



High Touch & High Tech:

The Five Practices in Online Leadership Education

Angie Chaplin, M.A., C.P.B.A., Adjunct Faculty
Master of Arts in Strategic Communication & Leadership
Seton Hall University



Session Objectives

- Explain MASCL program
- Examine online structure and format
- Review comparative data from multiple LPs
- Questions & Answers



SETON HALL
UNIVERSITY™

1 8 5 6

ENRICHING THE MIND,
THE HEART AND THE SPIRIT



Walsh Library
“the mind”



Presidents Hall
“the heart”



University Chapel
“the spirit”



MASCL program

- Started in 1998 as SetonWorldWide
- Blended model combines on-campus and online
- 36 credits over 18 months – September & March starts
- Learning teams, cohort model
- Three on-campus residency weekends
- 10:1 student to faculty ratio
- Balance of theory and practice



MASCL philosophy

The MASCL program is a *learning community* of experienced leaders and professionals participating in *team-based collaborative learning*.

All members of this learning community are full, responsible *partners in the learning process* and make significant contributions to the progress and learning of their teammates.



MASCL learning community

Learning Team Member expectations:

- Respect for team members
- Active team membership
- Full and open communication
- Professional integrity
- Balance personal, professional and academic life



Schedule

- Orientation Residency
- Module One: Strategic Communication & Leadership
- Module Two: Organizational Leadership, Management & Communication
- Module Three: Leadership Communication Strategies
- Mid-Residency
- Module Four: Diversity & Globalization
- Module Five: Strategic Communication & Leadership Planning
- Final Residency/Graduation



Module One: Strategic Communication & Leadership

- focuses on theoretical and practical applications of dynamic and transformational leadership: creating and communicating vision and values; inspiring others to act, risk management, empowerment, building trust and teamwork, mentoring, managing change, and converting crisis into opportunity.
- Learning team members will:
 - explore the qualities of effective leadership and evaluate leadership characteristics.
 - learn to model the way, inspire a shared vision, challenge the process, enable others to act and encourage the heart.
 - assess their own leadership qualities and prepare a personal leadership development plan.



Module One

- Unit 1 – Orienteering: What Leaders Do and Followers Expect
- Unit 2 - Model the Way: Leadership, Credibility & Values
- Unit 3 - Inspire a Shared Vision: Leadership & Communication
- Unit 4 - Challenge the Process: Leadership & Change
- Unit 5 - Challenge the Process: Organizational Analysis
- Unit 6 - Enable Others to Act: Empowerment, Mentoring, Coaching
- Unit 7 - Enable Others to Act: Building and Sustaining Teams / LPI
- Unit 8 - Encourage the Heart: Individual & Team Excellence
- Unit 9 – Leadership Challenges: Leading in Crisis
- Unit 10 - Diversity and Multicultural Workplace
- Unit 11 - Leadership is Everyone's Business
- Unit 12 - Leadership Case Analysis

Blackboard Learn - Windows Internet Explorer

http://myweb.shu.edu/webapps/portal/frameset.jsp?url=/webapps/blackboard/execute/courseMain?course_id=_229387_1

File Edit View Favorites Tools Help Convert Select Links Citrix EPIC Administrator Site 1st National Bank Seton Hall University Learning Leaders

Seton Hall University Blackboard Learn Curriculum - M.A. in Strategic...

