

**Southeastern Oklahoma State University
Department of Graduate and University Studies
Master of Science in Native American Leadership**

SYLLABUS

Course Name and Number:	NAL 5113 Personal and Organizational Leadership Styles for Native American Organizations
Number of Credits:	3 hours
Day and Time of Class:	Web course
Instructor's Name:	Dr. Bruce King
Instructor's E-mail:	bking@se.edu (send all correspondence to this email)
Instructor's Office:	I don't have an office on campus but can meet via email or phone when necessary.
Instructor's Phone Number:	903.421.3000
Prerequisites:	Admission to program
Expected Time Commitment:	10-12 hours per week
Class Begins:	January 14, 2019
Last Day to Drop with No Record/Refund:	January 18, 2019
Last Day to Drop with W:	February 19, 2019
Final Day of Class:	March 3, 2019
Final Grades Posted by:	March 8, 2019
Date of this revision:	December 5, 2018

This is an accelerated online 7-week course. For a list of important dates for spring 2019, please see:

http://www.se.edu/dept/registrar/files/2018/02/SE_Dates_Y1819-Spr-19.pdf

Course Description

This course examines leadership styles and provides an introduction to the approaches in which leaders can view behaviors and responses within an organizational context. The course will pay special attention a student's individual assessment of preferred leadership style, the role of self-care in leading, and gender-differences in leadership. The structural, political, human resources, and symbolic frames and the impact they have on organizations will be reviewed. The course will also compare Native leadership styles with those of other cultural groups.

Alignment of Course Objectives with Program Goals and Outcomes

The mission of MS Native American Leadership program is to provide an advanced educational opportunity through enhanced leadership skills training combined with an historic examination of Native American peoples. The program encourages appreciation of the contributions of Native American peoples to the global society, provides students with an understanding of the difficulties confronting tribal nations, and offers foundational knowledge to assist them in finding innovative solutions to solve those problems.

Specifically for the *Personal and Organizational Leadership* course, the objectives are to provide an examination of leadership styles and to explore the leader's role in organizational success.

The major goal of the MSNAL program is to provide Southeastern students with a Native-centered education regarding leadership. Many students in the MSNAL program either plan to work for or currently work for area tribes or with Native people. It is important to understand from a cultural, historical, and political viewpoint the past and future of Native people.

1. Program Goal—Knowledge base
2. Program Goal—Critical thinking
3. Program Goal—Multicultural view

Goals: Goals of this course include proficiency in the following areas:

1. Identify and explore personal leadership style.
2. Identify behaviors of effective leaders.
3. Understand the role of self-care in personal and organizational leadership.
4. Examine the gender differences in leadership styles.
5. Compare and contrast differences in Native and western-culture leadership styles.
6. Understand elements of effective research and academic writing.
7. Describe and apply the four frames of organizations.

The course, *Personal and Organizational Leadership*, supports the Mission Statement of the University in that this is a course that provides the leadership skills needed for students to reach their highest potential. The course is available to Native and non-Native students. Upon successful completion of the course, students will understand different types of leadership styles and how those styles are impacted by gender, history, and culture. Analysis of organizations will include the structural, political, human resource, and symbolic components of organizations. After taking this course, students will be capable of implementing effective leadership strategies to apply within tribal organizations.

Outcomes:

1. **Personal Leadership Style-** The student will demonstrate knowledge of his/her own personal leadership style, evaluate strengths and weaknesses, and develop a plan for improvement.
2. **Behaviors of Effective Leaders-** The student will be able to identify specific behaviors of successful leaders and apply this information to current settings.
3. **Self-Care-** Students will understand the importance of self-care and the role it plays in being an effective leader. Students will be able to discuss strategies to take care of themselves physically, intellectually, emotionally, and socially and be able to identify effective stress management techniques.

4. **Gender Differences and Leadership-** Students will be exposed to scholarly literature pertaining to leadership styles difference in men and women and apply this information to their own experiences.
5. **Native and non-Native Leadership Styles-** Students will be exposed to scholarly literature regarding cultural differences in leadership styles and apply this information to their individual situations. Students will also gain and understanding of the impact on leadership styles on the historical development of tribes.
6. **Academic Writing-**Students will continue to improve their research and writing skills necessary through relevant course activities.
7. **Organizational Frames-**Students will be able to analyze organization success and failure through the lens of structural, political, human resource, and symbolic frames.

