



2018-2019

STRATEGIC LEADERSHIP PROGRAM GUIDE



THOMAS JEFFERSON UNIVERSITY
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WELCOME TO THE JEFFERSON DOCTOR OF MANAGEMENT IN STRATEGIC LEADERSHIP PROGRAM!

This **Guide** provides information about the policies and procedures of the Jefferson Doctor of Management Strategic Leadership (**Jefferson DSL**) program and Jefferson's resources and services. It is important that you read and familiarize yourself with this **Guide** because you are responsible for following the information contained within it. Note, however, that for the most up-to-date and authoritative information about policies, please contact the program office.

If you have questions about information presented here or about any aspect of student life, don't hesitate to contact us. If you prefer to visit the office and speak with someone personally, please do so, but call ahead. While we welcome the opportunity to spend time with you, please arrange an appointment.

For additional information about resources, please refer to the [East Falls Campus Graduate Programs website](#) as well as to the links for:

- [Financial Aid](#)
- [Tuition & Fees](#)
- [Admission Requirements](#)
- [Commonly Used Forms](#)
- [Academic Catalog](#)

We welcome your suggestions about the **Guide** and about ways to enhance the quality of your professional and personal education and experience in **Jefferson DSL**.

Sincerely,

Larry M. Starr, Ph.D. Program Director
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HISTORY OF STRATEGIC LEADERSHIP DOCTORATE

Design Story

In 2014, *Philadelphia University* [began a project](#) to design a new kind of professional doctorate for their institution. Two requirements were imposed. First was the adoption of a systems-thinking framework or mindset which implied that the environment and contexts are interdependent and varied. The second requirement was that the expert knowledge for the design was presumed to reside in many places and with many people beyond those within the university. This meant the important and direct involvement by many stakeholders and users, not merely faculty or administrators. For this project, the stakeholders and users would be the content experts who would directly incorporate their own interests and values resulting in a program “*designed by and for*” themselves.

More than 120 people attended an invitation to “Design and Ideal Doctorate” including: deans of schools, directors, chairs of departments and programs, faculty members from several universities; leaders and members of administrative functions such as registrar, finance, library, development, and other roles from several universities; alumni of graduate degree programs; current Master and Doctoral students from several universities; leaders and thought leaders from professional organization and leadership societies; executive level leaders from corporate in-house universities and training departments; government and nonprofit training leaders; senior HR administrators; and representatives from organizations where there was no support for graduate education.

Participants designed the characteristics of an ideal doctorate that “*you would personally want to teach in; you would want to administer via your professional work; you would want to be a doctoral student in; you would recommend colleagues apply to; your organization would support if colleagues were admitted as doctoral students, faculty or mentors; you would want to join for professional and community support; your organization would want to partner with for consulting, executive education, and research projects; and you would want to be acknowledged as a co-designer.*” These were not for the future or for others; rather, these were what these stakeholders wanted right now and for themselves. The only limitations were that elements must be technological feasible and that the program must thrive in the existing environment, as well as be sustainable in the future as the environment may change.

Design sessions were held in October and November 2014. A complete doctoral program prototype was delivered January 30, 2015 and was approved by the faculty in April 2015 without reservation or change. In September 2015, the program was also approved without reservation or change by the Middle States Commission on Higher Education (MSCHE) which governs/approves all academic programs in Pennsylvania. Recruitment for faculty and students began immediately and the first cohort of doctoral students was admitted in January 2016. In February 2016, the program was ranked #22 of the top 50 business management doctorates in the United States.

APPROACH, VISION AND MISSION

We take a *systems approach* and define Strategic Leadership as an emergent property of an organizational system. Strategic Leadership is the integration and application of strategy and leadership that manifests in individuals as the capacity to anticipate, envision, maintain flexibility, and empower others to voluntarily make effective decisions and to create strategic change as necessary.

Our *vision* is to foster the premier leadership doctoral program for professionals and organizations seeking to explore, develop and demonstrate new levels of creative interdisciplinary strategic thinking and practice.

Our *mission* is to develop strategic leaders who effectively navigate complex global contexts and environments by creatively integrating and bridging interdisciplinary knowledge and practice from academia and the workplace.

Professional, Research, Executive Doctorates

A *traditional research doctorate* - Ph.D. and D.Phil. - focuses on new knowledge discovery and creation in preparation for a career as a scholar, teacher, and researcher. A *traditional professional or practice doctorate* such as the M.D./D.O. and Doctor of Physical Therapy (D.P.T.), focuses on direct and often clinical practice without necessary knowledge discovery or creation.

Bridging these is the *professional executive research doctorate* such as the *Jefferson Doctor of Management* (D. Mgt.) which engages the learner in new knowledge discovery, creation and in direct application of practice in the professional workplace. Earning a professional executive research doctorate designates one a **scholar-practitioner** who is qualified to teach at the university level and to pursue professional roles as organizational leader and consultant.

Distinctions

Jefferson DSL is distinguished by its exceptional faculty and scholars drawn from more than a dozen academic domains and from leadership positions in professional practice. Our curriculum is trans-disciplinary which means it addresses leadership across broad domains of knowledge and practice rather than within one. Organizational leaders, to develop effective strategies and leadership regardless of their organizational SIC code or defined discipline need exposure to multiple and varying approaches and methodologies. This approach increases capacity to address volatile, uncertain, complex and ambiguous (VUCA) contexts, and the changing cultural diversity and applications of technology. Those who join the Strategic Leadership community find opportunities to expand and blend their current thinking and practice rather than dig deeply into and remain in a single area.

TYPES OF DOCTORATES

Professional Executive Research Doctorates			Traditional Research Doctorate
	Systems Thinking Multi-Disciplinary Strategic Leadership DMgt	Traditional Business Research Discipline-Centered DBA	Traditional Academic Research Discipline-Centered PhD
Academic Governance	School of Professional Studies	School of Business	Varied and Discipline-Based Schools
Candidate Profile	Senior manager/executive who -Holds a variety of post-baccalaureate degrees -Typically a part-time student working full-time, or an international student on leave from full-time work -Seeks knowledge and skill competencies to address current challenges in contemporary business and societal contexts -Holds primary interest in continuing professional work; has some interest in teaching at the college level	Senior manager/executive who -Holds an MBA or similar post-baccalaureate business degree -Typically a part-time student working full-time or an international student on leave from full-time work -Seeks knowledge and skill competencies to address current challenges in contemporary business and societal contexts -Holds primary interest in continuing professional work; has some interest in teaching at the college level	Graduate student with limited work experience who -May or may not hold a post-baccalaureate degree -Typically a full-time student not working while a doctoral student other than as teaching or research assistant in their discipline -Seeks knowledge and competencies for future use; education is primarily to position themselves for careers in academia and research
Course Structure	Class schedules and residency requirements accommodate full-time work commitments	Class schedules and residency requirements accommodate full-time work commitments	Class schedules and residency requirements are for full-time students with little time for professional work commitments
Curriculum	Systems-design-based and trans-disciplinary frameworks (multiple discipline perspectives transcend each other to form new holistic approaches) across private, public sector and profit or non-profit organizations Apply quantitative and qualitative research, and design methods to solve and dissolve contemporary and emerging problems Client-sponsored consulting, research and executive education project-based learning	Analytic and interdisciplinary frameworks (two or more disciplines are combined for integration) with a focus on general management and business issues in private, public sector and profit or non-profit organizations Apply quantitative and qualitative research methods to solve contemporary business problems	Specialized studies generally within a single, specific discipline Heavy emphasis on analytic research methodology and its application to develop new models and theories Limited focus on the direct application of knowledge in business sectors or on practice-based research other than as a research study
Dissertation Deliverable	Flexible standards for discovery of or application of new knowledge or practices. Varied formats for dissemination for maximum impact	Research standards for discovery of new knowledge or practices retained with formats for dissemination optimized for maximum impact	Academic discipline-based standards and format for discovery and dissemination of new knowledge
Purposes	To develop scholar-practitioner professional executive leaders	To develop scholar-practitioner professional executive leaders	To develop academic researchers and faculty

COMBINATION UNIVERSITY HISTORY

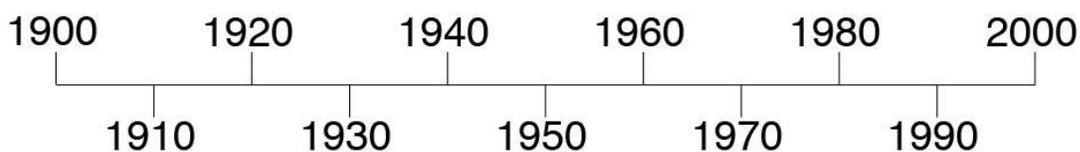
Philadelphia University

The idea for what was to become Philadelphia University began in **1876** at the international exhibition which celebrated the United States Centennial held in Philadelphia. One who attended was businessman **Theodore Search**, president of the National Association of Manufacturers. Like many others, he recognized the significant gap in quality and variety between US and European textile products displayed at the exhibition. His solution to this US-European difference was to design a school for worker-management training supported by a curriculum of “skilled hands and trained minds for the conduct of our industries and our commerce.”

In **1884**, Theodore Search established and became the first professor in the **Philadelphia Textile School** initially a component of the School of Industrial Art housed within the **Philadelphia Museum of Art**. The new institution which subsequently became independent was the first to establish and capitalize on the important relationship in thinking and practice between design, engineering, and commerce. In 1999, the private, accredited, non-denominational institution located in the **East Falls** section of the City became Philadelphia University.

1884

Philadelphia Textile School established



1943

Renamed Philadelphia Textile Institute

1960

Renamed Philadelphia College of Textiles and Science

1999

*Renamed
Philadelphia
University*

Thomas Jefferson University

Thomas Jefferson University dates to 1824 when Jefferson Medical College (now the Sidney Kimmel Medical College) was founded by Dr. George McClellan. At the beginning of the 19th century, only four colleges in the United States possessed medical Colleges - Columbia, the University of Pennsylvania, Harvard, and Dartmouth. For several years, Penn alumni and supporters successfully blocked all efforts to form an additional College. Led by Dr. McClellan, a group of men hit upon a novel strategy.

In 1824, McClellan and others petitioned Jefferson College, a small institution in Canonsburg, PA to add a medical College. While technically part of Jefferson College, Jefferson Medical College was relocated in Philadelphia with administrative and financial responsibility in the hands of the faculty. Although challenged by the University of Pennsylvania, in 1826 the Pennsylvania Legislature passed a bill that ratified the actions of Jefferson College. This allowed the relocated College to grant medical degrees – graduating students with experience in supervised participation in the care of patients, a revolutionary approach to medical education at the time.

