

Proposed Graduate Program: Doctor of Education in Organizational Leadership  
CIP: 30.9999 (Multi-/Interdisciplinary Studies, Other)  
Concept Paper

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## **Program Introduction and Objectives**

### *A. Rationale, intellectual merit and objectives*

According to the Carnegie Project on the Education Doctorate (Ed.D.), the professional doctorate in education:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

The working group for the Ed.D. in Organizational Leadership program is proposing this program in response to the needs of our region. Specifically, organizations depend upon skilled leadership to guide them through chaotic times, as is the case with southeastern New Jersey. The constant in today's environment is that it is ever-changing, complex, ambiguous, and unpredictable. While even some of the best and most respected organizations are struggling to adapt to change, cope with complexity, or prepare for a more uncertain future, we believe the turmoil that many organizations are experiencing can be mediated with strong leadership, and that we need to change our current approach to leadership development.

- i. In brief summary, the Doctor of Education (Ed.D.) in Organizational Leadership program is based upon current research in leadership development but designed to be relevant, practical, flexible, and process-driven. Leadership development is viewed as an integrated and sustained process, not as an event, or series of disconnected events. The leadership concepts and understandings embedded in the program are designed to be rigorous and relevant and will be connected to and applied within the leader's work environment.

In developing the intellectual merit of this program, we conducted an extensive review of the leadership literature, wherein we found that the disconnect between the leadership environment and leadership preparation is less a leadership problem and more a leadership development challenge. The methods being used to develop leaders have not kept pace with changes in the work environment. Changes in leadership development that have occurred are, in reality, adjustments to the existing techniques as opposed to changes to the assumptions and thinking upon which the leadership development programs have been based. The majority of leaders/managers are developed from on-the-job experiences, training, and coaching/mentoring. While

these are all still important, leaders are no longer developing fast enough or in the right ways to match the needs of the changing environment.

- ii. We thus built a program intended to help address leadership deficits through core competencies and skills. Throughout the program, participants will attain the following objectives:
- Review and analyze current leadership research emphasizing leadership development practices, as well as the mindset of leadership, to maximize their personal leadership styles, knowledge, understanding, skills, ethics, adaptive thinking, and application;
  - Assess the environment in which today's leaders will lead and equip leaders with the competencies necessary to cope with and build upon the challenges in a world of accelerating change and adaptation, technological transparency, increasing complexity, diverse cultures, and global interdependence;
  - Examine the underlying assumptions of a dynamic organizational culture to build their own capability to understand, interact with, and respond to different societal and cultures across the world;
  - Enhance their ability to think systemically by examining and applying the competencies necessary to create cultures and structuring processes for continued growth and learning in their organizations;
  - Explore organizational concepts related to leadership and design a forward-thinking organization aligning all components, including vision, mission, strategy, structure, dynamics, adaptability, entrepreneurial-ship, sustainability, and ethical behavior and integrity;
  - Examine and apply the different communication skills, competencies, and approaches necessary to be an effective leader in the organization, as example: the ability to communicate a message in a public environment; the ability to navigate through organizational politics; the ability to ask the right questions; and how to use effective communication to build and sustain an effective organization. Participants will investigate the dynamics among different communication processes, multi-perspective thinking, and human interactions;
  - Investigate the concepts of program quality and assessment that can be applied to organizations and encourage participants to engage in and become familiar with issues related to the assessment of quality performance in an organization. Attention will be given to strategic alignment and the role of values and propositions along with a focus on the utilization of different tools for assessing quality. Participants are encouraged to connect, apply and evaluate the concepts they learn about leadership, planning, quality, standards, accountability and accreditation to their organization and experiences; and
  - In all aspects of the program, provide participants with opportunities to apply and practice the relevant leadership concepts and understandings in the organization and work place.

Upon successful completion of this program, graduates will have the capacity to contribute new knowledge and understanding to the practice of leadership and become positive forces of change in their respective organizations.

