision Nacional del Mercado De Valores
Madrid, Spain

ROBERTO CIVITA, W'57
President
Ediztora Abril
Sao Paulo, Brazil

L. JOHN CLARK, W'63, WG'68
Chief Executive Officer
BET plc
London, England

WENDY FINERMAN, W'82
Producer
Forrest Gump

JEROME FISHER, W'53
Chairman of the Board
Nine West Group, Inc.

GEORGE B. HARVEY, W'54
Chairman, President, and CEO
Pitney Bowes, Inc.

JON M. HUNTSMAN, W'59
Chairman and CEO
Huntsman Chemical Corporation

STANLEY R. JAFFE, W'62
President and COO
Paramount Communications, Inc.

REGINALD H. JONES, W'39
Chairman Emeritus
General Electric Company

BETH KAPLAN, W'80, WG'81
Executive Vice President
Rite Aid Corp.

RONALD S. LAUDER, W'65
Chairman
Central European Development Corporation

BONGSUI LEE, W'59
Vice President
Asian Development Bank
Manila, The Philippines

JACK H. LEHMAN III, W'68
Executive Vice President
Smith Barney, Harris Upham & Co.

MARTIN D. MAYER-WOLF, W'71
Director
Nidera, S.A.
Buenos Aires, Argentina

JOSEPH J. MELONE, W'53, WG'54, GR'61
Chairman and CEO
The Equitable Life Assurance Society

SHAUN F. O'MALLEY, W'59
Chairman Emeritus
Price Waterhouse

JOHN A. REID, JR., W'76
Senior Vice President
The Chase Manhattan Bank, N.A.

SYLVIA RHONE DAVENTPORT, W'74
Chairman and CEO
Elektra Entertainment Group

BRIAN ROBERTS, W'81
Chairman
Comcast Corporation

MICHAEL L. TARNOPOL, W'58
Senior Managing Director
Bear, Stearns & Co., Inc.

JACOB WALLENBERG, W'80, WG'81
Managing Partner — Chief Executive
Skandinaviska Enskilda Banken
Stockholm, Sweden

LAWRENCE A. WEINBACH, W'61
Managing Partner — Chief Executive
Arthur Andersen & Co, SC

MARTIN E. ZWEIG, W'64
Editor, The Zweig Forecast
Chairman, The Zweig Fund and Zweig Total Return Fund

Administration

THOMAS P. GERRITY
Dean

JANICE R. BELLACE
Deputy Dean

RICHARD J. HERRING
Vice Dean and Director Undergraduate Division

ANITA F. GILBURD
Director, Academic Affairs Undergraduate Division

SUZANNE KAUFFMAN DEPUYT
Director, Student Services and Administration Undergraduate Division

Wharton Undergraduate Division
1100 Steinberg Hall-Dietrich Hall
3620 Locust Walk
Philadelphia, PA 19104-6375
215.898.7607 phone
215.573.2070 fax
Preparing for Leadership

Hundreds of CEOs, alumni, corporate recruiters, and other executives were involved in helping Wharton define the essential skills for managers today and in the future. Wharton structured an innovative curriculum to respond dynamically to the needs of a changing global market.

- Executive Perspective
- In-Depth Knowledge
- Cross-Functional Learning
- Global Perspective
- Leadership and Interpersonal Skills
- Applied Problem Solving and Innovation
- Curriculum Structure and Program Requirements
- Team Intensive (photo essay)

Executive Perspective

"Leaders of the 21st century will need the ability to discern market trends, unleash people's creativity, take risks, and get breakthrough results. Wharton is a great place to build a foundation for accomplishment in that world."

Lewis E. Platt, WG’66, is chairman, president, and CEO of Hewlett-Packard Company.

In-Depth Knowledge

Managers need specific skills to meet the concrete, complex, and immediate challenges of business. In-depth knowledge of a particular field provides an essential foundation for leadership in any business arena. At Wharton, you build that foundation through:

- Grounding in the functional and analytical skills required for business study;
- In-depth concentration in one of 30 majors and concentrations offered by Wharton's 11 academic departments;
- An opportunity for individualized and multiple majors;
• Advanced study projects and summer internships;
• 22 professional organizations that provide peer interaction and contact with leaders in specialized industries and functions.

Cross-Functional Learning

While you can't know every area of business in depth, you need the skills and knowledge to view your company's needs from the broadest possible perspective. Working together across disciplines, Wharton's faculty has designed the MBA curriculum to help students understand the interconnecting functions that drive and define a corporation. Wharton fosters such interconnection, by offering:

• A core curriculum that provides exposure to all major functional areas and cumulatively builds your capacity to integrate the knowledge and insights learned in your courses;
• Cross-functional perspectives through specific course work and case studies;
• Business strategy simulations and field projects that require multi-disciplinary solutions to problems;
• The opportunity to pursue multiple majors to build complementary strengths;
• Two new interdisciplinary majors in the areas of environmental and risk management and marketing and operations management.

Global Perspective

All business today is global. And all managers need to understand the specific markets and cultures in which they work. With an international student body and a faculty with business experience worldwide, Wharton has long made the global perspective fundamental to its activities. As a result, 44 percent of all 1997 graduates assumed positions with international responsibilities. At Wharton you will find:

• A core course on global strategic management;
• Specific courses focusing on aspects of global business;
• The Wharton Global Immersion Program offering six weeks of internationally focused classroom study followed by four weeks of intensive experience and education abroad;
• Two renowned international dual degree programs and ten exchange programs with leading international business schools;
• Specialized offerings such as the Multinational Marketing Program and opportunities for foreign language development;
• Newly focused global integration of courses across the curriculum.

Leadership and Interpersonal Skills

Managers must communicate a unifying vision to those they lead in an environment of rapid, constant change. They must bridge cultural differences in an international work force and deal with complex ethical issues. While performing as a leader, the most highly placed manager must also work effectively as a member of a team. The leaders of tomorrow must be equally adept at building consensus and drawing on colleagues' diverse areas of expertise. Wharton's MBA curriculum fosters such leadership skills through:
• A Foundations of Leadership course that helps you refine your skills as both a leader and team player;
• An intensive learning team experience throughout your first year;
• An emphasis on ethics and the development of strong skills for written and oral communications;
• Access to the personal insights of leaders from business and government through various speaker series, clubs, and classroom visits;
• Opportunities to develop and demonstrate leadership skills through organizing and implementing community service projects and directing a variety of student organizations.

Applied Problem Solving and Innovation

The complexities of the decisions that managers make in the real world rarely conform to traditional, textbook examples. And, faced with continued and accelerated change, managers can no longer rely on conventional solutions. The skills to identify, formulate, and solve problems innovatively cut across all disciplines and all management needs. To help students hone these critical skills, Wharton offers:

• Core courses, case studies and leadership courses that ask students not only to solve but to formulate and define problems;
• 12-week field application projects in which teams of students work in real time to analyze a particular organization's strategic problems;
• Advanced and independent study projects as well as class assignments that match students with actual business challenges;
• The leading entrepreneurial studies center, and the opportunity, through Wharton's Small Business Development Center, to serve as consultants to small businesses in the area;
• An entrepreneurial climate, which fosters active student involvement in the School's strategic initiatives, continual evaluation and re-engineering of administrative processes, and innovative course development by faculty.
Preparing for Leadership

Curriculum Structure and Program Requirements

- The First Year
- The Second Year
- Program Requirements Summary
- Curriculum Matrix

The First Year

The first year focuses on Wharton's innovative management core, providing fundamental business skills, knowledge, and perspectives. Organized into four tightly focused six-week quarters, the first year will expose you to a breadth of subjects and approaches. Highlights include:

Pre-Term: A four-week program before the start of formal coursework helps ensure that students from diverse backgrounds begin on an equal footing. Pre-Term courses are offered in accounting, microeconomics and statistics along with an array of orientation workshops and events.

Management Core: Wharton's sequence of core courses provides grounding in basic management disciplines, including economics, finance, accounting, management, marketing, operations management, the governmental and legal environment of business, statistics and strategy.

Cohorts and Clusters: Each first-year class is divided into "cohorts," groups of 60 students who take core courses together and form strong social and academic ties. Groups of three cohorts are gathered in "clusters," which become a class within a class. Each cluster shares the same team of core faculty members who work together to integrate their courses and coordinate student workload.

Foundations of Leadership and Teamwork: In the first-semester Leadership course, you will work individually and in five-person "learning teams" to examine issues of self-awareness, teamwork, ethics, communication, effective negotiation, managing differences, managing careers, and power and authority.

Field Application Project: In the second semester, your team will grapple with a real-world challenge during the Field Application Project. The cases require team members to share their talents and integrate the perspectives of diverse disciplines. Your analysis of the situation will be presented to executives actively involved in the case.

Bracket Course: To gain insight on critical issues not traditionally covered in core business courses, you will select from a set of six half-semester courses that include: information; innovation and
entrepreneurship; geopolitics; risk and crisis management; technology; and the environment and the firm.

**Global Immersion Program** (Optional): The four-week overseas experience follows a series of classroom sessions on campus and provides direct insights into a foreign business environment.

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◊ **The Second Year**

Second-year students build upon the foundation of the core curriculum as they develop expertise in their chosen fields.

**Majors:** You will be able to pursue one of two dozen majors or create joint majors or individualized programs.

**Electives:** Students gain deeper insights into a specific field or explore new areas through elective courses. As a Wharton MBA student, you will choose electives from one of the largest selections of courses of any business school, or from graduate courses at other graduate or professional schools at the University of Pennsylvania.

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◊ **Program Summary**

<table>
<thead>
<tr>
<th>Core Course Units</th>
<th>10.5</th>
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<tbody>
<tr>
<td>Foundation Course Units</td>
<td>(10.0)</td>
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<tr>
<td>Bracket Course</td>
<td>(0.5)</td>
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<tr>
<td>Major</td>
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<tr>
<td>Electives</td>
<td>3.5 <em>(minimum)</em></td>
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<table>
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<tr>
<th>Total Required</th>
<th>19.0</th>
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<tr>
<td>Total Allowed</td>
<td>21.0</td>
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*Note:* Most students are able to take more than the minimum number of electives by waiving core courses; where permitted, counting a credit from the core toward the major; or earning up to the 21.0 total credit units that fit within the program schedule.

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◊ **Curriculum Matrix**

*Note:* Unless otherwise indicated, all first-year courses are half-credit unit (.5 cu) courses.
<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall</th>
<th>Spring</th>
<th>Fourth Quarter</th>
<th>Optional</th>
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<tr>
<td><strong>August</strong></td>
<td><strong>First Quarter</strong></td>
<td><strong>Second Quarter</strong></td>
<td><strong>Third Quarter</strong></td>
<td><strong>Fourth Quarter</strong></td>
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<td><strong>Pre-Term</strong></td>
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<td>Financial</td>
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<td>Global Immersion</td>
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<td>Accounting</td>
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<td>Science</td>
<td>Management*</td>
<td>Program</td>
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<tr>
<td>ACCT 621</td>
<td>ACCT 622</td>
<td>OPIM 621</td>
<td>MGMT 655</td>
<td>MGMT 656</td>
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<td>Quality and</td>
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<td>FNCE 621</td>
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<td>Foundations of</td>
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<td>Leadership</td>
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<td>and Teamwork*</td>
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<tr>
<td>MGMT 652 (.75 cu)</td>
<td>Field Application Project*</td>
<td>MGMT 653 (.75 cu)</td>
<td>(Includes Communications Module)</td>
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<td>(Includes Ethics Model)</td>
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*Courses marked with asterisks (*) may not be waived. Students are encouraged to waive other first-year courses in which they have prior experience or preparation.

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<thead>
<tr>
<th>Year Two</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td><strong>First Semester</strong></td>
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<td><strong>Second Semester</strong></td>
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Elective in Departmental Major  |  Department Major (Advanced Study Project)
---|---
Elective in Departmental Major  |  Elective in Departmental Major
Elective in Departmental Major  |  Elective
Elective  |  Elective
Elective (Optional)  |  Elective (Optional)
All organizations - whether military or civilian, profit or non-profit, public or private, health, education, or religious, small or large - rely on leadership to accomplish their respective goals. New advances - technological, social and political - are creating a tidal wave of change, requiring organizations to continuously update and refine their approaches, structures and technologies to achieve ever greater levels of quality, effectiveness, and flexibility. A Bachelor of Arts program is also available.

We believe that our students can and should make a positive difference in their organizations and in the world. The emphasis in Organizational Leadership is on the development of the people and conceptual skills which are essential to success at all levels of administration. Through our student centered "hands-on" approach to learning, participants have the opportunity to:

- Develop their capacity for reflective practice, generating ever deeper levels of insight and self-awareness regarding their specific capabilities and limitations as a leader;

- Develop the commitment and ability to marshal creatively and with integrity the forces of human interdependence and diversity in organizations toward the articulation and attainment of common objectives;

- Learn how to inspire a clear, mutual vision; one which thoughtfully and respectfully integrates and aligns individual and organizational aspirations for sustained performance and continuous improvement;

- Learn how to apply systems thinking to critically and mindfully assess the current reality in organizations;
the current reality in organizations;

- Explore new strategies for leading organizational change and development, approaches which emphasize congruent and ethical action, inclusionary practices, collaborative teamwork, and shared leadership.

**ALUMNI TESTIMONIALS**

- "The value of Chapman University’s MA/OL program cannot be measured in typical quantifiable terms. With the program’s focus on development of leadership skills through the personal growth of the leader, the value of the program lies in uncovering the leadership spirit within. Being a part of the MA/OL program has provided me the opportunity to grow personally and spiritually, as well as professionally. The outcome is that I am constantly exploring new ways to make this world a better place for myself, my family and my organization."

