2000

Study Guide Ed.D Program in Child and Youth Studies Management of Programs for Children and Youth I (MOP I) 2000

Nova Southeastern University

STUDY GUIDE
Ed.D. PROGRAM IN CHILD AND YOUTH STUDIES
MANAGEMENT OF PROGRAMS
FOR CHILDREN AND YOUTH I
(MOP I)

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PREFACE

This study guide has been prepared to inform the student of the course objectives, course content, and criteria for successfully completing the specialization. The study guide is neither the text nor a supplement to a textbook, but a guide to obtaining the competencies required to complete the course of study successfully.

The basic purpose of MOP I is for students to develop their management and leadership competencies utilizing the seven themes indicated below. These themes include:

- Management of Organizational Behavior;

- Application of the Consultant Model of Supervision to Human Resource Development;

- The Budgeting Process: Planning, Fiscal, and Political Implications;

- Marketing Strategies for For-Profit and Not-For-Profit Organizations;

- Writing and Obtaining Grants;

- Strategic Planning; and

   Political Advocacy for the Managers of Programs.

THE MISSION OF THE FISCHLER GRADUATE SCHOOL

OF EDUCATION AND HUMAN SERVICES

The Fischler Graduate School of Education and Human Services is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education and related helping professions. These practitioners serve as the bridge between the knowledge base in education and the quality of education experienced by their students. The Graduate School hopes to fulfill its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

Because of its commitment to the working professional, the Graduate School offers alternative delivery systems for education that are adaptable to practitioners' work schedules and locations. Graduate School programs reflect and anticipate the needs of practitioners to become more effective in their current positions, to fill emerging roles in the education field, and to be effective in accepting changing responsibilities.

MISSION STATEMENT

Ed.D. PROGRAM IN CHILD AND YOUTH STUDIES

The mission of the Ed.D. Program in Child and Youth Studies is to enhance the professional and leadership skills of individuals whose work influences or determines the quality of life of children and youth. Leadership requires action in the areas of education or social service for which one is responsible. Such action must be derived from a sound knowledge base and genuine problem-solving skills.

COURSE DESCRIPTIONS

YEAR I (MOP I)

MCY 8561 DEVELOPMENT AND MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH

(4 CREDITS)

This course will focus on the analysis and assessment of programs for children and youth from the manager/leader perspective. Emphasis will be placed on building skills required for program development, implementation, and evaluation. Study will also include an overview of selected management systems, models, and theoretical foundations necessary for an understanding of administrative and leadership procedures. Concepts and processes, such as organizational systems analysis and strategies that enhance the effectiveness of the manager/leader in a world of cultural diversity and socioeconomic differences, will be emphasized.

MCY 8564 DEVELOPING HUMAN RELATIONS SKILLS IN THE MANAGEMENT OF PROGRAMS FOR CHILDREN AND YOUTH

(3 CREDITS)

This course focuses on an examination of qualities that foster positive relationships in the work setting. Students will analyze strategies necessary in the identification, training, and assessment of personnel and will demonstrate these required skills, especially as they relate to inclusion. An introduction to budgeting and funding will be presented.

YEAR II (MOP II)

MCY 8567 THEORY AND PRACTICES: MANAGEMENT AND PLANNING, FUNDING, AND BUDGETING

(4 CREDITS)

This course is designed to assist advanced students with a review of concepts learned in earlier specialization courses. An understanding of concepts and models of organization behavior and development is critical for effective program development funding, implementation, and evaluation. A synthesis and reflection on knowledge, concepts, and skills gained will be done in conjunction with practicing strategic planning and developing grants appropriate for child and youth programs in a diverse society.

MCY 8565 ORGANIZATIONAL THEORY AND PRACTICES: A SYNTHESIS

(3 CREDITS)

This course is designed to extend the knowledge and develop skills, both conceptual and practical, required of persons with leadership responsibilities. Organizational systems and interventions that help to ensure organizational success are addressed. Issues such as individual needs; psychological, socioeconomic, and cultural diversity; and managerial styles are considered.

GOALS FOR MOP I

You will be able to attain the following goals after the completion of the MOP I specialization:

- o Analyze and evaluate an array of organizations.

- o Adapt your management and leadership patterns to match the situation.

- o Create a knowledge base about the management of organizational behavior that can be shared with your colleagues.

- o Adapt the model of consultant supervision skills to your organization.

- o Plan an inservice activity for your staff with the primary goal of introducing the consultant supervision model.

o Take a more active role in the budget process within your organization.

o Develop questions and comments for the finance officer within your organization.

o Critique marketing plans from an array of organizations.

o Develop a marketing plan for your organization.

o Develop strategies for working with the media.

o Create a rationale, based on policy and program needs, for your involvement with your organization budget process.

o Explain an array of approaches to obtaining grants to key leaders in your organization.

o Write an outline that will be the framework for a quality proposal.

o Critique strategic plans from an array of organizations.

o Develop and/or adapt the strategic plan for your organization.

o Identify advocacy issues that will enhance your profession and your clients.

o Develop new advocacy strategies that you will use in your community and region.

SPECIALIZATION CALENDAR

The important dates for this specialization are as follows:

July 1, 2000(postmark) Completion of Admission Ticket

July 15, 2000 Afternoon Orientation for MOP I, Ft.

Fort Lauderdale, Florida

July 15-22, 2000 Summer Institute, Ft. Lauderdale

August 21, 2000 Assignment #1 due

September 4, 2000 Assignment #2 due

September 18, 2000 Assignment #3 due

MOP I SUMMER INSTITUTE CALENDAR

Day	Theme	Facilitators
July 15 Saturday	MOP I Orientation	Cleveland Clarke and Nancy Terrel
July 16 Sunday	Strategic Planning	Nancy Terrel/Norman Pov
July 17 Monday	a.m. Management of Organizational Behavior p.m. Marketing Strategies	Jane Gibson Merrie Meyers-Kershaw
July 18 Tuesday	Writing and Obtaining Grants	Frank Mandley
July 20 Thursday	a.m. The Budgeting Process p.m. Working with the Media	Clifford Claiborne Lona O'Connor
July 21 Friday	Consultant Model of Supervision	Cleveland Clarke and Nancy Terrel
July 22 Saturday	a.m. Political Advocacy p.m. Review of the Week	Debbie Wasserman-Schult Nancy Terrel/ C. Clarke

ASSESSMENT OF STUDENT LEARNING

Assessment Criteria

In this specialization, student learning is assessed via in-class activities, out-of-class papers and projects, class discussion, and other assessment strategies.

Grading

The final course grade is a combination of grades earned on the three assignments to be submitted by August 21, September 04, and September 18 and on active participation during summer instruction. To receive a passing grade in the specialization area, the final submission of each assignment must earn a grade of B or better. Failure to receive a passing grade on each assignment will result in specialization area failure. Assignments will be graded as follows:

A

B+

B

F

I

Grading Criteria

A Represents truly superior performance on all criteria. Project is professionally done and represents a high conceptual level of content, over and above minimal requirements. Breadth and depth of coverage, comprehensiveness, and accuracy of direct application (if requested in assignment) are outstanding; project may include new perspectives and original thought. Note--simply doing a project and minimally meeting requirements of the assignment will not assure an A.

B+ Represents highly meritorious performance on most criteria; a few weaker aspects prevent the project from warranting an A.

B Acceptable performance on the project showing academic and organizational ability; content mastery appropriate for doctoral level study.

Below B Project falls short of meeting minimal requirements for a B. Student is given an opportunity to redo the project consistent with the rewrite policy.

SPECIALIZATION AREA POLICIES

Rewrite Policy

Every student is permitted a total of one redo per assignment. The highest possible grade following a redo is a B+. Students who exceed the allowable number of rewrites will fail the specialization area.

Assignment Option

Students are given the choice of completing the given assignment or of substituting an assignment of their own design that achieves the same objectives. Written permission must be obtained from the faculty member prior to submitting a substitute assignment.

Guidelines for Preparation of Written Assignments

Submit projects for this specialization through the mail. It will be helpful if you heed the following advice concerning submission of assignments:

> 1. All written work submitted must adhere to the style conventions stated in the fourth edition of the Publication Manual of the American Psychological Association (APA).
>
> 2. All out-of-class papers are to be typewritten or word processed and firmly bound before being submitted. Do not use fancy binders, especially the acetate type. Staples are usually sufficient; the papers must stay together during the evaluation process.
>
> 3. For assistance in the writing process, refer to: Leggett, G., Mead, C. D., & Kramer, M. G. (1988). Prentice Hall handbook for writers (11th. ed.). Englewood Cliffs, NJ: Prentice Hall.
>
> 4. *Keep a copy of everything you submit to Nova faculty and staff.* This principle should hold true throughout the life of the program.

Student/Faculty Conferences

Students may call faculty members at the designated times outlined in your opening letter. Give you name, cluster number, and telephone number and ask for a return call. The faculty will return your call, thus absorbing the cost of the telephone conference. Your faculty can also be contacted via e-mail: Dr. Nancy G. Terrel, DOCTORNGT@aol.com

Absence Policy

If a student is unable to attend a class session, she or he is responsible for negotiating with the instructor a special assignment that focuses on the missed instruction. This assignment should be designed to meet the goals and content of the missed class session. A due date for assignment completion should be established accordingly. Only one absence may be excused during a specialization period. Also, a written synopsis of the missed session based on the notes of at least two other cluster members are to be submitted to the cluster coordinator for his/her review. Please indicate names of contributing colleagues.

ADA POLICIES AND PROCEDURES FOR

THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES

(FGSE&HS)

" The University adheres to the Americans with disabilities Act. Any student requiring special assistance in any classes or clinical practicum must provide medical documentation regarding such needs requests must be in the program office at least four (4) weeks before classes begin in any given semester." Contact your ADA Program representative, Dr. Adela Beckerman, (954) 262-8569 or 1-800-986-3223, extension 8569.

Upon notice to the ADA representative of an ADA request, a student will receive the Procedures and Agreement for Specialized Services Form and The Release of Information Form, along with a self addressed stamped envelope.

Upon receipt of the above two completed forms from the student, the program will contact the Dean of Student Affairs and Admissions and review the request. Additional information and documentation will be collected from the student as necessary. A copy of The Guidelines for Documentation of a Specific Learning Disability will be distributed as needed.

Decisions with regard to appropriate accommodations will be made by the program ADA representative, the Dean of Student Services, and other university individuals or representatives.

If a student disagrees with accommodations proposed by FGSE &HS, he/she may appeal in writing to the Dean of Student Services and Admissions.

LEARNING ENVIRONMENT

The learning environment appropriate for this study area rests on a set of assumptions about you as an adult learner:

1. You have a self-concept of being an adult and, therefore, have the desire and capability for taking responsibility for planning and managing your own learning, with help from peers, faculty, the cluster coordinator, and others. Further, it is assumed that what you learn through your own initiative will be learned more effectively than what you learn through imposition by others.

2. You bring with you into this specialization area a rich background of experience that is a valuable resource both for your own learning and for the learning of other students. Your combined experiences represent a rich pool of resources for other's learning.

3. You are most ready to learn those things that you perceive will contribute to your performing more effectively in your life tasks and to your achieving a higher level of your potential.

4. Since every person is unique, with individual styles of learning, goals, motivations, outside commitments, and pressures, it is evident that learning plans and strategies must be individualized.

5. Learning is an internal process with the locus of control of that process

residing in the learner. The process can be facilitated by outside helpers and environmental conditions conducive to learning, including the following:

    a. The learning environment is physically comfortable.

    b. The learning environment is psychologically comfortable (e.g., physically comfortable, supportive, and free of threat.)

    c. The learner's past experience is respected, valued, and utilized as a learning resource.

    d. Provision is made for group belonging.

    e. Active participation in learning is encouraged and facilitated.

    f. The learner's personal needs are accommodated.

    g. Both the teacher and the students share responsibility for instruction and accountability for learning.

    h. Stress producing activities are held to a minimum.

Severe time constraints on the student are held to a minimum.

MEET YOUR INSTRUCTIONAL TEAM

You can meet your specialization area facilitators here and on the MOP I Website (http://www.fcae.nova.edu/pet/cys/mop).

MOP I Facilitators

Nancy G. Terrel

Nancy Terrel is the Director of Strategic Planning and Accountability for the fifth largest school system in the United States (Broward County, Florida). She is also in charge of School Improvement and Whole School Reform and the communications infrastructure which includes BECON (instructional television), Public Affairs and Parental Involvement and Partnerships. Nancy has shared her competencies in an array of areas with graduate students at NSU since 1977.

Cleveland Clarke

Cleveland Clarke has a rich array of educational experiences ranging from high school science teacher to professor and administrator at the university level. During Cleveland's career at Nova Southeastern University (NSU), his expertise has been utilized in a variety of areas as a professor and program director. Along with his instructional role at NSU, Dr. Clarke is responsible for obtaining licenses for the CYFS program sites inside and outside of Florida where the program has clusters.

MOP I Instructors

Frank Mandley, director of Grants Administration for the Broward County School District since 1988, oversees proposal development and grants procurement activities. During the period from 1989 through

the 1998, competitive grant funding received by the Broward County Schools increased from a level of $9 million to over $20 million dollars annually. Mr. Mandley's experience includes employment with funding agencies such as the South Florida Employment and Training Consortium and the Bureau of Children's Services of the State Division of Family Services. He has held several professional positions related to grants development with public and private organizations in South Florida such as the Archdiocese of Miami, Miami-Dade Community College and the College of Education at Florida International University.