My Places Home Help Logout

myWEB@SHU

MyAcademics Content Collection Community

Message Actions Collect

<input type="checkbox"/>			
<input type="checkbox"/>	Leadership, Credibility, & Values	Anonymous	3/23/07 7:45 AM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values	Angela Chaplin	3/20/09 6:28 AM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values ... honest Abe	Eva Blackwell	3/20/09 8:42 AM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values ... honest Abe	Candace Merrick	3/21/09 12:00 PM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values ... honest Abe	Angela Chaplin	3/21/09 9:23 PM
<input type="checkbox"/>	Training Opportunities	Amanda Coyle	3/22/09 12:39 AM
<input type="checkbox"/>	RE: Training Opportunities - Cost effective, though	Eva Blackwell	3/23/09 7:46 AM
<input type="checkbox"/>	RE: Training Opportunities - Cost effective, though	Rebecca Cernogorsky	3/23/09 9:08 AM
<input type="checkbox"/>	RE: Training Opportunities - Cost effective, though	Candace Merrick	3/24/09 8:26 AM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Angela Chaplin	3/24/09 9:07 PM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Rebecca Cernogorsky	3/24/09 10:55 PM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Cecil Wade	3/24/09 10:57 PM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Amanda Coyle	3/24/09 10:58 PM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Derek Beeman	3/24/09 11:37 PM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Cindy Atlee	3/25/09 7:17 PM
<input type="checkbox"/>	RE: Training Opportunities - online training as medium for shared values	Eva Blackwell	3/25/09 9:58 PM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values ... honest Abe	Eva Blackwell	3/23/09 12:04 AM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values ... honest Abe	Rebecca Cernogorsky	3/23/09 9:37 AM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values-Do The Right Thing	Eva Blackwell	3/25/09 8:21 PM
<input type="checkbox"/>	RE: Leadership, Credibility, & Values ... honest Abe	Cecil Wade	3/23/09 8:48 PM

Error on page.

Internet 100%

start Microsoft Outlook Blackboard Learn - Wi... Microsoft PowerPoint ... 11:55 AM



Leadership Practices Inventory

- Started in 2001, Learning Team 10
- 1st LPI in Module One
- 2nd LPI in Module Five
- LPI Online started with Learning Team 23

