

## **OGL 481 Pro-Seminar I**

### ***Assignment #1: Systematically Reflecting on Your Organizational Leadership Coursework, Considering Representative Artifacts, and the Structure and Transfer of Learning***

#### **Objectives for this assignment:**

- **Reflect carefully on your academic career to date**
- **Synthesize key learnings throughout your Organizational Leadership academic career**
- **Summarize and select artifacts representative of your academic accomplishments**
- **Assess the structure and nature of a significant learning experience**

#### **What do I need to include in this assignment?**

- 1) **Reflect on your past learning experiences in Organizational Leadership – complete Table 1 (included in this document – *Organizing and Reflecting on Key Learnings – and Collecting Key Artifacts*), being as detailed and specific as possible. Feel free to add to the table, or modify it to fit your own individual needs.**
- 2) **Select your most powerful learning experience and complete Table 2 (included in this document – *Plus / Delta – Significant Learning Experiences – Structure and Transfer*), being as detailed and specific as possible. Feel free to add to the table, or modify it to fit your own individual needs.**
- 3) **Answer the two reflection questions regarding your experiences with this assignment (following Table 2).**

**NOTE:** Feel free to copy / paste the tables and prompts from these instructions into your paper. Please do not include all of the set-up information / instructions (just the tables and prompts) in your document submission.

One central element of OGL 481 / 482 (throughout both *Pro-Seminar I* and *Pro-Seminar II*) will be the development of a ***personal and professional Electronic Portfolio / Website (EP)***. We'll talk more about this as we progress through the pro-seminar. For now, know that each of the core assignments in this course will relate in some way to your development of this portfolio; ***Pro-Seminar I*** will focus more on the categorization and collection of past artifacts; integrative / reflective thinking regarding your accumulated knowledge, skills, and experiences; and the development your EP website (which will include select academic and professional "***artifacts***"). ***Pro-Seminar II*** will focus more on qualitative thematic self-analysis, the development of "life themes" as mental models that guide your future goal planning – how your accumulated wisdom, values, sense of purpose, knowledge, skills, and personal perspectives all come together to position you to achieve the career goals and work-life balance that you want out of your life.

### **Getting Started on Assignment 1**

For this first assignment, you will systematically go back and reflect carefully on your previous academic experience and coursework in organizational leadership. Take the opportunity to organize and carefully reflect on your academic progress to date – especially in the *Organizational Leadership Program*, but you can certainly consider other coursework, academic internships, professional learning experiences, etc. that were of great value to you personally or professionally throughout your academic career and your life as part of this reflection on your academic career.

Hopefully you saved some of your most important and meaningful work throughout the program (key assignments, etc.). In any case, you should (in many cases) still have access to your previous course shells / online courses through myASU / ASU Online. If so, look through those previous courses carefully, week by week. You may also have saved books / e-books, articles, papers, and/or other learning tools to reflect on as you begin to consider your academic experience as an integrated whole.

Reflect on what you got out of the courses you have taken objectively and with an open mind. Many of our key learnings are subtle – and not necessarily even listed as a learning objective in a course. You might want to use a *mind-mapping approach* (see *Week 1 Active Reading* in this week's readings) to help you capture and illustrate your connections

visually. By doing this, you may even see connections between courses (and different domains) that you hadn't previously discovered.

For this first assignment, in addition to reviewing and reflecting carefully on your past academic learning and development, you'll also want to take the opportunity to collect and organize what you would consider to be the key "artifacts" that illustrate your academic accomplishments. **"Artifacts" are items that you collect throughout your academic, personal, and professional life.** In a professional sense, artifacts might include letters of recommendation, performance reviews, presentations or articles that you have developed, etc. (Basically something that you can "show as evidence" of your expertise and accomplishments). In this sense, professional artifacts are similar to the kinds of things that a photographer, artist, or architect might include in their portfolios. In an academic sense, artifacts would be things like past assignments, written reflections, case analysis work, presentations, discussion topic responses, project outlines, schedules, self-assessment instruments, and your own personal creations of all kinds – as related to your academics, primarily, but it's OK to consider artifacts from other domains in your life, especially if you can connect those with your academic career.

As you review your past coursework, be sure to make note of (and save locally) save any information that you consider to be important to you (personally and/or professionally) that may serve as useful **artifacts** that demonstrate your professional development – *for possible use in your e-portfolio (which you will be developing starting with Assignment #2, and continuing through Pro-Seminar II).*

To help you systematically reflect on your academic career (and your organizational leadership academic career, in particular), and to help you begin to consider possible "artifacts" that you might have as evidence of your academic learning, I included a table (Table 1, below) that you will use for the purposes of this assignment. Feel free to add additional courses that you want to include in your academic reflection (and, if there are some OGL courses you have yet to take, you can delete those rows).