Clifford Claiborne has been an elementary and secondary school teacher, central office administration and university professor. He is currently an adjunct associate professor in the School of Graduate Studies at Concordia University in River Forest, Illinois and President of his own consulting firm, BiCe Educational Consulting Services and Associates. At Nova Southeastern University, Dr. Claiborne has served for many years as a Practicum Adviser in the National Ed.D. Program for Educational Leaders and as an adjunct faculty in the Ed.D. Program in child, Youth, and Family Studies. Dr. Claiborne earned his doctorate in Educational Administration from the University of Illinois at Urbana Champaign.

Debbie Wasserman-Schultz (Political Advocacy), at age 26, was the youngest woman ever elected to the Florida Legislature. Now in her third term, Debbie is recognized as one of the top leaders in Florida (see Florida Trend Magazine). Debbie was a chair of the legislature's Higher Education Committee and has focused her interests on issues impacting children, youth, and families. This expertise in public policy and politics is shared with NSU students in her role as public policy curriculum specialist.

Merrie Meyers-Kershaw, APR, has been involved with the Marketing effort of Broward County's Public Schools since 1986. During her tenure with the school system, she served as the school district's chief spokesperson and developing the district's communications and marketing plans. She currently coordinates most of the district's special events, and develops partnerships with business and industry that result in the annual donation of $10 million in cash, goods and services to education. Prior to her employment in Education, she held similar positions in the Newspaper and Banking industries.

She is involved in numerous community projects including serving as the President of the Boards of Directors of the Broward County Fair and Volunteer Broward, and as co-chair of the Success By Six initiative. She is an accredited public relations professional and maintains active membership in the Public Relations Society of America (PRSA) and the National School Public Relations Association (NSPRA). In 1997, she was awarded the Gold Medallion Award, which is the highest award given to school public relations professionals.

Lona O'Conner (Working with the Media) has been writing about education and careers for newspapers and magazines since 1981. Her column is published in the Philadelphia Inquirer, Detroit Free Press, Fort Lauderdale Sun-Sentinel, The Charlotte Observer and California Job Journal. Lona's latest book is Top Ten Dumb Career Mistakes and How to Survive Them, published by NTC Contemporary Press. She has been a photographer, reporter, editor and freelance writer (Cosmopolitan, People and Advertising Age). Lona specializes in articles about charter schools and private schools for the Sun-Sentinel in Fort Lauderdale.

Norman Powell is the Director of KESAC (The Kennedy Educational Collaborative for State Agency Children) at Eastern Kentucky University. KECSAC assists local education agencies in providing quality educational experiences that meet the varying needs of youth designated at State Agency Children. Dr. Powell has spent the past 25 years as a leader, trainer, advocate and administrator working nationally and internationally on behalf of troubled children, youth and families. Dr. Powell was previously the Dean of Programs in Life Span Care and Administration, a division of the Fischler Graduate School of Education and Human Services at Nova Southeastern University, in Fort

Lauderdale, Florida.

INTRODUCTION

Welcome to Management of Programs for Children and Youth I (MOP I). The quality of this learning experience is dependent on an array of quality variables--you, the MOP students; your professors; your learning material; and your ability to apply the knowledge and competencies from MOP I to your work environments.

The MOP I experience has seven major themes. Each theme will be designed as a discrete area with the goal of combining the themes into a coherent whole that can be applied to your work environment.

The themes include:

- **Management of Organizational Behavior**

- **Application of the Consultant Model of Supervision to Human Resource Development**

- **The Budgeting Process: Planning, Fiscal, and Political Implications**

- **Marketing Strategies for For-Profit and Not-For-Profit Organizations**

- **Writing and Obtaining Grants**

- **Strategic Planning**

- **Political Advocacy for the Managers of Programs**

Your Learning Resources

The most important learning resource is the knowledge and experience you and your colleagues bring to MOP I. A second resource is the textbooks and related readings that will support your growth.

These texts include:

Bauer, D. G. (1995). The how to grants manual. Phoenix, AZ: Oryx.

Bolman, L. G., and Deal, T. E. (1997). Refining Organizations. San Francisco, CA: Jossey-Bass.

Bryson, J. M. (1995). Strategic Planning For Public And Nonprofit Organizations. San Francisco, CA: Jossey-Bass.

Champagne, D. W., and Hogan, R. C. (1995). Interpersonal And Consultant Supervision Skills.

Bloomington, IL: C-H.

Freiberg, K. And Freiberg, J. (1996). <u>Nuts: Southwest Airlines Crazy Recipe For Business And Personal Success.</u> Austin, TX: Bard Press.

Morgan, G. G. (1989). <u>Managing The Day Care Dollars: A Financial Handbook.</u> Watertown, MA: Steam Press.

A new resource for this study area is the Website for MOP I. The Website is an evolving resource that will continue to grow with your input **(http://www.fcae.nova.edu/pet/cys/mop).**

Your professors and guest lecturers have as their major task the facilitative role of helping you build upon the competencies that you bring to the seven major themes in this specialization.

Your Admission Ticket for this Specialization

The first theme of MOP I--Management of Organizational Behavior--is the foundation for the other six themes. As an admission ticket to your MOP experience, you must complete the activities associated with the *admission ticket* prior to entering the MOP I class at the Summer Institute. You must mail or e-mail the *admission ticket* prior to the Summer Institute. Please do not waste time and expenses by traveling to the Summer Institute if you do not have a completed *admission ticket*! See Appendix A for the Admission Ticket. The Admission ticket must have a July 3 (or earlier) postmark or sent via e-mail by July 3.

The MOP I Website

The knowledge base for the seven themes for MOP I is expanding on a continuous basis. The MOP I Website enables you and the faculty to stay on top of this ever-expanding knowledge base by utilizing resources for an array of disciplines. Unlike the typical textbook which is, in reality, two years older than its copyright date, the MOP I Website is a live, evolving, ever-current resource. Your faculty designed the first stage of the MOP I Website; you will be responsible for assisting in the updating of the resources and information. The Website will assist you in completing your assignments. Since the site is an evolving resource, we anticipate that you will find it to be valuable to assist you with problem solving activities in your work environment. Visit the MOP I Website at **http://www.fcae.nova.edu/pet/cys/mop.**

Nova Southeastern University's Distance Library Services

Distance Library Services is a department of Nova Southeastern University Libraries that provides off-campus students with most of the library services available on campus. Students may order books, request materials, search catalogs, search indexes, and talk with a reference librarian.

DLS can be accessed in many different ways. Materials may be ordered by mail, electronic mail, fax, or toll free telephone. A voice mail answering machine is available 24 hours a day to take requests. You can also obtain many different services by accessing the Electronic Library through the campus UNIX system. Using a home computer and modem, just type el at the UNIX prompt. This will give you full use of all the DLS services. If you don't have an account to access the UNIX system, ask your department for assistance.

There is no charge for most of our services. When books are borrowed, the student will have to pay a

small charge or fourth-class (library rate) postage to return the books. All requests are sent out by first-class mail. Books are lent for one month. Periodical copies or ERIC documents need not be returned.

To contact DLS by phone, call toll free, 800-541-6682. Choose Distance Library Services from the automated menu or dial Ext. 4602.

Your Activities

You will note that each theme has a series of *assignments* and *activities*. The *assignments* are described on the following pages. *Activities* are experiences that you will prepare prior to the presentation of the theme and/or during the class sessions with your instructors. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for the theme. Please note: Your formal evaluation will be based primarily on your *assignments* for each theme, not the *activities*.

Your Assignments

We mentioned that MOP I has seven themes. Your task is to select and complete *three* assignments from the seven themes. There is a limit of *one* assignment per theme. The assignments are due on the following dates: **August 21, September 04, September 18.** The assignments are to be sent to:

Dr. Nancy G. Terrel

Director of Strategic Planning

600 SE 3rd Ave.

Fort Lauderdale FL 33301 or

DOCTORNGT@aol.com

THEME #1

Management of Organizational Behavior

Our belief is that an organization is a unique living organism whose basic component is the individual, and this individual is our fundamental unit of study. Thus, our concentration is on the interaction of people, motivation and leadership (Hersey et al., p.xxiii).

Your major task, prior to attending MOP I, was the completion of the *Admission Ticket*. The goal for the *admission ticket* was your completion of a set of activities that focused on the Bolman and Deal text, Reframing Organizations. Among the major issues in the text are:

    o All organizations are dynamic organisms whose basic ingredient is the individual.

    o Individuals belong to an array of organizations--work place, religious institution, and

family.

- o The world is continually changing and managers must adapt to the changes.

- o The manager is no longer the controller of information.

- o Leadership must focus on action and implementation.

- o Effective, healthy organizations focus on: quality, customer service, innovation, and continuous learning.

- o Leadership and management are full-time responsibilities.

- o An organization's survival depends on its ability to change.

- o The manager works with individuals and groups to accomplish organizational goals.

- o The achievement of organizational objectives through leadership is management. Thus, everyone is a manager in at least certain activities.

- o Leaders are both born and made.

You will develop numerous competencies from this theme. Among the primary competencies will be:

> 1. Analyzing and evaluating an array of organizations using the resources from this theme,
>
> 2. Adapting your management and leadership patterns to match the situation, and
>
> 3. Creating a knowledge base about the management of organizational behavior that can be shared with your colleagues.

Activities for Theme #1

Activities are experiences that you will prepare prior to the presentation of the theme and/or during the class sessions with your instructors. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for this theme.

Activities provide the foundation for your learning. *Assignments*, in contrast, are the vehicle for proving your acquisition of the competencies for this theme; you will receive a formal evaluation for each *assignment* completed.

Activity #1: Management vs. Leadership or Management and Leadership

Some experts on organizations imply that managers and leaders share a number of characteristics, behaviors, and attributes. Others, in contrast Bennis, state that: Managers do things right; leaders do the right things.

Phil DeTurk, a NSU Professor, wrote the essay that follows in <u>The School Administrator</u> (1996). Read the essay and answer the questions that follow the essay.

Good Leadership Is Good Management

From best sellers to school mission statements and from the lecture circuit to the political campaign, leadership is a hot-selling item.

The country goes ga-ga over leaders and heroes. We want presidents who are leaders, school superintendents who are leaders, and eighth grade class officers who are leaders. Schools, colleges, corporate training departments, and magazine ads promote leadership workshops, motivational tapes, degree programs, and conferences spewing out leadership advice.

With the amount of attention spent on educating for leadership, our nation should have leaders up the gazoo. Yet we don't and won't.

Are we searching for something that doesn't exist? What do we mean by "leader or leadership" When three of the current giants on leadership, Tom Peters, Denis Waitley, and Stephen Covey, were asked during a national teleconference on the subject who were the best leaders today, they nominated Nelson Mandela, my mother, and my high school coach. Doesn't that say something about leadership? Do coach and mom really cut it? Was this the answer that 45,000 teleconference participants were thirsting for?

Part of the clamor is due to the currently disfavored status of management. Leadership gurus have downgraded managers as short-sighted and dull. Administrators and managers keep the status quo; leaders create something new. Managers are maintainers; leaders are crusaders. Managers do things right; leaders do the right things.

Is there something wrong with doing things right? To paraphrase longshoreman philosopher Eric Hoffer, The quality of life is directly proportional to the degree of its maintenance. With school administration and organizational behavior in the back of our minds, let's consider the functions of some traditional maintenance people.

Five examples

Gardeners are intent on creating a beautiful environment. They do that by planning, planting, nourishing, pruning, watering, weeding, and transplanting. The more they maintain, the more beautiful is the result.

Civil engineers resurface roadways eroded by winter snows and spring run-off. They plant trees and level shoulders, analyze traffic flow, and plan new routes. They test materials, build bridges, and pave new thoroughfares to enrich our lives. They are responsible for effective communication and transportation.

Housekeepers clean the house, repair faulty plumbing, exterminate pests, unclog drain pipes, hang wallpaper, and purchase new furniture and decorations. They shovel snow and keep the bank records. They find their meaning in assuring others quality of life.

Curators purchase, inventory, display, and restore works of art. They extend the beauty of the past into the present and future. They pass on knowledge of our culture, and help us understand the why, what,

and who of history to continue the legacy of humankind and avoid the repetition of mistakes.

Health enthusiasts maintain their bodies. They promote diets that ensure longer and better life. They eliminate practices that endanger our future even though they satisfy our present. They suffer short-term pain for long-term growth.

A Human Side

Effective leadership is not wham-bam-thank-you, I'm-out-of-here stuff. It is not shake'em up, razzle-dazzle style. It means analyzing how things work and--like weeding--getting rid of those that don't. Educational leaders know the importance of clean and attractive environments. Good principals pick up that crumpled paper in the hallway.

Leadership is understanding organizational culture and maintaining relationships. It is about maintaining history, values, communications, teamwork, health, profits, and vision. Maintaining does not necessarily mean keeping. It means reviewing, restructuring, and renewing. That is the maintenance of leadership.

Whether we call it leadership or management, administration or maintenance, the desired goal should be doing the right things right. Actually we are surrounded by leaders, but we don't recognize them. In this sense, Waitley's mom and Covey's coach do count.

The Wizard of Oz taught us a lesson. The search for leadership may be a search in vain. The wizard may be a fraud, while the real leaders may live right next to us, doing the things necessary to give meaning to our organizations and our lives.

