Leadership Theory
DPLS 700-Fall 2013

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Course Information

Course Name: Leadership Theory
Course Number: DPLS 700
Credits: 3
Day of the Week, Time: Friday, 6:00pm-10:00pm
Dates: Sept 6, 20, Oct 4, 18, 25, Nov 15, 22, Dec 6
Location: Tilford - Room 115
Instructor: Dr. Shann Ferch
Email: ferch@gonzaga.edu
Phone: 509-313-3490
Office Hours: by appointment Tilford 228

Description & Format

The Doctoral Program in Leadership Studies and the School of Professional Studies at Gonzaga University seek to build "people for others," people able to define their own sense of identity, live within a moral framework, and articulate and advance social justice.

The search for a way of understanding and engaging leadership on personal, organizational, and global levels is both elusive and complex. Yet, when individual people, families, organizations, or nations find the resonance that true leadership brings, they are imbued with a sense of joy, and a form of will and fulfillment that is inviolable. This class focuses primarily on a rich and multifaceted understanding of leadership, emergent leadership theory and practice, and the formulation of one's own personal stance on the theory and practice of leadership.

Objectives

This course promotes the understanding of:

1. three predominant underlying philosophies of leadership (hooks’ will to love, Nietzsche’s will to power and Frankl’s will to meaning)
2. emergent leadership theories (such as transformational leadership, relational leadership, appreciative inquiry, and servant-leadership);
3. general principles of leadership theory and practice;
4. dialogue and experiential-based learnings regarding leadership;
5. the use of films to encounter leadership in the moment;
6. the development of a personal leadership stance on the theory and practice of leadership
7. the understanding of the self in relation to leadership theory and practice.

Reading Materials

- All About Love: New Visions, by bell hooks
Feminist Theory: From Margin to Center, by bell hooks
Man’s Search for Ultimate Meaning, by Victor E. Frankl
The Will to Meaning: Foundations and Applications of Logotherapy, by Victor E. Frankl
The Will to Power, by Friedrich Nietzsche (translated by Kaufman)
Leadership: Theory and Practice, by Peter G. Northouse (the most recent edition)
Crucial Conversations: Tools for Talking When Stakes are High, by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, Stephen R. Covey
Forgiveness and Power in the Age of Atrocity: Servant Leadership as a Way of Life by Shann Ray Ferch
Thin Book of Appreciative Inquiry (2nd edition), by Sue Annis Hammond
To the Wedding, by John Berger
American Masculine, by Shann Ray
Why I Wake Early: New Poems, by Mary Oliver
Thirst: Poems, by Mary Oliver

Recommended:
Traditional Classics on Leadership, by J. Thomas Wren (Editor), Douglas A. Hicks (Editor), Terry L. Price (Editor)

In addition to the required texts, the instructor may select other required readings to be available electronically on the Blackboard site.

Grading

There are a number of individual and group assignments that students are required to complete for this class. The final grade for this class will be calculated as follows:

Grades will be based on:

• 60% In class participation (including personal symbol presentation)

• 40% Personal leadership paper: due the final class
  The paper is graded with regard to three equally-weighted elements:
  o Creativity--writing style, writing voice, arrangement of thoughts and arguments, etc.
  o Construction--structure, grammar, clarity, simplicity, etc.
  o Critical Thought--depth, skill of argument, density of critical judgment, etc.

Assignments to be handed in at the end of the course:

1) The Personal Leadership Paper

Write a 20-page paper (16-17 pages of text; 3-4 pages of references), of publishable quality in a peer-reviewed journal of leadership and organizational theory and practice, in which you frame a
leadership problem (personal, organizational, or global) through self-responsibility. Choose one of the emergent theories of leadership as a backbone of the paper (appreciative inquiry, relational leadership, servant-leadership, transformational leadership, etc.), and draw upon bell hooks, Nietzsche and Frankl. Include in the paper a life-affirming stance that answers to the cynicism, hypocrisy, and nihilism of the contemporary age. Also include a self-assessment of two of your leadership weaknesses; to do this, ask key loved ones, mentors, and colleagues what they view as your primary relational weaknesses, engage in forgiveness-asking with at least one person regarding one of your weaknesses, and speak to the insights you gained from the process. Seamlessly embed your self-assessment and the insights from your forgiveness-asking, into the larger paper. Generally, the paper should have 2 to 5 citations per paragraph in order to provide a scholarly and critically rich foundation for the vision you put forward in the paper.

2) Final Presentation:

In the final class you will present a symbolic personal integration of your learnings from the class, and specifically the Personal Leadership Paper. This will include an assignment you are to complete anytime during the semester, in which you will spend 1 hour in silence for the purpose of: 1) self-reflection 2) listening to God as you perceive God and 3) seeking to understand your personal relationship to leadership. This 1 hour alone and in silence, plus an integration of how course assignments, readings, and conversations deepened your personal understanding of leadership. Bring one physical object that symbolizes your learnings, and discuss it in class (5 to 10 minutes).

Doctoral level work is of highest quality both in content and presentation. Grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
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<td>B</td>
<td>80-84%</td>
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<tr>
<td>B-</td>
<td>75-79%</td>
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<tr>
<td>C+</td>
<td>70-74%</td>
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<td>C</td>
<td>65-69%</td>
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<tr>
<td>B</td>
<td>60-64%</td>
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<tr>
<td>A-</td>
<td>59%</td>
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Gonzaga Registrar Policies and Assignments
## Schedule of Class Topics and Reading Assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading Completed</th>
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</thead>
</table>
| 1       | a. Knowing one another  
b. Introduction to course  
c. central readings: hooks, Frankl, Nietzsche | |
| 2       | a. Above and below the line   Frankl & Nietzsche  
b. Transformational Leadership   Northouse  
c. All About Love, bell hooks   hooks | |
| 3       | a. Relational Leadership  
b. Forgiveness and Power   Ferch  
c. Crucial Conversations, Patterson et al.   Patterson et al. | |
| 4       | a. Positive sentiment override; 4 horsemen  
b. Appreciative Inquiry, Sue Hammond   Hammond  
c. To the Wedding, John Berger   Berger | |
| 5       | a. The 10 Characteristics  
b. Servant Leadership  
c. American Masculine   Ray/Ferch | |
| 6       | a. Inventory: end & instrumental values  
b. MLK’s servant leadership  
c. Why I Wake Early, Mary Oliver   Oliver | |
| 7       | a. Personal Leadership Paper due  
b. Thirst, Mary Oliver   Oliver | |
| 8       | a. Final presentation:  
- present a symbol: your personal leadership stance | |

*** Note: have books in **bold** above read for the class session in which they are listed; often we will have a dialogue on the particular book listed. Books in the far right column are to be read as overall background for your own leadership theory and practice library.

** this class has been taught in accordance with the Gonzaga U. Fair Process Manual**