  Kevin Brame  
  Chief Training, Orange County Fire Authority

- "The MA/OL program at Chapman has helped me integrate the various facets of my personal, professional and family life. I entered the program with the hope that it would provide me with opportunities for practical application. The exciting part is that the impact was immediate. I felt a strong connection with my professors and classmates and was able to bring what I learned through our group interactions back to my organization. Part of my personal vision is to develop leadership skills in others. This program gave me the tools I need to realize this vision."

  Janine McDonald  
  Vice President, Merit Property Management

- "The Organizational Leadership program at Chapman has affected my personal and work life in many positive ways. I have learned a great deal about leadership and the human side of organizations. Consequently, I must act - I must be involved. I have learned to "see" many things that previously were invisible to me. Because I now have my own personal understanding of leadership, I am more effective as a leader; as a change agent."

  Stephen Presley  
  Manager, Engineering Concepts  
  The Aerospace Corporation

**SPECIFIC DEGREE REQUIREMENTS**
The following degree requirements are a part of our belief that in order to function creatively, collaboratively, ethically and productively, people in organizations require the services of leaders who:

- Are able to inspire mutual respect, commitment and trust
- Recognize their dependence on the people who work with them and therefore support their professional growth
- Nurture the teamwork necessary to meet common goals and,
- Are as mindful of the way in which goals are attained as they are of the goals themselves.

The MA/OL is a 36-credit program consisting of five segments:

- **Theoretical Foundation:** The Vision, Mission & Values of Leadership (9 credits)
  - OL 600 - Foundations of Organizational Leadership
  - OL 601 - Democracy, Ethics & Leadership
  - OL 602 - Self, Systems & Leadership
- **Enacting the Vision:** Putting Leadership into Practice (9 credits)
  - OL 613 - Seminar in Organizational Dynamics
  - OL 614 - Leadership and Team Development
  - OL 615 - Leading Organizational Change
- **Electives (12 credits)**
  - 12 graduate-level credits chosen by the student in consultation with the program advisor, may be taken in OL, or a discipline related to the student's educational and professional goals. Students may choose electives that apply toward a Graduate Certificate in Human Resources or Health Administration.
- **Integrative Capstone (6 credits)**
  - OL 680 - Organization Research
  - OL 681 - Leadership in Action Practice
  - Comprehensive Exam

**ADMISSION to the PROGRAM and PREREQUISITES**

Admission to the program may be achieved by completion of the following requirements:

- Hold a baccalaureate degree from a regionally accredited institution.

- Achieved an undergraduate grade point average of 3.0 or better in the last 60 graded semester credits (or 90 quarter credits) prior to the baccalaureate degree. Applicants with a grade point average between 2.50 and 2.99 may be granted admission by achieving the following scores on one of the following standard admissions tests:
• Graduate Record Exam: achieve a minimum score of 900 on the General Test (highest 2 scores out of 3 subsections).
• Graduate Management Admissions Test: fulfill the formula GMAT + (GPA x 200) > 1000.
• Miller Analogies Test: minimum score = 52.

Prerequisite: A course in statistical inference, qualitative or quantitative research methods, or epistemology.

GRADUATE CERTIFICATE PROGRAM in ORGANIZATIONAL LEADERSHIP

We believe that effective leadership and organizational transformation depend upon our capacity to learn: to engage in critical reflection and confront existing assumptions. The graduate certificate program in Organizational Leadership allows students to achieve a firm grasp of contemporary leadership theory and practice. The 15-credit program blends the acquisition of conceptual and interpersonal skills with value-centered and service-driven leadership into one's everyday operating philosophy and style.

Required Courses

• OL 600 - Foundations of Organizational Leadership
• OL 602 - Self, Systems & Leadership
• OL 613 - Seminar in Organizational Dynamics
• 2 Elective Courses in Organizational Leadership

AVAILABILITY of DEGREE PROGRAM

This program is available at the Orange campus and at selected Academic Centers. For up-to-date information on current sites, contact the Department of Organizational Leadership at the main campus.

COURSE DESCRIPTIONS

We believe that higher education must have practical applications; that theory and practice are inseparable. In our "learning-by-doing" approach, most of our courses will be in active classrooms, taught by experienced practitioners, requiring involved leaders.

OL 600 - Foundations of Organizational Leadership
Review of contemporary issues and perspectives including multi-disciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include ethics, diversity, followerships, the distinction between leadership and management, structural transformation (e.g., alternatives to bureaucracy), vision, practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal theory of leadership.

**OL 601 - Democracy, Ethics and Leadership**

Exploration of how democratic values shape the concept and practice of leadership and policy making in organizations, including the role of values in ethical decision making and determining the moral obligations of leaders and followers. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations.

**OL 602 - Self, Systems & Leadership**

Examines individuals, organizations and leadership as learning systems. Emphasizes structural influences on individual leadership and deep understanding of self as core resource for learning and leadership development. Focuses on role of mental models, shared vision, team learning, and personal mastery, stressing awareness of social and political tensions as a catalyst for individual and organizational learning and change.

**OL 613 - Seminar in Organization Theory and Behavior**

*(Same as HA/HR 613.)* Students use theories of individual, group and organizational behavior to solve organizational problems. Students are taught the diagnostic method of problem solving and gain experience applying these theories to organizational situations.

**OL 614 - Leadership and Team Development**

Reviews theoretical and applied aspects of teamwork and shared leadership practices. Focus is on development of teams which share leadership responsibility in an interdependent effort to achieve a mutually defined goal. Self-assessment (e.g., MBTI) and group skill-building are emphasized.

**OL 615 - Leading Organizational Change**

*(Same as HA/HR 615.)* Examines change as a focused leadership activity designed to bring about specific conditions, to redirect action, or to implement a particular process, product or system. Focuses on planned, purposeful, and consciously directed change. Through case-studies and exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transformation.

**OL 680 - Organizational Research Methods**

*(Same as HA/HR 680.)* Prerequisite, Math 303 or equivalent. Students apply survey, experimental, and quasi-experimental research techniques to the study of organizations. Students focus on the development of research proposals, research hypotheses, research designs, data
collection techniques, statistical analyses, research reports, and evaluation of results.

FOR MORE INFORMATION, CONTACT:
Ruth Rohr
Program Coordinator
Organizational Leadership
(714)628-7323
COURSE SYLLABUS

OL 600
Foundations of Organizational Leadership

Catalog Description
Review of contemporary issues and perspectives including multi-disciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include ethics, diversity, followerships, the distinction between leadership and management, structural transformation (e.g., alternatives to bureaucracy), vision, practice and strategies. Emphasis on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal theory of leadership. (3 credits)

Prerequisites: None

Course Objectives
As a result of this course, students will:

1. Explore the range of thought in organizational leadership, including classical leadership theories, (trait, behavioral, contingency, etc.) as well as contemporary perspectives.
2. Address contemporary issues in organizational leadership, including multi-cultural perspectives on leadership.
3. Be able to distinguish between leadership and management and to appreciate the value of each.
4. Gain insight and self-awareness of your own leadership style and capabilities and to articulate an individual philosophy of leadership.
5. Demonstrate graduate level writing and oral presentation skills, practice and improve facilitation skills and develop familiarity with organizational leadership publications.
6. Begin or continue to reflect meaningfully and articulately about course material in a learning journal (log) which chronicles and documents your progress (reflections, insights, growth, development) throughout the course (and, for OL majors, throughout the OL program: The learning journal constitutes a major data base for the capstone at the end of the program).

Required Texts
Other Required Materials

Self-assessment Instrument:

Videos:

Supplemental Texts

Supplemental Video

Methods of Evaluation
Students will be evaluated on their written assignments which will consist of an in-class mid-term or final exam, a take-home mid-term or final exam, a research paper, and an individual and/or team project incorporating both a written report and an oral presentation. Student's learning log, commitment to and participation in the course will also be graded.
Bibliography

COURSE SYLLABUS

OL 601
Democracy, Ethics and Leadership

Catalog Description
Exploration of how democratic values and assumptions shape the concept and practice of leadership and policy-making in organizations, including the role of values in ethical decision-making and determining the moral obligations of leaders and followers. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations. (3 Credits)

Prerequisites: None

Course Objectives
As a result of this course, students will:
1. Craft definitions and principles of democracy, ethical behavior, power, and transformational leadership which are consistent with the needs of for-profit and not-for-profit organizations.
2. Understand the daily tensions and ethical dilemmas involved in contemporary organizational leadership and develop a framework for resolving them.
3. Understand the underlying reasons for the current movement toward democratic, ethical and transformational leadership in a wide range of organizational contexts.
4. Analyze at least one contemporary organization in terms of principles of democracy, ethical behavior, power and transformational leadership, including a draft democratic action plan for implementation.

Required Texts

Required Video

Supplemental Text

Supplemental Video
OL 601 1 Fall 1998

**Methods of Evaluation**
The grade in OL 601 is based on: a final exam, midterm exam optional; term paper or project, learning log and participation in group and individual projects or research papers, and case studies.

**Major Study Units**
1. Theoretical notions of democracy and social change, theories of justice, philosophical and psychological approaches.
2. The changing world and the need for global stewardship.
3. Evolving forms of organizational structure; the organization as community.
4. Principles of ethical power and ethical dilemmas.
5. Ethical principles and strategies for decision-making.
Bibliography

COURSE SYLLABUS

OL 602 Fall 1998
Self, Systems and Leadership

Catalog Description
Examines organizations and individuals as learning systems. Emphasizes structural influences on individual leadership and deep understanding of self as core resource for learning and leadership development. Focuses on role of mental models, shared vision, team learning, and personal master, stressing awareness of social and political tensions as a catalyst for individual and organizational learning. (3 Credits)

Prerequisites: None

Course Objectives
As a result of this course, participants will be able to:
1. Understand the concept and value of the “learning organization” and its relationship to individual development.
2. Be aware of the evolution of systems thinking and the value of understanding oneself and others as a component of effective leadership (and in doing, develop more fully and intentionally one’s own philosophy of leadership).
3. Develop an understanding of the importance of creating a shared vision in organizations and explore strategies for doing so, including an appreciation for social and political tensions as catalysts for organizational learning, change, and quality improvement.
4. Understand and demonstrate the value of investing in personal mastery and team learning experiences for organizational growth.
5. Develop a deeper appreciation for the relationship between structural conditions and individual leadership assumptions (mental models) and behaviors.
6. Be able to identify and articulate the dysfunctions and limitations of bureaucracy.

Required Texts

Required Video
Senge, P. Building Learning Organizations. ($25.00 from Greenleaf Center (317) 259-1241)
Recommended Texts

Recommended Video

Methods of Evaluation
A midterm and a final evaluation will be given. (The final may incorporate results of a team project or individual term paper (optional), as well as additional topics suggested by course participants.) Students will maintain and submit their learning logs for grading, which must include by the conclusion of OL 602 a personal vision for their learning and growth in the Organizational Leadership Program. Participation in discussions, self-assessments, exercises and will also be graded.
Bibliography


3. Diagnosing Behavior at the Organizational Level. Students learn how to determine an appropriate structure for an organization, including multinational corporations. The importance of the organization's environment is studied, including multinational/multicultural settings. The impact of technology, organizational goals, and strategy on organizational design are also studied.

Methods of Evaluation
1. Exams: At least one midterm exam and a final exam will be used to assess the student's learning (60% of the points for the semester.)
2. Individual Reports: At least one oral report and one written report will be assigned to each student (10% of the points for the semester.)
3. Team Reports: Each student will be part of a team of students that develops relevant research questions and prepares written and oral reports of its findings (20% of the points for the semester.)
4. Class Contribution: Students will be evaluated based upon their contribution of ideas to class discussions (10% of the points for the semester.)
Bibliography


Leadership and Team Development

Catalog Description
Reviews theoretical and applied aspects of teamwork and shared leadership practices. Focus is on development of teams which share leadership responsibility in an interdependent effort to achieve a mutually defined goal. Self-assessment (e.g. MBTI) and group skill-building are emphasized. Where available, and as able, students will participate in an experiential activity (e.g. Adventure-Based Leadership, Project Adventure, Outward Bound, etc.). (3 credits)

Prerequisites: One of the following: OL 600, OL 601, OL 602, or OL 613.

Course Objectives
As a result of this course, students will:
1. Be able to apply team-building to the workplace.
2. Understand how the concept of team building has matured and explore issues and opportunities facing teams today.
3. Discuss team development as a change strategy.
4. Understand and value the diversity of work styles within a team.
5. Gain insight into their own leadership style, becoming more aware of her/his personal effectiveness, strengths and blind spots.
6. Be introduced to experiential education’s application to adventure-based leadership model asking them to “live the model.”
7. Understand and demonstrate the role of the facilitator as a process consultant.

Required Texts

Required Video
**Supplemental Texts**
Kruger, O., & Thuesen, J. (1993). *Type Talk At Work*. Dell Publishers. (If MBTI is used)

**Major Study/Experiential Units**

1. **Skill Building For Creating High Performance Teams:**
   Skill building experiences are designed to help individuals understand the dynamics of teamwork. These experiences enhance individuals' awareness of the strengths they bring to a team and how their behaviors impact a team dynamic. The emphasis of skill building programs is on helping participants develop skills necessary for high performing teams. Critical components include problem solving, conflict management and understanding the stages of group development. Individuals are immersed in experiential activities that allow them to gain insights through participation.

2. **Team Building For Personal Mastery:**
   Team building for continuous improvement skill building experiences are designed to help individuals recognize old norms of behavior and/or define and develop new ones they will need to be effective and successful. The focus is on helping participants develop necessary norms of behavior to adapt to the current turbulent/ever-changing environment.

