Executive Leadership Doctoral Program  
Elective Course  
HOL 286: Issues in HOL: Seminal Readings in Human & Organizational Studies  
Course Syllabus  
Spring 2009  

**Instructor Information:**  
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**Course Description:**  

This doctoral level seminar is designed to provide the student with:  

a. An understanding of the relationship of seminal works from various disciplines to current practice and research in the field of human and organizational studies (HOS).  

b. An opportunity to identify the streams of thought that contribute to the bases of the logic of organizations – their performance, their learning and their change.  

c. An opportunity to examine their world views.  

This doctoral reading seminar is designed to help prepare the practitioners for doctoral studies work, with a focus on conceptualizing, critiquing, and written expression of ideas in scholarly fashion. This seminar is approached from an interdisciplinary perspective, with seminal readings that shape the field of Human and Organizational Studies. These core works are referenced throughout the Executive Leadership Doctoral program. Designed by the program founder, Dr. David Schwandt, this doctoral seminar has been in existence since the inception of the program and is often evaluated at the end-of-the program curriculum as one of the foundational experiences in shaping their doctoral journey.  

**Readings:**  

The following books will need to be purchased as required readings for this course:  

   *Note: If unable to find 1987 published version, you may purchase the updated version **Productive Workplace Revisited**, 2004. ISBN# 0787971170  


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*This book is no longer commercially available; therefore, the book is stocked at the ELP office. The book will be available for purchase at the February 15th class meeting. The cost for the book is $35.00. We accept cash & checks only for the purchase of books.

Method and Expectations:

This course has a doctoral seminar format and as such a passing grade for this course is based on scholarly discussion surrounding an understanding of the subject work, class participation, assignments (see Assignments section), and small group discussions around assigned readings. Students are expected to develop an understanding of the subject work, relate that to discussing the implications of the building of HOS theory and constructs, and to develop strategies and meaning of the subject work as it relates to practice. To that end, students will be required to read, research and prepare for discussions assignments and other documents that are pertinent (as determined by the individual.)

During this course you will receive a significant amount of feedback regarding the papers that you submit to help enhance student’s academic writing skills as they enter doctoral studies. This includes as one of your assignments, a 2-3 paragraph reflection paper that addresses the major issues that you feel are important to enhancing your academic writing from its present level (see more as described below in assignments).

Instructional Strategies to be incorporate in this class:

(1) Facilitated (truly facilitated) doctoral discussions about the material and application to work settings. A balance between theory and practice. Students will be expected to integrate their leadership experiences in the context of the readings assigned to help enhance collective understanding. The instructor will facilitate the dialogue to ensure a scholarly conversation (rather than a “war story” student input).

(2). Full participation. Through facilitated discussion, every student is brought into the conversation - whether they want or not. The course relies on social interaction, social learning, collective sensemaking, and collective reflection as a strategy for enhancing individual and collective learning.

3. Significant feedback on papers - i) critical thinking, ii) integration with practice; iii) extrapolation of ideas; iv) some attention to APA - will increase that now that this course is required.

4. Reflective practice for the student to reflect and apply writing feedback between the first/second set of papers.
Assignments:

There is a **five page** reaction paper, not a book report, required for each of the five (5) Readings required for this course. A reaction paper (within this course) is not a literary review of the book or the author’s writing style. A reaction paper is a focused integration of the student’s informed experiences and knowledge with a few of the key points that resonate or cause additional thinking about the topic chosen. The reaction paper is both professional and academic in nature. The paper is to focus on a few key themes that resonate, as compared to an attempt to re-write a book in five pages. Students should try to comply with the five page limit, which has been strategically chosen to focus thinking and writing, in preparation for further scholarly writing assignments.  *Please note: the paper for the Burrell and Morgan book is much more structured.* Additionally, there is a 15 page paper integrating the concepts discussed in the course that is due at the end of the term. Please remember to use APA format and double-space your papers.

**Burrell and Morgan reaction paper format:** The student is to select a topic (research question) of personal interest. In the context of that question, discuss how the Burrell and Morgan book and information may inform different approaches and requirements in considering the research topic. Consideration should be given to the researcher (yourself), the study participants, the nature of the question, and the various research approaches that are probable for investigating your question. This is also five page paper.

Additionally, students will be required to write a **reflection paper**. You’ll be required to develop a 2-3 paragraph reflection paper between the first set of papers and second set that addresses the major issues that you feel are important to enhancing your academic writing from its present level. In this reflection paper you will identify the issues from papers 1 & 2, and discuss specific strategies that you will incorporate into papers 3, 4, & 5 to benefit your writing. As much as possible, cite a few examples from these papers that reflect your developmental activities in the area of academic writing.

**All assignments are to be submitted via Blackboard** ([http://blackboard.gwu.edu](http://blackboard.gwu.edu))  
(*Instructions on how to access and use Blackboard will be sent out after our Conference Call on January 18*th*)

**Class Schedule:**

Multiple instructional strategies are used for this course, to include classroom instructional, teleconferencing, blackboard dialogue function, and individual student feedback sessions focused on preparing the student for doctoral studies and scholarly writing. Classes will meet at 44983 Knoll Square, Virginia Campus in Bldg. 2, Classroom 175 at the following times:
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<table>
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<th>DAY</th>
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| Sunday | January 18<sup>th</sup> | 10:30am *Conference Call  
*Dial 1-866-393-8073 Meeting # *2616527* | Expectations  
Overview of course, assignments, writing |
|        | February 15<sup>th</sup> | 9:00 am-4:00 pm | Readings 1 and 2  
Reaction Papers for Readings 1 and 2 Due |
|        | March 2<sup>nd</sup> |                     | Reflection Paper Due |
|        | March 15<sup>th</sup> | 9:00 am-4:00 pm | Readings 3, 4 and 5  
Reaction Papers for Readings 3, 4 and 5 Due |
|        | April 5<sup>th</sup> | *Final consultations available for student feedback, scheduled with instructor* | 15 page Integration Paper Due |

Disclosures:

**Academic Integrity:** Students are expected to conduct themselves with high ethical standards and comply with the GWU "Code of Academic Integrity" at [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html) Instances of apparent code violations will be investigated.

**Disability:** If you have a disability that will require accommodation in this class, please inform the instructor and register with GWU's Disability Support Services office (202-994-8250). Please allow a reasonable length of time for the necessary accommodations to be arranged.