*You may also want to print out an unofficial transcript or DARS report to help you with your reflection. You should be able to do this through you're my ASU homepage (the navigation tabs on the left side of your screen). Contact your academic advisor if you can't figure it out and would like a current copy of your transcript. **NOTE: It's always a good idea during your last couple of semesters prior to graduation to take a look at your DARS report – sometimes there are surprises (like, for example, a course that you thought had transferred, but didn't actually transfer).***

**Your ultimate goal here is to carefully reflect on the course content that was most valuable to you; to summarize your key learnings; and to consider possible “artifacts” that speak to your academic accomplishments throughout your academic career.** Fill out the following table carefully, and modify it as appropriate to reflect your specific academic journey. As I mentioned, please focus mainly on your Organizational Leadership coursework, but do feel free to add other relevant coursework and academic experience – even things you have learned outside the formal classes you have taken (work seminars or training, work-related learning / achievements / etc.).

**NOTE:** This is your first step in creating a professional Electronic Portfolio / Website (EP). As you reflect on your learning history, also begin to think about an organizational scheme that you might use with respect to highlighting your key artifacts in an online environment... Your next core assignment (Assignment #2) will help move you more tangibly in that direction... Best wishes for massive success and happy reflecting!

FYI, at the end of this document, I also included an overview of the *Organizational Leadership Program* courses (with descriptions) for your easy reference.

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>
<b>COURSE</b>	<p><b>SUMMARY OF KEY COURSE CONTENT</b></p> <p>DESCRIBE SPECIFIC COURSE MATERIALS THAT WERE OF PARTICULAR VALUE TO YOU – THINGS LIKE THE TEXTBOOK, ARTICLES / READINGS, MULTIMEDIA PRESENTATIONS / VIDEOS, ETC.</p> <p>DESCRIBE ALL SPECIFIC COURSE ACTIVITIES THAT WERE OF PARTICULAR VALUE TO YOU – CASES, ASSIGNMENTS, DISCUSSIONS, SIMULATIONS / ACTIVITIES, TEAMWORK INITIATIVES, READINGS, ANALYSIS, OTHER PROJECTS, ETC.</p>	<p><b>SUMMARIZE KEY KNOWLEDGE AND SKILLS LEARNED – CONCEPTS, THEORIES, SKILLS, BEST PRACTICES, APPLICATIONS, PROFESSIONAL (OR PERSONAL) APPLICATION.</b></p> <p>AS A RESULT OF THE COURSE: HOW DO YOU THINK DIFFERENTLY? HOW DO YOU BEHAVE DIFFERENTLY? WHAT CAN YOU DO MORE EFFECTIVELY? HOW HAVE YOU CHANGED AS A PERSON?</p>	<p><b>POSSIBLE ARTIFACTS TO INCLUDE IN YOUR E-PORTFOLIO / WEBSITE (ASSIGNMENT 2 IN THIS COURSE) – THAT ILLUSTRATE TANGIBLE CONNECTIONS TO PERSONAL AND PROFESSIONAL TRANSFORMATION (These might be assignments, projects, discussion topics, teamwork, etc.)</b></p> <p>DO NOT INCLUDE THE ACTUAL ARTIFACTS / ASSIGNMENTS HERE – JUST IDEAS FOR WHAT YOU MIGHT INCLUDE AS LINKS IN YOUR E-PORTFOLIO.</p>

<b><i>OGL 200: Introduction to Organizational Leadership</i></b>			
<b><i>OGL 220: Behavioral Dynamics in Organizations</i></b>			
<b><i>OGL 240: Introduction to Project Management</i></b>			
<b><i>OGL 260: Resource Allocation in Organizations / Foundations of Finance</i></b>			
<b><i>OGL 300: Theory and Practice of Leadership OR PAF 410: Building Leadership Skills</i></b>			
<b><i>OGL 321: Project Leadership, Strategy and Scope</i></b>			

<b><i>BIS 345: Organizational Ethics</i></b>			
<b><i>BIS 343: Social Processes in Organizations</i></b>			
<b><i>BIS 350: Diversity and Organizations</i></b>			
<b><i>OGL 355: Leading Organizational Innovation and Change OR PAF 311: Leadership and Change (SB)</i></b>			
<b><i>BIS 357: Assessment in Organizations</i></b>			
<b><i>OGL 360: Assessment of Leadership Effectiveness</i></b>			
<b><i>COM 430: Leadership in Group Communication</i></b>			

<b><i>TWC 347: Written Communication for Managers (L)</i></b>			
---	--	--	--

***(Continued on next page)***

**Table 2: Plus / Delta – Significant Learning Experiences – Structure and Transfer**

Pick one of your most significant learning experiences from Table 1. Take some time to deeply reflect on the experience. Respond to the following questions / sub-questions as explicitly as possible. Use your imagination and creativity here – this is really all about making connections, and seeing what you can learn about your learning style (and yourself) from the experience!

