

ORGL 620

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Artifacts Project

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ORGL 600: Foundations of Leadership (Spring 2022)

This was one of my favorite classes. When I think back to the person I was just two short years ago, I am slightly awe-struck at how much I have learned, experienced, considered and changed. This class was where it all began. Freire's *Pedagogy of the Oppressed* was a significant turning point in my understanding of leadership, leading others, and the damaging effects that oppressive or toxic leadership can generate. The concepts presented were simultaneously jarring and challenging. However, it wasn't until I watched the Sally Field film *Norma Rae* as part of one of the following modules that concepts about the oppressed being fearful of freedom, ignorant to their own oppression, and participants in their on-going dehumanization that the lightbulb fully turned on. It was an A-ha moment that helped me fully understand and recognize the behavior Freire writes about not just on screen but in my own organization and life. I also loved learning about the Five Frames – it was such an important foundational understanding that informed my drive to learn more in the change leadership concentration. *Heraclitean Fire* also helped explain the importance of gaining an unembedded understanding to be an effective leader. I have had the following on a bulletin board in my office since then, Carey's organizational take of the Five Noble Truths:

1. The Organization is Out of Sync or dislocated
2. The cause of this dislocation is self-embeddedness
3. The cure for this dislocation is self-transcendence
4. The way of self-transcendence is leadership

Artifact: Currently, a tie between The Five Frames paper and the Pedagogy of the Oppressed Discussion Posting

ORGL 605: Imagine, Create, Lead (Summer 2022)

My first immersion was packed! I was expecting to meet a lot of other students who were just beginning their leadership journey in the ORGL program. However, due to the pandemic, and many not wanting to take this class virtually, many of the attendees were just about to graduate. If I am being honest, at the time I had literally no idea what was happening. Reading Shakespeare? Going to a dance class? A few liberating structures at play? Check, check, and check. In retrospect, this was a tremendous experience and one that took me far out of my comfort zone and helped me see the value in utilizing my creativity in overcoming problems and relating to others. I also received a lot of unsolicited advice from "the seniors" who were happy to take me under their wing and caution me about the do's and don'ts of the ORGL program. In the end what resonates the loudest and most clearly, was the artifact exercise lead by Dr. Tran. It was an emotional experience that spoke volumes about what motivates us as leaders and how other perspectives are so important to seek out via dialogic communication and development. My artifact was a St. Anthony medal that my Grandma, an immigrant from Italy, used to wear. My grandma's

experiences in this country, the obstacles that she overcame, and the way she treated everyone she encountered taught me a lot and informs my leadership style today.

Artifact: My Grandma's St. Anthony Medal

COML 504: Organizational Communication (Fall 2022)

I really enjoyed learning about the foundations and strategies of Organizational Communication. It prepared me to do a full-fledged Communications Audit on a recent program launch at my organization. The audit was a lot of work, and I was very proud of the work-output. However, as I look back, the most impactful learning occurred via an assigned article in an early module that used the culture and organizational flow of a ballpark to demonstrate how their can be vast differences in interpreting the same exact message based on your role in the ballpark and your past experiences there. To further complicate the process, it also discusses the variety of lenses that the author observed while researching baseball park employees: a romantic, critical, or functional critical perspective philosophy. This article was instrumental in helping better understand the need for and importance of Dialogic Development, Appreciative Inquiry, and SATA later in the program.

Artifact: Trujillo, N. (1992, Fall) *Interpreting (the Work and the Talk of) Baseball: Perspectives on Ballpark Culture*. *Western Journal of Communications*, 56, 350-371)

ORGL 522: Leadership & Community (Fall 2022)

Remember how I didn't used to really like stepping out of my comfort zone? So obviously, yes, take a vow of silence and move to a monastery in the Mojave Desert for week, right? Well, this one was worth it. In silence, I learned the importance of listening more than talking. I saw firsthand how leaders can build community with selfless acts of hospitality, humility, and kindness. I spent time practicing Lectio Divina, a morning reflective exercise that helps me better process information and be intentional with my actions. I learned that the act of knowing and pursuing interconnectedness is an act of love. I also saw firsthand how listening and making space for the marginalized to share their gifts and experiences pays high dividends in galvanizing community relationships and changing the way we relate to each other and to ourselves. Peter Block's text *Community* continues to be one of my favorite ORGL texts. He discusses Stuck Communities that are mired in propagating fear, finding fault, and promoting self-interest. However, he also shares that communities can be resilient when its members are engaged and free from oppression. Block calls it "the power of connectedness." During our time at the Abbey, we were able to interview key members of monastic life and weave these interviews into our final paper. Brother Issac was perhaps the quintessential example of how the purity of the community built by monastic traditions could translate to even the most damaged organization.