Professors of the 1841 Jefferson "famous faculty" included Robley Dunglison (Institutes of Medicine), John K. Mitchell (Practice of Medicine), Joseph Pancoast (Anatomy), Thomas D. Mütter (Practice of Surgery), Charles D. Meigs (Obstetrics), Franklin Bache (Chemistry) and Robert Huston (Materia Medica). In 1856, a renowned graduate, Samuel D. Gross, MD (class of 1828), returned to bestow upon his alma mater a reputation that has lasted to this day. Dr. Gross was pre-eminent in the medical profession. The finest surgeon of his time, an educator of the highest distinction, and author of 14 books, Dr. Gross (immortalized in artist Thomas Eakins' "[The Gross Clinic](#)") considered himself to be first and foremost a physician who devoted much time to family practice.

The Philadelphia Center City campus includes:

- academic programs which enroll more than 3,900 students preparing to be physicians, scientists, nurses and healthcare professionals in the Sidney Kimmel Medical College (SKMC), Colleges of Biomedical Sciences, Health Professions, Nursing, Pharmacy, Population Health, and the National Cancer Institute (NCI)-designated Sidney Kimmel Cancer Center
- clinical services called [Jefferson Health](#) which has approximately 30,000 people working in 14 hospital locations, 21 outpatient centers, 7 urgent care centers, and an extensive care network with offices throughout Pennsylvania, New Jersey and Delaware.

New Jefferson

Philadelphia University and Thomas Jefferson University announced their official combination, effective July 1, 2017, creating a [national comprehensive university and health enterprise](#) designed to deliver high-impact education and value for students in medicine, science, architecture, design, fashion, textiles, health, business, engineering and more. The name for the combined institution, which is the fifth largest in the city of Philadelphia, is **Thomas Jefferson University** and is referred to as **Jefferson** in common usage.

In addition to the colleges and schools listed below, Jefferson includes campuses in Center City, East Falls, Montgomery County, Bucks County and Atlantic County; a growing online presence; numerous clinical sites; and an extensive global footprint with locations in Italy and Japan, study abroad sites and curricular and co-curricular partnerships and networks. Jefferson is home to more than 7,800 students, 4,000 faculty members and 63,000 alumni. The combined university offers more than 160 undergraduate and graduate professional programs all with a grounding in the liberal arts. This [link provides Jefferson Facts and Figures](#).

Jefferson Colleges and Schools

College of Architecture and the Built Environment
 Kanbar College of Design, Engineering and Commerce
 College of Health Professions
 College of Humanities and Sciences
 College of Life Sciences
 Sidney Kimmel Medical College
 College of Nursing
 College of Pharmacy
 College of Population Health
 College of Rehabilitation Sciences
School of Continuing and Professional Studies
 School of Design and Engineering
 School of Business Administration

Jefferson Athletics

The University's mascot is **Phil the Ram** and the 17 [intercollegiate athletics teams](#) are known as the Jefferson Rams. Jefferson competes in the NCAA Division II Central Atlantic Collegiate Conference and boasts one of the winningest NCAA basketball coaching duos in the country - Naismith Memorial Basketball Hall-of-Famer and Head Men's Basketball Coach **Herb Magee** and Women's Head Basketball Coach Tom Shirley.

FACULTY, COACHES, MENTORS AND SCHOLARS

Faculty Research/Teaching



Joel Adler	Program Management/Coaching
Allan Braslow	Health Education and Evaluation/Mentor
Jean-Marc Choukroun	Systems/Global Strategy and Project Management
Elliot Cole	Technology and Health Education/Mentor
Rosa Colon-Kolecko	Organization Development and Culture
Anthony Cosenza	Military and Civilian Policy Administration
Robbin Durie	Military and Civilian Applied Management
Steven F. Freeman	Applied Research Methods
Tom Guggino	Presentation and Communication/Coaching
Syd Havely	Strategic Communications/Mentor
Larry Hirschhorn	Economics/Leadership and Psychodynamics
Matt Minahan	Organization Development and Leadership
John Pourdehnad	Systems/Design Thinking Implications and Consulting
Ana Reyes	Virtual/Network Technologies and Leadership
Larry M. Starr	Systems/Design Problem Solving and Leadership
Les Sztandera	Technology Management/Big Data Analytics
Joe Sweeney	Applied Research Methods and Leadership
Dominick Volini	Clinical Executive Leadership/Coaching

[A link to biographies and activities of each of the DSL Faculty, Coaches, Mentors and Scholars is available here.](#)

[A link to the biography and activities of Dr. Larry M. Starr, DSL Program Director is available here.](#)

Coaching

Students work with a ***professional executive leadership coach*** to address personal and professional development as an organizational leader. Coaching sessions are scheduled by mutual convenience and are held on campus, off campus or by telephone/video communication as is appropriate to the topic.

Students work with a ***professional communication coach*** in preparation of individual and group presentations, and to develop skills when communicating in professional environments. Coaching sessions are scheduled by mutual convenience and are held on campus, off campus or by telephone/video communication as is appropriate to the topic.

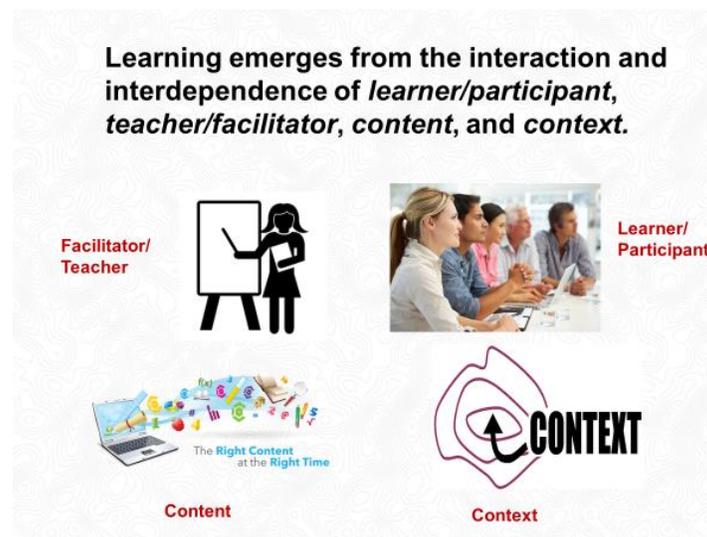
Students work with a *doctoral research coach* to help them focus on a topic for their dissertation/capstone. Coaching sessions are scheduled by mutual convenience and are held on campus, off campus or by telephone/video communication as is appropriate to the topic.

Doctoral mentors and scholars may participate in DSL courses and projects and are available to DSL students who wish to consult with or to seek advice. Mentors and scholars also act as a liaison between the professional workplace and DSL by connecting projects and people in collaborative endeavors.

EDUCATION APPROACH AND MODEL

Pedagogy and Andragogy: Students, Learners, Participants

A **student** is one who intends and assumes that learning will occur through direct intervention by a teacher whose job is to present information. In this relationship, the student expects to be told the content and to have it presented in a controlled context. A **learner** is one who intends, assumes, and is responsible for learning on his/her own. The role of the teacher is to facilitate learning by supporting and assisting but not directing or controlling. Learners seek information to self-develop, and to increase knowledge and understanding across a variety of contexts.



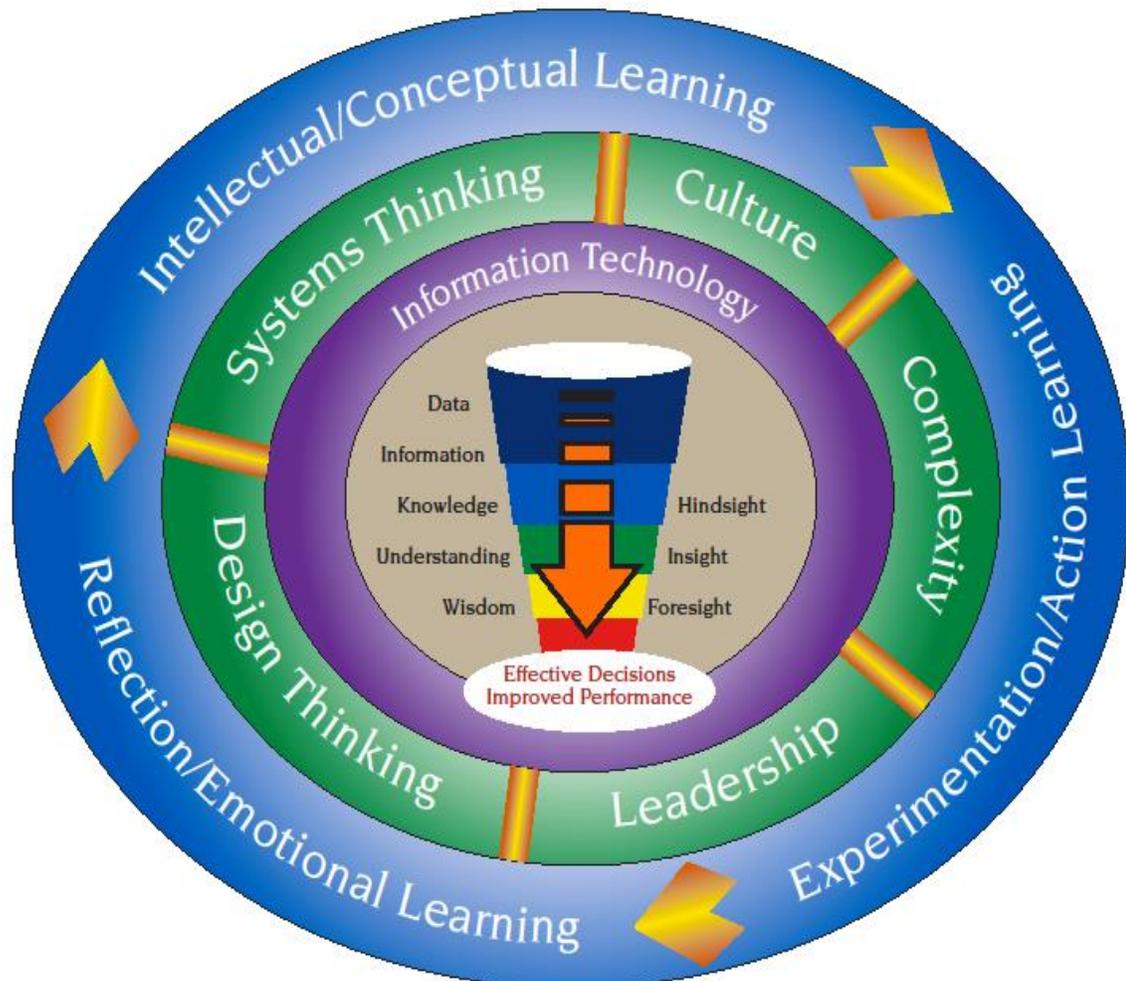
Adults are “applied learners” such that they need to understand how information presented in a situation - such as but not limited to a graduate course - adds value to their current and anticipated professional activities, and to their current body of knowledge and experiences. This application concept distinguishes **pedagogy** (student child learning) from **andragogy** (adult learning) and can be appreciated in the premises of andragogy defined by Knowles (1984; see also <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles> from which the following is a direct quote):

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

A person admitted into the Doctor of Management in Strategic Leadership program must be a **learner and participant** who assumes a significant degree of personal responsibility for learning. DSL faculty provide a syllabus for each course, define

learning objectives, and are guides. In our doctoral system, applied learning emerges from the interaction of faculty x participants x content x context.