### *B. Degree Requirements*

The Ed.D. in Organizational Leadership is a 54-credit program, beyond the Master's degree. The program is divided into two phases: Phase I encompasses an interdisciplinary core of eight courses (24 credits). Completion of the interdisciplinary core in Phase I is required for entrance into Phase II. Phase II is the research (four courses, or 12 credits) and dissertation-in-practice (18 credits) component of the program. The courses included in both phases of the Ed.D. program will be offered in one of two delivery formats: face-to-face or hybrid (defined as a combination of face-to-face meetings and online experiences). Courses for Phase I and Phase II are included in Appendix A.

### *C. Academic Objectives*

The proposed doctoral program, as developed, is aligned with current leadership development research and practices of the Center for Creative Leadership and the International Leadership Association. The real-world, research experience included in the dissertation-in-practice component of the program is aligned with The Carnegie Project on the Education Doctorate.

Though drawn from professional leadership standards, the program will not culminate in a professional certification. Nor will additional accreditation be sought beyond the Middle States Association of Colleges and Schools as the regional accreditation body.

The proposed Ed.D. in Organizational Leadership program is consistent with the college strategic plan, essential learning outcomes, and the mission statements of the College and its Graduate studies school.

### *D. Faculty Qualifications*

Since the proposed program is interdisciplinary in scope, it is important to include faculty who represent the different organization types included in the program: business, health care, education, government, not-for-profit, and faith-based organizations. 'Lead' faculty in the Ed.D. in Organizational Leadership program would be expected to hold a terminal degree in the leadership field, or a related field (e.g. Ph.D. or Ed.D.). Due to the interactive and relevant application aspects of the proposed program, the program faculty will also invite professional and/or adjunct (affiliated) faculty who are current leaders in the various organizational types to be included in the program. Per college policy, these current leaders will possess a Master's degree at a minimum along with relevant, applied experience. Current practitioner leaders will also be included as guest lecturers or speakers. See page 13, Faculty, for more details.

## *E. Professional Objectives*

### Core Competencies

The following leadership understandings (U) and habits (H) of mind have been identified in research conducted at the Center for Creative Leadership and are considered overarching, and thus, are not limited to a single course in the proposed program. Instead, they are integrated throughout both phases of the program and embedded in the interlocking framework of the courses. These core understandings and habits of mind are not intended to be specific to any definite style of leadership or type of organization. Instead, they represent the understandings, actions, and mindsets that all leaders will need to lead in the current and future environment.

Integrated leadership understandings, competencies, and actions are embedded throughout the program and are designed to connect leadership development with practice in a work environment. The core leadership understandings included in the program follow:

- U1. Knowing yourself
- U2. Leading with ethical behavior and integrity
- U3. Thinking and planning strategically and systemically
- U4. Thinking and planning adaptively
- U5. Thinking creatively, innovatively, and entrepreneurially
- U6. Making decisions in a complex, chaotic, and interconnected environment
- U7. Leading and engaging others
- U8. Communicating verbally and in writing
- U9. Communicating strategically
- U10. Engaging stakeholders and embracing responsiveness, diversity, and inclusion
- U11. Helping people in the organization develop and grow
- U12. Coaching, mentoring, and developing new leaders in the organization
- U13. Facilitating and managing change
- U14. Creating and sustaining an organizational culture
- U15. Creating and sustaining an interdependent, participative leadership culture
- U16. Creating strong team and collaborative networks at the work environment
- U17. Establishing and communicating a vision that conveys direction, alignment, and commitment
- U18. Embedding social and moral responsibility into the organization's processes and procedures
- U19. Working comfortably with ambiguity and unpredictability
- U20. Understanding global boundaries and diverse cultures and how to span them

In addition to the core leadership understandings specified above, leadership habits and mindsets are embedded into each course in the program and are designed to foster reflective thought and inquiry about leadership as a developmental process. The essential habits and mindsets included in the program follow:

- H1. Thinking reflectively
- H2. Listening and connecting

- H3. Building trust and respect
- H4. Building and sustaining relationships
- H5. Inspiring and influencing employees
- H6. Building confidence, initiative, and accountability
- H7. Growing and improving from risk taking