Course Requirements

The student will be expected to:

1. Attend class (by accessing Bb regularly).
2. Read all textbook and outside reading assignments.
3. Participate in discussions and activities.
4. Meet with the instructor via phone or email.
5. Complete and submit assignments.

Course Textbook Required

Bolman, L.G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership*. (5th ed.) San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-57333-4

Reference Book Recommended

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.) Washington, DC: American Psychological Association. ISBN: 978-1-4338-0561-5

Required Readings

Warner, L., & Grint, L. (2006). American Indian ways of leading and knowing. *Leadership*, 2, 225-244. DOI: 10.1177/1742715006062936 (just copy doi number and place in search engine—article should appear.).

Eagly, A. & Johannesen-Schmidt, M. (2001). The leadership styles of men and women. *Journal of Social Issues*, 57(4), 781-797. (Journal is found electronically in the SEOSU Library.)

Llopis, G. (2013, Feb 18) *The most successful leaders do 15 things automatically, every day*. Forbes. Retrieved from: <http://www.forbes.com/sites/glenllopis/2013/02/18/the-most-successful-leaders-do-15-things-automatically-every-day/>

Attendance Policy: As a web course, attendance is different than a conventional face-to-face course. The advantage of this course is that students may complete assignments on their own schedules. A disadvantage is that students can easily decide not to complete assignments by

simply avoiding their computers. Students must be disciplined to keep active in the course on a weekly basis, since graded assignments are assigned, evaluated, and returned weekly.

Method of Instruction: This, and all courses required for completion of the MSNAL, will utilize SOSU Blackboard. Enrollment in this course obligates the student to complete weekly activities as assigned by the course instructor. Activities may be in the form of discussion boards and/or assignments. It is imperative that students manage their time in order to meet the requirements each week.

Method of Evaluation

A. Grades will be assigned after evaluation of the tasks designated for the course based on the following:

- | | |
|-----------|-----------|
| 1. Week 1 | 25 points |
| 2. Week 2 | 25 points |
| 3. Week 3 | 25 points |
| 4. Week 4 | 25 points |
| 5. Week 5 | 25 points |
| 6. Week 6 | 25 points |
| 7. Week 7 | 40 points |

Total Points Possible: 190 points*

(*These are approximate point totals. We may make some adjustments as the semester progresses. I will keep you notified of any adjustments.)

B. Letter grades will be as follows:

- | | |
|-----------|---|
| 190-171 | A |
| 170-152 | B |
| 151-133 | C |
| 132-114 | D |
| Below 113 | F |

Grading

Assignments are due at 11:59 p.m. on Sunday of each week. The instructor will attempt to assign a grade to each assignment within 72 hours. Although the student will have access to each assignment for the entire course, it is advised to stay on schedule for feedback from the instructor. Additionally, the student should not submit more than one assignment per week, unless approved. This prohibits the student from completing all assignments in a time period other than what has been prescribed. Graded assignments will be available for the week (available on Monday and due by the end of the following Sunday). There are eight graded assignments: the first four will be evaluated on content, the last four will be evaluated on content and presentation. Writing issues, such as formatting and grammar problems, will be noted in all assignments. I'm expecting students to correct any problems in weeks 1-4 so there should be minimal writing problems in weeks 5-7 assignments. Make an effort to improve the quality of your writing early in the course. Graduate work is expected to be well written.

Meeting With Instructor

The initial meeting will be done face-to-face, by telephone, or through our first Introduction DB. The meeting must take place before week three has been completed. If you wish to contact me, call the number listed on page one of the syllabus. Also, the Discussion Board (Db) feature of Bb will be used to address questions of interest for other students. Db will be used as a forum for classroom discussions on a particular topic. For example, I could Questions Forum, and a student may ask, *what does a peer reviewed journal mean?* I would respond so everyone could see my comment.

Student Written Assignments

The course evaluation is made up of 8 separate writing assignments. As a graduate course, NAL 5113 requires that essays be at graduate level writing. Plagiarism is a serious offense. Please indicate all sources and citations. For this class, and the entire program, APA writing style is used.