To support the shift from pedagogy to andragogy, we will refer to those earning their DSL degree as learners and participants.



Architecture

The DSL education model is portrayed in a system with concentric rings. The outer ring describes the 3 modes of learning:

- *Cognitive/conceptual learning* occurs by exposure to academic and practice literature which describes theories, models, problems and opportunities for leaders in the global context.
- *Experimentation/action learning* occurs by direct practice in strategic consulting, strategic research and strategic executive education with clients demanding high quality on-time services and products.

- *Reflective/emotional learning* occurs through meaningful student-faculty synthesis of concepts and practices and through individual and team executive coaching, communication and presentation coaching, and writing coaching throughout the doctoral program.

The second ring addresses critical concepts of leadership: The content of learning addresses the challenges (problems and opportunities) that occur across and within varying contexts. We address, therefore, the nature of individual and organizational *complexity*; the nature of mindset including *systems thinking* approaches and implications; *design thinking* methodologies for problem solving; historic and current *leadership theories and models*; and domestic and global approaches to organization *culture*, development, and change.

The third ring reflects the importance of information technology. The rapid rate of increase and changes in information/knowledge can help and hinder leadership understanding and practice. Coursework, consulting and research that address *technology enablers* such as big data analytics, systems-based crowd sourcing and social communities support use of research methodologies and inform strategic leadership decisions and performance.

The outcomes of varied modes of learning applied to critical concepts and supported by technology enablers produces more effective decision making and improved performance. The funnel metaphor describes how leaders use data to create information which leads to knowledge then understanding and ultimately to wisdom. This process allows a leader to move from hindsight to insight to foresight.

COURSES

To earn the degree of Doctor of Management in Strategic Leadership requires successful completion of 15 graduate courses including a doctoral dissertation. The distribution of courses is as follows:

Conceptual Courses (DSL 700 level): These address theories, models, practices and applications. Courses focus on the critical conceptual content of the program including systems and design thinking, complexity, culture and organization development, and leadership.

Practicum/Project Courses (DSL 800 level): These strategic consulting, research and executive education courses give students supervised practical application of a previously or concurrently studied theory. These experiences involve collaborating with client organizations with real demands for defined outcomes and timelines.

Doctoral Candidacy: DSL 801 and 802 represent the transition between doctoral coursework and candidacy. Upon successful completion of the learning and writing obligations of DSL 801 and 802 a participant becomes a Doctoral Candidate and completes degree requirements by writing and delivering the dissertation/capstone.

Dissertation Courses (DSL 900 level): Doctoral Candidates will select a Dissertation Committee, propose a topic and receive approval to proceed as a Doctoral Degree Candidate. Students will complete, deliver and receive acceptance by signature from the Dissertation Committee in the seventh semester of the program. A student who does not complete the document successfully will continue to work on the project by registering in DSL 901E (extension) as an “all but dissertation” (ABD) student until the document is successfully delivered and signed. A small continuation tuition fee will be invoiced for each ABD semester. The maximum time to complete the doctoral degree is 7 years but may be increased to an 8th with a petition and justification.

Course Listing (see also pp. 25-29 of the Course Catalog:

<http://eastfalls.jefferson.edu/catalog/CourseDescriptions/CourseCatalogGR.pdf>)

DSL 700: Strategic leadership frameworks, concepts and methodologies. This introduction to the DSL program presents the program’s conceptual, practice and synthesis learning assumptions by describing theories, models and practices of strategic leadership. Participants examine and discuss how differing frameworks, methods and tools inform how leadership, organization behavior, and performance are understood and practiced. Central to this understanding is the increasing complexity and the importance of systems thinking for addressing the challenges of the modern enterprise.

DSL 701: Systems and design thinking implications for leadership. This course is designed to challenge traditional management thinking and practice and to show why

organizations must learn to think differently when confronted with complex challenges. The course will contrast the traditional, linear approach to problem solving and strategy formulation with a more holistic, systemic approach wherein the assumptions of separability, linearity, simple causation and predictability are no longer valid. The objective of the course is to provide learners with new tools and perspectives that will enable them to navigate complexity.

DSL 702: Applied research methods I (ARM I). Research Methods is at the core of any research-informed doctoral program. What differentiates those who complete a doctorate from others who claim expertise in any subject area is the ability to systematically evaluate and assess what passes for knowledge in a given field. ARM I provides a broad introduction to research and thinking epistemology. We learn to appreciate general methodological, validity and research design issues; effectively make an evidence-based argument; identify a domain and topic; understand basic statistics; develop competent numeracy skills; understand (generally) research hypotheses and theses; and conduct a basic literature search.

DSL 703: Juxtaposition of military and civilian strategic leadership. This course examines psychological, emotional and cognitive elements within various military and civilian leadership models since both leadership and followership have at their core individual, group and organizational psychology interactions. We also review the evolution of leadership theory as a generic discipline but focus specifically on the military model of leadership development and practice and how that model relates currently to Western business practices to attain, train, maintain and retain a corps of highly effective leaders

DSL 704: Complex project leadership and management. By contracting with a client to respond to a formal organizational challenge, students in this course learn to apply a range of competencies drawn from fundamental (identified by the Project Management Institute) to complex project management and project leadership. The objective is to introduce and reinforce the traditional approach, principles, tools and techniques of planning for, managing and leading projects, as well as to provide a systems framework and methodologies for planning for, managing and leading complex projects.

DSL 705: Enabling information technologies and tools. In today's competitive business environment, organizations find themselves working with reduced resources while they are expected to perform better. As well, businesses are expected to differentiate themselves from competitors, improve performance, and increase profit despite restricted investment in new, innovative technologies that could have an impact on these objectives. This project-based, team-oriented course provides a methodology for implementing enabling information technologies and tools that add value to organizations. We address the application of crowd sourcing, social computing, cloud computing and analytics to make better leadership decisions and to improve organizational performance.

DSL 706: Applied research methods II (ARM II). ARM II supports ARM I both of which are designed for participants to (a) develop basic understanding of the various

methods by which knowledge is created and propounded so that you can identify and critically evaluate prevailing understandings, claims and counter-claims; and (b) develop the competency to rigorously address a problem in your field. ARM II will be organized primarily around the goal of facilitating an individual pilot project. Research is highly complex and to do complex tasks we must follow manageable steps. Although each project is different, there are common elements, e.g., all projects need a research question, literature review, research design, data collection, etc.

DSL: 707: Leadership lessons: Theory of Constraints (TOC). TOC is a systems-thinking methodology based on the idea that the apparent complexity of a situation can be resolved if the constraint or rate limiting step to improved performance can be identified. The methodology has two prongs; one focused on flow systems as found in manufacturing and in supply chains, and one focused on problem mapping through which a set of symptoms or “undesirable effects” are linked to a few core conflicts. Each prong presupposes that apparent complexity can be reduced by scrutinizing the causal structure of any system. Behind complexity lies simplicity.

DSL 708: Management and leadership of organization development and change. This course introduces theories, models and practices of strategic organization development and change. We will review the research on successful organizational change and its link to organization strategy through the lens of organizational systems. We will also explore our own beliefs and experiences about organizational change, how it happens, what makes for success, and what leadership practices contribute to outcomes.

DSL 709: Leading in the digital transformation age. Increasingly rapid rates of environmental, technological and demographic changes are shifting the relationship between people, workplaces and production activities. In this evolving digital economy, business value is derived from the ability to leverage new technologies to transform the way business is conducted. Smart, configurable, on-demand workspaces, tool networks, intelligent machines, data analytics and immersive virtual presence capabilities are automating work and augmenting individual and collective abilities. This project-based course introduces theories, tools and practices for leading in the digital transformation era in which individuals, organizations and industries are progressing unevenly towards digital mastery. The course will predominantly utilize immersive collaboration and learning technologies to illustrate how digital tools transform work. A 3D immersive classroom environment will provide students basic experience with distributed online project work, collaborative tool ecosystems, and effective leadership practices for new ways of working.

DSL 710: Advanced independent study. This course supports the participant’s independent exploration of a topic related to strategic leadership, theory, organization development, practice, and/or evaluation. Participants will augment their knowledge and skills in a topic area of their choice by appropriate methods such as exploring the literature, interviewing experts, and/or engaging in research and/or development activities. The actual content and method(s) used will be approved by a

faculty supervisor and/or mentor and directed by the student. Participants will demonstrate a series of competencies in an area of interest as the primary outcome.

DSL 711: Special Topics. These courses are assigned when opportunities emerge.

DSL 712: Strategic Interactive Planning. This course enables participants to learn to apply a specific form of strategic planning appropriate for organizations operating in complex contexts and environments. This distinctive approach is prospective, informed by systems and design thinking, and is stakeholder-community-based in that it includes the direct involvement of those who hold a stake (i.e., are the stakeholders) in the organization seeking a strategic plan. The course follows a set of project steps beginning with contracting with the client and collaborative project planning and ending with delivery of the strategic plan. The course does not include plan implementation.

DSL 713: Patterns of strategy. The purpose of this course is to provide participants with a comprehensive introduction to strategic thinking and to strategy formulation and execution. A broad range of common patterns of strategy are examined and guidelines are provided on when, why and how to apply them. The course takes a systemic approach to strategy, considering it as a dynamic, adaptive process that influences and is influenced by the multiple critical relationships the organization has in the wider environment in which it operates. Attention is paid to understanding the benefits and pitfalls of both collaborative and competitive strategies and the trade-offs they imply. A general four-step model is proposed for implementing strategy and ensuring effective execution.