## 1. Need for the Proposed Program

### A. Justification

According to the Bureau of Labor Statistics employment projections, the following leadership/managerial positions exceed the 10.8% average increase for all jobs due to projected growth and replacements between 2012 and 2022:

- Medical and health services managers 23.2%
- Social and community service managers 20.8%
- Education administrators, preschool and childcare center/program 17.0%
- Computer and information systems managers 15.3%
- Education administrators, postsecondary 14.5%
- Human resources managers 13.2%
- Public relations and fundraising managers 12.9%
- Marketing managers 12.7%
- General and operations managers 12.4%
- Administrative services managers 12.2%
- Supervisors of office and administrative support workers 12.1%
- Top executives 11.2%
- Training and development managers 11.2%

An addition to the employment projections, several studies have influenced the need for and design of the program. Key findings of a Center for Creative Leadership study (Jean Leslie, *The Leadership Gap*, 2009) include identifying: “the current leadership deficit” between the skills current leadership has and the demands of the future.

Whiteboard Advisors (Education Insider, January 2014), conducted a survey asking its participants to select the top leadership skills that aspiring leaders should develop and possess. The top rated skills were: Collaboration / Team Building; Risk Taking; Decision Making; Stakeholder Engagement; Leadership / Talent Development; and Strategic Communications.

Based upon a recent report by The Hay Group (2014), leaders of the future will need to be skillful conceptual and strategic thinkers; have deep integrity and intellectual openness; embrace creativity, curiosity, and open minds; find new ways to create loyalty; lead increasingly diverse and independent teams over which they may not always have direct authority; and relinquish their own power in favor of collaborative approaches inside and outside the organization.

According to Petrie (2013), there are four common issues built into the design of many current leadership development programs that constrain the capacity of leaders to lead in the current environment: wrong focus on content instead of leadership development, lack of connectivity from the program to the real work of leaders, isolation of away from their key stakeholders who should be involved in their development program, and too short or episodic to solidify new thinking into new habits.

In summary, the gap between the environment in which leaders lead and the leadership preparation to serve in that environment presents a significant leadership development challenge. The methods being used to develop leaders have not kept pace with changes in the work environment. Changes in leadership development that have occurred are, in reality, adjustments to the existing techniques. The proposed program makes changes to the assumptions and thinking upon which our leadership development is based.

The need for the program is further substantiated by a series of surveys and focus groups conducted by an expert facilitator, and one-on-one depth interviews with local leaders. Because of the recent economic downturn in Atlantic City, accentuated by the closing of several gaming properties and the consequent impact on related service industries, there is a need for managerial and executive level workers to ‘re-tool’ and obtain additional skillsets that might qualify them to reenter the labor market. The combination of qualitative and quantitative research methods provided rich insights that helped bring this issue into better focus. The following summarizes information obtained through surveys, focus groups, and interviews.

- Initially, two Survey Monkey instruments were designed and distributed. The first was developed and sent to P-12, Healthcare, Non-profit, Higher Education, and NJ Chamber of Commerce distribution lists. A copy of these results is available for review. In general, respondents with doctoral degrees were very supportive of the proposed Ed.D. in Organizational Leadership. They expressed an interest in adjunct teaching, serving on an advisory board, helping to promote the program, and mentoring incoming students. The majority (64%) of non-doctorate respondents (n=171) held a master’s degree, representing viable candidates for the new program.
- Non-doctorate respondents indicated overwhelmingly that accreditation (99%) and value / affordability (96%) were the most important considerations. Other significant criteria, ranked in order of importance, were curriculum offerings, skill development (research, budgeting), hybrid delivery and tuition remission.
- Open-ended comments indicated that non-doctorates were interested in applying to the program. Concerns revolved around affordability and timing. Written comments and responses suggested a misperception emerged about the target market for the program, i.e. educational vs. other employment sectors.
- As a follow up to the first survey, and recognizing the respondent population was over-represented by P-12 respondents, a series of Focus Group sessions was conducted by

consultant Donna Van Horn. Given their own time constraints, only eight respondents participated in the telephone session. The findings suggest there is general support for a doctoral level program in organizational leadership. Pricing, delivery method, and time commitment were considered key points in deciding to participate in the program. A copy of the focus group interview summary is available for review.