3. **Development Of Leadership Skills:**
   The outdoor experiential activity (e.g. Adventure-Based Leadership, Outward Bound, Ropes Course, etc.) provides skill building experiences designed to help individuals define the qualities of effective leadership and understand their own preferred style of leadership and its impact on teams and groups. Different leadership models are integrated, and instruments and inventories are used to enhance individual effectiveness as leaders while exploring the impact of different styles and theories of leadership through “Adventure” methodologies.

4. **Cross-Functional Teams:**
   The concept of cross-functional teams will provide the framework for integration of multiple functions which occur within an organization.

**Method of Evaluation**
Evaluation will be based on: a final exam, a midterm exam, and a final project. The final project will consist of a term paper that researches team building and presents current “real-world” activities and trends. Participation in self-assessment exercises, experiential activities and competency-building workshops will also be evaluated.
BIBLIOGRAPHY


OL 615
Leading Organizational Change

Catalog Description:
Examines change as a focused leadership activity, designed to bring about specific conditions, to redirect, or to implement a particular process, product or system. The focus is on change that is planned, purposeful, and consciously directed. Students will examine the human side of change, and be introduced to tools and techniques needed to engage people at all levels of the organization in successful and lasting transformation. (3 credits)

Prerequisites: OL 613.

Restrictions: None

Course Objectives and Instructional Strategies
This course will approach organizational change from a multitude of perspectives. Activities will aim at assisting you to develop:
1. an understanding of both personal and organizational change processes;
2. an understanding of the role of leader as change agent;
3. a repertoire of techniques and tools for use in leading organizational change;
4. familiarity with contemporary issues in organizational change; and
5. enhance facilitation skills.

Accomplishing the aims of the course will require a blending of theory, case study, discernment of trends, and experiential learning. These will be facilitated by lecture, readings, and the exchange of course relevant knowledge in a seminar environment. The course offers opportunities for exploration, individual research, personal insights, and the presentation of one's findings to one's colleagues.

Required Texts

One additional reading from supplemental reading list.
Major Study Units
1. Organizational Development: Overview of major contributors and interventions. (3)
2. Change. The impact on our lives from a personal, organizational, and global perspective. 
   Transition: making sense of life's changes. Stress and change. Role of loss and the grieving 
   process. (9)
3. Organizational Transformation: Models of organizational change and transformation. (12)
4. Organizational Innovation and Learning. (3)
5. Leading Change. Leader as Change Agent. Overcoming resistance to change (3) 
   Change and the twenty-first century. (3)
7. Contemporary Issues in Organizational Change: Reading Labs

Methods of Evaluation
1. Exams (2).
2. Contemporary Reading Lab: Select a book from the attached supplemental reading list. 
   Prepare a handout summarizing the main tenets of the book. Presentation of a review when 
   scheduled. (Selection of journal articles is an alternative to books)
3. Term Project: Could include 1) the plan and implementation (if possible) of an organizational 
   change program, or 2) comparison and contrasting views of three change models and the 
   development of the student's personal model of change.
4. Learning Journal: Begin (or continue) to reflect meaningfully and articulately about course 
   material in a learning journal (log) in which to chronicle and document one's progress 
   (reflections, insights, growth, development) throughout the course.
5. Active participation in class discussions, presentations, and activities.

SUPPLEMENTAL READING LIST

  Cincinnati: South-Western Publishing Co.
  Company, Inc.
  Addison-Wesley.
  Development. Consulting Psychology Press.
Carr, David K. Managing the Change Process. MGWH
Press.
Pirelli. ISBN: 0-8039-8945-8
Schuster.
* Harvey, D. & Brown, D. 1992. An Experimental Approach to Organization Development. 4th
Perspectives on Organizational Change. (ISBN: 0-8039-5718-1 paperback)
Loden, M. & Rosener, J. B. 1991. Workforce America! Managing Employee Diversity As A
O'Toole, James. Leading Change. Ballant
Popcorn, F. & Marigold, L. 1996. Clicking: 16 Trends to Future Fit Your Life, Your Work, and
Hall.
Want, Jerome. Managing Radical Change. OW

* Minimum holdings
COURSE SYLLABUS

HA680/ HR680/ OL680: Organizational Research

February, 1998

CATALOG DESCRIPTION:
This course provides students with an understanding of the critical role of research, systematic assessment, and evaluation to identify and solve organization problems and to improve organization performance. The course examines the fundamental theoretical concepts, scientific research methods, the strengths and weaknesses of pre-experimental, quasi-experimental and experimental research designs, threats to internal and external validity, techniques for data collection and analysis, measurement issues, and professional report preparation and presentation. The primary focus is on the practical application of research methods to improving organizational programs, policies, and performance.

PREREQUISITES: Math 303, Sociology 201, OL 200, or Equivalent.

RESTRICTIONS: None.

COURSE OBJECTIVES:
Students learn a systematic approach to conceptualizing, designing, implementing, and evaluating the impact of an organizational improvement and change intervention. The specific learning objectives for this course are outlined below. Grading will be based on the explicit attainment of these objectives.

CONCEPTUALIZATION:
To describe the four major stages of comprehensive evaluation research. To develop conceptual skills by designing a comprehensive evaluation proposal for a selected organization. To develop consulting skills through working with an organization and preceptor to identify a researchable organizational problem, to analyze the underlying causes for the problem, and to propose a potential solution to the problem (i.e., improvement and change intervention). To conduct library and Internet research to identify journal articles related to the evaluation proposal. To apply organizational theory by specifying and operationalizing the input, process (or intervention), and outcome variables for the evaluation proposal. To determine the level of measurement for each variable (i.e., nominal, ordinal, interval, etc.).

DESIGN PHASE:
To state clear and measurable program objectives for a change intervention. To understand and apply research designs (pre-experimental, quasi-experimental, experimental). To explain threats to internal and external validity for each research design. To discuss measurement issues: sampling, random assignment, validity, reliability. To identify a unit of analysis and to create a sampling strategy for evaluating impact. To develop a data collection plan and instrument(s) for data collection. To understand how to pilot test data collection instruments.
IMPLEMENTATION OF THE INTERVENTION:
To create a process monitoring system to examine the extent to which the intervention is implemented as planned.

IMPACT ASSESSMENT:
To describe quantitative and qualitative data analysis methods for evaluating research results.
To compare cost benefit and cost effectiveness analysis.
To prepare and present a comprehensive evaluation proposal.

INSTRUCTIONAL STRATEGIES:
Lectures, assigned readings, and case studies will be used to examine the theory, methods, and practical application of evaluation research principles to improve organizational performance. The course emphasizes the development of conceptual and analytical skills for finding and solving organizational problems.

Additionally, students must demonstrate competency in accessing library and internet resources for conducting organizational research. Student consulting skills are developed through working with a selected organization to design a comprehensive evaluation proposal. Student writing and public speaking skills are strengthened through preparing and presenting the evaluation proposal.

Each student will select a organization research site. In consultation with a preceptor (administrator, manager, etc.), the student will identify a researchable issue/problem. All potential sites and research questions must be approved by the Instructor. Each student will develop an evaluation proposal to address the identified problem/question. Whether an actual research project is carried out during the semester will depend upon the nature of the design and the circumstances of the particular site. The design must be feasible and realistic.

REQUIRED TEXTS:

MAJOR STUDY UNITS:
Course Overview. Purposes of research (explore, describe, predict, explain). Types and purposes of evaluation. The strengths and weaknesses of Qualitative versus Quantitative research methods. Assigned Reading: Rossi & Freeman (R&F) Chapter 1, 10; Maxwell Chapters 1-2, Introduction to comprehensive research and analysis covering the four major stages of evaluation: conceptualization, design, monitoring program (intervention) implementation, and impact assessment. Applying the four major stages of evaluation: Developing a comprehensive evaluation proposal for a selected organization (Term Project). Assigned Reading: R&F Chapter 3, Maxwell Chapter 3. Conduct library and internet research to examine organizational change interventions. Academic Center Instructors should contact the Academic Center Librarian, Janis Logsdon at (714) 628-7213, to schedule an orientation session for the class. Planning an Evaluation: Pre-Design Phase. Designing and operationalizing a conceptual framework. Definition of a variable. Levels of measurement: nominal, ordinal, interval, ratio. Specifying the target population for the change intervention, and the unit of analysis (i.e., individual, group,
Specifying the change intervention. Writing clear and measurable program objectives (i.e., who, 
what benefit, how much, by when). Assigned Reading: R&F Chapter 4 
Program Monitoring, Impact Assessment. Assigned Reading: R&F Chapter 5; Maxwell Chapter 6 
Pre-Experimental Designs & Threats to Validity. Assigned Reading: Campbell & Stanley: 
Pages 1-13, Maxwell Chapter 7; Robert Yin, Case Study Research Chapters 1-10 (optional). 
Experimental Designs & Threats to Validity. Assigned Reading: Campbell & Stanley: Pages 13- 
33; R&F Chapter 6. Quasi-Experimental Designs & Threats to Validity. Assigned Reading: 
Campbell & Stanley: Pages 34-70; R&F Chapter 7. Measurement Issues: Reliability, Validity, 
Sampling Approaches, Random Assignment. Developing and pilot testing measurement 
Students present evaluation proposals. 

COURSE REQUIREMENTS: 
Examination: A written examination will be administered based on the course objectives and the 
major study units. The examination should explicitly test and rigorously rate the student’s 
knowledge of the theory, methods, and practices of evaluation research outlined in the course 
objectives. (30%) 

Demonstrated Competencies Exercise: Each student should demonstrate competencies in the 
following areas: (A) the development of conceptual and analytical skills for identifying and solving 
organizational problems and improving organizational performance, (B) the ability to access 
library and internet resources for conducting organizational research, and (C) the development of 
consulting skills obtained through working with a selected organization and preceptor to design a 
comprehensive evaluation proposal. Additionally, students are expected (D) to improve writing 
skills, and (E) to improve public speaking skills through preparing and presenting an evaluation 
proposal (Term Project). The instructor will provide an evaluation and written feedback to each 
of the students concerning individual performance and recommendations for improving specific 
competencies A-E. (25%) 

Term Project: Preparation and presentation of a comprehensive evaluation proposal for a selected 
organization. (35%) 

Attendance and active participation in class discussions, presentations, and activities. (10%) 

DEMONSTRATED COMPETENCIES EXERCISE: 
By midterm, students are required to submit a preliminary evaluation proposal containing the 
following elements (A-D). Public speaking skills (E) are evaluated at the end of the term when 
each student presents an evaluation proposal. Each component of the Demonstrated 
Competencies Exercise is worth 5% of the total course grade. 

A) A conceptual framework outlining the proposed input, process, and outcome variables for the 
evaluation proposal. Input variables describe the relevant characteristics of the target population 
and organization. Process variables describe the important features of the change intervention. 
Outcome variables, the targets for change, are based on specific and measurable program 
objectives. A preliminary discussion of analysis techniques for detecting change in the outcome 
variable(s) should be included. (5%) 

B) A minimum of 3 journal articles related to the evaluation proposal should be submitted, 
demonstrating the student’s ability to access library and internet resources when conducting 
organizational research. (5%) 

C) A description of the program that will be evaluated. The description should include the
following information: What is the program? Where is it implemented? Who implements it? Who funds it? Who is the preceptor in the organization, including name, position, address, telephone number. Include a description of any problems or difficulties encountered in entering the organization or accessing the information needed for developing the evaluation proposal? (5%)

D) The Instructor will provide a written evaluation regarding the student’s writing skills based on this exercise. (5%)

E) All students are required to present their evaluation proposal to the class at the end of the term. The Instructor and class members will provide a written evaluation to the student regarding content, organization, presentation style, and areas for improving presentation skills. (5%)

TERM PROJECT:
Outline for Evaluation Proposal
Please submit 2 copies of the final evaluation proposal, double-spaced and typewritten. One of the proposals should be attached with an envelop addressed to your preceptor.

Describe in detail the program you will be evaluating. What is the program? Where is it implemented? Who implements it? Who funds it? etc. What is your relationship to the program? Why do you have access to the data, etc. What are the goals of the program? List the state goals of the program, if available. If goals are not stated, develop a goal statement based on your knowledge of the program and your evaluation questions. What are the objectives of the program? List the stated objectives of the program, if available. If objectives are not stated, develop an objective or set of objectives compatible with the goal(s). What are the particular goal(s) and objective(s) that you will be evaluating? (i.e., What is the particular research problem/issue?)

What is the target population of the program? This should be specific to the goals and objectives that you have chosen to evaluate.

What stage of development is the program in? (i.e., conceptualization, design, implementation, etc.)

Discuss the purpose(s) of the evaluation? What is your evaluation question(s)? Why did you choose these questions over other possible questions?

Present the evaluation design you have chosen (include a diagram using Rs, Xs, and Os). What Campbell and Stanley design does this most closely resemble? Why did you select this design? What are the strengths and weaknesses of this design with respect to internal and external validity?

What sampling process will you use?

What are the independent and dependent variables that you will be measuring? Include process measures and outcome measures. For each variable, describe the level of measurement (i.e., nominal, ordinal, interval, ratio). Describe the methods you will use for data collection. Describe the relationship of the measures to the evaluation questions. Address the reliability and validity of your measures.

Describe the analytical methods you plan to use. How will these assist you in answering the evaluation questions?

Determine the broader implications and recommendations of the evaluation results for: The program or organization. Managers/Administrator of other similar programs or organizations. Contribution to substantive knowledge regarding policy and/or organization improvement.
COURSE SYLLABUS

OL 681 (Formerly OL 691)  Fall 1997
Leadership in Action Practicum

Catalog Description:
Prerequisites: OL 680 and no earlier than within 12 credits of program completion.
Integration and application of previous learning by carrying out project designed in OL 680 or either (1) conducting an internship (or approved project in current place of work) with opportunity to observe, participate in and critically assess leadership activities; or (2) providing organizational/leadership development consulting, individually or in teams, to an organization. The project or paper based on the practicum must reflect an assessment of student’s learning throughout the program.