* Permission granted to reprint this article from <u>The School Administrator</u> (October, 1996, p. 35).

      1. What are your reactions to DeTurk's essay?

      2. What implications does the essay have to your management and leadership styles?

      3. Do/should all persons in an organization have opportunities to be managers and leaders?

      4. How do you think experts on organizations would respond to DeTurk's essay?

Activity #2: Meeting with an Expert

A national expert on the management of organizational behavior will visit your MOP I class at the Summer Institute via compressed video. Your task is to develop five substantive questions for the expert based on: the knowledge acquired from MOP I classes; activities completed; Bolman and Deal's textbook (1997); the MOP I Website; and other resources.

My questions for the expert:

        1.

        2.

3.

        4.

5.

Assignments for Theme #1

Please remember:

- Only *one* assignment can be completed from this theme.

- Since you have a total of *three* assignments from seven themes, you may decide *not to complete* any assignments from this theme.

- See the introduction section for directions on when the assignments are due and where to send the assignments.

        #1. Return to the first task on your admission ticket (see Appendix A). You identified the ten major concepts from the textbook, <u>Reframing Organizations</u>.

        Do an analysis of an organization (e.g. your work environment, your family, any other organization) using the ten concepts as the major principles for organizing your thoughts. The paper should be five-seven pages.

OR

#2. Write a critique of the Bolman and Deal text (<u>Reframing Organizations</u>).

The written critique (three-five pages) must focus on *at least* the following areas (you can add your areas to the critique).

o How will the text have/not have an impact on your professional behavior as a manager and leader?

o What would you do to improve the text (e.g., concepts missing, organization, clarity, applicability to your position as a manager/leader)?

o Provide suggestions on how multimedia could be utilized along with the textbook.

o Describe how you would use the textbook as an inservice vehicle with your staff.

OR

#3. Create your assignment. Contact Nancy Terrel for assistance with the development of the assignment and approval for completing the assignment.

Resources for Theme #1

Text:

Bolman, L. G. & Deal, T. E. (1997). <u>Reframing Organizations: Artistry, choice, and leadership</u>. San Francisco, CA: Jossey-Bass.

Website: http://www.fcae.nova.edu/pet/cys/mop

Other Resources:

Nova Southeastern University's Distance Library Services (DLS) is a valuable resource. You can contact DLS for these and other resources via e-mail (*library@nsu.nova.edu*) or toll free 1-(800-541-6682, ext. 4602) or by FAX (1-888-DLS-DOCS).

THEME #2

Application of the Consultant Model of Supervision

to Human Resource Development

The handbook by Champagne and Hogan (1995)--Interpersonal and Consultant Supervision Skills--is the primary resource upon which you will build your competencies related to the consultant model of supervision. While the Champagne and Hogan approach utilizes the pre-K - grade 12 school environment as the source of its examples, their consultant model has been applied to numerous related helping organizations and for-profit corporations.

You will develop numerous competencies from this theme. Among the primary competencies will be:

- o Adapting the model of consultant supervision skills to your organization,

- o Planning an in-service activity for your staff with the primary goal of introducing the consultant supervision model, and

- o Identifying resources (e.g., colleagues, journals, books, Internet) which will extend your competencies beyond the levels reached with this theme.

Our goal is to introduce a number of major concepts from the Champagne and Hogan book by focusing on and expanding beyond selected units from this book. You will use the entire book as a resource when you complete the assignments for this study area after the Summer Institute.

As we begin this theme with its focus on relationships between and among people, it reminds us of a wonderful comment we heard from a school janitor, if this school didn't have teachers and children, it would be a great place to work. We all have had similar thoughts about our work environments. But, alas, we all chose to be in a people business. Therefore, we must look at the people in our work environments as assets and not liabilities.

To build upon these assets we will focus on the following selected activities during the Summer Institute.

Activities for Theme #2

Activities are experiences that you will prepare prior to the presentation of the theme and/or during class sessions with your instructor. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for this theme.

Activities provide the foundation for your learning. *Assignments*, in contrast, are the vehicle for proving your acquisition of the competencies for this theme; you will receive a formal evaluation for each *assignment* completed.

Activity #1: Fact, Judgment, Inference, and Data

Our judicial system is overwhelmed with cases involving misunderstandings of observations with their related verbal and written communications. Wars have begun over interpretations (or misinterpretations) of information. Unit III from Champagne and Hogan (see pages 65-76) will be an initial step that will lead us to more complex issues in consultant supervision. The objectives for this unit will include your ability to:

> 1. Correctly identify *facts*, *judgments*, *data*, and *inferences*.

> 2. Verbalize that the collection and separation of *facts* and *data* from *judgment* and *inferences* is a fundamental and useful skill in supervision.

Activity #2: Supervision and Evaluation

A basic premise of the model of consultant supervision is that the supervisor and supervisee are colleagues working on the continuing professional development of the supervisee. Is there a conflict between supervisor (with its collegial relationship) and evaluation (with its possible negative consequences, such as firing)? Champagne and Hogan's Unit IV (pages 77- 99) will form the basis for this activity. The objectives for this unit will include your ability to:

> 1. Accomplish both helping and evaluating roles with your staff, and

> 2. Make specific adaptations of your helping and evaluative roles in your work setting.

Activity #3: Using the Clinical Supervision Approach

Few heroes exist in education and related helping professions. In our view, a hero makes an impact on a system that lasts for decades beyond the person's original ideas. One such historical figure was Morris Cogan who developed the concept of clinical supervision during a two decade period (1960-1980) at Harvard University and the University of Pittsburgh. Cogan's classic book in this area--<u>Clinical Supervision</u> (1974)--provided an approach to school improvement thàt has been expanded by a number of scholars, particularly Robert Goldhammer (1969) and David Champagne (1995). Cogan's assumptions about the continuing improvement of professionals included the following:

> 1. The supervisor and supervisee must be colleagues who work toward shared objectives.

2. Supervision should be based on data, not opinions.

> 3. Supervision (and its related growth for both supervisor and supervisee) must be a continuing, systematic process.

> 4. The supervisee's growth is based on a series of focused changes, not a global attack on the supervisee's entire repertoire of competencies.

5. Organizational improvement begins in the individual department, program, or classroom.

You will accomplish the following competencies with this activity (see Units X to XVIII in Interpersonal and Consultant Supervision Skills):

1. You will be able to explain and critique the model of clinical supervision.

2. You will demonstrate initial competencies for each step in the cycle of clinical supervision.

1. You will develop an approach to the conference step in the cycle of clinical supervision.

Assignments for Theme #2

Please remember:

o Only *one* assignment can be completed from this theme.

o Since you have a total of *three* assignments from the *seven* themes, you may decide *not to* complete any assignments from this theme.

o See the introduction section for directions on when the assignments are due and where to send the assignments.

#1. Develop a videotape (20-30 minutes in length) that introduces your staff to the new approaches of supervision that will be implemented in your organization. Include a one-two page written summary on how you would change the introduction based on your evaluation of the video. As you develop the video, utilize the following guidelines:

o Adapt appropriate resources used in the MOP I Study Area.

o Include interactive opportunities within the video.

o Avoid the "talking head" approach.

OR

#2. Develop a plan (5-10 pages) for a new or adapted supervisory approach within your organization. As you develop the plan, utilize the following guidelines:

o Adapt appropriate resources used in the MOP I Study Area.

o Include short written critiques (one-two pages) of your plan from two people who work in your organization.

OR

#3. Create your assignment. Contact Cleveland Clarke or Richard Goldman for assistance with the development of the assignment and approval for completing the assignment.

Resources for Theme #2

Text:

Champagne, D. W., & Hogan, R. C. (1995). Interpersonal and consultant supervision skills. Bloomington, IL: C-H.

Website: http://www.fcae.nova.edu/pet/cys/mop

Other Resources:

Nova Southeastern University's Distance Library Services (DLS) is a valuable resource. You can contact DLS for these and other resources via e-mail (*library@nsu.nova.edu*) or toll free (800-541-6682, ext. 4602), or by FAX (1-888-DLS-DOCS).

THEME #3

The Budgeting Process: Planning, Fiscal,

and Political Implications

Searching for written resources on the budgeting process for managers and leaders in the helping professions is similar to searching for a needle in a haystack Numerous texts, monographs, and handbooks exist on the budgeting process, but their audience tends to be CPAs or financial officers. After an exhaustive search, we did identify a source for this theme Managing the Day Care Dollars: A Financial Handbook by Gwen Morgan. Morgan states in the book's preface: The material has a specific focus on day care, *but is useful for any administrator who has responsibility for the financial management of an educational organization or one that delivers human services* (p. 9).

The primary concepts identified in Morgan's book are applicable to every organization represented by

projected budget with the actual monthly income and expenses. Adapt this format for your organization's budget.

Activity #3: The Budgeting Process--Implications for For-Profit and Not-For-Profit Organizations

MOP I students are employed by for-profit and not-for-profit organizations. A myth exists that not-for-profit organizations need not be concerned with the bottom line. The reality is that both types of organizations must be concerned with profits. The for-profit organization may distribute its profits to the organization's investors. Not-for-profit organizations are not allowed to distribute profits to investors; the profits must be reinvested in the organization.

Perceptions of the quality of service delivered in the helping professions (e.g., schools, preschools, detention centers, counseling centers) by for-profit and not-for-profit organizations vary. Critics of for-profit organizations state that the organizations are exploitative, low quality, and motivated by money, not quality service. In contrast, not-for-profit organizations are accused of being wasteful, inefficient, and non-tax paying. This debate is particularly heated in the 1990s as privatization by for-profit organizations in the human service sector is expanding.

Morgan (1989) presented a clear contrast between for-profit and not-for-profit organizations (see pp. 123-125). Answer the following questions:

1. What surprises you in the information presented in the chart?

2. Do you have less/more negative feelings about human services organizations that are for-profit? Not-for-profit? Explain.

3. Given the current status of your organization (for-profit or not-for-profit), what advantages/disadvantages do you perceive in changing the status of your

DOCTOR IN EDUCATION
IN
ORGANIZATIONAL LEADERSHIP

The program requires 66 credit hours beyond the master's degree. There are 3 major components in the program: 30 credit hours in Leadership; 18 credit hours in an area of specialization and 18 credit hours in research/dissertation activity. The program is offered in three 15-week terms (fall, winter, summer) via distance "online" e-learning and at various selected "live" sites. The program is designed for formal course work to be completed within two years.

THE PROGRAM IS COMPRISED OF THREE DOMAINS:

- Leadership Concepts and Practices (30 credit hours)
- Specialization (18 credit hours)
- Research/Dissertation (18 credit hours)

The Leadership Concepts and Practices domain consists of five sequential courses with each course(s) serving as a prerequisite:

- LDR 8510 - Leadership to Shape the Future
- LDR 8520 - Creating and Leading an Intentional Organization
- LDR 8530 - Developing the Organization's Human Capital
- LDR 8540 - Leading and Managing Systems
- LDR 8550 - Leading an Learning Organization

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LEADERSHIP CONCEPTS AND PRACTICES: 30 CREDITS

LDR 8510 - Leadership to Shape the Future (6 credits)
Participants will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include "Leadership in Context," the "Self-as-Leader," and the "Leader as Catalyst."

LDR 8520 - Creating and Leading an Intentional Organization (6 credits)
One of the most critical aspects of a leader's role is the ability to design a vision for the organization, to communicate that vision, to establish a mission and goals, and to align the work force behind the vision. Participants will understand the mission, vision and leadership styles involved in creating an intentional organization. Aspects of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making are topics to be explored.

LDR 8530 - Developing the Organization's Human Capital (6 credits)
In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Participants will identify their own perceptions, motives, attitudes, values and mental models and understand how these develop and influence leadership behavior. Major themes of study include adult learning and life span theories, the learning organization, professional development and training, team building, consulting and professional renewal.

LDR 8540 - Leading and Managing Systems (6 credits)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Participants will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budgets and stewardship, decision-making and

organization?

Assignments for Theme #3

Please remember:

○ Only *one* assignment can be completed from this theme.

○ Since you have a total of *three* assignments from the *seven* themes, you may decide not to complete any assignments from this theme.

○ See the introduction section for directions on when the assignments are due and where to send the assignments.

#1. Analyze your organization's budget by using Morgan's "A Budget Checklist"(pp. 19-20).
   a. State if each item on the Checklist is accounted for in your organization's budget.

   b. Write a memo to your financial officer stating your major conclusions from your analysis in a.

   c. Morgan states: Every line item in the budget is a policy decision which directly determines what the program will be (p. 13). Examine your budget and identify those line items which impact on your program (either a positive and/or negative impact).

OR

#2. You are developing a new entity (e.g., program, department, service) which requires you to develop a budget.

   a. Describe the processes you will utilize to develop the budget (two-four pages).

   b. Develop the line items for a start-up budget and an annual operating budget (see pp. 15 and 84 from Morgan and the hypothetical budget for a preschool presented in this theme).

   c. Write a cover memo (one-two pages) for the budgets in which states how the budget reflects the goals for the program, department, or service.

conflict resolution.

LDR 8550 - Leading a Learning Organization (6 credits)
Developing a learning-based culture is essential for today's organization. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Participants will examine ways of how learning organizations create learning cultures as well as leadership strategies that foster growth, creativity and risk-taking while managing innovation, change and future planning.