The three main points that you should address in any written assignment

1. State and summarize the thesis and/or main arguments of the piece—include some of the proof/ examples that the author used to make his case. (This part should be the longest—without it, you cannot effectively demonstrate that you have read and understood the reading.)
2. Determine the effectiveness of the arguments and the piece in general—did the author’s arguments make sense and what questions were left unanswered, if any. (Remember, only review what was written or suggested, do not criticize something for not doing what you wanted it to do—assess it on its own scholarly merits.)
3. Relate the information to your current situation. I am just as interested in *how* you are going to use the information as if you *know* the information.

Participation

Student participation is critical to the success of this class. To be a successful online learner, a student must be highly self-motivated. All of the assignments in this course will be written responses.

Remember assignments will not be accepted via e-mail. Always keep a backup copy of all completed assignments. Graded assignments will be returned. Until a grade is posted for an assignment, submitted assignments will be blank in Bb’s Gradebook. Please check your grades regularly and stay in touch concerning submitted assignments that are not reflected in your grades. Keep up with all correspondence that is attached to your assignments.

No extra assignments will be given, so work diligently from the beginning and complete every assignment. Keep a back-up copy of all your completed assignments.

Contacting Your Instructor

If you have course-related questions or comments, you are encouraged to e-mail or phone your instructor at the email address or phone number listed on page 1 of this syllabus. For sensitive information, contact by email is best. Remember, it is your responsibility as a responsible

learner to check your email, to check the Bb course site as stated in the course syllabus, and to read and follow the directions for every assignment.

Other Policy

The instructor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the syllabus.

There are severe penalties for committing plagiarism and/or duplication of another individual's work. Besides the embarrassment of this unethical behavior, students violating this will receive a zero and the policy will be enforced according to the SOSU policies. Students are expected to work individually and turn in their own work. Any violation of academic honesty will be reported to the Office of Student Affairs. The policies regarding academic misconduct are set forth in the institution's Student Code of Responsibilities and Conduct (<http://homepages.se.edu/student-life/files/2009/10/SOUTHEASTERN-OKLAHOMA-STATE-UNIVERSITY-CODE-OF-CONDUCT.pdf>.) Written assignments may be submitted by the instructor to Turn-it-in or another site to check for plagiarism.

Should you notice that someone has taken your work and presented as his own work please inform me. When you use another person's work you need to follow the guidelines set forth by the American Psychological Association publication manual. If I notice you have taken another person's work and not properly cited, I will not give you credit for the assignment.