Restrictions: None

Course Objectives:
The Leadership in Action Practicum is designed as a capstone experience. The purpose is:

1. To bring together previous learning into a coherent, integrated whole, by having students either (a) participate in a project in which they arrange (with the assistance of the instructor and/or local coordinator where necessary) to observe and participate in leadership activities with a willing field supervisor in an organization; (b) participate in organizational work on projects offering leadership observation and application opportunities which have been approved with on-the-job supervisors and the instructor (under no circumstances may these activities be part of the student’s regular work assignment!); (c) provide organizational consulting expertise -- individually or in teams -- to a local organization or some other appropriate means of applying their learning to practice, as approved in consultation with the instructor, the local coordinator and the overall Director of the Organizational Leadership program. (In some instances, for example, it is possible that the entire group of students would collaborate on one consulting project.)

2. To provide students with real-life experiences which form the basis for their major integrative papers, in which they review, document and assess their learning throughout the program.

3. To make the assessment two-way, i.e., to use this last course together as an opportunity to collect feedback from students on the program itself: on individual courses which stood out as particularly useful (or not!), and on the program as a whole; and finally,

4. To provide a forum in which to celebrate students’ completion of the program.
Required Text
There is no required text, although it is expected that students and faculty will draw extensively from the wide range of program readings for seminar discussion. The instructor(s) may assign specific readings from time to time as the direction of the seminar unfolds. It is also anticipated that students, in preparing their final papers, will be doing a good deal of additional reading to link the program content more explicitly with the context of their choice, (i.e., military, business, education, non-profit, hospital, prison, etc.).

The Field Experience:
Site Selection. Since many of the students enrolled in the MA in Organizational Leadership will already have full-time jobs, they may design a Field Experience in their own place of employment. They are required to complete a minimum of 60 hours (1) which may not be part of their regularly assigned duties but arranged specifically and expressly for the purposes of OL 681; and (2) which are strictly related to observing and conducting leadership processes such as communicating, team building, problem solving, decision making, motivating, facilitating and so on.

The Organizational Consulting Project (Individual or Group)
Site Selection. As an alternative to the Field Experience, students in OL 681 may participate in such local group or individual consulting projects as the instructor may make available. This option is not available at all centers or even on a consistent basis, as it is contingent upon community needs. Consulting Projects must be arranged through the local Program Coordinator and be approved by the OL Director. All other requirements remain the same as for the Field Experience.

Alternative Forms of Demonstrating Attainment of Practicum Objectives
Alternative means of accomplishing the objectives of the practicum will be approved at the discretion of the OL Director and in consultation with the local Program Coordinator. The proposed alternative must clearly spell out how it meets the objectives set forth above.

Bibliography
None. (Consult combined bibliographies for entire program.)
Imagine Ambition

Virginia Women's Institute for Leadership

Courage, drive, enthusiasm, self-discipline, high standards of conduct, physical and mental toughness, the desire to be at the forefront of innovation, the will to succeed.

VWIL will challenge you beyond your imagination. You'll drive yourself harder than you ever thought possible. It's designed to help you succeed, so you'll accomplish your goals and then set higher ones. You'll have the support of your peers. And when you graduate, you'll not only have a great education - you'll be ready to take the world by storm.

The traditional strengths and creativity of Mary Baldwin College are a launching pad for VWIL's holistic approach to leadership development. Mary Baldwin created VWIL with the challenges of the twenty-first century in mind, using the most up-to-date research available and integrating academics and co-curricular activities in a whole new way. It is designed for the woman whose ambition is to be a trail blazer, to set the standards which others will follow.

Success around the globe in the coming century will require the broad range of leadership styles you will explore in VWIL, from teamwork and followership to persuasive consensus-building to command-and-control. In VWIL, you'll learn by practicing the skills of leadership every day as well as learning the theory behind it.

- Components of the Program
  - The co-curriculum
  - Academics
  - Physical education
  - Military leadership

- A Quick Look at Mary Baldwin College

Last Updated on August 03, 1998
For more information email bbryant@cit.mbc.edu
Virginia Women's Institute for Leadership

Components of the Program

The co-curriculum: learn by doing and by being part of a community

- Pre-orientation wilderness trip the summer before freshman year
- At least one year's residence in VWIL House (usually sophomore year)
- Mentoring by upperclass students
- Weekend seminars on leadership topics
- Leadership Speaker Series
- Community outreach programs
- Participation in any of over 150 leadership positions on campus

Academics: gain the knowledge you need for success in the 21st century

- All requirements for a baccalaureate degree, including a major
- Additional course requirements in calculus, statistics, a foreign language, computer science and laboratory science
- Four interdisciplinary leadership courses emphasizing communications, leadership theory, ethics and the practice of leadership
- A leadership internship
- A minor in leadership studies

Physical education: commit yourself to lifelong fitness, stamina, and strength

- Four courses in physical education
- Physical training sessions three times a week until you pass the Strength and Endurance Test (SET), based on military standards for women
- Each semester:
  - Leadership Challenge program-mentally and physically challenging activities including ropes courses, community service activities, white water rafting
  - Ongoing physical conditioning, or
  - Varsity athletics

Military leadership: develop self-discipline and leadership skills valuable in any career
• Four years of ROTC, with a choice of Army, Navy, Marine Corps or Air Force (no need to commission)
• Drill and ceremony practice and military parades
• Participation in the Virginia Corps of Cadets
• Regimental system
Leadership/Advocacy Competencies

In a time of continuing obstacles to female leadership in many spheres of society, the Center aims to provide Mount Holyoke students with a better understanding of the underlying reasons for these barriers and of broader issues relating to leadership and gender. Building on existing courses, the Center will promote educational initiatives that enhance the understanding of leadership issues, e.g. implications of different leadership styles and requirements in different settings, leadership and gender, ethics of leadership, etc.

The Center encourages students and faculty to explore issues of leadership more explicitly in different learning activities, e.g. in community-based learning courses, in internships, in discussions with resident fellows. The Center will sponsor symposia on leadership questions relevant to women and invite speakers who will allow students to learn about leadership through examples.

Leadership Issues

- The Glass Ceiling
- Making a Difference: Women in Politics

Key Competencies

Coming Fall 1998

October 1st- "Making a Difference: Women in Politics"

October 16th- "What makes a Good Liberal Arts Education?"

November 11th- "Making a Difference: Promoting Change from the Bottom Up"
Leadership/Advocacy Competencies

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About the Center

The Center for Leadership and Public Interest Advocacy is one of the new initiatives in the Plan for Mount Holyoke 2003, which was adopted by the College in the spring of 1997. It emerges from Mount Holyoke historic commitment to educating its students for careers of distinguished professional accomplishment and public interest advocacy.

The 21st century presents new challenges to our lives, as growing inequality, globalization, environmental deterioration, and rapid technological change call into question the ways we organize our lives and our societies. The Center will initiate and support educational activities that better prepare women to meet these challenges as they pursue successful and meaningful lives as professionals and as active citizens. We seek to enhance students' awareness of their goals and values, confidence in their abilities and aspirations, success in their future careers, and commitment to the public interest.

The Center will provide planning, venues, and resources for activities in four major areas: (1) critical engagement of contemporary issues of public concern; (2) understanding issues of leadership; (3) community-based learning; and (4) enhancement of leadership and advocacy competencies across the curricular and co-curricular life of the College.

The Center is designed to work closely with other programs at the College and with Mount Holyoke alumnae, making efficient use of existing resources and enhancing our traditional strengths.
Community-based Learning

First-hand experience and application of theoretical knowledge to real life problems are important ways to learn about leadership and issues of public concern. Learning outcomes are enhanced significantly when practical application becomes an integral part of the learning process. Students develop a better understanding of how ideas and actions interrelate, how decision-making and leadership styles affect organizational policies and practices, and how decisions within organizations affect the community.

Building on the experience with community-service learning at the College over the last three years, the Center will promote educational initiatives that require students to apply theoretical knowledge to problems in different community settings. Effective community-based learning enhances students' acquisition of communication, research, and organization skills. It also demands ongoing attention to the dynamics of community-academy interaction and to institutional capacity in the community to make effective community-based learning possible. The Center will foster community-based learning through a number of venues.
We believe that qualities of leadership and civic participation can be enhanced in students through course content and pedagogical strategies. We will concentrate our efforts on a few key areas.

To enhance students' independence of mind we will foster their ability to hold informed opinions and engage in discussions about controversial issues. We urge our colleagues to put more emphasis on engaging students with a variety of perspectives, encouraging their willingness to stand in others' shoes and fostering their ability to weigh trade-offs carefully. This area is the focal point of activity of the new Program for Speaking, Arguing, and Writing, with which the Center collaborates closely.

The Center will collaborate with the Office of the Dean of the College and with student organizations in pursuit of the common goal of promoting leadership and citizenship in the co-curricular life of the College. Important aspects in this respect are a student's sense of personal values and goals and the ability to work with others from diverse backgrounds.

Collaborative learning and the use of case studies are two important examples of pedagogical strategies that help to develop competencies for leadership and citizenship. The Center will build on existing strengths in these areas, e.g Model U.N. and courses throughout the curriculum, and facilitate workshops for additional faculty development where necessary.
Dear Student:

Leadership opportunities have lately been viewed as adventures of a lifetime requiring a pioneering spirit. Why? Because Americans are demonstrating cynical attitudes. Who knows how to deal with teenage violence, or growing illiteracy or if you have a business viewpoint, careening change and competition? Old models of leadership do not work anymore.

Learning to trust the word of a leader, as well as knowing that a leader is personally passionate but honest about the effort at hand and future of the project are critical to successful leadership. How do you teach these things? We emphasize the experiential. Informal discussions with respected leaders, exercises and activities that address moral dilemma as well as emphasize group activities are encouraged. Student-taught workshops, rope courses, mountain bike retreats, "Into the Streets" service days supplement the lectures offered by the University’s most visible and respected faculty.

During the first year, Pioneer Leadership Program students live and study together. The culture that develops is supportive and close; a safe haven from which students begin to risk reaching for leadership opportunities on the campus. The second year focuses on community service and the collaborative model of leadership. In the third year, students are encouraged to experience study abroad or some cross-cultural activity or project that allows for exposure to diverse populations. The final year emphasizes leadership in the student’s chosen professional area.

We welcome your interest in the Pioneer Leadership Program and encourage your inquiries. Please feel free to contact us for further information.

Sincerely,

Catherine C. Sweeney, Ph.D.
Director, Pioneer Leadership Program
The Pioneer Leadership Program is a residential college with a four-year minor in leadership studies. The goal of this program is to enhance students' capacities to deal effectively with complex problems in real-life situations that will often involve cross-cultural and ethical challenges.

Students live and study together the first year, and form what one student called "A cohesive, collaborative, action group." Coursework in the first year addresses basic concepts of leadership, learning about your own approach to leadership and major theories of teamwork.

Volunteerism and service learning (knowledge that comes from reflection and conceptual work) are the focus of the second year. Classes address community leadership, social responsibility, and citizenship. Students are required to volunteer twenty hours per quarter. Volunteer activities include mentoring youngsters in elementary schools, participating in the creation of a youth corps, or spending time at a young teen girls club in a nearby Denver Housing Project.

In the third year, students are encouraged to study abroad or participate in a volunteer project that places them in a different culture with diverse populations.

This program is multidisciplinary, with an emphasis on team-teaching, and visits from a large variety of leaders. Visiting leaders range from former CEO Bill Coors to the members of a Bosnian Band who produced nearly 100 performances of the musical "Hair" during the siege of Sarajevo.

PLP faculty use a variety of experiential tools, minimizing the lecture mode. These include off-campus visits, case studies, group projects, and team presentations. Special emphasis is placed on ethical issues as well as learning and using the collaborative model of leadership.
Mission Statement

The Pioneer Leadership Program is a multidisciplinary academic program that prepares undergraduate students for the responsibilities and challenges of leadership in areas relevant to each student's personal and career interests. This comprehensive program involves course work, service learning, a community living environment, and international and intercultural experiences, all designed to enhance students' capacities for dealing effectively with complex problems, real-life leadership situations, and cross-cultural issues. It develops within its students an understanding of leadership theory and research, skills and competencies which support leadership effectiveness, a more fully developed code of personal ethics, and an enhanced sense of social responsibility and citizenship. The Pioneer Leadership Program provides an environment for leadership research and the development of new knowledge for the benefit of the program and the field of leadership studies.
The mentoring program that the Pioneer Leadership Program has in place is a way for incoming students to have a contact with a person in the program. Many of these mentor/mentee relationships have become amazing friendships. What follows is information on the Class of 2002, as well as, a list of mentors and mentees.

**Geographic Origin of the Class of 2002**

- International: 95%
- Domestic: 95%

**PLP Class of 2002, Males vs. Females**

- Male: 27
- Female: 32

**Colorado Residents vs. Non-Colorado Residents**

- Class of 2002: 40
- 20

http://odin.cair.du.edu/plp/about_plp/mentoring.html
All of these charts were created with the most current data of student enrollment on July 15, 1998.