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COURSE SCHEDULE OPTIONS

Students may select from two schedules (A & B) of course offerings to complete the 66 credit-doctoral degree. Ideally, students in concert with their mentor will identify the preferred course schedule at the end of the second term of study.

SCHEDULE A

YEAR ONE

First term	LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.
Second term	LDR 8520 (6 cr.) & LDR 8562 (2cr.) = 8 cr.
Third term	LDR 8530 (6cr.) & LDR 8563 (2cr.) & ***one specialization course (6cr.) = 14 cr.

YEAR TWO

Fourth term	LDR 8540 (6cr.) & LDR 8564 (2cr.) & ***One specialization course (6cr.) = 14 cr.
Fifth term	LDR 8550 (6cr.) & LDR 8565 (2cr.) & ***One specialization course (6cr.) = 14 cr.
Sixth term	Dissertation Completion LDR 8566 (2cr.)/LDR 8567 (3cr.)/LDR 8568 (3cr.) = 8 cr.
	The remaining 8 dissertation credits (LDR 8566,8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

OR

#3. Create your assignment. Contact Nancy Terrel for assistance with the development of the assignment and approval for completing the assignment.

Resources for Theme #3

Text:

Morgan, G. G. Managing the day care dollars: a financial handbook. Watertown, MA: Steam.

Website:http://www.fcae.nova.edu/pet/cys/mop

Other Resources:

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THEME #4

Marketing Strategies for For-Profit and Not-For-Profit Organizations

What does your organization have in common with Southwest Airlines? Tom Peters, in his forward to Nuts states: Southwest Airlines never forgets it is in the people business - the company just happens to operate an airline (p.XVI). Yes, your organization must be sensitive to two groups - your customers (they may be called students, clients, or parents) and your employees. Your marketing plan, therefore, must focus on both your internal (employees) and external customers.

Southwest Airlines marketing strategy focuses on the following:

- Market to employees, not just your customers.

- Promote your culture as well as your product.

- Look for creative unusual ways to tell your story.

- Collaborate with others in creating your story.

- Use your story as a way to build spirit, service and performance.

- Have everyone play a part in keeping your company's advertising and marketing promises.

  o Find ways to tell your own story. Use it to further your personal and professional success. (Nuts, p. 267)

**LDR 8569 (Dissertation Research - continuing services) will begin during the third year of the program and will continue until the student graduates (no more than 3 additional years from start of the program). ***Students possessing an earned NSU specialist degree are not required to take specialization courses.

SCHEDULE B

YEAR ONE

First term   LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.

Second term   LDR 8520 (6cr.) & LDR 8562 (2cr.) = 8 cr.

Third term   LDR 8530 (6cr.) & LDR 8563 (2cr.) = 8 cr.

YEAR TWO

Fourth term   LDR 8540 (6cr.) & LDR 8564 (2cr.) = 8 cr.

Fifth term   LDR 8550 (6cr. & LDR 8565 (2cr.) = 8 cr.

Sixth term   one specialization course (6cr.) & LDR 8566 (2cr.) = 8 cr.

The remaining 8 dissertation credits (LDR 8566,8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

Seventh term   one specialization course (6cr.) & LDR 8567 (3cr.) = 9 cr.

Eighth term   one specialization course (6cr.) & LDR 8568 (3cr.) = 9 cr.

If students have not completed their dissertation at the end of LDR 8568 and the eighth term of study, they need to register for LDR 8569 - Dissertation Research Continuing Services until the dissertation is completed (no more than 3 additional years from the start of the program.

You will develop numerous competencies from this theme. Among the primary competencies will be :

o Critiquing marketing plans from an array of organizations, and

o Developing a marketing plan for your organization.

Activities for Theme #4

Activities are experiences that you will prepare prior to the presentation of the theme an/or during class sessions with your instructor. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for this theme.

Activities provide the foundation for your learning. *Assignments*, in contrast, are the vehicle for proving your acquisition of the competencies for this theme; you will receive a formal evaluation for each *assignment* completed.

Activity #1: Your Organization's Character and Your Marketing Plan

The authors of Nuts identified the elements of Southwest's corporate character (p. 147). These elements include:

___ Profitability ___ Ownership

___ Low Cost ___ Legendary Service

___ Family ___ Equalitarianism

___ Fun ___ Common Sense/Good Judgement

___ Love ___ Simplicity

___ Hard work ___ Altruism

___ Individuality

Identify the numerous advertising campaigns described and photographed in Nuts. Match each advertising campaign with one or more of the corporate characteristics listed above.

List the elements of your organization's corporate character and match your marketing campaign with your corporate character.

In this schedule, students with NSU specialist degree credit would register for LDR 8566 & LDR 8567 in the sixth term and LDR 8568 in the seventh term of study. The student would register for LDR 8569 in subsequent term(s) if the dissertation has not been completed.

Specialization Areas

In addition to the 30 credit hours of leadership, doctoral students earn 18 credit hours in an area of specialized study. These hours serve as 'in-field' concentration for students aspiring to work in post secondary education as well as students planning to enter the field of consultation and freelance advising.

To Date students may select from the following domains of study:

- Educational Leadership
- Multiculturalism and Diversity
- Instructional Technology
- Human Resource Development
- Third Sector Not for Profit Organization
- Conflict Resolution
- Higher Education Leadership
- Adult Educaion Leadership

EDUCATIONAL LEADERSHIP

(MAY NOT LEAD TO CERTIFICATION. IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE IF THIS PROGRAM WILL SATISFY CURRENT COURSE REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT)

LDR 9110 - The Role of Communication in Supervision: Impact on Personnel Selection, Staff Development and Performance Appraisal in the Educational System (6 credits)

Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection and performance assessment.

Activity #2: Employees Come First (p.282)

Southwest feels that satisfied and competent employees lead to the legendary service that the company aspires to reach. Therefore, your marketing plan must focus on the employees. Goals for Southwest's internal marketing plan include:

- Inform your people. It teaches them to care.

- Make living legends out of your service heroes. Real examples might inspire others to offer legendary service, too.

- Publish stories of extraordinary service in your newsletter. If you don't have one, write them up in a letter to employees.

- Make it a practice to give everyone - customers, coworkers, friends, family - more than they expect. (p. 295)

  1. Examine your organization's internal marketing activities. How are they similar to and different than Southwest's?

  2. Develop a strategy for gaining support from your supervisor for an internal marketing plan.

  3. Create a list of extraordinary customer service accomplishments of your staff. Develop a vehicle for sharing the accomplishments with your entire organization.

Activity #3: Meet the Author

Jackie Frieberg, a co-author of Nuts, will meet with us via compressed video. This up close and personal interaction will enable you to ask questions related to this theme and interact with a national leader in this field. In order to use the limited time well, generate a list of questions. Your list of questions should be as substantive as possible. Use Nuts, the MOP I seminar, information obtained from the Internet, other resources, and your experiences to assist you in developing the list of questions.

My questions for the expert:

1.

LDR 9120- Fiscal and Legal Responsibilities of Education Leaders (6 credits)

This course addresses two major components within the educational system: finance and school law. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing and reporting. They will also analyze, plan, develop, implement and evaluate a school budget. Students will explore the relevance of school law and decision-making at the state and federal levels. This will include state and federal statutory and regulatory provisions, tort and contract liability. Students will focus on constitutional rights of students and educators. Cases that impact school policy and structure will be reviewed.

LDR 9130 - Improvement of Organizational Management, Administration and Leadership in the Education System (6 credits)

This course explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, and assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are Leadership and Management (an examination of various learning theories); Motivational Theories and Group Dynamics (an exploration of group motivation theories); Decision Making and Power Structures (all aspects of decision making will be explored); and The Change Process (ways to implement change will be explored).

MULTICULTURALISM & DIVERSITY

LDR 9210 - The Management Challenge for Organizational Leaders In Multicultural Diverse Systems (6 credits)

Participants will explore the nature of management and leadership in diverse systems. Various theories, models, and paradigms of multiculturalism and diversity will be examined within the context of ethnical and social implications for leadership. The global multicultural environment will actively be investigated from numerous leadership perspectives.

LDR 9220 - Organization and Management of Human Capital in Multicultural Systems (6 credits)
In this course, students will examine the role and responsibilities of leadership in the development of the organizational human capital. Issues of ethics and professionalism, individual and group behavior, teams and systemic work, and conflict resolution will be studied within the context of power and politics within the multicultural system.

LDR 9230 - Advanced Study: Issues and Practices in Leading Multiculturally Diverse Organizations (6 credits)

This seminar course includes a survey of topics and issues in multiculturalism and diversity that students will select for study and investigation, contingent upon faculty approval. The student is expected to synthesize and integrate the learning experiences in previous core courses and to identify and research current challenges relative to establishing multicultural diverse organizations.

INSTRUCTIONAL TECHNOLOGY

LDR 9310 - Technological Literacy for Organizational Leaders (6 credits)

In this course, participants will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy as an organizational leader. Technological literacy is instrumental in leading organizations taking their place in the global, online community. The content represents an included course, "Resources and Technologies for Organizational Leaders, " and focuses upon Internet skills, resources and communication strategies within the context of shaping appropriate organizational policies related to instructional technology.

2.

3.

4.

5.

Assignments for Theme #4

Please remember:

- o Only *one* assignment can be completed from this theme.

- o Since you have a total of *three* assignments from *seven* themes, you may decide *not to complete* any assignment from this theme.

- o See the introduction section for directions on when the assignments are due and where to send the assignments.

> #1. Southwest Airlines has ten core principles that guide its marketing and advertising: (p 250)
>> ___ Make advertising an invited guest.
>>
>> ___ Use advertising to keep the company's spirit alive.
>>
>> ___ Match the message and the media with the company's strategy and culture.
>>
>> ___ Take competition seriously, but not yourself.
>>
>> ___ Make flying fun.
>>
>> ___ Make each employee a living advertisement.
>>
>> ___ Model the company's values for employees.

LDR 9320 Professional Productivity for Organizational Leaders (6 Credits)

This course will define roles, expectations, and issues for leaders using technology. Software suites will be explored as they relate to productivity for organizational leaders. The concept of technology as a professional tool will be the rational for development skills using presentation software and Web page development. The course will provide extensive opportunities for hands-on experience to develop meaningful products. The use of templates, databases, and spreadsheets will be the topics of an included course, "Information Management for Organizational Leaders."

LDR 9330 Technology Planning for Organizational Leaders (6 Credits)

This course will build upon understanding developed in LDR 9310 and LDR 9320 to synthesize and apply assessment and evaluation within the context of instructional technology. Course topics include strategic planning, needs assessment, and grantsmanship. This included course, "Trends and Issues in Leadership with Technology" will focus upon organizational leaders as change agents, effective policy development, and overcoming resistance to change related to the infusion of technology in organizations.

HUMAN RESOURCE DEVELOPMENT

LDR 9410 - Principles and Theories of Organizational Engineering in Human Resource Development (6 credits)

Organizational engineering is a domain of knowledge that deals with understanding, measuring, and predicting and guiding the behavior of groups and individuals that produce positive results and achieve desired goals.

LDR 9420 The Strategic HRD Leader: Developing Global Competence (6 Credit)

The HRD leader is ideally positioned to assume the strategic, operational, and tactical leadership critical for success in the 21st century. This course provides an overview of HRD management concepts and strategies necessary for competence. This includes learning about major trends that will affect our workplaces well into the future, e.g., globalization, developing and retaining knowledge capital, team building, cross-cultural competence, managing change, systems thinking and accountability.

LDR 9430 Advanced Study: Ideas, Issues and Practices in HRD

This is a seminar course that includes a menu of topics and issues in HRD that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration: cross cultural diversity, on-demand training, creativity and innovation, ethics and values.

THIRD SECTOR NOT FOR PROFIT

LDR 9510 - Resource Allocation in Not for Profit Organizations (6 credits) The evolution of a not for profit sector is paramount to the foundation of services. The leader, CEO, has evolved as the chief fund-raiser, financial planner, and resource over seer as well as operational manager. The concepts of marketing, planned giving, identifying benefactors, and grant writing have become the operational tools of a fiscally responsible leader that stabilizes the balance sheet of a successful not for profit organization.

LDR 9520 - Effective Strategies for Leaders of Not for Profit Organizations. (6 credits) The not for profit leader wears many hats - from being an organizational master, a mentor, a role model, an advocate for services and a team player. The complexity of these roles begins with the chief executive offices working side by side with a board of directors, hired staff, various communities organizations, clients and customers. The leader must be "all things to all people" while moving the organization in the direction of a quality service provider.

___ Under promise, but over deliver.

___ Make creativity a team effort.

___ Build credibility in everything you do.

Examine your organization's marketing and advertising against Southwest Airlines principles listed above. Describe what your organization is doing/not doing with each principle. Describe how your advertising and marketing could improve with each principle.

The analysis should be four to seven pages.

OR

#2. Develop a plan for a marketing and advertising based on the principles listed in Activity #1. The plan should be four to seven pages.

OR

#3. Create your own assignment. Contact Nancy Terrel for assistance with the development of the assignment and approval for completing the assignment.

Resources for Theme #4

Text:

Freiberg, K and Freiberg, J. (1996). Nuts! Southwest Airlines" crazy recipe for business and personal success. Austin, TX: Bard Press.

