ORGL 4000 Reflective Seminar III:
Transforming Self, Self-Transformation

Fall 2013 - Session I: August 19 – October 9
Dr. Patricia M. Hinton
One of four required ORGL seminars
in the eMajor Organizational Leadership degree program

This syllabus is available online, and may be updated, in our Course in GoVIEW.

Online Office Hours: I am online daily, except for those occasions I am out of town. If you want to schedule an online meeting, just let me know.
Telephone: Cell 850-673-9474; 850-948-4189 Home.
E-mail address: I prefer communication through GoVIEW. I generally respond within 24 hours. You may also contact me at pmhinton@valdosta.edu if all else fails.

Prerequisites: ORGL 3000 and ORGL 3050

ORGL 4000: Reflective Seminar III: A seminar including critical self-evaluation of prior learning experiences using frameworks for reflection; analysis and development of the student's own capacity to adapt and transform his/her own learning practices.

ORGL 4000 Learning Outcomes:
1. Students will critically evaluate their own assumptions and values in past experiences.
2. Students will express their self-awareness and engage in self-critique.
3. Students will critique their own assumptions and beliefs.
4. Students will measure their own capacity for self-transformation.
5. Students will document responses to situations and events that show reflection on their own beliefs as well as wider beliefs in community and context.

University and Organizational Leadership B.S. Learning Outcomes

The ORGL reflective seminar and capstone courses contribute to the Valdosta State University's General Education Outcomes listed at the link below, with special emphasis on numbers 3, 4, 7, and 8. http://ww2.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

The ORGL reflective seminar and capstone courses contribute to the Organizational Leadership B.S. degree learning outcomes listed on page 102 of the VSU Undergraduate Catalog 2013-2014 at the link https://ww2.valdosta.edu/catalog/1314/ugrad/documents/UG_097-130.pdf.

Attendance Policy: You are expected to log in to the course at least every 3 days and participate each time you log in. You must also turn in activity work by the established weekly deadlines. Once you arrive at class, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For online teaching, this is determined by on-time submission of assignments, assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Special Needs: Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. The institution's ADA Policies and Procedures can be read in variety of formats by accessing the VSU ADA Policies and Procedures page. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall or by accessing their website at Office for Students with Disabilities http://www.valdosta.edu/student/disability/. Phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (TTY).

Academic Honesty: Members of the Valdosta State University faculty value honesty and integrity extremely highly and do not tolerate cheating of any kind. Any student caught cheating will automatically fail the course. Cheating includes – but is not limited to – plagiarism, giving or receiving assistance on a quiz, having someone else do work on a student's behalf, doing work on someone else's behalf, and working with a partner or in a group on an individual assignment. By enrolling in this course, students are in effect promising to maintain the bond of trust on which the professor-student relationship is based. In addition, VSU has a new Academic Honesty Policy. Here is the link to the online Academic Honesty Policies and Procedures: http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php.

E-Mail: It is strongly recommended that students contact the professor through the GoVIEW course area using the Mail feature. (VSU policy mandates that all official communication by e-mail take place through VSU e-mail accounts or through the course Mail tool. If you are registered as a VSU student, please remember to check your VSU [@valdosta.edu] e-mail account regularly.)

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

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Literature Background: [This material is posted within the ORGL 4000 course content.]

1. Sullivan and Rosen's Part IV of IV: Bodies of knowledge—disciplinary (and multidisciplinary) frameworks for 'arguing and knowing.' (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 5, Experimenting with new behaviors that reflect mobilized core qualities (KV, 540) –corresponds to KV Onion Model question Why are you here, noting possible transformation and refinement of Mission after first two seminars (KV, 535)
3. Fiddler and Marienau 2008, description of building a repertoire of competences, developing reflective abilities, building reflective sensitivities and capabilities, meaningful learning to events to reflection (FM, 84-85)

4. Kolb 1984, ability to understand heightened complexity from symbolic, affective, perceptual and behavioral knowledge and form plans for transformation and change, understanding of self as changeable and developing (from diagram in figure 6.3,Self as a process – transacting with the world; Integration)

5. Kegan and Lahey2010, "stepping enough outside our current way of thinking and feeling that we have a chance to alter, not just our behavior, but the reality shaping beliefs and assumptions that give rise to our behavior." (434) The self-transforming mind, meta-leader, leader who learns, leader seeing limits of their own ideology (435)

How You Will Be Graded:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.) In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

I. Quiz on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%

II. Posting and Responses Discussion Week 3 (Course Objective Goals 1-4) 20%

III. Self-Analysis (Drop Box) Week 4 (Course Objective Goals 1-4) 20%

IV. Film Example Discussion Week 5 (Course Objective Goals 1-4) 20%

V. Final Discussion Week 6 (Course Objective Goals 1-4) 20%

SCHEDULE OF ACTIVITIES:

Week 1: Introduction to the Course AUG 19 – AUG 26, INTRO DISCUSSION, ETC. DUE AUG. 26.

