



## **EDUC 814 Course Syllabus**

3140 Waiialae Avenue - Honolulu, HI 96816

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

**Course Number:** EDUC 814

**Course Title:** Evidence Based Leadership and Decision Making

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

**Term:** Winter 2024 / January 8 – March 18

**Credits:** 3

**Instructor Name:** Dr. Dale K. Castro

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**Office Hours:** By appointment

### **University Course Catalog Description**

In order to be effective in today's complex and changing world, leaders must be able to utilize a myriad of sources of information to make well-informed decisions. This course explores concepts around performance measurement, research design, and data analysis that leaders will need to be knowledgeable users and interpreters of data, published research, and program evaluations to make informed evidence-based decisions.

### **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, peace and the integrity of creation
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. Explore principles of decision making that incorporates a sense of self awareness and how one's core values influence actions. (PLO 3)

2. Develop decision making competencies that are grounded in data analysis and evidence based practice. (PLO 3)
3. Incorporate a universal perspective about decision making practices and its impact. (PLO 3, 4)

### Learning Materials

- Textbook: Influence Without Authority 3rd Edition by Allan R. Cohen & David L. Bradford
- Other learning materials will be provided when necessary.

### Assessment

Assignments	Max Points
<b>Assignment #1:</b> Course Orientation & Building a Sense of Community	10
<b>Assignment #2:</b> Influence	20
<b>Assignment #3:</b> Decision Making Model	20
<b>Assignment #4:</b> Planning Process Outline	20
<b>Assignment #5:</b> Influence Plan	30
<b>Total</b>	<b>100</b>

Excused 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, be sure to contact me 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/Assignment
Week 1 Jan 8-14	<p><b>Course Orientation &amp; Building a Sense of Community:</b> What is your context, who are you, and what is your goal for being in this program?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Introduce yourself to the extent you are comfortable</li> <li>2. Share your background experiences about your education, work, personal life</li> <li>3. Share your goals</li> <li>4. Integrate content from the course textbook</li> </ol> <p><u>Read:</u> <b>Chapter 1: Why Influence? What will you get from this book?</b></p>	<p><b>Assignment #1</b> <b>Points 10</b></p> <p><b>DUE DATE:</b> <b>Sunday, January 14</b></p> <p><b>Note:</b> For all written assignments proper citations using APA formatting as outlined for this program should be applied. Evidence of your integration of the concepts of the course reading should be evident.</p>

	<p><b>Chapter 2:</b> <i>The Influence Model: Trading What They Want for What You've Got (Using Reciprocity and Exchange)</i></p> <p><b>Chapter 3:</b> <i>Goods and Services: The Currency of Exchange</i></p> <p><u>Product:</u> 3 Page Maximum essay. Double spaced and using 12 point Times New Roman font (This should be used for all assignments).</p>	
<p>Weeks 2-3 Jan 15-28</p>	<p><b>Influence:</b> What does it mean to influence and why should I care about it?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Establish a presence</li> <li>2. Be clear and concise</li> <li>3. Develop an approach to influencing an audience based upon applying your "currency of exchange"</li> <li>4. Integrate content from the course textbook</li> <li>5. Be aware of your background, dress, demeanor, and message content.</li> </ol> <p><u>Read:</u> <b>Chapter 4:</b> <i>How to Know What They Want: Understanding Their Worlds (And the Forces Acting on Them)</i></p> <p><b>Chapter 5:</b> <i>You Have More to Offer Than You Think If You Know Your Goals, Priorities, and Resources.</i></p> <p><b>Chapter 6:</b> <i>Building Effective Relationships: The Art of Finding and Developing Your Allies</i></p> <p><b>Chapter 7:</b> <i>Strategies for Making Mutually Profitable Trades</i></p> <p><u>Product:</u></p>	<p><b>Assignment #2</b> <b>Points 20</b></p> <p><b>DUE DATE:</b> <b>Sunday, January 28</b></p> <p><b>Post your video in Canvas.</b></p> <p><b>Provide comments to each of your classmates.</b></p>