Mentee:  
Amy Ackerman  
Mohammed Alkhalifa  
Susie Blackwood  
Ann Bloom  
Holly Booker  
Lisa Bruns  
Chandler Carlstead  
Sarah Carrison  
Brian Cerkvenik  
Heather Chud  
Siobhan Clark  
Sarah Delano  
Hien Doan  
Cristina Duran  
Mark Edson  
Omar El Dewey  
James Engebretson  
Kristie Evans  
Jennifer Fochek  
Nathan Frank  
Jenny Furth  
Danielle Goldyn

Mentor:  
Adie Dorband  
Mujda Amini  
Christina Von Stroh  
Joanna Walker  
Nichole Lechman  
Erica Blight  
Jamie Blight  
Sarah Wokurka  
Jill Miller  
Asher Knight  
Aylene Quale  
Sara Yaw  
Lan Bui  
Stephanie Iceland  
Tyler Muffly  
Owen Lingley  
Asher Knight  
Heather Thomas  
Melanie Ransmier  
Tammy Funk  
Sam Rougas  
Jen Pond
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<tr>
<th>Christopher Gomez</th>
<th>Tim Roybal</th>
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<td>Eliza Hampton</td>
<td>Christina Von Stroh</td>
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<td>Tim Roybal</td>
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<td>Craig Harrison</td>
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<td>John Jonathon</td>
<td>Jamie Stone</td>
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<td>Hillary King</td>
<td>Kari Anderson</td>
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<td>Megan Kral</td>
<td>Owen Lingley</td>
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<td>Molly Lawson</td>
<td>Kristi Arellano</td>
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<td>Adrienne Mainock</td>
<td>Alex Gordon</td>
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<td>Caleb Marutzky</td>
<td>Danny McDonnal</td>
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<td>Regina Mattie</td>
<td>Doug Griebenaw</td>
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<td>Elizabeth Miller</td>
<td>Tony Ryan</td>
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<td>Michael Miller</td>
<td>Yuki Yahata</td>
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<td>Angela Neese</td>
<td>Shawn Samuelson</td>
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<td>Carolyn Reynolds</td>
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<td>Nigel Robinson</td>
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<td>Laura Rogers</td>
<td>Sara Coplan</td>
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<td>Christopher Rutan</td>
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<td>Amy Schwartzbauer</td>
<td>Adie Dorband</td>
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<td>Seth Siegel-Gardner</td>
<td>KJ Shockey</td>
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<td>Leah Silvers</td>
<td>Michele Cain</td>
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<td>Jacob Stauber</td>
<td>Mujda Amini</td>
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<td>Solveig Tschudi</td>
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<td>Michael Turner</td>
<td>Yuki Yahata</td>
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<td>William Wittusen</td>
<td>Sara Coplan</td>
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Mentoring for the Class of 2002

http://odin.cair.du.edu/plp/about_plp/mentoring.html

12/19/98
The Pioneer Leadership Program will help you develop your leadership potential through a variety of unique features!

You'll take a two-credit hour class each quarter of your first year. As a sophomore, junior, and senior, you'll continue to hone your leadership skills through a variety of experiences and courses. Your leadership minor can be combined with a major in any discipline.

Because first and second-year classes involve active participation and emphasize experiential approaches, they are open to Pioneer Leadership students only. All of your classes are taught by faculty members, from a variety of divisions, who have books or articles on leadership and are themselves leaders in their fields.

During your first year, you'll live with other Pioneer Leadership students in Johnson-MacFarlane Hall, a prime location on the DU campus. You and other students may continue living in J-Mac during your sophomore year. Our leadership students find this residential aspect helps build community by creating an extended family.

DU's long history of service is grounded in a tradition of commitment to community. Further commitment to social responsibility, pluralism, the informed exchange of ideas, and high personal ethical standards are stated goals of the Division of Undergraduate Studies. To help you

Right: Lively conversation and terrific java are regular bill of fare for these Pioneer leaders

Left to right:
Josh Nations, Arvada, CO
Noelle Arrangoiz, professor
Irene Tarectecan, Union City, CA
Melody Golson, Denver, CO

http://odin.cair.du.edu/plp/online_app/broc2.html
Community service takes our students overseas to help relocate families in war-torn Bosnian villages. Photo taken by Roberto Belloni.

In your junior year, if you are interested, you'll have the opportunity to develop your own study abroad experience for part of the academic year. Exploring leadership and service learning in an international setting adds a valuable facet to your leadership experience.

Rocky Mountain weekend retreats for students, faculty, and staff enhance the PLP community while developing your leadership and teamwork skills through a ropes course and other interactive experiences. Several times each quarter, we hold special leadership seminars to consider topics such as wellness, time management, and preparing for study abroad.

You'll have the opportunity to meet with community and business leaders at dinners, discussing leadership issues with outstanding local practitioners.

REQURED COURSES FOR YOUR LEADERSHIP MINOR.
You'll study several specially designed areas such as these:

FIRST YEAR
- The Leadership Process
- Self as Leader
- Leading Teams

SECOND YEAR
- Collaborative Leadership
- Understanding Groups
- Community Leadership
- Service Learning

THIRD YEAR
- Exploring Leadership, Other Cultures, and Governments
- Understanding Our Global Village

FOURTH YEAR
- Leadership in Profit & Non-profit Organizations
- Ethics, Social Responsibility, Leadership, and the Workplace

http://odin.cair.du.edu/plp/online_app/broc3.html
Pioneer Leadership Program

The Pioneer Leadership Program (PLP) focuses on developing community leadership through a 20-hour minor in leadership studies. PLP emphasizes leadership development through experiential work, problem solving, decision making, service learning, and the creation of a collaborative climate. PLP is also a residential program. In their first year, selected PLP students live in their own wing of a residence hall.

The Pioneer Leadership Program is located in the Driscoll University Center South, room 76. Call 871-2462 for more information.

Back to Advising Table of Contents
Psychology 247 -- Psychology of Leadership in Organizations
Spring 1998 -- Mondays 2-3:50 p.m.

Dr. Lynn R. Offermann, 314 GG, 994-8507, E-Mail: lro@gwis2.circ.gwu.edu
Office hours: Mondays 1-2, Tuesdays 1-2, and by appointment

Course objective: to introduce students to psychological theory, research, and applications in the area of leadership. Emphasis will be placed on the development of theory over time as well as trends and controversies yet to be resolved.


Readings: A reading list is attached. (R)

Format: The format of this course will be primarily seminar/discussion. It is essential that you read assignments prior to class and come prepared to participate and discuss what you have read. As you read, make note of any problems you find, points which are unclear, as well as consider alternative explanations for results in the readings. We will also use cases, exercises, and guest speakers to develop insights.

Course requirements:

1) Class participation (10% of grade)

2) You need to select a real (not fictional) “leader” from any domain, past or present, by January 26 for use as throughout the course. You will need to do some reading on this person (at least one biographical review plus original writings/speeches) and be prepared to share insights linking theory with this person’s practice of leadership. Claim your leader early, as I will not permit repetitive choices, and I will accept claims on a first-chosen basis.

3) In-class midterm on March 23 (35% of grade)

4) A paper (no more than 15 pages) on one topic in the leadership area that is of particular interest to you. The point of this exercise is for you to attempt to integrate previously unrelated material, reconcile conflicting results, or propose new avenues for leadership research and practice. Lengthier examples of what I have in mind can be found in Psychological Bulletin or the Academy of Management Review. I want you to take a stand on an issue and defend it. What do these articles contribute? What is lacking? How do we need to change our thinking in this area? You will be asked to share your work (including a bibliography) with the class in a short (20-30 minute) presentation during the second half of the course. Your topic choice is due no later than February 12, again on a first-chosen basis. (35% of grade)

5) A take-home final (20% of grade)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/12</td>
<td>Introduction - What is leadership?</td>
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<td>1/26</td>
<td>Trait Approaches</td>
<td>Y 1, 10, 3</td>
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<td>Ohio State/ Michigan studies</td>
<td>R 1, 2</td>
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<td>Leader Choices due</td>
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<td>2/3</td>
<td>Contingency Models 1: Fiedler's LPC</td>
<td>Y11</td>
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<td>Hersey &amp; Blanchard</td>
<td>R 3-6</td>
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<td>2/9</td>
<td>Contingency Models II: Path-Goal theory</td>
<td>Y 6, 15</td>
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<td>Vroom-Yetton</td>
<td>R 7-8</td>
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<td>Presentation topics due February 12</td>
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<td>2/23</td>
<td>Contingency Models III: Leadership substitutes</td>
<td>Y 8, 9; R 9-10</td>
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<td>3/2</td>
<td>Exchange theories: Hollander, Graen</td>
<td>Y 7; R 11-12</td>
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<td>3/9</td>
<td>Charisma, Transformation, and Vision</td>
<td>Y12 &amp; 13; R 13</td>
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<td>3/23</td>
<td>Midterm</td>
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   b) Fiedler, F. E. A reply to Schriesheim & Kerr's premature obituary of the contingency model.


Psychology 247 - Outline, Part II: 90s and Beyond  
Spring 1998

3/30 Guest speaker: Kathy Whitmire, former mayor  
Houston, Texas

4/6 Presentations: Leader characteristics  
* Tanya: Leader competencies and leader traits  
* Naomi: Women business owners  
* Brian K: Male/female differences in leader styles  
* Mark: Leader optimism and electability

4/13 Presentations: Charisma/vision/inspiration  
* Matt: Inspiration and motivation  
* Margot: Differences between management and leadership  
* Kim: Charismatic leadership in terms of postmodern pluralism  
* Christelle: Visionary leadership in multinational organizations

4/20 Presentations: Followership issues  
* Hyun: Leadership by building rapport with followers  
* Jodi: Followers in lockstep mentality  
* Stephanie: Participative leadership  
* Elaine: Leadership and OCB in voluntary organizations

4/27 Presentations: Leadership in a changing world  
* Adam: Leadership and revolutionary change  
* Sally: Leadership in social change movements  
* Sharon: Leadership and self-fulfilling prophecies  
* Brian A.: Leadership ethics across cultures

4/29 Where else can we go?

Part II Readings

March 30


April 6:

April 13:


April 20:


April 27:


The Leadership Institute

Leadership Institute

The Leadership Institute

For comments and suggestions contact: Webmaster

http://www.austinc.edu/academics/CollegeWide/Leader/brochure/index.html
THE LEADERSHIP INSTITUTE

Austin College has a heritage of leadership that began on a bright and hopeful day in 1849. From the beginning, the College’s founders, pioneers in the field of education and church leaders, were determined that this legacy would continue.

Leadership at Austin College is intricately and seamlessly woven into the college experience from curriculum to campus life. Students, faculty, and visiting dignitaries all support, encourage, and enhance the concept of leadership.

It is a theme that gracefully connects life at Austin College while at the same time nurtures the talents and gifts of individuals.
"The Leadership Institute is one of the most significant developments at Austin College in many years. It multiplies the opportunities for students to study leadership and to serve the community, both at Austin College and elsewhere. The Austin College community is enriched by the new programs, new people, and new ideas."

— Dr. Shelton L. Williams, Professor of Political Science and Director of the Leadership Institute

"A liberal arts education is really the basis for a good understanding of leadership. Austin College has a very strong liberal arts curriculum where students gain a good understanding of issues and an ability to analyze problems. Put that together with courses that talk about leadership from an academic perspective and you strengthen students' abilities to step into leadership positions."

— Dr. Oscar C. Page, President of Austin College
In 1994, under the direction of President Oscar C. Page, the Austin College Leadership Institute was born. A year later, 15 freshmen began their journey on the path to greater leadership abilities. Here, they are learning new skills and enjoying a rare opportunity to interact with recognized leaders from industry, government, and the philanthropic community.

The Leadership Institute is all about learning through modeling, teaching by example, and inspiring students to form new and exciting ideas.

Like ripples on the water that expand and grow, the Leadership Institute encourages interaction and involvement. The result will be leaders for a new world, leaders who think outside the box, and leaders who cross the boundaries of tradition.
The Leadership Institute is designed for a limited number of students that will not exceed 75 at any given time. Every year the College recruits 15 entering freshmen and up to five sophomores to participate in the program. Selection is based on demonstrated leadership ability and potential.

Each student who is selected receives a scholarship that is funded from gifts to the Leadership Institute, and supplemented from the College's general scholarship endowment.

While the program is limited to chosen participants, the entire campus and the community at large benefit from visiting leaders and the enriching learning opportunities the Leadership Institute makes available.

The Leadership Institute is not a major course of study, but a four-year comprehensive program. It structures experiences in leadership within the context of the established curriculum. The program combines academic and practical pursuits, and above all, offers a values-centered approach to leadership preparation.
In addition to the specific academic requirements of the College, Leadership students complete a series of special Institute courses that range from one-half to one course credit each.

In the fall of the first year, students generally take the introductory course where they investigate leadership styles and philosophies, and assess their strengths and weaknesses. During this time, students begin to identify their personal leadership behaviors and start setting goals for improvements.

A follow-up January Term course focuses on an intensive exploration of leadership styles through research, or by interviewing leaders from business, government, or the non-profit community.

In the second year, students participate in a course dedicated to the study of leadership in national and international affairs. The final course, taken in the last year of the program, serves as a capstone seminar in leadership issues.
THE LEADERSHIP INSTITUTE

A Chair of Excellence is appointed each year from the ranks of national or international leaders to bring to campus their perceptions of the distinguishing features of strong leadership.

The chairholder meets with Leadership Institute students in small groups for discussions. The visiting leader also joins with a senior faculty member to teach an accelerated course in leadership. Additional responsibilities include addressing both the College and the public regarding issues related to leadership in the global arena.

The first Chair of Excellence was held by Dr. Oscar Arias Sanchez, internationally recognized as a champion for human rights and democracy in developing countries. Dr. Arias has traveled the world with a message of peace, sharing the lessons learned during his leadership in the Central American peace process while serving as president of Costa Rica from 1986 through 1990.
THE LEADERSHIP INSTITUTE

The underlying principle of the Leadership Institute is the philosophy that a person leads through serving. Institute students are required to participate in community service projects. This mandatory component helps them understand the philosophy of leadership through serving others.

Each semester, the College matches public service needs with student interests and abilities. Students then have the opportunity to work with people in the community and observe their day-to-day leadership styles. They see that a leader has to give back to the community.