- Online Introduction to the Course,
- Responding email to instructor affirming that you are familiar with basic D2L navigation elements with attachment.
- Reading in Course Content Learning Modules.

Week 2: Quiz on basic vocabulary and terms AUG 17 – SEPT 3. QUIZ COMPLETED BY SEPT 3.

You'll have two hours and two attempts to complete the quiz. The highest score counts.

Topics for questions: [From reading materials In Learning Modules and as a group under Resources/Required Readings]

- In the field in which you are majoring or earning your Prior Learning Assessment credit, are there various frameworks or "schools of thought"? Do people have differences of opinion about them? Describe them. (Sullivan and Rosin)
- Have you changed your mind between different theories, approaches, or "schools of thought" in your work? How did the change in your thinking happen and why?
- Have you had to explain different approaches to someone new at work or to someone new in your volunteer activities? What was it like explaining it, as compared to doing it?
- Do you feel like you have a variety of different knowledge from different perspectives about what you do? How did you learn to be "versatile" in the learning you achieved? (Fiddler and Marienau)
- In reflecting on your past experiences, did you come to a stage in your own development when you could see how "complex" a situation was – more so than people who were new to your work or volunteer experiences? What activities did you engage in that gave you this complex understanding? (Kolb diagram 6.3 integration)

- Looking back on your prior learning, are there times when you have changed your outlook, or self-transformed? Do you feel that you came to a point in your development when you were more able to change your approach, or you could "see the big picture" and that gave you courage to change how you did things or make new suggestions to people ranking above you? (Kegan and Lahey)

Week 3: Posting and Responses (Discussion) **SEPT 4 – SEPT 11. DISCUSSIONS DUE SEPT 11.**

1. The final stage of self-reflection gives you a deeper understanding of the theories, models, frameworks and assumed knowledge of a field. In order to evaluate yourself as a learner, it is important to have these "schools of thought" in mind, seeing how they differ and being able to choose between them. Think of your past learning. What are the "schools of thought" you would discuss and move between as a self-actualized, self-transforming learner?

2. This is a case study discussion. Read the case study, and imagine yourself in Angela Murphy's position. What are the various frameworks, models, or "schools of thought" related to how Angela thinks about her situation? How can Angela develop her knowledge to move between different frameworks?

   - Angela is a purchasing and buying professional working in the auto industry. She has worked for a small parts (nuts and bolts for cars) supplier in the Midwest for about 5 years. She has a basic understanding of spreadsheets and is good at tracking how often individual items sold by her company need to be restocked. One day her manager asks her to study a new model for doing supply chain management, called Kanban. What might Angela do to learn more about this new framework or school of thought in her field?

   Further information:

   In the late 1940s, Toyota began studying supermarkets with a view to applying store and shelf-stocking techniques to the factory floor, figuring that in a supermarket, customers get what they need, at the needed time, and in the needed amount. Furthermore, the supermarket only stocks what it believes it will sell, and customers only take what they need because future supply is assured. This led Toyota to view a process as a customer of preceding processes, and the preceding processes as a kind of store. The customer process goes to this store to get needed components, and the store restocks. As in supermarkets, originally, signboards were used to guide "shoppers" to specific restocking locations. "Kanban" uses the rate of demand to control the rate of production, passing demand from the end customer up through the chain of customer-store processes. In 1953, Toyota applied this logic in their main plant machine shop. An important determinant of the success of production scheduling based on "pushing" the demand is the quality of the demand forecast that can receive such "push." Kanban, by contrast, is part of an approach of receiving the "pull" from the demand. Therefore, the supply or production is determined according to the actual demand of the customers. In contexts where supply time is lengthy and demand is difficult to forecast, the best one can do is to respond quickly to observed demand. This is exactly what a Kanban system can help with: It is used as a demand signal that immediately propagates through the supply chain. This model is also associated with Wal-Mart restocking procedures each night, and is considered a great shift in practices or advancement in the business community.

3. This is another case study discussion. Read the case study, and imagine yourself in the position of Bob Johnson, experienced educator. What are the ways that Bob might develop new learning and new appreciation for different learning models and schools of thought?