	<p>Post 2-3 minute maximum video. Please adhere to instructions and stay within the time limit. Watch and comment to <b>each members'</b> video post</p>	
<p>Weeks 4-5 Jan 29-Feb 11</p> <p>Office Hours:</p> <p>Tues, 2/6 from 4:00-5:00 pm HST or by appointment</p>	<p><b>Decision Making Model:</b> What might a decision making model look like that incorporates your core values?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. DRAFT a model of your own</li> <li>2. Give feedback to at least 2 other classmates by validating something about their model <u>AND</u> give constructive feedback about something that could be elevated</li> <li>3. Make sure everyone in the course receives feedback</li> <li>4. Integrate content from the course textbook</li> </ol> <p><u>Read:</u> <b>Chapter 8:</b> <i>Gender Influences Beyond Stereotypes</i></p> <p><b>Chapter 9:</b> <i>Influence Your Boss</i></p> <p><b>Chapter 10:</b> <i>LWorking Cross-Functionally: Leading and Influencing a Team, Task Force, or Committee</i></p> <p><b>Chapter 11:</b> <i>Influencing Organizational Groups, Departments, and Divisions</i></p> <p><b>Chapter 12:</b> <i>Can You Hear Me: Influencing at a Distance</i></p> <p><u>Product:</u> Draft of a decision making model unique to yourself. It could be a <i>visual, annotated graphic, or outline, etc.</i> The key is to make sure it resonates with you and incorporates essential elements core to decision making.</p>	<p><b>Assignment #3</b> <b>Points 20</b></p> <p><b>DUE DATE:</b> <b>Sunday, February 11</b></p> <p><b>Post your decision making model in Canvas. Provide comments to your classmates about their model.</b></p>

<p>Weeks 6-7 Feb 12-Feb 25</p>	<p><b>Planning Process Outline:</b> What and/or who do I want to influence and why do I want to do so?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Conceptualizing your plan</li> <li>2. Cite your evidence (point of emphasis) of why this is important to do</li> <li>3. Triangulate data inclusive of qualitative and quantitative data sources</li> <li>4. Strategies you will incorporate</li> <li>5. Barriers you will need to be aware of and supports you may need</li> <li>6. Timeline your actions</li> <li>7. Integrate content from the course textbook</li> </ol> <p><u>Read:</u>  <b>Chapter 13:</b> <i>Influencing Difficult Colleagues</i>  <b>Chapter 14:</b> <i>Initiating or Leading Major Change</i></p> <p><b>Chapter 15:</b> <i>Understanding and Overcoming Organizational Politics</i></p> <p><b>Chapter 16:</b> <i>Hardball: Escalating to Toughest Strategies When You Can No Longer Catch Flies with Honey</i></p> <p><u>Product:</u>  Influence plan Outline DRAFT</p>	<p><b>Assignment #4</b>  <b>Points 20</b></p> <p><b>DUE DATE:</b>  <b>Sunday, February 25</b></p> <p><b>Post your Process Outline in Canvas. Provide comments to your classmates about their model.</b></p>
<p>Weeks 8-10 Feb 26-Mar 18</p> <p>Office Hours:   Tues, 2/27  from 4:00-5:00 pm  HST or by  appointment</p>	<p><b>Influence Plan:</b> What does your influence plan look like and what should you keep in mind as you proceed?</p> <p><u>Desired Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Develop an <b>influence plan of action</b> that incorporates: <ol style="list-style-type: none"> <li>a. Defined Focus</li> <li>b. Identified Data Sources</li> <li>c. Sequential Plan of action</li> <li>d. Cautions to consider</li> </ol> </li> </ol>	<p>Consultations can be made by appointment</p> <p><b>Post your Influence Plan of Action in Canvas.</b></p>

	<p>e. Feedback from instructor, feedback from classmates</p> <p>2. Integrate content from the course textbook</p> <p><u>Product:</u> Influence Action Plan &amp; Summary of learning. Action Plan maximum of 5 pages. Summary of Learning and reflection about the course 1-2 pages.</p>	<p><b>Assignment #5</b> <b>Points 30</b></p> <p><b>DUE DATE: Sunday, March 17</b></p>
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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.

While AI technologies can be useful tools for research and learning, the Academic Honesty policies still apply when using these technologies. Students should not use AI technologies to write essays or create responses to exam questions. Additionally, students should always give proper credit to sources when using information obtained through AI tools or other sources. Plagiarism, including using AI-generated content without proper attribution, is a violation of academic integrity. Such actions are not only dishonest, but also undermine the value of the education being provided.

### **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**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([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.