

## CHAMINADE UNIVERSITY OF HONOLULU

**Course:** EDUC 742: Leadership for Educational Administrators  
**Credits:** 3  
**Instructor:** Richard Hogeboom, Ph.D.  
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**Office hours:** By appointment  
**Proposed offering:** Summer 2011

### **Catalog Description:**

This course introduces participants to the theory and practice of leadership development for school transformation and renewal. Schools are viewed as complex adaptive social systems, with educational leaders being the catalyst for purposeful change. The challenge is to perform as leaders to cultivate effective networks of collaboration that align teachers, staff, students, families, community leaders, and policy-makers in their common purpose of improving student performance.

The course uses action-research leadership development methods for participants to address three major challenges of leadership. The first is to assess the needs in the school environment for improved collaboration to bring about change. The second is to insightfully assess how participants actually perform on the job as leaders and how they can adapt their behavior to be more effective in their roles. The third is to develop strategies to cultivate the collaborative and distributed leadership capacities of others.

The outcomes of the course will enhance leadership behavior as well as the ability to demonstrate it in documents, reflections, and artifacts that can be incorporated into the educational leadership portfolio.

### **Conceptual Framework:**

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and pedagogical/leadership skills to work effectively work with a diverse community of learners.

## **Textbooks & Resources**

Donaldson, G. A. (2008). *How Leaders Learn: Cultivating Capacities for School Improvement*. Teachers College Press

Donaldson, G.A., & A., G. (2006). *Cultivating Leadership in Schools: Connecting People, Purpose, & Practice*. Teachers College Press

Jossey-Bass (2007). *The Jossey-Bass Reader on Educational Leadership*. Jossey-Bass Inc.

Supplemental resources: Participants will develop their methodological strengths in action-research by also drawing on key online reports, methods, protocols, self-assessment tools, and research findings. Links to these significant and readily available resources will be posted online.

## **Program Learning Outcomes:**

The program learning outcomes for the Master of Education (Educational Leadership) are derived from two national standards and recommendations

- (a) The Educational Leadership Constituent Council (ELCC, 2002) is the Specialty Professional Association (SPA) that evaluates advanced programs in educational leadership for recognition by the National Council for Accreditation of Teacher Education (NCATE).
- (b) The *Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium* (ISLLC) 2008 are required by the Hawai'i Department of Education.

- PLO #1: Demonstrate knowledge of impact of socio-economic, legal and cultural factors on schools, teachers, and students.
- PLO #2: Demonstrate knowledge of organizational life in schools, organizational change processes and their connections to the development of positive school cultures that promote learning and social development of students.
- PLO #3: Conduct systematic inquiries into programs and policies that are relevant, integral, and essential to the success of children, schools, and school leaders.
- PLO #4: Develop skills in facilitating collaboration and communication among schools, school communities, families, other educational and service agencies, and professional organizations.
- PLO #5: Develop knowledge and skills in managing personnel.
- PLO #6: Demonstrate understanding of the ethical, moral, and caring dimensions of educational leadership.
- PLO #7: Use informed scholarship to analyze and offer solutions for school policies and problems.
- PLO #8: Articulate a vision for the school, district, or organizational context in which the participant works that reflects PLO #1-7 dimensions.

### **Course Learning Outcomes:**

At the end of this course, through oral presentations and writing, the educational leadership candidates will:

CLO 1	Demonstrate their ability to assess the needs for organizational change in their school environments and develop strategies that enhance collaboration and problem-solving capacities leading to improved student performance
CLO 2	Demonstrate their ability to identify and modify their own leadership performances for greater effectiveness across three critical dimensions of interpersonal, cognitive and intrapersonal behavior
CLO 3	Demonstrate their ability to use leadership development methods to cultivate leadership capabilities in others, connecting people to the purpose and practice of sustainable school renewal

### **Linkages between Course Learning Outcomes and Program Learning Outcomes**

CLOs	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8
1: Demonstrate their ability to assess the needs for organizational change and develop strategies that enhance collaboration and problem-solving capacities leading to improved student performance.		X	X	X	X			
2: Demonstrate their ability to identify and modify their own leadership performances for greater effectiveness across three critical dimensions of interpersonal, cognitive and intrapersonal behavior.		X		X	X	X		
3: Demonstrate their ability to use leadership development methods to cultivate leadership capabilities in others, connecting people to the purpose and practice of school transformation and renewal.		X		X	X			

## Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLO's
1. 1. To bring about organizational change, how can educational leaders assess the degree to which there is a need for improved collaboration and problem-solving behavior in the school community?	#1	#2, #4
2. To more effectively lead organizational change, what strategies and skills do educational leaders need to accurately assess and modify their own leadership behavior?	#2	#4, #5
3. How can educational leaders develop the leadership capacity of others in their school environment to enhance purposeful behavior to fulfill the school mission through transformation and renewal?	#3	#4, #5

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### List of detailed course guidelines

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1. Course schedule: weekly readings, assignments, and dates
2. Five stages of the leadership development program
3. Leadership learning as a developmental process
4. Grading and evaluation
5. Signature assignment and final report
6. Course communication methods
7. University policies
8. Instructor's brief bio

## **1. Course schedule: weekly readings, assignments, and dates**

<b>WEEK</b>	<b>CHAPTERS &amp; TOPICS</b>	<b>DELIVERABLES</b>
1 July 4-10	<b>Leadership development program through Performance in Learning and the ICI Framework</b> <ul style="list-style-type: none"> <li>Read: Donaldson, HOW - Chs 1,2,3, 8, 9</li> <li>Review: "Leadership in performance" (ppt)</li> <li>Read: Jossey-Ch 10: The authentic leader (135-158)</li> </ul>	<u>Due: 7/7, 9pm</u> Tracking  <u>Due 7/9, 9pm</u> Posted questions
2 July 11-17	<b>Develop Draft: *Plan to lead *Plan to learn *Plan to reflect (ICI Framework)</b> <ul style="list-style-type: none"> <li>Read: Donaldson, HOW - Chs 4,5,6,7, 10</li> <li>Suggested: briefly review/skim appreciative inquiry, organizational network analysis, and polarity management documents (online).</li> </ul> <u>On-the-ground #1:</u> July 16, Saturday 8:30 to 1:00, workshop	<u>Due: 7/14, 9pm</u> Tracking  <u>Due: 7/17, 9pm</u> First draft PL-PL-PR
3 July 18-24	<b>Assessing the School environment</b> Read: CULTIVATING Chs 1,2,3,4 Read: Jossey - Ch 1: Give me a lever long enough (pps. 3-16, Senge) Read: Appreciative Inquiry articles (online) Polarity Management (online)	<u>Due: 7/21, 9pm</u> Tracking  <u>Due: 7/24, 9pm</u> *-Post in group: Org-assess approach
4 July 25-31	<b>Inter-personal Relationships</b> *-Read: CULTIVATING Chs 5,6,7,8, *-Read: Organizational network Analysis (online) *-Read: "The Ties that Lead: A Social Network Approach to Leadership" (online) *-Read: Jossey - Ch 9: The manager as politician (pps. 115-134)	<u>Due: 7/28, 9pm</u> Tracking  <u>Due: 7/31, 9pm</u> *-Post comments Org relationships
5 Aug 1-7	<b>Intra-personal Relationships</b> <ul style="list-style-type: none"> <li>Review HOW, Ch 6 + Ch 9 (especially 131-143)</li> <li>Read: CULTIVATING Chs 7,8</li> <li>Read: Jossey - Ch 4: The unheroic side of leadership (pps. 51-62)</li> <li>Read: Jossey-Ch 10: The authentic leader (135-158)</li> </ul> <u>On-the-ground #2:</u> <u>Panel on Collaborative Leadership</u> August 5, Friday 5:30 to 9:30 pm	<u>Due: 8/4, 9pm</u> Tracking  <u>Due: 8/7, 9pm</u> * Post Leadership self-assessment notes