   - Bob Johnson is a 30 year veteran grade school teacher working in a public school in North Carolina. He enjoys working with his students and has seen many changes, including increased use of computers by students as young as kindergarteners, an increase in standardized testing, and a decrease in funding for physical education, music and arts programs in schools. In 2004, he begins to hear his colleagues speak more and more about phrases like "teaching to the test" and "assessment culture". In 2005 he hears about the report of the Commission on the Future of Higher Education, led by U.S. Secretary of Education Margaret Spellings. The report discusses the importance of assessment of student performance as well as teacher performance in class. As Bob is an engaged teaching professional, he wants to stay current and grow with the recent changes in higher education. Reflect on how Bob might learn more about these changes, and become more comfortable within the new theories and "schools of thought" presented in assessment culture.

Week 4: Self-Analysis (Dropbox assignment) SEPT 12 – SEPT 19. ASSIGNMENT DUE SEPT 19.

In this assignment in the Dropbox, you should prepare a Word .doc, .docx or .rtf in which you answer the following questions. Use the "Add Attachments" button to browse for your saved document on your computer. Upload it to the Dropbox.

- When did you have to learn a new theoretical framework or change the usual way that you thought about your work?
- When "schools of thought" you worked with have changed, how did you adjust?
- When I look back on my learning experiences, how have the theories that were popular at the time affected how decisions and choices were made by me and those I worked with?
- Are there any theoretical approaches being used that I wish I had been exposed to or learned more about earlier in my career?

Week 5: Film Example Discussion. SEPT 20 – 27. FILM DISCUSSION DUE SEPT 27.

Choose one film, view it and then answer the reflection questions following the film choices:

1. **Dances with Wolves** (1990). Lt. John Dunbar (Kevin Costner) is assigned to the Western frontier on his own request after an act of bravery. He finds himself at an abandoned outpost. At first he maintains strict order using the methods and practices taught to him by the military, but as the film progresses, he makes friends with a nearby Native American tribe, and his perceptions of the military, the frontier, and Native Americans change dramatically.
2. **Working Girl** (1988) Tess McGill (Melanie Griffith) works as a secretary for a large firm involved in acquiring media corporations such as radio and television. When her boss has a skiing accident, Tess gets a chance to use her own ideas and research, ideas that she has been keeping within herself for years – ideas that are arguably better, and more insightful into mass media practices, than her boss's ideas were.
3. **Schindler's List** (1993). In Poland during World War II, Oskar Schindler (Liam Neeson) gradually becomes concerned for his Jewish workforce after witnessing their persecution by the Nazis. He initially was motivated by profit, but as the war progressed he began to sympathize with his Jewish workers and attempted to save them. He was credited with saving over 1000 Jews from extermination. (Based on a true story.)
4. **Gran Torino** (2008). Walt Kowalski (Clint Eastwood), a recently widowed Korean War veteran alienated from his family and angry at the world. Walt's young neighbor, an Asian American, is pressured into stealing Walt's prized 1972 Ford Gran Torino by his cousin for his initiation into a gang. Walt thwarts the theft and subsequently develops a relationship with the boy and his family.

- Describe the specific theories, assumptions, or "schools of thought" that the characters in the film have. How do their schools of thought differ?
- How do the main characters change over the course of a film? How does their understanding of themselves change?
- How do the goals or desires of the characters change by the end of the film?
- Would you say that the main characters grew after learning something that was new, a new approach, a new theory, or a new understanding of their place in the world?

The focus of your discussion should be on how the characters develop over time. (Refer to the Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples.)

Week 6: Final Discussion SEPT 28 – OCT 5. FINAL DISCUSSION DUE OCT 5.

- Research the stated Learning Outcomes of this course or of your particular degree program. (Briefly outline them in your discussion response.)
    - OR…If you plan to gain PLA credit (Prior Learning Assessment), describe the course or courses for which you hope to gain credit. Briefly describe the Learning Outcomes of the course(s) and answer the questions below. [More information on PLA may be found at http://ww2.valdosta.edu/pla/index.shtml.]

- **Discuss how theory and practice interrelate in meeting the different Learning Outcomes for this course or your degree program.**
- **What are the "schools of thought" or frameworks or theories in which you have to show knowledge and learning?**
- **What items, artifacts, or other portfolio items can you provide that will show the learning you achieved in theories or "the big picture" of your chosen field you**?
    - How do you plan to collect the items for your portfolio?

(Refer to the Discussion Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples. Respond to at least two classmates postings.)

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access SOIs (Student Opinion of Instruction) forms via BANNER and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class, scheduled to be posted on the Monday after the final examination days. SOIs are in Banner under Answer a Survey.