DSL 714: Applied Survey Research Methods. The aim of this course is to provide participants with a comprehensive understanding of survey research methods. The course syllabus covers every stage of the survey process, from design to analysis. For participants who plan to design and carry out their own surveys (within organizations for professional purposes or for scholarly purposes), this course provides the practical and theoretical tools that are needed to produce high quality survey data. For participants who plan to analyze these data, or data from pre-existing social surveys, it will provide the applied knowledge and skills that are required to produce high quality research.

DSL 800: Strategic consulting. The purpose of this process consulting-focused project-based course is for participants to learn how to help organizations address their complex consulting problems. Organizations enter into an educational partnership with expectations that their project will be mostly completed by the end of the semester although some continue longer. Participants participate in all consulting activities include organizational system diagnosis/situation awareness, planning, designing, and implementation.

DSL 801: Leadership research project. This course has three purposes: (1) to support the participant's independent exploration of an applied strategic leadership research topic related to theory, development, design, practice, opportunity, and/or

evaluation; (2) to build information and knowledge, and to contribute to the literature review requirement of the doctoral dissertation/capstone; (3) to assist participants in structuring a project plan to complete their final program requirement - the dissertation/capstone. Participants will augment their knowledge and skills in a topic area by appropriate methods such as exploring the literature, interviewing, and/or engaging in research, design, and/or development activities. The actual content and method(s) will be approved by a faculty supervisor and/or mentor but directed by the student. Participants will demonstrate a series of strategic leadership research competencies in an area of interest as the primary outcome of this course.

DSL 802: Executive education project. This course has two purposes. One is to support the participant's independent exploration and understanding of strategic leadership executive education to support leadership development or leadership emergence in an organizational context. Another is to build information and knowledge, and to contribute to the applied scholarship of the doctoral dissertation/capstone. Participants will augment their knowledge and skills in a topic area by selecting or identifying a leadership development problem or opportunity, identifying and confirming an organizational context or host, designing and developing an education or training curriculum including participant learning objectives, creating and delivering the content drawn from the curriculum using a channel appropriate to the topic and organization context, and evaluating the outcomes of the executive education to address the problem or opportunity for which it was created and delivered. A faculty supervisor and/or mentor will approve the design and deliverables, but the student will direct and conduct the work. Participants will demonstrate strategic leadership executive education competencies in an area of interest as the primary outcome of this course.

NOTE: Completion of DSL 801 and DSL 802 replace a formal examination and meets the program's requirement for Doctoral Candidacy and the start of the dissertation.

DSL 900: Dissertation I. Doctoral candidates under supervision of an adviser and with an advising committee will propose their dissertation which involves: (1) determining appropriate parameters for their topic; (2) developing exclusion/inclusion criteria; (3) conducting a comprehensive information search; (4) assessing and evaluating the quality of information; and (5) synthesizing the information to yield aggregate conclusions and recommendations. The result of this course will be a dissertation proposal.

DSL 901: Dissertation II. Doctoral candidates under supervision of an adviser and with an advising committee will deliver project described in their approved dissertation proposal.

DSL 901E: Dissertation Extension. Doctoral candidates under supervision of an adviser and with an advising committee who have not completed their work will continue to work on their project as described in their approved dissertation proposal.

FELLOWS

Fellows of the Institute of Systems Wisdom

The Institute of Systems Wisdom, a division of the global consultancy, Systems Wisdom, is an innovative social-academic-practice community that emerged from applied consulting and research projects hosted at the University of Pennsylvania. In 2016, the Institute and all its projects moved to Thomas Jefferson University which then established a relationship with the Strategic Leadership doctoral program. This included creation of a Co-laboratory and a program wherein each admitted DSL student - **as of 2016** - would become a **fellow** in the Institute. Research, consulting and executive education projects that are led by the Institute often involve Jefferson Strategic Leadership doctoral student fellows.

Home » Institute of Systems Wisdom

Institute of Systems Wisdom

The mission of the Institute is to encourage, support and exchange curiosity-driven research and ideas, and to seek solutions to current challenges by applying systems and design thinking. Exchanged information often favors speculative thinking as this produces advances in knowledge that can change the way we understand and act in the world.

The Institute of Systems Wisdom is an innovative social-academic-practice community that emerged as a result of three years of applied consulting and research projects hosted within the Organizational Dynamics graduate studies program at the University of Pennsylvania. When the decision was made to move the host for new projects from Penn to Systems Wisdom, the project members (faculty, scholars, practitioners and students) established the Institute of Systems Wisdom. When key project members received appointments in the Doctoral Program of Strategic Leadership at Philadelphia University, a relationship between the Institute and the Strategic Leadership doctorate was established. This included that each admitted doctoral student would become a *fellow* in the Institute.

Strategic Leadership Collaboratory

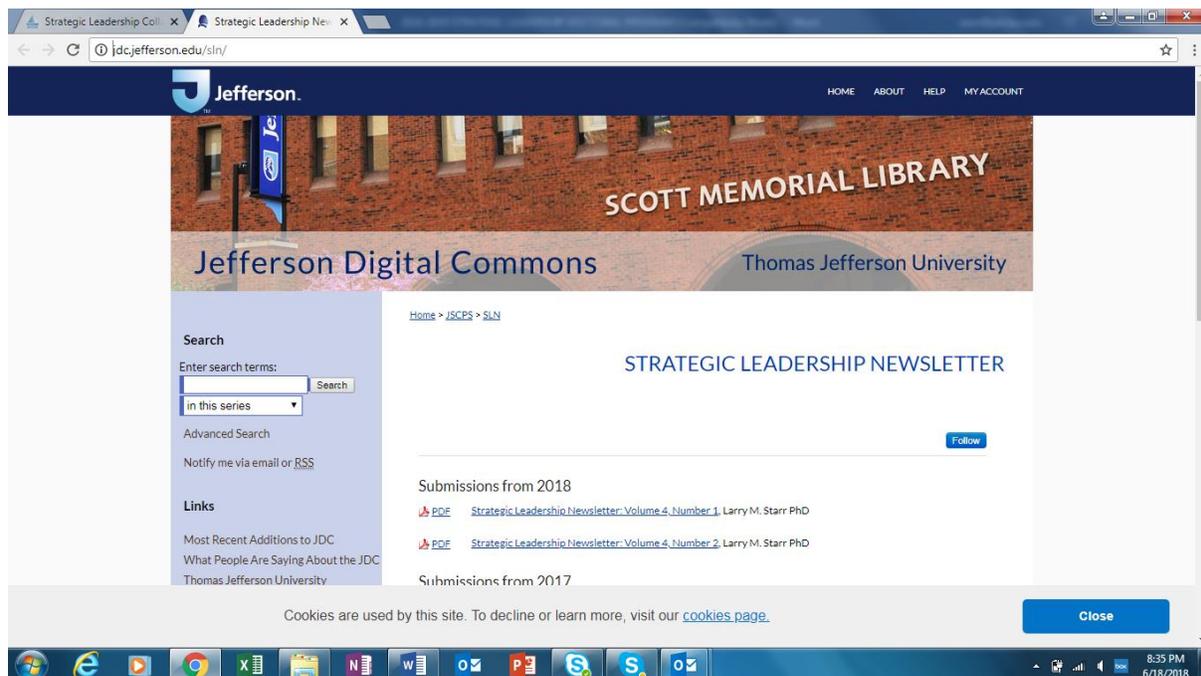
INSTITUTE

- Strategic Leadership Collaboratory
- Fellows 2014
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- [Strategic Leadership Collaboratory](#)
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- [Fellows 2019](#)

NEWSLETTER

The *Jefferson Strategic Leadership Newsletter* reports information relevant to Jefferson DSL and its community including personal and professional events and accomplishments, new practices, research, opportunities, and suggestions. All members of the DSL community are encouraged to forward the Newsletter to friends and colleagues to expand awareness and to brand yourself as a community member. Students are also invited to recommend people or organizations to be added to the mailing list.



The *Newsletter* is published in February, June, September and December. All reports of activities - personal / family events, professional activities, new ideas and projects, and reflections relevant to DSL - are encouraged. Please include links and photos when relevant and available. Send these to the Editor (Lawrence.Starr@Jefferson.edu).

Effective 2017, the *Newsletter* has been uploaded to the [Jefferson Digital Commons \(JDC\)](#) the University's digital library and so all recent issues [can be read here](#).

Prior to 2017, the Newsletter was hosted by the Institute of Systems Wisdom and past issues [can be read here](#).

ACADEMIC REQUIREMENTS, WRITING PAPERS AND GRADES

Degree Requirement

The D.Mgt. degree requires completion of 45 graduate credits. Graduate courses are commonly valued at 3 credits (some may be less) which means a participant completes at least 15 courses. Upon completion of all coursework, a participant must have a minimum grade-point average of 3.0 (B grade) to graduate.

Required and Elective DSL Courses

CORE COURSES (10 required)	ELECTIVE COURSES (5 selected)
<u>Conceptual</u> DSL 700 Strategic leadership frameworks DSL 701 Systems and design thinking and implications DSL 702 Applied research methods I DSL 704 Complex project leadership and management DSL 706 Applied research methods II DSL 708 Management and leadership of organization development and change <u>Project-Based</u> DSL 801 Strategic Research DSL 802 Strategic Executive Education <u>Dissertation</u> DSL 900 Dissertation/Capstone Proposal DSL 901 Dissertation/Capstone Delivery	<u>Conceptual</u> DSL 703 Leadership in military context DSL 705 Enabling information technology DSL 707 Theory of constraints DSL 709 Leading in the Digital Transformation Age DSL 710 Advanced Independent Study DSL 713 Patterns of Strategy DSL 714 Applied Survey Methods <u>Project-Based</u> DSL 800 Strategic consulting DSL 710 Advanced independent study DSL 712 Strategic interactive planning DSL 714 Applied Survey Research Methods

Writing Doctoral-Level Academic Papers

Every participant admitted to Jefferson DSL is expected to be able to write academic and practice papers at a high graduate level.

Course written assignments are a requirement of all DSL courses because they prepare and enhance a participant's competency to write a doctoral dissertation or capstone. In addition, written papers document and demonstrate to the University that the participant has met the learning objectives and has completed the assigned work. Written work also enables an external evaluation in the event an assigned faculty member cannot complete course responsibilities due illness, absence, or death,

because it supports an external audit if academic standards are called in to question and need to be assessed.

Generally, there are several writing assignments required in a course. The most frequent pattern is one or two short papers and one final paper.

Formatting, Style Guide, and Assignments

Participants should follow [American Psychological Association \(APA\)](#) or the [Academy of Management \(AOM\)](#) formatting and style guideline or be explicit about another style and format guide they prefer to use. Faculty will be explicit about any style or formatting requirements in the course syllabus.

