

Operational Plan for Organizational Leadership Program

Section A

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Date: May 2021

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Welcome to Organizational Leadership

The online BS in Organizational Leadership prepares students for careers in management, human resources, executive coaching, and consulting while enhancing people and leadership skills for those seeking to complete a degree to advance in the field of their choice.

The interdisciplinary curriculum combines approaches from psychology, sociology and business management to deliver an applied study of effective leadership practices to leverage change and promote organizational success. The major is designed to be delivered in one year to fulltime students, establishing patterns of reflection and continual growth as a leader that can continue long after the program ends. Students will be equipped with motivating and ethical communication strategies based on the Servant Leadership model, which can enable them to handle rapidly changing business environments.

Courses such as Group Dynamics and Organizational Behavior help build a foundation of thinking beyond individual problems into leveraging the power of groups and organizational culture. Principles of Leadership and Servant Leadership courses develop a strong foundation in transformational leadership concepts and strategies. Research Methods and the capstone project give students experience in creating and applying interventions, measuring the results and planning next steps for a cycle of continuous leadership learning.

Program Mission Statement

The OL program at Greenville challenges students to live up to their potential as change agents in the world, based upon the values, beliefs, attitudes and actions of the greatest change agent who ever lived. The program accomplishes this through reflective learning, case studies, and experiential applications of leadership concepts.

Programmatic Faith Integration

The Organizational Leadership program is built upon the Servant Leadership. The concepts are based upon the leadership style of Jesus, who began with a group of 12 and turned it into the largest movement in the world. Servant leaders learn their way into growing

followers, much the way that followers of Jesus are disciplined and disciple others. Servant leaders envision, empower and ethically motivate followers through a Biblically based concept of active love that believes the best and seeks the best in and for others.

The Worldview course lays a foundation in the Christian Gospel, asking students to reflect on many of the attributes of Jesus' service to others. The Principles of Leadership and Servant Leadership courses relate the theory to Jesus' service and ask students to observe and consider the impact of those around them who model this form of leadership. Courses such as Values and Ethics in Decision-making and Cultural Influences in the workplace specifically reference Biblical concepts in leading others in ways that value them individually and corporately.

Section B

Program/Major Objectives: *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students should be able to:

1. Knowledge: Summarize key leadership theories, concepts and practices.
2. Application: Apply leadership concepts to build influence and enhance teamwork, organizational culture and problem-solving in real world settings using appropriate research methods.
3. Character and Values: Develop personal and organizational ethical and character-based analysis and decision-making strategies.
4. Communication: Support leadership interventions through appropriate written, oral and interpersonal communication techniques.
5. Professional Growth: Appraise effectiveness of personal leadership attributes and strategies using critical reflection strategies.

Organizational Leadership's Fulfillment of the SLOs

The Organizational Leadership program builds knowledge and skill (SLO 2, Program objectives 1 & 2) by teaching leadership theory and intervention skills that can be applied across a wide variety of group and organizational contexts. Group Dynamics and Organizational Behavior courses lay down concepts of systems thinking, while the Servant Leader and Capstone courses have students actually practicing specific servant leadership skills.

Research indicates that good leaders grow through an action-reflection process. Every course contains some aspect of growing in critical self-awareness (SLO 1, Program objective 5, related to professional growth). This involves a series of assessments, such as the Clifton Strengthsfinder and Keirseay Temperament Sorter, as well as journaling and closing-the-loop exercises in the capstone course.

Last, research and best practice concepts from both the business world and NPO sectors indicate the need for ethically motivated and other-serving leaders. The Organizational Leadership program promotes student growth in character and application of Christian virtues (SLO 6, Program objective 3). From naming the servant leader virtues (Worldview course) to observing the virtues (Servant Leadership course) to practicing the virtues and reflecting to grow on them (Capstone course), students are constantly being asked to challenge human instinct at self-preservation and self-promotion to see the greater impact possible through a Christ-focused life.

Organizational Leadership's Connections to Greenville University as a Whole

The Organizational Leadership program leverages knowledge acquisition, case studies, leader interviews, and focused leadership projects to grow student character and capacity as change agents in the world. The group dynamics course includes exercises such as the Desert Survival Simulation, that challenge students to think beyond blame, and how their words can be used for good or harm. Organizational psychology pushes students to see everyone as capable, seeking a best fit according to God's created purpose rather

than trying to create everyone around them in their own image. The Values and Ethics case study pushes students to think about right and wrong in Biblical terms, going beyond personal desire to create a system of ethical behavior that is reproducible in a variety of circumstances. The Immigrant Interview exercise in the Cultural Influences course encourages students to think about how their own values intersect with the value of other people. And last, the Capstone project has students actually practicing Christian virtues in an organizational context, with an intent to grow those virtues and measure their impact.