Artifact: ORGL 522 Final Paper

ORGL 530: Servant Leadership (Spring 2023)

I do not remember a lot about this class other than to say I didn't find it challenging. This is a strong statement to feel and share, but I want to be transparent -- and I was as surprised as anyone when I had this reaction. This was the first time I took a pause and realized that I was changing. It actually occurred during the morning Lectio Divina practice I was working on from my time in the desert for 522. In previous educational experiences, this type of situation would have been ideal: not out of my comfort zone, who doesn't like to have things come easily? It's the first time I consciously realized that my time in the program was limited, and I needed to make every second of count. I remember having a feeling of thankfulness for this opportunity come over me that almost moved me tears. To be clear, I do not want to minimize the work or experience of others with this class. Servant Leadership is just something that feels familiar and natural to me. What I found challenging and scary was Change Leadership and that is why this is a turning point class for me as a student and a person. I suddenly absolutely knew I was up for the challenge. I knew where my deficits lied and knew now was the time to address them if I wanted to effect change at my organization or others like it. I also enjoyed reading *Finding Leo* by Philip Mathew, which was inspired by Dr. Spears 'Ten Characteristics of Servant Leaders,' and profiled servant leaders like Mother Teresa, Martin Luther King, Jr., Eleanor Roosevelt, and Ghandi, among others.

Artifact: Servant Leader Formation Presentation

ORGL 610: Communication and Leadership Ethics (Spring 2023):

When I was sitting at the senior lunch table during my 605 Immersion, this was one of the classes that I was warned to avoid until you have ample time to devote because of its overwhelming intensity (image what they said about 615). In almost expected fashion, the exact opposite occurred. While I found it challenging, I also was completely compelled by it. It also helped that Dr. Hoover was readily available for bi-monthly community check-ins to assist with synthesizing burgeoning concepts and questions. Ethical Decision Making, Theory of Basic Values, Ten human values, Change Agents, the Value Relations circular structure, Standpoint theory, Potter's Box, and Rest's Four Component Model (moral sensitivity, moral judgment, moral focus/motivation, moral character) were all compelling concepts. To further develop this understanding, we had various case studies to apply them to which went a long way in helping me see the practical application.

Artifact: FINAL PAPER Caring and Doing: A Critical Analysis

ORGL 517: Organizational Change and Transformation (Summer 2023)

This on-campus immersion asked the class to divide up and dive into the multitude of Organizational Change Models out there. The Kubler-Ross Change Curve (which asks us to remember how deeply change can affect our organizations; seeing change as a loss) and Prosci's

ADKAR (Awareness, Desire, Knowledge, Ability and Reinforcement) model were two that still resonate today. However, for me it was all about SATA. This model and project allowed me to utilize what we were learning real-time in my professional setting, and it WORKED!!

Artifact: Sponsor, Advocate, Target, Agent Analysis

ORGL 516: Relational Dynamics and Organizational Development

I loved this class and found that it filled in a lot of concepts that I was already familiar with from the 517 immersion. Human Centric Change concepts and the Change Agent Strategy (CAS) project were especially important in reinforcing key concepts. At its conclusion, it was clear that human centric change must be the north star of any aspiring OD practitioner. I also have quote from this class on my bulletin board: *“When you walk into a meeting, imagine everyone doing their best with what they have. Then deal with the people the way you find them.”* (from Donald Anderson in *Organizational Development: The process of Leading Change*). It’s a powerful reminder of how we must reframe our thinking to be inclusive and promote equality among those we lead. There was also a group book club presentation. My group read and presented on *Think Again* by Adam Grant, which invites us to let go of the behaviors, perceptions and attitudes that are no longer serving our best interest.

Artifact: Change Agent Strategy (CAS)

ORGL 615: Organizational Theory and Behavior (Fall 2023)

My main takeaway was the concept of Systems Thinking. Systems Thinking, and the way we can all work in diverse types of teams and create powerful processes to improve and succeed, was reiterated through course readings (The MindTree Journal comes to mind!) and the virtual ascension of Mt. Everest with teammates. It was a fantastic opportunity to view feedback from the experience (What team processes were effective and well-received? What failures occurred? What might the team have done differently to improve the process?) and adapt that thinking to our professional teams.

Artifact: Systems Thinking Lab #2

ORGL 515: Leadership and Human Potential (Spring 2024)

This class just ended yesterday, and it was very impactful. Dialogic Communication and Dialogic techniques like Appreciative Inquiry, Design Thinking, and Liberating Structures were all big topics and a main focus of the last two months. Appreciative Inquiry was especially appealing to me as it speaks to so many different organizations and workforces. It is a humanistic approach that values the best in all of us. I also love the equity and inclusivity of the aforementioned techniques. The fact that Liberating Structures decries top-down, prescriptive, hierarchical change initiatives as ineffective and unable to affect long, sustained change made me fall in love with it on the first date. Design Thinking was the

concept I had the hardest time fully grasping and applying, so the A that Dr. Haught gave me on that assignment, made it an even sweeter success and my attached artifact.

Artifact: Design Thinking Paper