Short papers: These writing assignments may be case assessments, reflective journals, proposals for individual or team projects, or reviews and assessments of course readings, presentations, or other course materials. Short papers often include references which adhere to the APA or AOM format.

Final Papers: Final Papers, or term papers, are more formal scholarly documents in format and voice. APA or AOM style is followed unless another style guide is specified. Final Papers include citations and references.

Presentations: Many courses require presentations by participants to the class as a course assignment. Presentations may replace one of the “short paper” assignments, or in some cases, may be the “Final Paper” assignment. Presentations should always include a written component -- a contextual essay -- in addition to power point slides or other visual or audio recordings.

Writing Resources

While Faculty may provide resources for their course, within Jefferson are the following resources for those who wish to improve their competencies:

- [Academic Success Center \(Writing Center\)](#)
 - [Writing Cafe](#)
- [Scientific Writing and Editing Services](#)
- [Office of Professional Writing and Communication](#)

Grades and Notifications

Grades are submitted to the University Registrar directly by faculty according to a schedule posted in the (2018-2019) [University Academic Calendar](#). The University, through its online **WebAdvisor** system, provides official grades to participants on dates also defined by the Academic Calendar.

Grade Distribution	Letter Grade	Grade Points	Meaning
	A	4.00	Distinguished; Surpassed all learning objectives and expectations
	A-	3.67	Excellent; Surpassed most learning requirements and expectations
	B+	3.33	Very good; met all learning requirements and surpassed some expectations
	B	3.00	Good; met all learning requirements and expectations
	B-	2.67	Met almost all learning requirements and expectations
	C+	2.33	Met some learning requirements and expectations
	C	2.00	Met some learning requirements but fewer expectations
	F	0	Failed to meet learning objectives and expectations
	I		Incomplete learning requirements
	TH		Thesis/Dissertation in progress
	W		Withdrawn from course
	WF		Withdraw after "last day to drop without a W grade"

Grades and Student Status

If the learning objectives for a course are incomplete when grades are due because of the student's unexplained failure to provide a valid explanation, the instructor may issue a grade of **F (failure)** for the course.

If the learning objectives for a course are incomplete when grades are due because of the student's valid explanation approved by the instructor, and when an extension date is provided and approved by the instructor, the instructor may issue a grade of **I (Incomplete)**. Incomplete work must be made up within the first four weeks of the start of the next term. If this work is submitted and a final grade can be issued, the instructor must complete a **Change of Grade Form** to the Program Director. If the Incomplete is not made up by the deadline date posted in the [Academic Calendar](#), the Registrar will change the I to an F.

If an Incomplete grade is converted to an F, the instructor may still change the grade after the student has completed all required work by completing a **Change of Grade Form**.

Participants with **two or more Incomplete grades** are subject to registration hold, are required to meet with the Program Director to explain the circumstances of the Incompletes, and to develop a plan to resolve them. Participants with **two or more Incomplete grades or F grades** may not be allowed to register for courses and may be dropped from the doctoral program.

Doctoral Candidacy

A participant who successfully completes all core and elective requirements including DSL 801 and DSL 802 (with at least a 3.0 GPA) will become a **Doctoral Candidate**. Doctoral Candidates focus exclusively on writing their dissertation/capstone under supervision of an adviser and committee. For complete information, refer to the [DSL Guidelines for the Dissertation/Capstone](#) (see page 29).

Graduation

The [Registrar's Graduation website](#) lists information important to a Doctoral Candidate including the following Frequently Asked Questions:

- [When should I start thinking about graduation?](#)
- [What are the student's responsibilities for graduation?](#)
- [What do I look for in Degree Audit?](#)
- [What if I don't have a "Pending \(Anticipated Complete\)" status?](#)
- [How do I apply for graduation?](#)
- [How do I know if I can walk at Commencement?](#)
- [Does walking across the stage mean that I graduated?](#)
- [When will I receive my diploma?](#)

Graduate Academic Policies

For the most up-to-date academic policies, please go to:

<http://www.eastfalls.jefferson.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html>

DOCTOR OF MANAGEMENT DISSERTATION/CAPSTONE

One requirement to earn the doctoral degree is to deliver a final document that addresses a challenge, problem or opportunity of importance to professional practice, one or more organizations, community or communities, industry or the global market place. Students should apply the knowledge and skills acquired in their coursework and in their professional practices to inform their topic inquiry and to select and implement appropriate methods and tools for the intervention and explanation.

1. Terminology and Types

Thesis, Dissertation and Capstone

The word "**thesis**" noted in *Program Learning Objective 5*, which comes from the *Greek* and originally meant "something put forth," refers to an **intellectual or practice proposition**. An academic **thesis** is defined operationally as a statement or theory put forward as a premise to be maintained, supported or proved, commonly an academic requirement in higher education.

The word "**dissertation**" comes from the *Latin* and means a "path." Its operational meaning is a **long essay on a topic that meets a requirement for a doctoral degree**. While in higher education **thesis** is used interchangeably with **dissertation**, in this document and within DSL we shall use **doctoral dissertation** to describe the final document obligation.

However, one size does not fit all. There are two broad types of dissertations which correspond to two types of doctoral degrees. The ***traditional research Doctor of Philosophy (D.Phil. or Ph.D.)*** dissertation makes a distinctive contribution to knowledge within a defined discipline with which it deals.

The ***professional research Doctor of Management (D.Mgt. or Mgt.D.)*** dissertation makes a distinctive contribution to the knowledge, understanding and practice within a profession or organizational context with which it deals.

Capstone

Rather than **doctoral dissertation**, some professional research doctoral programs use the word "**doctoral capstone**" to describe this significant written requirement. Doctoral capstone projects, while varying from university to university, are usually more "experiential" such that students take what they've learned throughout their graduate program and apply it **within practice** to examine a specific idea, problem or opportunity. Harvard University's Doctor of Leadership Education which awards the Doctor of Educational Leadership (**Ed.L.D.**) degree, for example, describes the following:

The **Doctoral Capstone** is a descriptive, analytic, and reflective account of the ... student's leadership of and contributions to a strategic project within an Ed.L.D. partner organization (<https://www.gse.harvard.edu/doctorate/doctor-education-leadership>).

There are a variety of forms, formats and methodologies that are appropriate for doctoral capstones. Examples include but are not limited to case studies, program evaluations, outcomes-based evaluations, surveys, focus groups, and creation of professional instructional books and materials. Each graduate program defines what students can complete to meet this requirement. In DSL, we shall also use **doctoral dissertation/capstone** to describe the final document obligation.

Candidates for the DMgt in Strategic Leadership may select to deliver either a dissertation or a capstone. Table 1 compares these.

Table 1: Comparison of Strategic Leadership Dissertation and Capstone

	Dissertation	Capstone
Application of scholarship and research	Deep <i>applied research investigation</i> about a topic relevant to professional organization context, e.g., professional practice, workplace or community	<i>Study, research or design applied directly</i> within a professional organization context, e.g., professional practice, workplace or community.
Preparation	<p>Intense preparation and a strong conceptual and practice foundation based on professional experience and course work.</p> <p>Students engage in a two-semester course/process in which a candidate is informed in part by reflective understanding from at least one <i>practicum</i> then (1) <i>proposes independent study</i> of a question, problem or opportunity of their choice and following approval by the doctoral committee engages in the study and evaluation of scholarly debates in the relevant disciplines around that topic, and (2) with the</p>	<p>Intense preparation and a strong conceptual and practice foundation based on professional experience and course work.</p> <p>Students engage in a two-semester course/process in which a candidate is informed in part by reflective understanding from at least one <i>practicum</i> then (1) <i>proposes independent or group study</i> of a question, problem or opportunity of their choice and following approval by the doctoral committee engages in the study and evaluation of a broad range of scholarly, practice, community and</p>

	guidance of the doctoral committee produces and delivers an individual document that reflects a deep understanding of the topic.	anecdotal debates around that topic, and (2) with the guidance of the doctoral committee produces and delivers an individual document that reflects a deep understanding and application of the topic
Format	Traditional five-chapter written document: 1. Introduction; 2. Literature Review; 3. Methodology; 4. Results and Discussion; 5. Conclusions.	Deliverable can take many different forms and channels that can be determined in collaboration with the doctoral committee.
Contribution	<p>Original to the body of academic literature and theory in the dissertation topic or field.</p> <p>Addresses a formally stated problem or a gap in existing research that will contribute to the knowledge base of a professional organization context.</p> <p>A quest for new knowledge that is intended to improve understanding of a problem or opportunity or that is relevant to the field.</p>	<p>Original intended to extend knowledge and practice within a applied organizational of environmental setting.</p> <p>Addresses a formally stated problem, opportunity or complex challenge that will contribute to the productivity of an organization or community in a defined context.</p> <p>A quest for optimal, creative and novel solutions that together address the complications and complexities of a problem or opportunity, and improve organizational decision making and performance.</p>

2. Building the Dissertation/Capstone

Formal preparation and delivery of the dissertation/capstone has three phases.

Phase 1 Preparation and Building Capacity

This occurs through the DSL courses that help a student think about and prepare for the project. For example, in DSL 702 and 706 (ARM I and II), students learn research methodologies and tools, and engage in a pilot project in which they practice and prepare for their dissertation project. In DSL 710 Independent Study, students may begin the process of writing a literature review. In DSL 712 Interactive Planning,

students learn and apply design methodologies and tools. These and other courses help a student to think about, prepare for, and practice components of what may be used in their dissertation project.

Phase 2 Synthesis and Planning

In the DSL 801 and 802 workshops, students write a synthesis of their coursework from which a dissertation topic often emerges. They also create a project plan for the dissertation/capstone project. The project plan includes defining the nature of their proposed project, creating a structure for their literature review, defining or preparing to define their research questions, and specifying the methodology and tools to be used to answer those questions. Central to this is to learn the research requirements for the application to the [Institutional Review Board \(IRB\)](#), and other governing requirements for dissertation research projects. To support their dissertation, all students will identify their topic and propose a dissertation supervisor and other committee members who will provide advice during the proposal, implementation, and delivery. Upon successful completion of DSL801 and 802, the student becomes a Doctoral Candidate and is eligible to formally begin the dissertation.

Phase 3 Delivery

In *DSL 900*, working with the supervisor and committee, each student will prepare a written *proposal* drawing significantly on the work they have completed in their previous courses and their professional work. When the proposal is written, the student will schedule a formal ***Dissertation Proposal Hearing (Appendix D)*** in which the topic will be presented, and feedback will be provided.