It is a valuable experience that enhances classroom work and gives students an opportunity to put into practice what they are learning in the Institute.

"I believe that the vast array of nonprofit voluntary action groups is a fundamental unifying strength of America. Because of the different aspirations, approaches, and interests represented in each group, we have an extraordinary richness and diversity of response to the concerns of our times. All together they form a tapestry woven out of liberty, conviction, and humanity."

Curtis W. Meadows, Jr., from his speech to the Austin College Volunteer Leadership Assembly on March 7, 1997. Meadows is Director Emeritus of The Meadows Foundation of Texas in Dallas, and a member of the Austin College Leadership Institute Advisory Board.
THE LEADERSHIP INSTITUTE

The mentor program provides Leadership students with an invaluable one-on-one learning opportunity in a real-world experience. Each student is assigned an off-campus mentor — a successful leader who is selected from a variety of professional and community organizations. Leadership students benefit from the chance to observe leadership in action and to become involved in daily issues.

Each student must undertake a corporate or service sector internship in a regional, national, or international setting either in the January Term or during the summer. The internships allow students to witness leadership first-hand within organizations and to observe and experience the organizations' leadership roles in the community. This is a critical time for Leadership students, when the concept of serving and leading is clearly demonstrated.

"The mentor program can broaden students' understanding of the political and business environment of the real world and how to prepare themselves for that."

M. Steve Jones, President
Bank One, Texas in Longview, and a member of the Austin College Leadership Institute Advisory Board

"A leader is someone who listens. It's hard to learn anything if you already know it all. Listening to others is one way to gather information and further your knowledge. And knowledge is the root of all leadership."

James R. Adams,
Chairman of the Board,
Texas Instruments, Inc.
Dallas, Texas
All students are required to have international educational experiences. They may choose from either a full fall or spring term, a January Term, or a summer to study abroad and to observe leadership in other cultures.

This is an exciting and beneficial experience for Leadership students, one that expands their horizons beyond the campus. During this time many students find talents, abilities, and interests they were unaware of in the classroom. The international experience builds character while enhancing personal growth and reflection. It provides many ways to put knowledge and skills into action. Dr. James E. Knowlton, Associate Professor of German at Austin College, comments, "Study abroad introduces students to another culture and another language. It also allows them to see their own cultures from an outside, more objective perspective."

"We are not alone in this place and time. We build on the work of every scholar and teacher who has gone before us, helping human beings to understand our universe and ourselves."

Carol L. McDonald, Class of 1972
President,
Independent Colleges and Universities of Texas, Inc.
Austin, Texas
THE LEADERSHIP INSTITUTE

While the world has altered radically
in the 150 year history of Austin College,
its mission remains unchanged – to educate
students in the liberal arts and sciences and
prepare them for meaningful and productive

Preparation our Future Leaders

lives in an increasingly complex world.

Leadership Institute continues this
tradition of scholarship and service by
giving a new generation of students
the skills and global perspective
needed to lead in the next century.
THE LEADERSHIP INSTITUTE

Annual gifts of the Leadership Institute are welcomed at any time. Endowment gifts are especially encouraged, and may be paid out over a period of up to five years.

Leadership Scholarship may be endowed with a gift of $50,000 per year for four years to create a $200,000 endowment. A donor may give $50,000 per year for five years to support a student for four years in the program while the endowment is established.

The Leadership Chair of Excellence may be funded with a gift of $400,000 per year for five years to create an endowment of $2,000,000.

An endowment of $750,000 is required to fund the activities of the International Scholarship Program. This program assists Austin College students undertaking an international experience, or assists international students attending the College to participate in Institute activities.

The Leadership Series brings distinguished speakers to campus. The series may be endowed with a gift of $250,000 per year for four years to create an endowment of $1,000,000. Or, a donor may give $250,000 per year for five years to fund the series while the endowment is being established.

The continued success of the Leadership Institute will depend greatly upon the support received from those who believe in the value of enlightened leadership.

AUSTIN COLLEGE
900 North Grand Avenue,
Suite 6G
Sherman, Texas
75090-4440
(903) 813-2041
www.austinc.edu
Leadership Institute

Austin College fosters the development of leadership skills through numerous campus programs, but it provides special opportunities for those particularly talented and promising students who are selected for participation in the Leadership Institute. A new program initiated in 1995, the institute admits approximately 15 members of each entering class who have demonstrated significant leadership ability in their high schools and communities and show promise of further growth.

Students are chosen through a . An additional five students are eligible for selection from among applicants completing their first year at Austin College. While pursuing their individual curricular objectives, these students also take a series of four courses that explore theories and practices of leadership, meet some specific requirements through the Exploration Dimension, engage in volunteer service work throughout their undergraduate years and interact with mentors from the non-college community chosen for their achievements and leadership in various endeavors. An international experience and an internship are additional features required of all student participants. The institute also sponsors speakers and activities generally open to all persons on campus. Interested students should contact the ___ ___:__ for additional information and application forms.

Leadership Studies
Students selected for participation in the Leadership Institute will complete a series of specially designed courses investigating various aspects of leadership, in addition to a prescribed distribution of courses drawn from other departments and programs. The leadership courses below will also provide some coordination with the community service work of institute participants and their relationships with assigned mentors from the non-college community.

COURSES

20 Introduction to Leadership
(1/2 course credit unit) This course is designed to provide first semester participants in the Leadership Institute with an overview and understanding of the formal literature on leadership as well as multiple opportunities for assessment of leadership styles, strengths and weaknesses. (Each fall)

40 Studies in Leadership
(1/2 course credit unit) This course, designed for students in their second year of participation in the Leadership Institute, will focus more particularly on leadership in national or international affairs. (Each spring)
90 Internship (Variable course credit)
Participants in the Leadership Institute may engage in special internships, constituting 35 hours a week or more, which enable the student to observe, analyze and practice leadership in action. To earn credit, this experience must also include reflective or applied academic work. May be repeated for up to two credits.

99 Senior Conference: Advanced Studies in Leadership
(1/2 course credit unit) Students completing the program in leadership studies will explore a range of more advanced issues and concerns in this capstone course.

January Term Course

1E Leadership
This course builds upon Leadership 20 and is required of participants during their first January term in the Leadership Institute.
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. 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 revolution occurring in today's organizations that is beginning to shift 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. However, 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 purpose.

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 impact 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 to achieve a common purpose or 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 renewal of purpose and vision-oriented direction.

PURPOSE AND OBJECTIVES

The purpose of this course is to understand and analyze the role and functions of leadership in the context of organizations.

In order to achieve this purpose this course will have the following objectives:

- to understand current issues, problems and opportunities that are present in the organization;
- to examine the impact of the organizational context on leadership;
- to analyze how effective leadership can impact the organization and shape the development of its vision, mission, goals and culture;
- to understand the leader-follower relationship in organizations;
- to distinguish between leadership and management and to understand areas of shared responsibility;
- to experience practical aspects of the leadership role in organizations;
- to practice leadership in the classroom and contribute to the learning of others; and
- to learn to work in teams and achieve mutual goals.

ROLE AND RESPONSIBILITIES OF THE INSTRUCTOR AND STUDENTS

It is my intention to serve as a consultant, coach, mentor, facilitator and co-leader. The syllabus has been carefully designed to provide a framework and guide to information and activities that will provide a foundation for learning as we explore leadership in organizations.
The class begins with the belief that you are highly capable of leading a considerable amount of your own learning, and you will have the active support of 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 will be requested in:

- 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
- group and class participation in building an organization.

A considerable amount of team work has been designed into the course intentionally in order to prepare you for the type of team work that you will probably encounter in organizations where you will eventually work (i.e. the "real world").

Like Lao Tsu, my greatest desire is that at the end of the course you will be able to say, "We did it ourselves."

REQUIRED TEXT AND READINGS

Note: Assigned readings from this draft text are in the Jepson School Student Lounge and on Reserve in the Boatwright Library.

COURSE ASSIGNMENTS PERCENTAGES AND EVALUATION

READINGS
Each team is responsible for completing the assigned readings for the class sessions and papers. Because you will be building your own organization as a class, all readings are required in order to understand how the whole organization fits together.

ASSIGNMENTS - PART A (First half of the semester)

Papers - 20%
Each team will write a 2 page single spaced paper (12 pt. font) in response to the question for the assigned topics in Part A of the course. For the first five (5) papers, half of a class session (approximately 35 minutes) will be provided for teams to meet, discuss and outline their responses to the question for the paper using the assigned readings. This process will require that each team member read his or her assigned article(s) prior to the class session.

Discussion Questions (Part of Peer Evaluation Grade)
Each group is responsible for writing two discussion questions based on the assigned readings and topic for class discussion as indicated in the class schedule section of this syllabus.

ASSIGNMENTS: PART B (Second half of the semester)

Building An Organization

1. Application papers - (20%)
Each team is responsible for preparing a group paper (approximately 3 pages single spaced), to be evaluated by the lead team, on how the readings apply to or help develop the component of the organization being developed, and provide ideas for the lead team on how it should implement the components of its assignment.

2. **Final team written and oral reports - (35%)**
   This assignment involves a written report of your team’s contribution to building the class’ organization and participation in the oral presentation of the class’ organization. (Presented on the final exam day).

   **Note:** Final grade for each student will be modified based on peer evaluation in the following manner
   - Grades below 80 lose 10 points from the final written paper and oral report grade, 70 and below lose 15 points, and 60 and below lose 20 points.

3. **Peer teaching, site visit report, articles related to the selected organization - (10%)**
   Each team will lead a class session during the week assigned in the syllabus.
   Team’s progress report toward development of its organizational component; report of findings from visiting a similar organization; and discussion of ideas from the other teams

4. **Peer evaluation of each team member’s contributions, class and group participation and attendance - 15%**
   Team members will be asked to evaluate each other’s contributions, participation and attendance in team assignments in and out of class. Each team member is expected to exercise responsibility toward the goals of the team and toward each other.

   **Note:** This grade may impact your grade for the final group project (See #2 above).

   **Attendance is required** and it is factored into the peer evaluation and class participation grade. Because this is a highly interactive class, it requires your presence and participation in class and at outside team meetings to be successful. You will not be able to get credit for any in class assignments on days that you have unexcused absences. The instructor’s evaluation of team contributions also may be factored into this grade.
COURSE OUTLINE AND REQUIRED READINGS

PART A - FUNDAMENTAL ISSUES

WEEK I

Jan. 13
- Introduction

Jan. 15
- Team assignments and discussion of sample project papers from previous classes

Readings
- Syllabus and project team assignments
- Sample Project paper from previous LDSP-302 classes
  - Emerald Springs: A Wellness Community (in Jepson Student Lounge)
  - The Avalon Brewing Company (in Jepson Student Lounge)

WEEK II

Topic #1:
Focus: Definition of organization. Analysis of the changing nature of organizations.

Questions
What is an organization? What are the major factors or issues that impact organizations as they move into the 21st century, and how will these factors or issues change organizations? Explain.

(Note: All papers in Part A of the course should be approximately 2 single spaced pages with appropriate citations in the text of the paper. All readings should be incorporated in your analysis in a meaningful way. Just mentioning or summarizing each one is not enough. See evaluation sheet).

Readings
1. From the Pendulum to the Fire: Coming to Terms with Irreversible Change
   William Berquist

2. Twenty-First Century Organizations
   Burt Nanus

3. The Corporate Identity Crisis
   Alvin Toffler

4. Paradigm Shift: Introduction
   Don Tapscott and Art Caston

5. The Virtual Organization
   Samuel E. Bleecker

61. Leadership in the Twenty-First Century
   Kathleen E. Allen, Juana Bordas, Gill Robinson Hickman, Lorraine R. Matusak, Georgia J. Sorenson and Kathryn Whitmire
Jan. 20
- Instructor leads discussion on assigned topic.
- Team 1 leads brainstorming process on type of organization to develop for the class project.

Jan. 22
- **Paper #1.** Team discussion of Question #1 and outline of paper. Submit paper at the next class session.
- Discussion - Each team is responsible for preparing 2 discussion questions based on the topic for the week and the accompanying readings.

### WEEK III

**Paper and Discussion Topic #2**
Focus: How the social and political factors in society impact organizations and how organizations impact their external environment.

#### Questions

*a.* How do the functions or daily operations of organizations intersect or interact with **external**:
- political-legal issues,
- community issues, and
- social/societal issues (social issues include matters such as poverty, education, social injustice, the environment)?

Use examples from the articles to illustrate your points.

*b.* Identify examples of some political-legal, community and societal issues that have changed or impacted organizations internally? Describe how organizations have incorporated these factors into their daily functioning.

*c.* How do organizations change or influence external socio-political factors (e.g. political-legal issues, community issues etc.) or events? Provide examples to illustrate your points.

**Film**
Roger and Me - View prior to class session

**Reading**

54. The Merchants and Their Visions  
   James E. Liebig

55. The New Wave  
   L. Lawrence Embley

56. The Fire This Time?  
   Samuel Greengard and Charlene Marmer Solomon

57. Environmental Leadership: From Compliance to Competitive Advantage  
   Kathleen Dechant and Barbara Altman

58. The Seven (Almost) Deadly Sins of High-Minded Entrepreneurs  
   Anne Murphy

59. The Age of Social Transformation  
   Peter F. Drucker
Jan. 27

- Instructor leads discussion on assigned topic.
- Team 1 leads brainstorming process on type of organization to develop for the class project.