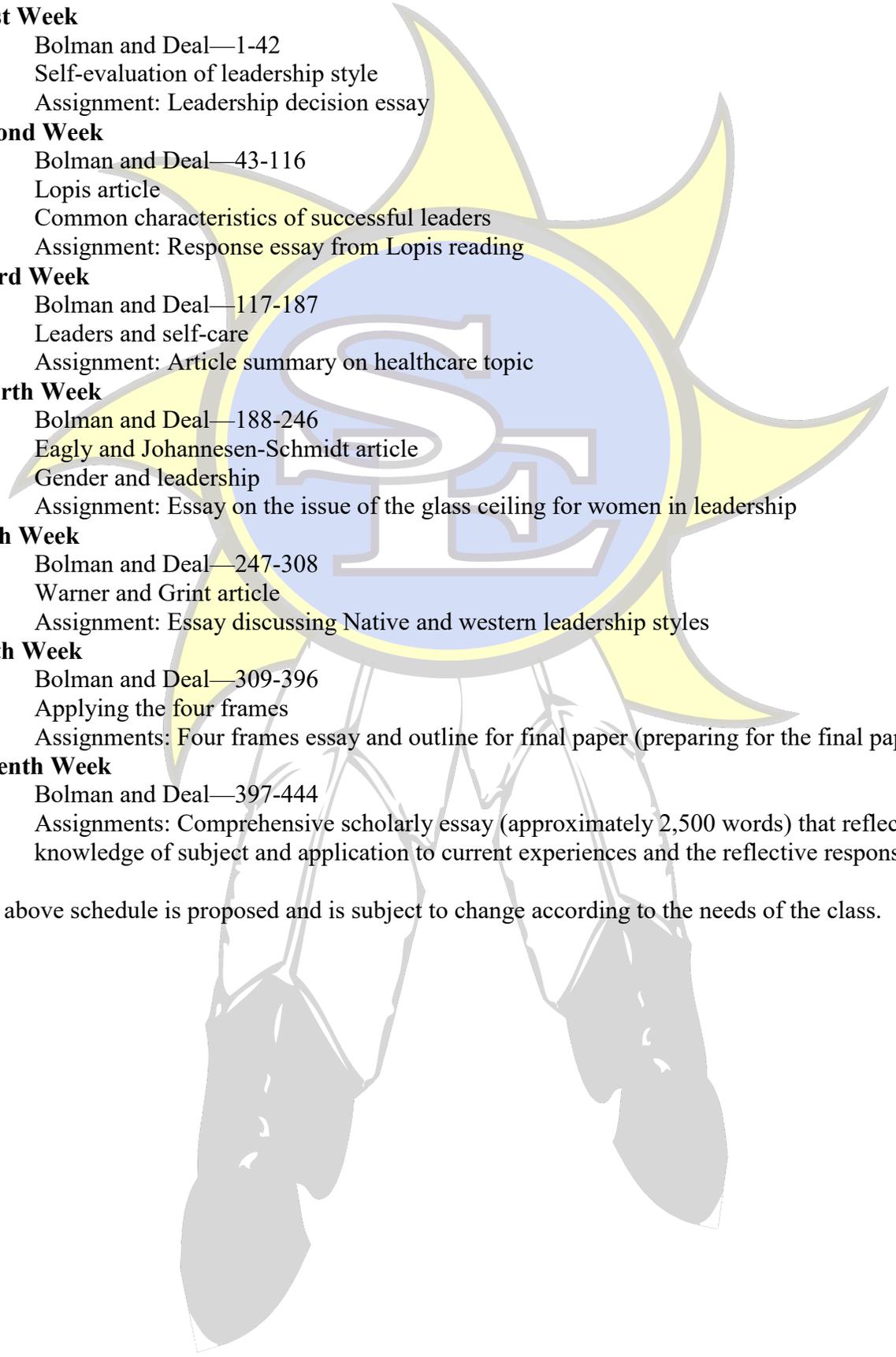
Special Accommodations

Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

**Personal and Organizational Leadership
NAL 5113 Class Schedule**



First Week

Bolman and Deal—1-42
Self-evaluation of leadership style
Assignment: Leadership decision essay

Second Week

Bolman and Deal—43-116
Lopis article
Common characteristics of successful leaders
Assignment: Response essay from Lopis reading

Third Week

Bolman and Deal—117-187
Leaders and self-care
Assignment: Article summary on healthcare topic

Fourth Week

Bolman and Deal—188-246
Eagly and Johannesen-Schmidt article
Gender and leadership
Assignment: Essay on the issue of the glass ceiling for women in leadership

Fifth Week

Bolman and Deal—247-308
Warner and Grint article
Assignment: Essay discussing Native and western leadership styles

Sixth Week

Bolman and Deal—309-396
Applying the four frames
Assignments: Four frames essay and outline for final paper (preparing for the final paper)

Seventh Week

Bolman and Deal—397-444
Assignments: Comprehensive scholarly essay (approximately 2,500 words) that reflects knowledge of subject and application to current experiences and the reflective response

The above schedule is proposed and is subject to change according to the needs of the class.

Writing Assignment Rubric

	Exemplary 20-16 pts. Final Paper 30-24	Good 15-12 pts. 23-17	Acceptable 11-8 16-11 pts.	Unacceptable 7-0 10-0 pts.
<u>Content</u>	Balanced presentation of relevant and legitimate information that clearly supports a central purpose and shows a thoughtful, in-depth analysis. Reader gains important insights.	Information provides reasonable support for a central purpose and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central purpose at times. Analysis is basic or general. Reader gains few insights.	Central purpose is not clearly identified. Analysis is vague or not evident. Reader is confused or misinformed.
<u>Mechanics</u>	The writing has few errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors that are distracting.	Errors obscure meaning. The reader is confused.
<u>Focus</u>	The writer's central purpose is clear.	The writing has a clear purpose, but may occasionally stray.	The central purpose is not consistently clear.	The purpose is generally unclear.
<u>Formatting</u>	APA format and citations are used accurately and consistently in the paper and reference page.	APA format and citations are used with minor errors.	There are frequent errors in APA format and citations.	Format of the document is not recognizable as APA nor are citations.
<u>Style</u>	The writing is compelling and sustains interest.	The writing is generally engaging. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some intriguing parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest.
<u>Assignment Guidelines</u> 250 words=page	Paper exceeds word count requirement.	Paper meets minimal word count requirement.	Paper almost reaches word count requirement.	Paper falls far short of word count requirement.