When the proposal has been approved, the student, in *DSL 901*, with support from the supervisor and doctoral committee, will carry out the project then describe the content and processes of the dissertation using a formal structure of Chapters. When the document has been written, it will be reviewed by the supervisor and the committee members who will provide evaluative feedback. When the supervisor and student agree that the document contains all the committee feedback and evaluations, a ***Dissertation Defense (Appendix E)*** will be scheduled at which time the final project will be presented to the committee and the community. As part of the Dissertation Defense, a decision concerning acceptance will be made. To fulfill the requirements of the Doctor of Management degree, each student must obtain signatures denoting approval/acceptance of the final written document from the Supervisor and Dean of the School on behalf of the University.

3. Dissertation/Capstone Attributes and Criteria

Dissertations and capstones should reflect the University and Program learning objectives presented in **Appendix A**. They should also reflect and will be evaluated in terms of how well they meet the following.

Novelty

Novelty can be derived by creating or designing a new approach for solving or dissolving a problem, pursuing an opportunity or applying a known approach in a new setting that would introduce new adaptations to the prevailing approach. Novelty is not demonstrated by repeating a state of the practice approach in a previously explored setting.

Utility and Impact

The outcome should be measurably useful and provide measurable value to a professional practice, organization, community or other audience (internal or external) specified by the student in the proposal.

Holism

Holism through systems thinking is a foundational concept that should be integrated into deliverables. Holism is the premise that parts of a whole are in intimate interconnection such that they cannot exist independently of the whole and cannot be understood without reference to the whole. The implication is that interactions within and between the containing systems of a topic, problem or opportunity must be considered in the method of inquiry, method of interventions, and in the solutions and recommendations.

Appropriate Methods to Support Conclusions

Doctoral students must demonstrate appropriate and necessary research methods and tools for system, design and research inquiries and interventions. Based on the inquiry and nature of the topic, the choice of qualitative and/or quantitative methods will vary as will the depth and granularity required.

Interdisciplinary

Doctoral students should demonstrate in their understanding and evaluation of their topic the perspectives of disciplines and professional specialties other than those of the author.

Trans disciplinary (Only for a Doctoral Capstone Project)

While a student must deliver an individual final product, where possible in a doctoral capstone project, a document should represent the joint contribution and perspectives of others to derive new insights, methods, and approaches that emerge with the interactions of these other people.

4. Institutional Review Board

Any university or college in the United States conducting human subject research is mandated by the Federal Government to have an Institutional Review Board (IRB). The [Jefferson IRB](#) was established to ensure that human subject research conforms to high ethical standards and complies with local, state, and federal regulations.

The first question on the IRB website is: “Who is required to submit their research protocol for IRB review?” The response is: “Any faculty member or graduate student using human subjects for questionnaires, interviews, and behavioral observation; or even having human subjects try on new textiles. Submission is also necessary for staff, faculty members or students who are working in collaboration with researchers from another university.”

Therefore, prior to conducting any human research related to the doctoral project, students must have received use of human research subject approval by IRB. All Strategic Leadership dissertations and capstones must meet the guidelines set by the IRB if the activities concern research involving *human subjects*. DSL research involving human subjects that includes any activities whereby an investigator (student) obtains research data through intervention or interaction with a living individual is subject to IRB review. Intervention includes a manipulation of the human subject’s environment or physical acquisition of data performed for research purposes. Interaction includes communication or interpersonal contact between the investigator and the subject for research purposes.

Human subject means a living individual about whom an investigator (student) conducting research obtains: (1) data through *intervention or interaction* with the individual, or (2) identifiable *private information*.

Intervention includes both physical procedures by which data is gathered and manipulations of the subject or the subject’s environment that are performed for research purposes. Interaction includes communication or interpersonal contact between investigator and subject.

Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a medical record). Private information must be individually identifiable (i.e., the identity of the subject is or may readily be ascertained by the investigator or associated with the information) for the information to constitute research involving human subjects.

Dissertation/capstone projects that are determined to be (a) Exempt from IRB review or (b) Expedited/Minimal Risk require form submission and a formal response from the IRB.

Details about the University's IRB as well as exemptions from IRB requirements are discussed in DSL 801/802. Links to the federal requirements, university requirements, required application documents, and frequently asked questions is [available on the IRB website](#) governed by the Office of the Provost.

5. Document Options and Formats

A significant advantage of the DSL program is the diverse academic and professional backgrounds of the community. When assembled into a diverse student cohort that works with an equally diverse faculty, the potential for discovery of novel techniques, insights and knowledge to solve complicated and complex (emergent) problems is increased by ongoing interdisciplinary dialog.

DSL participants also arrive with diverse academic and professional experiences and expectations. The DSL program strives to accommodate this diversity by providing alternatives to the final deliverable that provide flexibility for the conduct of inquiries and interventions that accommodate each candidate's personal and professional goals and achievements, while still satisfying the required attributes and criteria.

Writing Coaching Requirement

Clear thinking and written communication are prerequisites to undertake writing a dissertation or capstone regardless of the format. To that end **all DSL students will submit examples of their proposal to the Academic Success Writing Center** where professional writing tutors and coaches assist graduate students with writing assignments for any course. Prior to approval by a doctoral committee each DSL candidate must have written clearance that the document or an example of the document has been reviewed by the Academic Success Writing Center. For details visit: <http://www.eastfalls.jefferson.edu/successcenter/>.

Dissertation/Capstone-Related Options

Applied Research Dissertation

An applied research dissertation is offered for a student who wishes to engage in a deep *applied research investigation about* a topic relevant to professional organization context, i.e., professional practice, workplace or community. This approach may be selected for several reasons such as to expose theoretical questions of interest that warrant further research or to demonstrate research competencies

valuable for one's professional career development. This deliverable is subject to the *doctoral attributes and criteria* requirements.

Professional Practice Monograph

This is a write-up of a substantial previously completed (with direct personal involvement) work-related program or project in which the principles of evidence-based research have been applied. Work-related programs or projects must involve the use of information and data captured using appropriate methodologies and tools from work settings.

This is written as a scholarly professional practice monograph including the current state of knowledge about the topic with a literature and/or practice review, the details of the program or project, how it created new knowledge or practice, other outcomes, and reference appendix materials and documents such as client reports or presentations. This deliverable is subject to the *doctoral attributes and criteria* requirements.

Academic/Practice Portfolio

This is for a doctoral candidate who wishes to assemble a portfolio of related (themed) articles and papers *authored solely by the candidate* during the doctoral program that demonstrates knowledge creation or innovative application in a defined topic or topic area. Such a portfolio might include journal-or professional trade/practice-style articles, conference papers, and DSL class papers written previously but revised and extended and connected. This deliverable will also require an introductory and summary document that explains how each item in the portfolio contributes to solving or dissolving the defined challenge. The portfolio is subject to the *doctoral attributes and criteria* requirements.

Applied Scholarship/Practice Book

This may be desired by a candidate who wishes to develop a practice-oriented book for a defined audience. As it is common for theory to inform practice, the defined and explained theory underlying the deliverable would develop the "what" and "why" (i.e., the purposes of the book including the challenges, problems or opportunities of these purposes). The related content of the practice-focused book would explain the "how." The deliverable - a book manuscript - would be subject to the *doctoral attributes and criteria* requirements.

Capstone-Related Options

The doctoral capstone requires scholarly inquiry that reflects sustained thinking around a theoretical framework, literature-or practice-based problem, and related set of practice activities (e.g., project or program implementation) that are directly carried out and documented in the form of a comprehensive report or publication-ready academic/practice article, and professional presentation.

Individual Capstone Project

The individual capstone project should be an applied leadership activity (or set of leadership activities) that align around a central organizational leadership issue of concern. This issue should be a multifaceted, large-scale, comprehensive problem or opportunity relevant to a specific professional context, as well as a tangible issue about which the student can **address and/or undertake practical study for clarification and understanding, or improvement or redesign**. The *proposal* should clearly document how the issue has been addressed within the research literature, and how this problem should directly impact (or be impacted by) strategic leadership. The goal is to convey a timely, professionally relevant, academically rigorous project that entails action-oriented efforts that can be conducted within the capstone timeframe. Capstone projects will be evaluated individually for their achievements by each student's doctoral committee with evaluation subject to the *doctoral attributes and criteria* requirements:

- ❖ Novelty
- ❖ Utility and Impact
- ❖ Holism
- ❖ Appropriate Methods to Support Conclusions
- ❖ Interdisciplinary
- ❖ Trans disciplinary (Only for a Doctoral Capstone Project)

6. Dissertation/Capstone Committee

The **dissertation/capstone committee consists** of a minimum of **three members** although more members are permitted. The Adviser and the 1st Reader must be members of the DSL Doctoral Faculty. The third member, preferable an External Reader selected from outside the Doctor of Management program, may be a member of another academic or professional community within or outside Thomas Jefferson University. The External Reader/Committee Member is preferred to be selected from the professional field or practice for which the dissertation/capstone applies. Additional members will be Readers.

Dissertation/Capstone Adviser

The ***Dissertation/Capstone Adviser*** has the overall responsibility for guiding the Doctor of Management student through the process of the successful completion of a

dissertation/capstone that fulfills the expectations of scholarly/practical work as well as meets the requirements of the University, School and Program. The Adviser shall:

- be able and willing to assume principal responsibility for advising the student;
- have adequate time available for this work and be accessible to the student;
- provide adequate and timely feedback to both the student and the Committee regarding student progress toward degree completion;
- guide and provide continuing feedback on the student's development of a research/practice project by providing input on the intellectual appropriateness of the proposed activities, the reasonableness of project scope, acquisition of necessary resources and expertise, necessary computer facilities, etc.;
- establish key academic milestones and communicate these to the student and appropriately evaluate the student on meeting these milestones.

In addition, when appropriate, co-Advisers may be appointed when both serve with equal importance on a student's committee and equally share the responsibility for the student's progress. If co-chairs are appointed, one must be a member of the DSL Faculty with approval by the Program Director.

Dissertation/Capstone Committee Chairperson

In addition, the DSL Faculty Dissertation/Capstone Adviser is also *Chairperson of the Dissertation/Capstone Committee* which has the following added responsibilities:

- chair all meetings of the Dissertation/Capstone Committee including the Dissertation/Capstone defense;
- represent the broad interests of the Institution with respect to high standards of scholarly/practice performance;
- represent the School of Professional Studies by ensuring that all procedures are carried out fairly and in accordance with institutional guidelines and policies;
- provide a view of the quality of the work, ensuring that the student's mastery of the subject matter is broad and comprehensive;
- ensure there are no conflicts of interest with the program of the student, adviser(s) or the field/domain of study and effectively address or manage, as appropriate, conflicts that may arise.