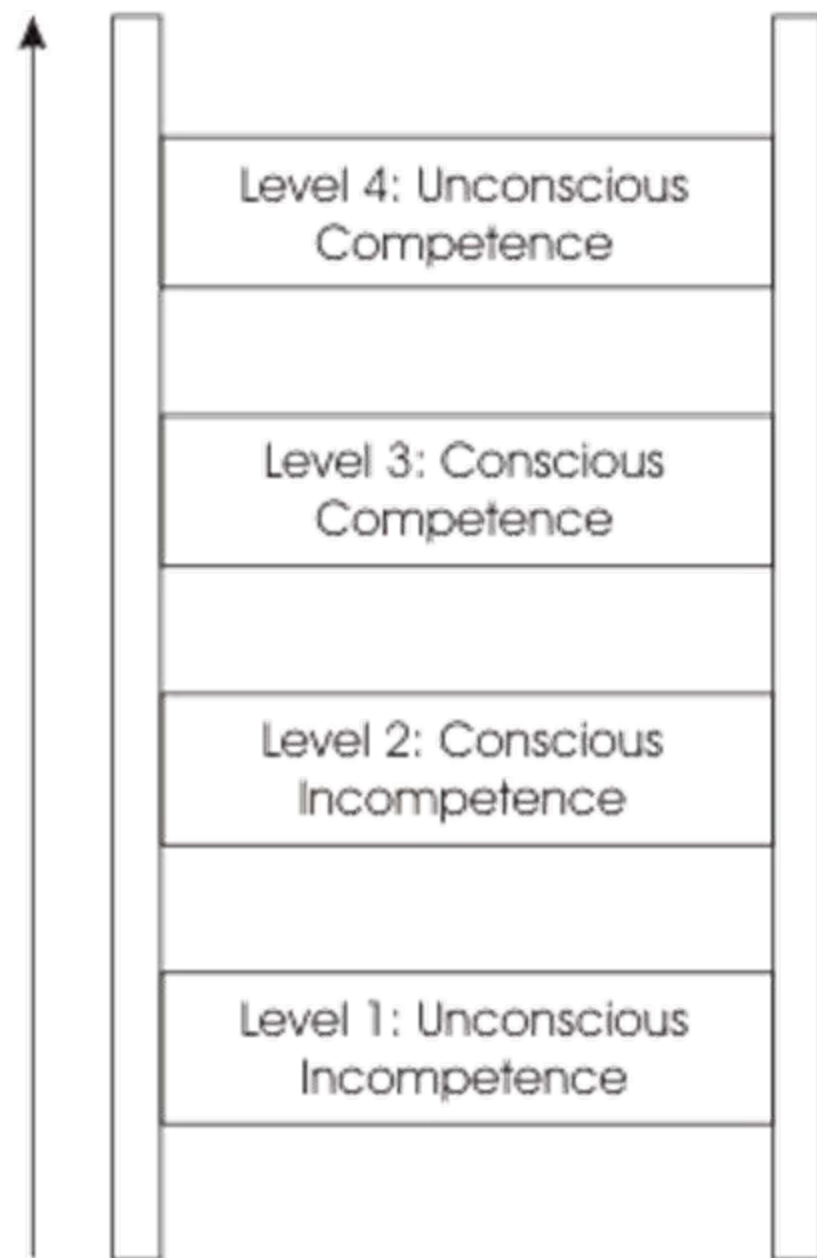
<input type="checkbox"/>	[-] RE: Orienteering	Amanda Coyle	5/1/09
<input type="checkbox"/>	[-] RE: Orienteering	Glenna Slosson	5/1/09
<input type="checkbox"/>	RE: Orienteering -SARA	Glenna Slosson	5/1/09
<input type="checkbox"/>	[-] RE: Orienteering - Glenna	Angela Chaplin	5/1/09
<input type="checkbox"/>	[-] RE: Orienteering - Glenna	Eva Blackwell	5/4/09
<input type="checkbox"/>	RE: Orienteering - Glenna	Glenna Slosson	5/4/09
<input type="checkbox"/>	[-] Sherry Initial Thoughts	Sherry Anderson	5/1/09
<input type="checkbox"/>	[-] RE: Sherry Initial Thoughts	Angela Chaplin	5/1/09
<input type="checkbox"/>	RE: Sherry Initial Thoughts	Sherry Anderson	5/3/09
<input type="checkbox"/>	RE: Orienteering - Rebecca's first review	Rebecca Cernogorsky	5/1/09
<input type="checkbox"/>	[-] RE: Orienteering	Kelly Pettis	5/1/09
<input type="checkbox"/>	RE: Orienteering - Kelly	Angela Chaplin	5/1/09
<input type="checkbox"/>	[-] RE: Orienteering	Corby O'Connor	5/2/09
<input type="checkbox"/>	[-] RE: Orienteering	Kelly Pettis	5/2/09
<input type="checkbox"/>	[-] Question	Corby O'Connor	5/2/09
<input type="checkbox"/>	RE: Question	Piper Jameson	5/2/09
<input type="checkbox"/>	[-] RE: Question - Corby	Angela Chaplin	5/2/09
<input type="checkbox"/>	RE: Question - Corby	Rebecca Cernogorsky	5/2/09
<input type="checkbox"/>	[-] RE: Question - Corby	Corby O'Connor	5/2/09
<input type="checkbox"/>	[-] RE: Question - Corby	Kelly Pettis	5/3/09
<input type="checkbox"/>	[-] What will people think?	Corby O'Connor	5/3/09
<input type="checkbox"/>	[-] RE: What will people think? - Corby, Kelly, et al	Angela Chaplin	5/4/09
<input type="checkbox"/>	RE: What will people think? - Corby, Kelly, et al	Eva Blackwell	5/4/09
<input type="checkbox"/>	Agnostics Want to Be Liked Too	Sherry Anderson	5/4/09



Leadership Practices Inventory

	<i>LPI 1 - self</i>	<i>LPI 2 - self</i>	<i>LPI 1 - obs</i>	<i>LPI 2 - obs</i>
Model the Way	7.6	8.1	7.9	8.3
Inspire a Shared Vision	7.2	7.8	7.4	8.0
Challenge the Process	7.5	8.1	7.6	8.0
Enable Others to Act	8.3	8.7	8.3	8.6
Encourage the Heart	7.8	8.2	7.7	8.3

