**Course Learning Journal**

**LDR 813-42: Organizational Dynamics**

**(DSL, Core 4)**

**Assignment No. 4**

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**Course Learning Journal**

The journal is a written reflection of your learning journey while working on each course. The

Learning Journal integrates the essential elements of the course within your professional field of interest. The objective of the course journal is to produce a degree of acculturation, integrating new ideas into your existing knowledge of each course. This is also an opportunity to communicate with your professor insights gained because of the course. The course learning journal should be 3-5 pages in length and should include the following sections:

1. Introduction –Summarize the intent of the course, how it fits into the graduate program as a whole, and the relevance of its position in the curricular sequence.

2. Personal Growth - Describe your personal growth–how the course stretched or challenged you– and your progress in mastery of course content and skills during the week and through subsequent readings – what new insights or skills you gained.

3. Reflective Entry - Add a reflective entry that describes the contextualization (or adaptation and relevant application) of new learning in your professional field.

What questions or concerns have surfaced about your professional field as a result of your study?

4. Conclusion – Evaluate the effectiveness of the course in meeting your professional, religious, and educational goals.

**Course Learning Journal**

1. **Introduction:** The Course Learning Journal takes a critical, and analytical tour of

the LDR-813 Organizational Dynamics in the DSL program. Organizational dynamics fits squarely into the DSL doctorate program, the colloquium presents a philosophical and theological framework for understanding and influencing an organization’s culture, operations, and societal impact through transformational leadership. The relevance of Organizational dynamics is apparent in its four main essential elements: i) People Problems in Organizations. ii) Essential Elements of Management Theory and Practices. iii) Group and Teamwork Dynamics. iv) Organization Relations to Society. Moreover, it presents the various models of organizational dynamics in such areas as authority, power, structure, culture, ideology, communication, dysfunction, and change theory. The four study assignments (likened to exams) comprise assignments Nos. 1, 2, 3, and 4 (formerly known as 20, 60, 100, and 120-day assignments). The organizational dynamics study includes the scholarly porch assignments among the students. In addition to the virtual classes, each assignment requires the students to conduct study research analyzing contemporary issues and problems (Fieder et al., 2020; French, 2019),  that need the transforming impact of a Christian worldview in the social sciences, and sociological and organizational theories(e.g., OGS.edu, 2024).  The program is designed to stimulate one’s intellectual drive to study and research its wide spectrum of secular and Christian dogmas, philosophical discourse, and secular worldviews. Including the nature, function, and methodologies for understanding and developing critical thinking skills to clarify and address the issues related to the organizational structures, cultural diversities in organizations and communities, and behaviors as they relate to employees, and internal and external environments.

**2) Personal Growth**: The personal growth from studies in organizational dynamics is immense. The course Learning Journal, CLJ provides records of the learning methodologies, levels, and steps in academic, professional, and experiential development derived from a vast range of academic, personal, and academic research undertaken in OD, and other DSL courses by the author. Organizational Dynamics bears the hallmark of resources in qualitative, intellectual capacities, and leadership transformation principles. The continuum of capabilities is manifested in the series of contextualization and application of research study theories, principles, and precepts highlighted in the CLJ records of organizational dynamics and behaviors, corporate culture, and the internal and external competitive environments the author can navigate. There is the mastery of the program principles and precepts now and in the future. The course challenges students to change their fixated ideas and perspectives, be open to formal and informal dialogues, academic or intellectual, and learn from criticism when or where they arise. Moreover, be more rational and logical, and embrace tested facts and truth.  The study of organizational dynamics has stretched the author’s expectations to one of fulfillment and understanding, full of diverse aspects of theology, comparative philosophies, philosophical thoughts, micro and macro sociology, anthropology, secular and Christian worldviews. The OD study is intense, extensive, and very challenging, which drives the excitement. The gains from this course include interpersonal, cognitive, and spiritual change. Moreover, the interpersonal changes within, and outside, are significant: The ability and capacity to interact with people you know or don’t know can make a difference in one’s services, operations, and span of leadership, and control. There is the ability to utilize effective means of communication, physical or virtual study research. There is socio-ethical communication involving self-awareness, self-control, and care (Clough, 2021), and this advances spiritual knowing (Willis, & Leone-Sheehan, 2019), and this doubles as an inevitable resource (Strong & Bielman, 2022) for secular and Christian worldviews.