Section C

Program Learning Objectives	Required Courses / Learning Opportunities									
	PSYC 300	303	306	309	310	311	313	314	317	404
1	I			D				I	M	
2		D				D	I			M
3			I			D			D	M
4	I				D	M				
5			I	D						M

Section D

Streamlined SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One							
SLO 2	1	I	Fall B	PSYC300	My Leadership Theory DF	>70%	Rubric
		I	Spr A	LEAD314	Co. Training Program paper	>70%	Rubric
		D	Fall A/Spr A	LEAD309	Analysis of Leadership paper	>70%	Rubric
		M	Spr A/Sum A	LEAD317	Leadership Observations Paper	>70%	Rubric
SLO 2	2	I	Fall A	LEAD313	Module 4 DF 2	>70%	Rubric
		D	Fall B	LEAD311	Case Study: Treatment	>70%	Rubric
		D	Spr A/Sum A	LEAD303	Testing the Hypothesis	>70%	Rubric
		M	Spr B/Sum B	LEAD404	Leadership Project Assignment #6	>70%	Rubric
Year Two							
SLO 6	3	I	Every Semester	LEAD306	Differing Perspectives DF	>70%	Rubric
		D	Fall B	LEAD311	Case Study: Stakeholders	>70%	Rubric
		D	Sp A/Sum A	LEAD317	Servant Leader Application Paper	>70%	Rubric
		M	Sp B/Sum B	LEAD404	Habit-Changing Proposal	>70%	Rubric
Year Three							
SLO 4	4	I	Fall B	PSYC300	Personal Insight Paper	>70%	Rubric
		D	Spr B	LEAD310	Immigrants to the US Presentation	>70%	Rubric
		M	Fall B	LEAD311	Case Study: Final Assignment	>70%	Rubric
SLO 1,3, 5	5	I	Every Semester	LEAD306	Reflection Paper	>70%	Rubric
		D	Fall A	LEAD309	Bookkeeping, Inc. Case Study	>70%	Rubric
		M	Spr B/Sum B	LEAD404	Leadership Growth Journal	>70%	Rubric

Description of Assessment Processes

The assessment cycle for the Organizational Leadership program will take place over three years. Year one covers program objectives one and two (knowledge and skills), year two covers program objective three (character and values), and year three covers objectives four and five (communication and professional development). One of the difficulties in following the I, D, M scaffolding through the Org. Leadership program's courses is that students may enter the program at any 8-week block. All 10 courses are taught in the same sequence over the three semesters of the academic year. Currently, only LEAD404 Capstone is listed as having prerequisites (LEAD303 Research Methods, LEAD309 Principles of Leadership, and LEAD317 Servant Leadership). One observation is that this puts the mastery assignment for program outcome 4 (communication) in LEAD311 (Fall B), which conceivably could be taken as a first course in the program. One reason for putting the evaluation of outcome 4 in year three is to further develop the communication aspect of the program within the next year.

Year One

Outcome 1(Knowledge)

The My Leadership Theory discussion forum (PSYC300, Fall B) and Company Training Program Paper (LEAD 314, Spring A) were chosen as formative assessments, because they reflect the two strands of knowledge development within the program: Leadership theory and organizational dynamics. In the developmental assessment (LEAD309 Analysis of Leadership paper, Fall A or Spring A) and the summative assessment (LEAD 317 Leadership observations paper, Spring A or Summer A), students are being asked to

synthesize both areas of knowledge in critical analysis. Most students are currently enrolled in courses so that they take LEAD309 before LEAD317, making this a logical assessment sequence.

Outcome 2 (Leadership skills)

Leadership interventions require both an ability collect accurate information and to match interventions to the group and organizational situation. Early on, students are asked to examine some of the problems leading to need to differentiate interventions, which is covered formatively in the Module Four Discussion Forum of LEAD313 (Fall A). The next two developmental stage assessments (LEAD 311 Case Study Treatment, Fall B; LEAD303 Testing the Hypothesis, Spring A or Summer A) deal with recognizing differing interventions for different situations and data gathering/analysis separately. The capstone culminating assignment (LEAD404, Project assignment #6, Spring B or Summer B) includes a testing of outcomes of a project with a critique of the intervention used and recommendations for further interventions. This pushes the students to bring the full skillset together.

Year Two

Outcome 3(Character and values)

This outcome is being treated by itself mostly because LEAD306 is taught four times per year at the moment, with the likelihood that it will increase to six times a year with growth in online programs. This evens out the number of courses to evaluate. Like outcome 2, the formative assessments here take two different directions at the developmental stage and recombine at the mastery stage. This

outcome focuses not just on knowledge of character and values, but on the practice of growing character and values. The LEAD306 Differing Perspectives Discussion Forum (every semester, sometimes in both blocks) assignment asks students to consider the values in different worldviews that can create either tension or conflict. Students begin the program with LEAD306, and so this provides an introduction into integrity of a helpful worldview for leadership, and how one's values are helpful or harmful. The LEAD 311 Case Study: stakeholders (Fall B) looks more specifically at how students are conceptualizing a problem around values rather than just being asked to pick them out. The Servant Leader Application paper (LEAD 317, Spring A or Summer A) asks students to consider leadership interventions based on servant leader virtues, and how character shapes leadership in the circumstance. In LEAD404 (Spring B or Summer B), students are asked to create a plan to increase a servant leader virtue for themselves and reflect on the impact on their character and on the relationship between their character and leadership.