- A second Survey Monkey instrument was developed and sent to all alumni as well as a small sample of current students from Stockton's Graduate School. Among the top responses considered as 'very important' in a doctoral program of this nature were accreditation status, value for the investment, and tuition reimbursement from their employer. Findings indicated a preference for an online delivery component in the program such as "hybrid" or "some online." A copy of the summary report is available for review.
- A series of depth interviews was also conducted with local leaders in a variety of fields represented by the program: health care, social services, education, for-profit and non-profit businesses, and faith-based organizations. Thirty-one interviews were conducted. These interviews supported and helped to connect the research with the design of the curriculum. Comments from several of the interviews can be found in Appendix B.

The current economy in Atlantic County, and particularly Atlantic City, suggests the need for organizational leaders equipped with 21<sup>st</sup> Century leadership skills is critical for the future success of our region. With significant layoffs from the casino industry underway, and an unsure future in new economic development, there is a critical need for an interdisciplinary approach to address these dire concerns.

### *B. Mission*

In keeping with Stockton's mission-specific commitment to "insisting on breadth, as well as depth, in our curriculum," this interdisciplinary program will advance knowledge and skills both within the field of leadership and across different organizational fields of application. The interdisciplinary core curriculum will offer a foundation of deep and interconnected understanding in leadership, culture, change, ethics, entrepreneurialship, communications, systems thinking, and applications in this environment. Students will conduct and apply doctoral research to develop real-world answers to the organizational challenges facing current and future leaders.

The development and implementation of the Ed.D. in Organizational Leadership will serve the mission of Richard Stockton College by responding to the changing needs of leaders in different organization types, the community, and the region through providing increased opportunities for education, service, and scholarship.

The program is also consistent with the Graduate Education Mission Statement: "The Richard Stockton College of New Jersey provides quality graduate programs which promote advanced inquiry and application of new knowledge, foster advanced-level career



opportunities, and transmit our intellectual and cultural in all its diversity .....Through accessible graduate education, the College responds to the State and regional needs.”

Strategically, the proposed Ed.D. in Organizational Leadership program is consistent with the Learning, Engagement, and Global Perspectives themes included in the Richard Stockton College 2020 Strategy Map. More specifically, two objectives of Stockton’s 2020 Strategic Plan call upon the College to “deliver high-value learning experiences” and “promote liberal arts ideals to develop lifelong learning,” both of which are advanced by this program.

Finally, the proposed Ed.D. in Organizational Leadership program is consistent with the broad objectives / outcomes of the Richard Stockton College Essential Learning Outcomes and with the Graduate Education Mission Statement.

### *C. Competition*

As of this writing, we have not been able to identify any other colleges or universities in New Jersey offering an inclusive interdisciplinary doctoral program in organizational leadership, based upon current research in leadership development and with a focus on the core understandings and essential habits and mindsets related to leadership. Rather, the doctoral programs in our southern New Jersey region serve discipline- or industry-specific populations such as Educational Administration or Doctor of Business Administration.

Wilmington University (Wilmington, DE) offers an Ed.D. in Organization Learning, Leadership, and Innovation. The program is open to participants from various organizational types. However, while the program offers some overlap with the proposed program at Stockton, its goal is to prepare “students to translate research into effective systems of instruction, supervision and leadership.” As noted above, while the Wilmington program focuses on the education sector in particular, our proposed program is designed for personnel connected with the educational aspects of many different organization types.

Eastern University (St. Davids, PA) offers a Ph.D. in Organizational Leadership (with concentrations). After completing a core program of courses, participants from education, business, and not-for-profit organization types complete separate and distinct programs.