Website: http://www.fcae.nova.edu/pet/cys/mop

Other Resources:

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THEME #5

Writing and Obtaining Grants

You have the need to obtain financial support which may improve your organization and program. Your challenge is to match your need with the $40 *billion* provided by governments, foundations, and

LDR 9530 - The Leader's Role in Building Legally, Ethically, and Financially Responsible Not for Profit Organizations. (6 credits) Leaders in the not for profit sector demonstrate best practices, by being cognizant of legal mandates, as well as ethical and fiscal responsibilities within the strategic organizational framework. Understanding the legal domains and the ethical aspects of the not for profit organization , affords the leader the opportunity to forecast and promote the strategic agenda for the organization.

CONFLICT RESOLUTION

LDR 9610 - Introduction to Conflict Resolution (6 credits)

This course introduces students to concepts of conflict and conflict resolution. This course is designed to empower emerging leaders in the role of mediator, facilitator, and negotiator. Participants will be introduced to various concepts, such as the causes of conflict, conflict styles, types of conflict, and conflict analysis. The escalation and de-escalation of conflicts will also be explored. Students will learn various conflict resolution strategies, such as mediation, negotiation, and facilitation. Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, an overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will also be examined. Participants will explore various negotiation tactics focusing on people, interests, opinions, and criteria. Students will also survey negotiation literature dealing with culture and gender.

LDR 9620 - Mediation and Negotiation Strategies

Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, and overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will be examined. Participants will explore various negotiation tactics focusing on people, interest, options and criteria. Students will also survey negotiation literature dealing with culture, race and gender.

LDR 9630 - Special Topics in Conflict Resolution (6 credits)

This course allows students to explore different aspects of the body of knowledge of conflict resolution where human aggression is the cause of conflict. Students will select the topic they want to examine throughout the course. Some possible topics include; the causes of social violence, violence in the workplace, violence in schools, school mediation, family mediation, and victim-offender mediation.

HIGHER EDUCATION LEADERSHIP

LDR 9810 - This course examines current issues, challenges and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty, and the challenges and opportunities of distance education.

ADULT EDUCATION LEADERSHIP

LDR 9010 - This course examines current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global influencing the practice of adulet education; adult development research as basis for practice; current and evolving theories of adult

corporations *each* year. You may think that grants are only received by those organizations which have highly skilled (and paid) grant writers. Your conclusion is partially correct *and* incorrect. Yes, there are universities and other organizations that have large, highly trained staffs whose sole task is to seek grants. But you have at least two strong attributes. One, your training with the practicum process has enabled you to develop many of the competencies needed by an accomplished grant writer. Two, many of the organizations providing grants are looking for involvement with community-based organizations such as yours.

You will develop numerous competencies from this theme. Among the primary competencies will be:

1. Explaining Bauer's (1995) approach to obtaining grants to key leaders within your organization,

2. Writing an outline that will be the framework for a quality proposal, and

3. Identifying resources (e.g., colleagues, journals, books, Internet) that will extend your competencies beyond the levels reached with this theme.

A primary resource that will enable you to develop the initial competencies in writing and obtaining grants is David Bauer's text, The How to Grants Manual.

Activities for Theme #5

Activities are experiences that you will prepare prior to the presentation of the theme and/or during class sessions with your instructor. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for this theme.

Activities provide the foundation for your learning. *Assignments*, in contrast, are the vehicle for proving your acquisition of the competencies for this theme; you will receive a formal evaluation for each *assignment* completed.

Activity #1: Getting Ready to Seek Grant Support

Part One of Bauer's book (1995) provides you with the foundation for getting ready to seek grant support. Your task is to identify the key issue in each of Bauer's first eight chapters. In addition to identifying the major issues, you will make a brief statement on how each major issue could be utilized within your organization.

cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or re-design of adult learning experiences.

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Chapter One: How to Move from an Idea to a Funded Project

Summarize the chapter's major issue:

How will this issue be adapted to your organization?

Chapter Two: Developing and Documenting the Need

Summarize the chapter's major issue:

How will this issue be adapted to your organization?

Chapter Three: Finding Time to Write Grant Proposals

Summarize the chapter's major issue:

DOCTOR IN EDUCATION
IN
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The program requires 66 credit hours beyond the master's degree. There are 3 major components in the program: 30 credit hours in Leadership; 18 credit hours in an area of specialization and 18 credit hours in research/dissertation activity. The program is offered in three 15-week terms (fall, winter, summer) via distance "online" e-learning and at various selected "live" sites. The program is designed for formal course work to be completed within two years.

THE PROGRAM IS COMPRISED OF THREE DOMAINS:

- Leadership Concepts and Practices (30 credit hours)
- Specialization (18 credit hours)
- Research/Dissertation (18 credit hours)

The Leadership Concepts and Practices domain consists of five sequential courses with each course(s) serving as a prerequisite:

- LDR 8510 - Leadership to Shape the Future
- LDR 8520 - Creating and Leading an Intentional Organization
- LDR 8530 - Developing the Organization's Human Capital
- LDR 8540 - Leading and Managing Systems
- LDR 8550 - Leading an Learning Organization

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LEADERSHIP CONCEPTS AND PRACTICES: 30 CREDITS

LDR 8510 - Leadership to Shape the Future (6 credits)
Participants will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include "Leadership in Context," the "Self-as-Leader," and the "Leader as Catalyst."

LDR 8520 - Creating and Leading an Intentional Organization (6 credits)
One of the most critical aspects of a leader's role is the ability to design a vision for the organization, to communicate that vision, to establish a mission and goals, and to align the work force behind the vision. Participants will understand the mission, vision and leadership styles involved in creating an intentional organization. Aspects of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making are topics to be explored.

LDR 8530 - Developing the Organization's Human Capital (6 credits)
In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Participants will identify their own perceptions, motives, attitudes, values and mental models and understand how these develop and influence leadership behavior. Major themes of study include adult learning and life span theories, the learning organization, professional development and training, team building, consulting and professional renewal.

LDR 8540 - Leading and Managing Systems (6 credits)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Participants will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budgets and stewardship, decision-making and

How will this issue be adapted to your organization?

Chapter Four: Developing Grant--Winning Ideas

Summarize the chapter's major issue:

How will this issue be adapted to your organization?

Chapter Five: Redefining Proposal Ideas

Summarize the chapter's major issue:

How will this issue be adapted to your organization?

Chapter Six: Why Grant Funds to You and Your Organization

conflict resolution.

LDR 8550 - Leading a Learning Organization (6 credits)
Developing a learning-based culture is essential for today's organization. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Participants will examine ways of how learning organizations create learning cultures as well as leadership strategies that foster growth, creativity and risk-taking while managing innovation, change and future planning.

COURSE SCHEDULE OPTIONS

Students may select from two schedules (A & B) of course offerings to complete the 66 credit-doctoral degree. Ideally, students in concert with their mentor will identify the preferred course schedule at the end of the second term of study.

SCHEDULE A

YEAR ONE

First term	LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.
Second term	LDR 8520 (6 cr.) & LDR 8562 (2cr.) = 8 cr.
Third term	LDR 8530 (6cr.) & LDR 8563 (2cr.) & ***one specialization course (6cr.) = 14 cr.

YEAR TWO

Fourth term	LDR 8540 (6cr.) & LDR 8564 (2cr.) & ***One specialization course (6cr.) = 14 cr.
Fifth term	LDR 8550 (6cr.) & LDR 8565 (2cr.) & ***One specialization course (6cr.) = 14 cr.
Sixth term	Dissertation Completion LDR 8566 (2cr.)/LDR 8567 (3cr.)/LDR 8568 (3cr.) = 8 cr.

The remaining 8 dissertation credits (LDR 8566,8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

Summarize the chapter's major issue:

How will this issue be adapted to your organization?

Chapter Seven: Involving Volunteers

Summarize the chapter's major issue:

How will this issue be adapted to your organization?

Chapter Eight: Choosing the Correct Marketplace

Summarize the chapter's major issue:

.. **LDR 8569 (Dissertation Research - continuing services) will begin during the third year of the program and will continue until the student graduates (no more than 3 additional years from start of the program). ***Students possessing an earned NSU specialist degree are not required to take specialization courses.

SCHEDULE B

YEAR ONE

First term   LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.

Second term   LDR 8520 (6cr.) & LDR 8562 (2cr.) = 8 cr.

Third term   LDR 8530 (6cr.) & LDR 8563 (2cr.) = 8 cr.

YEAR TWO

Fourth term   LDR 8540 (6cr.) & LDR 8564 (2cr.) = 8 cr.

Fifth term   LDR 8550 (6cr. & LDR 8565 (2cr.) = 8 cr.

Sixth term   one specialization course (6cr.) & LDR 8566 (2cr.) = 8 cr.

The remaining 8 dissertation credits (LDR 8566,8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

Seventh term   one specialization course (6cr.) & LDR 8567 (3cr.) = 9 cr.

Eighth term   one specialization course (6cr.) & LDR 8568 (3cr.) = 9 cr.

If students have not completed their dissertation at the end of LDR 8568 and the eighth term of study, they need to register for LDR 8569 - Dissertation Research Continuing Services until the dissertation is completed (no more than 3 additional years from the start of the program.

How will this issue be adapted to your organization?

Activity #2: Meeting with an Expert

You will meet a national expert in writing and obtaining grants via compressed video. This up close and personal interaction will enable you to ask questions related to this theme and interact with a national leader in this field. In order to use our limited time well, generate a list of questions. Your list of questions should be as substantive as possible. For example, do *not* ask for advice on how to write a cover sheet or a similar low level question. Use the Bauer book, the MOP I seminar, information obtained from the Internet, other resources, and your experiences to assist you in developing the list of questions.

My questions for the expert:

1.

2.

3.

4.

In this schedule, students with NSU specialist degree credit would register for LDR 8566 & LDR 8567 in the sixth term and LDR 8568 in the seventh term of study. The student would register for LDR 8569 in subsequent term(s) if the dissertation has not been completed.

Specialization Areas

In addition to the 30 credit hours of leadership, doctoral students earn 18 credit hours in an area of specialized study. These hours serve as 'in-field' concentration for students aspiring to work in post secondary education as well as students planning to enter the field of consultation and freelance advising.

To Date students may select from the following domains of study:

- Educational Leadership
- Multiculturalism and Diversity
- Instructional Technology
- Human Resource Development
- Third Sector Not for Profit Organization
- Conflict Resolution
- Higher Education Leadership
- Adult Educaion Leadership

EDUCATIONAL LEADERSHIP

(MAY NOT LEAD TO CERTIFICATION. IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE IF THIS PROGRAM WILL SATISFY CURRENT COURSE REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT)

LDR 9110 - The Role of Communication in Supervision: Impact on Personnel Selection, Staff Development and Performance Appraisal in the Educational System (6 credits)

Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection and performance assessment.

5.

Assignments for Theme #5

Please remember:

- o Only *one* assignment can be completed from this theme.

- o Since you have a total of *three* assignments from the *seven* themes, you may decide *not to complete* any assignments from this theme.

- o See the introduction section for directions on when the assignments are due and where to send the assignments.

#1. Critique a proposal written by you or a colleague in your organization against a set of criteria you develop from the Bauer textbook. The critique should be four to six pages.

OR

#2. Develop a videotape (20-30 minutes in length) that introduces your staff to the major principles you learned from this theme (writing and obtaining grants). As you develop the video, utilize the following guidelines:

- o Adapt appropriate resources used in the MOP I specialization for this theme.

- o Include interactive opportunities within the video.

- o Avoid the "talking head" approach.

OR

#3. Create your assignment. Contact Nancy Terrel for assistance with the development of the assignment and approval for completing the assignment.

Resources for Theme #5

LDR 9120- Fiscal and Legal Responsibilities of Education Leaders (6 credits)

This course addresses two major components within the educational system: finance and school law. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing and reporting. They will also analyze, plan, develop, implement and evaluate a school budget. Students will explore the relevance of school law and decision-making at the state and federal levels. This will include state and federal statutory and regulatory provisions, tort and contract liability. Students will focus on constitutional rights of students and educators. Cases that impact school policy and structure will be reviewed.

LDR 9130 - Improvement of Organizational Management, Administration and Leadership in the Education System (6 credits)

This course explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, and assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are Leadership and Management (an examination of various learning theories); Motivational Theories and Group Dynamics (an exploration of group motivation theories); Decision Making and Power Structures (all aspects of decision making will be explored); and The Change Process (ways to implement change will be explored).

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MULTICULTURALISM & DIVERSITY

LDR 9210 - The Management Challenge for Organizational Leaders In Multicultural Diverse Systems (6 credits)

Participants will explore the nature of management and leadership in diverse systems. Various theories, models, and paradigms of multiculturalism and diversity will be examined within the context of ethnical and social implications for leadership. The global multicultural environment will actively be investigated from numerous leadership perspectives.

LDR 9220 - Organization and Management of Human Capital in Multicultural Systems (6 credits)
In this course, students will examine the role and responsibilities of leadership in the development of the organizational human capital. Issues of ethics and professionalism, individual and group behavior, teams and systemic work, and conflict resolution will be studied within the context of power and politics within the multicultural system.

LDR 9230 - Advanced Study: Issues and Practices in Leading Multiculturally Diverse Organizations (6 credits)

This seminar course includes a survey of topics and issues in multiculturalism and diversity that students will select for study and investigation, contingent upon faculty approval. The student is expected to synthesize and integrate the learning experiences in previous core courses and to identify and research current challenges relative to establishing multicultural diverse organizations.