***Describe the task / assignment? What, specifically, did you learn?***

Be sure to address both declarative forms of knowledge (things you learned – concepts, theories, ideas, models) as well as procedural forms of knowledge (things you learned *how to do* – skills).

***Why is it important to you?***

What connections can you make between this learning and other things you have learned (in school – and beyond)? What connections can you make between what you learned and your life roles and goals?

***What worked for you?***

In terms of process, was there something about the assignment structure that appealed to you? How did this task / structure of this assignment differ from other assignments? Was it similar to other assignments / tasks that were meaningful to me? What strategies, skills, procedures proved effective in the completion of this assignment / task? Do you see any patterns or connections in this regard to your preferred approach to learning – such as following an outline, keeping to deadlines, other learning or study skills?



<p><b><i>What can you transfer?</i></b>  Where can you apply / use these skills and knowledge? How can you apply what <i>worked for you</i> (above) to other learning goals or initiatives in your life? Can you connect or adapt this knowledge / skill to other areas of your life? What kinds of metaphorical connections can you make? Can you connect something that was interesting or important with respect to this knowledge / skill to something that you are struggling with?</p>	
<p><b><i>What evidence do you have?</i></b>  Do you have a plan for communicating your learning to others? <u>Are there any tangible outcomes (and specific artifacts, in particular) that serve as evidence of this knowledge / skill?</u></p>	

**Assignment #1: Questions for Reflection (Be sure to include Table 1 and Table 2 in addition to your responses to these two prompts in your assignment submission.)**

***Prompt #1:*** Now that you have completed Assignment #1, what do you consider to be the most important aspects of this assignment? What moved you the most? Any surprises? *(insert response here)*

***Prompt #2:*** What are your ideas with respect to how to best illustrate your growth and development over the course of your education and experiences with the Organizational Leadership program? What are your best ideas with respect to specific artifacts / evidence that you might present (within the context of an e-portfolio) as you consider your growth and development in the Organizational Leadership Program?

*(insert response here)*

## **An Overview of Organizational Leadership Program Coursework**

### ***OGL 200: Introduction to Organizational Leadership***

(Exploring various leadership concepts, theories, and research, self-assessment of leadership characteristics, leadership versus management, indicators of leadership effectiveness, leadership-related activities and initiatives, etc.)

### ***OGL 220: Behavioral Dynamics in Organizations***

(Internal and external dynamics of behavior, personality theories, key concepts and theories of effective human relations, values and skills associated with effective social processes and human relations in organizations, organizational behavior, emotional intelligence, stress, mental models and perspective-taking, effective listening skills, verbal and nonverbal communication, cultural factors, managing conflict, negotiation, etc.)

### ***OGL 240: Introduction to Project Management***

(Knowledge and application of key phases of project management, project management terminology, different theoretical approaches, tools and best practices in project management, cultural and organizational influences on projects, developing project plans and schedules, etc.)

### ***OGL 260: Resource Allocation in Organizations / Foundations of Finance***

(Concepts such as cash flow, income statement, balance sheet, GAAP / IFRS, diversification, human capital, time value of money, risk / reward relationships, project costing, pricing of goods and service, conflict of interests, US financial systems, fed funds rate, interest rates, yield, earnings, price / earnings ratio, multi-national resource allocation issues, exchange rates, etc.)

***OGL 300: Theory and Practice of Leadership OR PAF 410: Building Leadership Skills***

(Key concepts in leadership theory, practical applications in formal organizations, trait approach, situational approach, contingency theory, path-goal theory, leader-member exchange theory, transformational leadership, psychodynamic approach, women and leadership, leader-follower dynamics, descriptive aspects, prescriptive dimensions, and/or ethical concerns, power, dominance and diversity as leadership challenges, etc.)

***OGL 321: Project Leadership, Strategy and Scope***

(Impact and interaction between classic project management levers, such as scope, resources, and schedule, impact of a project manager's decisions on team morale and work quality, managing project teams, managing the triple constraint of project management, team morale and motivation, skills in identifying and committing to realistic project objectives, minimizing scope change and uncertainty, and making necessary trade-offs when managing projects, etc.)