6 Aug 8-14	<b>Leadership and mobilization for purposeful education - the three stream model</b> <ul style="list-style-type: none"> <li>• Re-view: CULTIVATING Chs 4,</li> <li>• Read: CULTIVATING Chs 9,10</li> <li>• Read: Jossey-Ch 15: Risk (211-218)</li> </ul> <u>Methodology Lab</u> Data Gathering, organizing, and interpreting * What methods are generating meaningful results? * What directions do intermediate results lead the project? * What issues or protocols deserve further development?	*Due: 8/11, 9pm Tracking  *Due: 8/14, 9pm *Post: Interim Report
7 Aug 15-21	<b>Using Action Learning in Building Distributed Leadership Capacity</b> <ul style="list-style-type: none"> <li>* Read: under category “Building Distributed Leadership Capacity”</li> </ul>	*Due: 8/18, 9pm Tracking *Due: 8/21, 9pm *Post distributed leadership
8 Aug 22-28	<b>Impacts of Policy and PESCL (Political, Economic, Social and Legal) Environment on leadership</b> <ul style="list-style-type: none"> <li>• Read: Jossey-Ch 13: Transformation School Leadership in a Transactional Policy World (183-196)</li> <li>• Read: additional articles posted under category of “Policy and Education”</li> <li>• Read: Jossey-Ch 22: Gender &amp; Supervision (339-350)</li> </ul>	Due: 8/25, 9pm Tracking  Due: 8/28, 9pm *Post policy, PESCL and leadership
9 Aug 29- Sept 4	<b>Integrative analysis and presentation</b> <ul style="list-style-type: none"> <li>• Revealing and structuring findings</li> <li>• Discovering key storyline topics</li> <li>• Applying evidence</li> <li>• Identifying limitations</li> <li>• Planning forward</li> </ul> <u>Leadership Sustainability</u> <ul style="list-style-type: none"> <li>• Read: Jossey-Ch 25: Lasting Leadership (421-444)</li> <li>• Read: Jossey-Ch 26: Resourcefulness (445-474)</li> </ul>	Due: 9/1, 9pm Tracking  Due: 9/4, 9pm * Post integrative analysis
10 Sept 5-11	<b>Final Project Reports</b> <ul style="list-style-type: none"> <li>• Project report preparation, editing and final feedback.</li> <li>• Oral presentation preparation and rehearsals</li> </ul> <u>On-the-ground #3:</u> September 9, Friday 5:30 to 9:30	<u>Sept 9: Oral Presentation</u>
Sept 13	<b>Final Signature Assignment,</b> Due, 9pm	Sept 13 – <u>Submit on Livetext</u>

## **On-the-ground sessions**

### **Session 1: Draft: \*plan to lead \*plan to learn \*plan to reflect (ICI Framework)**

July 16, Saturday 8:30 to 1:00, workshop

- 1-Establish a common vision of goals, process, and supports
- 2-Organizing support and critique team
  - (a) Plan to support
  - (b) Team Charter
- 3-Foundation plans
  - (a) Plan to Lead
    - \* Key areas in current environment
    - \* Pebbles + Pebble cross-walk (Fig-4.1)
  - (b) Plan to Learn
    - \* Cognitive tasks: read, study a method, research, analyze
    - \* Do, Behavioral tasks
  - © Plan to Reflect
    - \* Journaling, analysis, seeking group feedback, other
- 4-Introduction to supporting action-research methods
  - (a) Appreciative inquiry
  - (b) Organizational network analysis
  - (c) Polarity management

### **Session 2: Panel - Principal Leaders on Collaboration**

August 5, Friday 5:30 to 9:30 pm

The subject, speakers and participation activities will be posted on the ecollege website.

### **Session 3: Final Presentations**

September 9, Friday 5:30 to 9:30

- In-class oral presentation

## 2. Five stages of the leadership development program

Over the ten-week period, the leadership development program (LDP) will go through five major stages:

### Stage 1: Review and Planning Week 1 and 2

1. Reading
2. Team Formation (will fill in a Team Charter Form)
3. Pre-planning

-> Download .ppt, read, review and begin answering key questions, which will be done iteratively, “**Performance in Learning**” (powerpoint), with guiding questions,

### Stage 2: Workshop Planning and Participation Week 2 & 3

4. Workshop participation
5. Draft plan to lead, plan to learn, plan to reflect

### Stage 3: Development and Testing Weeks 3 to 9

- Most of this work will be done by individuals working in close collaboration with their critique and support team

#### Weekly postings of assigned notes and QA

- |   |            |
|---|------------|
| 1. Draft notes for planning                     | – Week 1,2 |
| 2. Plans: to lead, to learn, to reflect (notes) | – Week 2   |
| 3. Org Assessment (notes)                       | – Week 3   |
| 4. Org relationships (notes)                    | – Week 4   |
| 5. Leadership self-assessments (notes)          | – Week 5   |
| 6. Leadership and mobilization (notes)          | – Week 6   |
| 7. Distributed leadership capacity              | -- Week 7  |
| 8. Policy and leadership                        | -- Week 8  |
| 9. Integrative analysis                         | -- Week 9  |

### Stage 4: Interim Reports

Interim Report	- Week 6
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### Stage 5: Final Reporting and Presentation

Oral presentation	- Week 10
Final Report	-September 13



### **3. Leadership learning as a developmental process**

The overarching goal of this course is for each participant to learn and practice using the leadership development framework to assess and develop their leadership behavior in their current environment, and discover ways to support others leadership development.