**3) Reflective Entry:** Organizational dynamics reflect and inform the ability to

confront, analyze, be thoughtful, and engage in the discourse of contemporary sociological issues utilizing micro-behavioral, macro-strategic innovation and ideas to drive logical, rational, factual, or doctrinal conclusions that make sense. There are combined knowledge skills from secular and Christian worldviews and spiritual enrichment to discern thoughtfully through partnership with the Holy Spirit, divine fellowship, leadership (Donaldson, 2021;  Pinnock, 2022), and direction. There is confidence to contribute ideas to national debates about certain sensitive socio-political issues people shy away from, like male and female equal pay, voting rights, and ordination of female priests in Catholic, Protestant, and Anglican denominations. Other sensitive areas demanding some sociological interventions (Lăzăroiu, G. (2018), are Christian nationalism (fanned by some Christian extremism, condemnation, and judgmental ideologues) attempting to incorporate Judeo-Christianity (a mix of Jewish Judaism with modern Christianity), etc. The lingering issues of abortion, LGBTQs, human sexuality (Saad, 2023) same-sex marriage (Tasos, 2022; Carpenter, 2020), voting acts rights, regional, political re-districting, or gerrymandering, most times are either shied away from or attract partisan bias even from some clergies. These issues can be dealt with while steering the true path in a very truthful, and polite manner. The best is to remind the congregation about what the doctrinal truth is in each of the above issues, and what the constitutionality is in any sensational issue. Even if the clergy is emphasizing the doctrinal true perspective, it is left to the sovereign will of the congregant to embrace the path of choice and make the best decision based on his or her preferences. As Christians, we may not be comfortable or condone some of these issues, but no one must be judgmental. It must behoove the Christian service to engage in continual prayers (Froese & Jones, 2021; Kaufman & Compton, 2021), perhaps fasting, to intercede on behalf of brothers or sisters to turn away from social, and religious perversions. It is the Holy Spirit that prunes and convicts and not by human, physical coercion. In addition to the exposure to vast project resources and archives of intellectual discourse and academic theories and models, study contextualization and applications are key in the process, as they affect corporate or group leadership in workplaces and environments. The ingrained skills and knowledge as they have become, can be transferable, utilized, and applicable in live situations demanding urgent, situational, contingency, or long-time strategic interventions.

1. **Conclusion**: Without a doubt, there are some challenges in the asynchronous

study in organizational dynamics, a process requiring independent, extensive study research. However, such a study format presents a broad range of opportunities to dive into the multidimensional study of its multi-layered disciplines and archives and to research and derive concrete data evidence, and qualitative information required in the final analysis of a study project. The principles and models in organizational dynamics will be utilized to engage in meaningful and unbiased debates and to drive home some socio-intellectual analytics and reasoning to conclude some controversial issues requiring mature solutions. Major issues can arise when they are very complex to tackle due to vested political or even organizational interest or a tight market competition involving service or product penetration, niching, or perhaps some unresolved issues. The reasons may be personal, denominational, extremely political, social pressures, situational, or lack of comprehensive educational data and information. “When Orthodoxy is divorced from orthopraxy:  It is dead theology, indeed.” (Venson, 2018). Orthodoxy is the right belief, not misconstrued. Orthopraxis is the right practice. Moreover, Orthopathy is the right passion borne out of some spirituality. These principles are not static, they are dynamic (Clough, 2021; Comer, 2019), within the context of logical applications in certain conventional wisdom (Willis & Leone-Sheehan, 2019), religious, or civil circumstances. The academic expectations and the professional and vocational growth derived from the course are immense. They create a new sense of academic and intellectual identity, unbiased empathy, and business-oriented acumen and skills to critically analyze issues and situations rationally and based on facts and truth. You do not rush to judgment whether you are a devout Christian, intellectual or not. You tend to do more listening, and study analysis (even in some minutes), than hasty talking or frivolous judgment, and engagement. The most valuable gains are the sense of educational maturity and the special insight into the recipes of transformational leadership involving empathy and emotional intelligence, cognitive and interpersonal change which the course presents in the four sectional outlines (1 to 4). The obvious lesson resonates with the two greatest commandments, *love of God and neighbors as ourselves* (Matthew 22:26-40). It is advised to stay out of self-confusion and ruthless hurry and be emotionally healthy (Comer, 2019) rather than being insensitive to a just cause.

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