



**Chaminade**  
**University**  
OF HONOLULU

## **EDUC 811 Course Syllabus**

3140 Waiialae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 811

**Course Title:** Leading People in Organizations

**School/Division:** School of Education and Behavioral Sciences

**Term:** Fall 2022 / October 3 – December 12

**Credits:** 3

**Instructor Name:** Dr. John Hamilton

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**Office Hours:** By appointment

### **University Course Catalog Description**

The goal of Leadership in Organizations is to help students learn how to leverage organizational behavior to enhance their ability to lead. Specifically, this course seeks to provide students with both the analytical frameworks and the practical experience necessary to better lead individuals and groups in organizations. The analytical frameworks will help students to understand leadership; the practical experience will help students put that understanding into action. The aim is to help students lead, even if they do not currently find themselves in a formal leadership role. The practices that are discussed will promote effectiveness at any level.

### **Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change**

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

### **Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

### **Program Learning Outcomes (PLO)**

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in social justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

### Course Learning Outcomes (CLO)

1. Describe effective leaders in an organization (PLO 3).
2. Analyze issues associated with organizations and their leaders (PLO 2, 3).
3. Examine organizational structures, cultures, and their relationship to organizational effectiveness (PLO 2, 3).
4. Determine how communications and change affect organizations (PLO 3).
5. Evaluate professional performance and ways to improve leadership (PLO 4).
6. Understand the theories for effective decision making (PLO 1, 3).

### Learning Materials

- Nahavandhi, A. (2015). *The art and science of leadership* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0-13-354676-7

### Course Supplemental Materials (Recommended)

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Author.
- Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pycszak.
- Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th ed.). Glendale, CA: Pycszak.

### Assessment

Assignments	Weight
Reflections	25
Case Scenarios	20
Participation and Discussions	25
Assignments	30
- The Leader I Know (initial assignment)	
- Plan of Action (final assignment)	
<b>Total</b>	<b>100</b>

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted. If there is an emergency, make sure to contact your faculty **before** the due date of an assignment. No work will be accepted after the last day of the course.

### Grading scale

100-90%	A
89-80%	B
79-70%	C
69-0%	F

### Schedule

Week	Topic	Review/Do
*Weeks 1 & 2 10/3 – 10/16	Building Blocks	Read Nahavandi: Chapters 1-2 Autobiography (Due at end of week 1) Discussion #1 (Due at end of week 2) Reflection #1 (Due at end of week 2)

<b>Week</b>	<b>Topic</b>	<b>Review/Do</b>
Week 3 10/17 – 10/23	Building Blocks	Read Nahavandi: Chapter 3 <b>Assignment #1 (The Leader I Know)</b>
Week 4 10/24 – 10/30	Building Blocks	Read Nahavandi: Chapter 4 Case Scenario #1
Week 5 10/31 – 11/6	Building Blocks	Read Nahavandi: Chapter 5 Reflection #2 <b>Assignment #2 (Done Differently)</b>
Week 6 11/7 – 11/13	Contemporary Concepts	Read Nahavandi: Chapter 6 Discussion #2
Week 7 11/14 – 11/20	Contemporary Concepts	Read Nahavandi: Chapter 7 Case Scenario #2
Week 8 11/21 – 11/27	Leading	Read Nahavandi: Chapter 8 Reflection #3
Week 9 11/28 – 12/4	Leading	Read Nahavandi: Chapter 9 Discussion #3
Week 10 12/5 – 12/12	Leading	Read Nahavandi: Chapter 10 <b>Assignment #3 (Plan of Action) due by Saturday, 12/10</b>

May be subject to change based on the dynamics of current events. Other learning materials are provided in the course modules on Canvas.

### **Online Course Guidelines**

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating “I agree,” and demonstrates some reflective in-depth thinking.

### **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 (see Plagiarism).

### **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations to Kokua Ike: Center for Student Learning by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your

instructor from making the necessary accommodations. If you would like to determine if you meet the criteria for accommodations, contact [ada@chaminade.edu](mailto:ada@chaminade.edu).

### **Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

#### **Excused Absences**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

#### **Unexcused Absences**

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.