DPLS 700 Leadership Theory

Fall 2010 3 Credits
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Friday Evenings - 6 pm - 10 pm
Room: TBA
Dates: Fall 2010: 9/3;9/10;10/1;10/15;10/29;11/12;11/19;12/3

Course Overview
The conceptual framework of the Doctoral Program in Leadership Studies (DPLS) focuses on the personal, organizational, and global levels of leadership. These ‘levels’ are all linked to the phenomenological, moral, philosophical, scientific, and cultural experiences of human beings. This required course is an inquiry into the individual person as both leader and follower and will be an extended discussion on moral, philosophical, scientific, and cultural issues and frames of reference. Two of the texts (Reed & Wertsch) that we will read and discuss during the course are substantive inquiries into the philosophy, sociology, and psychology of experience as well as a comprehensive thesis developed around the topics of the self, identity, and human action.

These texts will form a background and context for our survey of a theory of leadership and leadership studies and Servant Leadership. The intent of this course is to establish frames of reference for leadership at the personal level of experience. The group experiences around presenting chapters in the Traditional Classics of Leadership are meant to stimulate deep dives into selected areas of historical theorizing and scholarship around Leadership as well as develop presentation skills.

Course Hopes and Aims
• Define and understand epistemological assumptions and frameworks related to thinking about the human person
• Critically analyze selected dominant structuring frameworks in the social sciences
• Develop and generate dialogue around theoretical perspectives of development of the self
• Create an autobiographical narrative describing your ‘self’
• Explore a variety of leadership models, frameworks, & theories
• Explore and discuss Servant Leadership in depth
• Identify, analyze, & evaluate the reciprocal effects of society, scale & structure on the self
• Link theories of the development of the ‘self’ to your narrative and to your experience and goals related to the larger topic of leadership
• Work collaboratively to assess each other's work and create joint meaning

Course Structure
This course is composed of reading, writing, class discussion, lecture, group presentations, and video. We will form small working & presentation groups during the first class that will remain
intact throughout the course. These groups or cohorts will serve multiple functions. Among them are:

Content & process support - group participants will have an opportunity to discuss readings, past discussions, and class assignments.

Project and activity work - One of our first activities will be for groups to develop an agreement about group process and individual responsibilities. The major group activity will be the TCOL presentations (see below).

Most 4 hour classes will open with a ‘check in’ by each participant that articulates what is interesting or important from previous reading or meetings. We will also do an overview of the readings. Small group discussions of course notes and readings will then follow. We will generally take a 20-30 minute break. Following the break we will do presentations, conduct full class debriefs, continue class discussion, or review readings or presentations.

My style of pedagogy and theory of knowledge are based on constructivist and interpretivist assumptions. Which is to say that I believe there is no one or singular definition or interpretation of phenomena that holds true in all cases for all people at all times. All of us bring unique perspectives and experiences to the situation we call a DPLS seminar/course. However, it is also the case that the University confers degrees, awards credentials, etc. This larger set of social and cultural norms about what counts as scholarship, depth of thought, originality, academic honesty, and quality is something the faculty also take very seriously. Consequently we triangulate interpretations so as to arrive at a rough consensus about what or what is not good deep scholarly work. Each of the writers/authors we present in our courses has a perspective and a unique interpretive lens. Each of you have a perspective and a unique interpretive lens, when we work together in groups or discuss ideas we create yet another interpretation. I, as chief facilitator and designer of the course, also have an interpretive lens. The goal of this course (of all my courses) is that we make use of all these interpretations so that at the end of the day - at the end of the semester - you have had the richest, most complex, and engaging experience possible. What this requires of all of us is a willingness to listen to each other deeply, take risks in what we say and think, and stay present and engaged throughout the course.

I also make available on Blackboard interpretive lecture notes of selected readings. It is my hope that these interpretations inspire and assist students in interpreting and analyzing the readings from their own perspectives in a deeper way. I also prepare a number of slides based on the notes to stimulate discussion and/or communicate concepts and ideas. There may also be additional readings posted on Blackboard.

A note on Diversity
I am also aware that there are no women, people of color, or other obvious marginalized groups represented as primary authors of the core texts for this course. I am currently reading various works by women and other diverse writers and thinkers to add to the syllabus for a future course. However, I will also be posting a number of scholarly articles on Blackboard midway through the course both authored by women and representing feminist and marginalized perspectives on leadership.
Assignments, & Grading
Read all materials and attend all classes and participate with all your attention. Please let us know if you intend to miss any classes. (10% of grade)

Pre-Class reading & assignment. Necessity of Experience. Write a 6 page response (due 2nd Class). See Blackboard > Assignments for the writing prompt. 20%

Necessity of Experience Presentation - (2nd Meeting) See Blackboard for Presentation Criteria (10%)

Group Presentation TCOL (10%)

Readings Analysis Assignment - See Blackboard > Assignments area for description. 10%

Final paper - Autobiographical Narrative - Please see Blackboard > Assignments area for Final Assignment (40% of grade) Final Draft due on December 5th.

Expectations and Assessment
This course requires a significant amount of reading and some of the books may be written in a style unfamiliar to you. I encourage you to devote ample time to the reading. There is also a reading ‘assignment' due at the beginning of most classes. See Blackboard for more detail. Assessment of doctoral work in leadership studies is challenging. Interdisciplinary work dealing with complex and sometimes contested theories and concepts requires (from my perspective) a tolerance for uncertainty, ambiguity, and contingency. I am also struck by the need for a high degree of self-directed behavior on the part of doctoral students and candidates. I would like my teaching style, assessment policy, and rubrics to support and facilitate self-direction. The DPLS is an interdisciplinary program and students come with a variety of experiences, different types of expertise, and different professional and scholarly needs. It is my intention to honor, help cultivate, and support these differences.