Jan. 29

- Paper #2. Team discussion of Question #1 and outline of paper. Submit paper at the next class session.
- Discussion - Each team is responsible for preparing 2 discussion questions based on the topic for the week and the accompanying readings.
- Team Compacts/agreements due (See guidelines below)

**TEAM COMPACT AGREEMENT GUIDELINES**

Each team needs to develop its own compact/agreement that describes team members' responsibilities to each other. Since you will be evaluating each other's contributions to the team and class, you can use your compact/agreement as a way to evaluate contributions. The compact should include, but not be limited to, expectations about:

a. attendance at team meetings;
b. attendance at and participation in site visit;
c. preparation for team meetings (e.g. completion of readings, collection of data, articles or other information, drafts of sections for papers, e.t.c.);
d. quality and quantity of participation in team meetings;
e. quality and quantity of participation in class presentations; and
f. contribution to written reports.

A copy of the teams compact should be submitted to the instructor on the date designated in the syllabus, and may be revised and resubmitted as needed.
### Week IV

**Paper and Discussion Topic #3**

Focus: Inherent factors in an organizational context (i.e. the factors that come with the territory when one leads an organization).

**Question**

What requirements and responsibilities do organizations place on leaders?

What are the constraints and obstacles to leadership and vision that are often presented by organizations, and what can leaders and followers do to overcome them?

**Readings**

6. Some Premises About Leadership and The Functions of Institutional Leadership  
   Philip Selznick

7. The Paradoxes of Leadership  
   Jeffery A. Barach and D. Reed Eckhardt

8. Large Scale Organized Systems  
   John W. Gardner

9. Bureaucracy Versus Leadership  
   James MacGregor Burns

10. Reforming Institutionalized Organizations  
    Nils Brunsson and Johan P. Olsen

**Feb. 3**

- Instructor leads discussion on assigned topic.
- Team 1 leads brainstorming process on type of organization to develop for the class project.
- Select organization for class project

**Feb. 5**

- **Paper #3.** Team discussion of Question #1 and outline of paper. Submit paper at the next class session.
- Discussion - Each team is responsible for preparing 2 discussion questions based on the topic for the week and the accompanying readings.
WEEK V

Paper and Discussion Topic #4
Focus: Application of leadership theories/concepts to the organizational context.

Question
How does the role of leadership differ from executive management? Using the leadership theories and concepts presented in the readings, what type of leadership will 21st century organizations need to help them deal with the types of issues identified in Paper 1? (Be specific. Explain how these theories will help resolve or handle each issue from Paper 1 that you identify).

Readings
11. Leadership and Management
   Joseph C. Rost
12. Servant Leadership In Business
   Robert K. Greenleaf
13. What is Leadership?
   Max DePree
14. Transaction and Transforming Leadership
   James MacGregor Burns
15. Improving Organizational Effectiveness Through Transformational Leadership
   Bernard M. Bass and Bruce J. Avolio
16. Contingency Theories of Leadership
   Richard Hughes, Robert C. Ginnett and Gordon J. Curphy
17. Chaos and the Strange Attractor of Meaning
   Margaret J. Wheatley
18. The Ethics of Charismatic Leadership: Submission or Liberation?
   Jane Howell and Bruce Avolio

Note: Many of these readings provide a review of several contemporary leadership theories including transformational, transactional, charismatic, and servant leadership. However, you are being asked to apply them to the organizational context.

Feb. 10
- Instructor leads discussion on assigned topic.
- Team 1 continues process to clarify and develop organization for class project.

Feb. 12
- Paper #4. Team discussion of Question #1 and outline of paper. Submit paper at the next class session.
- Discussion - Each team is responsible for preparing 2 discussion questions based on the topic for the week and the accompanying readings.
WEEK VI

Paper and Discussion Topic #5
Focus: Leader-follower relations in organizations.
Questions
What factors create effective and ineffective leader-follower relationships in organizations? How are these relationships changing in organizations as they move toward the 21st century? With the advent of technology (e.g. virtual organizations, telecommuting, e.t.c.), what can the leader(s) do to assure that the leader-follower relationships that you described are developed and maintained?

Film
Crimson Tide - View prior to class

Readings
19. Tyrannosaurus Rex: The Boss as Corporate Dinosaur
   Charles Manz and Henry P. Sims
20. Organizational Leadership and Followership: The Role of Interpersonal Relations
   Edwin P. Hollander
21. Leadership Secrets From Exemplary Followers
   Robert E. Kelley
22. The Empowering Leader: Unrealized Opportunities
   Ann Howard
23. Leadership and the Problem of Bogus Empowerment
   Joanne Ciulla

Incorporate readings about technology from Week II as appropriate.

Feb. 17
- Instructor leads discussion on assigned topic.
- Team 1 continues process to clarify and develop organization for class project.

Feb. 19
- **Paper #5.** Team discussion of Question #1 and outline of paper. Submit paper at the next class session.
- Discussion - Each team is responsible for preparing 2 discussion questions based on the topic for the week and the accompanying readings.
WEEK VII

Feb. 24
• Preparation for Part B of the class.
• Discussion and clarification of the class' organization to date.
• Discussion about:
  • purpose of organization;
  • scope of organization (number and types of products or services, location of organization, size of organization, etc.);
  • name of organization.

Feb. 26
• Preparation for Part B of the class.
• Note: Team 1 distributes articles for incorporation in group papers. Team 1 prepares to lead the class. Review instructions below. Team 1 completes site visit prior to its presentation.

TEAM PRESENTATION REQUIREMENTS

Team 1 - 5 Pre-class assignments prior to your team’s presentation.

Articles: Conduct research to find 2-3 articles on the specific kind of product or service your organization plans to provide. Distribute articles to each team during the class session prior to your team’s presentation. Summarize and present your findings during your team’s class session.

Site Visits: Site visits should be completed prior to your team’s presentation in this section. Optional: You may invite a guest from the organization that you visited or a guest from another similar organization during one of your team’s presentation sessions.

Leading Class Sessions: The team leading the class sessions is expected to:
  • provide an interim report on your team’s assignment with regard to building the class’ selected organization (this should include information gained from the group papers submitted from the other teams);
  • gain feedback from the class on the proposals presented in your interim report;
    • take notes of all the decisions reached during the class session;
    • present your findings from the site visit; and
  • evaluate the papers written by the other teams using forms provided by the instructor.

(Note: The team leading these sessions is not required to write a group paper)

SITE VISITS - TEAMS 1-5

Prior to your team’s presentation under Part B of the syllabus, a site visit should be conducted to an organization that is the same as or similar to the one that the class
has chosen to build. The purpose of the visit is to learn more about how actual
organizations of this type function overall (i.e. "a reality check"), and to obtain more
information about the specific components that your team is responsible for
developing. You should schedule an interview with an individual in the
organization (e.g. president, vice president, director, site manager, or human
resource director) who is knowledgeable about the overall operation of the
organization; and, if possible arrange a tour of the site. Collect information that will
help your team and the class better understand the organization such as:
- brochures about the organization and its product or service;
- vision, mission and goals statements;
- organization charts;
- annual reports; and
- budget information (i.e. how much does it cost to operate this kind
of organization and what types of expenses are involved).

Observe the type of leadership and followership in the organization, to the extent
that it is possible. How do leaders and followers work together (e.g. in traditional
authority relationships, teams or work groups, etc.). If possible, discuss these issues
with leaders and followers in the organization.

The site visit should be scheduled soon after the class makes its decision on the
type of organization it wants to develop.
PART B - BUILDING AN ORGANIZATION USING LEADERSHIP THEORIES AND CONCEPTS

WEEK VIII
VISION

Paper and Discussion Question #6
Team 1 has been charged with developing the vision statement, environmental scan, social responsibility aspects for the organization.
(a) Based on the readings below, why is vision important for an organization? What can the leadership do to engage others in the vision? What concepts from the readings should Team 1 use to guide the development of the organization's vision? Propose a vision statement for Team 1's consideration.

(b) How is the environmental scan related to the organization's vision? What specific factors related to your organization should be included in your organization's environmental scan? What are the apparent threats and opportunities for this type of organization? Read the project team assignment for Team 1.

Readings
24. Vision: The Key to Leadership
   Burt Nanus

25. Organizational Vision and Visionary Organizations
   James C. Collins and Jerry I. Porras

26. The Dark Side Of Leadership
   Jay A. Conger

Review articles from Week II for ideas concerning social responsibility.

Read articles provided by Team 1

TEAM 1 ONLY - If further information is needed on environmental scanning read: Fahey & Narayanan. The process of environmental analysis (pp. 36-59) and chapters 4-11

Note: Each group paper should be approximately 3 single spaced pages. The paper should incorporate the articles provided by the lead team and the assigned readings. The lead team will collect, evaluate and use the advice in these papers to help develop their portion of the class' organization.

Mar. 3
Paper #6. Papers are given to the lead team outline. Class discussion.

Mar. 5
Team 1 gives report on their site visit and progress report on the development of the organization's vision statement and environmental scan. (Ideas from group papers should be considered in this process as well as ideas generated in the class session).
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**Paper and Discussion Topic 7**
(a) What factors should be considered in the development of the organization’s mission and goals? Propose a mission statement and several critical goals, including goals related to your team’s area. (The mission and goals must flow logically from the vision statement).

(b) With regard to financing the vision, what approach should be used to finance the organization? Why is this approach the most appropriate for your organization? What aspect of your team’s assignment will require funding? (List cost/budget categories even if you do not know the cost of these items).

Read the project team assignment for Team 2.

Note: All teams should collect financial and budget information during their site visit to assist Team 2.

**Readings**
27. Mission and Leadership  
   Andrew Campbell and Kiran Tawadey

28. Mission and The General Environment  
   Gregory G. Dess and Alex Miller

**Supplemental Readings:**
Bangs. Introduction (pp. 1-7); The business (pp. 9-15); The financing proposal (pp. 101 - 106)
Abrams. Sources of debt financing (pp. 298-299).

Read articles provided by Team 2.

If the class selects a non-profit organization for its project other readings will be substituted for Bangs and Abrams.

**Mar. 17**
Paper #7. Class discussion.

**Mar. 19**
Team 2 gives report on their site visit and progress report on the development of the organization’s mission and goals. Team 2 discusses how an organization of this type might be financed (how will funds be raised?); and begins to outline budget categories. (Ideas from group papers should be considered in this process as well as ideas generated in the class session).
WEEK XI

LEADERSHIP DESIGN AND ORGANIZATIONAL STRUCTURE

**Paper and Discussion Topic 8:**
What type of leadership is most appropriate for this vision and organization? (Review readings under Week V and those below). Why is the issue of design or structure an important element in the leadership of organizations? How are organization design or structures changing as we approach the 21st century? What issues should be considered in the development of your organization’s leadership and organization structure?

Read the project team assignment for Team 3

**Readings**

29. The Strategy Team: Teams at the Top
   Kenneth A. Smith and Henry P. Sims, Jr.

30. The Impact of Executive Ideology on Structural Change
    Juliann Spoth

31. From Bureaucracies to Networks
    Gareth Morgan

32. Organization Architectures for the Twenty-First Century
    Marc S. Gerstein and Robert B. Shaw

33. Networks and Organizations: Structure, Form and Action
    Nitin Nohria

34. Self-Directed Work Teams and Team Empowerment
    Kimball Fisher

Review Bleecker (Week II)

Review and incorporate leadership theories/concepts from readings in Week V.

Read articles provided by Team 3.

**Mar. 24**


**Mar. 26**

Team 3 gives report on their site visit and progress report on the development of the organization’s leadership and organization structure. Team 3 presents an initial leadership and organization structure for the class’s discussion and input. (Ideas from group papers should be considered in this process as well as ideas generated in the class session).
WEEK XII
ORGANIZATIONAL CULTURE, WORK-FAMILY ISSUES AND DIVERSITY

Paper and Discussion Topic #9
What is organizational culture; and how do work-family issues and diversity relate to culture? Using the readings as a guide, develop a scenario of what work life will be like in your organization including a description of such factors as the values, dress, orientation toward work, social functions, rites and rituals, orientation toward diversity, physical environment, etc. Read the project team assignment for Team 4.

Readings
35. Strong Cultures: A New "Old Rule" for Business Success
   Terrence E. Deal and Allan A. Kennedy
36. The Learning Leaders as Culture Manager
   Edgar H. Schein
37. Why Amoral Leadership Doesn't Work
   James O'Toole
38. Values in Leadership
   Ronald A. Heifetz
39. Affirming Shared Values
   James M. Kouzes and Barry Z. Posner
40. Moral Leadership and Business Ethics
   Al Gini
41. Business Ethics as Moral Imagination
   Joanne Ciulla
42. Changing the Conditions of Work: Responding to Increasing Work Force Diversity and New Family Patterns
   Lotte Bailyn
43. What Companies Must Do to Be Competitive
   John P. Fernandez
44. Leading and Empowering Diverse Followers
   Lynn R. Offerman
45. Diverse Self-Directed Work Teams: Developing Diversity Strategic Initiatives for Twenty-First Century Organizations
   Gill R. Hickman and Ann Creighton-Zollar

- Additional information for Team 4 members - optional for other groups
   Bailyn. Changing the conditions of work: Responding to increasing work force diversity and new family patterns (pp. 188-202)

Mar. 31
Paper #9. Class discussion

April 2
Team 4 gives report on their site visit and progress report on the development of the organization's cultural compact. Team 4 presents the initial elements of the cultural compact for the class's discussion and input. (Ideas from group papers should be considered in this process as well as ideas generated in the class session).
WEEK XIII

PERSONAL AND ORGANIZATIONAL DEVELOPMENT

Paper and Discussion Topic #10
How do you develop human/individual capabilities in organizations? How do you develop the organization’s capabilities or potential (i.e. generate creativity, change, new ideas, services or products)? What approach or plan should your organization use to generate personal and organizational development? Read the project team assignment for Team 5.