Students completing the program will already be professionals employed in their respective organizations. With their added skills and credential, they may be able to move up vertically, transfer laterally, or seek employment elsewhere.

## **2. Students**

### *A. Recruitment and program/curricular organization*

The proposed Ed.D. in Organizational Leadership requires a Master’s degree for admission. We anticipate that students will be full-time professionals seeking advanced leadership theory and skills to advance their careers and improve their organizations; therefore, it is projected that all students in the program would be enrolled part-time. This is wholly

consistent with the goals of the program to integrate theory with relevant practice, particularly at the dissertation-in-practice stage.

The target participant population will include: graduates of Stockton College's respective Master's degree programs; faculty and staff at Richard Stockton College with Master's degrees who are seeking doctoral degrees; faculty and staff with Master's degrees who are seeking doctoral degrees at the respective county colleges in Atlantic County, Burlington County, Camden County, Cape May County, Cumberland County, Gloucester County, Ocean County, and Salem County; current leaders and staff with Master's degrees who are seeking doctoral degrees while working in K-12 education; and current leaders working in the business, healthcare, not-for-profit, government and faith-based organizations who hold Master's degrees and are seeking doctoral degrees.

As mentioned above, the proposed Ed.D. in Organizational Leadership is designed to be interdisciplinary as a core strength. Students from the different organization types will take the same classes, at the same time. They will communicate, interact, and network together as well as share successes, challenges, and experiences. As indicated in the research conducted at the Center for Creative Leadership, leaders from all of the organization types included in the proposed program face the same complex, global, interdependent, change-driven, technological-influenced, and ethics-laden environment as well as similar challenges. The core understandings and essential habits and mindsets indicated in the Professional Objectives section transcend all of the organization types. The nature of the problems that leaders face requires the integration of knowledge from different fields for their solutions.

Each matriculated student enrolled at Stockton is assigned an academic advisor ("preceptor"). All Ed.D. students will meet regularly with their assigned preceptor and also have direct access to the elected Ed.D. Program Director, consistent with the practice of other graduate degree programs at Stockton. Preceptors are evaluated each semester on the basis of a college-wide online instrument called the Preceptor Evaluation Form.

Admissions to the program will require the following:

- Baccalaureate Cumulative Grade Point Average (GPA) at least 3.0 on a 4.0 scale
- Possession of a Master's degree with an interest in leadership (a variety of Master's degrees are highly relevant), with a cumulative graduate GPA of 3.0 on a 4.0 scale
- Completion of an online Graduate Admissions Application and Application Fee; Resume; Three letters of recommendation; Graduate Essay and Program Essays, Academic Transcripts from all colleges/universities attended
- Applicants will be eligible for up to 12 graduate transfer credits based on previous coursework and demonstrated competencies. Students requesting Advanced Standing based on competency-based assessment should contact the program director.

### *B. Long-Run Enrollment Objectives*

We are targeting an initial student cohort group of between 12 and 25 part-time students. The intent is to open one new cohort with a similar number of students each year. This is based on proposed faculty resources at Stockton, and the ability of the program to provide

successful supervised dissertation-in-practice experiences in each participant's work environment. We arrive at this number based on the number of students progressing to dissertation at any given point in time. Realistically, we expect full time faculty (3) would be able to handle 5 to 10 dissertation students at any given time.

The program as developed allows a participant to complete both phases of the program in four years. A maximum of seven years will be permitted for completion of the program.

### **3. Program Resources**

#### *A. Faculty*

As noted on page 6, three lead faculty members proposing this program hold doctoral degrees in leadership fields and will collaborate with similarly qualified adjunct faculty members. In addition, the faculty will invite professional leadership practitioners to participate in the program. Per college policy, these current leaders will possess a Master's degree at a minimum along with relevant, applied experience. Current leaders will also be included as guest lecturers or speakers

Stockton has specific teaching, research, and service requirements for faculty based on rank. Faculty members are expected to meet or exceed these requirements.