Two supporting goals are to (a) broaden your understanding of how collaborative environments can be developed in schools and (b) become familiar with pivotal supporting concepts, research and methods in the field of leadership development

#### **Nine Fundamental Activities in the Course**

##### **Framework and Supporting Material**

1. Learn about the leadership development framework presented by Donaldson in his book *How Leaders Learn* (2008). (ICI framework)
2. Throughout the course, read and reflect upon parallel supporting course material to enhance the learning process. Donaldson *Cultivating Leadership in Schools* (2006), Jossey-Bass *Reader* (2007), and supporting articles
3. Become familiar with supporting action-research methods and use them as appropriate to enhance leadership opportunities and learning processes.

##### **Team Support, Domains and Action-Learning Cycle**

4. Form and use a team process to support your leadership learning (see Team guidelines and charter posted in )
5. Identify current leadership domains and situations that you are engaged with as a practicing leader that will provide a fruitful environment for the reflection process. Assess your environment in these domains.
6. Use those situations for learning through the iterative cycle of action-observation-reflection

##### **Posting, Presentations and Signature Assignment**

7. Sustain your contributions to the weekly posting schedule
8. Present your leadership development reports
9. Submit you final signature assignment on Livetext by September 13

### **Project Framework – 3 x3**

Throughout the course, participants will essentially be working through leadership experiences in three areas.

#1: Any issue in your work where your performance as a leader is vitally important to you.

#2: Collaboration: What critical aspects of your leadership work can facilitate or enhance collaborative behavior and effective social networks?

#3: Other self-identified

	<b>Performance in Learning / ICI Framework</b>		
<b>Leadership areas</b>	Inter-personal	Cognitive	Intra-Personal
Performance area 1:  (identify)  <u>Pebble in my shoe:</u> _____			
Performance area 2:  Collaboration  My leadership for Collaboration (through networks)  <u>Pebble in my shoe:</u> _____			
Performance 3:  (identify)  Other  <u>Pebble in my shoe:</u> _____ _____			

## 4. Grading and evaluation

### Summary

#### I. Participation:

\* Class, online, individual and team (3x/week) = 150 (15%)

#### II. Interim Progress Reports

\* Plan to lead, plan to learn, plan to reflect (week 3) = 150 (15%)

\* Interim Report (week 6) = 200 (20%)

#### III – PLD Final Presentation and Report (week 10)

\* PLD Program - Final oral presentation = 200 (20%)

\* PLD Program – Final Report = 300 (30%)

8 to 15 page report, plus any appendices

See “PLD Final Report” guidelines

*TOTAL = 1,000 points*

### Performance Criteria

#### I. Participation:

\* Class, online, individual and team (3x/week) = 150 (15%)

1x - Thursday - General weekly reflection protocol (at least 2 of 5 questions)

1x - Sunday – LDP exchanges and team sharing

(a) Response to topic of the week (will be posted)

(b) Self-generated group exchanges or posting fyi.

(c) Comment on at least one other team-member

1x – Group twitter post (at least 6 out of 10 weeks)

Evaluation: for each week you have participated the specified number of times, you will receive full credit. Full participation refers to the active posting of content, responses and exchanges.

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#### General weekly reflection protocol

The comments under this category of reflection are intended to assist in tracking what issues you are working on and how you are approaching them. This maintains open a space for feedback and dialogue. (Answer at least 2 of the 5 questions below)

1. ENVIRONMENT - school, community and policy environment: What aspects (activities, events, or issues) of the larger environment were of concern to me this week as a leader? Why?
2. PERFORMANCES - leadership performances and behavior: What aspects of my own leadership performances or behavior do I most want to reflect on? Present brief reflection.
3. PLANS - working my plans to lead, to learn, to reflect. What aspects of my three plans am I focusing on this week? How?
4. METHODS: What methods, tools, protocols or resources am I drawing on this week to enrich my data gathering?
5. ISSUES: What special issues, questions, or concerns would I like to address in the coming week(s) to strengthen my PLD project?