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INSTRUCTIONAL TECHNOLOGY

LDR 9310 - Technological Literacy for Organizational Leaders (6 credits)

In this course, participants will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy as an organizational leader. Technological literacy is instrumental in leading organizations taking their place in the global, online community. The content represents an included course, "Resources and Technologies for Organizational Leaders, " and focuses upon Internet skills, resources and communication strategies within the context of shaping appropriate organizational policies related to instructional technology.

Text:

Bauer, D. G. (1995). <u>The how to grants manual.</u> Phoenix, AZ: Oryx.

Website: http://www.fcae.nova.edu/pet/cys/mop

Other Resources:

Nova Southeastern University's Distance Library Services (DLS) is a valuable resource. You can contact DLS for these and other resources via e-mail (*library@nsu.nova.edu*) or toll free (1-800-541-6682, ext. 4602) or by FAX (1-888-DLS-DOCS).

THEME #6

Strategic Planning

Strategic planning is useful only if it improves strategic thought and action; it is not a substitute for them. (Bryson, p. 6).

Strategic planning for many organizations, unfortunately, is an exercise that has little or no connection to action. Too frequently, leaders in organizations ask themselves, do we *have* a plan? How do we *use* the plan to improve our organization?

You will develop numerous competencies from this theme. Among the primary competencies will be:

> 1. Critiquing strategic plans from an array of organizations,

> 2. Developing and/or adapting the strategic plan for your organization, and

> 3. Adapting the Bryson (1995) approach to strategic planning for your organization.

Activities for Theme #6

Activities are experiences that you will prepare prior to the presentation of the theme and/or during class sessions with your instructor. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for this theme.

Activities provide the foundation for your learning. *Assignments*, in contrast, are the vehicle for proving your acquisition of the competencies for this theme; you will receive a formal evaluation for each *assignment* completed.

Activity #1: Critiquing a Strategic Plan

One of the former facilitators for MOP I (Richard Goldman) wrote a plan (see Appendix B). Bryson (1995) suggests the contents for a strategic plan in chapter 11 of his textbook. As you review the plan in Appendix B A Business Plan using Bryson's suggested contents, answer the following questions:

LDR 9320 Professional Productivity for Organizational Leaders (6 Credits)

This course will define roles, expectations, and issues for leaders using technology. Software suites will be explored as they relate to productivity for organizational leaders. The concept of technology as a professional tool will be the rational for development skills using presentation software and Web page development. The course will provide extensive opportunities for hands-on experience to develop meaningful products. The use of templates, databases, and spreadsheets will be the topics of an included course, "Information Management for Organizational Leaders."

LDR 9330 Technology Planning for Organizational Leaders (6 Credits)

This course will build upon understanding developed in LDR 9310 and LDR 9320 to synthesize and apply assessment and evaluation within the context of instructional technology. Course topics include strategic planning, needs assessment, and grantsmanship. This included course, "Trends and Issues in Leadership with Technology" will focus upon organizational leaders as change agents, effective policy development, and overcoming resistance to change related to the infusion of technology in organizations.

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HUMAN RESOURCE DEVELOPMENT

LDR 9410 - Principles and Theories of Organizational Engineering in Human Resource Development (6 credits)

Organizational engineering is a domain of knowledge that deals with understanding, measuring, and predicting and guiding the behavior of groups and individuals that produce positive results and achieve desired goals.

LDR 9420 The Strategic HRD Leader: Developing Global Competence (6 Credit)

The HRD leader is ideally positioned to assume the strategic, operational, and tactical leadership critical for success in the 21st century. This course provides an overview of HRD management concepts and strategies necessary for competence. This includes learning about major trends that will affect our workplaces well into the future, e.g., globalization, developing and retaining knowledge capital, team building, cross-cultural competence, managing change, systems thinking and accountability.

LDR 9430 Advanced Study: Ideas, Issues and Practices in HRD

This is a seminar course that includes a menu of topics and issues in HRD that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration: cross cultural diversity, on-demand training, creativity and innovation, ethics and values.

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THIRD SECTOR NOT FOR PROFIT

LDR 9510 - Resource Allocation in Not for Profit Organizations (6 credits) The evolution of a not for profit sector is paramount to the foundation of services. The leader, CEO, has evolved as the chief fund-raiser, financial planner, and resource over seer as well as operational manager. The concepts of marketing, planned giving, identifying benefactors, and grant writing have become the operational tools of a fiscally responsible leader that stabilizes the balance sheet of a successful not for profit organization.

LDR 9520 - Effective Strategies for Leaders of Not for Profit Organizations. (6 credits) The not for profit leader wears many hats - from being an organizational master, a mentor, a role model, an advocate for services and a team player. The complexity of these roles begins with the chief executive offices working side by side with a board of directors, hired staff, various communities organizations, clients and customers. The leader must be "all things to all people" while moving the organization in the direction of a quality service provider.

1. Which of Bryson's sections are included/not included in A Business Plan?

2. Would A Business Plan be stronger if it included all of Bryson's sections? Explain.

3. How would you improve A Business Plan based on Bryson's text and other resources from this theme?

Activity #2: Meeting with an Expert

A national expert on the strategic planing process will visit your MOP I class at the Summer Institute via compressed video. Your task is to develop five substantive questions for the expert based on: the knowledge acquired from the MOP I class; activities completed; Bryson's (1995) textbook; the MOP I website; and other resources.

My questions for the expert:

1.

2.

3.

LDR 9530 - The Leader's Role in Building Legally, Ethically, and Financially Responsible Not for Profit Organizations. (6 credits) Leaders in the not for profit sector demonstrate best practices, by being cognizant of legal mandates, as well as ethical and fiscal responsibilities within the strategic organizational framework. Understanding the legal domains and the ethical aspects of the not for profit organization , affords the leader the opportunity to forecast and promote the strategic agenda for the organization.

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CONFLICT RESOLUTION

LDR 9610 - Introduction to Conflict Resolution (6 credits)

This course introduces students to concepts of conflict and conflict resolution. This course is designed to empower emerging leaders in the role of mediator, facilitator, and negotiator. Participants will be introduced to various concepts, such as the causes of conflict, conflict styles, types of conflict, and conflict analysis. The escalation and de-escalation of conflicts will also be explored. Students will learn various conflict resolution strategies, such as mediation, negotiation, and facilitation. Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, an overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will also be examined. Participants will explore various negotiation tactics focusing on people, interests, opinions, and criteria. Students will also survey negotiation literature dealing with culture and gender.

LDR 9620 - Mediation and Negotiation Strategies

Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, and overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will be examined. Participants will explore various negotiation tactics focusing on people, interest, options and criteria. Students will also survey negotiation literature dealing with culture, race and gender.

LDR 9630 - Special Topics in Conflict Resolution (6 credits)

This course allows students to explore different aspects of the body of knowledge of conflict resolution where human aggression is the cause of conflict. Students will select the topic they want to examine throughout the course. Some possible topics include; the causes of social violence, violence in the workplace, violence in schools, school mediation, family mediation, and victim-offender mediation.

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HIGHER EDUCATION LEADERSHIP

LDR 9810 - This course examines current issues, challenges and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty, and the challenges and opportunities of distance education.

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ADULT EDUCATION LEADERSHIP

LDR 9010 - This course examines current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global influencing the practice of adulet education; adult development research as basis for practice; current and evolving theories of adult

4.

5.

Assignments for Theme #6

Please remember:

- o Only *one* assignment can be completed from this theme.

- o Since you have a total of *three* assignments from the *seven* themes, you may decide *not* to complete any assignments from this theme.

- o See the introduction section for directions on when the assignments are due and where to send the assignments.

#1. Write a critique (5-10 pages) of your organization's strategic plan utilizing the resources used for Theme #6.

OR

#2. If your organization does *not* have a strategic plan, create a videotape for the major stakeholders in your organization outlining the following:

- o Why your organization should have a strategic plan.

- o An overview of how your organization should proceed with the development of a strategic plan.

cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or re-design of adult learning experiences.

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- o The roles/responsibilities needed by persons within the organization to develop a strategic plan.

- o Possible approaches for putting the strategic plan into action.

As you develop the video, utilize the following guidelines:

- o Adapt appropriate resources used in the MOP I study area.

- o Include interactive opportunities within the video.

- o Avoid the "talking head approach".

OR

#3. Create your assignment. Contact Nancy Terrel for assistance with the development of the assignment and approval for completing the assignment.

Resources for Theme #6

Text:

Bryson, J. M. (1995). Strategic planing for public and non-profit organizations. San Francisco, CA: Jossey-Bass.

Website: http://www.fcae.nova.edu/pet/cys/mop

Other Resources:

Nova Southeastern University's Distance Library Services (DLS) is a valuable resource. You can contact DLS for these and other resources via e-mail (*library@nsu.nova.edu*) or toll free (1-800-541-6682, ext. 4602), or by FAX (1-888-DLS-DOCS).

THEME #7

Political Advocacy for Managers of Programs

Politics have little impact on me or my program.

I don't have time to be involved in political advocacy.

DOCTOR IN EDUCATION
IN
ORGANIZATIONAL LEADERSHIP

The program requires 66 credit hours beyond the master's degree. There are 3 major components in the program: 30 credit hours in Leadership; 18 credit hours in an area of specialization and 18 credit hours in research/dissertation activity. The program is offered in three 15-week terms (fall, winter, summer) via distance "online" e-learning and at various selected "live" sites. The program is designed for formal course work to be completed within two years.

THE PROGRAM IS COMPRISED OF THREE DOMAINS:

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- Research/Dissertation (18 credit hours)

The Leadership Concepts and Practices domain consists of five sequential courses with each course(s) serving as a prerequisite:

- LDR 8510 - Leadership to Shape the Future
- LDR 8520 - Creating and Leading an Intentional Organization
- LDR 8530 - Developing the Organization's Human Capital
- LDR 8540 - Leading and Managing Systems
- LDR 8550 - Leading an Learning Organization

LEADERSHIP CONCEPTS AND PRACTICES: 30 CREDITS

LDR 8510 - Leadership to Shape the Future (6 credits)
Participants will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include "Leadership in Context," the "Self-as-Leader," and the "Leader as Catalyst."

LDR 8520 - Creating and Leading an Intentional Organization (6 credits)
One of the most critical aspects of a leader's role is the ability to design a vision for the organization, to communicate that vision, to establish a mission and goals, and to align the work force behind the vision. Participants will understand the mission, vision and leadership styles involved in creating an intentional organization. Aspects of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making are topics to be explored.

LDR 8530 - Developing the Organization's Human Capital (6 credits)
In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Participants will identify their own perceptions, motives, attitudes, values and mental models and understand how these develop and influence leadership behavior. Major themes of study include adult learning and life span theories, the learning organization, professional development and training, team building, consulting and professional renewal.

LDR 8540 - Leading and Managing Systems (6 credits)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Participants will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budgets and stewardship, decision-making and

My program and my profession are above politics.

I can't change the system. Only the movers and shakers can do that.

Our response to the above comments is: *Wrong! Wrong! Wrong! Wrong!* Given our democracy and the nature of funding and legislation, you are involved in politics. Your choice is whether you want to help guide the direction of the political process or take a passive role and be led, pushed, or shoved by the political process. Proposition 13, the tax cutting initiative in California, received little organized opposition from public school teachers and community college faculty. A limit was placed on tax increases in California which led to thousands of teachers and community college professors losing their jobs. Those faculty who retained their positions found themselves in overcrowded conditions, with a paucity of resources and limited salary increases (and, in some instances, salary cuts). Student achievement decreased in California after the passage of the initiative. Should educators have taken a proactive, political advocacy approach?

The medical profession tends to lament the creation of managed health care. Medical doctors, as individuals and as a collective group, have done little to develop positive alternatives to managed care. Their lack of advocacy for specific alternatives has enabled other groups (i.e., the insurance industry) to advocate successfully for changes in health care. The insurance industry's initiatives tend to be in opposition to the desires of the medical profession. In this case study, there seems to be correlation between the group that staked out a strong position, became politically active, and reached its goals.

As members of the helping professions, we tend to feel that political advocacy can only be done by the movers and shakers who have deep pockets full of financial resources. The reality of the situation is that helping professionals do have an impact on the political process by doing a variation of the behaviors described below:

- o Politicians want to be involved in positive situations. Your work environment provides a location for this positive experience. We know of a child care director in Florida who heard that her United States Senator did work days at a variety of work places. Through an array of contacts, the child care director had Senator Bob Graham spend a day with the center's three and four year olds. Along with positive media attention for the senator, the child care center was featured in the press and on television. While Senator Graham was at the center, the director provided him with information needed to support a pending bill related to child care.

- o You and a group of colleagues can volunteer to do an array of activities for a politician who supports your issues. Stuffing envelopes, supervising a telephone bank, and putting up signs in the area will help your politician. The politician, in turn, will begin to consult you for information in your areas of expertise and will be more open to consider you and your profession's suggestions.

- o Political donations come in all sizes. They need *not* be large to obtain the politician's attention. Twenty-five $10 checks from a group that is advocating an issue will gain the attention of most politicians. Send your individual or collective checks with a cover letter reminding the politician of your support and the issues that are receiving your advocacy.

You will develop numerous competencies from this theme: Among the primary competencies will be:

1. Identifying advocacy issues that will enhance your profession

conflict resolution.

LDR 8550 - Leading a Learning Organization (6 credits)
Developing a learning-based culture is essential for today's organization. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Participants will examine ways of how learning organizations create learning cultures as well as leadership strategies that foster growth, creativity and risk-taking while managing innovation, change and future planning.