The existing three full-time lead faculty working within the School of Education who directly work with the Educational Leadership program will be able to handle the organization and launching of the program. If the program opens one cohort each year, by the start of the fourth year, one additional full-time faculty member would be necessary to handle the enrollment growth in addition to the three full time faculty, along with adjuncts and affiliate faculty/speakers. Based upon program enrollment in the first two years, the lead faculty, academic deans, and the provost will gauge and support appropriate faculty resources to meet student demand.

#### *B. Equipment, Materials, Library*

We anticipate Stockton's current facilities at Hammonton, Manahawkin, and Atlantic City (Carnegie Center) as well as other weekend sites as contracted (based upon program enrollment) will be adequate. As cohorts develop, the opportunity to meet at conference sites at various locations in the State of New Jersey and hotels/motels for weekend sessions will be an option to consider, based upon student demand.

With regard to the Library, the college library has significant holdings in leadership studies. These include both print and non-print sources. A copy of the complete leadership-related materials is available for review. In addition, faculty subscribe to online journals and reviews, as well as blogs. We do not anticipate any significant additional resources needed either in equipment or software to support this program.

Utilization of the current Computer Services and eLearning programs and services will support the proposed program.

### *C. Accreditation*

Regional accreditation will be sought from the Middle States Association Commission on Higher Education, in keeping with the process for requests of Substantive Change. No specialized accreditation is required or will be sought for this program.

### *D. Evaluation and Assessment*

Evaluation and assessment of the program will follow similar processes used in other Stockton Graduate programs. Summative evaluations will include surveys of continuing and graduating students that will be conducted twice a year, along with faculty evaluations and input from a Community Advisory Council (CAC) (See Appendix C) that will be established to provide input into the program. Also, admissions data will be reviewed with program faculty on a yearly basis regarding the qualifications and performance of participating students.

Formative assessment will include student coursework utilizing assignment completion submissions and portfolio reviews. Faculty will meet twice a year to review student progress and quality. In addition, the program will undergo the yearly reporting process currently used by Stockton and a five year review will include consultants from other doctoral level programs similar to ours, along with representatives from the Center for Creative Leadership and/or International Leadership Association.

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## **Appendix A: Phase I and Phase II Courses**

The Ed.D. in Organizational Leadership is a 54-credit program, beyond the Master's degree. Courses included in the Ed.D. program will be offered in one of two delivery formats: face-to-face or hybrid (defined as a combination of face-to-face meetings and online experiences). The program is divided into two phases: Phase I encompasses an interdisciplinary core of eight courses. The courses include:

- LEAD 5010: Leading Your Organization (3)
- LEAD 5020: Engaging Communities and Stakeholders (3)
- LEAD 5030: Adapting to Change and Complexity (3)
- LEAD 5040: Transforming an Organizational Culture (3)
- LEAD 5050: Thinking Creatively, Innovatively, and Entrepreneurially (3)
- LEAD 5060: Leaders Serving with Ethics (3)
- LEAD 5070: Evaluating, Assessing, and Planning (3)
- LEAD 5080: Human Resources and Fiscal Operations (3)

Completion of the interdisciplinary core in Phase I, with a cumulative GPA of 3.0, is required for entrance into Phase II. Phase II is the research and dissertation-in-practice component of the program and includes the following courses:

- LEAD 6100: Quantitative and Qualitative Research (3)
- LEAD 6200: Independent Study (3)
- LEAD 6500: Research Seminar I (3)
- LEAD 6501: Research Seminar II (3)
- LEAD 7100: Action Research / Dissertation-in-Practice (18)

The doctoral action research/dissertation-in-practice is the capstone experience of The Richard Stockton College Ed.D. in Organizational Leadership program. Like the doctoral program itself, the action research / dissertation-in-practice is innovative and different from traditional dissertations. In this action research/dissertation-in-practice process, there is less concern for universality of findings as more value is placed on the relevance of the findings to the researcher and his/her local collaborators as well as the benefits to the organization. The action research doctoral dissertation in practice is distinctive because of its interrelated purposes:

The purpose of a doctoral participant's action research implementation is to make a positive difference in an organizational setting in which the candidate currently is serving. The purpose of a participant's action research implementation is to investigate the action systematically and methodically through a form of disciplined reflective inquiry. As such, it involves deep inquiry into one's professional practice and the benefit of that practice to the organization. Critical reflection is at the heart of action research, and when this reflection is based on careful examination of evidence from multiple perspectives, it can provide an effective strategy for improving the organization's ways of working and the whole organizational climate. It can be the process through which an organization learns.

## Appendix B: Interview Comments Related to Leadership Development

Dominck Moffa, Executive Vice President, AtlantiCare, (personal communication, June 4, 2014) emphasized the need for a leadership development program that:

- “assesses individuals and identifies gaps in their experience related to leadership. The program should be developed based upon the needs of the participant. The focus should be on adult learners and the specific needs of the adult learners;”
- “connects learning to the work place and focuses on relevant, action learning experiences including case studies, team work, etc.,”
- “provides a focus on leader ‘mindfulness.’ The focus stresses the importance of understanding the environment in which leaders work;”
- “focuses on the building and sustaining culture of the organization in which the leader works. There is nothing more important than this aspect of leadership;”
- “focuses on servant leadership, character development, and ethics. Character and ethics are critical elements in any organizations;”
- “addresses the Baldrige concept of quality in an organization. The lesson of not just knowing what you do, but how and why you do it is critical. Planning, developing, engaging and other quality processes and tools are key concepts that students of leadership need to learn;”
- “prepares leaders to work with and in an increasingly diverse and global workforce;” and
- “emphasizes innovation and creativity (entrepreneurship) as a key component in any leadership development program.”

Eileen Cardile, President and CEO of the Inspira Health Network (IHN), (personal communication, May 27, 2014) emphasized the need for a leadership development program that focuses on the leadership qualities of building trust, having integrity, and being able to make decisions in the complex and chaotic environment in which leaders must lead. Leadership development should also address the need for leaders to be good mentors, coaches, and team builders. Emphasis on developing new leaders in the organization was also stressed. Several of the core understandings listed in the ‘Academic Objectives’ section were also stressed. These include: engaging stakeholders; embracing responsiveness, diversity, and inclusion; understanding global boundaries; and understanding political realities of the organization. Global interconnectedness was emphasized as ‘mission critical’ in healthcare organizations. Cardile also echoed Moffa’s emphasis on connecting leadership learning to the work place and focusing on relevant, action learning experiences including case studies, team work, etc.

Cardile also stressed the need for a leader to be a good communicator. With regard to good communication, the IHN leader offered competencies in the form of questions that leadership development should address. Does the leader get to the point quickly and in a language that the listener can understand? Does the potential leader speak well publicly? Does the potential leader appear comfortable doing so? Does this leader keep the message simple? And, does this leader understand what people need to hear, with regard to the message, and deliver it in a measurable way?

Anyone being considered for a leadership position at the Inspira Health Network, already possesses the technical skill sets, specific to the healthcare organization. According to Cardile, it is the human skills, or the essential habits and mindsets stated in the 'Academic Objectives' section of this concept paper, that determine if a person becomes a candidate for a leadership position at Inspira.

Dana Egreczky, Vice President New Jersey Chamber of Commerce, (personal communication, May 2, 2014, May 4, 2014, and June 4, 2014) emphasized the need for a leadership development program that:

- “connects considerable opportunities to learn leadership concepts with relevant / real world / work place connected methodologies, such as experimentation, practice with self- and peer-observation at work, simulations, case studies, action research, internships, etc. Connect the program to the real-world education leaders get every day in the trenches.”
- “assesses the leadership needs of each participant. The focus should be on adult learners and the specific needs of the adult learners;”
- “focuses on character, ethics, and integrity as critical elements in any organization;”
- “examines the importance of organizational processes and quality tools (American Society for Quality, as example) and certifications (Baldrige, as example) that ensure continued effective operations and ongoing improvement of the system;” and
- “integrates servant leadership, sustainability, stakeholder outreach, and entrepreneurial thinking into the leadership development program.