Committee Member (1st Reader)

A Committee Member (1st Reader) shall be a member of the Dissertation/Capstone Committee to provide support and evaluation. The responsibilities include:

- have adequate time to assume the responsibilities associated with serving on a student's Dissertation/Capstone Committee;
- be accessible to the student (at a minimum this implies availability for Committee meetings to be held no less than once per semester and availability to review and evaluate the student's written work as directed by the Adviser);

- ensure that the student's work conforms to the highest standards of scholarly performance within the discipline, within the expertise provided by the Committee member;
- provide advice to both the student and the student's adviser(s) on the quality, suitability and timeliness of the work being undertaken;
- review dissertation/capstone drafts as provided by the student and the adviser and provide feedback in a timely fashion; and
- participate in, and independently evaluate student performance in the final Dissertation/Capstone defense.

Committee Member (2nd and External Reader)

A Committee Member (External Reader) shall be a member of the Dissertation/Capstone Committee to provide support and evaluation. The External Reader will be selected from outside the Doctor of Management program and preferably a member of the academic or professional/practice domain relevant to the dissertation/capstone topic. The External Reader must be recommended by the student and must be invited and approved to become a committee member by the DSL Program Director after discussion with the Dissertation/Capstone Adviser. The responsibilities include:

- have adequate time to assume the responsibilities associated with serving on a student's Dissertation/Capstone Committee;
- be accessible to the student (at a minimum this implies availability for Committee meetings to be held no less than once per semester and availability to review and evaluate the student's written work as directed by the Adviser);
- ensure that the student's work conforms to the highest standards of scholarly performance within the discipline, within the expertise provided by the Committee member;
- provide advice to both the student and the student's adviser(s) on the quality, suitability and timeliness of the work being undertaken;
- review dissertation/capstone drafts as provided by the student and the adviser and provide feedback in a timely fashion; and
- participate in, and independently evaluate student performance in the final Dissertation/Capstone defense.

Student Responsibilities

While it is expected that students receive guidance and support from their adviser and all members of the Dissertation/Capstone Committee, the student is responsible for actually defining and carrying out the activities approved by the Committee and completing the dissertation/capstone. As such, it is expected that the student assumes a leadership role in defining and carrying out all aspects of his/her dissertation/capstone project. Within this context, students have the following responsibilities:

- to formally establish a Dissertation/Capstone Adviser and Committee;
- to call meetings of the Dissertation/Capstone Committee as needed;

- to actively inform and solicit feedback from the student's Adviser and Committee on progress made toward completion;
- to respond to, and act on feedback from the student's Adviser and Committee in a timely and constructive manner;
- to understand and then apply the institutional and programmatic standards related to the ethical conduct of research in the completion of the student's dissertation/capstone; and
- to know, understand and follow deadlines defined by the institution and the Doctor of Management degree program related to all aspects of the student's degree program.

Meetings

The Dissertation/Capstone committee will meet to formally approve the start of the proposal and again to formally approve the final proposal. Meetings may be conducted in person, online or by telephone. It is up to the student, with support of the adviser or co-adviser, to arrange these meetings.

The Dissertation/Capstone committee will meet to formally approve the start of implementation of the proposal and again to formally acknowledge receipt of the completed/final document. Meetings may be conducted in person, online or by telephone. It is up to the student, with support of the adviser or co-adviser, to arrange these meetings.

While the adviser and 1st Reader may work directly with a student to develop the various pre-proposal arguments and opportunities, official duties begin with the registration into DSL 900/999 Dissertation/Capstone Proposal and continue during registration for DSL 901 Dissertation/Capstone Delivery. In exceptional cases, if the dissertation/capstone is not completed within the projected timeline, duties will continue through additional semesters. The adviser/co-adviser will, in consultation with other members, determine roles and responsibilities regarding reading, editing, and providing guidance on the approved format, e.g., portfolio, project report, monograph. The adviser will submit a grade for the student each semester to demonstrate active engagement by the student.

7. Dissertation/Capstone Manuscript

When writing a dissertation-style document, students complete a formally prepared manuscript written according to the guidelines of an identified academic or professional journal. Examples include the following: For a psychology journal, the style of the American Psychological Association would be followed. For a management journal, the style of the Academy of Management would be followed. For a medical journal, the style of the American Medical Association would be followed.

This manuscript should be publication-submission ready for the identified journal or journal group and should address the norms and conventions of the journal and field, including standard length, appropriate style of writing, and detailed findings and/or outcomes of the practicum project. If applicable to ensure compliance, the manuscript may also be shared with relevant leadership within the professional context under which it was written.

When writing a doctoral capstone-style document, students must confer and determine with their doctoral committee the appropriate presentation style. As the final document may take on many forms depending on the nature of the project and its environment, a structure, format, style and convention must be determined in advance. An example of the format pages is presented in **Appendix F**.

Title Page

The title page is the first page of your dissertation/capstone. Do not number the title page. At the bottom of the title page, you must indicate the year you received the signatures of your doctoral committee, as well as your committee members' names, titles, and affiliations.

Appendices

Place unusual or supplementary materials (such as questionnaires or photos) into appendices. Number the pages of the appendices consecutively as is done with manuscript text. Name the Appendices alphabetically beginning with A and for each provide a title. The formatting of the appendices must meet the standards for the rest of the dissertation.

References

The references should meet the style requirements selected (e.g., APA, AOM, AMA), which often conform to the leading journals or book series of the field. They may be single-spaced with an additional space between entries.

Equations, Superscripts, and Subscripts

Equations, superscripts, and subscripts are acceptable in your dissertation/capstone. Generally, superscripts and subscripts may be one size smaller than the text. To identify each equation clearly, please isolate it with double spacing.

Footnotes and Endnotes

Footnotes and endnotes may be single-spaced with an extra space between notes. Please follow the preference of your selected style for deciding where footnotes or endnotes should be placed in your text.

Graphics

Figures and graphs must meet the same standards as the rest of the document. Headings, keys, and all other identifying information must be of the same quality and format as the text. If graphics, tables, or figures are in landscape mode, orient the top of the printed page at the binding edge (left side of the paper) with the page number in the upper right-hand corner in the portrait page setup. Images may be submitted in black and white or color.

Language Use

You may include quotations in languages other than English in your document. However, the dissertation/capstone must be in English.

Margins

MINIMUM REQUIRED: Use a minimum of 1" margin on all four sides. Page numbers must be in the **upper right-hand corner at least a half inch from the top and one inch from the side of the page.**

Page Headers: Do NOT use page headers (except for page numbers). Do not use decorative borders.

Page Numbering

The title page and copyright page which follows it are not counted in the numbering of pages. The other pages are counted in the numbering of pages.

Number the preliminary pages (i.e., dedication page, acknowledgments page, table of contents, and abstract) that precede the main text with **lower case Roman numerals beginning with i**. Put page numbers in the right-hand corner one inch from both top and side of the page. Page numbers half an inch from the top of the page are also acceptable.

Number the main text consecutively beginning with **Arabic numeral 1** in the upper right-hand corner one inch from both top and side of the page. Check your dissertation to ensure that **all pages are present and in numerical order.**

If you are using Microsoft Word, directions about how to exclude title page, etc. in pagination can be found on *YouTube* [here](#).

Number appendices consecutively with the text, continuing the Arabic numeral sequence.

Landscaped pages must have page numbers in portrait position and the top of the page must be on the left-hand, binding side of the page when it is rotated. If the page is **not** rotated, then the page numbers must be on the bottom, right-hand side of the page and sideways, so that when the pages are rotated, the page numbers are in

portrait position. There are a number of ways to do this. For methods using Microsoft Word, such as text boxes, see instructions and examples [here](#). Note that if you do not rotate the landscaped pages, you want page numbers to appear in the same position as the highlighted number 3 in the second row of examples.

Production of Document

Use 12-point type. Double-space the main text of the dissertation. Lengthy quotations, footnotes, and bibliographies may be single-spaced with a double space between entries or paragraphs. Maps, charts, etc. are acceptable.

Print Manuscript and Electronic Portfolio and Library Archive

The final manuscript will be submitted for professional binding [using this form](#) and will have a hard cover denoting the University seal, as well as the program name, dissertation or capstone title, student name, and date of signature. Two copies will be provided: one to the Supervisor and other to the University library. Additional hard print copies may be ordered and paid for by the student upon request.

The final doctoral manuscript will be submitted and uploaded to the [Jefferson Digital Commons](#) library and archive. This means that all content must reflect information that if proprietary or confidential has permission from the holder of such content.

Appendix A: LEARNING OBJECTIVES

Learning Objectives

All Jefferson graduates meet the following Institutional learning outcomes established by Thomas Jefferson University:

1. Possess a breadth and depth of professional skills informed by the liberal arts and sciences.
2. Apply multi-disciplinary and collaborative approaches as a means of succeeding in dynamic and complex career environments.
3. Integrate theory and practice to inform research and guide creative decisions in their professional fields.
4. Interpret and value diversity in both local and global communities.
5. Be prepared to be ethically responsible citizens in personal and professional spheres.
6. Be prepared to bring innovation to their fields and anticipate future directions in their professions by adapting to social, environmental, and economic change.

The Doctor of Management in Strategic Leadership (DSL) program addresses all the University's learning outcomes with application to professional working adults. Students expand skills for problem solving and decision making across varying contexts including those that are volatile, uncertain, complex and ambiguous. They learn to develop and enhance leadership skills including multi-stakeholder collaborations to support innovative services and programming. The central focus of the DSL program is the application and integration of new knowledge and skills to the students' professional obligations, problems and opportunities in their current or anticipated environments. Courses provide multiple opportunities to apply traditional, leading and innovative practices and processes, and to reflect on the meaning of these outcomes which is also a primary goal of Thomas Jefferson University's **Nexus Learning** approach (<http://www.philau.edu/nexuslearning/>).