## II. PLD interim progress reports

Plan to lead, plan to learn, plan to reflect (week 3) = 150 (15%)

Overall Progress (week 6) = 200 (20%)

The advances that have been made in data gathering, reflections, updating of plans, and approach to interpretation are:

#1 – Plan to lead, plan to learn, plan to reflect

#2 - Assessment of school environment

#3 – Performance assessments

#4 – Interpretive Reports

#5 - Draft sections – optional feedback requests

## III – Final Presentation and Report as Signature Assignment (Week 10)

1. Final oral presentation = 200 (20%)

2. Final Report = 300 (30%)

10 to 15 page report, plus any appendices

See “PLD Final Report” guidelines

***TOTAL = 1,000 points***

## 5. Signature assignment and final report

Evaluation Rubric - “PLD – Personal Leadership Development Program” Report

<b>Evaluation Method</b>	<b>Exceeds Expectations (A)</b>	<b>Meets Expectations (B)</b>	<b>Needs improvement (C or below)</b>
<b>Coverage</b>	Significantly covers three different leadership topics	Significantly covers one or two leadership topics	Does not meaningfully cover any leadership topic
<b>PLD action-research:</b>  <b>* Learning design, rationale, and plan</b>  <b>(100 POINTS)</b>	The design thoughtfully builds on the ICI and PIL frameworks by:... ...identifying significant “pebbles in your shoe” ...creatively addresses ways to explore leadership behavior ...drawing on highly useful and insight generating methods, protocols or resources ...designing effective processes of mutual feedback and support with team and cohort	The design supports... ...identifying some “pebbles in your shoe” ...identifying some effective ways of exploring behavior ...gathering some data from methods that ...uses a few basic methods to generate some insights ...getting some data ...generating some feedback	The design does not support: ...identifying some “pebbles in your shoe” ...identifying some effective ways of exploring behavior ...gathering some data from methods that ...uses a few basic methods to generate some insights ...getting some data ...generating some feedback
<b>* Implementation of the iterative process of PLD action-research</b> <b>(100 points)</b>	Implementation demonstrates high capability in ...using the iterative learning process ...persistently generate meaningful data and information ...creatively seeks input and feedback from multiple sources ...actively and energetically participate in the shared learning process ...carrying out significant and deep reflection on issues ...refining plans to incorporate new insights and seize learning opportunities	Implementation demonstrates basic capability in... ...using iterative learning ...generating data and information ...seeking input and feedback from sources ...participating in the shared learning process ...carrying out meaningful reflection on issues ...adapting plans	Implementation demonstrates little or no capability in... ...using iterative learning ...generating data and information ...seeking input and feedback from sources ...participating in the shared learning process ...carrying out meaningful reflection on issues ...adapting plans
<b>* Analysis, interpretation, and forward-planning of personal leadership development</b> <b>(100 points)</b>	The overall analysis demonstrates strong clarity and insight by... ...identifying significant patterns from multiple and reinforcing kinds of evidence ...reasoning out key findings ...reconciling and integrating polarizing ideas ...effectively summarizing numerous key ideas	The overall analysis demonstrates basic understanding by... ...identifying behavioral patterns with supporting evidence ...reasoning out findings ...identifying competing or polarizing ideas ...summarizing some key ideas	Analysis demonstrates little or no capability in... ...identifying behavioral patterns with supporting evidence ...reasoning out findings ...identifying competing or polarizing ideas ...summarizing some key ideas

## **Final Report – Draft table of contents**

### **Leadership Development Program - Final Report & Attachments**

Length: 10 to 15 pages, plus appendices.