Figure 1:
The Conscious Competence Ladder





LPI statements – most frequent

LPI 1 – Self	LPI 1 - Observers	LPI 2 - Self	LPI 2 - Observers
14. Treats others with dignity and respect	14. Treats others with dignity and respect	14. Treats others with dignity and respect	14. Treats others with dignity and respect
4. Develops cooperative relationships	11. Follows through on promises, commitments	4. Develops cooperative relationships	4. Develops cooperative relationships
5. Praises people for a job well done	4. Develops cooperative relationships	11. Follows through on promises, commitments	11. Follows through on promises, commitments
11. Follows through on promises, commitments	1. Sets personal example of what is expected	30. Gives team members appreciation and support	30. Gives team members appreciation and support
1. Sets personal example of what is expected	9. Actively listens to diverse points of view	9. Actively listens to diverse points of view	1. Sets personal example of what is expected

LPI statements – most frequent

LPI 1 – Self	LPI 1 - Observers	LPI 2 - Self	LPI 2 - Observers
14. Treats others with dignity and respect MODEL	14. Treats others with dignity and respect MODEL	14. Treats others with dignity and respect MODEL	14. Treats others with dignity and respect MODEL
4. Develops cooperative relationships ENABLE	11. Follows through on promises/commitments MODEL	4. Develops cooperative relationships ENABLE	4. Develops cooperative relationships ENABLE
5. Praises people for a job well done ENCOURAGE	4. Develops cooperative relationships ENABLE	11. Follows through on promises/commitments MODEL	11. Follows through on promises/commitments MODEL
11. Follows through on promises/commitments MODEL	1. Sets personal example that is expected MODEL	30. Gives team encouragement and support ENCOURAGE	30. Gives team encouragement and support ENCOURAGE
1. Sets personal example that is expected MODEL	9. Actively listens to diverse views ENABLE	9. Actively listens to diverse views ENABLE	1. Sets personal example that is expected MODEL



LPI statements – least frequent

LPI 1 – Self	LPI 1 - Observers	LPI 2 - Self	LPI 2 - Observers
16. Asks for feedback on how actions affect people's performance	17. Shows others how interests can be realized	17. Shows others how interests can be realized	16. Asks for feedback on how actions affect people's performance
17. Shows others how their interests can be realized	7. Describes compelling image of future	16. Asks for feedback on how actions affect people's performance	17. Shows others how interests can be realized
7. Describes compelling image of future	15. Creatively rewards people for their contributions	7. Describes compelling image of future	28. Experiments and takes risks
15. Creatively rewards people for their contributions	16. Asks for feedback on how actions affect people's performance	15. Creatively rewards people for their contributions	18. Asks "What can we learn?"
23. Makes certain that goals, plans, and milestones are set	12. Appeals to others to share dream of future	8. Challenges people to try new approaches	15. Creatively rewards people for contributions

LPI statements – least frequent

LPI 1 – Self	LPI 1 - Observers	LPI 2 - Self	LPI 2 - Observers
16. Asks for feedback on how MODEL affect people's performance	17. Shows others how INSPIRE realized	17. Shows others how INSPIRE realized	16. Asks for feedback on how MODEL affect people's performance
17. Shows others how their INSPIRE be realized	7. Describes compelling image INSPIRE	16. Asks for feedback on how MODEL affect people's performance	17. Shows others how INSPIRE realized
7. Describes compelling image INSPIRE	15. Creatively rewards people ENCOURAGE contributions	7. Describes compelling image INSPIRE	28. Experiments and CHALLENGE
15. Creatively rewards people ENCOURAGE contributions	16. Asks for feedback on how MODEL affect people's performance	15. Creatively rewards people ENCOURAGE contributions	18. Asks "What can CHALLENGE
23. Makes certain that CHALLENGE milestones are set	12. Appeals to others to share INSPIRE culture	8. Challenges people to CHALLENGE	15. Creatively rewards people ENCOURAGE contributions



Questions?

- Angie Chaplin, M.A., C.P.B.A.
- Adjunct Faculty, Seton Hall University MASCL Program
- angela.chaplin@shu.edu, phone 319-239-0750

- Dr. Karl Soehnlein, Program Director
- karl.soehnlein@shu.edu, phone (973) 313-6237

- <http://www.shu.edu/academics/setonworldwide/mass-communication/index.cfm>