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COURSE SCHEDULE OPTIONS

Students may select from two schedules (A & B) of course offerings to complete the 66 credit-doctoral degree. Ideally, students in concert with their mentor will identify the preferred course schedule at the end of the second term of study.

SCHEDULE **A**

YEAR ONE

First term   LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.

Second term   LDR 8520 (6 cr.) & LDR 8562 (2cr.) = 8 cr.

Third term   LDR 8530 (6cr.) & LDR 8563 (2cr.) & ***one specialization course (6cr.) = 14 cr.

YEAR TWO

Fourth term   LDR 8540 (6cr.) & LDR 8564 (2cr.) & ***One specialization course (6cr.) = 14 cr.

Fifth term   LDR 8550 (6cr.) & LDR 8565 (2cr.) & ***One specialization course (6cr.) = 14 cr.

Sixth term   Dissertation Completion LDR 8566 (2cr.)/LDR 8567 (3cr.)/LDR 8568 (3cr.) = 8 cr.

     The remaining 8 dissertation credits (LDR 8566, 8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

and your clients,

2. Developing new advocacy strategies that you will use in your community and region, and

3. Learning about successful advocacy experiences that you will adapt to your situation.

Your guest lecturer for this theme is a member of the NSU family. Debbie Wasserman-Schultz is the public policy curriculum specialist for NSU. Her other hat is that of a state legislator in Florida. Debbie was the youngest woman ever elected to the Florida Legislature. Her areas of expertise include education and health.

Activities for Theme #7

Activities are experiences that you will prepare prior to the presentation of the theme and/or during class sessions with your instructor. The experiences from the *activities* will enable you to be an active learner as you acquire the competencies for this theme.

Activities provide the foundation for your learning. *Assignments*, in contrast, are the vehicle for proving your acquisition of the competencies for this theme; you will receive a formal evaluation for each *assignment* completed.

Activity #1: How Can I be a Resource to Politicians?

The usual process in advocacy is for individuals or a group to plead their issue to a politician. What you or your group desires is to reach a higher level of a relationship with the politician; you want the politician to come to you for advice and information. Ask Wasserman-Schultz to describe situations where she sought assistance from the advocates on an issue for which political action was taken.

Activity #2: The Ten Commandments of Advocacy

Ask Wasserman-Schultz to assist you in developing a list of the key characteristics and behaviors of a successful advocate.

Activity #3: Your Colleagues as Advocates

While many to most of your colleagues have had limited experience as advocates on issues related to children, youth, and families, seek out those few colleagues who are experienced as advocates. Compare your colleagues' list of Ten commandments of Advocacy with the list from Wasserman-Schultz.

Assignments for Theme #7

**LDR 8569 (Dissertation Research - continuing services) will begin during the third year of the program and will continue until the student graduates (no more than 3 additional years from start of the program). ***Students possessing an earned NSU specialist degree are not required to take specialization courses.

SCHEDULE B

YEAR ONE

First term	LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.
Second term	LDR 8520 (6cr.) & LDR 8562 (2cr.) = 8 cr.
Third term	LDR 8530 (6cr.) & LDR 8563 (2cr.) = 8 cr.

YEAR TWO

Fourth term	LDR 8540 (6cr.) & LDR 8564 (2cr.) = 8 cr.
Fifth term	LDR 8550 (6cr. & LDR 8565 (2cr.) = 8 cr.
Sixth term	one specialization course (6cr.) & LDR 8566 (2cr.) = 8 cr.

The remaining 8 dissertation credits (LDR 8566, 8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

Seventh term	one specialization course (6cr.) & LDR 8567 (3cr.) = 9 cr.
Eighth term	one specialization course (6cr.) & LDR 8568 (3cr.) = 9 cr.

If students have not completed their dissertation at the end of LDR 8568 and the eighth term of study, they need to register for LDR 8569 - Dissertation Research Continuing Services until the dissertation is completed (no more than 3 additional years from the start of the program.

Please remember:

- o Only *one* assignment can be completed from this theme.

- o Since you have a total of *three* assignments from the **seven** themes, you may decide *not to* complete any assignments from this theme.

- o See the introduction section for directions on when the assignments are due and where to send the assignments.

> #1. A number of advocacy groups and organizations have websites that describe their activities and approaches to advocacy. See Appendix C for the websites from advocacy groups. Your task is to critique these websites **plus** two additional websites (you must find the two additional websites) using the following criteria:
>
> > 1. Relate the information from the websites to the knowledge acquired from your guest lecturer: Wasserman-Schultz.
> >
> > 2. Describe how the information on each website will affect your behavior as an advocate.
> >
> > 3. How would you improve the information on the websites based on your knowledge about advocacy?

OR

> #2. Develop a political advocacy plan (three-five pages) for your organization. Utilize the knowledge acquired from the resources used with this theme.

OR

> #3. Create your assignment. Contact Nancy Terrel for assistance with the development and approval for completing the assignment.

Resources for Theme #7

Website: http//www.fcae.nova.edu/pet/cys/mop

Other Resources:

Nova Southeastern University"s Distance Library Services (DLS) is a valuable resource. You can contact DLS for these and other resources via e-mail (*library@nsu.nova.edu*) or toll free (1-800-541-6682, ext. 4602), or by FAX (1-888-DLS-DOCS).

APPENDIX A

In this schedule, students with NSU specialist degree credit would register for LDR 8566 & LDR 8567 in the sixth term and LDR 8568 in the seventh term of study. The student would register for LDR 8569 in subsequent term(s) if the dissertation has not been completed.

Specialization Areas

In addition to the 30 credit hours of leadership, doctoral students earn 18 credit hours in an area of specialized study. These hours serve as 'in-field' concentration for students aspiring to work in post secondary education as well as students planning to enter the field of consultation and freelance advising.

To Date students may select from the following domains of study:

- Educational Leadership
- Multiculturalism and Diversity
- Instructional Technology
- Human Resource Development
- Third Sector Not for Profit Organization
- Conflict Resolution
- Higher Education Leadership
- Adult Educaion Leadership

EDUCATIONAL LEADERSHIP

(MAY NOT LEAD TO CERTIFICATION. IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE IF THIS PROGRAM WILL SATISFY CURRENT COURSE REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT)

LDR 9110 - The Role of Communication in Supervision: Impact on Personnel Selection, Staff Development and Performance Appraisal in the Educational System (6 credits)

Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection and performance assessment.

ADMISSION TICKET FOR MOP I

The assignment below must be completed independently by you prior to the first session of MOP I. **(The postmark must be by July 3, 2000).** You can mail or e-mail the material to the faculty facilitators for MOP I. Your faculty will provide you with written feedback on your performance with the Admission Ticket.

<div align="center">

Faculty Facilitator:

Dr. Nancy G. Terrel

Director of Strategic Planning

600 SE 3rd Ave.

Fort Lauderdale FL 33301 or

DOCTORNGT@aol.com

</div>

The primary resource for completing the *Admission Ticket* is the textbook (Reframing Organizations), the MOP I Website (*http://www.fcae.nova.edu/pet/cys/mop*) and your experiences. You can complete the Admission Ticket via the website or send it to us via the mail.

I. Identify and define what you feel are the 10 major concepts in the text, Reframing Organizations.

o Concept #1:

Concept defined in Chapter_____

Define Concept #1:

LDR 9120- Fiscal and Legal Responsibilities of Education Leaders (6 credits)

This course addresses two major components within the educational system: finance and school law. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing and reporting. They will also analyze, plan, develop, implement and evaluate a school budget. Students will explore the relevance of school law and decision-making at the state and federal levels. This will include state and federal statutory and regulatory provisions, tort and contract liability. Students will focus on constitutional rights of students and educators. Cases that impact school policy and structure will be reviewed.

LDR 9130 - Improvement of Organizational Management, Administration and Leadership in the Education System (6 credits)

This course explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, and assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are Leadership and Management (an examination of various learning theories); Motivational Theories and Group Dynamics (an exploration of group motivation theories); Decision Making and Power Structures (all aspects of decision making will be explored); and The Change Process (ways to implement change will be explored).

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MULTICULTURALISM & DIVERSITY

LDR 9210 - The Management Challenge for Organizational Leaders In Multicultural Diverse Systems (6 credits)

Participants will explore the nature of management and leadership in diverse systems. Various theories, models, and paradigms of multiculturalism and diversity will be examined within the context of ethnical and social implications for leadership. The global multicultural environment will actively be investigated from numerous leadership perspectives.

LDR 9220 - Organization and Management of Human Capital in Multicultural Systems (6 credits)
In this course, students will examine the role and responsibilities of leadership in the development of the organizational human capital. Issues of ethics and professionalism, individual and group behavior, teams and systemic work, and conflict resolution will be studied within the context of power and politics within the multicultural system.

LDR 9230 - Advanced Study: Issues and Practices in Leading Multiculturally Diverse Organizations (6 credits)

This seminar course includes a survey of topics and issues in multiculturalism and diversity that students will select for study and investigation, contingent upon faculty approval. The student is expected to synthesize and integrate the learning experiences in previous core courses and to identify and research current challenges relative to establishing multicultural diverse organizations.

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INSTRUCTIONAL TECHNOLOGY

LDR 9310 - Technological Literacy for Organizational Leaders (6 credits)

In this course, participants will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy as an organizational leader. Technological literacy is instrumental in leading organizations taking their place in the global, online community. The content represents an included course, "Resources and Technologies for Organizational Leaders, " and focuses upon Internet skills, resources and communication strategies within the context of shaping appropriate organizational policies related to instructional technology.

o Concept #2:

Concept defined in Chapter_____

Define Concept #2:

o Concept #3:

Concept defined in Chapter_____

LDR 9320 Professional Productivity for Organizational Leaders (6 Credits)

This course will define roles, expectations, and issues for leaders using technology. Software suites will be explored as they relate to productivity for organizational leaders. The concept of technology as a professional tool will be the rational for development skills using presentation software and Web page development. The course will provide extensive opportunities for hands-on experience to develop meaningful products. The use of templates, databases, and spreadsheets will be the topics of an included course, "Information Management for Organizational Leaders."

LDR 9330 Technology Planning for Organizational Leaders (6 Credits)

This course will build upon understanding developed in LDR 9310 and LDR 9320 to synthesize and apply assessment and evaluation within the context of instructional technology. Course topics include strategic planning, needs assessment, and grantsmanship. This included course, "Trends and Issues in Leadership with Technology" will focus upon organizational leaders as change agents, effective policy development, and overcoming resistance to change related to the infusion of technology in organizations.

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HUMAN RESOURCE DEVELOPMENT

LDR 9410 - Principles and Theories of Organizational Engineering in Human Resource Development (6 credits)

Organizational engineering is a domain of knowledge that deals with understanding, measuring, and predicting and guiding the behavior of groups and individuals that produce positive results and achieve desired goals.

LDR 9420 The Strategic HRD Leader: Developing Global Competence (6 Credit)

The HRD leader is ideally positioned to assume the strategic, operational, and tactical leadership critical for success in the 21st century. This course provides an overview of HRD management concepts and strategies necessary for competence. This includes learning about major trends that will affect our workplaces well into the future, e.g., globalization, developing and retaining knowledge capital, team building, cross-cultural competence, managing change, systems thinking and accountability.

LDR 9430 Advanced Study: Ideas, Issues and Practices in HRD

This is a seminar course that includes a menu of topics and issues in HRD that students will select for further study, contingent upon faculty approval. Students are expected to synthesize and integrate the learning experiences in HRD and to evaluate research and current topics relative to the field. Topics for consideration: cross cultural diversity, on-demand training, creativity and innovation, ethics and values.

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THIRD SECTOR NOT FOR PROFIT

LDR 9510 - Resource Allocation in Not for Profit Organizations (6 credits) The evolution of a not for profit sector is paramount to the foundation of services. The leader, CEO, has evolved as the chief fund-raiser, financial planner, and resource over seer as well as operational manager. The concepts of marketing, planned giving, identifying benefactors, and grant writing have become the operational tools of a fiscally responsible leader that stabilizes the balance sheet of a successful not for profit organization.

LDR 9520 - Effective Strategies for Leaders of Not for Profit Organizations. (6 credits) The not for profit leader wears many hats - from being an organizational master, a mentor, a role model, an advocate for services and a team player. The complexity of these roles begins with the chief executive offices working side by side with a board of directors, hired staff, various communities organizations, clients and customers. The leader must be "all things to all people" while moving the organization in the direction of a quality service provider.

Define Concept #3:

o Concept #4:

Concept defined in Chapter_____

Define Concept #4:

o Concept #5:

Concept defined in Chapter_____

Define Concept #5:

LDR 9530 - The Leader's Role in Building Legally, Ethically, and Financially Responsible Not for Profit Organizations. (6 credits) Leaders in the not for profit sector demonstrate best practices, by being cognizant of legal mandates, as well as ethical and fiscal responsibilities within the strategic organizational framework. Understanding the legal domains and the ethical aspects of the not for profit organization , affords the leader the opportunity to forecast and promote the strategic agenda for the organization.

