

HC 202 Value Driven Organizations

Loop Campus, Tuesdays 6:00-9:30 p.m., January 6, 2004-March 16, 2004

Debbra Lang
312-587-9281
e-mail dlang10@aol.com

What is a value driven organization? How does such an organization make decisions, treat employees, relate to customers, differently than and organization that has not defined itself as a value driven organization? How does an organization create a value driven environment? How does one evaluate a value driven organization? These are the questions students will explore, through case studies, reading and stories from organizations that are striving to be value driven.

About the Instructor

Debbra Lang, prior to joining the visiting faculty of DePaul University, was the Assistant Superintendent, for the Bloomfield Hills School District, In Bloomfield Hills, Michigan. Her positions demanded expertise in organizational leadership, team building, finance, revenue generation and public relations. Debbra's consulting work involved presentations throughout the country on topics that included: the change process, organizational leadership, restructuring, brain research and learning theory. In addition she published articles on staff collaboration, curriculum integration and political activism.

Debbra attended the University of Michigan, earning a degree in mathematics and education. She received a Master's Degree in Business Management, from Central Michigan University and an Education Specialist in Leadership from Oakland University. She served as a member of Eastern Michigan University Policy Board and was the Director of the Oakland University and Bloomfield Hills MAT degree.

Competencies

- A-3-C Can examine a social issue from an ethical perspective.
- A-5 Creativity-Can define and analyze a creative process.
- H-2-A Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
- FX Focus area to be determined with the student about a specific workplace issue.

The Learning Experience

The class session will consist of an in-class reading followed by an in-class writing assignment. In addition, there will be brief lectures and extensive group discussions and team assignments. There is some research required to complete the writing assignments and projects.

Attendance and Participation

Regular attendance is required. Students who miss more than one class session may be asked to drop the course. Students are expected to be in class on time, and to remain until class ends.

Required Readings

There are two required textbooks for the course, available at the DePaul's Loop Campus Bookstore in the DePaul Center:

Leading with Soul by Terrance Deal

The Answer to How is Yes-Acting on What Matters by Peter Block 2002 Berrett-Koehler

Additional required readings including case studies, journal articles and research papers will be distributed in class.

Evidence to be submitted

Eight (8) In-Class Writing Assignments of approximately 30 minutes each, in which you will draw together ideas presented in the readings, personal experiences and class discussions.

For each competency, a culminating project, paper or presentation will be required to demonstrate a deep understanding of the competency.

For the project, paper or presentation, you will write a one-page proposal providing the following information:

1. The topic of your paper, project or presentation.
2. An explanation of how your paper, project or presentation will address the competencies in which you are enrolled.
3. A working bibliography of the sources consulted.

Standards and Criteria

For the In-Class Writing Assignments, you will be expected to demonstrate evidence of the following:

1. Understanding of the ideas in required reading assignments and class activities
2. Ability to communicate these ideas clearly, using relevant examples.

The Culminating Paper, Project or Presentation will be evaluated on the basis of the following:

1. Content: Detailed and insightful discussion of the chosen topic, using relevant examples and support from course readings, class discussion, personal experience, and outside research.
2. Organization: Clear thesis statement, logical development of main points and objectives and a strong conclusion.
3. Creativity: Original thinking supported by class reading, research and experience.

Grading and Evaluation:

Students Enrolled for Two Competencies (4 credit hours):

Attendance	15 points
Class participation	10 points
In-Class Writing Assignments	5 points each (40 points)
Culminating Paper, Project, Presentation 1 (Due February 17)	15 points
Culminating Paper, Project, Presentation 2 (Due March 16)	20 points

Students Enrolled for One Competence (2 credit hours):

Attendance	15 points
Class Participation	10 points
In-Class Writing Assignments	5 points each (40 points)
Culminating Paper, Project or Presentation (Due March 16)	35 points

Class Schedule

Date	Topic	Assignment for the week	Class Reading
1/6	Introduction/Discussion of alignment of Personal, Organizational and Universal Values.	Begin Reading The Answer to How is Yes—by Peter Block	Seeing Things Whole Article Holding the Future in Trust Through Exploring Shared Values
1/13	Trust is a Must	Begin reading Leading with Soul Self Assessment from LeaderValues Trust Fund by Dr. Arky Ciancutti The Answer to How is Yes	Trust is a Must by Chris Sandlund If Trust Leads to Loyalty, What Leads to Trust by Frank J. Navran
1/20	The compelling case for ethics	Continue reading Leading with Soul The Answer to How is Yes	The compelling case for ethics by Dan Smith Read Ethics Tool Kit- Glossary, Timeline, Decision Making Process
1/27	Explore Personal Values	The Answer to How is Yes	Continue with the Ethics Tool Kit Discussion on Leading with Soul. Relying On Human Goodness by Margaret Wheatley
2/3	Discuss Organizational Values	Goodbye, Command and Control by Meg Wheatley The Answer to How is Yes	But It was Only a few Pens, Officer by Amy Joyce Tools for Better Business
2/10	Examine Universal Values	The Answer to How is Yes	Leadership in Turbulent Times is Spiritual by Margaret Wheatley
2/17	Analyze the Interplay of Personal, Organizational and Universal Values.	The Answer to How is Yes	Three Quick Tests for Ethical Congruence by Frank J. Navran
2/24	Continue discussion from 2/17	Work on Paper, Presentation or Project	Ethical Conflicts in Ethical Companies by Frank Navran
3/3	Design a value-based organization	Innovation Means Relying on Everyone's	Time for student presentations

		Creativity Work on Paper Presentation or Project	Read Do the Right Thing by Jennifer Salopek
3/9	Continue work from 3/3	Work on Paper, Presentation or Project.	Time for student presentations Complete the Ethics Effectiveness Quick- Test

For students enrolled for two competencies, the first paper, project or presentation is due February 17 and the second on March 16.

For students enrolled for one competence, the paper, project or presentation is due March 16.