***BIS 345: Organizational Ethics***

(Skills associated with ethical decision making, ethical theories, ethical systems of thought, analysis of complex moral issues, with connection / application of values, reasoned justification and sound argument formulation, critical thinking, creativity, and meta-cognition with respect to moral and ethical issues, etc.)

***BIS 343: Social Processes in Organizations***

(Psychological contracts, individual differences in learning, diversity on teams, team design, identity, and development, best practices critical to team-based project planning, collaborative development of team charters, key concepts in interdisciplinary thinking (multidisciplinary, interdisciplinary, integration), team mental models, common communication-related problems in teams, group decision-making processes, types of conflict on teams and conflict interventions, creativity-enhancing tools for groups, goal asymmetry, group decision-making, behaviors associated with group goals versus individual goals, participative leadership and empowerment on teams, etc.)

### ***BIS 350: Diversity and Organizations***

(Culture and the components of cultural diversity and its historical, economic, political, and social roots, different models for analyzing culture and how those models can be used to explain cultural differences, prejudice and discrimination, understanding of various cultures (e.g. gender, sexual orientation, religious, social class, age, differently-abled, Latina/o American, Native American, Asian America, African American and Anglo American), identity, socialization, ethnic heritage, and culture and how that influences interactions with others, basic intercultural competencies, theories relating to conflict and diversity in organizations, influence of culture on management styles, awareness of the competencies needed to effectively manage diverse organizations, etc.)

### ***OGL 355: Leading Organizational Innovation and Change OR PAF 311: Leadership and Change (SB)***

(Ideas such as competitive advantage, driving forces and critical success factors in organizations, organizational guiding values, purpose, vision, mission, BHAG's, communicating innovation and change strategies, total quality management initiatives, SWOT analysis, internal and external innovation analyses / benchmarking, assessing institutional capabilities for innovation and change, managing and leading innovation initiatives, organizational growth strategies, international implications / strategies, non-profit innovation initiatives, etc.)

### ***BIS 357: Assessment in Organizations***

(Importance and challenges associated with organizational assessment, general characteristics of the leading organizational assessment models, primary modes of organizational assessments, roles and objectives of stakeholders, enabling environments, organizational assessment performance framework, key competencies for effective organizational assessment, application of assessment information, etc.)

### ***OGL 360: Assessment of Leadership Effectiveness***

(Learning objectives vary by section, in-depth analysis / analytical skills of various organizational contexts, such as for-profit, health care, family, education, government, community, religion or the economy.)

### ***COM 430: Leadership in Group Communication***

(Learning objectives vary by section, theory and process of leadership in group communication, emphasizing philosophical foundations, contemporary research, and applications to group situations, etc.)

### ***TWC 347: Written Communication for Managers (L)***

(Learning objectives vary by section, introduces strategies, formats, and techniques of presenting information to business and other workplace audiences, etc.)

### ***OGL 481: Pro-Seminar I and Pro-Seminar II***

You have made it this far! In Pro-Seminar I, the focus is on organizational frames as a means of integrating, synthesizing, and assessing your own best practices, and understanding of key concepts, theories and skills associated with your experiences in the BA Organizational Leadership Program.

In Pro-Seminar II, the focus is on career management and work-life balance, and decision-making with respect to (and application of) your hard-earned knowledge and skills, based on your own unique background, personality, skills and knowledge, values and vision, and future goals.

### ***OGL 481 Pro-Seminar I***

The Organizational Leadership Pro-Seminar is six credit hours divided into two specific sections. In Pro-Seminar I, students draw on their experiences in previous Organizational Leadership courses, employing key concepts, theories, and skills learned throughout the program toward the strategic analysis of organizations. Using Bolman & Deal's organizational frames concept, students will synthesize key learnings across their education and explore organizations through four unique perspectives.

## ***OGL 481 Pro-Seminar II***

The Organizational Leadership Pro-Seminar is six credit hours divided into two specific sections. In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work. Students will explore the notion of career management and work/life integration from a number of different perspectives, and centered on your own unique personal characteristics, life circumstances and goals. Students will explore some of the most relevant career management literature / theory, taking into consideration the interdisciplinary nature of this topic. You'll also connect with some of the ideas you became familiar with in your previous Organizational Leadership core courses, conduct a qualitative, thematic self-analysis, develop short term and long term career / life plans, and collect artifacts to help along life's journey.