All Strategic Leadership graduates also meet the following Program learning outcomes:

1. Develop and apply multiple strategies for effective organizational decision making and performance.
 - a. Integrate in their decision making and performance the contributions of cognitive/conceptual knowledge and skills, experimentation/action learning

- opportunities, and emotional/reflection of the meanings of previous experiences.
2. Apply critical leadership knowledge and organizational concepts and practices.
 - a. Integrate multiple methods of inquiry into organizational challenges, i.e., problems and opportunities
 - i. Apply varied frameworks of inquiry drawn from multiple mindsets, disciplines and cultural perspectives
 - b. Compare and contrast multiple leadership and management theories, models, approaches and styles
 - i. Evaluate and apply analytic and systemic approaches to thinking and practice
 - ii. Apply administrative and ethical decision-making strategies
 - c. Integrate and apply multiple methods of intervention within organizations to meet strategic interests and goals
 - i. Evaluate and apply analytic research and systemic design approaches to product, process and interpersonal problem solving and decision making
 3. Apply enabling information technology to improve decision making
 - a. Compare and apply analytic methods and tools to meet strategic challenges
 - i. To move from data to information processing by applying methods such as data mining, cloud computing, and database management
 - ii. To move from information to knowledge theory and experience by applying analytic algorithms and tools of structured prediction
 - iii. To move from knowledge to understanding including assumption modification by applying methods such as option analysis and optimization and simulation procedures
 4. Design, develop and implement academic-industry strategic leadership projects
 - a. Define, organize, and communicate topics of strategic leadership via executive education programs
 - b. Apply quantitative and qualitative methods in strategic research projects to enhance individual and organizational problem solving and opportunity recognition
 - c. Contract, develop strategy, and provide leadership for strategic consulting projects
 5. Deliver and defend a dissertation/capstone demonstrating doctoral-level thinking

Appendix B: DSL PREMISES FOR EDUCATION

The Thomas Jefferson University Doctorate in Strategic Leadership (DSL) is a professional executive, research doctoral program accredited by the US Department of Education through the Middle States Commission on Higher Education. DSL pedagogy is informed by three underlying approaches to learning which are embedded into coursework: cognitive conceptual learning of critical models, theories and practices of strategic and organizational leadership; experiential action learning acquired through project-based activities including consultation and research engagements, and executive education development and evaluation projects; and reflective meaningful learning supported by class and client discussions, professional presentation coaching and leadership coaching.

The professional applications required of the doctoral student community are not “about” topics; rather they require immersion in topics. Thus, an important practical thread running through the program’s educational experiences and affecting all doctoral students, faculty, coaches and mentors are externally contracted projects that require formal deliverables such strategic plans, new organizational designs, mergers and acquisition integration, culture change and career enhancement.

There is no need in our applied program unless a student requests it to require students to deliver a traditional research-based dissertation. Instead, Strategic Leadership doctoral students meet the University and Program learning objectives by delivering a practice-based final document which demonstrates expertise and proficiencies within the professional global workplace. Such a document must be rigorous in thinking, methodology, tools and conclusions because the readers and clients of these are concerned with the real world demands of improved decision making and organizational performance.

This final project relies on students who demonstrate mastery of the accrued theory and concepts developed in the classroom and from the academic and practice literature, the projects in which they are engaged with clients, the analytic, systemic and design thinking problem formulation and solving skills, and the program’s continuing educational support from faculty, coaches and mentors. Knowledge transfer between the faculty and visiting faculty conversations and readings within the class room, student workplaces where competencies are practiced, project environments where deliverables are demanded, and thoughtful presentations via written papers, presentations and private coaching facilitate the self-development of doctoral level strategic leadership. This knowledge/information transfer is also reinforced by peer support learning through cohort teams and open critique of knowledge.

Appendix C: COMMITTEE CHAIR - REQUEST FOR ASSIGNMENT

Date:

To:

From:

Having completed all required coursework for the Thomas Jefferson University Doctor of Management in Strategic Leadership (Jefferson DSL) degree, and as I am currently enrolled in DSL 801 and/or 802, I am requesting assignment of a Committee Chair/adviser to work with me toward the completion and successful defense of my doctoral dissertation or capstone project.

Attached please find drafts of my (1) Project Overview and (2) Project Plan that may be shared with the Jefferson DSL faculty to discuss and approve assigning a Committee Chair. Given the work I intend to pursue, my preference and my reasoning are as follows:

Committee Chair Faculty Member:1st choice: _____

Reasoning:

2nd choice: _____

Reasoning:

Choices for Additional Committee Members and External Reader:

Appendix D: DISSERTATION PROPOSAL HEARING

The Proposal Meeting is a formal milestone in the development of a dissertation or capstone and the completion of the Doctor of Management degree. Its purpose is to finalize the agreed upon design of the dissertation or capstone by the Candidate, Supervisor and Committee members. The meeting may be scheduled once the Supervisor has approved a complete draft of the proposal and then the Candidate has sent it to all committee members. Please allow two weeks from the sending of the proposal to the time of the meeting. Organizing the logistics of the Meeting is the responsibility of the Candidate but should be coordinated with Program Director's Office. The Supervisor chairs the meeting.

Preliminary Steps

Supervisor, Committee and Candidate agree on the date/time: approximately 90 minutes. Meetings must occur during regular University operating days/hours. Meetings happen on campus and are open to the DSL and University scholarly community.

Supervisor formally invites Committee members to be present in person or via video SKYPE/Zoom. The Candidate and Supervisor must be present.

Candidates may invite colleagues as note-takers or guests. It is not recommended to invite outside friends or family members.

Once decided upon, the Candidate shares the date, time, and working title of the proposal with the DSL Program Director. The Program Director announces the meeting and formally invites the DSL community.

Proposal Agenda

Supervisor opens the meeting and welcomes guests.

Part 1: Candidate will speak briefly about what she/he is trying to accomplish and why she/he is drawn to the work. Committee members will then have an opportunity to ask questions, but hold comments, evaluation, and feedback.

Part 2: Supervisor asks Candidate and guests to leave the room while the Committee confers briefly. During that time the Committee will agree on what feedback will be given and what (if any) changes are required to the dissertation proposal/design.

Part 3: Supervisor will ask Candidate and guests to return and Committee will share the agreed upon and planned feedback along with specific change requests. Candidate will have an opportunity to ask clarification questions.

Part 4: Within two days of the meeting (unless agreed otherwise), and after conferring with Supervisor, Candidate will send the Committee a *Memo of*

Understanding detailing any agreed upon changes to be made to the proposal. At that point, the Proposal and the Memo together become the formal details of what has been agreed to satisfy the Dissertation/Capstone requirement.

Candidate will then submit the final proposal to the Jefferson Institutional Review Board (IRB) and once approved, begin and complete the steps outlined in the proposal.

Appendix E: DISSERTATION DEFENSE

The Doctoral Dissertation Defense is a formal milestone in the delivery of a dissertation or capstone and the completion of the Doctor of Management degree. Its purpose is to assure to the university that the plan for studying the proposed topic and research questions (via research methodology and/or design methodology) is complete and holds academic merit. The representatives of the university - dissertation Supervisor and the members of the dissertation committee - use the defense to help evaluate the dissertation/capstone and to decide if the work is acceptable.

The defense meeting may be scheduled once the Supervisor has approved a complete draft of the dissertation which occurs after all committee members have reviewed it and provided feedback to the Doctoral Candidate. Please allow two weeks from the completion of the fully-edited draft to the time of the meeting. Organizing the logistics of the meeting is the responsibility of the Candidate but should be coordinated with Program Director's Office. The Supervisor chairs the meeting.

Preliminary Steps

Supervisor, Committee and Candidate agree on the date/time: approximately 90 minutes. Meetings must occur during regular University operating days/hours. Meetings happen on campus and are open to the DSL and University scholarly community.

Supervisor formally invites Committee members to be present in person or via video SKYPE/Zoom. The Candidate and Supervisor must be present.

Candidates may invite colleagues, family, and friends as guests.

The Candidate shares the date, time, and working title of the dissertation/capstone with the DSL Program Director. The Program Director announces the meeting and formally invites the DSL community.

Agenda

Supervisor opens the meeting and welcomes guests.

Part 1: Candidate will speak for up to 45 minutes about why she/he is drawn to the work and what she/he has accomplished. A limited number of summary power point slides (no more than 15) may be presented. Committee members and guests will then have an opportunity to ask questions, present comments, evaluation, and feedback.

Part 2: Upon completion of the presentation and Q/A, Supervisor asks Candidate and guests to leave the room while the Committee discusses the dissertation. During that time the Supervisor will review the acceptance criteria with the committee and with advice from the committee will select one of the following outcomes:

- Candidate has passed the defense unconditionally (although minor changes may be required before delivery of the final manuscript)
- Candidate has passed the defense conditionally (conditions for passing the dissertation or thesis defense must be listed in an attached memorandum)
- Candidate has failed the defense

The Supervisor will complete and sign the *Results of Dissertation or Thesis Defense Form*.

Part 3: Supervisor will ask Candidate to return and will share the agreed upon and planned feedback along with any specific change requests. Candidate will have an opportunity to ask clarification questions. The Candidate may then invite guests to return to the room for further discussion.

Part 4: The Supervisor will receive the signature of the Dean of the School on the *Results of Dissertation or Thesis Defense Form*. A copy of the form will be presented to the Dean and a copy will be delivered to the author.

Appendix F: TITLE PAGE AND INTRODUCTORY PAGES

DEVELOPMENT OF STRATEGIC LEADERS IN THE CITY OF PHILADELPHIA

by

Iam A. Student

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Management
in
Strategic Leadership

at

THOMAS JEFFERSON UNIVERSITY

2019

DEVELOPMENT OF STRATEGIC LEADERS IN THE CITY OF PHILADELPHIA

Iam A. Student

Doctoral Dissertation Committee Approval:

Supervisor

Date

Reader

Reader

External Reader

© Iam A. Student

2019

ABSTRACT

This dissertation introduces theories, models and practices of strategic leadership. In this paper, I examine and discuss

ACKNOWLEDGEMENTS

I want to give special thanks to my dog, Farkas, for not eating my dissertation. I also want to thank ...

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Appendix H: DISSERTATION / CAPSTONE FORMS

The Office of the [Provost posts forms](#) that support the academic and policy requirements of all Jefferson students. To confirm that the form to be submitted is the most recent, contact the DSL Program Director.

GRADUATE DISSERTATION FORMS AND INSTRUCTION

- [DISSERTATION BINDING INSTRUCTIONS FORM](#)
- [DISSERTATION COMMITTEE SELECTION FORM](#)
- [DISSERTATION EXTENSION REGISTRATION FORM](#)
- [DOCTORAL PRELIMINARY EXAM FORM](#)
- [INSTRUCTIONS FOR DISSERTATION APPROVAL FORM](#)
- [RESULTS OF DISSERTATION DEFENSE FORM](#)
- [SCHEDULE OF DISSERTATION DEFENSE FORM](#)
- [DISSERTATION SAMPLE](#)
- [GUIDE FOR THE PREPARATION OF DOCTORAL DISSERTATION AND MASTER'S THESIS](#)