Submitted via Livetext

(\* Subject to revision, updating and further illustration)

### **EXECUTIVE SUMMARY (1 page)**

#### **Part I – Framing My PLD Action Research Project**

1. Purpose of the study
2. Rationale, Framework and Methods

#### **II. Setting the stage**

- a. Pebbles in my shoes
- b. Plan to lead, plan to learn, plan to reflect
- c. Policy and environmental assessment
- d. Organizational assessment

#### **III. Learning in performances**

- a. Overview of leadership performances and events
- b. Performance areas” (a) Self-selected, (b) Collaboration related, (c) other
- c. Intra-personal reflection - observing myself
- d. Inter-personal reflections - observing my interactions with others and their interactions as a whole network
- e. Cognitive – developing, assessing, and knowing what I know about distinct issues and the link between knowledge and action
- f. Making sense of my leadership performances

#### **IV - Conclusions and forward visioning**

- a. My findings about my leadership practices and organizational environments
- b. Behavioral strengths and how I deploy them
- c. Opportunities and approaches to leading in organizational situations
- d. My personal leadership development plan
- e. Supported distributed leadership development
- f. Team PLD Development

#### **Appendices (\*select from semester-long data gathering and reflections)**

1. Copy of Oral Presentation
2. Organization source documents
3. Individual source documents

## **6. Course communications methods**

Communications in the course will be done on a number of platforms for our convenience and to support a variety of purposes

### **Ecollege – Home Base**

- All instructions, guidelines
- Regular weekly postings
- Gathering of resources, tool, and method discussions
- Posting of special reports
- Gradebook

**Livetest** – is where the signature assignment will be posted for evaluation, grading and institutional purposes.

### **Group Twitter**

- We will utilize a group twitter account to stimulate weekly mobile communication, that may serve to inspire, inform, guide, and support the individual and collaborative projects
- I will let you know how to signup for this group account I will setup.

### **Polling**

- If we want the opinions of team or cohort members, I will use a polling application and encourage others to feel free to utilize a simple quick polling means to get rapid feedback on offering or seeking.

### **Group Twitter and Polling should assist with:**

- Offering: I want to share with (cohort and/or team x) a news item, special resource, observation, reference, etc.
- Seeking: I am looking for –eg, anyone who knows about x; some feedback on the following issue/topic/question; a poll

### **Journaling**

- Journaling is a course requirement
- All form and media of journaling are acceptable
- For highly sensitive personal notes, I encourage you consider trying the free “Secret Diary”.

**Other platforms or applications – to be explored as suggested.**

## 7. University policies

**Attendance:** Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's phone or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. For hybrid courses, all on-ground meetings are mandatory. One absence from on-ground classes results in a lowering of the grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the on-line portion of the course, the instructor will specify and enforce expectations for on-line participation and receipt of assignments appropriate to the design of the course.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism. Citations and references should use APA style.

**Plagiarism:** "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.
- 3) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodations due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.



## 8. Instructors brief bio

### **Richard Hogeboom , Ph.D.**

Richard is an international leadership educator, with twenty-five years of experience, who has worked in a variety of educational and business environments in the US, South America, Japan, and Southeast Asia. His primary interest is in how professionals develop as leaders and deploy that capacity to lead complex organizational change.

In K-12 education, Richard is especially interested in how leaders-

- Rise to the challenge to transform schools in a pressure-cooker environment with cross-cutting demands from diverse and vocal constituencies
- Develop a vision, build teams, and make decisions that lead to innovation and improved school capacity to deliver significant and sustained improvements in student performance
- Fulfill escalating demands for performance and accountability, while reconciling multiple and often conflicting goals
- Acquire their training and experiential foundation, and sustain motivation, to succeed in the increasingly loaded roles leaders they are expected to perform

**Professional Background:** Richard completed his Ph.D. in Education at Stanford University, where he was a Fulbright-Hays Scholar, his M.B.A. at UCLA Anderson School of Management, and his B.A. in Political Science at George Washington University.

He teaches at Chaminade University and the Asia Pacific Center for Security Studies. He has also taught in the Executive MBA program at the University of Hawaii Shidler College of Business, at Stanford University in Senior Educational Leadership Development Programs, at Doshisha Women's College in Kyoto, Japan, and the University of the Andes and Pilot University in Bogota, Colombia. Richard was elected in 2011 as the President of the Hawaii Stanford Chapter (<http://www.stanfordhawaii.org/>).

He founded and was the President of two international training businesses and has been a consultant with dozens of organizations including Ministries of Education, Health and National Planning, USAID, UNDP, Arthur Andersen, Unisys, and many others. Richard was the Director of Executive Education at the U.H. Shidler College (2006-2009).

Contact information:

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