Year Three

Outcome 4 (Communication)

Ideally in Organizational Leadership communication, students should be learning interpersonal skills such as listening and asking provocative questions, as well as learning how to make speeches and write effectively to motivate and share information (summary of best practices from [The Society for Human Resource Management](#) and interpersonal and organizational communication texts). With the removal of Organizational Communication and Interpersonal Communication from the curriculum, it is now apparent that there is a gap in communication development within the program, particularly in the realm of interpersonal communication skills. Probably

there should be three initial formative assessments: interpersonal, speech and written skills. There is no clear introductory assignment for speech skills, either; and no developmental level assignment for written skills. The hope is that in the next two years, some assessments can be changed or added to create a clearer path.

Meanwhile, the Assessment includes written communication (formative and mastery) and a speech at the developmental level. The common link between all of these assignments is the need for opinions to be supported with facts and references, supporting the notion that servant leaders communicate with integrity. The three assignments communicate to different audiences in different styles. The personal insight paper in PSYC300 (Fall B) requires students to simply practice formal writing using APA style with effective organization and grammar. The Immigrants to the US Presentation in LEAD 310 (Spring B) pushes students to communicate information to peers in a way that could be helpful to organizations trying to understand issues related to a particular cultural group. As such, it is more applicable to an actual leadership situation. Students are assessed on tone of voice, cadence, use of electronic means of communication, clarity of thought, and elements of engagement. In the LEAD311 Case Study: Final Assignment, students are writing up organizational recommendations to clearly establish ethical policy. This assignment looks at issues raised in earlier assignments, adding match of language and content to organizational need and motivating communication skills.

Outcome 5

One of the hallmarks of leaders is that they continue growing. This is established in the program with an emphasis on an action-reflection loop. Students have reflection exercises in every course. The concepts for reflection are specifically stated in PSYC300, LEAD306, LEAD309, LEAD317 and LEAD404. The introductory assessment (LEAD306 Reflection paper, every semester) challenges students to think about the integrity of their own worldviews. Emphasis is placed in this formative stage on insight more than on developing a growth plan, though the concept is introduced. In LEAD309 (Fall A, Spring A), the Case Study Assignment puts the student at the center of the case, pushing students to think not only about character traits, strengths and weaknesses that affect their impact, but also how to practice to grow more effective in that particular circumstance. The mastery assignment (LEAD404 Leadership Growth Journal, Spring B, Summer B) brings together the practice of insight with a plan for growth and an explanation of measures and how the loop will be closed. Students have to provide 7 such entries in the journal.

Assessment Timetable

Assessment will take place at the end of each semester, with the program director in conjunction with relevant adjuncts completing FCARS for the courses designated in that year's cycle. The FCARS will include a special section dealing with the assignments that are chosen at the I, D, and M levels. That section will include a mean score for the named assignment(s) and score distribution (noting how many passed the assessment and at what level). Where possible to differentiate, scores for those in the organizational leadership program will be broken out from others. While the FCARS as a whole provide the possibility for continued improvement of the

course, the particular data on the relevant assignments will be collated over the course of the year to measure progress on meeting the program outcomes being assessed in that particular year.

While course improvements will be contemplated with each FCAR, the data on assessments will be collated and analyzed at the end of spring semester by the program director. The first time through the 3-year cycle, particular attention will be paid to whether there is a significant difference between scores and distributions at the I, D, and M levels. This can be an indicator of whether the assessments are scaffolded correctly. Special consideration will be given to improvement in assignment descriptions to meet the program outcome content and any gaps in coverage based on continued investigation of leadership program best practices. Decisions for changes will be made at the end of spring semester and written up in the program assessment end-of-year report. Course changes based on the end-of-year report will begin in Fall semester. This means that summer semester data – particularly for the mastery level LEAD404 course taught then – could potentially skew results the following year if any assessment-motivated changes to the course are recommended. Therefore, depending on the type of changes being made, a decision will need to be made (recorded in the end-of-year report) about whether to include summer data in the next year's program assessment. Before finalizing any changes, the program director will consult with relevant adjunct faculty members in the program.

Spring semester of 2021 will be used to gather data from the 2020-2021 FCARS and to establish baselines. The OP yearly cycle will begin Year 1 with the Fall 2021-2022 semester.