Readings
46. Personal Mastery
   Peter Senge
47. A Personal Mission Statement
   Stephen R. Covey
48. Building Individual Learning
   Francis J. Gouillart and James N. Kelly
49. The Leaders’s New Work: Building Learning Organizations
   Peter M. Senge
50. Successful Change and the Force That Drives It
   John H. Kotter
51. Collaboration: The Constructive Management of Differences
   Barbara Gray
52. Constructive for Whom: The Fate of Diversity Disputes in Organizations
   Anne Donnellon and Deborah M. Kolb
53. Recognize Contributions; Linking Rewards With Performance
   James M. Kouzes and Barry Z. Posner

Apr. 7
Paper #10. Class discussion

Apr. 9
Team 5 gives report on their site visit and progress report on the development of the organization’s personal and organizational development plan. Team 5 presents the initial elements of the personal and organizational development plan for the class’s discussion and input. (Ideas from group papers should be considered in this process as well as ideas generated in the class session).
THE NEW ORGANIZATION: PUTTING IT TOGETHER

Planning Sessions

The selected leadership for your organization is responsible for facilitating the planning sessions and activities for the remainder of the course. Planning sessions provide class time for coordination of the final organization. Activities should include, but are not limited to:

1. Exchanging and discussing draft papers and identifying gaps in information;

2. Meeting with two or more teams to work through issues that relate to or impact each team. (For example, each team meets with Team 2 to identify costs involved in their proposal so that these costs can be factored into the financial plan);

3. Planning the oral presentation (Final exam day). Length of presentation should be approximate 1 - 1 ½ hours
   a. Plan presentation for a group of potential investors.
      - Explain why this organization is a sound idea?
      - Identify and present what potential investors would want to know.
      - Explain how leadership/leadership concepts relates to each portion of the organization
   b. Decide who will speak/present each component of the presentation.
   c. Develop any handouts, transparencies, charts, signs etc.
   d. Identify and invite guests to pose as potential investors.

Week XIV - April 14-16

- Selection of leader(s) using leadership structure developed by Team 3 with the class.
- Planning session.

Week XV - April 21-23

- Draft of team report (4 copies - 1 per team). Planning session
- Planning sessions
- Peer evaluations distributed and collected by instructor

Final Exam Week - Presentation of Organization

Section 01 - Thurs. April 30 - 9:00 a.m. -12 noon
Section 02 - Friday May 1 - 9:00 a.m. -12 noon

- Oral presentation of the new organization.
- Written Paper Due
BUILDING AN ORGANIZATION

Project Team Assignments

Introduction
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 leadership, vision, environmental scan, mission, goals, culture, and on-going development strategies. There will be interim reports from each project team during the semester. The final product will be presented in written and oral reports. Each team will need to address all of the elements under its section in the final written report.

VISION - TEAM 1

Responsibilities
1. Team 1 provides leadership for the class during the first half of the semester to help the class:
Gain consensus on the kind of organization that the class wants to develop, and a name for the organization.

Once the type of organization has been selected by the class, find articles that describe the kind of organization and product or service that you plan to develop. Distribute the articles to each group during the class section prior to your presentation. (Check the syllabus for the date). Summarize and present your findings to the class.

2. Conduct an “environmental scan” including gathering and assessing information and data concerning relevant.
   a. demographic changes;
   b. sociocultural changes;
   c. political and legal changes;
   d. technological developments; and
   e. macroeconomic changes;
   that can impact the vision, mission and goals of the organization. Begin by identifying information concerning a-e in the articles provided by Team 1 about the type of organization, product or service being developed by the class. Your team may want to identify a few other articles on this type of organization, product or service.

3. Describe the nature of the organization’s external environment, that is, what kinds of similar organizations exist and how does their presence impact your organization, what are the opportunities for your organization (i.e. what is its unique niche in this environment), what are the potential threats to your organization and how can your organization reduce, counter or prepare for them?

4. Describe the stakeholders in the organization and how the variables identified in the scan can or should impact them. Stakeholders include all parties that have an interest (or stake) in the organization including leaders, team members, managers, employees, customers/clients, investors/shareholders, e.t.c.

5. (a) Gain consensus on a vision for the organization and develop a written vision statement. (b) Describe how this vision fits realistically with the organization’s external environment (i.e. describe the factors in the environment that support this vision).

6. Describe your approach and/or recommendations for:
   a. communicating the vision to organizational participants including managers, employees
or team members and other stakeholders;
b. inculcating the vision (i.e. inspiring organizational participants to adopt and support the vision);
c. exemplifying the vision (i.e. how can the leadership and organizational participants personify the vision).
7. Social responsibility - Describe the organization’s plan to contribute or provide service to society. How will leaders and team members participate?

MISSION, GOALS AND FUNDING - TEAM 2

Responsibilities
1. Develop the mission statement and goals for the organization based on the organization’s vision and information obtained from the environmental scan. Your team should develop goals for different aspects of the organization including: goals that relate to each team’s function; goals for the development and expansion of the product or service; financial goals; goals for the development of people within the organizational; goals concerning customers/clients; and social responsibility goals. You should break this section into first year (or start-up goals) and second through fifth year goals.

In the text of the final report, describe:

a. how your team used information derived from the scan to help develop the mission and goals of the organization; and
b. how the mission stems from the vision, and how the goals stem from the mission.

2. Determine how the vision and day-to-day operations will be financed. Based on determine information from the site visit, articles and reports from your team and the other teams,

a. the financial resources that the organization will need to operate (i.e., start up capital and an operating budget). Use information from each team’s site visit concerning the cost of establishing and operating this type of business. Determine how and from what source the organization should raise and obtain these resources. This section is very detailed. Use information from previous Organizations papers to help determine budget categories.

b. What legal structure will the organization have - general partnership, corporation, nonprofit, e.t.c.?

c. Project the income that the organization will generate.

d. Project how much you will need from investors.

For additional information and resources:


LEADERSHIP DESIGN AND ORGANIZATIONAL STRUCTURE - TEAM 3

Responsibilities
1.a. Identify and describe the type of leadership that is most appropriate for your organization e.g. transformational, servant, transactional, a combination of two or more of these e.t.c. Explain why it is the best type of leadership for your organization (review readings under Week V).
b. Develop a leadership structure that is most appropriate for the organization and the type of
leadership identified above - e.g. single chief executive officer (CEO), chief facilitator with team representatives, coordinating council of presidents, or any other form of leadership - use your imagination. Describe the role and responsibilities of the leadership. [Note: During the last portion of the class, your group will facilitate the selection of the leadership and put this structure into operation].

2. Select, design and describe the most appropriate structure for the whole organization. Develop an organization chart and explain in the narrative how work will be organized and achieved using this structure including a description of:
   a. work/departmental/team groupings;
   b. reporting relations; and
   c. communication flow, information sharing and intra-group/departmental linkages.

On the organization chart identify the titles or organizational designations of people in the organization; and in the narrative 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? Review the information from your site visit and the site visits of other teams to help gain an understanding of the types of jobs that typically exist in this kind of organization, and the type of financial resources needed to support their salaries.

3. Describe how this structure facilitates and enhances:
   a. leadership of the organization;
   b. leader-follower relationships (review reading for Weeks V & VI);
   b. movement toward the vision; and
   c. achievement of the mission and goals of the organization.

4. For the final paper and oral presentation, write an overview description on the new organization. (See instructor for guidelines).

ORGANIZATIONAL CULTURE, WORK-FAMILY ISSUES AND DIVERSITY - TEAM 4

Responsibilities

1. Work with the class to develop the culture compact for the organization including a description of:
   a. the internal environment of the organization (i.e. visualize and describe how it feels to work there; how the physical space is arranged);
   b. the organizational values;
   c. attitudes about work (i.e. work hours, dress, demeanor at work, etc.);
   d. the rites and rituals of the organization;
   e. organizational symbols (this include slogans and/or logos or designs);
   f. how the organization will address work-family issues; and
   g. how the organization will address diversity (gender, race/ethnicity, persons with disabilities, and differences of all kinds).

In the text of the compact, describe how these factors (a-g) support and stem from the leadership style, vision, mission, goals and structure of the organization.

2. Delineate the roles and responsibilities of the leadership and organizational members in the implementation and preservation of the compact.
3. In the written report, discuss how the culture compact supports and enhances the leader-follower relationship within the organization. (Review readings from Week VI and Team 3’s draft report).

5. Tell the organization’s stories. If stories and/or heroes develop during the evolution of this organization that would inspire others and help shape the organizational culture -tell them in the final report. For example, what inspired the idea for this organization? What unique customs, practices or situations emerged during the semester? Did any unique bonding or support systems occur?

PERSONAL AND ORGANIZATIONAL DEVELOPMENT - TEAM 5

[If there is no Team 5 in your class, the class as a whole will develop, outline and submit responses to items in this section. This may be developed and coordinated by the leadership during the last two weeks of the course]

Working with Teams 3 and 4, describe the approach or process for the development of the human potential and capabilities of the people in the organization, and facilitate the development, change and/or growth of the organization. Include the following:

1. Professional development - describe the organization’s plan or program for developing new knowledge, skills, abilities, e.t.c. for the individuals in the organization as well as its teams or work groups.

2. Personal development - describe the organization’s plan or program for developing the individual’s emotional and personal stability, self-esteem, and maturity (this includes and goes beyond issues of wellness and employee assistance).

3. Rewards - Describe the organization’s economic (i.e. bonuses, shares) and noneconomic (i.e. awards, time off, parking space) reward systems for accomplishments in the organization such as successfully completing projects/goals, professional development (i.e. completion of training or degrees) e.t.c.

4. Organizational growth and development - Describe the organization’s plan for: a) regeneration (i.e. supporting the development of new ideas, products or services and approaches); b) continually assessing the values and purpose of the organization; and c) responding to new or changing needs/issues in the internal and external environment.

Work with Team 2 to determine the cost and budget for all of the items above.

WRITTEN AND ORAL REPORTS FOR ALL GROUPS

The final written report should contain a description of all of the factors included in the team’s assignment above, and should thoroughly integrate information from the readings to support the decisions and recommends reached. This includes using the readings to explain why certain approaches/options were used. The citations and bibliography should use APA format or a format from another appropriate style manual.

The final oral and written reports should provide an overview of the outcomes of each group’s assignment and should be coordinated by the organization’s leadership to present the newly formed organization as a whole entity.
CRITERIA FOR EVALUATING AND GRADING ASSIGNMENTS
EVALUATION FORM FOR PAPERS - PART A (LDSP-302)

Team Names: ____________________________________________

Weight

40%  1.  Analysis - How well did the writer identify important points and overall themes that emerged from the readings in order to answer the question? (Quotes from the readings may be used to illustrate specific points, but quotes should not be used to substitute for analysis).

20%  2.  Incorporation of readings - How well did the writer use and refer to the assigned readings to support the points in his/her paper? Were all or most of the readings used?

20%  3.  Response to question(s) - How well did the writer address/answer all components of the question(s)?

10%  4.  Organization - Are the thoughts and ideas in the paper clear, coherent, and developed logically?

10%  5.  Mechanics - Overall, are factors such as grammar, sentence structure, spelling, citation format, e.t.c. correct?

Overall comments about the quality and areas that need strengthening (if any):

Instructor's Evaluation and Grade:
EVALUATION FORM FOR TEAM PAPERS - PART B (LDSP-302)

Team Being Evaluated #__ Team Members: _______________________

Evaluation Criteria: Evaluators should include comments about the strengths in the writer's answers as well as areas for improvement (if any) in each category below.

1. **Analysis** - How well did the writers identify important points and overall themes that emerged from the readings as a whole in order to answer the question? (The writer may use quotes from the readings to illustrate his/her points, but should not use them as a substitute for analysis).

2. **Incorporation of readings** - How well did the writers use and refer to the assigned readings to support the points in his/her paper?

3. **Response to question(s)** - How well did the writers address/answer all components of the question(s)?

4. **Organization** - Are the thoughts and ideas in the paper clear, coherent, and developed in a logical order?

5. **Input to your team’s project** - How helpful was the group’s recommendations/input to your portion of the class project?

6. **Mechanics** - Overall, are factors such as grammar, sentence structure, spelling e.t.c. correct?

Overall comments about the quality and areas that need strengthening (if any):

Instructor’s Evaluation and Grade:
TEAM LEADERSHIP OF CLASS SESSIONS

(LDSP 302)

Team

How well did the team engage the class in discussion or activities that helped clarify the concepts in the assigned readings for the team's topic?

How effective and organized was the team's interim report concerning its progress toward building its section of the class' organization?

How effective was the team in gaining and incorporating feedback from the class on the proposals presented in its interim report?

How effective and useful was the team's site visit report?

How useful were the articles that the team provided for the class to increase understanding about the class' selected organization?

Overall Evaluation
Peer Evaluation of Team/Group Member

Name of Person Being Evaluated: ____________________________

Rating Scale:  
5 = Exceptional Commitment/Contributions  
4 = Strong Commitment/Contributions  
3 = Satisfactory Commitment/Contributions  
2 = Inconsistent Commitment/Contributions  
1 = Unsatisfactory Commitment/Contributions

Attendance at Team/Group Meetings:  
5  4  3  2  1

Comments: ____________________________

Attendance and Participation at Site Visit:  
5  4  3  2  1

Comments: ____________________________

Preparation for Team/Group Meetings:  
5  4  3  2  1

Comments: ____________________________

Quality and Quantity of Contributions to Team/Group Meetings:  
5  4  3  2  1

Comments: ____________________________

Quality and Quantity of Contributions to Written Reports:  
5  4  3  2  1

Comments: ____________________________

Quality and Quantity of Contributions to in Class Activities:  
5  4  3  2  1

Comments: ____________________________

Respect and Consideration for other Team/Group Members:  
5  4  3  2  1

Comments: ____________________________

Rater’s Name: ____________________________