Jim Watson, Director Cumberland County Improvement Authority and Member of the Board of Trustees for the Southern New Jersey Development Council, (personal communication, May 4, 2014 and May 28, 2014) stressed that the most significant leadership development gap was providing leaders with the skills and competencies necessary to lead people in the current environment. Watson mentioned the following competencies and understanding necessary to emphasize in the program: understanding the nature of and degree of change, building and sustaining culture, clear communication, developing a more participative leadership style, mentoring and coaching new leaders, and balancing the role of a leader with his/her personal life. Watson also placed considerable emphasis on the human side of leadership, specifically building and mending relationships. He also expressed the need to provide opportunities to connect



learning with the work place. “Program participants will need the opportunity to practice and reflect upon the leadership concepts they learn in class.”

Kim Ayers, retired Director of Planning in the City of Millville and currently Vice President and Director of Leadership Programs at Cumberland County College, (personal communication, April 22, 2014, April 23, 2014, and May 28, 2014) emphasized the need for a leadership development program that views leadership as a sustainable, long-term process and commitment; provides a direct and relevant connection to the workplace; requires participants to think innovatively and entrepreneurially; focuses on building and sustaining organizational culture; develops an understanding of the complexities of change; and places strong value on leadership ethics, character, and integrity. Ayers also offered the need to emphasize the human side of leadership and specifically the essential habits and mindsets stated in the ‘Academic Objectives’ section of this concept paper

Fred Abbate, formerly CEO/President of the New Jersey Utilities Association and Executive Director of Leadership New Jersey and currently Visiting Professor of Philosophy in the Pennoni Honors College at Drexel University (personal communication, May 2, 2014) reinforced many of the findings embedded in the research but over-emphasized one point clearly: “conceptually and critically integrate the ethical and moral dimensions of leadership throughout the total scope of the program.”

Lee Spitzer, Executive Minister and Senior Regional Pastor of the American Baptist Churches of New Jersey, (personal communication, May 21, 2014, and July 1, 2014) emphasized the need for a rigorous leadership development program that prepares members of the clergy to think more secularly, to view the connections between faith and the realities of the changing world. He also expressed the need for members of the clergy to be able to think strategically, inspire commitment, manage change, and focus on character, ethics, integrity, and service as critical elements in the organization. Spitzer also emphasized the need to provide opportunities that connect the program learnings to the work place.

### **Appendix C: Proposed Community Advisory Council (CAC)**

As part of the ongoing evaluation and assessment of the efficacy of the doctoral program in organizational leadership, a Community Advisory Council (CAC) will serve to inform, review, and recommend policies and procedures related to the operational aspects of the program. The CAC will meet each semester to review program outcomes, curricular recommendations, internship opportunities, dissertation issues, and linkages with the needs of the local community served by the program.

Appointments to the Community Advisory Board will be made by the Dean of Graduate Studies based on recommendations from the Dean of Education (Deans from Business, Education, Health Sciences and Social and Behavioral Sciences will rotate terms every two years) and Program Faculty Director. Terms should be for two or three years, with staggered appointments so that at least one half of the membership remains each year. The Dean of Graduate and Continuing Studies will serve as the Convenor of the Community Advisory Council. Appointments to the Council should run from July 1 through June 30<sup>th</sup>. Nominations should be made no later than April 30<sup>th</sup> of each year.

The Community Advisory Board will be comprised of twelve members with the following constituency distribution:

Full time faculty teaching in the program	3
Dean of Graduate and Continuing Studies (or designee)	1
School Dean of Education	1
Business Community	1
Health Care Community	1
Higher Education Community	1
P – 12 Education Community	1
Social Services/Non-profit Community	1
At large representative	1
Doctoral student enrolled in the program (recommended by the program director)	1