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CONFLICT RESOLUTION

LDR 9610 - Introduction to Conflict Resolution (6 credits)

This course introduces students to concepts of conflict and conflict resolution. This course is designed to empower emerging leaders in the role of mediator, facilitator, and negotiator. Participants will be introduced to various concepts, such as the causes of conflict, conflict styles, types of conflict, and conflict analysis. The escalation and de-escalation of conflicts will also be explored. Students will learn various conflict resolution strategies, such as mediation, negotiation, and facilitation. Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, an overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will also be examined. Participants will explore various negotiation tactics focusing on people, interests, opinions, and criteria. Students will also survey negotiation literature dealing with culture and gender.

LDR 9620 - Mediation and Negotiation Strategies

Mediation and negotiation strategies are essential skills for success in today's organizations. In this course, participants will learn and practice the various stages of the mediation process. The major themes of study include, and overview of the entire mediation process, activities that occur prior to mediation, the steps of the mediation process, and the various steps involved in reaching a settlement. Negotiation strategies will be examined. Participants will explore various negotiation tactics focusing on people, interest, options and criteria. Students will also survey negotiation literature dealing with culture, race and gender.

LDR 9630 - Special Topics in Conflict Resolution (6 credits)

This course allows students to explore different aspects of the body of knowledge of conflict resolution where human aggression is the cause of conflict. Students will select the topic they want to examine throughout the course. Some possible topics include; the causes of social violence, violence in the workplace, violence in schools, school mediation, family mediation, and victim-offender mediation.

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HIGHER EDUCATION LEADERSHIP

LDR 9810 - This course examines current issues, challenges and controversies in higher education leadership. Topics include the changing nature of higher education, evolving organizational structures and models of governance, tenure and faculty roles and responsibilities, institutional entrepreneurship and resource allocation, the challenges of diversity among students and faculty, and the challenges and opportunities of distance education.

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ADULT EDUCATION LEADERSHIP

LDR 9010 - This course examines current issues, challenges, and practices influencing leaders in the field of adult education. Topics include leadership perspectives in adult education; the global influencing the practice of adulet education; adult development research as basis for practice; current and evolving theories of adult

o Concept # 6:

Concept defined in Chapter_____

Define Concept #6:

o Concept #7:

Concept defined in Chapter_____

Define Concept #7:

o Concept #8:

cognition and learning; the influence of age, gender, and culture on adult learning; creative approaches, techniques, and strategies for teaching adults; and emerging opportunities in the creation and/or re-design of adult learning experiences.

August 2002 report problems

Concept defined in Chapter_____

Define Concept #8:

      o Concept #9:

Concept defined in Chapter_____

Define Concept #9:

      o Concept #10:

Concept defined in Chapter_____

DOCTOR IN EDUCATION
IN
ORGANIZATIONAL LEADERSHIP

The program requires 66 credit hours beyond the master's degree. There are 3 major components in the program: 30 credit hours in Leadership; 18 credit hours in an area of specialization and 18 credit hours in research/dissertation activity. The program is offered in three 15-week terms (fall, winter, summer) via distance "online" e-learning and at various selected "live" sites. The program is designed for formal course work to be completed within two years.

THE PROGRAM IS COMPRISED OF THREE DOMAINS:

- Leadership Concepts and Practices (30 credit hours)
- Specialization (18 credit hours)
- Research/Dissertation (18 credit hours)

The Leadership Concepts and Practices domain consists of five sequential courses with each course(s) serving as a prerequisite:

- LDR 8510 - Leadership to Shape the Future
- LDR 8520 - Creating and Leading an Intentional Organization
- LDR 8530 - Developing the Organization's Human Capital
- LDR 8540 - Leading and Managing Systems
- LDR 8550 - Leading an Learning Organization

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LEADERSHIP CONCEPTS AND PRACTICES: 30 CREDITS

LDR 8510 - Leadership to Shape the Future (6 credits)
Participants will explore the catalytic role of leadership in shaping learning organizations in the 21st century. Leadership is viewed as the capacity of individuals and groups to generate and sustain significant processes of change necessary to shape the future. Leadership is a catalytic role. The major themes of study include "Leadership in Context," the "Self-as-Leader," and the "Leader as Catalyst."

LDR 8520 - Creating and Leading an Intentional Organization (6 credits)
One of the most critical aspects of a leader's role is the ability to design a vision for the organization, to communicate that vision, to establish a mission and goals, and to align the work force behind the vision. Participants will understand the mission, vision and leadership styles involved in creating an intentional organization. Aspects of ethics and professionalism in leadership, managing and valuing diversity, and organizational knowledge and meaning making are topics to be explored.

LDR 8530 - Developing the Organization's Human Capital (6 credits)
In an information/knowledge era, people are the organization's most important asset. To maximize this asset, people must be developed. Participants will identify their own perceptions, motives, attitudes, values and mental models and understand how these develop and influence leadership behavior. Major themes of study include adult learning and life span theories, the learning organization, professional development and training, team building, consulting and professional renewal.

LDR 8540 - Leading and Managing Systems (6 credits)
To be an organizational leader demands an understanding of the basic principles and practices underlying the management of large and diverse organizations. The contrast of management of stability and control with the management of chaos and instability suggests different techniques of leadership and management. Participants will explore various organizational systems such as information and communication, policy, politics and accountability, power and influence, finance, budgets and stewardship, decision-making and

Define Concept #10:

II. You have read the entire text--<u>Reframing Organizations</u>. Write a 250-500 word memo to your organization's chief executive officer (CEO) describing how you feel your organization should apply one or more of the concepts described in the text. If you are the CEO, write the memo to your board. Attach the memo to this response form.

III. Identify three resources on the MOP I Website *http://www.fcae.nova.edu/pet/cys/mop* and describe how each resource could be used to improve your organization.

Resource #1:

How can this resource improve your organization?

Resource #2:

conflict resolution.

LDR 8550 - Leading a Learning Organization (6 credits)
Developing a learning-based culture is essential for today's organization. There must be a strong, common set of shared values and understandings that tie together the people in diverse partnerships. Research demonstrates that strong adaptive cultures are tied to profitability and sustained success. Participants will examine ways of how learning organizations create learning cultures as well as leadership strategies that foster growth, creativity and risk-taking while managing innovation, change and future planning.

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COURSE SCHEDULE OPTIONS

Students may select from two schedules (A & B) of course offerings to complete the 66 credit-doctoral degree. Ideally, students in concert with their mentor will identify the preferred course schedule at the end of the second term of study.

SCHEDULE **A**

YEAR ONE

First term   LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.

Second term   LDR 8520 (6 cr.) & LDR 8562 (2cr.) = 8 cr.

Third term   LDR 8530 (6cr.) & LDR 8563 (2cr.) & ***one specialization course (6cr.) = 14 cr.

YEAR TWO

Fourth term   LDR 8540 (6cr.) & LDR 8564 (2cr.) & ***One specialization course (6cr.) = 14 cr.

Fifth term   LDR 8550 (6cr.) & LDR 8565 (2cr.) & ***One specialization course (6cr.) = 14 cr.

Sixth term   Dissertation Completion LDR 8566 (2cr.)/LDR 8567 (3cr.)/LDR 8568 (3cr.) = 8 cr.

The remaining 8 dissertation credits (LDR 8566,8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

How can this resource improve your organization?

Resource #3:

How can this resource improve your organization?

IV. List three to five competencies you have in the area of management of organizational behavior that could be shared with your colleagues in MOP I.

1.

2.

3.

4.

5.

**LDR 8569 (Dissertation Research - continuing services) will begin during the third year of the program and will continue until the student graduates (no more than 3 additional years from start of the program). ***Students possessing an earned NSU specialist degree are not required to take specialization courses.

SCHEDULE B

YEAR ONE

First term   LDR 8510 (6 cr.) & LDR 8561 (2 cr.) = 8 cr.

Second term   LDR 8520 (6cr.) & LDR 8562 (2cr.) = 8 cr.

Third term   LDR 8530 (6cr.) & LDR 8563 (2cr.) = 8 cr.

YEAR TWO

Fourth term   LDR 8540 (6cr.) & LDR 8564 (2cr.) = 8 cr.

Fifth term   LDR 8550 (6cr. & LDR 8565 (2cr.) = 8 cr.

Sixth term   one specialization course (6cr.) & LDR 8566 (2cr.) = 8 cr.

The remaining 8 dissertation credits (LDR 8566, 8567, 8568) will be distributed in terms 5 and 6 depending on student's research and dissertation status (as determined by the student and his/her mentor/chairperson).

YEAR THREE

Seventh term   one specialization course (6cr.) & LDR 8567 (3cr.) = 9 cr.

Eighth term   one specialization course (6cr.) & LDR 8568 (3cr.) = 9 cr.

If students have not completed their dissertation at the end of LDR 8568 and the eighth term of study, they need to register for LDR 8569 - Dissertation Research Continuing Services until the dissertation is completed (no more than 3 additional years from the start of the program.

V. List three to five goals that you want to achieve for MOP I.

1.

2.

3.

4.

5.

VI. Background information about you.

- o Write a 3-5 sentence description about your role and organization.

- o Describe in 1-3 sentences any special awards or honors you have received.

In this schedule, students with NSU specialist degree credit would register for LDR 8566 & LDR 8567 in the sixth term and LDR 8568 in the seventh term of study. The student would register for LDR 8569 in subsequent term(s) if the dissertation has not been completed.

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Specialization Areas

In addition to the 30 credit hours of leadership, doctoral students earn 18 credit hours in an area of specialized study. These hours serve as 'in-field' concentration for students aspiring to work in post secondary education as well as students planning to enter the field of consultation and freelance advising.

To Date students may select from the following domains of study:

- Educational Leadership
- Multiculturalism and Diversity
- Instructional Technology
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- Third Sector Not for Profit Organization
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- Adult Educaion Leadership

EDUCATIONAL LEADERSHIP

(MAY NOT LEAD TO CERTIFICATION. IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE IF THIS PROGRAM WILL SATISFY CURRENT COURSE REQUIREMENTS FOR PROFESSIONAL DEVELOPMENT)

LDR 9110 - The Role of Communication in Supervision: Impact on Personnel Selection, Staff Development and Performance Appraisal in the Educational System (6 credits)

Learners will explore their own interpersonal communication and supervisory skills. Since effective leaders work with and through others, the effects of communication behaviors and the ability to diagnose the behavior of others will be important elements of this course. Focus will be on theories and techniques for effective selection, orientation, training, supervision and evaluation of staff. The major themes of study are interpersonal and consultant supervision, data gathering, communication patterns, values clarification, supervisory relationships, personnel selection and performance assessment.

o Send a passport size photo (optional) of yourself.

The above information will appear on the MOP I website.

Send this completed *Admission Ticket* to Dr. Nancy G. Terrel. See the first page of Appendix A for Dr. Terrel's address. We look forward to your participation with MOP I.

A reminder: The *Admission Ticket* must be received by Dr. Terrel prior to the beginning of MOP I at the Summer Institute. E-mail responses must be received by July 3, 2000; mailed responses must have a July 3, 2000 (or before) postmark.

APPENDIX B

A BUSINESS AND STRATEGIC

PLAN FOR A SCHOOL

APPENDIX C

SAMPLE WEBSITES FOR POLITICAL ADVOCACY

LDR 9120- Fiscal and Legal Responsibilities of Education Leaders (6 credits)

This course addresses two major components within the educational system: finance and school law. Students will analyze and synthesize historical and current school finance concepts and apply state funding procedures for computation, accounting, auditing and reporting. They will also analyze, plan, develop, implement and evaluate a school budget. Students will explore the relevance of school law and decision-making at the state and federal levels. This will include state and federal statutory and regulatory provisions, tort and contract liability. Students will focus on constitutional rights of students and educators. Cases that impact school policy and structure will be reviewed.

LDR 9130 - Improvement of Organizational Management, Administration and Leadership in the Education System (6 credits)

This course explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, and assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are Leadership and Management (an examination of various learning theories); Motivational Theories and Group Dynamics (an exploration of group motivation theories); Decision Making and Power Structures (all aspects of decision making will be explored); and The Change Process (ways to implement change will be explored).

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MULTICULTURALISM & DIVERSITY

LDR 9210 - The Management Challenge for Organizational Leaders In Multicultural Diverse Systems (6 credits)

Participants will explore the nature of management and leadership in diverse systems. Various theories, models, and paradigms of multiculturalism and diversity will be examined within the context of ethnical and social implications for leadership. The global multicultural environment will actively be investigated from numerous leadership perspectives.

LDR 9220 - Organization and Management of Human Capital in Multicultural Systems (6 credits)
In this course, students will examine the role and responsibilities of leadership in the development of the organizational human capital. Issues of ethics and professionalism, individual and group behavior, teams and systemic work, and conflict resolution will be studied within the context of power and politics within the multicultural system.

LDR 9230 - Advanced Study: Issues and Practices in Leading Multiculturally Diverse Organizations (6 credits)

This seminar course includes a survey of topics and issues in multiculturalism and diversity that students will select for study and investigation, contingent upon faculty approval. The student is expected to synthesize and integrate the learning experiences in previous core courses and to identify and research current challenges relative to establishing multicultural diverse organizations.

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INSTRUCTIONAL TECHNOLOGY

LDR 9310 - Technological Literacy for Organizational Leaders (6 credits)

In this course, participants will explore foundational online skills, resources, and issues to develop and demonstrate technology literacy as an organizational leader. Technological literacy is instrumental in leading organizations taking their place in the global, online community. The content represents an included course, "Resources and Technologies for Organizational Leaders, " and focuses upon Internet skills, resources and communication strategies within the context of shaping appropriate organizational policies related to instructional technology.