However, behind my philosophical questions about assessment and uncertainty in evaluating anyone in an absolute manner there does reside (in my view) a set of skills that serve to hold and shape work with language in a complex world. I believe we need a grammar, syntax, and semantics of clarity, coherence, depth, and breadth. My assumption at the beginning of the term is that all of the students in this class possess the requisite skills, talents, and propensities needed to be clear, cogent, and complete. I admit that the standards I refer to are objectively stated and subjectively enacted. My assessment will be based on the quality and content of expressed thought as exhibited in both written assignments and classroom presentations and participation.

Grading Criteria for Written Work (adapted from the DPLS Academic papers rubric)
Important Note
Because the major writing project for this course is an autobiographical narrative much of the criteria used in our rubric for course papers will not be relevant. That criteria is noted below as a
reminder and guide to non-autobiographical writing (e.g., pre-class assignment). Please see Blackboard for more specific commentary on the autobiographical style.

**Content Criteria**
The content of papers should reflect the level and style of content in readings and discussions. There is an expectation that doctoral students will reach outside of their comfort zone in terms of appropriation of ideas, concepts, and frameworks. The substance of papers and other writings will be weighed against the general level of discourse in class meetings and the style and density of expression of the readings.

**Thought and Expression Criteria**
Student writing should raise vital questions or issues, formulating them clearly and precisely. I will be looking for evidence of breadth and depth and the insightful, in-depth analysis of complex ideas. Main points should be developed and supported with relevant information and references that are appropriately incorporated.

The organization and logic of your writing is critical. The expectation is for well focused, well organized, and well reasoned conclusions. The writing should flow with the reader not getting lost or having to work to determine what you are saying.

There is also an expectation that your writing/thinking has an open and inclusive character when exploring alternative systems of thought, recognizing and assessing, as appropriate, their assumptions, implications, and/or practical consequences.

**Technical Criteria**
Your writing should be clear and demonstrate a high level of vocabulary through careful word choice. Sentences should be constructed skillfully and purposefully. Transitions between paragraphs and sections are important and will evaluated for their efficacy in weaving your concepts, themes, and purposes together. Summaries and conclusions are also vital elements of good writing and will be evaluated based on their appropriateness and effectiveness.

Of course grammar, punctuation, and spelling are expected to be flawless. Careful proof reading of your paper is a basic expectation.

Papers, unless otherwise noted are to be completed in APA style. References should be cited properly within the text and a complete reference list must be provided. Appropriate use of headings will also be noted.

**Point/Grade correspondence:**
95-100% = A; 90-94.99% = A-; 85-90%= B; 80-84.99% = B-

**Required Texts**

**Other readings assigned (and provided on Blackboard)**

**Fall 2010 DPLS 700- Leadership Theory: Class Outline**

**Pre-class reading:** Necessity of Experience (NoE) - Read entire book and prepare a 6 page response - due at second meeting. See Blackboard for more specific guidance.

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<tr>
<th>Meeting Content</th>
<th>Activity</th>
<th>Assignments</th>
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| **1st Meeting**| Group Activity - Images of Leadership | Readings & projects for 2nd meeting:  
• Leadership Theory & Practice Chapters 1 - 4;  
• Also read both articles by Meindl et al. (on Blackboard) and be prepared to discuss these articles in light of the Necessity of Experience. |
| Beginnings and Introductions  
Course Overview > Group Assignments > Presentations > Collaboration.  
Discussion Necessity of Experience | | |
| **2nd Meeting** | Group Work - Compare, contrast, and critically assess LT&P Readings with NoE & Meindl readings. | Readings & projects for 3rd meeting:  
• Leadership Theory and Practice Chapters 5 - 8  
• Mind as Action pp. 3-108  
• Traditional Classics on Leadership Group Assignment #1 (TCOL #1) - see Blackboard |
| Present your response to Necessity of Experience (Paper Due)  
Class discussion on the LT&P and Meindl Readings | | |
| **3rd Meeting** | TCOL #1 Presentation Group Work - Compare, contrast, and critically assess LT&P Readings with Mind as | Readings & projects for 4th meeting:  
• Leadership Theory and Practice Chapters 9-12; |
<p>| Discussion of Readings | | |</p>
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<th>4th Meeting</th>
<th>5th Meeting</th>
<th>6th Meeting</th>
<th>7th Meeting</th>
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<tr>
<td>1st Readings Analysis Assignment due on Blackboard Discussion of Readings</td>
<td>Reading notes due on Blackboard Discussion of Readings</td>
<td>2nd Readings Analysis Assignment due on Blackboard Discussion of Readings</td>
<td>Reading notes due on Blackboard Discussion of Readings</td>
<td>Discussion of Readings</td>
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<td>Group Work - Group Work - Compare, contrast, and critically assess LT&amp;P Readings with Mind as Action TCOL #2 Presentation</td>
<td>TCOL #3 Presentation Group Work - Group Work - Compare, contrast, and critically assess LT&amp;P Readings with Mind as Action</td>
<td>TCOL #4 Presentation Group Work - Servant Leadership</td>
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<td>• Mind as Action pp. 109 - End of Book • Traditional Classics on Leadership Group Assignment #2</td>
<td>Readings &amp; projects for 5th meeting: • Leadership Theory and Practice Chapters 13-15 • Mind as Action pp. 109 - end of book • Traditional Classics on Leadership Group Assignment #3</td>
<td>Readings &amp; projects for 7th meeting: • Servant Leadership pp. 1 - 146 • Traditional Classics on Leadership Group Assignment #3 • Readings to be announced</td>
<td>Readings &amp; projects for 8th meeting: • Servant Leadership pp. 147 - 359 • Readings to be announced</td>
<td>Final Paper due December 5.</td>
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